

SSA Handbook

FOR TUTORS/MONITORS



2008/2009
ACADEMIC YEAR

Table of Contents

| Section..... | Page # |
|--|--------|
| Welcome & Mission Statement..... | 4 |
| SSA Staff | 5 |
| SSA Building Resources & Hours..... | 9 |
| SSA Office Map..... | 10 |
| SSA Environment..... | 11 |
| Sports Season Calendar..... | 12 |
| Tutoring Program Overview | 13 |
| General Information for Tutors..... | 15 |
| Meeting with Students..... | 18 |
| Tutor & Student Expectations..... | 21 |
| Employee Information..... | 22 |
| Discrimination & Sexual Harassment..... | 26 |
| Professionalism in the Workplace..... | 27 |
| NCAA Rules & Regulations | 28 |
| Writing Guidelines..... | 29 |
| Interpersonal Communication..... | 30 |
| Conditions that Promote Student Development..... | 31 |
| Strategies for Success..... | 32 |



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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, Director of Services for Student Athletes
stolp@uoregon.edu, 346-5354

- ◆Football
- ◆Baseball
- ◆Men's Basketball



Jennie Leander, Associate Director
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- ◆Football
- ◆Women's Basketball
- ◆Women's Golf
- ◆Lacrosse



Dietrich Moore, Associate Director
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- ◆Men's Track and Field
- ◆Softball



Chris Young, Academic Advisor/Counselor
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- ◆Football
- ◆Men's Golf



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SSA Staff



Anthony Gabriel, Academic Advisor
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- ◆ Baseball
- ◆ Lacrosse
- ◆ Volleyball
- ◆ Women's Tennis

Jennifer Jackson, Academic Advisor
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- ◆ Women's Track
- ◆ Soccer
- ◆ Team Stunts & Gymnastics
- ◆ Men's Tennis
- ◆ Cheer



Twinkle Morton, Learning Specialist
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David Salmon, Math & Science Learning Specialist
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SSA Staff



Nick Lougee, Learning Specialist
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Emily Beal, Learning Specialist
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Wendy Pierpont, Learning Specialist
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Carolee Von Shillagh, Evening Study Table Coordinator
carolee@uoregon.edu, 346-5359



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SSA Staff



Shirley Brabham, Office Manager/Tutorial Coordinator
shirleyb@uoregon.edu, 346-1144



Steve Pfaffle, Information Technology Consultant
pfaffle@uoregon.edu, 346-5353



Kiley Strong, GTF Assistant Tutor Coordinator
kstrong@uoregon.edu



Marc Reece, GTF Structured Study Hall Coordinator
mreece@uoregon.edu

SSA Building Resources & Hours

SSA RESOURCES

In addition to academic advising and tutoring, SSA provides the following resources for students:

- ◆ Math Lab
Drop-in help with David Salmon during daytime hours
- ◆ Computer Labs
Access to the internet, printers, word processing and office programs
Wireless internet access
- ◆ Graphics Lab
Scanning and color printing available upon request
Graphic design programs
- ◆ Calculators
TI83, TI89, and HP10BII are available for checkout
- ◆ Library with course books and packets
- ◆ Laptop check-out available for students
See an SSA staff member for more information

All resources are for educational purposes only.

SSA HOURS

Fall, Winter & Spring terms

Monday - Thursday 8:00 am – 10:00 pm

Friday 8:00 am – 5:00 pm

Saturday CLOSED

Sunday 12:00 pm – 9:00 pm

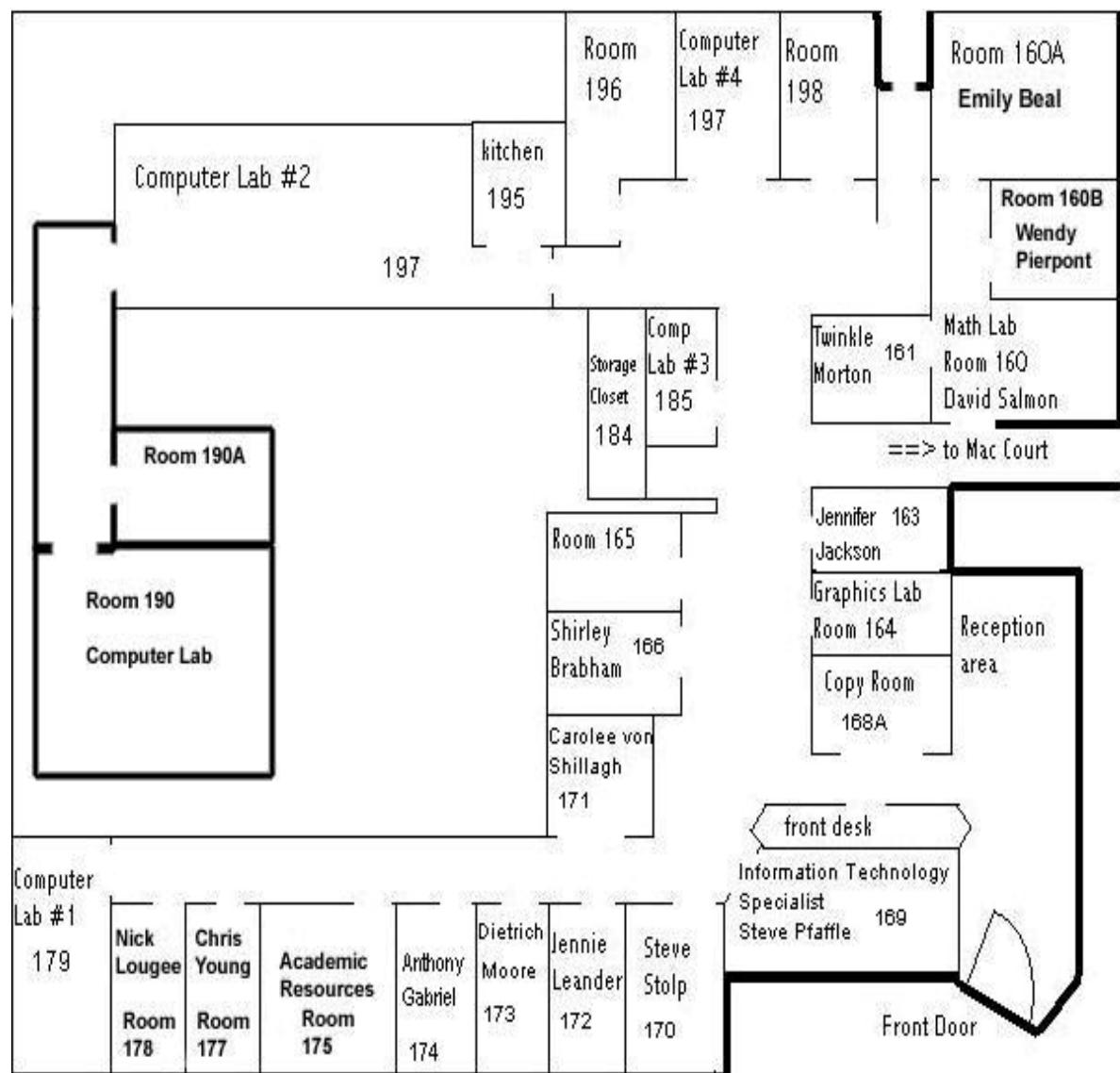
Summer term

Monday - Friday 8:00 am—5:00 pm

Saturday - Sunday CLOSED



SSA Office Map



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 near the computers. All food and drink must be consumed outside of the computer labs.
- ◆ 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.



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

SPRING TERM

Track and Field (Men/Women)
Lacrosse
Softball
Golf (Men/Women)
Tennis (Men/Women)
Baseball
Team Stunts and Gymnastics

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.



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Tutoring Program Overview

REQUIRED TUTORING PROGRAM DETAILS

The tutoring program assists new students in their first year on campus 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 will participate in Tutor Sign-up Night on the first Wednesday of the term. This fall, Tutor Sign-up Night will be held on Wednesday, Sept. 26th. Student-athletes will meet tutors and verify their tutor schedule.

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

Detailed descriptions of the tutor position are included in the following pages of this manual. Please review the manual and use it as a reference in the future. Expectations for the tutoring program are provided, as well as other information about the SSA office and staff. You are responsible for understanding and complying with all the information provided in the manual and at tutor training.

TUTOR TRAINING

Tutor training takes place every year just before Fall term starts. 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 other important issues. The orientation is also a great way to meet all the other tutors working here at SSA.

POST-FALL HIRES

If you are hired after the fall training, please know that you are also responsible for all of the material in this manual.

General Information for Tutors

WHO IS INVOLVED IN THE TUTORING PROGRAM?

During their first year, tutoring is mandatory for all incoming freshmen and transfer students. Anyone with a GPA 2.25 or below will have mandatory tutoring. For all others, tutoring is voluntary.

MATH LAB

- ◆ SSA has a drop-in Math Lab in room 160
- ◆ Staff will be present and available *most* hours SSA is open

SUBJECT SPECIFIC TUTORS & ASSIGNED APPOINTMENTS

The majority of your time will be scheduled in recurring appointments. You will meet weekly with a student throughout the term, tutoring them in one course.

Location

Appointments will typically be in the same room each week. However, due to limited space and varying schedules, you may be in a different spaces depending on the day or time you come in.

Signs

You will have an 8 ½ x 11 laminated sheet with your name and the subjects you tutor that will serve as a sign so that athletes can find 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. If you must briefly leave the room, please leave a note indicating when you will return.

Pictures

Your picture will be posted on a board near the front desk, along with a list of the subjects you cover. Based on your application and interview, all subjects or courses you have indicated you can tutor will be listed below your name, in addition to your sign. This is to help student-athletes familiarize themselves with potential tutors for their courses or subject areas.

Scheduling appointments

There will be an official sign up for tutors open to all athletes on all teams during the first week of classes each term. Additionally, there is an online tutor request form located on the SSA website. You may be assigned tutoring appointments through both avenues.

General Information for Tutors

DROP-IN TUTORING

Drop-in tutoring will be scheduled at a minimum. If you are scheduled for drop-in, you will note your name, subjects and location on the whiteboard as you enter the facility.

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 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 for more information about group sessions.

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

General Information for Tutors

TERM SCHEDULE

Week 1

- ◆ No tutoring appointments
- ◆ Tutor Sign-up Night at the Casanova Center will be held on the first Wednesday of the term

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

TUTOR SIGN-UP NIGHT

On the first Wednesday of each term, all tutors will be available at the Casanova Center to meet student-athletes and schedule appointments based on your availability.

You will be provided with materials for the evening, including the sign with your name and subjects listed. Student-athletes will approach subject tutors to make appointments based on their fall schedule.

Please communicate with the students about your strengths as a tutor and your schedule. Class changes often require tutor appointments to be rescheduled, but we hope rescheduling is not due to miscommunication. Once your schedule is full, please refer students to another tutor.

This initial contact is very important, please be outgoing and professional.

Meeting with Students

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.

- ◆ 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.
- ◆ Make two copies of the syllabus, one for yourself and one for the office file.
- ◆ 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.
- ◆ Obtain contact information from your students.

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.

- ◆ 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
- ◆ Help student study for test
- ◆ Brainstorm paper topics
- ◆ Explain test-taking strategies
- ◆ Study skills/habits
- ◆ Discuss what the student should have prepared for the next session



Meeting with Students

PREPARATION

Tutors must prepare for regularly scheduled appointments. If you feel you need extra prep time, please see the Tutor Coordinator.

Course books and packets will be provided for all 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 Tutor Resource Room. You may check them out and return them when finished, so that others may access them.

ORDERING BOOKS

If you have found that a necessary book is not provided in the black tutor cabinet located in the SSA Library, please contact Shirley Brabham.

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

RESPECT YOUR SPACE

Please keep your workspace clean. This includes cleaning whiteboards, properly disposing of paper and trash, and leaving chairs in the proper place, etc.

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/>. 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 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 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 5 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 appointment or shows up over 15 minutes late
- ◆ The student contacts you to cancel with adequate notice and is cleared through the Tutorial Coordinator (No Show, prior notice)
- ◆ The student cancels or attempts to reschedule without adequate notice (No Show, no notice)
- ◆ 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 15 minutes to arrive. After 15 minutes, your time will be used for drop-in tutoring and additional preparation time. Immediately note your name, location and subjects on the white board as you enter the office. If a student is a no-show for more than three appointments, he/she will be scheduled with another tutor/student pair for their remaining appointments.



Tutor & Student Expectations

As a tutor, you may wish to develop a contract agreement with your assigned students. We recommend you use the available calendar forms to record due dates, and draw a contract agreement based upon this form.

If you would like a more detailed contract, please see the Tutor Coordinator for sample contracts and tips.

Employee Information

SCHEDULING

No student employee may work more than 20 hours on campus (this applies if you are working additional jobs on campus). We require that you work no less than 10 hours per week in SSA. Scheduling of appointments is flexible based on the availability submitted on your application.

The busiest times in SSA are mornings and evenings. The majority of your schedule will fall during these times. We ask that all tutors have one evening per week and one Sunday per month available to work. Most student-athletes are in practice weekdays between 2:00 – 5:00. Scheduling will be limited during this time.

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 first 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.

FINALS WEEK

Tutoring hours during finals week are *optional*. If you would like to work during finals week, submit your schedule to the Tutor Coordinator by the end of Week 9. Please factor in your own studying needs.

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

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

TUTOR RESOURCE ROOM

The SSA Tutor Resource Room is located in Room 175 and houses the Tutor Library, mailboxes, Tutor Notes computer, and supplies.

The Tutor Resource Room also doubles as a group session and staff meeting room. Tutors who lead group sessions may be scheduled in this room during the day and evening hours. Please know that, because of space reasons, we have to share this room. Please maintain a low noise level so that tutoring and employee needs can simultaneously be met.

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.

SHIFT PROCEDURES

Please follow the procedures listed below for every shift worked:

Check-in procedure

- ◆ Note the time of your arrival on your timesheet (with .25 hour), located in a binder at the front desk
- ◆ Check your mailbox
- ◆ Check email
- ◆ Post your laminated sign outside your door.

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:

- ◆ Clean up your area
- ◆ Remove your sign from the door
- ◆ Return your materials to the Tutor Resource Room
- ◆ Note the total time worked on your timesheet

Closing shift:

- ◆ Empty garbage cans from rooms into tall receptacles near the front desk
- ◆ Empty recycling into proper bins near the back door
- ◆ Close office windows and doors
- ◆ Assist SSA staff with other closing tasks



Employee Information

IF YOU CANNOT MAKE A SHIFT

SSA student 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 Brabham, Office Manager, or Carolee Von Shillagh, Study Table Coordinator [for night and Sunday shifts] Please also call the front desk, so that we can make sure the athletes get this information in a timely fashion.

Excused

- ◆ At least 4 hours prior notice of illness
- ◆ Informing Shirley in advance of a planned absence and helping locate a replacement for your shift
- ◆ Informing your supervisor in advance of a planned absence and rescheduling your tutoring sessions
- ◆ 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

COMMUNICATION VIA EMAIL

Most of the communication from the Tutor Coordinator to tutors will be done via email. Please check your email daily, at a minimum, to ensure you are up to date on information regarding your position or your appointments.

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



Employee Information

DISCIPLINARY ACTION

What warrants disciplinary action?

- ◆ Falsifying timesheets
- ◆ 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

Please put completed timesheets into Shirley Brabham’s mailbox on the due date, which is the last marked day on timesheet. If timesheets are not turned in on the due date, you will not be paid for that month. Please be sure your timesheet is submitted on time with your signature and the date.

Please be certain your timesheet is filled out completely. Double-check that your information is correct. Again, be sure you have signed and dated your timesheet.

Payday is the last working day of every month. The pay period begins on the 15th and ends on the 16th 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.

Speak with Shirley Brabham if you have any questions regarding payroll.

Discrimination & Sexual Harassment

SUPERVISION

Tutors report to the Tutor Coordinator. For the fall, the tutor coordinating duties will be divided between Shirley Brabham, Allison Lombardi, and Nick Lougee. All questions, concerns, and problems relating to employment at SSA should be addressed to either Shirley, Allison, or Nick. Shirley is primarily responsible for scheduling and payroll issues; Allison and Nick are primarily responsible for training, course content, and learning strategies. At night, Carolee von Shillagh is the responsible supervisor and will function under the same guidelines as the Tutor Coordinator.

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 – “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 uphold 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 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 a student-athlete with whom they work.
- ◆ 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.
- ◆ If a tutor has a pre-existing relationship with a student-athlete, the tutor will not work with them.

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 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.

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 ask your supervisor, or see the NCAA rules and regulations document in the Tutor Resource Room.



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.
- ◆ **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 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.
- ◆ **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.



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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



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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.
- ◆ Explain concepts several different ways. Use analogy, visual aids, current events, and life examples.
- ◆ Emphasize the importance of going to class and to office hours.
- ◆ Stress the benefits of taking one's own notes, and recommend note-taking systems (see GTSH).
- ◆ Help the student build effective study skills.
- ◆ 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.
 - Pre-reading
 - Note-taking
 - Question-asking
- ◆ Know how to read a text
 - Key points
 - Paraphrase concepts
 - Read summaries prior to chapter
 - Understand the strategy of multiple choice exams
 - Essay building, argumentative strategies
 - Grammar & punctuation
- ◆ Vocabulary



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 25, 2008.

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:** _____

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 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:** _____

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

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:** _____