

# Creating a National Framework for Student Partnership in University Decision-Making and Governance



## Sharing Initiatives Session

Symposium 2017



Australian Government

Department of Education and Training



Australian  
Learning &  
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Fellows

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18. La Trobe University - Establishing a student union to create more cohesive student representation	35	4	1.55-2.10pm
19. University of South Australia - Academic Student Representative Program	37	5	1.55-2.10pm
20. Griffith University- Student Society Award	39	6	1.55-2.10pm

## Introduction

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Throughout my National Senior Teaching Fellowship and my OLT project *Student engagement in university decision making and governance – towards a more systemically inclusive student voice*, it has been apparent that there are lots of good things happening in Australia's higher and further education sector to promote the role of students as partners in decision making.

What is also true is that most institutions are interested in improving how they work with their students and are keen to hear about what institutions are doing.

As a result, I have included a session in my Fellowship's 2017 symposium that provides an opportunity for participants to listen to a range of initiatives that are of interest to them through a series of short concurrent presentations. These presentations are outlined in this booklet together with contact details for the presenting groups. By adopting this format, we have been able to give you an opportunity to hear from many more groups than would otherwise have been possible and although the time for each presentation is short, we hope that the presentations will be just the beginning of ongoing discussions and sharing.

I hope that this booklet will serve as a useful resource as you continue to develop student partnerships at your institution.

Sally Varnham

## Initiative 1

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<b>Initiative</b>	<i>STRIVE – A CSU Student Leadership Program Pilot</i>
<b>Institution</b>	Charles Sturt University
<b>Team</b>	Kerry Silverson- Student Leadership, Office for Students Lee Shepherd- Post Graduate Student, Academic Senate
<b>Contact</b>	Kerry Silverson : <a href="mailto:ksilverson@csu.edu.au">ksilverson@csu.edu.au</a>

STRIVE – A CSU Student Leadership Program is a pilot enterprise level program that was launched in 2017 with full scalability of the program established for 2018. STRIVE provided:

- Students with the opportunity to learn about current trends and topics in leadership
- Students with the opportunity to complete leadership modules and workshops on topics that are linked to leadership capabilities
- Students with the opportunity to get recognition for their existing leadership positions within CSU and the training that such roles provide.
- Students with the opportunity to further develop their leadership skills through practical activities and online modules
- A coordinated approach to recognise the leadership already being demonstrated by many of our students in our communities both within and external (local, national and international) to CSU and
- Opportunities for emerging leaders.

The CSU Student Leadership Program works across all areas of the student experience, establishing a sense of agency in which the informal “soft skills” obtained by students can be formally recognised as valuable employability skills.

The Student Leadership Program will help student Leaders ask and answer;

- *How do the experiences and events in life impact my leadership identity?*
- *What influences impact the kind of leader I become?*
- *How can I develop a foundation of strong leadership capabilities?*

STRIVE – A CSU Leadership Program has been developed as a process for leadership capability development through four strands that articulate and cumulatively build capacity for completion. The strands of STRIVE are consistently connected to leadership development and follow the social change model; Lead Self, Lead Others and Lead Community. The initial strand on Self-Awareness was added as leaders need to understand themselves before they are able to effectively lead others.

Each of the four strands contains a collection of modules that connect to the strand theme. STRIVE was designed to be completed through ten online modules and the practical application of a leadership role. It is estimated that it will involve 30 hours to complete the ten online modules and 30 hours of practical activities undertaken in a leadership role. Upon successful completion students will receive a CSU Certificate in Leadership and recognition on AHEGS.

## **Student Leadership Conference**

In November 2015, the Office for Students in conjunction with the Student Representative body held the inaugural Student Leadership Conference at Wagga, NSW on November 5th and 6th. The Office for Students was successful in being granted further SSAF funding for a second conference for 2016.

The 2016 Student Leadership Conference was hosted in Bathurst, 31<sup>st</sup> October to 2nd of November 2016. All events and presentations were hosted on the campus at the Centre for Professional Development, engineering pitch zone and Rafters. Students were accommodated in residences on campus as well.

The Student Leadership Conference aims to build a network of student leaders, assist with the development of formalised, enterprise wide student leadership skills development and the opportunity for students to network.

The 2017 Student Leadership Conference is currently in the planning stage with the goal of 60 student leaders from all campuses to attend and develop strong networks and capabilities necessary for leadership now and in the future.

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## Initiative 2

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<b>Initiative</b>	<i>Respect Now Always Campaign</i>
<b>Institution</b>	Western Sydney University
<b>Team</b>	Pru Wirth- Student Voice Officer, Student Representation and Participation Anais Carrington- Student Ambassador
<b>Contact</b>	Pru Wirth: P.Wirth@westernsydney.edu.au

The “Respect. Now. Always.” Campaign at Western Sydney University, was informed by a student partnership approach. We will cover details of the best-practise training provided to student leaders and staff in association with the Full Stop Foundation. The campaign working party comprised 50% student representation to give students an equal voice in the direction of the campaign across multiple campuses of Western Sydney University.

We have also implemented a “Respect. Now. Always.” Student Ambassador Program where students take on different aspects of the awareness raising campaign and develop skills in areas such as communications, promotions, community development and training.

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## Initiative 3

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<b>Initiative</b>	<i>Students as Change Agents in Learning and Teaching</i>
<b>Institution</b>	Murdoch University
<b>Team</b>	Sarah Rasmussen -Student
<b>Contact</b>	Sarah Rasmussen: S.Rasmussen@murdoch.edu.au

The Murdoch University 'Students as Change Agents in Learning and Teaching' program is a new initiative introduced in 2017 by the Deputy Vice Chancellor Education, run by the University's Centre for University Teaching and Learning. The program gives students the opportunity to propose a project of their choice that explores innovative solutions to create change in learning and teaching practice at Murdoch. Students are funded and supported by mentors from across the University to lead and implement their proposed project.

Seven students are currently participating in the program, working on five projects that aim to create positive change across the University. The current projects include students looking at flexible learning options through changes to course delivery, implementing a mental health literacy program, and the development of an engaging online learning resource for law students. Sarah Rasmussen is a current participant in the program and has been working on implementing a job shadowing program for first-year undergraduate students in non-vocational courses, with mentors from the Murdoch Careers Centre.

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## Initiative 4

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<b>Initiative</b>	<i>Student Engagement Framework</i>
<b>Institution</b>	University of South Australia
<b>Team</b>	Shweta Mariwala - Executive Officer to PVC: Student Engagement & Equity Julie McGuigan - Regional Project Officer, Office of the PVC: Student Engagement & Equity Elissa Richardson - Student/Project Support Officer, Student Project Team Ryan Kennealy - Student/Project Support Officer, Student Project Team
<b>Contact</b>	Laura- Anne Bull - PVC: Student Engagement & Equity: Laura-Anne.Bull@unisa.edu.au

The University of South Australia developed a Student Engagement Framework in 2016, following a period of extensive consultation with UniSA staff, students, alumni and industry partners. The purpose of the Framework is to provide an enhanced student experience and increased student engagement across the University through working in partnership with our students.

As an output from this work we established a team of students, Student Project Support Officers, to work on a range of projects in collaboration with staff in the delivery of an enhanced student experience. These students were recruited through an expression of interest process and eight students were appointed to the roles on a casual employment basis.

An example of one of the projects this group of students are working on is the development of a website that will communicate the key elements of the diverse UniSA student experience and articulate how students can make most out of their experience at the University. The new website will:

- align with what is important to students and the outcomes they wish to seek
- be developed by students, for students, with a strong student voice
- include current and past students providing their insights on:
  - what students can expect from their experience at UniSA
  - experiences that have contributed to their success at UniSA
- link to existing websites and resources
- contain video, testimonials and ‘tips from current students’

The Website will bring this information together to establish a one-stop shop with the aim of increasing students’ awareness and benefits of these initiatives. The content of the website will be based on student’s real-time experience, and will be developed by students, for students.

Not only will these Student Project Support Officers use their skills and experience to develop a useful resource for current and future students but it will also enable them to:

- gain skills and experience in a dynamic and professional work environment
- enjoy employment that is professionally and financially rewarding



- have the opportunity to share their “student perspective” insights
- build networks across the University and
- further enrich their experience while enhancing their job readiness. This has been an exciting initiative at UniSA and at the Symposium you will hear from one of our Student Project Support Officers about their experience of working in collaboration with the University.”

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## Initiative 5

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<b>Initiative</b>	<i>UNSW Hero Program</i>
<b>Institution</b>	University of NSW
<b>Team</b>	Anatoli Kovalev- Program Manager
<b>Contact</b>	Anatoli Kovalev: <a href="mailto:a.kovalev@unsw.edu.au">a.kovalev@unsw.edu.au</a>

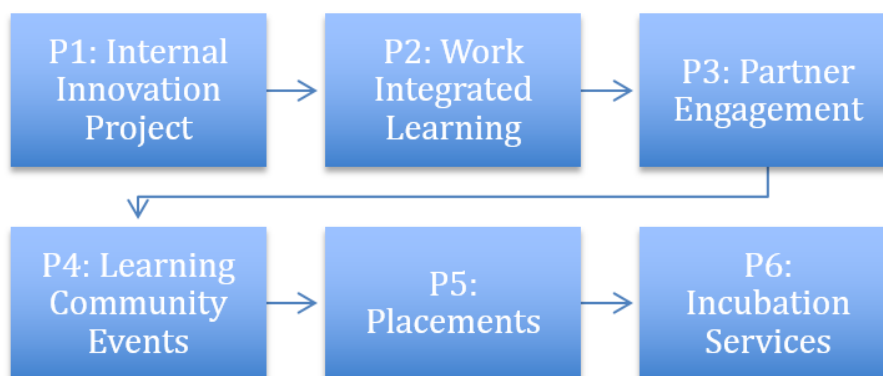
In 2013, the UNSW Hero Program became the first educational program in Australia conducted by an operational unit to assist the University in developing the graduate capabilities of its students. The student learning takes place within the learning phases of the program’s framework which link to the twelve graduate capabilities.

A unique aspect of the program is the opportunity for students to conceptualise and build internal innovation projects aligned with UNSW’s 2025 strategy. The program’s name originates from students ideating projects and acting as Heroes driving positive change within UNSW. This highlights the program’s experiential learning framework focused on career development which provides a safe environment for students to express their creativity, trial and build on their ideas, and learn from their experiences.

The program is open to all students (international and local, undergraduate, postgraduate and research) from all degree disciplines. Participants are selected based on their initiative and willingness to learn. To date over 400 students have completed the program with 181 paid placements opportunities being facilitated.

Ultimately, the program’s objective is to provide graduates with the necessary attributes to innovate within their respective organisations upon graduation, enabling them to succeed in their careers.

UNSW Hero Program’s Learning Framework



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## Initiative 6

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<b>Initiative</b>	<i>Student Advisory Forum</i>
<b>Institution</b>	James Cook University
<b>Team</b>	Sydney Jones, Vice-President, JCU Student Association Professor Sally Kift- Former Deputy Vice-Chancellor Academic
<b>Contact</b>	Sally Kift: sally.kift@jcu.edu.au

In 2017, the James Cook University (JCU) Student Advisory Forum was established. Working in partnership with JCU's diverse student body, the Forum aims to promote cross-institutional communication and interaction amongst and between JCU students and staff.

The Forum is designed to encourage a culture of agentic student engagement through the provision of:

- Opportunities for student representatives to provide feedback to university leadership on issues of importance to students;
- A forum for student representatives to participate in University and Divisional decision-making processes;
- A mechanism by which student representatives are able to provide feedback on broad-ranging course matters (supplementing discipline Student Advisory Committees) and also provide advice on and assistance with the development of new course offerings across discipline areas;
- A forum to aid in the co-creation of solutions to institutional issues and for development of new and innovative ideas and practices;
- Specific opportunities for senior University representatives to hear and respond directly to issues raised by student representatives; and
- Student employability enhancement by offering opportunities for students to gain experience and develop new skill sets.

The Forum is held twice yearly and is Co-Chaired by a student representative and the Deputy Vice-Chancellor (Academic). Student membership comprises representatives from the JCU Student Association (JCUSA), together with broad-based student representation from across all JCU campuses, study centres, cohorts and disciplines. Student representation is sourced via nominations from the Academy and by way of a self-nomination process. The Forum is attended by JCU senior staff from both the Academic Divisions and the professional and technical areas. A Student Advisory Forum Handbook has been prepared, which includes terms of reference and FAQs, while a dedicated [website](#) has been designed to ensure that effective engagement and communication channels are maintained between students and the university. While it is still early days, the Forum has already delivered some valuable outcomes, while the students have indicated in feedback responses that they feel genuinely involved and respected in the conduct of this partnership initiative.

**Appendix 1:** student advisory forum report

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## Initiative 7

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<b>Initiative</b>	<i>Student Partnership Agreement</i>
<b>Institution</b>	Australian National University
<b>Team</b>	<b>James Connolly</b> , President, ANUSA Alyssa Shaw, President PARSA
<b>Contact</b>	James Connolly: sa.president@anu.edu.au

On August 1, the ANU Academic Board endorsed a Student Partnership Agreement developed between the student Presidents and the Pro Vice-Chancellor (University Experience), Richard Baker. In addition to the Academic Board endorsing the Agreement, it was recommended that the Vice Chancellor support the broad promotion of the Agreement and for the ANU to advertise it publicly.

At the commencement of my term as President I flagged with the Chair of Academic Board my desire to see the Academic Board consider engaging in a Student Partnership Agreement, prompted by my interest in the work of SPARQS (Student Partnerships in Quality Scotland). At the second meeting of Academic Board for 2017, the Postgraduate President and I spoke to the topic along with Sally Varnham. We implored the ANU to engage in a Student Partnership Agreement that was accompanied by meaningful actions that amplified the student voice. We identified increased student membership of Academic Board and Course Representative Reform as two areas where this could be accomplished. Academic Board resolved to establish a Student Engagement Working Group, tasked with developing a Student Partnership Agreement and a supporting list of engagement initiatives. This was presented and endorsed by Academic Board on August 1.

The agreement includes a set of principles embodying student partnership at the ANU to demonstrate the Academic Board's commitment to empowering students to act as partners in Academic Governance. The Student Partnership Agreement (Appendix A) was drafted in consultation with the student body, the two student Associations and the University. It was developed with reference to SPARQS templates, which have been used successfully in universities such as the University of Dundee and the University of Stirling.

The Student Partnership Agreement consist of two components. Part A outlines the Academic Board's commitment to working with students as partners to improve the university experience. It provides a non-exhaustive list of means by which students can provide feedback and advocacy. The Student Partnership Agreement must be supported by initiatives that will enhance student engagement, which are outlined in Part B. The agreement is to be signed by the Chair, Academic Board and student representatives.

The Chair, Academic Board, Pro Vice-Chancellor (University Experience) and Student Representatives will meet annually to review the Student Partnership Agreement and initiatives. These projects will be informed by consultation with the wider University, including the student body. The proposed group will review the effectiveness of the agreement in operation and propose appropriate additions to the Partnership Themes and Associated Projects.

The Student Partnership Agreement will be launched more ceremoniously in coming weeks and the future of the Agreement is to see it endorsed by the University Council so that its remit will be expanded. I'd like to publicly acknowledge and thank Sally Varnham and Ann

Cahill for their assistance as I sought to draft the Agreement and have it endorsed.

**Appendix 2: Student Partnership Agreement**

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## Initiative 8

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<b>Initiative</b>	<i>Staff Student Consultation Committee Pilot Project</i>
<b>Institution</b>	University of Technology Sydney, Faculty of Law
<b>Team</b>	Ann Cahill Katrina Waite Lecturer IML Michael Tangonan student Laurie Mac student
<b>Contact</b>	Sally Varnham: Sally.Varnham@uts.edu.au

A pilot project was initiated in the law faculty at UTS, working with students and staff engaged in the undergraduate LLB program to determine whether this type of engagement with students would be beneficial to staff, students and the program.

Students volunteered to participate and were recruited from each year in the program. The program was advertised through a student bulletin. Student representatives received training before the committee met and were provided with ongoing support. At the end of training they had the opportunity to opt out if they decided they did not want to participate.

Staff were recruited by role and were briefed about the program through a staff seminar. Better briefing and training of academics prior to the first SSCC meeting may have increased positive responses from some academic members.

The pilot project was well received by the students involved. They liked the opportunity to work with staff, raise student concerns and have those concerns addressed in an open, collaborative discussion. Students benefitted from gaining a better understanding of university processes and recognising that some decision-making is centralised and therefore not controlled by the faculty. Understanding the reasoning behind policies and processes was beneficial. Students appreciated the changes that were implemented as a result of their comments and advice that matters that could not be actioned immediately would be pursued. Students also appreciated this opportunity to enhance communication and transparency while engaging with students from other years of their course.

It was beneficial for the faculty to meet students in a collaborative environment and hear from a 'new group' of students representing their peers rather than depend on those students who were active in other student bodies.



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## Initiative 9

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<b>Initiative</b>	<i>Embedding students as partners</i>
<b>Institution</b>	Queensland University of Technology
<b>Team</b>	Natasha Shaw - Students as Partners Coordinator Carman Wong - student
<b>Contact</b>	Natasha Shaw: natasha.shaw@qut.edu.au

### **Walking the talk - A whole of Institution approach to Students as Partners through partnership**

Embedding Students as Partners (SaP) across an institution has itself been a partnership between staff and students. The aim of this session is to share with others some of the enabling strategies that we have put in place and how SaP have evolved and matured within our Institution.

In mid-2015, the central Learning and Teaching Unit at QUT first started to seriously consider SaP as a whole-institution strategy. We prototyped and tested the approach across faculties with pilot projects where staff and students worked together to re-imagine curriculum. These pilots provided an early opportunity for us to identify any concerns or obstacles and garner some understanding of what SaP might look like within different disciplinary contexts. It was recognised very early on that no single strategy would suffice to embed SaP within university culture. It required a multi-pronged approach that was flexible enough to respond to needs and issues as they emerged. While our goal is to embed SaP across the institution, we are also keen to find ways to do this that allows and encourages a range of responses and approaches to SaP that will complement individual discipline's cultures.

In early 2016, we formed an interdisciplinary SaP Working Party of staff and students to guide the implementation of SaP across the Institution. By developing our approach to SaP at this initial and strategic level meant that we were modelling the way of working that we were asking others to do. Our first task as a group was to define our goal, clarify our purpose, and refine our research question to focus our inquiry. Our goal was that SaP would become "just the way we do things," and our participatory action research question became: "What will it take for SaP to be just part of the way we do things?" Next, the group worked together to define the guiding principles for SaP at QUT. These guiding principles would then be used as a reflection tool to check that, first, we were progressing according to these principles and second, that the principles truly did align with the organisational culture and priorities. The wording of the principles is consciously active and strength based to reflect the values and vision of QUT.

Our principles are:

- *SaP is relevant because it satisfies needs, affirms values, and invites action.*
- *SaP is inclusive because anyone, anyhow and anywhere, is acknowledged as able.*
- *SaP is respectful because participants responsibly see, hear, and act on contributions.*

The first principle emphasises the importance of integrating SaP into authentic learning opportunities that build graduate capabilities; the second acknowledges that opportunities to be involved in SaP need to be visible and accessible to all; and the third principle directly speaks to SaP as a “way of doing” – a process rather than a product (Healey, Flint, & Harrington, 2014).

Over the last 2 years, our own understanding of SaP has matured. As a result, our processes have been continually reviewed and refined. We have all learnt much along the way. Although we are in the early stages of evaluating impact on staff, students, and practice, we are seeing benefits emerging for both staff and students, and we have come a long way towards SaP being just part of the way we do things at QUT.

### **Think Tank for Academic Governance – A Students as Partners Approach**

Students as Partners is an approach to student engagement that emphasises students and staff sharing their perspectives, decision making and responsibility for teaching and learning. QUT has made a commitment to further develop the way we engage with students through a SaP framework. Through this work it has become evident that an area of partnership with students that has not been fully investigated is the nexus where governance and deliberative structures intersect with learning and teaching. The Think Tank-Academic Governance (TTAG) was formed in early 2017 in response to a need identified by both internal mechanisms and an external review to improve the way students engage in academic governance at QUT. The Think Tank members include students in representative roles on Committees and Boards, other students who are not in formal representative roles, and professional and Academic staff representing the co-curricular space, faculties and the Learning and Teaching Unit.

The purpose of the working party is firstly to explore strategies to enable authentic engagement for student representatives and secondly, to work in partnership with students as researchers exploring the different models of student engagement in deliberative structures of learning and teaching to present to the ULTC at the end of the year an alternative model of engagement for students in academic Governance. Our goal is to explore strategies that will enable authentic engagement for student representatives and to work in partnership with students as researchers to explore the different models of student engagement in deliberative structures of academic governance at QUT and other universities.

What we have discovered so far is that the obstacles or issues that we face at QUT, in terms of authentic engagement, are not unique to our situation, but common across many institutions. This session will focus on the process of collaborative inquiry which provided the framework for our investigation. We will reflect on the strengths and difficulties of this approach and share some of the strategies that have come out of the Think Tank which we are hoping to implement in 2018 that will strengthen working with students as partners in academic governance, identifying issues in teaching and learning, and finding solutions.

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## Initiative 10

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<b>Initiative</b>	<i>Student Partnership Through A Representative in Every Class</i>
<b>Institution</b>	NZUSA & VUWSA
<b>Team</b>	Alistair Shaw - Executive Director New Zealand Union of Students' Associations Isabella Lenihan-Ikin - Academic Vice President Victoria University of Wellington Students' Association
<b>Contact</b>	Alistair Shaw: alistair.shaw@students.org.nz

All New Zealand universities, and some polytechnics, operate a system of course representation which involves having a representative in every class.

The main roles of these “class reps” is to (1) be reflective of their own experience as a learner, and (2) to gather views from their peers regarding various aspects of their course, and to communicate these to appropriate members of staff – being those who can make a difference with the information. This can be positive feedback on aspects which work well (and thus might be shared as good practice, and maintained) as well as concerns about issues which negatively affect the student experience.

This feedback is constant, low level, and any changes resulting from the feedback are reported back to the class acknowledging that it has come about because of the student voice system. These class representatives are separate from and not involved in the grievance system, other than to refer students to it.

In addition, these class reps will also be invited to comment on, and provide input to, proposed changes to procedures or structures, in reaction to student surveys, external examiners reports, or teaching programme reviews, for example.

They also report back to their student peers the main points of discussions that took place at staff-student liaison and other meetings, and they share information about any action that is decided as result of the discussion. Minutes of any staff-student liaison meetings are made available to students online. The overall aim is to improve the learning experience for current as well as for future students.

All representatives are trained, usually by the students' association, although occasionally this is done by a staff member employed by the institution or an external trainer. This training involves helping them to understand more about the student learning experience, recognising their own expertise as a learner, encouraging them to be reflective, explaining where they fit within the student voice system, and the concept of partnership in our approach to enhancing the student learning experience. They are also helped with information so they can point students who might come to them with questions which are not theirs to solve.

This session will encourage discussion as to any aspect of this system and will be jointly facilitated by a student representative and a staff member who works supporting student voice.

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## Initiative 11

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<b>Initiative</b>	<i>FedUni student – university partnership for the development of improved student engagement in decision making.</i>
<b>Institution</b>	Federation University
<b>Team</b>	Jerry van Delft- Director, Student Connect Amy Rickard- Chair Student Senate
<b>Contact</b>	Jerry van Delft: j.vandelft@federation.edu.au

Issue: students were unaware of processes and procedures for communicating with academics and academics unaware of appropriate and reasonable response timeframes.

Proposed resolution: a protocol which defines what students can reasonably expect from academics and what academics can expect from students with a focus on mutual accountability for communication.

The preamble to the protocol is “Federation University Australia is committed to open, honest and timely communication between all staff, students and potential students. We are committed to respectful, measured, amicable and timely communication. We respect the learning partnership between all staff and students and collectively aim to improve educational outcomes for all.

Discussion: In 2017 the student senate developed, in consultation with the university academic board, a draft document which defines appropriate and acceptable general communication protocols between staff and students. The protocol highlights the responsibilities for communications between students and faculties. This Student led initiative was approved by the Academic Board in the June 20 2017 meeting. The protocol will be included as support documentation to the Academic policy. The success of this initiative was achieved through the partnership between students and the board. FedUni Senate is represented on the Academic Board and other key university governance bodies.

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## Initiative 12

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<b>Initiative</b>	<i>Building a UNE model for maximising student participation in governance</i>
<b>Institution</b>	University of New England
<b>Team</b>	Alicia Zikan -Program Manager Penny Leary- undergraduate student
<b>Contact</b>	Alicia Zikan: azikan@une.edu.au

Professor Powles has responsibility for student services, student well-being and teaching and learning. Since arriving at UNE in June 2017, he has been an enthusiastic drive for change in student involvement in governance, and teaching and learning improvement. He is the Senior Executive sponsor for the initiatives around the student voice in governance which will be implemented over the coming 12 months.

Penny Leary is, currently enrolled in a Bachelor of Pharmacy. Penny began her involvement as a student representative on UNE Academic Board as an external student representative. She has since moved to Armidale, and is a representative on Academic Board, University Teaching and Learning Committee, and contributor to Academic Programs Committee. Penny, along with other student representatives, will work with Alicia and Jonathan to build a model which fits UNE to enable maximum participation by students in University governance and in the improvement of teaching and learning.

Alicia Zikan is responsible for management of strategic projects and programs within the PVCAI portfolio. She also manages the New England Award (NEA) program. The NEA is a prestigious award offered by the UNE recognising student participation in extra-curricular learning and training, professional development, and service to the University and wider community. In 2015, the NEA was recognised in the Australian Awards for University Teaching with an Award for Programs that Enhance Learning – Student experiences and services.

The University of New England has a student profile quite different to many other Australian universities. It is a regional University, situated in Armidale, NSW. More than 80% of our students study completely online. We have an on-campus student population around 4,000. Our 'typical' student is a 35 year old female, studying online, part-time, is in paid work, and has family and caring responsibilities. Our challenge is to be able to create a sustainable model for student participation, suitable for UNE's non-traditional student cohort.

In the second half of 2017 UNE is undergoing significant renewal of the academic structure, moving from ten Schools, to three Faculties. This provides an ideal point in time to review and revise all governance structures of the institution. We are also embarking on a period of academic and curriculum renewal. This gives us an opportunity to 'rethink' how things are 'done', and we intend to take a bottom up/ top down approach. We will rewrite institutional policies around governance to enable maximum possible participatory decision making. We also intend to implement teams of course/ unit student advisors who will provide a platform for students to contribute to the quality of their own learning.



In the first Phase (late 2017, early 2018) student contribution to these initiatives will be recognised with credit towards the New England Award. There will be specific activities under each of the categories in the NEA (Extra/ co-curricular learning and training, professional development and contribution to the University and wider community) through which students can gain credit toward the Award.

From sharing our plans with participants at the Symposium, we hope to gain insight from the experience of others who are further advanced on the path we plan to travel.

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## Initiative 13

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<b>Initiative</b>	<i>Stop, Collaborate &amp; Listen -Topic Rep Pilot at Flinders University</i>
<b>Institution</b>	Flinders University
<b>Team</b>	Kate Walsh - Student Representation and Development Officer FUSA Sofie Amos - Student Representation Support Officer FUSA
<b>Contact</b>	Kate Walsh- kate.walsh@flinders.edu.au

A Topic Representative pilot program is currently underway within 14 Biological Science topics at Flinders University. This pilot is a collaboration between the Flinders University Student Association (FUSA) and the College of Science and Engineering and is modelled on the Class Representative system at Victoria University, Wellington.

The role of topic reps is to continuously improve the student learning experience in partnership with their institution and the student association. As current students, Topic Reps and their fellow classmates are ideally placed to provide insight into their experience of teaching and learning and where they feel improvement can be made. By working in collaboration with academic staff, topic reps are not only able to represent the voice of students, but also to mutually seek solutions to problems as they arise (or hopefully even before they arise).

All Topic reps are asked to attend training to develop skills needed to reflect upon the student learning experience and how to confidently and effectively articulate their views. Training also provides Reps with an opportunity to meet other students and to build connections and a sense of comradery within their area of study.

This session will provide an overview of the Topic Rep pilot as it is currently rolling out and insight into how topic/class level representation may be approached within an Australian University context. There will also be an opportunity to discuss the many challenges that exist in putting a topic representative model in place and how to work with these challenges.

As this Topic Rep Pilot is currently rolling out, we will be reflecting on our experiences so far and discussing what we are planning for the remaining semester. We would also like to hear from you about how you think universities can provide opportunities for students and academics to work together to enhance the learning experience for all involved.

Notes:

## Initiative 14

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<b>Initiative</b>	<i>Starting to develop a student partnership agreement</i>
<b>Institution</b>	Curtin University
<b>Team</b>	<b>Liam O'Neill</b> President Student Guild
<b>Contact</b>	Liam O'Neill: <a href="mailto:president@guild.curtin.edu.au">president@guild.curtin.edu.au</a>

At the September meetings of the University Learning and Teaching Committee and Academic Board the Curtin University student guild will be focussing on the idea of developing a Student Partnership agreement. I am hoping to make this a goal for the Student Guild to achieve by the end of 2018.

In this presentation, I want to test out my sales pitch and get input from symposium participants on persuading institutions to take up this challenge and any pitfalls or issues I should be aware of.

Notes:

## Initiative 15

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<b>Initiative</b>	<i>Building a Framework for Partnership to Sustain the Student Voice</i>
<b>Institution</b>	AQA/NZUSA
<b>Team</b>	Sheelagh Matear- Executive Director Academic Quality Agency for New Zealand Universities Alistair Shaw - Executive Director New Zealand Union of Students' Associations Jonathan Gee - National President New Zealand Union of Students' Associations
<b>Contact</b>	Sheelagh Matear: director@aqac.ac.nz Alistair Shaw: Alistair.Shaw@students.org.nz Jonathon Gee: President@students.org.nz

The Academic Quality Agency for New Zealand Universities and the New Zealand Union of Students' Associations have signed a Memorandum of Understanding. This builds on a number of years of working together on student voice initiatives and NZUSA's contribution to the governance of AQA.

AQA and NZUSA share an objective of having an authentic, enduring and diverse student voice that contributes to academic quality and quality assurance in New Zealand universities. They also have a specific objective to include students, or recent graduates, as full members of panels for academic audits of New Zealand universities.

The MoU recognises that it may take more than a calendar (or academic) year to achieve these objectives and therefore that the student voice needs to be sustained over multiple years. Sustaining a student voice also has to address the reality that there may be a turnover of individuals involved. This turnover is most often highlighted with respect to the student members of student voice initiatives and programmes, but also applies to university members.

The MoU sets out an annual plan of activities and initiatives that AQA and NZUSA will undertake to give effect to their shared objectives, to develop a pool of student academic auditors and to limit the loss of knowledge and momentum through turnover of individuals. The activities and initiatives include communications with NZUSA contributing a regular column to AQA's quarterly news, AQA contributing to NZUSA's professional development activities and AQA and NZUSA holding a joint summit to promote knowledge transfer and sharing good practice.

This session will provide further background on the drivers for the MoU, explain why an MoU is considered the best way to develop the relationship and how both AQA and NZUSA intend to develop the relationship.

Notes:

## Initiative 16

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<b>Initiative</b>	<i>Multiple activities</i>
<b>Institution</b>	University of Adelaide
<b>Team</b>	Clara Barbieri - Director Learning and Quality Support Patrick Kennewell - student
<b>Contact</b>	Clara Barbieri: clara.barbieri@adelaide.edu.au

### **Transforming Student Experience Committee**

The Transforming Student Experience Committee (TSEC) is chaired by the DVC&VP (Academic) with students comprising the majority of membership. TSEC provides a mechanism for student engagement on all issues and activities affecting the student experience and is instrumental in driving developments within a co-creation model of planning and implementation. This Committee was key to developing and building the University's nationally acclaimed Student Hubs and continues to shape a broad range of University initiatives.

### **Strategy for Learning, Teaching and Assessment**

The University's Strategy for Learning, Teaching, Assessment (2016-2018) establishes the goal to enhance the role for students as partners in: learning and teaching governance; learning and research; curriculum development and review; learning and teaching enhancement; and, peer support. There are a number of related actions, including development of a joined-up institutional framework for student engagement and partnership.

### **Students as Partners Framework**

A Students as Partners Framework for the institution is under development, which will provide principles to support the development of institutional practice and new initiatives in student partnership and co-creation in learning and teaching. The integrated Framework is being developed under the auspices of TSEC by means of a working group convened by the PVC (Student Learning) and co-led with students including the President of the Student Representative Council of the Adelaide University Union. It will include principles for student partnership in all aspects of governance and decision-making relating to students' educational experiences.

### **Examples of development initiatives**

An institutional audit of governance and decision-making committees is being undertaken to determine current levels of student representation with a view to strengthening the breadth and depth of student participation, including in the management of academic programs and in learning and teaching strategy;

- Student engagement is a key consideration for an internal review of the University's processes for formal periodic external reviews of its academic programs and teaching units. It is proposed that there should be student involvement in the preparation of the portfolios of evidence presented to the review panels, and student membership of all review panels. It is also proposed that students will be invited to the panel's debrief at the end of a review, and will be active members of working groups addressing panel recommendations;
- The Student Transition to University project has developed from a student survey (4,500+ respondents) and student focus groups to create personas and journey maps. An external developer and UX expert have been engaged to work directly with a team of students to develop a smooth and easy transition process that maximises the positives and addresses the pain points identified by students;
- The Delivering Effective Student Communication project is co-creating processes and models of engagement between students, academics, support staff and administrators to deliver an improved outcome for communicating to students in view of the variety of available methodologies;
- Enhanced training and support for students as members of University committees and panels of review is being addressed. Training and support currently are provided to student representatives by central services on an *ad hoc* basis and on request from the Student Representative Council. A sustainable model for the induction, training and support of student members will be co-developed with students and will include services such as peer mentoring, pre-meeting briefings on agenda items and the use of various media for optimal consultation and 'closing of the loop' with peers;
- Acknowledgement of student contribution to University committees is likely to take many forms and the development of a suitable model is work in progress. The Adelaide Graduate Award is a scheme (currently being piloted) whereby students' co- and extra-curricular activities are recorded to demonstrate employability achievements. Student representation is recognised under the Award's University Community theme.
- Key to effective outreach across diverse student groups is the University's Student Hub. Student opinion and views on a range of projects and topics are sought regularly through highly successful "Pizza for Comment" forums conducted at lunchtimes with free pizza.

Notes:



## Initiative 17

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<b>Initiative</b>	<i>A Students as Partners Strategy and Approach to Strengthening Student Governance at USC</i>
<b>Institution</b>	University of the Sunshine Coast
<b>Team</b>	Tracie Mohr -Student Experience Team Leader Donna Thompson - Peer Partnerships Project Officer Raymart Walker - Co-Chair of the Student Representative Committee Michael Jeffries - Co-Chair of the Student Representative Committee
<b>Contact</b>	Rhonda Leece: rleece@usc.edu.au

### Background

USC has been an active participant in a range of ‘Students as Partners’ projects including the OLT Commissioned Transforming Practice Project – *Students as Partners in Learning and Teaching* led by Professor Patrick Crookes and the OLT project and now National Fellowship of Professor Sally Varnham (UTS) *Creating a National Student Partnership in University Decision-Making and Governance*. USC-based workshops, consultations and discussions between students and staff have created a productive discussion about student partnerships. A series of initiatives are already in place aligned with USC’s Student Engagement and Retention Blueprint including:

- Students as co-creators; designing and implementing a new approach to student evaluation of courses
- A ‘students as staff’; engaging students in the delivery of professional services and support to their peers;
- A Student Leadership and Development framework; building the leadership skills and opportunities for students, and
- The USC Student Leadership Award; recognising student participation and contributions

In addition to these activities, participating in the National Fellowship has provided the catalyst to embark on a project to co-create with the USC student body, a USC student governance framework, thereby strengthening existing student participation and governance mechanisms.

### Project aim and objectives

To co-create a student governance framework, which establishes an authentic partnership for decision-making between students and the institution. The framework will:

- 1 Embed student representation in institutional decision-making and governance.
- 2 Include both elected and nominated student representatives from all aspects of the student experience (school, faculty, clubs, societies, social, sporting, academic domains).
- 3 Reflect the diversity of USC students and locations through inclusive participation opportunities.

- 4 Be practically and operationally supported by the University through staff coaching, mentoring and support for student representatives to become confident and autonomous stakeholders.

The table below, identifies the key phases and activities involved as well as progress towards strengthening Student Governance Framework at USC.

Project Phase and Activities		Status
Project initiation & design	Senior Sponsor to socialise the concept of Student Governance;	Achieved. Pro Vice-Chancellor (Students) is Sponsor
	Seek funding to employ a Student Partnerships Project Officer;	Achieved. SSAF funding allocated to establish 12 month project position; Project Officer in place.
	Engage current student representatives in the concept-mapping of a student governance framework	Student Representative Council engaged in early concept-mapping (above); Staff defined 'Council of Students' redefined as Student Senate by SRC.
Framework Design	Conduct gap analysis of current structures, bodies, constitutions & events	In progress: to date new events to include student based Faculty Forums to augment VCP and specialist forums.
	Harmonise current groups and introduce new groups as identified by students	In progress as a result of gap analysis and student feedback: to date groups to be included are School-based staff-student liaison committees; program/discipline advisory groups; and events
	Create framework, guidelines and processes to support the development of self-sufficiency	Commencing September / October 2017
	Establish new groups / schedule events	Commencing September / October 2017
Implementation	Launch USC Student Governance Framework and Senate	Due Orientation 2018
	Review of operations and outcomes / stakeholder impact analysis	During 2018
	On-going process improvement	2019-2020

A phased approach to developing the framework has emerged, highlighting the need for:

- Socialisation of the principles of partnership across the campus;
- Closer collaboration between student and staff in the conceptualisation phase of such initiatives;
- Stronger project management approaches to move ideas into practice within the lifecycle of the students involved; and
- A commitment to the skills development of students to future-proof the initiative.

As represented in Figure 1, an initial concept–mapping exercise, identified multiple opportunities to integrate student participation opportunities; the credentialing of student participation; professionalisation of the student body through training and development; and student governance into a cohesive and authentic engagement and partnership framework. The colour - coding denotes: **Social and Welfare Domains;** **Academic Domains;** **Institutional Domains;** **Other staff-student partnerships.**

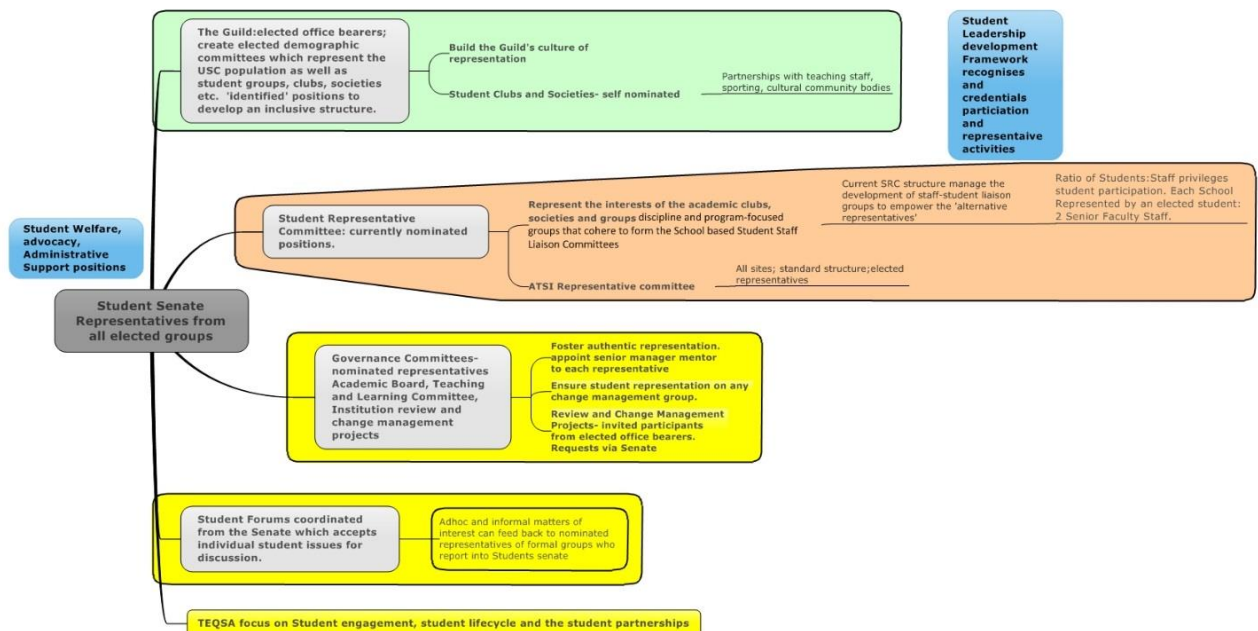
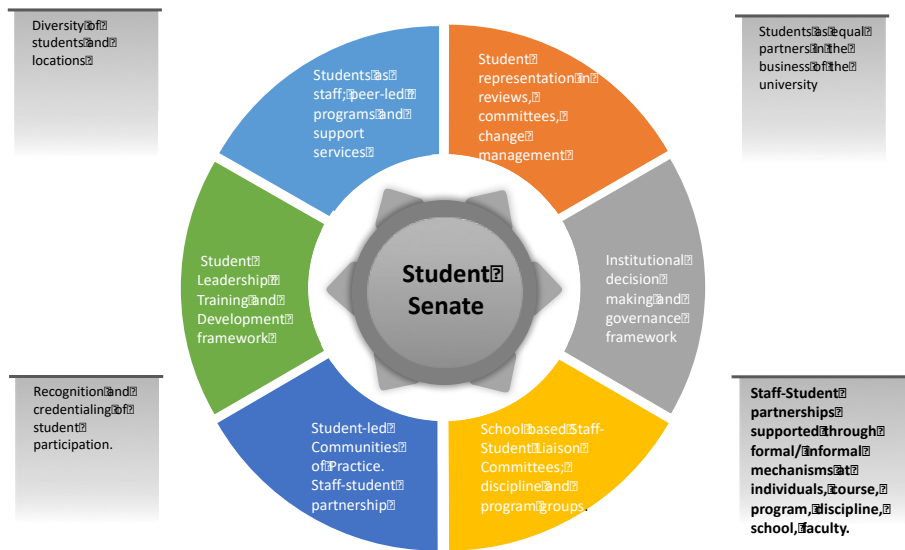


Figure 1. Initial Concept Map

## Student Partnerships @ USC



**Figure 2: Conceptualisation of the USC Students as Partners Governance Framework**

Notes:

## Initiative 18

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<b>Initiative</b>	<i>Establishing a student union to create more cohesive student representation</i>
<b>Institution</b>	La Trobe University
<b>Team</b>	Kat Nordern - Advocate La Trobe Student Union
<b>Contact</b>	Kat Nordern: K.Nordern@latrobe.edu.au

The La Trobe University Student Union (LTSU) was formed in 2010 as an initiative agreed to between students and the University. The plan was to provide a more effective “one stop shop model” for student representation and service provision. The previous model, where these activities were undertaken by 3 separate student bodies – an SRC, Guild and Postgraduate Association – was seen as cumbersome, and created confusion for students about roles and responsibilities.

Since its inception, the LTSU has flourished and is the peak representative body for La Trobe students at the Bundoora, Shepparton, Mildura, and City campuses. LTSU provides:

- A voice for students through elected student representatives, and through the Student Council, which is the governing body of LTSU;
- Services that support students and help build community at La Trobe University; and
- Support for our sister organisations at La Trobe University.

The LTSU continues to work in partnership with the University in many ways, including:

- Collaborating to write the *Recognition of Student Organisations Policy*, which sets out the ways in which the University assists student organisations to carry out their role. This includes the provision of resources, consultation about policy and other matters that affect students and a leave provision for presidents of student organisations.
- Collaborating to write the *Student Charter of Rights and Responsibilities*
- Including student representatives on Central University Committees and University Council, as well as on a wide variety of other committees and working groups
  - Working together on a wide range of issues including:
    - o initiating and shaping new services like Emergency Housing program for students at risk, Financial Counselling and campus bus shuttle
    - o upgrading facilities including student lounges and event spaces
    - o amending a range of academic and administrative policies at La Trobe
    - o consultation around the distribution of SSAF revenue

Notes:

## Initiative 19

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<b>Initiative</b>	<i>Academic Student Representative Program</i>
<b>Institution</b>	University of South Australia
<b>Team</b>	Claire Colebeck - Project Officer, Student Engagement Michael Reardon - student Eloise Leopold- student Jarrah Seager- student Halena Mudge- student
<b>Contact</b>	Claire Colebeck: Claire.Colebeck@unisa.edu.au

The Academic Student Representative (ASR) Program has been designed to provide a framework for positive interaction between students and staff within the Division of Education, Arts and Social Sciences at the University of South Australia. An Academic Student Representative's main objective is to represent and communicate the views of fellow students in their respective year level in each Program. The aim of the program is to assist in improving the quality and experience of learning and the teaching within the Division, through informed communication between students and Program Directors. Student Representatives are encouraged to suggest solutions and improvements to help close negative feedback loops and identify gaps in the student experience, both academically and socially.

An ASR is responsible for collecting student views, suggestions and opinions and represent these through informed communication with their Program Director about their peers' university experiences, both academic and extra-curricular, in order to:

- Suggest solutions and improvements to help close negative feedback loops;
- Suggest ideas for new initiatives and activities;
- Provide valuable student-focused feedback to their School on a range of learning and teaching issues.

### THE ROLE OF AN ASR

- To collect the views of students on matters relating to their learning experience.
- To attend meetings with the Program Director and other division and/or school meetings to communicate the views of fellow students to academic and professional staff.
- To keep the University of South Australia Student Association (USASA) informed of issues by sending copies of minutes of any meetings you have been involved in as well as keeping an open communication channel to filter all relevant feedback, issues and suggestions.
- To refer students with personal problems to the relevant support services such as the USASA Advocacy Advisors or Counselling Service, etc.
- To close the feedback loop between the Program Directors and students.

Although the role of ASRs is primarily focused at the Program level, the role may also include the following:

- School Level: Attending School Board and other meetings with the Head of School and Associate Head of School: Teaching and Learning.
- Divisional Level: Attending Divisional Teaching and Learning meetings when issues that arise at School level, may need to be discussed further.
- Non-Academic Student Engagement: Meeting bi-monthly with Campus USASA Representatives and the EASS Student Engagement Officer to discuss ideas for club and student engagement activities.

Notes:



## Initiative 20

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<b>Initiative</b>	<i>Student Society Award</i>
<b>Institution</b>	Griffith University
<b>Team</b>	<b>George Lindley Jones</b> , President GUGC Student Guild Amanda Henderson, Professor of Nursing
<b>Contact</b>	George Lindley Jones: <a href="mailto:george.lindley-jones@griffithuni.edu.au">george.lindley-jones@griffithuni.edu.au</a>

Funding up to 12,000 AUD has been made available by Griffith University for a student society to pursue a project, in conjunction with their school, that assists students in achieving learning outcomes. The societies that present the best application, as judged by the selected panel, will receive a portion of the available funding. Multiple winners may be awarded provided their combined costs do not total more than the allocated amount.

### **Timeline of events**

#### **Phase 1: Engagement of Student Societies**

An initial forum will be held on the Gold Coast campus with invitations extended to all societies deemed relevant by the GUGC Student Guild Board. This forum aims to encourage the participation of the societies in the award scheme. It will outline the purpose and guidelines for the award.

#### **Phase 2: Proposal Development**

The Student Societies will be given six weeks in order to research and develop their proposals. Throughout this time support will be offered by the Guild in relation to meeting guidelines.

#### **Phase 3: Panel Presentations Day**

Student Societies that have expressed interest and developed proposals will be invited to present to the panel. The panel will decide upon the award recipients.

#### **Phase 4: Project Development**

The winners start the development of their project and receive funding based upon their benchmarks.

#### **Phase 5: Conclusion and ongoing feedback**

In order to participate in the award scheme in ongoing years the society should submit a document reflecting upon the success or failure of their project, including analysis of how the project was received by students and staff.

### **Theme for the year**

The University has specified that the theme for 2018 is 'Improving Student Employability'. Societies should aim their proposals to help students meet learning outcomes related to the theme. 'Improving Student Employability' refers to learning that helps students to manage authentic discipline specific situations.

### **Guidelines for Student Societies**

1. A proposal should aim to assist students in achieving a specific learning outcome related to the year's theme.
2. The society must demonstrate they have engaged students of their school encouraging them to come forward with opinions and ideas.

3. The society must demonstrate they have collaborated with academics within their respective school in formulating the project.
4. The society proposals should be provided in a written form and delivered as a presentation to the panel on the required day.
5. The application should contain a budget and timeline of the project.
6. The society should outline benchmarks to be met in order to receive funding

### **Structure of the application**

**Introduction** - A brief summary of the proposed project including the current issue to students and the proposed solution.

**Background** - A description of how the proposal was developed; including engagement with students and the respective school.

**Justification** - an outline of the value of the proposed project to the school and students.

**Planning** - an outline of how the project will be executed, including a budget, timeline and benchmarks for funding.

**Implementation** - an outline of how the project will fit into the broader curriculum and the school's approval

### **The Judging Panel**

#### **Makeup of the panel**

- Five members of the Student Guild Board nominated by the board as representatives
- Five academics of the University invited by the Student Guild Board to attend

#### **Judging Criteria**

- The potential value to students and schools in assisting with achieving learning outcomes for students
- How well the proposal meets the specified theme for the year
- How the society engaged students and the school in forming the proposal
- An evaluation of the costs in relation to the potential benefit

#### **Award of winners**

- The panel may award multiple winners up to an amount of 12,000 AUD
- The panel preferences their preferred proposals from first (1) to last (e.g. 9)
- The proposals with the lowest score will be allocated funding until the total funding quota is filled

Notes:

## Student Advisory Forum

*Report from Meeting #1: 10<sup>th</sup> April 2017*

*[Extract only for Fellowship Symposium 1 September 2017]*



### **Background**

In 2016, following discussion at two James Cook University (JCU) Education Committee meetings, the JCU Vice Chancellor accepted a recommendation to establish a Student Advisory Forum. The impetus for the Forum was a desire to assure a pan-institutional and student-driven engagement and consultation focus for university-student interactions and to promote a culture of student and staff partnership. A particular imperative, given JCU's student demographics, was to ensure that the voice of underrepresented student groups was effectively and inclusively represented and incorporated into institutional decision making.

The JCU Student Advisory Forum aims to promote cross-institutional communication and interaction between JCU students and staff. The Forum is designed to encourage a culture of effective student engagement by:

- Providing an opportunity for student representatives to provide feedback to the University on issues of interest to students;
- Providing a forum for student representatives to participate in University and Divisional decision-making processes;
- Providing a forum where student representatives can provide feedback on course matters, while also providing advice on and assistance with the development of new course offerings across discipline areas;
- Aiding in the co-creation of institution-level solutions, and development of new and innovative ideas and practices;
- Providing an occasion for University representatives to respond to issues raised by student representatives; and
- Enhancing student employability by offering opportunities for students to gain experience and develop new skill sets.

The Forum is held twice yearly and membership comprises representatives from the JCU Student Association, together with broad-based student representation from across JCU campuses, cohorts and disciplines. Invited to attend the Forum also are JCU senior staff from both the academic divisions and the professional and technical areas. Student representation is sourced both through nominations from the Academy and by way of a self-nomination process.

A Student Advisory Forum Handbook has been prepared, which includes terms of reference and FAQs, while a dedicated [website](#) has been designed to ensure that effective engagement and communication channels are maintained between students and the University.

### **Student Advisory Forum: Meeting 1, 10<sup>th</sup> April 2017**

The first meeting of the Student Advisory Forum was held on 10<sup>th</sup> April 2017 and was co-chaired by Ms Claire Holland, the invited Student Co-Chair and Professor Sally Kift, Deputy Vice-Chancellor (Academic). Claire has been a student representative for a number of years at JCU. Claire was elected Postgraduate Officer to the JCU Student Association Council in 2015 and 2016 and is currently the Acting Postgraduate Officer for 2017. In addition to studying, Claire is also a lecturer in the JCU Conflict Management and Resolution program.

Attendance at the first meeting consisted of 24 student and 18 staff representatives from JCU campuses based in Townsville, Cairns, Mackay and Mount Isa. An external student representative was connected virtually and participated from her home. Unfortunately, last minute issues prevented the student representatives from Thursday Island and Brisbane attending. A full list of staff and student attendees is included at Appendix A.

To ease students into what may otherwise have been considered to be somewhat of an intimidating environment, the first meeting was planned to be quite interactive. To enable this, the first hour of the Forum was set up for the student representatives to undertake some facilitated activities.

Students were joined in the second Forum hour by the staff representatives, at which stage they then presented some of the outcomes of their deliberations to all and used the opportunity to discuss other Agenda items that had been submitted by students in advance.

Seeking to ensure maximum interaction and engagement over the course of the Forum, students were emailed in advance with a set of questions and a scenario to consider. They were also asked to canvass their peers for any issues that should be raised. At the Forum, students worked individually and in groups, face-to-face in Townsville and Cairns (in Cairns facilitated by Ms Judith Herrmann), while students from remote and external campuses were facilitated by Ms Terrie Paterson via a BlackBoard Collaborate session.

The questions asked and the scenario posed were as follows:

*Questions*

What works well now?

What doesn't work well now?

*Scenario:*

If you were the Vice Chancellor of JCU for a day, what student-focused initiatives would you prioritise?

*Agenda items received from students in advance of the Forum included:*

- Online timetabling system – concerns and feedback
- Mental health programs for student wellbeing
- On Campus Teaching – scheduling to recognise students with family responsibilities
- On Campus Teaching – request for increased on-campus delivery

### **Forum feedback**

The students came well prepared for the meeting and engaged in lively discussion with each other and JCU staff representatives. Some students came with pre-prepared documentation that was submitted for inclusion in this Report.

In response to a brief evaluation survey sent after the Forum, students indicated that they felt genuinely involved and respected in the conduct of the Forum. Results are included in Appendix B. Generally students have expressed themselves to be looking forward to the second Forum to be held on 9<sup>th</sup> August, 2017.

### **Forum Outcomes and Themes**

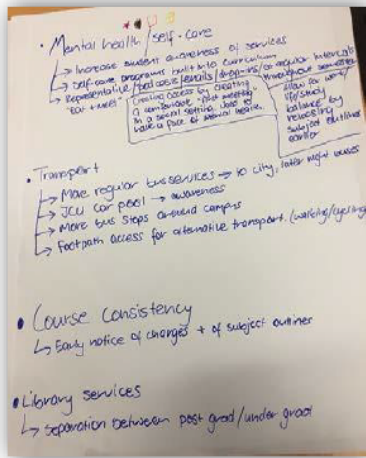
A complete report of the matters raised by students during the Forum is included at Appendix C. In most instances (unless a lengthy submission has been summarised/synthesised), the matters raised have been included verbatim in the student voice. Appendix C includes:

- The matters that students considered were working well now;
- The matters that students considered needed some improvement; and
- Student identified priorities for action; and
- Their group work responses to the scenario posed.

Some of the themes that can be seen in this material are set out below. These issues were also generally the matters that students chose to raise with staff in the second hour of the Forum.

### **Themes**

The resulting themes depict common views expressed by students at the first Forum.



**1. Student Mental Health and Wellbeing**

The item of most concern raised by students at the Forum centred around Student Mental Health and Wellbeing issues. Students acknowledged that while Mental Health training was carried out during O’Week, this was generally only targeted to first year students, whose focus it was felt was primarily on social activities and not on the future stressors of studying.

Students suggested integrating additional training into all start of semester programs and perhaps even embedding training within the curriculum of certain disciplines. Financial pressures were also a contributing factor to the wellbeing of students and suggestions for the university to provide advice and assistance with Centrelink obligations were put forward.

**2. Public Transport and Parking**

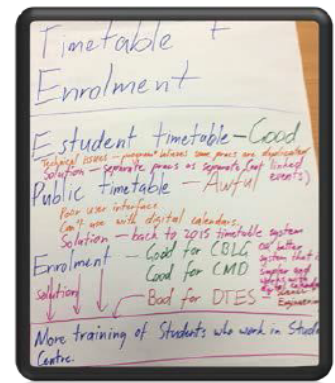
Another area of common concern identified is the lack of regular public transport services between the city and both Townsville and Cairns campuses. There was also a call to increase the number of bus stops around the Townsville campus. Students felt that a free shuttle bus would be welcomed and ensure student security after hours.

Student concern around the cost and shortage of free parking is further highlighted by the lack of public transport.

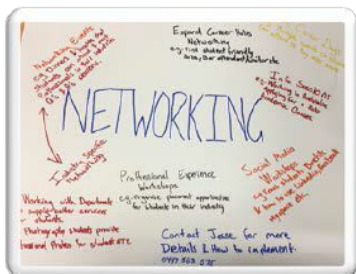
**3. Timetabling**

The possibility of enhancements to the JCU timetabling system was raised and discussed between staff and students. The Forum was informed that JCU medicine students have devised a calendar-based solution which is now being used by the majority of year 1-3 medical students. JCU staff acknowledged that the system could be improved and welcomed feedback from students, inviting students to be part of a newly established Timetabling Working Group.

Consideration of family-friendly timetabling was also raised (e.g. study breaks better aligning with school holidays and lectures scheduled within school hours for programs with high numbers of students with parental responsibilities).



**4. Increased engagement and networking opportunities**



Students are looking for more engagement and networking activities, particularly with relevant industry professionals.

External students would like opportunities to become more involved with the University directly.

### 5. Cultural diversity and awareness

The importance of cultural diversity and inclusion was discussed. Suggestions included initiatives such as:

- incorporating relevant subjects into the curriculum;
- showing the Eddie Mabo documentary in OWeek; and
- incorporating additional cultural and environmental murals around the University.

### Examples of Immediate Outcomes generated

Some immediate outcomes and actions have already been generated:

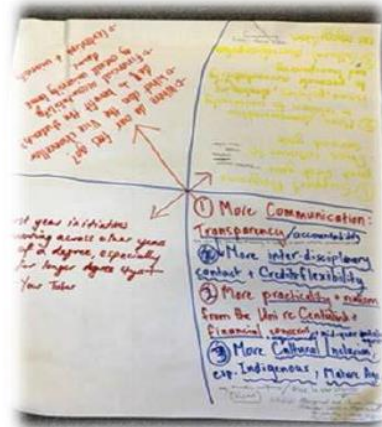
- As a result of the discussion on the topic of timetabling, a JCU medical student has now been invited and accepted to be part of the newly formed Timetabling Working Group;
- A meeting will be held between the DVCA, Learning Teaching & Student Engagement and a student who has a proposal around setting up a JCU eMental Health program;
- Feedback to particular disciplines has been forwarded at students' request;
- The JCU Student Association has requested some time at the next Forum to discuss with student attendees the leadership opportunities that JCUSA student representative roles can provide, in advance of the JCUSA elections.
- Communication to student Forum attendees of useful links and requested resources (e.g. the TropEco car pool app, link to the JCU Annual Report, link to the SSAF webpage).

It is expected that further outcomes will be achieved as a result of the presentation and discussion of this Report to and at the Vice-Chancellor's Advisory Committee.

This Report and the compilation of the matters raised in Forum 1, will be posted on the JCU Student Advisory Forum website.

**Professor Sally Kift,**  
Deputy Vice-Chancellor, Academic  
James Cook University

20 April 2017



## Student Advisory Forum Feedback

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A short survey was distributed to staff and student representatives shortly after the first Forum to gather feedback and ideas on the format for the next Forum being held on 9 August 2017.

When asked "What did you like about the Forum and any other thoughts" ....

*"The SAF is a wonderful initiative, and I very much valued seeing and listening to the video link participants from different campuses, as well as connecting with students from my campus"*

*"I appreciated, the forum was facilitated in a respectful and friendly manner to capture student voices"*

*"I appreciated the warmth of Sally Kift and the facilitator in our campus forum"*

*"I enjoyed seeing and listening to our lecturers in this setting, and having the opportunity to speak to them in this context"*

*"Interaction was easy and I felt heard. Collaborating with fellow students made the exercise more enjoyable and helped us let our guards down"*

Ideas for future Forums:

*"Continue to get independent ideas for the most important student issues from small groups of students, but have the students and staff then work collaboratively to create an in-depth solution to the most widely raised concern"*

*"I thought good facilitation, the right sort of questions, and a nice cross-section of students. Perhaps knowing that technology will always challenge us, we might pre-empt some of these challenges so that if audio or visuals fail, we have a backup with text or something else"*

*"Longer presents from the students or maybe a few points identified in advance and work-shopped. From this forum we will engage directly with a few of the students over the timetabling concerns and the solution"*

*"More time for free discussion please, this was great, useful and felt very positive. Putting such brief time restrictions on the "pitches" seemed to stunt the contribution."*

*"Maybe just an agenda and free form discussion... the students could gather and prepare in a pre-session, to elect champions to address key points to the staff group"*

*"...an alternative might be to hold 1-2 local on campus meetings and then the biannual all of campus meeting. Students did comment that only two per year when a lot raised left them feeling it would be unlikely to get much traction"*

*"Campus focused meetings first maybe more useful and then the outcomes shared across campus"*



## Appendix 2



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### **The Australian National University Student Partnership Agreement 2017-2018**

*“A society, to remain vigorous requires in built sources of regeneration - and the university is, by its traditions and the quality of its members, well equipped to provide one such source, the more so since through its membership flows the ablest of our youth - those who come to our society with a fresh and innocent vision.”*

- H.C. “Nugget” Coombs, Chancellor of the Australian National University

#### **Introduction**

The Australian National University Academic Board (‘the Board’), the ANU Students’ Association (‘ANUSA’) and the Postgraduate & Research Students’ Association (‘PARSA’) wish to build on our existing strengths in working together to further enhance the student experience at the ANU. This agreement sets out our approach to partnership in Academic Governance, details agreed priorities for 2017 – December 2018 and identifies opportunities for student engagement.

This agreement does not replace other strategic documents concerning student engagement. Rather, it has been developed to promote an understanding between students, staff and the Board about agreed enhancement-focused goals that are important to all individuals who are part of the ANU.

We believe that this Student Partnership Agreement represents a commitment on the part of the Board to consistently and meaningfully engage with the student body, as well as foster a community in which all members have rights and responsibilities.

This Student Partnership Agreement is designed to promote the engagement of students during their period of study at the ANU, and encourage feedback on their experience whenever possible.

#### **The ANU community**

The ANU, ANUSA and PARSA are proud of the contributions we make as the national university being first to learn the nature of things. As per the ANU Strategic Plan, “We are inclusive, open and respectful, reflecting the diversity of our nation”. This Partnership builds on our commitment to fostering a culture of inclusivity and respect for everyone where staff and students work in partnership based on mutual respect.

Our student body and its relationship with academic and professional staff is central to this purpose and vision. The ANU, ANUSA and PARSA value the diversity of our student population and work to make sure everyone feels supported and a part of the ANU community.

#### **What is partnership?**

The terms ‘partner’ and ‘partnership’ are used in a broad sense to indicate joint working between students and staff. Partnership means involving students from issue identification through to the development of issue solution. Partnerships means engaging students in meaningful and accessible ways. A successful partnership is based on the values of:

- Openness;
- Trust and honesty;



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- Agreed shared goals and values; and
- Robust communication and understanding between the partners.

It is not based on the legal conception of equal responsibility and liability. Rather, partnership working recognises that all members in the partnership have legitimate, though sometimes different, perceptions and experiences. By working together to a common agreed purpose, steps can be taken that lead to enhancement in a way that works for all concerned.

## Part A – The Student Voice

### Formal student representation

The Board is committed to involving students in decision-making processes and ensuring that students have the best possible experience during their period of study. All students are automatically members of either ANUSA or PARSA and are members of the ANU. ANUSA and PARSA primarily exist to advocate for students across the ANU by representing their rights, needs and opinions. The ANU, ANUSA and PARSA work closely together to ensure that students are represented on all relevant University committees and are supported and trained to fulfil their roles.

Opportunities to become involved in student representation include the following:

- Standing for election as a representative on ANUSA or PARSA, (paid full-time, paid part-time or voluntary roles within the Associations) during elections in August. ANUSA and PARSA representatives sit on University committees ranging from College Education Committees to Academic Board. Similarly, there is an undergraduate and postgraduate representative on the University Council which is elected concurrently with ANUSA and PARSA positions. ANUSA representatives make up the Student Representative Council (SRC) where members of the student body can provide feedback and hold their representatives to account. Similarly, PARSA representatives make up the Postgraduate Representative Council (PRC) that fulfils the same purpose.
- Seek appointment from the ANUSA or PARSA President to represent students on the ANU Appeals Panel.
- Standing for election as the President of a Hall or College Resident Committee. Resident Committee Presidents represent resident interests to the administration of their Hall or College and form the Interhall Council of Presidents. The Chair of the Council attends certain University committees and provides feedback to the ANUSA President.
- Standing for election as a member of an academic club Executive e.g. the Law Students Society where the President and other senior members sit on Academic College Committees.
- Standing for election (or being nominated) as a Course Representative. Within most Colleges there are a number of students nominated each Semester to represent a course/year group. Course Representatives meet with staff and other representatives within the College to provide feedback and highlight issues, with training from ANUSA to fulfil their roles.

### Other forms of student involvement

Student involvement is not restricted to formal representative structures. All students are encouraged to become partners in shaping their learning experiences and life at the ANU. Opportunities include:



- Giving honest, constructive feedback by taking part in surveys, focus groups and other feedback opportunities;
- Participating in the Student Experience of Learning & Teaching (SELT) evaluations;
- Providing feedback to ANUSA/PARSA representatives, Resident Committee Presidents, club Executives or Course Representatives;
- Speaking directly with lecturing staff, administrative staff, Dean of Higher Degree Research (HDR), the Pro-Vice Chancellor (University Experience) or Deputy Vice-Chancellor (Academic).

A key component of this Student Partnership Agreement between students and the Board is an ongoing commitment between the Board, ANUSA and PARSA to work together to address student feedback. The Board agrees to support ANUSA and PARSA to fulfil their role, whilst ANUSA and PARSA agree to ensure that they fulfil their role responsibly in making the student voice heard.

## Part B – Partnership Themes and Associated Projects

The Board, ANUSA and PARSA have agreed to work together on a set of themes during the period 2017-2018 as part of our shared commitment to enhancing the student experience at the ANU. Oversight and monitoring of the Student Partnership Agreement will be undertaken by the Board, SRC and PRC. These themes should be informed by:

- Student feedback from student surveys;
- Feedback forums; and
- Existing and proposed university initiatives that the ANU, ANUSA and PARSA have agreed to work together on.

Where the initiatives align with a project that is currently being implemented by a business unit within the University, the initiatives will be delivered as part of that project.

The key themes identified for 2017-2018 are as follows:

### 1. Student Representation

Project	Responsibility	Outcomes	Rationale
Course Representative Reform	DVC(A) ANUSA PARSA	<ul style="list-style-type: none"> <li>• Parties will work with the Colleges on introducing or reforming systems of Course Representation as a feature of course quality assurance.</li> <li>• Parties will work with the Colleges on ensuring that Course Representatives are supported by both ANUSA and each College.</li> </ul>	<ul style="list-style-type: none"> <li>• Course Representatives form a component of course quality assurance and course quality enhancement.</li> </ul>

<p>Increase to Academic Board Student Representatives</p>	<p>AB (Chair) ANUSA PARSA</p>	<ul style="list-style-type: none"> <li>Parties will recommend amendments to the relevant legislation to increase the number of student representatives on Academic Board from two to four.</li> </ul>	<ul style="list-style-type: none"> <li>Although increasing the student membership of the Academic Board would result in high proportionate representation, it will allow for a greater diversity of student input, making Academic Board more representative of the university and better allow it to fulfil its remit of academic governance. For example, the Academic Board addressed internationalisation in 2016, and the student Presidents could have nominated international students to provide insight and context to the Board.</li> </ul>
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## 2. Equity

Project	Responsibility	Outcomes	Rationale
<p>Admissions, Scholarships &amp; Accommodation reform</p>	<p>DVC(A) ANUSA</p>	<ul style="list-style-type: none"> <li>Parties will work to ensure that any proposal for admissions, scholarships and accommodation are based on an overarching goal of increasing equity in admissions and diversification of the undergraduate student body.</li> </ul>	<ul style="list-style-type: none"> <li>Reform will have considerable impacts on the student body and student concern that equity and diversity will not be achieved is best managed through working with students as partners.</li> <li>This aligns with the Admissions, Scholarships &amp; Accommodation project being led by DVC(A).</li> </ul>

## 3. Wellbeing

Project	Responsibility	Outcomes	Rationale
Healthy University Strategy & Action Plan	Registrar of Student Life ANUSA PARSA	<ul style="list-style-type: none"> <li>Parties will participate in working groups to contribute to the Strategy and Plan that will address matters including; Mental Health, Physical Health, Diversity &amp; Inclusion, Citizenship and Safety.</li> </ul>	<ul style="list-style-type: none"> <li>The Student Experience Committee now reports directly to Academic Board. This Strategy and Action Plan will address core components of the student experience.</li> </ul>

#### 4. Quality Assurance

Project	Responsibility	Outcomes	Rationale
Review into the Future of Teaching and Learning	DVC(A) ANUSA	<ul style="list-style-type: none"> <li>Parties will instigate a review into the future of teaching and learning that considers student evaluation of online resources, physical learning environments, class preparation and the in-class experience.</li> </ul>	<ul style="list-style-type: none"> <li>There is a need to involve students in the strategic direction for teaching and learning set by ANU.</li> <li>This will enable students to play a role in providing quality assurance for the role of online materials and lectures (amongst other things) in the strategic direction that is set.</li> </ul>
Tertiary Education Quality and Standards Agency (TEQSA) whole of institution reregistration	DVC(A) ANUSA PARSA	<ul style="list-style-type: none"> <li>Students will participate in evaluating ANU's compliance with the Higher Education Standards Framework (Threshold Standards).</li> </ul>	<ul style="list-style-type: none"> <li>Students play a key role in quality assurance and course evaluation.</li> </ul>
Higher Education Academy (HEA) reaccreditation and curriculum regeneration	DVC(A) ANUSA PARSA	<ul style="list-style-type: none"> <li>Students will participate in the process of ANU's reaccreditation with the HEA by focusing on curriculum regeneration and teaching excellence.</li> </ul>	<ul style="list-style-type: none"> <li>Students play a key role in quality assurance and course evaluation.</li> </ul>

#### 5. Quality Enhancement

Project	Responsibility	Outcomes	Rationale
A multi-dimensional	DVC(A) ANUSA	<ul style="list-style-type: none"> <li>Students will participate in the design and</li> </ul>	<ul style="list-style-type: none"> <li>SELT only serves to elicit responses to</li> </ul>

<p>instrument that captures student and staff evaluation of learning, teaching and the learning environment.</p>	<p>PARSA</p>	<p>implementation of an instrument beyond SELT that facilitates course enhancement.</p>	<p>courses after their completion. The value of SELT is not strongly recognised in the student or staff bodies, often being seen as problematic. A new instrument could look to capturing student feedback throughout the course in order to provide ongoing enhancement and responsiveness to the needs of students.</p> <ul style="list-style-type: none"> <li>• This aligns with the SELT Tool project being led by PPM.</li> </ul>
<p>HDR Reviews by Dean, HDR</p>	<p>Dean, HDR PARSA ANUSA</p>	<ul style="list-style-type: none"> <li>• Embedded professional development, support and monitoring of HDR supervisory activities.</li> <li>• Green Paper on the 'ANU PhD' for consideration by the university community, Academic Board, and Council.</li> <li>• Admissions: Parties will review and simplify the process by which HDR students are invited to the ANU and receive timely and appropriate offers.</li> <li>• Examinations &amp; Thesis Submissions: Parties will oversee the streamlining of the submission process that promotes ease of access and ease of tracking for students.</li> </ul>	<ul style="list-style-type: none"> <li>• This will provide clarity on roles and expectations, mitigate potential problems, promote harmonious working relationships and empower both staff and students to seek support as needed.</li> <li>• Given the Federal Government changes to PhD's and the introduction of the RTP, ANU has an opportunity to construct an PhD program that is relevant and competition for the 21<sup>st</sup> century. As most PhD students do not go on to academia, it is imperative students are part of this consultation in order to model programs that meet their future needs, inside and outside academia.</li> </ul>



			<ul style="list-style-type: none"> <li>Administration around HDR processes are often cumbersome and inaccessible. The experience of students is also not measured in IT reviews of systems, and so the student experience is often overlooked. In making programs more accessible, student input is necessary to streamline process and eradicate unnecessary procedure.</li> </ul>
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The Board, ANUSA and PARSA are committed to the continual development of this Student Partnership Agreement which will be reviewed jointly on an annual basis.

Professor Jacqueline Lo  
Chair, Academic Board

Mr James Connolly  
Academic Board Student  
Representative

Ms Alyssa Shaw  
Academic Board  
Student  
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Endorsed by:

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