

RAISE SIG May 2022

Break-out Room Discussion Board

WENDYGARNER APR 27, 2022 03:33PM

How do student-staff initiatives drive and inform change?

Room 3

Criminal Justice project informed what we did and how the project moved forward.

students often have a lot more influence than they realise when they channel their voice

Room 3

Informs policy change

Student input at times of review and change (room 4)

Consulting students who've been through a specific programme, writing up their feedback and returning to them for further comment. Their insight/experience is really useful to inform change and development. (Sarah Guest)

As a form of evidence-based practice (room 4)

As part of evaluation, they can drive and inform change. Better than staff speculating on what might be beneficial. Staff can get a reality check on their intentions (Liz Clifford)

Room 3

Changes stereotypes and the way staff view students.

What are the challenges associated with authentic and meaningful partnership?

power dynamics

drive for standardised, quality assured processes

Trust and professionalism

Room 3

Being listened too by the university

Getting students to engage in the projects

Need for more evidence-based case studies where a level of impact is evident and can be shared

Room 3

Changes take time

Power dynamics (room 4)

Mature students have a slightly different mindset, can be more used to meeting on a more equal footing with staff.

Students may feel pressure to represent other students - a difficult thing to do! A consultative panel may be a good balance to a 'rep' system. But diversity is difficult to achieve when composing these.

Room 3

Priority areas take the funding.

Room 3

Staff being open to change and listening when something clearly isn't working.

Room 1 - only reaching the super engaged. Engaging the same students again and again, how do we reach and incentivise/reward students who aren't putting themselves forward

disproportionate response to a 'single' voice or perspective

Students not responsive/engaging (room 4)

This year student voluntary participation in student voice and partnership work have been lower. 'Survey fatigue' - and skepticism about results - is real. (Hannah Gibson has been using much shorter regular questions, is getting better results; Ruth Healey has been talking about survey results WITH students.)

Do students need to feel involved before they participate in change work? Do mature students feel that involvement?

Room 2

Making sure that projects reach all students - not just the 'usual suspects'. Paying them for their time, or using LinkedIn endorsements as an incentive.

Room 2

Partnership projects need longer than 1 academic year or sabbatical term to really make some long-term change. One year is not long enough for real change.

****What actions can institutions and individuals take to create an environment where partnership can flourish?**

pay students for engagement activity

Employ students through Unijob and recognise their contribution this way too

giving academic credit to students for the skills and any learning outcomes demonstrated through partnership

Recognition through micro-credentials

joint publication opportunities

Multiple approaches (room 4)

Students will prefer different forms of partnership work - this can draw in different students. (Having particularly engaged students can be double-edged - the same students may return to participate in different projects, narrowing the range of experience we hear about.)

Compensating students (room 4)

Financial recognition can be useful.

Or academic credit, including possibly a capstone project or as the basis of work-based learning.

Or other forms of recognition.

Room 3

If staff don't have the answer, we can still work together to find the answer.

Room 1

Ensuring there is an institutional approach/unit in place to provide administrative and coordination for projects, especially when employing students. Looking at realistic timelines especially when thinking about funding over multiple years, ie bids built into planning rounds.

Room 1 - ensuring students are part of projects from the start.

Students need to be a part of identifying challenges/needs for enhancement. And the feedback loop needs to be closed!

Room 2

Reviewing language to remove transactional relationships e.g. You said, We did becomes Together we Changed...

Room 1

Ensure we provide feedback to the students "you said we did" and demonstrate how their engagement has had an impact.

Embedding partnership into quality processes and not just as bolt-on projects

Any additional comments....

Some students (and staff?) do not know nor understand the more traditional University student voice channels and how the feedback loops are closed - or that they even have a voice within our learning communities.

Colleagues sometimes think that SaP projects are something much bigger than it needs be - there is a continuum of partnership and small to long term projects can all be equally valuable. Awareness raising around this can be helpful.

Involve and get endorsement from SLT

Triangulate data and/ or invest in software which does this e.g. Unitu does this as well as encouraging students to be solution-focused

Room 3

SEO's and their equivalents to share their experiences and see if they're researching the same project - could share their experiences with each other and this could filter through to the different faculties.
