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Academic Support Services
Tutor Job Description

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Minimum Qualifications:

- 3.0 GPA (Reed GPA only; transfer/AP credit does not count)
- Faculty recommendation for the particular course(s) or drop-in setting
- Typically, successful completion of the course you'll be tutoring
- Participation in a 90-minute new tutor orientation/training

In addition, tutors are expected to demonstrate:

- Excellent communication skills (including active listening, Socratic questioning, and intercultural competency);
- Academic integrity and a thoughtful engagement with the Honor Principle;
- An eagerness to learn from the diverse educational experiences and approaches of others; and
- A shared commitment to the mission of Student Services: *"To promote student success and wellbeing, and to foster an inclusive Reed community."*

Responsibilities:

- <u>Meet with students of all levels who want to reinforce course material or to develop skills relevant to a class they're enrolled in.</u>
  - Typical objectives for a tutoring session include: reviewing for an exam, working on problem sets or homework assignments, clarifying concepts, writing essays or lab reports, practicing conversation in another language, and preparing for presentations.
  - Less task-oriented objectives for a tutoring session might include: building confidence, learning study skills techniques, mitigating a learning style difference or attentional disability by talking through ideas, or getting more comfortable talking in class.
  - Fulfill your promises to students— show up on time and ready to work.

- <u>Model strategies for academic success at Reed.</u>
  - For example, tutors can demonstrate approaches to problem solving by thinking out loud through various options. When tutors don't know the answer to a question, they can model how they would go about finding more information if it were their assignment. If a student's notebook is disorganized, the tutor can share an example of their record-keeping strategies.
  - Tutors should encourage students to use faculty office hours, and can even help students formulate and practice the questions they would like to ask when they meet with their professors.

- <u>Communicate your observations about students.</u>
  - Tutors should tell faculty about trends they've noticed, especially if there appears to be confusion about an assignment. Tutors should ask faculty for clarification if the tutor is uncertain about the appropriate level of help to provide.
  - Tutors should take advantage of official requests (surveys, moodle posts) and unofficial opportunities (conversations, emails) to tell Academic Support staff about ways to improve our programs and services.
  - Individual tutor timesheets must list the following details about your tutee: Last, First—Class 101.
  - Tutors should report concerning and/or inappropriate behavior, statements, or observations about students to Academic Support staff (or to the Student Services staff member you feel most comfortable talking to). Threats to self or others should be reported *immediately* to community safety.

- <u>Tutors should *not*</u>:
  - Do work for students or correct mistakes by providing better answers.
  - Assume the responsibilities of teaching faculty or academic advisers, or of mental health professionals. When students request support (or if you suspect that support is needed) beyond the duties outlined here, tutors should refer students to appropriate resources on campus.

A final note:

Although it may seem counterintuitive, the best tutors sometimes find that their students no longer need or want to meet with them. Your goal should be to help create independent students who can complete work on their own, who can find their own errors and fix them, and who have the confidence to succeed without your direct support. Ideally, the students you work with will internalize your approaches and feedback, and will start to notice a "little tutor in their head" who can guide their thinking. When you see students moving toward independence, congratulate them— and yourself!