

## **Reed Tutor Handbook**

Office of Academic Support

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In partnership with [The Office for Institutional Diversity](#), and funded through the [Social Justice Research and Education Fund](#) during Summer/Fall 2019

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## *Introduction*

Welcome! We are so excited that you've accepted the leadership position of peer tutor here at Reed College. Peer tutoring is a foundational component of Academic Support at Reed. While tutoring cannot replace faculty assistance, it can have a huge impact on a student's pursuit of academic understanding and success. You have been hired because we believe you have the communication skills, patience, and academic background to take on this important responsibility.

Reed has a strong peer tutoring program, employing around 200 tutors for a wide range of courses. [The Office of Academic Support](#) provides individual and drop-in tutoring, as well as study skills and quantitative workshops, one-on-one academic coaching, and thesis writing support.

This handbook is intended to guide you during your time as a tutor, and should be kept accessible for the duration of your employment as a tutor. Of course, never hesitate to reach out to the Office of Academic Support staff, as communication is vital to ensure that the most comprehensive academic support is provided to all students.

## ***Peer Tutor Program Background***

### What are the requirements to become a tutor?

- You must be recommended by a faculty member to tutor a specific course or to be a general writing tutor.
- You must have and maintain a cumulative Reed GPA of 3.0.
- You must attend a new tutor orientation.

## **Individual Tutors**

### Individual Tutoring Background

- Students are eligible for one free hour of individual tutoring for each course they are enrolled in, per week.
- In addition, they may receive one free hour of one-on-one writing tutoring per week. Individual writing tutors are eligible to assist students with any stage of the writing process, and with assignments in any discipline.
- Groups of students can book a tutor together, and pool their hours if they meet at the same time. For example, two students can share a session with a HUM tutor for two hours instead of one, or for two one-hour sessions taken together.
- For students working on a thesis, additional writing support is possible. Please encourage students interested in thesis tutoring to contact us ([tutoring@reed.edu](mailto:tutoring@reed.edu)) for more information.
- Students can discuss tutoring needs with Disability & Accessibility Resources if they feel additional time in a particular course might be useful.
- If a student needs more time with a one-on-one tutor and have used their allotted hours, they may organize a private arrangement with that tutor, and pay them privately for the extra time.

### How will students find me?

- Students requesting tutoring will find you through their faculty, by looking on the Reed tutoring web page (<https://iris.reed.edu/tutor/tutors/profiles>), or by word of mouth.

### What are the guidelines?

- You may tutor a student no more than one hour a week per course, unless the student has accommodations for additional tutoring time.
- If a student indicates that they have accommodations and would like to be tutored for more than one hour in that course, please contact us ([tutoring@reed.edu](mailto:tutoring@reed.edu)) for verification.
- The student must be enrolled in (not auditing) the course for credit.
- Students can combine their access to tutoring, so you can have a 2 hour appointment with two tutees. However, both must be present for the entire session.

### What if I'm too busy?

- If you can't tutor someone when they request help, please respond to their email promptly (within 24 hours) and please refer them back to the Reed tutor page to find another tutor. Let our staff know you've "rejected" someone so that we can help them find another tutor.
- If you are finding yourself over-extended, remove yourself from the tutor list until you have time to take on new tutees by unchecking that class in your tutor page in IRIS.

## **Drop-in Tutors**

### Drop-in Tutoring Background

- Drop-in tutors are scheduled to work regular shifts in drop-in tutoring centers (i.e. the DoJo, language lab, math lab, etc) and are available to work with groups or individuals, as needed.
- Students can attend as many drop-in hours per week as they like for both course-specific help and writing help.
- Drop-in tutoring is held at several locations around campus, in the evenings of most nights before a class.
- Drop-in tutoring tends to be available for intro courses in a variety of departments. Historically, we have provided drop-in tutoring for: Biology, Chemistry, Computer Science, Economics, Languages (7 are available), Mathematics, Physics, Political Science, and Writing.

### How will students find me?

- Schedules, including tutor names, are available online on a password protected site.
- You can also recommend drop-in tutoring to any of the tutees you help individually if you think it may benefit them.

### What are the guidelines?

- You must tutor students that drop in during shifts, and work alongside your fellow tutors to empower tutees with study skills and habits.
- Drop-in tutoring has unlimited accessibility, unlike individual tutoring, and it does not require a student to be enrolled in the course; however, priority should be placed on currently course-enrolled tutees.
- You must track all of the students that you interact with during drop-in tutor sessions, and turn in your drop-in tutor sheet on Mondays at the end of each pay period in the Academic Support box (Elliot 3rd floor hall, uppermost top-left box).
- Be timely and consistent for your drop-in tutor shift, and accurate with the hours reported for Banner.
- If you are unable to make your tutor shift, you must post on the Tutor Moodle for a shift replacement and/or communicate with Academic Support staff.

### What if I'm too busy or overwhelmed?

- If you can't tutor someone when they request help, connect with your fellow tutors. At times, some tutees will have established rapport with a particular tutor, but make sure that you're not over-extending yourself: collaborate with other drop-in tutors to spread the workload.
- We understand, first and foremost, that you're a student yourself. Please connect with Academic Support staff so that we can come to a resolution i.e. temporary shift replacement, tutor coaching, or tutor reassignment.

## *Employment Logistics*

### **How do I get paid?**


- If this is your first on-campus job, you will need to complete employment paperwork (bring two forms of government ID) with Dawn Derry in the Business Office (Eliot 307).
  - International students will have to complete additional paperwork.
- For every tutoring shift that you work, you will need to complete two steps in order to be paid. Try to do both shortly after each of your tutoring sessions.
  - Following the appointment, go to your appointment list on IRIS and click the “confirmed” button to confirm the appointment happened. **Note:** you will receive an email reminder to complete this step, as well as be contacted by the Tutor Program Coordinator when timesheets are due.
  - Next, log your shift on Reed’s online payroll system, available at [bannerweb.reed.edu](http://bannerweb.reed.edu). Hours in Banner must equal the number of “completed” hours in IRIS.
    - Resources to help with Banner/GPS payroll are available at [Reed Banner Self-Service](#)
  - For event tutoring such as Hum nights, select “Special Event Tutoring” and write the activity in the comment section within IRIS, followed by logging your hours as per usual.
- You do not get paid for prep time, but you do get paid for orientation and any additional training sessions or events you attend. For these events you will book an appointment with yourself, and select the appropriate appointment type:
  - General Tutoring
  - New Tutor Orientation
  - Special Event Tutoring
  - Thesis Help
  - Tutor Program Coordinator Presentation
  - Tutoring Training
  - Writing Help



## Visuals: IRIS Appointments // Banner Timesheet

Show  appointments Search:

Time	Location	Student(s)	Course	Reason(s) for appointment	Additional comments	Completed?
5/14/2019 1:30pm - 2:30pm			General Tutoring	N/A		<input type="checkbox"/> <a href="#">edit</a> <a href="#">cancel</a>

 **Banner Self-Service**

Personal Information Student Account Financial Aid **GPS - Griffin Payroll/Human Resources Services**

Search  [Go](#) [RETURN TO MENU](#) [SITE MAP](#) [HELP](#) [EXIT](#)

### GPS - Griffin Payroll/Human Resources Services

- [Time Sheet](#)
- [Leave Balances](#)
- [HireEm - Student Work \(replaces EAPF\)](#)
- [Benefits and Deductions](#)  
Retirement, health, flexible spending, miscellaneous Benefit Summary.
- [Pay Information](#)  
Earnings and deductions history, pay stubs.
- [Tax Forms](#)  
W4 information, W2 Form, 1095 form.
- [Jobs Summary](#)

RELEASE: 8.9

Personal Information Student Account Financial Aid **GPS - Griffin Payroll/Human Resources Services**

Search  [Go](#) [SITE MAP](#) [HELP](#) [EXIT](#)

### Time and Leave Reporting

Select the link under a date to enter hours or days. Select Next or Previous to navigate through the dates within the period.

**Time Sheet**

**Title and Number:** Drop-In Tutor -- TR0025-00  
**Department and Number:** OFFICE OF ACADEMIC SUPPORT -- 05525  
**Time Sheet Period:** Jul 22, 2019 to Aug 04, 2019  
**Submit By Date:** Aug 05, 2019 by 03:00 PM

Earning	Shift	Default Hours or Units	Total Hours	Total Units	Monday Jul 22, 2019	Tuesday Jul 23, 2019	Wednesday Jul 24, 2019	Thursday Jul 25, 2019	Friday Jul 26, 2019	Saturday Jul 27, 2019	Sunday Jul 28, 2019
Regular	1	0	0	0	<a href="#">Enter Hours</a>	<a href="#">Enter Hours</a>	<a href="#">Enter Hours</a>	<a href="#">Enter Hours</a>	<a href="#">Enter Hours</a>	<a href="#">Enter Hours</a>	<a href="#">Enter Hours</a>
Phonathon Commission	1	0	0	0	<a href="#">Enter Units</a>	<a href="#">Enter Units</a>	<a href="#">Enter Units</a>	<a href="#">Enter Units</a>	<a href="#">Enter Units</a>	<a href="#">Enter Units</a>	<a href="#">Enter Units</a>
Bookstore Buy Back Commission	1	0	0	0	<a href="#">Enter Units</a>	<a href="#">Enter Units</a>	<a href="#">Enter Units</a>	<a href="#">Enter Units</a>	<a href="#">Enter Units</a>	<a href="#">Enter Units</a>	<a href="#">Enter Units</a>
Paradox Tips	1	0	0	0	<a href="#">Enter Units</a>	<a href="#">Enter Units</a>	<a href="#">Enter Units</a>	<a href="#">Enter Units</a>	<a href="#">Enter Units</a>	<a href="#">Enter Units</a>	<a href="#">Enter Units</a>
Oregon Paid Sick Leave	1	0	0	0	<a href="#">Enter Hours</a>	<a href="#">Enter Hours</a>	<a href="#">Enter Hours</a>	<a href="#">Enter Hours</a>	<a href="#">Enter Hours</a>	<a href="#">Enter Hours</a>	<a href="#">Enter Hours</a>
<b>Total Hours:</b>			0	0	0	0	0	0	0	0	0
<b>Total Units:</b>				0	0	0	0	0	0	0	0

[Position Selection](#) [Comments](#) [Preview](#) [Submit for Approval](#) [Restart](#) [Next](#)

**Submitted for Approval By:**

## **Maximum Hours**

When classes are in session and during reading and finals weeks, student workers at Reed may work up to 20 hours/week in all on-campus positions combined. During school breaks (Fall, Winter, Spring, and Summer breaks), student workers at Reed may work up to 40 hours/week in all on-campus positions combined.

There is no maximum number of jobs a student can have so long as they do not exceed the 20 hour per week limitation.

## **Disability-Related Accommodations**

Student workers seeking an accommodation for student work related to a disability can begin the process by setting up a meeting with the Student Work Coordinator. Students are not required to disclose disability related information to their supervisor before this meeting.

Contact: Kate Walford, Student Work Coordinator

503.517.4847 | [walfordk@reed.edu](mailto:walfordk@reed.edu) | [katewalford.youcanbook.me](http://katewalford.youcanbook.me)

Eliot 202 8:30am-5:00pm Monday-Friday

## **Sick Pay**

All hourly student workers earn Oregon Paid Sick Leave. Sick time allows you to be paid your regular hourly rate for hours that you are unable to work due to illness or medical care. They are accumulated in one pool for all of your jobs.

If you had to miss a scheduled tutoring appointment or a regular drop-in shift for one of these reasons, you are able to use your sick time. For more details, visit [Student Payroll Services](#).

## ***IRIS Setup, Entering Hours, and Individual Tutoring FAQ***

### **Setting up your Individual Tutor Profile**

After you have attended the new tutor orientation, Academic Support will make you an active tutor for all courses you for which you have been recommended as a tutor. Once this has happened, you'll be able to click the "Tutoring" link in your IRIS portal to do the following:

- Write a biographical note about yourself: you can write different bios for each course, or copy and paste the same one to all. We strongly recommend writing a bio.
- Set up your hours of tutoring availability: you must enter at least one available hour to show up in the tutor booking app. You may enter as many or as few hours as you like; students will be able to email you to propose hours outside your set hours as well.
- Make yourself available or unavailable to tutor specific courses: You can control whether you show up in the tutor list for a given course by checking or unchecking the "available" box next to each course in your profile. Changes will go into effect immediately.

Please note that students can see your image and preferred pronouns in the tutor booking app. If you wish to change your image or pronouns, you can do so in the "Personal Info" section of IRIS.

### **Entering Hours for Tutoring Work**

#### **Individual Tutors**

1. Enter the hours you worked in the "Individual Tutor" timesheet in Banner, and submit your timesheet by 3pm on Mondays at the end of each pay period.
2. Review and confirm any individual tutor bookings in IRIS; click the "Completed" checkbox in IRIS. If you met with a student who did not book you through IRIS, manually enter information about that meeting by booking an appointment with yourself; be sure that the course number is correct and the student's name is entered in the "Additional comments" field.

#### **Drop-in Tutors**

1. Enter the hours for your shifts in the "Drop-In Tutor" timesheet in Banner, and submit your timesheet by 3pm on Mondays at the end of each pay period.
2. Turn in your drop-in tutor sheet on Mondays at the end of each pay period in the Academic Support box (Elliot 3rd floor hall, uppermost top-left box). You must track all of the students that you interact with during drop-in tutor sessions.

## Individual Tutoring FAQ

*Q. What should I put in my tutoring bio?*

A. Look through other tutor bios for inspiration. You may want to include your major, the professor you had for the course, why you're tutoring this course, who you'd like to help, and/or why you're a good tutor. You might also include logistical info, like your preferred times or if you're not currently accepting new students. **Remember to be friendly!**

*Q. The IRIS tutoring page asks for my available times, but these change frequently. What should I do?*

A. We recommend keeping your available times as open as possible. When a tutee requests a booking, they will indicate 2-3 possible times. If none of these work, you can respond to their request and propose an alternate time.

*Q. How much individual tutoring can students use?*

A. Each Reed student is entitled to up to one hour per week for each class plus up to one hour per week of writing tutoring. **Weekly hours can't be banked or borrowed;** for example, you can't do one three-hour session in place of three weekly one-hour sessions.

*Q. A tutee booked a two-hour session and the request says "Extended time requested: yes." What's that for?*

A. Students might receive extra tutoring time as an accommodation through DAR or professor referral. That's fine; you don't need to check with us about these.

*Q. I received a booking request with three students' names for three hours. Is that okay?*

A. Yes, students can pool their hours in this way. **All students must be present for the whole time,** and you will be paid for the number of hours you worked.

*Q. Can I hold tutoring sessions in a dorm room?*

A. You can't tutor in a room with a bed, but you can hold tutoring sessions anywhere else that you and your tutee feel comfortable with. We recommend a public place for your first meeting; the DoJo is an excellent choice!

*Q. My tutee wants to meet weekly. Is there an option for making sessions recurring in the booking app?*

A. Yes! Only you (the tutor) can make a booking recurring: you must create a booking for the next time you'll meet with the tutee and tick the "recurring" box.

*Q. I received a booking request that I need to decline. What should I do?*

A. Click on the "review pending tutor requests" link in your booking request email and hit cancel. **Please also email the student to let them know why you were unable to tutor.**

*Q. Can I get paid for preparation time?*

A. Unfortunately, you can't get paid for prep time, travel time, time a student is late or didn't show, or time beyond the hour allocated.

*Q. What if I want to temporarily stop taking bookings for a course?*

A. Uncheck the "available" box next to that course on your IRIS tutor page. You can use your bio, too: "Sorry, but I'm not taking new bookings for this course right now".

*Q. What do I need to do to keep my job as a tutor?*

A. Once you have been recommended as a tutor for a course and attended orientation, you can tutor for the rest of your time at Reed, outside of extraordinary circumstances or failure to meet position expectations. **Tutors must maintain a 3.0 GPA**, so if your GPA drops below that level, you will be made inactive until it rises again.

*Q. How do I get paid for this orientation session?*

A. Just like with tutoring sessions, you need to 1) record it on your Banner timesheet and 2) record it in your IRIS tutor app. For something like orientation or tutor development session, you will make a booking for yourself on your IRIS tutoring page and select the appropriate "Appointment Type" e.g. New Tutor Orientation. Remember: every hour recorded on your Banner timesheet must have a corresponding entry in IRIS!

*Q. What is the DoJo? What should I know about it?*

A. The DoJo is the former residence of Reed graduate and history professor Dorothy Johansen '33, the house is now home to The Office of Academic Support. Johansen began her distinguished teaching career at Reed in 1935. In 1958, she started research and compilation of the college's history, and served as Reed's first archivist (1969-84). [The DoJo can be accessed from 9 a.m. to 11 p.m. seven days a week](#) (when classes are in session).

## ***Peer Tutor Expectations, FERPA, Title IX, and DHSM Policies***

### **FERPA and Student Confidentiality**

FERPA (Family Educational Rights and Privacy Act of 1974) is federal legislation in the United States that protects the privacy of students' personally identifiable information (PII). The act applies to all educational institutions that receive federal funds — [FERPA from Reed's Guidebook](#).

In this student leadership position you may come across sensitive student information, and as an employee of the Reed Tutor Program you are required to protect and maintain confidentiality of student records. As a peer tutor, the names of students you meet with are a part of our office's records.

If you encounter other sensitive information about which you would like guidance or consultation, you are encouraged to contact Academic Support staff members who can help discuss your options with you.

*Q. What is confidentiality?*

- A. [1] The state of keeping information private;  
[2] Having another's trust or confidence;  
[3] Protecting other people's privacy.

*Q. Why is confidentiality important?*

- A. [1] Everyone is entitled to privacy;  
[2] Maintaining confidentiality builds trust with you and your peers;  
[3] Keeping information in confidence shows you care about the person over the gossip.

*Q. What type of information might I learn about?*

- A. [1] Courses currently being taken;  
[2] Accommodations provided through DAR;  
[3] Other personal information.

*Q. Why may you need to share information?*

- A. Reed has a legal obligation to provide a safe learning environment for everyone. In some situations, the institution needs to know information to protect individuals and the greater community.

*Q. When should you share information with Academic Support staff?*

- A. If you are made aware of information that:  
[1] Has the potential to affect someone's well being, health, and/or safety;  
[2] Compromises you as a staff member;  
[3] Places you in a position beyond the scope of your job description or skill level.

## **Peer Tutor Expectations**

Being part of the Reed community involves adhering to the [Honor Principle](#); while it is not formally defined, the Office of Academic Support retains the expectation that tutors, and tutees alike, maintain a level of respect, professionalism, and confidentiality in this position. Furthermore, tutors must adhere to policies and procedures outlined by Reed College, government laws, and our office.

Our expectations for tutors are to maintain a general level of professionalism, including responding promptly (within 24 hours) to requests for appointments from students and also to email from Academic Support staff, being on time for appointments, seeking coverage for drop-in shifts when necessary (if appropriate to your position), etc. Additionally, we offer specific guidance below:

### **Inclusive Environment**

The Office of Academic Support will not tolerate any tutor or tutee being subjected to discrimination, harassment, racism, etc., of any kind. Additionally, while we cannot guarantee safe spaces, we aim to maintain programming that strives for environments free of hostility and dishonorable actions. Examples of inappropriate behavior include, but are not limited to:

- Jokes, comments, harassment, badgering or unwanted advances (sexual or otherwise) for tutor and tutee alike.
- Behavior that creates an intimidating, offensive, or hostile environment and affects the tutee or tutor's ability to function properly.

### **Relationships with Tutees**

If you are involved, or become involved in a personal relationship with a tutee, we ask that you encourage the tutee to work with another tutor in order to avoid a conflict of interest. Academic Support staff are available to consult with you should you want to talk through the situation and your options.

### **Sexual Harassment**

Sexual harassment is prohibited by law and by Reed College's [DHSM Policy, Section VI](#). It is imperative that you are knowledgeable of the terms defined within such as consent, sexual assault, sexual exploitation, sexual harassment, and gender-based harassment. The campus community will take all necessary steps to protect students, staff, and faculty from sexual harassment and all forms of sexual intimidation and exploitation. See below for information about reporting in your role.

### **Student Disclosures and Reporting**

As a peer tutor, a fellow Reed student may disclose information that is beyond the scope of your role. Due to the variability of situations and the individuality of our students, it is impossible to train peer tutors to handle every scenario that may arise. However, do not hesitate to reach out to

Academic Support Staff for guidance, support, and next steps. If we are not the most appropriate resource, please take a look at the Additional Resources on page 27. Examples include:

- Connect directly with Academic Support Staff about tutor/tutee programming and sessions, or access the Tutor Feedback Form.
- Submit a referral to the Care Team by accessing the [Care Team Referral Form](#).
- Contact Community Safety for non-emergency and emergency situations.

Furthermore, you are not expected to assume the role of a counselor, therapist, social worker, etc. Consider your capacity for practicing empathy, and that it's okay to leave it to the professionals.

Please note that as an employee of the college, you are a mandatory reporter of child abuse in the state of Oregon. As a peer tutor, you are not considered an obligated reporter of DHSM policy violations; however, as a member of the Reed community, you are encouraged to report DHSM violations. See below for additional information:

### **Mandatory Reporter**

Oregon law states that all employees of an educational institution are mandatory reporters of child abuse. If a child (anyone under the age of 18) discloses sexual or physical abuse or neglect, or you suspect that they have experienced them, you are required to make a report to the Oregon Department of Human Services (1-855-503-7233) or, if the situation is currently happening, law enforcement (911). This is a requirement no matter when or where you become aware of the abuse. All sexual activity is reportable, even if the child initiated it, as no minor can legally give consent to sex. You do not have to make a report if an adult (anyone 18 or over) discloses information about abuse that happened to them when they were a child.

### **Reporting Possible Violations of the DHSM**

Possible violations of the [Discriminatory Harassment and Sexual Misconduct Policy](#) (see Section V. *Discriminatory Harassment*, Section VI. *Consent and Sexual Misconduct*, Section VII. *Relationship Abuse*, and Section VIII. *Stalking*) can be made to the Title IX Coordinator, Title IX Deputy Coordinator, or Community Safety, ideally within 24 hours of the observation or disclosure. If you know the name of the target(s) or alleged perpetrator(s) and the type of incident, that is enough to make a report. Reporters are not expected to request information beyond what is observed or disclosed, but reports must include all relevant information known to the reporter.



## **Disciplinary Process**

The response to misconduct begins at the lowest level appropriate to the behavior while taking into consideration the seriousness of the specific incident, relevant history, and extenuating or aggravating circumstances.

Disciplinary actions may include a verbal warning, a letter of warning, suspension from the tutoring list and/or from drop-in shifts, or dismissal—as well as communicating and reporting through appropriate college channels.

Examples of incidents or situations that may lead to discipline include:

- Continued and consistent missed timesheet deadline or repeated failure to respond to Academic Support staff contacts regarding timesheet/IRIS reconciliation.
- Inappropriate and/or unprofessional behavior during tutoring sessions/shifts.
- Arriving late, missing a shift, or not communicating with Academic Support staff and fellow tutors for shift coverage through Tutor Moodle.
- Violation of DHSM, FERPA, and/or the Honor Principle.

## ***Establishing a Professional Relationship***

*Q. How do I respond to the first tutor email request I receive from a student?*

- A. [1] Take on a friendly tone to set your tutee at ease;  
[2] Establish a time and location (ex. library study rooms at 3pm on Friday);  
[3] Ask them to bring a question or two, their textbook and notebook, and any other relevant materials (calculators, dictionaries, graph paper, etc.).

*Q. What are some tips for starting our first session?*

- A. [1] Practice active listening;  
[2] Ask a new student what they're expecting from tutoring in general and this first session in particular, and whether there are any questions about the process;  
[3] Establish reasonable expectations of what you and your tutee need from each other;  
[4] Ask your student where they are encountering difficulties, and where understanding ends;  
[5] Establish what the two of you will work on during the session;  
[6] At the end of the session, agree on what you will work on next time, and set up the next meeting time/place.

*Q. How can I establish appropriate guidelines with my tutee?*

- A. [1] Agree to be on time, and determine how far in advance cancellations or other changes should be made by having a conversation the first time you meet;  
[2] If you expect students to prepare for your session in any way, let them know before that session (i.e. attempting homework or bringing specific questions);  
[3] Remind your tutees that you're not a replacement for faculty office hours, and ask them to refer them back to faculty regularly.

*Q. How can I set boundaries with my tutee?*

- A. [1] Even though you are peers, keep in mind that there may be a power imbalance created by the tutor-tutee relationship and that as a peer tutor, it is your responsibility to structure and maintain a professional relationship;  
[2] If your tutoring relationship blossoms into a friendship (romantic or otherwise), we ask that you encourage the tutee to work with another tutor in order to avoid a conflict of interest;  
[3] If a tutee does something that makes you uncomfortable or unsafe, you should not keep working with them. Reach out to Academic Support staff in person or via email ([tutoring@reed.edu](mailto:tutoring@reed.edu)) and/or refer to the list of resources available to you as a student. This will help you work through your concerns and make choices about how to handle the specific issues you are facing.

## *Inclusive Tutoring*

### **Ability, Imposter Syndrome, and Stereotype Threat**

It is important to keep in mind that different students will have varying relationships with the academic world and that which it contains. Not every student will have the same level of comfort approaching a professor, being open with a peer tutor, or participating in a classroom.

As a tutor, it is necessary that you learn how issues such as **ability, imposter syndrome, and stereotype threats** may affect your tutees, especially at a primarily white institution such as Reed, so that you can most effectively support your tutees.

#### How does ability affect a student's needs?

Students with disabilities make up more than 11% of all undergraduate students<sup>1</sup> and as such awareness of the varying needs of students with disabilities is important for peer tutors. For tutors to be able to effectively support all of their tutees, they need to understand that a student with a disability is first and foremost a person with their own unique needs and talents like any other student.

As a tutor, you should be mindful that your tutees' learning and studying environments may not always be accessible, whether or not your tutee receives accommodations through Disability & Accessibility Resources. Additionally, ability may impact the fashion in which your tutee learns: having a conversation with them about their needs in terms of tutoring is advisable.

#### What is imposter syndrome?

The term "Impostor Syndrome" was first coined by clinical psychologists Pauline R. Clance and Suzanne A. Imes in their 1978 paper *'The Imposter Phenomenon in High Achieving Women: Dynamics and Therapeutic Intervention.'* Imposter syndrome is a psychological pattern wherein someone may doubt their accomplishments and an internalized fear of being exposed as an "imposter" or "fraud." Even if there is evidence to their competence the individual experiencing imposter syndrome will perpetually remain convinced that they are undeserving of success, resulting in self-sabotage and diminished confidence.<sup>2</sup>

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<sup>1</sup> Berkner, L., & Choy, S. (2008). *Descriptive summary of 2003-04 beginning postsecondary students: Three years later* (NCES 2008-174). U.S. Department of Education. Washington DC: National Center for Education Statistics.

<sup>2</sup> Sakulku, J.; Alexander, J. (2011). "The Impostor Phenomenon". *International Journal of Behavioral Science*. **6**: 73–92. doi:10.14456/ijbs.2011.6.

Experiences of imposter syndrome can intersect with experiences of stereotyping based on race, ability, gender, and other factors. Tutors can help counter imposter syndrome by having an encouraging and understanding attitude towards their tutees and their progress.

### What is stereotype threat?

Stereotype threat is a situation in which people feel concerned about conforming to negative stereotypes made about their social group. Experiencing stereotype threat repeatedly can lead to a harmful cycle of lessened confidence, worsened performance, and lack of interest in the area of achievement.<sup>3</sup>

Tutors can support students experiencing stereotype threat by educating themselves on the experiences of traditionally marginalized communities and by avoiding reinforcing stereotypes.

### **Effective Teaching Strategies**

While not all of these strategies will work with every student, assignment, or subject, they're a good place to start. Try reviewing this list after you've started tutoring to see what else you can try.

- Break the tutee's difficulties down into manageable chunks.
- Use open-ended questions to guide the tutee in the right direction without doing the work for them.
- Focus on patterns; by learning how to do this *type* of problem, a student becomes more capable of doing similar problems in the future.
- Focus on progress. Reiterate what you've accomplished.
- Ask the tutee to talk through how they're doing the task by "thinking out loud".
- Give tutees a chance to correct themselves.
- Use analogies or hypothetical scenarios to invite your tutee to rethink the material from different angles to expand their understanding.
- Actively involve your tutee: try to have the tutee be the one holding the pencil, writing on the whiteboard, or declining a verb out loud.
  - Active involvement leads to higher retention
- Be prepared and up-to-date with the material being covered in class.
  - Ask your tutee about what's coming next in the class.
  - Consult with faculty members teaching the courses you are tutoring.
  - Review course web pages and syllabi.
  - You are not expected to re-read textbooks or re-do practice problems.

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<sup>3</sup> Shih, Margaret J.; Pittinsky, Todd L.; Ho, Geoffrey C. (2011), "Stereotype boost: positive outcomes from the activation of positive stereotypes", in Inzlicht, Michael; Schmader, Toni (eds.), *Stereotype threat: theory, process, and application*, New York, New York: Oxford University Press, pp. 5–6, 141–143,

## Effective Communication

From *Communicating Across Cultures* by Anita H. Ens (p. 117):

“Another useful approach to improving cross-cultural tutoring and mentoring is to consider communication as a construct. Human communication is both verbal and nonverbal and has been represented in a basic model[...]

Based on this model, the message carries the sender’s idea and is shaped by choice of words, gestures, tone, and what is not said. How the message is received is affected by the recipient’s prior experiences with the sender; “noise” as the message is relayed; the receiver’s familiarity with the words and language; and a host of other factors such as state of being (e.g., hungry, therefore distracted), prior experiences of similar messages and general background knowledge.”

It can be helpful to use the communication model the author describes in order to address the typically subconscious aspects of the interaction with purpose. This can be done, for example, by responding to the facial expressions of your tutee: if they look confused, ask if they are to allow yourself room to clarify.

## Learning Styles

Learning styles describe common ways in which students interact with material in order to understand it. These include visual, auditory, textual, and kinesthetic. While most people don’t learn just by using a single style, many rely on one or two they find particularly helpful.

As a tutor, you may be able to apply this idea by working together with your tutee to develop effective study practices that center a dominant learning style. Keep in mind that learning styles shouldn’t limit students, they should instead be encouraged to figure out what works best for them.

### Visual Learners:

- Learn best from visual exhibits including diagrams, illustrated text books, videos, and hand-outs.
- Try drawing pictures to aid memory.
- Can organize information into visual representations (a timeline for a history class, for example).

### Auditory Learners:

- Learn best through verbal lectures, discussions, talking things through and listening to what others have to say.
- May find it helpful to repeat information out loud (flashcards, notes, important sentences in textbooks) to lock it into memory.
- Might try taping and listening to themselves.

**Textual Learners:**

- Learn best through text.
- May find it helpful to write out conceptual explanations in their own words.
- Translate graphs, diagrams, etc., into statements (e.g., “the trend is...”).
- May find it helpful to write out words for memorization again and again or re-read notes often.

**Kinesthetic Learners**

- Learn best through a hands-on approach, actively exploring the physical world around them.
- May find it helpful to use a lot of real world examples to illustrate abstract concepts.
- May have to move around when concentrating.
- May find it helpful to exercise before studying.

## ***Tutor Scenarios***

These are scenarios written by Academic Support staff, based on real situations that we have or others have experienced. Pay attention to the manner in which both tutors and tutees communicate, access resources, or advocate for themselves (or lack thereof).

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### **Scenario 1: Review**

Elliot has just finished his third week of classes, and he is feeling overwhelmed with the amount of coursework that he has. Despite his impeccable drive, it is becoming increasingly difficult to balance his academic, social, and mental wellness.

After much indecisiveness, Elliot decides to attend drop-in tutoring for his Biology 101 class: the tutors are *helpful* and *engaging*, but... they are not. They come across as condescending when reviewing concepts about the material, and they tend to check their phones regularly during the drop-in hours.

“Wow, I can’t believe you don’t know this”

“Your notes are a mess. No wonder you can’t keep up”

“Why didn’t you come in earlier in the semester? You’re too behind.”

“Just do well enough to pass. The professor doesn’t care anyways.”

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### **Scenario 2: Frustration**

“I received my progress comments, and I can’t believe it! I thought that I was doing well. I don’t know what to do...”

Stephanie has been meeting regularly with Zadina for individual tutoring, and they strongly connect with each other. Stephanie is concerned about her upcoming midterm in Math 111. Her weekly quizzes have been severely affecting her grade; however, she is solid in her homework sets.

Zadina is frustrated. They have tried to convince Stephanie to speak with her professor and Disability Support Services for an alternative testing space — she has severe testing anxiety, and can become easily distracted. However, Stephanie is afraid to ask.

***Zadina:*** “Will you just go and talk to them already!?”

***Stephanie:*** “I can’t! What if they say no?”

***Zadina:*** [*utters under breath*] “typical...”  
“what if I go with you to ask?”

**Stephanie:** “NO! You don’t even care! You’re just helping me to appease your ego! I bet that’s why you do this. All for a paycheck and to help us idiots.”

**Zadina:** “I’m sorry Stephanie. Let’s get back to this, because we need to figure this out together.”

**Stephanie:** “We? Nah Zadina, it’s just me. I got to go...”

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### Scenario 3: Boundaries

Four friends have pooled their hours in order to meet with you (you are close to them as well). It’s Sunday evening (6:00PM), and you have one more hour with them. Their final exam is on Tuesday; yours is on Monday. You’re ready, but you need to rest.

**Matthew:** “Paul is coming over. Maybe we could study for another hour hour? You have literally been explaining it better than our professor.”

**Lizbeth:** “Perhaps we can all take a 10 min break, and review the study guide?”

**Orell:** “I want to, but I ha...”

**Yvette:** “That sounds like a good idea. I’m going to quickly stop by the bookstore to get some more snacks”

**Orell:** “I have to go...”

**Audrey:** “Orell, it’s only another hour. You already know this type of stuff like the back of your hand. We really need your help.”

**Matthew:** “Bruh, you’re getting paid for this. It’s like when we hang out; just, you’re getting paid for it.”

**Orell:** “Alright. Fine. One more hour, but that’s it.”

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### Scenario 4: Reservations

Sarina was referred to the Quantitative Skills Coordinator — Miguel — by her Chem 102 professor. After two sessions, Miguel suggests that they should also access individual or drop-in services; however, they are hesitant and would rather spend time with friends. Despite their reservations, they request a tutor.



Erica is excited to meet with Sarina, but their first session is incredibly difficult. Sarina feels that they are being forced to attend the tutoring session.

“I don’t understand why they thought I needed a tutor? I’m not doing that bad...”

“My friends went to the waterfront. I’ve never been there before.”

“How long is this going to take?”

“This is stupid. I can figure it out by myself.”

“I don’t get it. I’m tired.”

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### Scenario 5: Timing

Phoenix has been consistent in attending his tutoring sessions. However, Leslie notices that he has been increasingly late, irritated, and distracted during the past month. They meet again, and he says that he’ll be on time for their session.

Phoenix arrives 15 mins late. He has been obviously crying, and apologizes incessantly upon arriving. He insists on continuing the planned session. Leslie attempts to calm him down, and manages to begin the tutoring session after a couple of minutes.

10 minutes into the session Phoenix receives a text, and he tells Leslie that he needs to leave. Leslie is frustrated, and asks him what date they should reschedule to. This angers him and yells “I don’t have time for this!” and storms off. Leslie is left wondering what happened.

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### Scenario 6: Assistance

Danny needs help with his Econ assignment, but there are a couple questions that you do not understand. You’re afraid of being looked down upon by the other drop-in tutors.

**Danny:** “I thought you knew Econ?”

**Max:** “Yeah, I do. It’s just been a while since I’ve seen this.”

**Danny:** “Oh. Okay. Well, I need to finish this tonight. I have a Chem test coming up next week that I got to study for.”

**Max:** “Of course! It’ll only take a second.”

**Danny:** “Look. I can ask a different tutor. It’s no big deal.”

**Max:** “Nah, I got it! Let me just quickly take a look.”

**Danny:** [waits for 5 mins] “I really got to go soon. How about I ask someone else?”

**Max:** “No! Here we go...”

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### Scenario 7: Internalized

Lizzie is an introvert. They love interacting with others, but their anxiety rises significantly in large groups; however, they have taken the initiative to stop by the math drop-in center for some extra help. Their thoughts are

“I can’t even meet with my professor until tomorrow afternoon. I guess I’ll just go home.”

“Meeting new people is the hardest part...”

“Perhaps I can just start working on some stuff, and they’ll come over?”

“They look busy, I’ll just keep working”

“They were helpful! But, I don’t want to waste their time.”

“Oh jeez. This doesn’t make any sense. I’m screwed.”

“It’s pretty loud in here...”

“I can’t concentrate with so many people here. I should probably just go study by myself”

“Too bad they don’t have other hours. That one tutor was great, but everyone is swamped”

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### Scenario 8: Adapt

Elizabeth has been using tutoring services, and has consistently worked with Tayma for the spring semester. Tayma tends to use real-life examples and has Elizabeth draw the problems for her Physics class, and takes time to listen and adapt to Elizabeth’s needs.

However, Tayma won’t be available for tutoring next week, and her Physics midterm is inbound. Elizabeth books a new tutor, Deja, and things are going well. Yet, Elizabeth notices that she is more distracted with Deja than with Tayma. Deja is cool and all, but relies on the text more than she would like and is making her feel less prepared.

## ***Important Contacts***

**David Gruber:** *Director of the Office of Academic Support*

DoJo 104 | [gruberd@reed.edu](mailto:gruberd@reed.edu) | 503-517-7722

**Miguel Rodriguez:** *Tutor Program & Quantitative Skills Coordinator*

DoJo 110 | [rodrigum@reed.edu](mailto:rodrigum@reed.edu) or [tutoring@reed.edu](mailto:tutoring@reed.edu) | 503-517-7690

**Dawn Derry:** *Student Payroll Specialist*

Elliot 306 | [derryd@reed.edu](mailto:derryd@reed.edu) | 503-777-7549

**Kate Walford:** *Student Work Coordinator*

Elliot 202 | [walfordk@reed.edu](mailto:walfordk@reed.edu) | 503-517-4847

**Tara Miller:** *SEEDS Program Director*

Student Center 112 | [millert@reed.edu](mailto:millert@reed.edu) | 503-777-7563

**Santi Alston:** *Title IX Coordinator & Program Director for Restorative Practices*

Elliot 108A | [alstons@reed.edu](mailto:alstons@reed.edu) | 503-517-4842

**Rowan Frost:** *Program Director for Sexual Health, Advocacy, & Relationship Education*

GCC 104 | [frostr@reed.edu](mailto:frostr@reed.edu) | 503-517-7966

**Dana Lawson:** *Program Director for International Student Services*

GCC 104 | [dlawson@reed.edu](mailto:dlawson@reed.edu) | 503-517-5538

### **Community Safety**

28 West | [community-safety@reed.edu](mailto:community-safety@reed.edu) | CSO, 503-517-5355 | Text CSO, 503-849-8678

Emergency, 503-788-6666 or 503-849-8678

### **Disability & Accessibility Resources**

DoJo | [disability-services@reed.edu](mailto:disability-services@reed.edu) | 503-517-7921

### **Center for Life Beyond Reed**

Prexy | [beyondreed@reed.edu](mailto:beyondreed@reed.edu) | 503-788-6690

### **Health & Counseling Center**

HCC | [health-services@reed.edu](mailto:health-services@reed.edu) | 503-777-7209

## *Additional Resources*

These resources can help you advise your tutees when they run into issues that are not under your domain, or if they need additional assistance. Of course, all of these are available to you as well. As a peer tutor, becoming familiar with them is important.

### **Academic Support**

The level of academic rigor at Reed can seem insurmountable at times, but the Office of Academic Support can supplement your learning and help appease these difficulties. We offer a variety of services such as peer tutoring, workshops, and 1-on-1 individualized support. For more information, connect with David Gruber ([gruberd@reed.edu](mailto:gruberd@reed.edu)) or Miguel Rodriguez ([rodrigum@reed.edu](mailto:rodrigum@reed.edu) or [tutoring@reed.edu](mailto:tutoring@reed.edu)).

### **Reed Care Team**

The Reed Care Team is an interdisciplinary team that proactively coordinates support for students experiencing personal or academic issues that interfere with their ability to be successful in the college setting. Anyone can refer a student to the Care Team via the online care referral form, including faculty, staff, students, family members, and others who believe a student might benefit from additional resources and support.

Individuals can also share concerns directly with the Care Team Manager by emailing [careteam@reed.edu](mailto:careteam@reed.edu) or calling (503)-777-7521.

Referrals are reviewed during normal business hours and are not monitored after hours, on weekends, or during official college holidays. **For emergency or urgent situations involving risk of harm to self or others, please call Reed Community Safety at 503-788-6666 or 911.**

### **Data@Reed**

Data@Reed provides assistance with finding, managing, analyzing, visualizing, and preserving datasets. If you have a data-related question and are not sure who to contact, email [data@reed.edu](mailto:data@reed.edu) and they will make sure that you're routed to the right person. [Data@Reed](mailto:data@reed.edu) is a collaboration across Academic Support Services, Computer Information Services, and the Library.

### **Disability & Accessibility Resources**

Students who have disabilities that impact their student life (in regards to academics, PE, or on-campus housing) are welcome to work with Disability & Accessibility Resources to explore whether certain accommodations, adjustments, or services may be appropriate for them. We work with students who have learning disabilities, mental health conditions, physical and sensory disabilities, chronic medical conditions, and other health conditions.

Students who already have medical documentation of their disability can find more information about next steps on our [accommodation process](#) page. Students who do not have documentation of a

disability, or are not sure whether DAR is an appropriate resource for them, are welcome to email DAR or [schedule an appointment](#) to learn more about our process, disability documentation guidelines (and how to obtain documentation), and other resources that may be available with or without disability accommodations.

### **Instructional Technology Services**

ITS provides support for specialized technologies you use in your coursework and research. We can help with Moodle, data analysis and visualization software, video and audio recording and editing, course blogs, language learning technology, performing arts technology, and more. Email us at [its@reed.edu](mailto:its@reed.edu) or visit the [Performing Arts Resource Center](#) (PARC) in the PAB or the [Language Lab](#) in the library.

### **International Student Services**

The International Student Services (ISS) office supports the academic and personal well-being of international students at Reed College. ISS collaborates with other campus departments to provide resources and programs that help international students acclimate to life in the U.S. and thrive at Reed, while also facilitating their ability to share their diverse cultures with the rest of the college community. Please contact [iss@reed.edu](mailto:iss@reed.edu) if you are interested in support from ISS or getting connected with the international community at Reed.

### **The Library**

[The library](#) is a central part of intellectual and cultural life at Reed. Its mission is to provide collections and services that support the educational goals of the college. The library is not just a place to study or pick up books. Research help is available in-person at the Reference Desk, via an online chat, or through [email](#). All students have a dedicated [subject librarian](#) through their majors. First year students are also assigned a [personal librarian](#) for their time at Reed before declaring a major. The library is also one of the largest employers on campus. Employment opportunities are posted in IRIS or ask at the Circulation Desk.

### **Multicultural Resource Center**

The MRC is housed in the Student Center and is an ideal place to learn, study, relax between classes, or visit with friends. Throughout the year, the MRC coordinates and sponsors a wide variety of programs and events including cultural celebrations, affinity community gatherings, guest speakers and performers, film screenings, workshops, and dialogues. The MRC is coordinated by a team of Student Event Coordinators and the MRC Program Manager. Please check the MRC staff bulletin boards in the Student Center and GCC for a current schedule of interns' office hours. Contact [rwhite@reed.edu](mailto:rwhite@reed.edu) for more information about how to get involved in the MRC.

## **Sexual Health, Advocacy, & Relationship Education (SHARE) Advocates**

SHARE advocates are highly trained Reed students who provide a wide range of confidential services for survivors of sexual harassment, sexual assault, relationship abuse, and stalking.

Advocates offer:

- Emotional support for all survivors, regardless of when the incident happened
- Information about options and campus processes
- Referral to medical care, counseling, and other resources
- Reporting assistance (college and/or police)
- Coordinating transport for sexual assault forensic exams
- Support for friends of survivors

Advocates do not advise, but work with survivors to empower them to make informed choices from the range of options available to them. SHARE can help survivors exercise their rights, accompany survivors when a formal report is filed, and support them through the Title IX Board process.

SHARE Advocates receive more than 40 hours of training, and are supervised by the Assistant Dean for Sexual Assault Prevention and Response.

You can contact any of the [SHARE advocates](#) directly, call/text the response line at (503)-847-9772, or email us at [advocates@reed.edu](mailto:advocates@reed.edu). We respond within 24 hours.

## *Next Steps, Tips, and Tricks*

### **Immediate Next Steps**

- ☐ If this is your first job on campus, visit Dawn Derry in the [Business Office](#) (Elliot Hall 307/308) to fill out tax paperwork.
- ☐ Your timesheet may take several days to show up in Banner. Contact us ([tutoring@reed.edu](mailto:tutoring@reed.edu)) if it's not there after 3-4 days.
- ☐ Complete key tasks to setup your Tutoring Profile within IRIS:
  - ☐ Write a biographical note about yourself
  - ☐ Set up your hours of tutoring availability
  - ☐ Make yourself available or unavailable to tutor specific courses
- ☐ Get paid for this Tutoring Orientation!
  - ☐ Create a booking for yourself on IRIS with the date and time of this training.
  - ☐ Select the "New Tutor Orientation" checkbox
- ☐ Complete the New Tutor Agreement Form, which confirms that you have read and understood expectations of the tutor program as outlined in this tutor handbook.

### **Things to Do + Tips & Tricks!**

The following is not an exhaustive list, and is meant to highlight a couple of things to do; nevertheless, take the initiative and challenge yourself while reflecting critically of the manner in which you navigate spaces. How does this inform your role as tutor, student, and person?

- ★ If you will also be a Drop-In Tutor, make sure you submit your *seperate* timesheet; and, that you turn in your drop-in tutor sheet on Mondays at the end of each pay period in the Academic Support box (Elliot 3rd floor hall, uppermost top-left box).
- ★ Be on the lookout for additional *paid* trainings to further develop and refine your tutoring abilities.
- ★ *Watch* the short clip [Brené Brown on Empathy](#) by The RSA.
- ★ Search, define, and *review* the following terms and reflect on how they can affect both tutor and tutee alike:
  - Imposter Syndrome
  - Stereotype Threat
  - Code-Switching
- ★ Browse the [Disability & Accessibility Resources page](#), and seek additional information about best practices and how to *support* your fellow peers.
- ★ **Combatting Black Exclusion:** *Read* [How To Create Inclusive Environments For Black Students on Predominantly White College Campuses](#) by Bedelia Nicola Richards (Associate Professor of

Sociology, University of Richmond). Reflect on how you navigate your experience at Reed, and which biases and racist rhetoric or stereotypes you're bringing with you or perpetuating.

- ★ **Deaf, hard of hearing, late-deafened:** *Read* [Community and Culture - FAQ](#) by the National Association of the Deaf.
- ★ **ESL/ELL:** *Read* about the [English language learner support](#) provided by our office; connect with Dustin Simpson ([dsimpson@reed.edu](mailto:dsimpson@reed.edu)) for resources.
- ★ **Hispanic vs Latino:** *Watch and read* [A Quick Breakdown of the Difference Between Hispanic, Latino, and Spanish](#) by the Huffington Post. How does culture influence expectations, values, norms?
- ★ **LGBTQ+:** Research terms, definitions, and history. *Visit* the following organizations and learn about the work they are doing in the PNW: [Pride Foundation](#) & [The Q Center](#).