Utrecht University

Guideline for Tutors and Mentors
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Rembrandt. A Young Scholar and His Tutor (Work in Public Domain)

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Chapter 1
The Tutor

1.1.   Role of the Tutor
In the first year, the tutor:

- guides students in their study choices (tracks, courses, . . .);

- counsels students with study related problems (BSA, . . .); and

- helps students develop their study skills.

1.2.   Tasks of the Tutor
In the first year, the tutor:

- conducts four student meetings during the year:

    1. the *get-to-know meeting* (group meeting, introduction day)
    2. the *break day meeting* (during the break day, early November)
    3. the *progress meeting* (individual meeting, before 31 January), and
    4. the *choice meeting* (individual meeting/group meeting, second half of May).

- is available to students for counseling via email or individual meetings.

The time frame for the meetings is laid out in the program and the content of the meetings is explained in the respective sections.

Chapter 2
The Mentor

2.1. Role of the Mentors

To each tutor group, one or more higher-year students are assigned as *mentors*. The mentors are recruited by Incognito. The work of the mentors complements the tutor's work on a more informal, student-to-student basis.

2.2. Tasks of the Mentors

- The mentors are required to partake in the mentor training (during the summer break)

- The mentors are required to be present at the introduction day and the break day.

- The mentors organize two 'mentoretentjes' with their group during the first year (they get a budget from Incognito).

- The mentors create a Whatsapp group (which can be used for communication and as a social safety net and for easy promotion by Incognito, so the first years will get involved).

- The mentors promote good study habits (attending lectures, etc.)

- The mentors keep an eye out for struggling students and pass the information on to the tutors.

Chapter 3
Student Tasks

The students have to:

- do a preparation exercise for the break day meeting,

- fill in two reflection forms, one in preparation of the progress meeting and one in preparation of the choice meeting (deadlines in the program),

- attend the three meetings and the break day.

Nothing happens if the students don't fulfill their obligations but don't tell them that. It's for their own good.

Chapter 4

Program

Here are the main program points during the first year:

Introduction Day. Get-to-know meeting during the introduction day.

Reflection Week after Block 1. Break day (including tutor meeting).

Before Christmas. Deadline first reflection form (Blackboard).

Before January 31. Progress meeting.

Block 3. Information day study choices (Ruben van Doorn).

Before Track Selection Deadline second reflection form (Blackboard).

Before Track Selection. Choice meeting.

Chapter 5
Meeting Guidelines

The following are non-binding guidelines, feel free to do this in any way you please as long as you reach the aims.

5.1. Get-to-know Meeting

- **Form**: Group meeting.

- **Aims**:

  - tutor and students introduce themselves to each other
  - information about the tutoring program is dispersed
  - expectations for block 1 are discussed

- **Preparation** (Students): None.

- **Preparation** (Tutor): Familiarize yourself with the program.

- **Proposed Schedule** (ca. 1h):

  1. Tutor introduces themselves (background, teaching, research) and gives contact info (email, office hours if available).
  2. Tutor answers questions about program and gives schedule for future meetings.
  3. Students introduce themselves (e.g. say your name, your favorite X, and all the names and X's of people before you).
  4. Tips and tricks activity (slips (see appendix) are distributed to the students, each student asks another student the question on their slip by name, answers are shared by group, tutor, and mentors)
  5. Open end, fade into mentor activities.

- **Remarks**:

  - If you have more than one group, an ad hoc solution for the meetings is to let the mentors run them and go back-and-forth between the two groups. We'll think about a general solution.
  - The above schedule is just a suggestion, there are other ways to conduct the meeting, it's up to you. E.g. some tutors have had the mentors explain the program (using an INCOGNITO issued guideline, I'll see if I can get it) first.

5.2. Break Day Meeting

- **Form**: Group meeting.

- **Aims**:

  - reflection on experiences in block 1
  - planning of further meetings
  - re-establish contact

- **Preparation** (Students): Answer the questionnaire and put it on BB.

- **Preparation** (Tutor): Have a look at the questionnaire. (But no need to read all the answers)

- **Proposed Schedule** (ca. 1h):
  - Tutor opens the meeting: (re)-introduces themselves, explains the purpose of and plan for the meeting.
  - Question activity: the students have prepared answers to a series of questions as the basis for the meeting:
    * Try to get the students to talk about this.
    * Start with the "funniest moment" to break the ice.
    * Move to more difficult issues.
    * Encourage the group to share.
    * **Identify students to talk to individually.**
  - Tutor closes the meeting: mentions further meetings (progress + choice, possibly scheduling them), repeats how to reach them.

- **Remarks**: If you have more than one group, an ad hoc solution for the meetings is to let the mentors run them and go back-and-forth between the two groups. We'll think about a general solution.

5.3. Progress Meeting

- **Form**: Individual meetings

- **Aims**:

  - check in with the students
  - identify students who are struggling and help find solutions
  - identify students who want to make use of the February 1 rule for unenrollment

- **Preparation** (Students): Fill in the reflection form, submit on BB, **deadline**: 21/12/2019

- **Preparation** (Tutor): Read the reflection forms filled in by the students.

- **Proposed Schedule** (ca. 10-15 minutes per meeting):

  - Ask the student how they are doing (which courses did they pass/fail, is there something they're struggling with—offer pointers if needed)
  - Ask the student if they know about the BSA and if they think they'll get it (offer info if needed, explain the Februrary 1 rule)
  - Mention that there will be another meeting about choice of track.
  - If you think a student is honors material, point them towards that (link in the appendix).
  - Look at the curriculum (excel sheet on BB) together with the student, explain the courses that are coming up (upshot: Inleiding Logica en tot Cognitiewetenschappen are relatively easy, block 2 courses are hard but it get's (somewhat) easier again)
  - Give room for questions (typical questions at this stage: minor, studying abroad, additional courses/honors, writing problems, psychological problems, problems with course registration—see appendix with info about this issues)

- **Remarks**.

  - It would be nice if you could keep a list (confidential) of who you think is at risk for failing their BSA. We'll do some statistics at the end of term.

- You don't need to give an advise yourself to the student (continue or discontinue), you help them make an informed decision themselves (they are adults). Help them find the information they need (using the resources in the appendix).
- Doodle (`https://doodle.com`) can be used fruitfully for letting students sign-up for the meeting (create a doodle with the time-slots you have available, allow each participant to only select one option, make sure that participants can't see each others selections).
- If you need to book a room, contact the OW secretaries (see Appendix).
- **Afterwards, please create a note in Osiris docent (see Appendix) containing any important information that's been discussed in the meeting.**

5.4. Choice Meeting
[tbc]

Chapter 6
Important Contacts

6.1. Tutor Coordinator
Johannes Korbmacher

Email:	j.korbmacher@uu.nl
Office:	Room 1.05, JKH 13
Phone (cell):	+49 151 40033447
Phone (office):	030 253 7986

6.2. Program Coordinator
Janneke van Lith

Email:	j.h.vanlith@uu.nl
Office:	Room 1.09, JKH 13
Phone:	030 253 1273

6.3. Study Advisor
Ruben van Doorn

Email:	R.vanDoorn@uu.nl
Office:	Room 0.15, JKH 13
Phone:	030 253 2172

What does the study advisor do? (See also `https://www.uu.nl/staff/RSvanDoorn` and `https://students.uu.nl/praktische-zaken/begeleiding-en-advies`)

- While the tutor gives academic guidance, the study advisor helps with (serious) personal problems.

- There is a daily inloopspreekuur from 11:00 – 12:00. This is particularly useful for relatively simple issues.

- It's possible to make an appointment for a longer (30 minute) meeting via the study point GW (for contact see below).

- Registration issues can often be solved with the study points of the different faculties (see appendix).

- Given the large number of students, we should try to stick to the division of labor.

6.4. Incognito (Student Union)

Email:	incognito@uscki.nl
Office:	Room 1.03, Drift 21
Phone:	030 2538127

Appendix A

Tipps and Tricks (Opleidingsintroductie)

- Je wilt weten welke vakken je allemaal kunt volgen (in een bepaalde periode), waar ga je zoeken?

- Je hebt moeite met een huiswerkopdracht, wat kan je doen?

- Je wilt graag oefenen voor een tentamen, waar vind je oefenmateriaal?

- Ik wil eigenlijk meer (of minder!) uitdaging; hoe krijg ik dit voor elkaar?

- Hoe haal je meer uit hoorcolleges? Hoe kun je ze nuttiger maken?

- Wat doe je als je samen met mede-studenten wil studeren of werken aan een opdracht.

- Wat is een goede locatie om rustig te kunnen studeren?

- Wat is een goede plek of gelegenheid om te socialisen met andere (KI) studenten?

- De docent gaat in een hoog tempo door de stof heen, zou je daar iets aan proberen te doen, zo ja wat?

- De werkdruk voor een vak is veel groter dan wat er voor staat en je andere vak lijdt eronder. Wat doe je?

- Wat doe je als de docent laat is met opdrachten en informatie aanleveren?

- Er zijn wat problemen in je persoonlijke situatie en je studie lijdt eronder, bij wie kan je hiervoor het beste terecht?

- Je denkt dat je in de eerste twee blokken een vak niet gaat halen. Wat doe je?

- Wat als je je al een tijd niet zo lekker in je vel voelt?

- Anders: namelijk.... (wat moeten anderen echt niet missen!?)

Appendix B
Voorbereiding Tutorbijenkomst Breekdag

Je hebt inmiddels een blok studeren achter de rug waarin je hoogstwaarschijnlijk leuke, moeilijke en onverwachtse momenten hebt meegemaakt. Deze vragen zijn ervoor bedoeld om samen te reflecteren op deze momenten tijdens de breekdag en de rol van je tutor/mentor hierin.

1. Wat is het meest grappige moment dat je hebt meegemaakt gedurende het eerste blok?

    (a) Geef een beschrijving van dit moment.
    (b) Had dit effect op je studie?

2. Wat is het meest moeilijke moment dat je hebt meegemaakt gedurende het eerste blok? Denk hierbij aan het onverwachts niet halen van een deadline, moeilijke samenwerking tijdens een project, enz.

    (a) Beschrijf dit moment.
    (b) Wat heb je vervolgens gedaan?
    (c) Heeft je tutor hierbij geholpen?
    (d) Had je tutor hierbij kunnen helpen? Zo ja, hoe?

3. Wat is het meest verassende (anders dan verwacht) moment dat je hebt meegemaakt? Denk hierbij aan een grotere studielast, andere invulling van het vak, enz.

    (a) Beschrijf dit moment.
    (b) Wat heb je vervolgens gedaan?
    (c) Heeft je tutor hierbij geholpen?
    (d) Had je tutor hierbij kunnen helpen? Zo ja, hoe?

    Ten slotte willen we graag weten hoe het staat met het contact met je mentor.

4. Heb je je mentor al ontmoet?

    (a) Zo ja, geef een omschrijving van de activiteit + zaken waarbij je bij je mentor terecht kon.
    (b) Zo nee, geef aan waarom niet.

Appendix C
Reflection Form (Progress Meeting)

Questions for the first reflection form. They'll come together with the instruction to answer them briefly (1 paragraph or less).

- Heb je alle vakken in block 1 en 2 gehaald (of ga je ze halen)? Zo nee, welk vak hebt je niet gehaald?

- Ben je op de hoogte over het BSA en de 1 februari regeling (`https://students.uu.nl/gw/ki/praktische-zaken/regelingen-en-procedures/bindend-studieadvies-bsa`)? Denk je dat je je BSA gaat halen?

- Zijn er vakken waar je tegenop ziet? Of zijn er vakken waar je juist naar uitkijkt? Zo ja, kun je hier iets over vertellen?

- Zijn er persoonlijke omstandigheden die je studieresultaten beïnvloeden? Zo ja, wat moet de tutor weten om je zo goed mogelijk te kunnen begeleiden?

- Wat zou je tijdens het tutorgesprek willen bespreken om het gesprek voor jou zinvol te maken?

Appendix D
Useful Information/Resources (Progress Meeting)

- BSA (especially February 1 rule):

  - General Information: `https://students.uu.nl/gw/ki/praktische-zaken/regelingen-en-procedures/bindend-studieadvies-bsa`

- Problems with assignments and exams (writing, math) and how to deal with them:

  - Student union: `https://www.uscki.nl/`
  - Writing workshops: `https://students.uu.nl/en/student-life/workshops/improve-your-writing-sk skills-lab-writing-centre`
  - General advise: `https://students.uu.nl/gw/ki/praktische-zaken/begeleiding-en-advies`
  - Personal issues and how to address them:
    * Study advisor: `https://students.uu.nl/gw/ki/praktische-zaken/begeleiding-en-advies/contact-studieadviseur`
    * How to tackle problems: `https://students.uu.nl/praktische-zaken/begeleiding-en-advies/pak-je-problemen-aan`
    * Psychologist/councilor: `https://students.uu.nl/afspraak-maken-met-een-studentenpsycholoog`

- Problems with course registration etc. and how to deal with them:

  - Send the students to study point. Which one depends on the faculty that offers the course.
    * List of all study points: `https://students.uu.nl/contact/facultaire-studiepunten.` Usual suspects:
    * Study point humanities: `https://students.uu.nl/gw/ki/praktische-zaken/begeleiding-en-adv contact-studiepunt-geesteswetenschappen`
    * Study point social sciences `https://www.uu.nl/organisatie/faculteit-sociale-wetenschappen/contact/studie-informatiepunt-stip`
    * Study point sciences: `https://students.uu.nl/beta/contact/student-affairs-faculty-of-scie`

- Studying abroad (year 2/3, early deadlines)

  - Information: `https://students.uu.nl/gw/ki/studieprogramma/studeren-in-het-buitenland`

- Minors:

  - General info: `https://students.uu.nl/gw/ki/studieprogramma/minors`

- Additional courses/honors:

  - `https://students.uu.nl/gw/ki/studieprogramma/vrije-ruimte`
  - `https://students.uu.nl/gw/ki/studieprogramma/meer-uitdaging-en-honours`

Appendix E
BA KI Program

- General Info: https://students.uu.nl/gw/ki/studieprogramma/major-gestart-vanaf-2017-2018

- Additional information (explicit curriculum, who-is-who, etc.) on BB in the tutor folder under "Informatie."

Appendix F
How To: Book Rooms

If you want to book a room for individual or group meetings and your own department doesn't have space, you can contact the Onderwijssecretariaat GW (onderwijssecretariaat.gw@uu.nl) to book a room downtown.

Appendix G
Osiris Docent

Osiris docent gives you access to the students' progress reports. Here you can also create notes about your meeting in order to document important information about what's been discussed. **When you create a note make sure to choose the right visibility setting ("strictly confidential").**
More information about Osiris docent (including a manual) is available under: `https://intranet.uu.nl/osiris-docent`. In the manual (link on the right-hand side of the page), you can find a step-by-step explanation for how to create progress reports and notes. I've put the manual (in Dutch) also on Blackboard.