

## POSITION DESCRIPTION: ASAC TUTORING LAB PEER TUTOR

### Academic Year 2018-2019

**About the ASAC Tutoring Lab:** The Academic Support and Access Center (ASAC) Tutoring Lab provides free, one-on-one and drop-in peer tutoring to American University students in historically challenging courses, including ACCT, BIO, CHEM, CSC, ECON, FIN, GOVT, PSYC, SISU, and SOCY. The Tutoring Lab currently operates in three spaces on campus: for one-on-one tutoring, our flagship location in MGC 243 and our satellite location in Library Collaboration Room 1; for drop-in tutoring, our satellite location in the Anderson Lobby Conference Room. One-on-one appointments may run for 25 or 50 minutes. Tutoring Lab locations and hours are subject to change in the coming academic year due to space constraints and student needs. In the 2018-19 academic year, the Tutoring Lab will open at the start of the second week of classes, with tutoring for some courses beginning the third week. Additional tutoring hours will be provided during midterm and final exam periods.

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**Position:** Peer Tutor

**Compensation:** Undergraduate – \$14/hour; Graduate – \$15/hour

**General description:** Peer Tutors facilitate student learning by enhancing students' understanding of challenging concepts in 100- to 300-level courses in the disciplines listed above. Tutors model effective study habits and learning strategies, equipping students with the skills and knowledge to work and succeed independent of the tutor. Ideal candidates are patient, reliable, open-minded and open to growth; they possess knowledge and passion for the subject(s) they tutor; and they explain and cultivate course-specific and transferable skills and strategies to yield improvement in the classroom and beyond.

**Supervisor:** Nicole Cannizzaro, Assistant Director of Tutoring and Program Development

**Requirements:** *Tutors must...*

- be current AU students
- have earned an A or A- in the course(s) they tutor or in a relevant upper-level course that prepares them to tutor on lower-level concepts
- provide a recommendation from an AU faculty member in the field(s) for which they wish to tutor
- be available to work 2-8 hours per week
- attend beginning of semester training on Sunday, August 26 (please hold the whole day; specific duration will be communicated closer to the date)
- attend ongoing trainings throughout the semester (approx. 6, or one every other week); some trainings will be Tutor-specific, some joint with other AU Peer Educator groups

**Primary Responsibilities:**

- Provide one-on-one and/or group tutoring, determined by course and student needs, and following and fulfilling the expectations and qualities described above. (*cont. next page*)
- Adequately prepare for tutoring sessions by reviewing WOnline client intake forms and previous client reports, as well as by “brushing up” on concepts (as needed); communicate with students in advance of tutoring session to clarify focus of appointments (as needed).
- Complete post-session online reports outlining content and concepts covered, progress made, and/or challenges encountered in tutoring sessions.

**Additional:** It is encouraged (n) or expected (x) that tutors will also...

- Assist at the beginning of the semester’s Pizza and Planning Event (n)
- Commit a minimum of two hours to tutor at the Drop-In Tutoring event at the end of semester; dates are Sunday December 9, 2018 and Sunday, April 28, 2019 (x)
- Offer tutoring support during finals week (n)
- Engage in online tutoring as opportunities and demands arise (x)
- Assist with Tutoring Lab projects and organizing events on an as-needed basis (x)

**Preference Given to Candidates with:**

- Previous tutoring experience
- Experience or knowledge about working with diverse groups of students: international students, English Language Learners (ELLs), students with learning disabilities
- An understanding of strategies for or a desire to learn more about working with disorganized students, unmotivated/disinterested students, students with anxiety, students lacking the organizational skills necessary to thrive in their course

**Supervisor Commitment:** As your supervisor, I am committed to ensuring that you have the support you need to thrive in your tutoring role. This means adequate training, observation, and opportunity for reflection. This also means ongoing opportunities in which we can provide one another with honest and constructive feedback. I am committed to supporting you first as a person and as a student, recognizing that your own personal and academic needs must be met in order for you to do your best in the tutoring role. I hold high expectations for tutors and, in return, will provide you with high support to meet and exceed those expectations.

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**TO APPLY:** Visit [this page](#) of our website to complete the Peer Tutor Online Application and to access the Electronic Recommendation Form. Complete your portion of the Form and then ask the professor of the highest-level course in the field for which you are applying to tutor (eg, if you are applying to tutor ECON-100, 200, and 300, a recommendation from your ECON-300 professor is best) to complete and send the Form to [tutoring@american.edu](mailto:tutoring@american.edu).

**QUESTIONS:** Direct questions to Nicole Cannizzaro, ASAC Assistant Director of Tutoring and Program Development, at [tutoring@american.edu](mailto:tutoring@american.edu).