



THE UNIVERSITY OF
MEMPHIS



Center for Athletic Academic Services

ACADEMIC MENTOR MANUAL



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CAAS INFORMATION

Introduction

The Center for Athletic Academic Services (CAAS) provides academic support programs to enhance the learning and academic performance of student-athletes. Academic counseling, study hall, tutoring, academic mentoring, and orientation programs aid student-athletes in reaching academic success.

Tutors and academic mentors are available to all student-athletes at the University of Memphis through CAAS, and are valuable tools in achieving academic success for many. Tutors are available in most subject areas and work both in group and one-on-one sessions. Academic mentors provide general academic guidance for at-risk student-athletes and work primarily in small group sessions.

As a tutor or academic mentor, you have an opportunity to assist student-athletes in achieving their academic goals. Communication between CAAS staff and yourself is extremely vital to ensure that the best possible academic support is provided to each student-athlete.

Please keep this manual accessible during your employment with CAAS. This manual is meant to be a comprehensive guide as an employee for CAAS.

Welcome to our team!

Bob Baker, Director

CENTER FOR ATHLETIC ACADEMIC SERVICES (CAAS)

Mission Statement

The University of Memphis's Center for Athletic Academic Services (CAAS) was established in order to provide academic support services for student-athletes. The mission of the center is to provide the necessary support services for UM student-athletes to be successful in the classroom, to pursue an undergraduate degree while competing as a student-athlete, to be challenged to compete at the highest level in all they do (academically, pre-professionally, socially) and to ultimately become high achievers in life.

CAAS full-time staff consists of: Director, Associate Director, six Athletic Academic Counselors, a Learning Specialist, and a PAWS Coordinator. CAAS is also assisted by graduate assistants, interns, tutors, academic mentors, and student workers. CAAS is currently housed in Wilder Tower on campus. The entire sixth and seventh floors, a total of 8,000 square feet, have been designated for CAAS's use and have the capacity for 33 student computer stations, 15 offices, and several study tables.

CAAS SERVICES OFFERED TO STUDENT-ATHLETES:

- **Academic Advising** ~ Semester schedules, degree plans and major selection
- **Academic Awards** ~ Nomination and promotion of all academic awards
- **Academic Counseling** ~ Academic advice to assist student-athletes with specific courses
- **Academic Monitoring** ~ Grade checks via calls, e-mails, or grade reports from professors
- **Career Development** ~ Match desired careers with major, prepare for life after University of Memphis
- **Disability Services** ~ Coordinate academic program with Academic Counselor, Learning Specialist, and Disability Resources for Students, located in 110 Wilder Tower
- **Exhausted Eligibility** ~ Program to assist former athletes with completing their degree
- **Academic Mentoring** ~ Via counselor or assigned academic mentor—academic skills for classroom success
- **Objective Study Hall** ~ Proactive monitoring for students attending study hall
- **Orientation** ~ Program for NEW freshmen and transfers
- **Personal Counseling** ~ On limited basis, to assist with daily stress and life as a student-athlete
- **Tutoring** ~ As assigned by center, offer additional teaching or study skills
- **Weekly Meetings** ~ Weekly academic session with new freshmen and transfers



Center for Athletic Academic Services

Staff Directory

Bob Baker, Director <i>Soccer -M</i>	678-3467	Rm. 612
Kristin Williams, Associate Director <i>Prospective Student-Athletes</i> <i>Basketball -M</i>	678-3466	Rm. 707
Bridget Vanlandeghem, Assistant Director <i>Baseball</i> <i>Golf - M/W</i> <i>Tennis-W</i> <i>Volleyball</i> <i>Rifle -Mixed</i>	678-3309	Rm. 607
Lauren Hillman, Academic Counselor <i>Football- Offense, Special Teams</i>	678-4467	Rm. 702
Ashlesha Lokhande, Academic Counselor <i>Football-Defense</i>	678-3982	Rm. 704
Jordan Monty, Academic Counselor <i>Men & Women's Track & Field/Cross Country</i> <i>Tutor Coordinator</i>	678-5586	Rm. 602
Meghan Pfeiffer, Academic Counselor <i>Basketball -W</i> <i>Soccer -W</i> <i>Softball</i> <i>Tennis-M</i>	678-2447	Rm. 604
Cornell Sneed, PAWS Coordinator <i>Soccer-M</i>	678-2738	Rm. 713
Jensen Harlow, Learning Specialist <i>Academic Mentor Coordinator</i>	678-3064	Rm. 711
Interns		
Kristina Alexander	678-2918	Rm. 609
Eileen Hatfield	678-2918	Rm. 609
Lauren Hope	678-2707	Rm. 709
Casey Patterson	678-2707	Rm. 709
Graduate Assistants		
Triscilla Johnson		
Andrea Wensits		
CAAS Fax Number	678-4695	



CAAS Staff Contacts

- **Tutor Coordinator –Jordan Monty**
 - Reviews tutor paperwork submitted from prospective tutors.
 - Email/phone communications concerning scheduling and announcements.
 - Coordinate and communicate appointments with counselors and tutors.
 - Responsible for tutor employment policies and procedures.
 - Provides Tutor Training.
- **Academic Mentor Coordinator – Jensen Harlow**
 - Reviews paperwork from prospective academic mentors.
 - Responsible for academic mentor employment policies and procedures.
 - Provides Academic Mentor Training.
 - Coordinate and communicate appointments with counselors and academic mentors.
- **Academic Counselors –Kristin, Bridget, Lauren, Ash, Jordan, Meghan, Cornell**
 - Meet with students and have them complete academic support request forms—discuss the expectations of the sessions in terms of preparation and attendance.
 - Meet with student and tutor/academic mentor at initial tutoring/academic mentoring appointments (especially for NEW students).
- **Learning Specialist – Jensen Harlow**
 - Coordinates services for students with Learning Disabilities/ADHD through Disability Resources for Students
 - Assists specific academically at-risk student-athletes
 - Provides Tutor and Academic Mentor Training.

POLICIES & PROCEDURES

Tutoring and academic mentoring are very important services provided by CAAS and can be an invaluable resource for student-athletes. Academic support will not and does not replace the student-athlete's responsibility to attend class and study on his/her own. Tutoring and academic mentoring provides supplemental help for student-athletes. Academic support staff feedback throughout the semester is VERY important to our office so that we can promptly and efficiently monitor the academic progress of our student-athletes. In order to ensure success with the tutoring and academic mentoring programs, the following policies must be followed:

- Support staff members are expected to behave in a forthright and professional manner.
- Unethical behavior will not be tolerated. Support staff should set an example and adhere to the principles of academic integrity and honesty.
- Any pertinent information regarding the student-athlete's progress or conduct should be reported immediately.
- Support staff must adhere to CAAS rules regarding confidentiality and communication.
- Personal relationships between academic support staff and student-athletes are prohibited. Support staff should not associate on a personal basis with the student-athletes they tutor and/or mentor.
- Support staff members are expected to meet all scheduled appointments and adhere to CAAS rules concerning tardiness and cancellations.



TUTORING AND ACADEMIC MENTORING PROCEDURES

- All tutoring and academic mentoring requests must be initiated by the student-athlete. The student-athlete will inform their academic counselor of the request; the request will

then be forwarded to the academic support coordinators. Requests must be submitted at least a week before help is needed.

- Upon receipt of the request, one of the academic support coordinators will pair the student-athlete with a tutor/academic mentor, prepare schedules to include appointments for each academic support staff member, and forward the scheduled appointments to the appropriate academic counselor.
- Support staff will be informed by tutor or academic mentor coordinator via University of Memphis email if there are any changes to their schedule of appointments.
- Once appointments are scheduled, student-athletes and academic support staff are expected to meet all scheduled sessions. If a student-athlete is a “No-Show”, the tutor or academic mentor must let one of the academic support coordinators and/or academic counselor know on the same day the session is missed by reporting in the AthleteHall session comments.
- Academic staff must inform the tutor or academic mentor coordinator of any cancellations prior to the scheduled appointment. Problems with absenteeism or tardiness can lead to termination of employment with CAAS.
- Tutoring sessions, study groups, and academic mentoring will take place during normal study hall hours **(Sun 6:00pm to 9:00pm, MTWR 8:00am to 9:00pm, F 8:00am to 4:30pm)** unless other instructions are given.
- Sessions should be conducted in CAAS approved facilities only (6th and 7th floor of Wilder Tower). Only when permission has been given in advance by a CAAS staff member can tutoring/academic mentoring sessions be held in another public campus locale (Library, Computer Lab).



Expectations of Academic Support Staff

COMMUNICATION SKILLS. Support staff should speak clearly and in a manner that is easy to understand. It may be necessary to use a variety of ways to explain course materials. Staff members should speak on a level that the student-athletes will comprehend, but they should not “talk down” to the students.

KNOWLEDGE OF SUBJECT AREA. Tutors should know the material that they are tutoring. If the material becomes beyond the ability of the tutor, then he/ she should

contact the tutor coordinator immediately so that more appropriate assignments can be made. Academic mentors are expected to have a general understanding of the subject area.

STUDY SKILLS. Support staff should have an awareness of potential problems in the areas of time management, writing, reading, organization, test anxiety, and stress management. These problems should be reported to an academic support coordinator so referrals may be made if necessary.

MOTIVATION. Support staff should be motivated and should model motivation for the student-athletes with whom they work. Staff members should show that academics can be exciting when goals are set and accomplished.

SUPPORT. Support staff should always be supportive of the student-athletes with whom they work and should never make them feel weak for seeking help. Expressing a need for help can feel very threatening for a student. If a student deserves a pat on the back or a word of encouragement, give him/her one. If a student fails, help him/her recognize his/her weaknesses and come up with solutions for improvement in future similar situations. Tutors and academic mentors should help the student find the positive side of a situation.

FEEDBACK. Support staff are expected to maintain contact with the CAAS staff to be sure that everyone is working together effectively for the benefit of the student-athlete. Successes and failures of the students should be reported to their academic counselor. Any pertinent information regarding the student (i.e., grades, attendance, improper behavior, etc.) must be communicated in a timely manner so the academic counselor can address problems immediately.

RESPONSIBILITY. Support staff are expected to be responsible *to* the students with whom they work but not *for* the students. Responsibility includes being on time and keeping appointments with the students. Remember, each student is responsible for his/her personal academic success or failure. **It is the responsibility of the academic support staff to keep the session focused and on track.**



Expectations (cont.)

ROLE MODELING. Support staff should approach academics in a way that can be modeled by the students. Staff members are in a position to have a significant influence on the students' behaviors.

EMPOWERMENT. Support staff should work with the students in a way that does not make the students dependent on the tutor and/or academic mentor. Students should be empowered to find ways to help themselves and to seek additional assistance when needed.

TEAM WORK. Support staff should work with each other and with the CAAS staff. Academic support staff members should develop a positive rapport with

other tutors, academic mentors, and the CAAS staff. As a team, all members should feel comfortable going to each other for information or guidance.

UNDERSTANDING. Support staff should understand the special needs of student-athletes. It is helpful to find out what a typical day is like for the student-athletes with whom you will be working; however, staff members should not make excuses for or accept excuses from student-athletes. Students are expected to acknowledge their needs and find appropriate ways to compensate for them. Tutors and academic mentors should be accepting of the student and his/her needs without being condescending.

INTEREST. Support staff should show a genuine interest in the well-being and academic success of the students with whom they work. Tutors and academic mentors should listen to what the student has to say. The academic needs of a student sometimes cannot be met until a more pressing issue is resolved.

ORGANIZATION. Support staff should be well organized and should help students develop organizational skills.



Tutoring Program
Student-Athlete Responsibilities

Tutor requests will only be granted if a student-athlete agrees to abide by ALL the responsibilities listed below.

- ☐ Tutoring requests must be discussed thoroughly with your academic counselor at least ONE week before desired session; creating an appointment can take up to one week to schedule.
- ☐ **It is the responsibility of the student-athlete to come prepared to a tutor session with specific questions and/or material to be reviewed. NO HOMEWORK IS TO BE WORKED ON/COMPLETED DURING TUTORING APPOINTMENTS.**
- ☐ **BE ON TIME.**
- ☐ It is the student-athlete's responsibility to call CAAS to cancel an appointment at least 3 hours prior to the scheduled meeting time.
- ☐ Missing appointments due to reasons other than personal emergency, illness, or team travel without prior notice constitutes a "NO SHOW".

- ☐ **Two “NO SHOWS” are grounds for losing tutoring privileges.**
- ☐ ~~When contacted by a member of the CAAS staff, student athletes must call back ASAP.~~

- ☐ Dating or any type of intimate relationship between a student-athlete and tutor is unacceptable.
- ☐ Communication between student-athletes and tutors is NOT ALLOWED outside of the set appointment, (i.e. phone calls, texting, emailing, etc.)
- ☐ Tutoring will not and does not replace the student-athlete’s responsibility to attend class and study on his/her own.
- ☐ **Under no circumstances is a tutor allowed to do the student-athlete’s work, including but not limited to typing or writing a paper for a student-athlete.**
- ☐ A tutor is not permitted to speak to a professor or coach regarding a student-athlete.
- ☐ **CELL PHONES may NOT be used during tutor sessions; please turn them OFF.**

CAAS reserves the right to suspend or deny a student-athlete’s tutor privileges based on the failure to comply with any of the above statements or for any behavior deemed inappropriate and/or harassing toward a tutor or member of the CAAS staff.

Please check off all boxes acknowledging that you have read and understand each statement. By signing below, you agree to abide by the above responsibilities.

Full Name (*Print*) _____ Sport _____

Signature _____ Date _____



Employee Compensation

- If a support staff member misses a scheduled appointment without notice, one hour of pay will be deducted from their paycheck. After 2 missed appointments, the staff member will be dismissed from CAAS. If a condition arises which necessitates being late or absent for a scheduled session, the staff member must call the academic support coordinator prior to the scheduled session.
- Undergraduate students are paid \$8/hour; Graduate students are paid \$10/hour.
- Support staff are typically paid bi-weekly, on the middle and last day of each month.
- Web time MUST be reported in **MyMemphis** by the **Thursday** before the last day of the pay period. Failure to submit web time by the deadline will result in a loss of pay for that pay period.

- When in the center, all support staff must be logged into AthleteHall. Support staff must log into the system at the front desk of floor 6 or 7 before beginning a session and be sure to log out when leaving. Web time will be cross-checked with AthleteHall; they must match in order to be paid.
- Support staff cannot be guaranteed a set amount of hours. Weekly hours can vary by staff member and can change from week to week, depending on student-athlete demand and travel schedules.



Employee Time Entry

The following steps describe how to record hours worked and submit your time sheet for approval.

Step1: See the academic mentor coordinator to fill out contract application paperwork in order to receive a timesheet on MyMemphis.

Step2: Log into the MyMemphis and select the Employee tab.

Step 3: Locate the Time/Leave Reporting channel in the upper left corner. Click on the “**Click here to access your time sheet (bi-weekly)**” link.

Step 4: Select the appropriate time sheet. Select the radio button in the **My Choice** column for the position for which you want to report time. Click on the dropdown box in the column under **Pay Period and Status** to locate the time sheet for the appropriate pay period. Click on the **Time Sheet** button to open the time sheet after selecting.

Step 5: Enter time.

Once you open your time sheet, even if you do not make any entries, its status changes from “**Not Started**” to “**In Progress**”. Once you start your time sheet,

only you can complete and submit it for approval. You may access your time sheet as many times as you like during the pay period; all time does not have to be entered at once; however, once you have submitted your time sheet for approval you cannot make any changes.

Step 6: Submit your time sheet.

It is recommended that you click on the **Preview** button to review your entries before submitting your time for approval. If you have no corrections after previewing and are ready to submit your time, click on the button **Submit for Approval**. (**REMEMBER: Once you have submitted your time sheet for approval you cannot make changes. If you do need to make adjustments to your time, contact the academic mentor coordinator.**)

* All tutors and academic mentors are still required to sign into AthleteHall at the front desk of floor 6 or 7 before beginning a session. Also be sure to sign out when leaving. AthleteHall time must match the hours entered on Web Time Entry.



Biweekly Payroll Periods for Fiscal Year 2014-2015

Payroll Period	Time Sheet Due Date	Pay Date
2015		
December 27 - January 9	January-9	January-16
January 10 - January 23	January-23	January-30
January 24 - February 6	February-6	February-13
February 7 - February 20	February-20	February-27
February 21 - March 6	March-6	March-13
March 7 - March 20	March-20	March-27
March 21 - April 3	April-3	April-10
April 4 - April 17	April-17	April-24
April 18 - May 1	May-1	May-8
May 2 - May 15	May-15	May-29
May 16 - May 29	May-29	June-5
May 30 - June 12	June-12	June-19
**June 13 - June 26	June-25	July-2
**June 27 - July 10	July-10	July-17

7-12 min = .2 hour

13-18 min = .3 hour

19 - 24 minutes = .4 hour

25 - 30 minutes = .5 hour

31-36 min = .6 hour

37-42 min = .7 hour

43-48 min = .8 hour

49 - 54 minutes = .9 hour

55 - 60 minutes = 1.0 hour



Support Staff Evaluations

Evaluations are an important part of the overall improvement and development of any type of academic program and its staff. Academic support staff will be evaluated at least once during the school year. Sometimes these evaluations will be scheduled with the staff member ahead of time, while other times they may be conducted on a random basis.

The results of the evaluations are then used to assist CAAS in assessing the tutor and academic mentor programs as well as the effectiveness of the academic support staff. Areas of strengths and weakness are then addressed with the planning of the tutor and academic mentor program and in the training of individual support staff members.

The support staff evaluation consists of several components:

- Student-athletes' assigned tutors or mentors are asked to complete a survey about their experience.*
- Academic support staff members are asked to fill out a self-evaluation about their strengths and weaknesses as a tutor/academic mentor. This form also provides an opportunity for tutors/academic mentors to provide feedback on their experiences while working in CAAS.
- A CAAS staff member observes and evaluates the academic support staff during one of their tutor/academic mentor sessions.
- Student-athletes are asked to complete a survey about their experience with their assigned tutor and/or academic mentor.*

*Evaluation forms will be sent out electronically to all academic support staff members, as well as to the students working with a tutor/academic mentor.



Academic Mentor Self-Evaluation Form

Academic Mentor: _____ Date: _____

Please answer the questions below using the scale of 1-4.

Scale

- 1- Never
- 2- Sometimes
- 3- Almost Always
- 4- Always

1. I model the expectations/behaviors that I expect of my students (i.e. cell phone use, facebook, punctuality)

1 2 3 4

2. I am thorough during each of my sessions by reviewing each class, checking the weekly task list, checking student email and eCourseware, updating scoresheet, checking student notes, asking for class attendance, and sending counselor follow-up emails.

1 2 3 4

3. I regularly challenge my students to work on assignments/readings outside of study hall.

1 2 3 4

4. I hold my students accountable for missing class and/or not completing work on their own by communicating with academic counselor.

1 2 3 4

5. I regularly and promptly communicate with academic counselors any issues and/or concerns about my students.

1 2 3 4

6. I follow all the policies, procedures, and expectations set forth in training and by the academic mentor coordinator (i.e. professional conduct, filling out reports).

1 2 3 4

Take time to reflect about your job as an academic mentor and fill in the questions below

1. Please describe the areas of your job that you feel are your strengths.

2. Please describe areas of your job that you feel need improvement/growth.



Academic Mentor Session Observation Evaluation Form

Academic Mentor: _____

Observer: _____

Student: _____

Date and Time of Observation: _____

Describe the session:

Was the academic mentor following procedures? _____

Was the student engaged? _____

Was the session productive? _____

Describe use of strategies utilized by academic mentor during session:

Comments:



ETHICAL CONDUCT



Confidentiality and Communication

Academic support staff is required to maintain a strict policy of confidentiality. Communication is limited to CAAS, academic support staff are in constant communication with the academic counselors and the academic support coordinators.

- Academic support staff may discuss a student-athlete's academic performance only with the student-athlete or a member of the CAAS staff. Please do NOT discuss student's academic concerns with:

- Other students
 - People in your departments
 - Personal friends and family members
 - The media
 - Professors, instructors, or teaching assistants
 - Coaches
- Academic support staff is NOT permitted to speak with or schedule an appointment with a student's instructor for any reason. Speak to the student-athlete's academic counselor in CAAS if you feel an instructor should be contacted. All tutors and academic mentors should encourage student-athletes to have regular contact with each of his/her instructors.
 - The CAAS staff will send weekly updates to tutors and academic mentors via email. Each week the update is sent by 5:00 pm on Friday. Included in the emails are cancellations and schedule adjustments for the upcoming week, requests for information (paperwork/forms), and procedure and policy reminders. All academic support staff will be held responsible for the information contained in the emails.
 - Academic mentors are expected to communicate any academic issues or concerns on an ongoing basis via daily follow-up emails and/or in person in addition to the scheduled weekly meetings with the respective academic counselors. Scoresheets are to be updated **DAILY**.
 - All tutors are expected to use AthleteHall session reporting after each scheduled meeting. CAAS staff refers to the reports daily to monitor student-athlete progress. If there is ever a concern over what to enter into the notes section of Athletehall, **please speak to the tutor coordinator. DO NOT LEAVE THE NOTES SECTION BLANK.**
 - All cancellations must go through the CAAS staff. Once a tutor or academic mentor session has been cancelled, the CAAS staff member will then contact the student. If you must cancel a session the day of the meeting, please make sure that you actually speak with a CAAS staff member in person or over the phone.
 - **Always speak to a CAAS staff member with ANY questions or concerns.**



Academic Integrity

CAAS has several key expectations concerning Academic Support Staff and academic integrity. Questions or concerns over the following information should be discussed with the Support Coordinators immediately. Academic support staff who participate in acts of academic dishonesty are subject to immediate termination of employment by CAAS. Any inconsistency or problem that is questionable from the standpoint of academic integrity will be immediately turned over to the Associate Dean of Students for Judicial and Ethical Programs.

- Tutoring and academic mentoring do not replace the student's responsibility of attending class, taking notes, and studying on his/her own. Academic support is in

- Typing or doing work for any student-athlete will not be tolerated. In addition, support staff are not allowed to aid on graded assignments unless otherwise instructed by the student's counselor.
- Many students are enrolled in online courses or have online assignments throughout the semester. Some key points to remember:
 - All completion of such course work is the **student's responsibility**.
 - All work done on all assignments, papers, quizzes, and exams are to be done solely by the student.
 - Due to the nature of online courses, it is sometimes difficult for support staff to know a student is permitted to receive tutoring or guidance on an assignment. When in doubt, do not assist the student with the work and immediately contact his/her counselor with your concerns.
 - Please see Online Test Taking Strategies handout in Resources section.
- Turnitin.com is available for use in the center, which enables students to use Turnitin.com prior to submitting papers to their professors. CAAS strongly encourages students to submit papers to this website as a learning tool and as a means to avoid plagiarism. The CAAS Learning Specialist will assist in this process when desired.
- Academic support staff has a responsibility to report to a member of the CAAS staff if he/she is concerned that a student is not completing his/her own work. If there is suspicion that a student has plagiarized or plans to use another's work as his/her own, please contact the student's Academic Counselor immediately.
- Any incident of compromised academic integrity must be documented on the Academic Integrity Incident Report and submitted to the student-athlete's Academic



Counselor.

NCAA Regulations

This is a brief overview of the NCAA rules which can affect tutors. As an employee of CAAS any prior relationship that academic support staff members have with a student-athlete changes. If you do have an established relationship (which began prior to your employment with our department) with a student-athlete that you want to maintain, let us know so that we can document this relationship. This is necessary to avoid the possibility of NCAA violations in the future.

Academic Issues

The NCAA strictly prohibits any institutional staff member (e.g., coach, professor, tutor, teaching assistant, student manager, student trainer) from arranging for fraudulent academic credit for a student-athlete. This prohibition includes, but is not limited to, the following:

- ♦ Completing homework for a student-athlete.

- ◆ Typing or writing a paper and/or an assignment for a student-athlete.
- ◆ ~~Providing answers to homework or exams for a student-athlete~~
- ◆ Sitting in or taking notes and/or an exam for a student-athlete.

Responsibility to Report Incidents of Academic Fraud

It is the academic mentor's responsibility to report ALL incidents of academic fraud to CAAS. A tutor or academic mentor who has knowledge of a student-athlete not completing his/her own work or a student-athlete receiving improper assistance from another tutor, student, faculty or staff member must report that information to CAAS. Failure to do so can result in a termination of employment with CAAS.

Extra Benefits

The student-athlete shall not receive any extra benefits. The term "extra benefits" refers to any special arrangements by an institutional employee or representative of the institution's athletic interest to provide the student-athlete or his/her friends or family with a benefit not expressly authorized by NCAA legislation (see by-law 16.02.3.). Examples of non-permissible benefits include:

- ◆ Movie tickets, sporting event tickets, or other entertainment
- ◆ Dinners
- ◆ Use of car or providing transportation
- ◆ Providing or loaning of money
- ◆ Guarantee of bond or paying bail
- ◆ Signing or co-signing a note with an outside agency to arrange a loan
- ◆ Furniture/Household Items
- ◆ Gifts

The above list is just a sample of some of the more common benefits that are NOT permissible. Always check with a CAAS staff member if you are unsure about a situation or if you have questions about NCAA rules.

Specific Limitations (by-law 16.3.1.1.1)

An institution may provide the following support services subject to the specified limitations. (Revised: 5/9/06)

- (a) Use of institutionally owned computers and typewriters on a check-out and retrieval basis; however, typing/word processing/editing services or costs may not be provided, even if typed reports and other papers are a requirement of a course in which a student-athlete is enrolled; (Revised: 4/25/02 effective 8/1/02)
- (b) Use of copy machines, fax machines and the Internet, including related long-distance charge, provided the use is for purposes related to the completion of required academic course work; (Adopted: 4/25/02 effective 8/1/02)
- (c) Course supplies (e.g., calculators, art supplies, computer disks, subscriptions), provided such course supplies are required of all students in the course and specified in the institution's catalog or course syllabus or the course instructor indicates in writing that the supplies are required; (Adopted: 4/25/02 effective 8/1/02, Revised: 4/23/08)

- (d) Cost of a field trip, provided the field trip is required of all students in the course and the fee for such trips is specified in the institution's catalog, and

(e) Nonelectronic day planners. (Adopted: 4/27/00; Revised: 4/25/02 effective 8/1/02)



SUPPORT STAFF RESPONSIBILITIES

Academic support staff members are key contributors to the success of student-athletes. As a result, it is vital that support staff take this responsibility seriously throughout the entire semester.

- Employment with CAAS is a semester long commitment. Staff is required to work until their assigned students have completed their final exams. Consistency for any student is helpful when working through a difficult course.
- Once you receive your student assignments for the semester and begin working, you are accepting that schedule for the entire semester. If there are any issues with the schedule or you feel that you have been assigned too many students, **please contact one of the academic support coordinators immediately.** Changes to scheduling can be easily made at the beginning of the semester.
- For the most part, academic support staff members are students as well. While the CAAS staff understands the importance of your own education,

please make sure that you manage your time well so that it does not affect your commitment to CAAS

- The CAAS staff will make every effort to encourage student-athletes to engage in appropriate academic behaviors. Please remember that you can contribute as well. Always act as an appropriate role model by attending all meetings on time and coming to each session prepared.



EMPLOYEE CONFIDENTIALITY AGREEMENT

I, _____, understand that in my capacity as an employee at the University of Memphis whether as a full-time, part-time, work-study student or otherwise, I may have access to confidential and private records of other students, faculty and staff and/or pertaining to the university. This includes but is not limited to: grade information, class absence information, NCAA eligibility information or other personal/private student information. I understand that under federal law and university policy, student records are protected from disclosure to third parties unless pursuant to narrow exceptions and that other confidential records must not be disclosed.

I agree to maintain the confidentiality and privacy of all such records during and after my period(s) of employment at University of Memphis. I shall not, directly or indirectly, communicate to any person other than my supervisor, or an individual approved by my supervisor, any information concerning such records. I understand that any such disclosure may be grounds for termination, prohibition of future employment and/or for dismissal from University of Memphis.

Signature of Employee

Signature of Witness

Date



Academic Support Staff Contract

Please carefully read the contract requirements below. Failure to adhere to the contract may lead to termination of employment.

- I have received the CAAS Academic Support Staff Manual, participated in training, and I agree to abide by all guidelines.
- I will be present and punctual for all appointments. If any emergency arises, I will contact CAAS prior to the scheduled appointment time.
- I will be available to meet during my regularly scheduled appointments throughout the semester, including during Final Exams. I understand the inconvenience I could cause for the student-athlete and CAAS staff by terminating my employment prior to the end of the semester. Any commitment concerns should be discussed with one of the Academic Support Coordinators at the beginning of the semester.
- I agree to treat student-athletes with respect and maintain a friendly but professional relationship with them.
- I will help promote good academic standards and will be an example and proponent of academic integrity and honesty as set forth by the university.
- I will not engage in, knowingly conceal, nor promote cheating, plagiarizing, or any action that constitutes academic fraud.
- I will maintain the confidentiality of all student-athletes.
- I understand that academic support staff will NOT do work for student-athletes (this includes typing papers).
- I will be obligated to wait fifteen minutes for a session unless otherwise directed. If the student-athlete does not show after the elapsed time, I must report him or her as a "No Show" via AthleteHall on the same day the appointment was scheduled.
- I understand that I must complete AthleteHall comments at the end of the session in order to be paid for the session.
- I understand that my performance as an academic support staff member will be evaluated.
- I understand that my employment is determined on a per-semester basis.
- I will be responsible for submitting my Web Time Entry on the specified dates determined by CAAS.
- I agree to follow all current and future NCAA and University of Memphis regulations regarding my position as an academic support staff member.

I AGREE WITH AND UNDERSTAND THE REQUIREMENTS OF THIS CONTRACT.

Name _____

Signature _____ Date _____



Academic Integrity Incident Report

Student:

Sport:

Date/time in which incident allegedly occurred:

Location:

Course and Section:

Course Instructor:

Witnesses:

Type of alleged infraction (cheating, plagiarism, forgery, or falsification):

Student-athlete's report of incident to include possible reasons for the alleged infraction:

How CAAS staff member learned of alleged incident:

Does course instructor have knowledge of alleged incident?

What steps (if any) have been taken by course instructor?

How could this infraction have been prevented? (i.e., additional study halls, subject tutor, mentor, use of Turnitin.com, etc.)

CAAS Staff _____ Date of Report _____

CAAS Office:



ACADEMIC MENTOR STRATEGIES



A Guide to Academic Mentoring

Once Assigned an Academic Mentor...

- The student-athlete will be required to attend all sessions as assigned by CAAS staff and/or the academic mentor. Time with the academic mentor will count toward study hall hours.

- Academic mentors will be required to log all time and produce weekly/daily written reports on the progress of the student-athletes.
- Academic mentors will assist student-athletes by:
 - Monitoring and evaluating class notes;
 - Cross checking and proofreading all out-of-class assignments;
 - Developing an individualized weekly time management schedule for each student-athlete;
 - Quizzing the individual in preparation for examinations;
 - Assisting the student-athlete in the understanding of course material;
 - Developing a healthy working relationship with each student-athlete;
 - Demanding punctuality and responsibility from those being assisted;
 - Assisting the student-athlete with research and library skills when needed
 - Tracking progress toward set goals.

First Meeting

The first meeting between an academic mentor and a student-athlete is very important. It can set the tone for the entire semester. The initial meeting may take some time, but the benefits will be worth it. Academic mentors will receive a class schedule for each student-athlete assigned to them along with a schedule of meeting times. Academic mentors should direct the first meeting according to the guidelines discussed below.

- Introduce yourself.
- Take a positive and friendly approach.
- Find out what the student-athlete expects from you as an academic mentor.
- Let the student-athlete know what is expected from him/her.
- Set realistic goals for the semester.
- Define the student-athlete's needs. Ask open-ended questions.
- Discuss benefits from working together.
- Find out about class schedules, work-out/practice schedules, and other obligations of the student-athlete.
- Find out personal information (could include birthday, hometown, interests, siblings, etc.), but do not pry.
- Let the student-athlete know you are on his or her side.
- Set boundaries for the mentoring relationship.
- Discuss the student-athlete's academic history and strategies he or she has found to be successful in the past.
- Collect syllabi from the student-athlete and look over them together, making notes and writing down important dates. (Make sure to also scan and save a copy to the syllabi folder located on the O:Drive).
- Encourage the student-athlete to speak with his or her professors regularly.



CAAS WEEKLY MEETING CHECKLIST

Every Day:

- Check Student Email
- Check Student Notes
- Update Scoresheet
- Review all assignments
- Note any potential problems or tutoring needs

Week 1:

- Go over academic game plan/goals for semester
- For Spring: Review Fall semester; For Fall: Review Summer and/or Spring semester
- Review syllabi – Make sure student has all materials needed for classes (books, calculator, etc.)
- Create scoresheets
- Make sure student has binder. Help student organize
- Have student record all assignment/test dates in planner. Note any conflicts with travel.
- Make task list for upcoming assignments
- Assess general feeling of student towards upcoming semester

Week 2:

- Finalize and discuss scoresheets
- Make task list for upcoming assignments
- Make sure notebook is organized
- Examine notes for clarity and help correct any problems
- Review any upcoming assignments
- Get student set up with tutoring if necessary

Week 3:

- Make task list for upcoming assignments
- Compare lecture notes to reading notes
- Make sure student is prepared for any upcoming tests or papers
- Pay close attention to freshmen and how they are making the transition/adjustment to college life – use of planner or weekly planner in academic notebook

Week 4:

- Discuss test preparation techniques per student's respective courses
- Make task list for upcoming assignments



Week 5:

- Make task list for upcoming assignments

Week 6:

- Discuss academic advising—review career/major options that were prioritized at the completion of the fall semester via ACAD and weekly meetings
- Make task list for upcoming assignments

Week 7:

- Make task list for upcoming assignments

Week 8:

- Friday of this week is the last day to withdraw from full session courses
- Make sure holds have been taken care of
- Prepare for upcoming advising period
- Make task list for upcoming assignments

Week 9:

- Make task list for upcoming assignments

Week 10:

- Make sure student is up to date on all assignments
- Make task list for upcoming assignments

Week 11:

- Begin preparing student for finals
- Make 3 week plan for upcoming assignments and finals (week 12, 13, and 14 of semester)
- Make task list for upcoming assignments

Week 12/13:

- Make sure student has completed all assignments
- Make sure student knows when finals are
- Create finals schedule
- Make task list for upcoming assignments

Week 14:

- Exam week
- Check in with student during the week to address any concerns
- Arrange for tutoring if necessary



Learning Styles and Academic Strengths

When working with a student, it is important to remember that there are various ways to learn course material. No one method works for every student. Academic mentors and student-athletes should work together in order to figure out the best method for each individual and his/her respective courses.

Each student has an academic strength. An effective academic mentor will work with that strength in order to bring out a student's personal best. Individual strengths may not be obvious to a student; be aware of this and encourage your students in areas in which they excel.

Identifying Learning Styles and Academic Strengths:

- Speak with the student about their favorite subject or favorite class they have taken. If it is a subject, what do they like about the discipline? Do they like hands-on activities or reading/writing? If it was a particular class, what did they like about the course? What teaching methods did the professor use?
- Speak with the student's academic counselor about his/her past academic performance. Does the student need a structured environment to succeed? Are activities such as quizzes and worksheets beneficial to the student?
- Various assessment tools are available to students and academic support staff to help identify learning styles and strengths:
 - Learning Style Inventory – brief worksheet that identifies if a student is a visual, auditory, or kinesthetic learner. Accompanying handout identifies learning strategies that best fit each type of learner. Copies are available in Resources section of manual.
 - SuccessTypes Learning Style Inventory – focuses on the role of personality in affecting one's learning style. This is a shorter instrument which is based on the Myers-Briggs Type Indicator. Copies are available in Resources section of manual.



Techniques and Strategies

Flash Cards

Having student-athletes make and use flash cards during sessions can be a great teaching tool, particularly in subjects where a great deal of vocabulary must be learned. Academic support staff members have access to index cards to use during sessions. In the traditional use of flash cards, the word is placed on one side and the definition is on the other. A multi-sensory approach would go a step further. For example, on the side with the definition the student could also write a sentence relating the word to a personal story or idea, and/or the student could draw a picture representing the vocabulary word. Reinforce the student-athlete's use of the flash cards once they are made by quizzing them orally or by having the student place the cards all over a table and one by one going through the words, quizzing themselves. In addition, there are several apps for making electronic flashcards students can access using their phones. A list of these apps is available in the Resources section of manual.

Paraphrase

To paraphrase is to put the student-athlete's responses into other words, to show them that you have understood what they are trying to say, and to let them know that they are being heard. Paraphrasing will either help make a concept clearer or it will demonstrate that the student-athlete is not communicating accurately.

Demonstration

A demonstration may be verbal, but is most often activity-based and serves to show how something is done. Tutors and academic mentors may demonstrate how to put evidence together to come to a conclusion. The process may also be reversed and the student-athlete may be asked to demonstrate a concept.

Writing or Diagramming

A dry erase board/graphic organizers provide a large area in which to dramatize your information. The visual learner responds exceptionally well to this technique. Allowing the student-athlete to use the dry erase board/graphic organizers ensures that he or she is actively involved in the learning process and checks his or her understanding of what is being discussed.

Testing

Developing a short quiz for your student-athlete(s) may be an excellent way of evaluating and reinforcing learning. There are various kinds of tests, including essay, matching, multiple choice, and sentence completion. Criteria for developing a test should be based on what you want to know about a student-athlete's mastery and on the type of test you expect the professor to give.



Techniques and Strategies Cont.

Summarizing

We tend to think of summarizing as an activity used at the end of a session, but the session can be stopped a number of times along the way so that the student-athlete can summarize what he/she has learned. Student-athletes can summarize orally, in writing, or with the use of diagrams and pictures. "Bite-sized" pieces of summary information usually work very well.

Silence

In order to get the student-athlete to play an active role in the session process, try silence. Count to ten before answering the question for him or her. This silence gives the student-athlete a little extra time to answer or comment on the subject. It also prevents the student-athlete from feeling rushed and will help him or her to develop confidence. Rushing to fill a void in the conversation can often close down lines of communication, causing the session to become a one-way process.

Ask Questions

The tutor or academic mentor should ask open-ended questions such as those that require more than a simple "yes" or "no" answer. Questions which prove "why" or "what" are useful. For example:

"How does this concept relate to...?"

"What incidents lead to...?"

"In what ways does ... differ from ...?"

"What can you tell me about...?"

"Give an example of ...?"

Academic support staff should show interest in the student-athlete's answers and opinions. Playing devil's advocate can be an effective means of stimulating discussion. Rephrase questions if necessary, but refrain from answering the question for the student-athlete. Ask the student-athlete to put the answer in his/her own words. After doing so, encourage the student-athlete to write it down exactly as he or she has presented it to you.

Use of References

Being a tutor or academic mentor does not mean that you “have all the answers.” It is important to know when and how to ask for information. A staff member may need to refer to textbooks, class notes, dictionaries, other staff, etc. in order to provide assistance. This is a positive example for the student-athlete in that he/she may learn the importance of seeking help from other sources.



Strategies to Use With Academically At-Risk Students

- Listen to the student. Identify and prioritize the issues presented.
- Investigate and assess specific areas of need for students who cannot easily articulate their difficulties. Ask the student to show you his/her notes, demonstrate how he/she reads, and show you how he/she studies for tests.
- Prioritize the needs with the student, and then set up a timeline to address these needs.
- Build independence by involving the student in planning for each session. In this way, the student will feel a sense of control and commitment to learning.
- Preview reading material with the student, and discuss important vocabulary and key words.
- Always begin with the basics; do not assume the student has prior knowledge of the subject.
- Check comprehension often through oral feedback.
- Provide a structured session by breaking assignments into logical, small steps and by reviewing at the beginning and end of each session.
- Help the student understand the objectives of a course and how to prioritize his/her goals and schedules to meet the requirements.

- Help the student build good study strategies by using his/her academic strengths as much as possible.
- Help the student identify and understand his or her learning style and use personal strengths to develop effective study strategies.
- Maintain organized notes, planner, and/or notebook.



Vocabulary and Writing Essays

Vocabulary

A lack of vocabulary can greatly disable a student's ability to learn. Students are not prepared to follow material presented in a classroom or textbook without knowledge of the lingo being used. Tutoring and academic mentoring sessions should include a review of important vocabulary for a given subject. This can apply to every subject, even a number based topic like math. Also, tutors and academic mentors should encourage students to look up the meaning of a word when the student is unsure of the definition or spelling. Teaching the student how to find an answer for themselves is a valuable tool.

Writing Essays

A tutor or academic mentor should never write or type for a student-athlete. This is an NCAA violation which could affect the student's eligibility and the tutor/academic mentors' employment with CAAS. When working on an essay with a student, please remember:

- Help the student develop an outline. This will help the student get started on the essay as well as stay on topic.
- When editing an essay, the tutor/academic mentor and student should work together. Corrections should be made together; the tutor/academic mentor provides guidance on the larger problems of the essay, while the student makes the actual changes. The student should always understand why the change is being made in the essay. **Tutors/academic mentors should never make corrections on an essay; the student must physically make the changes.**
- When the essay is completed, use Turnitin.com to ensure the student has done his/her own work. Turnitin.com is not only a means to detect plagiarism, but it is also a way to educate the student on how to correctly cite reference materials.



ACADEMIC MENTOR REQUIRED DOCUMENTS

