Student Perspective on the AUC Tutor System

AUC Student Council 23-24
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Introduction

In an academic programme such as AUC, where it is up to students to make their own curriculum, having an experienced tutor to help keep track of requirements and overall direction one is going in with their studies is crucial. Together with the Senior Tutor, the AUC Management Team (MT) has been working on changing the Tutor System in the academic year 2023-24. The main change that the Student Council (SC) is aware of is the removal of the hours allocated to administrative work for tutors, together with the implementation of a portfolio approach during tutor meetings. In order to effectively advice the Senior Tutor and MT on restructuring and redesigning the AUC tutor system, the SC conducted a survey to gather students' insights and opinions on the current workings and benefits of the tutor system. The questions of this survey were designed to determine if students consider the tutor system beneficial, what worries or benefits they have noticed from their own experience, how satisfied they are with their tutors, and how they see the system being changed in the future.

With this, the SC aims to address the current challenges and strengths this system has in regards to the academic journey of students at AUC. The SC wants to explore how the tutoring system is beneficial for an effective and fruitful AUC experience, and what are the aspects of it that are most important to the student body, so that they are not lost or negatively affected by the changes MT will implement.

Methodology

During the SC office hours, the SC asked the student population their opinions on the tutor system at AUC. This is a way for the SC to gather unofficial data, and see what aspects of the tutor system students bring up when they are asked an open-ended question on the topic. As such, this informed our subsequent survey.

The SC also gathered data by sending out a survey to all students on December 9th, 2023, with two objectives: (1) getting student feedback on the AUC tutor system, and (2) learning more about what students expect of and want from their individual tutors. The survey involved gathering both quantitative and qualitative data through, respectively, multiple-choice questions and open-ended questions or comments, where students were able to provide context for their opinions.

The survey was anonymous to encourage students to express their thoughts without worrying about consequences or criticism. It was also mentioned in the survey that all respondents ought to be enrolled at AUC.

Following the survey collecting period (that extended from December 9th, 2023 to January 29th, 2024), the SC analysed and summarised the data collected to find recurring themes and trends to inform their recommendation to the MT and the Senior Tutor.

The methodology used aims to obtain insights that can inform decision-making in addition to data. Based on the findings, these data can be utilised to create suggestions, make changes, or start new conversations with stakeholders.

Da Box Answers

On the 21st of September, the SC put up the question "What do you think of the tutor system?" on our board during office hours and gathered 22 answers, given in Appendix 3.

The answers to the Da Box question can be summarised as follows:

- 13 students appreciate the availability, engagement, and interest shown by their tutors, and 3 of them think that the system could benefit from more frequent check-ins and mandatory meetings;
- Students generally acknowledge that their perception of the overall tutor system depends on their tutor and that different tutors have different styles and levels of involvement in their tutees situation;
- 4 respondents think that matching students to tutors working within the same major could be beneficial for support in navigating academics in AUC and future prospects;
- 3 students think that it would be beneficial for tutors to be more knowledgable about academics in and structure of AUC for students to get better support.

Survey Results

In total, 151 students answered the survey. The comprehensive results to the Closed Questions are given in Appendix 1; the written responses to the Open Questions are given in Appendix 2.

Closed Questions

When describing their own experiences with the tutor system, the majority of students are happy with it: 35% say it is "helpful" and 25% that it is "just right", while 14% describe their experience with the tutor system as "unnecessary" and 16% as "poor". The remaining 10% selected the option "other" and what emerges from their responses it that, overall, students find the tutor system satisfactory but they think their tutors execute their job poorly or are uninformed.

The survey asked students how often they met with their tutors. The majority of the respondents selected the options "2-5 times a year" (38%) and "1-2 times a year" (35%). 16% said they meet with their tutor "whenever [they] reach out" and 9% "+5 times a year". 3 students (2% of the total number of respondents) said they never meet with their tutors.

When asked how they would describe the frequency of the frequency of the meetings, 65% of students said "the right amount", 34% "too little", and 1% "too often".

72% of students have a tutor who teaches in their same major, and the remaining 28% do not. Among those who do not, 55% of the students said they did not feel like their tutors were not capable of answering their questions due to it, while the rest emphasise that they feel their tutors lack information regarding their tutees majors and requirements for masters, thus not being able to give helpful advice.

When students were asked if they considered the tutor system to be beneficial to their AUC experience the majority of the answers were positive: 47% said "definitely yes" and 30% "probably yes" (for a total of 77%). 13% of the respondents were uncertain and selected the option "might or might not". The students who do not think the tutor system are 10% in total, with 3% answering "probably not" and 7% "definitely not" to the question.

Open Questions

"What expectations regarding administrative tasks (course enrolment, exemptions, etc) do you have from your tutor?"

Responses were gathered from 61 responses in which the most common answers express the following:

- Tutors must be equipped with the knowledge and experience to be able to answer

questions related to course enrolment, course cancellations and graduation requirements.

- Tutors need to be able to guide students and answer basic questions related to the AS&P, as well as be of help when it might be necessary to contact the service desk.
- Students expect tutors to help them understand what the best path for them to take is regarding their own interests and goals, alerting students to possibly interesting and important courses to take, also considering life after AUC.

"What expectations regarding paths to take after AUC (masters programmes, internships, etc) do you have from your tutor?"

Among the 67 responses, these were the general ideas:

- Students expressed expectations for their tutors to be interested in their future after AUC. With this, it is important for tutors to be aware of what programmes their tutees are thinking about taking and help them with meeting the requirements necessary to apply for such.
- Students also showed that they expect tutors to be of help with finding helpful contacts, information, and resources that will increase their possibilities of being accepted into masters programmes.
- Tutors must be able to provide students with possible websites and connections that will help them find interesting and useful internships in their area of study.
- Tutors must be of help in the application procedure for both masters programmes and internships, as well as be open to write recommendation letters for their tutees if asked to do so.

"What expectations regarding issues in your personal life do you have from your tutor?"

There were 68 responses to this question. Among them, these were the most common:

- Several students expressed little to no expectations from their tutors concerning their personal life, highlighting the fact that they are there only for academic advice.
- Nonetheless, most students expressed the need for their tutors to be compassionate and understanding of their personal circumstances, particularly if these end up affecting their academic performance. If that is the case, tutors should be able to help their tutees with informing their professors as well as any other academic accommodation and exemptions needed.
- Some students also acknowledge that they find it important for tutors to be able to help their tutees in navigating the Dutch system, particularly how to get a GP, rent benefit, among others.

"What do you think is the most important part of having a tutor?"

We gathered 68 responses to this question. Most common where the following:

- Students highlight the importance of tutors as a guide for future plans. Tutors are crucial for navigating academic paths, providing information on effective options for life after AUC, and ensuring alignment with their tutees career goals.
- Academic and career support are also critical. Tutors offer essential support by guiding students during course selections, offering expertise in their field, and ensuring that the courses chosen prepare students for master's programmes and future careers.
- Additionally, some students highlight that the support system tutors offer is rather important. Tutors can offer informal guidance tailored to individual preferences, and act as a support system for working through AUC's policies and academic challenges.
- Most students also highlight the crucial administrative assistance and reliability of tutors. In fact, tutors serve as a knowledgeable bridge between students and administration, helping with administrative questions, and maintaining reliable communication, ensuring the resolution of personal and academic issues and tracking academic progress.

"What would you think is the aspect of the tutor system that needs the most improvement? How would you improve it?"

59 students answered this question. The most frequent answers argue the following:

- Students mention that often tutors may lack relevant expertise and personalised support. For this, it is important to ensure that tutors teach in similar fields as their tutees, or if that is not possible, that they know who students might contact to offer subject-specific expertise for effective guidance. It is also mentioned that improvement in the matching process considering majors and preferences could help with issues regarding field-specific knowledge.
- Many students emphasise the need for a more rigorous selection process for tutors, ensuring they possess not only subject expertise but also emotional intelligence. According to them, enhancing tutor training programmes to include in-depth knowledge of AUC regulations, major-specific information, and effective communication strategies would benefit the system overall. It is important for tutors to recognise and address their tutees needs, considering variations in meeting requirements and adjusting support accordingly.
- Students also express the need for an increase in the frequency of meetings to provide dedicated time for discussing future career plans. Many students recommended tutors to offer more comprehensive guidance on internships, master's programmes, and the steps involved in pursuing further studies.

- Finally, students also recommend that fostering regular communication channels among tutors themselves is necessary to ensure a consistent flow of information. To do this, students propose the creation of a platform for sharing best practices and experiences among tutors, as well as the implementation of measures to address any gaps in information, ensuring that all tutors are well-informed about AUC policies and procedures.

"Any other thoughts/remarks you would like to share?"

Among 28 answers:

- Some students suggested the simplification of the process for changing tutors without formal mediation sessions, allowing students the flexibility to switch if needed.
- One student proposed the idea of putting more emphasis on informed support, advocating for the importance of well-informed tutors rather than the frequency of the meetings, using meeting time for learning AUC regulations and the Dutch education system to enhance the quality of support.
- Finally, students expressed a mix of opinions on the effectiveness of the current tutor system. Some highlight the need for improvements in tutor training, clarity in AUC documents, and emotional intelligence. While others recognise the value of the tutor system, regardless of areas where there is the need for enhancement.

Analysis

Many students mention the need for their tutor's support in finding internships. However, most of the respondents to this survey (47%) were first years, for whom it may not be as easy to find a CP/I for themselves as it would be for students of older years. First years might not be as comfortable going up to teachers or be as connected to groups external to AUC as people who have been in AUC and in the Netherlands for longer.

The majority of the students who were unsatisfied with their tutors being from a different major were Sciences students. This may be due to the fact that there's more Science students in AUC compared to other majors, but this is not matched by a larger number of professors in Sciences. Thus, there are proportionally more Science students than there are Sciences teachers, so it is more likely for Science students to be matched to tutors of different majors than it is for students of other majors. Additionally, what emerged from the survey answers is that for many Sciences students the advice that can be provided to them in terms of course recommendation (both in AUC and off-campus), and future careers and masters often requires a specificity and knowledge of the field that can be provided only by a tutor in the same track. Hence, the dissatisfaction of some Science students with their tutors may be given by the fact that, in a Liberal Arts and Sciences college, it may be challenging for the students to find a professor who is specialised in the same track as them.

Finally, students only usually meet with their tutors on a rather limited basis, with meetings mostly 1-2 or 2-5 times per year. This is likely because they meet predominantly before the start of course registrations. The infrequency of these meetings might enhance the challenges that exist in cultivating a meaningful relationship between students and their tutors, which may then significantly impact not only the quality of the tutor-student bond but also the overarching perception and efficacy of the entire tutor system in the eyes of the students.

Recommendations

Taking into consideration the insights we received from the respondents, these are our main recommendations for a more beneficial tutor experience:

- We suggest having a direct communication channel between tutors, so that if a tutor cannot answer a question brought up by their tutees (due to lack of knowledge or experience, or because of difference in major or track), they can easily ask their colleagues and provide a well-informed answer.
- Unless tutors already have this, introducing a mandatory meetings at the beginning of the academic year about the Tutor Operating Manual could help enhance students' experience with the tutor system. With this mandatory meeting, tutors would either be better informed overall or more aware of where to find the information they need to answer tutees questions.
- Enhancing visibility of the "AUC Graduates Future Information" Canvas page students have access to would be very beneficial for the tutor system and for students. Tutors do not have to know the content of the Canvas page to be able to help their tutees with masters or career related questions, but can redirect the students to the Canvas page or go over it together.
- To address the fact that some tutors appear not to have sufficient tact or emotional intelligence when addressing their tutees, the Student Council recommends:
  - selecting tutors in a more rigorous manner, making sure that they can deal with students in emotional distress or going through a difficult time;
  - or, provide a communications and/or professional development training/workshops for tutors to engage with students in an appropriate manner when it comes to their personal circumstances, not only relating to emotional times but also in terms of neuro-divergence, disability, and intersectionality;
  - allow for individual feedback on particular tutors during the official tutor system survey, so that students feel more comfortable in sharing their experiences and provide constructive feedback without fear of sharing their identity.

Overall, students recognise the importance and value of the tutor system to their studies in AUC. Most of the issues that are brought up in this survey point to improving existing systems rather than changing or getting rid of them. In fact, the majority of the respondents highlighted that the tutor system is a crucial aspect of the university, and that, due to the personalised curriculum each student follows, tutors are an essential mechanism that ensures the choices their tutees make are aligned with their prospects for the future. The majority of concerns highlighted throughout the survey come from the fact that students feel like they do not meet with their tutors often enough. Therefore, we advise a reassessment of the decision to reduce the allocated

hours for this purpose during the system redesign. This is also because the answers showed that students do in fact rely on tutors to be a bridge for administrative information. If maintaining the total hours is impossible, we propose minimising the reduction to the maximum degree possible. Finally, we are encouraging of the idea of the portfolio approach that the Senior Tutor and MT aim to introduce, as we believe this will allow for meetings to be more structured and, consequentially, decrease the mismatch in expectations that students have towards their tutees and vice versa.

APPENDIX 1: Survey Answers to the Closed Questions

	Option	Number of votes
Q1: What year are you in?	1	59
	2	35
	3	25
	4	1
Q2: What is your major?	Sciences	59
	Social Sciences	40
	Humanities	21
Q3: How would you describe your experience with the tutor system?	Poor	18
	Unnecessary	17
	Just right	28
	Helpful	44
	Other	12
Q4: How often do you meet with your tutor?	I never do	3
	1-2 times a year	40
	2-5 times a year	46
	+5 times a year	11
	Whenever I reach out	20
Q5: How would you describe the frequency of the meetings?	Too little	39
	The right amount	79
	Too often	1
Q6: Is your tutor teaching in the same major as you?	Yes	86
	No	34
Q8: Would you consider the tutor system to be beneficial to the AUC experience?	Definitely not	5
	Probably not	3
	Might or might not	11
	Probably yes	25
	Definitely yes	41

APPENDIX 2: Survey Answers to the Open Questions

Is your tutor teaching in the same major as you?:
"If not, have you felt like they are not capable of answering your questions due to it?"

1. Not at all

2. I truly feel lost. After year 1, I just started emailing my tutor solely for the purpose of my requests/problems/concerns staying on paper. Every time I get the same answer - "AS&P say/It's an interesting question" as if I haven't read the regulations and other documents for thousands of times already. Each time I'm left with figuring EVERYTHING by my own (both policy-wise and academically) and I received exactly 0 useful pieces of advice throughout my AUC experiences (and if something, oftentimes they are more harmful than helpful because of misinformation). For the past 1.5 years I've just been going around all the other tutors I know to compile a collective opinion on my matters since I know for a fact my tutor wouldn't even try to understand what/why I'm asking

3. Yes, a lot of the time. A tutor not in your major is way less effective

4. no. i didn't really have major relevant questions, so it's been okay.

5. I just feel like it would be much more helpful were they to be in the same field as me so they could actually give me some helpful academic advice.

6. no

7. Yes, for this I had to contact other tutors to help me with my course choices in line with the requirements for my Master's, for instance. My tutor mostly helps me with more AUC-specific administrative stuff or just overall makes sure that I am on track for graduation.

8. Not at all. My tutor has been very helpful during course registration periods and with general AUC-related questions regardless of majors.

9. Sometimes, but my tutor would always orient me towards someone who would be able to answer my questions or they would get more information and then get back to me with an informed answer.

10. Yes

11. No, they are capable

12. yes, my tutor is lacking information about my major and usually gives me bad advice

13. No because then they will check with others who do know!!

14. No, mine was very helpful

15. no

16. Mainly not, not about my discipline or future plans but I don't ask him about that at this point, bit also not about other stuffsometies

17. Yes

18. No

"What expectations regarding administrative tasks (course enrolment, exemptions, etc) do you have from your tutor?"

1. course enrolment and just some general info
2. Be ver knowledgeable about things like dropping classes, taking off-campus courses dealing with Boe, like any burocracy.
3. Helping me with questions about courses etc
4. None
5. My tutor should be able to answer questions and possibly help in reaching out to auc administration if issues arise
6. At least be able to direct me to these information
7. I would like my tutor to give me advice when i pick my courses.
8. Just to help when I need it - most of the time I'm ok sorting everything.
9. they should be better informed and know the AS&P by heart. Most current tutors aren't able to answer even the basic questions about AUC rules, and very often they give false/outdated information which makes approaching them pointless
10. Explain the AUC graduation requirements and other requirements for course registration, and highlight it during meetings.
11. I wished she would be the least bit helpful. Honestly, my only expectation would be for her to even slightly care about my academic (which she doesn't).
12. as a first year I would've liked more help and more clarifications on how course enrolment works and specifically exemptions.
13. course enrolment
14. zero
15. Almost none. They should be aware of the AS&P and take initiative to direct you to interesting developments in your field
16. Advice
17. That they help me with any confusion surrounding them, and help me in the process if needed explain them and maybe help reach out to service desk, other administration people if necessary.
18. Helping to navigate the system, provide general background on similar matters, speak from experiences and not just pieces of paper that don't work half of the time
19. Help me with course selection and registration.
20. Efficiency, encouragement and friendliness or at least no judgement.
21. Keeping tutees up to date about course cancellations and important dates for course enrollment or admin (like cpi, capstones, etc). My tutor usually sends out an email with all the details around the

time of course registration every semester and then has a sign up form for students who have questions and/or want to talk about things. They are always available if you reach out independently but i think this has been really helpful in making sure that every tuttee gets looked after by the tutor

if I don't know what how to do something I can ask my tutor and if there is something definitely wrong with the way I did something for them to alert me

22. I am expected to come to him if there are any problems, but otherwise he will consider that everything is fine if I don't say anything

23. Help fulfil the academic requirements

24. Help me choose the right courses, assist in the process

25. I expect that they know the AUC policies and assist me in specific cases.

26. Know everything about it or is able to find the needed information about my questions

27. Not really

28. i expect them to know the process of all these things and i feel like they don't always do

help in submiting exception forms, direction in choosing courses to create a logical curriculum and avoid perpetually oversubscribed courses

29. That he knows answers to my questions and can find the information I need if he doesn't.

30. To help answer any questions or doubts I may have about my circumstances

31. To be able to help if I have a question about graduation requirements, masters applications, or career paths. Also to be able to give advice on things if I need (i.e. which course makes the most sense to take? What have you heard about that course? Who to ask for recommendation letters for a master? What to do if I need to request something from the BoE? etc.)

32. I know he's by my side and will help me whenever he can.

knowing correct information!!! Whenever I asked my tutors (and I had 2 different ones) anything they only told me to email the service desk because they don't know. I think the tutor system would be beneficial if only they did they job and prepared themselves for it. As of now it is quite useless

33. I hoped he could explain me how to deal with the bureaucracy , but he explained a complicated (and wrong) procedure so the ones who finally helped me were my course mates. Moreover I wish for specific advice, for example on the question if my course selection is to broad or how to enroll for UvA courses.

34. To solve administrative problems

35. Double checking I meet graduation requirements is the main thing. I really just email my tutor for a wide variety of things related to course exemptions asking about off campus courses and BOE etc

36. understanding the rules and bureaucracy, how to manage these things and what everyones task is/where to go with which problem etc

37. They can advise me on the processes behind course registration etc

38. That they would remind us of the course registration period and inform about deadlines for

additional opportunities, such as CPI or Study Abroad registration.

39. having an overview about courses that would be relevant to take, consult which would be good to take or not (also in respect to possible masters programmes)

40. My tutor arranges one-on-one meetings during each course registration period and often another one throughout each semester (e.g. end of year). He also responds to emails quickly if I have a question. I think this is a great system.

41. Help and guidamce through the process

42. I expect then to know all the logistical procedures.

43. To help with course enrolment by answering questions and comparing different options, and to guide you in your academic journey in general

44. Basically he helps me with course selection and meeting requirements

45. Help me with my future and advise me

46. it would be good for my tutor to be informed about the processes and be able to inform me rather than redirect me to websites or offices that i've already contacted

47. course enrolment, communication between me and other teacher, helping with accommodations advice about course registrations

48. A meeting before course regestration, advice for my choice of courses

49. Good understanding / advice for courses and scheudles

50. Personalised advice on course enrollement and opportunities at AUC and beyond help planning

51. give info about these processes

52. To help out with most administrative tasks and make the student aware of the credits he or she's completing and any possible exemptions for courses

53. Help me to sort these out, give me advise

54. explain and help me decide which steps are best for me

55. Help if somehing doesn't work, or if I have to do some additional administration course enrollment

56. Just remind me if I'm missing some required courses in my Study plan or hepp with some adminstrative task.

57. Help and advice with course enrolment and to put me in contact with lecturers from these courses to provide additional information

58. The tutor should be able to provide guiding advice for administartive tasks. Or alternatively suggest or organize sources for the information.

59. that they know whether exemption requests are possible and just all the random questions (such as is it possible to take 5 courses during the 16 week period and then none during the intensive or is that not allowed, not something i would want per se, but i do expect my tutor to know the answer if i

were to ask her)

60. That they know exactly how registration etc works, and that they are exactly informed on all AUC intern processes (e.g. exemptions etc). Also that they at least can refer you to specific pages where you can receive guidance for more specific questions

61. To help guide me through new things I don't understand and advice me.

What expectations regarding paths to take after AUC (masters programmes, internships, etc) do you have from your tutor?

1. to inform me about the possible opprtunities and paths (mostly from experience)

2. To have an interest in my future ask which master's I'm interested in early on and help with meeting the requirements. Suggesting conferences to attend, entering competitions. Maybe even take a look at personal statements eventually

3. Give information about possibilities and to be informed which courses are smart to take in order to get to a certain master

4. None

5. Letters of recommendation and advice for paths after auc

6. i would like some guidance esp for master requirement but he doesn't teach a quantitative field so it's not very helpful

7. I hope they could give me clear and helpful suggestions

8. None at the moment.

9. knowledge from the past students, alumni that continued their education at masters programme or an internship, their paths after AUC and opinions/experiences that could be very valuable advice for current students. What programs they did and how they liked them, what they struggled with, etc. Contact information to these alumni would be nice (if they agreed to share it of course) so that then the current student can reach out to them and follow up with questions directly to them

10. None, although this would be beneficial

11. Offer at least some guidance. Again, my tutor has not helped me once throughout any of our meetings, including the meeting I had with her about going on exchange, kind of a big deal.
based on my path, my tutor will have some suggestions for me incase I don't find/know what to do guidance

12. a little guidance in exploring the difference possibilities and maybe recommendations for entering in the working field

13. An active interest and referrals

14. None

15. I expect them to inform me if I have any questions regarding these topics
provide info on how to get information, suggest events to go to, suggest internships and how to look for them

16. None to be honest, my tutor is in different academic area + I had a solid grasp on all the programmes I consider since year 1

17. Help me choose the right master and apply.

18. Recommendations and if the tutor sees me as good enough or fitting perhaps even introducing me to relevant programmes/people/companies. Definitely recommendation letters

19. They dont really tell me about life after AUC unless I ask specifically but they are very helpful in making decisions and finding options in my chosen field

20. provide me with insight on where I can look for what and potentially guide me if they have more specific resources or ideas

21. Same

22. Advice

23. Help with fulfilling masters requirements, advice on internships

24. I do not expect them to help more than just by telling their life experiences they know.

25. Know broadly my options, able to make suggestions of where to go

26. No at all

27. i don't expect them to be particularly informed about this. i think they can help if they're willing to, but for some reason i don't see this as being something i would go to my tutor for.
clarification in case of conundrums, the first point of contact in obtaining necessary documents

28. Same as before

29. None

30. To have some level of familiarity with different career fields and masters.

31. I see him as someone who has more experience than me and can give me advice.

32. I would like my tutor to connect me to other lecturers that might have some internship options. It would be nice to also have some insight into how are the masters and UvA and VU like

33. I hope he will help me understand if my course selection is to broad to fit Master Programms.

34. For them to guide and check on us when we choose our path.

35. Maybe reminding to start preparing for them early. Idk. I don't think I have too much expectations with this it is more of a thing that you have to do on your own and I don't think tutors can help that much in this sense.

36. I would like that my tutor would help me to find what master's programme to take more systemically. So not just talking about it a little here and there but that there would be, for example, specific individual sessions for this.

37. I expect the tutor to guide you towards masters programs and help you fill in requirements for those, help you in finding internships etc.

38. very little, there is just toooo much. would be nice if he had recommendations/knew of graduated that do smth that did something similar to what i did etc

39. I expect my tutor to be well informed of my track in these aspects which is not the case, therefore my tutor cannot help me with my future career.

40. they can advise me about their experience with previous students and with my chances of getting in somewhere

41. That they would be competent on the topic I'm interested in and would be able to suggest me the right courses I should take or opportunities I should seek in order to get into a masters or career of my choice.

42. advising on what courses to take to meet specific requirements, help in forming an idea what to study as master based on individual courses/interests

43. My tutor always has input if I ask for opinions but never pushes a direction onto me. He is also always ready to help me with any questions and doubts.

44. Information and resources

45. I have none because I know he can't help me with that

46. Not much! Just to make sure that you're fulfilling the requirements and have the right skillsets needed for a master's or to find work

47. He gives me information about it and offers helping on the applications etc.

48. Very high expectations, having a person with contacts its everything

49. i think tutors should be able to guide us somewhat about appropriate programs that we could chose after AUC

50. not a lot

51. masters guidance

52. Advice whether i chose he right courses for a Masters, but i think it is also my responsibility to look at future masters and read what kind of track or courses they are asking, so it is a two way street i would say.

53. Some guidance on how different thinks work but not too much

54. Understanding of my background and future plans, recommendations on academic projects at AUC and beyond

55. we haven't talked about that yet

56. give me information about these processes

57. To have a clear understanding of master programme and internship possibilities for all majors so this way we the tutor can better guide the student and therefore he or she can make informed decisions and know the possibilities for their future

58. them being in my field of study, so they can actually advise me which path to take. From my course selection and interest, they should be able to recommend me masters/courses/path/internship

guide

59. Nothing at this point, but it would be nice if they could guve their opponion give suggestions, guide me a bit

60. masters programmes

61. Helping w Enrolment in auc courses (especially 300 level ones, lab courses best suited), picking off campus courses (deadlines, getting BOE approval), applying for postgrad studies, help with internship and finiding a supervisor

62. Nothing much

63. A steer in the right direction, recommendations based on my ability and advice on where to go for more specific help

64. I expect the tutor to know past students in the field and with that have some sense of what is possible, where to look, and also what might not be the best.

65. that she knows more or less what courses would be good to take/what is required (for example i want to go into anthropology so i should take qualitative research methods)

66. Not much. I think it would be nice if they could get one in contact with previous students, but I see their role limited to AUC. Maybe they can help with a recommendation letter or something.

67. Help me with ideas and evaluate my ideas on these matters.

What expectations regarding issues in your personal life do you have from your tutor?

1. not much

2. To help if personal problems have to be communicated towards the boe

3. I think u can better go to the UvA psychologist for that

4. None unless it's of importance to my studies

5. none

6. I hope they could be helpful and encouraging, and help me communicate with certain parties when necessary

7. I think it is important that tutors know about your issues in your personal life and are willing to listen to you.

8. Just a basic level of pastoral - I'd hope if I met with my tutor and he noticed something up he would say soemthing.

9. none, aside from basic empathy. I don't need the tutor to be my friend, I need them to be

knowledgeable about the AUC system and education system in Netherlands. When advising on future courses/programs they should also be impartial and try to only give objective information because oftentimes I felt like my tutor was judgemental about my career plans (I don't want to continue in academia, I just want to get enough education to start working - i'm studying data science. My tutor repeatedly belittled my choice and tried to convince me i should study theoretical mathematics and computer science instead, which is completely not for me - which he would know, if he actually listened to my opinions and understood my situation).

10. None, although this would be beneficial if it affects your academics

11. none, unless I feel the need to bring something up

12. none

13. none at all, just understanding

14. None.

15. None, only if they impact academics, the support with getting accommodations, extensions, reaching out to lecturers

16. That they offer listening support if I face any issues, especially if they interfere with my academic performance

17. check in on you, if something is wrong help you or guide you to a specialist

18. I have purely official relation with my tutor, at this point I'm just notifying him of my personal issues for it to, again, stay on paper and in case somebody asks for confirmation, my tutor wouldn't be surprised

19. None

20. Understanding, no judgement. No huge involvement, but academic accommodation.

21. To at least be available to have a meeting where they can point you in the right direction for further help

22. help me to manage if there are any personal issues that interfere with my academics as well as being at least aware of my general mental health if there are any concerns about my wellbeing

23. No expectations, maybe understanding only

24. Ask me how im doing

25. I expect them to listen and help if these personal issues involve somehow AUC

26. Not a lot, check up now and then

27. All good

28. i used to have a great tutor who made me feel like i could talk to them, and my expectations then used to be that they care enough that you can kind of tell them how you're doing so they have context on how to advise you on academics as well. now my tutor is shit so i have 0 expectations, in fact id like for him to know as little as possible.

29. support, especially when academic life directly influnces the private matters

30. That he doesn't belittle me when I share or make insensitive comments.

31. To help communicate to necessary parties if I have an emergency of some kind

32. To be kind and willing to help insofar as personal issues relate to education (i.e. BoE exemptions, emailing teachers, reaching out to SLO's)

33. I see him as someone who has more experience than me and can give me advice. I don't expect anything per se from him, in the way I would expect something from a psychologist.

34. be nice and understanding

35. I wish my tutor would have something like a list with basic information. I just moved here and had great problems to find a GP. We talked about that, bcs I need to get tested for ADHD, however my tutor did not tell me that there is a GP from UvA. There were different similar problems. I have money Issues, my tutor did not have the idea to suggest to apply for rent benefit. Both issues impacted my academic performance.

36. To get advice on balancing academic and personal life

37. If I tell my tutor I am going through a rough time then maybe they can tell my professors if I am doing poorly in a class. But then again I think that is something I have to do on my own. Tutors are already so busy that I don't think they should be expected to say stuff to professors.

38. I'd like that my tutor would be open to talk about issues in my personal life, and not necessarily pointing out that I should talk to the student life officers instead. Since my academic and personal life are interconnected what I do outside my studies can affect what I want to do after I graduate.

39. none

40. little, just if it impacts studies how to communicate with auc boe etc

41. none

42. I don't have any issues in my personal life with my tutor.

43. be open to listen to personal issues that might impede with academic life, supporting requests to any forms of accommodations that might result from these personal issues, without having to tell the concerning teacher directly what the matter is

44. I enjoy that if I bring something up, he will have a comfortable conversation with me but I also like that he doesn't initiate these types of conversations.

45. Advice and resources (orienting me towards university resources regarding personal issues)

46. 0

47. None

48. Nothing really, he gave me information on where I can learn the piano

49. Not that much, but is supporting

50. i do not think my tutor needs to be too involved in this aspect, but when it relates to my academic life, i think they should provide guidance

51. helping me reduce academic stress, not actually helping with the issue

52. no expectations but my tutor always asks about my personal life and it's very kind

53. Help and advice if i can not handle the normal workload and if i have to take a course less etc. And that they would inform my teachers

54. They check in to some extent but not too much (if you don't want to share they shouldn't ask further)

55. When I had a difficult time because of too much work outside of studies, I was very helpful to have somebody who I knows me and who I respect and trust to give me advice. I'd like it to stay the same.

56. none

57. give recourses that can aid me

58. None

59. Active listener, not emotionally awkward, knows how to react in sensitive situations.

60. none

61. Nothing from my tutor, in general I guess it would be nice to discuss difficulties at study onf or personal life if it affects studying

62. none

63. Nothing

64. None

65. Not very much, as I think there are enough other resources. It is however nice to just have a chat with the tutor aswell.

66. that she can tell me where to look for help when i need it (like uva psychologists etc) but mine said that she doesn't want to know about my non-academic issues lol she was like you can go to the slo's for that

67. When personal matter impact my study life, I expect the tutor to help with that and navigate that academically.

68. To listen to me if I have problems.

What do you think is the most important part of having a tutor?

1. to navigate me through the auc path by informing me about the most effective and feasible options i have for my future plans

2. Having someone who sees your best interests and knows your field enough to guide the course selection process, and know if what you're studying will actually get you into a master, and work in the field

3. A helpful guide through the AUC process

4. I don't think it's necessary or important whatsoever

5. Academic advice

6. Mental support

7. Helping you balance academic life and personal life

8. A knowledgable bridge between the students and administration.

9. having someone who can explain the rules and regulations that are often confusing and vague

10. I dont know to be honest, I have not seen much use. My guess is someone there to make sure you are on a right path

11. being their to guide us and give their perspective on our path (courses we choose); making sure that their student is on track with everything

12. having the chance of asking for guidance or help in a more "informal" way that should be tailored to everyone's preferences

13. Being able to build on them

14. Being able to ask someone for advise and about where to get help

15. To have someone help you with academic life in general, and to know that you have a support person if something happens.

16. having a support system for working through auc's policies and general academic life

17. Having a person that helps you understand/navigate a new environment

18. Help with course selection and registration

19. Staff to reach out to when it comes to administrative questions for example about courses

20. Availability and staying in contact. It really helps to know my tutor is reliable and so if there is a problem it wont take too long to get in contact

21. having someone that can genuinely get to know you and that you can you can reach out to and get help in navigating the overall curriculum in a way that suits you as an individual the best

22. Making sure that I can get the right requirements to be able to apply for a master's

23. Having someone experienced and in academia who can share the experience

24. He helps me a lot with choosing the courses

25. He assists me with all academic matters that I cannot solve alone.

26. Someone who can guide you through the complicated requirements AUC has set

27. No really needed

28. i think just someone helping out with auc requirements and checking that you're on top of stuff (there's so much going on all the time)

29. an individual relationship with the person

30. Support that can help you when you yourself reach out, a person to match your input.

31. Knowing there is someone you can go to to deal with any issues that pop up academically

32. Having a tutor who genuinely cares about being a tutor and helping students. That goes a really

long way and is not fixed with adjusted hour allocation.

33. Having someone to go to whenever you have any question. It's an ally you have who knows the inner workings of AUC.

34. having someone who knows your personal academic situation and can offer help and advise

35. Having a feeling that you can discuss academic issues of different dimensions with someone who has a better understanding of those things and gives you the feeling that you can trust them.

36. To have guidance for our future path, help with finding internships, and so on.

37. Having one person who I can ask AUC questions to that is not announced clearly (especially BOE and Off campus courses and timeline for course registration and advice on picking a capstone supervisor).

38. To help to navigate the my studies at AUC. I also think it should be more important to discuss my strenghts and weaknesses as a person and how they relate to what I want to do after my studies.

39. connection to auc & help with navigating auc

40. Having support in course choices, whether they set you up well for the future.

41. they know stuff about your field and can advise you on what you need to do to achieve your goals

42. Keeping a student accountable, making sure they're navigating the sometimes overwhelming process of course registration at AUC well and are there to help at any time.

43. having a first contact person for any issues related to academics who can either answer questions themselves or knows who to ask/refer to; trustful relationship to each other (having the feeling of speaking to someone who actually cares about one as a person, not only as subject of education)

44. Having someone to ask questions to and knowing they will respond quickly. Also, the fact that they know us personally so it's an easier experience than talking to the service desk, for example.

45. The opportunity to talk to an academic who can give me advice regarding an academic career

46. He knows everything and knows how to advice int house situations. Doesn't give incorrect information is a necessity

47. Academic guidance

48. Having someone who is an expert personally looking out for me

49. The help and advise they give us, they heko you focus on your goals, they make you feel important

50. it's important for someone to help you with administrative and academic matters when they feel overwhelming and complex

51. someone who you can rely on

52. just someone to help affirm my academic path + help me reflect on life stuff

53. Someone who advices you and guides you during you bachelor, and makes sure u are eligible

for the master(s) u want

54. Advice for courses and planning time at uni

55. Having someone who knows you on a personal level to help you make the most at AUC.

56. an leader to help you through the time at auc

57. having someone you can always come to when you have trouble managing uni

58. Academic guidance

59. Active Listening. Actually being able to advice me for my academic paths, aware which possibilities I have for masters and which courses would be smart for me to take in my prospective field of study

60. Someone who is knowledgable in the field you persue could guide you in chopsing courses, masters other stuff

61. help with understanding the system of course registration, internships, and other issues that aren't immediately clear to auc students

62. Helping in your academic career path

63. Someone to check your study plan and give some nice suggestions

64. An academic advisor to ensure that nothing is being missed and I am on the right path to get where I want to be

65. Having the security that someone is having half an eye on you in course selection, especially with the many options and also requiremenrs that one needs to meet at the end of the day

66. preparing for the future

67. Definitely the 1 on 1 contact and knowing there is someone to turn to

68. Knowing there is someone to go to with a problem.

What would you think is the aspect of the tutor system that needs the most improvement? How would you improve it?

1. more meetings and help regarding future career

2. Tutors. Should. Teach. In. The. Field. Of. The. Student.

3. More time allocated to them preparing us for our continued studies

4. help w masters

5. The tutors are over worked, maybe lecturer who has a lot of other stuff going on shouldn't be tutors.

6. It needs to be improved by being more selective about who can become a tutor. Not everyone is fit to be a tutor. They need to be emotionally educated and available.

7. N/A

8. Tutors should be better informed about the AUC regulations!!! Every time I asked my tutor about off-campus course registration, study abroad, minor programmes, etc they did not have a clue and just told me to contact the Service Desk. If everytime I have a question I just have to contact the service desk then what's the point of a tutor??

9. The tutors need to know more about your field. I know this can be difficult, but it is so difficult to choose courses on my own and if I had a tutor who knew my field that would help a lot. Even if they could refer to someone it would be great

10. I think the tutor's interest should a least in part correlate with our interests. How am I supposed to be recommended courses/masters programmes if my tutor does not know anything about my area of interest?

11. more explanation and info on courses/course enrolment

12. matching tutors and what they teach/are competent in in what the student is studying and interested in

13. Communication between the senior tutor and the tutors amongst themselves. The difference in quality between the tutors can be attributed to this I think

14. That tutors are all equally aware of supports and processes such as accommodations, applying to off campus courses, etc

15. Maybe more regular meetings? I think its hard as a student to reach out sometimes, so having more regular meetings would help to tell about the issues I'm experiencing

16. how to find internships

17. Having a tutor at least from your major would already be more helpful. Also, constantly ridiculing my concerns is not exactly productive, so having some kind of feedback system would also be nice :)

18. My tutor does not answer emails which makes scheduling a meeting very, very difficult. I would make him check his email.

19. A more even understanding of AUC across all the tutors and more training/communication to tutors about what is expected of them. I am very lucky to have a tutor on the boe but i know most tutors dont have the same information and it would be nice if these communication channels could be improved. I also think its important to incentivise tutors to actually be engaged with auc because it sucks to have a tutor that is out of the loop

20. More adjustments to the student needs. Some need lots of meetings, some none.

21. Its good nothing to improve

22. Communication? My tutor was changed and the old tutor didnt even say anything.. Also the tutors dont really know things about the policies so the only questions I have (how study abroad works, what internships can i do. how course enrollment happens) they mainly say that they cant help...

23. tutors from the same major as tutees

24. One tutor has too many students. I happens regularly that the tutor does not even no the students name

25. just knowledge of auc, how it works and how to advise students based on that. and dealing with students in a humane way for some tutors (like either get rid of them or train them, they're actually harmful to students' well-being)

26. Any actual structure? I have Jonathan so not sure how it is with other tutors but it feels very chaotic and like I'm always pulling the rope.

27. I don't have any complaints

28. Apathetic tutors can really change the tutor experience for students. This is hard to solve at an administrative level, because some people will always be a bit apathetic towards their jobs. In this sense, it is nice to have the option of changing tutors or going to a different tutor (i.e. having tutor teams for students rather than only one tutor.)

29. I don't know...

30. they should know AS&P correctly! And more, they should have experience with different BoE requests/situations so that they can give us informed advice. amy tutors didn't know anything, and sometimes even gave me wrong information, misleading me on my academic path

31. I feel like there is no preparation of the tutors. The quality of the support is so extremely different.

32. There should be something like a workshop for tutors and a list with helpful tools for common problems.

33. They should focus more on guiding our future paths when we are certain of then

34. Nothing really. I think it is good as it, but I do have an amazing tutor who reaches out to all of us often and is extremely fast at responding to emails and scheduling meetings when needed

35. I think the tutors should have a more systematic approach to help me choose what to do after my studies. It would be helpful if they could help me identify what I am good at and what kinds of studies/work would not fit me. Also, I would like that it was more clear for the students of what they can discuss with their tutor.

36. definitely post-AUC advice

37. Improving the tutor to track allocation. Or having a list of tutors and their expertise which students can then choose their choice of tutor. I got placed with a psychology tutor even though i am doing law.

38. Matching students with tutors in their field.

39. Having tutors from the same track.

40. The fact that not all tutors are as helpful as each other. There should be more attention from AUC to ensure that all students receive the same help.

41. Assigning tutors in the same majors as the students

42. train tutors better.

43. The consistency of responses, as I've heard from some people that their tutors never respond to their emails

44. Maybe more compulsory meetings. I have a lot but i heard a lot of people don't receive any attention by their tutor

45. More mandatory meatings and more quizzes or looking at the masters more closely with them

46. i feel like tutors should be more aware of how things work, especially in the major that i am in, otherwise they cannot provide appropriate guidance

47. -

48. A meeting very 3 months?

49. Maybe longer time to discuss ideas ?

50. I think people need to meet their tutor not only to choose courses, but also to discuss their academic path: where are they going, what can the do to improve their chances of getting there. nothing

51. Allocating tutors within the same major for all students so that they can actively help selecting courses and have helpful insights on the study plan the student has

52. Tutors should be in the same field on study, not only the same major. Actually receiving academic advise

53. Give tutors who teach in the track of the students!!! Also teachers who care about students maybe more responsibility to keep in contact with tutees. my tutor does this well, but i know that some people have not heard from their tutors since the first year and that is unfair

54. They have no idea about your major since they dont have expertise in it. They just look at your grades to tell you if youre doing alright or youre failing. They should be from atleast the same major. And be able to give some advice on writing internship applications, motivation letters, request for cpi supervisors

55. Maybe trying to match majors and ability to change tutor later if for example I decide my track is math then maybe at least I could have one meeting in a year with someone in that field.

56. More frequent meetings

57. I think it works fine.

58 have structured meetings (for example: all tutors should meet their students in week 11 or 12 of the 16 week period to discuss the next semester) (some of my friends had meetings before course registration even opened, i had mine on the very last day we could request prereq exemptions, which was not ideal because i had to do that)

59. It's not clear to me whether they are confidential about things or not - like, it seems they are both representing the uni and standing on the student's side on things… which one is it?

Any other thoughts/remarks you would like to share?

1. Also changing a tutor could be easier, like I don't want to have a mediation session, there is no problem between us, it's just that he can give me no valuable advice

2. We don't need to meet with the tutors often - it's better when the meeting only happen when they are necessary, for example when the student reaches out to the tutor and asks for a meeting. Frequent meetings have no added value as long as the tutors are so badly informed and prepared for their job. Use that time to actually learn the AS&P and the Dutch education system regulations. The most important thing is that when a student actually reaches out with a question, the tutors should have at least some information on the topic. And most of all - they should not give false information!!! This happened way to often for me, that my and my friend asked out respective tutors the same exact question, and each of us got widely different answer - and these were not debatable/subjective questions, they were questions like "Is doing a minor at UvA/VU allowed and recognised by AUC?" or "Can I write my Capstone in the autumn semester of the 3rd year instead of the spring semester?"to which there should be a simple yes/no answer, and 3 different tutors gave us 3 different answers, half of which were simply wrong (and the answers could be found in the AS&P)

3. Perhaps my tutor experience is different from others, but I do not see too much point in the tutoring system at its current state. It is a great idea though.

4. We should also be allowed to switch tutors if necessary.

5. I think what could be good is tutor open hours where we don't have to email/plan a meeting, instead we can just show up if we have a quick question or explanation needed

6. i think not all meetings with tutors should be necessary, but a tutor should give students the opportunity to check in frequently, (2 or more times per semester)

7. I think most of my problems stemmed from unclear statements in all of the AUC's documents. Lack of transparency of the decisions/processes made it stressful and having a tutor who doesn't provide any other information except these documents doesn't resolve the issue. So if the documents were a little more elaborate and the justification behind decisions clearer, I would need tutor only as a formal reference for personal issues/normative checkup of graduation requirements

8. I would be much better if he answered his email.

9. Maybe limit the amount of tutees that one tutor can have

10. My tutor is really strict and hinedtly tells me which courses are useless/recommended me to not go on exchange, i think its good we have tutors

11. nope, im happy with this surveyy :) good job ema

12. It might make sense to decrease the number of tutors and forming a tutoring staff that's

responsible for all the students. Keep the personal assignment aspect of it so students still have familiarity with one tutor, but generalize it enough so that everyone can benefit from the tutor system.

13. Train the tutors better!!!

14. Thanks for doing this survey.

15. No

16. The tutors could have more information on how to help neurodivergent/autistic students.

17. My tutor is fucking amazing at this job I am beyond lucky

18. I wish the evaluations we get about the tutor system allowed us to put the names of our tutors (not this one, the ones from AUC). I wish I could rate my own tutor highly without having to rate the entire system.

19. No

20. None

21. Auc would lose so much without tutoring, it is essential and it has to improve intead of disappear

22. -

23. It is better to have a tutor in your major

24. Tutor system is one of the reasons why I came to AUC

25. It doesn't make sense to have tutors from different majors given they can't really help you with anything and you have to go to other teachers for actual guidance

26. I don't feel like the tutoring helps me in any way at the moment. Tutors should be emotionally intelligent and through seminars/courses taught how to actually tutor. It doesn't seem that they actually care how you are and seem helpless if you actually need help. More sensitivity

27. Students should be encouraged to take 5th courses if they really want to. And they should be allowed to take more than 1 course during the intensive. Tutors should try to discourage us less

28. i think i've said everything :)

APPENDIX 3: Da Box Answers

What do you think about the tutor system?

1. I don't usually reach out but I think it could be because my previous tutor was less interested and that's making me speak more to him. I think it's very useful, maybe increased engagement with tutors could be an idea to improve the overall system (more mandatory meetings maybe).
2. It's very useful to have someone who has pursued a carrier in your area of interest. as a first year, it's very unclear what tutors are for and when it's appropriate to contact them.
3. I am happy with my tutor but a lot of times I don't know something my tutor also doesn't know, sometimes they can be a bit uninformed.
4. Tutors could be more involved during the whole semester (especially for incoming 1st years), not just during course selection period.
5. I love my tutor but I do wish he would check in more. I also wish he knew more about my track but I know that's a lot to ask.
6. I think that it depends if you have a tutor that you work well with. I personally have a great tutor but I know other people which have different tutors and another opinion.
7. I love the tutor system. super accessible, very welcoming and not judgemental. I feel more supported :)
8. my overall experience is good because my tutor is very involved and regularly (...) emails to check in and arrange meetings. sometimes she doesn't know some major specific thing but she checks.
9. I like it, but I have a good tutor.
10. I dont have a comment.
11. it's alright.
12. I don't have an opinion.
13. I think the idea is very nice, of course it depends on if the tutor you have is informed enough. I think it would be helpful if your tutor is part of the specific field you're invested in your major so that they can help more.
14. different tutor styles; some of them are less involved.
15. They should be trained better (my tutor sucks).
16. I know more than my tutor about how things work. I never meet with my tutor because she was never able to answer the questions I had and would never get back to me. she also feels more judgemental than approachable.
17. really helpful and my tutor is really present and shows interest in my questions.
18. good tutors go beyond their job description, good tutors are unpaid therapists and life advice. please support more of this ... of tutor system. tutors should be suited to your interests and personality.

19. I love DA BOX! I love my tutor, Forrest is the best! I've been lucky however and I understand that others haven't had great experiences especially if they are not major specific. thanks for this.
20. I love Luis (my tutor) because he is always there for me, he helps me with difficult choices and knows a lot about courses.
21. I love my tutor.
22. be able to evaluate individual tutors.