



# CAAS TUTOR MANUAL

*Revised January 2015*



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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 on a one-to-one basis.

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.

As a student worker, you have the opportunity to provide the assistance needed to aid the CAAS staff as they provide academic support for the student-athletes at the University of Memphis. Attention to detail and completion of assigned projects are vital to our success as a center.

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' 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: the Director, Associate Director, five Athletic Academic Counselors and a Learning Specialist. CAAS is also assisted by graduate assistants, interns, tutors, academic mentors, and student workers. CAAS is housed currently in Wilder Tower on campus. The entire sixth and seventh floors, a total of 8,000 square feet, have been designated for CAAS' use and have the capacity for 30 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-athlete with specific courses
- **Academic Monitoring** ~ Grade checks via calls, e-mails or grade reports to professors
- **Career Development** ~ Match desired careers with major, prepare for life after University of Memphis
- **Disability Services** ~ Coordinate academic program with Academic Counselor and Student Disability Services, located in 110 Wilder Tower
- **Exhausted Eligibility** ~ Program to assist former athletes with completing their degree
- **Academic Mentoring** ~ Via counselor or assigned 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



## CAAS STAFF DIRECTORY

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



## CAAS STAFF CONTACTS

- **Counselor/Tutor Coordinator – Jordan Monty**
  - Review tutor paperwork submitted from prospective tutors.
  - Interviews, hires, and processes hiring paperwork
  - Email/phone communications concerning scheduling and announcements.
  - Coordinate and communicate appointments with counselors and tutors.
  - Responsible for tutor employment policies and procedures.
  - Conducts tutor training prior to each semester.
  
- **Mentor Coordinator – Jensen Harlow**
  - Review mentor paperwork from prospective mentors.
  - Responsible for academic mentor employment policies and procedures.
  - Provides academic mentor training prior to each semester.
  - Coordinate and communicate appointments with counselors and academic mentors.
  
- **Academic Counselors – Kristin, Bridget, Meghan, Ash, Lauren, Jordan, Cornell**
  - Meet with students to discuss the expectations and responsibilities of the sessions in terms of preparation and attendance.
  - Meets with tutors/mentors throughout the semester to discuss student progress.
  
- **Learning Specialist – Jensen Harlow**
  - Coordinates services for students with Learning Disabilities/ADHD through Disability Resources for Students
  - Assists specific academically at-risk student athletes
  - Responsible for Mentor Training



# **POLICIES & PROCEDURES**



## **ACADEMIC SUPPORT STAFF POLICIES**

Tutoring and academic mentoring are very important services provided by CAAS and can be an invaluable resource for student-athletes. First of all, 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 provide supplemental help for the 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 the student-athletes. In order to ensure success with the tutoring and academic mentoring programs, the following policies must be followed:

- Support staff 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 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 Tutor Coordinator. Requests must be submitted at least a week before help is needed.
- Upon receipt of the request, the Tutor Coordinator will pair the student-athlete with a tutor, prepare schedules to include appointments for the student and tutor, and forward the scheduled appointments to the appropriate counselor.
- Tutors will be informed by the Tutor Coordinator via University of Memphis email if there are any changes to their schedule of appointments.
- Once appointments are scheduled, student-athletes and tutors are expected to meet all scheduled sessions. If a student-athlete is a “No-Show”, the tutor must let the Tutor Coordinator and/or CAAS Counselor know on the same day the session is missed by reporting in the AthleteHall session comments.
- Tutors must inform the Tutor 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 6-9pm, M-R 8am-9pm, F 8am-4:30pm)** unless other instructions are given.
- Sessions should be conducted in CAAS approved facilities only (on the 6<sup>th</sup> and 7<sup>th</sup> floor of Wilder Tower). Only when permission has been given in advance by a CAAS staff member can tutoring 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. **It is the responsibility of the academic support staff to keep the session focused and on track.**

**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 counselor. Any pertinent information regarding the student (i.e., grades, attendance, improper behavior, etc.) must be communicated in a timely manner so the Counselor can address problems immediately.

**RESPONSIBILITY.** Support staff are expected to be responsible *to* the student with whom they work and not *for* the student. Responsibility includes being on time and keeping appointments with the students. Remember, each student is responsible for his or her personal academic success or failure.



## **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 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. The 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 or her needs but not be 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 the 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 staff member misses a scheduled appointment without notice, one hour of pay will be deducted from their paycheck. After two 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 front desk prior to the scheduled session.
- Undergraduate students are paid **\$8/hour**; Graduate students are paid **\$10/hour**.
- Support staff is 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.
- All tutors must log in to AthleteHall prior to each session. Tutors must “start” the session and “end” the session, as well as complete the session notes before leaving the center. 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 how to submit your time sheet for approval.

**Step1:** See the Tutor 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 Administrative Associate.**)



**BIWEEKLY PAYROLL PERIODS FOR FISCAL YEAR  
2014 – 2015**

**TUTORS WILL RECEIVE AN EMAIL WITH A REMINDER  
TO SUBMIT THEIR BIWEEKLY TIME. TUTORS CAN  
ALSO VIEW ALL THE TIME SHEET DUE DATES BY  
VISITING:**

**[HTTP://BF.MEMPHIS.EDU/FINANCE/PAYROLL/BIWEEKLY15.PHP](http://bf.memphis.edu/finance/payroll/biweekly15.php)**



## **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 strength 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 are asked to fill out a self-evaluation about their strengths and weaknesses as a tutor/mentor. This form also provides an opportunity for tutors/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/mentor sessions.

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



# ETHICAL CONDUCT



## CONFIDENTIALITY AND COMMUNICATION

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

- Academic support staff may discuss a student-athletes' 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 are 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 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.
- All academic support staff are expected to use AthleteHall session reporting after each scheduled meeting. CAAS staff refer 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 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. Do not just leave a voicemail since the message may not be checked until the next day.
- **Always speak to a CAAS staff member whenever you have 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 place to assist students in areas of difficulty and to help the student have a better understanding of course material.
- Typing or doing work for any student-athlete will not be tolerated. In addition, support staff are not allowed to aid on graded assignments.
- 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, **including corrections/revisions on a paper**.
  - 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.
- 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 incidence 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 tutor'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 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 are 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 the 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.



## 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 \_\_\_\_\_



# TUTOR STRATEGIES



## **A GUIDE TO TUTORING**

### **Before the Tutoring Session**

- Be prepared for the upcoming tutoring session.
- Log into the AthleteHall system when you arrive for the session. Make sure that you complete session notes in AthleteHall after each session.

### **First Meeting**

The first meeting between a tutor 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.

- Introduce yourself.
- Discuss what comes naturally to both of you.
- Take a positive and friendly approach.
- Find out what the student-athlete expects from you as a tutor.
- 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 tutoring 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.
- Encourage the student-athlete to speak with his or her professors regularly.



## **A GUIDE TO TUTORING CONTINUED**

### **During the Tutoring Session**

- Set the tone of each session by being on time and professional.
- Review and/or collect copies of syllabi.
- If not completed already, help the student-athlete record and update assignments and test dates on a personal calendar and set up a course of action to meet all deadlines. Keep a record of important information for yourself.
- Follow up on past assignments and exams to find out how the student-athlete is doing. Communicate grades with counselors as often as possible.
- Continually encourage the student-athlete to meet with their professors regularly. They may feel intimidated about approaching professors and you can help them realize the many benefits of taking the initiative.
- Discuss with the student-athlete what he or she expects to get out of the tutoring session and make a general plan.
- Do what you can to make the information interesting and easier to understand. Figuring out each individual's preferred learning styles and using creative techniques to teach the material will greatly enhance the sessions.
- Include ways for the student-athlete to demonstrate what has been learned, rather than just asking if they understand.
- Provide feedback for the student-athlete on the work that has been accomplished. Reinforce all attempts at learning.
- Make sure you and the student-athlete (as well as Tutor Coordinator and/or Counselor) are clear on the next meeting time and assignments/tasks that should be completed before then.

### **After the Tutoring Session**

- Make sure session comments on AthleteHall are filled in completely and accurately after each session. AthleteHall session comments must be filled out in order to be paid.
- Leave any messages for the Tutor Coordinator and/or Counselor through email or voice mail. Take time to reflect on the tutoring session to determine which techniques were successful and which were not.
- If you feel you are not being effective as a tutor or are not accomplishing your goals for the tutoring session, feel free to discuss your concerns with the Tutor Coordinator.
- Communicate any additional sessions or time changes to the Counselor and Tutor Coordinator.



## 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. Tutors and student-athletes should work together in order to figure out the best method for each individual and their respective courses.

Each student has an academic strength. An effective tutor 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. The Tutor Coordinator can provide copies of this assessment.
  - 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. The Tutor Coordinator can provide copies of this assessment.
  - Kolb Learning Style Inventory – looks at modes of learning, which are patterns of behavior. This assessment tool is used in ACAD 1100. Students enrolled in CAAS taught section of ACAD will complete this inventory during the Fall semester. Additional copies of the inventory are available through Academic Counselors.



## **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.

### **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 provides 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 ensures that he or she is actively involved in the learning process and checks his or her understanding of what is being discussed. Using paper, pencils, colored pencils, etc. may prove equally effective.

### **Use of Reference**

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 or she may learn the importance of seeking help from other sources.



## **TECHNIQUES AND STRATEGIES CONTINUED**

### **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.

### **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 or she has learned. Student-athletes can summarize orally, in writing, or with the use of diagrams and pictures, if appropriate. "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 questions which 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 or her own words. After doing so, encourage the student-athlete to write it down exactly as he or she has presented it to you.



## **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 they read, and show you how they study 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 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 their 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.



## DEALING WITH CHALLENGING SITUATIONS

### Passive Student Athlete

- Try to elicit an active response from the student. Make sure you are not the one doing all of the talking. When asking questions, allow time for the student to think about the question and respond (count to ten).
- Ask the student if he or she understands the material. A simple yes or no answer should not be sufficient. Ask student to demonstrate they know the material. This can take many forms including explaining the information back to you, making a diagram/flow chart, answering practice questions correctly, etc.).
- Rather than a lecture style of session, it is important to engage students in the material, especially those who are passive and contribute little to the session.

### Student-athlete thinks you can work academic miracles

- It is vitally important to help the student take responsibility for his or her work. It might be beneficial to separate tasks into manageable sections and setting a daily schedule for tasks that need to be completed outside of class and tutoring to help the student feel less overwhelmed. See resources section of the manual for task lists.
- Make sure the student is organized. At the beginning of each session, make it a habit to look through the syllabus for important dates for the week, check eCourseware and email for announcements, and encourage the student to use his or her planner.

### Student-athlete wants you to write a paper or do their homework

- **NEVER do any work for a student-athlete!** Try to help the student feel empowered to complete his or her work independently by determining the cause for feeling incapable. This might require reviewing material again and asking open-ended questions regarding specific topics/areas the student doesn't understand.
- Make sure the student understands the tutorial agreement they signed (see pg. 13 of manual) that prohibits any support staff member from completing a student's work for him or her.
- Set a purpose and schedule for your time at the beginning of each session.
- Have the student create an action plan for completing assignments (ex: create an outline for a paper).



## 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 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 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/mentor and student should work together. Corrections should be made together; the tutor 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/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.



## **MATH/SCIENCE ASSISTANCE**

When tutoring a student in math or science based courses, it is vital that the tutor encourages active participation on the part of the student-athlete during and outside of the tutoring sessions. Many students struggle with these type of courses and are uncertain on how to approach preparing for class, quizzes, and exams.

Below are some key points to remember when working with a student in math or science:

- Focus on directions and verbiage. Talk out what each problem is asking with the student. This will help the student to learn to identify different types of problems.
- Take advantage of the study rooms. Have students verbally talk through sample problems on the dry erase boards.
- Encourage students to work on their own. Ask the student to circle practice problems (not graded work) that they cannot understand and then work on those problems during tutor sessions. One can also assign problems to be completed prior to the next tutor session. This is especially important if the professor does not assign or require homework problems as part of the course grade.
- Create mock tests. It is especially helpful to mix up different types of problems with one another. This will help the student make sure they can identify and correctly complete different types of problems and questions.
- Summarize key formulas and concepts for each test into a study guide.
- Review all quizzes and tests immediately upon return from professor.
- The majority of math and science final exams are comprehensive. To help prepare for final exams, make a running study guide. This guide is composed of all former tests and quizzes. The student and tutor should also go over all returned homework, quizzes, and exams to look at missed problems/questions.



# RESOURCES