



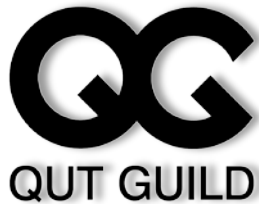
Please try and leave your position titles at the door.  
Come in with a growth mindset 😊





# Students as Partners

*At the nexus between academic governance  
and teaching and learning practice*



Carman Wong, Intern - Students as Partners  
Jayden Dawson - Vice President QUT GUILD  
Natasha Shaw, Coordinator - Students as Partners  
Learning and Teaching Unit

# Acknowledgement *of* Traditional Owners

In keeping with the spirit of Reconciliation, I acknowledge the Traditional Owners of the lands where QUT now stands - and recognise that these have always been places of teaching and learning.

I wish to pay respect to their Elders - past, present and emerging - and acknowledge the important role Aboriginal and Torres Strait Islander people continue to play within the QUT community.



Reconciliation at QUT

a university for the **real** world®

## Focus of presentation

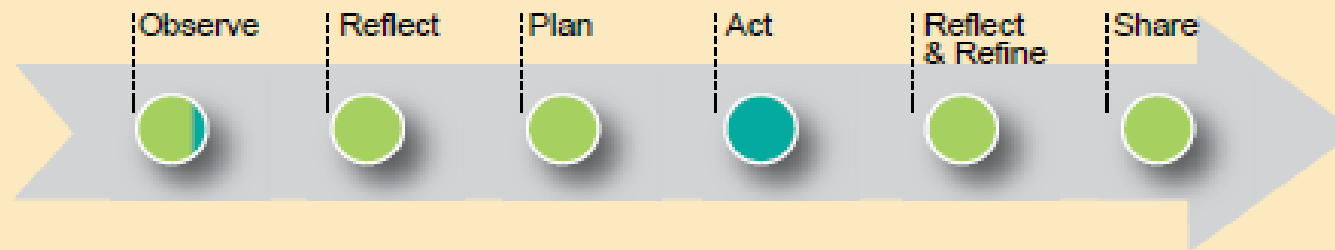
1. The how and why of SaP in Academic Governance at QUT
2. Exercise in collaborative inquiry
3. Lessons learnt and the next steps

# Phases and strategies – an Institutional Approach

Test and prototype	Identify and implement	Systems and structure
<ul style="list-style-type: none"> <li>Identify early champions</li> </ul>	<ul style="list-style-type: none"> <li>Form the SaP Working Party</li> </ul>	<ul style="list-style-type: none"> <li>Continue guiding the process in partnership with students</li> </ul>
<ul style="list-style-type: none"> <li>5 pilot projects – SaP in curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Align SaP with whole of University strategies and vision</li> </ul>	<ul style="list-style-type: none"> <li>Work with each faculty to look at their systems and structures to support SaP</li> </ul>
<ul style="list-style-type: none"> <li>Evaluate projects</li> </ul>	<ul style="list-style-type: none"> <li>Define institutions guiding principles</li> </ul>	<ul style="list-style-type: none"> <li>Trial a mentor program for both staff and students</li> </ul>
<ul style="list-style-type: none"> <li>Submit proposal to participate in the TPP</li> </ul>	<ul style="list-style-type: none"> <li>Build capacity for staff and students through workshops and resources</li> </ul>	<ul style="list-style-type: none"> <li>Engage with students in academic governance and deliberative structures</li> </ul>
<ul style="list-style-type: none"> <li>Identify challenges and areas of opportunity</li> </ul>	<ul style="list-style-type: none"> <li>Integrate SaP into Course review Process and documentation</li> </ul>	<ul style="list-style-type: none"> <li>Investigate how we on-board new staff and introduce SaP</li> </ul>
	<ul style="list-style-type: none"> <li>Support SaP projects in curriculum design</li> </ul>	<ul style="list-style-type: none"> <li>Develop a five year implementation plan</li> </ul>
	<ul style="list-style-type: none"> <li>Develop Evaluation Strategy, including an audit of policy</li> </ul>	<ul style="list-style-type: none"> <li>Continue to support SaP projects in curriculum design in practice</li> </ul>

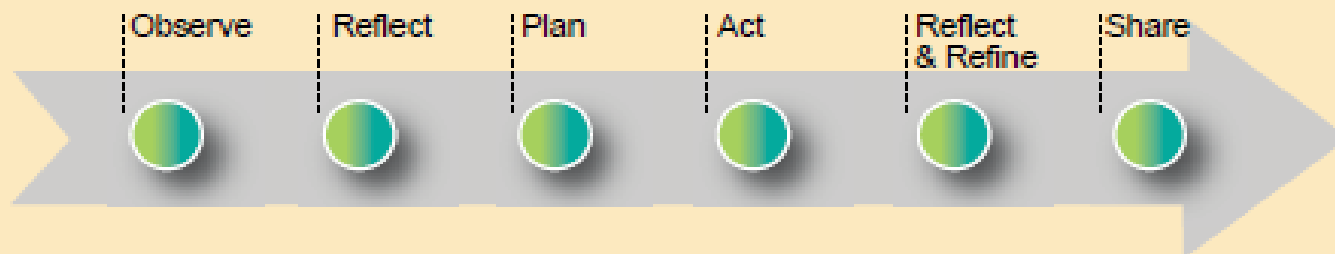
## Engaging students as partners

### Traditional engagement with students



*Traditionally, staff engage with students through consultation and in response to feedback. They may further involve students in enacting solutions.*

### Engaging with students as partners



*Students as Partners requires that students are engaged in decision-making at every stage of the inquiry process in an equal and shared way.*

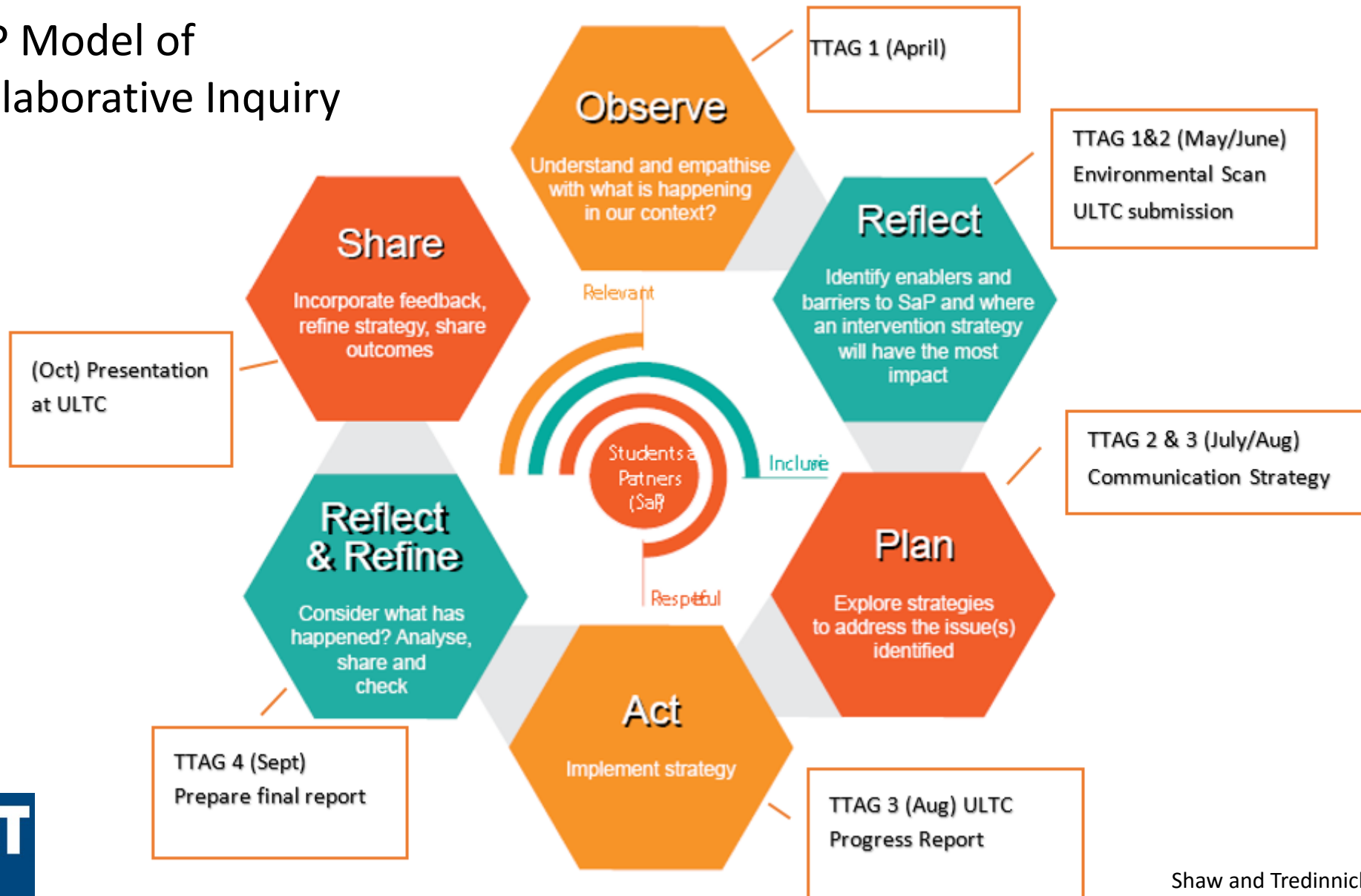


= students



= staff

# SaP Model of Collaborative Inquiry



# *How can students and staff work together to identify issues and find solutions in teaching and learning?*

## **1. TTAG 1**

- Driving question and end goal
- Highlighting the current state
- Explore ways to improve

## **2. Environmental Scan**

- UK, NZ, Australia
- QUT

## **3. TTAG 2**

- Revisit outcomes
- Explore how the ideas address issues identified
  - Roles and Responsibilities
  - Recognising and Reward
  - Diverse Representation
  - Transparency of Processes
- Create communication strategy





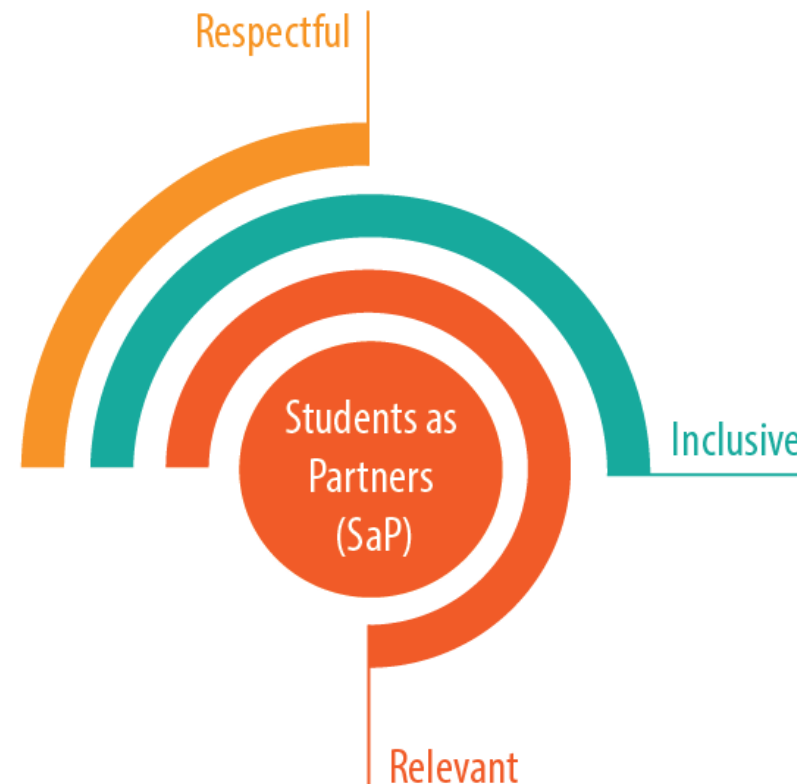
# Student as Partners

*... staff and students working together to make things better, by sharing perspectives and jointly making decisions*

SaP is **Respectful** because participants responsibly see, hear and act on contributions

SaP is **Inclusive** because, anyone, anyhow and anywhere is acknowledged as able

SaP is **Relevant** because it satisfies needs, affirms values and invites action



## Activity



1. What does student participation in academic governance look like at your institution?
2. How do your current processes address the following elements?
  - Diversity of representation
  - Transparency of processes
3. What can you do together to make things better at your institution?

What questions do you have?

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