

Student-Athlete Services Tutor Handbook 2009-2010 Academic Year

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Student-Athlete Services

Baylor University

Office Phone: (254) 710-3810

Coordinator of Academic Services: (254) 710-2520

Simpson Academic Center



Our Mission:

The office of Student-Athlete Services, which is one division of the Baylor Athletic Department, provides academic services to Baylor University's student-athletes. These services include academic advising and degree planning, weekly academic counseling meetings, periodic checks on selected student-athletes' academic performance, supervised study facilities, and tutoring in a variety of subjects.

Student-Athlete Services Staff

Bart Byrd – Associate Athletic Director of Student-Athlete Services
Flint Harris – Director of Student-Athlete Services; Academic Advisor
Tierra Barber – Director of Student-Athlete Development
Sarah Sartor – Learning Specialist
Jordan Secord – Coordinator of Academic Services
Monique Kazadi – Academic Advisor
Zack Nutt – Academic Advisor
Katie Rasmussen – Academic Advisor
Paige Rohde – Academic Advisor
Kristen Schramek – Academic Counselor
Alan Moye – Graduate Assistant
Megan Gray – Evening Learning Center Supervisor

Student-Athlete Services
LEARNING CENTER

During each academic term, Baylor's Athletic Learning Center is operated, supervised, and funded by Student-Athlete Services.

<i>Learning Center Fall & Spring Hours:</i>	Sunday	2:00 p.m. - 10:00 p.m.
	Monday – Thursday	8:00 a.m. - 10:00 p.m.
	Friday	8:00 a.m. - 5:00 p.m.
	Saturday	closed

<i>Summer Hours:</i>	Sunday	2:00 p.m. - 8:00 p.m.
	Monday – Thursday	8:00 a.m. – 8:00 p.m.
	Friday	8:00 a.m. – 5:00 p.m.
	Saturday	closed

Location: **Simpson Academic Center**

Dates of operation: **First day of semester through last day of final exams.**

** Please note that Learning Center will be held during the week of final exams.*

All tutors must be available to tutor during this time.

Study Areas The Learning Center facility consists of designated areas for study:

- **Tutoring rooms** are located in Learning Center. These rooms may be used for individual study or tutoring. A classroom is available for group tutoring sessions if prior notice is given to the Learning Center Supervisor or Coordinator of Academic Services.
- The **computer lab** is also monitored and is to be used only by **student-athletes** whose current assignment requires them to work on a computer. Tutors may use the computers for tutoring purposes only if there is space available.

TUTOR CONTRACT
Student-Athlete Services

YOUR RESPONSIBILITIES AS AN ATHLETIC LEARNING CENTER TUTOR:

By accepting a position as a **tutor**, you agree to do all of the following:

- Discuss the student-athlete’s academic progress only with the student-athlete and Student-Athlete Services personnel assigned to the student-athlete.
- Do not discuss the student-athlete’s academic performance with any other student-athlete, tutor, or any other personnel who do not have a need to know, which includes any parent or guardian.
- Maintain academic integrity and abide by all Student-Athlete Services and NCAA regulations in all of your tutoring sessions. (This includes *never* writing on or editing papers.)
- Provide tutoring on a regularly scheduled basis to student-athletes assigned specifically by Student-Athlete Services and to any other student-athletes who are enrolled in courses in your designated subject area(s).
- Be available to tutor during your regularly scheduled Learning Center hours throughout the semester, and be available to tutor your assigned student-athletes during the week of final exams.
- Abide by all Student-Athlete Learning Center policies and respect Student-Athlete Services staff.
- Submit all documentation **on time** and report regularly regarding the student-athlete’s academic progress, tutoring procedures and other related issues. (This includes returning e-mails and phone calls in a timely manner.)
- Gather any and all information necessary to provide for tutoring. This will usually include:
 - Exchanging phone numbers and e-mail addresses
 - Obtaining a course syllabus for each class you tutor
 - Learning about all significant assignments and due dates
 - Obtaining the textbook(s) for any courses you tutor, when possible and necessary.
 - Creating aids for tutor sessions that may include sample tests, quizzes, or study guides.
- Attend all Athletic Learning Center staff meetings (or make them up as necessary by meeting with a staff member in Student-Athlete Services).

Failure to satisfy any of these responsibilities at any time constitutes grounds for immediate termination as a member of Student-Athlete Service Tutoring Staff.

Signature _____

Date_____

Coordinator of Academic Services _____

Date_____

Compensation

Pay Scale

Most **tutors** are a part of the Federal or University Work-Study program; however, because of the important service you provide, the administration has approved pay rates greater than the regular Work-Study amounts. The starting hourly wages are as follows:

Undergraduate tutors: \$8.00 per hour
Graduates or graduate tutors: \$10.00 per hour
Tutors with doctoral degrees: \$12.00 per hour

*Tutor raises of \$0.50 per year of service are awarded for **exceptional work** after each year of tutoring services.

Activities for which you may be paid

As a **tutor** you will be paid for the time you spend working with student-athletes as well as the preparation time for those meetings. Time cards containing hours for the following services will be paid without question:

- Tutoring sessions with student-athletes
- Time spent waiting for a student-athlete to arrive for a scheduled appointment (up to 15 minutes)
- Meetings with the professors of your assigned student-athletes
- Reasonable preparation for your sessions (up to 30 minutes)
- Any scheduled staff meetings.

BearWeb

All hours worked (prep time and session time) should be entered into time cards on BearWeb. Your hours are to be submitted by the first Monday following the end of the pay period by Midnight. Anyone that does not enter web time before the deadline will have to request a time card from the Coordinator of Academic Services. You will need to know the exact time period for which payment is due.

It is the tutor's responsibility to submit an accurate account of hours worked. The hours listed on BearWeb will be compared to the hours submitted by the tutor on the Tutor Session Reports (TSR). If any discrepancies are noticed on the web time card, the tutor will be contacted and asked to make corrections. Hours cannot be submitted to the Payroll Office until corrections are made.

Please refer to the following web address for further instructions on web time cards:

<http://www3.baylor.edu/Controller/wte-quick-reference.pdf>

Pay checks

For those who have not set-up Direct Deposit, paychecks may be picked up from the Payroll Office (located in Robinson Tower) between Monday and Friday 8 am – 5 pm.

GUIDELINES FOR CONDUCT

Below is a copy of the guidelines explained to each student-athlete at Learning Center Orientation. As a **tutor**, it is important to set a positive example by observing all Learning Center policies and procedures, which include:

- Student-Athlete Learning Center is for studying *only*.
- In order to receive Learning Center credit, all student-athletes must sign in and out at the monitor station.
- Student-athletes must have textbooks and/or class notes before signing in.
- Any problems with the equipment or environmental conditions should be reported promptly to the Learning Center supervisor on duty.
- Tutoring rooms maybe used for individual studying or group tutoring sessions. Tutoring sessions have priority in the tutor rooms.
- Internet and e-mail are available for class assignments only.
- Alcohol and tobacco products are banned in Learning Center.
- Games, bicycles, and pets are prohibited in Learning Center.
- It is expected that all persons dispose of trash properly before departing from Learning Center.
- Cell phones may not be used (for calls, texting, Internet, etc.) during tutoring sessions.

ACADEMIC INTEGRITY

As a tutor employed by Baylor University, you are bound by Baylor University's Honor Code.

Violating the Honor Code constitutes grounds for immediate dismissal from your contract and other possible University sanctions.

Honor Code: "Baylor University students, staff, and faculty shall act in academic matters with the utmost honesty and integrity."

You must not only avoid doing course work for any student-athlete, but also the appearance that you are doing so. For example, a tutor should *never* do the following:

- Write corrections on any student-athlete's work. Only the person who will be receiving the grade for the work should be making corrections.
- Do any typing for a student-athlete.
- Provide a student-athlete with access to his/her class notes. While it is appropriate to use information from those notes during a tutoring session, it is *never* acceptable to allow the student-athlete free access to the notes.
- Provide a student-athlete his/her own work from a previous semester

If you are employed as a Graduate Assistant by an academic department, you *cannot* tutor any class that has been assigned to you as part of your assistantship. In other words, if you are a Graduate Assistant in the Religion Department, helping a professor in his/her teaching of REL 1310, Christian Scriptures, you should *never* accept a tutoring assignment for any section of that professor's class. When such a situation arises, students often perceive that student-athletes are receiving an unfair advantage over others in the class. This is especially true if you have **any involvement whatsoever** in the preparation or evaluation of **any** assignments or examinations. **This policy is not negotiable.**

ACADEMIC FRAUD

Academic Fraud is a term used to describe any act by a student which may result in the false academic evaluation of that student or of another student. At Baylor University, this concept is defined in the University Honor Code as *dishonorable conduct*. Dishonorable conduct includes any act of academic dishonesty, including but not limited to the following:

- Offering one's own work, in whole or in part, as the work of another.
- Incorporating into one's work passages taken either word for word or in substance from a work of another, unless the student credits the original author and identifies the original author's work with appropriate references.
- Offering work that was previously submitted for credit in another course, unless the student secures permission to do so prior to submission from the instructor.
- Using, during an examination period, material not authorized by the instructor giving the examination.
- Offering course credit work prepared in collaboration with another, unless the student secures the instructor's permission in advance of submission.
- Taking an examination for another student or knowingly permitting another person to take an examination for oneself.
- Giving, receiving, or obtaining information pertaining to an examination during an examination period, unless such action is authorized by the instructor giving the examination.
- Divulging the contents of an essay or objective examination designated by the instructor as an examination not to be removed from the examination room or discussed.
- Engaging in any behavior that creates an unfair advantage.
- Intentionally injuring another student academically.
- Failing to report dishonorable conduct.
- Altering or falsifying academic documents such as transcripts, change of schedule forms, closed class cards, doctors' excuses, grade reports, and other such documents.

NCAA Guidelines and Regulations

The NCAA is the national governing body of college athletics. The NCAA has set certain guidelines that apply to **tutors** of student-athletes. The NCAA considers tutors, counselors, and monitors to be institutional staff members. If you know of a student-athlete that is submitting work that is not his or her own, or is submitting test or examination materials that is not his or her own, it is your responsibility as a staff member of Baylor University to report this activity to the Athletics Compliance Office.

The following summary of regulations is not comprehensive. **ASK BEFORE YOU ACT!**

It is permissible for tutors, counselors, and monitors to:

- Provide tutorial assistance through the Office of Student-Athlete Services to students that are enrolled full-time.
- Provide career counseling services through the Offices of Student-Athlete Services to enrolled student-athletes.
- Make computer terminals available to enrolled student-athletes.
- Provide other academic advising services to enrolled student-athletes.

It is NOT permissible for tutors, counselors, and monitors to:

- Provide any other benefit to a student-athlete that is not available to other students.
- Type papers or other class work for student-athletes at no cost to the student-athlete.
- Pay a student-athlete money or give any tangible item to a student-athlete in exchange for placing the tutor's name on the student-athlete's complimentary admission list.
- Provide reduced rate typing services for student-athletes.
- Provide cost-free or reduced-rate copying services for student-athletes.
- Complete course assignments for student-athletes.
- Provide student-athletes the use of telephone calling cards or other credit cards for personal use.
- Provide the student-athlete with the use of an automobile.
- Assist a student-athlete with the payment of his or her bills, parking tickets, etc.
- Provide tutorial services through the Office of Student Athlete Services to a prospective student-athlete (student that has started classes in the 9th grade).
- Assist prospect students to enroll at another collegiate institution (i.e., two-year college) in part-time, full-time, or correspondence courses.
- Complete course work for a prospect student-athlete.

NCAA Regulations on the CONDUCT OF ATHLETICS STAFF

Buckley Amendment

An institution is not permitted to disclose information regarding a student-athlete's:

- a. Results of NCAA or institutional drug tests;
- b. Academic transcripts from any institution including Baylor University;
- c. Pre-college test scores and information relating to eligibility of nonstandard testing;
- d. Records concerning financial aid;
- e. Records concerning campus or home addresses or phone numbers; and
- f. Any other papers or information pertaining to his or her NCAA or Big XII eligibility

10.1 Unethical Conduct

Unethical conduct by a prospective or enrolled student-athlete or a current or former institutional staff member may include, but is not limited to, the following:

- a. Refusal to furnish information relevant to an investigation of a possible violation of an NCAA regulation when requested to do so by the NCAA or Baylor University;
- b. Knowing involvement in arranging for fraudulent academic credit of false transcripts for a prospective or an enrolled student-athlete;
- c. Knowing involvement in offering or providing a prospective or enrolled student-athlete an improper inducement, extra benefit, or improper financial aid;
- d. Knowingly furnishing the NCAA or Baylor University false or misleading information concerning the individual's involvement in or knowledge of matters relevant to a possible violation of NCAA legislation;
- e. Receipt of benefits by an institutional staff member for facilitating or arranging a meeting between a student-athlete and an agent, financial advisor, or representative of an agent or advisor (e.g., "runner").

NCAA RULES RELATING TO TUTORIAL SERVICES:

As a tutor employed by Baylor University, you are also bound by rules issued by the National Collegiate Athletic Association (NCAA) governing conduct and benefits. Specifically, your services are among the “permissible benefits” student-athletes receive as part of their services.

However, there is a lengthy list of actions that constitute “non-permissible benefits,” and among these are providing a student-athlete with any of the following:

- typing services;
- use of a photocopier at no cost or reduced costs;
- meals;
- entertainment;
- transportation;
- gifts

The list above is *not* a complete list of “non-permissible benefits.” Hence, if you have *any* question about this issue, you should contact the Learning Center Supervisor and Coordinator of Academic Services.

Your failure to abide by NCAA rules could legitimately endanger a student-athlete’s current and/or future eligibility to compete.

Additional NCAA Regulations:

10.3 Gambling Activities

Staff members of the athletics department and student-athletes shall not knowingly:

- a. Provide information to individuals involved in organized gambling activities concerning collegiate athletics;
- b. Solicit a bet on any team representing the institution;
- c. Accept a bet on any team representing the institution;
- d. Solicit or accept a bet on any collegiate competition for any item that has value;
- e. Participate in any gambling activity that involves collegiate or professional athletics, through a bookmaker, a parlay card, office pool, or any other method employed by organized gambling.

Important Reminder

Report any **inappropriate** behavior to the Athletics Compliance Office, such as:

- Requests or pressures from student-athletes
- **Romantic or social involvement between tutors and student-athletes**
- Alleged or actual NCAA rules violations
- Any incident of academic fraud
- Extra benefits impermissibly given to student-athletes such as gifts, meals, or transportation.

16.02.3 Extra Benefit

An extra benefit is any special arrangement by an institutional employee or a representative of the institution’s athletics interests to provide a student-athlete or the student-athlete’s relative or friend a benefit not expressly authorized by NCAA legislation. Receipt of a benefit is generally available to the institution’s students or their relatives or friends or to a particular segment of the student body (e.g., foreign students, minority students) determined on basis unrelated to athletic ability.

16.3.2 Permissible Expenses

NCAA legislation permits an institution to finance certain academic and support services if it is determined to be appropriate and necessary for the academic success of our student-athletes, including but not limited to the following:

- a. Tutoring expenses;
- b. Drug-rehabilitation program expenses;
- c. Counseling expenses related to the treatment of an eating disorder;
- d. On-campus student development and career counseling (including the provision of related materials of little or no commercial value to student-athletes) utilizing outside resources
- e. Use of computers and typewriters. 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 requirements of a course in which a student-athlete is enrolled.
- f. Use of copy machines, fax machines and the Internet, including related long distance charges, provided the use is for purposes related to the completion of required academic coursework;
- g. 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;
- h. 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
- i. Non-electronic day planners.

16.2.2.1 Sale of Complimentary Admissions

A student-athlete may not receive payment from any source for his or her complimentary admissions and may not exchange or assign them for any item of value.

16.12.2.2.2 Non-permissible—Telephones and Credit Cards

It is not permissible to allow a student-athlete to use a telephone or credit card for personal reasons without charge or at a reduced cost.

TUTORING PROCEDURES

Establishing Tutor Sessions

Student-athletes may receive tutorial assistance *only* after they have been assigned a tutor through Student-Athlete Services. Tutoring assignments will be made when one of the following occurs:

- * The student's coach or academic advisor requires him/her to receive tutorial assistance, or
- * The student-athlete submits a **written request** for tutorial assistance.

If a coach or academic advisor requires a student-athlete to meet with a tutor, or if a student-athlete submits a written tutor request prior to the second week of classes, then each tutor will receive his/her tutoring assignments at the Learning Center Orientation meeting at the beginning of each semester. The tutor will be given a schedule with the student-athlete's name, course, professor's name, and the number of tutor sessions required each week. After the semester has begun, the tutor will be contacted via e-mail of any new tutoring assignments.

If a student-athlete submits a written tutor request after the Learning Center Orientation meeting at the beginning of each semester, then a staff person will provide the student-athlete with the name and number of a tutor who is qualified to tutor in the requested subject area. It will be the student-athlete's responsibility to contact the tutor and set up any tutoring that is desired. Tutors will be notified via e-mail that their name has been given to a student-athlete who has requested tutor sessions.

If you have any questions about whether a student-athlete is eligible to receive tutoring, contact the Coordinator of Academic Services.

Location of Tutor Sessions

Tutoring sessions should be held at the Student-Athlete Learning Center during regularly scheduled Learning Center hours. If on some occasions you find it necessary to tutor a student-athlete outside of Learning Center you *must* meet with the student-athlete in a public (on-campus) setting, such as the library or Student Union Building (SUB). ***Never use a private residence as a location for any tutor session.*** You must document the location of each meeting on your Tutor Session Report (TSR).

Tutor Session Absences

If you must miss a tutor session for any reason, you must do all of the following:

- Locate a substitute tutor and provide the substitute with all information needed to hold the session.
- Contact the Learning Center Supervisor to find the names of tutors that can substitute for you.
- Notify the Learning Center Supervisor regarding the upcoming absence and the name of your substitute.

If you are unable to locate a substitute, it is your responsibility to contact the student-athletes you will be tutoring and arrange a make-up session at the earliest possible date. *Make sure to include this contact on your Tutor Session Report!!*

NOTE: If you are sick and in a contagious state, please take the necessary steps to avoid coming to Learning Center.

Signing In and Out of Learning Center

For security reasons, each tutor must sign in and out of Learning Center at the monitor station.

Submitting Documentation

As a tutor, you are required to maintain and submit the following forms of documentation:

Tutor Session Reports (see APPENDIX A)

The tutor should fill out the Tutor Session Report (TSR) and turn it in to the front desk before leaving Learning Center. An example TSR is included in Appendix A. TSRs should include the date, prep time, session time, if the session was required, attended, or cancelled, and comments.

- The maximum amount of prep time is 30 minutes.
- The session time should be designated AM or PM.
- In the comments section please give a brief description of the material that was covered and what was accomplished during the session.
- If the athlete did not come to the session write “NO SHOW” in the comments section.
- If the athlete called to cancel and reschedule, you can mark the cancelled box and fill in the rescheduled time under comments.
- If you meet with an athlete more than once in a week *please record the session in a separate location* (on a separate piece of paper stapled to your TSR or on the back side), not right under the last session. You must also copy over all of the needed information for the session.
- If you meet with a student-athlete in a location other than Learning Center, document it on the TSR.
- If you tutor an athlete that is not listed on your TSR, please either record all of the needed information on a separate sheet of paper and staple it to your TSR or write it on the backside

Delayed and failed submission of the Tutor Session Report constitutes grounds for immediate dismissal from the Tutor Staff.

Study Aids or Helps

Tutors are strongly encouraged to create study aids or guides as part of their work with student-athletes. Such materials may include sample multiple choice, true/false, or essay exams (with questions designed to serve as practice for those the student-athlete may encounter in an actual test), a list of terms (for which the student-athlete—not the tutor—should write out definitions), or other study materials.

If you create any such documents for use in your tutor sessions, you must make an extra copy (using the copier available in Student-Athlete Services, if necessary) and submit the copy of the study guide stapled to your Tutor Session Report. Make sure you clearly label any such document, including the name of the student-athlete(s) for whom you made the document, the course for which it was used, and your name. You may also submit these documents by email to Sarah_Sartor@baylor.edu.

Evaluation of Performance

Evaluations are an important part of the overall improvement and development of any type of academic program and its staff. In order to improve the tutoring experience for our tutors and student-athletes, each tutor will be evaluated at least once during the current school year. Sometimes these evaluations will be scheduled with the tutor ahead of time, while at other times they may be done on a random basis. The three steps in the evaluation process are:

1. The tutor will be asked to complete a “Self Evaluation” form concerning his or her perceived strengths and weaknesses as a tutor. (See Appendix B)
2. The Learning Center Supervisor and/or one of the Graduate Assistants will observe the tutor during a tutor session and complete a “Tutor Evaluation” form. (See Appendix C)
3. The Learning Center Supervisor and/or one of the Graduate Assistants will schedule a meeting with the tutor to discuss the “Tutor Evaluation” in conjunction with the “Self Evaluation.”

The Student-Athlete Services Department reserves the right to modify the above procedures to provide for the changing needs of the tutor program.

PLANNING FOR A SUCCESSFUL TUTORING EXPERIENCE

(Adapted with permission from Tutor Manual, Center for Athletic Academic Affairs, Texas A&M University)

The Initial Tutoring Session

- Use the first few minutes to introduce yourself and get to know the student-athlete. Build rapport by asking questions that do not elicit a “yes” or “no” response.
- Exchange phone numbers and/or email addresses with the student-athlete.
- Review schedules to establish a regular meeting time and location. Remember to keep it either at the Student-Athlete Learning Center or another on-campus (public) location.
- Ask to see the course syllabus and go over it with the student-athlete.
- If you would like a copy of the student-athlete’s required texts, contact the Coordinator of Academic Services. The books must be returned by the last day of final exams for the semester in use.
- Tutoring sessions required by the coach and Tutoring Coordinator are mandatory and the student-athlete must attend as scheduled. If the student-athlete is unwilling to meet the assigned number of meetings or would rather meet on an “On Call” basis, immediately inform the Coordinator of Academic Services to see if this requested change should be honored.

Before Tutoring

- You are encouraged to create study aids or quizzes for the student-athlete to reinforce the material. Do not do the work for the student-athlete! For example, you can create a list of terms for the student-athlete to study, but do not write out the definitions for them. Remember to email a copy of these aids to the Coordinator of Academic Services.
- Be creative and imaginative in your tutoring methods. Look for ways to motivate and involve the student-athlete.
- Review session notes from the previous sessions with the student-athlete.
- Set the appropriate tone for each session by being on time, alert, and prepared.

While Tutoring

- At the beginning of each session, ask the student-athlete what he/she wants to accomplish. Adapt what your plans for the session to incorporate the student-athlete’s concerns with what you think needs to be accomplished. Develop a plan that satisfies both parties.
- Briefly review material learned in the previous session, allowing the student-athlete to demonstrate mastery of the ideas.
- Listen to the student-athlete. Be prepared to adjust the plans and your style as you learn more about the student-athlete’s learning style, abilities, and needs. For maximize results, incorporate multiple learning styles by involving writing, reading, and listening.
- Be diligent – work from the beginning to the end of the tutoring session.
- Be patient with the student-athlete, and offer encouragement often.
- If helping with homework, do not do the student-athlete’s work for them! You and the student-athlete must abide by Baylor’s Academic Integrity and Honor Code.

After Tutoring

- Before ending your tutoring session, review the date, time, and location for the next tutoring session with the student-athlete. Help the student-athlete make a study plan for the week.
- Complete your TSR! Make sure your TSR forms are turned in to the Learning Center Monitor by Thursday at 10:00 PM.
- Keep a personal log of your tutoring sessions. Write down what happened during the session and ideas for following sessions.
- Informally evaluate each session. Analyze which strategies and techniques worked and which were not successful. Use this information when planning for your next session.

Tutoring Tips and Techniques

Defining the Student-Athlete's Needs

- Evaluate the student-athlete's academic strengths and weaknesses.
- Determine the student-athlete's learning style, the most effective mode of instruction.
- Allow the student-athlete to explain anticipated or current class difficulties.
- Remember to ask open-ended questions (what, why, or how) in order to receive more than a single-answer response.
- The three most common problems that you will likely encounter while working with student-athletes are weak study skills, poor reading comprehension, and/or lack of motivation.

Finding Solutions

- Suggests study skills that when enable the student-athlete study more efficiently.
- Review difficult or technical vocabulary that may hinder reading comprehension. Review difficult text and help the student-athlete to discover the main idea.
- Remember to stay positive and point out academic accomplishments. Academic success will lead to newfound energy and commitment.
- Keep open-communication with the Coordinator of Academic Services with any struggles you incur.

Tutoring Techniques

Summarizing

- Summarizing can be used at the end or throughout a tutoring session. Student-athletes can summarize orally, in writing, or with the use of diagrams/pictures. Bite-sized pieces of summary information usually work well.

Silence

- When asking a question, allow the student-athlete time to think. Silently count to ten before answering the question. Silence prevents the student-athlete from feeling rushed and helps them develop confidence. Rushing in to fill a void in the conversation can close down lines of communication, causing the tutoring session to become a one-way process.

Paraphrase

- Paraphrase by rewording the student-athlete's responses. The method demonstrates that he/she has clearly communicated the concepts and that you were listening. Paraphrasing will either help make a concept clearer to the student-athlete or it will demonstrate that the student-athlete is not communicating or comprehending accurately.

Writing or Diagramming

- Visual learners respond well to this method. As you explain concepts, remember to use visual aids. This strategy may also be reversed, with the student-athlete writing or diagramming concepts for the tutor.

Evaluating

- Developing short quizzes for student-athletes can evaluate and reinforce learning. When developing a test, keep in mind the type of test the student-athlete might expect to be given by the professor. By developing test-taking skills, the student-athlete will be more confident when taking the professor's test.

Demonstrating

- Walking the student-athlete through a difficult thought process serves to show how something works or what it means. Use this strategy to help explain abstract ideas or concepts that need to be explained in more detail. This strategy may also be reversed, with the student-athlete demonstrating a concept to the tutor. Encourage the student to explain or act-out a concept.

TUTORING: SITUATIONS AND STRATEGIES

Strategies for Specific Situations

What do I do if the student-athlete...

Is passive and contributes little to the session

- The student-athlete may have not prepared, be insecure, be experiencing fatigue, or feel overwhelmed.
- Ask the student-athlete to work on a dry-erase board or on paper to demonstrate what he/she knows.
- Try to elicit an active response from the student-athlete, leaving enough time for a response.
- Explain the material for clarification. Ask the student to demonstrate understanding.

Avoids giving information concerning academic progress

- The student-athlete may be ashamed of unsuccessfulness or not able to accurately assess his/her academic situation
- Ask for feedback to make sure that the student-athlete understands the assignments.

Comes to a session with the appearance of being under the influence of an impairing substance

- Terminate the session tactfully.
- Inform the Coordinator of Academic Services immediately.

Thinks the tutor can work academic miracles

- The student-athlete may lack confidence in his/her own ability or desire to think in terms of miracles as opposed to hard, tedious work.
- Help the student-athlete take responsibility for his/her own work.
- Isolate assignments into manageable tasks.
- Help the student-athlete make a daily schedule to feel less overwhelmed.

Will not take responsibility for his/her grades

- The student-athlete may feel overwhelmed or lazy.
- Determine objective reasons for the grades.
- Make a plan for what the student-athlete can do to improve the situation.
- Remember that the ultimate responsibility is on the student-athlete.

Is consistently late or absent

- Note this on their TSR.
- Tell the student-athlete why lateness and poor attendance are problems.

Flirts with or has a crush on you

- The student-athlete may want to equalize the student-tutor relationship, misread your professional interest for social interest, is nervous, or is attracted to you.
- Be professional!
- Student Athlete Services prohibits social/dating relationships between tutors and student-athletes.
- If necessary, discuss the matter openly with the student-athlete in such a way that there are no hard feelings.

Does not do his/her homework regularly

- The student-athlete may not be interested in the course material or may be distracted by social/personal matters.
- Try to go over all homework assignments regularly.
- Discuss the value of homework and reinforce material.
- Do not do the homework for him/her!
- Help the student determine a time to do the work and help him/her prioritize his/her schedule.

Wants you to write his/her paper or do his/her homework

- The student-athlete may not understand your role or may be panicked or lazy.
- NEVER do their written assignments!
- Help the student-athlete feel capable.
- Help the student-athlete develop a plan to complete the assignment.
- Isolate assignments into manageable tasks.

Continually wants to talk about personal problems rather than do school work

- The student-athlete may be avoiding academic work or is more comfortable with social interaction rather than academic interaction.
- If the problem is severe, do not provide personal council to the student-athlete.
- Share your concerns with Coordinator of Academic Services.
- Remember to keep this conversation confidential between you, the student-athlete, and the Coordinator of Academic Services.
- If the student-athlete is inventing personal things to talk about, get back to the basics, such as outlining the goals for the tutoring session.
- Focus on what the student-athlete wants or needs to accomplish during that session.

Is finding school too difficult

- The student-athlete may be enrolled in a heavy course-load, have personal problems, be anxious, not studying enough, or not using proper study skills.
- Talk about some of the above reasons.
- If the student-athlete's anxieties are exaggerated, review his/her academic accomplishments to build confidence.
- If the student-athlete is able to do well in the course, talk about his/her goals for the course and what is needed to meet these goals.

Feels his/her academic problem is overwhelming and/or hopeless

- The student-athlete may need assistance with study skills or may be having personal problems unrelated to school.
- Try to determine if the student-athlete's feelings are grounded in reality.
- Try to break down assignments into manageable tasks.
- Focus on academic successes.
- Encourage the student-athlete to talk with his/her professor and/or the Coordinator of Academic Services.

Will not take the session seriously

- The student-athlete does not realize the accomplishments possible through tutoring or is anxious.
- Give the student-athlete tangible objectives to accomplish and show how tutoring will benefit.
- Focus on a constructive plan, not attitudes.

Does not think you are competent

- The student-athlete may have difficulty taking direction from anyone who is not in an unquestionable position of authority.
- Do not take the student-athlete's attitude personally.
- Be professional and discuss your tutoring qualifications without being defensive.

Always tries to catch you in a mistake

- The student-athlete likes to be in control, may be unaware of his/her behavior, or is trying to show confidence.
- Determine if the student-athlete is aware of his/her behavior.
- Try not to feel personally attacked.

If any of these situations persists, contact the Coordinator of Academic Services!

APPENDIX A

Example Tutor Session Report (TSR)**Tutor's Name**

Session 00000 ENG 1301

Athlete's Name (00000)Prep Time: 7:00 pm 7:15 pm

From

To

Required Yes NoAttended Yes NoCancelled Yes NoSession Date: 5/15/07 Session Time: 7:15pm 8:15pm

From

To

Comments: Athlete and I reviewed the writing prompt for his first essay and began the prewriting process.

***Remember to pick up a new TSR each week and turn in your completed TSR each Thursday night by 10:00 pm.**

TUTOR SELF-EVALUATION

NAME: _____ SUBJECT: _____

What do you think your tutoring strengths are in working with your assigned student-athletes?

How do you feel students have benefited from your tutoring?

What do you feel your weaknesses are, and how do you plan to compensate for them?

What methods do you utilize to analyze your student's problems?

Were you confronted with any situations you were unsure how to handle? How did you resolve them?

What can the Learning Center Staff and/or Learning Center Supervisor do to aid you in being more effective as a tutor?

How would you rate your overall satisfaction with your job as an Athletic Learning Center Tutor?

What suggestions do you have for a new tutor tutoring in your same subject area(s)? From your experience, what seems to work the best for you?

APPENDIX C

TUTOR SESSION EVALUATION

TUTOR NAME: _____

SUBJECT: _____

EVALUATED BY: _____

DATE: _____

Does the tutor ask questions that cannot be answered in a yes or no fashion?

1	2	3	4	5
----------	----------	----------	----------	----------

Never	Rarely	Often	Frequently	Almost Always
--------------	---------------	--------------	-------------------	----------------------

Was the tutor able to identify and respond to the specific needs of the student?

1	2	3	4	5
----------	----------	----------	----------	----------

Never	Rarely	Often	Frequently	Almost Always
--------------	---------------	--------------	-------------------	----------------------

Does the tutor actively involve the student in the learning process?

1	2	3	4	5
----------	----------	----------	----------	----------

Never	Rarely	Often	Frequently	Almost Always
--------------	---------------	--------------	-------------------	----------------------

Does the tutor explain to the student what is being done and why?

1	2	3	4	5
----------	----------	----------	----------	----------

Never	Rarely	Often	Frequently	Almost Always
--------------	---------------	--------------	-------------------	----------------------

Does the tutor provide a positive learning environment?

1	2	3	4	5
----------	----------	----------	----------	----------

Never	Rarely	Often	Frequently	Almost Always
--------------	---------------	--------------	-------------------	----------------------

Does the tutor listen when the student is explaining a problem or answering a question?

1	2	3	4	5
----------	----------	----------	----------	----------

Never	Rarely	Often	Frequently	Almost Always
--------------	---------------	--------------	-------------------	----------------------

Overall, how effective were the communication skills of the tutor?

1	2	3	4	5
----------	----------	----------	----------	----------

Never	Rarely	Often	Frequently	Almost Always
--------------	---------------	--------------	-------------------	----------------------

Does the tutor set goals/guidelines for the tutor session? **YES / NO**Does the tutor set the tone of the tutor session? **YES / NO**

What is the tone?

SERIOUS / RELAXED?**POSITIVE / NEGATIVE?**Does the tutor close the tutor session preparing the student for the next session by reviewing time, location, and day of the next session, and work to be completed by that time? **YES / NO**

Overall Comments:

TO BE FILLED OUT BY COORDINATOR OF ACADEMIC SERVICES OR LEARNING CENTER SUPERVISOR:

Punctuality:

Absences:

Quality of paperwork:

APPENDIX D

DATE: _____

Tutor Sign In/Out

Tutor	Time In	Time Out	Athlete	Subject	Req.	A/C/NS
Jordan Secord	8am	11am	Michael Jordan	REL1302	X	A
-----	----	----	Emmitt Smith	REL1302	X	C
-----	----	----	Cal Ripken Jr.	REL1309		NS
Nate Renfro	9am	10am	Bart Byrd	HP1402	X	NS
Sarah Sartor	10am	12pm	Flint Harris	SOC1301		A
-----	----	----	Albert Einstein	PSY6345	X	A

* A = Attended

* C = Cancelled

* N = No Show

APPENDIX E

TSR Addition Sheet

Tutor Name: _____

Athlete: _____ **Prep Time** _____ **to** _____ **Required** Y N
Session Date: _____ **Session Time** _____ **to** _____ **Attended** Y N
Cancelled Y N

Comments: _____

Athlete: _____ **Prep Time** _____ **to** _____ **Required** Y N
Session Date: _____ **Session Time** _____ **to** _____ **Attended** Y N
Cancelled Y N

Comments: _____

Athlete: _____ **Prep Time** _____ **to** _____ **Required** Y N
Session Date: _____ **Session Time** _____ **to** _____ **Attended** Y N
Cancelled Y N

Comments: _____

Athlete: _____ **Prep Time** _____ **to** _____ **Required** Y N
Session Date: _____ **Session Time** _____ **to** _____ **Attended** Y N
Cancelled Y N

Comments: _____

