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ACADEMIC MENTOR MANUAL

2019-2020



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TABLE OF CONTENTS

CAAS Information

Introduction	3
CAAS Staff Contacts.....	4

Policies and Procedures

Academic Support Staff Policies.....	6
Academic Tutoring Procedures.....	7
Support Staff Expectations.....	8
Support Staff Responsibilities	10
Tutoring Program Student-Athlete Responsibilities	11
Support Staff Evaluations	12

Ethical Conduct

Confidentiality and Communication	14
Academic Integrity.....	15
Academic Integrity Incident Report	16
NCAA Regulations.....	17
Academic Support Staff Contract.....	19

Academic Mentor Strategies

Guide to Academic Mentoring	21
CAAS Weekly Meeting Checklist	22
Learning Styles and Academic Strengths	24
Techniques and Strategies	25
Vocabulary and Writing Essays	28

Frequently Asked Questions.....	29
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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.

Academic Mentors are available to all student-athletes at the University of Memphis through CAAS, but primarily serve those who are considered at-risk. Academic Mentors 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, however, provide general academic guidance and work primarily in small group sessions.

As an 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!

Fernandez West, Director



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CAAS Staff Contacts

- **Academic Mentor Coordinator – Jessica Thomas**
 - 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.
 - Email/phone communications concerning scheduling and announcements.
- **Learning Specialist – Jessica Thomas**
 - Coordinates services for students with Learning Disabilities/ADHD through Disability Resources for Students.
 - Assists specific academically at-risk student-athletes.
 - Provides Academic Mentor Training and assists with Tutor Training.
 - Assists with writing needs.
- **Tutor Coordinator – Jordan Monty**
 - Reviews tutor paperwork submitted from prospective tutors.
 - Responsible for tutor employment policies and procedures.
 - Provides Tutor Training.
 - Coordinate and communicate appointments with counselors and tutors.
 - Email/phone communications concerning scheduling and announcements.
- **Academic Counselors –Kristin, Bridget, Lauren, Jordan, Emily, and Danny**
 - Meet with students and discuss the expectations of the sessions in terms of preparation and attendance.
 - Meet with tutor/Academic Mentor individually to provide feedback and support when needed.



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POLICIES & PROCEDURES



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Academic Support Staff Policies

Academic Mentoring and tutoring 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 absences, tardiness, and cancellations.



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ACADEMIC TUTORING PROCEDURES

- All tutoring requests must be initiated by the student-athlete. The student-athlete will inform his/her academic counselor of the request; the request will then be forwarded to the academic support coordinator. 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 either by notifying the counselor in person, reporting in the Retain session comments (tutor), or in the daily follow-up email (Academic Mentors).
- 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).



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Academic Support Staff Expectations

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.

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 any 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 right away so the academic counselor can address problems immediately.



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Expectations (cont.)

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, but it is the responsibility of the academic support staff to keep sessions focused, organized, and on track.

ROLE MODELING. Support staff should approach academics in a way that can be modeled by the students. This means keeping yourself extremely organized with due dates, assignment information, test dates, etc. and doing everything you can to pass that organization along to your students and to keep counselors in the know. 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.



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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.

- 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.
- 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.
- 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.



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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 making corrections on, 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.



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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:

- A CAAS staff member observes and evaluates the academic support staff during one of their tutor/Academic Mentor sessions.
- Student-athletes' assigned tutors and/or mentors will be asked to complete a survey about their experience overall and their experience with their Academic Mentor and/or tutor.*
- 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.

*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.



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ETHICAL CONDUCT



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Confidentiality and Communication

Academic support staff is required to maintain a strict policy of confidentiality. Communication about your work with student-athletes 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 their instructors.
- 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 and/or Learning Specialist. Scoresheets are to be updated **DAILY**.
- All tutors are expected to use Retain 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 Retain, 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.**



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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, tutors are not allowed to aid on graded assignments unless otherwise instructed by the student's counselor.
- **No work should be emailed to a tutor or Academic Mentor under any circumstance.**
- 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 if 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. **Do NOT ever provide guidance or assistance on an online quiz/test.**
 - Please see Online Test Taking Strategies handout to share with students 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 the Learning Specialist as a learning tool and as a means to avoid plagiarism. The Learning Specialist is also available for assistance with editing papers (at student's request). The Learning Specialist will provide a comment key for areas of improvement to Academic Mentors upon returning the paper to the student.
- 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.



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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 _____



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NCAA Regulations

This is a brief overview of the NCAA rules which can affect tutors and Academic Mentors. 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)

I AGREE WITH AND UNDERSTAND THE REQUIREMENTS OF THIS CONTRACT.

Name _____

Signature _____ Date _____



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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. Any commitment concerns should be discussed with an 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 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/assignments for students (even if it is the student's own words and ideas), dictating answers/information to students, and/or providing assistance on online quizzes/tests.
- I will wait fifteen minutes for a session unless otherwise directed. If the student-athlete does not show after the elapsed time, I will report him or her as a "No Show" via Retain on the same day the appointment was scheduled (tutors).
- I understand that I must complete Retain comments/send daily follow-up email 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 the University of Memphis Payroll office.
- 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 _____



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ACADEMIC MENTOR STRATEGIES



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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 for the student.
- 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 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.
- 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.



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CAAS WEEKLY MEETING CHECKLIST

Every Day:

- Assist student with checking his/her email and academic sites for grade and assignment updates
- 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
- 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 calendar. Note any conflicts with travel.
- Make plan for upcoming assignments
- Assess general feeling of student towards upcoming semester

Week 2:

- Make task list for upcoming assignments
- Make sure notebook is organized
- Examine notes for clarity and help correct any problems
- Review any upcoming assignments
- Communicate with counselor in weekly meeting to set up tutoring if necessary

Week 3:

- Make plan 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 plan for upcoming assignments



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Week 5:

- Make plan for upcoming assignments

Week 6:

- Discuss academic advising—make sure student has set appointment with on-campus advisor if needed
- Make plan for upcoming assignments

Week 7:

- Make plan 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 plan for upcoming assignments

Week 9:

- Make plan for upcoming assignments

Week 10:

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

Week 12/13:

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

Week 14:

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



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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 his/her favorite subject or favorite class he/she has taken. If it is a subject, what does the student like about the discipline? Does he/she like hands-on activities or reading/writing? If it was a particular class, what did he/she 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.
 - Success Types 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.



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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 the student orally or by having the student place the cards all over a table and one by one going through the words, quizzing himself/herself. 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 the student that you have understood what he/she is trying to say, and to let the student know that he/she is 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.



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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.



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Techniques and Strategies Cont.

- 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.



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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 they are unsure of the definition or spelling. Teaching students 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's/Academic Mentor's 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.



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FREQUENTLY ASKED QUESTIONS

- 1. What if my student fails to bring all necessary books, materials, etc. to study hall in order to get work done?**

First, see what the student can accomplish in study hall instead of immediately saying that the student can go back and get the materials. Sometimes, there are also other students in study hall that are in the same class as your student that you can ask to use the book, materials, etc. If it is for an assignment that is due that day, then ask the counselor so that he/she is aware that the student must be back in study hall at a certain time.

- 2. What do I do when one of my students gives me attitude about doing their work? What happens if it is especially homework that is due that day?**

Feel out the situation. Sometimes students come in with attitudes because of something that happened in their lives outside of study hall and will give you attitude right away just because of what's going on. If that's the case, they might just need a few minutes to gather themselves and then get to work. If it's a case that they just don't want to do something because you asked them to, ask first if there is something else that they might want to work on that is still school-related; however, if it is something that is due that day and they give you attitude about it, go to their counselor and explain what steps you have taken to try to get the student to work on that assignment. It is out of your hands once you have done all that you can to get a student to work on an assignment or help the student study for an exam.

- 3. A student is “working” on homework but is taking way longer than they should be to complete the assignment. What do I do in this situation?**

Tell the student that he/she has to complete the assignment while in study hall or he/she can come back at night. If you have the student at night, then say he/she will be back in the morning to complete. If this becomes a consistent issue, let the Learning Specialist know as there may be other reasons to cause students to take longer on assignments.

- 4. What if my mentee asks me to just do a task list for them?**

Don't do it. The whole point of a task list is to have something for them to refer to and if you do it for them, you are just enabling them, and it tells the student that he/she will just have everything done for them.

- 5. What if a student-athlete is disrespectful towards me?**

Tell the counselor immediately and continue to work with your other students.

- 6. What do I do if a student I don't work with disrespects me?**
Bring the concern to the athlete's counselor. No amount of disrespect from any student is acceptable.
- 7. What if a student or students are being disruptive and when I ask them to quiet down they give me an attitude about it?**
Get a counselor if it's your student. If they are students that don't need to be there, ask them to leave.
- 8. What if I have a student that is being disrespectful towards everything I ask them to do? What if after asking them to do something he/she just leaves study hall?**
Disrespect is not under your control. Let the counselor know what happened, but there is nothing you can do if the student just leaves.
- 9. What if a student consistently gives me attitude about making them sign in to eCourseware and their email to check grades, emails, etc.?**
Explain to them that this is part of your job, we NEED to check grades and there is no way out of it. If it continues, let the counselor know.
- 10. What do I do if a student will not put his/her phone away?**
There are certain strategies to try first – explain that they'll get more done if they put it away, remind them of the rules of study hall and how disrespectful it is, etc. If those don't work, the counselor may come out and confiscate the phone until the end of study hall.
- 11. What if I have students that are being mentored by someone else come to where my students are working and try to socialize?**
Ask them to go back to where they were. They can socialize on their own time.
- 12. What if a student has finished all tasks on task list?**
Ensure that the student is caught up on readings for all classes and check to see if there are any assignments that can be started or completed early. If not, refer to the counselor to see if the student may leave early that day.
- 13. When a student asks to leave early, am I allowed to let them leave?**
No. Especially when you are first establishing a relationship with a student, it is imperative that you establish a routine in the beginning that the student must stay in study hall for the whole time. As the semester progresses, if a student has finished absolutely everything and asks to leave early, make sure that the student checks with the counselor to make sure it's ok for him or her to leave.
- 14. What if a student-athlete arrives late to study hall?**
Let the counselor know **and** put it in your follow-up e-mail in **red**.

15. What if a student consistently comes in 5 minutes late to study hall?

Be sure to let their counselor know that it has been a consistent issue and give your time to the students who are there on time.

16. What if my student or students start packing up early to leave with 10-15 minutes remaining of study hall?

Ask them why they are packing up first and then tell them they still have 15 minutes that they can either do more math problems, study for a test, check email, etc. Don't let them just pack up and leave.

17. What if I ask a student to come back at night and he or she does not show up or does not provide proof of completion of an assignment?

Let the counselor know as soon as possible. At that point, you have done everything that you can to get them to complete the assignment.

18. What if I am in study hall at night and a student and/or tutor does not show up for an appointment (mentor or tutor appointment)?

Let their counselor know immediately, and if it is a tutoring appointment contact the tutor coordinator. The student/tutor should wait 15 minutes and if the other does not show up, they can leave.

19. What do I do if students come early and start working? Are they allowed to leave early?

Again, be sure that the counselor knows the situation. Counselors are the only ones who have the authority to allow students to leave early. Generally, students should arrive at their scheduled time. As a mentor, be sure that you know what the student has going on, so if a counselor asks if he/she is able to leave early, you are comfortable saying yes or no.

20. What do I do if a student comes to study hall sick?

If they are obviously sick and unable to work, tell the counselor the situation and send the student to the Athletic Trainer.

21. What do I do if a student says they are sick?

We should try to discern if they are sick, or if they are just trying to leave. However, we are not physicians, so refer to the counselor to determine if they need to be sent to see the Athletic Trainer.

22. What if I ask a student to make flashcards/outline/highlight over multiple days and even though it is not an "assignment that is due," they do not do it?

Just keep trying. Include this information in the follow up email to counselors, but otherwise continue to ask. Otherwise, begin making them do it while in study hall with you in order to emphasize the importance of it.

23. What if a student wants to work with another student(s) on an assignment?

Be cautious and use your discretion. If they are doing their own individual work and just asking questions about certain material that is fine and just monitor it. Otherwise, do not allow them to do it as they will want to cheat off of each other (i.e. send pictures of answers to questions to each other).

24. What if a student wants to use another person's paper for "help on what to do for the assignment?"

Tell them they can speak with the student but cannot have their physical paper in front of them because it is too risky.

25. I forgot to remind a student to do a quiz online. What if the student blames me for not reminding him as the reason for why he/she did not complete the assignment?

Remind the student and counselor that yes, you forgot to remind them, but THEY are the ones taking the class and it is BOTH of your responsibilities to know what is going on in the class, not just yours. Also, if they are completing **AND** using their Wunderlist/To Do List, they should be aware of all upcoming assignments.

26. What do I do if there is no information provided by the instructor via email or eCourseware and I can only rely on the student's word?

Be sure to communicate this to the counselor. Perhaps the counselor can reach out to the professor to get necessary information.

27. What if I don't understand the student's assignment?

Check all possible resources – eCourseware, e-mail, UMDrive – for an assignment sheet explaining the expectations. It is also sometimes helpful to check with other students who are in the class with your student, as they may have a better understanding of the assignment. You can also ask the counselor or Learning Specialist for their take – they've been around longer and may have seen it before. Lastly, ask the student to clarify the assignment with the professor either via e-mail or in class.

28. What if Retain isn't working properly when student-athletes are trying to sign-in or out?

First try to restart the computer and log back into Retain. The username and password are under keyboard on 7th floor. Create a list for students to manually check in and out of.

29. What if a student's computer freezes during a test?

Let the counselor know and immediately have the student e-mail their professor (put in the e-mail that their mentor and counselor were there to witness and add their e-mails in case the professor wants to contact them).

30. How am I supposed to handle inclement weather days?

Sign up for TigerText – you will get a text when the campus is closed. Do NOT risk your own safety to get to campus. Also understand that unplanned closures are often perceived as “days off” by students – they will likely need gentle reminders that assignments and online classes will most likely not change.

31. What do I do if my student is hospitalized or absent for an extended period of time?

Check with the counselor about notes/excuses from the doctors for their classes. If accommodations are going to be made, then help the student to create a plan for completing the work. If no accommodations are being made, communicate with the student, via reminders, about upcoming tests and assignments.

32. What do you do when your student is having serious personal issues that are affecting their academics?

The first step is to refer to the sport counselor. From there, the sport counselors should make a referral to the counseling center if necessary.

33. What do you do if a student tells you something personal and doesn't want you to tell their counselor?

If the “personal” statement does not affect their academics, it is important to maintain the student’s confidentiality and keep your rapport. Sometimes it’s okay to ask, “Would you be okay if I shared this with your counselor, or would you like me to keep this between us?”

34. What do you do if a student comes to study hall in crisis mode?

If it is academic crisis, explain that we are here to help, and try to calm the athlete. Oftentimes developing a plan with a student can help them see the big picture. If it is personal crisis, refer to the sport counselor, the Learning Specialist, and counseling center.

35. What if I am in study hall at night and something serious happens (gunman on campus, fight, tornado, bomb threat, etc.)?

If campus already knows this and has sent out an alert, don’t let anyone leave and call campus police for an update. Keep everyone calm!
Gather all of the students into a safe place, lock the doors and call campus police.