

SOUTH DAKOTA



SCHOOL OF MINES
& TECHNOLOGY

PEER ADVISING
and
TUTORING
HANDBOOK

Peer Advising and Tutoring Handbook

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PEER ADVISING

Welcome to the SDSMT Peer Advising Program: A Forward by Dr. Pat Beu, Director of Retention and Testing

At the School of Mines, it is an honor and a privilege to serve as a Peer Advisor. Peer advisors are among the very best and brightest students on campus and are deemed to be important cogs in the process of ensuring that first-time students are adjusting well to the campus. Peer advisors are sought by faculty and departments because they work hard keeping a pulse on the first-year student experience. Not only do they pave the way for first-year students to be successful but they become friends and confidants to those students at greatest risk of leaving the school prematurely. For these and other reasons, a \$500 stipend is provided by the school to emphasize the value and importance that these upper-level students provide. The School of Mines is grateful for the dedication and efforts expended by peer advisors. Because of this important group of students many first-year students choose to stay in school and complete their degree. To this group the school extends sincere thanks.

The School of Mines Peer Advisor Program



Peer Advisors: 2006-2007 Academic Year

The Peer Advisor Program brings together upper-level students selected from the various academic departments to assist with advising and registration of the freshmen. The program goal is to ease the adjustment to college life for new students by allowing them to take advantage of the knowledge and experience of the upper-level students. In doing so, we hope to alleviate certain complications that the incoming freshmen may encounter. Freshmen students who have a positive experience during their first year are more likely to return. Therefore, the ultimate objective of the Peer Advising program is student retention.

Requirements

Peer advisors must:

- Hold a 2.7 minimum GPA
- Have at least a sophomore standing (32 credit hours completed)
- Be enrolled as a student on the School of Mines campus
- NOT be on Academic or Social Probation

Human Resources Release and Waiver Form

For student workers who wish to have their SD School of Mines and Technology supervisor (past or present) give a reference, Human Resources (HR) requires that the student complete a Release and Waiver: Written Request for Reference. Once completed, forward it to Human Resources with a notation at the top of the form which supervisors you wish HR to contact authorizing them to release information. These forms are available from Human Resources or on the HR website <http://sdsmines.sdsmt.edu/hr/forms> (reference and waiver). If you have questions, please feel free to contact Human Resources (605) 394-1203.

Payment

Peer Advisor compensation is \$500 per semester, and is distributed in monthly payments.

Payments are delivered by direct deposit to the employee's bank account. Peer advisors will need to fill out the appropriate direct deposit forms at the Human Resources Office located in the basement level of the O'Harra Building. Peer advisors will need to provide a voided check or savings deposit slip when they hand in this information. Since Peer Advising is a paid position, it is required that the appropriate paperwork is completed and delivered to the Human Resources Office.

Peer Advisor Expectations

General

Peer advisors are considered employees and representatives of The School of Mines. As such they will be expected to act as professionals. Peer advisors are expected to conduct themselves in a mature, responsible and competent manner at all times. Whether they are on-campus or off-campus, they are observed as representing the institution. Peer advisors are to set an example for freshmen students for what is considered acceptable academic and social behavior. Values that reflect students who make excellent peer advisors include:

1. **Prepared**—Peer advisors are prepared to be a friend to a new student and demonstrate consistent, dependable, trustworthy, accepting, honest and respectful behaviors.
2. **Integrity**—Peer advisors consistently act in ways that are ethical, earning the respect and trust of their assigned students and supporting community.
3. **Committed**—Peer advisors are steadfast in their commitment to the policies and procedures of the school and their position.
4. **Knowledge Builder**—Peer advisors actively seek out shared opportunities that enhance the knowledge, skills, and abilities of their students.
5. **Inclusive Attitude**—Peer advisors value the diverse racial, economic, cultural, and religious traits of their students and communicate an acceptance of students in spite of differences.
6. **Maintain Confidentiality** —Peer advisors act in the best interest of the school and ensure confidentiality, taking care to protect against unintentional disclosure.
7. **Accountability**—Peer advisors make regular contact with the Director of Retention and Testing to ensure effective mentoring practices.
8. **Appropriate Behaviors**—Peer advisors refrain from profanity, criticism of school faculty or staff, inappropriate physical contact, violations of law or school codes of conduct.

Peer advisors do not take the place of faculty advisors (mentors). Instead they are there to facilitate and aid the mentors. The mentors will have all the necessary information regarding academic policy and degree requirements. However the mentors may not have current experience in these matters or the necessary availability to insure that these students receive the information. It is their experience on campus that makes peer advisors so valuable to the program.

A peer advisor wears many hats in attempting to meet the needs of first - time students. This is what it means to be a Peer Advisor:

- Attend and assist with GES 115M Mentoring class presentations, panel discussions and activities
- Attend all classes
- Let the instructor know if you will not be there
- Assist with taking attendance
- Befriend students
- Interview each student in class
- Pass on concerns/observations to the instructor
- Contribute during the instructor's lecture
- Accept assignments to participate
- Consult with the instructor before class to determine how you can help
- Support socializing activities with first-year students
- Plan one socializing activity with the class in the month of September
- Assist with organizing departmental social and academic activities
- Contact the Department Chair and ask if you can help organize an activity
- Provide "Peer Advisor on Duty" hours
- Dedicate one hour a week in the TLC to meet with students to help them
- Assist departments with contacting assigned first and second year students
- Work with your department chair in determining with what activities peer advisors can help

- Provide WebAdvisor assistance and advising for assigned students
- Provide regular email, phone and mail contact with assigned students
- Attend, assist, and present training seminars and all-campus meetings (Campus and off campus opportunities)
- Assist with registration and COMPASS® days (spring semester)
- Assist with web page construction
- Assist with the study skills course presentations, panel discussions, and activities
- Assist assigned departments with contacting students with deficiency grades (DEF)
- Assist with organizing year-end socials

Peer advisors are asked to assist faculty and departments in a variety of ways during the course of the academic year, including the following:

- Provide students with course scheduling advice and help plan a tentative schedule for academic review by the student's mentor
- Aid students in understanding the role of faculty advisors (mentors)
- Explain and help students with registration procedures (WebAdvisor)
- Refer students to appropriate university services for additional help and information
- Assist with the new student Orientation Programs
- Assist with COMPASS® days (placement exams and registration)
- Host small group discussions with students on academic issues
- Assist with phonathons to contact prospective and returning students
- Attend relevant on and off campus seminars and conferences that focus on the first-year experiences of students
- Host informal group activities with the students
- Maintain consistent contact with students via phone, email and personal contact informing them of important dates and opportunities
- If possible, schedule office hours so that students can meet outside of class



Peer advisors assisting with Compass Day: Student Testing and Registration.

Fall Semester Assignments

The School of Mines gains approximately 300+ incoming (freshmen) students every new academic year. Students are divided into groups of 20 to 40 students depending upon assigned advisors, mentors or majors. Preferably each group is paired with a mentor from that specific major department but staffing issues may make this difficult. Each mentor is assigned at least one peer advisor to aid them during the course of the semester. Peer advisors are chosen from upper-level students who have been on campus at least one year and have demonstrated successful experience in the School of Mines system. Applicants are chosen based on academic conduct, referrals, and interviews.

During the course of the incoming freshmen students' first semester they are assigned to a college specific mentoring class. Currently the class is held as an 8-week course in which peer advisors may participate by:

- Discussions in lecture/group format on topics from:
 - Academic and Social Composure/Maturity
 - Academics Responsibilities (General Education Courses)
 - Tutorials on WebAdvisor and WebCT or D2L
 - Managing Finances
 - Health and Health Care Issues
 - Support Services (Campus Counselor, TLC, etc...)
 - Career Center and Career Fairs
 - Scholarship opportunities

-Campus Groups

- Assisting with participation in social events, such as
 - Attending on-campus activities and events
 - Going out for ice cream or burgers
 - Organizing a pizza party
 - Hosting a BBQ and tailgate party
 - Going bowling
 - Watching videos or going to the movies
 - Organizing Birthday parties
 - Forming Intramural teams
- Maintaining consistent contact with assigned students, informing them of important dates and opportunities.



M-Day festivities: whitewashing 'M' Hill.



Peer Advisors 2007-2008

The Peer Advising program was established in 1986, and evolves each year to meet the needs of first-time, first-year freshmen attending the School of Mines. Under the direction of Dr. Pat Beu, Director of Retention and Testing, peer advisors “touch base” with their freshmen students throughout the year.

Spring Semester

The School of Mines gains additional incoming freshmen students during the spring semester. These students are also placed into a mentoring class. However, the number of incoming students is usually small enough that only one or two classes are needed. Accordingly not all peer advisors from the fall semester will be needed to facilitate these classes.



Peer advisors at the 2006 National “First-Year” Conference in Atlanta, Georgia.

Again, peer advisors are to maintain contact with the students from the fall semester Mentoring classes.

A list of additional job opportunities will be provided at the beginning of the spring semester. Due to scheduling conflicts that may arise during the spring semester, peer advisors will not be required to do all of the jobs on the list; however an honest effort is expected.

Summer

There will be numerous opportunities throughout the course of the summer for peer advisors to help, and a schedule of events/activities will be provided to peer advisors at the end of the spring semester. Among those scheduled will be summer Orientation/COMPASS® days. Peer advisors who are in Rapid City and available to help may be asked to assist during these events.

Working With the Students

Every student is different, and therefore requires a unique approach

As such, peer advisors will require a certain amount of information about the student and their situation before they can attempt to help them. The following Communication “Keys to Success” are referenced in the *Iowa State Peer Mentor Handbook* <http://www.lc.iastate.edu/pmhandbook.pdf>

Communication Keys to Success:

- 1. Listen***
- 2. Ask open-ended questions***
- 3. Attend and respond to both content and feeling***
- 4. Let the student solve the problem***
- 5. Refer to/use your resources***

Communication Suggestions:

Ask open-ended questions: Any question that elicits a “yes/no” answer won’t be as helpful as a “what, when, how, who” question. “Why” questions seem like they would get more information, but keep in mind that they can sometimes imply criticism and cause defensiveness (i.e., “Well, why didn’t you go to all the study sessions?”).

Attend and respond to both content and feeling: Often there are two things going on at once – the issue itself, and the individual that has some kind of feeling or reaction to that issue. The peer advisor needs to attend and respond to both. Consider this: “I’m so mad about my chem test!” What is the content (performance on the chem test)? What is the feeling (anger)? It’s important to attend to both. Remember that issues presented could have some underlying themes and might even be symptoms of a larger problem.

Let the student solve the problem: It’s easy to want to try to solve things for people, but that’s not really as helpful as it might seem. Usually, the student knows the answer or knows how to solve the problem but just needs someone to ask the right questions and encourage their processing. Help students discover for themselves the right solutions to their problems.

Refer to/use your resources: Peer advisors are not trained counselors so they should not expect themselves to be. A knowledge of

resources (i.e. department personnel, campus counselors, ADA coordinator, Dean of Students and Residence Life staff, etc.) will be very helpful to new students. It's okay to say, "I don't know" as long as an attempt is made to get the information for the person.

Self-disclosure: Use it as long as it's helpful to the person and not just a story. "I was in a similar situation and I did this which helped," vs. "I was in that situation, too, and it sucked and no one helped me and blah, blah, blah." How helpful was that? Not at all!

Communication Skills Include:

- **Listening** – Fully participate in a conversation by being an active listener and utilizing simple counseling skills such as reflecting, encouraging and asking questions. Be aware of how body language can affect a conversation.
- **Observing** – Be aware of how the student is presenting the message or ideas through body language and unspoken words.
- **Communicating** – Be very clear in the presentation of facts and opinions.
- **Empathizing** – Try to understand what the student is saying, not by what is heard, but in how he/she is approaching and thinking about the subject. Communicate with the student in ways they will understand.

Personal Skills Include:

- **Availability** – Even if a student does not need to seek out the peer advisor, they see their peer advisor as being a sage mentor when peer advisors are present and available to them.
- **Seeking** – Seek students out, especially at the beginning of the year. Students are less likely to seek a peer advisor out initially, so waiting for *them* to come to *you* is usually wasted time.
- **Being an example** – Students observe peer advisors, especially if they are first-year students who are new to the campus environment. The peer advisors' role is one of responsibility so make good decisions in what is said and in how to act when interacting with them. Remember that peer advisors are role models.



Surbeck Center: SDSM&T Campus

Adjustment Issues

Every student will face some challenges adjusting to life on campus. While each student will transition differently, it is important to be aware of the possible issues that may arise.

The following are in reference to the *Iowa State Peer Mentor Handbook*
<http://www.lc.iastate.edu/pmhandbook.pdf>

Personal challenges:

- Moving to a new environment
- Leaving family
- Living with a roommate
- Meeting new people
- Making personal decisions everyday
- Facing new peer pressures (sex, drugs, alcohol, etc.)
- Conforming to behaviors that conflict with personal beliefs

Intellectual/Academic challenges:

- Speaking up in class
- Communicating with professors

- Managing course demands and schedules
- Developing semester course schedules
- Seeking academic assistance when problems arise
- Balancing academics and social life

Physical challenges:

- Coping with weight gain/loss
- Competing athletically
- Forming positive health habits and breaking problem habits
- Becoming self-reliant in managing health/stress
- Finding lifetime hobbies and activities
- Sleep problems

Interpersonal challenges:

- Connecting with a new friendship group
- Starting and managing romantic relationships
- Learning how to show emotions in appropriate ways
- Managing conflict situations
- Recognizing/deciding to act on sexual orientation

Career/Lifestyle challenges:

- Choosing an academic major
- Changing a major
- Deciding on participation in internships and other work experiences
- Deciding to leave school/change schools
- Making decisions related to future issues (marriage, income needs, etc.)

Peer Advisor Recruitment

Peer advisors should know what is expected of them in their positions and we ask that they “keep an eye out” for prospective students to become new peer advisors. If potential peer advisors would make a good additions to the team, we would like to meet them. Please inform them of the program and refer them to the Office of Academic and Enrollment Services for an application form and an interview. The referring peer advisor may be asked about referrals or to sit in on an interview.

Moral, Ethical, and Legal Obligations

As representatives of The School of Mines, peer advisors will be held to the same moral, ethical, and legal obligations of other School of Mines employees.

- Peer advisors may advise the students on their academic decisions. They should be able to deal objectively and impartially with the students. They do not make any recommendations that will result in immoral, unethical or illegal actions by peer advisors or the students. It is best to state from the beginning of a relationship that not only do the peer advisors represent this university but that they have a responsibility first to the school and then to the student.
- Peer advisors recognize the limits of their training, expertise and competence and refer students in need of further expertise to those who have the appropriate qualifications. Please do not make any guesses or assumptions.
- Peer advisors recognize the limits of their competence and perform only those functions for which they are qualified.
- Peer advisors may not use their position to improperly influence or recruit students to student organizations, fraternities, sororities, or to switch majors. It is proper to encourage students to get involved with campus activities and organizations.
- Peer advisors are not counselors so counseling students on personal or emotional issues or making any recommendations relating to these issues are discouraged. They are to refer the student to the campus counselor or another professional.
- Maintain Confidentiality. Respect the privacy of the student, especially with other students. Some students may approach peer advisors with sensitive information about their academic progress, personal life or adjustment on campus. This is to be considered *privileged information* and is not to be shared openly. Assure the students of this confidentiality.

- ◇ If peer advisors feel it is necessary, they may share this information with
 - Director of Retention and Testing
 - Other peer advisors who have a need to know
 - The student's mentor
 - Campus staff that should be informed in the event that the student may be of harm to him/herself or others (counselor, Dean of Students, etc.)

- ◇ Peer advisors cannot share personal information with
 - A student's parents
 - Either a peer advisor's or student's significant others
 - A peer advisor's friends or the student's friends
 - A peer advisor's roommates or the roommates of the student

- Maintain a professional distance. As peer advisors you are encouraged to interact with the students. Forming friendships is appropriate but peer advisors may not date their assigned students.

- Treat students equitably and do not play favorites or create special privileges. This does not mean to treat every student the same. Differences in individual students may require that a peer advisor spend more or less time with specific students.

- Tell the student the truth about college policies and procedures, but be careful not to defame the reputation of campus faculty, administrators, and staff. A poor personal experience with a particular professor or class is not every student's experience. Do not allow personal feelings to influence the crucial advice that may help a student become successful. Truth and slander are two different things. Be careful and judicious of what is said about a professor or class.

***Slander** or defamation is the communication of a statement that makes a false claim, expressly stated or implied to be factual, that may harm the reputation of an individual, business, product, group, government or nation. Most jurisdictions allow legal actions, civil and/or criminal, to deter various kinds of defamation and retaliate against criticism.*

- It is expected that peer advisors support the educational philosophy and policies of The School of Mines. Most are very supportive of the school that they have become successful at. However, there are always policies, programs or personnel that are a challenge for some students and peer advisors may have to quietly keep some opinions to themselves. It is expected that peer advisors not “bad-mouth” a given professor, even when they feel justified. Demeaning school programs and procedures may not help new freshmen students. Even though peer advisors have their own ideas and philosophies about educational technique, arguments against such policies and personnel should be made in other forums and not with new students.
- Respect the privacy of the student. Some students may approach peer advisors with sensitive information about their academic progress or adjustment on campus. This is to be considered privileged information and is not to be shared openly. Assure the students of this confidentiality. Discretion is important. If concerns exist about a particular student, it may be appropriate to discuss the matter with another peer advisor, mentor, or the Director of Retention and Testing. It may be best to refer students to these individuals.
- **Do not participate in or tolerate any form of sexual harassment.**

Sexual harassment is harassment or unwelcome attention of a sexual nature. It includes a range of behavior from mild transgressions and annoyances to serious abuses, which can even involve forced sexual activity. (Dziech et al 1990, Boland 2002) Sexual harassment is considered a form of illegal discrimination in many countries, and is a form of abuse (sexual and psychological) and bullying.

**PEER ADVISOR
CONTACT INFORMATION**



Dr. Pat A. Beu
Director of Retention and Testing
Office of Academic and Enrollment Services (AES)
O'Harra Building, room 201
(605) 394-1999 or (605) 394-2400
Pat.Beu@sdsmt.edu

Please check the current peer advisors list for contact information.

If Pat is unavailable, you may contact

Barbara F Dolan
Director of Academic and Enrollment Services (AES)
Office of Academic and Enrollment Services (AES)
O'Harra Building, room 201
(605) 394-2649 or (605) 394-2400
barbara.dolan@sdsmt.edu

Refer to pages 38 and 39 of this booklet for a Resource List of Offices and Services, Campus Emergency and Safety Procedures (URL), "How to Study" (URL) and "SOS Math" (URL).

TUTORING

Welcome to the SDSMT Tech Learning Center: A Forward by Dr. Pat Beu, Director of Retention and Testing

The School of Mines attracts many bright and capable students whose goals are to graduate in engineering and science programs. These students, among their high school's very best, are good in basic academic skills. Still, many students are caught off guard as they dive into the academic rigor at a renowned university. Many find at least one class that causes them to work harder, dig deeper and sweat their final grades. For these classes, the Tech Learning Center (TLC) is available to assist students in achieving success.

School of Mines tutors are not only extremely capable in their chosen field of study but have an ability to help students become successful in classes that are difficult for them. Tutors have a desire to help these struggling students as well. Tutors are well liked and respected by both faculty and students. On behalf of the School of Mines, we are indebted to the tutors who work tirelessly helping fellow students achieve academic success.

The School of Mines Tech Learning Center (TLC)

The Tech Learning Center, or TLC, provides free tutoring in all the core subjects – math, chemistry, computer science, English, and physics, as well as biology and other subjects depending upon need. Any student enrolled in South Dakota universities is welcome to receive tutoring at the TLC. By using the TLC several times during the day or week, students will find the tutors and times that work best for them. Study aids such as computers, textbooks, a television/VCR and study guides are also available in the TLC for student use.

Tutors are academically successful sophomore, junior, senior, and graduate students who have completed the courses they are tutoring and are familiar with the instructors' expectations. TLC tutors are expected to enjoy helping fellow students understand their subjects, but they do not do students' homework for them, and they are not expected to teach the course.

The TLC (room # 110) is located in the basement (west corner) of the Devereaux Library next to the elevator. During fall and spring semesters, it is open seven days a week and on a more limited schedule during summer semesters. There are usually two tutoring positions available in the summer depending on the tutoring load.



The TLC is in the lower level of the Devereaux Library.

The TLC tutoring schedule is set by the tutors each semester and varies from one semester to the next. Tutors are available most hours between 8:00 a.m. and 9:00 p.m. Monday through Thursday, from 8:00 a.m. until 4:45 p.m. on Friday, from noon until 4:45 p.m. on Saturday, and most hours from noon until 9:00 p.m. on Sunday. It is closed on holidays, semester breaks and any day the library is closed. Appointments are not necessary.

Requirements

- Tutors are required to complete a TLC application form which is followed by an interview with one or more of the following staff:
 - **Director of Academic and Enrollment Services*
 - **Director of Retention and Testing*
 - **Assistant Coordinator of Academic Support*Applicants should provide at least two (2) personal references that can vouch for skills and abilities, such as a professor, advisor, or current tutor.
- Tutoring is a paid position; and tutors are required to complete the appropriate paperwork available through Human Resources Office (HR) located in the basement level of the O’Harra Building—room 112. Student tutors need to provide a driver’s license as well as their social security card or a birth certificate. Since students are paid by direct deposit, they will also need to provide HR with a voided check.

- Applicants must hold a minimum 3.0 overall GPA as well as a minimum 3.0 GPA in their major coursework.
- It is essential that tutors have a strong background in mathematics. Applicants should be able to tutor remedial math subjects such as algebra and trigonometry. (The exception to this would be *specialty tutors* hired for non-math based subject such as biology and anatomy.)
- Tutors must specialize in one or more subjects. They will be provided a list of subjects, and asked to mark those subjects they are comfortable tutoring. They will be expected to be proficient in the subjects they have marked on the list.
- Although there is not a minimum requirement for tutors' working hours at the TLC, 8-12 hours per week is ideal. The maximum allowed is 15 hours per week unless authorized by a supervisor.
- Schedules are not set by the week or month, but by the entire semester. Tutors set and commit to their own schedules for each semester within the TLC's hours of operation. Tutors with seniority have first choice on the selection of hours. The maximum number of tutors that may work in a single hour is two (2), except in special circumstances such as during training, if requested or approved by supervisor, or if there is a professional tutor scheduled.
- Tutors are paid for actual hours present and available for tutoring (working) in the TLC. If a tutor is scheduled to work 5 hours on a certain day, but the tutor was present for only 4.75 hours, then 4.75 hours should be entered on the time sheet. The same is true if scheduled for 5 hours but the tutor stayed over to complete a tutoring session, then the tutor should count the extra minutes spent tutoring as 'time worked'.
- Tutors will be required to register with the South Dakota Board of Regents online time-keeping website known as "SNAP". Once registered, it will be the tutor's responsibility to keep track of the hours worked and to submit those hours for approval by the deadline each pay period. Failure to submit the timesheet by the deadline will result in delaying the paycheck by one month. For more information on the "SNAP" time keeping process, please continue to the next section.

Human Resources

Release and Waiver form

For student workers who wish to have their SD School of Mines and Technology supervisor (past or present) give a reference, Human Resources (HR) requires that the student complete a *Release and Waiver: Written Request for Reference*. Once completed, forward it to HR with a notation at the top of the form listing which supervisors you wish HR to contact authorizing them to release information. These forms are available from Human Resources or on the HR website: <http://sdsmines.sdsmt.edu/hr/forms> (reference and waiver). If you have questions, please feel free to contact Human Resources (605) 394-1203).

SNAP Online Employee Registration

SNAP is an online web service provided by the South Dakota Board of Regents to aid in the time keeping process for South Dakota university employees. The system was designed to cut back on paper work and decrease process time. To Register, go to the SNAP login page, <http://snap.sdbor.edu/cp/home/loginf>, or you may link to this page by clicking on the “Faculty and Staff” link on the SDSM&T homepage followed by clicking on the “SNAP Employee Portal”.

Once you have arrived at the SNAP login page, click on the section that says, “How do I get a user name and password?” This link will allow you to register with the system.

Tutors may NOT use their personal email when registering on SNAP. They must use a university email server. Tutors must register using their Mines g-mail account.

The SNAP registration can take anywhere from a few hours to a few days to process as the Board of Regents web server will need to verify information with the SDSM&T Human Resources personnel. Please be patient.

Time Keeping

- Once a SNAP employee account has been set up, tutors will need to enter hours worked for each day they work. If a tutor has worked more than one shift in a day, he/she should simply enter the entire day's time for that day.
- It is highly recommended that a hard copy timecard of the hours worked in a pay period is kept for your reference. Tutors are not paid for hours they are not present in the TLC and available to tutor. (Being present in the library but not physically present in the TLC should not be counted as fulfilling your scheduled hours.)
- Enter time to the nearest 15 minutes interval.
- Enter hours worked as "Regular Pay". During fall and spring "finals week" the hourly pay rate will increase to time and a half. If time sheets do not have a space for entering overtime, tutors should not enter their time as "COMP TIME".
- Tutors who choose to tutor during finals week will be paid TIME AND 1/2. There will be a 2nd time sheet for the finals week hours and the hourly rate change will be automatically calculated for that week.
- Do not enter time for days not yet worked unless instructed to do so by Human Resources (there may be some pay periods when early time submittal will be necessary.).
- The pay period spans from the 22nd of a month, to the 21st of the next month. (Example: January 22nd – February 21st). Tutors will need to submit their hours for approval at the end of the pay period. There is a "submit for approval" button on the electronic time sheet and it is usually the last step in the tutor's time keeping process.
- **Wait until all of your hours that have been worked for the entire pay period are entered before pressing the "Submit for Approval" button.**

- For most pay periods, online time sheets must be submitted for approval no later than 9 a.m. on the 22nd of the month, although there may be some pay periods when HR requires early time submittal. If the timesheet is not submitted for approval on time, the paycheck will be delayed one-month by the payroll service. You will be notified if you need to submit your time earlier than the usual deadline.
- On occasions a tutor may need to ask another TLC tutor to substitute for him/her. Those hours will be recorded on the *substitute tutor's timesheet* and not on the timesheet of the tutor who needed the substitute tutor.
- TLC tutors are not volunteer tutors. Tutors must meet the TLC criteria and be on the TLC payroll.

Payment

Tutors are paid at an hourly rate of no less than \$7.50 per hour, and it is limited to a maximum of 15 hours a week during the spring and fall semesters. If a tutor chooses to tutor during fall and spring finals week, the rate is time and one half per hour tutored. Summer school tutoring is reduced to usually two tutors, one at 20 hours and the second one from 10 to 20 hours depending on the summer tutoring load and available funding. The summer rate is no less than \$7.50 per hour, including summer finals week.

Payment is delivered by direct deposit to the employee's bank account. Tutors will need to fill out the appropriate direct deposit forms at the Human Resources Office located in the basement level of the O'Harra Building—room 112. To verify account information tutors will need to provide a voided check or savings deposit slip to Human Resources when submitting this form.

Expectations

Training

Based on academic GPA and a list of referrals, the TLC is confident that hired tutors are able to deal with the course material that they will face in the TLC. However tutors must be able to interact with the students on a level that allows them to understand and learn. As a part of required training, it is requested that new tutors take the time to sit in with one of the experienced tutors to see how the process works.

Ideally, it is preferred to have experienced tutors paired with new tutors, but scheduling may not allow for that. The TLC asks that new tutors take advantage of the experience that the veteran tutors have to offer. New tutors are encouraged to sit down with the veterans, ask them questions and have them share past experiences of common and not-so-common tutoring situations. In a sense, much of the training will come from on-the-job experience. New tutors are encouraged to ask questions. There are also video tapes on tutoring available in the TLC bookshelves.



In-service meeting with Dr. Beu

In-service meetings are held for tutors approximately once a month. It is expected that tutors attend these in-service meetings when possible. They are designed to gauge the progress of TLC efforts as well as provide supervisors and tutors a chance to voice comments and concerns over relevant issues. Training as well as speakers may be on the agenda at these meetings. Tutors are paid for attending in-service training.

Attendance

Tutors set their own schedule based on what hours they have available to tutor. They are, therefore, committed and expected to tutor/work the hours they have scheduled for the semester. Attendance will be tracked based on timekeeping procedures.

It is understood that a tutor may not be able to work certain hours/days due to schedule conflicts, illness or emergencies that arise during the semester. It is their responsibility to inform the TLC of any absences as soon as possible so that attempts can be made to find a suitable replacement for those hours. Tutors are not paid for sick time or absences. If it is later determined that a tutor is unable to work scheduled hours, they are asked to drop those hours from the schedule so that those hours can be made available to other tutors. *If a tutor is consistently absent from their scheduled hours, for whatever reason, the tutor may be asked by the supervisor to drop their hours since someone else will need to be found to cover those hours when possible.*

Severe abuse of the attendance policies will result in termination.

Tutors can bring something to work on during the slow hours at the TLC. Tutors are asked not to surf the net or appear unapproachable when students arrive in the TLC. Tutors should enthusiastically greet students and invite them to sit down.

Do not assume that students will not come in towards the beginning or end of an hour. Students often stop at the TLC for help during the first and last few minutes of an hour and are disappointed if tutors are unavailable when scheduled.

Communication

Tutors are encouraged to check their email regularly for updates and notifications concerning work schedules, timekeeping and meetings. Also, upon arrival, they should check the TLC white board on the south wall for additional information. Tutors should feel free to leave “relevant” messages on the white board for fellow tutors, students or supervisor.

Remember that any schedule changes must first be approved by the supervisor.

If you notice that the TLC is low on supplies (printer paper, markers etc.) or if there are tutoring tools needed (text books, solutions manuals, study aids etc.) inform the supervisor or contact Academic and Enrollment Services at extension #2400.

Personal Contact Information

We ask that tutors provide personal contact information so that in the event of a potential absence the TLC may contact the tutor. This information will include email addresses, home phone and mobile phone. If the tutor does not show up for their scheduled hours the TLC staff needs to know why and of a way to contact the tutor quickly. A suitable replacement tutor may need to be located as well. Tutors’ personal contact information is considered privileged information and WILL NOT be shared with persons outside the TLC. The TLC will only make this information available to supervisors and tutors. Under no circumstances are other tutors to release personal contact information without the express consent of the individual.

Substitute Tutors

In the case a tutor is not able to attend their scheduled hours the TLC will need to find a replacement. In addition to the scheduled hours, the TLC would also like to know what other hours individual tutors might have available during the week. A secondary schedule of available hours from tutors (for absent tutors) would be helpful. Based on this schedule, if a tutor’s substitute hours match those of a recent opening, the available tutor will be contacted by the supervisor or fellow tutor to see if it is possible to come in and work.

This substitute schedule does NOT mean that a tutor is on call. Tutors are NOT required to work a substitute hour if asked, however it would be most helpful. If a tutor is not able to work the substitute hour it is not held against the tutor asked to substitute. Substitute requests will most likely be last minute (within a few hours to a day of when needed).

Tutors are still limited to a weekly cap of 15 hours. If substitute hours place a tutor over the 15 hours per week limit, authorization from the supervisor is still required.

Working with Students

Students requesting tutoring can often be quite timid or prideful, and in many cases coming to the TLC is a last resort for these students. Some students may already be apprehensive about coming to the TLC so it is important to make them feel welcome and comfortable the moment they enter the room.

- As a student arrives, acknowledge the student with a smile and say “hello”. The tutor should introduce him/herself and ask the student how they can be of help.
- Recognize that each student is unique and that the same style of tutoring may not work for each one. Ask the student about the subject they are covering, who is the professor, how they usually study the subject, if they usually understand the material and if the problem of not understanding the material is new or has persisted for a period of time. Ask the student to open their book and/or notes and request to see if the professor has provided any sample problems.
- The tutor should ask the student to demonstrate how he/she has been solving simple problems. Try to assess where the student begins to lack comprehension. Start out slowly to gauge the pace of the student, and work the problem out step-by-step without skipping anything. Keep the student involved by asking questions about the next step in the problem. Have them look up key concepts or equations needed for the problem. Feel free to use the marker board or utilize the scratch paper available on the bookshelf.
- As a tutor, it is expected to model appropriate problem solving and assistance for the students seeking help. Tutors are NOT expected to do the work for the students. It may be helpful to explain early the “boundaries” of the tutors’ Responsibilities (i.e. what the tutor will or will not do to help the student). The Tutor must not let the student take advantage of his/her willingness to help by expecting the tutor to do their homework or expecting exclusive use of the tutor’s time. It is the responsibility of the student seeking help to:
 - * Attend class
 - * Do the required reading and
 - * Assume responsibility for being able to do the work independently.



Tutoring multiple students

- Current and past editions of student text books are available in the TLC. These text books are not to be taken from the TLC. Any student may use these books, but the TLC library of materials is for all students, and books that are taken from the TLC might not be returned if allowed to be taken out of the room. The textbooks and solutions manuals are tools that are used by tutors as well. If a student leaves their own text book behind, tutors can place it on the shelf in the supervisor's office for safe keeping. This also includes calculators and other personal items of value.
- If tutors are assisting more than one student at a time, they are encouraged to do their best to divide efforts between students. Students should understand that they cannot monopolize one tutor exclusively. If student traffic becomes too busy for effective discussion and study to take place in the TLC, tutors may move to the adjoining testing room as an overflow if there are no students testing in that room. Other study rooms and tables are also available in the library.
- The testing room is predominately used for COMPASS® placement exams and other testing services. It is NOT a tutor's responsibility to proctor these exams. Departmental personnel and ADA services are responsible for proctoring their own exams. Other departments may request that an exam be given in the testing center but that may happen only with the permission of a TLC supervisor. If a test is being given in the testing room, a tutor may be asked by the TLC supervisor if they have time to proctor an exam, but the tutor can base that decision on time they have available.

After students have finished their tutoring, please have them sign the *sign-in sheet*

- *sheet* before leaving providing their full name, their start and finish time, along with the tutor's name and the subjects covered (i.e. chem. 112, math 120, etc) and their school if other than SDSM&T. This information helps track the subjects with which students are struggling, the students that need help and the tutors that are helping them.
- Students working on School of Mines coursework have first priority on the TLC computers. If a student is logged into a computer but is not using it, and other students need it, that student will be asked to log off. If a student leaves the TLC and is still logged on to a computer, wait ten minutes to see if he/she returns, and then log them off so that another student may use it.
- **Testing Room computers are generally not used for anything other than testing, because of the susceptibility to viruses. Students should not be encouraged to use those five computers.**
- At times the TLC may become too noisy for some students to concentrate. If this happens when you are tutoring, and if you notice that conversation is not really academic related, try to get the students re-focused on the coursework. If this does not work and they are disturbing the progress of other TLC users, suggest that they take a break for a while and come back when they are ready to receive tutoring or work on their coursework. (There are other areas of the library and campus that can be used for conversation such as the "Peer Advising Lounge" in the southwest corner on the lower level of the library, "Downtime" in the northwest corner on the main floor of the library and "The Miner's Shack" in the Surbeck Center).
- On occasion tutors may find themselves with no one to tutor. During those times they may work on their own coursework and use the TLC computers.
- Try to keep the printer tray loaded with paper.

Food and Beverages

Library staff will allow for limited snacks and beverages in the TLC. Portions should be small (i.e., do not have a pizza delivered). Students may also bring in snacks when they study. Clean up any spills or messes immediately. If it becomes a problem or food begins to attract bugs or mice, the library will revoke TLC food and beverage privileges. Do not leave any food overnight, especially something that may spoil

Tutors should try to eat before coming to the TLC, but if they are there for long hours and feel that they must eat in the TLC, it is expected that they do so without drawing undue attention to it, that a mess is not made, that the tutor not be a slob, and that manners are used..

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Cleanliness

The tutors should keep the TLC clean and orderly. While custodial services are provided during the day, the facilities need to be kept clean for use by the students. If a tutor has food on one of the tables, they should make sure that area is clean. Garbage belongs in the garbage can, the tables should be clear of any used scratch paper and books returned to their appropriate place on the book shelves. If a student leaves something behind, place it in the supervisor's office for safe keeping.

Tutor Recruitment

Tutors are usually aware of the needs of the students who use the TLC and may want to recommend students to replace tutors who are graduating. The TLC asks that tutors encourage academically talented students with good attitudes and personalities to join the TLC tutors. If such a student is known or referred by a faculty member, tutors can inform the TLC staff so that they can contact the recommended student.

Moral, Ethical and Legal Obligations

As a representative of the School of Mines, tutors are held to the same moral, ethical and legal obligations as other SDSM&T employees.

- Tutors should recognize the limits of their competence and tutor only subjects in which they are qualified. Tutors are obligated to give each student they work with their best effort. However, effort to help should not be a waste of either a tutor's or student's time. If a tutor feels that he/she is unable to help a student, he/she should feel free to refer the student to another tutor on the schedule (check the tutor qualifications/specialties chart).

- The TLC is foremost a learning/study center and not a social center. Be aware and considerate of people who are using the TLC services.
- Students should be treated equitably; tutors should not cater to favorites or create special privileges for individual students. This does not mean to treat every student the same. Differences in individual students or topics may require tutors to spend more or less time with specific students.
- Tutors are not counselors and should not counsel the students on relating to these issues. Students should be referred to the campus counselor or other appropriate professional personnel.
- If a tutor feels that a particular student may require additional aid that the tutoring staff is unable to provide such as a disability (physical, mental or emotional), the situation may be discussed with the Assistant Coordinator of Academic Support, Director of Retention and Testing, Director of Academic and Enrollment Services. If the student needs counseling, he/she will be referred to Counseling Services.
- Physical and verbal abuse is completely unacceptable and will not be tolerated. If a student becomes physically or verbally abusive, tutors have the right to ask the student to leave the TLC. If the student does not leave, the tutors may feel it best to leave themselves. The incident should be reported as soon as possible to the TLC supervisor or the Director of Retention and Testing.
- If a tutor is uncomfortable tutoring a particular student, he/she does NOT have to be that student's tutor. This situation,— whether it is a personality conflict or a subject not one that the tutor feels comfortable tutoring— should be handled as soon as possible with the TLC supervisor and tutoring staff. While efforts to provide tutoring to the student should be made, if problems with a particular student persist, the situation will be assessed and if necessary the student may be told that the TLC is not the policies of the School of Mines. Most tutors are very supportive of the school where they have become successful. However, there are always policies, programs or personnel that are a challenge for some, and tutors may have to quietly keep

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- It is expected that tutors support the educational philosophy and policies of the School of Mines. Most tutors are very supportive of the school where they have become successful. However, there are always policies, programs or personnel that are a challenge for some, and tutors may have to quietly keep some opinions to themselves. It is expected that tutors not "bad-mouth" a given professor, even when they feel justified. Demeaning school programs and procedures may not help the tutored student in a given course. Even though tutors have their own ideas and philosophy about educational technique, supportive personal life, or adjustment on campus. This is to be considered privileged information and is not to be shared openly.
- If tutors feel it is necessary to share information, it may be shared with the TLC Supervisor, Director of Retention and Testing, or Director of Academic and Enrollment Services, or other TLC Tutors who may have a need to know.

which can even involve forced sexual activity. (Dziech et al 1990, Boland 2002) Sexual harassment is considered a form of illegal discrimination in many countries, and is a form of abuse (sexual and psychological) and bullying.

Private Tutoring

- The School of Mines does NOT regulate private tutoring. At times the TLC office may be contacted by persons searching for a private tutor. The TLC does not give out tutor names or contact information; however, private tutoring opportunities may be forwarded to the tutor for their consideration.
- If a tutor chooses to undertake a private tutoring position, it is the tutor's responsibility to contact the student to set up a time and place to meet.
- It is not recommended that tutoring occur in the tutor's OR the student's home. Instead, a public meeting place for tutoring such as the Library or a centralized coffee shop may be utilized. This is to protect the tutor as much as it is to protect the student. (The School of Mines provides no legal representation/defense for private tutors.)
- The TLC should not be used for private tutoring sessions as this may cause confusion with students who come to the TLC seeking free services. Plus, the student is paying for the tutor's services and should not be subject to a potentially distracting TLC.
- Private tutoring sessions should not conflict with a tutor's committed TLC work schedule.
- It is recommended that a tutor set up a contract with the student concerning issues of hourly rate, number of meetings anticipated and cancellation policies.
- Currently, the average rate for private tutoring is approximately \$16-\$20/hr. However, this rate is negotiable between the tutor and the student based on subject material, student needs and tutor's travel expenses.
- The School of Mines will report taxable income earned from work in the TLC, but not for private tutoring sessions. The tutor works in the TLC, but not for private tutoring sessions. The tutor is responsible for reporting all forms of income received for private tutoring services to the Internal Revenue Service (IRS).

CONTACT INFORMATION

Dr. Pat A Beu

Director of Retention
and Testing

Academic and Enrollment Services (AES)
O'Harra Building, room 201
(605) 394-1999 or (605) 394-2400
Pat.Beu@sdsmt.edu



Linn Miller

Assistant Coordinator of Academic Support

Academic and Enrollment Services (AES)
Devereaux Library, room 110A
(605) 394-2428 or (605) 394-2400
Linn.Miller@sdsmt.edu

If Linn and Pat are unavailable, you may contact:

Barbara F Dolan

Director of Academic and Enrollment Services (AES)
O'Harra Building, room 201
(605) 394-2649 or (605) 394-2400
barbara.dolan@sdsmt.edu

Resource List of Offices and Services

Academic and Enrollment Services (AES)	(605) 394-2400
	1- (800) 544 8162 ext. 2400
Admissions	(605) 394-2414
	(877) 877-6044
Board of Regents	(605) 773-3455
Career Center	(605) 394-2667
Counseling and ADA Student Services	(605) 394-1924
	Or, call (605) 394-2416
Jolie McCoy, Director of Counseling and ADA Services	(605) 394-1924
Scott Wiley, Counselor/Coordinator of	(605) 394-2533
Multicultural Affairs	Or, call (605) 394-2416
Dean of Students /Vice President for Student Affairs	(605) 394-2416
Devereaux Library	(605) 394-2418
Dining Services (Aramark)	(605) 394-1953
Facilities Services/Physical Plant	(605) 394-2251
Financial Aid Office	(605) 394-2274
	(877) 877-6044
Health Services	(605) 394-2354
Human Resources (HR)	(605) 394-1203
Information and Technology Services (ITS)	(605) 394-1295
Ivanhoe International Center	(605) 394-6883
Office of the President	(605) 394-2411
Office of the Vice President for	
Academic Affairs	(605) 394-2256
	1-(800) 544-8162
Physical Education Department (King Center)	(605) 394-2351
Residence Life	(605) 394-2348
Scheduling and Event Planning	(605) 394-6774
Security	(605) 394-6100
Student Accounts/Cashiering	(605) 394-2372
Student Affairs Office	(605) 394-2416
Surbeck Center	(605) 394-6774
Info Desk	(605) 394-2335
Tablet Central	(605) 394-0426
Tech Learning Center (TLC)	(605) 394-2547
University and Public Relations	(605) 394-2554
University Bookstore	(605) 394-2374
Veterans' Benefits	(605) 394-2553

If you are using a School of Mines campus phone: You do not need to dial the prefix 394, just dial the last four numbers. You must dial 9 before making any off-campus calls. This includes emergency numbers: example (9-911)

CAMPUS EMERGENCY AND SAFETY PROCEDURES
<http://sdmines.sdsmt.edu/epcep>

**Visit the above website for procedure details
about the following Campus safety concerns:**

1. Are You Prepared?	11. Utility Emergency
2. General Emergency	12. Elevator Failure
3. Evacuation	13. Severe Weather Response
4. Shelter-in-Place	14. Active Shooter Guide
5. Bomb/Anthrax Threat	15. Crime Prevention
6. Bomb Threat Checklist	16. Reporting a Crime
7. Medical Emergency	17. Safety Policies
8. Mental Health Crisis	18. Important Phone Numbers
9. Fire or Smoke	19. References
10. Chemical Spill	20. Campus Map

This “How To Study” website is recommended by the School of Mines Counseling staff and the Retention & Testing staff. The website contains tips on how to study for math, chemistry, English, physics, biology, computer science etc. (to name a few). It also includes tips on how to manage time, test anxiety, and numerous topics that may help students succeed in their course of study.

<http://www.howtostudy.org/resources.php>

This math help sight provides free resources for math review material from algebra to differential equations.

<http://sosmath.com>

Acknowledgments

We gratefully acknowledge Michael Dowding for gathering information and compiling this booklet as a reference guide for peer advisors and tutors. While attending the School of Mines, he was concurrently a peer advisor and a student tutor and saw a need for a handbook that would serve both programs. Mike received his master's degree in technology management from the School of Mines in fall 2007.