Introduction

The University of Massachusetts Athletic Academic Support Services are designed to assist student-athletes in attaining their goal – a college degree. In pursuit of this goal, Athletic Academic Services offers tutoring and educational assistance to student-athletes who need and/or request support to achieve the ultimate goal of earning a college degree. These programs are an integral part of the Academic Services we offer. This manual outlines the expectations, policies and procedures for tutoring.

Athletic Academic Service Mission Statement

The University of Massachusetts Athletic Department is committed to the academic progress and achievement of its student-athletes. This commitment is reflected in the comprehensive program developed and implemented by the Office of Academic Support Services, which provides student-athletes the support needed to maximize their educational experience while earning a degree. Central to the mission of Academic Support Services is the opportunity for student-athletes to experience a well-rounded educational program in addition to competing in intercollegiate athletics. While student-athletes are encouraged to reach their full potential in athletic competition, the highest level of administrative integrity is applied when dealing with academic matters affecting student-athletes.
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The Tutor’s Role

Tutoring is a key support program offered by Academic Support Services for student-athletes. The tutor is responsible for ensuring the ongoing success of the program. The tutor’s role is to serve as a learning resource for student-athletes and represent Academic Support Services. With the demands on the student-athlete’s time, tutoring helps them supplement their class lectures and maintain academic excellence as they pursue excellence within their sports.

Tutoring sessions are designed to provide assistance for student-athletes in order to enhance the chances of academic success. Student-athletes will be working one-on-one or in small groups with tutors to review and better understand course material. Tutor sessions are not provided to student-athletes in order to give answers or to replace the necessary study time outside of class. When combined with class attendance, and studying outside of class, tutoring will prepare student-athletes to be more successful in the classroom.

The ideal tutor candidate is a student with previous tutoring experience and/or an interest in the field of education and teaching. Qualified candidates will have good communication and interpersonal skills, and have detailed knowledge of a specific subject area and/or a broad knowledge of many general education areas.

With the assistance of Academic Support Services, tutors will be expected to facilitate required and voluntary educational sessions with students. Most tutors will be assigned regular weekly meetings with targeted students in specific subjects. Tutors are responsible for keeping their appointments and study sessions on task and academically productive. Furthermore, tutors are expected to be proactive in communicating with the Tutor Coordinator about scheduling, tutoring, and student-related concerns.

Please note: Due to the supply and demand nature of our program, Academic Support Services cannot guarantee a minimum number of hours to any tutor.

Qualifications to be a Tutor

- You must be a UMass student
- A 3.0 cumulative GPA is required
- A “B” or above in subject area classes is required
- Knowledge of subject matter and ability to effectively explain concepts
- Must be responsible and professional
- Excellent interpersonal and communication skills
- Experience as a tutor, teacher, educator or interest in pursuing a career in education is preferred, but not required

Hourly wage:

- Tutors are paid $9.00/hour
- Tutors who work with a group of 2 or more students will earn time-and-a-half
Rules, Policies & Procedures

Tutors found violating any of the following Academic Services rules will be subject to dismissal. If a tutor is ever in doubt or feels as if the rules are unclear, the tutor should see a staff member before proceeding. These rules are to be taken seriously. Severe consequences for the tutor, the student-athlete, and the athletic program may result if violations occur.

Tutor Session and Location
All sessions MUST be conducted in the Academic Enhancement Center located in room 260 in Boyden Gymnasium. Under no circumstances is it acceptable to tutor a student-athlete in any other location. Sessions can be held on the following days and times:

- **Sunday**: 4:00 p.m. to 10:00 p.m.
- **Monday - Thursday**: 9:00 a.m. to 10:00 p.m.
- **Friday**: 9:00 a.m. to 5:00 p.m.

Requesting Tutoring
A student-athlete will request a tutor through the GradesFirst student-athlete online management system. Our Tutorial Coordinator will check availability of the student-athlete and a specific qualifying tutor. A regular, weekly session will be scheduled on GradesFirst based upon these availabilities and both the tutor and the student-athlete will be notified of the times and dates of the appointments via emails from GradesFirst. Upon completion of the requested session, a Tutor Report needs to be submitted by the tutor in the GradesFirst system **within the last 5 minutes of or immediately after the completion of the appointment**.

Tutor Hours & Limitations
- A student may not be employed, at any time, for more than 8 hours in any one day on any job or combination of jobs on campus; OR for more than 20 HOURS PER WEEK in any combination of jobs while classes are in session, or for more than 40 hours per week in any job or combination of jobs when classes are NOT in session.
- The amount of tutoring that you can do within these limitations will depend upon your ability, availability, the subjects you can tutor and the demand for tutors in those subjects.
- You will be evaluated after a few sessions on your effectiveness with the student-athlete(s), and discuss any areas that are of concern to you. At this point it can be discussed if you want to take on more student-athletes.
- If you reach your limit on the amount of tutoring you can handle, immediately notify the Tutorial Coordinator so we will not assign you to any other student-athletes.
- Since our system works on a supply and demand basis, we cannot guarantee you a specific number of student-athletes or hours. Some tutors may have as many students as they can handle, while others may not be needed for a whole semester. While we understand this can be frustrating, know that we try to spread out the tutoring assignments as evenly as possible.
Missed Appointment Policy
Student-athletes and tutors are expected and required to be on time for all sessions. In order to encourage mutual respect between you and the student-athletes you are working with, we have a written missed appointment policy that we adhere to as closely as possible.

When a student-athlete misses an appointment:
- Should a student-athlete not show up for the scheduled session, you will be required to report it on Grades First.
- Please wait 15 minutes into your appointment time before you mark the “No Show” button and before you leave.
- ANY TIME that you mark a student-athlete as a “No-Show” for a particular tutor appointment, DO NOT attend that appointment again until you are contacted by the Tutorial Coordinator. You will automatically receive one hour of work for a student No-Show.
- If you are in a group appointment, you should report those individuals who were not in attendance.
- If a Monday (or other) holiday will affect your appointment, please decide the week in advance with the student-athlete during your weekly appointment preceding the holiday whether or not you will meet and inform the Tutorial Coordinator.
- All tutoring appointments will be scheduled by the Tutorial Coordinator on GradesFirst. Any tutor appointment that is not scheduled on Grades First or officially recorded with a complete Tutor Report is assumed to have not occurred and we cannot pay you for those hours.
- It is very important that tutors record “No Shows” not only so that they can be paid, but also because it informs the Academic Services staff of a student-athlete’s status.
- If a Tutoring Report is not submitted with the “Mark No-Show” button (in cases where the student-athlete misses an appointment), the tutor cannot be paid for the session.

When the tutor misses an appointment:
- Please let the Tutorial Coordinator know 24 hours in advance if you will be unable to attend your scheduled appointment.
- Since we want our student-athletes to get the best assistance possible, we ask our student-athletes to report when their tutor does not show up or is late to an appointment.

Canceling a Session
- We realize that there may be times that you may not be able to make a scheduled session. You may not cancel an appointment unless it is an absolute emergency AND approved in advance by the Tutorial Coordinator. Cancellation of a scheduled appointment without approval from the Tutorial Coordinator is grounds for termination of employment.
- When the University is closed due to weather or other non-scheduled circumstances, you may assume that your session is cancelled.
Reporting/Notes
All tutoring sessions are to be reported electronically on the GradesFirst system. Immediately following the session (or in the last 5 minutes of the session), tutors are required to completely fill out the “Tutoring Report” screen. Failure to submit the report may result in a delay in payment for services. Repeated failure to submit reports on time is grounds for termination of employment. Tutors must also confirm that they have not violated any applicable rules or regulations (university, NCAA, etc.) in providing services to student-athletes by checking the box at the bottom of the report.

Communication with Academic Support Services
The primary mode of contact between tutors and the Tutorial Coordinator is email. Phone will be used in cases of necessary short notice changes or emergencies. Therefore, tutors are expected and required to check their email frequently for notifications from the Tutorial Coordinator either through direct email or via GradesFirst. Failure to respond promptly to those emails that require a response is grounds for termination of employment.

Evaluation
Tutors will periodically be evaluated on their job performance. Tutor evaluations will evaluate knowledge of subject matter, promptness, and past student-athlete evaluations. Evaluations are helpful in providing suggestions on how tutors can be more effective. They also act as a mechanism to ensure that only the best tutors are working with student-athletes.

Confidentiality
All tutors must sign a statement agreeing to maintain confidentiality in their work with student-athletes. Please discuss a student’s academic concerns, academic needs, or academic problems only with the student-athlete or Athletic Academic Service Office Staff. Do NOT discuss student-athletes’ academic concerns with:
  o Other students
  o People in your department
  o A faculty or staff member (this includes professors)
  o Someone you meet in a social situation
  o Your personal friends or family
  o Members of the media
  o Anyone other than the student-athlete or Athletic Academic Services Office Staff
Successful tutors will establish a close professional relationship with the student-athlete. This relationship will be based primarily on trust and can be very rewarding. It is important that tutors do not violate this trust. Violation of this policy is grounds for termination of employment.

Relationship with Student-Athletes (Fraternization)
- Contact with student athletes outside of tutorial sessions is STRICTLY PROHIBITED. Do NOT exchange email, phone, or other contact information with ANY of your student-athletes. Failure to comply with this policy is grounds for termination of employment.
• Tutors are expected to restrict their involvement with student-athletes to tutorial duties. The relationship should be characterized by a certain professional distance between the tutor and the student-athlete. It is beyond the scope of a tutor’s position to become intimate friends with student-athletes or try to solve their personal problems. Failure to comply with these provisions is grounds for termination of employment.

Sexual Harassment
UMass has stated clearly that sexual harassment will not be tolerated on campus. Sexual harassment is defined as unwelcome sexual advances, or unwelcome requests including the use of sexually oriented language. Any tutor who commits an act of sexual harassment will be dismissed immediately. Student-athletes are expected to show this same respect to their tutors. If a tutor feels he/she has been sexually harassed or treated in another inappropriate manner, he/she should report this IMMEDIATELY to an Athletic Academic Services staff member. Definitions of sexual harassment may be found in the UMass Student Code of Conduct.

Gambling
A tutor should be aware the University does not condone gambling activities of any kind. In addition, NCAA rules prevent any Athletics Department staff member, including tutors, from participating in sport-related gambling activities. Specifically, tutors shall not knowingly:
  o Provide information to individuals in organized gambling activities concerning any collegiate athletics competition
  o Provide information about student-athlete’s academic status or injuries
  o Solicit any bet on any intercollegiate team
  o Bet on any team representing UMass
  o Participate in any gambling activity that involves intercollegiate athletics or professional athletics through a bookmaker, parlay card, or any other method of organized gambling.

NCAA Rules & Regulations
This is a brief overview of the NCAA rules that may affect you. As an employee of the Athletics Department, a prior relationship you have with a student-athlete will change. If you do have an established relationship (which began prior to your employment with our department) with a student-athlete that you wish to maintain, let us know so that we can document the relationship. This is necessary to avoid the possibility of NCAA violations in the future. The fact that you may provide some of the benefits listed below for your non-student-athlete acquaintances does not justify similar action with our student-athletes.

The student-athlete shall not receive any extra benefit. The term “extra benefit” refers to any special arrangement by an institutional employee or representative of the institution’s athletic interest to provide the student-athlete or his/her relatives or friends with a benefit not expressly authorized by NCAA legislation. Examples of non-permissible benefits follow:
  o movie tickets, sporting event tickets, or other entertainment
- dinners
- use of car
- providing or loaning of money
- birthday or holiday gifts/greeting cards
- guarantee of bond or paying bail
- providing transportation
- signing or co-signing a note with an outside agency to arrange a loan
- typing reports or papers (exception: EA’s whose students have a scribe as a documented accommodation)
- performing school work or taking tests for student-athletes
- use of departmental copy machines for or by student-athletes
- special discounts, payment arrangement or credit on a purchase (e.g. airline ticket, clothing) or a service (e.g. laundry, dry cleaning) from an institutional employee. An employee may not provide a student-athlete with professional services (for which a fee would normally be charged) without charge or at a reduced cost unless they are available on the same basis to the general student body. An employee may not allow a student-athlete to use a telephone or credit card for personal reasons without charge or at a reduced cost.

The above list is just a sample of some of the more common benefits that are NOT permissible. Always check with an Athletics Department Academic staff member if you are unsure about situation or if you have questions about NCAA rules. Remember, you are exposed to private and confidential information regarding our student-athletes. Under no circumstances should you discuss their personal or academic affairs or the fact that you are their tutor/EA with other students, reporters, members of the media, etc. Failure to abide by these NCAA rules will result in immediate termination of your employment with the Athletics Department.

Termination
- Failure to follow the rules outlined in this manual or to comply with policies listed on the NCAA Academic Tutor Statement.
- Falsification of time sheets.
- Recurring failure to keep tutoring appointments or frequently being late to your scheduled sessions.
- Recurring failure to submit Tutor Reports in a timely manner.
- Doing work for a student-athlete.
- Failure to maintain the confidentiality of a student-athlete’s academic situation.
- Poor evaluation from student-athletes.

Contact Information Changes
If there are any changes that need to be made to your personnel file (i.e. address, phone number) please alert the Tutorial Coordinator.
Plagiarism Policies

Plagiarism
To understand what is and is not considered plagiarism, the meaning of “academic integrity” should be examined. Academic integrity means honesty and responsibility in scholarship. Professors and students have to obey the rule of honest scholarship. The basic assumptions about academic work at UMass are:

- Students attend UMass in order to learn and grow.
- Academic assignments exist for the sake of this goal.
- Grades exist to show how fully the goal is attained.
- Thus, all work and all grades should result from the student’s own effort to learn and grow. Academic work completed any other way is pointless, and grades obtained any other way are fraudulent.

In light of this understanding, a tutor should not do a student-athlete’s work or encourage plagiarism in any manner. Within the academic community and specifically at UMass, the following rules apply:

IT IS PLAGIARISM TO COPY WORDS AND PRESENT THEM AS ONE’S OWN WRITING. It is plagiarism to copy part or all of a paper from the Internet, from a book, or from another source without indicating in any way that the words are someone else’s. To avoid this form of plagiarism, the student must BOTH place the quoted material in quotation marks AND use an acceptable form of citation (APA, MLA, etc.) to indicate where the words come from.

IT IS PLAGIARISM TO COPY WORDS, EVEN IF ONE GIVES THE SOURCE, UNLESS IT ALSO INDICATES THAT THE COPIED WORDS ARE A DIRECT QUOTATION. Simply documenting the source in a footnote or bibliography is inadequate. A student must also indicate that the words themselves are quoted from someone else. To avoid this form of plagiarism, put all quoted words in quotation marks or use equivalent punctuation.

IT IS PLAGIARISM TO COPY WORDS AND THEN CHANGE THEM A LITTLE, EVEN IF ONE GIVES THE SOURCE. Repeating someone else’s writing in different words so it is not a direct quotation is called “paraphrasing.” Paraphrasing is fine as long as the source is indicated and the new expression is original. When the expression remains substantially similar to the source as a whole, or in one of its parts, it is plagiarism. Even if not specifically prohibited by the instructor, writing a paper by copying words and then altering them violates UMass’ basic assumption about writing and may easily result in a charge of academic misconduct. To count as original, the student’s paper must be significantly different from his or her sources so that a reasonable reader would consider it a new piece of writing. If the writing is substantially similar to someone else’s work where individual variations would be expected, it is plagiarism.

EVEN IF THE WORDS ARE ORIGINAL, IT IS PLAGIARISM TO PRESENT SOMEONE ELSE’S IDEAS AS THE STUDENT’S OWN. It is plagiarism to present someone else’s original arguments, lines of reasoning or factual discoveries as original, even if one presents the material in a new wording. To avoid this form of plagiarism, the source should be cited.

Any tutor who assists student-athletes in facilitating plagiarism/academic dishonesty will be dismissed immediately.
Recording Time and Getting Paid

_Tutor Session Report in GradesFirst_

- Each time you have a session, you should check in with the monitor on duty to see whether your student-athlete is in Study Hall.
- The “Tutor Report” must be completely filled out for the tutor to get paid for the session. **This must be done either immediately after the completion of the session or in the last five minutes of the session.**
- You **MUST** file your reports in a detailed and timely manner. Not only does this ensure that you will get paid on time, but any academic issues that you notice with a student can be addressed as they occur by the counselors when you provide detailed reports.
- If you are having problems in your sessions, have questions, or would like to schedule an additional session or change the time of a session, you should contact the Tutorial Coordinator.

Guidelines for filling out the Tutor Report:

1. If you attend the session, wait the allotted amount of time (15 minutes) and your tutee never shows up for the session, select “Mark No Show” when filing the Tutor Report, which you **MUST** file **BEFORE** you leave Boyden.
2. If you find out from the Tutorial Coordinator that the tutee canceled 8 hours or less before the scheduled appointment time, select “Mark No Show” when filing the Tutor Report once this option becomes available on GradesFirst (i.e. at the start of the scheduled appointment time).
3. If the tutee cancels more than 8 hours prior to the scheduled appointment, the Tutorial Coordinator will remove the appointment from GradesFirst. You will be notified of the cancellation via GradesFirst email.
4. If both you and your tutee attend (normal session), fill out the entire report.
5. If you (the tutor) cancel the appointment, you **MUST** contact the Tutorial Coordinator via email or phone immediately and give the reason for cancellation. The Tutorial Coordinator will remove the appointment from Grades First and note the reason for cancellation.

* **ANY TIME** that you mark a student-athlete as a “No-Show” for a particular tutor appointment, **DO NOT** show up for that appointment again until you are contacted by the Tutorial Coordinator.

* If a tutor cancels on the same student-athlete more than twice, the tutor must meet with the Tutorial Coordinator.

* You may use the computer in the front of the Academic Support Services office (Boyden 251) in order to complete your reports on time (i.e. **immediately** following each tutor session).

* Failure to complete Tutor Reports in a timely manner is grounds for termination of employment.
Payroll Submission

- Timesheet submission is done on GradesFirst. Filing “Tutor Reports” is the equivalent of recording your hours and approving your payroll is the equivalent of signing your timesheet, which is why it is very important that you do these on-time and according to regulations.
- Once the tutor payroll process has started, a tutor is responsible for approving his/her timesheet.
- For a tutor to approve their timesheet, the tutor will do the following BY 11AM EVERY FRIDAY:
  1. Log into GradesFirst and click on the “Payroll” tab.
  2. For pay periods that have completed (the date has been reached), select the Pay Period and click on the “Submit Pay Period” button.
  3. The tutor will be presented with a timesheet review pop-up. If the hours look correct, they can click the green button to complete the submission.
- If something changes or a tutor needs to make an adjustment to their submitted timesheet, they can select it and choose to un-submit it. This only works if the tutor administrator has yet to approve the timesheet. Once that happens, the tutor cannot make further adjustments.
- If you work with a group of two or more student-athletes, the Tutorial Coordinator will adjust your hours so that you are paid the group rate of time-and-a-half.
- Checks are distributed every other Friday and can be picked up in 251 Boyden. Tutors also have the option of getting their checks directly deposited into their bank account, in which case it is their responsibility to check their online paystub for accuracy.
- Failure to submit payroll on time is grounds for termination of employment.
Supplemental Materials & Strategies

Regardless of the student, an understanding of learning styles will enable the tutor to tailor instruction to the individual needs of the student-athlete.

Learning Styles

A learning style is:
“The complex manner in which, and conditions under which, learners most efficiently and most effectively perceive, process, store, and recall what they are attempting to learn.” (James & Blank, 1993, pp. 47-48)

Tutors must have an understanding of their own learning style to maximize their potential in designing appropriate instruction. With this understanding, the tutor can improve their own instruction of the material and tailor it to the needs of the student-athlete. Student-Athletes may prefer one learning style over another and excel when supplemental instruction is delivered in their primary learning style.

The three main learning style categories are:

Visual learners
A visual learner is someone who learns best by using his/her eyes to see information. He/she learns by seeing words and numbers printed in text form, or by using graphics and pictures, observing real life objects and events, and using maps, charts, graphs, and other visual aids.

Characteristics of a Visual learner:
- Likes to look at pictures in books
- Find what others have lost
- Has difficulty taking oral directions
- Can recall words after seeing them a few times
- Can concentrate on a visual activity for 20-30 minutes

Tutor techniques with a Visual learner:
- Tutors should discuss modifications to supplemental instruction in order to enhance the student-athlete’s opportunity for success.
- Use well designed visual references such as concept maps, diagrams, graphs, etc.
- Use dry erase boards, overhead projectors
- Keep clear view of students and monitor body language and facial expression
- Use study outlines and schedules
- Study in a quiet place
- Use multimedia, e.g. Assistive Technologies, Web site support offered with textbooks

Auditory learners
An auditory learner is someone who learns best by listening and talking. He/she takes in information best by his/her sense of hearing. They learn reading and other subjects by listening to someone present information orally and by being allowed to discuss the
topic and ask questions. Some auditory learners also learn best by involving music and sound effects.

Characteristics of an Auditory learner:
- Likes to discuss
- Tells jokes and tries to be funny
- Easily repeats sentences
- Poor handwriting
- Easily memorizes
- Can concentrate on an auditory activity for 20-30 minutes

Tutor/Educational Assistance techniques with an Auditory learner:
- Tutors should discuss modifications to supplemental instruction in order to enhance the student-athlete’s opportunity for success.
- Have students read notes and other material aloud to retain information
- Use auditory materials to supplement sessions, such as audio tapes, video tapes, books on tape and melodies, rhythms and beats to reinforce information.
- Use repetition and word association and have the student give oral reports and discuss material aloud

Tactile/Kinesthetic learners
Tactile/Kinesthetic learners learn best through movement of their large or gross motor muscles. They take in information best when they are moving. Movement includes learning while doing, being involved in projects, discovery, role-playing, simulations, and real life activities, and learning while standing up or using the large arm muscles to write on a flip chart or chalkboard.

Characteristics of a Tactile/Kinesthetic learner:
- Moves a lot
- Wants to touch and feel everything
- Recalls directions after performing a few times
- Can take an item apart and put it back together
- Remembers the “feeling” of a situation better than the details
- Can concentrate on a “movement activity” for 20-30 minutes

Tutoring/Educational Assistance techniques with a Tactile/Kinesthetic learner:
- Tutors should discuss modifications to supplemental instruction in order to enhance the student-athlete’s opportunity for success.
- Frequent study breaks
- Incorporate physical activity
- Work in standing position
- Use inductive instruction methods
- Build physical models of concepts
- Be flexible with your time schedule
Test Taking Methods

True-False Questions
- The basic strategy for answering true-false questions is to assume that they are true.
- Absolute determiners such as all, none, always, never, everybody, nobody, and only invariably tend to appear in false statements. Statements which include few, often, sometimes, most, many, and usually, tend to be true.
- True-false questions that state reasons tend to be false, either because they do not state all the reasons or because they state the wrong reasons. When you answer true false questions, remember that statements of reasons tend to be false unless they are qualified in some way.

Multiple Choice
- The basic strategy for answering a multiple-choice question is to eliminate the distractions.
  - These types of options tend to be distractions:
    - Ones with absolute determiners
    - Unfamiliar terms or phrases
    - Jokes and insults
    - High and low numbers
  - These types of options tend to be correct answers:
    - More complete or inclusive statements
    - “All of the Above”
    - One of two similar-looking answers

Matching Questions
The basic strategy for answering matching questions is to use one list as the starting place for making all matches and to cross our items as they are matched. When the statements in one list are longer than items in the other list, use the list with the longer statements as the starting place to make all matches.

Fill in the Blank Questions
When you answer a fill-in-the-blank question, decide what type of answer is wanted and give that type of answer. Also, remember that the word “an” just before a blank may be a clue that the answer begins with a vowel. (Conversely, if an “a” is before the blank the answer probably begins with a consonant.)

Essay Exams
Most examination questions fall into recognizable types, and if you can recognize those types, you will know how to organize them and begin to write.

A. The Cause-and-Effect Question
In general, these questions are easy to recognize. They often mention causes and effects. They will ask how “A” leads to “B” and so forth.
B. The Compare and Contrast Question
One of the most popular type of exam questions, this demands a writer to discuss two subjects. By pointing out similarities (comparing) and discussing differences (contrasting), you can explain both. A question of this kind may not always use the words compare and contrast but, if you read carefully, you can determine what is called for. Sometimes this type of question will ask you to offer proof of the superiority of one of the things you are comparing over the other. This should be part of your thesis and in your conclusion.

C. The Demonstration Question
In this kind of question, you are given a statement and asked to back it up or supply supporting evidence.

D. The Discussion Question
A discussion question may tempt an unwary writer to shoot the breeze. Whenever a question says “discuss,” you will be wise to play your discussion carefully.

E. The Divide or Classify Question
Sometimes you are asked to slice a subject into parts, or sort things into categories. Make sure you do not ramble with this one.

F. The Definition Question
Writing an extended definition is a task you will often meet on an essay exam. It might help to illustrate each definition with an example, whether recalled or imagined.

G. The Evolution Question
This is another favorite question, much beloved by instructors because it calls on students to think critically. When you formulate your outline, decide the order or sequence you want to use to most effectively answer the question.

H. The “Respond to the Quotation” Question
“Test the validity of this statement,” a question might begin, and then it might go on to supply a quotation for close reading. You would begin by reading that statement a couple of times carefully and then seeing whether you can pick a fight with it. It is a good idea to jot down any contrary evidence you can discover. If you end up supporting the statement, then supply evidence to support it. However, you need to know how to fight with it before you can defend it.

I. The Process Analysis Question
Often, you can spot this kind of question by the word “trace.” It may invite you to tell how something occurs or occurred. It may also ask a “how to” type of question.
Writing essay exams:

Your answers should be:
- Exactly responsive to the questions
- Complete and factually accurate
- Convincingly supported by specific details
- Coherent and well organized (have a thesis and support it)
- Clearly and concisely written
- Free of grammatical and mechanical errors

Before you write:
- Read through the entire exam
- Note directions carefully
- Plan/allot time for each question
- Choose the questions you will answer

Then, begin to write:
- Determine what is required
  - Outline your structure and support
  - Opening paragraph should contain a thesis
  - Body paragraphs should each have a topic sentence and everything in that paragraph should relate to that topic sentence.
  - Conclusion that restates your thesis
- Begin response with thesis (modeled on question).
- Do not stray from your topic
- Leave space for revisions: write on one side of page and on every other line unless instructed otherwise by your professor.

Revise
- Do not recopy
- Add sentences and words by using carets (^) or arrows
- Worry less about neatness and more about effective writing – do worry about clarity.
- Proofread!!!!!

(Adopted from the East Carolina University Tutor Handbook)
Possible Scenarios

In an effort to make your experience and your relationship with your student-athlete more positive, it might be helpful to prepare yourself for a few possible situations that could arise during your tutoring sessions. What follows is a list of several situations, which a tutor may face. We have collected a number of potentially difficult situations for you to think about and have tried to recommend successful approaches to these situations.

I. The student-athlete is passive and contributes little to the session.
   A. Possible Reasons
      • The student-athlete may not have the necessary preparation for a session.
      • The student-athlete is insecure and does not believe they have anything to contribute.
      • The student-athlete may be experiencing mental or physical fatigue.
      • The student-athlete may be overwhelmed by your ease with the subject matter.
   B. Possible Approaches
      • Ask the student-athlete to demonstrate what they know. Be encouraging but not demanding.
      • Try to elicit an active response from the student. Watch yourself to make sure you are not doing all the talking or all the doing. Leave enough time for a response (count to ten).
      • If the student-athlete is not prepared, try to find out why, and then address the problem.
      • Relate our own struggles with similar material. Help the student feel that they are safe from ridicule if they make a mistake.

II. The student-athlete avoids giving information to you concerning their academic progress.
   A. Possible Reason
      • The student-athlete may be too proud to admit that things are not going well. The student may be using this approach to avoid the reality of the situation.
   B. Possible Approach
      • As with the passive student-athlete, ask for feedback to make certain the student understands what you are tutoring. Do not just ask, “Do you understand?” Work in such a way that the student can show understanding. If you suspect the student-athlete may be misrepresenting their grades to you (perhaps “forgetting” to bring in essays or tests), you may want to contact their Academic Counselor.

III. The student-athlete thinks you can work academic miracles.
   A. Possible Reasons
      • The student-athlete would like you to take responsibility for the work because of a lack of confidence in their ability to do it.
      • The student-athlete may prefer to think in terms of miracles rather than in terms of the hard, tedious work that may be necessary.
   B. Possible Approaches
• Help the student-athlete take responsibility for their work. It may prove helpful to isolate specific, manageable tasks.
• Set up a daily schedule as a way to help the student feel less overwhelmed. Make it clear from the outset that you are there to assist in the learning process and it is their responsibility to do the learning.

IV. The student-athlete refuses to take responsibility for his/her grades (they blame you or the teacher for his/her academic problems).
A. Possible Reason
• This behavior is just the other side of the “miracle worker” coin. The student-athlete wants you to take the responsibility for their work.
B. Possible Approaches
• You and the student-athlete must determine objective reasons for the grades—and you both must explore what your student can do to improve his/her academic situation. Both of you must understand that the ultimate responsibility for failure or success rests on the student.

V. The student-athlete wants you to write a paper or do homework for them.
A. Possible Reasons
• The student-athlete may not understand the function of the tutorial session
• The student-athlete may be in a panic, unmotivated, or unwilling to do the work.
B. Possible Approaches
• NEVER do the student’s assignments. Instead, try to help the student feel capable of doing the work himself/herself by determining the part of the assignment the student does not understand or feels incapable of completing.
• Make certain the student understands that the tutorial policy prohibits you from ever providing direct authorship of any portion of his/her assignments.
• If the student athlete has a Learning Disability, that you are aware of, they can receive further assistance and you should refer them to the Learning Specialist.
• Send the student to one of the writing centers on campus. The UMass Writing Center is located in the northwest corner of the W.E.B. DuBois Library in the Learning Commons.

VI. The student-athlete constantly wants to talk about personal problems rather than do school work.
A. Possible Reasons
• Discussing problems has been a way of avoiding academic work in the past.
• The student-athlete is more comfortable with social interaction than academic interaction
• The student-athlete is genuinely troubled.
B. Possible Approaches
• If the student-athlete seems to be inventing personal things to talk about, get down to basics such as outlining what the tutorial goals are for this session. Be assertive. Begin to require tangible work.
• The student should walk away from each tutoring session with some feeling of accomplishment.
Focus on what the student-athlete wants or needs to accomplish during the tutorial session.
Speak to the Academic Counselor if the problem persists.

VII. The student-athlete will not take the session seriously.
A. Possible Reasons
• The student-athlete does not realize what tutoring can accomplish
• The student-athlete is anxious about needing tutoring and tries to hide the anxiety by continually joking about it.
B. Possible Approaches
• This student-athlete needs to see tangible objectives and ways tutoring can meet these objectives.
• Focus on a constructive plan and not on attitudes. Try to ignore negative attitudes and small comments the student-athlete may make. If the problem persists, ask a supervisor to intervene. Eventually you may have to confront the student.
• Talk about the student’s academic problems, goals, and ways to meet these goals. Find out if the student fully understands his or her course requirements.

VIII. The student-athlete feels their academic problem is overwhelming and/or hopeless.
A. Possible Reasons
• The student-athlete may need a skills course or may be in class that does not meet their academic needs.
• The student-athlete may be having personal problems totally unrelated to school.
B. Possible Approaches
• Try to explore whether the student’s feelings of hopelessness are grounded in reality. (For example, has the student been receiving bad grades?) This student should see his/her Academic Counselor.
• Encourage the student-athlete to talk with the instructor of the class in which he/she is doing poorly.
• If the student athlete is really in trouble, talk to their Academic Counselor.

IX. The student-athlete is finding school too difficult.
A. Possible Reasons
• The academic course load may be weighted heavily with courses the student has had little success with in the past.
• The student-athlete may have personal problems or be anxious.
• The student-athlete may not be studying enough or using the proper study skills/techniques.
B. Possible Approaches
Talk about some of these reasons.
• If you find that the student athlete’s anxieties about school are exaggerated, help the student-athlete see this by reviewing what the student has already accomplished including essays, tests, and feedback from the teacher. Help the student-athlete set short range goals that are realistic.
• If it seems that the student-athlete has the ability to do well in the course, find out if the student is putting in the required time. Talk about the student-athlete’s goals for the course and how much time and work is needed to meet these long-range goals.

X. The student-athlete flirts or has a crush on you.
A. Possible Reasons
• The student-athlete wants to equalize the relationship between the two of you.
• The student-athlete is new to dating and misreads your professional interest for social interest.
• The student is nervous or embarrassed about being tutored.
• The student is attracted to you.

B. Possible Approaches
• Be professional – that is, understand that your professional relationship does not allow for social contact with the student-athlete at this time.
• Discuss the matter openly with the student-athlete if necessary so that there are no hard feelings and so the student-athlete understands the reasons for your attitude.
• If the problem persists, you might consider asking your supervisor to have the student transferred to another tutor.

XI. The student-athlete comes to a session and appears to be under the influence of an impairing substance.
Terminate the session as tactfully as possible, and report this behavior to the Athletic Academic Services staff. If the session is a mandatory session, contact the staff on duty to help determine the appropriate course of action. Before you jump to the obvious conclusion, remember that sometimes student-athletes are injured and on medication.

XII. The student-athlete is consistently late or absent.
This is not acceptable and should be reported to the student-athlete’s Academic Counselor.
A Quick Note for Working with Students with Disabilities

In order to ensure Athletic Academic Services serves the needs of student-athletes, it is essential that tutors are able to recognize behavior that may require the University to implement instructional accommodations or modifications on the student’s behalf. These accommodations and modifications are not in place to give the student an advantage over their classmates, or indeed lower the expectations on the individual; they are implemented to allow the student the fullest opportunity to compete on an equal basis.

Section 504 of the Rehabilitation Act and the American with Disabilities Act (ADA) defines a person with a disability as one who:

- Has a physical or mental impairment that substantially limits one or more of the major life activities of such individual
- Has a record of such an impairment
- Is regarded as having such an impairment

Section 504 of the Rehabilitation Act as amended, regulates non-discrimination in programs and activities serving qualified individuals with disabilities. In addition to this, the ADA extends civil rights and nondiscrimination protection to private sector employment, transportation, state and local government activities and programs, privately owned businesses that are open to the public and telecommunications. The Office of Disability Services at UMass has been established to ensure compliance with Section 504 and the ADA. A learning disability is diagnosed when “the individual’s achievement on individually administered, standardized tests in reading, mathematics, or written expression is substantially below that expected for age schooling and level of intelligence.” (DSM IV, 46) The fact that learning disabilities manifest themselves in reading, mathematics, or written expression demonstrates that learning disabilities are diverse and are not characterized in the same way from individual to individual. For this reason, it is important that tutors are aware of the most commonly diagnosed learning disabilities and the visible characteristics that may indicate a student has a learning disability. The most common learning disabilities diagnosed are:

**Dysgraphia**
An individual with Dysgraphia has a difficult time with the physical task of forming letters and words using a pen and paper and has difficulty producing legible handwriting.

**Dyscalculia**
A person with Dyscalculia has difficulty understanding and using math concepts and symbols.

**Dyslexia**
An individual with Dyslexia may mix up letters within words and sentences while reading. The student may have difficulty spelling words correctly while writing. Letter reversals are common. Some individuals with Dyslexia have a difficult time with navigating and finding tasks as they are easily confused by directions and spatial information such as left and right.
Dyspraxia
A person with Dyspraxia may mix up words and sentences while talking. There is often a discrepancy between language comprehension and language production.

Non-Verbal Learning Disorder

The following are common characteristics of individuals with learning disabilities. If an individual exhibits these characteristics, it certainly does not mean that they should be labeled as learning disabled; however, help may be required to maximize learning potential.

- Reading well but not writing well or vice versa
- Having a short attention span or a tendency to be impulsive or easily distracted
- Misinterpreting language or having difficulty understanding what is said; hearing sounds, words, or sentences imperfectly
- Difficulty following a schedule, being on time, or meeting deadlines
- Getting lost easily, either driving or finding your way in a large building
- Misreading or miscopying
- Confusing similar letters or numbers or numbers, reversing them, or misreading their order
- Difficulty in reading a newspaper, distinguishing small print, or following columns
- Difficulty explaining ideas in writing, not orally
- Difficulty in completing job applications
- Difficulty with math, math language, and math concepts
- Reversing numbers in a check book or having difficulty balancing it
- Confusing right and left, up and down
- Inability to restate what has just been said

If an athlete exhibits the above characteristics inform the Learning Specialist

If the student-athlete makes the tutor aware of his or her disability, then open dialogue will help the tutor make meaningful accommodations in the student-athlete’s instruction. For this reason, it is essential that the tutor and the student-athlete develop a relationship that is open and flexible. Do not ask the student-athlete if they have a learning disability, this may make the student-athlete uncomfortable. Because of their learning disability, a student-athlete may already be receiving one or more of the following accommodations provided by the University:

- Note takers
- Testing Accommodations (extended time, distraction free setting, scribe, reader)
- Books on tape
- Additional time to complete assignments
**Tutoring Guidelines**

**Tutoring Basics**

- The Tutorial Coordinator will match your availabilities with those of student-athletes. Appointments will be scheduled on GradesFirst and you will be notified of these appointments automatically. Log in to your GradesFirst account to verify the date of the first appointment.
- You should continue to meet the student-athlete(s) at the weekly appointment time we set up for you.
- If you and the student-athlete wish to change the permanent meeting time, please tell the Tutorial Coordinator immediately. The Tutorial Coordinator will decide whether to allow a permanent appointment change.
- All tutoring sessions should take place in Boyden 260, our Academic Enhancement Center Tutoring Room.
- Each time you have a session, you should check in with the monitor on duty to see whether your student is already in Study Hall.
- The Academic Enhancement Center has computers with internet access should you need this as part of you session.
- Please do **NOT** contact your student-athletes via email, phone, etc. All communication with your student-athletes outside of your actual tutoring session **MUST** go through the Tutorial Coordinator.
- Under **NO CIRCUMSTANCES** should you contact any of your student-athletes’ professors. You should encourage your students to communicate with their professors themselves. If you feel that there is a need to contact one of your student’s professors, please communicate this to the Tutorial Coordinator.
- If you feel that there is a need for you to hold your session outside of our academic area, or you require the use of the lab, etc., please see the Tutorial Coordinator for permission to tutor elsewhere. Tutoring is **NEVER** allowed in the residence of either party.

**Roles, Expectations & Techniques for a Tutor**

**What is a Tutor?**

1. **A tutor should be a Facilitator**
   - A tutor is all of the following: a guide, assistant, helper, motivator, teacher, counselor, and listener. The student-athlete and tutor should have a professional academic relationship. The tutor must focus on the goals of the student-athlete, not the other way around. Student-athletes do not exist to meet tutor’s needs; tutors exist to meet student-athletes’ needs.
   - Tutors **should** work with a student-athlete. Tutor **should not** talk at a student.
   - Tutor should not do any part of an assignment for a student-athlete. TUTORS SHOULD HELP A STUDENT-ATHLETE ACCEPT RESPONSIBILITY FOR THEIR OWN LEARNING.
2. Patience
   o Move slowly in small, manageable units to help student-athletes learn concepts and skills they may not be familiar with.
   o Be willing to review material several times.

3. Be humble
   o Admit if you do not know something. Be willing to seek help.
   o Relate as an equal and not a superior.

4. Trustworthy
   o Tutors must keep personal and academic information about a student-athlete confidential.
   o Do not discuss student-athletes academic concerns with:
     o Other students
     o People in your department
     o Someone you meet in a social situation
     o Personal friends or family
     o The media
   o Tutors are expected to maintain a professional attitude toward student-athletes.

5. Tutors should utilize the Academic Services Staff
   o Consult staff if you are ever put in an uncomfortable situation with student-athletes.
   o Ask for assistance if a personality conflict develops between you and a student-athlete.
   o A tutor should never try to act as a counselor for personal problems.
   o If for some reason you cannot make an appointment, you must do everything you possibly can to contact the Tutor Coordinator to avoid letting the student-athlete come to meet you and find you absent or late. This is both unprofessional and unfair.

**Expectations of Tutors**

**Form Submission**
In order to meet the individual needs of the student-athlete, Athletic Academic Services relies on the punctual and accurate submission of the Tutor Report in GradesFirst for recording progress and actions of the student-athlete during tutoring sessions. The information is used by administrators at all levels and in many departments throughout UMass. **Accurate and timely input of material is required without exception at the conclusion, or during the last 5 minutes, of every session.**

**Meetings/Tutoring Sessions**
   o Tutors are required to attend mandatory trainings.
   o Tutors should monitor the progress of student-athletes.
o Tutors should provide tutoring without the use of plagiarism or other forms of academic misconduct.
o Tutors should modify their instruction to meet the individual learning style of the student-athlete, and, if necessary, make appropriate recommendations to the appropriate administrator.
o Tutors should report any observation of academic misconduct to the Tutor Coordinator immediately.

Professionalism
As an employee of Athletic Academic Services at UMass it is expected that tutors conduct themselves in a professional manner at all times and uphold the ethical and moral standards upheld by the institution. This includes dressing appropriately for a tutoring session.

Punctuality
A tutor is not fulfilling his/her requirement to serve the student-athlete to the best of their ability if he/she is neither punctual nor prepared for a tutoring session. It is therefore imperative that tutors are prepared for the session and on time, every time. Failure to meet these expectations is grounds for termination of employment.

Control of Environment
It is the responsibility of the tutor to facilitate a safe environment conducive to learning. In order to achieve this, the tutor must have control of both the physical environment and learning situation. If at any point during a supplemental instruction session the tutor feels that he or she is not in control of his/her environment, the Tutor Coordinator should be contacted immediately.

Tutoring Techniques

Overall Objectives
As a tutor your objective is to combine your interpersonal qualities with your academic qualities.

Interpersonal Qualities
o Patience - give them time to develop their learning. Be comfortable with students being quiet, and work to be comforting so that the quiet spells are eliminated. Refrain from posing questions you have to answer. If you ask a question, make sure that they answer it.
o Encouraging - create an atmosphere that is open and friendly, thus promoting their intellectual growth. Be cognizant of the student-athlete’s feelings. Do not laugh or appear to be shocked at unique responses to questions posed. Encourage them to take wild guesses with difficult problems.
o Sensitivity - keep in mind that the students have lives and stressors that can and do impact their emotions, which in turn impact their concentration and willingness to learn.
Academic Qualities
  o Preparation - Not only should you know the subject matter, but you should also know how to effectively go about learning/teaching it. Use concrete examples (meaningful interpretations), to help increase understanding.
  o Make material meaningful. Tutors should work to provide student-athletes with interpretations of course materials that are made relevant to what the student-athlete finds important. For example, Modus Ponens is a deductively valid form of reasoning presented in standard logic and introductory philosophy courses. Joe Athlete was provided with the following example to help him understand. If Joe catches the football, he will score a touchdown. Joe caught the football. Therefore, he will score touchdown.

Creating Rapport: (Getting Acquainted)
  o Listen – by sincerely listening to the student-athlete, you increase the odds of gaining his/her trust and you show that you respect their intelligence.
  o Patience – exercising patience is the key to helping the student-athlete gain their academic independence. Give time to answer questions that you pose. You must be comfortable with periods of silence.
  o Openness – tutors need to be open to the ideas of the students-athletes. Students may have unique, but effective, ways of solving problems that are not anticipated by the tutors.

Specific Tutoring Goals
  o Help students help themselves.
  o Active learning – structure activities that allow the students to teach themselves.
  o Build their confidence – make students feel good about expressing their own ideas or interpretations. Set realistic and attainable goals to maintain intrinsic motivation.
  o Student independence – strive to foster problem-solving techniques that are domain specific and can be employed independently (at home etc.).
  o Motivation – work to deliver the material in a simplified manner so that the students feel they can grasp it and become eager to engage the material.
  o Note: Interpersonal qualities and academic qualities help build a good rapport with the students. When combining the two with the goals of tutoring; promoting active learning, building confidence, and sparking motivation, tutors can create independent learners who have been equipped with a means of helping themselves.
Guide for Tutoring Sessions

Conducting the First Session
- The success of both the tutor and the student-athlete depends upon open communication. The tutor and the student-athlete are accountable and have responsibilities to fulfill. Begin by discussing mutual expectations.
- Tutors should help the student-athlete construct a plan for studying. The plan should include the student-athlete’s objectives for the course (i.e., the athlete wants to earn a ‘B’ in the course).
- Tutors should take a copy of the syllabus and go over the course details. The tutor and student-athlete should construct a plan for studying based on the syllabus and athlete’s objectives.
- Tutors should use the information from the student-athlete’s objectives and course syllabus to construct a weekly objectives checklist.

Subsequent Tutor Sessions
- Tutors should use the tutor information packet (if available for the class) to provide a framework for instruction. However, instruction should always be designed to accommodate the individual need of the student-athlete.
- Tutors should monitor student-athlete performance and academic progress against the list of objectives and expectations discussed during the first session.
- If the progress of the student-athlete is below expectation then inform the Tutorial Coordinator.

Final Exam Review Sessions
If you are interested in conducting final exam review sessions, please talk to the Tutorial Coordinator during the second to last week of the semester. Review sessions are open to all student-athletes and the tutor will be paid time and a half regardless of the number of students who show up.
Tutoring Do’s and Don’t’s

DO NOT:

- share your notes from previous or current classes with any student-athletes—your notes are yours (and we do NOT want students to think they can stop taking notes).
- give or show student-athletes an old exam.
- help student-athletes with an on-line quiz or test (or take-home exams) unless this expressly permitted by the student’s professor.
- write anything on student-athletes’ papers—you must talk them through it and have them write on their paper (please note-the writing center is available in the library, also writing tutors are available through our department).
- give student-athletes a ride ANYWHERE.
- let student-athletes borrow money, your calculator or other materials (if student-athletes are in need of materials and do not have them, contact their academic counselor).
- meet student-athletes anywhere outside the center – you must under all circumstances meet within the prescribed location.
- contact the professor of a student-athlete directly in ANY way—have the student email the professor right then and there if there is a question—or have the counselor contact the professor if necessary.

DO:

- send student-athletes to get their materials if they left anything behind.
- work to create a rapport with your students – this will encourage them to be open with you about their academic ideas and increases the chances of gaining their trust.
- be patient, encouraging and sensitive – this will make your students more comfortable and increase their chances of reaching their full academic potential.
- report any academic dishonesty you witness or hear about (even if it does not involve any of your own students)
- admit to your students when there is something that you do not know
- make sure students are doing their own work, even if they are working in groups.
- help student-athletes to be assertive and proactive in communicating with their professors and TA’s. We want to encourage independence in the students
Frequently Asked Questions

1. Where do I tutor the student-athlete?
All student-athletes must be tutored in the Academic Enhancement Center in Boyden. No exceptions. Under no circumstances are tutors to meet student-athletes at either the student-athlete’s or the tutor’s residence.

2. What happens if I need to cancel a session?
The Academic Services office requires at least 24 hours notice to the Tutorial Coordinator before a session is canceled.

3. What do I do if I feel threatened or sexually harassed during a tutor session?
All instances of sexual harassment or verbal/physical threats must be reported to the Tutorial Coordinator IMMEDIATELY.

4. What should I do if I am having problems keeping the student-athlete’s attention during a tutor session?
All incidences where a student-athlete is exhibiting a poor attitude during the tutor session should be noted in the report and shared with an Academic Services staff member. The staff member will see to it that the problem is addressed.

5. How do I get paid?
See the section on “Recording Time & Getting Paid” on page 10.

6. What happens if I am tutoring more than one student-athlete at the same time?
A session with two or more student-athletes is considered a group session. A report will be generated on GradesFirst for each student-athlete in the group. You are required to fill out each of these tutor reports in every group session.

7. What should I do if I feel a third party needs to speak with one of my student-athletes’ professors? Am I allowed to contact professors on behalf of my students?
It is beyond the scope of the tutor’s position to contact any professors (whether via email, phone, or in person) on behalf of their students. If you feel that there is a reason to contact a student’s professor, please communicate this immediately to the Tutorial Coordinator.

8. Should I exchange contact information with my student-athletes?
It is STRICTLY PROHIBITED to exchange ANY contact information with student-athletes (email, cell phone numbers, etc.). Violation of this policy is grounds for immediate termination. Any communication with your student-athletes outside of your tutoring sessions MUST go through the Tutorial Coordinator.
Academic Counselor Staff Contact Sheet

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