IAC meeting  
Wednesday, February 16, 2011  
Minutes  

In attendance: Dev Sinha, Mathematics; Grace Golden, Human Physiology; Donna Laue, English; Eric Pederson, Linguistics; Anita Weiss, International Studies; Kristen Hiraoka, ASUO; Colin Rice, ASUO; Rob Mullens, Lorraine Davis, Jamie Moffitt and Gary Gray, Department of Athletics; and guests Steve Stolp, Director of Services for Student Athletes, and Jennie Leander, Senior Associate Director of SSA.  

Dev Sinha:  
There is a group on campus researching a study abroad experience for student athletes. Josh Gordon, Director of the Competition, Not Conflict program at the Law School, is one of the leaders. Would any of the committee members be available to regularly attend some of the meetings? Anita will follow up to obtain more details.  

Presentations scheduled for this year’s remaining meetings:  

March 2: Mike Andreasen, Vice-President of University Development and Hal Abrams, Director of Development for the Department of Athletics  

May 4: Randy Geller, General Counsel and Renée Baumgartner, Executive Senior Associate Athletic Director/SWA discussing Title IX  

Dates TBD: O Heroes, Women’s sports coaches  

Steve Stolp and Jennie Leander:  
In response to the list of questions submitted by committee members:  

1. Is it possible to get a detailed description of the services student-athletes receive? Also, what services is the program considering adding, and why?  

Steve distributed a handout describing the current core services provided and mandated by the NCAA, including academic advising, tutoring, success skills, study hall, freshman/transfer orientation, academic progress monitoring and reporting, assistance with special academic needs, learning assessments, assistance for at-risk students, post-eligibility programs, recruiting, and faculty relations.  

Services being considered for addition are better ways to assess incoming student athletes and providing information to coaches regarding recruiting, which was piloted this year in football.  

2. Does SSA solicit and receive donations? What is the relationship between its funding and fundraising and that of the athletic department and the academic side of the university?
No, although there are gifting options available through the Duck Athletic Fund (DAF) that would support naming rights and operational expenses for the upkeep of awards.

3. Have you tried to measure how choices of majors for student-athletes might differ from those of the general student body? Is there evidence of student-athletes who would be capable and interested in some majors, but who might not be able to pursue them because of scheduling conflicts? If so, what individual or systematic accommodations have been tried or proposed to address such conflicts?

Another handout displayed that student-athletes are not pigeonholed into majors. Almost every major on campus has had a student-athlete graduate. Transfer students have a more difficult time. There are some limitations for student-athletes for some majors, i.e. the studio time required for Architecture, and the travel for International Studies present scheduling challenges. The coaches are willing to work with them, but flexibility is required by all parties. For students who have yet to pick a major, the SSA presents Career Nights and other events for career exploration to help student-athletes find their vocations.

4. Do IAC members and SSA staff think that the level of communication with faculty needs improvement? If needs improvement, can we brainstorm on this?

5. Faculty receive a notification mid-term, asking how the student is doing and what grade they are receiving thus far. It's usually too soon to write a grade. Perhaps asking some specific questions about the student's performance (e.g., are they coming to class; do they appear engaged in the class) would be more useful. So the question: what do SSA think about the effectiveness of the mid-term questionnaires, and should they be revised?

For both nos. 4 and 5, SSA sends surveys to faculty and receives a 60% response rate. The returned surveys are enormously helpful to SSA staff and often help to jump start further communication. Positive feedback has been received from the Math Department and more faculty events at the Jaqua have been requested.

6. A tutor helping with homework can become a tutor doing the homework. What does SSA do to limit this and promote student learning? Are tutors trained to find or make equivalent problems and solve them instead of doing homework problems? Too often [in some experience] student athletes do exceptionally well on homework and poorly on exams.

SSA and Compliance monitor help with homework. The tutors attend tutor training and are aware of what kind of and how much help is appropriate. Tutors record notes of all sessions with their students and those notes are reviewed daily. Tutoring sessions with student-athletes are observed and feedback is provided on and to the tutors.
Tutoring has grown with the move to the new building because of now available space. No tutoring is allowed outside of the building. There is a signed agreement between campus and the NCAA specifying the job requirements of the tutors and approved tutoring schedules.

There is a tiered system of study halls based on GPA and freshman status. Study halls are held when the student-athletes are on the road. There is an established standard of discipline for missed study hall and tutor appointments and the coaches are kept informed.

7. How has the move to on-line homework affected SSA? Are there are (simple) things departments could do to address any issues which on-line homework raises?

That syllabi, assignments and supplemental materials are available on Blackboard is a positive thing and makes tutoring easier. SSA staff cannot help with on-line quizzes and tests.

8. Do any student-athletes have an opportunity to tutor through the TLC or departmental tutoring programs (since they cannot help through SSA, correct)?

Yes, and five student-athletes have tutored for SSA. Walk-on students and seniors who have completed their coursework cannot tutor student-athletes in their own sport. Time constraints usually prevent more participation.

Athletic Director:

Agent awareness – Bill Clever and Hawk testified in Salem yesterday. There are laws in place that are not enforced.
Jaqua Academic Center
Services for Student-Athletes
Core Services Provided and Mandated by NCAA

Academic Advising
Academic advising is one of the central functions of the Services for Student-Athletes (SSA) Office. SSA currently employs five advisors to work with individual students, assigned by team. The overarching mission is to help students succeed academically, while working to obtain a degree from the University of Oregon.

Advisors help students construct quarterly class schedules, navigate major and university requirements, and adhere to NCAA rules for continuing eligibility. Advisors work even more closely with at-risk students, monitoring their weekly progress in courses. Advisors collaborate with department and university staff to ensure a holistic approach to the University experience. In addition, advisors serve as liaisons to faculty and staff on campus.

Tutoring
SSA offers a wide array of tutoring services in an effort to best address the needs of each individual. SSA employs a staff of approximately eighty tutors, comprised of undergraduates, law students, graduate students, and retired teachers. Four to five carry the distinction of a Super Tutor, and work with the most at-risk population on both content areas and skill building. Regular tutors work in weekly individual and group appointments with students in different content areas, ranging from the sciences to the arts. SSA also provides tutoring on a drop-in basis. SSA offers a variety of group tutoring sessions for the classes most impacted by the student-athlete population, as well as group review sessions for major exams. These sessions are lead by our learning specialists and most qualified tutors.

Tutoring is required for all freshmen and students who fall below a 3.00 GPA, and these students have tutors assigned each term. Anyone not required to take part in tutoring is encouraged to use the services at their discretion.

Success Skills
SSA staff members work with students on a variety of skills to help them achieve success academically, but also personally, in their athletic pursuits, in their career goals, and in the community. Skills range from time management to public speaking, and serve to help students develop as a young adult in all areas of their lives.

Academically, SSA seeks to teach students the necessary study skills and time management skills to be successful students on campus. In addition to major advising and course scheduling, staff also communicates the academic etiquette of university life to students. Staff also seeks to prepare students for academic pursuits beyond their undergraduate degree, providing information on graduate programs at the University of Oregon, or helping students seek programs of interest across the country. In the area of
personal development. SSA staff work to develop a strong rapport with students during their first year on campus. Staff members strive to be a sounding board for students as they mature, and a person who can direct them to various resources on campus and in the community. Staff members attend a variety of campus trainings to be better informed on issues affecting college students, like drug and alcohol abuse, or suicide. Athletically, SSA staff has the least direct impact. Again, staff members often serve as a resource for students who are seeking advice on issues which affect them athletically. In career development, SSA staff helps students prepare to enter the working world with a solid résumé, highlighting the skills student-athletes learn in their sport. SSA staff maintains relationships with various companies and alumni, who favor student-athletes as new hires, to assist in placing them after graduation. Staff members also encourage students to participate in the campus events hosted by the Career Center, and also to connect with a faculty member on campus to establish a future reference. In the past, advisors have taught a career planning course for juniors, discussing issues like résumé building and cover letters, interview skills, and transitional issues for college athletes. Finally, for the area community service, SSA offers students opportunities to work with local children. Typically, the focus of these events revolves around topics like academics, responsibility and leadership.

**Study Hall**
SSA offers two different approaches to study hall. The traditional approach has been measured by an hour requirement, in which each student is required to accrue eight hours of study hall time per week in our building. Included in their eight hours are tutoring appointments, meetings with advisors, and individual study time.

**Structured Study Hall**
The new model, Structured Study Hall, is a tiered program that is measured by attendance and contact time with tutors and staff. This system allows SSA to more closely monitor academic progress and needs of the student-athletes, as well as provide more structure to the time they spend studying in our unit. Students on Tier 1 (2.30 GPA and below) are the most closely monitored, and scheduled to a minimum of eight hours of contact time per week. Those on Tier 2 (2.31 - 2.60 GPA) have six hours of contact time scheduled per week. Those on Tier 3 (2.61 to 3.00 GPA) have four hours of contact time scheduled per week. Those above 3.00 GPA are free to use tutors and study hall at their own discretion.

**Freshman/Transfer Orientation**
SSA participates in and organizes a variety of student orientations. During the summer, the advising staff assists in the University IntroDUCKtion program, which student-athletes are encouraged to attend. During these sessions, incoming students learn about university requirements, discover campus resources, take placement exams, and schedule their first term of courses.

A concentrated orientation for freshmen and transfer football student-athletes takes place in August. Throughout ten days, new students participate in of skill building exercises, hear from guest speakers, receive academic advising, and participate in various academic
workshops involving departments on campus. Advisors frequently work with individual teams to provide similar orientations each fall for newcomers.

**Academic Progress Monitoring and Reporting**

Academic progress monitoring and reporting is a collaborative effort between all members of the SSA Staff. Advisors meet weekly with all freshmen and upperclassmen of concern to monitor their academic progress. Notes from each meeting are entered into an internal online reporting system. This system also includes progress notes from learning specialists and tutors, who also track course progress for their students. These notes are read daily by SSA staff and athletic department compliance staff, and shared with coaching staff on weekly basis. SSA also requests Mid-quarterly Grade Reports (MGRs) from instructors to help assist in obtaining an accurate picture of each student's progress.

SSA staff meets weekly with athletic department compliance staff to discuss student progress and any potential NCAA eligibility concerns. Official NCAA eligibility certification is done both on a quarterly and yearly basis by the advising staff, and approved by the Faculty Athletics Representative (quarterly basis), the Registrar's Office (yearly basis), and by various deans and department heads (yearly basis).

**Assistance with Special Academic Needs**

SSA employs five learning specialists, who predominantly work with our at-risk population. The at-risk population consists of students who enter college underprepared, have documented learning disabilities, or are identified through a screening process as having learning difficulties. The testing and assessment of learning disabilities is handled by the Office of Disability Services. Accommodations and recommendations for assistance come directly from the Disabilities Office. Students with previous documentation identified through the admissions process or are also referred to Disability Services for on campus help.

Learning specialists work with the identified at-risk students on an individual basis to address unique needs of each student, with content and academic skill building for current courses. They also frequently communicate with professors regarding the progress and needs of the individual student. Learning specialists also work closely with the Office of Disability Services to help students with disabilities understand their rights to register for appropriate accommodations.

**Learning Assessments**

SSA has used a variety of learning assessments historically. All assessments are administered by a learning specialist. The assessments used for the 2010-11 year included the DIBELs (Reading), SMALSI (study skills), a writing sample, and a personal history questionnaire. These assessment tests are designed for internal use only. They are not designed as diagnostic tools for the identification of learning disabilities.
Past assessments have included the WRAT-3, Nelson Denny, and a variety of other measures. The information gathered from these assessments is used to help identify anyone who may be a candidate for further testing (disabilities, etc.) and anyone who may require special assistance in tutoring.

Assistance for At-Risk Students
Assistance for at-risk students is provided in a variety of ways. Students identified as at-risk are immediately assigned to a work with a learning specialist. Learning specialists work with students to help address skill deficiencies, discuss content for courses, and help students build confidence in their academic abilities.

At-risk students typically have one or two appointments per week with their assigned learning specialist. For the remainder of their structured study time, students are integrated into the Structured Study Hall system and assigned to work with Super Tutors for their additional time in study hall. At-risk students also meet with advisors on a weekly basis, sometimes more often, and are encouraged to seek the help and support of their instructors in office hours.

Post-Eligibility Programs
For post-eligible students, graduation remains as the goal. Anyone who is injured and unable to continue their sport, or completed their eligibility without their degree, is required to use or offered the services in a manner consistent with when they were eligible. Thus, they take part in advising, tutoring, study hall, and exam reviews as necessary. Advisors also work closely with these students to help them prepare for the transition to life beyond college and sport, working with them to pursue graduate school admissions, and/or career opportunities.

Recruiting
SSA staff members coordinate with athletic department staff to provide a variety of recruiting services on campus. As prospective student-athletes come to campus on official or unofficial visits, academic advisors meet individually with recruits to discuss the academic nature of the university. They also hold informational sessions for parents, and present academic information at academic breakfasts or dinners for larger sports. Academic advisors will also arrange for recruits to meet with faculty members in a department of interest to the recruit.

Faculty Relations
SSA and Intercollegiate Athletics collaborate on several programs to show appreciation for faculty and staff. Several teams utilize a guest coach program, in which faculty members join the team for a complete game day experience. Football has hosted a faculty appreciation luncheon in the spring for several years.

SSA acts as the liaison between athletic department staff and faculty members. As such, academic advisors address issues of concern regarding their student-athlete’s academic performance. This may include course progress, accommodations for exams missed during travel, or behavior issues.
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<th>Major</th>
<th>Percent Graduates</th>
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<tr>
<td>Political Science</td>
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<tr>
<td>Business Admin.</td>
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<tr>
<td>Sociology</td>
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<td>Spanish</td>
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Dear Instructor,

NOTE: You will need to be ON CAMPUS to access this website!!

The student(s) listed below are registered in your class and represent the University of Oregon in Intercollegiate Athletics. Our staff would greatly appreciate any information pertaining to the progress of these students, especially in regards to test scores, assignment grades, attendance, and missing work, as well as any other comments you may wish to include. This helps us tremendously, in that we can evaluate a student's progress in your class.

We have a web based system that is designed to make this task as easy as possible. Please note that all information you provide is completely confidential and can only be accessed by SSA Staff. However, please be advised that if an advisor feels it necessary to confer with a student-athlete based on information received, that will be done on a case by case basis. We have included step-by-step instructions to walk you through this process, but please feel free to contact us with any comments or concerns you may have. If you are more comfortable submitting the information via e-mail or over the phone, we are more than happy to accommodate your needs.

Instructions for entering mid-quarter progress reports:

1. Enter SSA Mid-Quarter website at: http://ssa.uoregon.edu/mqr/index.php (If you have a pop-up blocker on your computer you may have to hold down the "CTRL" key while opening link). Please note that you will only be able to access this website on campus.

2. Log in as follows:
Enter your User Name: This is usually your DUCK ID, but in any event, it is the first part of your e-mail address (before the "@" symbol) on file with the registrar's office.
Enter Password: MALLARD

3. Once you are logged in, click on the letter of the last name of the student for whom you are entering the report. (For example: You would click on "S" for "Joe Smith")

4. You should arrive on a page that is alphabetized by last name. Click on the student for whom you are entering the report. (Example: "Smith, Joe")

5. You have now arrived on the information submission page. Please fill in the required information in the appropriate field. [Note: If you have entered a student's name in error, click on the back button to return to the list of student names.] If you do not take attendance, please check the "not taken" box.

6. Once you have entered all of the desired information, click submit grade and continue on to your next student. [Note: Once submitted, you cannot amend the report for that student; please contact us if you need to make changes to the information that has been recorded.]

For your information, each student-athlete has signed the NCAA Student-Athlete statement, which includes the Buckley Amendment Consent Declaration, which allows Services for Student Athletes the right to this information.

If you have any questions or concerns please call Sara Wells, Office Specialist, Services for Student Athletes at 346-5072. We are aware that this does take time on your part and we want to be able to help you in any way possible. Therefore, you may contact Sara and either leave a message or the information, she will be more than happy to enter the information for you, or to call you back and answer questions about this process.

Thank you for your time and effort!!
# Grade Submission Form

Currently logged in as **Jennie Leander** | SSA Home | Log Out |

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<thead>
<tr>
<th>Student Information</th>
<th>Instructor Information</th>
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<tr>
<td>First Name: Mr.</td>
<td>Please verify the student information before submitting the grades.</td>
</tr>
<tr>
<td>Last Name: Test</td>
<td>Instructor Name:</td>
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<tr>
<td>Sport: No Roster</td>
<td>* Course (BA 199):</td>
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* Current Grade
(B+, B, B-, or NA if not applicable):

* Student Attendance:
  - Satisfactory
  - Unsatisfactory
  - Not taken

Comments:

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(Write notes and comments)
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Submit Grade  Back

All fields with a `*` are mandatory.