

SSA MANUAL



FOR TUTORS / MONITORS

2005/2006

ACADEMIC YEAR

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Welcome & Mission Statement

SERVICES FOR STUDENT ATHLETES WELCOMES YOU

Welcome to the Services for Student Athletes at the University of Oregon. You are about to follow in the footsteps of many outstanding men and women. Our tradition of excellence and commitment to success will serve you as you pursue your personal and academic goals. May you become the person you hope to be and, as a result, leave your legacy to those who follow in your footsteps.

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.



UNIVERSITY
OF OREGON

SSA Office Hours

FALL/WINTER/SPRING TERM HOURS

Monday 8:00 am – 10:00 pm

Tuesday 8:00 am – 10:00 pm

Wednesday 8:00 am – 10:00 pm

Thursday 8:00 am – 10:00 pm

Friday 8:00 am – 5:00 pm

Saturday CLOSED

Sunday 12:00 pm – 9:00 pm

SUMMER TERM HOURS

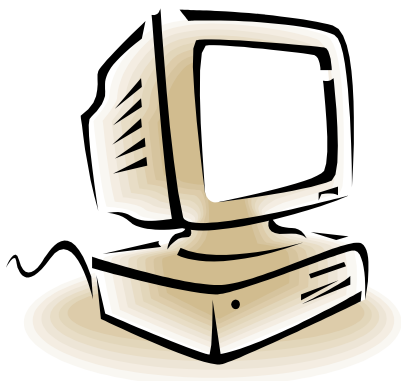
Open Monday through Friday 8:00 am—5:00 pm

Closed Saturday and Sunday



SSA Building Resources

- ◆ Academic Advising
- ◆ Tutoring
- ◆ Math lab
- ◆ Computers
 - Access to Internet, printers, and word processing programs
 - Wireless Internet access
- ◆ Graphics Lab
 - Scanning and color printing available
 - Graphic design programs
- ◆ Calculators
 - TI83, TI89, and HP10BII are available for checkout
- ◆ Library
 - Course books and packets for tutors to use in tutoring sessions
- ◆ Magazines
- ◆ Front desk support



ALL resources are for EDUCATIONAL PURPOSES ONLY.

SSA Staff

Professional Staff

Director of Support Services for Student Athletes—Steve Stolp

- ◆ Oversee office operations and personnel
- ◆ Academic Advising and Registration
- ◆ Eligibility Requirements
- ◆ Academic Advising, Registration, and PAC #s
- ◆ Add/Drop dates and Graduation Requirement
- ◆ Major declaration and Career planning
- ◆ Internships/ Special Admit Students
- ◆ New student athlete recruiting
- ◆ Advise for all university majors and minors
- ◆ On campus faculty coordination of recruiting
- ◆ Monitoring and tracking student academic program
- ◆ Communication with faculty/staff
- ◆ Mentoring and counseling student athletes
- ◆ Coordinate communication with athletic department
- ◆ NCAA eligibility tracking and monitoring
- ◆ NCAA eligibility coordination of faculty sign-offs
- ◆ EDLD 407 positive transitions course
- ◆ Serve on university committees
- ◆ Career counseling
- ◆ Facilities issues



Associate Director—Uri Farkas

- ◆ New student athlete recruiting
- ◆ Advise for all university majors and minors
- ◆ On campus faculty coordination of recruiting
- ◆ Monitoring and tracking student academic program
- ◆ Communication with faculty/staff
- ◆ Mentoring and counseling student athletes
- ◆ Coordinate communication with athletic department
- ◆ NCAA eligibility tracking and monitoring
- ◆ NCAA eligibility coordination of faculty sign-offs
- ◆ EDLD 407 positive transitions course
- ◆ Serve on university committees
- ◆ Career counseling

Advising—Jennie Leander

- ◆ New student athlete recruiting
- ◆ Advising for all university majors and minors
- ◆ Monitoring and tracking student academic program

SSA Staff cont.

- ◆ Communication with faculty/staff
- ◆ Mentoring and counseling student athletes
- ◆ Coordinate communication with athletic department
- ◆ NCAA eligibility tracking and monitoring
- ◆ Serve on university committees
- ◆ Career counseling

Integrated Learning Specialists—Twinkle Morton/ Allison Lombardi/David Salmon

- ◆ Learning disability questions
- ◆ Special needs services to learning disabled and at-risk students
- ◆ Study Skills Development within each terms classes
- ◆ Program history

Tutorial Coordinator—Allison Lombardi [interim]

- ◆ Tutoring questions / Tutor supervision
- ◆ Requests for tutors in specific areas; requests for group review sessions
- ◆ Requests for specific educational orientations, programming
- ◆ Tutor recruiting, hiring, training, and supervision
- ◆ Hire, train, and supervise study hall monitors
- ◆ Coordinate and facilitate of freshmen orientation classes
- ◆ Communication with Athletic Department regarding student progress in tutor sessions.

Study Table Coordinator—Carolee von Shillagh

- ◆ Study Hall procedures
- ◆ Questions relating to Study Hall
- ◆ Night time and Sunday Supervisor of staff
- ◆ Calculator Check-out

Office Specialist—Shirley Brabham

- ◆ Manages office and Supervises front desk staff
- ◆ Maintains personnel and payroll records as well as Departmental Budget Management
- ◆ Schedules meetings and special events
- ◆ Processes travel advances and reimbursements
- ◆ Processes invoices

Information Technology Consultant - Steven Pfaffle

- ◆ Computer and software issues and questions
- ◆ Requests for additional software in office
- ◆ Office technology
- ◆ Installs and maintains computer stations
- ◆ Supervisor of computer monitors 8-5 M-F

Student Employees

SSA Staff cont.

Program Assistant

- ◆ Assists with inter-office communication
- ◆ Assists with coordination of Front Desk Staff
- ◆ Coordinates certain office projects

Student Support Staff

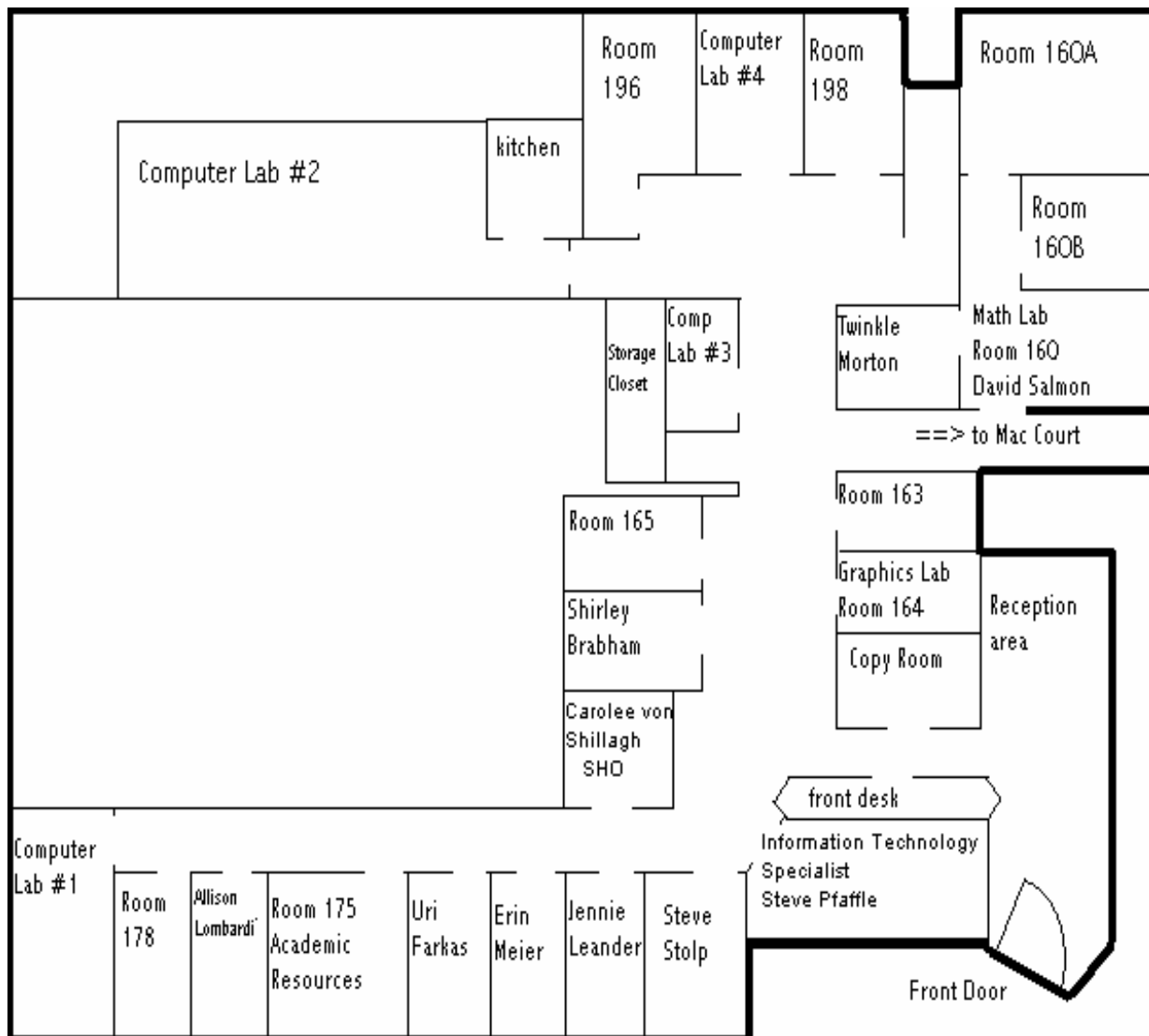
- ◆ Assist with office projects
- ◆ Greet visitors
- ◆ Answer office questions
- ◆ Answer phones
- ◆ Check athletes in / out for study hall
- ◆ Act as resource assistant (will assist with educational and tutoring resources)
- ◆ Help maintain a quiet study environment

Computer Lab Monitors

- ◆ Answer questions regarding problems in the computer labs
- ◆ Help maintain a quiet study environment
- ◆ Enforce computer lab rules and regulations



Map



Environment

At Services for Student Athletes we expect that:

- ◆ Every individual will feel respected at all times in our space.
- ◆ Diversity is honored.
- ◆ The environment is quiet enough that those who need to study can do so.
- ◆ The computers will be used for educational purposes only, UNLESS there are a minimum of two additional computers free at any given time.
- ◆ Cell phones and pagers will be turned off UNLESS you are in the entry-way/waiting area in the front of the office.
- ◆ No food or beverages will be in the Computer Labs
- ◆ Individual offices and spaces will be respected.
- ◆ All staff requests and expectations that are additionally communicated personally and directly will also be honored (including from student employees).
- ◆ If anything happens in this space that you feel uncomfortable with, we expect that you will let the appropriate staff know either in person, or by filling out an anonymous report sheet.



Anonymous report sheet

Anonymous Report Sheet

(Turn in to **Tutor Coordinator's box** OR any other staff member, if more appropriate)

Description of Event

Description of individuals involved (where appropriate)

Any additional information that might be helpful to know

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. Also, those students who are currently in season should have first pick of tutors and tutoring times alike.

Fall term

Cross country
Volleyball
Soccer
Football
Golf (short season)
Tennis (October, 1st week in November)
Basketball (starts October)
Wrestling (starts November)

Winter term

Basketball
Wrestling
Tennis (January through April)
Indoor track
Softball
Golf
Lacrosse

Spring

Football (Spring football is the first 4 weeks after Spring break)
Lacrosse
Soccer (short season – 3 games)
Softball
Golf
Tennis

TUTORING PROGRAM OVERVIEW

WHAT OUR TUTORING PROGRAM INVOLVES

Our tutors are, in most cases, full time students at the University of Oregon who have busy schedules of classes, study, and work. Our tutors have learned how to study, how to deal with the frustrations and hassles of University life and bureaucracy, and how to manage their time well to accomplish academic goals. In some cases, our tutors are community members who spent their years in the teaching profession and have retired from their full-time work, yet want to remain active in helping people learn. In any case, our tutors are caring individuals who want to work with students.

UO SSA TUTORS

Tutors will not only assist student athletes with courses that are in his or her major area of study, but also use the course material from your major area to develop, enhance, and improve general study skills. Some of the things you will work on with your student are note-taking skills, how to get the most out of lectures, how to read a college textbook, helping determine which way to best learn, or how to write a college level paper. You will also help them learn how to prepare for exams, develop critical thinking skills and many other general life skills that will go far beyond their studies at the University of Oregon. You have not only taken the course but have experience in how to help others learn the course material. Your student will have your individual appointments that are required every week at the same time. They can also drop in and see you or other tutors at other times. In addition, a tutor may create and facilitate a study group that meets regularly or a one-time group meeting before an exam or paper.

WHAT QUALIFIES THE TUTORS WHO ARE HERE

Most tutors that work here have minimum Junior standing. Many tutors are graduate and doctoral students, and some are retired teachers. Occasionally a tutor will be a sophomore if they have demonstrated that their academic and teaching ability is exceptional, but this is quite rare.

Tutors who work at SSA have been recommended by Professors on campus, or they have come on their own to seek out this opportunity. All tutors have received a minimum of a 3.0 GPA in anything they tutor, and all tutors have demonstrated that they have the knowledge and tools to be successful in the classroom. More importantly, perhaps, all tutors working here are interested in the educational process itself. They are not only talented in a given subject area, but they are interested in passing along this knowledge to any type of student they will meet with. Tutors understand that students they meet with will have a diversity of interests, strengths, learning styles, opinions, and objectives and tutoring is part of their own educational process: learning from you, the student.

REQUIRED TUTORING PROGRAM DETAILS

The tutoring program equips new students with a variety of critical time management and study skills. The program also seeks to reinforce these skills with students who have found themselves in academic jeopardy. Through regularly scheduled weekly meetings with tutors for each of the student's academic classes, students in the tutoring program have the opportunity to work on course material, plan for important class deadlines, and build on general study skills.

At the beginning of each term, students selected for the tutoring program meet with the tutorial program coordinator to get their tutor assignments for the term. In addition to weekly tutor meetings, students are highly encouraged to come in and meet with drop-in tutors as needed.

Additionally, students who are not selected to be in the tutoring program, but feel that they would benefit from weekly meetings with a tutor can arrange for a meeting through the volunteer program. These meetings should be set up with the tutor coordinator.

For details on how tutors are set up for the term, please see the next page of this manual. More information on what is expected while you are participating in the tutoring program is also provided.

How to Find Tutors

Most important

Any staff member will help you find the tutors you need. The study hall monitor on duty will be aware of who is working, what subjects they can cover, and what their availability is. Any other staff member who is in the building can also help you find this information.

For math help (staff will be present and available *most* hours SSA is open):

- ♦ We have a drop-in Math Lab in room 160

For subject-specific tutors and assigned appointments

Tutors will be in the same room during their shifts each week, when possible, but because of limited space and varying schedules, tutors might often be in a different spaces depending on the day or time you come in. Each tutor has a **sign** that they will put outside of the **door** of the room they are working in so that you know who is working, as well as exactly what subjects they are able to cover. If the tutor is gone briefly from the room, they will leave a note indicating when they will return.

There are **pictures** of all the tutors on the board near the front desk, which will also list which subjects they cover. Often, a tutor specializes in tutoring one certain subject, and it is good to find out what these specialties are as you get to know the tutors.

Next to the tutor's pictures will be a **weekly schedule of the shifts** they work, as well as which times they have **scheduled appointments** versus the times they are available for **drop-in** help. This schedule is posted on the board by the day of the week, and secondly the tutor's last name in alphabetical order. As schedules, especially the first few weeks of the term change frequently, the best way to get the most current and correct information is ask the **Tutor Coordinator, Shirley Brabham or Carolee von Shillagh**.



How to Sign-up for an Appointment with a Tutor (FROM ATHLETE'S MANUAL)

There will be an official sign up for tutors open to all athletes on all teams during the first week of classes each term (please check in with Tutor Coordinator, your advisor, or Tim Bruegman for the most current information regarding specific scheduling). Additionally, there is an online tutor request form located on the SSA website. On the SSA homepage you will see a menu option on the left hand side of the screen called "Request A Tutor". Students are expected to use this form when requesting tutors.

SSA web page: <http://ssa.uoregon.edu/>

Fall term, ALL incoming Freshman on all teams and anyone with a GPA 2.25 or below will have mandatory tutoring. For all others, tutoring is voluntary and you may use the online request form. Winter and Spring terms, tutoring is mandatory for all those with a GPA of 2.25 and below, voluntary for all others.

Weekly Meetings: How to get the most out of your tutoring appointment

- ◆ Bring a copy of your class syllabus
- ◆ Come to your tutoring session prepared with all course books and packets
- ◆ Bring pencil, paper, and anything else appropriate for the class you might need
- ◆ Come prepared with specific questions to ask the tutor
- ◆ Come prepared with a completed assignment from last week's session, when appropriate
- ◆ Communicate with the tutor what your personal interests and priorities are, as well as how they can best help you.

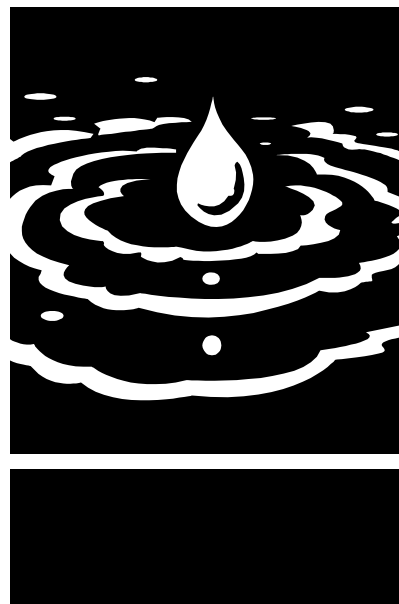
DROP-IN TUTORING

Drop-in tutoring provides students who are not on mandatory study hall or participants in the tutoring program the opportunity to meet with tutors on an as-needed basis. All tutors are normally available for drop-in meetings when they are not meeting with their assigned students. To see when tutors are available for drop-in appointments, search the daily schedules by day and look for times indicated by a solid line under a tutor's name.

All student-athletes have the opportunity to seek help from SSA tutors, in every subject, even if they do not have a previously assigned or scheduled appointment. Even students who rarely use the SSA facilities or who are not required to see a tutor may at anytime seek the help of SSA tutors. There is no limit on the length of time a student may spend with a tutor during a “drop-in” session and there is usually at least one tutor available for most subjects throughout the length of a normal school day. However, many tutors have a number of scheduled appointments and are not available at all times. Students may sometimes have to wait for a tutor to complete a session already in progress, but tutors will always be happy to help a drop-in student when they are finished, provided they are scheduled as available during that time.

Students may check on a tutor's availability, or find a tutor who teaches a certain subject, by checking the general list of tutors and subjects located on the main board in the SSA front office. Students may also locate a tutor through the help of other SSA employees. Most tutors and staff will be able to direct students in an efficient manner. Sometimes students might be unable to find a tutor who teaches a particular subject. In this situation, it is again advisable to check with an SSA staff member and ask if they know of anyone who might be able to help. More than likely, someone at the SSA can be of assistance.

Drop-in students should be prepared as possible when meeting with a tutor. 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. The better prepared a student is, the more thoroughly the tutor will be able to help him or her.



First Thursday Sign-up

The first week of classes all student employees will work their regular schedules, and tutors will be available for drop-in. It is not until the evening of the first Wednesday or Thursday of classes, however, that tutoring appointments are set up. Therefore, official tutoring (weekly sessions with mandated and voluntary students) starts the second week of classes and continues through dead week.

The first Wednesday or Thursday of classes, all of the tutors will meet at the Casanova Center at the specified time and all athletes who need tutors (mandatory and voluntary) will show up, as well.

The tutor coordinator will provide you with updated schedules and signs.

You will be able to sign up tutoring sessions directly with the athlete. Please communicate with them what you most like to tutor – as they may be asking you to tutor something that isn't your first choice, but IS someone else's first choice. You will find that once a tutor is known, the word gets passed along, and you could get a lot of requests. This means two things. **One**, if you are a new tutor and you don't initially get a lot of interest from students, please don't take it personally. It takes them time to get to know and trust you, and they'll always gravitate towards familiar faces. **Second**, if you are a tutor who gets a lot of student requests for help (or for *anyone* who feels overwhelmed during sign-up), please begin to say NO when your schedule is full. It is important that you don't feel overworked, and that newer tutors also get a chance to have fuller schedules.

A group of us usually meet here at SSA a half hour before sign-up to carpool over if you don't have a ride, or if you don't know how to get to the Casanova center.

Flow of the Term & Group Study Sessions

Week 1

- ◆ No official tutoring appointments, tutors ARE available for drop-in help.
- ◆ Tutor sign-up at the Casanova Center

Weeks 2 – 10

- ◆ Scheduled tutoring appointments take place (individual and group tutoring sessions)
- ◆ Drop-in help is available

Week 10

- ◆ **Dead week is a normal week of tutoring appointments and schedules**

Finals Week

Tutors will be available to cover all major subject areas for drop-in. Tutors work different schedules this week, and not all of them come in to the office. If you have a specific tutor you would like to meet with during finals week, it is your responsibility to schedule this with them ahead of time, depending on their availability.

GROUP STUDY SESSIONS AT SSA

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

Tutors who are experienced in the subject area organize these group review sessions. The sessions offer students the chance to review key material from the class in a group of fellow student athletes. They are an excellent chance to meet study partners who also have a hectic athletic schedule. The sessions offer students a comfortable environment where they can feel free to ask questions of the tutor, and benefit from the knowledge of other student athletes who are taking the class.

A few days in advance of the study session, signs will be posted around the office, letting students know when and where the study sessions take place. To make these review sessions as helpful as possible, bring your books, class notes, and a list of questions to ask. There are many benefits to studying in a group, and you will find that many of your classmates share many of the same questions you have. Group review sessions can be far more enjoyable than studying alone. They are one of the most popular resources here at the office, and something that every student will find useful.

Preparation and Other Responsibilities

Typical Session

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.

1. Have a lesson plan (active tutoring)
2. Check on class progression – prompt for questions re: lecture notes/questions
3. Confirm student-athlete has done reading/homework/paper/assignment as discussed in last meeting
4. Prompt student-athlete for questions about material/Question student-athlete regarding material
5. Facilitate understanding of key points/trouble spots
6. Help student study for test
7. Brainstorm paper topics
8. Explain test-taking strategies
9. Study skills/habits

Discuss what the student should have prepared for the next session

Preparation

1. Tutors must prepare for regularly scheduled sessions; therefore, UO SSA will provide you with course texts and packets.
2. Preparation is paid and should be worked on when the tutor doesn't have scheduled appointments.
3. Preparation time will be factored into tutor's schedules.
4. Since several different tutors may have students in the same course, texts will have to be shared.
5. Tutors will check out texts from the Academic Library and return them when finished, so other tutors may use them for preparation.
6. **AFTER TUTORING, PREPARATION IS EVERY TUTOR'S FIRST PRIORITY.**

Other Tutor Responsibilities

1. Special Projects
 - Workshops
 - Study Guides
2. Trash/Recycling (closing crew)
 - Clean your area (white boards, papers, chairs, etc.)
 - Empty trash from work rooms into main trash receptacles in hallway
 - Empty recycling from work rooms into recycling bins by back door next to Room 198

Tutor & Student Expectations

EXPECTATIONS OF THE TUTOR

1. Have a complete lesson plan for each session
2. Complete a written summary of the session
3. If student does not show to a mandatory appointment, fill out a Missed Opportunity form.
4. Review Notes
5. Clarify Concepts
6. Answer questions
7. Interpret tests
8. Explain/demonstrate problems
9. Review materials for test
10. Model effective learning techniques
11. Be consistent in enforcing SSA policies/ NCAA guidelines

EXPECTATIONS OF THE STUDENT ATHLETE

1. To be on time for every tutoring session
2. Bring appropriate textbooks, writing implement and paper.
3. To give timely information about class assignments completed and upcoming homework and tests.
4. Be respectful to the tutor and others who may be in the same session or the same room.
5. Participate in the tutoring session
6. Utilize the tutor as another resource, not as a replacement of the teacher/Professor.
7. Complete any tutoring assignments that may be given
8. Going to your tutoring sessions will not be used as make-up for missing classes. The only exception is mandatory travel for your sport.

Tutor/Student Agreement Form

I understand and agree to the terms of the Student Athlete/Tutor agreement. I also understand that if I do not abide by the expectations that have been mentioned that I am in violation of the agreement and it may result in the loss of tutoring services for the rest of the semester for the student-athlete.

Student Athlete _____ Date ____/____/____

Tutor _____ Date ____/____/____

Tutor Training

September Training

The main staff/tutor training takes place every year just before Fall term starts, as this is the time when we have the largest number of new hires. This training is mandatory for all tutors who would like to work Fall term, as we cover SSA policies and procedures, NCAA guidelines, tutor strategies, sign paperwork, and cover all sorts of other important things. Food is provided, and it's also a great, fun way to meet all the others working here at SSA.

Post-Fall Hires

If you are hired after the fall training, or in the middle of a term (which we try not to do, but on occasion does happen), please know that you are also responsible for all of the material in this manual. Because things can get busy, it is important that you schedule a time to meet with the Educational Program Coordinator as soon as you're able to go over NCAA rules, confidentiality, program policies and procedures, tutoring philosophy, paperwork, etc. Also, please use the staff who have been around as resources, as they can probably offer the most timely and pertinent advice.

Tutor Paperwork/Specifics for Flow of the Term

First Meeting

Specific for tutors: The first meeting with the student is different than all the others and, in many ways, is the most important because it is the first point of contact with the student and will set the tone for consecutive meetings. Use this opportunity to set a positive tone for the term by doing the following:

1. Be enthusiastic and positive about the privilege of the meetings for both parties.
2. Ask the student questions about his/her background, sport, and life goals.
3. Tell the student about yourself—your background, life goals, and other points of interest. Some examples of questions to ask:
 - Tell me a little bit about your family and friends around your home
 - Who do you feel supports you the most and in what areas?
 - Does anyone in your family have a college degree?
 - When did you decide to go to college?
 - Tell me a little bit about what kind of a student you are. What are your strengths? What are your challenges in school?
 - So far – what’s your assessment of your new environment (campus, Eugene)?
4. Make 2 copies of the syllabus, one for yourself and one for the office file.
5. Introduce the student to our time management system. Using the syllabus, have the student fill in the following if needed:
 - Monthly Calendar
 - ◆ Test dates
 - ◆ Travel dates
 - ◆ Paper due dates
 - ◆ Project due dates
 - Weekly Calendar
 - ◆ Class schedule
 - ◆ Practice/Training schedule
 - ◆ Travel
 - ◆ Weekly counseling appointment
 - ◆ Tutoring appointments
 - ◆ Any other recurring weekly commitments

Continued....

♦ Homework/study schedule

6. Advise the student what to have prepared for the next meeting based on reading assignments and lecture topics listed in the syllabus.

Tutor Notes **VERY IMPORTANT**

The Tutor Notes Program is an online application that you will use to log the results of each tutor session. The Tutor Notes System can be accessed from any campus computer via our website at <http://ssa.uoregon.edu/>.

Notes must be entered into the system **immediately** after each tutorial session. Please fill in all mandatory sections and make your notes as detailed as necessary. It is important to be as honest and descriptive as possible, it is not advantageous to write "Student-Athlete is doing fine." If you have any concerns and/or if the student is doing exceptionally well, please note this in more detail. Focus on the student-athletes progress in the course and any successes/difficulties s/he may be having. Always include the following information in your notes:

1. Your name, session time and course tutored
2. On time status, preparedness and attitude
3. Course progress, successes and difficulties.
4. Assignments given in preparation for next tutor session.

The Educational Program Coordinator will read the notes on a daily basis. He/She will also give out additional instructions for notes as needed.

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

No Shows

Specific for tutors: Submit a No Show report for any of the following reasons:

1. The student doesn't show up for the appointment or shows up over 15 minutes late
2. The student cancels or attempts to reschedule without at least 4 hours notice
3. The student cancels an appointment, reschedules, but then does not show to the rescheduled appointment.

Specific Concerns

For any concerns you have, at any time, please see the Tutor Coordinator

Schedules: For the Term, Finals Week

Tutors are usually able to schedule their own hours, both the number of hours each week, as well as the specific days and times for these hours. There are exceptions to this at times, however, and if there are special circumstances the individual will know all specifics at the time of hire, or prior to the beginning of a term.

General guidelines for scheduling hours follow:

- No student employee may work more than 20 hours on campus (this applies if you are working additional jobs on campus).
- Most athletes are in practice weekdays between 2:00 – 5:00. We may have one person covering math and one person covering writing during these times for the occasional drop-in student, but otherwise I will not schedule anyone during these times.
- 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 (this makes it too hard to schedule rooms, and tutoring appointments are always scheduled on the hour).
- The sooner you let me know what your schedule is, the better.
- No schedule changes after the first week of classes.
- Sometimes, I will ask someone to change their schedule if I have certain needs that arise (room space, not enough staff on an evening, too many staff one shift, etc.).

Working During Finals Week

Tutoring hours during finals week are *optional*. If you would like to work during finals week, you need to give your schedule to Tutor Coordinator by the end of Week 9 of classes. Some people work the same

hours they have been working during the term, but most will change the hours to fit their own studying needs. Additionally, while a few students may come in to the office here and there Thursday and Friday of finals week, it is generally very quiet around here, and there is little to no need for tutors.

Summer Tutoring

Only a small staff is hired (generally) to work over the summer. Special budgets and guidelines apply to the summer (we work with a very small budget compared to the academic year). If you are interested in working over the summer, please talk to the tutor coordinator directly about this. We do what we can to hire a few tutors – especially if you cover a certain subject there is a need for, and if you’re very self-motivated when it comes to projects – but cannot promise anything.

Add/Change Subject Tutored

If you would like to **add** a subject to tutor (if you can verify that you’ve taken the coursework and received a minimum of a 3.0), if you would like to **remove** a subject you tutor, or if you would like to **change** the specifics within a subject you tutor (i.e. from Business, to BA 101 only), please see the tutor coordinator at your earliest convenience. The more we can specifically know what you like to tutor the most, the better we can serve the students.

Ordering/Using SSA Books

As a tutor working with a student in a standing weekly session for the term, you will have access to the textbooks for their course so that you can plan appropriately. Please follow the following guidelines:

1. Look FIRST in our library, to see if we have the textbooks already on hand. You can do a search on the computer (under file library) in the tutor resource room if you can’t find it easily on the shelves.
2. If we definitely do not have the book here at SSA, fill out a book order form (in the tutor resource room, with the rest of the forms). You will need the course number, title, author, and any other additional information that would be helpful. Give the order form to Tutor Coordinator at your earliest convenience. Early in the term, I will take a trip to the UO Bookstore a minimum of twice a week to pick up books. After the 5th week of class, I will NOT purchase textbooks, unless there are special circumstances and the book is available still. Once purchased, the books will be in the black cabinet in the tutor resource room so that they are accessible. Textbooks should never leave the office, ESPECIALLY if others are tutoring the same course. If you have a special need, please talk to Tutor Coordinator and you may be able to sign out the book overnight.

Drop-In List

This is a list for drop-in students who come to see you. It is important that you keep this list with you throughout the term and that you document who comes to see you (even if it is only one or two students during the term). Using straight schedules, it is sometimes hard to show outside folk exactly how hard you all work, and how many students you actually meet with per term. For budget reasons, but also for planning and scheduling reasons, it is vital that everyone keep records of who they meet with during the term.

Staff Resource Room/Writing Lab

The UO SSA ***Tutor Resource Room*** (which may still have the Academic Coach label on the door) is located in Room 175 and houses the Tutor Library, mailboxes, Tutor Session Note computer, and supplies and **doubles as** a drop-in ***writing lab***. Tutors who specifically cover writing will be in this room as much of the day as possible, though there may be breaks here and there between shifts. Please know that, because of space reasons, we'll have to learn to live side-by-side in this room. Whenever possible, the quieter everyone can be, so that tutoring and employee needs can simultaneously peacefully co-exist, the better. The door to the Tutor Resource Room must be locked any time a tutor is not in the room. Please get the room key from a staff member if the door is locked. Lock the door when you leave. To ensure safe treatment of all books and equipment, the door to the Tutor Resource Room will be locked anytime a tutor is not in the room..

Employee Information

Payroll

The due date for your timesheet will be noted on the timesheet. Please put completed timesheets into Shirley Brabham's mailbox on the due date (last marked day on timesheet). Please be certain the following information is included on your timesheet:

1. Name
2. Social Security Number
3. Position (Monitor, Tutor)
4. Check Grad/Undergrad
5. # Enrolled Hours
6. Total Hours Each Week
7. **Signature**
8. Date

For each shift worked, log time in and out on timesheet, and total the number of hours worked for the day. Time should be rounded to the nearest quarter hour (e.g., if you arrive at 9:05, log in 9:00; if 9:10, log 9:15). **Note: If timesheets are not turned in on the due date, you will not be paid for that month. Make sure you turn in your timesheet on time and sign and date.**

Payday is the last working day of every month. Tutors may arrange for direct deposit, or pick up their checks at the Payroll department on the first floor of Oregon Hall. See Shirley Barabham if you have any changes that need to be made regarding payroll.

Photos

We will be taking photos of you at the Fall Orientation so that we can post your picture on the board at the front of the office. If you would rather that we take your picture at another time, please just let us know.

Signs

You will have an 8 ½ x 11 laminated sheet that will serve as a sign so that athletes can find you. It will have your name, and the subjects that you tutor. We will do our best to get this to you in a timely fashion if you are a new hire, but don't hesitate to remind Tutor Coordinator or the staff at the front desk to make a sign for you.

It is your responsibility to have your sign with you at all shifts, posted outside of the door of the office you are scheduled to tutor in for the day. While it is easy to forget to put the sign up and/or to take it down afterwards, this is sometimes the **ONLY** way for a student or a staff to know that you are actually present and tutoring. So, please **PAY ATTENTION** to your sign, and use of your sign. If you leave the room for 5-10 minutes to use a computer, to go on break, or to use the restroom, please put up a note explaining when you'll be back. It is often hard enough for a student to ask for help that, when you're not easy to find, they give up right away. It is our responsibility to be as accessible as possible to students and other staff who need to know where we are, *especially* those students who might feel intimidated about seeking out a tutor they don't know.

Beginning and End of the Term Meetings

You will be asked to set up at 20 minute meeting with your supervisor, once at the beginning, and once at the end of the term. I have an open door policy – always – but even so, things get busy and there are certain tutors I see more often than others due to scheduling reasons. It is important for me to have a time set aside to check in with you, to see how things are going, to answer questions, to pass along important information, and to discuss specific students and tutoring sessions, as appropriate. I will let you know by email when these meetings will take place.

What to do if You Can't Make a Shift

UO SSA employees are expected to be on time and prepared for their appointments and shifts. There are two types of absences, excused and unexcused. If you cannot make a shift last minute, please inform Shirley or Carolee[for night and Sunday shifts] AND the staff at the front desk, so that we can make sure the athletes get this information in a timely fashion.

Excused

1. At least 4 hours prior notice of illness
2. Informing your supervisor in advance of a planned absence and getting someone to cover your shift (if drop-in or monitor assignment)
3. Informing your supervisor in advance of a planned absence and rescheduling your coaching sessions.
4. An unplanned emergency (auto accident, injury, disaster—natural or otherwise)

Unexcused

1. An absence that does not qualify as one of the above.
2. Leaving early, not completing your full shift
3. More than 3 “late arrivals” (10+ minutes) will count as an unexcused absence.
4. Missing a mandatory meeting

Communication

Communications will be delivered via e-mail. All tutors should check email regularly, as they will miss key messages and information necessary for their jobs at UO SSA if they do not. ***All tutors will be held responsible for being aware of all program-related communications disseminated through the UO SSA office.*** “I didn’t check my e-mail” is not an acceptable reason for missing key communication and information. You may use the computers at UO SSA to check your email.

If email does NOT work for you, it is your responsibility to let me know. If this is the case, I will print out a copy of the emails for you and put it in your box in the Tutor resource room.

Disciplinary Action

What Warrants Disciplinary Action?

1. Falsifying Timesheets
2. Disruptive Behavior
3. Unexcused Absences
4. Insubordination
5. Arriving Late & Leaving Early
6. Any Other Inappropriate Behavior (i.e., 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).

Two Paths of Disciplinary Action

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

1. **General Infractions - “Three Strikes Program”**
Verbal Warning
Written Warning
Termination
2. **Severe Infractions – “Immediate Termination”**
Case-by-case
Dependent upon circumstances supervisor Judgment

Renewal of Contracts

If a problem brought to your attention is not corrected, there will be a meeting with Tutor Coordinator to determine whether we can continue to work together.

Shift Procedures

Please follow the following procedures listed below for every shift worked:

Check-In Procedures

1. Note time of arrival on timesheet (within .25 Hour)
2. Retrieve materials from mailbox
3. Check email for communications from supervisor, other coaches, and students
4. Post your laminated sign on the outside of the door.

During Your Shift

1. Be visible, welcoming, and readily available
2. Complete all reporting procedures and record-keeping tasks
3. Prepare for your appointments
4. Study
5. No extended visits by friends, partners, etc.

Check-Out Procedures

1. *Morning & Day Shift*
 - Clean your area
 - Remove your sign from the board
 - Return your materials to your mailbox
2. *Closing Shift – All of the Above, PLUS:*
 - Empty garbage cans from offices and rooms into tall receptacles at front of office
 - Empty recycling into proper bins at back of office.
 - Close office windows and doors
 - Assist closing staff with other closing tasks

NCAA Rules and 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 generally and the Services for Student Athletes (SSA) more specifically. Accordingly, you are responsible for acting in compliance with the NCAA/PAC 10 rules. **FAILURE TO RECOGNIZE NCAA RULES COULD LEAD TO A RULES VIOLATION, WHICH COULD RESULT IN YOUR INSTITUTION BEING PLACED ON NCAA PROBATION.** Therefore, to assist you in acting in compliance with the rules, 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 this list as a guide, but always ask a staff member if you have any questions with regard to NCAA permissible activity. The integrity of the institution and the athletes, is dependant on you.

As you tutor, you must be familiar with the terms of NCAA bylaws. While it is 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 (such as a member of a foster family) to provide the student-athlete or the student-athlete's relative or friend with a benefit not expressly authorized by NCAA legislation. 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 or buy the student-athlete anything.
4. Help the student outside the UO SSA office.

If you have any questions regarding NCAA Rules and Regulations, please ask your supervisor, or see the NCAA rules and regulations document in the Tutor Resource Room.

Writing Guidelines

1. **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.
2. **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.
3. **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.
4. **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 you've said, the student should be refused and asked to paraphrase in his/her own words, and write down the translation of the ideas expressed.
5. **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 me. Violation of any of these rules will result in disciplinary action up to and including termination. Our tutoring program has a long history of integrity and the highest professional standards of behavior. We must all act to protect and preserve our excellent reputation.

Professionalism in the Workplace

Professionalism and Ethics

- Be a role model; display respect and dignity to everybody.
- Practice regular attendance and be ON TIME FOR YOUR SHIFTS.
- Confidentiality must be strictly maintained regarding student-athlete's academic performance and concerns.
- Go to your supervisor with any confidential information that you feel should be addressed. Confidentiality is designed to protect—don't keep potentially harmful or illegal information to yourself.
- Do not go beyond the call of your job—if you don't know how to deal with, or are not trained to deal with, specific issues, DON'T TRY TO RESOLVE THEM. Instead, direct the student to the proper channels for resolution
- Do not “cover” for your students (i.e., not filling out a Missed Opportunity slip because you don't want the student to get in trouble, or because the student asked you not to.)
- A tutor should not date, become involved with, nor sexually harass any student-athlete that he/she is working with.
- Let your supervisor know if any relationships develop and s/he will reassign the student-athlete to a different tutor.
- A tutor should not accept any gifts from the student-athletes 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.
- A tutor should not work with a student athlete whom he/she lives with.

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 encourage them to learn and to facilitate that process. Tutors should not encourage “dependent” relationships. A tutor should assist student-athletes in understanding the learning process and putting into place effective study and learning practices.

The Services for Student-Athletes 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 must maintain only professional relationships with the student-athletes whom they work or come in contact with while in an educational setting.

Discrimination and Sexual Harassment

Supervision

Tutors report to Allison Lombardi, Interim Tutorial Coordinator. All questions, concerns, and problems relating to employment at UO SSA should be addressed to her. At night, Carolee von Shillagh is the responsible supervisor and will function under the same guidelines as the day crews and as listed in this manual.

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 Harassment

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

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:

1. Offensive Jokes
2. Suggestive Comments
3. Threats
4. Insults
5. Propositions, whistles, or cat calls
6. Name Calling
7. Suggestive Gestures, Leering, or Staring
8. Displaying Sexual or Other Offensive:
§ Posters, graffiti, cartoons, calendars, screen savers, etc.
9. Pinching, touching, grabbing, kissing, hugging
10. Trapping or Cornering another person
11. Rape, attempted rape, or other sexual assault

Reporting Procedures

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

Learning Styles

It is important to acknowledge that a student may have a different learning style than a tutor does. Therefore, as a tutor, it is important not only to know what your own personal learning preference and strengths are, but also how to assist the student to be aware of this same information. Depending on one's learning style, there are quite different tactics related to doing well both in the classroom itself, and also for studying. For some specifics related to different learning styles, please see that attachments (as provided by Integrated Learning Specialist, Twinkle Morton and Allison Lombardi).

Learning Specialist/Integrated Learning 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 what you alone can offer and/or they may have a potential learning disability, please talk to Twinkle Morton or Allison Lombardi. She will be able to offer advice, outside resources, and might potentially be able to meet with the student herself (if she knows before the beginning of a term).

Ideas for What to do During Tutoring Sessions

There might be times when it's either the very beginning of a term and no assignments are due yet, or a time when you feel like you need to do something different for awhile in the sessions, when you see a specific need, or when you've covered the course material, but have a chunk of time left over when you can still meet with a student. During these times, and always, in fact, it's always good to make sure that the student has the basic skills necessary to succeed in a class – even if these aren't directly related to the course at hand. Some ideas of what we've found the most useful to cover, follow. There are various pieces of written information floating around the office about these topics, other tutors can offer their suggestions and approaches, and/or you can talk with the tutor coordinator, if you don't already have your own ideas. Dave Ellis' *Becoming a Master Student* provides excellent, concise information about many of the following subjects in a format that is accessible for tutors and students alike.

- Goal Setting Techniques
- Research skills
- Time Management
- Study Skills
- Test Taking/Anxiety
- What to do when there's nothing to do sheet (in tutor resource room)

1. Be enthusiastic about the appointment and the subject.
2. Be approachable—the student should always feel welcome.

Interpersonal Communication

3. Practice positive, helpful, respectful verbal communication—tone, volume, and pitch can speak volumes without words.
4. 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.
5. Manage external and internal distractions
 - Environmental noise
 - Distractions or thoughts
 - Preoccupation
 - Hunger
 - Any physical or mental condition that prevents effective listening.
6. 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.
7. 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 receiver will understand
 - Ask the student to paraphrase to be sure your message was understood.
8. Guide students toward solving their own problems; don't give advice.
 - You are not an expert on another person's life.
 - Giving advice demonstrates lack of confidence/respect for individual to solve her/his own problems.
9. Practice effective interpersonal communication.
 - Listen
 - Provide support and assistance to the student, so s/he can solve his/her own problems

Continued

- 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

Trust

1. Practice all of the above tenets of effective interpersonal communication. Listen, respect, support, and build a relationship.
2. Encourage the student-athlete to express his/her thoughts and work through problems without judgment.
3. Relate your own personal successes, failures, and difficulties.
4. Let the student start at his/her own level and work at a comfortable pace, completing one learning phase before moving on to another.
5. Give constructive, honest, usable feedback regarding work and behavior.

Goal-setting

1. Goals should be clear and specific
2. Goals should be attainable but hold a challenge
3. Goals should be measured (mid-term and end-term)
4. Deal only with academic goals

Problem Solving

1. Ask open-ended questions to get at the heart of the matter
2. Ask for clarification of certain points that seem to get to the heart of the matter
3. Listen for repetition of words and themes
4. Paraphrase & summarize responses to ensure your own understanding
5. Analyze information given to determine cause of problem—i.e., is this problem due to a lack of skill, confusion, motivation, etc.
6. Refer student to proper channels (counselor, professor, etc.)

Motivation

1. Remind student of goals
2. Relate topics to student's interests
3. Use relevant, real-life examples
4. Demonstrate relevance of subject to student's life
5. 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. Tutors will find more detailed information in the General Tutoring Skills Handbook (GTSH). Here are some general rules of thumb:

1. Repeat relevant information several times. Repetition is not redundant to someone who is learning something for the first time.
2. Explain concepts several different ways. Use analogy, visual aids, current events, and life examples.
3. Emphasize the importance of going to class and to office hours.
4. Stress the benefits of taking one's own notes, and recommend note-taking systems (see GTSH).
5. Help the student build effective study skills.
6. 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.
7. Help the student increase reading comprehension.
 - Pre-reading
 - Note-taking
 - Question-asking
8. Know how to read a text
 - Key points
 - Paraphrase concepts
 - Read summaries prior to chapter
9. Understand the strategy of multiple choice exams
10. Write better papers
 - Essay building, argumentative strategies
 - Grammar & punctuation
11. Vocabulary

Additional Tutoring Resources

Student Athlete Handbook / Tutor Training Materials

There are many reincarnations of tutor training materials from here in the SSA office, as well as from other programs. Some of the material in this manual comes directly from previous manuals; some of it has been changed, added, or left out for space reasons. Please know that there is no shortage of manuals, and you might find information that is quite helpful in many, many places. Following is a starting (but not comprehensive) list of packets, manuals, and sheets that you can look at when you have quiet drop-in time. There are duplicates of many of these around the office, but copies will be kept in the Educational Program Coordinator's office to be checked out.

Packets/Handouts:

Tutor responsibilities
Learning styles (Visual/Verbal, Auditory/Verbal, Visual/Nonverbal, Tactile/Kinesthetic)
Active reading strategies
Intercultural Competence
Goal setting techniques
Critical Thinking Skills
The First Meeting with Assigned Students
Tips for Taking Tests
Study strategies for Mathematics
Commonly Confused Words
Textbook Study Method

****Also:** You are highly encouraged to develop your own packets, study guides, handouts, resources, etc. that can be subject/experience specific. If you see information we are lacking, I encourage you to take the initiative to type something up and/or to inform me so that I might find someone else who would like to take the opportunity to do so. As a side note, projects like these are not only helpful to many, many other tutors, but also look great on a resume.

Writing Manual

2002/3 writing tutors Chris Arnold, Kole Hodgen, April Snell, and Chessie Woodruff created a very well written, current writing manual for anyone who would tutor writing, work in the drop-in writing lab and/or tutor writing for any subject that uses papers as assignments. It is not only well written, but very specific to our office, students, and needs, so I highly encourage you to check this out.



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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 22^t, 2005

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 team leader or my supervisor for clarification.

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.

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, the Educational Program Director **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 _____

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
- Other appropriate tutors

Please do not discuss student's academic concerns with:

- Other students
- People in your department
- Your personal friends
- The media

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 Student Information..

Signature

Date