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
   - Ongoings
   - 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
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
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)
Context re FY

SES - FAE&SS (2007)

- Unknown: 2%
- High: 12%
- Low: 19%
- Medium: 67%
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 faulty
  • 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 unis
• Celebrate success and effort
• Reflect on failures, and move on
• Stay healthy
• Get out more!
Your turn