WEBER STATE UNIVERSITY

Academic Support Centers
& Programs

Tutoring Program Policies & Procedures Manual

Table of Contents

Organizational Chart

WEBER STATE UNIVERSITY Academic Support Centers & Programs	Organizational Chart	Intro.	Rev.
		Date 6-2-10	

Mission and Goals

WEBER STATE UNIVERSITY Academic Support Centers & Programs	TUTORING PROGRAM MISSION	Intro.	Rev. 9-22-11
		Date 6-2-10	

The Tutoring Program supports student learning through quality tutoring provided by certified tutors who encourage and guide students in the development of their potential as independent learners. The Tutoring Program also fosters leadership skills in its peer tutors and connects students to the campus community.

�w **WEBER STATE UNIVERSITY** **Academic Support Centers & Programs**	TUTOR QUALIFICATIONS	No. 1-1	Rev. 1-11-07
		Date 5-20-05	

I. POLICY

A. Academic Support Centers & Programs adheres to the Equal Opportunity and Non-Discrimination Employment Policy as stated in Section 3-1 of the Weber State University Policy & Procedures Manual.

B. Academic Support Centers & Programs adheres to WSU policy of hiring students over non-students when students can appropriately fill a position. Normally, no minor under the age of 17 shall be employed if the position can be filled by a University student. Under no exception may a person employed be under age 16.

C. Tutors employed by Academic Support Centers & Programs must meet minimum qualifications defined by the program to include:

1) Having earned a B+ or better for the subject tutored.
   EXCEPTIONS: Students may tutor courses for which they do not have a previous grade by demonstrating competency in one or more of the following ways:
   • By testing out of the class in question.
   • By passing the applicable AP test with a score of 3 or higher.
   • By passing a class that requires the tutored course as a prerequisite, e.g., passing Math 1050 and being able to tutor 1010 and below.
2) Being in good academic standing with the University.
3) Agreeing verbally to certify through CRLA.

WEBER STATE UNIVERSITY **Academic Support Centers & Programs**	STANDARDIZED WAGES	No. 1-2	Rev. 9-22-11
		Date 5-20-05	

I. POLICY

Academic Support Centers & Programs hires both hourly and work-study tutors. Tutors' wages and raises are linked to CRLA certification.

II. PROCEDURE

A. Definitions of CRLA certification levels are described in Section 2-1-A of this document. Drop-in wages are as follows:

> New hire = $8.50/hr
> Level 1 = $9.00/hr
> Level 2 = $9.50/hr
> Level 3 = $10.00/hr

B. Appointment wages are set at $0.50/hour higher than drop-in rates at each level. The justification for this wage difference is that drop-in tutors have a guaranteed number of hours per week, while appointment tutors may be deprived of hours if their tutees do not keep appointments.

C. Student Support Services' pay policies vary slightly due to the differences between university and Federal funding.

D. Tutors with BS degrees or higher, or with other professional certifications, such as public school teaching certification, may start at a higher hourly wage and advance accordingly up to, but not exceeding, the pay cap of $10.00 for drop-in and $10.50 for appointment. Refer to individual department hiring policies for specific wage levels for these tutors.

E. The wage policy committee will meet periodically to ensure that tutors are compensated fairly while keeping wage levels within budget constraints.

I. POLICY

A. Hourly students and work-study students are not eligible for benefits except for Workers' Compensation. Hourly non-students are not eligible for benefits except for Workers' Compensation, unemployment insurance, and Social Security contributions.

B. The term of service for non-salaried employees is subject to the availability of funds, satisfactory performance, and work requirements. Students are not automatically rehired each semester. Unless specifically stated, Weber State University policies related to personnel actions and benefits do not apply to non-salaried employees.

C. If, in addition to their priority of studying, students must seek employment, the University recommends they work no more than an additional 25 hours. Under no circumstances should tutors be allowed to work 40 hours or more per week. Hourly non-students may not work in excess of 1500 hours per year, approximately 29 hours per week.

WEBER STATE UNIVERSITY **Academic Support Centers & Programs**	CRLA CERTIFICATION	No. 2-1	Rev. 3-22-10
		Date 10-5-05	

I. POLICY

All tutors hired by ASCP should work toward College Reading and Learning Association (CRLA) certification. There are three levels available: Certified Tutor (Level I), Certified Advanced Tutor (Level II), and Certified Master Tutor (Level III).

II. PROCEDURE

A. CRLA Certification is earned as follows: Levels I & II each require 25 hours tutoring, 10 hours training, and a completed evaluation process; Level III requires 25 hours additional tutoring (75 hours total), 10 hours additional training (30 hours total), a completed evaluation process, and a master tutor capstone project. All three levels require satisfactory job performance as outlined in Sections 3, 4, and 5.

B. CRLA Master Tutor Certification is designed to be completed in two consecutive semesters of training (ED 2920) as curriculum is different for fall and spring semesters. New tutors may begin attending training during either fall or spring.

C. Certificates will be awarded three times each semester: at the 6th week for continuing tutors; at the 11th week for new tutors; and at the end of the semester for everyone. Certificates will be presented by supervisors in classes at the 7th, 12th, and 14th weeks.

D. Certification raises will be awarded upon each tutor's completing the required 25 hours of tutoring, 10 hours of training, and evaluation process for each level. Certificates are awarded, in class or in staff meetings (Writing Center), in a way that boosts camaraderie and morale.

I. POLICY

All tutors should register for two semesters of ED 2920, which provides tutor training in a one-hour credit/no credit course. Writing tutors should register for English 3840, which provides tutor training in a 3-credit-hour course.

II. PROCEDURE

A. Criteria for ED 2920 Tutor Training credit (one hour credit/no credit course):

> 1) Attend the required tutor training sessions and complete weekly posts in the online discussion forum (½ credit for attendance, ½ credit for completed discussion posting). Both components are required in order to receive credit for a training session.

> 2) Observe a Master Tutor, and write a one-page double-spaced report.

> 3) Complete an evaluation process (varies within departments).

> 4) No more than two hours of DVD module training credit per semester is allowed.

> 5) Each of the three mandatory online modules—Ethics, Safety, and Resources and Referrals—counts as one training hour toward CRLA certification and must be completed within the first 4 weeks of employment.

> 6) No more than two hours credit per semester is allowed for attending outside workshops (math specific and/or other supervisor-approved campus training forums). Tutors may either earn training credit or be paid for attendance...not both.

> 7) Tutors should not register for the course after the 4th week but are invited to attend and participate for training hours to be credited toward certification. These tutors should then be encouraged to register the following semester.

> 8) If a tutor needs four or fewer training hours to be eligible for Level III certification, he/she should not register for ED 2920 again but just attend the number of needed classes.

> 9) If a tutor is registered for 18 credit hours, he/she should not register for ED 2920 but should just attend the class and complete the assignments for certification credit. The tutor should be encouraged to make room for registration the following semester.

> 10) Registered tutors must "officially withdraw" from the course if they choose to no longer attend.

B. Criteria for English 3840 Principles and Practice in Tutoring Writing credit (3-credit-hour course):

> 1) Tutors may miss no more than 3 class sessions per semester.

> 2) Observe 3 Master Tutors, and write a one-page double-spaced report for each observation.

> 3) Complete an evaluation process (varies between Ogden and Davis campuses).

4) No more than two hours of DVD module training credit per semester is allowed.

5) Each of the three online modules—Ethics, Safety, and Resources and Referrals—counts as one training hour toward CRLA certification.

6) No more than two hours credit per semester is allowed for attending outside workshops (math specific and/or other supervisor-approved campus training forums). Tutors may either earn training credit or be paid for attendance...not both.

7) Tutors read 100-150 pages of composition theory and tutoring concepts specific to writing concerns, and they write 2-3 page papers for each reading (approx. 2 times per week).

8) Tutors enter 500 words of reflective writing on the class blog per week.

8) Tutors pass quizzes on grammar and on the particulars of APA and MLA citation styles.

9) Tutors write a 10-15-page bibliographic essay on a tutoring or composition topic. This is due at the end of the semester and serves as the final exam.

C. Supervisors should compile accurate, up-to-date records of tutor training attendance, assignment completion, and tutoring time. They should provide timely updates to tutors about their certification progress throughout the semester and award certificates and raises as appropriate. At the end of the semester, supervisors should post grades with the University for their tutors who registered for ED 2920.

WEBER STATE UNIVERSITY **Academic Support Centers** **& Programs**	CONFIDENTIALITY	No. 3-1	Rev. 5-13-05
		Date 5-13-05	

I. POLICY

Tutors must maintain the privacy of students' identities and keep confidential any personal information that is revealed as part of the tutoring situation. Generally, the only time confidential information should be discussed is privately with the tutor's supervisor or other professional staff within the department. Such information should be discussed only for professional reasons directly tied to the welfare of the student.

However, by law, some confidential information must be reported. If a student reveals that s/he intends to harm her/himself or others, the tutor must report that information immediately to the supervisor. Similarly, if a student reveals actions that violate the student code, such as plagiarism, or if a student admits to actions which are illegal, the tutor must report that information to the supervisor.

II. PROCEDURE

A. Information which must be kept confidential includes but is not limited to the following examples:

    1) The identity of tutees.
    2) Tutees' addresses, phone numbers, or other contact information.
    3) Confidences revealed by tutees. These might include past experiences or
       current problems.
    4) Information about tutees' academic performance, including grades.
    5) Disability status. Tutors must not share known information about a student's
       disability nor should tutors ask a student about a suspected disability.

B. In the case of a student who reports intent to harm self or others, a tutor should:

    1) Promptly report the incident to the tutor supervisor.
    2) If the harm is imminent and the supervisor is not present, tutors should call
       University Police at 626-6460 and further follow through by calling 911.

I. POLICY

Tutors must maintain integrity in all aspects of the job, using honesty and tact in dealing with tutees.

II. PROCEDURE

A. A tutor should not do any part of a student's homework. Having a tutor complete homework which will be graded constitutes cheating. Similarly, a tutor should not help with a take-home exam unless the professor has specified in the exam instructions that outside help is allowed.

B. The WSU Student Code of Conduct defines plagiarism as "the unacknowledged (un-cited) use of any other person's or group's ideas or work. This includes purchased or borrowed papers" (Section 6-22-IV-D). Tutors must work carefully to help students develop their own ideas and give appropriate credit for ideas from which they draw for their writing. Tutors are obligated to report breaches of this policy to their supervisors.

C. All documentation such as applications for employment, time sheets, and other tutoring records must be filled out completely and accurately. Misrepresenting facts or falsifying information on any document is grounds for dismissal.

D. A tutor should honestly acknowledge both the student's and his or her own ability levels. It is important to be encouraging but to not give a student false hope or flattery. Tutors should know their own limits and admit when they do not know answers.

E. A tutor must be tactful if a student has complaints about another individual. Tutors must especially be careful not to comment negatively to students about professors' grading policies, teaching methods, or personalities.

I. POLICY

Tutors should appropriately maintain warm, yet professional relationships with tutees, understanding and avoiding discrimination and harassment.

II. PROCEDURE

A. Tutors must accept tutees without judgment and may not use the tutoring situation to proselytize for personal beliefs or to impose personal value systems or lifestyles on students.

B. Tutors must continue to act appropriately even if they feel aversion or attraction to a tutee. Dating is not allowed between a tutor and a current tutee because of the power imbalance in the relationship. Such a relationship may damage the perception of ASCP's integrity and may also harm the persons involved, especially the tutee who depends on the tutor for help. A tutor who wishes to date a tutee should speak to his/her supervisor to discuss appropriate options. The supervisor may assign the student to another tutor, if feasible, or may ask the tutor to wait until after the end of the semester. Tutees must not be made to feel that their access to tutoring depends on a personal relationship with the tutor.

C. It is the tutor's responsibility to be familiar with Weber State University's policies on discrimination and harassment as explained in the University's Policies and Procedures Manual, Section 3-32 (available online). When working, tutors must uphold WSU's commitment to providing an environment free from harassment and other forms of discrimination based on race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference, or gender. Tutors must not allow any of these factors to influence the way they work with students but must treat all with equal respect.

D. It is the tutor's responsibility to understand what constitutes sexual harassment and to avoid sexually harassing behavior. See the WSU Policies and Procedures Manual, Section 3-32. Tutors are required to complete the mandatory training on discrimination and harassment.

E. Any tutor who believes s/he has been harassed or discriminated against by a tutee or by anyone else can address the concern through any of the following options:

    1) Seek to resolve issue directly with the individual(s) involved.
    2) Seek to resolve the issue through supervisory personnel.
    3) Consult with Affirmative Action/ Equal Opportunity (AA/EO) office on campus.
    4) Register a complaint with the AA/EO office.

WEBER STATE UNIVERSITY Academic Support Centers & Programs	DRUG AND ALCOHOL-FREE WORKPLACE	No. 3-4	Rev. 5-13-05
		Date 5-13-05	

I. POLICY

Tutors are responsible for becoming familiar with WSU's policy of maintaining a drug- and alcohol-free workplace, which stipulates that employees will not work under the influence of drugs or alcohol. This includes refraining from unlawful involvement with drugs or alcohol on campus or at off-campus, University-sponsored functions or events. It also includes refraining from "smoking in unauthorized locations on campus."

Tutors have the right to expect that the students they tutor are adhering to WSU drug and alcohol policies.

II. PROCEDURE

A. Tutors are expected to adhere to University drug and alcohol policies and are subject to discipline and/or termination of employment for violation of those policies.

B. Tutors should discuss with their supervisor any concerns they have about perceived inappropriate use of substances by tutees. The supervisor can help to assess the situation and determine the best course of action.

WEBER STATE UNIVERSITY Academic Support Centers & Programs	DISCRIMINATION AND HARASSMENT-FREE WORKPLACE (see WSU PPM, 3-32)	No. 3-5	Rev. 9-22-11
		Date 6-23-08	

I. POLICY

Weber State University and Academic Support Centers & Programs are committed to providing a diverse and inclusive environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sex, sexual orientation or preference, or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in the environment.

II. PROCEDURE

A. Academic Support Centers & Programs is committed to eliminating incidents of illegal discrimination in personnel policies and practices within the institution through affirmative efforts at education and support. When violations of this policy occur, various forms of disciplinary action, where appropriate, may be imposed within the parameters of protected speech.

I. POLICY

A. Weber State University and Academic Support Centers & Programs are Equal Opportunity/Affirmative Action Employers. As such, it is the policy of ASCP to follow a concept of non-discrimination in the hiring and promotion of employees without regard to race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sex, sexual orientation or preference, or gender.

II. PROCEDURE

A. Evaluation of part-time student and non-student employees will be made on the basis of criteria directly related to the position, including education, skills, experience, internal mobility, and affirmative action requirements.

B. ASCP will recruit needed personnel including minority group members on a non-discriminatory basis.

C. An affirmative action hiring program will be continued in an effort to ensure that ASCP will provide employment opportunities on a non-discriminatory basis.

D. ASCP will not discriminate in the compensation of its personnel because of race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sex, sexual orientation or preference, or gender.

WEBER STATE UNIVERSITY **Academic Support Centers & Programs**	TUTOR ORIENTATION	No. 4-1	Rev. 9-22-11
		Date 4-26-05	

I. POLICY

Supervisors should conduct program-specific orientation sessions upon hiring new employees, and employees should be required to attend these orientation sessions. In some cases, programs may hold full-day or half-day paid orientation sessions for new employees; other programs may find it sufficient to hold an orientation interview. All supervisors are encouraged to provide employees with access to written guidelines and expectations for their jobs, to include:

1) Semester schedule, holidays off, closed dates.
2) Procedures for recording and reporting time worked.
3) Expectations for tasks to perform and how to handle down time.
4) Expectations for the year's program goals for tutor development.
5) Procedures for recording and reporting student data for sessions conducted.
6) Procedures for handling appointment cancellations or extra sessions requested by the student (Section 4-3).
7) Procedures for canceling appointments or getting shift substitutes (Section 4-2).
8) Basic tutoring "Do's and Don't's," "Getting Started," "Creating a Positive Learning Environment," and "Tutoring Techniques."

WEBER STATE UNIVERSITY **Academic Support Centers & Programs**	SCHEDULING/TIME OFF	No. 4-2	Rev. 9-22-11
		Date 4-26-05	

I. POLICY

Tutors are responsible for knowing and keeping their schedules throughout the semester. Time off from one's regular schedule during the semester should be rare and have a valid justification, and the appropriate administrator should be notified as far in advance as possible.

II. PROCEDURE

Drop-in tutors' schedules are generally set at or before the start of the semester and generally remain the same for the duration of the semester. In the case of appointment tutoring, it is understood that schedules may change on a daily basis, and it is the tutors' responsibility to check their mailboxes or e-mail regularly for changes to their schedules, as agreed upon with their supervisor. If a tutee requests additional appointments in addition to those that have been scheduled through the department, these sessions should be approved and scheduled through the appropriate administrative channels in advance.

Time Off for Drop-In Tutors:
Tutors who are ill, who are running late for a shift, or who know in advance that they must miss a regularly scheduled shift should notify the designated department staff member as early as possible. Tutors who know in advance that they will miss a shift should try to arrange a substitute from within the department to cover the shift and then inform the supervisor of the substitution in advance. If the tutor cannot find a substitute, the supervisor may make an effort to find a replacement to cover the shift or may require the tutor to do so. In the case of illness, tutors should notify their supervisor as soon as possible. If feasible, tutors should attempt to find a replacement; otherwise, the supervisor or appropriate staff member will do so.

Time Off for Appointment Tutors:
Tutors who are ill, who are running late for their appointments, or who know in advance that they must miss a regularly scheduled appointment should notify the designated department staff member as early as possible. Tutors should then contact their tutees to notify them and re-schedule the appointments if a mutually acceptable alternate appointment day and time can be found. In the case of illness, if it is not feasible for the tutor to contact the tutee, the designated staff member will do so.

		No. 4-3	Rev. 12-14-05
WEBER STATE UNIVERSITY **Academic Support Centers & Programs**	TUTEE CANCELLATIONS/NO-SHOWS/RESCHEDULED APPOINTMENTS		
		Date 4-26-05	

I. POLICY

Tutees who receive appointment tutoring are informed of the cancellation/no-show policy when they initially sign up for tutoring and again at the first session with the tutor when the tutoring contract is signed.

A session is considered a "no-show" if the tutee fails to show 15 minutes after the scheduled appointment time or if the tutee fails to give sufficient notice that he/she will not make a scheduled appointment. "Sufficient notice" is defined by the individual department and may vary by department.

After the first "no-show," tutees are put on probation. After the second "no-show," tutees may lose the tutoring privileges for the remainder of the semester. The method and guidelines for terminating a tutee are determined by department. Tutors are paid for any given tutee's first "no-show." Beyond that, supervisors should refer to their departmental "no-show" policies.

After a second cancellation without sufficient advance notice, tutees are put on probation. After a third cancellation, tutees may lose their tutoring privileges for the remainder of the semester. The method and guidelines for terminating tutees is determined by department. Tutors are not paid for sessions for which tutees have given sufficient notice of cancellation.

II. PROCEDURE

During the first appointment tutoring session, the tutor should ensure that the tutee is aware of the appropriate method for canceling an appointment as well as the method for requesting that the appointment be rescheduled. These methods are determined by department and may vary.

Once a no-show or cancellation has occurred, the tutor should fill out the requisite paperwork and file it in the designated location. If required by department policy, the tutor should contact the tutee by phone to follow up, remind the student of the no-show/cancellation policy, and inform the tutee of his/her probationary status. The results of the contact with the tutee should also be recorded in the paperwork.

WEBER STATE UNIVERSITY **Academic Support Centers & Programs**	RECORD KEEPING	No. 4-4	Rev. 12-14-05
		Date 4-26-05	

I. POLICY

Tutors are responsible for keeping accurate and complete records of all hours worked and of all necessary data related to each student served (tutoring records). Tutors are also responsible for the timely submission of these records to the tutoring supervisor. Paper records should always be filed in the designated location and should never be taken out of the designated area.

Standard appointment tutoring sessions are fifty minutes long in order to allow tutors a short break between sessions. For payroll purposes, these sessions are recorded as one hour worked. For payroll purposes, tutors should round up to the nearest designated fraction of an hour for sessions of non-standard duration, as directed by the department.

II. PROCEDURES

Tutors should record all paid time by the means designated by the department on the day the time is worked.

Tutors should be certain each tutee is logged in for each tutoring session, by the means designated by the department.

		No. 4-5	Rev. 9-22-11
WEBER STATE UNIVERSITY **Academic Support Centers & Programs**	EVALUATIONS		
		Date 4-26-05	

I. POLICY

All tutors will have their job performance evaluated at least once per semester by supervisory personnel. Evaluations are based on supervisory observations of work performed. In addition, tutors will be evaluated periodically by tutees, and other systems of tracking tutor job performance may be employed at the discretion of the individual departments.

II. PROCEDURE

Once tutors have been observed by their supervisor, tutors should make an appointment to meet with the supervisor within 48 hours of the observation to discuss the findings of the observation.

For departments that employ tutee evaluations, tutors should distribute the evaluation instruments to tutees as directed by the department and instruct tutees to leave the evaluations in the designated place. Tutors should allow tutees to fill out the evaluations privately, outside of the tutoring session, to ensure the confidentiality of the evaluation.

		No. 4-6	Rev. 9-22-11
WEBER STATE UNIVERSITY **Academic Support Centers & Programs**	LOCATION OF TUTORING SESSIONS		
		Date 4-26-05	

I. POLICY

All tutoring sessions must be held in the respective departments' designated tutoring areas.

II. PROCEDURE

Under no circumstance are face-to-face, WSU-sanctioned tutoring sessions to be held outside the designated tutoring area, and off-campus tutoring sessions are strictly prohibited.

![Weber State University] **WEBER STATE UNIVERSITY** **Academic Support Centers & Programs**	EMPLOYEE KNOWLEDGE OF RESPONSIBILITIES	No. 5-1	Rev. 10-26-05
		Date 10-26-05	

I. POLICY

New tutors must be made aware of and must understand all aspects of their job responsibilities.

II. PROCEDURE

At the time of hiring, each department provides new tutors with written job descriptions that detail job responsibilities and expectations. Supervisors review the job description with the employee at the time of hiring. It is recommended that the new employee sign the job description, indicating that he or she understands all job requirements.

		No. 5-2	Rev. 10-26-05
WEBER STATE UNIVERSITY **Academic Support Centers & Programs**	EVALUATION OF JOB PERFORMANCE		
		Date 10-26-05	

I. POLICY

In the spirit of continuous improvement, supervisors should give structured and systematic feedback on tutor performance. Supervisors should give feedback on their strengths as well as on areas in need of improvement.

II. PROCEDURE

Supervisors should evaluate tutors' job performance at least once each semester. Evaluations are based on supervisory observations of work performed, evaluations from tutees, and other systems of tracking performance.

WEBER STATE UNIVERSITY **Academic Support Centers** **& Programs**	UNSATISFACTORY JOB PERFORMANCE	No. 5-3	Rev. 1-11-07
		Date 10-26-05	

I. POLICY

If at any time the hourly employee fails to satisfactorily meet the job responsibilities outlined in either their job description or ASCP/departmental policy guidelines, the employee can be terminated. Some reasons for termination include but are not limited to the following: dishonesty, not showing up for work, unprofessional behavior, poor punctuality, specific departmental violations, any violation of WSU's student code, and the violation of any item listed under Section 3 of ASCP PPM - Ethics.

II. PROCEDURE

According to WSU policy, employment of hourly staff is considered to be at-will; therefore, a tutor can be terminated based on the supervisor's judgment of many factors, including performance.