

Faculty Focus on FY for FY Associate Dean T&L

Welcome to our place



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Questions

- What should I be doing?
- How do I know if I'm on the right track?
- Who can I ask?
- When will I know if I've done enough?
- Does everyone think I'm dumb?
- What's next?
- What are the important bits, and which stuff should I ignore?



Feelings



- Uncertainty
- Overwhelmed
- Lonely
- Frustrated
- Excited
- Smart
- Stupid



This half hour

1. Context
2. Strategies related to improving FYE
3. FYE in the role of ADTL
 - Modest successes
 - Ongoing
 - Learnt along the way



Context



Context re FY

JCU re FY

- Social inclusion in spades
- Problems with retention
- Arrive Stay & Succeed
- FYP leader



Appointment of ADTLs re FY

- Original terms
 - Faculty t&l set priorities: enhance FYE
 - Retention emerges as JCU & faculty priority
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Context re FY

Faculty of Arts Education & Social Sciences re FY

- Pockets of highly engaged and dedicated exemplary practice re enhancing FYE
- 28% JCU eftsl
- 20% JCU FTE staff



Context re FY

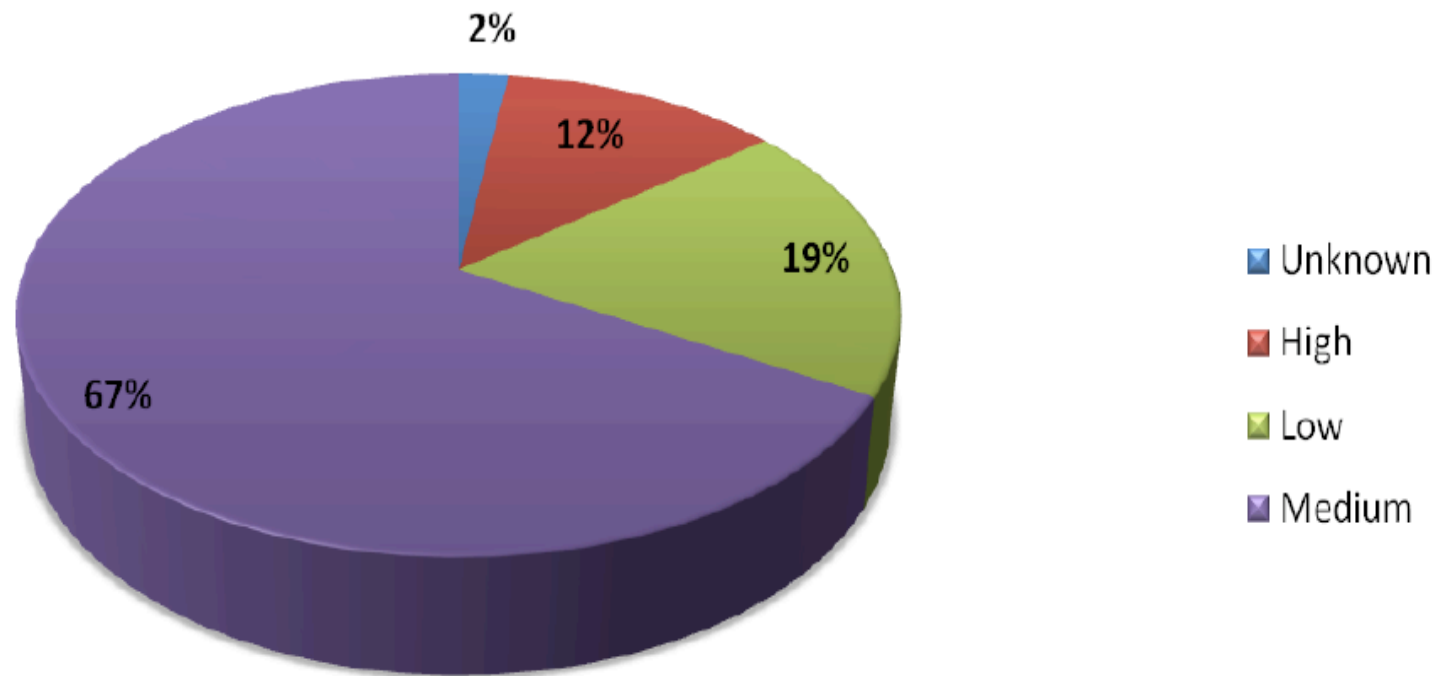
FY students in Faculty AESS



- 6.1% with disability (cf 2.7, 3.0, 3.4)
 - 5.04% ATSI (cf 1.32, 2.80, 0.78)
 - 12.8% aged 15-19 (cf 14.3, 21.8, 19.6)
 - 54.4% aged >25 (cf 38.5, 40.16, 36.2)
 - 33% with OP>12 (cf 39, 22, 23)
 - 1.47 ratio enrolment:eftsl (cf 1.20, 1.34, 1.37)
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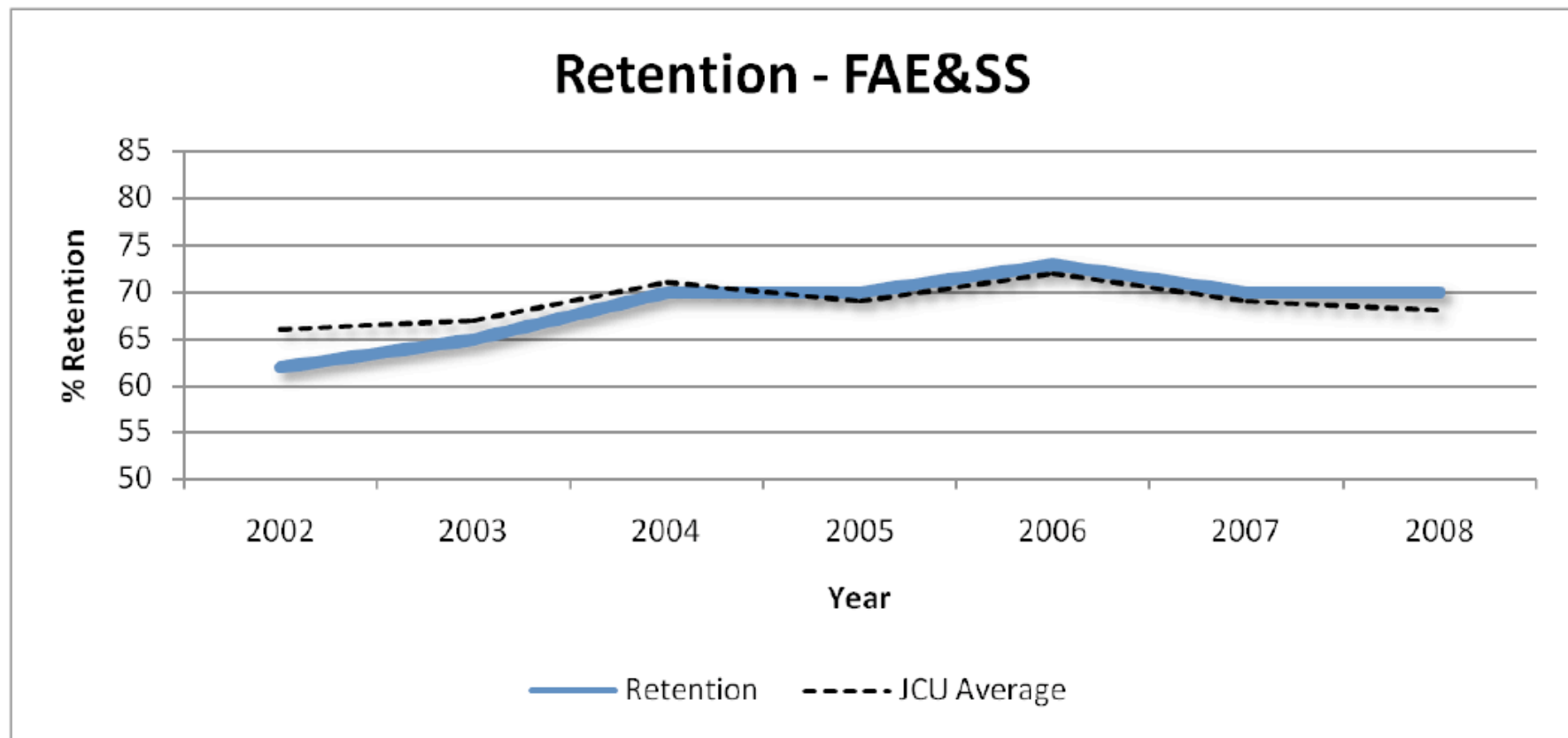
Context re FY

SES - FAE&SS (2007)



Context re FY

Retention – FAE&SS



Strategies



Faculty FY Summits

- Goal: a set of coordinated activities to improve FYE across the faculty
- Technical, professional, support, academic staff within and beyond faculty
- Stolen from PM Rudd: Ideas* and Actions Summits*
- Action outcomes taken to Faculty planning days, O week planning, web managers

** I have copies of collations of ideas and of actions for those interested*

Student feedback focus groups

- Goal: enriched understanding of student experience
- Plan A:
 - Both campuses
 - Staff cooperation in inviting
 - Usual bribe of food
 - Very poor response in terms of numbers, but rich in info
- Plan B: within-class open discussion
 - Excellent rich feedback
- Plan C: summary of group comments emailed to all students across faculty: have we got this right? Tell us what you really think
- Final summary* of all student feedback circulated to staff, used in curriculum planning days
- Getting representative info from students is
 - very tricky and
 - very worthwhile

** I have copies of summary of feedback for those interested*

PVC lunch for teachers of FY & mentors

- Goals: recognition of teachers of FY as experts;
further recognition and valuing of mentors
chance to embed mentoring more into curriculum
- Both campuses
- Distributed subject-specific student demographic data *



**I have a sample for those interested*

FYE in the role of ADTL



Role of ADTL

- No power or authority
 - advise
 - influence
 - coordinate
 - report
 - neither 'us' nor 'them'
- National ALTC Reports
 - Between a rock and several hard places
 - Leading for Learning
- Emerging national networks
 - Alongside Deans' associations, eg Business, Science, DASSH



Some modest successes

- Establishing culture of pride in FY
 - Strength of inclusion
 - Avoiding deficit view of staff or students
- Drew attention within and beyond faculty
 - Summits
 - Reports to all formal meetings
 - Subject outlines
 - Assessment
- Faculty-wide retention framework:
 1. Pre-enrolment
 2. Student Support
 3. Community Building
 4. Curriculum Offerings
 5. Teaching and Learning
 6. Staff development
 7. Service Culture
- Subject-specific stats on FY student demographics
- Exciting FY core subjects in BA



The ongoing 'to do' list

- FY advisers
 - Formal role descriptions and workload allocations
 - Across whole uni
- Student voice
 - Move beyond token
 - True representativeness
 - Off-campus students
- All staff
 - Including sessionals
- Student mentors
 - Preparation, recognition, embedding in curriculum



Major learnings

- Be informed and use the info
 - Data about FY students
 - Knowledge of literature on FY
- Enlist aid and support from above
 - PVC collaborated to prepare and present a retention framework for faculty
 - SDVC, Chair of Ac Board
 - Literature
- Use existing organisational structures
 - Uni, Faculty and School T&L committees
 - Executive committees for enactment



Major learnings

- Work across boundaries
 - FYPL, learning advisers, library staff, student services, IT, LearnJCU, corporate stats
- Work with strengths (mine and others')
 - Rich student mix, knowledge of lit, passionate staff
- Make allies
 - Other ADTLs, mentors in this and other units
- Celebrate success and effort
- Reflect on failures, and move on
- Stay healthy
- Get out more!



Your turn

