



BUREAU OF STUDY COUNSEL

CENTER FOR ACADEMIC AND PERSONAL DEVELOPMENT, HARVARD UNIVERSITY

2018-19 Handbook for BSC Peer Tutors

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Introduction	2
What is Peer Tutoring?	2
Eligibility	2
Professionalism and Privacy	3
Peer Tutor Registration	5
How Tutees Get Assigned to Peer Tutors	5
Compensation	6
Fiscal Responsibility	6
Reporting Hours	6
Group Tutoring	7
Pay	7
Late Cancellations and No-Shows	8
24 Hours/48 Hours/10 Days Policy (New for 2018-19)	9
Preparation Time	9
Tutees' Responsibilities	10
The Tutoring Process	11
What are some tips from experienced peer tutors about how to be a good tutor?	11
What if my tutee needs more help than I can provide?	12
What if my tutee seeks my help by email or some other electronic medium?	12
What if it's not working out so well?	13
Academic Integrity	14
Other Restrictions	16
Consultation	16
Consulting with Other Peer Tutors	16
Consulting with the BSC	17

Introduction

What is Peer Tutoring?

Peer tutoring is an opportunity for students to connect with another student who has previously done well in the course. Students seek formal peer tutoring from other students for many reasons: to discuss new information and concepts they are learning; to review material they already know; to refresh their mastery of material they have forgotten; to prepare for an exam; or simply to get academic assistance beyond the help provided by the course faculty and teaching fellows.

The rules of the College specify that a student may not accept compensation from another student for private tutoring without the prior written permission of the Dean of the College. The Dean has authorized the Bureau of Study Counsel to oversee such tutoring in the Peer Tutoring Program. Over 11,500 hours of peer tutoring takes place through the BSC's Peer Tutoring Program each academic year.

Most tutoring is one-on-one, although occasionally peer tutors work with small groups of students. Peer tutoring is expected to take place in person, rather than electronically (e.g., via email, video chat, or social networks). Exceptions may be allowed in very select situations, only after prior approval from the BSC.

Eligibility

To be a BSC Peer Tutor, you must be a registered, degree-seeking student in Harvard College or any of Harvard's graduate schools (except the Extension School). The BSC Peer Tutors include more than 650 students each year, with varied backgrounds and interests. Students with career interests in teaching or other helping professions appreciate the opportunity for hands-on practice, and students with other career interests appreciate the opportunity to work with the concepts and materials of their field. Peer tutoring could be a wonderful experience for you if you:

- have earned an A- or better in the course(s) you want to tutor, or by faculty recommendation, or with clearance from a BSC Peer Tutoring Program supervisor.
- are interested in helping other students
- would like to share your enthusiasm for a particular subject
- are sensitive to others' difficulties with their coursework

Since BSC undergraduate peer tutors have typically qualified to tutor by taking the Harvard course they plan to tutor, undergraduate students in their first semester at Harvard are not yet eligible to tutor for most tutoring requests received by the BSC. However, first-year undergraduates in their fall semester who are fluent speakers of languages other than English might be eligible to tutor students in

the fall semester. Please contact the BSC to find out more. The BSC encourages first-year undergraduates to register with the BSC in the spring semester to begin tutoring.

Graduate students who did not attend Harvard are typically eligible to tutor Harvard courses for which they took an equivalent undergraduate course or higher level course. The BSC welcomes graduate students as BSC Peer Tutors. Please contact the BSC for more information.

Professionalism and Privacy

As a peer tutor, it is important for you to conduct your tutoring relationships in a professional manner. You have accepted a paid position, and are expected to adhere to certain professional guidelines. These guidelines include:

- **Contact your tutee within 24 hours of accepting a tutoring job.**

If you accept and are assigned a tutoring job, the confirmation will appear on your dashboard in tutoring.fas.harvard.edu; you will also receive a confirmation email with each other's names and contact information. Please contact your tutee within 24 hours to schedule a meeting time and location. At this time, you may ask your tutee for more details about the kind of help the tutee is seeking.

- **Keep appointments and arrive on time.**

Please make sure to confirm the meeting time and place with your tutee, and make sure that you and your tutee know the best way to reach each other. Always be on time for tutoring sessions. If you need to cancel a meeting, please give your tutee ample notice.

- **Be responsive and responsible.**

Your tutee has reached out for help. Answer emails or calls promptly so that your tutees will get the assistance they need in a timely way. Most tutoring takes place at times of the year when both you and your tutee are very busy. Be clear and honest about your limits and let your tutee know about any deadlines or constraints you might have so that you can both plan ahead.

- **Protect your tutees' privacy.**

Your work with tutees is private. Whether you know the tutee socially or the tutee is a stranger to you, you are responsible for honoring and protecting the tutee's privacy. This means that you do not publicly acknowledge that you are this person's tutor and that you do

not discuss your tutoring with anyone outside the BSC in any way that identifies the tutee.

For more information about the BSC's privacy practices, please visit the Privacy page on the BSC's website or call the BSC to speak with a BSC Peer Tutoring Program supervisor.

- **Be wary of dual relationships and conflicts of interest.**

Peer tutoring is a professional relationship between peer tutor and tutee. A dual relationship exists when you are not only a peer tutor, but you are also the tutee's friend, roommate, teammate, etc. Dual relationships always run the risk of creating a conflict of interest, i.e., when the interests of your professional tutoring relationship come into conflict with the interests of whatever other relationship you also have with the tutee. You have a responsibility to be aware of conflicts of interest, and address them promptly and openly when they arise. For example, peer tutors might encounter the following dilemmas when there is a dual relationship with the tutee:

"I don't feel like I can say to my tutee, 'No, I don't have more time to tutor you,' because my tutee is also my friend."

"I feel I can't offer constructive suggestions or tutoring advice, because my tutee is also my teammate, and, if I seem critical of her, it will affect our relationship on the team."

"I am having trouble separating time I am spending with my roommate as a friend versus as a tutor. Every time he asks me a question, I don't want to have to figure out whether or not I'm on the clock."

In general, it is better to simply avoid dual relationships when you can – don't take on your friends, roommates, etc. as tutees, and don't begin other relationships with your tutees while you are still tutoring them. But given the realities of student life, this may not be possible. So it is especially important to (a) be aware of the risks and (b) talk with your tutee and/or a BSC Peer Tutoring Program supervisor to anticipate any complications that may arise.

Peer Tutor Registration

Eligible Harvard College students will receive emails from the BSC with details of how to register to become a peer tutor. Because the provision of peer tutoring is an essential educational activity of the College, potential peer tutors are recruited from among all students who qualify (that is, all students who received a grade of A- or higher in the course for which they might tutor). As an office of the Dean of Undergraduate Education, we use FAS class lists to aid in recruiting peer tutors. We work closely with the FAS Registrar to ensure compliance with FERPA privacy regulations. The BSC also routinely contacts the courses for recommendations of potential peer tutors when there is limited or no peer tutor availability for that course.

The BSC is not able to assign tutees or to pay peer tutors until all of the required paperwork is completed and processed. This includes:

- BSC Peer Tutoring Registration in tutoring.fas.harvard.edu
- Employment/Tax Forms (takes 3-5 business days to be processed by Harvard's Payroll Office)
- Completion of the peer tutor online training (peer tutors are required to complete the online training each year that they plan to tutor)
- Scheduling of peer tutor orientation meeting (for first time peer tutors or returning peer tutors who have not yet attended an in-person orientation. Returning peer tutors are welcome to attend to share their experiences. Peer tutors are paid for their attendance at the orientation. Given scheduling constraints, peer tutors may begin tutoring before attending an orientation.)

International Students: If you have questions about your employment forms, please visit University Financial Services at 1033 Massachusetts Avenue, 2nd floor.

Please call 617-495-2581 or email bsctutor@bsc.harvard.edu if you have any questions or to get more information.

How Tutees Get Assigned to Peer Tutors

After receiving a request for a peer tutor, the BSC notifies all the peer tutors for the course through tutoring.fas.harvard.edu. If you would like to take the job, select the "interested" option. Tutoring assignments are distributed by the BSC staff among the peer tutors who have indicated their interest. For some courses, requests might be filled quickly. For courses with a high demand, but fewer

peer tutors, the requests will not fill as quickly. If you have difficulty obtaining a tutoring assignment through this process, please call us at 617-495-2581 or email bsctutor@bsc.harvard.edu.

Peer tutors often ask how many requests should they indicate “interest.” There’s no perfect answer to this question. In general, it’s helpful to the BSC to know how much availability you might have. We’d suggest that you typically click interested on several requests for the course that you’d hope to have tutees. The BSC staff reviews all the responses from peer tutors to tutoring requests for that course. If you’re hoping for fewer tutees than you’ve been assigned, or if you have capacity for more tutees, please send an email to bsctutor@bsc.harvard.edu so that we’ll have a fuller picture.

Once you agree to take a job, you and your tutee will receive an email confirming the match. The email contains pertinent information such as your contact information, the tutee’s contact information, and links to important information.

Tutors are required to contact their tutees within 24 hours of accepting a tutoring job. If you are unable to contact your tutee, or if after a few attempts you have not received a response from your tutee, please let us know so that we can contact the tutee and clarify the situation.

A week after a tutoring assignment is made, the peer tutor and tutee receive an email from the BSC checking in. We want to be sure that tutoring is off to a good start and that we can help address any questions or concerns that may arise.

Compensation

Fiscal Responsibility

As a BSC Peer Tutor, you are responsible for keeping track of the hours you tutor each tutee, reporting these hours accurately and promptly, and keeping your own accurate records of your financial reporting.

Reporting Hours

Some guidelines for reporting hours:

- Record your hours directly to the BSC to the peer tutor timecard in tutoring.fas.harvard.edu. Never report your peer tutoring hours into PeopleSoft.

- Hours must be reported weekly for the actual day they occurred, (e.g., if you tutored someone on Monday, April 22nd, from 3pm-5pm, your online reporting must indicate that date and that you tutored for 2 hours that day).
- It is not advisable for students to work more than a total of 20 hours per week. Additional guidelines apply to Federal Work Study positions. Please refer to the [Federal Work Study page](#) of the Harvard College Student Employment Office website for more information.
- You may only report hours for tutoring matches that have been assigned through the BSC. If a student asks you to be their tutor, please direct the student to the BSC so that the BSC can make the assignment official and thereby enable you to be paid for your work.
- Payment may not be able to be paid for hours that are reported more than 30 days past their occurrence. Please make sure to keep up with reporting your hours each week.
- You will not be paid for hours tutored before they were assigned and officially matched through the BSC.

Your tutee will receive an email each time you report the hours you tutored, which includes preparation time. If your tutee disputes the hours that you reported, your submission will be rejected, and you will not be paid until the discrepancy is resolved.

Group Tutoring

You may be offered the opportunity to tutor two or three students together as a small group. If you have questions about group tutoring, please reach out to a BSC Peer Tutoring Supervisor.

Pay

The College determines the rate of pay for BSC Peer Tutors. BSC Peer Tutors earn \$19 per hour. Peer tutors in the BSC Peer Tutor Fellows Program (PTFs) earn \$21 per hour. The pay rate for group tutoring is pro-rated depending on the size of the group. For each additional tutee (up to five tutees), the tutor is paid an additional \$2.50 per hour. Pay rate is determined by the actual number of tutees who attend a particular session. The policy on late cancellations and no-shows also applies to group tutoring (see below).

The College subsidizes the peer tutoring fees (including prep time fees) in order to make tutoring accessible to all students. While BSC Peer Tutors are paid \$19/hour (or \$21/hour for PTFs), students pay \$7/hour to receive peer tutoring. In addition, Financial Aid automatically reimburses the \$7 fee on a student's term bill **at the end of each semester** in proportion to the student's financial aid package. Please note, if a tutee is a graduate student, funding might be available for tutoring fees. Please direct the tutee to the BSC to explore this option.

All financial transactions for peer tutoring take place through the BSC. Peer tutors are not permitted to accept any kind of payment directly from a tutee. The peer tutor reports hours worked directly to the BSC. The BSC then charges the tutee's term bill, and pays the tutor.

BSC Peer Tutors may not request additional payment from their tutees to supplement the BSC's rate of pay.

A screen snapshot of a sample peer tutor timecard is below.

The screenshot shows a web-based 'Timecard Form'. At the top, there is a 'Date & Time of Meeting' field. Below that is a search bar labeled 'Search Active Tutees for This Tutor'. Underneath the search bar is a table with columns: Match, Course, No-Show, and Remove. The table currently displays 'No data available in table'. Below the table, it says 'Showing 0 to 0 of 0 entries'. The next section is 'Select Hours & Minutes Met', which contains three dropdown menus: 'Number of hours' (with a sub-label '- Hours Met -'), 'Plus Minutes Met' (with a sub-label '- Minutes Met -'), and 'Additional Prep Time' (with a sub-label '- Prep Time -'). At the bottom of the form is a 'Comments' text area and an orange 'submit' button.

Late Cancellations and No-Shows

You may report one hour if your tutee misses an appointment or cancels the appointment with less than 24 hours' notice. If a tutee is significantly late (15 minutes or more), you may charge for the full time of your meeting. For example, if you had planned to meet for one hour, but the tutee was 30 minutes late and you only met for 30 minutes, you may charge for the full hour. Please be sure that your tutee is aware that, per the BSC policy, you will charge them for this time.

Please confirm each tutoring meeting that you have scheduled, and do not assume that you will meet at the same time every week. You must have written proof of confirmation from your tutee with the specific date and location of the scheduled meeting in order to charge for a missed appointment. Unfortunately, the BSC will not be able to pay you for this hour unless you can provide the proof of confirmation.

24 Hours/48 Hours/10 Days Policy (New for 2018-19)

In recent years, the BSC has experienced an increase in peer tutoring demand and also an increase in the number of instances in which a peer tutor-tutee assignment is made but then the peer tutor and tutee never meet. The peer tutor sometimes feels a responsibility to the assigned tutee to remain available and so defers accepting new peer tutoring requests. The following policy has been put in place as of Fall 2018 to recognize peer tutoring as a limited and valuable community resource and to prioritize tutees who are currently ready and able to begin their peer tutoring:

- Peer tutors are required to contact their tutee(s) within 24 hours of receiving an email confirming the assignment.
- Tutees are required to respond to peer tutors within 48 hours of a peer tutor's contact.
- Peer tutor and tutee are required to have their first meeting within 10 days of the assignment. (We understand that scheduling can be a challenge, but we expect that a meeting will take place within a 10-day period unless there are extenuating circumstances that prevent a timely meeting.)

If the tutee does not respond to the peer tutor within 48 hours, and/or if the tutee does not commit to a scheduled meeting with their peer tutor in the near future, then the peer tutor, per the BSC policy, can cancel the assignment. (The peer tutor is not required to cancel the assignment but is encouraged to prioritize being available to tutees who are currently ready and able to participate in peer tutoring.) After an assignment is canceled, the tutee is welcome to submit a new peer tutoring request once they are ready and available to meet with a peer tutor.

We ask that when peer tutors cancel an assignment, they notify the BSC -- by emailing bsctutor@bsc.harvard.edu, by calling 617-495-2581, or stopping by the office at 5 Linden Street -- so that the BSC is aware of the reason an assignment was cancelled (the current version of the tutoring portal doesn't automatically register that specific information). The BSC can then also reach out to the tutees to check in with them.

Preparation Time

By advance mutual agreement between a peer tutor and a tutee, a tutor may also report up to **30 minutes** of preparation time per session. Peer tutors must request permission *each time* they plan to use preparation time. In the automatic email a tutee receives each Sunday containing the peer tutor's reported hours, the email will also indicate which portion of the peer tutor's time is being charged as preparation time, if any. Please note that the cost of preparation time to the tutee is subsidized along with the other tutoring fees.

If you anticipate needing to spend more than thirty minutes preparing for most tutoring sessions for a course, then the BSC suggests you speak with one of the BSC Peer Tutoring Program supervisors to explore whether or not to tutor for this course. The BSC will not be able to compensate peer tutors for prep time over 30 minutes if you have not received prior permission from the BSC.

Suggestions and considerations for prep time:

- Solicit information from your tutees about their questions and ask them to share course materials that you might need (if you don't already have Canvas access). This advance information might help to direct your preparation and spare unnecessary review. If you do not have Canvas access for the course (the BSC pre-arranges Canvas access for some courses), please contact the BSC, and the BSC will make the request to the course.
- Prepare with an eye towards the necessary material to help a student understand the key concepts rather than towards 100% comprehension.
- Try to remind yourself that the expectation isn't that you'd know everything, but that you'd be able to guide the student toward finding the right approach. This might mean that you'll be doing some work together, e.g., looking something up in the lecture notes together or online. In this way, you'd be helping model for the student the way to approach learning independently in the class. To use a BSC phrase, you'd be helping them to "build their inner peer tutor" so that they can learn to learn, and then can perform more effectively in situations without a peer tutor, e.g., on an exam.
- If you'd like to prepare or consult with a fellow peer tutor for that course, please contact the BSC so that we can make those arrangements.

Please speak with a BSC Peer Tutoring Program supervisor if you have questions about the best ways to make use of your preparation time.

Tutees' Responsibilities

The BSC recommends that tutees complete the BSC's online training module for tutees. The module explains the peer tutoring fees, guidelines, policies, and suggestions for how to make good use of peer tutoring. For their own information, peer tutors may access this module on their dashboard in tutoring.fas.harvard.edu; it's not required for peer tutors to complete that training.

The Tutoring Process

What are some tips from experienced peer tutors about how to be a good tutor?

In the first meeting, have a conversation with your tutee to help set the stage for a good working relationship. Take a bit of time to get to know each other and to set expectations about tutoring:

- Introduce yourself. Say something about your academic interests and ask your tutee about their academic interests. It's good to start off with their strengths before you jump into their difficulties or questions.
- Ask your tutees what they would like help with and what they hope for from tutoring (e.g., help with problem sets, practice using new vocabulary, particular concepts, etc.). Talk with them about how they can make the best use of your tutoring hours – e.g. try to start a problem set before the meeting with you, or look over the reading first and come in with questions.
- Explain the nature of the work that you'll be doing together, e.g., that you'll be helping to guide them not giving answers, that you don't have access to the answers, and that, per the BSC policy, you can't proofread or check answers.
- Describe anything relevant about your own teaching/learning style and encourage tutees to let you know when you have not been clear or when they need something explained in a different way.
- Be sure you both understand how your hours together will get reported and billed.
- Review the BSC policy prohibiting tutoring through electronic communications so that the tutee will not expect that you'll answer questions or tutor via email or other electronic means.

Additional approaches and things to keep in mind:

- Perfection is not a prerequisite for peer tutoring. One of the best learning experiences for a tutee might be simply to listen to you think aloud as you struggle with a difficult problem.
- One particularly effective technique is having your tutees explain to you, in their own words, the material you are reviewing so that you both get a better sense of where to concentrate your efforts once you notice exactly where the tutee gets confused or has questions.
- One strategy to encourage the tutee to take charge of their own learning is to have the tutee, rather than you, be the one who is doing all the writing (equations, diagrams, etc.). An additional benefit of this strategy is that it helps ensure that all written work is the tutee's.
- You might need to explain material in different ways to adapt to different tutees' learning styles. Some students learn best, for example, when they see/read the material, others when they hear the material, still others when they manipulate the material such as by making a diagram, and

still others when they speak the material back to someone. A conversation about the tutee's preferred learning styles might make for a more productive tutoring experience.

- Use questions as a way to guide your tutee and help your tutee to become more adept at tackling the material. Questions can help the two of you trace the original source of confusion and also to help the tutee develop skills to use questions to work through the material, e.g., what is the problem asking? What do I know? What did the course cover that relates to this material? What would my tutor ask me about this material?
- With any of these suggestions, you'll want to be sensitive to the particular relationship and the specific needs of your tutee. Often, the more you tutor, the more questions you might have about how to go about it. The BSC Peer Tutoring Program supervisors are available to speak with you about your peer tutoring experience.

What if my tutee needs more help than I can provide?

One of the challenges of being a peer tutor is to know your own limits and also to be aware of the other Harvard resources available to your tutees. As you and your tutee get to know one another, it may become clear that your tutee needs help beyond what you can provide.

If your tutee requires more hours of peer tutoring than you have available, please encourage them to request a second peer tutor. Students are permitted to have more than one peer tutor for a course, and this is not an uncommon situation if the tutee's needs exceed the peer tutor's availability.

If your tutee needs help with study strategies, writing, English language instruction, financial assistance, or personal counseling, your role is to help your tutee connect with the appropriate university resources. You can speak with the BSC staff about these resources.

What if my tutee seeks my help by email or some other electronic medium?

Peer tutoring is expected to take place in person, rather than electronically (e.g., via email, video chat, or social networks). Exceptions may be allowed in very select situations, only after consultation with the BSC's Peer Tutoring Program supervisors. In general, peer tutors should not engage in the work of tutoring (answering questions, discussing course materials or ideas, etc.) electronically. The use of electronic communications are certainly appropriate for scheduling and logistical issues, but not for peer tutoring.

Some of the reasons for not allowing electronic peer tutoring include:

- Keeping track of tutoring hours can be complicated and unwieldy - and a source of misunderstanding about what constitutes "billable" tutoring time.
- The potential for plagiarism (whether intentional or unintentional) increases when the tutor provides content in a format that can easily be cut and pasted.
- It's difficult to maintain boundaries on tutor availability once the door to electronic communications is opened. The BSC's Peer Tutoring Program does not expect peer tutors to be available 24/7 via electronic means, even for "quick questions."
- The BSC's Peer Tutoring Program is private in accordance with FERPA and College policies, and electronic media are not private.
- Effective peer tutoring requires close attention to nonverbal cues; this kind of awareness is difficult to achieve using electronic media.

Some rules of thumb to help you think about how to respond to a tutee's request for electronic communications:

- If more than 5 minutes of your time will be needed to do justice to the tutee's request/question, you should have a face-to-face communication, not an electronic one. You need to communicate this to your tutee.
- Consider whether the request/question is better handled at this juncture by the course staff (e.g., if the tutee asks you whether an answer is correct or asks you to check the problem set).

What if it's not working out so well?

Whatever the reason, if a particular tutoring situation is not working out, please let us know as soon as possible so we can advise you and/or assign a new peer tutor.

Academic Integrity

As a peer tutor, you must be especially vigilant about issues of academic integrity. All coursework the tutee produces and turns in must be the tutee's own work. All peer tutors are expected to abide by the guidelines outlined in this handbook. In addition, tutors and tutees are expected to abide by the College's policies on academic integrity as outlined in the rules on academic dishonesty in the Handbook for Students and in Harvard College's Honor Code.

Here are some particular points about academic integrity to remember when tutoring:

- The pen, keyboard, screen, and paper being used in a tutoring session should be the tutee's, and the tutee should be the only person using these instruments. In addition to being a good pedagogical strategy, this practice will help to ensure that you are not, for example, inadvertently writing the tutee's code or solving the tutee's problem set. Your role is to help the tutee to do these things, not to do them yourself. From a teaching/learning perspective, the more tutees do on their own, the more they will learn. Tutoring is often about building the tutee's independence in learning.
- While all students need to be aware of the collaboration policies and guidelines for their particular courses, remember that tutoring should never be a collaboration. A tutor and tutee work together on the process of learning, approaches to the material, and identifying where and why the tutee is stuck or confused. The product of tutoring, for example, a problem set or code, needs to be solely the work of the tutee.
- BSC Peer Tutors are not permitted to have access to the solutions to problem sets or answer keys.
- BSC Peer Tutors are prohibited from helping students with take home exams.
- BSC Peer Tutors are not permitted to help students with applications.
- BSC Peer Tutors are not permitted to edit or proofread assignments. This restriction includes language peer tutoring; language peer tutors are not permitted to proofread or edit written assignments.

- Peer tutors are permitted to tutor students using the actual problem set. However, as indicated above, all the work needs to be the tutee's. Some good approaches to working with tutees on problem sets, and other kinds of material, to avoid difficulties or violations of rules as well as in the interest of good pedagogy, include:
 - Set expectations at the very beginning of your tutoring relationship about the kind of work that you'll be doing together, e.g., helping with concepts, offering guiding questions and pointers, and helping them to keep in mind the restrictions on checking answers or providing answers. If the stage is set early about the nature of the work, the tutoring will often proceed more smoothly.
 - Use questions to guide the tutee, such as, what do you think this question is asking? Which concept is behind this question? What might be the next step here? What do you already know about this topic? How about if we look back at the lecture notes from this day to see what they say?
 - Help them look something up online. Sometimes the tutee hasn't yet made use (or effective use) of these resources and the peer tutor can help guide them.
 - Sometimes tutees will ask peer tutors to "check" their problem set. Since BSC Peer Tutors are not permitted to have the solutions to the problem set and therefore don't know for sure whether something is correct, the best approach in these situations is to remind the tutee that peer tutors don't have access to the solutions and to refer students to the course's office hours or to other students in the course if they want to check or compare their answers.
- Assume that it is never all right to share your own work with a tutee (such as a paper you have written, a problem set you have completed, or your computer code). If you share your work with a tutee, you run a real risk of violating the course rules, as well as the risk of providing your tutee with material they might intentionally or unintentionally plagiarize. Some alternatives to sharing your work with a tutee include:
 - See if there are sample papers, extra problem sets, answer sheets, etc., provided by the current course that you and your tutee can use in your tutoring sessions.

- If you have prior course material which you think could be useful for your tutoring meetings, e.g., practice problems which don't show your own work or an exam guide, you must obtain permission to use these materials. Please contact the BSC and the BSC will make this request to the course.
- Speak with a BSC Peer Tutoring Program supervisor if you are unsure of how to approach a request from your tutee.

Other Restrictions

- BSC Peer Tutors are not permitted to offer their tutoring services to their tutees for no fee. If students wish to voluntarily help fellow Harvard students, they're welcome to do so outside the structure of the BSC's Peer Tutoring Program.
- Since the College rules require written permission from the Dean of the College to offer tutoring services by an undergraduate to another undergraduate, undergraduates are not permitted to offer tutoring as part of a fundraiser or a community function without written permission from the Dean of the College. BSC Peer Tutors are free to serve in other peer academic support contexts, such as, working as a Peer Study Leader, course assistant (unless they're tutoring for the same course in which case permission to tutor is required), or volunteering in a House study night, but may not self-identify as a BSC Peer Tutor in these contexts in any way that might indicate BSC-sponsorship of that activity.

Consultation

This handbook can only begin to address the nuances, challenges, and interesting developments you will encounter during your tutoring experience. For any kind of teaching or tutoring, ongoing reflection and discussion are recommended and valuable tools for producing the greatest benefit.

Consulting with Other Peer Tutors

The BSC encourages tutors to speak with other peer tutors about approaches to tutoring. If you would like to speak with a fellow peer tutor, please contact the BSC and we'll readily put you in touch with another peer tutor.

Topics of consultation might include:

- Where are some good locations to meet my tutee?

- What's it like to tutor in ___ course?
- What's a good approach to take with a tutee when the tutee hasn't begun the problem set before the tutoring meeting?
- Reviewing some material together to prepare for tutoring.

As a reminder, when you speak with other peer tutors, all privacy rules continue to apply. Please take care to refrain from disclosing any identifying information about your tutee.

If you are concerned about your tutee, consultation with a BSC Peer Tutoring Program supervisor is the appropriate choice rather than another tutor. See below for information on BSC consultations.

Consulting with the BSC

The BSC is always eager to hear from peer tutors about their questions and discoveries. Both tutors and tutees are encouraged to reach out to the BSC as needed, either individually or as a tutor/tutee pair.

Good times to consult with a BSC Peer Tutoring Program supervisor include:

- When you are concerned about a tutee who you sense is depressed, anxious, angry, or troubled to an extent that they are unable to engage productively in the tutoring.
- When you are feeling uncomfortable about pressure being put on you by a tutee, for example to share your notes, give answers, or to meet more often than you can.
- When you feel stuck and unsure how to be of help to a tutee.
- When you would like to learn more about teaching strategies.
- When you need any kind of support around your tutoring.

Please consider the BSC a primary resource for any dilemmas, questions, or thoughts about your tutoring experience.