Recommendations

Top Priority

Work to Change Campus Attitudes about Tutoring. We should develop messages to students (and faculty and staff) that indicates that tutoring is for everyone, regardless of ability. Students should understand that it is appropriate to seek out support for learning. Most important, they should understand that getting support from tutors is “what we do at CSU.” We might consider tying this message into our land-grant, egalitarian mission and heritage. Part of the effort might include increasing faculty and staff awareness of tutoring resources on campus with the goal of seeing more discussion of tutoring in classes and listing of tutoring resources on course syllabi.

Create a Tutoring Advisory Board. Members would be drawn from across the University, with attention paid to inclusion of key programs and campus leaders.

Identify Faculty and Staff Who Could Serve as College-Level Tutoring Coordinators. These individuals might serve on the Advisory Board. They might function in a manner similar to the Key Advisors.

Compensate Faculty and Staff for Supporting Tutoring. Develop strategies for compensating faculty and staff contributions to tutoring in ways that do not necessarily include salary support. Consider:

- Recognizing support for tutoring in annual, tenure, and promotion reviews.
- Providing support for development of expertise in this area (e.g., travel to conferences, professional development initiatives at CSU).

Develop a Tutor Certification Program. This could draw elements from the Graduate Teaching Certification Program, the CRLA program run through the Academic Advancement Center and TILT Learning Programs, and the REAL certification program offered by SLiCE. Certified tutors who are students or alumni might be listed on the Tutoring@CSU Web site. If we are to certify others (including perhaps alumni), we should consult with Office of General Counsel.

Develop the Tutoring@CSU Web site. This site would be a collaborative effort run on the TILT server. It would:

- Provide comprehensive information about CSU-endorsed tutoring programs and resources.
- Allow students to search for appropriate programs and resources for their needs.
- Allow CSU-certified tutors to provide information about their areas of expertise, teaching and tutoring experience, and tutoring philosophy.
- Allow students to search for CSU-certified tutors.
- Allow students to provide feedback on their tutoring experiences.
- Provide resources (guides, tips, videos, checklists) that help students learn how to benefit from tutoring.
- Provide resources that help tutors learn more about tutoring, teaching, and learning.
• Provide resources about designing, operating, and assessing tutoring programs.

**Identify Classes and Groups that would Benefit from Tutoring.** Continue efforts, for example, that have led to a doubling of participants in TILT’s Arts and Sciences Tutoring over the past year and explore funding mechanisms for supporting these efforts. These efforts include adding new courses to tutoring, working with instructors to help them understand the benefits of the program, and encouraging instructors to publicize tutoring services in their course materials and class discussions.

**Expand the TILT Study Groups Initiative.** The program is supporting roughly 250 students per semester and its evaluations indicate that it is having a positive effect. The success of this program (which drew roughly 2500 visits from students over the past year) is helping to change attitudes toward tutoring on campus. Liberal Arts tutors, for example, have mentioned that the name “study groups” is less intimidating than the word “tutoring.” If so, the study groups could serve as an introduction to other tutoring opportunities on campus.

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**Second Priority**

**Obtain Long-term Funding for University-wide Tutoring Activities.** These funds might be housed in the Learning Programs at TILT and could be used to support central tutoring activities. They could also be used to support programs within colleges and departments. Sources might include base funding for various tutoring operations across campus, student fees, and endowments.

**Obtain Additional Funding for Tutoring Programs.** Explore two options for funding tutors. (1) Link financial aid to tutoring. Students who sign up to be tutors might receive scholarships or merit workstudy funds. (2) Provide course credit for tutoring (e.g., the 384 or 484 Supervised College Teaching series in many programs)

**Disciplinary Mentoring.** Work with the colleges to set up mentoring programs for students in specific disciplines. These mentoring programs would focus on helping students learn how to study in their field. College of Business and College of Natural Sciences have started programs like this.

**Recognize Exceptional Tutors.** Create a “Tutor of the Year” award (by college or department or University-wide).

**Explore Online Tutoring Services.** This might be of use as we expand our offerings of distance and blended courses. It might also be of use to students who find it difficult to match their schedules with those of our tutors.