Building Bridges Between the Learning Assistance Center and Major Stakeholders

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Part 1 – Student Classroom Experiences

Embedded peer tutoring

Online peer tutoring

Other notes

Tutoring Reflection: take a moment to write down ideas. How could you adapt one or more of these ideas for your institution?
## Online Peer Tutoring

<table>
<thead>
<tr>
<th>Onboarding</th>
<th>Training</th>
<th>Development</th>
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</thead>
<tbody>
<tr>
<td><strong>Online tour</strong></td>
<td><strong>Technology tools</strong></td>
<td><strong>Technology tools</strong></td>
</tr>
<tr>
<td>• Platform overview (tutor and student view / recorded appt.)</td>
<td>• Platform tools (i.e. subject-specific online tutoring tools)</td>
<td>• Consideration of new platform tools for subject-specific online tutoring</td>
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<tr>
<td>• Scheduling hours and confirming appointments (turnaround time)</td>
<td>• Audio / webcam testing</td>
<td>• Test appointment (with a tutor new to online tutoring)</td>
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<tr>
<td>• Adding subjects / setting available hours</td>
<td>• Test appointment (with experienced online tutor)</td>
<td>• Updating checklist / evaluation for test appointments</td>
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<td>• Food/drink policy</td>
<td>• Building rapport in an online tutoring appointment</td>
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<tr>
<td>• Available IT staff / technology support</td>
<td><strong>Policies</strong></td>
<td><strong>Other leadership opportunities</strong></td>
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<td></td>
<td>• Student and tutor expectations (i.e. reiteration of academic integrity policy)</td>
<td>• Assisting in updating / expanding / maintaining resources for online students</td>
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<td></td>
<td>• Handling common issues (i.e. escalation process for unprofessional communication)</td>
<td>• Co-facilitating webinars for new online students</td>
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<td></td>
<td>• Screen-sharing guidelines</td>
<td>• Co-facilitating trainings for groups of new online tutors</td>
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<td><strong>Resources for online students</strong></td>
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<td>• Leading participants in discussion board for tutors</td>
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<tr>
<td>• Overview of programmatic-specific learning services resources (scavenger hunt)</td>
<td>• Effectively integrating referrals to expanded resources for online students within appointments</td>
<td>• Leading portions of programmatic tutor meetings and/or meetings of online tutors</td>
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<td>• Introduction of Programmatic Librarian</td>
<td>• Cross-training with a programmatic Librarian</td>
<td>• Apply for the Leadership Academy (online)</td>
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<tr>
<td><strong>Other leadership opportunities</strong></td>
<td></td>
<td>• Becoming a Peer Mentor for online students (online)</td>
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Supplemental Instruction

Peer facilitated study groups

Peer Group Work Reflection: take a moment to write down notes or ideas. How could you adapt one or more of these ideas for your institution?

Coaching

Coaching Reflection: take a moment to write down notes or ideas. How could you adapt one or more of these ideas for your institution?
Part 2 – Faculty

What can faculty do for you?

What can you do for faculty?

Partnerships share the CORR (Control, Ownership, Responsibility, Rewards)

Faculty Partners Reflection: take a moment to write down notes or ideas. How could you adapt one or more of these ideas for your institution?

Prioritize 1-2 to do before winter break!
Student Learning Support

- **SLS Department Liaisons** – identified partner for sharing communications and fielding program questions in each department covered by Tutoring or Study Groups
- **Recruitment of student staff** – nominations or endorsements solicited for new hires
- **Regular updates on Tutoring & Study Groups** – regular emails from both professional staff and student peer tutors and study group facilitators
- **Academic coaching referrals** – struggling students can book appointments with SLS or we will reach out and invite them to book if asked

Institutional Leadership

- **Senior Faculty Director** – Experienced/Tenured position with 3-5 year term and course releases; supervises staff, leads faculty programs
- **Faculty Fellows** – Occasional position for 1-2 terms to lead a short program/project
- **Administrative Assistant lunches** – program updates, Q&A, and feedback 1x term
- **Advisory Board** – Consultation group of 3 Assistant Deans (1 from each college), 2 faculty from SLS departments, 1 former Director or Faculty Fellow, current staff

New Faculty Programs

- **New Faculty Orientation** – one-day introduction to teaching and working at BU
- **New Faculty Pedagogy Workshop** – three-day introduction to teaching best practices; emphasis on development/strengthening of one course
- **New Faculty Pedagogy Series** – weekly lunch meeting to discuss/troubleshoot just-in-time issues for new faculty in fall term

Experienced Faculty Programs

- **New(er) Faculty Pedagogy Series** – weekly lunch meeting for pre-tenure faculty to discuss a selected text on teaching, followed by other relevant issues in the fall term
- **Teaching Circles** – facilitated weekly lunch discussion for small groups for planning, classroom observations, and feedback in the spring term
- **Faculty Learning Communities** – sponsored lunches proposed and led by faculty or faculty and staff on themes with pedagogical implications
- **Friday Learning Series** – weekly lunch presentation or discussion for the whole campus community on a relevant topic, usually tied to a theme or text each term
Part 3 – Institution as a whole

Assessment

Shared investments

Assessment & Investment Reflection: take a moment to write down notes or ideas. How could you adapt one or more of these ideas for your institution?
CRLA’s second white paper, Assessment of Learning Assistance Programs: Supporting Professionals in the Field was written by Jan Norton, University of Iowa, and Karen S. Agee, University of Northern Iowa.

<table>
<thead>
<tr>
<th>Assessment Focus</th>
<th>AY 2014-15</th>
<th>AY 2015-16</th>
<th>AY 2016-17</th>
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<td>Client evaluations</td>
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<td>Compare grades of users &amp; non-users</td>
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<td>Examine client demographics</td>
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<td>Tutor portfolio review</td>
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<td>Mission review</td>
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*Figure A1. One possible learning assistance assessment schedule.*
→  →  →  Action Plan!

1. What is 1 strategy you can use or action/step you can take to build bridges between the Learning Assistance Center and the **classroom**?

2. What is 1 strategy you can use or action/step you can take to build bridges between the Learning Assistance Center and the **faculty**?

3. What is 1 strategy you can use or action/step you can take to build bridges between the Learning Assistance Center and your **institution as a whole**?

**Pair & Share**: Find a partner. Share your strategies/actions/steps with each other; ask good questions and offer feedback for progress!