# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Welcome to Peer Tutoring!</td>
<td>3</td>
</tr>
<tr>
<td>What is Peer Tutoring?</td>
<td>3</td>
</tr>
<tr>
<td>Peer Tutor Fellow (PTF)</td>
<td>3</td>
</tr>
<tr>
<td>Peer Tutor (PT)</td>
<td>3</td>
</tr>
<tr>
<td>Tutoring at Harvard College</td>
<td>4</td>
</tr>
<tr>
<td>Getting Started</td>
<td>5</td>
</tr>
<tr>
<td>Training</td>
<td>5</td>
</tr>
<tr>
<td>Pay</td>
<td>5</td>
</tr>
<tr>
<td>Tutoring Policies at the ARC</td>
<td>5</td>
</tr>
<tr>
<td>Hours &amp; Fiscal Responsibility</td>
<td>5</td>
</tr>
<tr>
<td>Prep Time Policy</td>
<td>6</td>
</tr>
<tr>
<td>Problem Set &amp; Homework Policy</td>
<td>6</td>
</tr>
<tr>
<td>The 24/48/10 Policy for PTs and their Tutees</td>
<td>7</td>
</tr>
<tr>
<td>Maximum Weekly Hours of Tutoring per Tutee</td>
<td>7</td>
</tr>
<tr>
<td>Group Tutoring</td>
<td>7</td>
</tr>
<tr>
<td>Tutor Expectations &amp; Responsibilities</td>
<td>8</td>
</tr>
<tr>
<td>Professional Conduct</td>
<td>8</td>
</tr>
<tr>
<td>Academic Integrity</td>
<td>9</td>
</tr>
<tr>
<td>Title IX Responsibilities</td>
<td>10</td>
</tr>
<tr>
<td>Tutoring Procedures</td>
<td>11</td>
</tr>
<tr>
<td>ARC Scheduler for Peer Tutor Fellows</td>
<td>11</td>
</tr>
<tr>
<td>Tutoring Dashboard for Peer Tutors</td>
<td>12</td>
</tr>
<tr>
<td>Processes &amp; Workflows</td>
<td>12</td>
</tr>
<tr>
<td>ARC Scheduler - PTF Schedule Process &amp; Workflow</td>
<td>12</td>
</tr>
<tr>
<td>Tutoring Dashboard - PT Assignment Process &amp; Workflow</td>
<td>12</td>
</tr>
<tr>
<td>Reporting Hours</td>
<td>13</td>
</tr>
<tr>
<td>Reporting Hours for PTFs</td>
<td>13</td>
</tr>
</tbody>
</table>
Introduction

Welcome to Peer Tutoring!

We are delighted that you are interested in working as a Peer Tutor Fellow (PTF) or Peer Tutor (PT) 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 the Peer Tutoring Program Staff 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?

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. PTFs/PTs 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.

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.

Most peer tutoring is one-on-one, although occasionally tutors work with small groups of students. 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.

For Spring 2020, we are hiring for two different tutoring positions:

**Peer Tutor Fellow (PTF)**

The PTF program specifically serves some of the high demand courses in Computer Science, Economics, Math, Life & Physical Sciences, Chemistry, and Statistics. Tutoring appointments are posted on the [ARC Scheduler](#) where College students can sign up for a tutoring time slot online. In this program, tutees are not matched to a specific tutor. In order to be eligible to be a PTF, prospective tutors must commit to a minimum of 5 regularly-scheduled hours of tutoring each week.

**Peer Tutor (PT)**

The PT Program is open to all prospective tutors who would either like to tutor for a course not currently offered on the ARC Scheduler/PTF program or who would like to tutor for one of those courses but cannot commit to a regular schedule of at least 5 hours/week. In this program, PTs are matched to specific tutees through the [Tutoring Dashboard](#) and communicate with tutees to schedule appointments.

Both PTFs and PTs are required to attend a paid, in-person training before being hired, as well as paid ARC tutor training meetings throughout the semester. The pay rate for PTFs and PTs is $19/hour.
Eligibility

To be a PTF or PT, you must be a registered, degree-seeking student in Harvard College or any of Harvard’s graduate schools (except the Extension School). Peer tutors are typically hired for STEM, quantitative, and problem set courses. Tutors in other areas may be hired based on tutee demand.

Eligibility requirements:

 Have earned an A- or better in the course(s) you want to tutor or have a faculty recommendation. *
 Currently a senior, junior, sophomore, or second-semester first-year in good standing. **

**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 us for more information.

Additional qualifications:

 Strong interest in helping other students academically
 Enthusiasm for subject/courses that you’d like to share with others
 Sensitivity towards others' difficulties with their coursework

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

Tutoring at Harvard College

The Dean of the College has authorized the ARC’s Peer Tutoring Program to offer peer tutoring. While the Harvard College Handbook for Students 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 Harvard College 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.
Getting Started

If you are interested in applying to be either a PTF or PT, you will follow these steps:

1. If you have not already, complete the ARC Peer Tutoring Application Form. You may track the status of your Application here.
2. Selected candidates will be contacted to set up a time to interview with the Peer Tutoring Program Staff.
3. Submit Employment/Tax Forms as needed (can take 3-5 business days to be processed, sometimes longer for international student.)
4. Attend a mandatory training session. PTFs/PTs will be paid for attendance.

Training

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

All PTFs/PTs will be required to attend approximately 10 hours of training throughout the semester (for which you will be paid).

Pay

PTFs/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. PTFs/PTs 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.

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**Tutoring Policies at the ARC**

**Hours & Fiscal Responsibility**

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

- General work guidelines and restrictions are outlined by the Student Employment Office.
- International students must adhere to their Visa work restrictions. Please refer to the Harvard International Office for more information.

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.
Prep Time Policy

As Peer Tutors, your time is valuable, and we want to ensure you feel prepared and supported. To this end, PTFs/PTs are compensated for a limited amount of prep time:

**For Peer Tutor Fellows**
Each PTF should make every attempt to utilize unscheduled shifts to prep for upcoming tutoring appointments. If your hours for any given week are completely booked, you may request to be compensated for 30 minutes of prep time for that week. Please email the Program Staff with your request. Once approved, PTFs will be required to submit a brief summary of how they spent the 30 minutes. Prep time can include reviewing material for an upcoming appointment, creating additional problems to be used during an upcoming appointment, or other preparatory activities related to tutoring.

**For Peer Tutors**
Each PT will be allowed up to 30 minutes per week to prepare for tutoring sessions that week. PTs should submit Prep Time on their timecard and must include a brief description of how you spent the 30 minutes. If a PT does not have any tutoring appointments in a given week, they cannot bill for prep time. Prep time can include reviewing material for an upcoming appointment, creating additional problems to be used during an upcoming appointment, or other preparatory activities related to tutoring.

Problem Set & Homework Policy

PTFs/PTs may only use problem sets/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 problem set/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. Tutees can also provide similar problems for the tutoring meeting which may be found in course material or by request to the courses. Please contact Peer Tutoring Program Staff with questions.

Stay in compliance with the problem set/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?” and “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 Program Staff who can send this request to the course.

Speak with the Peer Tutoring Program Staff 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.

The 24/48/10 Policy for PTs and their Tutees

The following policy applies only to PTs who use the Tutoring Dashboard and 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 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 are required to respond to peer tutors within 48 hours of a peer tutor’s contact.
- Tutors and Tutees are required to have their first meeting within 10 days of the assignment. If this does not happen, tutors should cancel the assignment via the online Dashboard. Tutees may submit a new peer tutoring request later when they are ready to meet with a PT. Please contact the Program Staff for guidance.

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 for one week (Sunday-Saturday):

1. The PTF/PT must direct the tutee to the Peer Tutoring Program Staff to review this request before additional meetings may be scheduled.
2. The Program Staff will work with the tutee to determine the best resources for their needs: additional tutoring, office hours, departmental resources, ARC coaching, etc.
3. 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

PTFs and PTs may wish to (or be asked to) offer group tutoring for a course. Please contact the Peer Tutoring Program Staff for assistance in setting up groups.
Tutor Expectations & Responsibilities

Professional Conduct

As a PTF or PT, 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. For all tutors, this means you should:

**Keep appointments and always arrive on time.**
To the extent that it is possible, do not cancel appointments with tutees within 24 hours of the appointment time. Cancelling appointments last minute is not only unprofessional, but it can be devastating to students who are struggling in their courses. If you need to miss a shift or cancel an appointment that has already been set, you need to first contact the Peer Tutoring Program Staff as soon as possible, and then contact any tutee(s) that you are scheduled to meet with at that time to reschedule if applicable.

PTFs or PTs who cancel more than 2 appointments within 24 hours or do not show up for scheduled appointments without explicit cause will be required to meet with the Program Staff before being able to continue meeting with students.

PTFs are required to attend their scheduled appointments at the location of their shift regardless of whether a student has booked the appointment. This time should be utilized for prep or tutor related work.

**Attend all mandatory trainings.**
Attendance and participation in regular bi-weekly trainings is expected as a part of your job. All tutors are strongly encouraged to attend optional trainings throughout the semester as well. We value your time, and as such, all tutors are paid for all trainings they attend.

**Be responsive and responsible.**
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 Program Staff and/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 with the Program 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.

Meet with students in public spaces.
Tutoring in private rooms is prohibited. All tutoring should take place in public or common spaces such as the ARC, Smith Campus Center, dining halls, common rooms, study spaces, libraries, and shared areas of Houses.

Academic Integrity
As a PTF/PT, 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 PTFs/PTs are expected to abide by the guidelines outlined in this handbook. In addition, PTFs/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. Please refer to the Problem Set & Homework Policy for further information.
The following is prohibited for PTFs/PTs:

- Access to the solutions to problem sets or answer keys.
- Helping students with take home exams and graded homework.
- Helping students with applications.
- Editing or proofreading assignments. This restriction includes language peer tutoring; language peer tutors are not permitted to proofread or edit written assignments.

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 identity, 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. As employees of the College, all PTFs/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](https://titleix.college.harvard.edu/policies-and-procedures)

As a PTF/PT, 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 PTF/PT, if 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 a Title IX Coordinator. PTFs/PTs, like other non-confidential employees at Harvard, have this responsibility for the following reasons:

- 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;
- because Title IX Coordinators are 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,
- to provide the Title IX Coordinators with information of potential community safety concerns to enable the Coordinators 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 PTF/PT 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:
Brian Libby – blibby@fas.harvard.edu
Erin Clark – erin_clark@fas.harvard.edu
For other schools’ Title IX Coordinators, please see https://titleix.harvard.edu/coordinators.

Tutoring Procedures

Depending on which position you are hired for, PT or PTF, there are two different systems we use to match and/or book tutoring appointments:

ARC Scheduler for Peer Tutor Fellows

The ARC Scheduler is an interactive calendar where students can view available tutoring appointments by course. The Scheduler is updated weekly with PTF availability. Tutees are not assigned a specific tutor as they are in the Tutoring Dashboard. Select courses in the following high-demand subject areas are available for PTF tutoring in the ARC Scheduler:

- Computer Science
- Economics
- Math
- Statistics
- Chemistry
- Physical Science
- Life Sciences

PTFs will exclusively use the ARC Scheduler to view your tutoring schedule, see if a tutoring slot has been filled, view your tutee(s) contact and course information, and submit your tutoring evaluation comments after each session. PTF hours are automatically tracked in the Scheduler, so PTFs do not submit a regular timesheet.

PTFs are expected to check the Scheduler daily to ensure your schedule is correct and up to date and to confirm any appointments or cancellations.
Tutoring Dashboard for Peer Tutors

The Tutoring Dashboard is an online platform where students submit requests for tutoring in a course and get matched by the Peer Tutoring Program staff to a specific PT. The Dashboard is meant to serve courses that are not high demand or for students who would like to be matched with a regular tutor. Once matched, the PT and tutee will agree upon a tutoring schedule and make appointments as needed.

PTs will exclusively use the Tutoring Dashboard to view tutoring requests, confirm tutoring matches, view tutee(s) contact information, submit timesheets, update their list of tutored courses, and see general announcements from the Peer Tutoring Program Staff.

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

As an employee of the ARC, you should familiarize yourself with both systems so that you can more accurately explain how the process works to prospective tutees. If you have any questions about either system, please contact the Program Staff.

Processes & Workflows

ARC Scheduler - PTF Schedule Process & Workflow

1. At the beginning of the term, PTFs will confirm their term schedule with the Peer Tutoring Program Staff (approx. 4-5 hours of tutoring/week) along with preferred tutoring location.
2. ARC staff inputs PTF schedules for the term into the ARC Scheduler and publishes availability on a weekly basis.
   a. Schedule Changes: If your schedule for any given week changes, you must submit your changes to the Program staff by Monday at 12:00pm of the previous week. Changes submitted after the weekly deadline may not be honored and can be counted as an unexcused absence.
3. Tutees sign-up for PTF time slots via the ARC Scheduler for their course.
4. PTFs and tutees receive email confirmation about scheduled tutoring appointment.
5. 24 hours prior to meeting tutee receives email reminder about tutoring appointment.
6. PTF should send Introductory email to new tutees (See Appendix A).
7. PTF and tutee meet at scheduled time and location.
8. Post-meeting: PTF and Tutee submit their tutoring evaluation comments into the ARC Scheduler tool.

Tutoring Dashboard - PT Assignment Process & Workflow

1. Tutees submit tutoring requests on the Tutoring Dashboard
2. Program staff review each request and notify eligible tutors
3. Notified PTs should receive emails from their Dashboard about the opportunity
4. PTs log in to their Dashboard to view the specific course request.
   a. Under ARC Peer Tutoring Opportunities, click the course name to see brief comments from the prospective tutee and the date the request was submitted.
5. Via their Dashboard, PTs may:
   a. **Confirm Interest:** click “interested.” This immediately informs ARC staff that the PT wants to be considered for the tutoring 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. Once you click “decline,” you will no longer be considered for this tutoring opportunity.
6. Click confirm or decline within 7 days of the date in the additional information section of the request.
7. Typically, within 24 hours, Program Staff review all “interested” PTs and select one PT for the assignment.
   a. The selected PT should receive an email from their PT Dashboard about the match but check your Dashboard daily for matches.
8. PTs must send Introductory email their newly matched tutees **within 24 hours** (See Appendix A).
9. 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 a slot for the PT and allows the PT the bandwidth to express interest in different PT opportunities.
10. When you plan to retire a match, please contact the Program Staff first and let us know the purpose for retiring the match (prior).

**Reporting Hours**

**Reporting Hours for PTFs:**

PTFs are guaranteed a minimum of five hours of pay each week, beginning on the opening week of the program unless otherwise specified. 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). 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.

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 hours directly into PeopleSoft. This may result in delay in compensation.*

**Reporting Hours for PTs via Tutoring Dashboard:**

Report your hours weekly on your [Dashboard timecard](#) immediately after your tutoring session. Make sure to include:

- Day and time of tutoring session
- Tutee(s) name(s)
- Length of the tutoring session (in 15-minute increments, up to 2 hours/session)
- Session comments including:
  - Topics covered
  - Tutoring skills used
  - Any concerns or notes you’d like the Program staff to be aware of

*Do not report your hours directly into PeopleSoft. This may result in delay in compensation.*

After the PT reports hours, the tutee will receive an email report and be asked to verify the hours recorded. If the reported hours are incorrect, the tutee can dispute the 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 Program Staff. If a student asks you to be their tutor, please direct the student to contact submit a request and include your name in the comments section so that the Program Staff can make the assignment.

**Tutee Cancellations, Rescheduling, and No Shows**

Peer tutoring is a valuable and limited community resource, so the Peer Tutoring Program 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. If the tutee misses an appointment or cancels the appointment with less than 24 hours’ notice, PTs should report one hour of time. 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 Program is not 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 Program Staff. Peer Tutors should not schedule another meeting with the student until after you have consulted with the staff.

**Tutees’ Responsibilities**

All tutees are expected to have read the Peer Tutoring Program Information for Tutees (See Appendix C) prior to their first meeting with a PTF or PT. PTFs/PTs 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.
Tutoring Practices

Preparing to Tutor
Before you meet with your tutee for the first time, you’ll want to do advance preparation to maximize your tutoring session. Prepare by:

**Sending an introductory email.**
This email is a way to both introduce yourself to your new tutee and to gather information that will help you better prepare the tutoring session. See Appendix A for Introductory Email templates for both PTFs and PTs.

**Use prep time to review material and concepts.**
Prepare with an eye towards the necessary material to help a student understand the key concepts rather than towards 100% comprehension. If you do not have Canvas access for the course (the Peer Tutoring Program pre-arranges Canvas access for some courses), please contact the Program Staff, and we will make the request to the course if applicable.

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 Program Staff so that we can make those arrangements. Be sure to speak with the Program Staff if you have questions about the best ways to make use of your preparation time.

The First Tutoring Session
During 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. During the first session you should:

**Review their response to your introductory email**
Following up on their answers and asking them to elaborate will help you to further understand what their goals are for tutoring. 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.).

**Describe how to maximize your time together**
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 (but be clear these will be discussed in the tutoring session), read over the course material, be prepared with questions.

**Explain the nature of the tutoring work.**
PTFs/PTs 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. Explain further that a main goal in tutoring is to help them learn how to learn the material.
Clearly state the program policies.

Explain that, per the program’s policy, you can’t proofread papers or check answers. PTFs/PTs 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. 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.

Share your own relevant academic experiences if you are comfortable.

Many students might be anxious about their struggles and hearing about your experiences and how you approached the material may be reassuring to them. 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.

Tips on approaches to tutoring from veteran PTFs/PTs:

- 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 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 B 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 adapt 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 B 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 Staff are available to speak with you about your peer tutoring experience.

Frequently Asked Questions:

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 contact the Program Staff.

How can a student request me as their tutor?

For PTs: If you’d like to tutor a specific student who has approached you about tutoring, refer them to submit a request to the Tutoring Dashboard and to include your name in the comments section so the Program Staff can match this request.

For PTFs: Please contact the Program Staff for assistance.

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

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. The Program 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 asks for a video chat session?

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 Peer Tutoring Program Staff. 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 is 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).
Additional Resources

Consulting with the Peer Tutoring Program Staff

The Peer Tutoring Program Staff is happy to hear from peer tutors about their questions and discoveries. Both PTFs/PTs 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 a Peer Tutoring Program Staff 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 Peer Tutoring 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 Staff member 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 Peer Tutoring Program Staff as a primary resource for any dilemmas, questions, or thoughts about your tutoring experience.
Appendix A: Introductory Email Templates

PT/Tutoring Dashboard Introductory Email Template

Subject: Peer Tutoring for [Course name]

Hi [Tutee name]!

My name is [PT name] and I’ve been assigned to be your ARC Peer Tutor for [course name]. I’m looking forward to helping you reach your goals in learning the material!

Before we meet, please take a moment to review the Information for Tutees packet I’ve attached to this email. Here are a few things to keep in mind prior to our first appointment:

- Bring course materials and have specific questions prepared ahead of time.
- If you are looking for help with a problem set, it’s best to get started on it before we meet so you can identify problem areas.
- As a Peer Tutor, I cannot assist directly with problem sets or homework, but we can use them as reference during our session. If possible, it’s helpful to bring previously graded coursework for us to practice on.
- My main goals as Peer Tutor is to help you learn how to learn the material. I won’t have answer keys, but I will act a guide and a sounding board as we work through concepts.

To ensure that our time together is as productive as possible, would you mind telling me a little more about why you’re seeking tutoring for this course? Please include:

1. What has been challenging you in this course? What are you most comfortable with?
2. What are you specifically looking for help with and what are your goals for our tutoring session(s)? (E.g., review concepts, complete problem sets, prepare for tests, etc.)
3. Have you received tutoring for this or another course before? If so, what did the tutor do that was most helpful?
4. Are you looking for a one-time tutoring session or would you like to have regular appointments? If the latter, how often would you like to meet?
5. Is there anything else you feel would be important for me to know as your tutor?

My best days to meet are [days of the week] in the [time of day], and I was thinking we could meet at the [location on campus]. 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.

Looking forward to hearing from you soon!

[PT name]
Subject: Peer Tutoring for [Course name]

Hi [Tutee name]!

My name is [PTF name] and I see that you’ve selected one of my timeslots on the ARC Scheduler for [course name]. I’m looking forward to helping you reach your goals in learning the material!

Before we meet, please take a moment to review the Information for Tutees packet I’ve attached to this email. Here are a few things to keep in mind prior to our first appointment:

- Bring course materials and have specific questions prepared ahead of time.
- If you are looking for help with a problem set, it’s best to get started on it before we meet so you can identify problem areas.
- As a Peer Tutor, I cannot assist directly with problem sets or homework, but we can use them as reference during our session. If possible, it’s helpful to bring previously graded coursework for us to practice on.
- My main goal as a Peer Tutor is to help you learn how to learn the material. I won’t have answer keys, but I will act as a guide and a sounding board as we work through concepts.

To ensure that our time together is as productive as possible, would you mind telling me a little more about why you’re seeking tutoring for this course? Please include:

1. What has been challenging you in this course? What are you most comfortable with?
2. What are you specifically looking for help with and what are you goals for our tutoring session? (E.g., review concepts, complete problem sets, prepare for tests, etc.)
3. Have you received tutoring for this or another course before? If so, what did the tutor do that was most helpful?
4. Is there anything else you feel would be important for me to know as your tutor?

Looking forward to meeting with you soon!

[PTF name]
Appendix B: 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

Bloom’s Taxonomy

Combining information to form a unique product; requires creativity and originality.
Using information to solve problems; transferring abstract or theoretical ideas to practical situations. Identifying connections and relationships and how they apply.
Memoirizing verbatim information. Being able to remember, but not necessarily fully understanding the material.
Making decisions and supporting views; requires understanding of values.
Identifying components; determining arrangement, logic, and semantics.
Restating in your own words; paraphrasing, summarizing, translating.

Alternative representation of Bloom’s Taxonomy

Saundra McGuire’s Study Cycle & Learning Strategies

The Study Cycle

Preview

Preview before class – Skim the chapter, note headings and boldface words, review summaries and chapter objectives, and come up with questions you’d like the lecture to answer for you.

Attend

Attend class – GO TO CLASS! Answer and ask questions and take meaningful notes.

Review

Review after class – As soon after class as possible, read notes, fill in gaps and note any questions.

Study

Study – Repetition is the key. Ask questions such as ‘why’, ‘how’, and ‘what if’.

• Intense Study Sessions* - 3-5 short study sessions per day
• Weekend Review – Read notes and material from the week to make connections

Assess

Assess your Learning – Periodically perform reality checks

*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%!

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

Saundra Yancy McGuire’s (with Stephanie McGuire) - Text
Growth and Fixed Mindset


Carol Dweck’s Website: [www.misetonline.com](http://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.

**Fixed Mindset**
People with a fixed mindset believe that they have a certain amount of intelligence, and nothing can change that.

**Growth Mindset**
People with a growth mindset see their qualities as things that can be developed through their dedication and effort.

Many of us are a mix of fixed and growth mindsets.
It’s important to acknowledge and be aware of our approach.

Carol Dweck’s Website: [www.mindsetonline.com](http://www.mindsetonline.com)
Appendix C: Information for Tutees

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 (PTs) and Peer Tutor Fellows (PTFs) 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.

The Peer Tutoring Program is a free resource for all full-time students of Harvard College. Graduate students should refer to their program administrators for information on funding for tutoring. In order to receive tutoring, students must be registered in the course in which they are requesting tutoring. Peer tutoring is private and protected by FERPA.

The Peer Tutoring Program uses two different systems to match and/or book tutoring appointments:

**Tutoring Dashboard (staffed by Peer Tutors)**

The Tutoring Dashboard is an online platform where students submit requests for tutoring in a course and get matched to a specific Peer Tutor by the Peer Tutoring Program Staff. Once matched, the Peer Tutor and tutee will agree upon a tutoring schedule and make appointments as needed. The Tutoring Dashboard is available to both undergrad and eligible graduate students.

**ARC Scheduler (staffed by Peer Tutor Fellows)**

The ARC Scheduler is an interactive calendar where College students can view available tutoring appointments by course. The Scheduler is updated weekly with Peer Tutor Fellow availability. Tutees are not assigned a specific tutor as they are in the Tutoring Dashboard. The ARC Scheduler provides tutoring appointments in the following fields:

- Computer Science
- Economics
- Math
- Statistics
- Chemistry
- Physical Science
- Life Sciences

Please see the [ARC website](http://arc.harvard.edu) for a full listing of courses available on the ARC Scheduler. The ARC Scheduler is only available to students of the College.

**Peer Tutoring Guidelines and Policies**

Students seeking tutoring are responsible to understand and adhere to the following guidelines and policies:

**Tutee Responsibilities:**

- In order to help their PTF/PT 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 PTF/PT 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 PTF/PT does not have access to the answers for assignments and is not permitted to check answers or work directly on homework (see Homework Policy). The PTF/PT will guide their tutee towards a deeper understanding of concepts and will work towards helping the tutee to build their skills in approaching the material.
- Tutees must arrive on time for tutoring. If a tutee arrives late or misses the appointment, PTFs/PTs are not required to make up the missed time.

- **Tutoring Dashboard**: Once matched with a tutee, PTs are expected to contact their tutee within 24 hours. **Tutees are then required to respond to PTs within the following 48 hours.** PTs and tutees are required to have their first meeting within 10 days of the assignment. If a tutee is not responsive, the PT or Program Staff may cancel the assignment.

More information can be found on the [ARC website](#).

### Academic Integrity

All PTFs/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 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:

**PTFs/PTs 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.

**PTFs/PTs 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.
- Help 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](#). The [Harvard librarians](#) are available for research support.
- Tutor electronically. Peer tutoring happens in person. PTFs/PTs 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. PTFs/PTs 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

PTFs/PTs may use homework problems as reference during tutoring sessions, but they will not assist tutees on homework directly. Instead, PTFs/PTs 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. Tutees should provide similar or sample problems for the tutoring meeting which may be found in course material, or by request to the courses.
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 Peer Tutoring Program Staff.

Cancellation Policy

If a tutee needs to cancel an appointment, they must notify their PTF/PT 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 Peer Tutoring Program Staff.

Title IX

All PTFs/PTs are considered “Responsible Employees” with regards to Title IX disclosures. If within the context of the tutoring relationship, a tutee discloses information about an incident of sexual or gender-based harassment, including sexual assault, PTFs/PTs have a responsibility to share that information with the Title IX Coordinator.

Additional Support and Resources

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