2019 National Students as Partners Roundtable
Opening remarks
Professor Alex Steel, Acting PVC(E)

Welcome to Country
Uncle Lloyd Walker

Welcome
Dr Rebecca LeBard, Faculty of Science
Buddhi Ranasinghe, Faculty of Engineering
Associate Professor Kelly Matthews, University of Queensland

Dr Kun Dai – Postdoctoral Research Fellow, Graduate School of Education, Peking University
1000 Student Internships - How hard can it be?
Building a Case…

Rate your experience with the current platform available for industrial training
154 respondents

- Good: 74%
- Poor: 26%

How many applications were successful?
154 responses

- 0: 37.7%
- 1 to 5: 15.7%
- 6 to 15: 11.4%
- 16 to 30: 10.4%
- 30+: 18.8%

How many internships/industrial training opportunities have you applied for?
154 responses

- 0: 26 (16.9%)
- 1 to 5: 36 (62.9%)
- 6 to 15: 40 (26.0%)
- 16 to 30: 18 (11.7%)
- 30+: 7 (4.5%)

Mark the three most difficult of the following challenges you had to overcome when looking for industrial training opportunities
154 responses

- Insufficient industry contacts: 110 (71.4%)
- Identifying available internships: 119 (77.3%)
- Finding paid internships: 75 (48.7%)
- Meeting industrial training requirements: 49 (31.8%)
- Compiling documents (CV, cover letter, etc.): 59 (38.3%)
**Students**

Did you enjoy the Industry Night?
- 37 responses

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2.7%</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>8.1%</td>
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<td>4</td>
<td>17</td>
<td>45.9%</td>
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<tr>
<td>5</td>
<td>16</td>
<td>43.2%</td>
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</table>

**Industry**

How much did you enjoy the industry night?
- 20 responses

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<thead>
<tr>
<th>Rating</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>4</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
<td>55%</td>
</tr>
</tbody>
</table>

Did you have the chance to interact with industry?
- 37 responses

- Yes: 37.3%
- No: 62.7%

Would you come back to this event next year?
- 20 responses

- Yes: 100%
<table>
<thead>
<tr>
<th>Type of Industry Event</th>
<th>Average Ranking</th>
<th>Standard Deviation</th>
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</thead>
<tbody>
<tr>
<td>Networking events (Smaller companies)</td>
<td>2.58</td>
<td>1.11</td>
</tr>
<tr>
<td>Help with cover letters, interviews and resumes</td>
<td>2.88</td>
<td>1.88</td>
</tr>
<tr>
<td>Networking events (Bigger companies)</td>
<td>3.00</td>
<td>1.27</td>
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<tr>
<td>Site visits</td>
<td>3.76</td>
<td>1.73</td>
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<tr>
<td>Mentoring program</td>
<td>3.86</td>
<td>1.44</td>
</tr>
<tr>
<td>Case competitions or hackathons</td>
<td>4.93</td>
<td>1.53</td>
</tr>
</tbody>
</table>
Sharing case studies
Ako in Action

A New Zealand perspective on student-staff partnerships in learning and teaching

Kathryn Sutherland, Irina Elgort & Emma Tennent

2 August 2019
From representation...

- Well-regarded ‘student voice’ nationally and locally

At our university:
- Class Rep Policy 1997
- ‘Every level’ representation
- Compliance
- Avoiding grievances
- Building community

...with issues...

- Poor communication (silo-ing)
- Equity considerations
- Tokenism
- Turn-over of students
- Limited engagement in course design
- Limited resources and training (for students AND staff)

Sutherland, Lenihan-Ikin & Rushforth (2019)
...to partnership through Ako in Action
2017: Change Institute in Canada (2 students, 2 staff)

2018 (T1): Pilot SaP programme design (3 students, 3 staff)

2018 (T2): Pilot co-delivered (7 students, 9 staff)

2019: Ako in Action launched (30 students and 28 staff so far)

Students as Partners research started here

Principles of partnership developed here

Co-designing Ako in Action
Principles of partnership

Cook-Sather, Bovill, & Felten (2014)

Respect

Reciprocity

Responsibility

Ako in Action (Victoria Uni of Wellington)

Manaakitanga and whanaungatanga

Akoranga

Kaitiakitanga
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Theme</th>
<th>Principles</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Whanaungatanga</td>
<td>Connection and belonging</td>
<td>Introductions (carousel), aims &amp; expectations (student-led), practice videos</td>
</tr>
<tr>
<td>2</td>
<td>Manaakitanga</td>
<td>Respect and hospitality</td>
<td>Launch event with previous participants (students and staff) who bring food &amp; share their experiences</td>
</tr>
<tr>
<td>3</td>
<td>Rangatiratanga</td>
<td>Leadership and autonomy</td>
<td>Learning to listen exercises, practice ‘first meeting’ with award winner/associate dean, partnerships confirmed</td>
</tr>
<tr>
<td>4</td>
<td>Akoranga</td>
<td>Reciprocity</td>
<td>Sharing first meeting and/or first observation or consultation highlights and challenges</td>
</tr>
<tr>
<td>5</td>
<td>Kaitiakitanga</td>
<td>Responsibility/stewardship</td>
<td>Supporting each other’s partnerships, sharing notes, international student perspective</td>
</tr>
<tr>
<td>6</td>
<td>Hauora</td>
<td>Health and wellbeing</td>
<td>Checking in (on partnerships) Checking up (on self-care)</td>
</tr>
<tr>
<td>7-10</td>
<td>Awhina</td>
<td>Support</td>
<td>Optional peer mentoring &amp; sharing sessions</td>
</tr>
<tr>
<td>11</td>
<td>Whakapakiri</td>
<td>Honing and enhancing</td>
<td>Closing session, celebration, looking forward – students and staff together</td>
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</tbody>
</table>
References


Getting started: implementing student-staff partnerships

Think, write and share

What do you/does your institution do well?
What do you want to know more about?

Choose an issue

What are we doing well (in relation to the issue)?
What can we do better (in relation to the issue)?

Facilitators: Angela Griffin (Arts and Social Sciences) Nadhirah Daud (UNSW Law)
Impact of Students as Partners in Practice

Presented by staff and students in the Faculty of Arts and Social Sciences

Students as partners in the Faculty of Arts and Social Sciences

Our purpose: To make an impact on the academic, personal and professional success of students in our Faculty through effective, evidence-based initiatives.

“Partnership is a relationship in which all participants are actively engaged in and stand to gain from the process of learning and working together” (Healey, Flint & Harrington, 2014)

“A reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision-making, implementation, investigation or analysis” (Cook-Sather, Bovill & Felten, 2014)
Student Representative and Partnership Program (SaP)

- Student leadership and volunteering program involving approx. 100 students and 60 staff per year.
- Redesigned in 2017 to incorporate SaP principles.
- Aim: To improve the academic, personal and professional experience of students.
- Provides a platform for impactful student-staff partnerships.
- Wide range of opportunities.
- Quantitative and qualitative data demonstrates both students and staff are positively impacted by the program.

The University of Sydney
Student Experience Innovation Grants Program

• A new program in 2018, designed using the principles of SaP.
• Students and staff partner to co-design, co-implement and co-research projects.
• Aim: To partner together to develop projects that connect international and domestic students and build the student experience.
• Over the past year:
  • 1,320 student participants (38% international).
  • 31 Student Experience Leaders (39% international).

Example: Study Break Walk & Talk Series (2019)

- 83 Registered student participants
- 97% Reported reduced stress
- 90% Now aware of student support services
- 100% Volunteers believe created social impact
- 100% Volunteers built leadership and problem solving skills
# Lessons for Impactful Student-Staff Partnerships

## Getting students involved:

Think carefully about what skills you’re looking for.

Identify staff and student champions to lead the way.

Test different ways of reaching students so you can meet them where they are.

Consider financial and non-financial ways to reward and incentivise students.

Establish clear expectations of responsibilities, time commitment and skills students can expect to develop.

## Partnering with students:

- Distinguish the work of student partners and paid staff.
- Start small. Involving students in a brainstorming session can develop further.
- Provide different levels of involvement e.g. General volunteer versus Team Leaders.
- Not all meetings need to be in person. Emails, voice calls and video calls are helpful for students who commute, are time poor or returning home overseas in the holidays.

## Evaluating success:

- Consider the impact of the project on students, staff and student partners.
- Collect quantitative and qualitative data and share your results.
- Make diversity and inclusion a criteria for success.
- Allow students to offer feedback transparently and anonymously.
- Get students involved in researching impact.
- Share your success.