Tutoring and Conversation Partner Program Handbook

American English Institute
University of Oregon
Pacific Hall 117
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About the AEI

The American English Institute (AEI), as a unit of the College of Arts and Science (CAS), serves the educational mission of the University of Oregon through scholarship, English language instruction, and English language professional training. The AEI champions the University’s mission of internationalization and is a leader in helping achieve the University’s goals for diversity and student success. The AEI supports the University in the integration of international students into all aspects of campus life, and collaborates with faculty across campus toward creating a successful academic experience for all international students. The AEI seeks to attract and train the highest caliber of international students. The curricula of the AEI’s on site and online programs are informed by language acquisition and pedagogical research and are the foundation for fostering the language and academic skills necessary for academic and lifelong success. To achieve the University’s and AEIs shared mission, the AEI is committed to further developing and enhancing:

- International student academic success
- Support to campus faculty teaching international students
- Creative leadership in innovative language pedagogy
- Excellence in faculty development and support for faculty research
- An engaging teaching and learning environment
- Graduate education support in the Department of Linguistics

About the Tutoring and Conversation Partner Program

The Tutoring and Conversation Partner Program supports international students in the AEI’s Intensive English Program (IEP) in reaching their academic goals and adjusting to a new place and culture. Through peer tutoring and mentoring, assistance with classroom activities, and homework help, Conversation Partners enhance the experience of students at the UO, increase students’ opportunities to practice speaking English, expand students’ knowledge of University resources, and ease students’ adjustment to life at the UO and in Eugene. Conversation Partners are English-speaking University of Oregon students who have shown an interest in international affairs, cross-cultural communication, language teaching, and international travel and discovery.
Contact Information

The Tutoring and Conversation Partner Program
University of Oregon
117 Pacific Hall
1025 University Street
Eugene, OR 97403
Website: http://aei3.uoregon.edu/tutoring

Hours:
9:00am-5:00pm
Monday through Friday

Tutoring Services Staff Contact Information:

Caitlin Bradley, Tutoring Services Coordinator
Email: aetutoroffice@uoregon.edu
Phone: 541-346-6115
Office: Pacific 117

Matthew Chambers, Tutoring Services Faculty Liaison
Email: aetutoroffice@uoregon.edu
Phone: 541-346-8250
Office: Pacific 117 and Agate H109
Conversation Partner Job Description

The American English Institute (AEI) provides academic English language training to international students who hope to enter an American university. AEI Conversation Partners support all Intensive English Program (IEP) students in reaching their academic goals and adjusting to life in the US. Conversation Partners are peer tutors and mentors who enhance the experience of international students at the UO.

Conversation Partners help AEI students:

- Improve their English speaking and listening skills
- Experience and adapt to social, cultural, and academic life on campus and in our community
- Practice basic in-class drills and activities in everyday settings

Conversation Partners commit to a minimum of six hours of work per week, with at least two of those hours spent working one-on-one as a Conversation Partner to an IEP student. Conversation Partners may also work as classroom tutors in Oral Skills (OS) and International Student Success (ISS) classes. Four to five tutors support one hour of OS and ISS classes one day per week. Classroom work usually involves small group discussion or other teacher-directed activities. In addition, Conversation Partners staff our Help Desk two hours each day, at which they provide additional support to students though help with writing essays, understanding homework, additional conversation practice, and help with study skills.

Conversation Partners are representatives of our university and culture. They are responsible for establishing a professional relationship with clear communication, boundaries, and camaraderie. Participating in the Conversation Partner Program is an optional extracurricular activity for IEP students, and activities should be student driven and student-centered. Conversation Partners can support students in whatever way students choose, including helping with assignments, doing something together on campus, or just casual chatting.

As AEI Conversation Partners, UO students gain insight into the challenges and benefits of living in a new country and learning a second language. Additionally, AEI Conversation Partners develop cross-cultural awareness and an appreciation for international academic differences. Ideally, participation in the Conversation Partner Program will result in the formation of international friendships as well as personal and professional growth for all involved.

The University of Oregon is an equal opportunity, affirmative action institution committed to cultural diversity and compliance with the ADA. The University encourages all qualified individuals to apply, and does not discriminate on the basis of any protected status, including veteran and disability status.
Conversation Partner Requirements and Guidelines

Administrative Duties and Responsibilities

AEI Conversation Partners are paid for 1.5 hours of program administration work for each pay period. The duties and responsibilities listed below are part of program administration work:

- Read and respond to e-mails sent out from the tutoring office (aeitutoroffice@uoregon.edu) and from the conversation partner listserv (aeitutors@lists-prod.uoregon.edu). Please read all emails carefully, as it is the office’s main way to contact you about changes in policy.
- Fill out and update your profile information on the website as soon as you are hired, and at the beginning of each term.
- Complete any surveys or evaluations that are sent to you after trainings or professional development that you attend.
- Inform the tutoring office of any changes to your work-study or work eligibility.
- Turn in your timesheet on time. Time sheets are due on both the 10th of the month and the last day of the term. If you do not turn in your timesheet on time, you will not be paid until the following pay period. Conversation Partners who consistently hand in late timesheets will not be asked back the next term.
- Track and record late cancellations by students on the Tutoring Services Website. Inform the tutoring office if a student has reached the maximum number of late cancellations and no shows.
- Submit the Conversation Partner End of Term Employment Survey at the end of each term. If you do not fill out the survey, you will not be asked back as a Conversation Partner.
- Attend a 15-minute mid-term check in with the Tutor Coordinator. While this is voluntary for returning Conversation Partners, it is recommended if you are planning to ask for a letter of recommendation or reference.

6-hour Per Week Requirement:

All Conversation Partners must work a minimum of six hours per week. Two of those hours must be spent working with a student as a Conversation Partner, while the other 4 hours can be a mixture of Conversation Partner hours, Oral Skills classes, ISS classes, or Help Desk. Note: Do not work over 25 hours a week (20 hours for international students). This includes hours worked in other UO jobs.

GPA Requirement:

All conversation partners are expected to maintain a cumulative GPA of at least 3.0. This is a requirement to be rehired from term to term.

Credit Requirement:

Notify the tutoring office if you are taking fewer than the required amount of credits, which is 8 for undergraduate students and 6 for graduate students. According to UO policy, all student employees must be taking at least the required amount of credits in order to hold a student worker position.
Trainings and Professional Development:

The Tutoring and Conversation Partner Program provides trainings for new conversation partners, those working in OS and ISS classes, and those working at the Help Desk. Professional development opportunities, such as Career Center workshops, Health Center workshops, and student and faculty panels, are also offered each term. To remain a conversation partner, it is required that you attend at least one of these trainings, professional development, or workshops per term.

AEI Conversation Partner Dress Code:

Please maintain a professional appearance when working with students. Many of our students are coming from countries where dress is more conservative, and revealing clothing can make students feel uncomfortable. Remember that your appearance can have an effect on the student’s experience of working with you. Please avoid clothing that may be disruptive, offensive, or particularly revealing. If you have questions about the dress code, please consult the Tutoring Office.

Rehiring & Terminations:

Conversation partners are generally re-hired from term to term. Tutoring Services uses evaluations, job performance, and ability to follow guidelines in order to determine whether or not to rehire a conversation partner. Additional reasons that a conversation partner may be dismissed include an incomplete End of Term Employment Survey, a cumulative GPA below 3.0, and/or credit hours dropping below the required amount of credits. Decisions on who to hire back are made at the end of the term; if you have any questions about your possibilities of being rehired, please contact our office.

Recommendation Requests:

We are happy to provide recommendations to our conversation partners. If you would like a recommendation, please e-mail us at aetutoroffice@uoregon.edu. We will then send you a Conversation Partner Recommendation Request form, and we will check to make sure you have the appropriate release form on file. Depending on the type of recommendation, we may also ask to have a meeting with you. Once we have received all of the necessary information, we will try to get your recommendations to you within a two-week time frame.
Student Selection Process

Conversation Partners may start selecting students during AEI week 1 (UO Week 2) through the Tutoring Services website. An email reminder will be sent out stating the time at which selection may begin. If a student selects you prior to the time that selection begins, please respond to them within 48 hours. Student selection lasts around 1-2 weeks. Please do not select students unless you are able to start meeting with students immediately.

How to select a student on the Tutoring Services website:
1. Go to the AEI Tutoring Services website (http://aei3.uoregon.edu/tutoring)
2. Login using your UO username and password.
3. Click on “Student Selection.”
4. Below the list of students you have previously selected (if any) is a line that says, “Click here to select students.” Click on “here” to go to student requests for the current term.
5. As you look at student information, pay attention to preferred times, gender preferences, and OS/RWG levels. **Be sure to click on the student’s name to read any additional comments they have made.** This will help ensure that you will choose a strong partnership that honors students’ preferences.
6. Refresh the page before choosing a student to ensure that they haven’t been chosen.
7. Select students and click “Save” on the next page that shows a confirmation list of the student(s) that you picked. When you hit save, the student will receive an automated message letting them know that you selected them. Your contact information will be in the automated message, but you must also email your students (using your UO e-mail account) to offer several time options for your initial meeting, so:
8. Send a personal email to the student(s) suggesting a meeting time and place! The hallway outside of the AEI Main Office (Pacific 107) is a good first meeting place because students are familiar with the location.

Other things to keep in mind when selecting students:
- You can select your students over several days rather than all at once. At the beginning of the week, students get selected quickly--be patient and more will appear throughout the sign-up period.
- A student may request a specific conversation partner, especially if the conversation partner has worked with that student before or met the student at the start of term Meet and Greet. Respond to that student as soon as possible! Conversation partners have 48 hours to respond to the request before the student is put in the general selection pool. **We are unable to reassign that student to you once they are in the general pool.**
- Selection constraints may be sent via email at the beginning of the term. If a cap is placed on student selection, any additional students you select that have not requested you will be removed from your list and placed back in the general pool.
- You must be matched up with a student in the online system before you start contacting them. If you do not select a student online, you are NOT their conversation partner and should not be contacting them for any reason.
Issues when Signing Up

1. I selected a student, but our schedules do not match and we can’t find a time to meet. What should I do?
   Contact Caitlin and cc your student. If scheduling prevents you from meeting, the partnership can be cancelled and the student will be placed into the general pool. This should be a rare occurrence, as students list their available times to meet when they sign up.

2. I was requested by a student but I cannot work with the student. What should I do?
   Contact Caitlin as soon as possible so she can place the student back into the general pool; otherwise, the student will not appear online for 48 hours and may have a harder time finding another conversation partner. In addition, email the student as soon as possible to let them know that you cannot work with them, but that they will be selected by another conversation partner. If you do not email your student, they will be confused as to why a different conversation partner contacts them when they expected to hear from you.

3. I have emailed my student but they never responded. What should I do?
   If you have already emailed your student with no reply, try getting in contact via text, as it's often more effective than email. You can find the student's phone number on their profile. If you have tried at least three emails and/or texts with no response, contact the Tutoring Office, who will then contact the student’s teachers. When the teachers see the student in class, they will remind the student to contact you as soon as possible!
Avoid Conflicts of Interest
It is best to avoid working with a student who is your friend, your roommate, or someone you already know, as the line between your working relationship as conversation partners and your other, more informal relationship will quickly blur. Both you and the international students should take this opportunity to meet a new person, and hopefully have a new friend at the end of the term.

Working with a Variety of Students
It is expected that Conversation Partners will work with diverse groups. Please select students based on the times they are available or their language level rather than their native language or nationality.
Meeting with your Conversation Partner

Session Overview
Conversation Partners meet with each student twice a week for 50 minute sessions. Students are told to come to the sessions with an idea of what they would like to do. All sessions should be student-centered and driven by the student’s requests. Some common activities include conversation practice and homework help. This handbook contains a list of suggested activities to do with a conversation partner in Appendix D.

Conversation Partners are not required to have an extensive understanding of English grammar and writing; however, having a strong background in these areas is helpful. Conversation Partners may refer students to the Help Desk at the tutoring office (Monday through Thursday, 1pm-3pm and Friday, 11am-1pm), the tutoring office staff, or to their instructors if the student has any questions that the conversation partner cannot or prefers not to answer.

Students may choose to meet only once per week if they wish. On occasion, students may wish to meet more than twice a week, in which case they must contact the tutoring office to set up more hours. The student pays separately for any hours in addition to the two per week offered by the Tutoring and Conversation Partner Program.

Session Guidelines
Conversation Partners should be on time and prompt when meeting with students. If the Conversation Partner must cancel a session, the student should receive at least 8 hours advance notice and the session must be made up. If a student cancels, it is not required for the session to be made up.

Conversation Partners and students may develop close bonds while working together. However, Conversation Partners must be sure to maintain a professional relationship with their student(s). This includes:

- All meetings must be in a public place (no homes or secluded spots).
- No dating or personal relationships with students while being their Conversation Partner.
- Conversation Partners and students may not exchange gifts; everything should be a “Dutch” treat.
- Never use personal transportation (cars, motorcycles); use public transportation (a bus) if needed.
- No drinking alcohol with students; only meet in places that are professionally appropriate.
- Please adhere to the suggested Conversation Partner dress code.

Conversation Partners should not accept payment from students for any activity. This includes offering additional sessions for payment.
First session with a student

Conversation partner sessions may start as soon as you and your student set a time to meet. During your first meeting, be sure to remind your student of our program rules, particularly in regards to the cancellation policy. For guidelines for your first session, see Appendix A.

What do I do with my student?
AEI conversation partner sessions should be student directed. As each student is different, and has different ideas of what they want, each session will be very different. Some students may want to work on their homework, while some may just want to chat, go for a walk, or attend a campus activity. Remember that what occurs during a session is the student’s choice.

New students have a lot to navigate when they arrive at the UO. You can offer to help the student find different resources on campus or check some things off their list of things to do, such as visit the AEI advising office, getting to the health center, signing up for an AEI activity, or getting supplies at the Duck Store. Students are also often interested in learning about sources of information about the UO and Eugene community, such as the Daily Emerald and the Eugene Weekly papers.

Local Resources:
The UO Campus map: http://map.uoregon.edu/
The Eugene travel guide website: http://www.eugenecascadescoast.org/
The Oregon Country Fair: http://www.oregoncountryfair.org/
The Saturday Market: http://www.eugenesaturdaymarket.org/
LTD Bus maps: https://www.ltd.org/maps-stations-routing/

English Resources:
Purdue Owl: https://owl.english.purdue.edu/owl/section/5/
TOEFL practice: https://www.ets.org/toefl/ibt/prepare/test_questions
IELTS test samples: http://www.ielts.org/test_takers_information/test_sample.aspx
Late Cancellations and No Shows

A late cancellation occurs when a student cancels the meeting within 8 hours of the appointment time.

A no show occurs when a student does not show up to the meeting after at least 30 minutes.

Conversation Partners are required to wait 30 minutes for a student before leaving. If the student does not show up after 30 minutes, then the Conversation Partner is paid for the 30 minutes that they waited. This can be marked on the green timesheet as a no show. If the student shows up within 30 minutes of the agreed start time, it is up to the Conversation Partner to end 50 minutes from the start time or to spend a full 50 minutes with the student.

If a student has two cancellations or no shows, or a combination of the two, then they will lose their conversation partner for the term. Conversation partners are required to notify the office when a student has reached this limit in addition to filling out a report on the tutoring website.

Plagiarism and Cheating

AEI students are held to the same standard as any other university student regarding integrity and honesty in completing their coursework. The process for handling instances of suspected academic dishonesty (cheating or plagiarism) is slightly different due to cultural differences that must be navigated concerning the definition of academic dishonesty; however, plagiarism is taken very seriously.

Students may ask you to help with their homework as an activity in their conversation partner relationship with you. This is an acceptable request, but you must be careful with the extent to which you provide this kind of assistance. Rather than doing the work for them or correcting all of their mistakes, you can encourage self-correction through guided instruction. Through trainings provided by the Conversation Partner Program, you will strengthen this skill.

If you are uncomfortable with the amount of correction a student is asking you to do, chances are your discomfort is for good reason. Please refer the student to their teacher for assistance if it appears they are not willing to do the corrective work on their own or are simply asking you to correct their errors.

If a student turns in a paper or assignment that looks as if it has been significantly doctored by a native speaker (this is obvious to our ESL teachers), the student will at best receive a sanction and will have to re-write, and will receive an official academic dishonesty warning. If it is their second instance of academic dishonesty, it could result in their immediate dismissal from the university. Please be alert and cautious in these instances.

Visit these websites for more information about preventing academic dishonesty:

- The UO Library’s online guide to avoiding plagiarism: http://library.uoregon.edu/guides/plagiarism/students/index.html
- The UO Office of the Dean of Students definition of Academic Misconduct: http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx
Oral Skills Classes

Overview and Responsibilities
AEI Conversation Partners also have the option of becoming an Oral Skills (OS) Class Tutor. Four to five OS Class Tutors support one hour of Oral Skills classes one day a week. Tutors assist in all levels, from E-Prep (pre-beginning) through Level 6, the highest level of the IEP, which ranges from upper intermediate to high advanced. Classroom work usually involves small group discussions or other instructor-directed activities. In order to be an OS Class Tutor, all Conversation Partners must attend a paid one-hour training session before beginning work in the classroom.

Classroom tutors facilitate discussions and aid instructors in classroom activities and tasks. Instructors will give tutors instructions for each class and activities will depend on the level of the class. Common activities include group discussions, interview practice, textbook activities, etc.

Selection Process
Oral Skills classes are selected by going to the “Oral Skills Class Selection” link of the main menu on the AEI website for tutors then clicking “here” at the bottom of the page. The website shows all classes for the term. Tutors select classes on the specified day and time by checking off the desired classes and clicking “select courses.” The next page shows the classes that were marked and allows the tutor to review it before clicking “submit.”

Obtaining a Substitute
If you are unable to attend a scheduled OS Class, you must get a substitute to replace you. It is important that you try to find a substitute as soon as you know you will not be able to attend class. To find a substitute, please email the AEI OS listserv (aeiostutors@lists.uoregon.edu) and follow these instructions:

1) Send an email to the listserv
   a) SUB NEEDED: the class level, exact day, time, and location in the subject line.
      (Ex. "SUB NEEDED: 1/1, 10:00-11:00, OS 4A at PAC 117")
   b) Please explain the need for a substitute in the body of the email.
   c) Note: you MUST use your @uoregon.edu email address to send a sub request. Other email addresses will not be accepted by the listserv.

2) Once you receive an offer to cover:
   a. Send another email to the listserv with SUB FOUND...(Ex. "SUB FOUND: 1/1, 10:00-11:00, OS 4A at PAC 117") in the subject line.
   b. Update the online Substitute Log in order to keep track of subs. Be sure to include who is subbing for you.
   c. Send a confirmation email to the substitute and CC the OS class instructor so they know who will be there. Also include any materials or relevant information that will be needed for class. CC the aeitutoroffice@uoregon.edu in your email as well.

If you are unable to find a substitute in time, please notify the instructor at least 8 hours in advance and CC the Tutoring Office on the email.
ISS Classes

Overview and Responsibilities
ISS (International Student Success) class is required for all new students at the AEI. The purpose of ISS class is to help students acclimate to American and campus culture and build life skills on campus and around Eugene. Classroom work will be very similar to working in OS classes where the tutors follow along with the instructors’ lessons for the day.

Selection Process
ISS classes are selected in the same way as Oral Skills classes: by going to the “Oral Skills Class Selection” link of the main menu on the AEI website for tutors then clicking “here” at the bottom of the page. The website shows all classes for the term. Tutors select classes on the specified day and time by checking off the desired classes and clicking “select courses.” The next page shows the classes that were marked and allows the tutor to review it before clicking “submit.”

Obtaining a Substitute
1) Send an email to the ISS listserv (aeiisstutors@lists.uoregon.edu) with the date, time, class level, and location of the class in the subject line. (Ex. "SUB NEEDED: Weds. 4/6, 10:00-11:00, PAC 115") ***Note: you MUST use your UOregen email address to send a sub request. Other email addresses will not be accepted by the listserv.
2) Once you receive an offer to cover your shift:
   a) Respond to the first email sent to the listserv, adding "SUB FOUND" to the original subject line (Ex. "SUB FOUND: Weds. 4/6, 10:00-11:00, PAC 115").
   b) Update the online Substitute Log in order to keep track of subs. Be sure to include who is subbing for you
   c) Send a confirmation email to the substitute and CC the ISS class instructor so they know who will be there. Also include any materials or relevant information that will be needed for class. CC the aeitutoroffice@uoregon.edu in your email as well.
3) If you are unable to find a substitute in time, please notify the instructor at least 8 hours in advance and CC the Tutoring Office on the email.
Help Desk

Overview and Responsibilities
The purpose of Help Desk is to provide IEP student with an opportunity to drop-in to the tutoring office to get help with anything related to their IEP classes or life on campus and in Eugene: writing, grammar, speaking, listening, interview help, test preparation, etc. Textbooks for every level of the IEP are located in the bookshelf next to the help desks, and tutors should become familiar with these books and use them when helping students. Help Desk is open Monday through Thursday 1pm-3pm and Friday 11am-1pm in Pacific 117. Tutors who work at the Help Desk, whether as permanent tutors or as subs, are required to attend a one and a half hour training in the beginning of the term.

Selection Process
Help Desk hours are selected in the same way as Oral Skills classes: by going to the “Oral Skills Class Selection” link of the main menu on the AEI website for tutors then clicking “here” at the bottom of the page. The website shows all available Help Desk hours for the term. Tutors select hours on the specified day and time by checking off the desired classes and clicking “select courses.” The next page shows the classes that were marked and allows the tutor to review it before clicking “submit.” There may be a limit to how many Help Desk hours one tutor can work, for example, 2 hours per week per student.

Obtaining a Substitute

1) Send an email to the Help Desk listserv (aeiHelpDesk@lists.uoregon.edu) with the date and time of the Help Desk hour needing to be filled in the subject line. (Ex. "SUB NEEDED: Thurs. 4/7 2pm-3pm") ***Note: you MUST use your UOregon email address to send a sub request. Other email addresses will not be accepted by the listserv.

2) Once you receive an offer to cover your shift:
   a. Respond to the first email sent to the listserv, adding "SUB FOUND" to the original subject line (Ex. "SUB FOUND: SUB NEEDED: Thurs. 4/7 2pm-3pm").
   b. Update the online Substitute Log in order to keep track of subs. Be sure to include who is subbing for you
   c. Send a confirmation email to the substitute and CC the aeitutoroffice@uoregon.edu.

3) If you are unable to find a substitute in time, please notify the instructor at least 8 hours in advance and CC the Tutoring Office on the email.
Other Work Opportunities

**Professional Development Workshops**
Each term, the Tutoring Program offers hour-long professional development workshops for all Conversation Partners. Conversation Partners are required to attend at least one training per term. Past trainings have included: student and conversation partner panels, faculty panels, and counseling center presentations on health resources.

**Meet and Greet**
The Meet and Greet occurs during student orientation week (UO Week 1) during the New Student and Faculty Luncheon. At this event, Conversation Partners have the opportunity to meet the new students and find prospective students for the term. In the past, this has been a GREAT way to meet students face-to-face and create partnerships with them early on! Conversation Partners who have attended this event have had great success in finding students with whom to work.

**Registration**
Registration Day is Friday of IEP Week 0 (UO Week 1). Tutors will work at the Conversation Partner tables, where they will help students sign up for Conversation Partners. They may do work assisting the Orientation Week staff. The Tutoring Office will offer these hours to tutors at the end of the prior term.

**Sign-up Sessions**
Sign-up sessions occur during IEP Week 1 (UO Week 2). They are usually held in the middle of the day (12:30-2:30). During these sessions, tutors go into Oral Skills classes to make short presentations about the Conversation Partner Program and encourage students to sign up. In addition, some Conversation Partners help students fill out a Conversation Partner request form on the Tutoring Services website. This is another a good opportunity to meet and connect with prospective students. These extra hours are solicited in the first week of the term and assigned on a first come, first served basis.

**IntroDUCKtion Tabling (Summer)**
Conversation Partners who work in the summer may sign up to work at IntroDUCKtion. This opportunity involves setting up an AEI Tutoring table at IntroDUCKtion and advertising the Conversation Partner job to incoming freshman and transfer students.

**Van Driving**
Tutors can help the Student Activities team by becoming certified van drivers. Paid opportunities to drive students to off-campus activities, such as hiking Spencer's Butte, attending the Oregon Country Fair, or going to the Tulip Festival near Woodburn, occur each term.
Volunteer Opportunities

**Student Services Activities**
Occasionally, the Student Activities team offers volunteer work opportunities for Conversation Partners. An example activity is the Women’s Night hosted by the Arab student association and AEI.

**Tutor Podcast**
The Tutoring Program would like to provide tutors the opportunity to create a Tutoring Podcast. While the podcast would be created, recorded, and disseminated by students, the Tutoring Program will provide guidance to tutors as the podcast takes off. Ideally, podcasts will be recorded weekly, and will generally be short - no more than 15 minutes long. Sample topics include tutoring tips, personal experiences as a tutor, and interviews of students and instructors. Tutors may also record conversations that can be used as teaching tools for international students. Through the reflection and creativity that is part of making a podcast, tutors will deepen their understanding of what it means to be a tutor, a peer mentor, a group facilitator, and a role model for other students. Tutors will also gain the unique experience of creating an ongoing podcast with a team.
Timesheets

When are timesheets due?
Timesheets are due on the 10th of every month and on Friday of Week 10.
There are three or four pay periods each term. Pay periods start on the 11th of every month, and end on the 10th of the following month; therefore, timesheets are due on the 10th of each month. We also collect timesheets on the last day of classes for IEP students (that is Friday of Week 10 for university students). It may be that the close of an official pay period and the last day of the term fall closely together - in this case you will submit a timesheet on both the 10th and the last day of the term.

How to Complete Your Timesheets
For every pay period that you have worked hours, you will need to turn in 2 timesheets to the AEI Tutoring Services Office:
1) an AEI conversation partner record sheet (this is normally on green paper)
2) a print-out of your time sheet from the AEI online time entry system. Please follow the directions below for each timesheet:

AEI Conversation Partner Record Sheet:
- Each entry on your green sheet must include
  i) The date, name, start and end time of your session. Use the ‘Student Name’ column to identify work that is different from working with an individual student (e.g., OS-5D; ISS-81B; Email Clinic, etc.).
  ii) A signature from an AEI student, AEI Faculty/Staff Member, TS Faculty Liaison, or TS Coordinator (or designee)—whichever is appropriate given the work performed. You cannot be paid for work that has no signature next to the listed activity.
- For each pay period, please be sure to claim 1.5 hours of Program Administration. Enter this in the first row or last row of your green sheet so that it is easily visible when we check timesheet accuracy.
- Make sure to total the hours on each page at the bottom right of each page, and provide the grand total of all pages added together at the top right corner of the top page. These green sheets should be stapled together, by order of the dates, when you turn them in.

AEI Online Time Sheet
- Go to https://aeiweb.uoregon.edu/ats
- You need 3 passwords to enter the system.
  ○ AEI Timesheets Login Code: tutor4fun
  ○ Username: your Duck ID (your UO email before the @)
  ○ Personal Login ID: UO ID# (your 951 number)
- Select the correct program type for each entry from the blue bar that you see at the top of the webpage. Job types are as follows:
  ○ IEP Tutoring: used for sessions with conversation partners, Oral Skills classes, ISS classes, Help Desk, and the Program Administration work. You will almost always choose IEP Tutoring as the job type.
  ○ IEP Activity: used only for work with the Activities team such as field trips, van driving, and on-campus events run by Student Activities.
- Enter the FULL NAME of your student or activity
- Claim one full hour (1.0) for every 50+ minutes of an hour worked. (The timesheet operates in increments of 0.25 hours.)
For Program Administration time, select any 1.5 hour period of time within the pay period. Under ‘Student Name’ enter ‘PA’
- Edit or delete hours using the links on the page.
- When you have finished, click “Print Out Timesheet.” That will allow you to see your total hours entered. Verify that the totals on the online printout match those on your green record sheet.
- Use the browser print button to print when you are sure that everything is correct. Verify after printing that all data and text is visible on your printout.
- While you cannot print your timesheet in the Tutoring Office, the Yamada Language Center (Pacific 119) will print timesheets for free.
- Log out and quit the browser to protect your privacy.
- Sign and date your printed timesheet in ink.
- Turn in your green record sheets (stapled together if multiple pages) and online timesheets (stapled together or printed double-sided if multiple pages) to the Tutoring Office. Please do not staple the green sheet and online sheet together.

When will I be paid?
You will be paid on the last business day of the month every pay period. For instance, for timesheets that are due on October 10th, you will receive your paycheck on October 31st.

For detailed information about the specific dates you will be paid this year, how to change your W-4, how to update your direct deposit, and more, please visit the UO’s Student Payroll website: http://ba.uoregon.edu/general/student-payroll

Timesheet Policies
- You MUST turn in a time sheet if you have worked any hours during the current pay period. The pay period runs from the 11th to the 10th. For example, a pay period would begin September 11th and end October 10th.
- If you are unable to turn in a timesheet on the day it is due (for instance, if you have a tutoring session that ends after the office closes) you must notify Tutoring Services at least one day in advance for your time sheet not to be counted late.
- If you do not turn in a timesheet on time, you will not get paid until the following pay period’s payday. For instance, if timesheets are due October 10th and you turn your timesheet in late, you will be paid on November 30th (the next pay period’s payday).

Editing your Timesheet
If you need to edit your white timesheet (for example, you forgot to put in your Program Administration hours), double check that your edits are on the printed version! The online timesheet may take a minute to incorporate your changes into the version to be printed.

Timesheet Checklist:
1. Did you sign your timesheet?
2. Did you add your 1.5 hours of Program Administration?
3. Do you have all the signatures you need? Do NOT turn in a timesheet without the necessary signatures.
4. On your green sheets, did you put the total hours for each page at the bottom, and the grand total of hours for all pages at the top? Be sure to count these – don’t rely on the white sheet’s total!
Appendix A: Your First Meeting with a Student
by Taylor S.

It has taken me two years of being a conversation partner to formulate what now seems like an obvious way of conducting a first meeting with AEI students, but may not be obvious for new conversation partners. The first meeting is important because it leaves a distinctive first impression and sets the precedent for what the rest of the meetings will be like. Before all that, however, comes actually finding your student.

1) **Find Each Other:** After all the e-mailing and setting a time to meet, physically finding each other can be difficult, especially if you are meeting in Pacific where everyone meets. Avoid awkward assumptions that people are your student by holding a sign with their name on it or e-mailing them that you’ll be the one with the bright green scarf. It is also smart to swap cell phone numbers beforehand and call each other if necessary.

2) **Get Acquainted:** Sometimes nerves or excitement can propel a conversation partner right into discussing AEI policies. While this is certainly an important part of the first meeting, I’ve found that getting to know basic information about each other sets a much more amiable tone. If you have a walk from Pacific to another destination that first day, this is a great time to ask your student where they are from, how they like Eugene, what their hobbies are, and also to reciprocate with the same information about yourself.

3) **Be Professional:** On the other end of the spectrum from being too serious and over explaining policies is the possibility of leaving out the rules altogether. Explaining the rules is extremely important, especially since the Conversation Partner program is already casual and among peers. Set aside a good chunk of time after getting acquainted to go over the rules and to make sure they are understood.

4) **Expectations:** Be sure to discuss with your partner their goals and objectives for their sessions. By addressing this during your first meeting, you will have a better idea of how best to help your partner throughout the term. It is also a good idea as the term progresses to bring up these goals and see if your partner is satisfied with his or her progress.

5) **Collaborate:** Dispel any expectations of needing to have lesson plans by emphasizing the teamwork aspect of being a conversation partner. Let your student know they get to decide how the meeting times are used and the more prepared they are ahead of time, the more they will get out of it. Often it helps students to show them the list of possible activities for conversation partners in the handbook so they can have some idea about the wide array of possibilities for the program.

6) **Schedule:** Don’t forget to set a schedule and include the place and time at which you’ll meet. When you say goodbye, make sure to always remind your student of the next time you are planning on meeting.
Appendix B: Getting Along with People in the USA

Please use the guide below to help teach students about American culture and customs. This guide has been taken from http://www.ediplomat.com,np,cultural_etiquette,ce_us.htm.

The People
Throughout most of its history, the United States has had influxes of immigration. The ethnic mix is 83% white (generally of European descent, but also from the Middle East and Latin America), 12% African-American, 3% Asian and about 1% Native American. Today the biggest immigrant groups are from Latin countries.

Meeting and Greeting
- American greetings are generally quite informal. This is not intended to show lack of respect, but rather a manifestation of the American belief that everyone is equal.
- Although it is expected in business situations, some Americans do not shake hands at social events. Instead, they may greet you with a casual "Hello" or "How are you?" or even just "Hi." In larger groups, many may not greet you at all. In social situations, Americans rarely shake hands upon leaving.
- The only proper answers to the greetings "How do you do?" "How are you?" or "How are you doing?" are "Fine," "Great," or "Very well, thank you." This is not a request for information about your well-being; it is simply a pleasantr.
- "See you later" is just an expression. People say this even if they never plan to see you again.
- When saying good-bye, Americans may say "We'll have to get together" or "Let's do lunch." This is simply a friendly gesture. Unless your American colleague specifies a time and date, don't expect an invitation. If you want to have lunch, you should take the initiative to schedule it.
- Stand while being introduced. Only the elderly, the ill and physically unable persons remain seated while greeting or being introduced.
- It is good to include some information about a person you are introducing. Example: "Susan Olson, I'd like you to meet John Harmon. He designed the brochure we are using for this campaign."
- Use professional titles when you are introducing people to each other. Example: "Judge Susan Olson, meet Dr. John Harmon." If you are introducing yourself, do not use your professional title.
- Handshakes are usually brief. Light handshakes are considered distasteful. Use a firm grip.
- Eye contact is important when shaking someone’s hand.

Body Language
- Keep your distance when conversing. If an American feels you are standing too close, he or she may step back without even thinking about it.
- People who like to touch really like touching, and people who do not like to touch really dislike being touched. You will need to watch your colleagues for clues on what they are comfortable with.
- Americans are generally uncomfortable with same-sex touching, especially between males.
- Holding the middle finger up by itself is considered insulting and vulgar.
- Americans smile a great deal, even at strangers. They like to have their smiles returned.
- Men and women will sit with legs crossed at the ankles or knees, or one ankle crossed on the knee.
- Some Americans are known as "back slappers" -- they give others a light slap on the back to show friendship.

Dining and Entertainment
- The fork is held in the left hand, tines facing down. The knife is held in the right hand. After cutting the food, the knife is laid down and the fork is switched to the right hand to eat the cut food. Continental style (where the fork stays in the left hand to eat the cut food) is perfectly acceptable.
- Your napkin should be placed on your lap shortly after you are seated and kept on your lap at all times during the meal. Do not tuck your napkin under your chin.
- Raise your hand or index finger and make eye contact to signal a server.
- Dinner at an American home may be fairly informal.
- Be on time for a dinner party. Arrive within 5 to 15 minutes after the time on the invitation. Never arrive before the time you were invited. If you are going to be more than 15 minutes late, phone your hosts and apologize.
- Begin eating only after everyone is served and your hosts have begun. Offer food or drink to others before helping yourself. Serve all women at the table first.
- If offered a second helping of food, feel free to take what you like. Americans like people to eat a lot.
- When you are invited to an event, it is very important to let the host know if you will attend.
- Do not be afraid of hurting someone's feelings by responding "no" to an invitation. People will be offended if you say you will attend and then do not come.
- If an invitation reads "6:00 p.m. to 8:00 p.m.," leave very close to the ending time stated.
- Americans tend to eat more quickly than people from other countries. Dining in the United States is seldom the long, lingering event it is in much of the world. The point is more often to eat rather than socialize and savor the meal.

Gift Giving
- If you are invited to someone's home for dinner or a party, bring flowers, a potted plant, a fruit basket, candy, wine, a book or a small household gift.
- Many companies have policies that discourage their employees from giving or receiving gifts. Do not be offended if someone cannot accept a gift.
- Cash gifts are never appropriate.

Helpful Hints
- It is considered rude to stare, ask questions or otherwise bring attention to someone's disability.
- Names are not held as sacred in the United States. Someone may mispronounce your name and laugh a bit as they do it. Or someone may just call you by your given name if your family name is too difficult to pronounce.
- "Please" and "thank you" are very important in the United States. Say "please" and "thank you" to everyone for even the smallest kindness. Americans say them regardless of rank or how much they are paying for something, and they expect others to do the same.
- Say "Pardon me" or "Excuse me" if you touch someone or even get close to someone. Americans also say this if they sneeze or cough or do not understand something someone has said.
- Americans often share things in casual conversation, even with strangers, that may seem shockingly private.
- Social conversation in the United States is light. There is a standard format for small talk. People ask brief questions and expect brief answers. Americans become uncomfortable when one person talks for any length of time in a social situation.
- If you feel uncomfortable with a question asked of you, simply smile and say, "In my country, that would be a strange question."
APPENDIX C:
How Can I Be a Successful Tutor in Oral Skills Classes?

You may be interested in working in an Orals Skills class, but don’t know what to expect. You’ve read the description of Oral Skills classes in the handbook and you’ve heard what the classes are like from other tutors, but you’re wondering what you need to do to be successful. What do teachers really want to see in their classroom tutors?

At the end of each term, instructors evaluate conversation partners who have worked in their Oral Skills classes. Below is a list of qualities from past evaluations that can help describe highly effective tutors:

<table>
<thead>
<tr>
<th>ADJECTIVES</th>
<th>ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable</td>
<td>Gets all the students talking, including those who are shy</td>
</tr>
<tr>
<td>Friendly</td>
<td>Asks for help when instructions are unclear</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>“Jumps right in”</td>
</tr>
<tr>
<td>Animated</td>
<td>Keeps students focused while also engaged</td>
</tr>
<tr>
<td>Active listener</td>
<td>Builds rapport with students</td>
</tr>
<tr>
<td>Punctual</td>
<td>Follows instructions</td>
</tr>
<tr>
<td>Professional</td>
<td>Relates to students</td>
</tr>
<tr>
<td>Positive</td>
<td>Makes students feel valued</td>
</tr>
<tr>
<td>Engaging</td>
<td>Makes students feel comfortable to talk</td>
</tr>
<tr>
<td>Warm</td>
<td>Generates conversation with students when there is extra time at the end of an activity</td>
</tr>
<tr>
<td>Welcoming</td>
<td>Has a genuine interest in the students</td>
</tr>
<tr>
<td>Patient</td>
<td>Facilitates, rather than leads, conversation</td>
</tr>
<tr>
<td>Conscientious</td>
<td>Gives students time to express themselves and find their words</td>
</tr>
<tr>
<td>Confident</td>
<td>Uses appropriate level of vocabulary</td>
</tr>
<tr>
<td>Responsible</td>
<td></td>
</tr>
<tr>
<td>Motivated</td>
<td></td>
</tr>
<tr>
<td>Sociable</td>
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</table>

In addition, there are some qualities that instructors DON’T like to see in tutors. Behaviors to avoid include: *talking too much, dominating the conversation, talking too fast, putting words in the students’ mouths or finishing students’ sentences.*

As you can see, working in Oral Skills classes takes much more than just showing up to class and talking with students. It will take practice to improve your effectiveness as a tutor; group facilitation is a challenging skill to learn! By keeping the above qualities in mind as you prepare to enter the Oral Skills classroom, you’ll be on your way to having a positive and long-lasting effect on the speaking skills of the students.
Appendix D: Suggested Tutor Activities

Finding a variety of things to do with your student or tutor will keep your meetings fun and can maximize your learning. This is a small list of possible activities for conversation partners to do together when you need inspiration!

<table>
<thead>
<tr>
<th>Things to Do</th>
<th>Places to Go</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Play cards or board games.</td>
<td>• Take a bus ride downtown and check out the Saturday/Farmer’s Market</td>
</tr>
<tr>
<td>• Play pool.</td>
<td>• Rent bikes from the Outdoor Program and ride them together on the River Path</td>
</tr>
<tr>
<td>• Take a vocabulary walk.</td>
<td>• Visit the Mills International Center</td>
</tr>
<tr>
<td>• Listen to music and discuss the words and expressions.</td>
<td>• Take a tour of the ASUO</td>
</tr>
<tr>
<td>• Explore Internet websites for learning English or anything else you enjoy.</td>
<td>• Visit the UO Recreation Center</td>
</tr>
<tr>
<td></td>
<td>• Take a walk downtown and poke around an antique shop.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion Topics</th>
<th>Help with Classwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Talk about your family and friends back home; ask about their family and friends</td>
<td>• Go over any class activities.</td>
</tr>
<tr>
<td>• Ask for help with day-to-day challenges: Where to get a haircut? How to use Duck Web? Where to shop for shoes?</td>
<td>• Read the Daily Emerald together.</td>
</tr>
<tr>
<td>• Talk about anything that puzzles you about American or UO Culture</td>
<td>• Practice for test or oral presentations.</td>
</tr>
<tr>
<td>• Tell your tutor about your home, culture, and favorite foods.</td>
<td>• Practice reading, writing, speaking.</td>
</tr>
<tr>
<td></td>
<td>• Discuss your homework.</td>
</tr>
<tr>
<td></td>
<td>• Prepare for tests and oral presentations.</td>
</tr>
<tr>
<td></td>
<td>• Review grammar together.</td>
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</table>