Peer Tutoring Program Tutors

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Peer Tutor Protocol

The Peer Tutor Protocol is a list of essential job responsibilities. While it may not be exhaustive, it does contain most of the essential functions Peer Tutors are expected to perform and the standards by which they are expected to abide. Many of the policies/procedures referred to below may be found in their complete form in the following pages.

1. Maintain body language, tone, and attitude that convey you are available and willing to aid tutees.
2. Do not do work for clients. Help guide them through the process of discovering the answers. Ask them questions that lead them to discover the answers on their own.
3. Be prompt, consistently keep your scheduled hours, and log in and out of the system when you begin/end your shift.
4. Make sure you are easily identifiable, meaning your staff shirt and name badge are clearly visible and not obscured by clothing or. Your name badge should hang above table height when you are sitting.
5. Welcome any and all clients. Explain to new clients that they may stay as long as they like and ask questions of any tutor in the subject at any time.
6. Be sure all clients have signed in/out of the system when they come to/leave from The Study.
7. Respect client confidentiality/FERPA regulations.
8. Refrain from discussing the effectiveness or quality of professors, TA’s, or assignments. Help the client work through whatever the assignment is, as it is. Likewise, do not discuss perceived shortfalls of your own professors while on duty.
9. If you do not know the answer to a client’s questions, do not be afraid to say so. Direct the client to other resources or refer them to the professor or another tutor. You are modeling for them how they should approach problems and seek resources in the future.
10. If the client’s dilemma is not content-related, but rather a learning skills issue, refer the client to a learning specialist in The Study for a consultation or a Study Smarter Seminar.
11. Keep The Study tidy – remember, it is a shared space. Specifically, clear chairs out of walkways periodically.
12. Use “down time” to prepare and review for targeted courses, including review of the text, as well as ensuring that other tutors have what they need to tutor, ie, text books, paper, pens/pencils, etc. Also, refer to the Tutor Task List at the check-in desk in the ballroom.
13. Turn in your timesheet to your SPC’s mailbox each two-week pay period– your timesheet will be signed and delivered to payroll.
14. Provide feedback, comments, and suggestions to the Assistant Directors, Associate Director, Director, and/or SPCs so that the Peer Tutoring Program and
Academic Enhancement can continue to develop, grow, and expand. Do this with accurate Shift Ratings when you sign-out at the end of a shift and through meaningful comments on Peer Tutor Reports.

15. Complete the online Peer Tutor Report (PTR) each week.
16. Respond promptly to emails from SPC’s, Assistant Directors, Associate Director, and Director.
17. If you need to miss a shift, you must adhere to the substitution policy. You are ultimately responsible for the shifts you are scheduled to work.
18. At close, do not leave The Study until the SPC’s dismiss all Peer Tutors.
Peer Tutor Guidelines

The guidelines below contain general information, a thorough description of what a “Peer Tutor” is and some basic tips on how to serve students effectively, ethically, and appropriately.

PEER TUTOR: A Learning Coach, Facilitator, Listener, and Guide.

As a Peer Tutor, your role is not to “fix” every problem with the student’s assignment, nor is it to work out problems for the student. The tutor’s purpose is to help guide the student to understand concepts and skills necessary for success in a particular class. A tutor provides insight and adjustments to the approach to or explanation of the assignment to complement course instruction and the skills of the learner.

Peer Tutors are often preferred by students because they are perceived as less threatening and more approachable than instructors. Furthermore, Peer Tutors are often available in the evenings when instructors are not. Tutors have previously taken the courses they tutor and understand well the perspective of a student learning the material for the first time, as they experienced that level of learning more recently than most instructors. Tutors ought to maintain an encouraging and supportive demeanor with students while guiding them toward a better understanding of the subject matter. The goal is to facilitate a student’s ability to discover how to work through concepts on his/her own. We strongly discourage tutors from fostering student dependency. Additionally, a tutor’s goal is not to help tutees complete assignments. Rather, tutors should focus on the acquisition of skills and understanding of the concepts tutees will need to complete assignments.

Goals of the Tutoring Program:

1. Assist students in making successful academic transitions
2. Facilitate learning in target courses
3. Enhance academic experiences by providing a proactive learning model
4. Guide students toward achieving their academic potential
5. Serve as a role model for successful student learning

Types of Peer Tutors and Peer Mentors:

The following list identifies various types of tutoring. The Peer Tutoring Program offers traditional, group, and team tutoring, for which an explanation of how each process occurs at The Study is provided. It is important to note that tutoring can occur in a variety of settings.

1. Traditional: one-on-one
   1. Many students who are uncomfortable in group settings or learning in a group seek one-on-one tutoring sessions. During such a session, Peer
Tutors dedicate much of their time to the student and pay careful attention to the needs of the student. The tutor may be required to remain with the student in the event a question or problem arises. Tutors must not become frustrated with the student and must remain patient when spending a prolonged amount of time providing assistance. This type of assistance is rarely available through Academic Enhancement.

2. Group: one to <4
   1. Group tutoring often occurs when a homework set is due or during exam weeks. In group tutoring, a tutor works with up to four students. The tutor sometimes works with more than four students during the busiest portion of the semester. It is helpful for the tutor to use the large dry-erase boards during group tutoring sessions to complete problems that all students share or to write reminders, key terms or concepts, or important information. It is also encouraged for the tutor to ask the group which concepts or material they all have in common. As a result, the tutor can address the majority of questions and then focus attention on individual issues.

3. Team: 2 or more to small group
   1. During the busiest portion of the semester, there are times when Peer Tutors must assist each other to reach the maximum number of students possible. It is often helpful for tutors to divide material, concepts, and problems among themselves and rotate among different groups of students. The latter process ensures that students are helped in a thorough and efficient manner.

**What makes an effective Peer Tutor?**

Effective Peer Tutors:
1. Are passionate about helping others and about the subject they tutor
2. Understand they must be helpful and establish rapport while discouraging dependency and setting boundaries
3. Help tutees understand the role of a Peer Tutor and of Academic Enhancement
4. Works to discover each student's needs by listening carefully and asking intentional questions
5. Tries to identify whether lack of understanding is linked more to content knowledge or study skills and strategies
6. Recommends Academic Enhancement's other services, like Individual Academic Consultations and the Study Smarter Seminar, as needed
7. Works to help each tutee become an autonomous learner
8. Collaborate with tutees and with one another to illuminate concepts and achieve goals
9. Understands that getting tutoring can be a new experience for many tutees
10. Realizes that many student seeking tutors are “A students” while others are struggling in multiple classes
11. Asks intentional questions to gain insight into tutees’ areas of weakness or gaps in knowledge or understanding

A student accesses the Peer Tutoring Program because he/she:

1. Enjoys a collaborative learning environment
2. Is a verbal processor and is helped by talking through concepts with a tutor
3. Is not satisfied with his or her grade in a class
4. Wants clarification of concepts
5. Enjoys studying in an energetic environment
6. Gets bored or disinterested completing assignments alone
7. Has not done the reading
8. Has not attended class
9. Has poor note taking skills
10. Has weak or limited study strategies
11. Is disorganized and needs structure
12. Needs more guided practice and “walk-through” examples
13. Needs explanation in a different manner than that in lecture
14. Has weak test taking skills or test anxiety
15. Has a mental block/anxiety about the subject in general
16. Needs fine tuning of details and concepts
17. Has limited experience or preparation for course
18. Has a negative attitude
19. Has difficulty understanding the instructor
20. Has fallen behind or neglected coursework.

Roles of a Peer Tutor include:

1. Conducting classroom visits to promote the Peer Tutoring Program in target courses
2. Referring students to appropriate AE and UK resources
3. Providing tutoring for 6-15+ hours each week on a regular schedule
4. Participating in regular meetings with the Assistant Director and SPCs
5. Attending at least two Professional Development sessions per semester
6. Attending training at the beginning of each semester
7. Facilitating and modeling effective study strategies and problem solving
8. Coaching students one-on-one and in small groups to enhance learning
9. Guiding practice of course-related concepts
10. Clarifying problems or the process of problem solving
11. Cultivating an environment where cooperative learning takes place
What occurs during the peer tutoring process?

Peer Tutors are expected to arrive to their shift with enough time to sign-in and gather materials. Tutors should constantly be aware of students arriving for tutoring and direct students toward the appropriate table(s). When a student approaches the tutor, he or she should ask the student where assistance is needed. Peer Tutors should refer to “Suggested Opening Questions” for examples of how to begin a session.

Many students wish to work independently until they need or want assistance while others enjoy a consistent dialogue with tutors. It’s important to get a sense of what the tutee wants and needs while keeping in mind that how much individual attention each tutee receives is dictated by how many tutees are present for tutoring.

A tutor’s role is to further illuminate concepts and skills taught in class. This may include breaking down material, conveying material in ways different than it is presented in class, demonstrating different techniques or processes, reworking in-class examples to reinforce concepts and processes, and simply talking through concepts and processes with tutees. Breaking concepts into “bite-sized” pieces and beginning with basic concepts and working up to larger, more complicated ones are fundamental ways to create rapport and build confidence.

During the tutoring process, it is expected for tutors to guide students toward their own answers and through the learning process. However, under no circumstance should the Peer Tutor give answers to the students. Such behavior is detrimental to the student and learning process and is an act of academic dishonesty. Furthermore, Peer Tutors should never write on a student’s notes or course materials. It is the responsibility and duty of the student to complete and conduct the work needed to solve the problem. In addition, Peer Tutors should not write down individual homework problems for students on the dry-erase boards. Peer Tutors may change the problem in such a way that the student understands the concept of the problem (i.e. changing numbers, compounds, etc.). However, the tutor may not write down the problem in such a way that the student can copy the answer.

Peer Tutors should refer students to other AE and UK resources as needed. Individual Academic Consultations and Study Smarter Seminars are great resources for students who want or need to improve their study and academic skills. Other campus resources like The Counseling Center and the Academic Ombud are good references for students as well.

Peer Tutors should feel comfortable referring to reference materials and textbooks when they do not know an answer, need clarification, or want to model to tutees how to effectively utilize resources. Tutors are encouraged to make use of such materials, which can be located in the mail room. In addition, Peer Tutors should utilize other tutors when difficulty arises in answering questions from students. Tutors should be open and willing to assist other Peer Tutors at any time. Tutors should not make disrespectful or degrading comments toward other tutors who may need assistance.

When tutors are not assisting students, tutors are encouraged to review the course material that they are tutoring, assist other tutors by getting extra materials as needed, help maintain The Study area, help the desk worker(s) as needed, and ensure
that any other Peer Tutor or Desk Worker has all of the supplies they need. Once each of these tasks has been seen to, it is acceptable for tutors to attend to homework or quiet reading. It is not acceptable for tutors to move to different tutoring tables to converse with other tutors during hours of operation. Although it is encouraged for Peer Tutors to greet one another and maintain professional relationships, it is not encouraged for tutors to converse with other Peer Tutors during tutoring hours in such a way as to cause distractions to students and employees.

**The benefits of becoming a Peer Tutor include:**

1. Reinforcing and building your own knowledge and experience with course content
2. Allowing you to meet diverse people across a variety of academic disciplines
3. Developing interpersonal communication skills
4. Allowing for experience in an instructional and mentoring role
5. Allowing you to develop relationships with people in your field of interest
6. Providing an opportunity for you to become a CRLA internationally certified tutor
7. Providing an avenue for you to contribute to the university’s learning community
8. Learning pedagogical and student development models

**Qualifications for being a Peer Tutor:**

1. Excellent study habits, time management and organizational skills
2. Excellent interpersonal communication skills
3. Enjoy working with and encouraging people
4. High level of achievement and experience in the courses you tutor
5. An interest in learning
6. A passion for helping others

**Peer Tutor Expectations and Suggestions**

**General Tutoring Suggestions:**

1. Make eye contact
2. Be aware of body language
3. Give your full attention
4. Attend to facial expressions and gestures
5. Ask open-ended questions and non-judgmental follow-up probes
6. Re-state/paraphrase what you understand your student is asking
7. Do not be afraid to ask another tutor for help if you need it
8. Be honest with the student if you do not know the answer to one of their questions
9. Model successful student behaviors
10. Indicate you are listening (nod, “oh, I see,” “hmmm”)

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11. Treat the tutee how you would want to be treated when seeking assistance
12. Remember: People remember 20% of what they hear, 40% of what they see and hear, and 80% of what they discover for themselves
13. Make the student feel comfortable and relaxed
14. Give positive reinforcement when tutees reach goals or demonstrate learning
15. Suggest study skills that are helpful in the course the tutee is taking
16. If a tutee needs to work through a few problems or examples before you can gauge where the gaps in understanding are, suggest this and explain why it is important, being careful not to seem unwilling to help

Suggested Opening Questions:

1. What is the topic your class is working on right now?
2. What is the most recent topic or concept you understand well?
3. Do you have a goal for this session?
4. Looking at your notes, text, syllabus...can you explain what your class is doing?
5. Have you been to class?
6. Have you gone to office hours?
7. What resources have you accessed so far? Online, friends, textbook?
8. What specific concerns do you have?
9. Talk through/explain the assignment/problem as you understand it thus far.
10. Do you understand the problem asking you to do?
11. What have you tried so far?
12. What are the main skills you need to use to solve this?
13. Go ahead and try a few on your own while you are here—work the problem while I watch and I'll see where you are getting stuck. Then we'll look over them together.

Actions to Avoid:

1. Telling a student that he or she is wrong
2. Avoiding eye contact
3. Poor body language and posture
4. Appearing distracted by own homework
5. Drumming fingers or pencil
6. Seeming impatient
7. Acting bossy or authoritarian
8. Judging the student
9. Sarcasm
10. Criticizing
11. Doing other things while you are with a student (reading, email, texting, etc.)
12. Being unprepared
13. Belittling students or talking negatively about other students
14. Making comparisons with other students
15. Making suggestions about the student’s academic schedule with regard to withdrawing from a course
16. Excluding a student from small group work
17. Listening to headphones or talking on your cell phone

**Tips for Getting Students to Discover Their Own Answers:**

A central principle of the PTP is that Peer Tutors never do work for a student. Instead, Peer Tutors try to guide the student to discover the answer for him- or herself.

The Socratic Method is useful to this end. Applying Socratic Method to the PTP, the Peer Tutor should ask the student a series of questions aimed at gauging how much the student knows and where gaps in understanding exist. Next, the Peer Tutor should use questions to get the student to think autonomously. The responsibility for answering the question, discovering the next step, etc., should always lie with the student. For example, if the Peer Tutor is demonstrating a sample problem, he/she should ask the student questions like:

1. How do you think we should begin?
2. What’s the next step?
3. How would I do that?
4. Why or how does the answer make sense?

Sometimes students will find this method frustrating. However, Peer Tutors should realize that doing work for the student or even “showing” the student the next step in a problem can be detrimental to the learning process. Explain to a frustrated student that you cannot just give him/her the answer—it does not benefit the student and you could lose your job.

Completing work for a student is unacceptable and will result in disciplinary action up to and including termination.
Policies and Procedures

The brief sections below are intended to cover the basic policies of which Peer Tutors should be aware. If clarification is needed at any time, please ask an SPC or the Assistant Director.

**Professional Conduct**

As employees of Academic Enhancement (AE), all Peer Tutors are expected to conduct themselves professionally anytime they are working in The Study or for AE. Professionalism means that you must realize that you do while on duty in The Study represents and reflects the Assistant Directors, Associate Director, Director, all AE programs, staff, and ultimately AE's role within the university.

Peer Tutors should maintain welcoming, kind, and professional demeanors at all times.

As models for tutees, tutors should exhibit productive, professional, responsible behavior while in The Study. From conversations about classes, to study habits, to relationships with fellow tutors, Peer Tutors should always work to speak and act in ways they would want tutees to emulate.

One professional responsibility of Peer Tutors is referring tutees to appropriate resources. University of Kentucky offers a wealth of resources for students. Peer Tutors should work to recognize when a tutee's needs go beyond the scope of a Peer Tutor. Being familiar with campus resources (outlined in training) and readily collaborating with SPC's and the Assistant Director for Peer Tutoring as needed are important aspects of a Peer Tutor's role. If a Peer Tutor feels a tutee needs support beyond course content, the Peer Tutor should speak to an SPC or Assistant Director.

Part of being a professional includes encountering individuals with backgrounds and viewpoints different from your own. As a result, it is neither the role nor the responsibility of a Peer Tutor to try to change another student's opinions or beliefs. Having controversial discussions can often lead to a positive exchange of ideas. Discussions of this kind are part of scholarly pursuits and academic and personal growth. However, as you pursue such conversations, remember to be respectful, tolerant, and professional. Treat this issues you are discussing with the professionalism of an academic, acknowledging the complexity of and spectrum of opinions on such topics. Also be cognizant of the tutoring going on around you, keeping conversations to an appropriate volume and tenor.

All Peer Tutors should be aware of these professional expectations. If a Peer Tutor ever encounters an uncomfortable situation, he/she should talk to one of the Assistant Directors, Associate Director, Director, or SPC on duty—at least two AE Student Program Coordinators are on duty any time tutoring is scheduled for that very reason.

Additionally, the role of a Peer Tutor intersects with that of a peer mentor: students
frequently think of Peer Tutors as academic role models. As such, it is inappropriate for a Peer Tutor to ask a client for a date and/or make romantic overtures while in The Study.

**Equal Opportunity Policy**

As the University of Kentucky promotes equality as an “equal opportunity university,” every student needs to feel welcome in The Study. Of course, all Peer Tutors are expected to treat each student equally and with respect, just as AE respects each Peer Tutor and his/her right to his/her own beliefs and views.

Per the university’s policies, treating any student differently because of his or her “sex, sexual orientation, race, ethnic origin, national origin, color, creed, religion, age, uniform service or veteran status, physical or mental disability, or political belief” will result in disciplinary action, up to and including termination from your position.

**Respecting the Student and the Learning Process**

Peer Tutors are required to respect the dignity of each and every student. Examples of behavior that will not be tolerated include, but are not limited to:

1. Berating a student
2. Telling a student that he/she is stupid
3. Seeming impatient, and/or uninterested
4. Being sarcastic or criticizing a student

Peer Tutors must understand that every individual learns differently and at a different pace. Mistreatment of a student, as determined by the Assistant Directors, is grounds for disciplinary action up to and including termination.

**Referring Students**

Whenever a student accesses the PTP, Peer Tutors should always try to determine if the problems the student is experiencing are content-related or study strategies-related. AE provides several services to students who are interested in improving their study skills, and it is often necessary for a Peer Instructor to refer a student to such services.

Signs that indicate poor study strategies:

1. Student’s notes are cluttered, disorganized, sporadic, or absent all together
2. Student admits that he/she regularly chooses not to attend class
3. Student complains about professor or homework
4. Student complains that “there isn’t enough time” to accomplish everything
5. Student is visibly stressed or overwhelmed every time he/she comes to The Study

If it becomes apparent that a student could benefit from an Individual Academic Consultation, Peer Tutors are expected to discuss that option with the student. In addition, students may need to be referred to resources like the Ombud or Counseling and Testing Center. While this may seem like a difficult conversation to start, nearly all students have been receptive to such suggestions in the past. Some things to keep in mind when
referring a student to an alternate resource are:

1. Let the students know that campus resources can be a huge help and not as intimidating as they might think.
2. Sometimes it’s helpful to let students know that the students who are usually the most successful in college are the ones who take advantage of the resources provided for them.
3. Peer Tutors are always encouraged to provide more information about other resources or any of AE’s programs. If the student asks a question that the Peer Tutor cannot answer, a Student Program Coordinator or Assistant Director will be able to help.

Additionally, Peer Tutors are not expected to have an encyclopedic knowledge of the subjects they tutor. If a student presents a question/problem that the Peer Tutor cannot answer, the Peer Tutor should take the following steps:

1. Be honest with the student: say something like “I don’t remember seeing anything like this when I took this course, and I don’t think I can help you with that.”
2. Ask the student if you can look at his/her class notes about the section that you can’t remember.
3. Be sure to suggest what steps the student could take next. For example, “If I were you, I’d go to my professor’s or TA’s office hours.” First-year students in particular are often reluctant to utilize office hours; however, as most students discover eventually, they can be critical to understanding course material.
4. It is also a good idea to suggest that the student email his/her professor regarding a particular question or to set up a meeting.

It is very important that Peer Tutors model this responsible academic behavior for tutees. Lying to a student, knowingly giving misinformation, making up answers/information, or not referring the student to an appropriate resource are grounds for disciplinary action. Furthermore, such actions are disrespectful and degrading to the student and learning process.

**Campus Resources for Student Referral**

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<thead>
<tr>
<th>Academic Advising</th>
<th>Counseling and Testing Center</th>
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<tbody>
<tr>
<td>109 Miller Hall</td>
<td>201 Frazee Hall</td>
</tr>
<tr>
<td>859-257-3383</td>
<td>859-257-8701</td>
</tr>
<tr>
<td>Academic Ombud</td>
<td>Libraries</td>
</tr>
<tr>
<td>109 Bradley Hall</td>
<td>William T. Young Library</td>
</tr>
<tr>
<td>859-257-3737</td>
<td>859-257-0500</td>
</tr>
<tr>
<td>Admissions</td>
<td>Student Health &amp; Mental Health Clinic</td>
</tr>
<tr>
<td>100 Funkhouser Building</td>
<td>UK Clinic</td>
</tr>
<tr>
<td>859-257-2000</td>
<td>859-323-5823</td>
</tr>
<tr>
<td>Bookstore</td>
<td>Registrar</td>
</tr>
<tr>
<td>Student Center</td>
<td>11 Funkhouser Building</td>
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Supervision
The Student Program Coordinators are the primary supervisors of all Peer Tutors of AE, with their supervisor being the Assistant Director, Anna Gatewood. The SPCs should be the first person all staff can turn to with questions regarding job responsibilities, scheduling, payroll, etc. If Peer Tutors ever need supplies, textbooks, etc., or have suggestions for how to make the PTP a more effective resource for students, SPCs will always welcome such comments.

Anytime The Study is open for tutoring, an AE Student Program Coordinator will be on duty as a resource for Peer Tutors. If any situation arises that makes a Peer Tutor uncomfortable or if he/she does not know what to do, an SPC is available to help. If any type of conflict develops, the SPC on duty should be notified immediately.

In addition, Assistant Director Anna Gatewood is always available, if not in the office then via email or phone. If a Peer Tutor feels more comfortable addressing an issue with Anna, he or she should feel welcome to speak with her.

In general, the Assistant Director and SPCs will be on call to answer any questions.

Disciplinary Sanctions
Academic Enhancement employs a fairly simple set of sanctions that may be imposed when an employee does not fulfill his/her job requirements. Sanctions may be administered in any order and do not require one before another can be received. Each is assigned by the Assistant Director or an SPC based on the seriousness of the situation. Sanctions are determined on a case-by-case basis and extenuating circumstances may be taken into account. Sanctions will stop accumulating at the end of the current contract.

The sanctions are as follows:
1. Verbal Warning: A verbal warning is issued for a first time offence for any of
Academic Enhancement policies listed here or communicated otherwise. Verbal warnings will be documented and included in each Peer Tutor’s departmental personnel file.

2. **Written Warning:** A warning letter is received for a first time offense for any Academic Enhancement policies listed here or communicated otherwise. Any time a written warning is issued Assistant Director for Peer Tutoring will be notified and may choose to meet with the Peer Tutor. This letter will also be copied to the Peer Tutor’s personnel file.

3. **Performance Review and Letter of Reprimand:** A Peer Tutor may be asked to meet with their SPC, the Assistant Director, the Associate Director, and/or Director for a performance review regarding a particular situation or policy. During this meeting, a Peer Tutor should expect to receive a letter of reprimand as deemed necessary by the Anna Gatewood.

4. **Probation and Loss of Shift:** A probationary period may be assigned to a Peer Tutor by the Assistant Director. The probationary period will consist of a duration of time assigned to the staff member, where they understand that continuing in their position is contingent upon immediate, substantive changes in their professional performance. In addition to this probationary period, a Peer Tutor will also forfeit a specific shift or series of shifts that will be determined by the Assistant Director.

5. **Reduction of Hours:** A reduction of hours will result in a significant number of hours being reduced for the longer of either 8 weeks or the remainder of the current semester (including finals week).

6. **Dismissal:** Academic Enhancement may dismiss an employee as a result of a pattern of behavior that has developed over time or due to one particular incident, that is contrary to the policies and mission of Academic Enhancement, at the discretion of the Assistant Director.

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**Confidentiality and FERPA**

Peer Tutoring is effective largely because students see their peers as approachable and compassionate. In general, it is inappropriate to discuss a tutoring session with anyone but the student who received tutoring, the Assistant Director, Associate Director, Director, or the SPC on duty.

While Peer Tutors may be tempted to discuss a tutoring session with another tutor, doing so in the presence of a student would likely make that student feel uncomfortable (as though Peer Tutors typically discuss students after they leave *The Study*). As a rule, Peer Tutors should not discuss a tutoring session with anyone unless there may be cause for concern. In such an instance, the SPC on duty is available to assist the Peer Tutor.

Additionally, the Family Educational Rights and Privacy Act (FERPA) protects the privacy of student education records. While working in *The Study*, Peer Tutors may have access to such records including social security numbers, grades, documentation of consultations, data regarding students accessing the PTP, etc. These types of information are protected
by FERPA and cannot be disclosed without the expressed written consent of the student.

The notable exception is that education records may be disclosed to “other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests” (20 U.S.C. 1232g (b) (1) and (b) (2) (A)). For Peer Tutors, this means that any personal information regarding a student may be disclosed to the Assistant Director, Associate Director, or Director.

Violating student confidentiality and/or violating FERPA provisions may result in disciplinary action as determined by the Assistant Director.

**Shift Attendance and Substitution**

The spirit of the attendance/substitution policy is that once a Peer Tutor agrees to work a regular, weekly shift for a semester, he/she is responsible for that shift every week.

If a Peer Tutor knows in advance that he/she needs to miss a shift, the following steps should be taken:

1. Send an email to the distribution list of Peer Tutors (this is made available by the Assistant Director). Call other Peer Tutors to find a substitute.
2. The substitute should be a Peer Tutor who can tutor the primary subject of the Peer Tutor who will be absent.
3. Once a substitute has been arranged, a request form must be submitted 24 hours before the tutors regularly scheduled shift at the following website: [www.uky.edu/AE/staffresources.html](http://www.uky.edu/AE/staffresources.html)
4. If a request form is not submitted and the substitute does not cover the shift, then the originally scheduled Peer Tutor is responsible for his/her shift.
5. If a request form is submitted and the substitute does not cover the shift, then the substitute Peer Tutor is held responsible for the missed shift.

Once a Peer Tutor agrees to substitute and the SPC is notified, the shift becomes that person’s responsibility.

If the reason for missing a shift is illness or some other unforeseeable event, the Peer Tutor must still attempt to find a substitute via email or phone calls and notify Senior Staff. If an extraordinary circumstance arises and the Peer Tutor cannot find a substitute, the Peer Tutor must notify Academic Enhancement’s Senior Staff by calling the front desk at (859)257-1356. Each Peer Tutor should call to speak with an SPC as soon as they are aware they will be unable to work their shift. If an SPC is unavailable, send your SPC an email immediately.

**Social Media**

Peer Tutors are under no circumstances allowed to post on social media sites, including but not limited to Facebook and Twitter, while they are on duty.
Any Peer Tutor found to be in violation of FERPA at any time is subject to immediate termination. This extends to Facebook and Twitter as well as all other forms of communication. Any Peer Tutor posting comments about a tutee that can potentially identify that tutee is in violation of FERPA and is subject to immediate termination. Academic Enhancement encourages all of its employees to consider the impact of comments made on social media sites.

**Absences**

Academic Enhancement will be implementing several changes to its absence policies for the 2012-2013 academic year.

There will now be four types of absences from shifts, listed below.

1. **Absent with shift covered:** Peer Tutors sometimes need to make alterations to their normal working schedules. This can be done without any form of censure by completing the Shift Substitution process, outlined below, and obtaining a shift substitute. The Assistant Director for Peer Tutoring and SPC’s will, however, track these absences, and if a pattern of absenteeism develops—even when all shifts are covered—Academic Enhancement reserves the right to revoke and reassign the shift.

2. **Absent with shift uncovered:** This type of absence includes instances in which a Peer Tutor requests a shift substitute at least 48 hours before the shift, does not secure one, but is absent from the shift regardless. After one instance, a Peer Tutor will face a written warning and probation. Exceptions to this policy will only be made in the case of documented catastrophic events as determined by the Assistant Director for Peer Tutoring.

3. **Absent with little notice:** This type of absence includes instances in which a Peer Tutor does not request a shift substitution at least 48 hours before the shift (or does not do so at all), does not secure a substitute, but is absent from the shift regardless. After one instance, a Peer Tutor will face suspension for at least two weeks or for a period of time to be determined by the Assistant Director for Peer Tutoring. Exceptions to this policy will only be made in the case of documented catastrophic events as determined by the Assistant Director for Peer Tutoring.

4. **Absent without notice:** This absence includes any instance in which a Peer Tutor does not notify an SPC or the Assistant Director for Peer Tutoring of an impending absence before the shift. After one instance, a Peer Tutor will face suspension for the remainder of the semester or for a period of time to be determined by the Assistant Director for Peer Tutoring. Exceptions to this policy will only be made in the case of documented catastrophic events as determined by the Assistant
Weekly Peer Tutor Reports

Academic Enhancement is a student-responsive, data-driven service. In an effort to collect as much information as possible about the students who access AE and Peer Tutors’ experiences serving them, Peer Tutors are required to submit weekly Peer Tutor Reports (PTRs). PTR’s must be completed after a Peer Tutor has worked all of his/her

Director for Peer Tutoring.

If a Peer Tutor gives notice to an SPC and is absent from a Professional Development session, an assigned tabling shift, an assigned Common Hour Exam Prep shift, a team meeting, a subject meeting, or an assigned class presentation, the absence will be treated as an absence with little notice. An absence from any of the aforementioned obligations without notice will be treated as an absence without notice. Exceptions to this policy will only be made in the case of documented catastrophic events as determined by the Assistant Director for Peer Tutoring.

If a Peer Tutor is absent from training, the absence will be treated as an absence without notice. Exceptions to this policy will only be made in the case of documented catastrophic events as determined by the Assistant Director for Peer Tutoring.

Cell Phone Use

Peer tutors should at no time be using their phones for any reason while they are on duty in The Study. If you are anticipating an important phone call, notify your SPC and a solution will be worked out.

If a tutor is seen using his/her cell phone, he/she will be subject to disciplinary action at the discretion of the Assistant Director.

Food and Drink

Peer Tutors are permitted to eat food that they have brought with them from home or that they have purchased at the Commons Store. Tutors’ snacks must not interfere with tutoring and tutors must look available.

Under no circumstance should peer tutors have food delivered to The Study. As a result of the shared space between Academic Enhancement and UK Dining Services, no food should be brought from a restaurant into the tutoring area. If you choose to bring something to eat, please be sure not to consume it while you are tutoring a student and be mindful of the distraction it may cause for other tutors or students.

Peer Tutors are permitted to eat small snacks as stated above. However, for no reason should Peer Tutors use the refrigerator or microwave in the senior staff kitchenette. Failure to abide by this policy could result in disciplinary action at the discretion of the Assistant Director.

Weekly Peer Tutor Reports

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hours for the week, and are due every Friday before closing at 5pm. It is the responsibility of the tutor to remember to complete his/her PTR, as the tutors will not be reminded each week. These reports are infinitely important to Anna and the SPC’s. We read them and take your ideas, suggestions, questions, and comments seriously. New this year, we’ll also be asking each Peer Tutor to respond to one to three open-ended questions, and there will be no multiple choice questions. The prompts will be quotes from books and articles about tutoring, questions we may have about a specific time of the semester, or any other item unique to that week’s PTR. Information from the PTRs will only be presented in aggregate form and such data will be fed back to academic departments in an attempt to provide continuous feedback regarding key areas where students are experiencing difficulty.

To access the PTR:
1. Go to www.uky.edu/AE/staffresources.html (accessible anywhere).
2. Click on the link for “Peer Tutor Report.”
3. Enter your student ID and click “Login.”
4. Click “Click here to enter your report for the current week.”
5. Answer thoroughly the questions provided (be sure to complete every question including the comment boxes) and click “Submit.”

Weekly Peer Tutor Reports allow Academic Enhancement to acquire valuable insight into the typical tutoring experience. We use this information not only to guide our program, but also as an assessment tool for other departments throughout the university. Because of their importance, PTRs must be completed in a consistent and timely fashion throughout the semester. In addition, PTRs should be completed in a thoughtful and thorough manner. A tutor should never leave a section blank or enter a comment lacking useful information from the previous week. A PTR is considered complete if it is filled out in its entirety with thoughtful comments.

After one missed or incomplete PTR, a tutor will receive a written warning. If a second PTR is missed, the tutor will face a probationary and/or suspension period at the discretion of the Assistant Director for Peer Tutoring. Only documented catastrophes will be considered excuses for missed PTR’s. Any further missed PTR’s will be handled on a case-by-case basis and can result in termination.

**Opening and Closing Procedures**

Peer Tutors who work an opening shift should complete the following tasks:
1. Setup the supply station on each tutoring table (table sign, paper, pens, pencils, etc.).
2. Move large marker boards to the tutoring area.
3. Extend belts around tutoring area.
4. Make sure all tutoring tables are clean and tidy.

Peer Tutors who work a closing shift should complete the following tasks:
5. Break down/put away the supply station on each tutoring table (table sign, paper, pens, pencils, etc.).
6. Put large marker boards back into the office.
7. Make sure the syllabi and textbooks are all secure in the mailroom.
8. Make sure all tutoring areas are clean and tidy (wipe down all tables every evening).
9. Tables must be straight in regular rows with all chairs pushed in.
10. Retract belts around tutoring area.
11. Sign out on the touch screen computer at the desk.
12. Meet at the desk and the SPC on duty will release everyone. Under no circumstance will one Peer Tutor be allowed to leave before the others or before all closing procedures have been completed by every Peer Tutor.
13. All tutors should assist in putting away materials and cleaning the tables. Unless a tutor is assisting a student while closing procedures are occurring, there should never be a peer tutor not involved in closing procedures.

**Laptop Use and Guidelines**

Peer Tutors can use their laptops only when there are no tutees at his or her table. Peer tutors should look willing to assist tutees at any time, and being absorbed on laptops does not convey a willingness to help. This does not mean that one Peer Tutor should be at a table with multiple tutees while other tutors use their laptops at a different table. If there is a trend of this, use of laptops will be completely suspended.

Peer Tutors are advised to bring work they can complete without a laptop to work on while tutees are present but not actively seeking their help.

Music or sound should ever be heard in the tutoring area, as it causes a distraction to the other tutors and students.

Surge Protectors are available for use during tutoring. These should only be taken out to the tutoring when there is a definite need for them. It is the Peer Tutor’s responsibility to ensure safety during use of the surge protector and to return the surge protector neatly to its designated area.

**Being and Appearing Available**

Looking Available:
All of us have been in a store, a doctor’s office, or maybe even a recitation in which the body language of the person who might help us says something closer to “go away” than “how can I help you?” As a result, we probably put off questions, tried to muddle through things on our own, or—when we did work up the nerve to ask—prefaced our questions with “I hate to bother you, but…”
The body language of tutors can elicit the same reaction from tutees when tutors seem:
1. Preoccupied with homework
2. Engaged in deep conversation with other tutors
3. Immersed in Pinterest
4. So exhausted they are slumped or leaning over
5. Anxious to walk away
6. Anxious to return to their own work

Tutors are expected to look available, willing to help, approachable, and welcoming. Some ways tutors can work towards this end include:
1. Closing laptops when tutees sit down at your table. Remember this is now a policy.
2. Keeping papers, books, folders, etc. neat and to a minimum when tutees are present. Being surrounded by your own work indicates to tutors that you are too busy or unwilling to help them.
3. Keeping conversations with fellow tutors at an appropriate volume and tone, and pausing often to check on tutees working independently.
4. Staying at the table with tutees as they work independently.
5. Frequently checking with tutees to see how they are doing.
6. Sitting down next to a tutee to explain a concept instead of leaning over them—though this is not always possible.
7. Observing tutee’s body language for signs that he or she needs assistance and actively offering help instead of waiting to be asked.

Though appearing disengaged, uninterested, or unavailable is hard to define, as Justice Potter Stewart said in his famous Supreme Court ruling, “I know it when I see it.” Instances of looking unavailable will be addressed on an individual basis and are subject to disciplinary action.

Attire
The only requirement is that all peer tutors wear the staff shirt and that the front of the staff shirt, including The Study logo, be visible at all times. This means that outerwear like hoodies or sweaters cannot be worn while peer tutors are on duty. Jackets are perfectly fine as long as the front of the shirt—including the Study logo—is still clearly visible. There are no other dress code requirements.

Tardiness
Both colleagues and students depend on tutors to arrive for shifts on time. If you feel you will not be able to arrive on time consistently for a shift, you must speak to your SPC about the shift in advance. The first instance of tardiness for a shift will result in a verbal warning, the second instance will result in a written warning, and the third instance will result in probation and/or a revocation of a shift and/or suspension for no less than two weeks at the discretion of the Assistant Director for Peer Tutoring.
Peer Tutor Performance Evaluations

The Assistant Director and Student Program Coordinators frequently observe Peer Tutor sessions and should be considered a resource for Peer Tutors to improve their tutoring skills. Throughout the year, Peer Tutors will be required to fill out self-evaluations as well as meet with the SPCs and/or the Assistant Director to discuss past performance and future goals. The Assistant Director will work with the SPCs to complete employee evaluations each semester. These employee evaluations will be considered in conjunction with Peer Tutors’ self-evaluations. Peer Tutors will also be required to obtain an evaluation from another Peer Tutor each academic year. A sample of each form is below:

Academic Enhancement
Peer Tutoring Program

Peer Tutor Evaluation

Peer Tutor: 

Date: 

The purpose of this process is to provide staff members with feedback regarding their performance. This form will be completed individually by the Peer Tutor and Assistant Director—a meeting will be scheduled to further discuss Peer Tutor performance. Please rate how you performed essential job functions using the following scale:

1. Consistently fails to meet expectations
2. Occasionally fails to meet expectations
3. Meets expectations
4. Occasionally exceeds expectations
5. Consistently exceeds expectations

- **Shift/ sub policies:** Consistently on time; adheres to policy; completes opening/closing responsibilities
- **Establish inclusive atmosphere:** Welcomes/attentive to students; connects with appropriate staff
- **Referring Students:** Recognizes content v. other issues; consults with senior staff; refers appropriate
- **Guiding students:** to discover their own answers; use of Socratic method; encourages collaboration
- **Respecting students** and the learning process; demonstrates patience, tolerance, and empathy
- **Completes paperwork responsibilities** thoroughly and on time; communicates with SPCs
- **Peer Tutor Report:** Completes thoroughly and on time; provides thoughtful feedback
- **Professional conduct:** ethical and professional; consults with senior staff on uncomfortable situations
Training/ PD: attends all required training and PD sessions; active, constructive participation
Team work: communicates with colleagues; actively works to distribute traffic
Comments:

Areas/goals for improvement (be as specific as possible):

Invited to return for employment in 2012-2013: _________________

Peer Tutor ___________________________ Date _________________

Observer’s Name: ___________________________ Observed Tutor’s Name: ___________________________
1. How did the tutor greet students and make them feel welcome? Was this effective? Explain.

2. Did the tutor seem accessible and interested in the entire session? Explain.

3. How did tutor assess students’ baseline knowledge? Was this effective? Explain.

4. How did the tutor periodically assess students’ understanding of concepts being covered? Was this effective? Explain.

5. Was the tutor professional yet personable? How did he or she demonstrate this?
6. Was the pace of the session adequate? Why or why not?

7. Did the tutor use open-ended or yes-no questions? Was this effective? Explain.

8. Did the tutor guide the tutee towards answers using questions and clues? Was this effective? Explain.

9. Did the tutor offer recommendations, demonstrations, and instruction? Was this effective? Explain.

10. How did the tutor redirect tutees when they gave incorrect answers to questions or misunderstood material?

11. Did the tutor seem knowledgeable about his or her subject area? Give examples.

12. Who is doing more talking, the tutor or the tutee(s)? Is this appropriate for this session? Why or why not?

13. Is the Peer Tutor modeling productive academic habits (i.e., critical thinking, varying study strategies, active reading)?

14. If the tutor is working with a group, is the tutor making a concerted effort to engage all tutees? How?

15. Is the tutor encouraging students to work together? Explain.
16. Name and explain three things the tutor did well.

17. Name and explain two things on which the tutor needs to improve.

Observing Peer Tutor  

Date

Assistant Director, Academic Enhancement

Class Presentations—Guidelines for Speaking to Classes

1. Introduce yourself by giving your name, major, year in school, etc.

2. Talk about Academic Enhancement in The Study (mention that it’s located on the 3rd Floor of the Complex Commons).

3. Explain that AE has undergraduate tutors who have taken this class before and who are willing to help any students who come to The Study.

4. Tutoring is available Sunday 6-10pm, Monday – Thursday 3-10pm, and Friday 12-5pm. In contrast, AE is open Sunday and Monday – Friday during these times and in the morning.

5. Tell them when tutoring is available for that particular class, and then mention that a schedule of what subjects are available at certain times is on the website – try to write it on the board/pull it up online if the instructor is amenable: www.uky.edu/AE

6. Encourage students to come early, even if they just want to check out the space and see where we are – they are welcome anytime. Be sure to let them know that they do not need to make any appointment – they can walk in anytime for tutoring and stay for as long as they like.

Payroll Procedures & Schedule

Peer Tutors are paid biweekly and are required to submit timesheets every other week. Timesheets are due to your SPC’s mailbox by closing on the first Thursday of the pay period (see chart below). If you turn in your timesheet any later, there is no guarantee that you will receive payment on the next payday. You are more than welcome to turn in
timesheets in advance, but please remember to accurately record the hours you actually worked, though SPC’s check timesheets against AE’s electronic records. If you ever have a problem or do not receive your pay, please let the Assistant Director know as soon as possible. Since all university employees are required to be on direct deposit, you will not need to pick up a paycheck from anyone.

An online version of your paystub is posted the week prior to payday as it is processed. View the paystub through MyUK→Employee Self-Service→Benefits & Payment.