

SSA Handbook

**For Tutors/Monitors
& Front Desk Receptionists**



**John E. Jaqua Academic Center for
Student-Athletes**

2012/2013

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Welcome & Mission Statement

SERVICES FOR STUDENT ATHLETES WELCOMES YOU

Welcome to Services for Student Athletes at the University of Oregon. We are excited to have you as part of our staff. You will play a vital role in the academic development of many young men and women. In turn, we hope that your academic and career goals are enhanced by this position.

MISSION STATEMENT

Services for Student Athletes ensures that students who are currently or have been affiliated with University of Oregon athletics, regardless of athletic eligibility, are provided every opportunity to accomplish academic goals and earn a degree.

Each member of this office contributes to the success of the mission, as we provide support for this unique population while they balance the demands of academic life with the pressures of athletic competition. We work closely with our students as they explore major and career goals, expand and reinforce study skills, and empower themselves with the values and life skills necessary to succeed in their academic endeavors and beyond.

The University of Oregon established this office long before the NCAA mandated such a service, and we continue to be proud participants in our national organizations.



SSA Staff

PROFESSIONAL STAFF



Steve Stolp, Executive Director and Building Administrator

stolp@uoregon.edu, 346-5354 Room 224

- *Baseball**
- *Football**
- *Men's Basketball**



Jennie Leander, Senior Associate Director

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- *Football**
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- *Women's Basketball**



Dietrich Moore, Associate Director

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- *Men's Track & Field**
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- *Softball**
- *Volleyball**



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- *Football**
- *Men's Basketball**
- *Men's Golf**
- *Women's Golf**



Jennifer Jackson, Academic Advisor

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- *Soccer**
- *Team Stunts & Gymnastics**
- *Men's Tennis**
- *Women's Tennis**
- *Football**
- *Cheer**



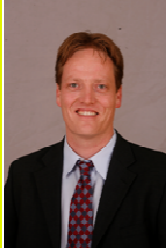
SSA Staff



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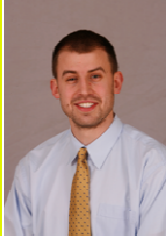
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Blake Postma, Learning Specialist
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Room 327



Anna Poponyak, Learning Specialist
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Room 223



Kate Wagner, Learning Specialist
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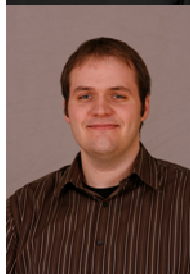
SSA Staff



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SSA Staff



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Room 227/233



Jaqua Center Resources & Hours

JAQUA RESOURCES

The Jaqua Center is approximately 40,000 sq. feet. There are 92 total rooms including 35 tutor rooms, nearly 700 computers, 2 classrooms, and 8 bathrooms. The first floor is open to the public. The second and third floor are for Services for Student-Athletes only.

Other highlights include:

- *Freshmen 40/80 (Frosh Hall) - 2nd floor
- *Small Classroom—24 seat classroom— 2nd floor
- *Learning Labs—Writing, Social Science and Math/Science Labs— 3rd floor
- *Computer Lab—60 seat computer lab both quiet and semi-quiet—3rd floor
- *Project Room—Used for large art projects - 3rd floor
- *Graphics Lab—Lab includes latest software for computer design, etc.—3rd floor

Tutor Staff Resources:

Tutor Lounge: Large space dedicated for tutor use only. Includes 36 day lockers (See Shirley or Sara for lock checkout), 2 computers, large work table, sofa and flat screen TV. This is where books for current term are stored. See 2nd desk reception for key and checkout.

Printing and Copying: Each tutor will be allowed 200 prints per term. If you need photocopies made, please see Shirley or Sara. Printing now requires you to enter a login before you can print. Your login will be the same as your Tutor Trax login.

Name Badges: Each tutor will be required to wear a SSA issued name badge while working in Jaqua Center.

Laptop Check-out: If needed, tutors may checkout laptops for use in building if there are laptops available. Priority will be given to student-athletes.

SSA HOURS

Monday—Thursday: 7:30 a.m.—11:00 p.m.

Friday: 7:30 a.m.—8:00 p.m.

Saturday: 12:00 p.m.—8:00 p.m.

Sunday: 9:00 a.m.—10:00 p.m.



Jaqua Building Layout

First Floor (Athletic Dept./Public/Campus Use)

Coffee Shop (Camp 13): The coffee shop is run by Allann Bros. and serves coffee, soda, sandwiches, pizza, salads, soups, pastries, etc.

Auditorium (Harrington 3): 114 seat auditorium will be used for university events, meetings and classes. Will also be used by athletic department for various events.

Presidents Conference Room: Room seats approximately 12 people.

Atrium Space: Serves as student-athlete walk of fame and has tables and chairs for approximately 100 people.

Tutor Rooms: Three tutor rooms available for general student use. Can be reserved at first floor reception desk.

Second Floor (SSA Only):

Advisors Offices: Steve, Jennie, Dietrich, Jennifer, Chris

Staff Offices: Shirley, Sara, Carolee, Tony

GTF Offices: Jessie, Jessie, Nate, Stephanie

Freshmen 40/80: Dedicated work space for freshmen student-athletes only.

Student Lounge: Area designed for student-athletes to relax between appointments, classes, etc.

Small Classroom: 24 seat classroom will be used for small university classes, SSA review sessions, etc.

Tutor Lounge: Located behind small classroom.

Tutor Rooms: Several tutor rooms located on 2nd floor.

Third Floor (SSA Only):

Learning Specialists Offices: Nick, Wendy, Twinkle, Blake, David, Anna and Kate

Learning Labs: Writing, Social Science and Math/Science

Computer Lab: 60 hard wired computers featuring semi-quiet and absolute quiet work spaces.

Project Room

Graphics Lab

Tutor Rooms



SSA Environment

STUDY HALL CODE of CONDUCT

All student athletes and tutors are expected to comply with the following rules and regulations. The SSA staff and Athletic Department expects you to behave accordingly:

Cell phones:

- ✦ Cell phones must be silent and stored during any session with a tutor, learning specialist, or advisor.
- ✦ Text messaging is permitted in the unit, provided that the device is silent. No text messaging for any purpose will be tolerated during any session with a tutor, learning specialist, or advisor.
- ✦ Students may not use cell phones audibly in the unit at any time. Ringers must be silent in study hall at all times, and all verbal conversations must be conducted outside study hall.

Ipods and other media players:

- ✦ Must be stored and silent during any session with a tutor, learning specialist, or advisor.
- ✦ May be used in the unit provided that the volume does not disturb others.

Computers:

- ✦ Academic use takes priority.
- ✦ When labs are full, computers will ONLY be used for academic purposes.

Food, drink, etc:

- ✦ No food or drink are permitted in computer lab. All food and drink must be consumed outside of the computer lab.
- ✦ Chewing tobacco is strictly prohibited in study hall at all times.

General conduct:

- ✦ Students will remain quiet while in study hall and conduct themselves in a respectful manner.

Scheduled appointments:

- ✦ Students will arrive on time to all appointments with tutors, learning specialists, and advisors, and remain until the end of the scheduled session.
- ✦ Students will come prepared to be productive during these appointments, and will bring any relevant books, notes, and handouts with them to each session.
- ✦ Appointments may be rescheduled for athletic travel, illness, or family emergency only, and must be arranged prior to the scheduled appointment. (See page 23 for more information.)



Sports/Season Calendar

The following list will give you a sense of who is in season, and when. It is helpful to know when sports are in season so that you can be attuned to strained schedules, potential missed classes (and tutor appointments) due to travel, etc. Please visit <http://www.goducks.com/> for up-to-date sport schedules. Also, please keep in mind team travel to and from competition when planning tutor sessions.

FALL TERM

Cross Country (Men/Women)

Volleyball

Soccer

Football

Golf (Men/Women) (short season)

Tennis (Men/Women) (October, 1st week in November)

Basketball (Men/Women) (starts October)

WINTER TERM

Basketball (Men/Women)

Indoor Track and Field (Men/Women)

Tennis Men/Women (January through April)

Softball (pre-season)

Baseball (pre-season)

Golf (Men/Women)

Lacrosse

Acrobatics and Tumbling

SPRING TERM

Track and Field (Men/Women)

Lacrosse

Softball

Golf (Men/Women)

Tennis (Men/Women)

Baseball

Football (Spring football is the first 4 weeks after Spring break)

Soccer (short season – 3 games)



Tutoring Program Overview

WHO ARE SSA TUTORS?

Many of our tutors are full time students at the University of Oregon, who have busy schedules of classes, study, and work. Undergraduate tutors have reached junior standing at the University of Oregon. Some tutors are graduate and doctoral students. In some cases, tutors are community members and/or former student athletes.

ROLE OF UO SSA TUTOR

As a tutor with SSA, you will assist student-athletes with courses and use content material to help student-athletes develop and improve general study skills, which may include note-taking skills, getting the most out of lectures, reading a college textbook, helping determine a learning style, or writing a college level paper. You will also help student-athletes learn how to prepare for exams and to develop critical thinking skills that will benefit them in college and beyond.

You will have individual appointments with students that are required every week at the same time. They can also drop in and see you, or other tutors, at unscheduled times. In addition, the Tutor Coordinator may create and facilitate a study group that meets regularly or once before an exam.

TUTOR QUALIFICATIONS

Tutors working at SSA have:

- ◆ been recommended by professors on campus.
- ◆ demonstrated that they have the knowledge and skills to be successful in the classroom.
- ◆ an interest in the educational process. They are not only talented in a given subject area, but they are interested in passing along this knowledge to students.
- ◆ an understanding that students they tutor will have a diversity of interests, strengths, learning styles, opinions, and objectives and that tutoring is part of their own educational process.
- ◆ have at least a junior standing (for undergraduate students), and a GPA of 3.0 or higher.



Structured Study Hall Program Overview

STRUCTURED STUDY HALL PROGRAM DETAILS

With the opening of the new Jaqua Academic Center, Services for Student-Athletes (SSA) has changed its model for providing academic support to our student-athletes. The structured system we have implemented is intended to improve the effectiveness of our services and provide more individualized support to all student-athletes.

What is Structured Study Hall?

The Structured Study Hall (SSH) model centers on the idea of “contact hours” and guided study for students. This means all study hours will either be completed with a tutor or in a small (no more than 3-5 people) guided study session. In other words, each minute of study hall will be supervised and thus hopefully more productive.

Who is required to be in Structured Study Hall?

All Freshmen and Transfers = **8 hours** of Structured Study Hall per week

Anyone with a **2.29 GPA and below** = **8 hours** of Structured Study Hall per week

Anyone **2.30 – 2.59 GPA** = **6 hours** of Structured Study Hall per week

Anyone **2.60 – 2.99 GPA** = **4 hours** of Structured Study Hall per week

Anyone **3.00 or higher** = **voluntary** study hall

Tutoring Appointments vs. Structured Study Hall Sessions

The change in our approach to running study hall has also changed our approach to staffing. Many of you will be asked to “tutor” in a traditional sense as well as act as “structured study hall monitors”. You may see a combination of both appointments on your schedule.



Structured Study Hall Overview Contd.

What does a Structured Study Hall Session look like?

Structured study sessions will consist of anywhere from 2-5 students and one tutor. They will be held in the larger tutor rooms (6 people) and will typically last one hour. Students and tutors may be scheduled for consecutive structured study hall hours.

What does a Structured Study Hall Monitor do?

As a monitor, your priority is to keep the students in your small group on task. In other words, motivate them to work on things related to school, classes, etc. You will be required to enter notes on what each student accomplished in your session. We highly encourage that you engage the students in discussions about their classes and assignments. As a monitor, it is not required that you be proficient in a subject that the students are working on. However, you will most likely be able to offer them tips and strategies on organization, time management, etc.

As a monitor, if the students are on task, you are free to work on your own schoolwork. If a student asks for help, they are your priority. At times it may be difficult to motivate students to be productive in your sessions. As a monitor, we do not expect you to hold students captive. If a student refuses to participate in the session, reflect it in your notes and speak to an SSA Staff member.

As a monitor, it will be your discretion to allow students to spend their structured hour in one of the learning labs or quiet computer lab. The student will be required to come back to your room to check out with you before they leave. Please be sure and note that you allowed them to leave to go to a specific lab, and also that they checked back in with you before they left. This helps us with a paper trail when we are checking each students notes.

Scheduling Structured Study Hall Hours

All structured study hall hours for both monitors and students will be pre-scheduled at the start of the term. Monitors are NOT allowed to re-schedule hours with students at any time. If you have an issue with your schedule, see Shirley or Jessie immediately. If a student wishes to re-schedule a structured study hall session they must also see Jessie, Shirley or their advisor prior to changing their schedule.



General Information for Tutors

DROP-IN TUTORING

Drop-in tutoring in the learning labs will be scheduled during a few hours of SSA operation. If you are scheduled for drop-in tutoring in one of the labs, you will note your name, subjects and location on the white wall or glass as you enter the room.

All student-athletes have the opportunity to utilize drop-in help from SSA tutors. There is no limit on the length of time a student may spend with a tutor during a drop-in session, provided the tutor is available and scheduled to be at work.

Drop-in students are expected to be as prepared as possible when meeting with you. The student should bring his/her class syllabus, work already in progress, and any other additional information about the class that could be helpful to the tutor, who will sometimes have little or no specific information about the class. Please do the best you can with the provided course information.

Please be sure to record drop-in appointments in Tutor Notes. Make a note in the comments section indicating that the session was a drop-in session.

GROUP STUDY SESSIONS AT SSA

When several student-athletes enroll in the same class during a term, Services for Student Athletes will offer group review sessions to help students prepare for midterms, finals, and other large projects. These review sessions take place here in the office, in one of our large rooms.

Experienced tutors may be asked to facilitate group review sessions. The sessions offer students the chance to review key material from the class in a group of fellow students athletes. Some group sessions will be regularly scheduled each week and some will be seen as a review session prior to a major exam.

We ask that tutors be flexible with their schedules to allow for the addition of an exam review session during the term. SSA staff will help the tutor prepare for the session. Please see Nick Lougee, Learning Specialist, for more information about group sessions.



General Information for Tutors

LEARNING SPECIALIST REFERRALS AND SUPPORT

If you are working with a student and it becomes clear that they need additional support to be able to succeed in the classroom outside of tutor appointments, please talk to the Tutor Coordinator. SSA has Learning Specialists who work with at-risk or under prepared students.

They are also able to offer advice and outside resources if you are interested in learning more about learning styles or strategies. Please know this is not expected of you as a tutor. However, if you have a personal desire to learn more about these topics, you can set up an appointment with an SSA learning specialist.

TUTOR ROOMS

All tutor rooms contain wall mounted computer monitors to which students and tutors can hook up laptops for better viewing. The cords for laptops are contained in the table. Some laptops will require an adaptor in order to hook up to the monitor. Adaptors can be checked out at the third floor IT desk. All rooms have writable black walls with pens specific to the surface. PLEASE DO NOT WRITE ON THE FLAT SCREEN!! Also, do not write on the outside glass as it damages the etching. Please do your best to keep track of the pens as they require special ordering to replace. Also, erase all writing, and remove all trash prior to leaving tutor room.

TERM SCHEDULE

Week 1

- ♦ No tutoring appointments

Weeks 2 – 10

- ♦ Scheduled tutoring appointments take place (individual and group tutoring sessions)
- ♦ Limited drop-in help is available
- ♦ Group study sessions will be scheduled

Week 10

- ♦ **Dead week is a normal week of tutoring appointments and schedules**
- ♦ Group study sessions may be scheduled

Finals Week

- ♦ Limited drop-in help is available.
- ♦ If a student-athlete would like to meet with you during finals week, it is their responsibility to schedule with you ahead of time, depending on their availability.
- ♦ Group study sessions may be scheduled



Tutoring Information

FIRST MEETING WITH A STUDENT

The first meeting will set the tone for consecutive meetings. Use this opportunity to establish a positive relationship with your student for the term. Please use the following suggestions to set the tone for the meeting.

- ✦ Obtain contact information from your students.
- ✦ Be enthusiastic and positive about the privilege of the meetings for both parties.
- ✦ Ask the student questions about his/her background, sport, and life goals.
- ✦ Ask the student about their academic background and how they are adjusting to life in Eugene.
- ✦ Tell the student about yourself—your background, life goals, and other points of interest.
- ✦ Obtain the syllabus from each of your students and provide Shirley or Sara with a copy. We will have all syllabi scanned and placed on Tutor Trax so they are accessible to everyone. Please check to see if your student's syllabus has been scanned into Tutor Trax before supplying an additional copy.
- ✦ Encourage the student to use a time management system. Using the syllabus, have the student fill in the following if needed:
 - Monthly Calendar with test dates, travel dates, due dates for papers or projects
 - Weekly Calendar with class schedule, practice schedule, weightlifting, travel, appointments with advisors, tutoring appointments, other recurring appointments, time to study
- ✦ Advise the student what to have prepared for the next meeting based on reading assignments and lecture topics listed in the syllabus.

TYPICAL APPOINTMENT

The following list is not exhaustive, but it covers most of what is dealt with in regular sessions. The tutor and the student-athlete will decide what to work on and how best to organize the session.

- ✦ Make sure both the tutor and student have the same schedule of meeting times. If there are any discrepancies, please see the Tutor Coordinator right away
- ✦ Have a lesson plan
- ✦ Check on class progress – prompt for questions re: lecture notes/questions
- ✦ Confirm completion of reading/homework/paper/assignment discussed in previous meeting
- ✦ Prompt student-athlete for questions about material
- ✦ Facilitate understanding of key points/trouble spots
- ✦ Brainstorm paper topics
- ✦ Explain test-taking strategies
- ✦ Study skills/habits
- ✦ Discuss what the student should have prepared for the next session
- ✦ Student should bring all needed materials to sessions such as books, class notes, homework, etc. If the student is not prepared, then please note in tutor notes.



Meeting with Students

PREPARATION

Tutors must prepare for regularly scheduled appointments. Prep work could include reading the text, creating study guides, summaries, review or mock exams, etc. If you feel you need extra prep time, please see the Tutor Coordinator. The time utilized by tutors for prep work may be paid for.

Course books and packets will be provided for most classes in which students are enrolled during the term. Several students may be enrolled in one course, so texts will have to be shared among tutors. The books are located in the Computer Lab located on the third floor. You may check them out and return them at the 2nd floor desk when finished, so that others may access them. However, if you check out a book to use during your tutor sessions, it is your responsibility to return it to the 2nd floor desk or you may run the risk of being charged for that book.

BOOKS

If you have found that a necessary book is not provided in the book lockers located in the computer lab on the third floor, please see the Tutor Coordinator.

Textbooks should never leave the building. If you have a special need, please talk to the Tutor Coordinator and you may be able to sign out the book overnight.



Meeting with Students

TUTOR NOTES

Tutor Notes is the online application you will use to log the results of each appointment. Tutor Notes can be accessed from any campus computer via our website at <http://ssa.uoregon.edu/>. Also, you can access Tutor Notes off campus by downloading the UO VPN. Please see IT staff for instructions on how to do this. Notes should be entered into the system **immediately** after each tutorial session, but at the very least within the same day. **NO EXCEPTIONS!** Please fill in all mandatory sections and make your notes as detailed as possible. It is important to be candid in your comments. The Tutor Coordinator will read the notes on a daily basis. Notes will also be read weekly by SSA staff, compliance and coaching staffs.

Include the following information in your notes:

- ✦ Mandatory information: your name, date, time, course tutored and actual time spent with student, on time/no show status, preparedness and attitude.
- ✦ Progress in the course, including any concerns or successes.
- ✦ General details about the appointment in “Comments” field.
- ✦ Assignments or expectations given in preparation for next tutor session. Please mark the student “Unprepared” if he/she fails to complete the given assignment by the next tutor session, and record the details in the “Comments” field.
- ✦ Please mark the student “late” if he/she is over 10 minutes late.

The written record of your tutoring sessions is mandatory and vital, but is not a substitute for verbal communication, especially for immediate concerns. Please remember that all staff have an open door policy and encourage as much communication as possible regarding student progress.

NO SHOW POLICY

Submit a no-show in Tutor Notes for the following reasons:

- ✦ The student doesn’t show up for the scheduled appointment
- ✦ The student contacts you or SSA staff to cancel with adequate notice and is cleared through the Tutorial Coordinator (24 hour notice required)
- ✦ The student is unable to attend due to athletic competition (No Show, Travel/Game)

If a student is marked as a no-show, clearly state details in your Tutor Notes. Note any attempt to contact, any arrangements to reschedule and for what reason the appointment was missed. If no contact was made, please state accordingly in your notes.

In the event of a no-show, give the student 10 minutes to arrive. After 10 minutes, your time will be used for drop-in tutoring and/or additional preparation time. Please let the front desk (2nd floor desk) know that you are a drop-in tutor and what room you will be in, as well as the time frame. If the student-athlete you were assigned to shows up anytime during the scheduled hour, you will be expected to tutor. However, if you are helping someone in drop-in, please try and juggle both, using your best efforts. Please note accordingly in tutor notes.



Employee Information

SCHEDULING

No student employee may work more than 20 hours on campus (this also applies if you are working additional jobs on campus). Scheduling of appointments is flexible based on your availability submitted with your application. If you do have an additional job on campus, please let Shirley know right away so that we do not overbook your hours.

Tutoring at SSA is a quarterly commitment. Please report any availability that you are comfortable maintaining for the entire quarter. It is likely we will not be able to accommodate a mid-quarter request to substantially decrease your hours.

Please schedule your time here in the office on the hour. For instance, you can request to work from 9:00 – 1:00, but please do not request 8:30 – 12:30. Appointments and rooms will be scheduled according to the same principle.

SSA is flexible with scheduling conflicts and emergency situations; however, once your schedule is set we prefer not to make changes after the second week of classes. Similarly, we ask that you are willing to make changes if special circumstances arise. Occasionally, we may also ask that you lead a group study session or review on an evening you are not regularly scheduled.

While we certainly try to accommodate the request for more hours, we cannot guarantee maximum requested hours. We assign as many hours as possible to each tutor's schedule, but there is a great deal of fluctuation in scheduling here, and we would ask for your flexibility as changes are made.

FINALS WEEK

Tutoring hours during finals week are *optional*. If you would like to work during finals week, the Tutor Coordinator will send out an e-mail around week eight for you to provide availability. Please factor in your own studying needs. The selection will be on a first come first serve basis and also by areas of need.

Student-athletes may request tutor appointments, but regular appointments will not be held during finals week.

SUMMER TUTOR PROGRAM

Only a small staff is hired to work summer term. If you are interested in working over the summer, please talk to the Tutor Coordinator directly.

CHANGES TO TUTORING SUBJECTS

To add, remove or modify the subjects you wish to tutor, please speak directly with the Tutor Coordinator.



Employee Information

SHIFT PROCEDURES

Please follow the procedures listed below for every shift worked:

Check-in procedure

- ♦ Note the time of your arrival on your timesheet, located in a binder on the counter at the second floor reception desk
- ♦ Check email
- ♦ Be sure to make your name badge visible

During your shift:

- ♦ Be visible, welcoming and readily available
- ♦ Complete all reporting procedures and record-keeping tasks
- ♦ Prepare for your upcoming appointments
- ♦ Set an example for student-athletes by maintaining an environment suitable for studying
- ♦ Be creative and use your time with the student to help them get ahead

Check-out procedure:

- ♦ Enter tutor notes for session
- ♦ Clean up your area
- ♦ Return any books you may have borrowed to the 2nd floor desk and any other materials to the Tutor Lounge
- ♦ Note the total time worked on your timesheet

IF YOU CANNOT MAKE A SHIFT

SSA employees are expected to be on time and prepared for their appointments and shifts.

All absences and re-scheduling of appointments must be done through Shirley and Jessie.

If you know ahead of time that you are going to be gone on a particular day, you will :

- (1) need to notify Shirley immediately;
- (2) find a mutually agreeable time with your students to re-schedule appointments within the same week you will be unavailable. For example, if missing Friday, you must try to make up appointment prior to your absence.
- (3) find another tutor (with like subject) to cover your appointments; or
- (4) If you cannot find a solution, see Shirley ASAP.



Employee Information

If you are sick or there is an emergency that comes up (less than 24 hour notice), your student will be instructed as to what to do regarding this appointment.

If you cannot make a shift last minute, please inform Shirley (346-1144) at any time prior to 5:00 pm. If it is during the evening or on a weekend, please notify Carolee, Tony or Nate by calling 346-5358.

There are two types of absences, excused and unexcused.

Excused

- ♦ At least 4 hours prior notice of illness
- ♦ Informing Shirley or Jessie in advance of a planned absence and helping locate a replacement for your shift
- ♦ An unplanned emergency (auto accident, injury, disaster—natural or otherwise)

Unexcused

- ♦ An absence that does not meet the above guidelines.
- ♦ Leaving a shift early
- ♦ More than 3 “late arrivals” (10+ minutes) will count as an unexcused absence
- ♦ Missing a mandatory meeting

STUDENT ATHLETE TRAVEL

Tutors do not need to come into work if a student is traveling with his/her team. Additionally, it is not expected that you report to a session if a student athlete has given you adequate notice that he/she will be absent for legitimate reasons. You will be notified by Shirley in the event a student is traveling and will miss your appointment. However, if a student has given you notice that he/she will be gone, please email Shirley and Jessie so they may note that in Tutor Trax in your absence.

COMMUNICATION VIA EMAIL

Most all of the communication from the Tutor Coordinators to tutors will be done via email. Please check your email often, preferably several times/day, to ensure you are aware of any changes to your schedule or position.

You are responsible for being aware of all program-related information disseminated by email.



Employee Information

DISCIPLINARY ACTION

What warrants disciplinary action?

- ✦ Falsifying timesheets
- ✦ Failure to enter Tutor Notes on a timely basis
- ✦ Disruptive behavior
- ✦ Unexcused absences
- ✦ Insubordination
- ✦ Arriving late or leaving early
- ✦ Behavior not consistent with UO Community Standards, in violation of specific Federal, State, or Local laws or in defiance of UO, SSA, or NCAA rules

Disciplinary action follows one of two paths, which is determined by the severity of the infraction.

General Infractions - "Three Strikes Program"

Verbal Warning

Written Warning

Termination

Severe Infractions – "Immediate Termination"

Case-by-case

Dependent upon circumstances; up to supervisor's judgment

If a problem brought to your attention is not corrected, there will be a meeting with the Tutor Coordinator to determine whether you are permitted to work at SSA.

PAYROLL

After every session, please record your tutoring time on a time sheet. All partial hours worked must be submitted in quarter hours (.25 = 15 minutes; .50 = 30 minutes; .75 = 45 minutes).

Time sheets can be located in the front of the notebook on top of the counter at the front desk. It is important that the time sheets are completed accurately, neatly and fully including daily and weekly totals. Don't wait until the end of the week or even the end of the month to fill it out. Double-check that your information is correct. Again, be sure you have signed and dated your timesheet by the 15th of each month. Failure to complete a time sheet could result in a failure to be paid.

Payday is the last working day of every month. The pay period begins on the 15th and ends on the 15th of the following month. Tutors may arrange for direct deposit, otherwise checks will be available at the Payroll Department on the first floor of Oregon Hall.



Discrimination & Sexual Harassment

SUPERVISION

Tutors report to Shirley Brabham, Tutor Coordinator. All questions, concerns, and problems relating to employment at SSA should be addressed to her. Shirley is also primarily responsible for scheduling and payroll issues; training, course content, and learning strategies. At night and on weekends, Carolee von Shillagh, Tony Burgess, and/or Nate Wilson-Traisman are the responsible supervisor(s) for SSA in Shirley's absence.

DISCRIMINATION

Federal Law Federal law prohibits discrimination on the basis of: Age (40 and older), Race, Color, Ethnicity, Sex, Religion, National Origin, Disabilities, Veterans Status, Pregnancy, Childbirth, or related conditions, Parental or Family Medical Leave

State of Oregon Law All Federal Laws, plus: Age (18 and older), Marital Status, Family Relationship, Job Injury, Application for Worker's Compensation, Expunged Juvenile Record, Reporting of Workplace Safety or Health Violations, Reporting of Patient Abuse, Giving Legislative Testimony, Being Associated with a Member of a Protected Class; Eugene City Law; All Federal and State laws, plus: Source of Income, Sexual Orientation

SEXUAL HARRASSMENT

Federal, State, and Local Law prohibit sexual harassment in the workplace. Sexual harassment has been defined based on sexual harassment case law throughout the past fifteen years, which has determined two types of sexual harassment—Quid Pro Quo and Hostile Environment.

Quid Pro Quo – “This for That”

“...when submission to or rejection of demands for sexual favors affects educational or employment benefits, advancement, or other related status.”

Hostile Working Environment

“...serious and/or pervasive behaviors that create a hostile, offensive, or intimidating work or educational environment.” Behaviors that could, according to court cases, be defined as hostile environment for sexual harassment and workplace discrimination are:

Offensive jokes; suggestive comments; threats; insults; propositions, whistles, or cat calls; name calling; suggestive gestures, leering, or staring; displaying sexual or other offensive postures, graffiti, cartoons, calendars, screen savers, etc.; pinching, touching, grabbing, kissing, hugging; trapping or cornering another person; rape, attempted rape, or other sexual assault.

Reporting Procedures

- ◆ Say “NO” to the person perpetuating the behavior (this includes student-athletes).
- ◆ Inform your supervisor immediately.
- ◆ See University of Oregon “Discrimination Grievance Procedures” for information regarding formal grievance procedure.



Professionalism in the Workplace

PROFESSIONALISM & ETHICS

As a tutor, you will be expected to adhere to a standard of professionalism at all times. While it can be difficult to work with your peers, you must take every step to maintain a professional demeanor.

- ◆ Be a role model; display respect to everyone.
- ◆ Be on time for your shifts. Again, model the behavior you expect from your students.
- ◆ Confidentiality must be strictly maintained regarding a student-athlete's academic performance and concerns, as well as any personal information shared during your appointments.
- ◆ Consult supervisor with any confidential information that has made you uncomfortable or you feel should be addressed. Don't keep potentially harmful or illegal information to yourself.
- ◆ Direct the student to the proper resources for resolution of issues that are beyond your scope as a tutor.
- ◆ Hold your students accountable. Do not "cover" for your students because you don't want the student to get in trouble, or the student asks you to do so.
- ◆ A tutor should not engage in a personal or sexual relationship with any student-athlete. Any sort of flirting or improper behavior during sessions is strictly prohibited.
- ◆ A tutor should not accept any gifts from a student-athlete in exchange for work favors (i.e. event tickets, team clothing, equipment).
- ◆ Socializing with student-athletes outside of the office (i.e. attendance at private parties or social events) is strongly discouraged. This also includes Facebook, Twitter, E-mails, etc.
- ◆ If a tutor has a pre-existing relationship with a student-athlete, you need to notify the Tutor Coordinator immediately. The nature of the relationship will be discussed and it will be determined how to proceed. Do not try to hide this information as it will eventually be uncovered and will result in immediate dismissal.

The academic success or failure of the student-athletes is their own responsibility and not that of the tutors. Tutors are not expected to "save" student-athletes, but rather to assist in learning the materials of the subject. Tutors should not encourage dependent relationships. A tutor should assist student-athletes in understanding the learning process and help put into place effective study and learning practices.

The SSA staff strongly discourages tutors from consorting with student-athletes on a personal basis. Tutors should not date, become intimately involved with, or sexually harass any student-athlete whom they are tutoring or come into contact with during educational sessions. Tutors should not talk about anything that happens within this job outside of SSA. There should be no subtle mentions of anything to do with tutoring on Facebook, Twitter, E-mails, etc. Tutors must maintain professional relationships with the student-athletes whom they work or come in contact with in an educational setting.



NCAA Rules & Regulations

As a tutor, you have a great responsibility for helping to maintain the academic and athletic integrity of the institution. While your position may not require you to be around the athletic department a great deal, you are considered a representative of the institution, and more specifically, of Services for Student Athletes (SSA).

Accordingly, you are responsible for acting in compliance with the NCAA & Pac-10 rules. Failure to do so could lead to a rules violation, which could result in penalties for our institution. Below you will find a brief review of relevant NCAA rules and the related interpretations. This list is designed to provide you with some guidance but is far from exhaustive. Use these rules as a baseline to consider potential situations you may encounter.

If you encounter a situation that seems to run afoul of permissible regulations, always ask a staff member. The integrity of the institution and the athletes is now part of your shared responsibility.

While it seems obvious, it warrants repeating that as a tutor, you may not type papers, write papers, complete projects, or arrange for a student-athlete to receive special academic treatment as a result of the student's status as an athlete.

An "extra benefit" is any special arrangement by any institutional employee or representative of the institution's athletics interests to provide the student-athlete or the student-athlete's relative or friend with a benefit not expressly authorized by NCAA legislation. Acceptance of an extra benefit by any student-athlete can affect the student-athlete's eligibility.

Examples of special arrangements that are specifically prohibited under NCAA legislation include, but are not limited to: a special discount, payment arrangement or credit on a purchase, a loan of money, the use of an automobile, and benefits any institutional employee or representative of the institution's athletics interests to provide the student-athlete or the student-athlete's relative or friend with benefit not expressly authorized by NCAA legislation. Furthermore, the provision of any type of material item (such as a birthday gift, use of a car, meals or lodging, loan of money, Christmas gift, etc.) by a staff member to a student-athlete could result in an NCAA violation.

DO NOT, under any circumstances:

1. Tutor a student for a course in which you are currently enrolled.
2. Do any part of the student's course work for him/her.
3. Loan or give the student-athlete money, car rides or buy the student-athlete anything.
4. Tutor or help the student outside the UO SSA office.

If you have any questions regarding NCAA Rules and Regulations, please see the Tutor Coordinator.



Writing Guidelines

Please use the following guidelines when helping student-athletes with writing assignments:

- ✦ **The student must sit with the tutor when the paper is being reviewed.** Students who ask tutors to proofread or edit their papers while they are in class or doing something else should be informed that we do not provide professional editing services, and s/he will have to come back at the time when the student can sit with the tutor and review the paper together.

Tutors may not provide feedback about student papers via email. All instruction must be conducted in the building, during your session.
- ✦ **The tutor will not edit the paper for the student.** You are tutors, not editors. Rather, the tutor will review the paper with the student, and point out problems areas that the STUDENT will fix. For example, if the student has trouble with punctuation, the tutor should point out the one or two examples of the same error, explain to the student to go through and check to be sure s/he catches similar errors.
- ✦ **The tutor will not write or type any portion of the paper.** The tutor may make some editing marks, so the students know where to focus changes; however, these marks should be limited and used to point out troubled areas. The tutors should NOT go through the paper and correct all the student's punctuation errors. The tutor may write short questions or reminders to the student, so s/he remembers to give attention to specific parts of the paper.
- ✦ **The tutor will not write any portion of the paper verbally.** The tutor may NOT tell the student what to write. If the tutor is brainstorming with the student, and the student asks the tutor to repeat, so s/he can write down what the tutor has said, you should refuse and ask the student to paraphrase in his/her own words, and write down the translation of the ideas expressed.
- ✦ **The tutor will not give the student any of his/her own written notes.** Often in brainstorming sessions, the tutor writes notes and comments relating to the topics discussed. The student should take his/her own notes during the session. Under no circumstances should the tutor give the student notes or a copy of the notes.

In addition to these rules, please use your own good judgment when assisting students with papers. If you have any questions, please ask. Violation of any of these rules will result in disciplinary action, possibly termination.



Interpersonal Communication

Communication is the key to a positive relationship between the tutor and the student. Please consider the following tips when preparing for and working with your students.

- ♦ Be enthusiastic about the appointment and the subject.
- ♦ Be approachable—the student should always feel welcome.
- ♦ Practice positive, helpful, respectful verbal communication—tone, volume, and pitch can speak volumes without words.
- ♦ Be aware of non-verbal cues you may be sending:
 - Body language
 - Facial expressions
 - Don't sit with a desk separating the two of you. Sit side-by-side.
 - Manage external and internal distractions
 - Environmental noise
 - Distractions or thoughts
 - Preoccupation
 - Hunger
 - Any physical or mental condition that prevents effective listening.
- ♦ Suspend judgment and listen
 - Do not impose your own personal values on the student
 - If you cannot remain neutral, refer the student to someone who can.
- ♦ Paraphrase the student's message to show the student you have heard and understood.
 - When you communicate messages, be sure your messages are clear and Specific
 - Make sure your verbal and nonverbal messages are in sync
 - Repeat messages using different methods of explanation, and use language the student understands
 - Ask the student to paraphrase to be sure your message was understood.
- ♦ Guide students toward solving their own problems; don't give advice.
- ♦ Practice effective interpersonal communication.
 - Listen
 - Provide support and assistance to the student, so s/he can solve his/her own problems
 - Be attentive
 - Ask questions to discover root causes of problems/confusion/learning difficulties
 - Respond within the student's frame of reference
 - Demonstrate empathy, respect, warmth, and genuine understanding
 - Implement problem-solving models
- ♦ Understand that the tutor-student relationship is a mutual exchange of information—the tutor learns as well as teaches.



Conditions that Promote Student Development

Below are additional tips to help build a positive relationship between you and your student:

Trust

- ✦ Listen, respect, support, and build a relationship
- ✦ Encourage the student-athlete to express his/her thoughts and listen without judgment
- ✦ Relate your own personal successes, failures, and difficulties
- ✦ Let the student start at his/her own level and work at a comfortable pace, completing one learning phase before moving on to another
- ✦ Give constructive, honest, usable feedback regarding work and behavior

Goal-setting

- ✦ Goals should be clear and specific
- ✦ Goals should be attainable but hold a challenge
- ✦ Goals should be measured (mid-term and end-term)
- ✦ Deal only with academic goals

Problem Solving

- ✦ Ask open-ended questions
- ✦ Ask for clarification of certain points
- ✦ Listen for repetition of words and themes
- ✦ Paraphrase & summarize responses to ensure your own understanding
- ✦ Analyze information given to determine cause of problem—i.e., is this problem due to a lack of skill, confusion, motivation, etc.
- ✦ Refer student to proper channels (counselor, professor, etc.)

Motivation

- ✦ Remind student of goals
- ✦ Relate topics to student's interests
- ✦ Use relevant, real-life examples
- ✦ Demonstrate relevance of subject to student's life
- ✦ Remind student of eligibility requirements



Strategies for Success

Each tutor has his/her own methods and a developed a system that works for him/her. Here are some major topics that fall under success strategy building.

- ♦ Repeat relevant information several times. Repetition is not redundant to someone who is learning something for the first time.
However, after you have emphasized new content, ask the student to summarize the information to make sure they have a firm grasp of it.
- ♦ Use multiple modalities to introduce and concretize new or difficult material.
Make use of visual aids (the writeable blackboard, Google images, graphs, etc), current events, and life examples.
- ♦ Stress the benefits of taking one's own notes, and recommend note-taking systems.
Introduce Columbia style or other proven note-taking strategies. Ask to see the students notes; affirm good practices and help him/her improve.
- ♦ Help the student build effective study skills.
Help create timelines, graphs, flashcards, etc.
Introduce students to helpful websites, including textbook supplemental sites, StudyBlue, Wikipedia (not to be used as a reference), NoteHall, Spark Notes and Cliff Notes.
- ♦ Assist the student in developing effective study habits by offering different methods & modes of study.
Emphasize the best places and times for study.
Recommend strategies for handling distractions.
Emphasize the benefits of adhering to a regular study schedule.
- ♦ Help the student increase reading comprehension.
Help with orientation to text: Model scanning and making inferences based on headings, bolded text, etc.
Ask student about his/her prior knowledge of subject.
Use prior knowledge to build further understanding/comprehension.
Frequently check in while student is reading to gauge their understanding.
Correct misunderstandings and solidify accurate retells.
- ♦ Teach students how to quickly browse text to prepare for essays & exams.
Key points.
Paraphrase concepts.
Read summaries prior to chapter.
Understand the strategy of multiple choice exams.
Essay building, argumentative strategies.
Grammar & punctuation.
- ♦ Vocabulary.
Instead of simply teaching the word, ask the student to use it in several contexts to make sure that he/she firmly grasps it.
- ♦ Emphasize the importance of going to class and to office hours.
Students are often intimidated by professors and GTFs. Informing them that the professors usually love when students visit office hours might motivate them to take advantage of those times.



NCAA Rules and Regulations

By signing the following, you are indicating that you have received information regarding **current NCAA rules and regulations** that apply to being a student-employee here at SSA.

By signing the following, you are also indicating that you will always act in best judgment regarding these policies, and if you are ever unclear about any rule, or in any given situation, you will seek out appropriate advice from the Tutor Coordinator **OR** another full time SSA staff who can adequately answer your question.

If you have questions that you would like answered, or if anything at all is unclear, please indicate this on the back of this sheet (be as specific as possible).

By signing this form, you understand the present rules and guidelines, but know that all the University, Pac-10, or NCAA rules are not included in the manual.

Signature: _____ **Date:** _____

Acknowledgement

I acknowledge receipt of SSA policies and procedures, as well as training materials pertinent to my position. In signing below, I take full responsibility for reading and understanding this information. In addition, I am taking responsibility for asking appropriate questions of my supervisor, or other qualified SSA staff, when they arise if these questions relate to my ability to perform my job well.

I have (**check one**):

_____ Attended UO SSA staff training Thursday, September 20, 2012.

OR

_____ Read through the printed training materials

I have (**check both, if applicable**):

_____ Read through the Tutor Manual, and I accept responsibility for knowing the contents presented therein.

_____ I understand that if I have any questions regarding the policies and procedures for my job I may ask my supervisor for clarification.

Signature: _____

Date: _____

Phone/E-Mail Release Form

Your permission is required in order to use your phone number on our staff information sheets.

Each term we create an updated listing of all employee's phone numbers and e-mail addresses. Occasionally, a student will ask for a tutor's home phone number in order to set up a meeting. If you would rather that your e-mail be given out to students in place of your phone number, please indicate that below. If at any time this information changes, please notify your contact person as soon as possible. Thank you!

Name _____

Phone _____

E-mail _____
(please list the one you check most often)

I authorize Services for Student Athletes to release my phone number to:

_____ Co-workers for office related use (phone list)

_____ Students upon request

OR

_____ I do not authorize the release of my phone number and prefer that only my e-mail be used on office literature and given to students.

Signature: _____ **Date:** _____

Code of Responsibility for Security and Confidentiality of Student Information

Security and confidentiality of student information are matters of concern to all employees at SSA. It is important that we maintain integrity and a safe environment for all students who come into our office at all times.

Please discuss student's academic concerns only with:

The student
SSA staff

Do not discuss student's academic concerns with:

Other students
People in your department
Your personal friends
The media
Facebook, Myspace or any other online social areas

Also:

- No one may make or permit unauthorized use of any information in files maintained or stored.
- No one is permitted to seek personal benefit or allow others to benefit personally by knowledge of any confidential information that has come to him or her by virtue of the work assignment.

Violation of this Code may lead to reprimand, suspension, or dismissal from the job.

I have read and understand the SSA Code of Responsibility for Security and Confidentiality of Student Information..

Signature: _____ **Date:** _____

