



CAAS

ACADEMIC SUPPORT STAFF

MANUAL

TABLE OF CONTENTS

CAAS Information

Introduction	4
Mission and Goals	5
Staff Directory	6
CAAS Contacts	7

Policies and Procedures

Policies	9
Procedures	10
Employee Time Entry	11
TutorTrac	12
Academic Support Staff Expectations	13-14
Student-Athlete Expectations	15

CAAS Academic Support Staff

Guide to Tutoring	17
Guide to Academic Mentoring	18
Weekly Meeting Checklist	19-20
Techniques and Strategies	21-23
Strategies to Use with At-Risk Students	24

Forms

Academic Support Staff Contract	26
Student-Athlete Contract	27



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 primarily on a one-to-one basis with assigned student-athletes. Academic mentors provide general academic guidance for at-risk student-athletes and also work primarily on a one-to-one basis.

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

For tutors, your primary responsibility is to aid students in understanding specific course content. You are expected to be knowledgeable in the subjects that you tutor and have the ability to impart successful study habits to student-athletes. It is of utmost importance that student-athletes understand top academic achievement requires as much skill, determination, practice, and time as does athletic success.

For academic mentors, your primary responsibility is to assist student-athletes in developing an awareness of habits, attitudes, and actions that lead to academic success. You are expected to help student-athletes in the following ways: set long-range goals and short term strategies for reaching those goals, move from a state of dependence to a state of independence in an academic setting, and make progress toward a degree.

Please keep this manual accessible during your employment with CAAS. This manual is meant to be a comprehensive guide to being a tutor and/or academic mentor for student-athletes. Included are expectations of you and the student-athletes, policies and procedures, and information/helpful hints on how to be a great tutor or academic mentor.

Welcome to our team!

Dr. Joe Luckey, Director

Valorie Lott, Tutor Coordinator



CENTER FOR ATHLETIC ACADEMIC SERVICES (CAAS)

The University of Memphis' Center for Athletic Academic Services was established in order to provide academic services for student-athletes. The mission of the center is to provide the necessary academic support services for all student-athletes to be successful in the classroom and pursue an undergraduate degree while competing as an athlete. The center is dedicated to the academic and personal development of all student-athletes. CAAS also has a unique responsibility as it conducts all required NCAA and Conference USA paperwork for academic compliance of prospective and current student-athletes. This includes paperwork for recruiting, certification of eligibility, filing of waivers, and academic rules interpretations.

CAAS is staffed by the Director, Assistant Director, five Athletic Academic Counselors and an Office Coordinator. CAAS is also assisted by graduate assistants, interns, student workers, tutors, and academic mentors. CAAS moved into the newly renovated Wilder Tower in July, 2003. The building houses campus-wide student services, including admissions, bursar, financial aid, registrar, student development, academic advising, and CAAS. The entire sixth and seventh floors, a total of 8,000 square feet, have been designated for CAAS' use and have capacity for 31 student computer stations, 17 offices and several study tables.

LISTED BELOW ARE SEVERAL (BUT NOT ALL) SERVICES THAT ARE 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 athletic academic counselor and Student Disability Services, located in 110 Wilder Tower*
- *Exhausted Eligibility ~ Program to assist former athletes with completing his/her 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

Dr. Joe Luckey, Director (901) 678-2714
Supervision of CAAS, NCAA Certification, ACAD 1100

Kelley Bickham, Assistant Director (901) 678-2707
Academic Compliance, NCAA Clearinghouse, UM Admissions, ACAD 1100, Women's Basketball

Valorie Lott, Athletic Academic Counselor (901) 678-3982
Football, Tutor Coordinator

Jessie Mills, Athletic Academic Counselor (901) 678-2447
Men's Basketball and Women's Softball

Fred Quarles, Athletic Academic Counselor (901) 678-4467
Football

Bridget VanLandeghem, Athletic Academic Counselor (901) 678-3309
Baseball, Co-Ed Rifle, Women's Soccer, Men's and Women's Tennis, Volleyball

Carol Varano, Athletic Academic Counselor (901) 678-3466
Men's and Women's Golf, Men's Soccer, Men's and Women's Track, ACAD 1100

Dorothy Gillard, Office Coordinator (901) 678-2714

Matt Bowman, Intern

Crystal Ellis, Intern

Becca McMahon, Graduate Assistant

Renee Wills, Graduate Assistant

Center for Athletic Academic Services
600 Wilder Tower
Memphis, TN 38152-3520
Office: (901) 678-2714 Fax: (901) 678-4695
<http://caas.memphis.edu/>



CAAS STAFF CONTACTS

- Office Coordinator - Dorothy
 - Answer questions from prospective tutors.
 - Email/phone communications concerning CAAS paperwork, deadlines, and announcements.
 - Process all application and payroll paperwork.
- Football Counselor - Fred
 - Review tutor paperwork submitted to Dorothy from prospective tutors.
 - Coordinate and communicate appointments with counselors and tutors.
- Tutor Coordinator - Valorie
 - Responsible for tutor and academic mentor employment policies and procedures.
 - Provides tutor and academic mentor training.
 - Coordinate and communicate appointments with counselors and academic mentors.
- Counselors – Bridget, Carol, Fred, Jessie, Valorie
 - Meet with students and have them complete academic support request forms—discuss the expectations of the sessions in terms of preparation and being present .
 - Meet with student and tutor at initial tutoring appointments (especially for NEW students)
- Front Desk (6th Floor)
 - **Call 901-678-2714 for ALL appointment adjustments (i.e., late, cancellation, personal emergency).**



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:

- ✓ Staff members are expected to behave in a forthright and professional manner.
- ✓ Unethical behavior will not be tolerated. Tutors and academic mentors 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. To do so, staff members need to fill out session comments on TutorTrac and speak to the student-athlete's counselor directly.
- ✓ When dealing with student-athletes, confidentiality is extremely important and must be upheld at all times.
- ✓ Staff members should not contact a student-athlete's coach or professor. See the student-athlete's counselor to report concerns or request information.
- ✓ Personal relationships between academic support staff and student-athletes are discouraged. Staff members should not associate on a personal basis with the student-athletes they tutor and/or mentor.
- ✓ Tutors and academic mentors are expected to meet all scheduled appointments. If a staff member misses a scheduled appointment without notice, one hour of pay will be deducted from your paycheck. After 2 missed appointments, you will be dismissed from CAAS. If a condition arises which necessitates you being late or absent for a scheduled session, you need to call the front desk.
- ✓ Undergraduate students are paid \$8/hour, Graduates are paid \$10/hour. New pay rates were instituted for Spring 2005. All academic support staff members who have been hired and worked previously for CAAS will be paid at the rate in which they were hired.
- ✓ Academic support staff will be paid bi-weekly, on the middle and last day of each month.
- ✓ Web time MUST be reported in Spectrum by the Thursday before the last day of the pay period. Failure to hand in log sheets and submit web time by the deadline will result in a loss of pay for each pay period. Also, termination from tutoring and/or academic mentoring can result from a failure to complete this task.
- ✓ When in the center, tutors and academic mentors must be logged into TutorTrac. 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 TutorTrac, and they must match in order to be paid.
- ✓ Tutors and academic mentors 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.



TUTORING AND ACADEMIC MENTORING PROCEDURES

- All tutoring and academic mentoring requests must be made first 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/academic mentor, prepare schedules to include appointments for each academic support staff member, and forward the scheduled appointments to the appropriate counselor.
- Academic support staff should will be informed by CAAS staff via University of Memphis email if there are any changes to their schedule of appointments.
- Once appointments are scheduled, student-athletes are expected to meet all scheduled sessions. If a student-athlete is a “No-Show”, the tutor or academic mentor must let the tutor coordinator and/or counselor know on the same day the session is missed by reporting in the TutorTrac session comments. “NO SHOWS” are grounds for losing tutoring and academic mentoring privileges.
- Academic support staff are expected to meet all scheduled appointments. If a tutor or academic mentor misses or is habitually late to appointments, the student-athlete must let the Tutor Coordinator and/or counselor know immediately.
- The following actions by the academic support staff are strictly prohibited while working under the guidance of CAAS: doing academic work for student-athletes, supplying books or materials, typing papers, requesting tickets to athletic events, creating any form of plagiarism, or providing loans.
- If a situation arises which causes a tutor or academic mentor to be late or absent from a scheduled appointment, the academic staff member is responsible for speaking to someone on the CAAS staff to inform them of the situation prior to the appointment time. The CAAS staff member will then get in touch with the coordinator and/or counselor, and the student-athlete will be contacted about the appointment cancellation. 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 (normally on the 6th and 7th 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, University Center, Computer Lab).
- Sessions will usually consist of a one-on-one session with a student-athlete, but on occasions a session may involve two or more student-athletes.



EMPLOYEE TIME ENTRY

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

Step 1: Log in to the Spectrum Portal: <http://spectrum.memphis.edu>.

Enter your username and password and click on the login button to continue.

Step 2: Locate the Time/Leave Reporting channel.

Click on the “**Click here to access your time sheet (bi-weekly)**” link.

Step 3: Select your type of time reporting.

On the Time Reporting Selection page, click on the radio button next to the option “**Access my Time Sheet**”. Then click on the **Select** button to open the time sheet selection page.

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.**)

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



TUTORTRAC

- All Academic Support Staff must sign in and out of TutorTrac at the front desk each time they come to the center.
- TutorTrac is used to track study hall attendance, the center usage, tutor and mentor appointment attendance, and academic support staff session comments.
- When completing session comments TutorTrac can be accessed on the 6th and 7th floors of Wilder Tower using the following website:

<https://tutortrac.memphis.edu/TutorTrac/Default.html>

- Web time will be compared to TutorTrac time in order to verify reported hours.



EXPECTATIONS OF ACADEMIC SUPPORT STAFF

COMMUNICATION SKILLS. Tutors and academic mentors 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 or 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. Academic 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 the Tutor Coordinator so referrals may be made if necessary.

MOTIVATION. Tutors and academic mentors 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. Academic 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 or her one. If a student fails, help him or her recognize his or 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. Tutors and academic mentors 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. Academic 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.

ROLE MODELING. Tutors and academic mentors 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.



EXPECTATIONS (CONT.)

EMPOWERMENT. Academic 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. Tutors and academic mentors should work together with each other and the CAAS staff as a team. 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. Tutors and academic mentors 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 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. Academic 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. Academic support staff should be well organized and should help the students develop organizational skills.

CONFIDENTIALITY. Confidentiality is an expectation and a requirement for ALL academic support staff. There are no exceptions: **It is the law!**



EXPECTATIONS OF STUDENT-ATHLETES

- ✓ Attend ALL scheduled meetings with tutors and academic mentors! Participate, ask questions, and show interest in learning.
- ✓ Make it a habit to be on time for sessions.
- ✓ Be prepared and organized. Bring all materials to the tutor or academic mentor session.
- ✓ Take good, legible notes in class, and bring the notes to every meeting.
- ✓ Turn off cell phones in all meetings and study hall.
- ✓ Show respect for yourself and others.
- ✓ Communicate honestly with professors, CAAS counselors, tutors, and academic mentors.
- ✓ Respond to any requests made by CAAS staff in a timely manner!
- ✓ Ask for help. Do not wait until it is too late.
- ✓ Turn ALL assignments in on time.



CAAS ACADEMIC SUPPORT STAFF



A GUIDE TO TUTORING

Before the Tutoring Session

- Be prepared for the upcoming tutoring session.
- Log into the TutorTrac system with the study area proctor or a counselor when you arrive for the session. Make sure that you complete session notes on TutorTrac after the session..

During the Tutoring Session

- Set the tone of each session by being on time and professional.
- Review and/or collect copies of syllabi.
- 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 TutorTrac are filled in completely and accurately after each session. TutorTrac session comments must be filled out in order to be paid.
- Leave any messages for the Tutor Coordinator and/or counselor through a session evaluation form, email, or voice mail. No-Shows must be reported on the same day the session was supposed to take place.
- 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.



A GUIDE TO ACADEMIC MENTORING

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.
- 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 mentor.
- Let the student-athlete know what is expected from him or 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 the academic counselor also receives copies of the syllabi).
- Encourage the student-athlete to speak with his or her professors regularly.

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 mentor will count toward study hall hours.
- Academic mentors will be required to log all time and produce weekly written reports on the progress of the student-athletes, as designated by the academic counselor.
- Academic mentors will assist the student-athlete 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 material by using instructional methods;
 - Developing a healthy working relationship with each student-athlete;
 - Demanding punctuality and responsibility from those being assisted; and
 - Assisting the student-athlete with research and library skills when needed.



CAAS WEEKLY MEETING CHECKLIST

Every Week:

- Update scoresheet
- Review all returned assignments
- Get an update on each class
- Note any potential problems or tutoring needs

Week 1:

- Inform/Remind student of initial weekly meeting and what to bring to meeting.

Week 2:

- 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 Academic Notebook. Help student organize and explain its function
- Have student record all assignment/test dates in planner. Note any conflicts with travel. Make 2 week plan for upcoming assignments (week 2 and 3 of the semester)
- Assess general feeling of student towards upcoming semester
- Help student make plans for study hall/tutoring sessions

Week 3:

- Finalize and discuss scoresheets
- 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 4:

- Make 2 week plan for upcoming assignments (week 4 and 5 of the semester)
- 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 5:

- Discuss test preparation techniques per student's respective courses



Week 6:

- Make 2 week plan for upcoming assignments (week 6 and 7 of the semester)

Week 7:

- Discuss academic advising—review career/major options that were prioritized at the completion of the fall semester via ACAD and weekly meetings
- Discuss summer school attendance

Week 8:

- Friday of this week is the last day to withdraw from full session courses
- Make 2 week plan for upcoming assignments (week 8 and 9 of semester)

Week 9:

- Make sure holds have been taken care of
- Prepare of upcoming advising period

Week 10:

- Make 2 week plan for upcoming assignments (week 10 and 11 of semester)

Week 11:

- Make sure student is up to date on all assignments
- Begin preparing student for finals

Week 12:

- Make 3 week plan for upcoming assignments and finals (week 12, 13, and 14 of semester)
- Assess whether or not meeting with student for the rest of the semester will be necessary

Week 13:

- Make sure student has completed all assignments
- Make sure student knows when finals are
- Create finals schedule

Week 14:

- Exam week
- Check in with student during the week to make sure everything is going all right
- Arrange for tutoring if necessary



TECHNIQUES AND STRATEGIES

Learning Styles

In educational settings, a great deal of emphasis is now being placed on individual learning styles. Although tutors and academic mentors are not expected to be experts at determining the learning styles of their students, it is helpful to look at the different types of learning styles and try some of the techniques to see which work best with individual student-athletes.

There are basically six different learning styles: reading, writing, listening, speaking, visualizing, and manipulating. Most people use a combination of several learning styles as they go about their work.

Multi-sensory learning involves as many of the senses as possible while studying. Encourage student-athletes to incorporate each of the following into learning time.

READ it.
SAY it aloud.
WRITE it.
LISTEN to it.
VISUALIZE it.
MANIPULATE it.

It has been shown that most people remember:

10% of what they **read**
20% of what they **hear**
30% of what they **see**
50% of what they **see and do**
70% of what they **say**
90% of what they **say and do**

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.

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.



TECHNIQUES AND STRATEGIES CONT.

It is important to recognize that study techniques are personal and cannot always be transferred from one tutor or academic mentor to another. Similarly, the same techniques will not be successful with all student-athletes. A successful staff member must determine his or her own style and must also determine what techniques work best with each student-athlete.

The following is a list of techniques which may be useful when working with different types of student-athletes. A successful tutor or academic mentor should use several different techniques.

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.

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.



TECHNIQUES AND STRATEGIES CONT.

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 their goals and schedules to meet the requirements.
- ✓ Help the student build good study strategies by using all channels for learning (visual, auditory, and kinesthetic) as much as possible.
- ✓ Help the student identify and understand his or her learning style and use personal strengths to develop effective study strategies (i.e., a visual learner may benefit by diagrams, sentence structures, or color coding).



ACADEMIC SUPPORT STAFF FORMS



ACADEMIC SUPPORT STAFF CONTRACT

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

Requirements:

- I have received the CAAS Academic Support Staff Manual and I agree to read through and 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 the Tutor Coordinator 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 including 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 TutorTrac on the same day the appointment was scheduled.
- 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 turning in my log sheets and my Web Time Entry submitted 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 _____



TUTORING PROGRAM

STUDENT-ATHLETE RESPONSIBILITIES

- ☐ Tutor requests will only be granted if a student-athlete agrees to abide by all the Responsibilities listed here.
- ☐ Tutoring request forms must be completed thoroughly and turned in to academic counselors at least ONE week before desired session.
- ☐ **It is the responsibility of the student-athlete to come prepared to a tutor session with specific questions and/or material to be reviewed.**
- ☐ It is the student-athlete's responsibility to call CAAS to cancel an appointment at least 3 hours prior to the scheduled meeting time.
- ☐ It is the student-athlete's responsibility to know practice and game schedules in order to plan tutoring sessions accordingly. Missing appointments due to games or practice constitutes a "NO SHOW".
- ☐ BE ON TIME.
- ☐ **Two "NO SHOWS" are grounds for losing tutoring privileges.**
- ☐ When contacted by a member of the CAAS staff, student-athletes must call back ASAP.
- ☐ ALL tutor sessions MUST take place in a public campus locale (not a residence).
- ☐ Dating or any type of intimate relationship between a student-athlete and tutor is unacceptable.
- ☐ 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*) _____

Signature _____ Date _____