

T&L Conference 2019 – Building an Academic Community

Collated Wisdom – Post-it Notes from Exploring the Role of the Director of Academic Tutoring

How could DATs encourage Academic Tutors to engage in relevant training and development opportunities?

- Have sessions not necessarily marketed as ATS sessions ... promote them as 1-to-1 sessions useful for all and not just ATs.
- Open invite to ATs to attend a training session.
- Include development activities in termly staff meetings, so they are not standalone sessions.
- Make it clear what the purpose of the session is – get the AT to feel the need to attend.
- Use case studies (with permission) of tutees who have received good help from ATs to explain why it's important and what a difference an AT can make.

How could DATs evaluate the quality of academic tutoring in the School/Department without colleagues feeling like they are checking up on them?

- Share ideas from ATS project with SDATs about how to evaluate.
- Embedding evaluation into SSLC process.
- Question has been added to UKES survey.
- Surreptitiously! Use attendance data to ask ATs to have meetings and monitor, HoD then speaks to them.
- Add a question to Module Evaluation about AT experiences (would be anonymous).
- Look at RISIS to see if the AT is putting notes in RISIS.
- Create a School prize for an excellent academic tutor/AT who has made a difference, with nominations only by students.

Evaluation & training and development

- Getting feedback from AT and addressing this in an Away Day.
- Keeping a dialogue with ATs going.
- Agenda item on the Community of Practice about how to deal with staff engagement

How could DATs encourage Academic Tutors to see the importance/value of this role given the many competing demands on their time?

- Issues re joined up thinking – ATs and PDs.
- Clarity re workload model - notional hours per tutee.
- Motivating ATs – more prominence in celebrating success etc.
- Show the end result e.g. at graduation - case example of how far we have helped someone.
- Show videos at staff meetings of students discussing the difference their AT has made.
- Demonstrate the “added value” of their work.
- Show link between retention of student and income (their job!).
- Show they are valued by the University. Reward or recognition for AT work.
- Avoid using staff who have a very heavy workload and genuinely cannot spend enough time on the role?

Leadership beyond academic tutoring- in what other ways could DATs lead effective student support and engagement initiatives, and how could this part of the role be made more visible?

- Engaging students: selective use of model agenda.
student led.

How do we get students to attend meeting? Worthwhile meeting and word of mouth.

No number

- “Opt-out” scheme (with replacement task)

Questions

- Has the focus on ‘Academic’ support reduced workload?
- What defines quality of Academic Tutoring?
- What are the measures of success?
- Is it harder to get longstanding members of staff engaged with new initiatives or newer staff?
- How do you deal with tutees who want to change tutor?