TUTOR ORIENTATION & TRAINING

Policies and Procedures

Fall 2014

“Support and Challenge”
GOALS FOR TONIGHT

- Introductions
- Message from Dr. Michelle Brown, Director
- Message from Chancellor Carol Folt
- ASPSA Staff Positions and their roles
- Hours of Operation/Tutor Schedules
- Policies/Procedures and Expectations
- Feedback Forms/Payroll and TIMS
- Working with LD Students
- Tips in Tutoring
- What Makes an Effective Tutor?
- Choosing Appropriate Learning Strategies
INTRODUCTIONS

Message from Dr. Michelle Brown
Director, Academic Support Program for Student-Athletes

Message from Chancellor Carol Folt

Tutorial Program Coordinator/Contacts
- Susan Maloy – Tutorial Coordinator
- Ben Sheu – Assistant Tutorial Coordinator
- Scott Maxwell – Associate Director, Learning Specialist
- Bradley Bethel – Reading & Writing Specialist
- Beth Lyons – Learning Specialist
- Raphael Levante – Lead Monitor

Librarian on site (located in the Writing Lab 2 nights a week)

Academic Support Staff
ACADEMIC SUPPORT STRUCTURE

- **Academic Counselors**
  - An academic coach who helps students manage the demands of academics and athletics.
  - Meet weekly with students with an Academic Plan

- **Learning Specialist/Assistant Learning Specialists (ALS)**
  - Work w/ students with demonstrated needs on academic skill building and implement study strategies through content
  - Point of contact for LD/ADHD related issues

- **Guided Study Leaders**
  - Lead guided study groups, keeping students on task while encouraging the application of study strategies to their coursework
ACADEMIC SUPPORT STRUCTURE

• **Tutors**
  - Content experts who assist students in mastering course material within the UNC Honor Code and NCAA regulations.
  - Model appropriate study skills never crossing the boundaries of academic integrity.

• **Monitors**
  - Maintain an appropriate and productive study environment encouraging students to stay on task
  - Assist in reporting independent study hours
  - Record attendance of all tutors and student-athletes according to the nightly schedule
  - Make sure supplies are available, computers are in good working order, and printers are filled with paper
  - Enforce ASPSA policy regarding cell phone usage, non-academic websites, and appropriate behavior in the AC
  - Upon closing, tidy all study rooms, return furniture to its appropriate location, refill printers, etc.
MY ACADEMIC PLAN

All identified students will have a MAP that consists of:

- Weekly Meetings
- Meetings with Learning Specialist/ALS
- Tutorial Sessions
- Drop-In Tutorial Sessions
- Guided Study Sessions
- Independent Study
HOURS OF OPERATION

Monday – Thursday  8:00am to 10:00pm
Friday        8:00am to 5:00pm
Sunday        6:00pm to 10:00pm

• Closed for Holidays

Tutor Schedules – Begin August 24th (Closed 8/25)
• 6:00pm to 10:00pm
• Daytime hours
POLICIES AND PROCEDURES

General Requirements
- Arrive on time for all sessions.
- Please be sure students know where to find you in your assigned room.
- Be present for ALL assigned sessions
- Work only the assigned hours on your schedule
- No sessions may be conducted outside of the Academic Center (AC)
- Tutors and students may not conduct private sessions
- Uphold the UNC Honor Code Policy

Cause for Release and Dismissal
- Failure to comply w/ policies and procedures
- Missing appointments w/out proper notification
- Falsifying your time card
- Conducting unscheduled sessions and/or sessions outside of the AC
- Violation of University or NCAA policies
- Unacceptable contact w/ student-athletes outside of the AC
- Failure to maintain confidentiality regarding student-athletes
- Disrespectful behavior toward student-athletes
POLICIES AND PROCEDURES

Protocol when Inappropriate Contact w/ Student Occurs

- Document circumstances on the Feedback Forms
- Meet with Tutorial Coordinator to discuss the details even if you have already discussed the matter with another full time staff member.
POLICIES AND PROCEDURES

Confidentiality
• Do not discuss the students academic status, grades, injuries, team status, etc. w/ anyone other than full-time academic staff. Violation of student’s FERPA rights.

Announcements
• Check your email regularly for important announcements – ASPSATutoring@unc.edu

Copy Machine
• Only academic related materials – Must be approved
POLICIES AND PROCEDURES

Dress Code

ACCEPTABLE
✓ Teacher/Business/Sport Casual

UNACCEPTABLE
× Low cut, midriff exposing shirts or dresses
× Gym clothes – mesh shorts, spandex leggings, etc.
× Strapless shirts or dresses
× High cut shorts, skirts, or dresses
× Excessively torn or worn blue jeans
× Clothes denoting inappropriate messages or logos
Policies and Procedures

Evaluations of Tutors

- Students will evaluate their tutors
- Periodic tutor session observations each semester
- Follow-up meeting with each tutor
- Tutors are NOT evaluated by grades of their students
- Tutors evaluate the program (via survey and academic integrity statement form and questionnaire at the end of each term)
POLICIES AND PROCEDURES

Human Resources
• Please inform us immediately if your status as a “student” has changed or if you are no longer enrolled in classes in any given semester.
• This effects HR and must be adjusted in the system

Environment, Health, and Safety Training
• Must complete Occupational Safety and Health Act (OSHA) online training at http://ehs.unc.edu (mandatory for all part time and temporary employees)
POLICIES AND PROCEDURES

Parking
- ASPSA will not provide parking passes
- May park in non-gated lots on campus after 5:00pm
- For info regarding parking contact the Department of Public Safety (DPS)
- NO Night Parking Permits are required

Weather
- Adverse Weather Hotline – Call 843-1234
- Follow University Condition of Operation
- Tutor sessions cancelled when classes are cancelled under Condition 2 and 3
- Tutors will be contacted via email re. AC closing
POLICIES AND PROCEEDURES

Media

- No obligation to respond to inquiries verbally or in writing
- Student information that exists in writing or through conversation is confidential and **may not** be shared
- Please inform Tutorial Staff if you have been contacted

NCAA/UNC Academic Honesty and Confidentiality Agreement – *Must sign at the beginning of each semester*
BEHAVIORAL POLICIES and EXPECTATIONS

Behavior

- DO NOT engage in extra-curricular activities with student-athletes.
- Refrain from using or allowing students to use foul language.
- DO NOT cross the lines of professionalism – trust and respect are paramount!

Cell Phones/Non-Academic Websites/Music - PROHIBITED during academic sessions for students and tutors (model appropriate behaviors for our students)
POLICIES AND PROCEDURES

Communication w/ Coaching Staff
- No interaction (either personal or professional)
- May not be employed by coaches (e.g. babysitting, tutoring their children, etc.)
- Coaches should not request tutors to meet with prospects

Communication w/ Student-Athletes
- NO CONTACT with students outside the AC or via phone, text, email, social media, etc.
- All communication MUST go through the Academic Counselor
POLICIES AND PROCEDURES

Communication w/ Tutorial Staff
• ASPSATutoring@unc.edu for all matters related to scheduling, cancellations, availability, training, etc.

Susan Maloy – sbmaloy@email.unc.edu
   Cell phone – 919-

Ben Sheu – bsheu@email.unc.edu
   Cell phone – 919-
Complimentary Tickets

- Tutors may not accept complimentary admissions to events on or off campus from student-athletes via a pass list or a “hard ticket”
- Staff members are welcome to attend any athletic event just as any other paying customer.
Policies and Procedures

Online Courses and Exams and Graded Assignments

- MAY NOT assist students with graded assignments, quizzes, or exams online or otherwise.
- Confirm whether or not it is a graded assignment before working w/ the student.
- Written verification from professor if authorized to work in groups – (Collaboration)
- Although online coursework can be accessed from any location, tutors MAY NOT work with students outside of the AC.
POLICIES AND PROCEDURES

APPOINTMENT POLICIES

Appointment Scheduling

- Determined by level of need, tutor’s availability and budget
- Schedule remains the same each week for duration of semester
- 50 minute sessions
- Observe University holidays
- MAY NOT tutor students who are in your class
- Requests for additional sessions must be approved by Tutor Coordinator
- Tutors may be asked to conduct group exam review sessions outside of their regular schedule
Schedules during Final Exams

- Conduct regularly scheduled sessions throughout exam period
- Find out when your students’ final exams will occur to determine your end date
- Conduct extra group review sessions
POLICIES AND PROCEDURES

Appointment Cancellations (Students)

- No cancellations beyond special circumstances
- Must be approved by Academic Counselor
- Students may not cancel directly with tutor, but should communicate absences due to team travel and competition.
  - Appts. **5pm or later** – Cancel by 2pm that day
  - Appts. **Before 5pm** – Cancel by 2pm previous day
  - **Sunday Appts.** – Cancel by 2pm on Friday
- Tutors may be asked to come an hour later or clock-out an hour earlier
- No need to clock out in the middle of the shift unless you leave the AC to take a break
POLICIES AND PROCEDURES

Appointment Cancellations (Tutors)
- No cancellations beyond special circumstances
- Scheduling conflicts – Notify tutorial staff at least a week in advance via email ASPSATutoring@unc.edu
- Tutorial staff will inform Academic Counselors to inform their students of the cancellations.

Do Not End Sessions Early
- “I don’t have anything to do.”
- Must be approved
Policies and Procedures

Student No Shows

1-on-1 Sessions
- Wait 5 minutes; report student w/ an “infraction”; notify the monitor
- Prepare for next session

Small Group Sessions
- Do not wait 5 minutes; work w/ students who are present
- Report student w/ an “infraction”
POLICIES AND PROCEDURES

Academic Infractions

- No show w/out following proper cancellation protocol
- Student arrives 5 minutes late. Conduct the session and inform the student of the recorded infraction on feedback.
- Student comes unprepared or w/out notes, books, computer, course materials, etc. Conduct the session and inform the student of the recorded infraction on feedback.
- Use of personal devices for needs unrelated to coursework. Conduct the session and inform the student of the recorded infraction on feedback.
- Behavioral issues that warrant dismissal from the session – Record as an automatic infraction
POLICIES AND PROCEDURES

Academic Infraction Policy

- Recorded cumulatively (not by individual class)
- 5th infraction - possible suspension of tutorial services and a mandatory meeting
- Tutors should not expect to know the consequences of reported infractions

Goal is to begin charging ($) students for missed tutor appointments in the future.

*All infractions may be appealed.*
POLICIES AND PROCEDURES

FEEDBACK FORMS

- Must be completed for EVERY session including Guided Study Sessions, even those missed by the student(s)
- Must be submitted by the end of your sessions each evening
- Time sheets should reflect the feedback submitted and vice versa
- Share student academic progress w/ Academic Counselor
- Should be written for a professional audience
- Tutor may not save a copy of student’s work or Feedback forms
- Key points to include
FEEDBACK FORMS
## Tutor Feedback Form

**Drop-In Session**

Please print your name clearly as we have an accurate account of your attendance.

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**Subject:**

**Date:**

Tutor Signature  
Date
FEEDBACK FORMS

Drop-In Sessions

- Please be diligent about having students time in and out
- Students may be held accountable for this time spent toward their MAP
Examples of UNHELPFUL Feedback

- “worked on an article paper for class.”
- “Had some questions from class today.”
- “Prep for test.”
- “We worked on her Thesis paragraph.” – Who did the work?

Examples of HELPFUL Feedback

- “We’ve solved some examples and practice problems together. She is improving and very well engaged but she needs more practice and study of some subjects before her final exam.”
- “She is super-organized – color-coded flash cards and notes. Came early to study w/me b/c ___ was sick.”
FEEDBACK FORMS

More Examples of HELPFUL Feedback

“___ and I discussed a draft of a paper she was contributing to. We noticed that her section contained an inconsistent argument, so we discussed how she could unify and clarify her argument. We also talked about including citations and introducing sources.”

“We studied for ___ psych test. She had a very detailed, colorful study guide and a set of flashcards. She said she studied almost 20 hours this weekend and, as I quizzed her on the information, she knew almost everything. The information is a lot of vocab but ___ has worked hard and she really wants an A on this test.”
POLICIES AND PROCEDURES

Payroll/UNC TIM

- 15 min. online training
- No additional pay for prep time outside of your scheduled hours unless requested for special assignment.
- No hours will be paid for unauthorized unscheduled sessions.
- Do not clock in more than 10 min. before the hour
- Approve time cards by Noon on Friday at the end of the Pay Period, unless you work on Sunday – approve by 10pm
- Problems with your time card – email ASPSATutoring@unc.edu

TIMS Walkthrough
STUDENTS with LEARNING DISABILITIES

- Tutors may not know if the student they are working with has an LD or not. This information is confidential. And while we encourage students to share this with tutors, they may not always do so.
- Learning Specialists on staff can offer you “guidance” if you are working with a student you suspect may have an LD.
- Learning Specialists cannot confirm a diagnosis without student consent, but can offer tips and learning strategies to help make sessions more productive.
IF you are working with a student who is concerned they may have a learning disability, please encourage them to meet with a Learning Specialist.
TIPS IN TUTORING

Course Syllabus
Class Notes, Tests, and Homework Assignments
Sakai
Textbooks

Resources Available at learningcenter.unc.edu

Guidelines for Working with Students
• Student Involvement
• Communication
• Encouragement
TIPS IN TUTORING
INITIAL MEETINGS

THINGS TO COVER

- Explain your role as offering guidance
- Course Syllabus
- Student Involvement
  - Advanced Preparation - level of interest in subject
  - Be an Active Learner - any prior knowledge of material
- Get to Know One Another - initial assessment of the student; important to meet the student at their level
TIPS IN TUTORING REGULAR MEETINGS

PROMOTE the FOLLOWING:

- Time Management
- Class Responsibility
- Professor Communication
- Organization
- Daily Work
- Academic Skills
- Communication
- Students should be taking their own notes in your session
- Tutors MAY NOT operate a student’s computer
RED FLAGS

MOTIVATION: MID-TERM BLAHS AND DISAPPOINTMENTS

- Physical Exhaustion
- Mental Exhaustion

INJURIES AND RED-SHIRTING

- Turn disappointment into a positive
- Focus on the possibilities of the future
What Makes an Effective Tutor

- Teach and model *how*, not only *what*.
  - “Give a person a fish, and they eat for a day. Teach a person to fish, and they eat forever.”
  - Show students *how* to find the answers they are looking for and *how* to solve the problems challenging them.

- When possible, challenge students to discover answers for themselves.

- Challenge students to ask specific questions.
  - Tutors are not teaching assistants. Your job is not to re-teach the material to the student.
  - If the student simply wants you to re-teach the last lecture, give them a few minutes to look over the notes or the book and pick out specific questions.
Learning Techniques: The *How of Tutoring*

- Elaborative Interrogation
- Self-explanation
- Summarization
- Highlighting / Underlining
- Keyword Mnemonic
- Imagery for text
- Rereading
- Practice Testing
- Distributed Practice
- [Interleaved practice](#)
The most effective studying involves actively and strategically using multiple learning techniques.

“Learning is not something that happens to students; it is something that happens by students” – Barry Zimmerman
THANK YOU for What You do!

Have a GREAT Semester!

Remember to Communicate effectively, ask questions, conduct your sessions with integrity, “Support and Challenge” your students, and enjoy your experience!!