

Peer Tutoring Expectation Agreement

Please type or print clearly

NAME: _____ STUDENT ID# _____

PHONE #: _____ EMAIL: _____@dickinson.edu GRAD YEAR: 20 _____

Please review the following expectations of the Peer Tutoring program and then confirm understanding by checking each box.

Role of the Tutee:

- Upon being paired, the tutee will contact their professor to ask how the faculty member would like feedback from the tutoring sessions. Professors like to know what the tutees are working on and how they are progressing.
- The tutee is required to prepare for each session.
- The tutee will inform the Advising, Internships & Career Center (email: tutoring@dickinson.edu) if the sessions are not conducive to learning so that another pairing can be assigned.
- The tutee will inform the tutor, professor and the Advising, Internships & Career Center (email: tutoring@dickinson.edu) if they are withdrawing from the tutored class, or if they no longer want a tutor.

Role of the Tutor:

- Upon being paired, the tutor is to contact the tutee's instructor to discuss ways to help the tutee. They are to work collaboratively with the professor to identify ways to provide tutoring support that will empower the tutee to engage in effective study strategies and will promote understanding of the material. However, the role of the tutor is not to interact with an instructor on the tutee's behalf.
- If the tutor is also the tutee's TA, the tutor is not to mark the tutee's assignments or exams.

Conduct:

- The tutor-tutee relationship is a professional, working relationship. Both tutors and tutees are expected to be prompt, courteous and respectful. A friendly and comfortable rapport can make the learning experience more effective, but socializing should be kept to a minimum during tutoring sessions.
- Sexual, racial, physical or any other form of harassment by either party will not be tolerated.
- Both tutors and tutees are expected to be engaged and working toward a common goal for each session. The tutor and tutee should collaborate to establish this goal at the beginning of each session, and the session goal should be documented in the Peer Tutoring Program tracking app (see Documenting Sessions section below).

Pairings:

- Tutees are paired with tutors according to the order in which the signed Request for a Peer Tutor Form is received by the Advising, Internships & Career Center.
- Tutees are paired with the next available tutor as determined by the Advising, Internships & Career Center unless a specific tutor is requested by the tutee's professor.
- A pairing email will be sent to the tutee, tutor and the tutee's professor informing the tutee and tutor to contact each other so they may find a common time to meet.
- Attached to the pairing email are blank agreements (for both the tutee and tutor) and instructions on documenting the tutoring sessions in Gateway. All are for information purposes only and should be kept for future reference.

□ **Frequency of Sessions:**

- It is expected that tutors provide no more than two hours of tutoring per student per course each week. Any additional weekly tutoring hours require both a consultation with the professor and approval of the Advising, Internships & Career Center.
- The tutoring sessions may be done in increments that work best for the tutor and tutee – they may be held as 1 two-hour session or broken up into multiple sessions, as long as the total time per week does not exceed two hours.
- Tutors are not available to tutor during finals week.

□ **Scheduling and Canceling Sessions:**

- You and your tutor will arrange a schedule based on need. We strongly encourage tutees to meet with their tutors on a regular basis, preferably weekly. Meeting only just prior to exams will not be beneficial.
- If a session must be cancelled, tutors and tutees should provide at least 24 hours' notice to each other.
- Tutors are instructed to wait only 15 minutes when tutees fail to show up for a scheduled session; tutees should do the same.
- If sessions are missed by either the tutor or the tutee more than three times or one does not respond to the other's contact within two weeks of the match being made, please contact the Advising, Internships & Career Center.

□ **Tutoring Venues:** (Not applicable to remote online tutoring)

- Tutoring should be conducted in a safe, public area on campus. Other people should be in the general vicinity.
- Appropriate locations may include group study areas in libraries, empty classrooms with the door left open, and student lounges.
- Inappropriate locations include private residences, licensed establishments, and classrooms with closed doors.

□ **Academic Integrity & Plagiarism:**

- Where any work of the tutee is subsumed in whole or in part by the thoughts of the tutor, both parties are subject to allegations of plagiarism.
- Tutors and tutees are often surprised by the range of activities officially considered plagiarism.
- Tutors can better help tutees understand assignments that tutees are confused about, but tutors and tutees should not work together on completing assignments that will be handed in (this includes asking tutors to edit assignments/papers).

□ **Documenting Sessions:**

- Each tutoring session will be documented by the tutor and confirmed by the tutee in an application in Gateway under Student Forms called "Peer Tutoring Program." Failure to do so may result in the suspension of tutoring services.

Your signature confirms that you have read and understand the expectations of the Peer Tutoring Program. Any questions or concerns should be directed to Blythe Foreman, Academic Advising Coordinator in the Advising, Internships & Career Center. (email: tutoring@dickinson.edu)

Student Signature

Date