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 in – 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?