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STUDENT TUTOR POLICIES AND PROCEDURES .

1. EMPLOYMENT

Purpose: To ensure that only highly trained and capable students who possess good communication skills are employed as tutors.

1.1 Application.

All applications are made through the standard UAF Student Employment procedures.

A UAF Applicant Form, UAF Resume Form or resume, and a letter of reference from an instructor or a former employer must be completed and signed. These forms can be accessed at http://www.uaf.edu/career/Student_vacancies/index.html. The complete tutor job description is also available at this location.

1.2 Transcript/Academic Performance

A recent transcript will be provided by the student or accessed by Student Support Services staff and must be on file and updated regularly. Tutors are expected to maintain a 3.0 grade average. Tutors who drop below a 3.0 may be suspended and may resume work after the GPA has risen to 3.0

1.3 Interview

A personal interview must be completed before a hiring decision is made.

1.4 Faculty Recommendation

A written recommendation from a faculty member is requested and should be submitted with the application packet. An employer recommendation may be submitted, but faculty recommendations are strongly encouraged.

1.5 Employment forms

All necessary employment and payroll forms must be completed and approved by UAF Human Resources before a tutor begins work.

1.6 Employment appointments.

All appointments are made as part-time, temporary positions with a maximum of

20 hours per week.

1.7 Employment eligibility limitations

You are responsible for determining your own eligibility limitations for work-study, federal assistance, and commitment of work hours. Persons already holding a fulltime job with the University (Teaching Assistantships are included in this category) cannot be hired as a Student Support Services tutor. They may, however, serve as a volunteer tutor with no payment for services. All paid tutors must be current UAF students and eligible for student employment.

1.8 Acknowledgment of privacy.

The tutoring program requires confidentiality of student information and identity. This policy extends to communication with the faculty and student's family. Student Contract form describing job responsibilities and privacy policy must be read and signed before employment can begin.

1.9 E-Mail.

All tutors are required to maintain an active e-mail account. (A free UAF account is available to all enrolled students and tutors are expected to use this account for your communications with SSS.).

2. TRAINING AND DEVELOPMENT

Purpose: To ensure that each tutor has an opportunity to acquire necessary skills, to share experiences, to sharpen tutoring skills and to improve their effectiveness with students.

2.1 Start-up meeting

Each tutor will have an initial meeting scheduled with the Tutoring Coordinator (TC) prior to beginning tutoring.

2.2 Tutor Orientation and General Training

Tutors (employed and volunteer status) will attend a general training and orientation session which provides an opportunity to get acquainted with other staff, to acquire background information on the program and its students, and to discuss policies and expectations.

There will also be approximately ten hours of topic-specific training leading to

College Reading and Learning Association certification to be completed in Saturday sessions or over a scheduled period of time.

2.3 Continuous Training Workshops

Tutors are expected to participate in scheduled training workshops during the first semester of employment. You will learn more about learning/tutoring styles, interpersonal relationships, and improving the effectiveness and efficiency of your tutoring. These activities are considered to be a part of your job responsibilities and may be reported for payroll.

2.4 Evaluation.

Tutors are expected to fill out a Self-Assessment Form once each semester. SSS students will be asked to fill out a Tutor Evaluation Form for each subject and tutor they were working with during the semester. Tutors can expect to have SSS staff observe at least one tutoring session. These observations will be followed by a conference with the TC to share the evaluation results.

2.5 Resources

Student Support Services program maintains a small library of materials for tutors and students. Many items address the process of tutoring.

3. CONTENT AREAS/COURSE INFORMATION/PREPARATION

Purpose: To ensure that all tutors are familiar with the content and organization of the courses for which they provide tutoring.

3.1 Course content/ visits with professors.

Tutors are encouraged to visit classes and instructors as necessary to be sure of accurate course information and to seek guidance on how to deal with certain topics. They should also be familiar with course textbooks (a few current and recent course texts are available in the SSS office), course syllabi/outlines, and previous exams, if available. Students should be able to share most of these items with their tutors.

Remember: tutors are never to reveal the identity of a student being tutored nor anything about their work in the class without the student's written permission.

3.2 Visiting classes

When visiting a class or an instructor, you need to call ahead, identify yourself as an SSS tutor, and set a specific time to make the visit. Tutors must not divulge the identity of a student.

3.3 Preparation time

Tutors, like the students, are expected to be prepared for each session. Tutors are hired because they are qualified and are expected to tutor courses which should not require extensive preparation time. In some cases, limited preparation time will be approved for payroll. A tutor is expected to always consult with the TC concerning the need. When prep-time is submitted for payroll, the time is limited to a maximum of one hour per course and two hours in total each week -- regardless of how many courses are tutored unless prior approval has been obtained.

4. INFORMATION FLOW/ASSIGNMENTS/APPOINTMENTS

Purpose: To ensure that we have accurate, timely communications with all tutors, required records are maintained, and situations involving students can be addressed on a timely basis.

4.1 Tutoring Assignments.

Only the Director of the program, Tutor Coordinator or Math Coordinator can assign students or change assignments. You will be notified of a new assignment via e-mail. You are required to always confirm receiving the assignment. The Tutor Coordinator must be informed promptly about any changes in your availability or problems with scheduling.

You are required to contact the newly assigned student within 3 days of getting the assignment and schedule the first appointment.

4.2 Recording Tutoring Sessions.

Every session with a student is to be recorded in a Student Progress/Contact Report form and submitted to the SSS office with your payroll timesheet.

4.3 Student absences.

You need not wait more than 15 to 20 minutes for a student to show up for a scheduled tutoring session. Please contact the student who missed a session as soon after as possible. Stress the importance of keeping appointments. Make sure students know how to contact you should they have an emergency absence.

Record any missed appointment on the Student Progress/Contact Report.

4.4 Missed Sessions Policy For Students.

The policy is to allow no more than three missed appointments for each course each semester. A student may be dropped from tutoring for the semester or denied regular tutoring if more than three appointments are missed.

4.5 Tutor Absences.

Tutors are expected to make all appointments. In the event of an emergency, please notify both the student and the SSS office (voice mail is fine).