New Initiatives IV

1013 DOW – 6:30-7:30 pm

Tuesday, December 11th, 2018
Sign-in code: hakuna matata

I. Welcome and Dinner (6:30 - 6:40)
   A. Purpose: To discuss new ideas and generate more interest in the chapter
   B. Structure: Split into discussion groups; <mark>discuss both ideas and ways to execute</mark>
   C. Upcoming events
II. Today's topics (6:40 - 7:20)
   A. Mentorship
      1. 12ish mentors, 2 mentees in group (sad)
      2. What worked?
         a) Matching system was good - easy to communicate
            (1) Maybe system is too good? Multiple people got matched to people they already knew
            (2) TinderBP? Mmmmmm :bacon: :bacon:
      3. People met with their pair at varying times throughout the semester
      4. Some people didn't know this was a thing
         a) We announced this at multiple meetings, sent out a couple emails, and talked about it regarding bylaws changes at an Actives meeting
      5. $6/person instead of $10...we might want to budget more
      6. Matching should happen earlier - most people agree
         a) By the time matches happened, mentees didn't have as many questions about TBP
      7. What is the purpose of the mentorship program?
         a) Get people to meet more people in the chapter
         b) Relationships across initiation semesters
            (1) 100% agree this should be a goal
         c) Maybe the purpose should be more TBP-specific
            (1) TBP isn't the place for academic advice support, most people don't need it and can get this mentorship elsewhere
               (a) But talking about classes and whatnot can still be helpful for starting conversations
      8. Could do more pairing between grad and undergrads (especially for undergrads interested in grad school)
         a) Pairings between 2 undergrads or 2 grads were more on an equal level, not as much of a mentor-mentee relationship (TBuddyP? TBPal)

       b) Actually though, maybe "mentorship" is a misleading label since connecting people across initiation semesters isn't always a mentor-mentee dynamic
          (1) How could we make the purpose of the program more clear to people outside the officer corps?

9. GradSWE mentorship program sends out guidelines on how interactions should go (what kind of things to talk about)
10. Meet your mentors/mentees for the first time at a general meeting
    a) Or have a mentorship kickoff/wrap-up meeting where all the mentors and mentees get together
    b) What would a kickoff meeting look like?
       (1) Stupid ice breakers
       (2) Hopefully not jeopardy or family feud
       (3) Karaoke
       (4) Everyone goes to pizza house
11. Did all electees participate?
    a) It was required, we don't know of anyone who replaced it with a service hour
    b) 49 Mentors signed up
       (1) Roughly 3 people had 0
       (2) A few had 3 mentees
       (3) A few had 4
12. Is there a way to be re-matched if you get a bad pairing?
13. It would be nice to get the survey immediately after meeting with your pair
14. Did we send the survey out effectively?
    a) Didn't have its own dedicated email
       (1) Included with tutoring email (should we have more emails or less)
    b) Have we been getting a good response rate so far?
15. Should this remain as an electee requirement?
    a) Maybe, but we need more actives
       (1) This will be less of a problem in the Winter semesters because of the large carry over from Fall
       (2) We can have actives sign up before the semester starts, even if we have to wait until after semester for electees
16. Perhaps have mentoring for people that elected in undergrad at another school and started here at UM for grad school and don't know anybody in TBP-MIG?

B. Tutoring

1. First and second year babies have to take large courses that are intimidating → Daniel Knister
2. Tutoring is very rewarding and people have to appreciate it
3. Issues:

a) How effectively we communicate that we offer tutoring services? Do people really know about us?
  (1) Flyering sux
  (2) EECS girls restroom back doors have flyers
  (3) Go to Phys 140, ENGR 101, ENGR 100, Math 1--,2--, etc
     SOL: email department coordinators on campus; put out flyers (might need printing budget); talk to profs in person
b) Struggle to meet demands for tutors
  (1) Lots of 100 Math, Physics
  (2) 200 EECS courses
  (3) Sophomores haven't taken lots of courses with demand for tutors
  (4) Other student's don't feel qualified to tutor
c) How to rectify this mismatch?

4. Joanna has planned drop in tutoring for study day. Successful?
  a) Sent out lots of messages via facebook, profs, HKN
  b) Could have done more → 3 per hour
  c) Results TBD
  d) Dan did this before in the basement of the Shapiro Library
  e) Need to have drop in hours consistently, to set perception that event exists

5. Grad Electees get off easy
  a) All grad students have at least one hour?
  b) Put together a study guide for a topic
  c) Worth looking into
  d) Ethan: grads really happy they don't have to do it
  e) So far beneath us almighty post-bacs
  f) GSI shouldn't be a tutor if they are a GSI for the class
  g) $$$ uber alles: GEO contract
  h) Organize review session for Calc 3 (or others)
  i) ECRC does something like this

6. People taking a course tutoring classmates in same class
  a) Conflict of interest and the evil classmate

7. Exotic course coverage

8. Make recurring event in the basement of the Shapiro Library

9. Work with Assoc. Dean for Under. Graduate Education
  a) Put in Recruitment note in syllabus
  b) Might only get attention from over achievers that don't need tutoring

10. Better define policy for what courses you can tutor in
  a) AP/IB courses?
  b) Grade threshold?
  c) Matters less in a group setting
  d) Can we tutor 183

Comment [3]: +tbp.publicity@umich.edu _Assigned to tbp.publicity_

Comment [4]: yep will look into it

Comment [5]: This gets suggested every semester but isn't always implemented. Should be added to Transition report

      e) Don't have to be super expert in topic to tutor
          (1) If you are comfortable with figuring it out on the fly, go for it
          (2) But don't be dumb
      f) Have service event for learning how to tutor
      g) Find out better way to explain
11. Next steps:
      a) Campus Outreach Officer will go through previous semesters notes and find out weak spots, fix them
      b) Campus Outreach Officer will also train people before tutoring sessions, and create training materials in advance
      c) Maybe incorporate grade as a way to show interest in course
12. Do we ask how they heard about us?