



ARC

ACADEMIC RESOURCE CENTER
at Harvard University

2019-20 Handbook for Peer Tutors

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Introduction

Welcome to Peer Tutoring!

We are delighted that you have chosen to work as a Peer Tutor (PT) or Peer Tutor Fellow (PTF) this year. We hope you find the work of helping your peers gain confidence and navigate their academic work as rewarding as we in the Academic Resource Center (ARC) do. This guide will provide information about the tutoring process, as well as logistical information and guidelines to help you make the most of your tutoring time. If you can't find an answer in this guide, please do not hesitate to email us at academicresourcecenter@harvard.edu, call 617-495-5734, or visit us at 1414 Massachusetts Avenue, floor 3R. We look forward to working with you!

What is Peer Tutoring at Harvard?

The ARC oversees the Peer Tutoring program, connecting Harvard students with a network of trained peers who can support their learning in a variety of selected courses. Peer Tutors can provide an extra layer of academic support for students by reviewing critical concepts and materials from class, clarifying points of confusion, and developing study strategies for upcoming exams.

Most peer tutoring is one-on-one, although occasionally tutors work with small groups of students. PTFs offer tutoring hours for specific classes. All peer tutoring is expected to take place in person, rather than electronically (e.g., via email, video chat, or social networks). Exceptions may be allowed in very select situations, only after prior approval from the program supervisors.

Eligibility

To be a PT or PTF, you must be a registered, degree-seeking student in Harvard College or any of Harvard's graduate schools (except the Extension School). Students with career interests in teaching or other helping professions appreciate the opportunity for hands-on practice, and students with other career interests welcome the opportunity to work with the concepts and materials of their field.

Peer tutors are typically hired for STEM, quantitative, and problem-set courses. Tutors in other areas may be hired based on tutee demand.

Peer tutoring eligibility requirements:

- have earned an A- or better in the course(s) you want to tutor, or have a faculty recommendation
- are interested in helping other students
- would like to share your enthusiasm for a subject
- are sensitive to others' difficulties with their coursework

Peer Tutor Fellows are hired via an application process and through recommendations from the courses and departments. They primarily tutor specific courses in Computer Science, Economics, and Math.

Undergraduate tutors typically qualify for this work by taking the Harvard course for which they plan to tutor. Therefore, undergraduate students in their first semester at Harvard are not eligible to tutor.

Graduate students who did not attend Harvard are typically eligible to tutor Harvard courses for which they took an equivalent undergraduate course or higher-level course. The program welcomes graduate students as Peer Tutors. Please email academicresourcecenter@harvard.edu for more information.

Students who are already employed by a course are not permitted to tutor for that course.

Tutoring Policies and Rules

The Dean of the College has authorized the College's Peer Tutoring Program to offer peer tutoring. While the *Harvard College Student Handbook* notes that "If a student wishes to accept compensation for private tutoring in Harvard courses, prior written permission of the Dean of the College is required," the Dean's authorization includes this Peer Tutoring Program at the ARC.

Please note that this permission extends *only* to this tutoring program, otherwise, as stated in the *Handbook* "Students who sell lecture or reading notes, papers, or translations, or who are employed by a tutoring school or term paper company, are similarly liable and may be subject to disciplinary action, up to and including requirement to withdraw from the College. "

Students are not permitted to offer tutoring as part of a fundraiser or a community function without written permission from the Dean of the College. Peer tutors are free to serve in other peer academic support contexts, such as working as a Peer Study Leader, course assistant (unless they are tutoring for the same course in which case permission to tutor is required), or volunteering in a House study night, but you may not self-identify as a Peer Tutor in these contexts in any way that might indicate that the Peer Tutoring Program sponsored that activity.

Tutors and tutees must work together in accordance with the College's policies on academic integrity, as outlined in the rules on academic dishonesty in [The Handbook for Students, and in accordance with the Harvard College Honor Code](#). Non-College students must also adhere to their home school's academic integrity policies, standards, and codes of conduct.

By participating in the peer tutoring program, tutors and tutees acknowledge that they have read and understood the peer tutoring policies of the ARC as outlined in this document.

Tutor Positions

For Fall 2019, there are two types of peer tutors:

Peer Tutor (PT)

- a. Students may apply to be a peer tutor via https://tutoring.fas.harvard.edu/forms/applications/bsc_tutor

Applications will be accepted for any STEM, quantitative, or problem-set course. You should have received an A- or better in the course, or you will need to contact a program supervisor to discuss a faculty recommendation.

- b. Students are required to attend an in-person training before being hired as a PT (new for fall 2019).
- c. The pay rate is \$19/hour.
- d. Peer tutoring requests are managed via the online system, <https://tutoring.fas.harvard.edu/>
 - i. Here, PTs can view tutoring opportunities, express interest, and see information about their assigned student tutees. PTs will also receive email notifications about tutoring opportunities.
- e. PTs may work with a student tutee in an ongoing way or as determined by the needs of their students with consultation from program staff.
- f. PTs can flexibly schedule their tutoring and have no minimum tutoring requirement.
- g. PTs may tutor up to 12 hours/week.

Peer Tutor Fellow (PTF)

New for Fall 2019, the PTF Program serves some of the high demand courses in Computer Science, Economics, and Math. Prospective tutees are not assigned to a PTF; rather, they sign up for tutoring time slots with a PTF via an online scheduling tool.

- a. PTFs are hired through an application process and by recommendation from courses and departments.
- b. PTFs are required to attend two in-person trainings before they may tutor students.
- c. The pay rate is \$19/hour
- d. PTFs commit to a minimum of 5 hours of peer tutoring each week.
 - i. PTFs are guaranteed 5 hours of paid work per week.
- e. PTFs attend bi-weekly meetings with peer tutoring program staff and other PTFs for additional training and community building.
- f. PTFs determine their tutoring schedule for the term with program staff and their fellow PTFs at the beginning of the term.
- g. PTFs may work up to 12 hours/week with the peer tutoring program.

Tutoring Logistics

Getting Started

Congratulations! You have been selected as Peer Tutor (PT) or Peer Tutor Fellow (PTF). We are delighted to have you work with us. Here are some steps to complete before you can work and be paid.

1. Complete the Peer Tutoring Registration form at https://tutoring.fas.harvard.edu/forms/applications/bsc_tutor
2. Submit Employment/Tax Forms as needed (takes 3-5 business days to be processed)
3. New for Fall 2019: attend an in-person training. Peer tutors are paid for their attendance at the training.

You may track the status of your application via your Dashboard in the online peer tutoring system, <https://tutoring.fas.harvard.edu/>.

Please contact the program at academicresourcecenter@harvard.edu if you have questions.

Training

PTs must attend one mandatory training session at the beginning of the semester before they may begin tutoring.

PTFs must attend two mandatory training sessions at the beginning of the semester before they may begin tutoring. PTFs also have biweekly group trainings throughout the term. PTFs should select a training group meeting at their preferred day/time each term. A PTF may change training groups with the approval of their supervisor.

Pay

PTFs and PTS are paid at the rate of **\$19 per hour**, for individual or group tutoring.

New for 2019-2020: Peer tutoring is free of charge for undergraduates; for graduate students the fee is \$19/hour. Please note, if a tutee is a graduate student, funding might be available for tutoring fees. Please direct the tutee to the ARC to explore this option.

All financial transactions for peer tutoring take place through the ARC. PTs and PTFs are not permitted to accept any kind of payment directly from a tutee and may not request additional payment from their tutees. PTs report hours worked directly to the program and the program pays the tutor. PTFs' hours are tracked via the online Scheduler.

Hours and Workweek Guidelines

PTs and PTFs may tutor up to 12 hours per week.*

- *General work guidelines and restrictions are outlined on the Student Employment Office website, <https://seo.harvard.edu/student-employment>
- International students must adhere to their Visa work restrictions <http://www.hio.harvard.edu/>.

Fiscal Responsibility

All tutors are responsible for keeping track of the hours you spend with each tutee, or your guaranteed number of hours, reporting these hours accurately each week, and keeping your own records of your time.

Reporting Hours for PTs:

- Report your hours weekly on your tutoring Dashboard timecard at https://tutoring.fas.harvard.edu/tutor_hours
 - Immediately after your tutoring session, record in your Dashboard timesheet:
 - Day tutoring took place
 - Meeting time
 - Tutee(s) name
 - Length of the tutoring session (in 15-minute increments, up to 2 hours/session)
 - Session comments
 - *Do not report your peer tutoring hours directly into PeopleSoft.*
- Tutees' responsibility for verifying hours: your tutee will receive an email report each time you submit peer tutoring hours. If the reported hours are incorrect, the tutee can go to <https://tutoring.fas.harvard.edu/appointments> before 10:00 a.m. on Monday to dispute hours.
 - Tutors are not paid for this time until the discrepancy is resolved.
- You may only report and be paid for hours for tutoring matches that have been assigned to you by the ARC. If a student asks you to be their tutor, please direct the student to contact the program so that we can make the assignment official and thereby enable you to be paid for your work.

Reporting Hours for PTFs:

- PTFs are guaranteed a minimum of five hours of work/pay each week, beginning the third week of the term.
 - Hours are primarily filled with scheduled, weekly tutoring hours in specific courses (e.g., CS 50, Econ 10a, Math Ma, etc.). In addition, work hours may include supervisory

performance meetings, group trainings, course-related meetings, or other peer tutoring-related work (e.g., tabling at publicity events, helping at peer tutor orientations).

- PTF tutoring schedules for the term are booked at the start of each term with supervisor review and approval (subject to change as needed during the term).
- Your weekly, scheduled tutoring hours are recorded automatically via the online Scheduler. Do not report your peer tutoring hours into PeopleSoft.
- PTFs will typically have at least 4-5 tutoring hours/week booked in the online Scheduler tool.
 - PTFs may reduce tutoring hours for a given week if other work needs to be scheduled in its place, e.g., course meeting, training, supervisory meeting.
 - i. Group Trainings: mandatory, biweekly meetings led by program staff, up to one hour of paid time per meeting may count toward minimum guaranteed hours.
 - ii. Course-Related Work: counts toward guaranteed minimum weekly hours. PTFs may periodically participate in course-related meetings with course instructors and/or instructional support staff for the course that the PTF is tutoring.
 - iii. Supervisory Performance Meetings: PTF-related meetings with program staff count toward guaranteed minimum weekly hours. These meetings may include periodic performance evaluations or general check-ins. Typically two ½ hour meetings are held each term.
 - iv. Program Administrative Work: periodically PTFs may perform administrative work for the program that includes tabling at publicity events. This work counts toward guaranteed weekly hours.
- In the rare instance that Tutoring Hours + Supervisory Meetings + Course Meetings + Trainings + Administrative work in any given week does not equal the minimum guaranteed hours for a PTF, with pre-approval by a program supervisor, the PTF will be compensated that difference for the week.

Cancellations, Rescheduling, and No Shows

Peer tutoring is a valuable and limited community resource, so the ARC wants to ensure that tutees are using this resource responsibly. We also want to ensure that tutors are actively and productively working with tutees.

If a tutee needs to cancel or reschedule a peer tutoring session, they need to notify the peer tutor at least 24 hours before the meeting time.

PTs should report one hour of time if your tutee misses an appointment or cancels the appointment with less than 24 hours' notice. If a tutee is significantly late (15 minutes or more), you should report the full hour but are not expected to add more time to the tutoring session. For example, if a PT planned to meet for one hour, but the tutee was 30 minutes late and the meeting turned out to only be 30 minutes, PTs should report a full hour on their timecard.

Please confirm each tutoring meeting that you have scheduled, and do not assume that you will meet at the same time every week. You must have written proof of confirmation from your tutee with the specific date and location of the scheduled meeting, in order to be paid for a missed appointment. Unfortunately, the ARC will not be able to pay you for this hour unless you can provide the proof of confirmation.

If a tutee does not show up, or cancels without 24 hours' notice twice in a row, tutors need to alert the ARC at academicresourcecenter@harvard.edu. You are not permitted to schedule another meeting with the student until the ARC notifies the PT and tutee that you may resume meeting.

24 Hours/48 Hours/10 Days Policy for Tutors and Tutees

The following policy has been put in place to recognize peer tutoring as a limited and valuable community resource and to prioritize tutees who are currently ready and able to begin their peer tutoring:

- **Tutors:** PTs are required to contact your tutee(s) within 24 hours of receiving an automatic email from your online peer tutoring Dashboard confirming the assignment.
- **Tutees:** Tutees are required to respond to peer tutors within 48 hours of a peer tutor's contact.
- **Tutors and Tutees:** Tutor and tutee are required to have their first meeting within 10 days of the assignment. If this does not happen, tutors should cancel the assignment via their online Dashboard. Tutees may submit a new peer tutoring request later when they are ready to meet with a PT. Please contact the ARC peer tutoring program staff for guidance.

New for Fall 2019: Maximum Weekly Hours of Tutoring per Tutee

Students may receive up to two hours of peer tutoring per course each week.

If a tutee requests more than two hours of peer tutoring for a single course during one week (Sunday-Saturday):

- PTs and PTFs must direct the tutee to the ARC (academicresourcecenter@harvard.edu) to review this request before additional meetings may be scheduled.
- The ARC will work with the tutee to determine the best resources for their needs: additional tutoring, office hours, departmental resources, ARC coaching, etc.
- If additional peer tutoring is approved, then the tutee will be permitted to request additional peer tutoring for that course (with either you or a new PT depending upon availability).

Group Tutoring

PTs and PTFs may wish to (or be asked to) offer group tutoring for a course. Please contact the ARC program staff for assistance in setting up groups (academicresourcecenter@harvard.edu).

Peer Tutor (PT) Process

ARC Dashboard for PTs

<https://tutoring.fas.harvard.edu/appointments>

Sign-in to Your PT Dashboard to:

- Learn about tutoring opportunities
- Confirm or decline interest for a particular opportunity
- View your tutee(s) contact information
- Submit your tutoring timesheets
- Update your list of tutored courses
- See general announcements from ARC staff

PT Dashboard updates are made frequently; check your Dashboard often

Peer tutoring opportunities will appear on your online PT Dashboard throughout the term. As tutoring opportunities become available, eligible tutors also receive emails to check their Peer Tutor Dashboard for updates.

PT Assignments Process and Workflow

For Fall semester 2019, the program will begin to assign PTs during the second week of the semester.

PT Assignment Workflow, Overview

- Tutee submits online request for PT
- ARC staff reviews tutee's request and notifies eligible PTs
- Notified PTs review opportunities and confirm/decline interest
- ARC staff assign a PT to the tutee
- Matched PT and Tutee receive confirmation emails
- PT contacts Tutee within 24 hours to schedule a tutoring session
- PT and Tutee meet within 10 days.

PT Assignment Workflow, in Detail

1. Tutees submit PT requests online via <https://tutoring.fas.harvard.edu/>
2. ARC staff review each request and notify a select group of eligible tutors
3. Selected PTs receive emails from their PT Dashboard about the opportunity
4. PTs log in to their PT Dashboard to view the specific course request (this may include brief comments from the prospective tutee)
5. Via their PT Dashboard, PTs may:

- a. **Confirm Interest:** click “interested.” This immediately informs ARC staff that the PT wants to be considered for the opportunity.
 - i. This is first come, first served. If an opportunity disappears from your list, it’s because a different PT has been assigned.
 - b. **Decline Interest:** immediately withdraws the PT from consideration (cannot be undone).
 - c. **Unsure, Need More Time?:** if a PT is unsure in that moment and would like more time to consider their interest, do not click “interested” or “decline.”
 - i. This allows the PT to click “interested” later and be considered. Once you click “decline,” you will no longer be considered for an opportunity (this cannot be undone). Note: a different PT may be assigned in the meantime, and the opportunity would disappear from your view.
6. Typically within 24 hours, ARC staff review all “interested” PTs and select one PT for the assignment.
 - a. The selected PT will receive an email from their PT Dashboard about the match.
 7. PTs must email their newly matched tutees within 24 hours
 8. PTs and tutees should have their first meeting within 10 days. If this does not happen, PTs should inform the tutee that they will cancel the match (the tutee may always elect to submit a new PT request when they are ready to do so). This opens up a slot for the PT and allows the PT the bandwidth to express interest in different PT opportunities.

How many PT opportunities should you respond to?

There’s no perfect answer to this question, but it is largely based on your availability. We suggest that you click “interested” only on requests in which you are currently able to tutor. The program staff will review all the responses from PTs for that course and will make assignments accordingly. If you’re hoping for fewer tutees than you’ve been assigned, or if you have capacity for more, please email academicresourcecenter@harvard.edu so that the program staff can help.

Please see *Appendix B: Sample Introductory Email* for examples.

Peer Tutor Fellow (PTF) Process

ARC Scheduler for PTFs

<https://arcscheduler.fas.harvard.edu>

PTFs Sign in to the ARC Scheduler to:

- View your tutoring schedule for the term
- See if a tutoring slot has been filled
- Edit tutoring slots as needed, e.g., enter a substitute tutor if you are out unexpectedly
- View your tutee(s) contact and course information
- Submit your tutoring evaluation comments after each session

PTF Schedule Process and Workflow

For Fall semester 2019, the PTF program will make PTF tutoring time slots available to tutees via the online ARC Scheduler tool beginning the third week of the semester.

<https://arcscheduler.fas.harvard.edu>

Select courses in the following subject areas are available for PTF tutoring in the ARC Scheduler:

- Computer Science
- Economics
- Math

ARC Scheduler Workflow for PTFs, Overview

- PTFs confirm term schedule with ARC PTF staff (approx. 4-5 hours of tutoring/week)
- ARC staff inputs PTF schedules for the term into the ARC Scheduler
- Tutees sign-up for PTF time slots via the ARC Scheduler
- PTFs and tutees receive email confirmation about scheduled tutoring appointment
- 24 hours prior to meeting tutee receives email reminder about tutoring appointment
- PTF and tutee meet at scheduled time
- Post-meeting: PTF and Tutee submit their tutoring evaluation comments into the ARC Scheduler tool

Tutees' Responsibilities

See *Appendix D: Peer Tutoring Program Information for Tutees*, the document that is shared with the tutees. PTs and PTFs should refer to this document, either online or in hard copy, in your initial meetings with your students to ensure that both tutor and tutee are aware of the program's policies, procedures, and expectations.

Preparing to Tutor

Before you meet with your tutee for the first time, you'll want to do advance preparation. Here are some ways to maximize your preparation:

- Solicit information from your tutees about their questions and ask them to share course materials that you might need (if you don't already have Canvas access for the course). This advance information might help to direct your preparation and spare unnecessary review. If you do not have Canvas access for the course (the ARC pre-arranges Canvas access for some courses), please contact the ARC (academicresourcecenter@harvard.edu), and we will make the request to the course.
- Prepare with an eye towards the necessary material to help a student understand the key concepts rather than towards 100% comprehension. Remember that tutors may use homework problems as reference during tutoring sessions, but they may not assist tutees directly on homework.
- Remember that the expectation isn't that you know everything, but that you can help guide the student toward finding the right approach. This might mean that you'll be doing some work together, e.g., looking something up in the lecture notes together or online. In this way, you'd be helping model for the student the way to approach learning independently in the class.
- If you'd like to prepare or consult with a fellow PT for that course, please contact the ARC so that we can make those arrangements.
- Be sure to speak with a program supervisor if you have questions about the best ways to make use of your preparation time.

What should I do in my first meeting with a tutee?

In the first meeting, it's best to have a conversation with your tutee to help set the stage for a good working relationship and to set clear expectations about tutoring. See *Appendix B: Sample Introductory Emails* for examples.

- Introduce yourself. Say something about your academic interests and ask your tutee about their academic interests.
- Ask about their experience in the course for which you're tutoring them. What has been working? What has been challenging?
- Ask your tutees what they would like help with and what they hope for from tutoring (e.g., practice using new vocabulary, concepts, exam-taking strategies, etc.).
- Talk with them about how they can make the best use of your tutoring hours – e.g. start a problem set before the meeting with you, send questions to you, read over the course material, be prepared with questions.

- Explain the nature of the tutoring work. It's important to explain that you don't have access to the answers. Peer Tutors can provide an extra layer of academic support for students by reviewing critical concepts and materials from class, clarifying points of confusion, and developing study strategies for upcoming exams. Peer tutors do not work on homework assignments with tutees, though they may assist them with concepts related to the assignment.
- Emphasize that your role as the tutor is to guide them, not to give them answers.
- Explain that, per the program's policy, you can't proofread papers or check answers.
- Explain further that a main goal in tutoring is to help them learn how to learn the material.
- Describe anything relevant about your own approaches to teaching and learning.
- Encourage your tutee to let you know when you have not been clear or when they need something explained in a different way.
- Review the program policy prohibiting tutoring through electronic communications so that the tutee will not expect that you'll answer questions or tutor via email or other electronic means.
- Determine a meeting location with your tutee (meetings may not take place inside dorm rooms).
- Refer to an online copy or bring a hard copy of Peer Tutoring Program Information for Tutees (*Appendix D*).

Approaches to tutoring and tips from veteran PTs and PTFs:

- Perfection is not a prerequisite for tutoring. One of the best learning experiences for a tutee might be simply to listen to you think aloud as you struggle with a difficult problem.
- One particularly effective technique is to *ask your tutees to explain to you, in their own words*, the material you are reviewing so that you both get a better sense of where to concentrate your efforts once you notice exactly where the tutee gets confused or has questions.
- Another strategy to encourage the tutee to take charge of their own learning is to *have the tutee, rather than you, be the one who is doing all the writing* (equations, diagrams, etc.). An additional benefit of this strategy is that it helps ensure that all written work is the tutee's.
- You might need to *explain material in different ways* to adapt to different tutees' approaches to learning. Some students learn best, for example, when they see/read the material, others when they hear the material, still others when they manipulate the material such as by making a diagram, and still others when they speak the material back to someone. A conversation about the tutee's preferences will make for a more productive tutoring experience.
- *Use questions* as a way to guide your tutee and help your tutee to become more adept at tackling the material. Questions can help the two of you trace the original source of confusion. They also help the tutee develop the skill of using questions to work through the material, e.g., what is the problem asking? What do I know? What did the course cover that relates to this material? What would my tutor ask me about this material? It's good pedagogy to mix up the levels of questions that you ask. See *Appendix C* for descriptions of several different kinds of learning strategies.
- During your tutoring session, *have the tutee keep a list of questions to bring to instructor office hours*. This way, the tutee will be prepared to go to office hours and model good study practices. Encourage your tutee to take advantage of all course and department support.
- *Recommend study strategies*. If you have favorite study strategies, the tutee will benefit from hearing them. Some evidence-based study strategies you might recommend are:

- Study guides: “I created a study guide for this course with all the concepts on one page. It really helped me to integrate the information. Maybe that might be worth trying?”
 - Self-testing: “I test myself after I’ve finished a study session.”
 - Spacing out study sessions: “I spread my study sessions across several days.”
 - Interleaving: “I interleave or switch off studying different concepts rather than studying in sequence so that my brain can learn to recognize material rather than memorizing it in sequence.”
 - Meta-cognitive strategies: I think about what I’m doing and why. For instance, “I ask myself *why*, such as why something is right or wrong.” “Why am I doing something in this way?” “I explain to myself what I’m doing so I know all of the steps.”
- ***Be transparent*** about what you’re doing and why. The more your tutee understands the reason for your questions and approach, the better the tutoring will go. For instance, explain to the tutee that you’re asking questions to help them gain mastery of the material and to assess where they’re getting stuck.
 - ***Explain that you’ll use the 5-minute rule***: You’ll talk about a concept for a few minutes and then you will pause and let them think and work on the sample problem. One peer tutor recommended walking away to get a drink of water to give the tutee space to think a bit and not have the PT watching them.
 - ***Encourage a growth mindset***: Encourage your tutee to adopt a growth mindset which emphasizes that with time and effort, all students can learn difficult material. In contrast, a fixed mindset leads students to believe an all-or-nothing approach – that a student is either good at something or not.
 - ***See Appendix C*** for information about several different learning strategies, including Bloom’s Taxonomy, recommended study strategies, and growth and fixed mindset.

With any of these suggestions, you’ll want to be sensitive to the specific needs of your tutee. Often, the more you tutor, the more questions you might have about how to go about it. The program supervisors are available to speak with you about your peer tutoring experience.

What if my tutee needs more help than I can provide?

Contact the ARC program staff for help (academicresourcecenter@harvard.edu).

One of the challenges of being a peer tutor is to know your own limits and to be aware of the other Harvard resources available to your tutees. As you and your tutee get to know one another, it may become clear that your tutee needs help beyond what you can provide. ARC staff can help you identify additional resources for your tutee.

If your tutee requires more hours of peer tutoring than you have available, please encourage them to contact the program so that we can help figure out the best way to support the student and other resources that might be helpful to them.

If your tutee needs help with study strategies, writing, English language instruction, financial assistance, or personal counseling, you can help your tutee connect with the appropriate university resources. You

can speak with the program staff about these resources.

What if my tutee seeks my help by email or some other electronic medium?

Peer tutoring is expected to take place in person, rather than electronically (e.g., via email, video chat, or social networks). Exceptions may be allowed in very select situations, only after consultation with the ARC program supervisors. In general, peer tutors should not engage in the work of tutoring (answering questions, discussing course materials or ideas, etc.) electronically. The use of electronic communications are certainly appropriate for scheduling and logistical issues, but not for peer tutoring.

Some of the reasons for not allowing electronic peer tutoring include:

- Keeping track of tutoring hours can be complicated and unwieldy - and a source of misunderstanding about what constitutes "billable" tutoring time.
- The potential for plagiarism (whether intentional or unintentional) increases when the tutor provides content in a format that can easily be cut and pasted.
- It's difficult to maintain boundaries on tutor availability once the door to electronic communications is opened. The Peer Tutoring Program does not expect peer tutors to be available 24/7 via electronic means, even for "quick questions."
- Effective peer tutoring requires close attention to nonverbal cues; this kind of awareness is difficult to achieve using electronic media.

How should you respond to a tutee's request for electronic communications?

- If more than 5 minutes of your time will be needed to do justice to the tutee's request/question, you should have a face-to-face communication, not an electronic one. You need to communicate this to your tutee.
- Consider whether the request/question is better handled at this juncture by the course staff (e.g., if the tutee asks you whether an answer is correct or asks you to check the problem set).

What if it's not working out so well?

Whatever the reason, if a tutoring situation is not working out, please let us know as soon as possible so we can advise you and/or assign a new peer tutor (academicresourcecenter@harvard.edu).

Tutor Conduct and Responsibilities

Professional Conduct

As a Peer Tutor or Peer Tutor Fellow, it is important for you to conduct your tutoring relationships in a professional manner. You have accepted a paid position and are expected to adhere to certain professional guidelines, the most important of which is maintaining confidentiality with respect to your tutees and your work with them. For all tutors, this means you should:

Keep appointments and always arrive on time.

PTs should confirm the meeting time and place with your tutee, and make sure that you and your tutee know the best way to reach each other. When PTs accept and are assigned a tutoring job, the confirmation will appear on your ARC Dashboard in tutoring.fas.harvard.edu; you and your tutee will also receive a confirmation email with each other's names and contact information. Please contact your tutee within 24 hours to schedule a meeting time and location. At this time, you may ask your tutee for more details about the kind of help the tutee is seeking. If you need to cancel a meeting, please give your tutee ample notice.

PTFs: the ARC Scheduler will send an email confirmation and reminder to your tutee, which includes meeting time and location. PTFs may check the ARC Scheduler to see which tutoring time slots have been filled. If you need to cancel a meeting, PTFs may find a substitute PTF to take their slot. PTFs should be available for the hours they have agreed to work. You should arrive on time and work your full schedule. If you need to cancel your weekly hours, please contact academicresourcecenter@harvard.edu.

Be responsive and responsible.

Your tutee has reached out for help; show up for your shift. Answer emails or calls promptly so that tutees will get the assistance they need in a timely way. Most tutoring takes place at times of the year when both you and your tutee are very busy. Be clear and honest about your limits and let the ARC program staff or your tutee know about any deadlines or constraints you might have so that you can both plan ahead.

Be wary of dual relationships and conflicts of interest.

Peer tutoring is a professional relationship between tutor and tutee. A dual relationship exists when you are not only a tutor, but you are also the tutee's friend, roommate, teammate, etc. Dual relationships always run the risk of creating a conflict of interest, i.e., when the interests of your professional tutoring relationship come into conflict with the interests of whatever other relationship you also have with the tutee. You have a responsibility to be aware of conflicts of interest and address them promptly and openly when they arise. For example, tutors might encounter the following dilemmas when there is a dual relationship with the tutee:

“I don’t feel like I can say to my tutee, ‘No, I don’t have more time to tutor you,’ because my tutee is also my friend.”

“I feel I can’t offer constructive suggestions or tutoring advice, because my tutee is also my teammate, and, if I seem critical of her, it will affect our relationship on the team.”

“I am having trouble separating time I am spending with my roommate as a friend versus as a tutor. Every time he asks me a question, I don’t want to have to figure out whether or not I’m on the clock.”

In general, it is better simply to avoid dual relationships when you can. Please do not accept tutor requests from friends, roommates, teammates, and even your own tutor. Given the realities of student life, this may not be possible and we ask that you consult ARC staff for guidance in these scenarios. It is especially important to (a) be aware of the risks and (b) talk with your tutee and/or a program supervisor to anticipate any complications that may arise.

Protect your tutees’ privacy.

Your work with tutees is private. Whether you know the tutee socially or the tutee is a stranger to you, you are responsible for maintaining confidentiality regarding your work with that individual. This means that you do not publicly acknowledge that you are this person’s tutor and that you do not discuss your tutoring with anyone outside the program in any way that identifies the tutee.

Title IX Responsibilities

In accordance with the [Sexual and Gender-Based Harassment Policy and Procedures for the Faculty of Arts and Sciences at Harvard University](#), Harvard College is committed to maintaining a safe and healthy educational and work environment in which no member of the College community is, on the basis of sex, sexual orientation, or gender identify, excluded from participation in, denied the benefits of, or subjected to discrimination in any College program or activity. Gender-based and sexual harassment, including sexual violence, are forms of sex discrimination in that they deny or limit an individual’s ability to participate in or benefit from College programs or activities. All PTs are considered [“Responsible Employees”](#) with regard to disclosures about incidents of sexual and gender-based harassment. <https://titleix.college.harvard.edu/policies-and-procedures>

As a PT or PTF, you are an employee of the College, and because you are an employee of the College, a student whom you are tutoring might reasonably expect that a peer tutor is someone who possesses information about University resources and is in a position of authority to help them. In your role as a Peer Tutor, when a student discloses information about an incident of sexual or gender---based harassment, including sexual assault, you have a responsibility to share that information with the Title IX Coordinator.

Please see *Appendix A Peer Tutor Responsibilities Regarding Sexual and Gender-Based Harassment* for more details on this process and responsibilities.

Academic Integrity

As a peer tutor, you must be especially vigilant about issues of academic integrity. All coursework the tutee produces and turns in must be the tutee's own work. All PTs are expected to abide by the guidelines outlined in this handbook. In addition, PTs and tutees are expected to abide by the College's policies on academic integrity as outlined in the rules on academic dishonesty in the [Harvard College Handbook for Students](#) and in Harvard College's [Honor Code](#).

Here are some key points and policies about academic integrity to remember when tutoring.

- The pen, keyboard, screen, and paper being used in a tutoring session should be the tutee's, and the tutee should be the only person using these instruments. In addition to being a good pedagogical strategy, this practice will help to ensure that you are not, for example, inadvertently writing the tutee's code or solving the tutee's problem set. Your role is to help the tutee to do these things, not to do them yourself. From a teaching/learning perspective, the more tutees do on their own, the more they will learn. Tutoring is often about building the tutee's independence in learning.
- While all students need to be aware of the collaboration policies and guidelines for their particular courses, remember that tutoring should never be a collaboration. A tutor and tutee work together on the process of learning, approaches to the material, and identifying where and why the tutee is stuck or confused. The *product* of tutoring, for example, a problem set or code, needs to be solely the work of the tutee.
- Peer tutors are not permitted to have access to the solutions to problem sets or answer keys.
- Peer tutors are prohibited from helping students with take home exams and homework.
- Peer tutors are prohibited from helping students with applications.
- Peer tutors are prohibited from editing or proofreading assignments. This restriction includes language peer tutoring; language peer tutors are not permitted to proofread or edit written assignments.
- **Homework policy:** tutors may only use homework problems as reference during tutoring sessions; tutors may not assist tutees on homework. Instead, tutors will review concepts and may work on practice problems similar to those commonly assigned as homework and on exams. Specific homework help should be sought out with the course/department directly, e.g., office hours, Math Question Center, Economics Question Center, Math Night, Physics Night (See *Appendix D Peer Tutoring Program Information for Tutees* for a more detailed list of resources). Tutees should provide similar problems for the tutoring meeting which may be found in course material or by request to the courses. Please contact the ARC staff with questions, academicresourcecenter@harvard.edu.

Stay in compliance with the program's homework policy by:

- Setting expectations at the very beginning of your tutoring relationship about the kind of work that you'll be doing together, e.g., helping with concepts, offering guiding questions and pointers, and helping them to keep in mind the restrictions on checking answers or

- providing answers. If the stage is set early about the nature of the work, the tutoring will often proceed more smoothly.
- Helping tutees to think about how to get started on the problems by talking through the concepts and referring to lecture notes for relevant material.
 - Using questions to guide the tutee, such as, what do you think this question is asking? Which concept is behind this question? What might be the next step here? What do you already know about this topic? How about if we look back at the lecture notes from this day to see what they say?
 - Guiding them to trustworthy online sources. Sometimes the tutee hasn't yet made use (or effective use) of these resources and the peer tutor can help guide them.
 - Not checking. Sometimes tutees will ask peer tutors to "check" their problem set. Since peer tutors are not permitted to have the solutions to the problem set and therefore don't know for sure whether something is correct, the best approach in these situations is to remind the tutee that peer tutors don't have access to the solutions and to refer students to the course's office hours or to other students in the course if they want to check or compare their answers.
- Assume that it is never okay to share your own work with a tutee (such as a paper you have written, a problem set you have completed, your own notes, your study guides, or your computer code). If you share your work with a tutee, you run a real risk of violating the course rules, as well as the risk of providing your tutee with material they might intentionally or unintentionally plagiarize. Some alternatives to sharing your work with a tutee include:
 - See if there are sample papers, extra problem sets, answer sheets, etc., provided by the current course that you and your tutee can use in your tutoring sessions.
 - If you have prior course material which you think could be useful for your tutoring meetings, e.g., practice problems which don't show your own work or an exam guide, you must obtain permission to use these materials. Please contact the ARC and the ARC will make this request to the course.
 - Speak with an ARC program supervisor if you are unsure of how to approach a request from your tutee.
 - Keep in mind that the Student Academic Integrity Fellows ([SAIFs](#)) are available as a resource for students who have concerns about academic integrity.

Additional Resources

Consulting with the ARC Peer Tutoring Program Staff

The ARC program staff is happy to hear from peer tutors about their questions and discoveries. Both peer tutors and tutees are encouraged to reach out to the program staff as needed, either individually or as a peer tutor/tutee pair.

Important times to consult with an ARC program supervisor include:

- When you are concerned about a tutee who you sense is depressed, anxious, angry, or troubled to an extent that they are unable to engage productively in the tutoring.
- When you are feeling uncomfortable about pressure being put on you by a tutee, for example to share your notes, give answers, or to meet more often than you can.
- When you feel stuck and unsure how to be of help to a tutee.
- When you would like to learn more about teaching strategies.
- When you need any kind of support around your tutoring.

Consulting with Other Peer Tutors

The ARC program staff encourages peer tutors to speak with other peer tutors about approaches to tutoring. If you would like to speak with another peer tutor, please contact the program staff and we'll readily put you in touch with another peer tutor.

Topics of consultation might include:

- Where are some good locations to meet my tutee?
- What's it like to tutor in ___ course?
- What's a good approach to take with a tutee when the tutee hasn't begun the problem set before the tutoring meeting?
- Reviewing some material together to prepare for tutoring.

As a reminder, when you speak with other peer tutors, all privacy rules continue to apply. Please take care to refrain from disclosing any identifying information about your tutee.

If you are concerned about your tutee, consultation with a program supervisor is the appropriate choice rather than another tutor.

This handbook can only begin to address the nuances, challenges, and interesting developments you will encounter during your tutoring experience. For any kind of teaching or tutoring, ongoing reflection and discussion are recommended and valuable tools for producing the greatest benefit. Please consider the program staff as a primary resource for any dilemmas, questions, or thoughts about your tutoring experience.

Appendix A: Peer Tutor Responsibilities Regarding Sexual and Gender-Based Harassment

As a Peer Tutor, you are an employee of the College, and because you are an employee of the College, a student whom you are tutoring might reasonably expect that you are someone who possesses information about University resources and is in a position of authority to help them. In your role as a Peer Tutor, when a student discloses information about an incident of sexual or gender-based harassment, including sexual assault, you have a responsibility to share that information with the Title IX Coordinator. Peer Tutors, like other non-confidential employees at Harvard, have this responsibility for the following reasons:

1. to ensure that each student at Harvard who reports sexual or gender-based harassment receives the same accurate information about the resources and options that exist both on- and off-campus;
2. because the Title IX Coordinator is poised to put measures in place to help mitigate challenges that arise for an individual following an incident of sexual or gender-based harassment; and,
3. to provide the Title IX Coordinator with information of potential community safety concerns so as to enable the Coordinator to address them proactively.

This responsibility extends to situations when a student discloses an incident of sexual or gender-based harassment to you in your role as a Peer Tutor and in the context of your tutoring relationship, not when you are talking with a fellow student as a friend. The [FAQs from the FAS](#) illustrates this distinction as quoted below:

“The Policy is designed to capture conversations where the reporting person could have a reasonable expectation that the person in whom he or she confides could take action on his or her behalf... [I]t is not intended to intrude on private conversations between ‘best friends.’ If someone approaches you in your capacity as a personal friend, and not in your capacity as a representative of the University, the FAS is not going to require you to tell a Title IX Coordinator. You could, however, consider it your responsibility to *encourage* your friend to seek help and to support your friend in seeking that help, whether from the police, a Title IX Coordinator, an on-campus confidential resource, or a community organization.”

Response to Question 7, retrieved February 11, 2019.

If a student you are tutoring indicates that they wish to disclose information to you about an incident of sexual or gender-based harassment, you may want to consider taking the following steps:

1. Thank the individual for sharing that information with you and acknowledge that it may have been a challenging thing to do;
2. Insofar as it is possible to do so before the student shares his/her description of the incident, let that person know that you will need to share that information with the Title IX Coordinator in order to ensure that the student receives good, accurate information about the resources and options available; that the student is able to access interim measures (the supports to help students continue with studies and participate in all aspects of campus life at Harvard) that may help to mitigate any challenges that have arisen; and that the Title IX Coordinator is able to address any potential community safety concerns; and,

3. Create an agreed upon plan regarding when and how you will follow up with the student later.

If the student discloses an incident of sexual or gender-based harassment to you in a way that prohibits you from having this conversation in advance (i.e., a student tells you in an email that they have had trouble with coursework following a sexual assault), contact a Title IX Coordinator to discuss strategies for communicating this responsibility to the student.

If you have any questions, please contact a Title IX Coordinator at Harvard College. The College Coordinator is Brian Libby (blibby@fas.harvard.edu). For other schools' Title IX Coordinators, please see <https://titleix.harvard.edu/coordinators>.

Appendix B: Sample Introductory Email

Hi _____!

My name is _____ and I've been assigned to be your ARC Peer Tutor for [class]. I'm looking forward to helping you with this material and to help you reach your goals in learning the material!

My best days to meet are Thursdays and Fridays, and I was thinking we could meet at the Smith Campus Center. If you could provide me with your preferred time to meet for a one-hour session within the next ten days, that would be great.

For our first meeting, it'll probably be best if you come prepared with some materials (lecture notes, sample problems, etc.) that you want to focus on and go over. Per ARC guidelines I'm not allowed to write or contribute anything for your classwork and we cannot work on homework assignments (you would contact the course teaching staff for help), but I will act as a guide and a sounding board as we work through concepts.

I hope to see you soon!

Appendix C: Learning Strategies

Bloom's Taxonomy

Bloom's Taxonomy is one model to consider when thinking about a student's learning and kind of work that a course is asking of its students. The images and text below are courtesy of Marty Samuels, Ph.D., from Harvard's Bok Center for Teaching and Learning.

Questions should cover a range of levels

Bloom's Taxonomy is a guide to levels of assessment

Synthesis: Create, Propose, Transform, Develop, Design

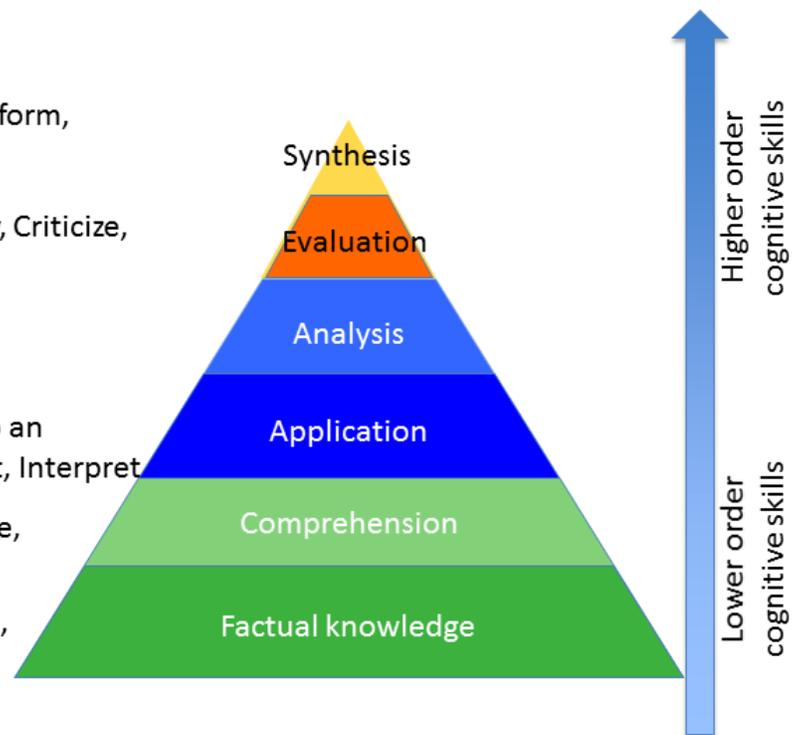
Evaluation: Assess, Gauge quality, Criticize, Defend

Analysis: Analyze, Compare and Contrast, Distinguish, Organize

Application: Apply information to an unfamiliar situation, Solve, Predict, Interpret

Comprehension: Explain, Describe, Summarize

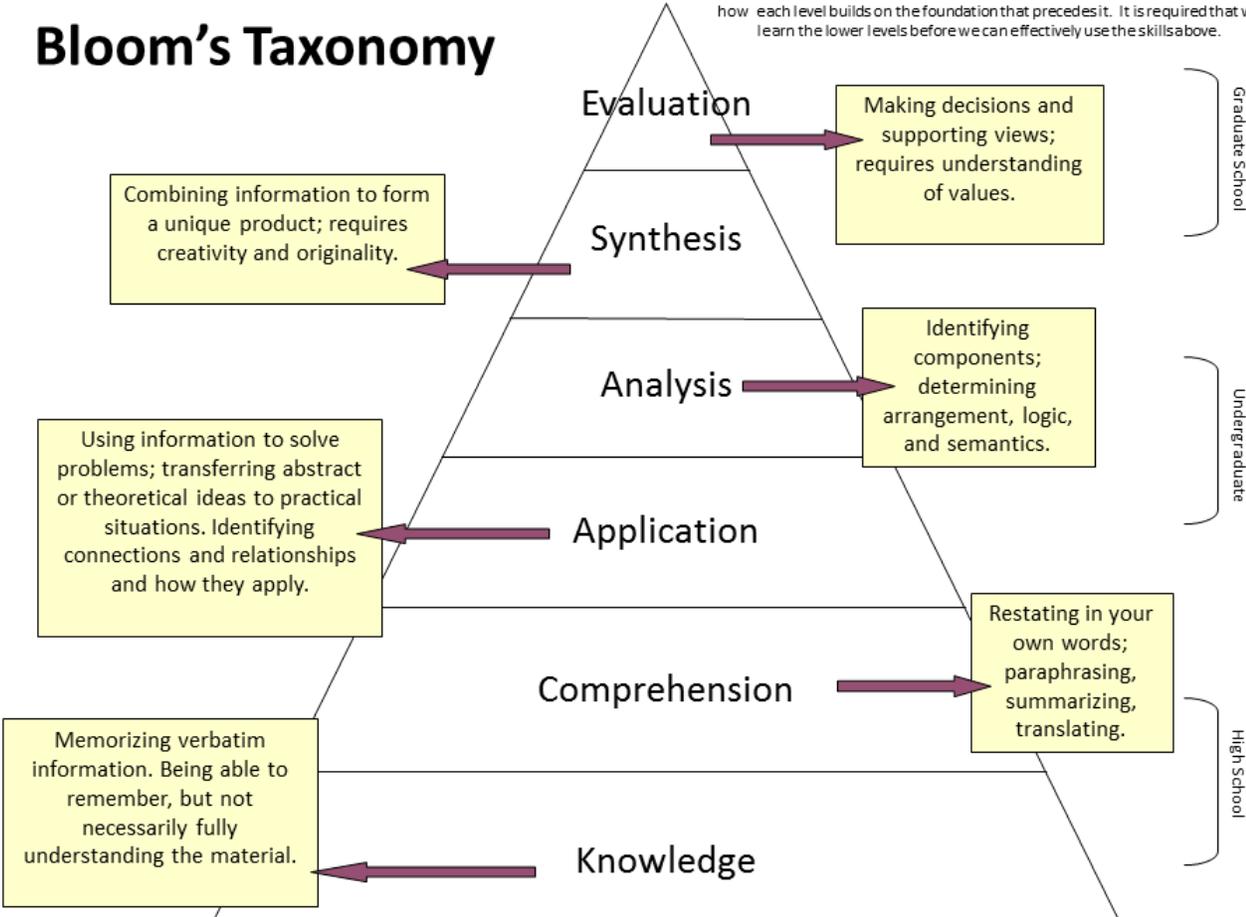
Factual knowledge: Define, Recall, Identify, List



Adapted from Allen, D. and Tanner, K., (2002) Cell Biol. Educ. 1: 63-67

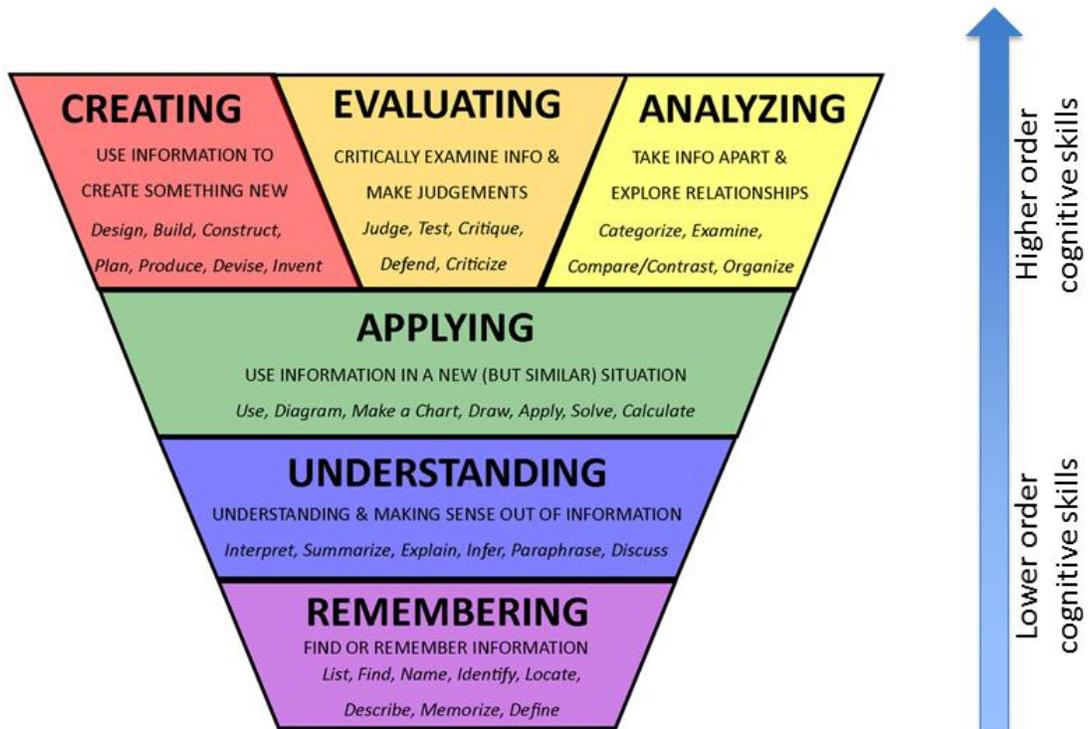
Bloom's Taxonomy

This pyramid depicts the different levels of thinking we use when learning. Notice how each level builds on the foundation that precedes it. It is required that we learn the lower levels before we can effectively use the skills above.



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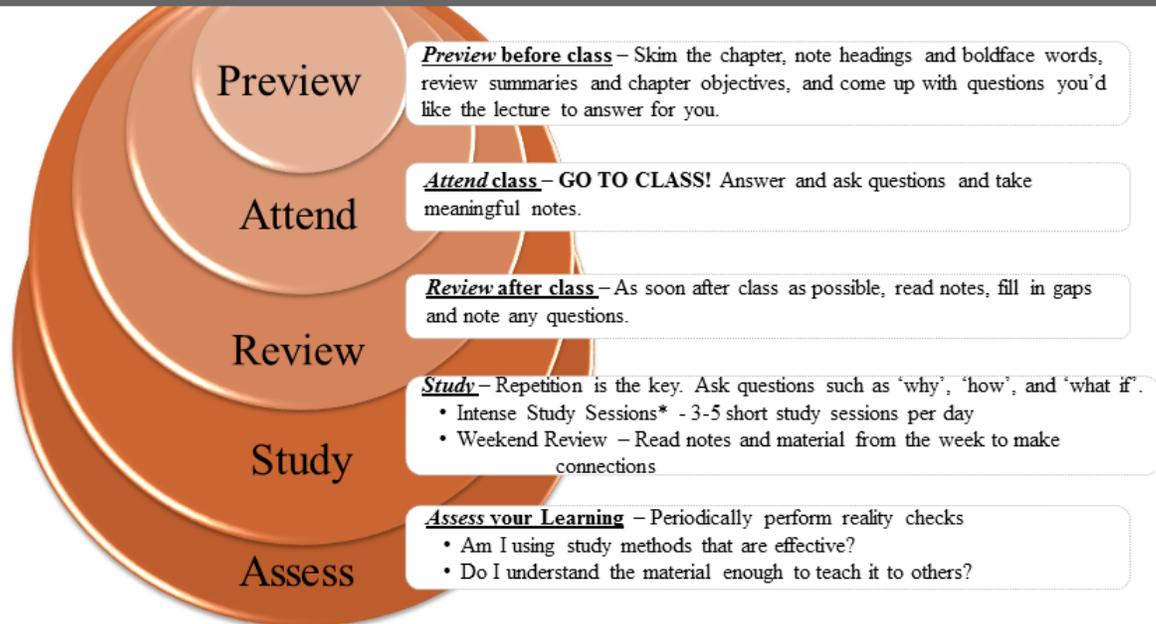
Alternative representation of Bloom's Taxonomy



Saundra McGuire's Study Cycle & Learning Strategies

To see more slides from Saundra McGuire: <https://styluspub.presswarehouse.com/landing/TSHL>

The Study Cycle



*Intense Study Sessions

1	Set a Goal	(1-2 min)	Decide what you want to accomplish in your study session
2	Study with Focus	(30-50 min)	Interact with material - organize, concept map, summarize, process, re-read, fill-in notes, reflect, etc.
3	Reward Yourself	(10-15 min)	Take a break - call a friend, play a short game, get a snack
4	Review	(5 min)	Go over what you just studied



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Effective Learning Strategies

- ✦ Always solve problems without looking at an example or the solution
- ✦ Memorize everything you're told to memorize (e.g. polyatomic ions)
- ✦ Test understanding by giving "mini lectures" on concepts
- ✦ Always ask why, how, and what if questions
- ✦ Spend time studying every day
- ✦ Use the Study Cycle with Intense Study Sessions
- ✦ Attend OHs on a regular basis
- ✦ Aim for 100% mastery, not 90%!

rememberingunderstandingapplyinganalyzingevaluatingcreating

TEACH STUDENTS HOW TO LEARN

*Strategies You Can Incorporate
Into Any Course to Improve
Student Metacognition,
Study Skills, and Motivation*

Saundra Yancy McGuire
with Stephanie McGuire

FOREWORD BY THOMAS ANGELO

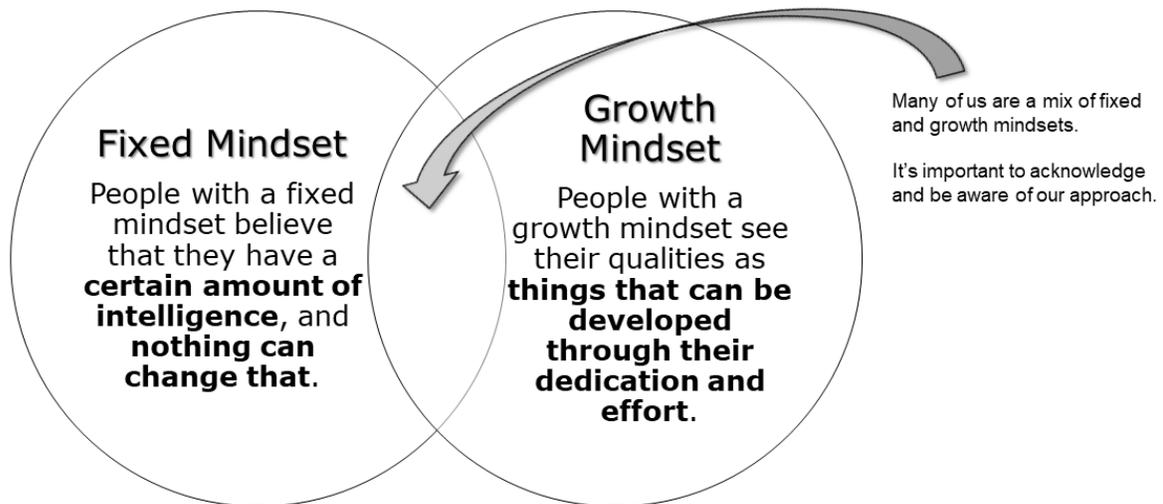
Growth and Fixed Mindset

Mindset: The New Psychology of Success, by Carol. S. Dweck (2016)

Carol Dweck's Website: www.misetonline.com

The image was used in a presentation for peer tutors by Marty Samuels, Ph.D., from Harvard's Bok Center for Teaching and Learning.

Growth mindset is the belief that qualities can change, that we can develop our intelligence and abilities



Carol Dweck's Website: www.mindsetonline.com
<http://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>

Appendix D: Information for Tutees

The Peer Tutoring Program employs undergraduate and graduate peer tutors to help support their peers in gaining a better understanding of course material, learning strategies, organization and study skills, and other approaches to academic success. In order to receive a peer tutor, students must be registered in the course in which they are requesting tutoring. Peer tutoring is private and protected by FERPA.

Tutee Responsibilities:

- In order to help their peer tutor determine the focus for their tutoring session, tutees are expected to come prepared to peer tutoring with questions and having reviewed the material.
- Tutees are encouraged to communicate effectively with their peer tutors about their needs. For instance, they should share information about ways they learn best and whether they need material explained more fully or in a different way.
- Tutees should keep in mind that the peer tutors do not have access to the answers for assignments and are not permitted to check answers or work directly on homework (see Homework Policy). Peer tutors will guide their tutees towards a deeper understanding of concepts and will work towards helping the tutee to build their skills in approaching the material.
- Tutees will arrive on time for tutoring.
- Peer tutors with assignments are required to contact their tutee within 24 hours of receiving an email confirming the assignment. Tutees are required to respond to peer tutors within 48 hours of a peer tutor's contact. Peer tutor and tutee are required to have their first meeting within 10 days of the assignment. If a tutee is not responsive, the program or the peer tutor may cancel the assignment.
- Tutees are responsible to know the program policies including cancellation policies and academic integrity policies. Tutees may find extensive information on the ARC website, www.academicresourcecenter.harvard.edu.

Academic Integrity

All peer tutors and tutees are expected to abide by the College's policies on academic integrity as outlined in the rules on academic dishonesty in the [Harvard Handbook for Students](#) and in Harvard College's [Honor Code](#). Non-College students must also adhere to their own school's code of conduct and policies. The Student Academic Integrity Fellows ([SAIFs](#)) are available as a resource for all students who have concerns about academic integrity.

For peer tutoring, please be aware of the below guidelines.

Peer tutors will:

- Help a tutee to figure out why they might be confused about the material.
- Work with a tutee to gain a better understanding of the concepts in a course.
- Guide the tutee to resources within the course, the College, and to trustworthy online resources.
- Recommend study and exam-taking strategies.

- Share their own experiences from taking the course and studying.
- Be supportive and respectful of their tutees.

Peer tutors will not:

- Collaborate on any work with a tutee. All work needs to be the tutee's.
- Help with take-home exams and homework assignments.
- Help with applications.
- Proofread, edit or check answers.
- Helping with writing. Peer tutors are permitted to talk through concepts and ideas related to a paper. For writing support, undergraduates should contact The Writing Center, <https://writingcenter.fas.harvard.edu/>. The Harvard librarians are available for research support. <https://library.harvard.edu/how-to/get-research-help>
- Tutor electronically. Peer tutoring happens in person. Peer tutors are not permitted to answer questions about the material via email, text, or video. In very select situations, after approval by the program supervisors, peer tutoring may happen via video.
- Share their own work with a tutee. This restriction includes a prohibition on sharing their papers, a completed problem set, their notes, study guides, or computer code. Peer tutors may not share materials from a prior version of a course without express permission from the course. The program supervisors will seek this permission upon request.

Homework policy:

Peer tutors may use homework problems as reference during tutoring sessions, but they will not assist tutees on homework. Instead, peer tutors will review concepts and may work on practice problems similar to those commonly assigned as homework and on exams. Specific homework help should be sought out with the course/department directly, e.g., office hours, Math Question Center, Economics Question Center, Math Night, Physics Night. See the ARC website for a list of some of the resources on Campus, www.academicresourcecenter.harvard.edu.

Tutees should provide similar or sample problems for the tutoring meeting which may be found in course material, or by request to the courses. A good approach to approaching tutoring in compliance with the program's homework policy, to avoid difficulties or violations of rules as well as in the interest of good pedagogy would be for the peer tutor to offer guiding questions and pointers and for the peer tutor to work with the tutee to help them get started on the problems by talking through the concepts and referring to lecture notes for relevant material.

Title IX

All peer tutors are considered "Responsible Employees" with regards to Title IX disclosures.

As Peer Tutors, peer tutors are an employee of the College, and because they are employees of the College, a student whom peer tutors are tutoring might reasonably expect that peer tutors are someone who possesses information about University resources and is in a position of authority to help them. In their roles as a Peer Tutor, when a student discloses information about an incident of sexual or gender---

based harassment, including sexual assault, peer tutors have a responsibility to share that information with the Title IX Coordinator.

If a student discloses Title IX concerns, the peer tutor contacts the program supervisors to help determine next steps. These steps would be either that the supervisors will connect the student with the Title IX Coordinator or the peer tutor will do so. Together with the program supervisor, a determination will be made about the best path.

Peer Tutoring Weekly Appointment Limits

A student may sign up for up to two 60-minute, one-to-one sessions per course each week. Group tutoring does not count toward the weekly two-appointment per course weekly limit. A week is defined as Sunday to Saturday. Occasionally, exceptions can be made to the two appointment/week policy with approval of the ARC program staff.

Cancellation Policy

Tutees must notify their peer tutor at least 24 hours prior to appointment start time. Students who miss three scheduled appointments (either by not showing up or by cancelling with less than 24 hours' notice) may lose access to participating in the tutoring program for that course for the remainder of the term and must consult with ARC program staff.

Additional Support and Resources

A list of academic support resources on Campus can be found on the ARC website, www.academicresourcecenter.harvard.edu. You may also contact the program staff at academicresourcecenter@harvard.edu for any questions about peer tutoring and to explore other ways to get academic support.