

From: @email.unc.edu>
Sent: Wednesday, 7:28 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: ENGLISH PAPERS

EXHIBIT 2-1

Jan,
I'm behind one paper but I want to get caught up and to do that I have to turn in two things tomorrow. I have to use those question with the bullets points to form a paper for the thing. Can you call me to let me know how to form a paragraph from those questions? We have to use pathos, ethos, and logos in the paper with the bullet points.
PLEASE CALL ME CAUSE I'M TRYING TO FINISH IT AND GO TO SLEEP CAUSE I'M FEELING A LITTLE BAD. Thanks

This is the assignments that she sent me cause she said I can turn the bullet point in tomorrow, but it was due last class.

EXHIBIT 2-2

Properties ▾

Size	21.0KB
Pages	1
Words	310
Total Editing Time	16 Minutes
Title	ANNOTATED BIBLIOGRAPHY
Tags	Add a tag
Comments	Add comments
Template	Normal
Status	Add text
Categories	Add a category
Subject	Specify the subject
Hyperlink Base	Add text
Company	UNC

Related Dates

Last Modified	2/24/2003 12:57 PM
Created	2/24/2003 12:41 PM
Last Printed	Never

Related People

Manager	Specify the manager
Author	Add an author
Last Modified By	jmboxill

Related Documents

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Exhibit 2-3

This record can not be de-identified due to existing information and/or records already available to the public and is therefore being withheld to protect the identity of the specific student.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Saturday, 8:36 PM
To:
Subject: Re: Paper

No problem! I was thinking of the other paper. So you have a good start on this one, and should be able to use examples to fill out the paper.

Jan

EXHIBIT 2-4

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, 9:57 AM
To: @email.unc.edu>
Subject: Re: Psych
Attach: Afam [1].doc

What you have is okay. Can you add something about the other two. I double spaced it and am sending it back to you with a few edits. It is now 3 pages.

EXHIBIT 2-5

Exhibit 2-6

This record is a confidential education record.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, 10:19 PM
To: @email.unc.edu>
Subject: Re: my quiz i need some help

I have looked at it and it needs some help. I'll reread it and try to help make some changes. Right now I'm watching the game, and can't concentrate on anything. I'll look at it shortly.

Jan

EXHIBIT 2-7

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, 11:23 PM
To: @email.unc.edu>; @yahoo.com>
Subject: Re: the afam paper

I sent it to your yahoo account. That's the only email I have for you.

EXHIBIT 2-8

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website: parcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

@email.unc.edu wrote:

> Jan, I did not get the part you wrote. Did you send it to this email
> or my yahoo mail.
>
> Thanks
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, 11:24 PM
To: @email.unc.edu>
Subject: [Fwd: Afam paper]
Attach: Afam paper.msg

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Jan Boxill, Ph.D.
Director, Parr Center for Ethics
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Website:parrcenter.unc.edu
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FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, 10:03 AM
To: @yahoo.com>
Subject: Afam paper

--
Jan Boxill, Ph.D.
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Exhibit 2-9

This record is a confidential education record.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, 9:00 PM
To: @email.unc.edu>
Subject: Re: Afam - 20 page paper

EXHIBIT 2-10

Great, thanks,
See you tomorrow.
Jan

@email.unc.edu wrote:

> Thank you! I just sent the journals to Professor His email
> address is . I am working on the
> citation page now. Thank you for everything. Sorry for waiting at the
> last minute. (lol) I hope you are have fun with See you
> later!
>
>
>

--
Jan Boxill, Ph.D.
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FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, 1:27 PM
To: @email.unc.edu>
Subject: Re: Afam - 20 page paper
Attach: -Afam .docx

EXHIBIT 2-11

Hi

I have read the paper and edited the grammar etc. I didn't get to the conclusion. I have an appointment at 1:30-2, so will look at it as soon as I return. What I would do is format the paper using 12-point font and double space it, add the reference info however you are going to do that, and then when I look at the conclusion you are done. The paper is very interesting. There is some repetition, but not too bad.

Jan

@email.unc.edu wrote:

> Hi Jan,
>
> I was going to email you this paper yesterday, but I didn't feel too
> good. I woke up this morning with
> I haven't double space my paper yet. Also I
> have all the quotes in bold front so I can cite my paper easily without
> missing anything. I know I have a lot of grammar mistakes throughout the
> paper. If you have time can you read through it? I do understand that
> this is a busy time of the year for you.
>
> Thank you for everything

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
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University of North Carolina
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Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: @email.unc.edu>
Sent: Sunday, 10:15 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Re: Hello
Attach: assignment HBCU.docx; HBCU paper.docx

EXHIBIT 2-12

Sorry I just got your email. I don't really check my school email as much. I am ok. The game really made me sad. But thats another story. I am trying to focus on school work. However it is very difficult. Here's my paper I was telling you about. I also send the assignment.



EXHIBIT 2-13

WEBER STATE UNIVERSITY
PUBLIC INFRACTIONS DECISION
NOVEMBER 19, 2014

I. INTRODUCTION

The NCAA Division I Committee on Infractions is an independent administrative body of the NCAA comprised of individuals from the NCAA Division I membership and the public charged with deciding infractions cases involving member institutions and their staffs.¹ This case involves academic fraud at Weber State University.² It also involves a former developmental math instructor.³ The panel has considered the record including the parties' submissions, presentations and information developed at the September 12, 2014, hearing. The panel concludes that academic fraud occurred; however, the panel does not conclude that the institution failed to monitor. The panel prescribes core penalties in this case under NCAA Bylaw 19.9 and the new Figure 19-1 Penalty Guidelines, as well as other standard administrative penalties.

In this case, the institution, the math instructor and the NCAA enforcement staff substantially agreed that academic fraud violations occurred during spring 2013. Specifically, the parties agreed the math instructor completed online quizzes, tests and exams for five student-athletes, resulting in fraudulent academic credit. While the parties agreed that the violations occurred, they disagreed over the appropriate violations level. The panel concludes that academic fraud violations occurred and those violations are Level I.

The enforcement staff also alleged the institution failed to monitor the math instructor, the five student-athletes' academic activity and the rate at which coursework was completed. The institution disagreed that it failed to monitor. Based on the facts and circumstances presented to the panel, the panel concludes the institution did not fail to monitor.

¹ Infractions cases are decided by hearing panels comprised of NCAA Division I Committee on Infractions members. Decisions issued by hearing panels are made on behalf of the Committee on Infractions. Originally, the panel consisted of seven members, but one member was excused when he could not participate due to a scheduling conflict. Pursuant to NCAA Bylaw 19.3.3, a six-member panel considers this case.

² A member of the Big Sky Conference, Weber State University has a total enrollment is approximately 21,000. The institution sponsors seven men's and nine women's sports. This is the institution's third major infractions case. The institution also had previous infractions cases in 2006 (financial aid violations in all sports) and 1996 (men's basketball).

³ The former developmental math instructor is referred to as "math instructor." The math instructor held that position when the violations occurred. Her employment with the institution ended on May 3, 2014.

The academic fraud violations in this case are severe breaches of conduct because they seriously undermined and threatened the integrity of the NCAA Collegiate Model. After weighing the aggravating and mitigating factors and applying the new Figure 19-1 Penalty Guidelines, the panel prescribes the following principal core and administrative penalties: three years of probation; a fine; scholarship reductions in football; a five-year show-cause order for the math instructor; and standard administrative reporting requirement.

II. CASE HISTORY

The origin of the case began on April 24, 2013, when an adjunct instructor discovered an academic irregularity for one of his students, a football student-athlete. Concerned, the adjunct instructor brought the discovery to the attention of the institution, which immediately conducted a review and informed the president. On May 14, 2013, the institution self-reported potential violations to the enforcement staff. The self-report occurred only 21 days after the initial discovery.

On June 3, 2013, the enforcement staff issued a verbal notice of inquiry to the institution and the parties initiated a cooperative investigation. Based on information developed during the institution's internal review and the cooperative investigation with the enforcement staff, the institution identified three groups of student-athletes who possibly received improper academic assistance from the math instructor. Group I consisted of five student-athletes (at issue in this case) who allegedly permitted the math instructor to use their usernames and passwords to take quizzes, tests and exams. Group II consisted of three student-athletes who allegedly received substantial assistance, defined as more than 50 percent, on quizzes and tests. Group III consisted of six student-athletes who allegedly received substantially less than 50 percent assistance on quizzes and tests.

The institution determined that the student-athletes in Group I committed academic dishonesty under the institution's policy. The institution charged the student-athletes in Group II with academic dishonesty under the institution's policy, but they were ultimately found not responsible. The institution did not charge the student-athletes in Group III with academic dishonesty under the institution's policy.

On December 6, 2013, the institution and the enforcement staff requested an interpretation from the NCAA Academic and Membership Affairs (AMA) staff on the application of unethical conduct legislation on the facts of the case. Based in part on the information received from that request, the enforcement staff issued the first notice of allegations (NOA) on January 23, 2014. That NOA alleged the math instructor and the student-athletes from Groups I and II had engaged in academic fraud. That NOA also alleged the institution failed to monitor.

On April 16, 2014, AMA issued an official interpretation on academic misconduct, which in practice provided that the enforcement staff defer to the institution's determination on academic fraud.⁴ Based on the new interpretation and the results of the institution's academic and appeals processes, the enforcement staff issued an amended NOA on May 13, which removed the academic fraud allegation against the student-athletes from Group II.⁵

Because of the institution's on-going academic review and the enforcement staff's issuance of an amended NOA, the institution sought and received extensions to the response deadline. The institution submitted its response on June 16, 2014. One month later, the enforcement staff submitted its statement of the case and written reply. On August 18, 2014, the institution submitted a supplemental response. The next day, the math instructor submitted a response to the amended NOA.⁶

On September 12, 2014, the panel held an in-person hearing. The math instructor did not attend. At the request of the panel, representatives from the AMA staff attended the hearing. These staff members attended as a resource regarding the application of the April 2014 official interpretation on academic misconduct. At the hearing, an AMA staff member indicated that the language of the interpretation is consistent with a prospective application to conduct occurring after the issuance of the interpretation. The enforcement staff indicated that it believed it was required to apply the interpretation retroactively.⁷

III. FINDINGS OF FACT

The institution discovers a testing anomaly and investigates

During the 2010-11 academic year, the institution converted its developmental math program into an online platform. The institution offered developmental math for

⁴ The NOA alleged violations of "academic fraud." In the 2014-15 Division I Manual and the April 16, 2014, AMA official interpretation the terminology for violations changed to "academic misconduct." In this case, the panel refers to the violations as they were charged.

⁵ The enforcement staff dropped the allegation relating to the math instructor and Group II. By dropping the allegation pertaining to Group II, the amended NOA only alleged that the math instructor and five student-athletes engaged in academic fraud during the spring 2013 semester and that the institution failed to monitor.

⁶ The math instructor submitted her response to all parties by "replying all" to an earlier email exchange addressing a procedural issue related to the amended NOA. Neither the institution's supplemental response nor the math instructor's response met the deadline for written submissions. The chief hearing officer provided the parties with an opportunity to comment on whether the submissions should be added to the record. After neither party objected, the chief hearing officer admitted the submissions to the record.

⁷ Following a discussion on the application of the AMA interpretation, the enforcement staff indicated that, under the April 2014 official interpretation, it could have brought allegations of extra benefit violations for the conduct of the math instructor and student-athletes in Group II. The enforcement staff and the institution indicated that they would address violations associated with Group II in a separate Level III violations process handled between the enforcement staff and the institution. Those violations were not alleged and were not before the panel for consideration in this case.

incoming students who lacked fundamental math skills needed for college level math courses. The online platform allowed students to complete, among other tasks, homework, quizzes, comprehensive tests and a final exam using a username and password. The courses are self-paced.

At the conclusion of the spring 2013 semester, the adjunct instructor believed that he had discovered a testing anomaly for a student-athlete in his class. That concern led the institution to review its developmental math program. Specifically, the adjunct instructor noted that the student-athlete completed six quizzes and a final exam in less than one hour – an uncharacteristic pattern for the student-athlete. The adjunct instructor reported his concern to the lead instructor for the course, who immediately reviewed the student-athlete's course progress. Later that day, the lead instructor informed the director of developmental math of the situation. Over the course of nine days, representatives from developmental math conducted a complete review of the spring 2013 developmental math courses. They discovered five anomalies and identified those anomalies as football student-athletes. Then they informed the athletics department and conducted joint interviews of the student-athletes. Finally, they informed the institution's president.

At the direction of the president, the institution continued its internal review and reported potential NCAA violations to the enforcement staff. Thereafter, the enforcement staff and institution engaged in a cooperative investigation into the matter. During the cooperative investigation, the institution and the enforcement staff interviewed numerous individuals including football student-athletes and the math instructor. The student-athletes indicated that they received varying degrees of assistance. Some student-athletes received hints about the proper approach to a problem. Others received formulas or help on a few quiz or test questions. But for five student-athletes, the math instructor obtained the students-athletes' usernames and passwords, logged into their courses and completed quizzes, test and exams.

The math instructor's assistance to five football student-athletes in Group I

When interviewed, the math instructor admitted that during the spring 2013 semester she obtained the usernames and passwords for five student-athletes. Using that information, the math instructor logged in to their online math courses and completed quizzes, tests and exams. This conduct occurred over one week in late April 2013. In her interviews and response to the amended NOA, the math instructor also stated she had completed this work of her own volition and took responsibility for her actions. The math instructor noted the five student-athletes never requested that she complete their quizzes, tests and exams and were not present at the time she completed them.

The institution determined the math instructor and the five student-athletes' conduct violated institutional policies and the student code. In accordance with its procedures, the institution took action to address the conduct. The institution charged the five student-athletes with academic dishonesty and issued them failing grades. In accordance

with the student code, two of those student-athletes appealed their failing grades. Following procedures available to all students, a college hearing committee upheld the institution's grade changes.

In light of the testing anomalies discovered during the spring 2013 semester, the institution conducted an extensive review of developmental math from 2010-13. The review identified nine additional student-athletes who may have received improper assistance in previous years. The institution classified these student-athletes into Groups II and III. Through the institutional processes, the institution determined that the student-athletes in Groups II and III did not commit academic dishonesty.⁸

The institution's monitoring of student-athletes in developmental math

At the hearing, the institution indicated that after identifying challenges in the online developmental math program it developed proactive plans and tools to address these challenges. The institution utilized faculty to monitor student-athletes' progress in developmental math courses. In addition, the institution's athletics compliance staff developed a plan with specific requirements to help student-athletes maintain their weekly schedules, achieve satisfactory progress and avoid procrastination in the self-paced courses. The athletics department also created weekly progress reports, which were color coded to indicate which student-athletes were behind in their coursework. Finally, the institution depended on faculty members and system security measures to prevent and detect academic dishonesty. These efforts included, instructor monitoring, strict exam proctoring and utilizing usernames and passwords for students.

Shortly after the math instructor completed coursework for the first of five student-athletes, an adjunct math instructor discovered an irregularity, reported it internally and the institution took action. Specifically, on April 13, 2013, the math instructor completed two quizzes, a test and the final exam for the first of five student-athletes. The following week, the math instructor completed coursework for the other four student-athletes in Group I. Several days later, an adjunct instructor discovered an irregularity in the academic performance of one of his students and reported it to appropriate administrators, initiating the institution's review. Approximately one month after the math instructor's conduct, the institution self-reported possible rules violations to the enforcement staff.

⁸ The college hearing committee that heard the appeal of three student-athletes in Group II noted that normally their conduct would constitute academic dishonesty under the institution's policies. The college hearing committee decided, however, that the three student-athletes were not culpable because they were unduly influenced by the math instructor, a person of authority. In light of the college hearing committee's conclusion about the impropriety of the math instructor's conduct, the enforcement staff informed the hearing panel of its position that the April 2014 official interpretation precluded the staff from bringing an unethical conduct allegation against the math instructor because the student-athletes were absolved of academic dishonesty. It is unclear whether the 2014 official interpretation was intended to be an absolute bar to an unethical conduct violation if the institution's own process finds no academic misconduct with respect to an involved student-athlete but does find that an institutional employee engaged in academic misconduct.

IV. ANALYSIS

A. [NCAA BYLAWS 10.1 and 10.1-(b) (2012-13 NCAA Division I Manual)]

During the spring semester of the 2012-13 academic year, the math instructor provided impermissible academic assistance to five football student-athletes (Group I) when she completed online quizzes, tests and exams for them resulting in fraudulent academic credit.⁹

1. **NCAA legislation relating to unethical conduct resulting in academic fraud.**

10.1 Unethical Conduct. Unethical conduct by a prospective or enrolled student-athlete or a current or former institutional staff member, which includes any individual who performs work for the institution or the athletics department even if he or she does not receive compensation for such work, may include, but is not limited to, the following: (*Revised: 1/10/90, 1/9/96, 2/22/01, 10/5/10*)

(b) Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective or an enrolled student athlete.

2. **In spring 2013, the math instructor engaged in unethical conduct when she completed online quizzes and exams for five football student-athletes that resulted in those student-athletes receiving fraudulent academic credit.**

The institution self-discovered and self-reported that the math instructor intentionally obtained usernames and passwords of five student-athletes and accessed their accounts to complete online quizzes, tests and exams. The math instructor did not attend the hearing but, in her interviews and response to the enforcement staff's amended NOA, she admitted to her conduct and took full responsibility. As a result of her actions, five student-athletes received fraudulent academic credit.

NCAA Bylaw 10.1 defines unethical conduct as knowing involvement in arranging for fraudulent credit. The parties presented and agreed that the math instructor obtained the usernames and passwords of five student-athletes enrolled in developmental math. Using that log in information, the math instructor completed quizzes, tests and exams for five student-

⁹ Procedurally, the hearing panel was only presented an allegation related to the math instructor and the five student-athletes of Group I. At the September 13, 2014, infractions hearing, the enforcement staff described events related to Groups II and III. However, because the panel concludes that the institution did not fail to monitor, that information relating to Groups II and III is not relevant to the hearing panel's infractions decision.

athletes, who received credit for that work. Based on the information developed from the institution's review of the 2010-13 developmental math records, the parties also presented information during the hearing regarding questionable assistance that the math instructor began providing as early as the 2011-12 academic year. That information, however, was presented as contextual and not in the form of alleged bylaw violations.¹⁰

Because the math instructor intentionally obtained the student-athletes' log in information and purposefully used that information to complete their coursework, she knowingly arranged for the student-athletes to receive fraudulent academic credit and violated NCAA Bylaw 10.1. The panel concludes that the math instructor engaged in unethical conduct.

V. VIOLATIONS NOT DEMONSTRATED

Failure to monitor

The enforcement staff alleged that the institution failed to monitor the academic coursework of student-athletes in developmental math. The panel, however, concludes that this violation is not demonstrated. The institution had a compliance system in place, that compliance system detected NCAA violations and the institution took swift, decisive action after discovering the violations. Although the enforcement staff presented - and the institution acknowledged-information that the math instructor engaged in improper academic assistance for an extended period of time, the panel does not conclude that a failure to monitor violation is warranted. The institution had compliance and monitoring systems in place. The institution identified the self-paced developmental math courses as problematic and developed a tracking system to monitor student-athletes progressions' through the courses.

When the math instructor's conduct escalated to academic fraud during the spring 2013 semester, the institution promptly detected an irregularity in the online test results, investigated the circumstances, and took decisive corrective actions, including self-reporting the incidents to the enforcement staff. Because the institution had compliance systems in place that monitored student-athletes in developmental math, detected violations when they occurred and took swift, meaningful corrective actions, the panel concludes that the institution did not violate NCAA Bylaw 2.8.1.

¹⁰ Although the parties expressed some confusion on whether the new official interpretation on academic misconduct applied, that confusion related to the application of the interpretation as it relates to the three student-athletes in Group II. That allegation was not presented to the panel. Additionally, the parties agreed that regardless of application of the interpretation, the academic fraud violations involving the math instructor and the five student-athletes violated NCAA bylaws under both the former and new official interpretations.

VI. PENALTIES

For the reasons set forth in Sections III and IV of this report, the panel concludes that this case involved Level I violations of NCAA legislation. Level I violations seriously undermine or threaten the integrity of the NCAA Collegiate Model and include any violation that provides or is intended to provide a substantial or extensive advantage. NCAA Bylaw 19.1.1 lists academic fraud as an example of a severe breach of conduct. The panel concludes that the facts of this case - an institutional instructor knowingly completing quizzes, tests and exams for student-athletes - establish a severe breach of conduct that seriously undermines and threatens the NCAA Collegiate Model.

This case involved allegations of academic fraud that occurred during spring 2013 and a failure to monitor. Pursuant to NCAA Bylaw 19.9.1, because the core violations predominated during the spring 2013 semester and the alleged failure to monitor was not linked to any alleged violations that occurred prior that time period, the panel prescribes appropriate penalties utilizing Figure 19-1.

The panel classifies this case as Level I – Standard. To determine the appropriate classification, the panel considered the institution's aggravating and mitigating factors. When reviewing a case under the penalty guidelines, the panel assesses aggravating and mitigating by weight, as well as number. The panel concludes the following factors apply in this case.

Aggravating Factors

- 19.9.3-(e)* Unethical conduct;
- 19.9.3-(f)* Violations were premeditated, deliberate or committed after substantial planning;
- 19.9.3-(h)* Persons of authority condoned, participated in or negligently disregarded the violation or related wrongful conduct;
- 19.9.3-(i)* One or more violations caused significant ineligibility or other substantial harm to a student-athlete or prospective student-athlete;
- 19.9.3-(j)* Conduct or circumstances demonstrating an abuse of a position or trust; and
- 19.9.3-(m)* Intentional, willful or blatant disregard for the NCAA constitution and bylaws.

Mitigating Factors

- 19.9.4-(a)* Prompt self-detection and self-disclosure of violation(s);

- 19.9.4-(b)* Prompt acknowledgement of the violation, acceptance of responsibility and imposition of meaningful corrective measures and/or penalties;
- 19.9.4-(d)* An established history of self-reporting Level III or secondary violations; and
- 19.9.4-(f)* Exemplary cooperation.

All of the penalties prescribed in this case are independent and supplemental to any action that has been or may be taken by the Committee on Academic Performance through its assessment of postseason ineligibility, historical penalties or other penalties. The institution's corrective actions are contained in the Appendix. After considering all information relevant to the case, the panel finds that the number and nature of the aggravating factors in this case outweigh the mitigating factors. The case, however, does not rise to Level I – Aggravated. The panel prescribes the following:

Level I – Standard Core Penalties (NCAA Bylaw 19.9.5)

1. Probation: Three years from November 19, 2014, through November 18, 2017.
2. Competition limitations: 0.

Pursuant to NCAA Bylaw 19.9.6, the panel does not prescribe a competition penalty (postseason ban). The panel acknowledges that the institution quickly self-detected the violations and immediately declared the involved student-athletes ineligible, preventing any from competing while ineligible. The panel also notes the violations did not involve any athletics personnel.

3. Financial penalty: The institution shall pay a fine of \$5,000 plus two percent of the institution's football program's operating budget to the NCAA.
4. Scholarship reduction: 14.23 percent reduction (9 equivalencies) in football financial aid awards.

NCAA Bylaw 19.5.6.2 limits institutions participating in championship subdivision football to 63 equivalencies annually. The institution shall be limited to 60 equivalencies for the 2015-16, 2016-17 and 2017-18 academic years. Generally, the committee prescribes scholarship reductions annually; however, given the totality of circumstances in this case, the committee prescribes the reduction to be aggregated over the probationary period.

5. Show cause: Five-year show-cause order for the math instructor for positions with responsibilities in a member institution's athletics department.

The math instructor knowingly participated in academic fraud violations when she obtained five student-athletes usernames and passwords, logged in to their math courses and completed online quizzes, tests and exams. The panel concludes these actions undermined and threatened the NCAA Collegiate Model and were intended to provide the student-athletes with a substantial advantage. Further, because she was in a position of authority and participated in wrongful conduct, the panel elevates her violation to Level I-aggravated.

Therefore, the math instructor will be informed in writing by the NCAA that, due to her unethical conduct and involvement in violations of NCAA legislation, she will be under a five-year show-cause order from November 19, 2014, through November 18, 2019. If she secures a position with a member institution with responsibilities in the institution's athletics department during the time period of her show-cause order, upon employment she must inform that institution's athletics department that she is under a five-year show-cause order. In this circumstance, the involved institution shall be required to appear before a panel to consider whether the member institution shall be subject to the show-cause order set forth in NCAA Bylaw 19, which could limit the individual's ability to perform responsibilities in the institution's athletics department for the designated period of time.

6. Head coach restrictions: N/A.

Pursuant to NCAA Bylaw 19.9.6, because the violations at issue did not involve athletics staff members or staff members from the institution's football program, the panel does not prescribe restrictions applicable to the head football coach.

7. Recruiting visit restrictions: N/A.

Pursuant to NCAA Bylaw 19.9.6, because the violations at issue did not involve athletics staff members or staff members from the institution's football program, the panel does not prescribe recruiting restrictions on the football program.

Level I – Standard Additional and Administrative Penalties (NCAA Bylaw 19.9.7)

8. Public reprimand and censure.

Additionally, during this period of probation, the institution shall implement the following standard administrative penalties and measures:

9. Continue to develop and implement a comprehensive educational program on NCAA legislation to instruct the coaches, the faculty athletics representative, all athletics department personnel, student-athletes and all institutional staff members with responsibility for the certification of student-athletes' eligibility for admission, financial aid, practice or competition.

10. Submit a preliminary report to the Office of the Committees on Infractions by January 15, 2015, setting forth a schedule for establishing this compliance and educational program.
11. On September 1 during each year of probation, file with the Office of the Committees on Infractions an annual compliance report emphasizing compliance with academic integrity standards. The report must also include documentation of the institution's compliance with the penalties adopted and prescribed by the panel.
12. Inform all prospective student-athletes in the football program sports that the institution is on probation for three years and the violations committed. If a prospective student-athlete in football takes an official paid visit, the information regarding violations, penalties and terms of probation must be provided in advance of the visit. Otherwise, the information must be provided before a prospective student-athlete signs a National Letter of Intent.
13. Publicize specific and understandable information concerning the nature of the infractions by providing, at a minimum, a statement to include the types of violations and the affected sport programs and a direct, conspicuous link to the public infractions report located on the athletics department's main webpage. The institution's statement must: (i) clearly describe the infractions; (ii) include the length of the probationary period associated with the major infractions case; and (iii) give members of the general public a clear indication of what happened in the major infractions case to allow the public (particularly prospective student-athletes and their families) to make informed, knowledgeable decisions. A statement that refers only to the probationary period with nothing more is not sufficient. The institution may meet its responsibility in a variety of ways.
14. At the conclusion of the probationary period, the institution's president shall provide a letter to the committee affirming that the institution's current athletics policies and practices conform to all requirements of NCAA regulations.

Notification of Regional Accrediting Agency (NCAA Bylaw 19.9.10)

15. In accordance with Bylaw 19.9.10, the NCAA president shall forward a copy of the public infractions report to the appropriate regional accrediting agency.
-

The committee advises the institution that it should take every precaution to ensure that the terms of the penalties are observed. The committee will monitor the penalties during their effective periods. Any action by the institution contrary to the terms of any of the penalties or any additional violations shall be considered grounds for extending the institution's probationary period, prescribing more severe penalties or may result in additional allegations and violations.

NCAA COMMITTEE ON INFRACTIONS PANEL

Carol Cartwright

Thomas Hill

Roscoe Howard, Jr.

Greg Sankey

Sankar Suryanarayan

Rodney Uphoff (Chief Hearing Officer)

APPENDIX

CORRECTIVE ACTIONS

(As set forth in the institution's June 16, 2014, Response to the Notice of Allegations)

1. The math instructor is no longer employed at Weber State. If she had not resigned abruptly upon learning of the developmental math investigation, her employment would have been terminated.
2. Developmental math has implemented the following changes to improve security:
 - a. All testing has been turned over to testing services;
 - b. A new process has been developed so that student employees are not aware of the "blind" password used to access exams;
 - c. All proctoring is now done by proctors who are trained by and work for testing services;
 - d. Testing is now restricted by IP address;
 - e. All testing must be completed in a campus testing center or by authorize[d] distance education proctors;
 - f. Faculty can no longer proctor tests in classrooms.
3. At the conclusion of each semester, the athletics graduate assistant responsible for monitoring the program of student-athletes in developmental math courses will now identify student-athletes who make significant progress at the end of a semester to check for potential improprieties. Athletics will ask that someone from the developmental math faculty review gradebook and tracker records for any student-athletes the athletics graduate assistant identifies.
4. The graduate assistant's job description will be amended to expressly include the responsibility to monitor student-athletes' academic performance for indications of possible academic fraud.
5. Members of the football staff attended an NCAA Regional Rules Seminar in 2014.
6. Coaches were reminded of the athletics department policy prohibiting them from speaking directly to professors about academic issues involving their student-athletes.
7. The three student-athletes still enrolled at Weber State University were declared ineligible and withheld from competition during the 2013 football season.
8. The student responsibilities section of the University Student Code was amended to add the following examples of cheating to more closely track NCAA language:

- (viii) Knowingly obtaining academic credit for work that is not one's own regardless of the source of the work;
- (ix) Knowingly involved in arranging fraudulent academic credit or false transcripts. WSU Student Code Section IV D 2 a (viii) and (ix) 2014.



NCAA Division I Proposal No. 2015-66
Question and Answer Document
(Updated October 13, 2015)

EXHIBIT 2-14

The following questions and answers are designed to assist the NCAA Division I membership in understanding the application of Proposal No. 2015-66 Academic Eligibility – Academic Misconduct.

Question No. 1: How does this proposal differ from the current application of existing academic misconduct legislation, interpretations and educational columns?

Answer: The adoption of NCAA Division I Proposal No. 2015-66 would:

1. Expand the application of academic misconduct legislation to any situation in which an institutional staff member is involved.
2. Replace the academic extra benefit analysis as it relates to academic assistance issues with a specific and limited definition of impermissible academic assistance.
3. Expressly require institutional policies and procedures regarding academic misconduct for the general student-body.
4. Expressly prohibit an individual from knowingly providing false or misleading NCAA Division I Academic Performance Program (APP) information.
5. Limit scope of definition of institutional staff member to exclude student employees from definition unless student employees meet certain criteria.

Question No. 2: What are the different types of academic integrity-related offenses that are considered to be NCAA violations?

Answer: There are four types of academic integrity-related offenses that are considered to be a violation of the proposed legislation:

1. Academic misconduct (as defined and limited by the legislation);
2. The provision or arrangement of impermissible academic assistance by a current or former institutional staff member or representative of athletics interests to a student-athlete;
3. A departure from academic misconduct policies and procedures in the investigation and adjudication of alleged academic misconduct involving a student-athlete; and

4. Pre-enrollment academic misconduct (as defined by NCAA legislation previously in NCAA Bylaw 10, moved to Bylaw 14).

Academic Misconduct Violations.

Question No. 3: What is academic misconduct?

Answer: Academic misconduct is any violation or breach of an institution's policies and procedures regarding academic honesty and integrity by a student-athlete, or by a current or former institutional staff member or representative of athletics interests on behalf of a student-athlete, regardless of how the institution identifies the violation or breach (e.g., academic fraud, academic offense, honor code violation, plagiarism and/or cheating, etc.).

Question No. 4: Who determines whether academic misconduct occurred at an institution?

Answer: The institution determines whether academic misconduct occurred pursuant to its own policies and procedures.

Question No. 5: If a student-athlete on my campus is suspected or accused of being involved in academic misconduct, must I immediately report the issue to the NCAA enforcement staff?

Answer: No. Before reporting, an institution has the responsibility and obligation to determine whether academic misconduct has occurred pursuant to institutional policies and procedures. However, it is not unusual for an institution to request assistance from the NCAA for interpretive or investigative issues.

Question No. 6: Once my institution has determined academic misconduct involving a student-athlete occurred, is my institution required to report each and every finding of academic misconduct to the NCAA?

Answer: No. Not every finding of institutional academic misconduct is a violation. An NCAA academic misconduct violation occurs when:

1. A student-athlete commits academic misconduct alone or in concert with another student(s) that is not an institutional staff member, and the academic misconduct results in:

- a. The alteration or falsification of a student-athlete's transcript or academic record; or
 - b. An erroneous declaration of eligibility of a student-athlete to participate in intercollegiate athletics, receive financial aid or earn an NCAA Division I Academic Progress Rate (APR) point.
2. A current or former institutional staff member or representative of athletics interests is involved in the academic misconduct involving a student-athlete, regardless of whether the misconduct involved alteration or falsification of a student-athlete's transcript or academic record or an erroneous declaration of eligibility.

Question No. 7: What is "alteration or falsification of a student-athlete's transcript or academic record"?

Answer: Alteration or falsification of a student-athlete's transcript or academic record is changing or doctoring transcripts or arranging to receive credit for a course in which a student-athlete did not enroll or complete (i.e., fraudulent academic credit).

Question No. 8: What is an "institutional staff member"?

Answer: An institutional staff member is any individual, excluding a student employee, who performs work for the institution or athletics department, regardless of whether the individual receives compensation for the work.

A student employee, however, is an institutional staff member if the student:

1. Has institutional responsibilities to provide academic services to student-athletes or the general student-body; or
2. Engages in academic misconduct or provides impermissible academic assistance at the direction of a nonstudent employee, a student employee that has institutional responsibilities to provide academic services or a representative of the institution's athletics interests.

Question No. 9: What is a "former institutional staff member"?

Answer: A former institutional staff member is an institutional staff member who was employed by the institution at the time of the conduct in question but is now no longer employed at the institution.

Question No. 10: Is the definition of “representative of athletics interests” the same definition for purposes of this proposal as other NCAA legislation?

Answer: The definition of representative of athletics interests used in this proposal is the same as other areas of NCAA legislation.

Question No. 11: In determining whether a student is an institutional staff member, does the legislation apply differently to undergraduate and graduate students?

Answer: No. Application of the legislation to determine whether a student is an institutional staff member applies the same to both undergraduate and graduate students.

Question No. 12: Are student trainers, student managers and/or graduate student assistant coaches institutional staff members?

Answer: Provided that student trainers, student managers and graduate assistant coaches do not have institutional responsibilities to provide academic services to student-athletes or the general student-body, a student trainer, student manager and student graduate assistant coach would only be an institutional staff member for purposes of the academic misconduct and impermissible academic assistance legislation if the student engages in academic misconduct or provides impermissible academic assistance at the direction of a nonstudent employee, a student employee that has institutional responsibilities to provide academic services to student-athletes or the general student body, or a representative of the institution’s athletics interests.

Question No. 13: Must an individual that performs work for the institution or a student be paid in order to be an institutional staff member under the academic misconduct and impermissible benefits legislation?

Answer: No.

Question No. 14: Can academic misconduct between a student and student-athlete rise to the level of a violation under the academic misconduct legislation?

Answer: Yes, but only if the misconduct resulted in the erroneous declaration of eligibility or involved the alteration or falsification of a student-athlete's academic record or transcript.

Question No. 15: How does the application of the proposal differ from the current legislation on academic misconduct?

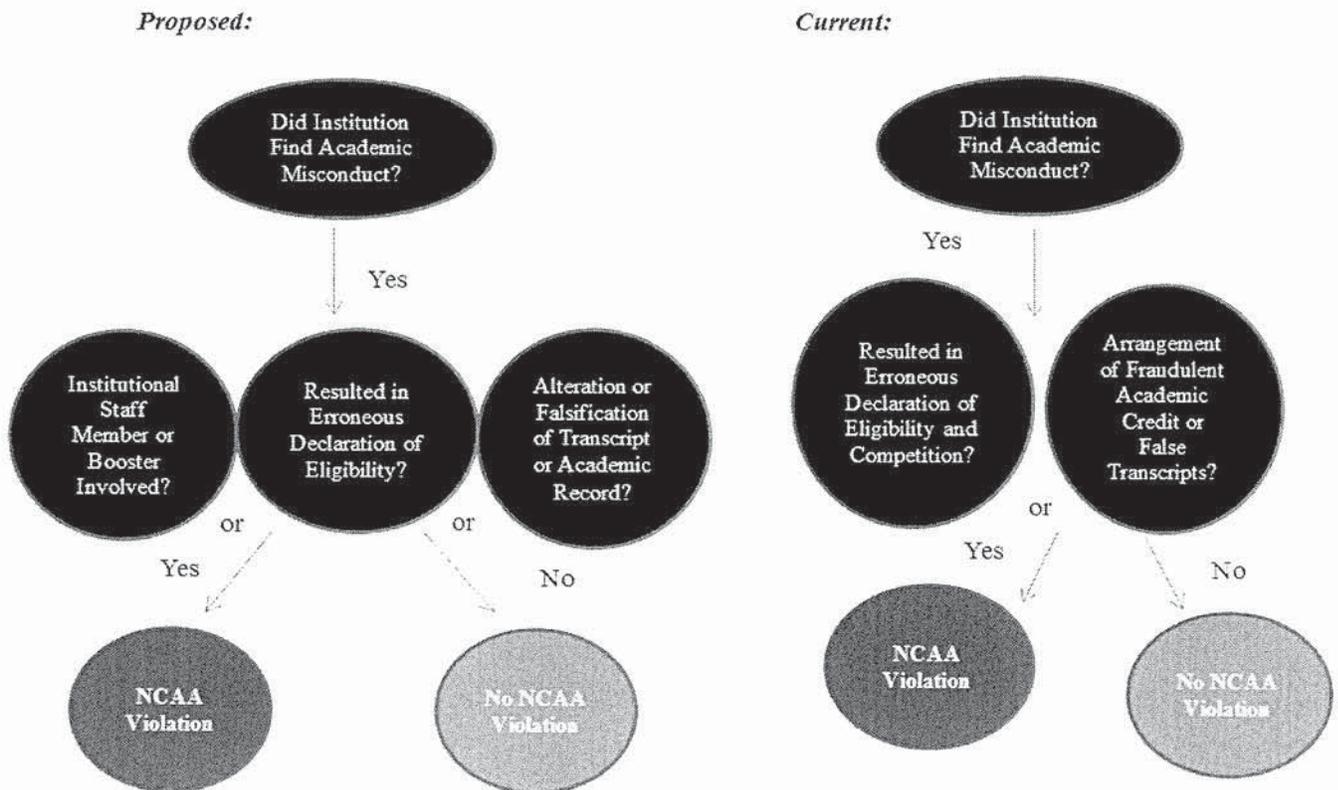
Answer: The following shows the difference between the proposed legislative state and current legislative state on academic misconduct:

Impermissible Academic Assistance.

Question No. 16: When is impermissible academic assistance an NCAA violation?

Answer: Each of the following factors must be present for impermissible academic assistance to be an NCAA violation:

1. A current or former institutional staff member or representative of athletics interest provides the impermissible academic assistance;



2. The institution determines that academic misconduct has not occurred pursuant to its policies and procedures;
3. The academic assistance or academic exception provided is not generally available to the institution's student-body or students involved in the course;
4. The assistance is substantial;
5. The assistance is not permitted in Bylaw 16.3; and
6. The assistance leads to the certification of a student-athlete's eligibility to practice, compete, receive financial aid or earn an APR point.

Impermissible academic assistance is designed to identify when a student-athlete receives special treatment in the area of academics that would not otherwise be available to the general student.

Question No. 17: What is "substantial assistance"?

Answer: This determination is fact specific. Assistance such as proofreading, assisting a student with a problem on a math assignment or tutoring should not be considered substantial. Substantial assistance generally includes a considerable amount of assistance provided to the student-athlete that is of significant value to the student-athlete.

Question No. 18: What is permissible assistance under Bylaw 16.3?

Answer: Permissible assistance under Bylaw 16.3 is general academic counseling and tutoring services available to all student-athletes, which may be provided by the department of athletics or the institution's nonathletics student support services, other academic support, career counseling or personal development services that support the success of student-athletes and a life skills program for student-athletes.

Question No. 19: Why is assistance that leads to the certification of a student-athlete's eligibility to practice, compete, receive financial aid or earn an APR point included in the analysis of impermissible academic assistance?

Answer: Generally, academic integrity issues are handled by an institution without involvement of the NCAA. For the purposes of intercollegiate athletics, the NCAA has established requirements that determine a student-athlete's eligibility for practice, competition and financial aid. One of the commitments for intercollegiate athletics adopted by the NCAA is fair competition. The commitment requires that all member institutions compete within the framework of the NCAA collegiate model of athletics in which athletics competition is an integral part of the student-athlete's effort to acquire a degree in higher education. A student-athlete's eligibility to practice, compete, receive financial aid or earn an APR point provides a common framework for impermissible academic assistance determinations for all member institutions.

Question No. 20: What potential scenarios may result in an institution determining, pursuant to its policies and procedures, that academic misconduct **has not occurred**?

Answer: The following are examples of situations in which an institution is considered to have determined that academic misconduct did not occur:

1. There is no institutional policy addressing the conduct that occurred;
2. The institution is unable to make a determination that misconduct occurred;
3. The institution does not conduct or complete its review of the alleged academic integrity issue for any reason (e.g., because the student-athlete departed the institution) ; or
4. The institution makes a specific determination that the conduct was **not** academic misconduct

Only a finding that academic misconduct **has occurred** pursuant to an institution's policies and procedures would preclude further analysis under the impermissible academic assistance legislation.

Question No. 21: If an institution determines academic misconduct did not occur, can there be an impermissible academic assistance violation?

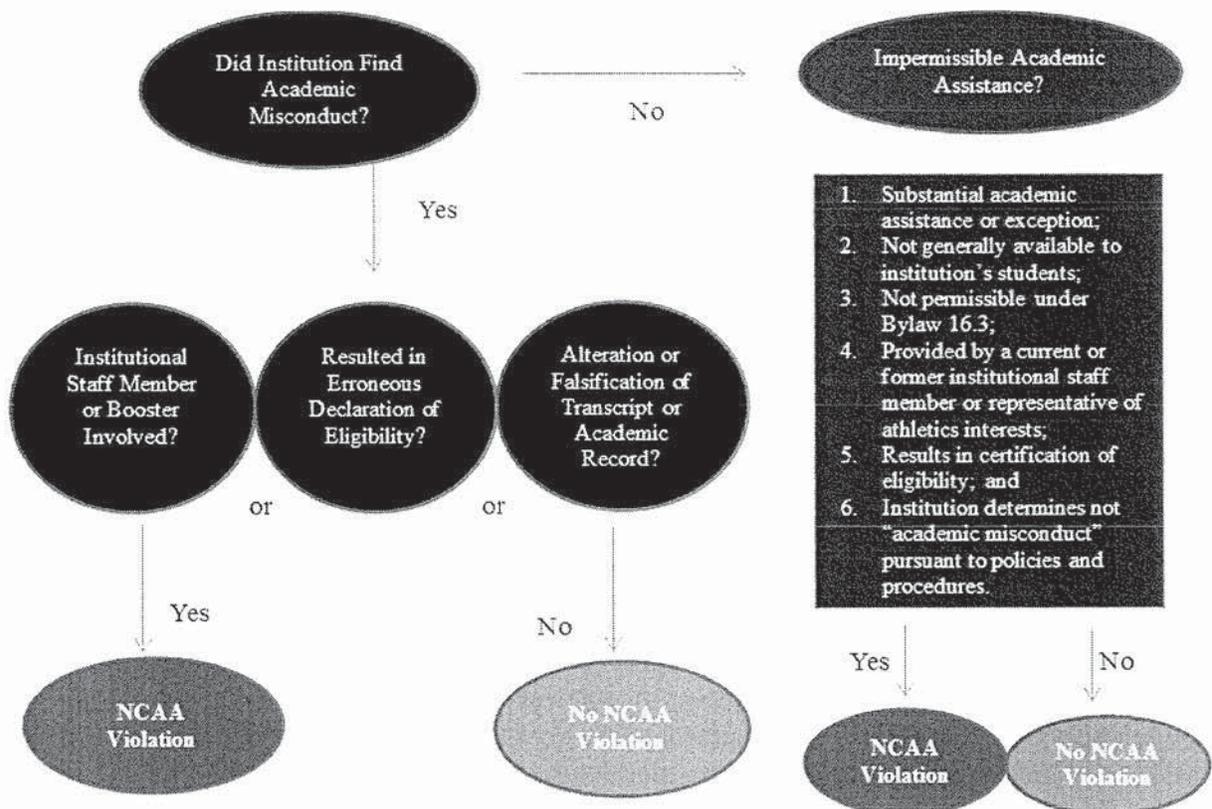
Answer: Yes. The impermissible academic assistance legislation requires a separate analysis from the academic misconduct legislation and could be triggered if the institution determines that academic misconduct did not occur. Impermissible academic assistance focuses on whether student-athletes have

been treated consistent with students generally. Academic misconduct primarily focuses on whether an institution's academic integrity policies and procedures have been violated.

Question No. 22: Can the same conduct result in both an academic misconduct violation and an impermissible academic assistance violation?

Answer: No. An impermissible academic assistance violation may only occur if the institution does not find academic misconduct pursuant to its own policies and procedures.

The following shows the separate analyses for the proposed legislative states for academic misconduct and impermissible academic assistance violations:



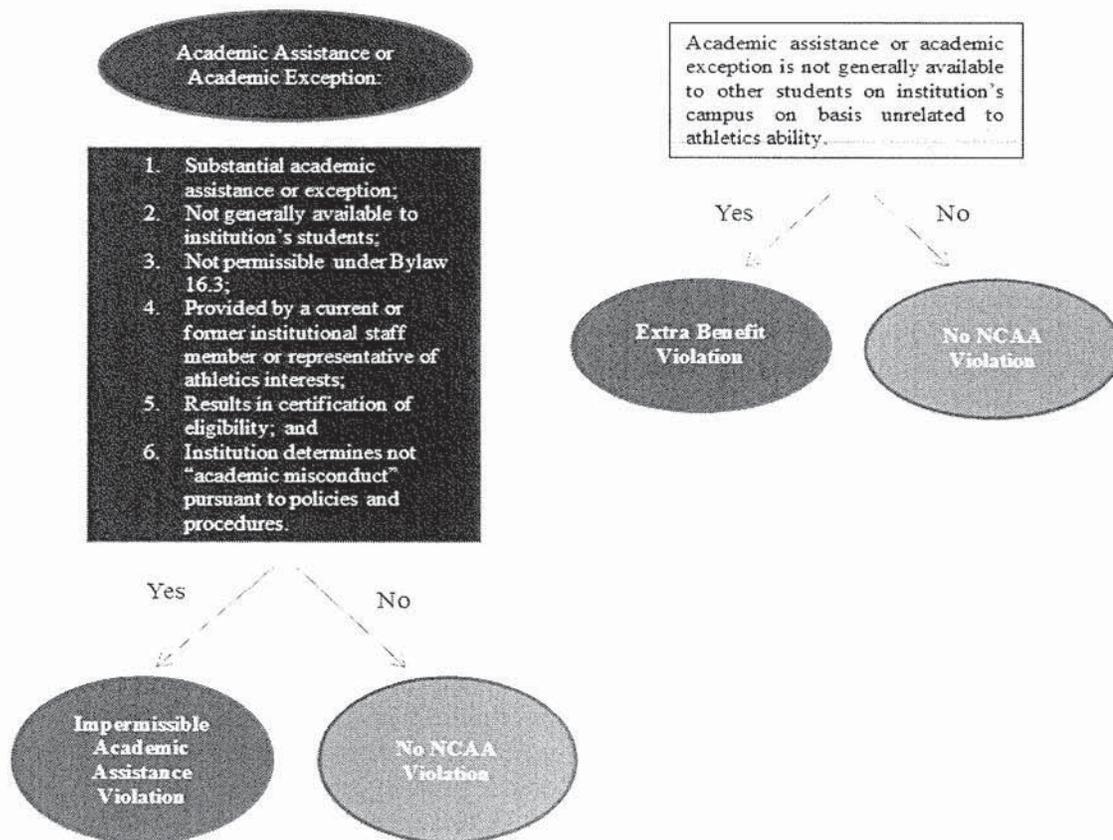
Question No. 23: How does application of the impermissible academic assistance legislation under the proposal differ from the current extra benefit legislation?

Answer: Currently, the extra benefit legislation applies when “academic benefits” are provided to student-athletes that are not generally available to the institution’s students. Under the current legislation, institutions could be subject to both an academic misconduct violation and extra benefit violation, an extra benefit violation could involve assistance between only students even when a student is not an institutional staff member and the legislation does not specify how much assistance could lead to an extra benefit violation. The impermissible academic assistance legislation replaces the application of the extra benefit analysis, providing necessary limitations and clarification on academic benefits provided to student-athletes not generally available to an institution’s students.

The following shows the difference between the application of the impermissible academic assistance legislation and the current extra benefit legislation:

Proposed/Impermissible Academic Assistance:

Current/Academic Extra Benefits:



Question No. 24: The writing center coordinator at my institution provided proofreading and edited sentence structure on a student-athlete's paper. Our institution does not consider this type of assistance to be academic misconduct and similar services are available through the writing center to other students on campus. Would this constitute an "impermissible academic assistance" violation?

Answer: No. The assistance is generally available to the institution's students and it is likely "proofreading" would not be considered "substantial assistance."

Question No. 25: A math professor at my institution helped a student-athlete complete some of the math problems on a recent course assignment. The math professor has provided similar assistance to other students in the past in order to help students learn math. Our institution does not consider this type of assistance to be institutional academic misconduct. Would this constitute an "impermissible academic assistance" violation?

Answer: No. Although the assistance provided by the professor may or may not have been substantial, similar assistance was available to students in the course generally.

Question No. 26: An English professor on my campus allowed a student-athlete to turn in a term paper two semesters after the course was completed for full credit. The professor did not allow any other student in the course to receive the exception and institutional policy does not address this type of issue. The institution did not find academic misconduct pursuant to its policies and procedures. The exception resulted in the student-athlete receiving a passing grade in the course and, but for the grade, the student-athlete would not have been eligible to compete. Would this constitute an "impermissible academic assistance" violation?

Answer: Yes. The academic exception was not generally available to the institution's student-body or students in the involved course, the institution did not find academic misconduct pursuant to its policies and procedures, an institutional staff member was involved and the exception resulted in certification of eligibility for competition for the student-athlete.

Question No. 27: A booster arranged for a student employee in the dining hall to complete a term paper for a student-athlete, who was in his fourth year of enrollment. The paper was submitted to the professor and the student-athlete received a passing grade in the course, which subsequently kept the student-athlete eligible for competition. After exhausting eligibility at the institution, the

student-athlete withdrew from the institution. The institution investigated the issue but did not find academic misconduct, citing the student-athlete's withdrawal from the institution. Would this constitute an "impermissible academic assistance" violation?

Answer: Yes. While the institution determined that academic misconduct did not occur, the academic assistance provided was not generally available to the institution's student-body or students in the involved course. The assistance was substantial and not permitted in Bylaw 16.3. A booster and an institutional staff member were involved (due to the student working at the direction of a booster). Finally, the assistance resulted in certification of eligibility for competition for the student-athlete.

Institutional Academic Misconduct Policies and Procedures.

Question No. 28: Is the legislation prescriptive as to what the institutional academic misconduct policies must address?

Answer: No. Institutions are responsible for determining the substance of their institutional academic misconduct policies and procedures. The legislation, however, requires that the policies and procedures be in writing, applicable to the general student-body, including student-athletes, approved through the institution's normal process for approving such policies and kept on file or accessible on the institution's website.

Question No. 29: May an institution have separate policies and procedures for student-athletes?

Answer: No; however, an institution may establish a policy that permits an expedited investigation and adjudication of academic misconduct by a student-athlete, provided other applicable policies and procedures are observed and the policy for expedited review is approved through the institution's normal process for approving such policies, is approved by the institution's chancellor or president (or his or her designee) and kept on file or accessible on the institution's website.

Question No. 30: Is the failure to investigate and adjudicate alleged academic misconduct of a student-athlete in accordance with the institution's policies and procedures a violation?

Answer: Yes.

Submission of Erroneous Material Information to APP.

Question No. 31: Is the “mistaken” submission of erroneous material information a violation?

Answer: No. A violation occurs only when an institution knowingly submits erroneous material information to the APP. Institutions may mistakenly submit incorrect data on occasion and such information is generally corrected during the APP submission process.

Question No. 32: What does it mean to “knowingly” submit information?

Answer: An institution knowingly submits material information when the institution purposefully—as opposed to mistakenly—submits erroneous material information to the APP.

Question No. 33: What is “material” information?

Answer: Material information is information that could impact an institution’s academic rate under the APP.

Pre-enrollment Academic Misconduct.

Question No. 34: Does the proposal change current pre-enrollment academic misconduct legislation?

Answer: No. The substance of pre-enrollment academic misconduct legislation remains the same. However, the proposal moves the pre-enrollment academic misconduct legislation from Bylaw 10 to Bylaw 14.

Enforcement: Institutional Staff Members and Impermissible Academic Assistance.

Question No. 35 How does the enforcement staff view its role in cases of academic misconduct?

Answer: Please see the letter from Vice President of Enforcement, Jon Duncan.

MEMORANDUM

DATE

TO: NCAA Division I Membership.

FROM: Jonathan F. Duncan
Vice President of Enforcement.

SUBJECT: NCAA Division I Proposal 2015-66 (Academic integrity).

As the membership considers academic integrity rules, it is important to understand how the enforcement staff views its role in cases of academic misconduct. Accordingly, this memorandum will identify decisions that are best made by schools on the local level. It will also address two proposed rules that generate frequent questions and describe how the enforcement staff intends to apply them.

Decisions about teaching curriculum and course content are obviously made by campus officials. Similarly, policies and procedures regarding academic misconduct are prepared and owned by individual schools. The enforcement staff is not involved in those matters. Member schools have also been clear that questions of academic misconduct should be resolved by campus officials through campus procedures. The enforcement staff will not revisit those decisions.

Two provisions in the proposed rules have generated good questions from member schools. The enforcement staff wants its position on these provisions and its role in these cases to be clear.

1. Institutional staff member responsibility. One concept fundamental to the NCAA structure is that institutions are responsible for the conduct of their representatives (e.g., NCAA Bylaws 2.1.2 and 2.8.1). The same is true for acts of academic misconduct. Under current bylaws and in the proposed revisions, institutions are responsible for violations committed by staff members. However, not all staff members are similarly situated. For example, within an athletics department, some staff members are in leadership roles (like coaches, administrators and compliance officials), while others are further removed (like trainers and equipment managers). Outside of athletics, certain staff members are in closer proximity to sport programs and have greater responsibility than others.

Although a school is accountable for all its representatives, the enforcement staff will certainly consider the differences between and among staff members at a school. Misconduct by coaches, leaders and others nearest a sport program most negatively impacts the collegiate model. Accordingly, cases where those individuals engage in academic impropriety are more likely to be alleged as Level I [Bylaw 19.1.1-(b)].

Misconduct by individuals further removed from leadership positions and further removed from a sport program still constitutes a violation, but may be alleged by the enforcement staff at a lower level. For example, the enforcement staff will treat differently a case where a student teaching assistant acting on his or her own accord provides a student-athlete answers

to a quiz without the knowledge or involvement of any coach or administrator. Misconduct by this individual has a different impact on the collegiate model and might be processed as a Level III violation.

As always, the enforcement staff will consider the totality of circumstances, including the type of institutional representative involved, when drafting allegations of academic misconduct. The NCAA Division I Committee on Infractions also considers the full context of every case when determining the level of a violation and fashioning penalties. The committee provides a meaningful check of enforcement staff allegations in individual cases and also shares its analysis through written decisions.

2. Impermissible academic assistance. Some fear that the enforcement staff will overreach and allege violations when schools provide ordinary assistance to college athletes who need academic support. The enforcement staff is sensitive to this concern and has no interest in discouraging appropriate and generous academic support for college athletes.

To be very clear, the enforcement staff will not pursue allegations where appropriate personnel provide a college athlete counseling in course selection, assistance in enrolling or edits to a research paper. These and other similar supports advance the collegiate model and the educational interests of college athletes. The enforcement staff will not bring allegations in these instances.

In contrast, writing a paper for a college athlete or sharing exam answers are not acceptable supports and are not permitted by Bylaw 16.3. These are substantial benefits not generally available to students and do not serve the interests of the college athlete. They are also unfair to eligible competitors who work hard to comply with applicable educational requirements. Accordingly, after working with the school and considering all relevant facts, the enforcement staff would consider bringing an allegation in this context. The enforcement staff would also look carefully at the individuals involved and the impact of the misconduct when weighing whether the violation might be Level I, II or III. As always, the Committee on Infractions would conclude whether violations occurred and the appropriate level.

The enforcement staff understands the sensitivity and complexity of academic misconduct rules. It has no interest in overreaching in this area, or any other. Rather, the enforcement staff looks forward to working with member schools, governance committees and colleagues in other regulatory departments in advancing the educational interests of college athletes.

JFD:ajw

Inside College Sports: NCAA redefines academic misconduct after UNC case

EXHIBIT 2-15

• Sep 24, 2015 • 9 min read

GRAPEVINE, Texas -- There was some head-scratching across college sports in June when the NCAA hit North Carolina with a lack of institutional control allegation for its academic fraud scandal. No one thought UNC shouldn't be charged. The confusion centered on the interpretation over how the NCAA finally made allegations in the never-ending scandal of fake classes. The NCAA charged North Carolina with "impermissible benefits," a term more commonly used for gaining something of monetary value, not free academic grades.

But the way the enforcement system is set up, the impermissible benefits charge may have been the best way for the NCAA to sink any teeth into the pending UNC case. That's going to soon change. After four years of talk, there's finally an NCAA proposal that would be the first legislative change in academic integrity since 1983.

The legislation would move the NCAA away from "academic extra benefits" -- members thought the language was ripe for overreach by the enforcement staff -- to "impermissible academic assistance." The shift would both broaden and narrow the scope of whether the NCAA can allege academic misconduct.

A player's eligibility wouldn't have to be affected for the NCAA to charge impermissible academic assistance involving an institutional staff member. Kathy Sulentic, chair of the NCAA enforcement staff's academic integrity group, explained to Division I faculty athletic representatives this week that there would be a "very high bar" to bring a violation under impermissible academic assistance. On the one hand, universities still want control to determine if academic fraud occurred on their campus. On the other hand, universities want the NCAA to make a charge when there's obvious collusion on campus "but the institution, for whatever reason, came out with an absurd result," Sulentic said.

Impermissible academic assistance would have to be "substantial." So, a faculty athletic rep asked, what does "substantial" mean? "That's sort of the million-dollar question," Sulentic replied. "We're not looking for the close call. We're not looking for a paragraph added. We're not looking for heavy editing. We're looking for an entire paper has been done for someone. We're looking where someone got the answer key to an entire exam. We're looking at things that make a big difference for that class."

Nebraska faculty athletic representative Jo Potuto, a former NCAA infractions committee chairwoman, said the latest academic misconduct proposal is a substantial improvement from past drafts. But she raised the following scenario: What if a coach seeks a professor's help to improve a player's grade and the professor says no? Potuto essentially described Rutgers' recent findings regarding football coach Kyle Flood, who was suspended three games by the university for trying to persuade a professor to change a player's grade to keep him eligible. Under the NCAA proposal, the attempt by the coach to commit academic misconduct wouldn't be an NCAA violation; it's only a violation if the intent produced the grade change.

Potuto disagrees with this interpretation. She said depending on how coaches' contracts are written, a university

may want to fire a coach for cause but needs recognition of an NCAA violation to do so.

Privately, faculty athletic representatives across the country are stunned Rutgers has not fired Flood for cause. Rutgers' policy preventing coaches from having contact with a professor over grades is common at almost every university. It's widely known that coaches can't directly reach out to professors or admissions officers.

"As a faculty member, it truly bothers me," Rutgers faculty athletic rep Tom Stephens said about the Flood situation. "But I'm not sure there's any way to prevent it. Education, education, education, education. But if people don't listen, what can you tell people that don't listen? You have to put that in the person's contract and it should be put in all the people's contracts. That's really what has to be done. Has it been done (in Flood's contract)? I don't know if it's in the contract."

Potuto raised another concern with the NCAA proposal: Universities can decide whether to withhold an athlete from playing while they determine if academic fraud occurred. "Every campus is different," Sulentic said. "Some campuses can process it in a week; some take four months."

Potuto said universities would have an incentive to act quickly if the NCAA said eligibility withholding occurs when there's a reason to go to a university committee for academic fraud. "If not, I can predict some schools will take a much longer time to do it than other schools," she said.

The proposed legislation will be voted on in April 2016 and could be in effect next August. Student to student academic misconduct would be an institutional matter, not an NCAA case, unless a player's eligibility is at stake. The proposal would also require every school to have an academic misconduct policy for all students. "I know that's probably incredulous to many of you here," Sulentic told faculty athletic reps, "but unfortunately, we have seen some cases where the institution doesn't know how to act."

Sulentic said the NCAA views impermissible academic assistance broadly, and institutional staff members could mean people such as weight room employees, administrative assistants and trainers. "Coaches will stand up and make a declaration, 'We need to do everything we can to get this young man or young woman eligible,'" Sulentic said. "In scenarios like this, it's directed to his or her staff and the staff takes that as a direct order to act in this area and often times they act impermissibly."

From: "Vick, Brian" <bvick@williamsmullen.com>
Date: September 5, 2013, 7:27:52 PM EDT
To: "Chancellor@unc.edu" <Chancellor@unc.edu>
Subject: Deborah Crowder

Chancellor Folt,

I am an attorney with Williams Mullen in Raleigh and am representing Deborah Crowder in connection with the issues that have arisen over the past several years with respect to her tenure as the department manager for the Afro-American Studies Department at UNC. Ms. Crowder has asked me to let you know that she has received your recent correspondence and, although she appreciates your desire to speak with her, she must respectfully decline your request at this time. If this should change in the future, I will let you know. If you have any questions regarding this matter, please feel free to contact me.

Brian

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August 24, 2004

Dear Tutor:

Welcome to the staff of the Academic Support Program for Student-Athletes at the University of North Carolina. I am excited that you have joined us in our efforts to provide professional and high quality academic support to our student-athletes.

Your job as a tutor carries with it a great amount of responsibility and challenge. Our students run the full gamut in terms of ability, motivation, and areas of interest. As a tutor you can help the students reach their full potential. However, please keep in mind that student-athletes neither gain special privileges nor lose basic rights. They are to do their own work and reap the consequences, positive or negative. Likewise, they do not forfeit their right to confidentiality regarding their academic progress. The ethics and integrity which guide your own academic work fully apply here in the Academic Support Program for Student-Athletes.

This handbook is designed to help you understand our tutoring program and to clarify your role. Please read it thoroughly. If you have any questions, please feel free to ask our tutor coordinator or any full-time staff member. They are available to assist you at any time.

Over the years our program has become one of the finest in the country. A key ingredient to our success is having a staff of tutors committed to quality education. I appreciate your contributions to improving upon our tradition of academic excellence.

Best wishes for an enjoyable and rewarding experience.

Sincerely,

*Robert Mercer, Director
Academic Support Program for Student-Athletes*

INTRODUCTION

The Academic Support Program for Student-Athletes is administratively part of the Academic Services unit of the College of Arts and Sciences. The program serves as an educational resource to students who participate in varsity athletics at the University.

We are committed to the true student-athlete concept, applying the same principles that have made superior athletes to develop superior students. A superior athlete is dedicated, hardworking, committed, and never misses practice. A student with the same qualities who never misses class will achieve the same high level of academic success.

Staff members include:

<u>Robert Mercer</u>	<i>Director</i>
<u>Wayne Walden</u>	Assistant Director, Men's Basketball, Men's & Women's Swimming
<u>Cynthia Reynolds</u>	Associate Director, Football
<u>Marisa Brnardic</u>	Assistant Director, W-Soccer, M-Golf, Softball, Volleyball, W-Tennis, Rowing Tutor/Study hall Coordinator
<u>Mary Weeden</u>	Academic Counselor- Baseball, Field Hockey, W-Golf, W-Lacrosse, M-Lacrosse Scholarships & Awards;
<u>Kym Orr</u>	Academic Counselor-Track & Field, M-Soccer, Wrestling, Gymnastics, M-Tennis Student Programs
<u>Jenny Olson</u>	Learning Specialist-Football
<u>Michelle Nixon</u>	Learning Specialist-Football
<u>Dr. Jan Boxill</u>	<i>Academic Counselor -- Women's Basketball</i>
<u>Ron Brewer</u>	<i>Intern; Academic Counselor -- M&W Fencing, Rowing</i>
<u>Doug Roberts</u>	<i>Office Manager; Administrative Assistant</i>

Feel free to contact any of us if you have a question or concern about a student-athlete or the policies and procedures of the Academic Support Program for Student-Athletes.

ACADEMICS CENTER HOURS OF OPERATION

Monday-Thursdays-	8:00 a.m. to 5:00 p.m. & 7:00 p.m. to 10:00 p.m.
Fridays-	8:00 a.m. to 5:00 p.m.
Sundays-	7:00 p.m. to 10:00 p.m.

TUTORING SESSIONS

Sunday-Thursdays- 7:30-9:30pm

**(Daytime tutoring in Math, English, Foreign Languages
TBA- Check tutoring bulletin board for times)**

TUTOR JOB DESCRIPTION

Primary Responsibilities

The primary goal of the tutoring program is to provide student-athletes with quality academic assistance beyond that which they receive in the classroom. In order to accomplish this goal, our tutors must be able to understand and clearly communicate course content to students. Tutors must also report concerns about students to the tutor coordinator or academic counselor. Areas of concern to report are: absenteeism, lack of class participation, emotional stress, or other indications of impediments to academic progress. When tutors report such concerns in a timely fashion, the full-time staff can more effectively provide the appropriate services.

Desirable Knowledge and Abilities

1. Thorough knowledge of the subject matter to be tutored
2. The ability to communicate subject matter effectively
3. The ability to motivate and provide study skills assistance
4. The ability to act professionally at all times and serve as a positive role model
5. The ability to know when to make referrals
6. The ability to work as part of team

Requirements

1. Must be a graduate student enrolled at the University of North Carolina at Chapel Hill.
Exceptions: Exceptional seniors/juniors or non-students who have already graduated with a bachelor's degree or advanced degree may be considered.
2. Prospective tutors who have previously taken or taught the course at UNC or at another institution.
Exceptions: Individuals who show competency in a specific course or area, such as math or languages.
3. Tutors are required not to discuss any student-athlete's grades or progress with anyone other than the staff of the Academic Support Program for Student-Athletes.
4. Tutors must be available for scheduled night study hall hours, including extra hours during finals. Availability for special appointments is desirable but not required.

RELEASE AND DISMISSAL

Since tutoring demands vary from semester to semester, it is difficult to maintain a fixed number of tutors or to guarantee any tutoring work beyond a given semester. For that reason, you are encouraged not to depend on tutoring as your only source of income.

A tutor may be terminated for any of the following reasons:

1. Failure to uphold the general duties of a tutor as outlined in the handbook.
2. Failure to observe the rules and regulations of the Academic Support Program for Student-Athletes.
3. Deficient academic skills.
4. Falsification of time sheets.
5. Failure to keep tutoring appointments.
6. Violation of University policies regarding academic honesty.
7. Disruptive behavior that calls unfavorable attention to the tutor as a representative of the Academic Support Program for Student-Athletes, or to the student-athletes, or the University.

PAYMENT

1. Pay rate is established on an hourly basis. No additional pay is granted for simultaneously tutoring a number of students during a given time period. No additional pay is granted for preparation time outside of your scheduled hours unless an academic counselor has requested your services for a special assignment.
2. All time for tutoring must be submitted on the appropriate form (See Appendix D). Your times must be consistent with the Tutor Report Forms for that pay period; any irregularities in times will not be honored. **Time sheets without signatures cannot be submitted for payment.**
3. Time sheet should be turned in by noon on Friday of the pay period ending that Sunday. If you tutor on Sunday, you should anticipate your Sunday hours for that pay period and turn in your time sheet on Friday. **Time sheets turned in late will be held until the next pay period.**
4. Due to recent budget shortages, paychecks will be issued only on a Direct Deposit basis; two weeks following the day time sheets were submitted. (See Appendix A for Pay Schedule and consult your Fall Calendar at the end of this handbook).

RULES AND POLICIES

TUTOR DUTIES/REQUIREMENTS

Tutoring is similar to any other employment opportunity. As such, the following are required:

- All tutoring must be done at the Academics Center.
- Arrive promptly for all sessions.
- Be in the room assigned to you. If no student is in the room with you, leave the door open and be accessible. If you are doing some of your own work, remain ready to tutor.
- In the event that you must miss a tutoring session, it is your responsibility to find a substitute (get names, schedules and numbers from the posted tutor list) and inform the tutor coordinator of that substitution. In extreme cases, alert the tutor coordinator of your absence so the coordinator can inform students.
- Work only the hours assigned or requested. The tutor coordinator assigns all tutor hours. Neither students nor tutors may make appointments for private sessions without the express approval of a counselor.
- Wait 15 minutes for special appointments, and then ask a full-time counselor if you should leave. Document the no-show on your tutor report form.
- Properly fill out and turn in *on time* Tutor Report Forms and time sheet.

NO SHOW POLICY

If a number of weeks go by and not many students have been showing up to seek your tutoring services we may reduce the number of nights/hours you work and/or make you an on-call tutor. An on-call tutor would be used on a appointment basis only when requested by the student through their counselor. .

TUTOR REPORT FORMS

Fill out a Tutor Report Form for each tutoring session, even for no-shows. Please use black pen or dark pencil and legibly write out each student's full name, sport and course. Return these sheets to the appropriate box in the reception area. (See sample form, Appendix B.) The hours on your time sheet are verified by these reports. **Where there is no form, there is no time worked!**

*Please be aware of the colored RECORD OF TUTORING SESSION FORM for those students who are checking out of study hall to see a tutor. The students will bring this form with them to the tutoring session. The forms should be filled out accurately and neatly because it will result in study hall credit for the student. (See Appendix E)

ENGLISH TUTORS

For each student in English 10, 11, and 12 **ONLY**, you will need to fill out a Tutor Conference Summary report. (See Appendix C.) On your Tutor Report Form you need to write "See Tutor Conference Summary" for these students. For all others, fill out the Tutor Report Form as usual.

TIME SHEETS

Properly fill out time sheets and return them to the appropriate box in the reception area. Use the guide on the back of the time sheet to determine fractions of hours. Time sheets are due no later than noon on the Friday nearest the period ending date for that pay period. Early submissions apply around holidays. (See Appendix D-Time Sheet and Appendix A-Pay Schedule.)

CONFIDENTIALITY

Tutors are to maintain confidentiality in all areas regarding student-athletes. You may discuss a student's academic concerns only with the student and the academic counselors. You may not discuss the student's academic concerns with other students, faculty, or members of the media. This would be a violation of the student's right to privacy under the Buckley Amendment.

FACULTY CONTACT

Tutors are not to contact a faculty member or graduate assistant regarding a student's work. If you feel it is absolutely essential that you do so, contact the student's Academic counselor for approval.

PLAGIARISM

Tutors are not to prepare the student's work or encourage plagiarism in any way. Should a student-athlete make such a request, or if it appears he/she may be involved in inappropriate activities, please bring it to the immediate attention of the tutor coordinator.

NCAA/UNC ACADEMIC HONESTY POLICY FORM

As a tutor for the Academic Support Center for student-athletes, you are required to carefully read, sign and date the NCAA/Academic Honesty Policy Form. The form provides guidelines that should be followed throughout his/her employment with the Academic Support Center. It is a statement indicating that tutors will abide by all UNC and NCAA guidelines as articulated by the Academic Support Center Office. Failure to comply will result in immediate termination of employment.

TUTOR DEPENDENCY

Tutor dependency is actively discouraged. Tutors should help the student learn for him/herself. This may involve working on study skills.

EVALUATIONS

Tutors are not evaluated by the grades of their students, but rather by their own performances in teaching and directing students. You will be asked to complete an evaluation of our tutor program and likewise the students will have the opportunity to evaluate the tutoring program.

WEATHER POLICY

If we are experiencing bad weather or may have the threat of bad weather, please call my voicemail at 962-9536 after 5pm and I will leave a message regarding our plans for the evening operation of the building.

PARKING POLICY

Night tutors can park in the S-8 lot in front of the Kenan Field House after 5:00pm. No parking fines are issued after 5:00 p.m. except during special events. Those who must report to work between 8:00 a.m. and 5:00 p.m. are subject to ticketing if they park in the S-8 lot.

Academic Honesty Policy

Academic Center for Student-Athletes

University of North Carolina

Tutoring sessions are meant to be learning experiences. Tutors are encouraged to discuss subject matters with students in effort to ensure that they understand and appreciate the material.

Tutors are not to do work for students. Examples of academic fraud, unacceptable tutoring practices and extra benefits include and are not limited to:

- writing or altering a paper for the student-athlete
- completing assignments for the student-athlete
- taking exams for the student-athlete
- any practice that presents the tutors work as the students'
- conducting research for the student-athlete

I attest to the fact that I have received training regarding NCAA and UNC academic assistance policies and regulations, specifically academic fraud and extra benefits. I fully understand my role as an institutional staff member and I will adhere to all NCAA, UNC and Academic Support Center policies. I understand that violating these policies would result in my termination.

Print Name

Signature

Date:

***EDUCATION SESSION FOR DEPARTMENTAL
TUTORS/MENTORS/MONITORS REGARDING
NCAA REGULATIONS***

Updated 7/9/04

Representative of Athletics Interests/Institutional Staff Member (Bylaw 13.02.12):

An individual, independent agency, corporate entity or other organization who is known by the athletic administration to

- Have participated in promoting the institution's athletics program
- Have made financial contributions to the athletics department or booster organization
- Be assisting or to have been requested by the athletics department staff to assist in the recruitment of prospects
- Be assisting or to have assisted in providing benefits to enrolled student-athletes or their families

By virtue of you being paid by the athletic department even if you work 2 hours a week, you are considered an institutional staff member. Institutional staff members include and individual who performs work for the University or the Athletics Department, even if the individual is a student (e.g. student manager, student trainer) and/or does not receive compensation from the institution for performing such services. Once an individual is identified as such a representative, he/she retains this identity indefinitely. (Bylaw 13.02.13) Others considered in this category are coaches, professors, other students and student-athletes, secretaries, etc.

Unethical Conduct (Bylaw 10.1)

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

- Refusal to furnish information relevant to an investigation of a possible violation
- Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective or an enrolled student-athlete
- Knowing involvement in offering or providing a prospective or enrolled student-athlete an improper inducement or extra benefit, improper academic assistance or improper financial aid
- Receipt of benefits by an institutional staff member for facilitating or arranging a meeting between a student-athlete and an agent, financial advisor or a representative of an agent or advisor.

Academic Fraud and Academic Offense

The differences between academic fraud and an academic offense determine whether or not the incident must be reported to the NCAA or not. An institution is required to self report a violation of Unethical Conduct if an institutional staff member (e.g. coach, professor, tutor, etc) is knowingly involved in arranging fraudulent academic credit for a prospect or an enrolled student-athlete. An example of this would be if an institutional staff member is involved with assisting a student-athlete in obtaining grade changes in course work or typing a paper for a student-athlete; and if a student-athlete receives improper academic assistance from an institutional staff member, regardless of credit obtained.

An institution is also required to self-report a violation if a student-athlete knowingly becomes involved in arranging fraudulent academic credit. An example of this would be if a student were to purchase a term paper off the Internet and turns it in for course credit. (e.g. "Apex-Termpapers.com") Also if a student-athlete cheats, does not get caught and it is later determined that he/she cheated.

If a student-athlete commits an academic offense (e.g. cheating on a test, plagiarism on a term paper and gets caught) with no involvement of an institutional staff member, the institution is not required to report a violation; however, this incident as well as those above must be addressed through the University Honor Court system.

Other examples are:

- Signing a student-athlete's name on an attendance sheet in a course where participation/attendance is part of the final grade.
- Preparing and typing papers for student-athletes.
- Obtaining a fraudulent medical excuse on behalf of a student-athlete for the purpose of obtaining extensions to take exams and contacting faculty members in connection with the extension.

If you become aware of anything that appears to be unethical even if it is merely a rumor, we would like for you to make us aware. Any violation that goes unreported may cause huge problems in the future. The penalties will certainly be greater than if the self-report was made at the time of the incident. Keep in mind that cheating that does not provide enough assistance to enable a student-athlete to pass the course does not lessen the violation. Also, improper assistance provided to a student-athlete who is not specifically assigned to you does not diminish the seriousness of the violation.

Extra Benefits (Bylaw 16.02.3)

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 that is not expressly authorized by NCAA legislation. Receipt of a benefit by student-athletes and their relatives or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is generally available to all of the institution's students or a particular segment of the student body.

Bylaws and Interpretations of incidences that constitute an extra benefit:

1. Typing a paper for a student-athlete or paying the typing costs.
2. Professor providing special study materials only to student-athletes.
3. Professor offering special treatment to a student-athlete and providing a grade for eligibility purposes.
4. Professor giving a grade that the student-athlete did not earn.
5. Providing library books or other research materials to the student for purposes of writing a paper.
6. We are permitted to purchase textbooks for a student-athlete on scholarship. This does not include course supplies (e.g. calculators, notebooks, art supplies or other study materials not specified on the course syllabus). Students may come to you unprepared and you may want to help by providing them with a notebook and other materials that you thought would help them pass the course. This would not be permissible although you may certainly make a strong suggestion that they bring these materials to your next session.
7. Providing student-athletes with disks in the computer lab is not permissible no matter what kind of a bind they are in with their course work. Another issue with disks could come up that borders on the line of academic fraud and that is, if a student turns a paper in to you on disk and not a hard copy asking for you to proof it. Corrections may not be made directly on the document saved on the disk.
8. Use of a copy machine only for student-athletes is prohibited.

9. Use of a fax machine only for student-athletes is prohibited.
10. Printing long documents should be carefully monitored.
11. An institutional staff member may not provide payment of any expenses (e.g. room, board, transportation etc.) for friends or relatives to visit a student-athlete at the institution where he or she is enrolled.
12. An institution may not provide the student-athlete with an automobile, under any circumstances. However, staff members may provide reasonable local transportation to student-athletes on an occasional basis. Any place beyond the local area would not be permissible even if the student-athlete provides reimbursement of expenses. (A University student who is also a part-time employee of the athletic department and is an established family friend of a student-athlete may continue to provide transportation and occasional home meals to the student-athlete based on the individual's preexisting relationship.)
13. A student-athlete or the entire team in a sport may receive an "occasional meal" from an institutional staff member or booster/representative of athletics interests under the following conditions:
 - If provided by a booster, the meal must be provided in the booster's home. It may, however be catered.
 - If an institutional staff member provides the meal, it may be at a restaurant, but must be in the locale of the institution.
 - In either case, the booster or the staff member may provide reasonable local transportation to the student-athletes to attend the meal.
 - Meals must be restricted to infrequent and special occasions
 - ***Most importantly, the staff member or booster must notify the compliance office, receive permission to provide the meal, and complete the necessary paperwork. This must occur PRIOR to the meal. Failure to follow this policy could result in an NCAA extra benefits violation.***
14. A student-athlete may not receive a special discount, payment arrangement or credit on a purchase or a service from an institutional staff member or a representative of athletics interest.
15. A student-athlete may not receive services (e.g. movie tickets, dinners, use of car, etc.) without charge.

16. 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.
17. An institutional staff member or representative of athletics interest may not provide a student-athlete with a loan even if the student-athlete plans to repay the loan.
18. An institutional staff member may not arrange for another individual to provide benefits for an enrolled student-athlete and/or their relatives and friends.

Additional Information

Complimentary Tickets – An institution may provide four complimentary admissions per home and away contests to a student-athlete in the sport in which he/she is participating. However, admissions shall be provided only through a pass list for individuals designated by the student-athlete, and “hard tickets” shall not be issued.

Assisting with Writing a Paper – Do’s and Don’ts

I. How to begin without an idea

- 50% of the paper is what you do before you write
- Review the assignment together on the syllabus and underline key points in the assignment.
- Talk to the student about the main idea and what 3 points they want to make
- Ask a series of questions until he/she has developed a thesis and an argument
- Students should be taking notes during the brainstorming discussion rather than the tutor. **Although the tutor may write on a separate sheet of paper (i.e. mapping, outlining), but the tutor must keep the paper**

II. How to assist with research

- A tutor may go to the library with the student to teach him/her how to find research materials and point them in the right direction.
- **A tutor may not provide library books or other research materials to the student for purposes of writing a paper.**
- A tutor may teach a student how to use the Infotrac and how to choose the best articles rather than the first 3 on the list.

- A tutor may teach a student how to research a topic on the internet by helping them to come up with good search words.
- **A student must take their own notes on the research; however, a tutor may discuss the material.**
- A tutor may teach a student how to look beyond the internet for resources.
- A tutor may help a student determine if the source is reliable for the assignment by teaching them how to think critically about sources.
- A tutor may recommend books and experts within the area they are writing about to talk to.

III. How to Assist in the Writing Process

- Teach a student how to structure a paper with an outline.
- Teach a student how to skim the resource and put the material into their own words.
- Have them talk about what they want to say as they are writing. Use a tape recorder if a student is having trouble remembering his/her thoughts. **A tutor should never be writing on a student's paper during any stage of the paper.**
- Have the student read what he/she has written out loud to see if it makes sense and to listen for mistakes.
- Teach them how to properly site resources used within a paragraph.

IV. Proper Ways to Proofread/Edit a Paper

- **A tutor should never take a pen to the student's paper.**
- **Do not circle misspelled words or punctuation.**
- **Do not let a student drop off a paper for you to proofread and return in an hour.**
- **Do not read papers from a student's disks or laptops, only from printouts.**
- Review the structure of their paper to be sure that they have a good thesis and argument.
- Review their works cited according to the appropriate style manual.
- In parts of the paper that do not flow, ask the student to talk about what he/she meant to say.
- Have the student read the paper out loud and listen for mistakes.

TUTORING TECHNIQUES

TOOLS FOR THE TUTOR SESSION

Course Syllabus

- Review the syllabus with the student to identify requirements of the course, test dates, and assignment deadlines.
- Discuss use of tutoring surrounding these dates for test readiness, emphasizing that last-minute tutor sessions are useful only for cursory review.

Class Notes, Tests, and Homework Assignments

- Review notes, old tests, and homework with the student to pinpoint the student's strengths and weaknesses in the course.
- Assist the student in effective note taking.
- Review incorrect and correct answers from old tests or homework assignments.

Textbook

- Help the student to read actively. (See Appendix for SQ5R method.)
- Analyze a section of the text with the student, asking him/her to look for major themes.

GUIDELINES FOR WORKING WITH STUDENTS

Student Involvement

- Emphasize the importance of student involvement in the learning process: advance preparation, effective note taking, active listening, and class participation. Repeatedly remind students of the negative effects of procrastination and last minute efforts.
- Involve the student in the discussion of material and explanation of problems. Your goals are to guide rather than teach, show rather than tell, and question rather than lecture.

Communication

- Listen actively to the student--what he/she is saying and how he/she is saying it.
- Ask open-ended questions that illicit conversation.
- Follow the student's pace, slowing down if necessary.
- Observe how the student approaches a problem; this pinpoints where you need to begin with the student.
- Report any problems or concerns to one of the academic counselors.

Encouragement

- Be supportive of students, especially those who appear lost or frustrated.
- Reinforce positive academic behavior; give reassurance for efforts and improvements made.
- If you are confronted with a problem that is more emotional than academic in nature, inform the academic counselor for that student's sport.

APPENDIX A

2004 Bi-Weekly Pay Schedule

Pay Period Number	Period Ending	Payday
05	SEPT 5	SEPT 17
06	SEPT 19	OCT 1
07	OCT 3	OCT 15
08	OCT 17	OCT 29
09	OCT 31	NOV 12
10	NOV 14	NOV 24
11	NOV 28	DEC 10
12	DEC 12	DEC 21

**University Holidays
During Fall Semester 2004 &
Spring Semester 2005**

Labor Day	September 6, 2004 (Mon)
Fall Break	October 14 –17, 2004 (Thu, Fri, Sun)
Thanksgiving	November 24 & 28, 2004(Thu, Fri, Sun)
Martin Luther King Day	January 17, 2005 (Mon)
Spring Break	March 14-20, 2005 (Mon-Sun)
Good Friday	March 25, 2005 (Fri)

APPENDIX B

APPENDIX C

APPENDIX D

*** See back of time sheet for table to round minutes worked to nearest one-tenth hour**

TUTOR PASS

*****You will not receive study hall credit for this tutoring session if you do not return this form back to your appropriate team academic counselor.***

Name: _____ **Date:** _____

Sport: _____

Subject of Tutor: _____

TUTOR USE ONLY:

Session Began: _____ **Session Ended:** _____

**Tutor
Signature:** _____

UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES



TUTOR HANDBOOK
2006-2007

August 21, 2006

Dear Tutor:

Welcome to the staff of the Academic Support Program for Student-Athletes at the University of North Carolina. I am excited that you have joined us in our efforts to provide professional and high quality academic support to our student-athletes.

Your job as a tutor carries with it a great amount of responsibility and challenge. Our students run the full gamut in terms of ability, motivation, and areas of interest. As a tutor you can help the students reach their full potential. However, please keep in mind that student-athletes neither gain special privileges nor lose basic rights. They are to do their own work and reap the consequences, positive or negative. Likewise, they do not forfeit their right to confidentiality regarding their academic progress. The ethics and integrity which guide your own academic work fully apply here in the Academic Support Program for Student-Athletes.

This handbook is designed to help you understand our tutoring program and to clarify your role. Please read it thoroughly. If you have any questions, please feel free to ask our tutor coordinator or any full-time staff member. They are available to assist you at any time.

Over the years our program has become one of the finest in the country. A key ingredient to our success is having a staff of tutors committed to quality education. I appreciate your contributions to improving upon our tradition of academic excellence.

Best wishes for an enjoyable and rewarding experience.

Sincerely,

Robert Mercer, Director
Academic Support Program for Student-Athletes

INTRODUCTION

The Academic Support Program for Student-Athletes is administratively part of the Academic Services unit of the College of Arts and Sciences. The program serves as an educational resource to students who participate in varsity athletics at the University.

We are committed to the true student-athlete concept, applying the same principles that have made superior athletes to develop superior students. A superior athlete is dedicated, hardworking, committed, and never misses practice. A student with the same qualities who never misses class will achieve the same high level of academic success.

Staff members include:

<u>Robert Mercer</u>	Director
<u>Wayne Walden</u>	Associate Director Men's Basketball, Men's & Women's Swimming and Diving, Volleyball
<u>Cynthia Reynolds</u>	Associate Director Football
<u>Brent Blanton</u>	Associate Director Women's Soccer, Men's Golf, Softball, Field Hockey, Women's Tennis, Wrestling
<u>Mary Brunk</u>	Academic Counselor Baseball, Women's Golf, Women's Lacrosse, Men's Lacrosse, Rowing
<u>Kym Orr</u>	Academic Counselor Men's and Women's Track & Field and Cross Country, Men's Soccer, Gymnastics, Men's Tennis
<u>Octavus Barnes</u>	Academic Counselor Football
<u>Beth Bridger</u>	Learning Specialist Football
<u>Mary Willingham</u>	Learning Specialist Olympic Sports
<u>Dr. Jan Boxill</u>	Academic Counselor Women's Basketball
<u>Jayme Mitchell</u>	Intern Rowing, Fencing
<u>Doug Roberts</u>	Office Manager
<u>Shade Little</u>	Assistant Dean

Feel free to contact any of us if you have a question or concern about a student-athlete or the policies and procedures of the Academic Support Program for Student-Athletes.

ACADEMIC CENTER HOURS OF OPERATION

Monday-Thursdays	8:00am to 5:00pm & 7:00pm to 10:00pm
Fridays	8:00am to 5:00pm
Sundays	7:00pm to 10:00pm

TUTORING SESSIONS

Sunday-Thursdays	7:00pm - 10:00pm
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Daytime tutoring TBD- Check tutoring bulletin board for times

TUTOR INFORMATION

JOB DESCRIPTION

Primary Responsibilities

The primary goal of the tutoring program is to provide student-athletes with quality academic assistance beyond that which they receive in the classroom. In order to accomplish this goal, our tutors must be able to understand and clearly communicate course content to students. Tutors must also report concerns about students to the tutor coordinator or academic counselor. Areas of concern to report are: absenteeism, lack of class participation, emotional stress, or other indications of impediments to academic progress. When tutors report such concerns in a timely fashion, the full-time staff can more effectively provide the appropriate services. **A Daily Tutoring Summary on all students tutored is now required at the end of each day.**

Desirable Knowledge and Abilities

1. Thorough knowledge of the subject matter to be tutored
2. The ability to communicate subject matter effectively
3. The ability to motivate and provide study skills assistance
4. The ability to act professionally at all times and serve as a positive role model
5. The ability to know when to make referrals
6. The ability to work as part of a team

Requirements

1. Must be a graduate student enrolled at the University of North Carolina at Chapel Hill.
Exceptions: Exceptional seniors/juniors or non-students who have already graduated with a bachelor's degree or advanced degree may be considered.
2. Prospective tutors who have previously taken or taught the course at UNC or at another institution.

Exceptions: Individuals who show competency in a specific course or area, such as math or languages.

3. Tutors are required to maintain confidentiality regarding the student-athlete's grades or progress with anyone other than the staff of the Academic Support Program for Student-Athletes.
4. Tutors must be available for scheduled night study hall hours, including extra hours during finals. Availability for special appointments is desirable but not required.

RELEASE AND DISMISSAL

Since tutoring demands vary from semester to semester, it is difficult to maintain a fixed number of tutors or to guarantee any tutoring work beyond a given semester. For that reason, you are encouraged not to depend on tutoring as your only source of income.

A tutor may be terminated for any of the following reasons:

1. Failure to uphold the general duties of a tutor as outlined in the handbook, **including repeatedly failing to turn in daily tutoring summaries.**
2. Failure to observe the rules and regulations of the Academic Support Program for Student-Athletes.
3. Deficient academic skills.
4. Falsification of time sheets.
5. Failure to keep tutoring appointments.
6. Violation of University policies regarding academic honesty.
7. Disruptive behavior that calls unfavorable attention to the tutor as a representative of the Academic Support Program for Student-Athletes, the student-athletes or the University.

PAYMENT

1. Pay rate is established on an hourly basis. No additional pay is granted for simultaneously tutoring a number of students during a given time period. No additional pay is granted for preparation time outside of your scheduled hours unless an academic counselor has requested your services for a special assignment.
2. All time for tutoring must be submitted on the appropriate form. Your times must be consistent with the Daily Tutoring Summary forms for that pay period; any irregularities in times will not be honored. **Time sheets without signatures cannot be submitted for payment.**
3. Time sheets should be turned in by noon on Friday of the pay period ending the following Sunday. If you tutor on Sunday, you should anticipate your Sunday hours

for that pay period and turn in your time sheet on Friday. **Time sheets turned in late will be held until the next pay period.**

4. Paychecks will be issued only on a Direct Deposit basis; two weeks following the day time sheets were submitted. (See the Tutor Board in the break room for Pay Schedule and consult the Fall Calendar at the end of this handbook, Appendix A).

RULES AND POLICIES

TUTOR DUTIES/REQUIREMENTS

Tutoring is similar to any other employment opportunity. As such, the following are required:

- All tutoring must be done at the Academics Center.
- Arrive promptly for all sessions.
- Be in the room assigned to you. If no student is in the room with you, leave the door open and be accessible. If you are doing some of your own work, remain ready to tutor.
- In the event that you must miss a tutoring session, it is your responsibility to find a substitute (get names, schedules and numbers from the posted tutor list) and inform the tutor coordinator of that substitution. In extreme cases, alert the tutor coordinator of your absence so the coordinator can inform students.
- Work only the hours assigned or requested. The tutor coordinator assigns all tutor hours. **Neither students nor tutors may make appointments for private sessions without the express approval of a counselor.**
- Wait 15 minutes for special appointments, and then ask a full-time counselor if you should leave.
Document the no-show on your tutor report form.
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TUTOR REPORT FORMS

Fill out a Daily Tutoring Summary for each tutoring session, even for no-shows. Please use black pen or dark pencil and legibly write out each student's full name, sport and course. Return these sheets to the appropriate box in the break room. (See sample form, Appendix B.) The hours on your time sheet are verified by these reports. **Where there is no form, there is no time worked!**

TIME SHEETS

Properly fill out time sheets and return them to the appropriate box in the break room. Use the guide on the back of the time sheet to determine fractions of hours. Time sheets are due no later than noon on the Friday nearest the period ending date for that pay period. Early submissions apply around holidays.

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Updated 7/9/04

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An individual, independent agency, corporate entity or other organization that is known by the athletic administration to:

- Have participated in promoting the institution's athletics program
- Have made financial contributions to the athletics department or booster organization
- Be assisting or to have been requested by the athletics department staff to assist in the recruitment of prospects
- Be assisting or to have assisted in providing benefits to enrolled student-athletes or their families

By virtue of you being paid by the athletic department even if you work 2 hours a week, you are considered an institutional staff member. Institutional staff member includes an individual who performs work for the University or the Athletics Department, even if the individual is a student (e.g. student manager, student trainer) and/or does not receive compensation from the institution for performing such services. Once an individual is identified as such a representative, he/she retains this identity indefinitely. (Bylaw 13.02.13) Others considered in this category are coaches, professors, other students and student-athletes, secretaries, etc.

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- Refusal to furnish information relevant to an investigation of a possible violation
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Extra Benefits (Bylaw 16.02.3)

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 that is not expressly authorized by NCAA legislation. Receipt of a benefit by student-athletes and their relatives or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is generally available to all of the institution’s students or a particular segment of the student body.

Bylaws and Interpretations of incidences that constitute an extra benefit:

1. Typing a paper for a student-athlete or paying the typing costs.
2. Professor providing special study materials only to student-athletes.
3. Professor offering special treatment to a student-athlete and providing a grade for eligibility purposes.

4. Professor giving a grade that the student-athlete did not earn.
5. Providing library books or other research materials to the student for purposes of writing a paper.
6. We are permitted to purchase textbooks for a student-athlete on scholarship. This does not include course supplies (e.g. calculators, notebooks, art supplies or other study materials not specified on the course syllabus). Students may come to you unprepared and you may want to help by providing them with a notebook and other materials that you thought would help them pass the course. This would not be permissible although you may certainly make a strong suggestion that they bring these materials to your next session.
7. Providing student-athletes with disks in the computer lab is not permissible no matter what kind of a bind they are in with their course work. Another issue with disks could come up that borders on the line of academic fraud and that is, if a student turns a paper in to you on disk and not a hard copy asking for you to proof it. Corrections may not be made directly on the document saved on the disk.
8. Use of a copy machine only for student-athletes is prohibited.
9. Use of a fax machine only for student-athletes is prohibited.
10. Printing long documents should be carefully monitored.
11. An institutional staff member may not provide payment of any expenses (e.g. room, board, transportation etc.) for friends or relatives to visit a student-athlete at the institution where he or she is enrolled.
12. An institution may not provide the student-athlete with an automobile, under any circumstances. However, staff members may provide reasonable local transportation to student-athletes on an occasional basis. Any place beyond the local area would not be permissible even if the student-athlete provides reimbursement of expenses. (A University student who is also a part-time employee of the athletic department and is an established family friend of a student-athlete may continue to provide transportation and occasional home meals to the student-athlete based on the individual's preexisting relationship.)
13. A student-athlete or the entire team in a sport may receive an "occasional meal" from an institutional staff member or booster/representative of athletics interests under the following conditions:
 - If provided by a booster, the meal must be provided in the booster's home. It may, however be catered.
 - If an institutional staff member provides the meal, it may be at a restaurant, but must be in the locale of the institution.
 - In either case, the booster or the staff member may provide reasonable local transportation to the student-athletes to attend the meal.

- Meals must be restricted to infrequent and special occasions
 - **Most importantly, the staff member or booster must notify the compliance office, receive permission to provide the meal, and complete the necessary paperwork.** This must occur PRIOR to the meal. **Failure to follow this policy could result in an NCAA extra benefits violation.**
14. A student-athlete may not receive a special discount, payment arrangement or credit on a purchase or a service from an institutional staff member or a representative of athletics interest.
 15. A student-athlete may not receive services (e.g. movie tickets, dinners, use of car, etc.) without charge.
 16. 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.
 17. An institutional staff member or representative of athletics interest may not provide a student-athlete with a loan even if the student-athlete plans to repay the loan.
 18. An institutional staff member may not arrange for another individual to provide benefits for an enrolled student-athlete and/or their relatives and friends.

Additional Information

Complimentary Tickets – An institution may provide four complimentary admissions per home and away contests to a student-athlete in the sport in which he/she is participating. However, admissions shall be provided only through a pass list for individuals designated by the student-athlete, and “hard tickets” shall not be issued.

Assisting with Writing a Paper – Do’s and Don’ts

I. How to begin without an idea

- 50% of the paper is what you do before you write
- Review the assignment together on the syllabus and underline key points in the assignment.
- Talk to the student about the main idea and what 3 points they want to make
- Ask a series of questions until he/she has developed a thesis and an argument
- Students should be taking notes during the brainstorming discussion rather than the tutor. **Although the tutor may write on a separate sheet of paper (i.e. mapping, outlining), but the tutor must keep the paper**

II. How to assist with research

- A tutor may go to the library with the student to teach him/her how to find research materials and point them in the right direction.
- **A tutor may not provide library books or other research materials to the student for purposes of writing a paper.**

- A tutor may teach a student how to use the Infotrac and how to choose the best articles rather than the first 3 on the list.
- A tutor may teach a student how to research a topic on the internet by helping them to come up with good search words.
- **A student must take their own notes on the research; however, a tutor may discuss the material.**
- A tutor may teach a student how to look beyond the internet for resources.
- A tutor may help a student determine if the source is reliable for the assignment by teaching them how to think critically about sources.
- A tutor may recommend books and experts within the area they are writing about to talk to.

III. How to Assist in the Writing Process

- Teach a student how to structure a paper with an outline.
- Teach a student how to skim the resource and put the material into their own words.
- Have them talk about what they want to say as they are writing. Use a tape recorder if a student is having trouble remembering his/her thoughts. **A tutor should never be writing on a student's paper during any stage of the paper.**
- Have the student read what he/she has written out loud to see if it makes sense and to listen for mistakes.
- Teach them how to properly site resources used within a paragraph.

IV. Proper Ways to Proofread/Edit a Paper

- **A tutor should never take a pen to the student's paper.**
- **Do not circle misspelled words or punctuation.**
- **Do not let a student drop off a paper for you to proofread and return in an hour.**
- **Do not read papers from a student's disks or laptops, only from printouts.**
- Review the structure of their paper to be sure that they have a good thesis and argument.
- Review their works sited according to the appropriate style manual.
- In parts of the paper that do not flow, ask the student to talk about what he/she meant to say.
- Have the student read the paper out loud and listen for mistakes.

TUTORING TECHNIQUES

TOOLS FOR THE TUTOR SESSION

Course Syllabus

- Review the syllabus with the student to identify requirements of the course, test dates, and assignment deadlines.
- Discuss use of tutoring surrounding these dates for test readiness, emphasizing that last-minute tutor sessions are useful only for cursory review.

Class Notes, Tests, and Homework Assignments

- Review notes, old tests, and homework with the student to pinpoint the student's strengths and weaknesses in the course.
- Assist the student in effective note taking.
- Review incorrect and correct answers from old tests or homework assignments.

Textbook

- Help the student to read actively.
- Analyze a section of the text with the student, asking him/her to look for major themes.

GUIDELINES FOR WORKING WITH STUDENTS

Student Involvement

- Emphasize the importance of student involvement in the learning process: advance preparation, effective note taking, active listening, and class participation. Repeatedly remind students of the negative effects of procrastination and last minute efforts.
- Involve the student in the discussion of material and explanation of problems. Your goals are to guide rather than teach, show rather than tell, and question rather than lecture.

Communication

- Listen actively to the student--what he/she is saying and how he/she is saying it.
- Ask open-ended questions that illicit conversation.
- Follow the student's pace, slowing down if necessary.
- Observe how the student approaches a problem; this pinpoints where you need to begin with the student.
- Report any problems or concerns to one of the academic counselors.

Encouragement

- Be supportive of students, especially those who appear lost or frustrated.
- Reinforce positive academic behavior; give reassurance for efforts and improvements made.
- If you are confronted with a problem that is more emotional than academic in nature, inform the academic counselor for that student's support.

APPENDIX A

Spring pay periods and pay dates will be posted at the beginning of the spring semester.

University Holidays During Fall Semester 2006 & Spring Semester 2007

Labor Day	September 4, 2006 (Mon)
Fall Break	October 19-20, 2006 (Thu, Fri)
Thanksgiving	November 23-24, 2006 (Thu, Fri)
Martin Luther King Day	January 15, 2007 (Mon)
Spring Break	March 12-16, 2007 (Mon-Fri)
Good Friday	April 13, 2007 (Fri)

See back of time sheet for table to round minutes worked to nearest one-tenth hour

UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES



TUTOR HANDBOOK
2007-2008

August 20, 2007

Dear Tutor:

Welcome to the staff of the Academic Support Program for Student-Athletes at the University of North Carolina. I am excited that you have joined us in our efforts to provide professional and high quality academic support to our student-athletes.

Your job as a tutor carries with it a great amount of responsibility and challenge. Our students run the full gamut in terms of ability, motivation, and areas of interest. As a tutor you can help the students reach their full potential. However, please keep in mind that student-athletes neither gain special privileges nor lose basic rights. They are to do their own work and reap the consequences, positive or negative. Likewise, they do not forfeit their right to confidentiality regarding their academic progress. The ethics and integrity which guide your own academic work fully apply here in the Academic Support Program for Student-Athletes.

This handbook is designed to help you understand our tutoring program and to clarify your role. Please read it thoroughly. If you have any questions, please feel free to ask our tutor coordinator or any full-time staff member. They are available to assist you at any time.

Over the years our program has become one of the finest in the country. A key ingredient to our success is having a staff of tutors committed to quality education. I appreciate your contributions to improving upon our tradition of academic excellence.

Best wishes for an enjoyable and rewarding experience.

Sincerely,

Robert Mercer, Director
Academic Support Program for Student-Athletes

INTRODUCTION

The Academic Support Program for Student-Athletes is administratively part of the Academic Services unit of the College of Arts and Sciences. The program serves as an educational resource to students who participate in varsity athletics at the University.

We are committed to the true student-athlete concept, applying the same principles that have made superior athletes to develop superior students. A superior athlete is dedicated, hardworking, committed, and never misses practice. A student with the same qualities who never misses class will achieve the same high level of academic success.

Staff members include:

<u>Robert Mercer</u>	Director
<u>Wayne Walden</u>	Associate Director Men's Basketball, Men's & Women's Swimming and Diving, Volleyball
<u>Cynthia Reynolds</u>	Associate Director Football
<u>Brent Blanton</u>	Associate Director Women's Basketball, Baseball, Women's Soccer, Men's Golf, Softball, Field Hockey, Women's Tennis
<u>Tony Yount</u>	Academic Counselor Women's Golf, Women's Lacrosse, Men's Lacrosse, Wrestling
<u>Kym Orr</u>	Academic Counselor Men's and Women's Track & Field and Cross Country, Men's Soccer, Gymnastics, Men's Tennis, Rowing, Fencing
<u>Octavus Barnes</u>	Academic Counselor Football
<u>Jaimie Lee</u>	Academic Counselor Football
<u>Beth Bridger</u>	Learning Specialist Football
<u>Mary Willingham</u>	Learning Specialist Olympic Sports
<u>Dr. Jan Boxill</u>	Academic Counselor Women's Basketball
<u>Sherron Peace</u>	Tutorial Assistant
<u>Doug Roberts</u>	Office Manager
<u>Shade Little</u>	Assistant Dean

Feel free to contact any of us if you have a question or concern about a student-athlete or the policies and procedures of the Academic Support Program for Student-Athletes.

ACADEMIC CENTER HOURS OF OPERATION

Monday-Thursdays	8:00am to 5:00pm & 7:00pm to 10:00pm
Fridays	8:00am to 5:00pm
Sundays	7:00pm to 10:00pm

TUTORING SESSIONS

Sunday-Thursdays	7:00pm - 10:00pm
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Daytime tutoring TBD- Check tutoring bulletin board for times

TUTOR INFORMATION

JOB DESCRIPTION

Primary Responsibilities

The primary goal of the tutoring program is to provide student-athletes with quality academic assistance beyond that which they receive in the classroom. In order to accomplish this goal, our tutors must be able to understand and clearly communicate course content to students. Tutors must also report concerns about students to the tutor coordinator or academic counselor. Areas of concern to report are: absenteeism, lack of class participation, emotional stress, or other indications of impediments to academic progress. When tutors report such concerns in a timely fashion, the full-time staff can more effectively provide the appropriate services. **A Daily Tutoring Summary on all students tutored is now required at the end of each day.**

Desirable Knowledge and Abilities

1. Thorough knowledge of the subject matter to be tutored
2. The ability to communicate subject matter effectively
3. The ability to motivate and provide study skills assistance
4. The ability to act professionally at all times and serve as a positive role model
5. The ability to know when to make referrals
6. The ability to work as part of a team

Requirements

1. Must be a graduate student enrolled at the University of North Carolina at Chapel Hill.
Exceptions: Exceptional seniors/juniors or non-students who have already graduated with a bachelor's degree or advanced degree may be considered.
2. Prospective tutors who have previously taken or taught the course at UNC or at another institution.

Exceptions: Individuals who show competency in a specific course or area, such as math or languages.

3. Tutors are required to maintain confidentiality regarding the student-athlete's grades or progress with anyone other than the staff of the Academic Support Program for Student-Athletes.
4. Tutors must be available for scheduled night study hall hours, including extra hours during finals. Availability for special appointments is desirable but not required.

RELEASE AND DISMISSAL

Since tutoring demands vary from semester to semester, it is difficult to maintain a fixed number of tutors or to guarantee any tutoring work beyond a given semester. For that reason, you are encouraged not to depend on tutoring as your only source of income.

A tutor may be terminated for any of the following reasons:

1. Failure to uphold the general duties of a tutor as outlined in the handbook, **including repeatedly failing to turn in daily tutoring summaries.**
2. Failure to observe the rules and regulations of the Academic Support Program for Student-Athletes.
3. Deficient academic skills.
4. Falsification of time sheets.
5. Failure to keep tutoring appointments.
6. Violation of University policies regarding academic honesty.
7. Disruptive behavior that calls unfavorable attention to the tutor as a representative of the Academic Support Program for Student-Athletes, the student-athletes or the University.

PAYMENT

1. Pay rate is established on an hourly basis. No additional pay is granted for simultaneously tutoring a number of students during a given time period. No additional pay is granted for preparation time outside of your scheduled hours unless an academic counselor has requested your services for a special assignment.
2. All time for tutoring must be submitted on the appropriate form. Your times must be consistent with the Daily Tutoring Summary forms for that pay period; any irregularities in times will not be honored. **Time sheets without signatures cannot be submitted for payment.**
3. Time sheets should be turned in by noon on Friday of the pay period ending the following Sunday. If you tutor on Sunday, you should anticipate your Sunday hours

for that pay period and turn in your time sheet on Friday. **Time sheets turned in late will be held until the next pay period.**

4. Paychecks will be issued only on a Direct Deposit basis; two weeks following the day time sheets were submitted. (See the Tutor Board in the resource room for Pay Schedule and consult the Fall Calendar at the end of this handbook, Appendix A).

RULES AND POLICIES

TUTOR DUTIES/REQUIREMENTS

Tutoring is similar to any other employment opportunity. As such, the following are required:

- All tutoring must be done at the Academics Center.
- Arrive promptly for all sessions.
- Be in the room assigned to you. If no student is in the room with you, leave the door open and be accessible. If you are doing some of your own work, remain ready to tutor.
- In the event that you must miss a tutoring session, it is your responsibility to find a substitute (get names, schedules and numbers from the posted tutor list) and inform the tutor coordinator of that substitution. In extreme cases, alert the tutor coordinator of your absence so the coordinator can inform students.
- Work only the hours assigned or requested. The tutor coordinator assigns all tutor hours. **Neither students nor tutors may make appointments for private sessions without the express approval of a counselor.**
- Wait 15 minutes for special appointments, and then ask a full-time counselor if you should leave.
Document the no-show on your tutor report form.
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NO SHOW POLICY

If a number of weeks go by and not many students have been showing up to seek your tutoring services, we may reduce the number of nights/hours you work and/or make you an on-call tutor. An on-call tutor would be used on an appointment basis only when requested by the student through his/her counselor.

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TIME SHEETS

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If you become aware of anything that appears to be unethical even if it is merely a rumor, we would like for you to make us aware. Any violation that goes unreported may cause huge problems in the future. The penalties will certainly be greater than if the self-report was made at the time of the incident. Keep in mind that cheating that does not provide enough assistance to enable a student-athlete to pass the course does not lessen the violation. Also, improper assistance provided to a student-athlete who is not specifically assigned to you does not diminish the seriousness of the violation.

Extra Benefits (Bylaw 16.02.3)

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 that is not expressly authorized by NCAA legislation. Receipt of a benefit by student-athletes and their relatives or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is generally available to all of the institution’s students or a particular segment of the student body.

Bylaws and Interpretations of incidences that constitute an extra benefit:

1. Typing a paper for a student-athlete or paying the typing costs.
2. Professor providing special study materials only to student-athletes.
3. Professor offering special treatment to a student-athlete and providing a grade for eligibility purposes.
4. Professor giving a grade that the student-athlete did not earn.

5. Providing library books or other research materials to the student for purposes of writing a paper.
6. We are permitted to purchase textbooks for a student-athlete on scholarship. This does not include course supplies (e.g. calculators, notebooks, art supplies or other study materials not specified on the course syllabus). Students may come to you unprepared and you may want to help by providing them with a notebook and other materials that you thought would help them pass the course. This would not be permissible although you may certainly make a strong suggestion that they bring these materials to your next session.
7. Providing student-athletes with disks in the computer lab is not permissible no matter what kind of a bind they are in with their course work. Another issue with disks could come up that borders on the line of academic fraud and that is, if a student turns a paper in to you on disk and not a hard copy asking for you to proof it. Corrections may not be made directly on the document saved on the disk.
8. Use of a copy machine only for student-athletes is prohibited.
9. Use of a fax machine only for student-athletes is prohibited.
10. Printing long documents should be carefully monitored.
11. An institutional staff member may not provide payment of any expenses (e.g. room, board, transportation etc.) for friends or relatives to visit a student-athlete at the institution where he or she is enrolled.
12. An institution may not provide the student-athlete with an automobile, under any circumstances. However, staff members may provide reasonable local transportation to student-athletes on an occasional basis. Any place beyond the local area would not be permissible even if the student-athlete provides reimbursement of expenses. (A University student who is also a part-time employee of the athletic department and is an established family friend of a student-athlete may continue to provide transportation and occasional home meals to the student-athlete based on the individual's preexisting relationship.)
13. A student-athlete or the entire team in a sport may receive an "occasional meal" from an institutional staff member or booster/representative of athletics interests under the following conditions:
 - If provided by a booster, the meal must be provided in the booster's home. It may, however be catered.
 - If an institutional staff member provides the meal, it may be at a restaurant, but must be in the locale of the institution.
 - In either case, the booster or the staff member may provide reasonable local transportation to the student-athletes to attend the meal.
 - Meals must be restricted to infrequent and special occasions
 - **Most importantly, the staff member or booster must notify the compliance office, receive permission to provide the meal, and complete the necessary**

paperwork. This must occur PRIOR to the meal. **Failure to follow this policy could result in an NCAA extra benefits violation.**

14. A student-athlete may not receive a special discount, payment arrangement or credit on a purchase or a service from an institutional staff member or a representative of athletics interest.
15. A student-athlete may not receive services (e.g. movie tickets, dinners, use of car, etc.) without charge.
16. 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.
17. An institutional staff member or representative of athletics interest may not provide a student-athlete with a loan even if the student-athlete plans to repay the loan.
18. An institutional staff member may not arrange for another individual to provide benefits for an enrolled student-athlete and/or their relatives and friends.

Additional Information

Complimentary Tickets – An institution may provide four complimentary admissions per home and away contests to a student-athlete in the sport in which he/she is participating. However, admissions shall be provided only through a pass list for individuals designated by the student-athlete, and “hard tickets” shall not be issued.

Assisting with Writing a Paper – Do’s and Don’ts

I. How to begin without an idea

- 50% of the paper is what you do before you write
- Review the assignment together on the syllabus and underline key points in the assignment.
- Talk to the student about the main idea and what 3 points they want to make
- Ask a series of questions until he/she has developed a thesis and an argument
- Students should be taking notes during the brainstorming discussion rather than the tutor. **Although the tutor may write on a separate sheet of paper (i.e. mapping, outlining), but the tutor must keep the paper**

II. How to assist with research

- A tutor may go to the library with the student to teach him/her how to find research materials and point them in the right direction.
- **A tutor may not provide library books or other research materials to the student for purposes of writing a paper.**
- A tutor may teach a student how to use the Infotrac and how to choose the best articles rather than the first 3 on the list.
- A tutor may teach a student how to research a topic on the internet by helping them to come up with good search words.

- **A student must take their own notes on the research; however, a tutor may discuss the material.**
- A tutor may teach a student how to look beyond the internet for resources.
- A tutor may help a student determine if the source is reliable for the assignment by teaching them how to think critically about sources.
- A tutor may recommend books and experts within the area they are writing about to talk to.

III. How to Assist in the Writing Process

- Teach a student how to structure a paper with an outline.
- Teach a student how to skim the resource and put the material into their own words.
- Have them talk about what they want to say as they are writing. Use a tape recorder if a student is having trouble remembering his/her thoughts. **A tutor should never be writing on a student's paper during any stage of the paper.**
- Have the student read what he/she has written out loud to see if it makes sense and to listen for mistakes.
- Teach them how to properly site resources used within a paragraph.

IV. Proper Ways to Proofread/Edit a Paper

- **A tutor should never take a pen to the student's paper.**
- **Do not circle misspelled words or punctuation.**
- **Do not let a student drop off a paper for you to proofread and return in an hour.**
- **Do not read papers from a student's disks or laptops, only from printouts.**
- Review the structure of their paper to be sure that they have a good thesis and argument.
- Review their works cited according to the appropriate style manual.
- In parts of the paper that do not flow, ask the student to talk about what he/she meant to say.
- Have the student read the paper out loud and listen for mistakes.

TUTORING TECHNIQUES

TOOLS FOR THE TUTOR SESSION

Course Syllabus

- Review the syllabus with the student to identify requirements of the course, test dates, and assignment deadlines.
- Discuss use of tutoring surrounding these dates for test readiness, emphasizing that last-minute tutor sessions are useful only for cursory review.

Class Notes, Tests, and Homework Assignments

- Review notes, old tests, and homework with the student to pinpoint the student's strengths and weaknesses in the course.
- Assist the student in effective note taking.
- Review incorrect and correct answers from old tests or homework assignments.

Textbook

- Help the student to read actively.
- Analyze a section of the text with the student, asking him/her to look for major themes.

GUIDELINES FOR WORKING WITH STUDENTS

Student Involvement

- Emphasize the importance of student involvement in the learning process: advance preparation, effective note taking, active listening, and class participation. Repeatedly remind students of the negative effects of procrastination and last minute efforts.
- Involve the student in the discussion of material and explanation of problems. Your goals are to guide rather than teach, show rather than tell, and question rather than lecture.

Communication

- Listen actively to the student--what he/she is saying and how he/she is saying it.
- Ask open-ended questions that illicit conversation.
- Follow the student's pace, slowing down if necessary.
- Observe how the student approaches a problem; this pinpoints where you need to begin with the student.
- Report any problems or concerns to one of the academic counselors.

Encouragement

- Be supportive of students, especially those who appear lost or frustrated.
- Reinforce positive academic behavior; give reassurance for efforts and improvements made.
- If you are confronted with a problem that is more emotional than academic in nature, inform the academic counselor for that student's sport.

APPENDIX A

Spring pay periods and pay dates will be posted at the beginning of the spring semester.

University Holidays During Fall Semester 2007 & Spring Semester 2008

Labor Day	September 3, 2007 (Mon)
Fall Break	October 8-19, 2007 (Thu, Fri)
Thanksgiving	November 21-23, 2007 (Thu, Fri)
Martin Luther King Day	January 21, 2008 (Mon)
Spring Break	March 10-14, 2008 (Mon-Fri)
Good Friday	March 21, 2008 (Fri)

See back of time sheet for table to round minutes worked to nearest one-tenth hour

APPENDIX B



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Tutor Appointment Feedback Form

Student:		
Day/Date:	Time Started:	Time Finished:
Tutor:		

Student Brought:	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing	
	<input type="checkbox"/> Other:				
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A		
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

APPENDIX C



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes
FEEDBACK FORM

Date:

Time

Subject:

Tutor:

Student	Sport	Was the Student-Athlete... (please mark if YES)	<ul style="list-style-type: none"> • Comments on Session (REQUIRED) • Any things to work on for next time
		<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	
		<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	
		<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	
		<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	
		<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	
		<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	

UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES



TUTOR HANDBOOK *2008-2009*

August 20, 2008

Dear Tutor:

Welcome to the staff of the Academic Support Program for Student-Athletes at the University of North Carolina. I am excited that you have joined us in our efforts to provide professional and high quality academic support to our student-athletes.

Your job as a tutor carries with it a great amount of responsibility and challenge. Our students run the full gamut in terms of ability, motivation, and areas of interest. As a tutor you can help the students reach their full potential. However, please keep in mind that student-athletes neither gain special privileges nor lose basic rights. They are to do their own work and reap the consequences, positive or negative. Likewise, they do not forfeit their right to confidentiality regarding their academic progress. The ethics and integrity which guide your own academic work fully apply here in the Academic Support Program for Student-Athletes.

This handbook is designed to help you understand our tutoring program and to clarify your role. Please read it thoroughly. If you have any questions, please feel free to ask our tutor coordinator or any full-time staff member. They are available to assist you at any time.

Over the years our program has become one of the finest in the country. A key ingredient to our success is having a staff of tutors committed to quality education. I appreciate your contributions to improving upon our tradition of academic excellence.

Best wishes for an enjoyable and rewarding experience.

Sincerely,

Robert Mercer, Director
Academic Support Program for Student-Athletes

The Academic Support Program for Student-Athletes is administratively part of the Academic Services unit of the College of Arts and Sciences. The program serves as an educational resource to students who participate in varsity athletics at the University.

We are committed to the true student-athlete concept, applying the same principles that have made superior athletes to develop superior students. A superior athlete is dedicated, hardworking, committed, and never misses practice. A student with the same qualities who never misses class will achieve the same high level of academic success.

Staff members include:

<u>Robert Mercer</u>	Director
<u>Wayne Walden</u>	Associate Director Men's Basketball, Men's & Women's Swimming and Diving, Volleyball
<u>Cynthia Reynolds</u>	Associate Director Football
<u>Brent Blanton</u>	Associate Director Women's Basketball, Baseball, Women's Soccer, Men's Golf, Softball, Field Hockey, Women's Tennis
<u>Tony Yount</u>	Academic Counselor Women's Golf, Women's Lacrosse, Men's Lacrosse, Wrestling
<u>Kym Orr</u>	Academic Counselor Men's and Women's Track & Field and Cross Country, Men's Soccer, Gymnastics, Men's Tennis, Rowing, Fencing
<u>Octavus Barnes</u>	Academic Counselor Football
<u>Jaimie Lee</u>	Academic Counselor Football
<u>Beth Bridger</u>	Learning Specialist Football
<u>Mary Willingham</u>	Learning Specialist Olympic Sports
<u>Dr. Jan Boxill</u>	Academic Counselor Women's Basketball
<u>Sherron Peace</u>	Tutorial Assistant
<u>Doug Roberts</u>	Office Manager
<u>Shade Little</u>	Assistant Dean

Feel free to contact any of us if you have a question or concern about a student-athlete or the policies and procedures of the Academic Support Program for Student-Athletes.

ACADEMIC CENTER HOURS OF OPERATION

Monday-Thursdays	8:00am to 5:00pm & 7:00pm to 10:00pm
Fridays	8:00am to 5:00pm
Sundays	7:00pm to 10:00pm

TUTORING SESSIONS

Sunday-Thursdays 7:00pm - 10:00pm

Daytime tutoring TBD- Check tutoring bulletin board for times

TUTOR INFORMATION

JOB DESCRIPTION

Primary Responsibilities

The primary goal of the tutoring program is to provide student-athletes with quality academic assistance beyond that which they receive in the classroom. In order to accomplish this goal, our tutors must be able to understand and clearly communicate course content to students. Tutors must also report concerns about students to the tutor coordinator or academic counselor. Areas of concern to report are: absenteeism, lack of class participation, emotional stress, or other indications of impediments to academic progress. When tutors report such concerns in a timely fashion, the full-time staff can more effectively provide the appropriate services. **A Daily Tutoring Feedback Form on all students tutored is now required at the end of each day.**

Desirable Knowledge and Abilities

1. Thorough knowledge of the subject matter to be tutored
2. The ability to communicate subject matter effectively
3. The ability to motivate and provide study skills assistance
4. The ability to act professionally at all times and serve as a positive role model
5. The ability to know when to make referrals
6. The ability to work as part of a team

Requirements

1. Must be a graduate student enrolled at the University of North Carolina at Chapel Hill.
Exceptions: Exceptional seniors/juniors or non-students who have already graduated with a bachelor's degree or advanced degree may be considered.
2. Prospective tutors who have previously taken or taught the course at UNC or at another institution.
Exceptions: Individuals who show competency in a specific course or area, such as math or languages.
3. Tutors are required to maintain confidentiality regarding the student-athlete's grades or progress with anyone other than the staff of the Academic Support Program for Student-Athletes.
4. Tutors must be available for scheduled night study hall hours, including extra hours during finals. Availability for special appointments is desirable but not required.

RELEASE AND DISMISSAL

Since tutoring demands vary from semester to semester, it is difficult to maintain a fixed number of tutors or to guarantee any tutoring work beyond a given semester. For that reason, you are encouraged not to depend on tutoring as your only source of income.

A tutor may be terminated for any of the following reasons:

1. Failure to uphold the general duties of a tutor as outlined in the handbook, **including repeatedly failing to turn in daily tutoring feedback forms.**
2. Failure to observe the rules and regulations of the Academic Support Program for Student-Athletes.
3. Deficient academic skills.
4. Falsification of time sheets.
5. Failure to keep tutoring appointments.
6. Violation of University policies regarding academic honesty.
7. Disruptive behavior that calls unfavorable attention to the tutor as a representative of the Academic Support Program for Student-Athletes, the student-athletes or the University.

PAYMENT

1. We use **TIMS**. All time worked is recorded through this time management system. Before you begin work, you must complete the 15 minute online training.
http://www.unc.edu/finance/payroll/tim/tim_training.html
You must print, sign, and turn in your certificate of completion before you start working.
2. Pay rate is established on an hourly basis. No additional pay is granted for simultaneously tutoring a number of students during a given time period. No additional pay is granted for preparation time outside of your scheduled hours unless an academic counselor has requested your services for a special assignment.
3. All time for tutoring must be stamped in and out on TIMS. Your times must be consistent with the Daily Tutoring Feedback Forms for that pay period; any irregularities in times will not be honored. **Time cards without approvals cannot be submitted for payment.**
4. Time cards should be approved by noon on Friday of the pay period ending the following Sunday. If you tutor on Sunday, you must approve your timecard by 10pm that night.
5. Paychecks will be issued only on a Direct Deposit basis; two weeks following the day time sheets were submitted. (See the Tutor Board in the resource room for Pay Schedule and consult the Calendar at the end of this handbook, Appendix A).

SEE “TIPS FOR TIMS” REMINDER SHEET

TUTOR DUTIES/REQUIREMENTS

Tutoring is similar to any other employment opportunity. As such, the following are required:

- All tutoring must be done at the Academic Center.
- Arrive promptly for all sessions.
- Be in the room assigned to you. If no student is in the room with you, leave the door open and be accessible. If you are doing some of your own work, remain ready to tutor.
- In the event that you must miss a tutoring session, it is your responsibility to find a substitute (get names, schedules and numbers from the posted tutor list) and inform the tutor coordinator of that substitution. In extreme cases, alert the tutor coordinator of your absence so the coordinator can inform students.
- Work only the hours assigned or requested. The tutor coordinator assigns all tutor hours. **Neither students nor tutors may make appointments for private sessions without the express approval of a counselor.**
- Wait 15 minutes for special appointments, and then ask a full-time counselor if you should leave. **Document the no-show on your tutor feedback form.**
- Properly fill out and turn in the Daily Tutoring Summary forms and time sheet.

NO SHOW POLICY

If a number of weeks go by and not many students have been showing up to seek your tutoring services, we may reduce the number of nights/hours you work and/or make you an on-call tutor. An on-call tutor would be used on an appointment basis only when requested by the student through his/her counselor.

TUTOR REPORT FORMS

Fill out a Daily Tutoring Feedback Form for each tutoring session, even for no-shows. Please use black pen or dark pencil and legibly write out each student's full name, sport and course. Return these sheets to the appropriate box in the break room (See sample forms, Appendices B and C). The hours on your time sheet are verified by these reports. **All tutorials MUST be scheduled by Tutor Coordinator if pay is expected!**

CONFIDENTIALITY

Tutors are to maintain confidentiality in all areas regarding student-athletes. You may discuss a student's academic concerns only with the student and the academic counselors. You may not discuss the student's academic concerns with other students, faculty or members of the media. This would be a violation of the student's right to privacy under the Buckley Amendment.

FACULTY CONTACT

Tutors are not to contact a faculty member or graduate assistant regarding a student's work. If you feel it is absolutely essential that you do so, contact the student's academic counselor for approval.

PLAGIARISM

Tutors are not to prepare the student's work or encourage plagiarism in any way. Should a student-athlete make such a request, or if it appears he/she may be involved in inappropriate activities, please bring it to the immediate attention of the tutor coordinator.

TUTOR DEPENDENCY

Tutor dependency is actively discouraged. Tutors should help the student learn for him/herself. This may involve working on study skills.

EVALUATIONS

Tutors are not evaluated by the grades of their students, but rather by their own performances in teaching and directing students. You will be asked to complete an evaluation of our tutor program and likewise the students will have the opportunity to evaluate the tutoring program.

WEATHER POLICY

If we are experiencing bad weather or may have the threat of bad weather, please call 962-9536 after 5pm, and a message regarding our plans for the evening operation of the building will be stated.

PARKING POLICY

Night tutors can park in the S-8 lot in front of the Kenan Field House after 5:00pm. No parking fines are issued after that time except during special events. Those who must report to work between 8:00am and 5:00pm are subject to ticketing if they park in the S-8 lot.

TOOLS FOR THE TUTOR SESSION

Course Syllabus

- Review the syllabus with the student to identify requirements of the course, test dates, and assignment deadlines.
- Discuss use of tutoring surrounding these dates for test readiness, emphasizing that last-minute tutor sessions are useful only for cursory review.

Class Notes, Tests, and Homework Assignments

- Review notes, old tests, and homework with the student to pinpoint the student's strengths and weaknesses in the course.
- Assist the student in effective note taking.
- Review incorrect and correct answers from old tests or homework assignments.

Textbook

- Help the student to read actively.
- Analyze a section of the text with the student, asking him/her to look for major themes.

GUIDELINES FOR WORKING WITH STUDENTS

Student Involvement

- Emphasize the importance of student involvement in the learning process: advance preparation, effective note taking, active listening, and class participation. Repeatedly remind students of the negative effects of procrastination and last minute efforts.
- Involve the student in the discussion of material and explanation of problems. Your goals are to guide rather than teach, show rather than tell, and question rather than lecture.

Communication

- Listen actively to the student--what he/she is saying and how he/she is saying it.
- Ask open-ended questions that elicit conversation.
- Follow the student's pace, slowing down if necessary.
- Observe how the student approaches a problem; this pinpoints where you need to begin with the student.
- Report any problems or concerns to one of the academic counselors.

Encouragement

- Be supportive of students, especially those who appear lost or frustrated.
- Reinforce positive academic behavior; give reassurance for efforts and improvements made.
- If you are confronted with a problem that is more emotional than academic in nature, inform the academic counselor for that student's sport.

NCAA/UNC ACADEMIC HONESTY POLICY FORM

As a tutor for the Academic Support Center for student-athletes, you are required to carefully read, sign and date the NCAA/Academic Honesty Policy Form. The form provides guidelines that should be followed throughout your employment with the Academic Support Center. It is a statement indicating that tutors will abide by all UNC and NCAA guidelines as articulated by the Academic Support Program for Student-Athletes. Failure to comply will result in immediate termination of employment.

EDUCATION SESSION FOR DEPARTMENTAL TUTORS/MENTORS/MONITORS REGARDING NCAA REGULATIONS

Updated 7/9/04

Representative of Athletics Interests/Institutional Staff Member (Bylaw 13.02.12):

An individual, independent agency, corporate entity or other organization that is known by the athletic administration to:

- Have participated in promoting the institution's athletics program
- Have made financial contributions to the athletics department or booster organization
- Be assisting or to have been requested by the athletics department staff to assist in the recruitment of prospects
- Be assisting or to have assisted in providing benefits to enrolled student-athletes or their families

By virtue of you being paid by the athletic department even if you work 2 hours a week, you are considered an institutional staff member. Institutional staff member includes an individual who performs work for the University or the Athletics Department, even if the individual is a student (e.g. student manager, student trainer) and/or does not receive compensation from the institution for performing such services. Once an individual is identified as such a representative, he/she retains this identity indefinitely. (Bylaw 13.02.13) Others considered in this category are coaches, professors, other students and student-athletes, secretaries, etc.

Unethical Conduct (Bylaw 10.1)

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

- Refusal to furnish information relevant to an investigation of a possible violation
- Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective or an enrolled student-athlete
- Knowing involvement in offering or providing a prospective or enrolled student-athlete an improper inducement or extra benefit, improper academic assistance or improper financial aid
- Receipt of benefits by an institutional staff member for facilitating or arranging a meeting between a student-athlete and an agent, financial advisor or a representative of an agent or advisor.

Academic Fraud and Academic Offense

The differences between academic fraud and an academic offense determine whether or not the incident must be reported to the NCAA or not. An institution is required to self report a violation of Unethical Conduct if an institutional staff member (e.g. coach, professor, tutor, etc) is knowingly involved in arranging fraudulent academic credit for a prospect or an enrolled student-athlete. An example of this would be if an institutional staff member is involved with assisting a student-athlete in obtaining grade changes in course work or typing a paper for a student-athlete; and if a student-athlete receives improper academic assistance from an institutional staff member, regardless of credit obtained.

An institution is also required to self-report a violation if a student-athlete knowingly becomes involved in arranging fraudulent academic credit. An example of this would be if a student were to purchase a term paper off the Internet

and turns it in for course credit. (e.g. “Apex-Termpapers.com”) Also if a student-athlete cheats, does not get caught and it is later determined that he/she cheated.

Other examples are:

- Signing a student-athlete’s name on an attendance sheet in a course where participation/attendance is part of the final grade.
- Preparing and typing papers for student-athletes.
- Obtaining a fraudulent medical excuse on behalf of a student-athlete for the purpose of obtaining extensions to take exams and contacting faculty members in connection with the extension.

If a student-athlete commits an academic offense (e.g. cheating on a test, plagiarism on a term paper and gets caught) with no involvement of an institutional staff member, the institution is not required to report a violation; however, this incident as well as those above must be addressed through the University Honor Court system.

If you become aware of anything that appears to be unethical even if it is merely a rumor, we would like for you to make us aware. Any violation that goes unreported may cause huge problems in the future. The penalties will certainly be greater than if the self-report was made at the time of the incident. Keep in mind that cheating that does not provide enough assistance to enable a student-athlete to pass the course does not lessen the violation. Also, improper assistance provided to a student-athlete who is not specifically assigned to you does not diminish the seriousness of the violation.

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2. Professor providing special study materials only to student-athletes.
3. Professor offering special treatment to a student-athlete and providing a grade for eligibility purposes.
4. Professor giving a grade that the student-athlete did not earn.
5. Providing library books or other research materials to the student for purposes of writing a paper.
6. We are permitted to purchase textbooks for a student-athlete on scholarship. This does not include course supplies (e.g. calculators, notebooks, art supplies or other study materials not specified on the course syllabus). Students may come to you unprepared and you may want to help by providing them with a notebook and other materials that you thought would help them pass the course. This would not be permissible although you may certainly make a strong suggestion that they bring these materials to your next session.
7. Providing student-athletes with disks in the computer lab is not permissible no matter what kind of a bind they are in with their course work. Another issue with disks could come up that borders on the line of academic

fraud and that is, if a student turns a paper in to you on disk and not a hard copy asking for you to proof it. Corrections may not be made directly on the document saved on the disk.

8. Use of a copy machine only for student-athletes is prohibited.
9. Use of a fax machine only for student-athletes is prohibited.
10. Printing long documents should be carefully monitored.
11. An institutional staff member may not provide payment of any expenses (e.g. room, board, transportation etc.) for friends or relatives to visit a student-athlete at the institution where he or she is enrolled.
12. An institution may not provide the student-athlete with an automobile, under any circumstances. However, staff members may provide reasonable local transportation to student-athletes on an occasional basis. Any place beyond the local area would not be permissible even if the student-athlete provides reimbursement of expenses. (A University student who is also a part-time employee of the athletic department and is an established family friend of a student-athlete may continue to provide transportation and occasional home meals to the student-athlete based on the individual's preexisting relationship.)
13. A student-athlete or the entire team in a sport may receive an "occasional meal" from an institutional staff member or booster/representative of athletics interests under the following conditions:
 - If provided by a booster, the meal must be provided in the booster's home. It may, however be catered.
 - If an institutional staff member provides the meal, it may be at a restaurant, but must be in the locale of the institution.
 - In either case, the booster or the staff member may provide reasonable local transportation to the student-athletes to attend the meal.
 - Meals must be restricted to infrequent and special occasions
 - **Most importantly, the staff member or booster must notify the compliance office, receive permission to provide the meal, and complete the necessary paperwork.** This must occur PRIOR to the meal. **Failure to follow this policy could result in an NCAA extra benefits violation.**
14. A student-athlete may not receive a special discount, payment arrangement or credit on a purchase or a service from an institutional staff member or a representative of athletics interest.
15. A student-athlete may not receive services (e.g. movie tickets, dinners, use of car, etc.) without charge.
16. 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.
17. An institutional staff member or representative of athletics interest may not provide a student-athlete with a loan even if the student-athlete plans to repay the loan.
18. An institutional staff member may not arrange for another individual to provide benefits for an enrolled student-athlete and/or their relatives and friends.

Additional Information

Complimentary Tickets – An institution may provide four complimentary admissions per home and away contests to a student-athlete in the sport in which he/she is participating. However, admissions shall be provided only through a pass list for individuals designated by the student-athlete, and "hard tickets" shall not be issued.

Assisting with Writing a Paper – Do's and Don'ts

I. How to begin without an idea

- 50% of the paper is what you do before you write
- Review the assignment together on the syllabus and underline key points in the assignment.
- Talk to the student about the main idea and what 3 points they want to make
- Ask a series of questions until he/she has developed a thesis and an argument
- Students should be taking notes during the brainstorming discussion rather than the tutor.
Although the tutor may write on a separate sheet of paper (i.e. mapping, outlining), but the tutor must keep the paper

II. How to assist with research

- A tutor may go to the library with the student to teach him/her how to find research materials and point them in the right direction.
- **A tutor may not provide library books or other research materials to the student for purposes of writing a paper.**
- A tutor may teach a student how to use the Infotrac and how to choose the best articles rather than the first 3 on the list.
- A tutor may teach a student how to research a topic on the internet by helping them to come up with good search words.
- **A student must take their own notes on the research; however, a tutor may discuss the material.**
- A tutor may teach a student how to look beyond the internet for resources.
- A tutor may help a student determine if the source is reliable for the assignment by teaching them how to think critically about sources.
- A tutor may recommend books and experts within the area they are writing about to talk to.

III. How to Assist in the Writing Process

- Teach a student how to structure a paper with an outline.
- Teach a student how to skim the resource and put the material into their own words.
- Have them talk about what they want to say as they are writing. Use a tape recorder if a student is having trouble remembering his/her thoughts. **A tutor should never be writing on a student's paper during any stage of the paper.**
- Have the student read what he/she has written out loud to see if it makes sense and to listen for mistakes.
- Teach them how to properly site resources used within a paragraph.

IV. Proper Ways to Proofread/Edit a Paper

- **A tutor should never take a pen to the student's paper.**
- **Do not circle misspelled words or punctuation.**
- **Do not let a student drop off a paper for you to proofread and return in an hour.**
- **Do not read papers from a student's disks or laptops, only from printouts.**
- Review the structure of their paper to be sure that they have a good thesis and argument.
- Review their works cited according to the appropriate style manual.
- In parts of the paper that do not flow, ask the student to talk about what he/she meant to say.

- Have the student read the paper out loud and listen for mistakes.

APPENDIX A

**Calendar of Dates
Tutor Feedback Form
Group Tutor Feedback Form
TIPS FOR TIMS**

MUST DO LIST--ASAP!

1. Fill out all hiring paperwork
2. Call/email to SET UP AN APPOINTMENT to meet with Human Resources

TRACY HARRIS

962-7852

tuh@unca.unc.edu

You must MEET with her to submit your *hiring paperwork*.

DON'T FORGET:

PAPERWORK

Social Security Card

Driver's License

Voided Check

3. Call/email to SET UP AN APPOINTMENT to meet with Compliance

SUSAN MALOY

962-9892

sbmaloy@unca.unc.edu

You must MEET with her to go over NCAA Rules. DON'T FORGET:

Tutor Handbook (NCAA section)

4. On-Line TIMS training
 - a. Print and sign Certificate of Completion

ALL MUST BE COMPLETED BEFORE YOU CAN BEGIN WORKING!!!

Dear Mentor:

Welcome to the staff of the Academic Support Program for Student-Athletes at the University of North Carolina. I am excited that you have joined us in our efforts to provide professional and high quality academic support to our student-athletes.

Your job as a mentor carries with it a great amount of responsibility and challenge. Our students run the full gamut in terms of ability, motivation, and areas of interest. As a mentor you can help the students reach their full potential. However, please keep in mind that student-athletes neither gain special privileges nor lose basic rights. They are to do their own work and reap the consequences, positive or negative. Likewise, they do not forfeit their right to confidentiality regarding their academic progress. The ethics and integrity which guide your own academic work fully apply here in the Academic Support Program for Student-Athletes.

This handbook is designed to help you understand our mentoring program and to clarify your role. Please read it thoroughly. If you have any questions, please feel free to ask our mentor coordinator or any full-time staff member. They are available to assist you at any time.

Over the years our program has become one of the finest in the country. A key ingredient to our success is having a staff of mentors committed to quality education. I appreciate your contributions to improving upon our tradition of academic excellence.

Best wishes for an enjoyable and rewarding experience.

Sincerely,

Robert Mercer, Director
Academic Support Program for Student-Athletes

ACADEMIC CENTER HOURS OF OPERATION

Fall/Spring

Monday-Thursday 8:00am to 5:00pm & 7:00pm to 10:00pm

Fridays 8:00am to 5:00pm

Sundays 7:00pm to 10:00pm

Summer

Monday-Thursday 9:00am to 4:00pm & 7:00pm to 10:00pm

Fridays 9:00am to 4:00pm

Sundays Closed unless special session is scheduled in advance

INTRODUCTION

The Academic Support Program for Student-Athletes is administratively part of the Academic Services unit of the College of Arts and Sciences. The program serves as an educational resource to students who participate in varsity athletics at the University.

We are committed to the true student-athlete concept, applying the same principles that have made superior athletes to develop superior students. A superior athlete is dedicated, hardworking, committed, and never misses practice. A student with the same qualities who never misses class will achieve the same high level of academic success.

Staff members include:

<u>Robert Mercer</u>	Director
<u>Jenn Townsend</u>	Associate Director Men's Basketball, Women's Swimming
<u>Beth Bridger</u>	Associate Director/Learning Specialist Football
<u>Brent Blanton</u>	Associate Director Women's Basketball, Baseball, Women's Soccer, Softball, Field Hockey, Women's Tennis
<u>Tony Yount</u>	Academic Counselor Women's Golf, Women's Lacrosse, Volleyball, Gymnastics
<u>Spencer Welborn</u>	Academic Counselor Men's Lacrosse, Wrestling, Men's Soccer, Men's Swimming, Men's Golf
<u>Kym Orr</u>	Academic Counselor Men's and Women's Track & Field and Cross Country, Men's Soccer, Gymnastics, Men's Tennis, Rowing, Fencing
<u>Jaimie Lee</u>	Academic Counselor Football
<u>Tia Overstreet</u>	Academic Counselor Football
<u>Dr. Jan Boxill</u>	Academic Counselor Women's Basketball
<u>Beth Lyons</u>	Learning Specialist Olympic Sports
<u>Nate Yarborough</u>	Office Manager

Feel free to contact any of us if you have a question or concern about a student-athlete or the policies and procedures of the Academic Support Program for Student-Athletes.

MENTOR POLICIES and PROCEDURES

Requirements

Mentoring is similar to any other employment opportunity. As such, the following are required:

- Follow the rules and regulations of the Academic Support Center for Student-Athletes
- Arrive on time for all sessions. If you will be late, please call the Mentor Coordinator.
- Be in the room assigned to you.
- In the event you must miss a mentoring session, please inform the Mentor Coordinator so he or she can make alternative arrangements.
- Work only the hours assigned or requested. The Mentor Coordinator assigns all mentor hours. **Neither student nor mentors may make appointments for private sessions without the expressed approval of the Mentor Coordinator.**

Release and Dismissal

A mentor may be terminated for any of the following reasons:

1. Failure to uphold the general duties of a mentor as outlined in the handbook, including repeatedly failing to turn in feedback forms.
2. Failure to observe the rules and regulations of the Academic Support Program for Student-Athletes.
3. Failure to keep mentoring appointments.
4. Violation of University policies regarding academic honesty.
5. Disruptive behavior that calls unfavorable attention to the mentor as a representative of the Academic Support Program for Student-Athletes, the student-athletes, or the University.

Confidentiality

Mentors are to maintain confidentiality in all areas regarding student-athletes. You may discuss a student's academic concerns only with the student and academic staff. You may not discuss the student's academic concerns with other students, faculty, or members of the community or media. This would be a violation of the student's right to privacy under the Buckley Amendment. **Any question to the breach of a student's confidentiality will result in termination of employment.**

No Shows

Wait 30 minutes and then check in with the Mentor Coordinator to see if you should leave (or use best judgment). Make sure to document on your feedback form and record 30 minutes on your timesheet.

Evaluations

You will meet periodically with the Mentor Coordinator to evaluate the effectiveness of your mentor meetings. You will also be required to fill out an end of the semester evaluation form on your mentee and the mentor program. You are not personally evaluated by the grades of the students, but rather by your own performances in mentoring the students.

Parking

Day: We will not provide parking tickets for daytime tutors. You will be responsible for covering your own parking expenses.

Night: Mentors can park in the S-8 lot in front of the Kenan Field House after 5:00pm. No parking fines are issued after that time except during special events. It is a first come, first serve basis, so spots are limited. You can also park on Stadium Drive or any other eligible parking lots. We will **not** provide parking tickets for the Ram's Head Parking Garage.

Copies/Printing

Feel free to make copies on the copy machine that are academic related. Any questions as to what this includes, please ask the Mentor Coordinator.

You may also take advantage of using our computer lab and free printing for feedback forms, academic related materials, etc.

Weather

Adverse Weather Hotline: 843-1234

If we are experiencing bad weather or have the threat of bad weather, please call the Mentor Coordinator for details of the day's meetings. If unable to reach, call 962-9536 after 5pm. A message regarding our plans for the evening operation of the building will be stated.

Announcements

Please check your email periodically for important notes and announcements from the Mentor Coordinator.

Dress Code

The Academic Center is a professional place of work. Even though you are working with students, our office is a place of business and a direct representation of the Athletic Department and University. Although formal business attire is not necessary, please abide by the following dress code:

Acceptable:

- Teacher/Business/Sport Casual

Not Acceptable:

- Low cut (cleavage baring), midriff exposing shirts or dresses
- Strapless shirts or dresses
- High cut (rear-end baring) shorts, skirts, or dresses
- Excessively torn or worn blue jeans
- Clothes denoting inappropriate messages or logos

Behavior

Do not engage in "extra-curricular" activities with your mentee.

Please refrain from using or allowing your mentee to use foul language.

A mentor relationship is a special one of trust and respect. Be sure to not "cross" these lines.

Cell Phones /Non-Academic Websites

These items are PROHIBITED during your mentor meetings. This includes mentees and mentors. On RARE occasions, a cell phone must be answered. As a mentor, please do this in a professional manner. Also, there are times when mentors are waiting to help mentees. Please DO NOT use this time to text message, access non-academic websites, or use headphones to listen to music. This is NOT the example we are trying to set for our student-athletes.

NCAA/UNC Academic Honesty Policy Form

As a mentor for the Academic Support Center for Student-Athletes, you are required to carefully read, sign, and date the NCAA/Academic Honesty Policy Form. The form provides guidelines that should be followed throughout your employment with the Academic Support Center. It is a statement indicating mentors will abide by all UNC and NCAA guidelines as articulated by the Academic Support Program for Student-Athletes. **Failure to comply will result in immediate termination of employment.**

Payment/Timesheets

1. We use **TIMS**. All time worked is recorded through this time management system. Before you begin work, you must complete the 15 minute online training.
http://www.unc.edu/finance/payroll/tim/tim_training.html
You must print, sign, and turn in your certificate of completion before you start working.
2. Pay rate is established on an hourly basis. No additional pay is granted for simultaneously tutoring a number of students during a given time period. No additional pay is granted for preparation time outside of your scheduled hours unless an academic counselor has requested your services for a special assignment.
3. All time for tutoring must be stamped in and out on TIMS. Your times must be consistent with the Daily Tutoring Feedback Forms for that pay period; any irregularities in times will not be honored. **Time cards without approvals cannot be submitted for payment.**
4. Time cards should be **approved by noon on Friday** of the pay period ending the following Sunday. If you tutor on Sunday, you must approve your timecard by 10pm that night.
5. **Paychecks will be issued only on a Direct Deposit basis**; two weeks following the day time sheets were submitted. (See the Tutor Board in the resource room for Pay Schedule)

SEE "TIPS FOR TIMS" REMINDER SHEET

TIPS for TIMS

1. Don't forget to stamp in and stamp out. Computers available (at Football) in Players' Lounge (2nd floor), Tutor/Mentor computer by the copy machine on 5th floor, and in all counselors offices on 5th floor.
2. IMPERATIVE to LOG OFF not just X out of the screen.
3. Approval—once you APPROVE your time card, it is over!! All time cards must be approved by **NOON on FRIDAY** of the time period. ****IF YOU WORK ON SUNDAY, you must approve your timesheet by 10pm on SUNDAY.**
4. IF YOU MESS UP
 - a. Email Mentor Coordinator
 - i. What the mess up is (forgot to punch in, forgot to punch out, etc)
 - ii. Day
 - iii. Date
 - iv. Correction (Punch out at 9pm)
5. If you mess up, get it fixed BEFORE you approve the time card
6. Check your email for password expiration notices, if password expires, you can't stamp in/out.
7. Eliminate errors!!! Remind yourself, check your timecard after each log in. 3 strikes and you are out!

Feedback Forms

You must complete and submit feedback forms electronically. (See Sample) You will not be paid for hours worked unless there is feedback corresponding to the recorded hours. They do not only serve as a record for hours worked but become a part of the student-athletes permanent file. Feedback forms need to be written for a “professional” audience. These will be read by academic staff members and coaches. Please be extremely detailed in your comments. Even if you have a face to face conversation with a staff member, you still need to submit a feedback form. Feedback forms are due by **NOON** the day following your meeting. The sooner the better. Feel free to utilize any of the computers in the academic center to complete your feedback form.

MUST DO LIST--ASAP!

1. Fill out all hiring paperwork

2. Call/email to SET UP AN APPOINTMENT to meet with Human Resources

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962-7852

tuh@unca.unc.edu

You must MEET with her to submit your hiring paperwork.

DON'T FORGET:

PAPERWORK

Social Security Card

Driver's License

Voided Check

3. Call/email to SET UP AN APPOINTMENT to meet with Compliance

SUSAN MALOY

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sbmaloy@unca.unc.edu

You must MEET with her to go over NCAA Rules. DON'T

FORGET:

Tutor Handbook (NCAA section)

4. On-Line TIMS training

- a. Print and sign Certificate of Completion

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What is a Mentor?

Although the concept of mentoring has been around for many years, everyone seems to have his or her own definition. Webster's defines a mentor as a "trusted counselor or guide, a tutor or coach." The word "mentor" has its origins in Greek mythology. In the tale of Odysseus, when Odysseus went away on his famous 10 year odyssey, he entrusted his son, Telemachus, to his friend and advisor, Mentor. In Odysseus' absence, Mentor served as guardian, teacher, and father figure to Telemachus. **YOU ARE NOT A DISCIPLINARIAN!!!**

Purpose of the Mentor Program

The Academic Support Program for Student-Athletes sees a need for academically at-risk student-athletes to receive extra help from one person to develop skills necessary to succeed in college.

This program pairs an academically at-risk student-athlete with a skilled mentor to address general college survival skills as well as specific academic needs. The mentor provides guidance or advice by example and through practice to the mentee. Mentors will help to facilitate the student-athlete's transition through challenging periods in their academic experience. The mentoring process, if it is to be successful, must be done with a high degree of enthusiasm, confidentiality, and unconditional positive regard for the mentee.

Student-athletes could be identified as at-risk by the Academic Support Program for Student-Athletes' staff for many reasons such as a poor high school academic background, a diagnosed learning disability, difficulty adjusting to the academic rigors of UNC-CH, etc.

The purpose of this program is to introduce the at-risk student-athlete to the skills he or she will need to become a successful student at UNC-CH and to help the student-athlete to incorporate these skills into his or her individual learning style. The ultimate goal of the Academic Support Program for Student-Athletes is to produce independent, responsible, and confident learners.

It is important to find your approach with your mentee. Not all mentees are the same, so not all strategies are universal. Use your "people" skills to find what works and what doesn't. Will your student need constant "supervision" or is your mentee one that is good at taking direction and finishing tasks? "Typically" a friendly, laid back but structured, comforting environment can be one that is successful.

Characteristics of a Mentor

- Listen to and communicate effectively with others
- Recognize excellence (or steps towards it) and encourage it
- Like to help others
- Recognize when others require support, direct assistance, or independence
- Teach, guide, coach, and be a positive role model
- Willingness to share knowledge, skill, and experience
- Challenge for positive change to occur
- Patience
- Enthusiasm
- Ability to take initiative
- Maintain confidentiality
- Sense of humor
- Willingness to learn
- Ability to interact with individuals of different social, cultural, economic, and educational backgrounds
- Organized, efficient time manager
- Responsible
- Reliable
- Work as part of a team

Mentoring a Student-Athlete

It is important to understand what being a student-athlete at the Division I level of the National Collegiate Athletic Association is all about.

+What issues do you anticipate encountering with your mentee? (also consider a student who is also academically underprepared for college)

Some student-athletes lack the proper preparation for college work from high school. There are extreme demands on the time of a student-athlete with practice, travel, team meetings, and academics. There are also the pressures of winning and losing, eligibility concerns, family demands, and the list goes on.

As you come to know your mentee, you will learn which pressures are causing which results. This can be a great breakthrough in formulating how to best work with your mentee.

Example daily schedule:

6-8am	Weights
8-11	Class
11-12	Lunch/Break
12-2	Tutor Sessions/Meetings at AC
230-6	Practice/Film
6-7	Dinner
7-10	Study Table

MENTOR MEETINGS

Mentors will meet with their mentee in duration and frequency designated by the Mentor Coordinator. The following section will guide you through working with a mentee:

FIRST MEETING:

- Exchange contact information---A MUST!!! Emails, phone, everything!
- Get to know each other. Here are some good communication starters:
 - Where are you from? Tell me about your family.
 - What position do you play, how is practice going? Why did you pick UNC?
 - What was high school like for you? How is it alike/different from college?
 - Hardest/easiest class?
- Reiterate the attendance policy and how the mentee **MUST** contact you if they are going to miss/be late for a meeting. Also, just because they tell you they will be late or miss does **NOT** excuse them from the session. Please follow up with the counselor via FF or at study table. We need to avoid LATES/NO SHOWS at ALL COSTS!!!
- Explain your role--how you can help them throughout the course of the semester.
- Review your set meetings times for the week. You can explain meeting length depends on how much work they have for the week and how efficiently they complete assignments. Length will depend on sport/student as well.
- REQUIRE mentee to bring all syllabi, Academic Planner, 3-ring binder, and class materials to each meeting. This is ESSENTIAL!!
- Go over each syllabus. Make sure mentees have an understanding of: what their professor's names are, grading system, when assignments are due, criteria of assignments, absence policy, late work policy, etc. NAMES especially. Feel free to hi-lite.
- With syllabi, note which days student will miss due to competition. Encourage student to speak with professor about these absences **IN ADVANCE!**
- Utilize syllabi to help students organize responsibilities (academic, athletic, and personal). Fill in time management devices (preferably in pencil in case of changes). Start with the monthly calendars for the whole semester. Mark in dates for tests, quizzes, projects, papers, presentations and even extra obligations such as game schedule and CREED meetings.
- Fill in those same dates in the weekly planning sheets.
- Start on any assignments

“REGULAR” MEETINGS:

1. Promote *TIME MANAGEMENT*

Check the monthly calendar for important upcoming dates. Plan for each week. Go through each syllabus to plan and list readings and assignments for the week. Refer to the calendars and syllabi every meeting.

2. Promote *CLASS RESPONSIBILITY*

Check Blackboard and email for professor messages, announcements, and to access printouts/assignments for class. Stress the importance of class attendance, behavior in class, respect of professors/academic staff, encourage and motivate students to strive for improvement and excellence, always! Record and report any grades or teacher comments you actually see or hear.

3. Promote *PROFESSOR COMMUNICATION*

If your mentee has any questions or concerns about class/grades, facilitate how to communicate in person and via email to faculty/staff.

4. Promote *ORGANIZATION*

Spend 5-10 minutes organizing each section of the notebook and filing away any loose papers.

5. Promote and facilitate *DAILY WORK*.

Review class notes, lecture, and text materials every day. Check to make sure the student-athlete is taking notes in their classes. Go ahead and start on upcoming assignments. Do not neglect reading assignments in classes just because a paper is due.

6. Promote *ACADEMIC SKILLS* through Daily Work.

Record any progress or lack thereof made in the following areas that could be a red flag for learning deficiencies.

- a. Writing Skills
- b. Note Taking
- c. Test Taking
- d. Reading Comprehension
- e. Study Skills
- f. Stress Management
- g. Test Anxiety
- h. Any other deficiencies that may interfere with the student-athlete's ability to do his/her best academic work

ACADEMIC SKILLS

Note Taking

Test Taking

Reading Textbooks

Study Strategies

Motivation

+What issues would be of extreme concern when helping a student with a paper? What could be seen as a “gray area”?

WRITING

THINGS TO CONSIDER WHEN HELPING STUDENTS WITH WRITING.

1. Understanding the Prompt/Topic
 - a. Do you understand all the terms in the prompt?
 - b. What type of essay will you have to write?
 - c. Do you know what the teacher is looking for?
2. Research
 - a. What type of sources do you need?
 - i. Academic: journal article, newspapers, magazines (websites, .gov, .org, .edu)
 - ii. Non-academic : websites, Wikipedia
 - b. Do you know how to find these types of sources?
 - i. Academic Search Premiere
 - ii. Search Terms
 - iii. Abstracts
 - c. Can you find the information you need in the sources?
 - i. Hi-light evidence to support your topic
 - ii. Paraphrasing vs summarizing vs direct quotes
3. Outlining
 - a. Whether they want to or not, they need to **OUTLINE** their papers, not just start typing
 - b. The level of your student dictates how much of this process you assist with
 - c. Never bad to start very detailed and see them develop throughout the semester
4. Introduction
 - a. Attn grabbing first sentence
 - b. History, background, explanations
 - c. Thesis
 - i. Topic
 - ii. Stance
 - iii. Reason
5. Body Paragraphs
 - a. Topic sentence for each paragraph
 - b. Claim
 - c. Evidence to support claim
 - d. Explanation
 - e. Summary
 - f. Always link to thesis

6. Conclusion
 - a. Review of main ideas/points
 - b. Restate thesis
 - c. Final thoughts, conclusions, for the future, more info on, future research
7. Work Cited Page
 - a. What type of citation does the teacher want?
 - b. Follow St. Martins
 - c. ABC order, single spaced, hanging indent
 - d. Try to avoid citation machines, not very reliable!
8. Editing
 - a. Read through multiple times
 - b. Spelling, grammar
 - i. Use colored pen
 - ii. Have student hi-light/check off correction is made
 - c. Content
 - d. Structure
 - e. Spacing, title, header/footer
 - f. Sometimes mistakes will be overwhelming, work/focus on one thing at a time

Writing Tutor Tips/Techniques

1. Ask questions, lots and lots of questions. This stimulates the student to think about the question and answer it. This can help with brain storming, understanding paper requirements, content, etc. Talk through ideas and concepts for papers. Discussion helps ideas flow. Beware the student does not write down exactly what you say, have them put it in their own words.
2. Use the white board to help the student brain storm, make sure they write it down on their own paper as well.
3. Use colored pens when editing papers. Point out spelling/grammar/content/citing mistakes. With content, make sure all the ideas are the students.
4. If you can, go to the library with them to show them the ropes.
5. If you have a complete paper and there are good paragraphs with bad order and structure, cut (literally) the paper apart to see if you can reorder and make better sense of the content.
6. Read the students' paper to them to catch mistakes. Make it look DIFFERENT to the writer. Backwards Ruler.
7. Simply---Think about how you would help a peer. What techniques would you use with them? Would you write if for them? Is this paper their ideas/their voice?
8. How will a student write in class vs the paper they turn in they have gotten help with?

'Crisis' Management

How will you handle the following?

- Unknown assignment or quiz

- Mentee didn't do what you asked them to do from previous session

- Bad grade after a lot of time/work was spent

- Good grade after a lot of time/work was spent

- Continually on non-academic websites/won't turn off cell phone/blasting music

- Refuse to do work when work has to be done

- You know they didn't do work "individually"

- Several items due for different classes at the same time

- Unclear about what directions were given for particular assignments

- You over hear an interaction with another mentor/mentee that you feel is inappropriate or you have an interaction with a student who is not your mentee you feel is inappropriate.

My mentee made the following comment. What should I do? How should I respond?

- I hate this/I give up/I'm not going to do well anyways/ The teacher just doesn't like me.

- I'm done, I already did it.

- I'm so tired.

- See I didn't study and I did just fine.

- Jokes around/plays off a serious issue.

TOP TIPS for Mentors:

It isn't how much you know. It is how much they know you care.

Get to know the kids, it helps build trust. Find out their mom and dad's names, brothers and sisters, etc. Always threaten to call mom if they don't listen to you! Be interested in their sport and other parts of their life. Don't be all business all the time. Take a few minutes every session to see what's up with them. Only let them complain for a few minutes.

Maintain a professional relationship with the mentees; let them know that you have high expectations from the beginning and create an environment where they are accountable for themselves, their work, and you.

These kids do a lot of things wrong, but they also do a lot right. Remember to tell them how good they did when something goes well.

IF POSSIBLE---Make sure they complete assignments that are due the next day before the end of a tutoring session, if you know they are going to have a difficult time actually completing it after they've left the building.

DO NOT FORGET to switch contact information. Get more than one method (cell phone and email). Get their football number and let them know you want it so you can cheer for them at games.

Never accept "I did it already" for face value; ask to see the evidence!

When trying to write papers, form outlines, or brainstorm ideas for things (i.e. presentations, papers), have the guys talk it out with you, but always have a pen or dry erase marker in hand to jot down ideas as they say them. This way, they can see all the ideas they came up with without having to try to recall them all from memory. Then, take these ideas and apply them to the outline or whatever it is you're helping them with.

Don't create a situation where the guys are becoming too needy or dependent upon you. You want them to be accountable for their work and feel a sense of accomplishment. This sense of accomplishment leads to both confidence in themselves and motivation for future assignments/success.

Be flexible! Plans can change quickly. Some things may not work getting the idea across. Be willing to go with it and try different things to get the info across to the guys.

Always ask 'why', Don't just ask, "Does that make sense? Do you understand? They can tell you 'yes' without having a clue why. Always, always, always ask 'why', but also always be willing to take the time (and by time, sometimes it takes several minutes) to let them formulate and talk out their explanations until they come to whatever conclusion they reach themselves. You may have to prompt them a little by repeating something they just said and letting them finish or rephrase the thought, but make them explain it to you. BE PATIENT!

Break down assignments in multiple ways, to ensure that each individual student understands what they have to do. (i.e. on the board, on their calendar, and/or in their notes). Don't just tell them that we expect them to be organized; actually hold them accountable by checking their assigns/folders daily before they can leave.

Never ever ever forget to be straight with the guys. Don't sugar coat things. Due dates are due dates, and stuff has to get done. That's just the way it is. Also, celebrate every achievement even if it is little.

When you sense that your guys need a break and are losing attention to what they're doing let them take a break and come back. Summer session is quite tedious. I think it might be a good idea to reward your guys for working hard by giving the last 5 or 10 min of every hour as a break. This might also eliminate urges to get on facebook or cell phones during "our time".

Try to use a positive tone as much as possible when making corrections/suggestions. They are already self conscious so they need encouragement as much as possible

Never fall for flattery. They usually want something.

ONE MORE TIME...

MENTOR DOs and DON'Ts

- 1. Never do any of the mentee's work or work harder than the mentee.**
 - *Do help assist the mentee with learning process and class assignments.*
 - *Should a student-athlete make such a request, or if it appears he or she may be involved in inappropriate activities, please bring it to the IMMEDIATE attention of the Mentor Coordinator.*
- 2. Never assume the student-athlete did it**
 - *Do ask to see "evidence" the student-athlete completed an assignment*
- 3. Never see or email the instructor in place of the student.**
 - *Do talk to the Mentor Coordinator about possibly contacting or getting more information from a professor*
- 4. Do not discuss your mentoring sessions, including a student-athlete's academic performance or grades, with anyone other than an Academic Support Program for Student-Athletes' staff member.**
 - *Do feel free to see or talk to the Mentor Coordinator with any questions, comments, or concerns regarding your mentee or the mentor program.*
- 5. Do not withhold information on your mentee from an Academic Support Program for Student-Athletes' staff member.**
 - *Please let the Mentor Coordinator know the "truth and nothing but the truth" when it comes to any part of your mentee's academic performance or behavior (feedback forms included).*
- 6. Do not dress or act inappropriately in the Academic Center.**
 - *Please dress in a manner appropriate for a professional environment*
 - *Please abide by the rules set forth by the staff and this handbook.*

Dear Mentor:

Welcome to the staff of the Academic Support Program for Student-Athletes at the University of North Carolina. I am excited that you have joined us in our efforts to provide professional and high quality academic support to our student-athletes.

Your job as a mentor carries with it a great amount of responsibility and challenge. Our students run the full gamut in terms of ability, motivation, and areas of interest. As a mentor you can help the students reach their full potential. However, please keep in mind that student-athletes neither gain special privileges nor lose basic rights. They are to do their own work and reap the consequences, positive or negative. Likewise, they do not forfeit their right to confidentiality regarding their academic progress. The ethics and integrity which guide your own academic work fully apply here in the Academic Support Program for Student-Athletes.

This handbook is designed to help you understand our mentoring program and to clarify your role. Please read it thoroughly. If you have any questions, please feel free to ask our mentor coordinator or any full-time staff member. They are available to assist you at any time.

Over the years our program has become one of the finest in the country. A key ingredient to our success is having a staff of mentors committed to quality education. I appreciate your contributions to improving upon our tradition of academic excellence.

Best wishes for an enjoyable and rewarding experience.

Sincerely,

Robert Mercer, Director
Academic Support Program for Student-Athletes

ACADEMIC CENTER HOURS OF OPERATION

Fall/Spring

Monday-Thursday 8:00am to 5:00pm & 7:00pm to 10:00pm

Fridays 8:00am to 5:00pm

Sundays 7:00pm to 10:00pm

Summer

Monday-Thursday 9:00am to 4:00pm & 7:00pm to 10:00pm

Fridays 9:00am to 4:00pm

Sundays Closed unless special session is scheduled in advance

INTRODUCTION

The Academic Support Program for Student-Athletes is administratively part of the Academic Services unit of the College of Arts and Sciences. The program serves as an educational resource to students who participate in varsity athletics at the University.

We are committed to the true student-athlete concept, applying the same principles that have made superior athletes to develop superior students. A superior athlete is dedicated, hardworking, committed, and never misses practice. A student with the same qualities who never misses class will achieve the same high level of academic success.

Staff members include:

<u>Robert Mercer</u>	Director
<u>Jenn Townsend</u>	Associate Director, jtownsend@unca.unc.edu Men's Basketball, Women's Swimming, Softball
<u>Beth Bridger</u>	Associate Director/Learning Specialist, bridgerb@unca.unc.edu Football
<u>Brent Blanton</u>	Associate Director, blanton@unca.unc.edu Women's Basketball, Baseball, Women's Soccer, Field Hockey, Women's Tennis
<u>Tony Yount</u>	Academic Counselor, tonyyount@unca.unc.edu Women's Golf, Women's Lacrosse, Volleyball, Gymnastics
<u>Spencer Welborn</u>	Academic Counselor, wellborn@unca.unc.edu Men's Lacrosse, Wrestling, Men's Soccer, Men's Swimming, Men's Golf
<u>Kym Orr</u>	Academic Counselor, knorr@unca.unc.edu Men's and Women's Track & Field and Cross Country, Men's Soccer, Gymnastics, Men's Tennis, Rowing, Fencing
<u>Jaimie Lee</u>	Academic Counselor, jaimielee@unca.unc.edu Football
<u>Tia Overstreet</u>	Academic Counselor, overstre@unca.unc.edu Football
<u>Dr. Jan Boxill</u>	Academic Counselor, jmboxill@unca.unc.edu Women's Basketball
<u>Beth Lyons</u>	Learning Specialist, Olympic Sports, emlyons@unca.unc.edu Women's Gymnastics
<u>Amy Kleissler</u>	Mentor Coordinator, kleissle@unca.unc.edu Football
<u>Nate Yarborough</u>	Office Manager, yarborough@unca.unc.edu

Feel free to contact any of us if you have a question or concern about a student-athlete or the policies and procedures of the Academic Support Program for Student-Athletes.

MENTOR POLICIES and PROCEDURES

Requirements

Mentoring is similar to any other employment opportunity. As such, the following are required:

- Follow the rules and regulations of the Academic Support Center for Student-Athletes
- Arrive on time for all sessions. If you will be late, please call the Mentor Coordinator.
- Be in the room assigned to you within the Academic Facility.
- In the event you must miss a mentoring session, please inform the Mentor Coordinator so he or she can make alternative arrangements.
- Work only the hours assigned or requested. The Mentor Coordinator assigns all mentor hours.
Neither student nor mentors may make appointments for private sessions without the expressed approval of the Mentor Coordinator.

Release and Dismissal

A mentor may be terminated for any of the following reasons:

1. Failure to uphold the general duties of a mentor as outlined in the handbook, including repeatedly failing to turn in feedback forms.
2. Failure to observe the rules and regulations of the Academic Support Program for Student-Athletes.
3. Failure to keep mentoring appointments.
4. Disruptive behavior that calls unfavorable attention to the mentor as a representative of the Academic Support Program for Student-Athletes, the student-athletes, or the University.
5. Unscheduled sessions and/or sessions outside of the Academic Center.
6. Violation of University or NCAA policies regarding academic honesty.

Confidentiality

Mentors are to maintain confidentiality in all areas regarding student-athletes. You may discuss a student's academic concerns only with the student and academic staff. You may not discuss the student's academic concerns with other students, faculty, or members of the community or media. This would be a violation of the student's right to privacy under the Buckley Amendment. **Any question to the breach of a student's confidentiality will result in termination of employment.**

No Shows

Wait 30 minutes and then check in with the staff to see if you should leave (or use best judgment). Make sure to document on your feedback form and record 30 minutes on your TIMS timecard.

Evaluations

You will meet periodically with the Mentor Coordinator to evaluate the effectiveness of your mentor meetings. You will also be required to fill out an end of the semester evaluation form on your mentee and the mentor program. You are not personally evaluated by the grades of the students, but rather by your own performances in mentoring the students.

Parking

Day: We will not provide parking tickets for daytime tutors. You will be responsible for covering your own parking expenses.

Night: Mentors can park on campus after 5:00pm. No parking fines are issued after that time except during special events. It is a first come, first serve basis, so spots are limited. You can also park on Stadium Drive or any other eligible parking lots. We will **not** provide parking tickets for the parking garages or pay for DPS parking tickets.

Copies

All copies must be academic related and approved by a staff member. Any questions as to what this includes, please ask the Mentor Coordinator.

You may also take advantage of using our computer lab and free printing for feedback forms, academic related materials, etc. Personal copying/printing is not permitted.

Weather

Adverse Weather Hotline: 843-1234

If we are experiencing bad weather or have the threat of bad weather, please call the Mentor Coordinator for details of the day's meetings. If unable to reach, call 962-9536 after 5pm. A message regarding our plans for the evening operation of the building will be stated.

Announcements

Please check your email periodically for important notes and announcements from the Mentor Coordinator.

Dress Code

The Academic Center is a professional place of work. Even though you are working with students, our office is a place of business and a direct representation of the Athletic Department and University. Although formal business attire is not necessary, please abide by the following dress code:

Acceptable:

- Teacher/Business/Sport Casual

Not Acceptable:

- Low cut (cleavage baring), midriff exposing shirts or dresses
- Gym clothes such as mesh shorts, spandex leggings, etc.
- Strapless shirts or dresses
- High cut (rear-end baring) shorts, skirts, or dresses
- Excessively torn or worn blue jeans
- Clothes denoting inappropriate messages or logos

Behavior

Do not engage in "extra-curricular" activities with your mentee.

Please refrain from using or allowing your mentee to use foul language.

A mentor relationship is a special one of trust and respect. Be sure to not "cross" these lines.

Cell Phones /Non-Academic Websites/Music

These items are PROHIBITED during your mentor meetings. This includes mentees and mentors. On RARE occasions, a cell phone must be answered. As a mentor, please do this in a professional manner. Also, there are times when mentors are waiting to help mentees. Please DO NOT use this time to text message, access non-academic websites, or use headphones to listen to music. This is NOT the example we are trying to set for our student-athletes.

NCAA/UNC Academic Honesty Policy Form

As a mentor for the Academic Support Center for Student-Athletes, you are required to carefully read, sign, and date the NCAA/Academic Honesty Policy Form. The form provides guidelines that should be followed throughout your employment with the Academic Support Center. It is a statement indicating mentors will abide by all UNC and NCAA guidelines as articulated by the Academic Support Program for Student-Athletes. **Failure to comply will result in immediate termination of employment.**

Payment/Timesheets

1. We use **TIMS**. All time worked is recorded through this time management system. Before you begin work, you must complete the 15 minute online training: <http://finance.unc.edu/university-controller/time-information-management-tim/welcome.html>
2. Pay rate is established on an hourly basis. No additional pay is granted for simultaneously tutoring a number of students during a given time period. No additional pay is granted for preparation time outside of your scheduled hours unless an academic counselor has requested your services for a special assignment. No hours will be paid for unauthorized unscheduled sessions.
3. All time for tutoring must be stamped in and out on TIMS. Your times must be consistent with the Daily Tutoring Feedback Forms for that pay period; any irregularities in times will not be honored. **Time cards without approvals cannot be submitted for payment.**
4. Time cards should be **approved by noon on Friday** of the pay period ending the following Sunday. If you tutor on Sunday, you must approve your timecard by 10pm that night. If you do not approve your timecard, you will not be able to be paid, and these hours will be lost.
5. **Paychecks will be issued only on a Direct Deposit basis**; two weeks following the day time sheets were submitted. (See the Tutor Board in the resource room for Pay Schedule)
6. If you run into an issue or problem with your timecard, please enter the information into the log next to the mentor computer on the 5th floor. **Do not email the Mentor Coordinator.** If it is not in the log, it will not get fixed.
7. You can use the computers in the Academic Center, download TIMS onto your own computer, or logon from anywhere using <https://unctim.unc.edu/wfc/applications/wtk/html/ess/logon.jsp>.

TIPS for TIMS

1. Don't forget to stamp in and stamp out. Computers available throughout the Academic Center.
2. **IMPERATIVE** to **LOG OFF** not just **X** out of the screen.
3. Approval—once you **APPROVE** your time card, it is over!! All time cards must be approved by **NOON on FRIDAY** of the time period. ****IF YOU WORK ON SUNDAY**, you must approve your timesheet by **10pm on SUNDAY**. If you do not approve your timecard, you will not be paid for these hours.
4. **IF YOU MESS UP** – you must fill out the TIMS log by the computer/copier on the 5th floor of the Academic Center.
5. If you mess up, get it fixed **BEFORE** you approve the timecard
6. Check your email for password expiration notices, if password expires, you can't stamp in/out.
7. Eliminate errors!!! Remind yourself, check your timecard after each log in. We do not enjoy fixing mistakes!

TIMS APPROVAL DATES
For Summer Sessions 1 and 2, 2011
(Please approve your timecard by date listed)

May 8th

May 22nd

June 5th

June 19th

July 3rd

July 17th

Feedback Forms

You must complete and submit feedback forms electronically through [www. tarheelblue.com](http://www.tarheelblue.com). Click on Inside Athletics, scroll down to Student-Athlete Development, Academic Support Program for Student Athletes, and then Information for Student-Athletes. Please use the Individual Tutor Report feedback for one-on-one sessions. <http://tarheelblue.cstv.com/genrel/110904aac.html>

Please see attached samples of typical mentor feedback forms. The appearance of the forms on www.tarheelblue.com will change slightly, but the relevant elements will remain. Please be thorough and prompt. Feedback forms need to be written for a “professional” audience. These will be read by academic staff members and coaches. Please be extremely detailed in your comments.

You will not be paid for hours worked unless there is feedback corresponding to the recorded hours. They do not only serve as a record for hours worked but become a part of the student-athlete’s permanent file. Even if you have a face-to-face conversation with a staff member, you still need to submit a feedback form. Feedback forms are due by **NOON** the day following your meeting. The sooner the better. Feel free to utilize any of the computers in the academic center to complete your feedback form. This way you can complete your feedback form once your session is completed when the details are fresh in your mind, and clock out when you are done.

MUST DO LIST--ASAP!

1. Fill out all hiring paperwork

2. Call/email to SET UP AN APPOINTMENT to meet with Human Resources

TRACY HARRIS

962-7852

tuh@unca.unc.edu

You must MEET with her to submit your *hiring paperwork*.

DON'T FORGET:

PAPERWORK

Social Security Card

Driver's License

Voided Check

3. Call/email to SET UP AN APPOINTMENT to meet with Compliance

SUSAN MALOY

962-9892

sbmaloy@unca.unc.edu

You must MEET with her to go over NCAA Rules. DON'T

FORGET:

Tutor Handbook (NCAA section)

4. On-Line TIMS training at <http://finance.unc.edu/university-controller/time-information-management-tim/welcome.html>

ALL MUST BE COMPLETED BEFORE YOU CAN BEGIN WORKING!!!

What is a Mentor?

Although the concept of mentoring has been around for many years, everyone seems to have his or her own definition. Webster's defines a mentor as a "trusted counselor or guide, a tutor or coach." The word "mentor" has its origins in Greek mythology. In the tale of Odysseus, when Odysseus went away on his famous 10 year odyssey, he entrusted his son, Telemachus, to his friend and advisor, Mentor. In Odysseus' absence, Mentor served as guardian, teacher, and father figure to Telemachus. **YOU ARE NOT A DISCIPLINARIAN!!!**

Purpose of the Mentor Program

The Academic Support Program for Student-Athletes sees a need for academically at-risk student-athletes to receive extra help from one person to develop skills necessary to succeed in college.

This program pairs an academically at-risk student-athlete with a skilled mentor to address general college survival skills as well as specific academic needs. The mentor provides guidance or advice by example and through practice with the mentee. Mentors will help to facilitate the student-athlete's transition through challenging periods in their academic experience. The mentoring process, if it is to be successful, must be done with a high degree of enthusiasm, confidentiality, and unconditional positive regard for the mentee.

Student-athletes could be identified as at-risk by the Academic Support Program for Student-Athletes' staff for many reasons such as a poor high school academic background, a diagnosed learning disability, difficulty adjusting to the academic rigors of UNC-CH, etc.

The purpose of this program is to introduce the at-risk student-athlete to the skills he or she will need to become a successful student at UNC-CH and to help the student-athlete to incorporate these skills into his or her individual learning style. The ultimate goal of the Academic Support Program for Student-Athletes is to produce independent, responsible, and confident learners.

It is important to find your approach with your mentee. Not all mentees are the same, so not all strategies are universal. Use your "people" skills to find what works and what doesn't. Will your student need constant "supervision" or is your mentee one that is good at taking direction and finishing tasks? "Typically" a friendly, laid back but structured, comforting environment can be one that is successful.

Characteristics of a Mentor

- Listen to and communicate effectively with others
- Recognize excellence (or steps towards it) and encourage it
- Like to help others
- Recognize when others require support, direct assistance, or independence
- Teach, guide, coach, and be a positive role model
- Willingness to share knowledge, skill, and experience
- Challenge for positive change to occur
- Patience
- Enthusiasm
- Ability to take initiative
- Maintain confidentiality
- Sense of humor
- Willingness to learn
- Ability to interact with individuals of different social, cultural, economic, and educational backgrounds
- Organized, efficient time manager
- Responsible
- Reliable
- Work as part of a team

Mentoring a Student-Athlete

It is important to understand what being a student-athlete at the Division I level of the National Collegiate Athletic Association is all about.

+What issues do you anticipate encountering with your mentee? (also consider a student who is also academically underprepared for college)

Some student-athletes lack the proper preparation for college work from high school. There are extreme demands on the time of a student-athlete with practice, travel, team meetings, and academics. There are also the pressures of winning and losing, eligibility concerns, family demands, and the list goes on.

As you come to know your mentee, you will learn which pressures are causing which results. This can be a great breakthrough in formulating how to best work with your mentee.

Example daily schedule:

6-8am	Weights
8-11	Class
11-12	Lunch/Break
12-2	Tutor Sessions/Meetings at AC
230-6	Practice/Film
6-7	Dinner
7-10	Study Table

MENTOR MEETINGS

Mentors will meet with their mentee in duration and frequency designated by the Mentor Coordinator. The following section will guide you through working with a mentee:

FIRST MEETING:

- Get to know each other. Here are some good communication starters:
 - Where are you from? Tell me about your family.
 - What position do you play, how is practice going? Why did you pick UNC?
 - What was high school like for you? How is it alike/different from college?
 - Hardest/easiest class?
- Reiterate the attendance policy and how the mentee **MUST** contact the staff member on duty if they are going to miss/be late for a meeting. Please follow up with the counselor via FF or at study table if your mentee is a no-show or late.
- Explain your role--how you can help them throughout the course of the semester.
- Review your set meetings times for the week. You can explain meeting length depends on how much work they have for the week and how efficiently they complete assignments. Length will depend on sport/student as well.
- **REQUIRE** mentee to bring all syllabi, Academic Planner, 3-ring binder, and class materials to each meeting. This is **ESSENTIAL!!** Make copies of all of his syllabi for yourself.
- Go over each syllabus. Make sure mentees have an understanding of: what their professor's names are, grading system, when assignments are due, criteria of assignments, absence policy, late work policy, etc. **NAMES** especially. Feel free to hi-lite.
- With syllabi, note which days student will miss due to competition. Encourage student to speak with professor about these absences **IN ADVANCE!**
- Utilize syllabi to help students organize responsibilities (academic, athletic, and personal). Fill in time management devices (preferably in pencil in case of changes). Start with the monthly calendars for the whole semester. Mark in dates for tests, quizzes, projects, papers, presentations and even extra obligations such as game schedule and CREED meetings.
- Fill in those same dates in the weekly planning sheets.
- Start on any assignments

“REGULAR” MEETINGS:

1. Promote *TIME MANAGEMENT*

Check the monthly calendar for important upcoming dates. Plan for each week. Go through each syllabus to plan and list readings and assignments for the week. Refer to the calendars and syllabi every meeting.

2. Promote *CLASS RESPONSIBILITY*

Check Blackboard and email for professor messages, announcements, and to access printouts/assignments for class. Stress the importance of class attendance, behavior in class, respect of professors/academic staff, encourage and motivate students to strive for improvement and excellence, always! Record and report any grades or teacher comments you actually see or hear.

3. Promote *PROFESSOR COMMUNICATION*

If your mentee has any questions or concerns about class/grades, facilitate how to communicate in person and via email to faculty/staff.

4. Promote *ORGANIZATION*

Spend 5-10 minutes organizing each section of the notebook and filing away any loose papers.

5. Promote and facilitate *DAILY WORK*.

Review class notes, lecture, and text materials every day. Check to make sure the student-athlete is taking notes in their classes. Go ahead and start on upcoming assignments. Do not neglect reading assignments in classes just because a paper is due.

6. Promote *ACADEMIC SKILLS* through Daily Work.

Record any progress or lack thereof made in the following areas that could be a red flag for learning deficiencies.

- a. Writing Skills
- b. Note Taking
- c. Test Taking
- d. Reading Comprehension
- e. Study Skills
- f. Stress Management
- g. Test Anxiety
- h. Any other deficiencies that may interfere with the student-athlete's ability to do his/her best academic work

ACADEMIC SKILLS

Note Taking

Test Taking

Reading Textbooks

Study Strategies

Motivation

UNC Honor Court *Instrument of Student Governance* Excerpt on **Academic Dishonesty**

It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty including, but not limited to, the following:

- 1. Plagiarism** in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.
- 2. Falsification, fabrication, or misrepresentation** of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.
- 3. Unauthorized assistance or unauthorized collaboration** in connection with academic work, whether graded or otherwise.
- 4. Cheating** on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following:
 - a. Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods), or
 - b. Representing another's work as one's own.
- 5. Violating procedures pertaining to the academic process**, including but not limited to the following:
 - a. Violating or subverting requirements governing administration of examinations or other academic assignments;
 - b. Compromising the security of examinations or academic assignments; or
 - c. Engaging in other actions that compromise the integrity of the grading or evaluation process.
- 6. Deliberately furnishing false information** to members of the University community in connection with their efforts to prevent, investigate, or enforce University requirements regarding academic dishonesty.
- 7. Forging, falsifying, or misusing University documents**, records, identification cards, computers, or other resources so as to violate requirements regarding academic dishonesty.
- 8. Violating other University policies** that are designed to assure that academic work conforms to requirements relating to academic integrity.
- 9. Assisting or aiding another** to engage in acts of academic dishonesty prohibited by Section II.B.

+What issues would be of extreme concern when helping a student with a paper? What could be seen as a “gray area”?

WRITING

THINGS TO CONSIDER WHEN HELPING STUDENTS WITH WRITING.

BASIC RULES:

IF YOU WRITE ON A STUDENT’S PAPER, IT IS **NEVER TO CHANGE CONTENT! COMMENTS SHOULD BE DIRECTED TOWARDS GRAMMAR, CITING, AND QUESTIONS AS TO CONTENT, NEVER WRITING CONTENT FOR THE STUDENT.*

***PAPERS ARE **NEVER** TO BE EMAILED.*

****YOU SHOULD **NEVER** BE ON A STUDENT’S COMPUTER. WRITTEN SUGGESTIONS SHOULD ALWAYS BE MADE ON HARD COPIES OF PAPERS OR AS A VERBAL COMMENT WHEN THE STUDENT IS WORKING. IF A STUDENT IS WORKING ON THEIR COMPUTER, SIT NEXT TO THEM BUT DO NOT PUT YOUR HANDS ON THEIR KEYBOARD.*

Topics that can be addressed during writing assistance:

1. Understanding the Prompt/Topic
 - a. Do you understand all the terms in the prompt?
 - b. What type of essay will you have to write?
 - c. Do you know what the teacher is looking for?

2. Research
 - a. What type of sources do you need?
 - i. Academic: journal article, newspapers, magazines (websites, .gov, .org, .edu)
 - ii. Non-academic : websites, Wikipedia
 - b. Do you know how to find these types of sources?
 - i. Academic Search Premiere
 - ii. Search Terms
 - iii. Abstracts
 - c. Can you find the information you need in the sources?
 - i. Hi-light evidence to support your topic
 - ii. Paraphrasing vs summarizing vs direct quotes

3. Outlining
 - a. Whether they want to or not, they need to OUTLINE their papers, not just start typing
 - b. The level of your student dictates how much of this process you assist with
 - c. Never bad to start very detailed and see them develop throughout the semester

4. Introduction
 - a. Attn grabbing first sentence
 - b. History, background, explanations
 - c. Thesis
 - i. Topic
 - ii. Stance
 - iii. Reason

5. Body Paragraphs
 - a. Topic sentence for each paragraph
 - b. Claim
 - c. Evidence to support claim
 - d. Explanation
 - e. Summary
 - f. Always link to thesis

6. Conclusion
 - a. Review of main ideas/points
 - b. Restate thesis
 - c. Final thoughts, conclusions, for the future, more info on, future research

7. Work Cited Page
 - a. What type of citation does the teacher want?
 - b. Follow St. Martins
 - c. ABC order, single spaced, hanging indent
 - d. Try to avoid citation machines, not very reliable!

8. Editing
 - a. Read through multiple times
 - b. Spelling, grammar
 - i. Use colored pen
 - ii. Have student hi-light/check off correction is made
 - c. Content
 - d. Structure
 - e. Spacing, title, header/footer
 - f. Sometimes mistakes will be overwhelming, work/focus on one thing at a time

Writing Rules of the Road – Tips for Success

1. Ask questions, lots and lots of questions. This stimulates the student to think about the question and answer it. This can help with brainstorming, understanding paper requirements, content, etc. Talk through ideas and concepts for papers. Discussion helps ideas flow. Beware the student does not write down exactly what you say have them put it in their own words.
2. Use the white board to help the student brainstorm, make sure they write it down on their own paper as well.
3. Rather than tell or lead a student in the correct direction, prod their thinking by asking questions that will help redirect and clarify their own thinking.
4. Use colored pens when editing papers. Point out spelling/grammar/content/citing mistakes. With content, make sure all the ideas are the students.
5. If you can, go to the library with them to show them the ropes.
6. If you have a complete paper and there are good paragraphs with bad order and structure, cut (literally) the paper apart to see if you can reorder and make better sense of the content.
7. Read the students' paper to them to catch mistakes. Make it look DIFFERENT to the writer. Backwards Ruler.
8. Simply---Think about how you would help a peer. What techniques would you use with them? Would you write if for them? Is this paper their ideas/their voice?
9. Be conscious of how the student writes when he has received help versus how he writes when he is in class. Will the professor see it as consistent?
10. It is up to the student to take or leave your suggestions. You are serving as someone to provide feedback, not as a grader.

FURTHER DISCUSSION

‘Crisis’ Management

How will you handle the following?

- Unknown assignment or quiz

- Mentee didn’t do what you asked them to do from previous session

- Bad grade after a lot of time/work was spent

- Good grade after a lot of time/work was spent

- Continually on non-academic websites/won’t turn off cell phone/blasting music

- Refuse to do work when work has to be done

- You know they didn’t do work “individually”

- Several items due for different classes at the same time

- Unclear about what directions were given for particular assignments

- You over hear an interaction with another mentor/mentee that you feel is inappropriate or you have an interaction with a student who is not your mentee you feel is inappropriate.

My mentee made the following comment. What should I do? How should I respond?

- I hate this/I give up/I’m not going to do well anyways/ The teacher just doesn’t like me.

- I’m done, I already did it.

- I’m so tired.

- See I didn’t study and I did just fine.

- Jokes around/plays off a serious issue.

TOP TIPS for Mentors:

It isn't how much you know. It is how much they know you care.

Get to know the kids, it helps build trust. Find out their mom and dad's names, brothers and sisters, etc. Always threaten to call mom if they don't listen to you! Be interested in their sport and other parts of their life. Don't be all business all the time. Take a few minutes every session to see what's up with them. Only let them complain for a few minutes.

Maintain a professional relationship with the mentees; let them know that you have high expectations from the beginning and create an environment where they are accountable for themselves, their work, and you.

These kids do a lot of things wrong, but they also do a lot right. Remember to tell them how good they did when something goes well.

IF POSSIBLE---Make sure they complete assignments that are due the next day before the end of a tutoring session, if you know they are going to have a difficult time actually completing it after they've left the building.

Get their football number and let them know you want it so you can cheer for them at games.

Never accept "I did it already" for face value; ask to see the evidence!

When trying to write papers, form outlines, or brainstorm ideas for things (i.e. presentations, papers), have the guys talk it out with you, but always have a pen or dry erase marker in hand to jot down ideas as they say them. This way, they can see all the ideas they came up with without having to try to recall them all from memory. Then, take these ideas and apply them to the outline or whatever it is you're helping them with.

Don't create a situation where the guys are becoming too needy or dependent upon you. You want them to be accountable for their work and feel a sense of accomplishment. This sense of accomplishment leads to both confidence in themselves and motivation for future assignments/success.

Be flexible! Plans can change quickly. Some things may not work getting the idea across. Be willing to go with it and try different things to get the info across to the guys.

Always ask 'why', Don't just ask, "Does that make sense? Do you understand? They can tell you 'yes' without having a clue why. Always, always, always ask 'why', but also always be willing to take the time (and by time, sometimes it takes several minutes) to let them formulate and talk out their explanations until they come to whatever conclusion they reach themselves. You may have to prompt them a little by repeating something they just said and letting them finish or rephrase the thought, but make them explain it to you. BE PATIENT!

Break down assignments in multiple ways, to ensure that each individual student understands what they have to do. (i.e. on the board, on their calendar, and/or in their notes). Don't just tell them that we expect them to be organized; actually hold them accountable by checking their assigns/folders daily before they can leave.

Never ever ever forget to be straight with the guys. Don't sugar coat things. Due dates are due dates, and stuff has to get done. That's just the way it is. Also, celebrate every achievement even if it is little.

When you sense that your guys need a break and are losing attention to what they're doing let them take a break and come back. Summer session is quite tedious. I think it might be a good idea to reward your guys for working hard by giving the last 5 or 10 min of every hour as a break. This might also eliminate urges to get on facebook or cell phones during "our time".

Try to use a positive tone as much as possible when making corrections/suggestions. They are already self conscious so they need encouragement as much as possible

Never fall for flattery. They usually want something.

ONE MORE TIME...

MENTOR DOs and DON'Ts

1. **Abide by all the rules set forth by the Academic Support Program for Student-Athletes**
 - *The rules set forth in this handbook are for the protection of the mentors, student-athletes, and staff of the program. Following the rules set by the program is essential to the success and integrity of the program.*
2. **Never do any of the mentee's work or work harder than the mentee.**
 - *Do help assist the mentee with learning process and class assignments.*
 - *Should a student-athlete make such a request, or if it appears he or she may be involved in inappropriate activities, please bring it to the IMMEDIATE attention of the Mentor Coordinator.*
3. **Never assume the student-athlete did it**
 - *Do ask to see "evidence" the student-athlete completed an assignment*
4. **Never see or email the instructor in place of the student.**
 - *Do talk to the Mentor Coordinator about possibly contacting or getting more information from a professor*
5. **Do not discuss your mentoring sessions, including a student-athlete's academic performance or grades, with anyone other than an Academic Support Program for Student-Athletes' staff member.**
 - *Do feel free to see or talk to the Mentor Coordinator with any questions, comments, or concerns regarding your mentee or the mentor program.*
6. **Do not withhold information on your mentee from an Academic Support Program for Student-Athletes' staff member.**
 - *Please let the Mentor Coordinator know the "truth and nothing but the truth" when it comes to any part of your mentee's academic performance or behavior (feedback forms included).*
7. **Do not dress or act inappropriately in the Academic Center.**
 - *Please dress in a manner appropriate for a professional environment.*
 - *Please abide by the rules set forth by the staff and this handbook.*
8. **Do not contact Student-Athletes or allow them to contact you.**
 - *Only communicate with the Student-Athletes outside of your session by going through the staff.*
 - *Never email the Student-Athletes.*
 - *Any feedback you give a Student-Athlete on paper writing must be directly on the paper and take place when you are together in your approved, scheduled session at the AC.*