



LACM SIG NEWS

VOLUME 3, ISSUE 2

SEPTEMBER 2008

LACM SIG:

To provide a forum for the discussion of learning center goals, practices, supervision, and evaluation among learning assistance center managers and staff.



Penny Turrentine
LACM SIG Co-Leader



Dorothy Briggs
LACM SIG Co-Leader



41st Annual Conference
October 22-25, 2008
Cleveland City Centre

Good, Better, Best

Dorothy Briggs

Accountability is one of the buzz words we routinely hear in Higher Ed. How can we hold our tutors accountable? Staff evaluations are one method of holding tutors accountable. Over the years necessity has helped me to create a four-pronged system of staff evaluations.

First, I require each staff member to do a self-evaluation. By requiring staff members to look critically at their performance over the past semester they are more aware of the standards and expectations. Self-evaluation can be a mindless task, but it can also be thought provoking. It also is good preparation for the second prong, the tutor observation.

With a staff of 75+ tutors and only 3 professional staff members to do the tutor observations, it is at times overwhelming. But, I'm a firm believer that it is absolutely necessary. Observations can take as little as 10 minutes and as long as 45 minutes. With some tutors one observation is adequate. With other tutors there may need to be several observations with different students. I use the self evaluation as a jumping off point. If a tutor identifies an area as a weak-

ness, I look for ways to support or provide positive feedback. If a tutor identifies an area as a strength and I don't agree, I've got solid examples to initiate a conversation about it.

Third, I use a comprehensive evaluation checklist. It includes adherence to policies as well as incorporates tutoring expertise. Each critical policy is listed on the checklist in some manner. I tell tutors, "You may be my best tutor as far as tutoring skills, but if you can't get to work on time you won't work here long." This checklist allows us to discuss performance in a holistic manner. It is a good lesson for the "real world."

And finally I meet with each tutor to review the self-evaluation, observation and evaluation. I block off time on my calendar for each of these tutor conferences. The tutors know they have my full attention and we are going to use our time together to talk about them and their performance. This process has helped me to develop a top-notch work force.

For certification information:

www.crla.net

A New and Welcomed Leader for the LACM SIG

Hi, I'm Dorothy Briggs. I am an Assistant Director of the SALT Center at the University of Arizona. I joined the staff here in 2007. My role at SALT is to oversee the Learning Support Services. Learning Support Services offer academic support to the students of SALT. SALT is a program designed to offer enhanced services to students with learning and attention challenges at the University of Arizona. UA students must apply and be admitted to the SALT program. Learning Support Services at SALT offers a variety of methods for students to get support. Students may drop-in to the Math Lab, the Writer's Lab, or schedule individual appointments with any of our tutors. We recently completed our first CRLA Certification application.

I grew up in Tucson and am an alumnus of UA. I spent 19 years living and teaching on the Navajo Reservation in the small community of Kayenta. It was a wonderfully enriching experience. Living



41st Annual Conference
October 22-25, 2008
Cleveland City Centre



Cleveland at Night



Rock 'n' Roll
Hall of Fame
Cleveland

among the Dine proved to be very rewarding. I still miss the red sandstone monoliths that make the region one of the most unique and picturesque spots in the world.

In 1999 we moved to Flagstaff. At Northern Arizona University I supervised the multifaceted learning assistance programs. It was there that I first was introduced to CRLA. While at NAU I had the experience of completing the five year renewal application. I enjoyed living in the mountains and near the Grand Canyon. Seeing the condors soar over the Grand Canyon is truly a breathtaking experience.

Support Your Peers and Feel Good About It!

Are you interested in networking with your peers while providing them information and support? If so, helping out at the LACM-SIG table in Cleveland may be just the opportunity for you! LACM-SIG is very excited to have a table at the conference. We will have the wiki up and running for viewing along with some other information available for managers of learning centers. We are seeking volunteers to staff the table. If you are willing to volunteer an hour or more of your time please contact Dorothy Briggs at

The International Tutor Program Certification Committee is actively seeking qualified Program Evaluators

Are you a current CRLA member? Is your tutoring program certified? Please consider using your expertise to help other programs.

For more information or to volunteer, please contact:

Olga Thurman, Coordinator of ITPC Publicity and Recruitment, olgath@epcc.edu or 915-831-2740

Anonymous. "Press On. Nothing in the world can take the place of persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent."

REMINDERS:

Don't forget to visit the LACM SIG wiki at

[http://lacm-](http://lacm-sig.pbwiki.com/)

[sig.pbwiki.com/.](http://lacm-sig.pbwiki.com/)

As SIG members, this is a valuable communication tool as well as a resource for those new to the field. I encourage all of you to share your expertise for the benefit of all of us and our students. The INVITE KEY is [erlasig](http://lacm-sig.pbwiki.com/).



What's New in Program Certification?

Dorothy Briggs

Are you ready to undergo either the certification process or the recertification process? If so, there is some interesting news coming out of CRLA. The news is all about making the process easier by enabling online submission and updating the training to allow for more individuality in designing your training program.

This summer the online submission process for program certification was initiated. Online submission will enable quicker processing times. It eliminates mailing time and costs. It reduces storage space requirements. It gives easy access to previously submitted documents. Online submission had been a dream for many years. Thanks go to those who worked long and hard to make it a reality!

TO ACCESS THE ONLINE APPLICATION, GO TO: WWW.CRLA.NET AND GO TO THE TUTOR PROGRAM CERTIFICATION PAGE. FROM THERE, CLICK ON APPLICATIONS. IT IS IMPORTANT TO READ THROUGH THE REQUIREMENTS TO ENSURE THAT YOUR APPLICATION MEETS ALL THE CRITERIA.

In the past tutor supervisors were limited by how they were allowed to train their tutors. The training had to be primarily face-to-face. With the advent of multiple campuses and distance learning many tutor supervisors have had to be innovative in training tutors at multiple sites. Visiting each site for training purposes is not always practical. With the new certification requirements tutor supervisors are able to train using Multi-User Virtual Environments as well as Webquests, podcasts, webcasts, etc.

The question of which training topics and when continues to haunt tutor supervisors while they try to juggle increasing institutional hiring and training requirements. The addition of the option to train tutors in sexual harassment and plagiarism policy during Level One training enables many supervisors to meet institutional requirements while acknowledging these are critical pieces of tutor training as well. And, many supervisors have found that Assertiveness/Handling Difficult Students has become a necessary part of early tutor training, too. CRLA guidelines have adjusted for those changes.

It is a new and improved certification process. Rather than feeling overwhelmed, enter into the process with confidence that CRLA has a well thought out plan in place for you. Be secure in the knowledge that with certification your institute has a top-knot program in place.

	Old Certification Requirements	New Certification Requirements
Modes of Tutor Training	<p>Level One: Minimum of 10 hours using 3 modes (workshop instruction, videotapes, conferences, tutor projects, other)</p> <p>Level Two: 60% of training has to be face-to-face</p> <p>Level Three: Classroom or workshop +2 or more of the following: videotapes, conferences, special projects, other</p>	<p>Level One: Minimum of 6 hours must be Tutor-trainer supervised, Interactive, Live, and Real-time (includes online discussions and Multi-user Virtual Environment) Remaining training time may now include technological advances in training (i.e., Webquests, podcasts, webcasts, wikis, blogs)</p> <p>Level Two: Minimum of 4 hours must be Tutor-trainer supervised, Interactive, Live, and Real-time Remaining training time may now include technological advances in training (i.e., Webquests, podcasts, webcasts, wikis, blogs)</p> <p>Level Three: Minimum of 2 hours must be Tutor-trainer supervised, Interactive, Live, and Real-time Remaining training time may now include technological advances in training (i.e., Webquests, podcasts, webcasts, wikis, blogs)</p>

<p>Areas and Topics</p>	<p>Level Two topics included: Adult learners/Learning Styles Record keeping/documentation</p> <p>Level Three topics included: Assertiveness training How to administer and interpret a Learning Style Inventory</p>	<p>Level One additional topics: Adult learners/Learning theory/Learning Styles Assertiveness/Handling difficult students Sexual harassment/Plagiarism</p> <p>Level Two additional topics: Brain Dominance Learning Assessing or Changing Study Behaviors</p> <p>Level Three additional topics: Self-regulated learning/Brain Learning/ Memory Role of Learning Centers in Higher Education</p>
--------------------------------	---	--

An afterthought on Frank Christ's ATP Keynote

by Penny Turrentine

Frank Christ, in his keynote, "The Magic of Tutoring," at the 2007 Association for Tutoring Professionals in Orlando, Florida, suggested that certain professionals could be considered "Senior Wizards and Wizardesses" of tutoring. He listed 13 names and indicated that there were more but he was simply going to showcase those professionals who have been longtime contributors to the literature, the training, and professional development of tutors.

Listed alphabetically, here are some of the thirteen men and women who have made a great impact on the tutoring profession. How many of them do you know? What works of theirs have you read?

Dr. Jonnie Dvorak U of Wisc-Milwaukee with her dissertation in 2000 on THE COLLEGE TUTORING EXPERIENCE and as a pioneer in Online Tutoring

Tom Gier and Karan Hancock, University of Alaska, the duo behind the origin and development of the CRLA Tutor Program certification.

Dr. Ross MacDonald developer of a

rigorous approach to tutor training in his manual THE MASTER TUTOR: A GUIDEBOOK FOR MORE EFFECTIVE TUTORING.

Martha Maxwell, Author and consultant with major books and articles on learning assistance and tutoring .

Rick Sheets Director of the Learning Support Center at Paradise Valley College His 1994 dissertation is one of the few written on higher ed tutoring: THE EFFECTS OF TRAINING AND EXPERIENCE ON ADULT PEER TUTORS IN COMMUNITY COLLEGES.

Jack Truschel, East Stroudsburg University, founder of the National Tutoring Association and current president of Association for Tutoring Professionals (ATP)

Jim Valkenburg, Delta College. Founder and past president of ATP. Developer of the ATP Online Workshops

Tom Pasternack, an CRLA award to an outstanding tutor annually in his name.

There are many more names that might be on Frank's list. These are just some professionals to remember as you review the literature of tutoring -- professionals who have impacted and are impacting on tutoring as a profession in postsecondary education. BTW, some of the contributions of these professionals can be found in LSCHE.

Use the Search Box for quick access to their works.



Downtown Cleveland

Peter Drucker *"Thirty years from now the big university campuses will be relics. Universities won't survive. It's as large a change as when we first got the printed book....Do you realize that the cost of higher education has risen as fast as the cost of health care?...Such totally uncontrollable expenditures, without a visible improvement in either the content or the quality of education, means that the system is rapidly becoming untenable.... Already we are beginning to deliver more lectures and classes off campus via satellite or two-way video at a fraction of the cost. The college won't survive as a residential institution. Today's buildings are hopelessly unsuited and totally unneeded."* ("Seeing Things As They Really Are" published in Forbes, March 10, 1997) [2/21/2000 Gary Probst on LRNASST]