“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”

Albert Einstein
Re-imagining tutoring for the 21st Century: the emerging role of the senior tutor in student retention & success

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HE Policymaking Trends

Who really sets the agenda?

- Good honours, graduate outcomes, DLHE (new DLHE, post 2017)
- Learning gain, distance travelled, learning/engagement analytics (dashboards)
- Higher Education & Research Bill (HERB) & Office For Students (OfS)
- £9,000 Fees Regime (White Paper, 2011), managing expectations, roles & responsibilities
- Green Paper, 2015: Teaching Excellence Framework (TEF) and associated “metrics”
- Student engagement: students as partners, stakeholders, “consumer”, “customer”?
- Survey Culture (NSS, UPSS, PTES, PRES)
### The 2017 UK Tutoring Landscape – an agenda of opportunity & challenge

<table>
<thead>
<tr>
<th>Huge focus on student engagement in recent literature (e.g. Kift, 2015; Morgan, 2012; Thomas, 2012; K. Thomas, 2015).</th>
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<tr>
<td>Importance of understanding social mobility and socio-economic status (UUK, 2016), partnership working and Information, Advice &amp; Guidance (IAG).</td>
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<td>Addressing barriers to success and “differential outcomes” (HEFCE, 2015).</td>
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<td>The emergence of the “data-driven” tutor: learning and engagement analytics (Hipkin, 2016 &amp; 2017).</td>
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<td>The emergence of the “Citizen Scholar” (Arvanitakis &amp; Hornsby, 2016).</td>
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<td>Emergence of different tutoring “models”: curriculum, pastoral, professional/academic versions. Egan’s “skilled helper” (2006).</td>
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<td>Historically, tutoring not well-resourced or linked explicitly to delivery of teaching and learning interventions; rise of the Senior Tutor</td>
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<td>Metrics-based approach becoming more prevalent to assessing “performance” and “success”</td>
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## Tutoring to Build Grit & Resilience

| Internal vs. external factors – The Resilient Student (McIntosh & Shaw, forthcoming 2017) |
| “Grit”: passion and perseverance towards long-term goals (Duckworth, 2016) |
| Growth Mindset (Dweck, 2012), Learned optimism (Seligman, 2006) |
| Delayed gratification, willpower, self-control (Mischel, 2015) |
| Resilience and The Citizen Scholar: “mistakability”, process and systems thinking, design thinking, “comfort with uncertainty” (Arvanitakis & Hornsby, 2016) |
| Student engagement – attention & commitment – “strategic compliance” (Schlechty, 2002) |
| Pedagogy: productive failure (Sharples et al, 2016) |
| The importance of environment: learning spaces, curriculum, support AND articulated models of tutoring |
| Evidence-based approach (case study, research, qualitative & quantitative data, analysis and methodologies) |
Senior Tutors: Cultivating Resilience

Kannangara, McIntosh & Carson (Manuscript in preparation, 2017)
STUDENT RESILIENCE

Resilience is the ability to recover – to bounce back – from misfortune and to adjust easily to change. Here, we propose a definition of resilience as a number of factors and key traits which, when put together, contribute positively to wellbeing. For students, we show that resilience is linked to life satisfaction, retention and positive mental health.

Resilience domains: factors that make up resilience

- **External**
  - **Social Relationships**
    - Happiness with – and perception of – relationships with friends and family.

- **Social Integration**
  - Level of integration with other students at the same university.

- **Internal**
  - **Self Management**
    - Sometimes referred to as ‘grit’. Includes goal-setting and persistence.
  - **Emotional Control**
    - Ability not to dwell on negative experiences or over-react to situations.
  - **Support Networks**
    - Ability to turn to formal or informal support networks.

Resilience and life satisfaction

- Overall Resilience: 0.412
  - Strong correlation with life satisfaction

- **Self Management**
- **Social Relationships**
- **Social Integration**
- **Emotional Control**
- **Support Networks**

Resilience and retention

- Overall Resilience: -0.282
  - Negative correlation with propensity to drop out

Resilience and mental health

Students with a mental health condition score lower on resilience than any other group. An understanding of resilience may provide insight into how students with a mental health condition can be supported and empowered to achieve equal outcomes.

- Resilience index scores
  - Yes: 55.3
  - No: 66
  - Mental Health Condition

References

Data drawn from the Unite Students Insight Report 2016. The study, carried out by Youthnet and Yougov, was fielded between 24 March and 22 April 2016 and answered by a representative sample of 6504 undergraduate students studying at UK universities.
Enhanced (Senior) Personal Tutoring

Strategic investment in senior tutoring: Student Experience & Learning, Teaching & Assessment Strategies (2016-2020)

Articulating a model of Early Intervention & Transitional Support (EI & TS)
Teaching Excellence Specialists (TES)

Flexible and agile – universal model, local flavour, centralised coordination, appropriate to context

Building a community of practice – tutor teams, EPT network, best practice, research, feeding into operational planning cycle

Aim: tutoring to improve resilience and bring about improvements to the learning environment (academic, social, administrative)

48 Enhanced Personal Tutors (EPTs) trained, Jan-September 2016, another 15 trained March 2017 across 8 academic schools. Role of Academic Group Coordinators (Retention)

Tutoring key to achieving strategic ambitions: personalisation, teaching intensive (support intensive), 3 dimensions of student experience, study skills support

Aligned with Bolton Graduate Skills Check (academic writing, numeracy, UniStride wellbeing & resilience)

Focus on: pre-entry, prior attainment, socio-economic background, empowerment, resilience, short, medium and long-term goal setting and peer learning

Articulating a model of Early Intervention & Transitional Support (EI & TS)
Teaching Excellence Specialists (TES)
References