Reciprocal shadowing as a means of promoting institutional change by developing understanding between leaders and students

Final Report
Leadership Foundation

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Introduction

The overarching aim of the project has been to build on the University of Exeter’s highly successful Students as Change Agents initiative that has brought students and staff together as partners in improving experiences of higher education at Exeter. Through engaging in a reciprocal shadowing activity, senior leaders and students in two southwest universities have had the opportunity to pilot resources, were involved in shadowing, and discussed their experiences and personal outcomes. The learning from the shadowing experience will support senior managers in making decisions about the student experience. It also enabled better organisation and the generation of improved resources. Now that it has been successful it will be rolled out on a wider scale in the future.

The following objectives were established for this project:

- To run a successful shadowing scheme that is well organised and appropriately resourced for both staff and students, as a blueprint for further expansion;
- By involving two institutions, to enable comparisons between these universities in order to better understand the shadowing processes and any contextual differences;
- To raise issues for change and to address solutions as a collaborative partnership between students and staff;
- To enable leaders to experience the daily life of a student in order to better understand student satisfaction as well as challenges that should be addressed;
- To enable students to observe leaders at work, to gain an insight into the management roles of a large institution, and take a leadership role in HEI decision making;
- To enhance student prospects for employment and to promote an interest in management as a career.

The student and staff response to the project was overwhelmingly positive. Below are some quotes from staff and students to illustrate this:

Quotes from staff participants in the scheme:

“For me, giving just a very few hours of my time reaped real rewards - really helped me to feel 'in touch' with student life. I'd happily do more in the future.” Staff member

“...a very ambitious, hardworking and mature student. ...I am certainly of the opinion that our students are incredibly hard working, but this experience just confirmed that and the fact that with so much on, access to services has to be quick and efficient!” Staff member

“It was great to get first-hand experience of a class ...particularly to see the teaching style and to use one of our learning spaces... talking to students in an informal way on everyday “student life” (rather than about the issues/matters that come up for more formal discussion at meetings and on committees). Overall it was a very worthwhile experience...” Staff member

Quotes from students participants in the scheme:

“I can’t see that there are any losses to it” Student

“It makes you appreciate what you are part of as a University... it gives you perspective of what you are part of” Student

“It was great to see how much of a parallel there is up and down the agendas. Nice to see what you are doing at ground level are not. How much senior managers care.” Student
Why did Exeter get involved?

- The University of Exeter is known for excellent student engagement practices demonstrated by:
  - The development of Students as Change Agents as a flagship project and that is becoming embedded within the culture of the institution.
  - High percentages of student volunteering.
  - Strong student and staff liaison committee structures (SSLCs).
  - An excellent Student’s Union (Student Guild @Exeter) that has been in the top 3 student unions in the country four years in a row.
- It was seen as an opportunity for staff and students to share skills and build on the existing student engagement practice.
- It was an opportunity for students to learn directly from leaders about their roles.
- It was an opportunity for students to develop their employability skills.
- It was a professional development opportunity for staff.

Why work with Bath?

- The University of Bath is a similar institution to the University of Exeter, though with more vocational programmes.
- We were interested in working with staff there and to develop further partnership opportunities.
- It was an opportunity to start preparation and to compare outcomes.
- The pooling of ideas was also an opportunity to share the workload of the scheme.

Literature/Current practice

There are a number of institutions that have shadowing schemes in place. The only institution that appears to have developed a staff-student shadowing scheme is London South Bank University. However, it is suggested by this institution that Middlesex, York, Winchester and Liverpool John Moores University have also developed similar schemes. London South Bank University’s scheme involved 38 senior managers, including the VC and all the Executive Team and was run in partnership with the student union. In 2010 the scheme was shortlisted in the Leadership Development category of the Times Higher Education awards and was extended to all staff.

There are a number of widening participation initiatives that run student to student shadowing schemes; for example, aimed at Year 12 and 13 students who are interested in finding out what it is like to study at a particular institution. These include LSE, University of Plymouth, University of Cambridge and Edinburgh University. The purpose of such schemes is to give students a chance to spend the day shadowing a current undergraduate degree student at their local university. There are often strict criteria (including being the first person in their family to consider higher education, a student who receives the 14-19 bursary or having a disability), and schemes are aimed at students from ‘target schools’.

There is a literature on the benefits of peer observation (i.e. Hammersley-Fletcher & Orsmond, 2007), however the purpose of the shadowing scheme was not for staff to observe their peers in this formal way.

There are also some known benefits of staff shadowing other staff members within their organisations. These have been published more extensively than those of student-staff schemes (Simkins, Close & Smith (2009), Roan & Rooney (2006)), despite it being an under-researched leadership topic (Simkins, Close & Smith, 2009). The research that has been published shows a number of factors including creating a better understanding of the work environment, supporting workforce transition and the development of organisational identity.

In addition, Behar-Horenstein et al. (2010) have published a paper on the mentoring of undergraduate researchers by professors. Their study shows that student and staff perceptions and beliefs surrounding the role of mentoring
differ. This highlights the importance of setting clear expectations and providing clear guidelines, so as to ensure compatibility.

The pilot:
The first stage of the shadowing scheme at the University of Exeter was a pilot that took place in the summer term last year (2010/2011). It involved four students and four staff members. Overall this provided a very positive experience. However, there were several lessons learnt and a number of outcomes which were reflected in the 2011/2012 scheme.

The resultant outcomes of the pilot:
- Confidence that the scheme would be of interest to staff which led to involving Prof. Janice Kay DVC and other more senior members of staff.
- The need to discuss confidentiality - the need for staff and student partners to discuss this prior to shadowing taking place.
- The need for further development of guidance documentation and information forms.
- The need for all staff involved to have a clear understanding about the purpose of shadowing reflected in advertising material and in explanation to staff and students.
- The need to be clear with academic staff about the purpose of visiting shadowing partners and give staff the opportunity to discuss this in person prior to the event if needed.

The pilot was an essential learning opportunity and resulted in an even more successful scheme going forward.

Setting up the shadowing process:

- Asked for staff volunteers (informally throughout, formally August - September)
- Linked staff with students with support from the Students’ Guild (October - November)
- Prepared students and staff – set expectations (November)
- Supported staff and students to facilitate shadowing to explain what it involved (November)
- Shadowing takes place (December to March)
- Collected feedback from staff and students (March-May)
- Fed findings forward (informally throughout, formally of May - June)

Figure 1: Shows the stages of the shadowing process
The recruitment process:

Recruiting staff

- Senior management staff were invited to take part in the scheme.
- The following staff participated:
  - Deputy Vice Chancellor
  - Director of Academic Services
  - Head of Admissions
  - Assistant Director (Academic Policy and Student Administration)
  - Student Engagement and Participation Development Manager
  - Arts and Culture Manager
  - Chief Executive, Guild of Students
  - Head of Staff Learning and Development
  - Alumni Volunteer Officer and Head of Alumni relations Exeter
  - Assistant Director of Sport responsible for Performance and Competition and England Senior Men's Indoor Hockey manager
  - Head of Registry Services
  - International Student Adviser
  - Academic Adviser
- Staff were asked to complete an information form (see Appendix A) to formalise their commitment, to provide a small amount of information about themselves, to explain their interest in the scheme and to support the process of matching.

Recruiting students

- Advertising took place through the University website and student newspaper.
- Emails students to participate went out to student representatives and society committee members.
- Support from the student representation manager in the Students’ Guild (student union) was given in order to target certain students who would benefit from the scheme.
- Students were asked to complete an information form (see Appendix B) to formalise their commitment, to provide a small amount of information about themselves, to explain their interest in the scheme and to support the process of matching.

Student volunteers

- A range of student volunteers took part in the scheme.
- The students came from a range of disciplines: Law, Business, Geography, Psychology, Management with Exercise Science, Mathematics, English, Exercise and Sport Sciences, Geography, Psychology and Modern Languages.
- There were six male volunteers and eight female volunteers.
- The motivations students gave for volunteering on their information forms were wide ranging:
  - “I want to understand what happen behind the scenes”.
  - “I want to get an insight into what it would be like to be in a similar role”.
  - “I would like to learn more about the inner workings of the university.”
  - “Would be nice to know that these high-up persons have a realistic and up-to-date image of what a student experiences each day.”
  - “To help develop my own soft skills.”
  - “I think it will be a chance to really help University staff to understand student views.”
  - “It would be a great chance to experience a work day/half day within the university and meet many influential people.”
“I would be fascinated to see what goes on in the day of one of the university academic or administrative staff. I have contact with many different elements of the university and the relevant staff however I do not feel I have an understanding of what they do or how roles fit into a larger organisational structure.”

“This emphasises the enthusiasm and passion I already hold for the University of Exeter and why enrolling on the shadowing scheme would be the final string to my bow! Uncertain as to what I would like to end up doing once I graduated, having the chance to shadow someone in an area I may be interested in would definitely help me make a decision.”

“I was impressed after reading the student news “A day in the life: student and Deputy Vice-Chancellor change places”, which talks about the experiences of Prof. Janice Kay & Imogen. As an SSLC representative like Imogen & the International Student’s Council Academic Officer, shadowing scheme will be a direct and valuable experience for me to know more on how the university runs in a particular position.”

“To understand the restrictions and limitations that are placed upon the governing bodies, particularly those that are financial, so as to assess what the potentials for change are in preparation for 2012 in a realistic frame. To draw the university’s attention towards the SSLCs at a higher level so that we can maximise their functioning ability and create academic interaction that could benefit policy making in future.”

“As vice-president of art society and the son of an architect and artist, art has a massive impact on my life and means a lot to me. I have taken an increasing interest in trying to spread this love for arts into other people’s lives as I think everyone can benefit greatly from access to arts... I have learned from this broad experience of arts different ways to spread them and would really like to bring to The University of Exeter as much access and influence that is possible.”

### The expectations

- Students and staff would shadow each other for about a day each but this could be over several days if needed.
- It did not matter if staff or students undertook the shadowing or if the timetable mixed the two.
- Students could prepare their own timetables of what they thought was suitable to include activities they would typically undertake. These were discussed with the administrator of the scheme with students for two reasons: to support their decision making and to ensure the activities were appropriate.
- Staff could do the same and also avoid taking students along to too many lengthy meetings.
- The confidential nature of discussions and the use of discretion were discussed with both staff and students.
- Students were expected to take staff to at least one teaching session. Once this was selected the administrator of the shadowing scheme was informed and was then able to inform academic staff of the scheme and ensure consent for the shadower’s attendance was obtained.
- Students and staff were both expected to provide feedback on their experiences.
- Guidance was given to students and staff in person and a general guidance sheet was also provided (see Appendix C and D).

### Types of feedback collected

In order to capture as many of the participants views as possible, a mixture of feedback was collected. This included:

- Video - see: [http://studentsshadowingscheme.blogspot.co.uk/](http://studentsshadowingscheme.blogspot.co.uk/)
- Physical and emailed forms - see Appendix E
- An online questionnaire - see Appendix F

NB. Further hints and tips about the shadowing process can be found in the Shadowing Toolkit.
Collaboration with the University of Bath

Meetings
Staff travelled between the two institutions to meet, co-ordinate and develop the collaboration of the schemes at the two institutions. Issues and obstacles were discussed to enable the sharing of solutions. Resources and ideas were shared and tasks were allocated. It was decided that a joint shadowing symposium would take place once both schemes had been run in order to compare results and learn from one another.

Joint Shadowing Symposium
The joint symposium enabled a final round up of outcomes and a forum for discussion for the future of both schemes. The event took advantage of the South West Grid for Learning dedicated video conferencing suite and the symposium was held virtually.

The main questions addressed at the symposium were:
- What are the benefits of shadowing (to staff, students, the institution)?
- What format should the shadowing scheme take in future?
- Who should take part in the scheme?
- How should students be selected to take part?
- How could the scheme be integrated within our current practices?

A number of benefits of shadowing were identified including:
- “To staff: An insight into what goes on at ‘grassroots’ level, seeing how the changes that they make at an institutional level affect students at the bottom of the chain. To students: A greater understanding of the structure of the university, and an awareness of the scale of events that go on behind the scenes to give students a positive experience. Also, an opportunity to research potential career paths. To the institution: More communication between the Uni/Guild/student body, to make sure that students’ opinions are heard, and hopefully keep rising in the NSS and league tables.”
- “Staff - a rich insight into their students’ lives. A better understanding of their institution. Understandably staff are busy but do new and senior staff in particular know what Exeter is like and the students are like. Staff can speak from experience about the student experience rather than clichés and guesses. Students - insight into senior management. A better understanding of not only the University but a large business. Institution - erodes barriers between non-academic staff and students. Gives the impression of collaboration rather than customer at arm’s length.”
- “A deeper mutual understanding of the daily life of the person you are shadowing. Greater sense of partnership.”
- “The opportunity for those involved to gain a clear and better understanding of what staff / students have to undertake in their day tasks. For an institution, it allows all those engaged to gain better knowledge of how all parties can help a University achieve their goals.”
- “Direct experience of events in the life of a student.”
- “It is great for both parties to be able to see what they are part of on a much larger scale. Staff can see how their work affects students and students can see just how much work is put in to make their student experience what it is. It helps to build fantastic relationships and give you an insight into what it’s like working in such a large institution.”

The discussion at the symposium highlighted the need for clear guidance and reiteration of the flexibility of the scheme. Most staff and students agreed that the scheme should be aimed at engaged students (for example, the student programme representatives) and that they should get the first chance to take part in the scheme. However
there was some indecision about whether this would be fair to the wider student population. Selection and matching of students with staff was an important part of the scheme and it was felt that all students who want to be involved regardless of how engaged they had previously been should be able to communicate what they hoped to get out of the scheme.

The attendees of the symposium undertook a card sort activity (see Appendix H) which further helped to reinforce the discussions had.

Issues and Challenges

There were a number of issues and challenges raised as part of the symposium. These include:

- How can we ensure that the most appropriate students and staff get involved in the scheme?
- How do we manage the collection and distribution of feedback?
- How can we involve different members of staff, including more academics?

These issues are addressed in the recommendations section.

Outcomes, the future - embedding shadowing into practice

Overall the scheme has been a success and all who were involved would recommend the scheme to other participants.

Here is some more of the feedback that was received:

“Makes you appreciate what you are part of as a University... it gives you perspective of what you are part of”
Student

“We are here for students, being able to do this directly seems invaluable”
Staff

“I can’t see that there are any losses to it”

Student (new VP Academic Affairs, Student’s Guild)

“It is a great exercise, but how can we get this into our more regular processes?”
Staff

“Students felt really privileged being involved in the scheme... it should be branched out from those students who are already involved in student representation... a reward scheme for students who have been very active an opportunity to see this is where your activism or involvement can take you ...it helps those students get a bigger picture of what they are contributing to and the University can give something back”
Staff

How did it improve decision making?

Prof. Janice Kay (DVC) – wishes she had had more time – made changes related to student feedback in the next meeting she went to.

Arts manager – now works much more closely with the Art Society and will mentor new students every year.

It is hoped that the shadowing scheme will further encourage University of Exeter staff to engage in additional informal opportunities for shadowing and informal discussion with students outside the scheme and to continue to build on the institutions strength in the area of student engagement.

Although no such scheme exists at Exeter, the advertising of the shadowing scheme at Exeter has resulted in two school aged students approaching administrative staff at the University of Exeter about shadowing students from their chosen subject areas. This was passed onto individual department and WP staff arranged for this to take place.

Recommendations

The feedback that was collected and the outcomes of the Shadowing Symposium have led to the following recommendations being made for the scheme at the University of Exeter:

1. The scheme should be managed by the Student’s Guild.
2. The scheme should be made available to SSLC chairs and Reps - especially those already engaged in initiatives such as Students as Change Agents as a reward for their involvement.

3. Societies should also be targeted for shadowing of relevant professional services such as the Arts manager shadowing the President of the Art and Culture Society at Exeter.

4. All students should have the opportunity to be involved in the scheme. However they may need to apply and be able to give good reasons for wanting to be involved.

5. New sabbatical officers should get the opportunity to shadow a senior member of staff relevant to their area, i.e. DVC (Education) and Academic Affairs Officer - which happened per chance this year, with the incoming Guild President and the Vice Chancellor.

6. The scheme should be extended to include more senior academic staff such as Deans and Associate Deans in Colleges.

7. Students interested in becoming academics should be able to shadow top academics.

8. The shadowing scheme should be advertised to staff through the PDR process and in Learning and Development Bulletins.

9. The partnership with the University of Bath does not need to continue in the same format however it is agreed that further joint initiatives should be considered.

Publicity and conference presentations
A number of articles were written on the shadowing scheme. A local news channel also reported on Bath’s shadowing scheme. See links below:

- HEA Conference presentation - [http://www.heacademy.ac.uk/annual-conference](http://www.heacademy.ac.uk/annual-conference)
- Guardian article - [http://www.guardian.co.uk/higher-education-network/blog/2012/mar/08/university-management-at-exter](http://www.guardian.co.uk/higher-education-network/blog/2012/mar/08/university-management-at-exter)
- Bath promotional video -
- Short article in the Times Higher Education (THE) ‘Campus News’ section 9/02/12

Resources
Each institution developed an internal website these can be found here:

- Exeter website (will be developed further): [www.exeter.ac.uk/shadowingscheme](http://www.exeter.ac.uk/shadowingscheme)

Shadowing Toolkit
A toolkit, as an outcome of this project, has been designed to support staff from higher education institutions to establish their own shadowing schemes. It includes:

1. Information about the Exeter Shadowing Scheme
2. Guidance on managing the scheme
3. Top ten tips for shadowing
4. Guidance documents aimed at:
   - 4.1 Staff
   - 4.2 Students
5. Information forms aimed at:
   - 5.1 Staff
   - 5.2 Students
6. Feedback forms aimed at:
   - 6.1 Staff
   - 6.2 Students
Conclusions

Overall, the reciprocal Shadowing Scheme was extremely successful on both the Exeter and Bath campuses. Staff and students were delighted to learn more about their respective experiences and perspectives. This will support the continuing agenda for a student-centric university.

Both institutions addressed the setting up and running of the scheme in similar ways, and there was continuing communication between the two institutions, which helped to iron out issues. Hence, working in collaboration was beneficial to both parties.

In both cases, the scheme attracted considerable attention, due in part to the high calibre of staff who engaged. There is no doubt that, thanks to this funded exploration and piloting of resources, the reciprocal Shadowing Scheme will continue to be embedded into practice and to flourish.

References

## STAFF INFORMATION FORM

1. Name

2. Job title

3. College/Discipline or Professional Service/Division

4. Please write a brief explanation of why you would like to be involved in the shadowing scheme.

5. Please write a brief outline of what you hope/imagine you will gain or hope to learn from this experience.

6. Are you interested in shadowing a student from a particular subject area, year of study or fee status? If so please state which.*

7. Signature

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* We will try our best to match students and staff with similar interests however this may not always be possible.
## Appendix B - Student information form

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<td>2. Year</td>
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<td>3. Degree programme</td>
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<td>4. Please write a brief explanation of why you would like to be involved in the shadowing scheme (continue on a separate sheet if necessary).</td>
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<td>6. Insofar as you know, please state what kind of career you wish to follow.</td>
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<td>7. Please tick the Service/College that would interest you the most in terms of shadowing*</td>
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<td>Academic Services</td>
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<td>International Exeter</td>
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<td>College of Social Sciences and International Studies</td>
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<td>Peninsula College of Medicine and Dentistry</td>
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Appendix C

Guidance for students about the Shadowing Scheme

What is the purpose of shadowing?
The purpose of this shadowing scheme is to enable both leaders and students to gain an insight into each other’s daily working lives – in particular in the context of learning and teaching; to foster understanding and deeper collaboration between professional services staff, academics and students; and potentially to bring about change premised on the heightened awareness gained.

What will happen?
The manager will shadow their partner student for the equivalent of a full day (including lectures, library visits, use of other services such as food outlets, society activities, etc.). The student will shadow their partner manager for a similar amount of time. This time is probably best as two half days. It does not matter who shadows who first. Each person will make brief notes on their activities and experiences. All leaders and students involved will then be expected to attend a final meeting to share their experiences, highlight what they learned and to offer recommendations and solutions to any issues encountered.

Who can participate?
Staff - A range of staff will be invited to engage. It is hoped that one member of staff from each of the professional Services areas and each College will volunteer to be involved.

Students - Students will be selected through the SSLC process, and will be carefully paired with leaders where appropriate; for example, a student with an interest in IT, or Finance, might be offered a partner manager working in this area. Overall it is hoped that a mixed sample of students will engage in the process, to represent different year groups, home and international, and male and female students from a range of subject areas.

Benefits
Students will get a direct insight into leadership roles, and this will support their employability prospects as potential future leaders. Staff will gain valuable and current insights into matters related to a student's daily experience at Exeter will enable better-informed decision-making. There is real potential for bringing about change as an outcome of understandings gained. The project outcomes may also inform how the shadowing scheme might be developed into the future at Exeter.

Completing the application form
Please take some time to complete the application form. The information you give will help with matching students to appropriate staff.

Connecting with your shadowing partner
Please get in touch with your shadowing partner as soon as you are given their name. You may have to do this through a PA and you may need to explain to the PA what the project is about. Be aware that the person you are shadowing is likely to be very busy and finding appropriate times may be difficult.

Planning your day
When planning the shadowing day/half day, ask your partner what they are interested in experiencing and help them to make the most of their time with you. You will also need to talk, for example, to your lecturers to ask them whether they are happy about bringing your shadower into the classroom. Remember, too, that staff you shadow may on occasion be engaging with confidential matters and you should be respectful of this and act responsibly.

Keeping a log of your experiences/ Reflecting on your experiences
We will ask you to provide a short account of your experiences and will provide a set of questions for you to respond to. Your reflections will help us to continue to develop the scheme further and will hopefully provide useful insights for other staff and students at the University.
Appendix D

Guidance for staff about the Shadowing Scheme

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Connecting with your shadowing partner
Please get in touch with your shadowing partner as soon as you are given their name. Please remember that students are likely to have a number of commitments and finding appropriate times may be difficult.

Planning your day
When planning the shadowing day/half day, ask your partner what they are interested in experiencing and help them to make the most of their time with you. Try to plan a day which the student can participate as actively as possible.

Keeping a log of your experiences/ Reflecting on your experiences
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STAFF FEEDBACK FORM

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<tr>
<th>1. Your name</th>
<th>Name of student</th>
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<td>2. Job title</td>
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<td>3. College/Discipline or Professional Service/Division</td>
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<tr>
<td>4. Please write a brief explanation of why you chose or decided to take up the offer to be involved in the shadowing scheme.</td>
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<td>5. Please write a brief outline of what you hoped/imagined you would gain or hope to learn from the experience.</td>
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<td>6. Were you interested in shadowing a student from a particular subject area, year of study or fee status? If so please state which and if possible why.</td>
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<tr>
<td>7. Description/Observation of what you did with the student you shadowed</td>
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8. Your impressions
Some questions you may wish to consider:

- What did you learn from the process?
- What do you think you gained from the experience?
- Did it change your perspective of students’ experiences of Exeter?
- Has it changed how you might work with students in the future?
- What do you think are the benefits of shadowing?
- Would you recommend the scheme? If so why?
- Do you think shadowing is something the University should continue? What form do you think it could take going forward?

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<tbody>
<tr>
<td><strong>1. Your name</strong></td>
<td><strong>Name of your shadowing partner</strong></td>
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<td><strong>2. Programme</strong></td>
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<td><strong>3. Year of Study</strong></td>
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<td><strong>4. Please write a brief explanation of why you chose or decided to take up the offer to be involved in the shadowing scheme.</strong></td>
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<td><strong>5. Please write a brief outline of what you hoped/imagined you would gain or hope to learn from the experience.</strong></td>
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<td><strong>6. Were you interested in shadowing a member of staff from an area of the University? If so please state which and why.</strong></td>
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<tr>
<td><strong>7. Description/Observation of what you did with the staff member you shadowed</strong></td>
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8. Your impressions
Some questions you may wish to consider:

- What did you learn from the process?
- What do you think you gained from the experience?
- What do you think are the benefits of shadowing?
- What do you think you will be able to draw on from this experience when deciding on future employment?
- Would you recommend the scheme? If so why?
- Do you think shadowing is something the University should continue? What form do you think it could take going forward?

Please feel free to continue onto a new page if necessary.
Appendix G - Questionnaire

1. What are the benefits of shadowing (to staff, students, the institution)?
2. What format should the shadowing scheme take in future?
3. Who should take part in the scheme? Which staff? Which students?
4. Which (if any) of the following groups do you think should be encouraged to take up shadowing:
   - SSLC chairs:
   - SSLC representatives:
   - Sabbatical officers (before they take up their role):
   - I don't think a specific group needs to be targeted:
   - Other (please specify):
5. How should students be selected to take part?
6. Any further information/comments:

Results:
1. To staff: An insight into what goes on at 'grassroots' level, seeing how the changes that they make at an institutional level affect students at the bottom of the chain. To students: A greater understanding of the structure of the university, and an awareness of the scale of events that go on behind the scenes to give students a positive experience. Also, an opportunity to research potential career paths. To the institution: More communication between the Uni/Guild/student body, to make sure that students' opinions are heard, and hopefully keep rising in the NSS and league tables.
   - Staff - a rich insight into their students lives. A better understanding of their institution. Understandably staff are busy but do new and senior staff in particular know what Exeter is like and the students are like. Staff can speak from experience about the student experience rather than clichés and guesses. Students - insight into senior management. A better understanding of not only the University but a large business. Institution - erodes barriers between non-academic staff and students. Gives the impression of collaboration rather than customer at arm’s length.
   - A deeper mutual understanding of the daily life of the person you are shadowing. Greater sense of partnership
   - The opportunity for those involved to gain a clear and better understanding of what staff / students have to undertake in their day tasks. For an institution, it allows all those engaged to gain better knowledge of how all parties can help a University achieve their goals.
   - Direct experience of events in the life of a student.
   - It is great for both parties to be able to see what they are part of on a much larger scale. Staff can see how their work affects students and students can see just how much work is put in to make their student experience what it is. It helps to build fantastic relationships and give you an insight into what it's like working in such a large institution.

2. Similar to current format, although possibly formalised and increased student and staff awareness of the opportunity, and why they should get involved.
   - I like the idea of it spread over a long period of time perhaps enabling greater learning. Potentially include a project to be shared between the member of staff and student.
   - 'Shadowing' could be clarified, as at the symposium, as more of a 'selected' series of shared activities as 'shadowing' suggests following someone round for the whole day, which could be unproductive.
   - The current format allows flexibility when organising the shadowing as well as for the participants to put their own unique programme together. Give time constraints on all those involved, reiterating flexibility is important.
As currently, the person shadowed should select suitable events to illustrate their day, and to throw light on issues that will interest the person shadowing. I think shadowing should only be available to a few so that it is still a very beneficial experience, perhaps through some kind of application scheme? It would be great if you could shadow for longer periods of time too so you can appreciate the diversity of what the staff do.

3.

Staff: high level, mostly on the business rather than the academic side, proactive, curious and friendly staff who won’t mind going out of their way to be shadowed and asked questions by students. (If Janice Kay has time.) Students: engaged students that already have a good awareness of certain areas of the institution (e.g. Sabbs., Subject Chairs, Students as Change Agents). Should be reliable and personable.

Staff - staff who have little interaction with students, senior staff and new staff Students - engaged students as they have more to share/input.

All staff should be able to take part and students. The advantages of understanding what students undertake in their studies, and lives here, and also explaining what we do as staff to support the university is a really valuable link.

The next step might be to consider shadowing arrangements between lecturers and students, particularly so that the students can see what’s involved in being a research intensive academic.

All levels of staff (to a lower level which is appropriate and meaningful for the student) and open to all students who apply.

All staff with an interest in the student experience, and some responsibility for enhancing it. Students who are likely to benefit from the experience eg subject chairs.

Subject chairs are a really good starting point for participants, it could maybe also be opened to reps if they were interested and maybe completed an application form? It would be interesting to include staff from more areas. As the university is so large I’m sure there is a member of staff for every walk of life a student is interested in!

4.

There may be too many SSLC reps, and many are not engaged with the process. Perhaps some could? Sabbatical officers (before they take up their role), SSLC chairs

SSLC representatives, SSLC chairs

I don’t think a specific group needs to be targeted, Sabbatical officers (before they take up their role)

Other volunteers within Colleges as the scheme grows, Sabbatical officers (before they take up their role), SSLC representatives

Sabbatical officers (before they take up their role)

Sabbatical officers (before they take up their role), SSLC representatives, SSLC chairs

Subject chairs should all be encouraged to take part but should want to. The student and member of staff must want to do it.

Not sure.

Students - any volunteer should be considered as they have shown an interest; quotas and targets could put a dampener on the process.

From application form process followed but short interview.

By the Guild.

Maybe through a short application form showing that they are genuinely interested in the scheme and that it would benefit them.
– Students may be attracted if they feel they can get experience in a particular area (e.g. experience in law is a must for would-be solicitors/barristers), and so framing it in this light, along with marketing to engaged groups of students (and staff) could increase awareness and desirability.

– I think there is a great deal students can contribute in this scheme. Enabling new staff and those who quite honestly know what being a student at Exeter is like. The use of a project between the member of staff and student would enable a new approach to certain problems, issues or improvements. I think there can be more to shadowing than just shadowing. Something closer to the student campus partnership but not paid or as many hours. There must be aspects of the university which would benefit from student input. For instance do admissions know what students want and expect? Exeter claims to produce great graduates but if this is the case why do we not take advantage of them while they are here.

– A great opportunity which all students should do their utmost to engage with
Appendix H - Card Sort Activity

Introductory activity for staff and/or students

This activity was used at a feedback symposium after all the shadowing had taken place. The purpose of the activity is to get staff and or students to think about the rationale and impact of shadowing: what the institutional stance is to shadowing, how the institution engages with students. Print the following two pages onto card (this will make one set of statements and several sets of agreement scales). Cut these out and ensure each group of 2-3 have a complete set of statements and a set of agreement scales. Participants can then lay out the cards decide to what extent they agree with the statements.

It is a great tool for discussion pre-shadowing and also as a reflection tool post-shadowing.
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<th>STRONGLY AGREE</th>
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<tr>
<td>It is important for students to engage with improving their learning experience.</td>
<td>Institutions should encourage students to engage with change.</td>
<td>Academic staff do not always want to listen to students’ ideas for change in learning and teaching.</td>
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<td>Student satisfaction is the best measure of an institution’s success.</td>
<td>Students should be considered as customers.</td>
<td>A collaborative partnership between staff and students is likely to be the most effective means of bringing about change.</td>
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<tr>
<td>The potential for student engagement, commitment and enthusiasm in bringing about change is not currently made use of.</td>
<td>Students should not be expected to engage with improvements in learning and teaching.</td>
<td>Students cannot be involved in widespread enhancement because they do not understand institutional strategy.</td>
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<tr>
<td>Students are not the best people to bring about change because they do not understand how difficult institutional change can be.</td>
<td>Only a very small number of students wish to engage with institutional change.</td>
<td>Students need institutional support in becoming effective ‘change agents’.</td>
</tr>
<tr>
<td>Students tend not know how to work effectively to bring about institutional change.</td>
<td>Institutional collaboration, with students as ‘change agents’, is easy to achieve.</td>
<td>Students do not need institutional support to be effective as ‘change agents’.</td>
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<td>Your institution is good at listening to the student ‘voice’.</td>
<td>Your institution makes an effort to listen to all kinds of student voice.</td>
<td>In your institution, student feedback is acted upon and students are informed about changes.</td>
</tr>
<tr>
<td>Surveys are the most effective way of capturing student views on learning and teaching.</td>
<td>So long as students engage well with their degree work, it doesn’t matter if they don’t engage with broader aspects of institutional affairs.</td>
<td>Whilst studying for a degree, students need to gain broader perspectives than just a focus on academic work.</td>
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<tr>
<td>The more a student engages with the broad range of activities available as a student, the better they will be prepared for employment.</td>
<td>Engaging in the improvement of teaching and learning is a powerful means for students to understand processes of change.</td>
<td>The process of shadowing is an effective means for encouraging students and staff to engage together.</td>
</tr>
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<td>Shadowing enables staff and students to gain a good insight into each other’s daily working lives.</td>
<td>Students who are involved in shadowing will gain a good understanding of institutional management.</td>
<td>Understanding and deeper collaboration between University staff and students can be fostered through shadowing.</td>
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<td>Shadowing offers the opportunity to university leaders to understand reasons for student satisfaction and dissatisfaction.</td>
<td>Student prospects for employment can be enhanced by involvement in shadowing.</td>
<td>Shadowing is not a good way to engage students in institutional decision-making.</td>
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