EMPLOYEE HANDBOOK 2019

Welcome. We’re excited to have you as part of our team.
Here in the Academic Performance Center, we are dedicated to not only providing an excellent space for students to learn and improve in their coursework, but also a terrific place for tutors to work. The following pages provide a basic outline of the Academic Performance Center’s employment policies, as well as our expectations for tutors. This handbook is subject to change as the Academic Performance Center progresses. When changes are made, the Academic Performance Center Coordinator will promptly notify tutors via email.

**OUR MISSION**

The mission of the Dixie State University Academic Performance Center is to facilitate an active learning environment wherein all students can engage in peer-to-peer instruction and excel in their general education coursework. We aim to create a community of academic collaboration, both at Dixie State University and in southern Utah.

**OUR LEARNING OUTCOMES**

The Academic Performance Center has four learning outcomes, each of which we use to measure how effectively we’re meeting our mission statement and serving DSU’s students. Our learning outcomes are as follows:

1. Students who visit the Academic Performance Center will demonstrate an ability to solve complex problems.
2. Students who visit the Academic Performance Center will develop an increased understanding of course material and the skills necessary to study effectively.
3. Students who visit the Academic Performance Center will enhance their approaches to learning by becoming strategic learners and identifying common errors in reasoning.
4. Students who visit the Academic Performance Center will benefit from increased confidence in learning independently.

**ELIGIBILITY & DOCUMENTATION FOR EMPLOYMENT**

**PAID TUTORING ELIGIBILITY**

Before being hired, prospective employees must submit a résumé and two letters of recommendation to the Academic Performance Center Coordinator for review. Both letters of recommendation must come from Dixie State University faculty members, and should clearly state the applicant’s competence in his or her respective field. Ideally, prospective tutors must have earned an A or A- in all courses they wish tutor. Applying for a tutoring position in the Academic Performance Center grants the Academic Performance Center Coordinator permission to review your grades with Dixie State University’s registrar office.
Students who work in the Academic Performance Center may only hold one additional on-campus job so long as they receive proper permission from Dixie State University human resources and do not work more than a total twenty-nine hours in any given week between the two positions.

Tutoring positions are awarded based on availability and qualifications. Dixie State University’s Academic Performance Center is an equal opportunity employer. The Academic Performance Center does not discriminate against individuals based on race, ethnicity, age, gender, sexual orientation, religion, or political affiliations.

**VOLUNTEER TUTORING ELIGIBILITY**

Volunteering in the Academic Performance Center is encouraged for students who want to be involved in the campus community, gain valuable academic experiences, and enhance future résumés. Volunteer tutors are invited to work in the Academic Performance Center as the discretion of the Academic Performance Center Coordinator. Volunteering in the Academic Performance Center is especially useful for the following students or other DSU employees:

- Students who wish to work in the Academic Performance Center but cannot commit to consistent hours
- Students who want to work in the Academic Performance Center but hold another on-campus job
- Students anticipating applying to graduate programs who need service hours for their applications
- DSU employees interested in academic service opportunities

**DOCUMENTS REQUIRED FOR EMPLOYMENT**

Domestic citizens applying for a paid tutoring position at the Academic Performance Center must provide the following documents to Dixie State University’s human resources upon hire:

- A state-issued ID and social security card
- A completed W2 form
- A completed I9 form
- A voided personal check or direct deposit form

Additionally, international students applying for a paid position at the Academic Performance Center must meet the following requirements:

- You must be in lawful, full-time student status. It is your responsibility to know and comply with all federal, state, and local laws and regulations, as well as college policies that apply to F-1 students.
- Take your I20 forms to the International Center on campus, and fill out an application form to apply for an on-campus work authorization letter.
- If you are in lawful status and have been a full-time student, the International Center will prepare a letter verifying your eligibility to work on campus. This will take approximately one week to process.
• Take the work authorization letter to your on-campus employer (the Academic Performance Center), and complete an I9 form for Dixie State University’s human resources department.
• Maintain your full-time student status and make sure your I20 does not expire. It is illegal for you to work unless you are in status and are also a full-time student. Dixie State University’s human resources department will check on your status several times a year. If you are not a full-time student, they will have your employer terminate your position.

JOB DESCRIPTIONS

RECEPTIONIST

Work Study Receptionists will perform clerical duties such as greeting and directing students, answering the phone, orienting students regarding Academic Performance Center procedures and schedules, and setting and managing appointments. They will also ensure that students receiving tutoring are accurately signed in and out of the Academic Performance Center database. Receptionists will help to maintain a quiet learning atmosphere in the Academic Performance Center, and will communicate effectively with the Academic Performance Center Coordinator and other part-time receptionists so all are working effectively towards the same goals. Additionally, they will keep the reception area clean and clutter free, and perform other tasks as directed by the Academic Performance Center Coordinator.

TUTOR

Tutors work one-on-one with students to facilitate an active learning environment wherein all students can engage in peer-to-peer instruction and excel in their general education coursework. They tutor on one or more of a variety of subjects including accounting, anatomy, biology, chemistry, Chinese, criminal justice, economics, geography, geology, history, Japanese, organic chemistry, physics, physiology, psychology, Spanish, and sociology, in appointment, study hall, or online settings. Ideally, tutors will have earned an A or A- in the course(s) they tutor, but must meet the minimum College Reading and Learning Association (CRLA) standards of a B letter grade in order to tutor a subject. Tutors are required to demonstrate an amiable, professional attitude at all times.
EMPLOYEE EXPECTATIONS

TUTOR TRAINING COURSE

Student tutors at the Academic Performance Center will be required to enroll in a tutor training course (LLS2790) their first semester tutoring. This course is a mandatory online, one-credit, low-workload course that is aimed at helping students become better tutors. Requiring this course for all student tutors also allows the Academic Performance Center to gain and maintain College Reading and Learning Association certification.

ENVIRONMENT

When working in the Academic Performance Center, you are expected to maintain a professional and considerate atmosphere. All of the Academic Performance Center’s employees are expected to create a culture based on trust and respect. You are to be mindful and responsible for your actions, and you are expected to be social and communicative. You are required to treat all fellows—students, tutors, faculty, and supervisors—with respect. You are to report and respond to the Academic Performance Center Coordinator.

While you are invited to visit with your fellow tutors when not working with students, you should always be mindful of the front desk and door (phone ringing, students walking into the center, etc.). When tutoring sessions are taking place, the “off-tutors” should keep outside conversation low and out of earshot of the session, to respect the student being tutored. Additionally, you should be mindful of your language and topics of discussion while in the Academic Performance Center and should use your own discretion to determine if your words and conversations are both appropriate and professional.

ELECTRONICS

Cell phone use for talking is strictly banned in the Academic Performance Center for both employees and attending students. Listening to or wearing iPods and ear-buds is forbidden in the Academic Performance Center. Playing music, audio, or video within the Academic Performance Center is also prohibited. You are allowed to bring laptops to the Academic Performance Center in order to work on assignments during downtime but should be mindful of the Academic Performance Center’s limited space. If laptops, or other materials such as textbooks, begin to obstruct space available for tutoring, you may be asked to put your materials away.

FOOD & DRINK

Food and drink are to be kept to a minimum in the Academic Performance Center. All drinks near computers must have a lid or top. Food and drink should be put away immediately at the presence of tutees. You may
make daily use of the mini-fridge in the conference room provided you remove all personal items by the end of the day.

VISITORS

Acquaintances of Academic Performance Center employees need to respect the Academic Performance Center’s professional atmosphere, and you are responsible for informing friends, family, etc. of Academic Performance Center policies regarding their presence in the Academic Performance Center. If acquaintances are visiting the Academic Performance Center for tutoring assistance, the student should most likely work with a tutor who has more neutral feelings about the writer. If acquaintances are visiting the Academic Performance Center to spend time with you or other tutors, the visit should be purposeful, brief, and subtle. Regardless of relationship to acquaintance, these interactions should be professional and non-intimate.

DRESS CODE & HYGIENE

You are always expected to be neat and clean in appearance while working in the Academic Performance Center. You are also expected to dress modestly. You should not wear shorts or skirts that are too short or shirts that show the back, midriff, or cleavage. You are also not allowed to wear clothes with distracting or controversial political, personal, or world-view messages. You are not permitted to wear clothes with profane or offensive sayings on them. You are to refrain from wearing hats, sweatpants, pajamas, or clothing that is severely-ripped.

You are also expected to practice good personal hygiene. Because of the close-contact work done in the Academic Performance Center, you should not wear excessive or strong perfume or cologne.

WORKLOAD & PRIORITY

You should spend your scheduled time in the Academic Performance Center accomplishing these tasks in the following priority order:
1. Conduct tutoring sessions (students with appointments—online or in-person—have priority over students who walk in)
2. Work on Academic Performance Center approved/assigned projects
3. Tidy the Academic Performance Center as necessary (clear tables, push in chairs, etc.)
4. Work on your homework or other quiet personal tasks
SCHEDULING & ATTENDANCE POLICIES

TUTOR SCHEDULES

Your schedule will be made at the beginning of the semester and will be a consistent, weekly schedule for the entirety of the semester. Scheduling priority (specific times and number of hours) will be given based on seniority. You may not work more than 29 total hours per week at on-campus positions.

You are not allowed to work during times when you have scheduled courses. Additionally, you should not assist students who are supposed to be in a class or lab.

The Academic Performance Center’s schedule will be distributed and posted by the Academic Performance Center Coordinator in the following places and ways:
- Via email to every tutor
- On the Academic Performance Center’s front desk
- On the Academic Performance Center Coordinator’s desk
- By email to individual faculty members in regards to specific inquiries concerning departmental tutors’ schedules

COVERING SHIFTS

If you need to have one of your shifts covered, you alone are responsible for finding another tutor to cover that shift. Please try to find shift coverage on your own before asking the Academic Performance Center Coordinator for assistance in contacting tutors. It is not enough to simply let the Academic Performance Center Coordinator know that you will be absent; it is your responsibility to ensure that another tutor can fill in for you.

To find a substitute tutor, you may reference the tutor availability sheet and then contact other tutors using the Academic Performance Center’s phone and email list. Once you have found a substitute, please have the substitution approved by the Academic Performance Center Coordinator. Please know that if you fail to find a substitute to cover your shift, you are still responsible for that scheduled time unless you’ve received permission to be absent from the Academic Performance Center Coordinator.

ACADEMIC PERFORMANCE CENTER CONTACT LIST

The contact information list for the Academic Performance Center is only to be used for official Academic Performance Center business. Treat this list confidentially. Do not give students or faculty the contact information for any of your fellow tutors. After using the contact information list, please remove the list from plain view.
CALLING IN SICK OR WITH AN EMERGENCY

Because of the close-contact work done in the Academic Performance Center, please do not come to your assigned shift if you are sick. If sick, you should try to find a substitute for your shift. Please also report your sickness or emergency to the Academic Performance Center Coordinator. If you are unable to find a substitute for your shift, please inform the Academic Performance Center Coordinator as soon as possible.

LATE POLICY

You are expected to be promptly on-time for all of your scheduled shifts in the Academic Performance Center. The time posted to your timecard after clocking in is the time that you begin work. You should allot ample time to find a parking spot, walk across campus, and clock-in before your shift begins. Please not that if you are coming from a class, you must hurry to be on-time to your assigned shift in the Academic Performance Center.

CLOCKING IN & OUT

You will use the Academic Performance Center computers to clock in and out using the NOVAtime program provided by the university, and the Academic Performance Center Coordinator will provide tutor training on how to use the system. To clock in, visit novatime.dixie.edu.

You may only clock in five minutes prior to your shift. You may clock out up to ten minutes after the end of your shift if, and only if, you are working with a student. You may clock out up to ten minutes before the end of your shift if there are no students to be helped at the time.

PRIVATE TUTORING POLICY

The Academic Performance Center does not allow private tutoring of any kind on its premises. All tutoring that occurs in the Academic Performance Center must be arranged through the Academic Performance Center. Accepting private pay, tips, or bribes is not allowed.

DISCIPLINARY POLICIES & PROCEDURES

In the Academic Performance Center, we have a three-step disciplinary procedure for employees who do not adequately adhere to the aforementioned policies. The procedure’s three steps include:

1. Official verbal warning from the Academic Performance Center Coordinator
2. Official written warning from the Academic Performance Center’s Coordinator
3. Referral to the Academic Performance Center Coordinator—or Director of Learning Services—for potential termination.
Official warnings, both verbal and written, will be kept in your personnel file. At the beginning of every semester, your place in the disciplinary process will begin again at zero infraction; however, documentation of past infractions may remain in your file.

Official warnings may be given for infractions of any of the aforementioned policies and may concern (but are not limited to) the following areas:

- Significant lateness to a shift (more than ten minutes)
- Minor but consistent lateness to shifts (repeatedly less than ten minutes late)
- Missing a shift without informing the Academic Performance Center Coordinator beforehand
- Excessively calling in sick or with emergencies prior to shifts
- Significant dress code violations or repeated minor infractions
- Inappropriate use of electronics
- Excessive amounts of visitors or excessive lengths of time spent during shifts with visitors
- Avoiding tutoring sessions or specific students

**TUTOR EVALUATIONS**

Every semester, you will be evaluated to determine your effectiveness as an employee and as a supplemental instructor. You will be evaluated on the following criteria and will be rated on a six-point Likert-type scale ranging from “unacceptable” to “outstanding.” The criteria that you will be evaluated on (in no specific order or priority) are as follows:

**DEMEANOR & PROFESSIONALISM**

You are expected to be welcoming and courteous and to speak and act professionally. The ideal tutor welcomes tutees into the Academic Performance Center and makes tutees feel as comfortable as possible throughout the tutoring process. A tutor who receives “outstanding” in this category not only approaches tutees with standard courtesy, but also works to establish a rapport with each student he or she helps.

**KNOWLEDGE OF SUBJECT MATERIAL**

You are expected to understand your subject material at a highly proficient level. You should be thoroughly familiar with complex concepts, and be able to answer difficult questions related to all the content covered in the respective courses you tutor. You should also have a solid understanding of the steps in the problem solving process. A tutor who receives “outstanding” in this category has a full understanding of the subject material, and can explain it in simple terms.

**ABILITY TO TUTOR DIVERSE STUDENTS**
You are expected to understand the fundamental differences in tutoring students from different demographics. You should show patience and give clear explanations of English principles that are catered to individual students’ cultures and backgrounds. A tutor who receives “outstanding” in this category understands the differences between traditional, non-traditional, and international students and adopts creative tutoring practices as needed.

**GENERAL TEACHING ABILITY**

Although you are not a course instructor, you are expected to teach principles effectively. You should understand how to explain key concepts to tutees and should be able to differentiate methods of instruction as necessary. A tutor who receives “outstanding” in this category is able to communicate concepts clearly to students in order for these same students to adopt new practices into their own lives.

**ATTITUDE & WILLINGNESS TO IMPROVE THE ACADEMIC PERFORMANCE CENTER**

You are expected to come to your shifts with a positive attitude and an excitement for helping students succeed. You should also approach secondary Academic Performance Center tasks (handouts, presentations, lessons, etc.) with the same vigor as tutoring sessions. A tutor who receives “outstanding” in this category arrives to work excited to meet with tutees and create additional resources and opportunities for students to learn.

**GENERAL EMPLOYEE RESPONSIBILITY**

You are expected to treat your tutoring position as any other job. You should be punctual and reliable. You are also expected to communicate clearly and professionally. A tutor who receives “outstanding” in this category is almost never late to work and never misses a shift; if the tutor, for some reason, is unable to cover a shift, he or she informs the Academic Performance Center Coordinator before the start time of said shift.

Your evaluation will be conducted by the Academic Performance Center Coordinator and may involve a brief interview. Your scores on evaluations will be treated with confidentiality and will be kept in your personnel file.

**EMPLOYEE COMPLAINTS & GRIEVANCES**

You have the right to report grievances to your supervisors. If problems or issues should arise in the work place, or if you feel as if the aforementioned policies are not being adequately addressed, you should first report grievances to the Academic Performance Center Coordinator. If you feel as if the Academic
Performance Center Coordinator has not adequately responded to your initial report (or if the grievance directly involves the Academic Performance Center Coordinator), you then have the right to report your grievance to the Director of Learning Services, followed by the Dean of Library and Learning Services, and, finally, Dixie State University’s human resources department.

TUTORING SESSION POLICIES & PROCEDURES

Before assisting students, verify that the Academic Performance Center does not already have appointments reserved. Priority is given to students who have made appointments.

Tutoring sessions are thirty minutes long. At the beginning of each session, explain to the student that you can only assist him or her for half an hour. If necessary, explain to the student that he or she is entitled to two thirty-minute appointments per day. In addition to tutoring sessions, students may treat the Academic Performance Center as a study hall and get help from tutors as needed. When students are here for study hall sessions, it is the responsibility of the tutor to occasionally check in on the students to see if they need help.

Confirm that the student has signed into the computer.

Ask the student to describe his or her assignment. You should have a clear understanding of what the expectations of the student’s professor are before you begin reading the student’s paper. Probe for answers. If you do not understand the assignment yourself, it will be difficult for you to adequately assist the student.

Ask the student how you can best help him or her.

If necessary, gently inform the students that the Academic Performance Center is not allowed to complete their homework for them. Explain that the Academic Performance Center can help teach principles but is not available to simply “fix” every mistake in a given assignment.

Do not correct all of the student’s errors for them. Using one or two of the student’s errors as examples, teach the student how to identify and fix errors on his or her own.

After the session is complete, provide closing thoughts, thank the student for sharing his or her work with you, and invite the student to come back to the Academic Performance Center to work on future assignments.

Once the student has left, complete the consultation notes for the session.
Private Tutoring
Learning Services strives for continuity across its tutoring centers and platforms. All tutors are trained through a College Reading and Learning Association certified program, and tutoring coordinators oversee all tutoring sessions to assure high quality and best practices. To assure continuity and maintain oversight, Learning Services does not allow private tutoring within its program.