

Impersonal tutors

How to scaffold belonging and make the SU indispensable



WONKHE SUs | MSC2024 | [WONKHE.COM/SUS](https://wonkhe.com/sus)
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<https://www.youtube.com/watch?v=OoEbb9sRKw4>

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Results

- Students who watched the video on their first day of a module were more tolerant of other groups and more supportive of diversity even months later
- When followed up with a university staff-led discussion, impact was reduced
- When followed up with a student led discussion, impact was enhanced
- Students from marginalised groups said they had an enhanced sense of belonging, are less anxious in interactions with students from other ethnic groups, and said they were less and less the target of discrimination.
- The researchers also tested the effectiveness of the intervention in a series of courses in which white students had historically received better grades than their non-white peers.
- In groups that viewed the video and had the discussion during their first week white and BAME and students' grades were equal by the end of the module.

This session

- As savings programmes rain down on university departments, SUs are feeling the pinch.
- This session draws on research into what senior university people really value about their university's SU, what annoys them, and offers perspectives on SU strategy to ensure that SU funding is protected in coming years.

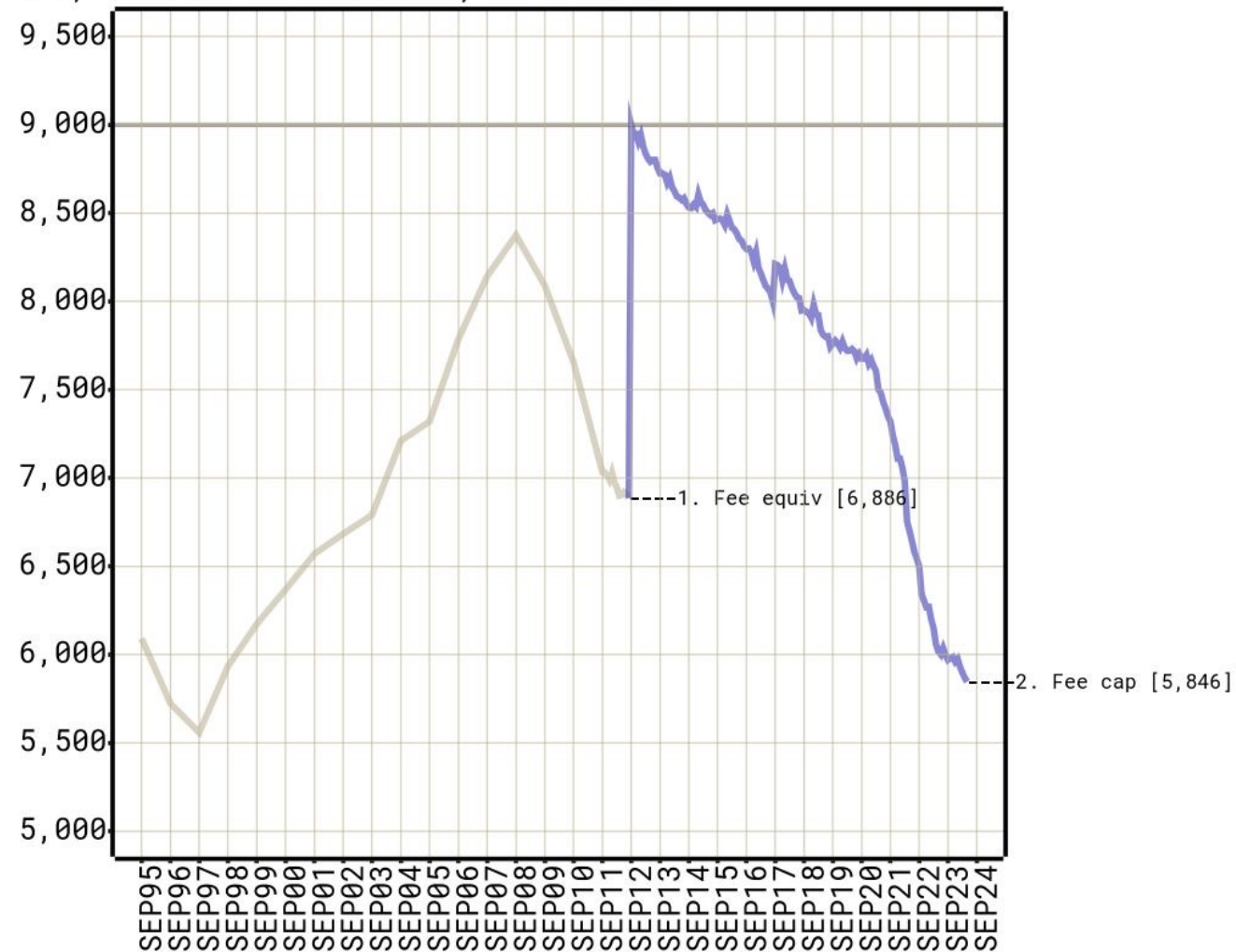
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No miracles

UK full-time UG “unit of resource”

English FT UG fee cap and fee equivalent UOR for entrants, inflation adjusted RPI, from SEP12 reference, in £ SEP12



Expressed in £ 2012, the current £9,250 fee cap is now worth only £5,846 in real terms.

The previous low point in equivalent per-student UK funding was the late 1990s when it briefly touched £5,500 in £ 2012.

dataHE analysis *f13_00n

Fundraising?

Setting Fund

Topline Re

\$

Strategic Focus Area

Major Gifts
(60-80% of Total Goal)

Donor Acquisition

Donor Retention

Event Engagement

___ attendees or
___% increase in
attendance



by funding for your

ired National Lottery Funding to help Salford students

by offering hot meals at the USSU Wellbeing Hub and housing assistance, and overall wellbeing support.

Cost of Living Fund is being delivered by The National Lottery funder in the UK. Grants will support charities and the frontline of dealing with the increase in the cost-of-living.

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Fundraising?

- In the wider charity sector, everyone has a fundraising strategy
- In SUs, this used to be about commercial venues/outlets/development
- Few have a fundraising strategy other than the annual BC discussion round
- SUs need one – especially given the tensions in “biting the hand that feeds”
- Changing perceptions on costs
- Helping with recruitment and admissions
- Rattling tins for student hardship
- Alumni/Legacy donors
- Trust/fund funding



Setting Fundraising Goals

Donorly

Topline Revenue Goal		Deadline
\$ _____		_____
Strategic Focus Area	Goal	Notes & Anticipated Challenges
Major Gifts (60-80% of Total Goal)	\$ _____	
Donor Acquisition	____% increase over previous campaign	
Donor Retention	____% increase over previous campaign	
Event Engagement	____ attendees or ____% increase in attendance	

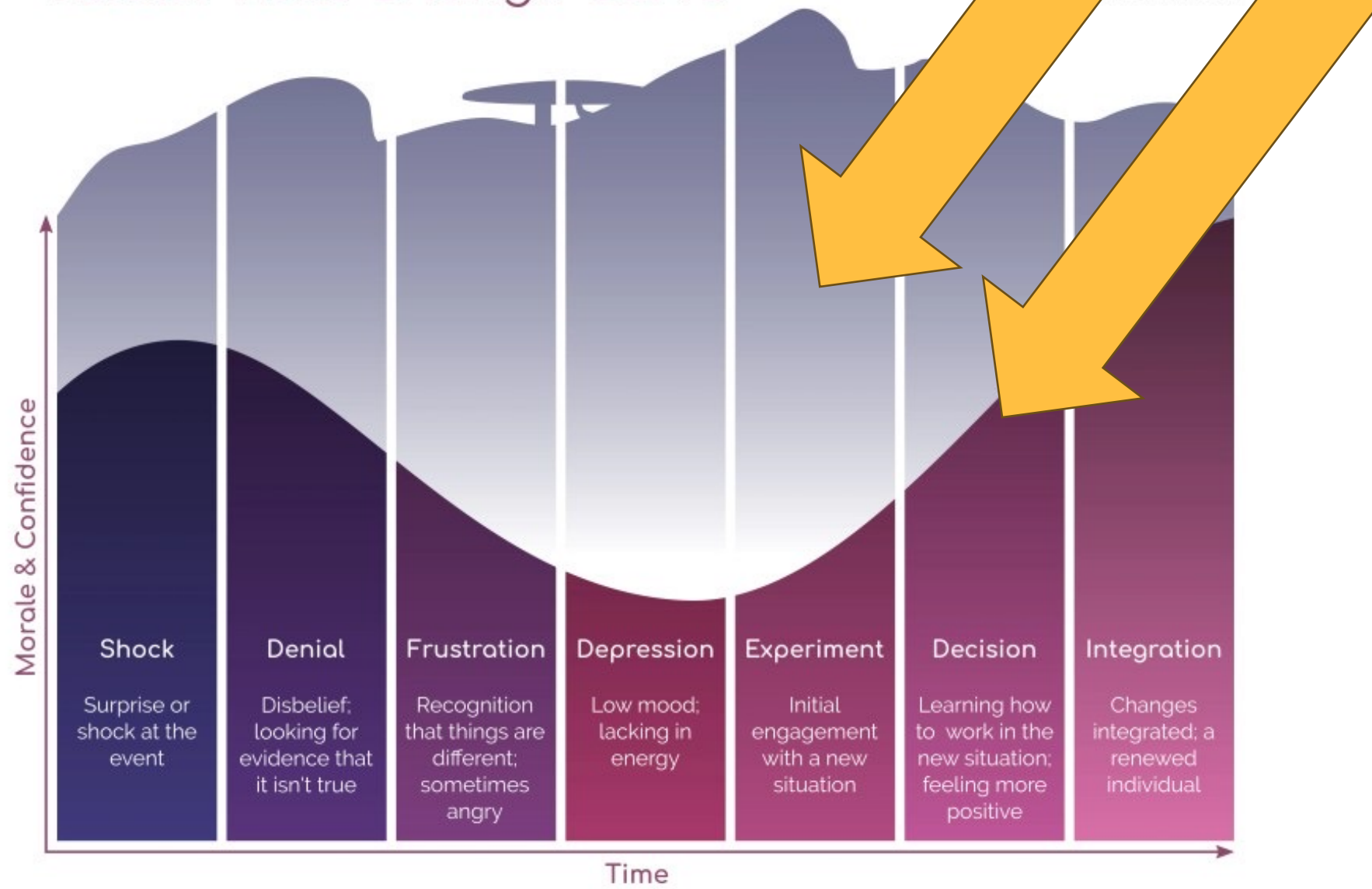


	Things the SU cares about	Things the SU doesn't care about
Things the university cares about		
Things the university doesn't care about		

Uni FDs

- International collapse
- Fixed PFI costs preventing contraction
- Staff pay reductions in real terms
- Student maintenance costs
- Higher education estate
- Investment in STEM facilities
- Wider running and regulatory costs
- Student support costs
- Regulatory costs
- Transfer of costs away from state
- They like it when you know

Kübler-Ross Change Curve[®]



What do they notice?



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I see

There are two things they know we do:

- Clubs and societies
- Student representation at the university level

Almost everything else is noise/lost



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Demonstrables

- Clubs and societies: Demonstrating the impact on recruitment, retention, completion and employability
- Representation: Demonstrating the positive impact on university decision making and external scrutiny

Demonstrables

- Clubs and societies: Demonstrating the impact on recruitment, retention, completion and employability – SU engagement = success
- Data (see NTU) that shows impact on the metrics
- Stories that illustrate the impact on people
- Illustrating the difference that funding makes on above

- Local press
- Imagery around campus
- Supply to university comms
- Submissions to government
- Articles on wonkhe.com

What they say about representation

- Concern re TEF and NSS
- Insufficient shift to targeting rather than systems
- Doesn't work
 - Reps at too low a level
 - Sabbs too stretched and “winging it”
- No capacity on projects
- Insufficient focus on student experience outside of TEF
- Too “officer led”
- Little vision or policy on education/SE
- Doesn't help with university change agendas
- Insufficient output
- Patchy and can lack breadth
- Insufficient focus on why rather than what
- Lack of capacity at accountability unit level
- Doesn't feel broad enough or authentic enough
- Officer performance reliability
- The PCR problem

What they notice

- Representation: Demonstrating the positive impact on university decision making and external scrutiny

This is about:

- Reliability/performance on key university bodies (esp BoG/council)
- Supporting senior management change agendas (pre, during, post)
- Sharing (and shaping) concerns
- Negative? Warnings and heads up

Conversations...

- Most pro-VCs have never interacted with a student leader
- That's a reflection of the UK system's relative student leadership weakness at below central university level
- Implies a need to focus on PS deputies, heads of school, Deans of faculty etc
- Going beyond that requires leadership at those levels not just (central) SU relationship building

Governors

- Want to know what's really going on
- Want to know that their managers are on top of those things
- Want to be proud of their own students
- Signals from governors (esp chairs) are hugely important



Money

- Decision making starts with what has to be there
- Clubs and socs + Representation at university level (and its financing)
- Compliance: Freedom of speech, H&SM (and other complaints work)
- Recruitment
- Hardly any FDs understand the fixed costs involved in an SU
- Tip-offs and sleeves rolled

Corporate relationships



Part of the problem

Difficult, unreliable, reputation, headache, embarrassment, “on fire”



Irrelevant

Cautious, Doesn't manifest in the risk profile, steady, well run, not causing, established



Part of the solution

Bold, helpful, delivers what's needed, helps with wider agenda within university

Indispensable

- Do work that matters, not work that's easy
- Monopolise a particular skill
- Be willing to go the extra mile
- Make their job easier
- Reduce anxiety
- Master an expertise not required
- Monopolize an important relationship
- Be a thought leader
- Be a team player
- Be committed to the purpose
- Stay current
- Try to offer solutions
- Warn
- Have the edge on why things are the way they are
- Improve your oral and written communication skills
- Reliable and trustworthy

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Indispensable?

- Be so good they can't ignore you
- Use data to your advantage
- Become an internal influencer
- Build culture
- Become a go-to expert

What could be vital?



Matriculation?

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Copenhagen

- At Copenhagen University in Denmark, in conjunction with the Student House and the SUs, the university runs a giant outdoor student matriculation event that welcomes students to the city.
- Speeches, including some made by SU officers, tend to focus on getting involved in student life, combating imposter syndrome and setting social norms.

What could be vital?



TREY | TT-Kamerat

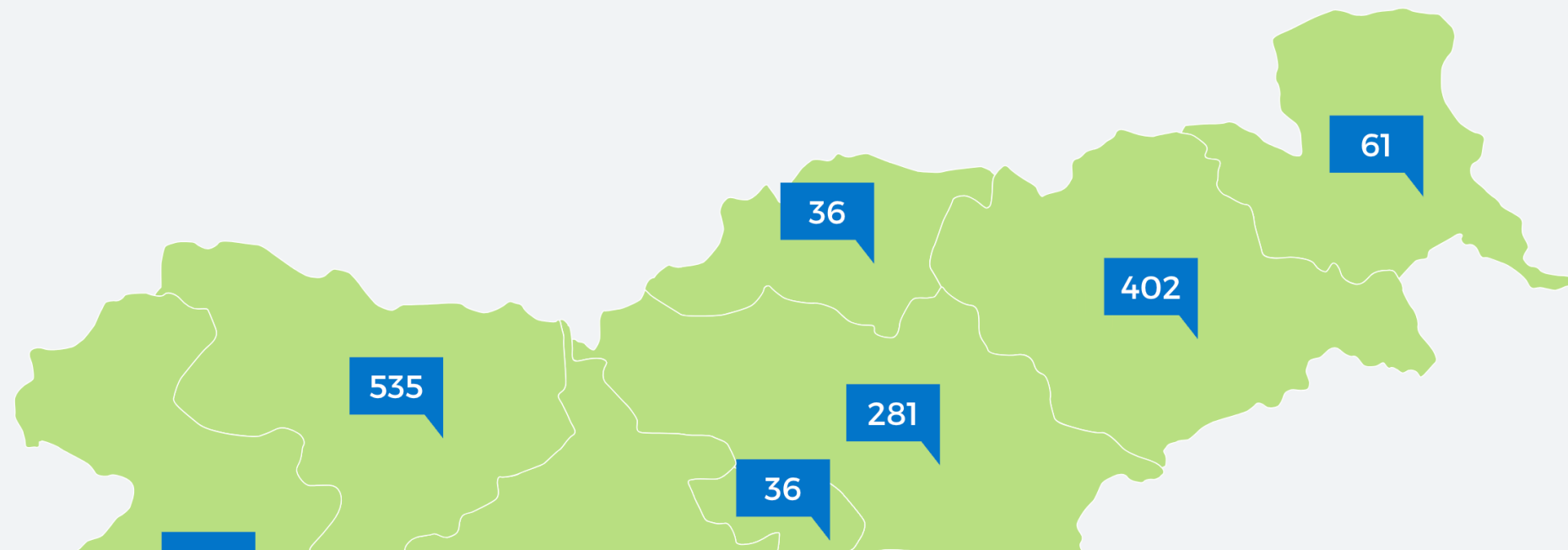
Celebration?

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What could be vital?

Search among 3938 jobs, earn and gain experience.

Enter the type of work, place, company...



Employment?

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What could be vital?

TOASCHÉ

We've got just the right apartment for you!

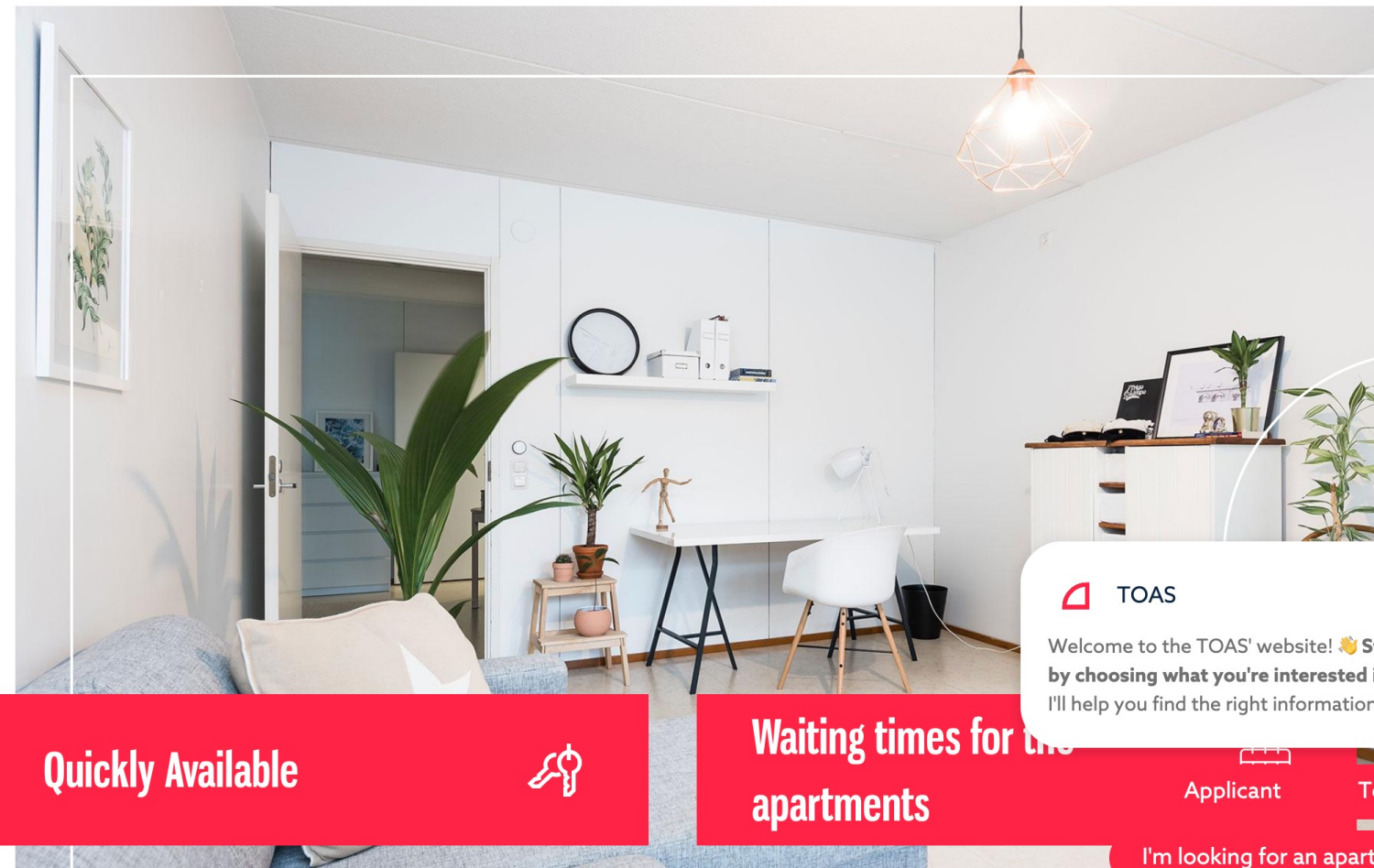
Our Apartments



Quickly Available



Waiting times for the apartments



Housing?

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What could be vital?

Map Your Goals

Stack Points For Experience

Organise your own projects, study and experience

Build your schedule and with activities from our calendar

Use self-study opportunities to learn at your own pace



Reflect each time you progress towards your goals

Grow an enhanced transcript and share your achievements

Build extra recognition on your final degree transcript



New and Noteworthy



How do I make connections and look after my wellbeing?

What does wellbeing mean to you? How do you look after it? This workshop will explore what it means to have good wellbeing and the important steps we ...

What is it like to study in a UK university? // Multiple Dates Available // This session explores university study ...

Is it normal to feel overwhelmed when starting University? // Multiple Dates

How do I develop my skills to get a head start with my course? // Multiple

How do I show honesty in my academic work? // Multiple Dates

KEEP SCROLLING, AND DISCOVER OPPORTUNITIES TO BUILD YOUR FUTURE ME

Or look to the top of the page for ways of searching our portfolio



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What could be vital?



berlinsidewalk.com

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Aalto Business Technology ry

Aalto Business Technology ry is the association for students studying Information and Service Management in their Bachelor's or Master's degrees, in addition to people interested in the intersection of business and technology. We welcome all students and alumni from Aalto University to join us. Joining Aalto Business Technology ry allows you to tap into our social and professional network and gain a better vantage point in the job market. Your skills are seen as valuable by employers in several sectors and we work tirelessly to promote your degree to top employers.

Aalto Business Technology ry also organizes a variety of exciting events, ranging from excursions to the top technology and consulting companies to study trips and more relaxed gatherings such as the notorious Novemberfest which with the yearly board election are the grand finale of the Aalto Business Technology ry year.



Besides presenting students with great career opportunities and events, Aalto ISM aims to be an effective link between students and the Faculty to make sure your opinions will always be heard.

For more information, visit our webpage, the Facebook page, our Instagram and don't forget to sign up to the mailing list!

BSc Midwifery
 Year 3
 Lanarkshire Campus
 Student Rep
 President UWS Midwifery Society

CAKE &
 UPS

ing for a chat
 & 3rd years



Good Luck Part 2's
 on your
 Neonatal OSCE

UWS @UWSMIDSOC

@THE STREET, LK

SOCIAL CALENDAR

- MAY International Day of the Midwife Event
- JUNE Student Midwife Awards Party
Team Building day in SKye
- JULY Biomechanics of Birth Training
- SEPTEMBER Coffee, Cake and Catch-ups
- OCTOBER Halloween Party, UWS Open Day
- NOVEMBER Maternity and Midwifery Festival
Midwifery Applicant's Evening
Leah Hazard Workshop
- DECEMBER Christmas Party
- JANUARY Compassionate Midwifery
Breech Birth Workshop

THE DAYS IN GREYS PODCAST



SOCIAL MEDIA TEAM



ISLA Part 2 BSc

SANA Part 2 BSc



CADUE



OC ALLIES



Monday 15 August

Both lunch and dinner are offered free of charge today.

12:15 - 13:00 Roll call (MANDATORY)

Courtyard

Engineering Physics has roll call 12:15 - 12:30 and Engineering Mathematics has roll call 12:30 - 12:40. It is IMPORTANT to show up at the right time (neither too early nor too late)! Here you can meet your study counsellors. After the petition, you leave Borggården and are led by godparents to the Sing-Sing farm.

In the unlikely event that you miss the petition, you risk losing your place on the programme. Remember to bring identification. If you have any questions, please contact the study counsellor.

13:00 - 15:00 Welcome (incl. lunch)

Sing-Sing and English Park

Here you are divided into nØllegrupper, get to meet your godparents and each other and play name games and other fun. The ancestors introduce themselves and briefly tell us what the reception is. It is an excellent first opportunity to get to know some of the wonderful people you will spend your years at KTH with. You get free lunch, and it's rumored to see and hear an exciting speech. The godparents know where you are going.

15:00 - 16:00 Infopass 1

D1 + D2

Here you are welcomed to the programs by the program managers (PA) on each program. Martin Viklund, PA for Engineering Physics, and Sara Zahedi, PA for Engineering Mathematics. After that, it's time for Physics Section President Rebecca Remling to welcome you all to our section, and Fadderiet also wants to say hello!

16:00 - 20:00 TIM-building + Chill & Grill (incl. dinner)

Machinery

The TIM building, where "TIM" stands for Think Engineer-wise, is about you within your nØlle groups merging your wise, creative heads to solve a practical problem. It will end with us grilling together in the Machine Park and then you will have the chance to get to know more with all the new people you have met during the day in a relaxed way. Maybe there will also be some games.

Tuesday 16 August

Lunch is offered for free today. Dinner is also offered if you go to the practice gasque in the evening, which Fadderiet strongly recommends doing!

09:00 - 11:00 Diagnostic test

Salar and Q

KTH's diagnostic math test to measure your skills for purposes that are not mentioned. No preparation is required.

11:00 - 12:00 nØlledans

Machinery

Socialize and learn the nØlledansen, which we all dance together. All kinds of dancers are welcomed, both in tempo and out of step.

12:00 - 13:00 Lunchföreläsning (incl. lunch)

M1

Lunch lecture with the Swedish Association of Graduate Engineers, who will tell you about the union and working life as an engineer, with free lunch!

13:00 - 15:00 Infopass 2

M1

Introduction to data with Christian Smith for Engineering Physics and Engineering Mathematics, followed by *vetiquette*, information on wit and etiquette at sittings.

The fairy tale might appear here...

15:00 - 16:00 nØllegruppshäng

Around the machine park

Here comes another opportunity to hang out in your nØlle groups, while in can devote yourself to any sidequests, crafts and other fun.

16:00 - 18:00 Gyckelskola

M1

Here you get the chance to try out making gasque performances, so-called jesters!

19:00 - 22:00 Övningsgasque

Off campus

Experience your first gasque at KTH together with your nØllegrupp! Each nØllegrupp has its own Övningsgasque; a slightly smaller party in size, but very cozy and a good opportunity to learn how a gasque at the Physics Section is done.

Wednesday 17 August

Both lunch and dinner are offered free of charge today.

09:00 – 12:00 Intromatte

First maths lecture at KTH! Take this opportunity to freshen up your gears that are sure to have accumulated some rust. At the same time, you step up your study habits and gain insight into what it is like to really study at university, which is very useful once the reception weeks are over and the study really starts.

12:00 – 14:00 Infopass 3 (incl. lunch)

F2 + V2

First there will be an inspirational lecture for Engineering Physics in F2 and for Technical Mathematics in V2. After that, the Student Union of the University of Technology (THS) comes by and informs about their activities and in what way they benefit you in F2.

Lunch will be served at 13 p.m.

14:00 – 15:30 JML Workshop

You get to discuss different issues over coffee, and the section's equality committee presents itself!

15:30 – 18:00 Campussafari

Around campus

Does KTH feel big and confusing? Are all houses called only one letter, which says nothing at all? Then join us on Campussafari! With lots of fun activities and the help of the godparents, you will learn how to find your way around campus.

18:00 – 19:00 Afternoon

Triangelparken

End of the Campus Safari and joint dinner to round off the day in the best way, together!

Thursday 18 August

Both lunch and dinner are either sold or offered for free today.

09:00 – 11:30 Dansövning

KTH-hallen

On Sunday it's time for banquette, but Flirty Eskil can't dance. To remedy this, this exercise is introduced. You also get a small tour of the KTH hall, Campus' own gym and sports hall.

12:00 – 13:00 Sångföhs

M/nøllan learns to take tone under Sångföh's firm guidance.

The fairy tale might appear here...

13:00 – 18:30 Section day (incl. lunch)

Consulate; around and in the M-building

You get to meet and have activity with the various committees within the section. There's plenty to do for all the different interests! During the day, together with your nøllegrupp, you will meet all the section's committees and learn what range the section has for you and your study time.

What is a board? Well, mentions are groups on the section that hang out with each other and do cool things! Some examples are the club master's fkm*, which fixes the section's parties and pubs, or FINT, which is there for the section's international students! All mentions can be found on [this page](#).

Lunch will be served at 13 p.m.

18:30 – 21:00 Section evening (incl. dinner)

Consulate; around and in the M-building

Stay as long as you want and hang out with your favorite board! <3 Or mingle between your favorite boards. All the mentions have prepared cozy activities just for you, so that you can get to know the mentions and the mentions can get to know you! Dinner will be served.

Dinner is served at 18:30 p.m.

Wednesday 24 August

Both lunch and dinner are either sold or offered for free today.

10:00 – 12:00 Union Day

Nymble

A fair where you can meet different parts of the union / THS and find lots of fun things you can do there. At the corps, there are lots of things you can do. There are choirs, sports teams, rocket builders, political student associations and many more interest groups. Here on Union Day, you get a chance to go around botanizing and interrogating yourself among all this.

12:00 – 13:00 Lunchföreläsning (incl. lunch)

E1

Lunch lecture, with free lunch! Who will lecture remains to be seen...

13:00 – 14:00 Festa smart

F1

Here you will learn about partying in a wise and less harmful way.

14:00 – 16:00 Q-nøllan

Machinery

Next year is a Quarneval year, and in order for you to be really prepared for what it means, you can try some Quarneval-like activities.

What is Quarnevalen? There is a parade around Stockholm that is held every three years, where you build craft that are more or less shipped around the whole city. [You can read more about Quarnevalen here.](#)

16:00 – 19:00 Intro mat

M1

Fourth lecture in intro math

19:00 – 20:00 Afternoon

Outside the consulate

Dinner is served as the end of the day, or in preparation for the union's evening.

20:00 – 23:59 Kårens evening!

Nymble

Here you have the opportunity to experience dance floors where newly admitted students from all sections at KTH party together. It is a large club event with several dance floors and bars.

Vytauto Didžiojo University

- Pre-academic year Freshers' summer camps.
- These camps are organised by the SU and are open to both residential and commuting students.
- The camps aim to provide teambuilding activities and games to new students.
- The summer camps also include cross-departmental discussions, simulations, and entertainment for the students.
- The goal is to help students make new friends across different departments and learn more about the student union.

Jonkoping

- Food Safari is an event at Jonkoping University in Sweden
- The event is about meeting new people while sharing a 3-course meal in different places around the town
- Participants are put into teams by the SU
- Each team only needs to prepare one of the three courses
- The SU works out individual dinner routes through the city



Students made this

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CBS

- Copenhagen Business School (CBS) holds a Student Society Day in the middle/end of September.
- Over 60 clubs and societies participate in the event to encourage sign-ups.
- CBS also holds a separate "Semester Start Celebration" for new students.
- The celebration includes student group performances, try-out sessions, demonstrations, screenings, debates, and talks.
- The celebration aims to showcase the diversity of student activities and encourage students to join different societies beyond their social circles.

Sahlgrenska

- Sahlgrenska Academy SU in Gothenburg, Sweden has seven chapter constituent SUs.
- Each chapter has its own “kick in” committee that plans bespoke induction activities with the academic department they are attached to.
- IntrU committee oversees the overall induction of newly admitted students and supports the groups.
- The induction activities include talks, scavenger hunts, socials and projects.
- The goal is to create a safe study social environment and introduce Gothenburg as a student city.



<https://www.youtube.com/watch?v=RQ9OuAL55HI>

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Aarhus

- At Aarhus University in Denmark, a project called Internationalise with Us matches new international PhD students with Danish families from a network of local businesses.
- Students get to know a Danish family, get insight into Danish culture and find friends for life.

What could be vital?



students made memories all day

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What could be vital?



university and community collaboration

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What could be vital?



students became students and citizens

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What could be vital?



students helped others transition

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Translation from Finnish
Legally binding only in Finnish and Swedish
Ministry of Education and Culture, Finland

UNIVERSITIES ACT

558/2009

(Amendments up to 644/2016 included)

Chapter 1. General provisions

Section 1. Scope of application

1. This Act applies to universities under the remit of the Ministry of Education and Culture as provided below. (Amendment 954/2011)
2. The universities referred to in this Act are:
 - (1) University of Helsinki,
 - (2) University of Eastern Finland,

Rules of the game?

Universality?

I see a leader like me

Credit for service?

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Student sign up

Course Evaluator Against criteria Works off metrics	Social coordinators Low level, social capital	Orientation Experts To the course, the campus, the city	Student success champions What do students need to do to succeed
Individual Advocates What if students have a problem - signposting	Study confidence gurus Study skills and assessment queries	Career boosters Student led and fronted activity – often competition/project based	Subject specialists Curriculum and co-curricular immersion



It's mostly nervousness, I would say.

<https://www.youtube.com/watch?v=o4rSaMykNfk&t=2s>



Needs

- Need to be efficient given huge student numbers
- Need to be rapid so the academic year can begin
- Need to generate income and revenue
- Need to “live up” to hype, expectation and what was achieved last year



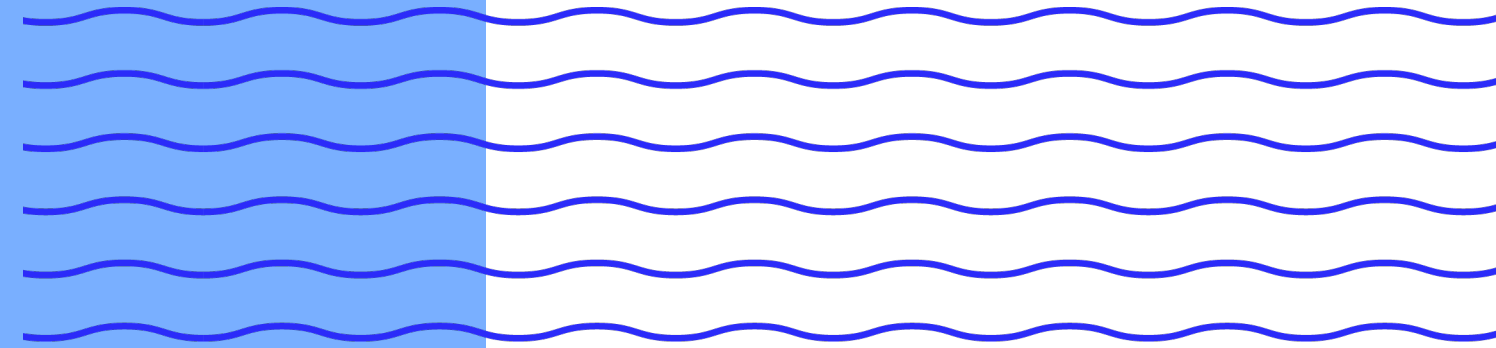
What do new students need?

- What do students need to know?
- What do students need to be able to do?
- What do students need to be comfortable and confident about?
- Are there differences for some students?
- How much of the above should be achieved pre Freshers, during Freshers and post-Freshers?

VU Amsterdam

- You will become acquainted with your degree programme and fellow students.
- You will discover all the hotspots on campus and of Amsterdam.
- You will participate in activities and go to fun performances
- You will take part in interesting workshops that help you prepare for your studies.
- You will find out more about the countless associations you can join at VU Amsterdam or in the city itself.
- The five-day event will be concluded with a party in several Amsterdam clubs.

**You already know your fellow
students before your studies begin
You will no longer feel awkward:
when you walk into the lecture hall
a few weeks later, you already know
everyone!**



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Plus

- Choose from 5 day or 3 day programme
- Within subjects but chosen for diversity
- Streamed for age
- Dedicated programme aimed at international PGTs
- Additional days designed and led by first in family students

<https://www.youtube.com/watch?v=ts2-JEKGpEE>

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Across Europe

- Family inductions
- 5-15 students
- Trained mentors
- Linked to / led by academic societies
- Small, emotionally intelligent and bespoke designed
- Patches in to wider programmes
- Academic society led informal events
- Campus, city, other students, identity, people, opportunities, study success, cake



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Tutoring at Tampere

- Trey tutoring videos
- <https://trey.fi/en/community/tutoring>

Oslo Met



A sponsor is one/a:

- **Ambassador:** During the buddy weeks, you are the public face of the university and your study programme.
- **Model:** The new students look up to you and pay close attention to what you say and do!
- **Caregiver:** Shows consideration, responsibility and gets everyone in the group involved.
- **Signpost:** Answers questions and refers further if needed.

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Oslo Met

Main task 1: Include and include everyone in the group

Main task 2: Ensure that the new students get to know each other well

- Show the buddy group around the campus and elsewhere in the local community
- Make sure there are at least two sponsors from my group at each event.
- Be present both mentally and physically: Don't be the godparent that the godchildren have to follow home, be someone who meets on time and doesn't let the godchildren wait!
- Keep the sponsored children updated on what is happening every day and make sure everyone has received the information.
- Do as a friend and, for example, message the sponsored children and ask if they got home safely or if they will come the next day. Always get in touch when someone doesn't show up.
- Respect the sponsored children and their boundaries (especially alcohol and intimate boundaries)
- Encourage the sponsored children to attend classes at scheduled times
- Be positive and committed and work to create a pleasant atmosphere in the group
-



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Oslo Met

- Introduced myself and given all my phone number
- Everyone has been allowed to introduce themselves
- Performed get-to-know-you play
- Noted and learned the names of everyone in my group
- Created and added everyone in their own Facebook group (with group photo!)
- Added my contact information to the Facebook group
- Conducted a guided tour of the campus
- Completed guided tour in Oslo/Lillestrøm
- Checked if the sponsored children have questions and answered them
- Everyone has obtained the student card or knows when to do it
- Everyone knows where to buy lunch/dinner for a cheap price
- Everyone knows where to buy or borrow textbooks



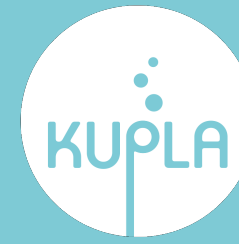
**Everyone in
the group
knows
each other**

What and why?

- Students mentor groups
- Cause understanding and bridging bonding
- Some pre, some post (hidden codes)
- Information with understanding
- The way things work here
- The way students succeed here
- How students treat each other here
- The opportunities available here
- Signals about student ownership and leadership of culture
- Deep sense of belonging

Bits and bobs

- Not 121 mentoring (PALS)
- Not about dependence on the mentor
- Sometimes paid, sometimes credited
- Doddle to recruit to
- Universality and norms
- Participation – events, competitions, cake
- Creation
- A space that is not “core”
- Linked to academic communities



TUTOR TRAINING

The tutor's role



Thinking back



What kind of information did you want at the beginning of your studies?

What was your perception of the tutors?

What was your perception of the staff and the guidance services?



Consider and write down why you participate in tutoring

What motivates a tutor?

- I wanted to get to know new students in my area.
- Tutoring is nice.
- I wanted to find new friends.
- I wanted to learn new things.
- I heard positive feedback from previous tutors.



Source: “Development of guidance and working life skills in higher education” project 2009-2011



What do I want to learn as a tutor?



Things tutors say they learned

- Presentation skills
- Communication skills
- Group management skills
- Organisational skills
- Planning
- Managing a wider project
- Knowledge specific to their area of study



Source: "Development of guidance and working life skills in higher education" project 2009-2011



The tutor's role

Why is tutoring important



For the tutor

For a fresher?

For a student organisation?

For the university/UAS?

For student culture?

Tutor introduces to student culture

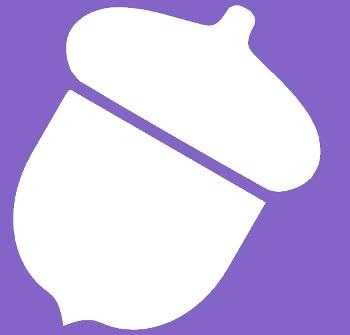
- Student cultures spread by people communicating and spending time with each others. Culture is learned and people also grow into it.
- In addition to events, the hat and the overalls, it is also related to identity, humour, conceptions, values and methods.
- A tutor has more influence and opportunities to shape, vary, question and change the local student culture than a new student.
- Pause every once in a while to reflect why student culture is the way it is and why you act the way you act. Is there a need for change?

The tutor's values and ethics

Tutor

- participates in guidance voluntarily and systematically, and also reports on the activities
- reflects on their own role, including what tutoring is and is not
- reflects their own actions as a tutor
- remembers the obligation of confidentiality and does not share confidential matters
- does not make unjustified or unnecessary promises and is trustworthy
- considers they are a representative and a calling card of their area of study
- directs to further resources, when necessary
- is interested in their own coping and that of others
- shapes student culture with their behaviour and actions

Role model?



Are tutors role models?

Who decide if tutors are role models?

How to be a good role model?

Tutoring core factors



Summary

A tutor

- is the fresher's most important contact and advisor
- guides adults
- is a peer with up-to-date experience of the first year of studies
- introduces to student culture and helps integrate to the community
- conveys personal study skills and experiential knowledge
- will find out things and directs to further resources, when necessary
- uses a position that is both given and earned.
 - The university/student organisation gives the tutor the authority to guide new students – by maintaining good ethics the tutor will also earn their position.

Prejudices and stereotypes

- Prejudice refers to an unfounded (favourable or unfavourable) preconceived idea.
- Becoming free of prejudices requires first recognising them and becoming aware of them. An open conversation can help: it makes generalisations visible and their necessity and accuracy can be examined and questioned
- Stereotypes are simplified and generalizing conceptions that are often unconscious. Stereotypes are linked to expectations and assumptions about different characteristics or behaviour.

Source: The Finnish Association of Adult Education Centres

Stereotype: All students go to student parties

- Out of first-year students, 17% did not participate in any student events. Most common reasons:
 - 1) lack of time (mainly due to working)
 - 2) “not interested (in partying)”
 - 3) alcohol usage plays an overly dominant role.
- Other reasons: (social) anxiety, not having anyone to go with, fear of humiliation, not having been informed about the event, too expensive, children/family...
 - Student events can be exclusive

Source: Nyyti ry, 2016

Prejudice: “You are boring when you don’t drink”



Diversity and prejudices

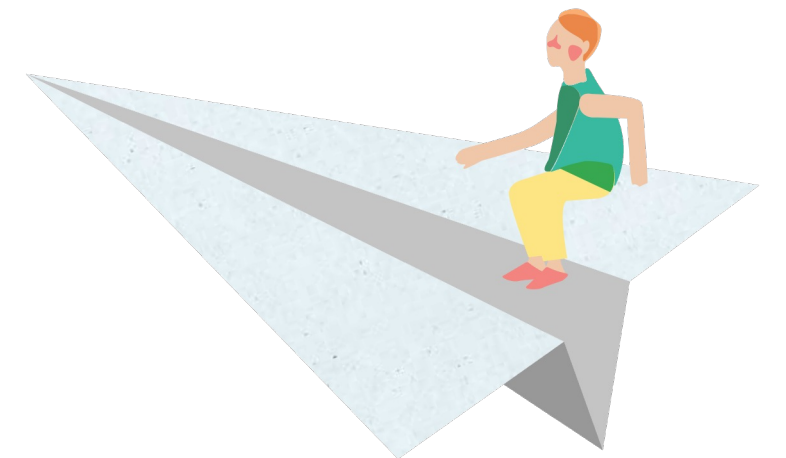


- Which things cause prejudices when you tell about yourself?
 - **Every time I tell X, people assume that...**
 - *E.g. “every time I tell that I am a teetotaler (I don’t drink) people assume that I am an athlete”*



Inclusivity

- Inclusivity means getting people involved and including them. In this training, inclusivity also means enabling involvement and participation.
- The idea of understanding diversity: no-one is a mistake or a disturbance. It is more socially sustainable to be inclusive than exclusive. All kinds of people are needed.
- Everyone has an equal right to belong to a study community.



Inclusivity means acknowledging diversity

- Each person has a different identity and characteristics. Diversity is in all of us.
- **Acknowledging diversity** means respecting everyone's identity and characteristics in a positive sense and in a safe environment so that everyone feels welcome as they are without fear of discrimination.
- Processing and identifying your own prejudices/stereotypes can help you plan tutoring.

Source: Culture for All service

Case Vilkkka



- Consider the following situation with a partner:
- As a tutor, you would like the freshers to play the *Pony game* on the first day. In this game, the participants sing and move around “rubbing” first their cheeks, then their sides and then their bottoms together with another group member. After the game Vilkkka, one of the freshers, tells you that the idea of not participating felt embarrassing even though they did not want to want to participate because the physicality of the game felt uncomfortable.
 - How do you discuss this with Vilkkka? How do you receive feedback?
 - How can you tailor your activity to your target group? Which exercise would you do instead of the Pony game?

Prepare in advance

- Consider in advance
 - activities with a goal.
 - different ways of carrying out the activity.
 - how to adapt the activity when necessary.
- If you have the time and the opportunity, read feedback given about tutoring in previous years. What were things that people hoped would be considered/improved?
- What tips can previous tutors give you? Which situations came as a surprise and how did they alter the planned activities?
- Even though every fresher is a unique individual it pays off to consider in advance what kind of wishes different people might have for tutoring. E.g. what might a fresher with some bad group experiences expect from you as tutor?



Activities for a diverse group



- Find online/brainstorm 1–3 familiarization exercises. Assess how they fit the fictional student characters:
 - A. a student in a wheelchair
 - B. a 45-year-old student
 - C. a student who feels anxious about social situations
 - D. a student who does not want to perform or speak
 - E. a student who has bad experiences about groups
 - F. a student whose native language is not Finnish
 - G. a student who would like to maintain physical distance



Only use exercises that can be adapted for everyone to take part easily.

Spending an evening together with the freshers – checklist



When you plan the meetings/activities with the group of fresher, note if the ideas fulfil at least some of the following conditions:

- People get to know each other
- You would participate yourself
- Everyone feels welcome as they are
- Alcohol does not further participation/drinking alcohol is not assumed
- Touching other people is not assumed
- There is a clear idea of what the activity includes and what its goal is

Summary

- Everyone has prejudices about other people. Recognize your own prejudices and use the activities to process prejudices the freshers have regarding studying and the study community.
- Be careful not to convey to the freshers that there is only one way of being a student.
- Do not force, pressure or coerce anyone to participate for any reason (“traditions” or “everyone else does it” etc.)
- Diversity is in all of us: ask how will the activities be the easiest for everyone to participate.
- Intervene and remind the freshers to always intervene in inappropriate and disruptive behaviour and treatment.
- Make sure the freshers feel welcome.


Tutor teacher

Each student has an appointed teacher tutor. The teacher tutor assists and supports you through your studies, from the beginning of the studies until the time of graduation. They will support you in evaluating your personal competencies, developing your strengths and planning your personal study plan as well as help you with AHOT and LAB-Duuni processes. They are also carrying out the orientation for new students, Developing professional competence -course and career counselling.

The name of your own tutorteacher you will find from [Peppi](#)  (My data - Study information).

Peer tutors

Peer tutors support new students by sharing their experiences, knowledge and expertise. In particular, peer tutors provide valuable guidance at the beginning of studies when many students are new to the UAS and to the city. They introduce you to the UAS and its learning environments and help you with questions concerning studies and student life. The peer tutors organize activities to help students to get to know each other and coordinate channels of communication within the student group.

The peer tutors cooperate with teacher tutors and other personnel. The Student Union KOE is responsible for planning and coordinating the tutoring. Read more about [the services](#) 

What do we have in common?



- Objective: getting to know the other members of the group.
 - Find a person you don't already know in the room and start by saying your name
 - Have a discussion and pick three things you have in common.
 - Then, find another pair, form a group of four and find what the four of you have in common.
 - You can also try to find what the entire group has in common.

Unique



- Objective: getting to know the other members of the group.
 - All participants stand in a circle. The first participant says their first name/nickname and then some unique thing about themselves.
 - If there is someone else in the crowd who shares the same thing, they raise their hand.
 - The same person comes up with new unique things as long as hands no longer rise. Once a person has come up with one unique thing about themselves, the next person tries to come up with a unique thing (they may be successful at first try).

On the map



- Objective: getting to know the other members of the group.
- Imagine that the space where the group has gathered is the map of Finland (or the world). Go through the south, north, west and east. Ask the participants to move on the map according to instructions.
- After each question, ask the participants to tell the person next to them why they chose that particular spot. If the group is small, you can ask each one individually why they chose this spot on the map so that the whole group can hear the answers.
- Ask the participants to tell their names before answering.
- The questions may include
 - where do you live now?
 - where did you live before moving to your current city?
 - where were you born, where did you start comprehensive school...

Introduce your field of study



- Objective: Getting to know another student from a different field of study.
- Tell a tutor from another field about your field of study.
- For example, you can introduce your field of study by answering the following questions:
 - What has been positive in your studies?
 - What interests/motivates you the most in your field?
 - What important skills have you learned concerning your future profession?

In the same field



- Objective: To strengthen group cohesion by discussing common field and studies.
- Divide the freshers in pairs or groups of three and instruct them to discuss the following questions:
 - What do you expect from your studies?
 - Why were you interested in this field?
 - What things are you particularly interested in in your future studies?
 - What kind of job(s) do you hope to find employment?
- You can process the exercise by asking if any pair/group wants to share what they were talking about.

News round: Plusses and minuses



- Objective: getting to know the other members of the group and strengthening the group spirit. In addition, the tutor gets more information about the group.
 - Each in turn says one negative and one positive thing about this week or issue related to starting studies. The positive thing is said last.
 - Everyone gets to say something about themselves.
 - A “round of news” can be used for each group meeting as a habit; routines increase the sense of safety within the group.
 - Works best in groups of 5–20 people.

Case Sassa

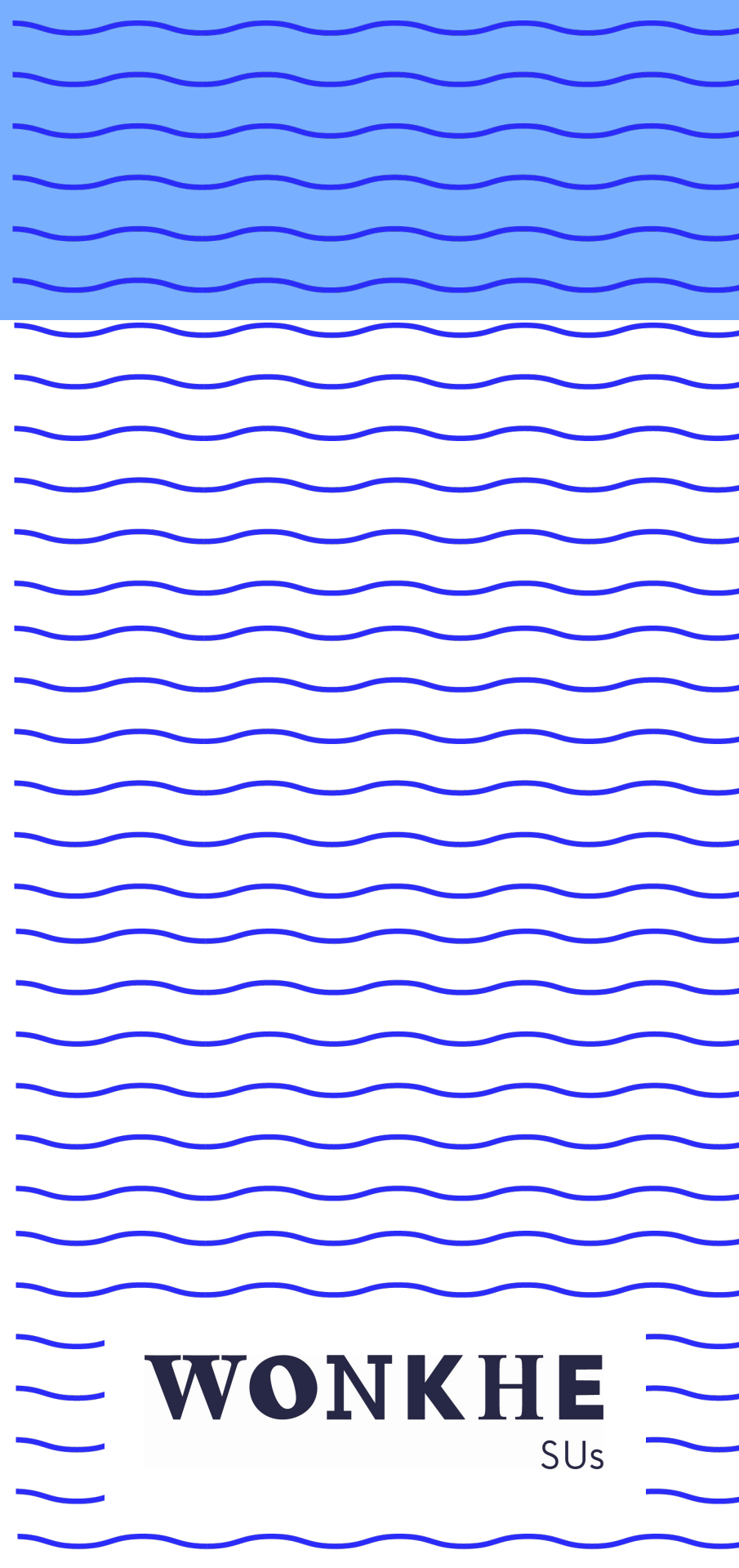
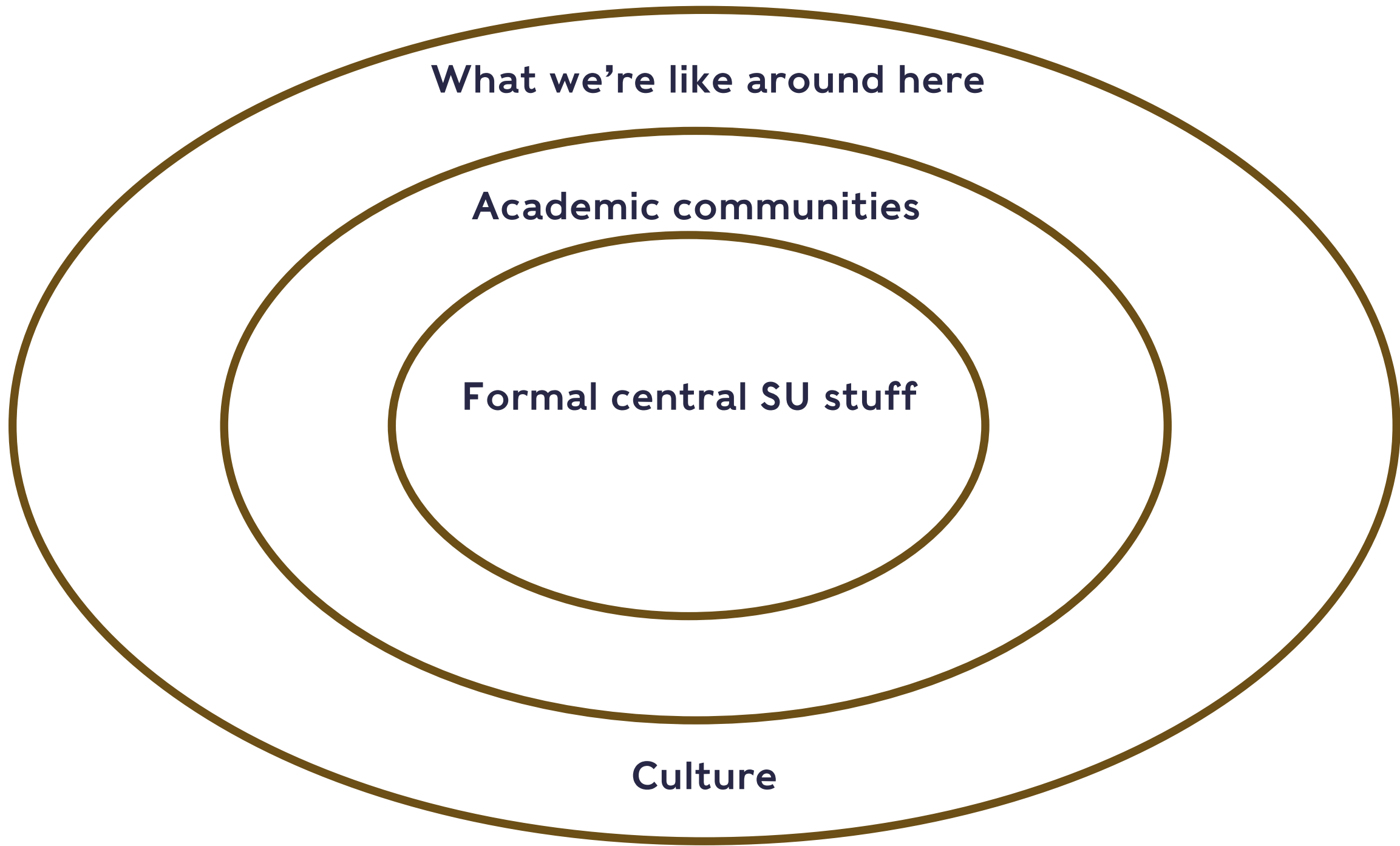


- Think about the following situation in pairs/small groups:
- **New student Sassa** says that they do not quite get along with the other members of their fresher/student group. Sassa is upset about the situation as they feel lonely.
- What do you do as a tutor in this situation?

Regarding loneliness, it is good to distinguish:

- The desire to study alone.
- The desire to spend time on campus alone.
- A person who looks lonely.
- A person who feels lonely:
- Emotional loneliness: lack of close relationships, friends, or a partnership. Restlessness, anxiety, hopelessness.
- **Social loneliness:** lack of a broader social network, feeling of being an outsider in the community (for example a study group, field of studies).

Source: Välimäki ym. Yksin yliopistokaupungissa,
Nuorisotutkimus 36 (2018):3



Tutors are senior students from the same field of study and have been trained for tutoring. Together with their tutor, a group of around ten new students get to know their own field and faculty, how things work on campus and in Oulu in general. Students new to Oulu will get their first group of friends right away and feel more like home.

Student Tutor's tasks are:

- to integrate a new student to the University and to the student community
- to familiarize a new student with....
 - pre-arrival information (arrival in Oulu, Housing)
 - the other students
 - the services for students
 - the University as a learning environment
 - the degree programme and how to study in the University of Oulu - tips for studying
 - planning studies and time management
 - the student life and free time activities
 - the Finnish culture and habits

Thoughts

- Bags of research demonstrates impact
- A way to bring together PSHE
- Addresses the belonging and social norms fundamentals
- Establishes the idea that students own and create the culture
- Doodle to recruit to
- Underpins everything else
- Scalable scaffolding
- Self-improving

Culture can be shaped



WONKHE
SUs

Tutoring etc links

<https://wonkhe.com/blogs/for-a-good-student-experience-isnt-it-important-to-start-off-small/>
<https://wonkhe.com/blogs/students-will-support-each-other-if-we-enable-and-trust-them-to-do-so/>
<https://wonkhe.com/blogs/when-students-are-tutors-belonging-is-built/>

We've [talked before on the site](#) about what the Fins call student tutoring - it happens both across the Baltics and Scandinavia to different extents and at different scales. It's pretty universal in Finland - deriving from one of the duties in legislation to induct new students properly - and is so embedded that it tends to be used as a vehicle for picking up other agendas, like academic misconduct or mental health.

Tutors are part social mentors and part student life mentors. They tend to be linked to student associations but are centrally trained, and will be allocated 5-15 new students to look after often from before welcome week until Xmas or beyond.

The role of a tutor is pivotal in making new students feel welcomed and integrated into the academic community, aiding their social connections with fellow students. A sense of belonging within a group is crucial for a smooth start in academic life and plays a vital role in sustaining student well-being. They are trained in fostering a positive atmosphere and sense of belonging, while being mindful of the diverse life circumstances and expectations of students. Most universities allocate academic credit for undertaking the role, some pay students to do it, and some have dedicated tutors for international students.

In the UK there are all sorts of what we might call "PSHE agendas" (we wrote about them on the site [here](#)) that tend to each have a scrappy online module and their own agenda in a separate department in a university - what's attractive about the Finnish version is that it is student led, student delivered, in person and able to take in multiple agendas as they arise.

So for example, KUPLA was a project developed between NYTTI (The Finnish version of Student Minds) and EHYT, a national charity that works on Preventing drug and gambling harm. It produced model tutoring materials for SUs to adapt that both covers the core tutoring role(s) and material on belonging, mental health and drug/alcohol abuse.

There's a Skillful Tutor [handbook](#), a six-part tutor training pack that covers the [role of a tutor](#), [planning activities](#), [guiding skills and creating a safe atmosphere](#), [diversity and inclusivity](#), [study skills and mental wellbeing](#) and [substances](#).

There's also materials on [putting on events](#) for associations and groups, some [bystander stuff](#), some [online/remote training materials](#), and some [slides](#).

Impersonal tutors

How to scaffold belonging and make the SU indispensable



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