

Catamount Academic Tutoring Center: Tutor Contract (098)

Thank you for working as a CAT Center tutor! Our agreement to provide you with clients is contingent upon supply/demand, program funding, faculty approval, and your willingness to meet certain expectations throughout the tutoring relationship.

Overview of the CAT Center's Services

The CAT Center is designed to provide small-group tutoring for students enrolled in primarily 100 and 200-level classes that have been approved for tutoring by the Director and by the faculty. The small-group format is essential to the success and sustainability of the CAT Center, and tutors are expected to abide by the guidelines established for maintaining the small-group tutoring format. These guidelines have been formulated based on learning theory and on budgetary requirements:

Learning theory: Students learn more when they are exposed to information in a variety of contexts and from a variety of perspectives. Small-group tutoring allows students to practice a variety of learning strategies and to articulate their understanding of course materials in a relaxed, informal environment with other members of their classes. Tutors are not expected to re-lecture material but to provide students with opportunities to articulate what they know about the subject, to talk through difficult concepts and problems, and to identify study strategies that will help them understand and retain course information.

Budgetary requirements: The CAT Center is a state-supported initiative and does not receive funding from students' tuition and fees. The Center's current level of funding cannot support one-on-one tutoring; therefore, to serve as many students as possible, the Center adheres to a small-group model of academic support. Students who participate in tutoring for their 100 and 200-level classes have an opportunity to develop study strategies they can transfer to upper-level course work.

Tutors' Primary Responsibilities

Act in Accordance with the CAT Center Mission and Ethics (<http://www.wcu.edu/9439.asp>)

Communicate Effectively and Responsibly with Faculty

- At the beginning of the semester, contact the instructors whose courses you will be tutoring. Request from the instructors:
 - A copy of the course syllabus.
 - Access to the course's WebCAT component.
 - A list of assignments, quizzes, or take home tests that are off-limits for tutoring.
 - Five to ten minutes of class time to introduce yourself and the CAT Center to the students (see the document "Introducing Yourself and the CAT Center to a Class" in the CAT Center Tutors' WebCAT class).
- Enter notes in TutorTrac at the end of each tutoring session (faculty will receive weekly email updates containing your session notes).
- Maintain communication with faculty throughout the semester to seek clarification/instruction on content covered in the tutoring sessions, to stay abreast of the topics that will be covered during the semester, and to request that the instructor periodically remind his/her students of your services.

Communicate Effectively and Responsibly with Students

- Help students develop realistic expectations for their tutoring sessions. Students should not expect tutors to re-lecture course material, to complete their homework for them, to suggest a grade for an assignment discussed in the tutoring session, or to talk negatively (or allow students to talk negatively) about an instructor's teaching methods, grading policies, assignments, or personality.
- Encourage students to view tutoring sessions as regular study time for their classes.
- Establish appropriate boundaries with the students you serve. Do not give out your cell phone or home phone numbers. Talk with the Director if you are having trouble establishing appropriate boundaries with a student.

- Be honest if you are not able to answer a student's question or to assist with a topic addressed in tutoring. Model successful student behavior by helping the student to identify other sources of information (the professor, textbook, other students, etc). After the session, seek clarification from the course instructor so that you can share it with the student in your next session.

Communicate Effectively and Responsibly with the CAT Center Director

- Respond in a timely manner to emails and requests for information.
- Schedule a time to talk with the Director if problems arise in your tutoring sessions.
- Notify the Director immediately if you are unable to effectively carry out your tutoring responsibilities. Keep in mind that it may take 2-3 weeks to identify and to hire a new tutor and that your students may be left without tutoring support if you choose to leave your position.

Establish, Maintain, and Monitor Your Tutoring Schedule

- Use the [schedule of classes](https://banssb4.wcu.edu:9000/PROD/bwckschd.p_disp_dyn_sched) (https://banssb4.wcu.edu:9000/PROD/bwckschd.p_disp_dyn_sched) and TutorTrac to create a tutoring schedule that does not overlap with class time or with other tutors' schedules for the same course.
- Establish 3-6 hours of tutoring time for each course to which you've been assigned; all tutoring sessions should be conducted in the CAT Center during regular [hours of operation](http://www.wcu.edu/9445.asp) (<http://www.wcu.edu/9445.asp>).
- Check your catamount email regularly for appointment confirmations and for CAT Center updates.
- Report to tutoring sessions on time and avoid cancelling appointments. Notify the CAT Center (227-2274) immediately if you are unable to keep a scheduled appointment with a student.
- Use TutorTrac to
 - Block out days on your schedule when you will not be available for tutoring due to other commitments.
 - Delete availabilities that you can no longer keep.
 - Add availabilities to accommodate students' schedules.

Note: see the TutorTrac User's Guide in the CAT Center Tutors' WebCAT class for information on these topics.

Tutors' Training and Evaluation Responsibilities

- Enroll in COUN 230 (Intro to Peer Tutoring). Successful completion of COUN 230 and 25 hours of actual tutoring time will qualify you for [International Tutor Certification](http://www.crla.net/itpc/about_itpc.htm) (http://www.crla.net/itpc/about_itpc.htm) through the College Reading and Learning Association.
- View the "WCU Security Awareness Presentation" found in the CAT Center Tutors WebCAT class and linked from the CAT Center website at www.wcu.edu/9444.asp; read, sign, and date the "Security Training Form," and submit the form to the CAT Center Director prior to your first day of work.
- Meet with the Director to discuss your development as a tutor and to submit evaluation documents as requested.

Tutors' Administrative Responsibilities

- Submit hiring form to Career Services (non-work study positions) or Financial Aid (work study positions) prior to your first day of work.
- Complete direct deposit paperwork (available from the Career Services or Financial Aid offices).
- Sign/submit your timesheet as requested (reminders will be sent via catamount email). Failure to do so will result in nonpayment.
- Log in and out of TutorTrac to create accurate records of your actual tutoring time (Log in for 15 minutes for no-shows).

Your signature indicates that you agree to carry out the responsibilities listed above. Noncompliance with any of these responsibilities may result in termination of your employment:

Signature

Printed Name

Date