Student Employability Centre
16 November 2018

THE UNIVERSITY OF QUEENSLAND
AUSTRALIA
CREATE CHANGE

Faculty of Science Snapshot: Student-Staff Partnership Projects

Purpose of Report

The purpose of this Report is to provide the Faculty of Science (Science) senior leadership team with a high-level overview of the Science Partnership Projects that have occurred from the period of May to November 2018, as part of the UQ Student-Staff Partnership (SSP) Project initiative.

Context

In 2017, the Deputy Vice-Chancellor (Academic) approved Student Strategy funding for a large-scale implementation of Student-Staff Partnership Projects. Student-Staff Partnership Projects aim to create a cultural transformation at UQ where Students and Staff connect as equals, partners and co-collaborators on projects that seek to enhance the student experience at UQ. Further information on this initiative can be found here. Table 1 highlights the funding allocation model, as approved for Student Strategy Funding.

Year	No. of Student Partners	Allocated funding for grants
2018	350	$350,000
2019	600	$600,000
2020	800	$400,000

Table 1: Allocated Student Strategy Funding for Student Partner Grants

2018 University SSP Projects Update

The operationalisation of SSP Projects commenced in May 2018. Since this time, **338 Student Partners** have either completed projects, or are currently collaborating on projects with Staff Partners.

Approximately 27% of Student Partners are undertaking postgraduate studies, with 73% undertaking undergraduate studies. Approximately 28% are international students, and 72% are domestic students.

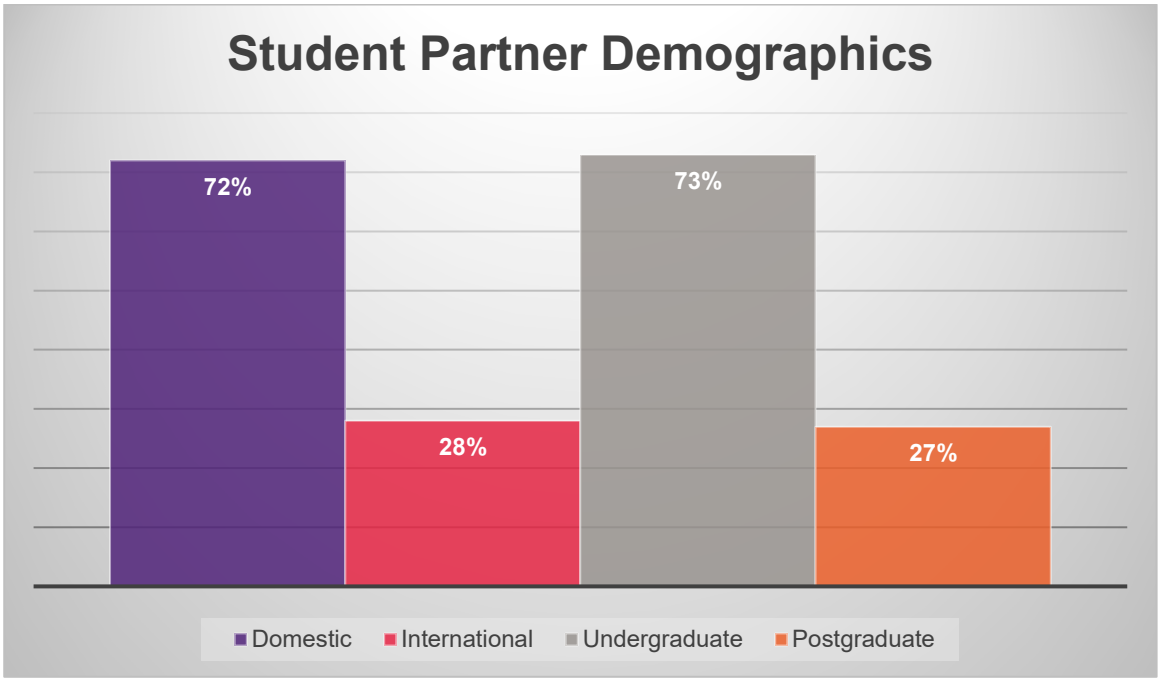

Figure 1: Student Partner Demographics

There are currently **111 projects** that have been funded through the Student-Staff Partnerships initiative. 72 of these projects are contextualised within the curriculum, and 39 are within the broader student experience space. Approximately **97 academic staff and 48 professional staff** have collaborated on projects. Some illustrative examples of projects include:

- Student Partners as Consultants, generating feedback and evaluating the course redesign prior to implementation (UQ2U project).
- Co-developing digital literacy modules and identifying areas in which these modules can be embedded within the curriculum.
- Co-developing and implementing a Student Engagement Strategy for Entrepreneurship at UQ.
- Co-developing a short online module to support students succeeding in blended courses (UQ2U).
- Establishing good practice, contextualised guidelines for Student Representatives at UQ.

2018 Science SSP Projects Update

In total, **40 partnership projects were based within the Faculty of Science** from the period of May to November, 2018. Figure 2 provides a snapshot of the partnership projects according to Faculty / Unit.

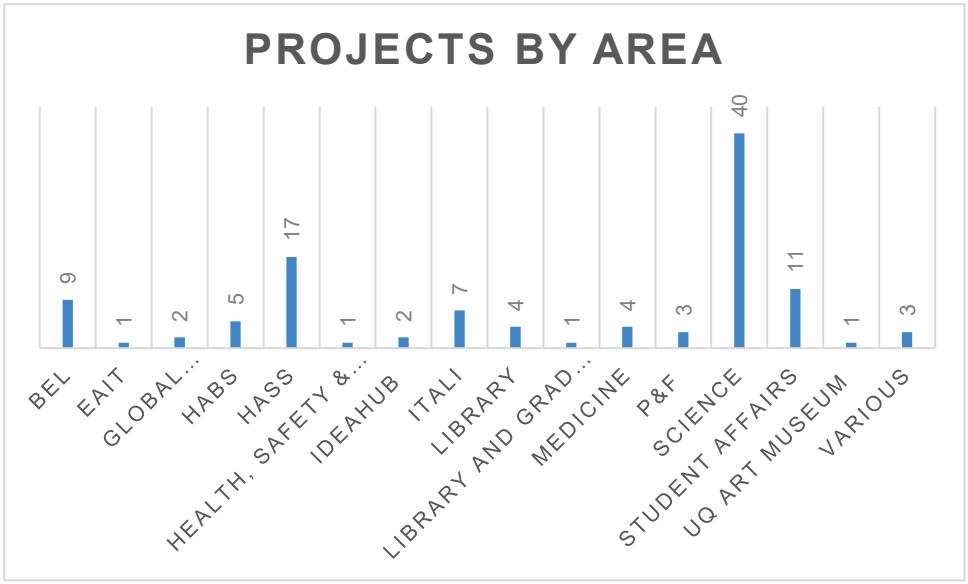

Figure 2: Partnership Projects by Faculty/Unit

Brief descriptions of the 40 Science partnership projects are shown in Table 2.

Note: 7 projects were funded solely by Student-Staff Partnerships, with the remainder co-funded by Science and Student-Staff Partnerships.

Staff Project Lead	Title of project	Aims	Deliverables / Outcomes	Number of student partners engaged in project
Dr Andrew Allsebrook	*Design of Learning and Assessment material for a new CHEM1100 Experiment* Co-funded with FoS	This project aims to develop learning resources and assessment material that will enhance the delivery of CHEM1100. NB: Project Ongoing.	This project will develop appropriate learning materials that will be used in future iterations of the course, including: background information, quiz questions, information to facilitate laboratory demonstrator training and strategies for future development of the experiment.	1
Dr Andrew Allsebrook and Dr Philip Sharpe	*Development of supporting learning material for First Year Chemistry laboratories* Co-funded with FoS	Most of the students in first year chemistry have not completed laboratory procedures, and therefore are not familiar with how to set up an experiment or how to use common laboratory equipment. This project aims to develop resources guiding students through this process. NB: Project Ongoing.	This project will develop and produce videos covering the key techniques students learn in the first year chemistry teaching laboratory. This will enable students to visualise the procedures described in the lab manual, understand how specific equipment functions and how to use their time efficiently in the laboratory.	1
Professor Sassan Asgari	*New outdoor practical component in BIOL3009 (Arthropods and Human Health)* Co-funded with FoS	Arthropods and Human Health (BIOL3009) is a third-year course with approximately 45 enrolments. To improve the practical component of the course, which is currently only offered within the laboratory, this project aims to modify the course to include an	This partnership project will analyse the effectiveness of the field collection format prior to roll-out in Semester 1, 2019. This will include: trialling the new practical experience; conducting a focus group to elicit feedback; and developing	5

		outdoor field collection technique for mosquitoes and sand-flies. NB: Project Ongoing.	recommendations to ensure that this practical activity is fit-for-purpose.	
A/Prof. Joanne Blanchfield	*Implementation of industry-inspired laboratory projects into a 2nd level chemistry course* Co-funded with FoS	CHEM2058 (Translational Chemistry and Data Processing) is a new course that was offered for the first time in Semester 2, 2018. This course focuses on strengthening students' employability skills in the area of chemistry and related areas. NB: Project Ongoing.	This project will develop and trial new, industry-relevant laboratory practical experiments based on example 'first day' jobs supplied by industry collaborators and advisors.	1
Dr David Booth	*Adapted BIOL2204 Interactive Lab Guide* Co-funded with FoS	BIOL2204 (Zoology) is a core course for students majoring in Zoology. The course includes 7 x 3 hour laboratory sessions held throughout the semester in which students examine the diversity and morphology of a wide diversity of animal groups. Because of the enormous diversity of animal groups, there is a huge amount of information and specialist terminology associated with this course which most students find quite daunting. To assist students interpret and understand both lecture and the laboratory class material, in 2012 an interactive learning guide was introduced. However, it has now been six years since the interactive learning guide was reviewed, many of the	This project conducted surveys with past and present BIOL2204 students to elicit feedback regarding the Interactive Guide and how it could be improved. From this feedback, the Interactive Guide was redesigned and redeveloped in order enhance future undergraduate students' learning experience.	1

		hyperlinks are no longer available on the web, and the textbook references are out of date with a new edition being published this year.		
Dr Elin Charles-Edwards and Dr Daniel Harris	*The Digital Atlas of Australian Geography* Co-funded with FoS	Geography of Australia (GEOS2105) is a cornerstone course in the BA Geography discipline area and attracts students from programs including BEd, BSc and BEnvMan. The course aims to provide an integrative account of the human and natural systems that characterise contemporary Australian geography and equip students with a range of spatial and analytic skills to help them engage with a range of management and socio-economic issues. NB: Project Ongoing.	This project will involve: developing an interactive online atlas of the course curriculum complementing traditional aspatial modes of delivery; and experiment with virtual reality and assess its feasibility in providing an immersive student experience.	1
A/Prof. Rowland Cobbold	*Student-centred SVS website design* Co-funded with FoS	The UQ School of Veterinary Science (SVS) maintains a "Study" web page, designed to provide information on SVS's programs to prospective students and access to important information and academic administrative processes for current students. However, the current web interface (the landing page, and sub-pages) are not well designed or particularly effective in delivering this information efficiently or engagingly.	This project will review the content, layout and accessibility of the SVS website; identify and implement web design features; and evaluate the effectiveness of these changes.	3

		This project aims to enhance the design and layout of this student-interface. NB: Project Ongoing.		
Dr Margaret Cook	*Development of a new signature cohort experience fieldwork course* Co-funded with FoS	With the proposed new Bachelor of Environmental Management, the BOHSSc has lost one of its first year courses. This has led to the recommendation to explore the inclusion of an extended field trip. NB: Project Ongoing	This partnership project will include: developing a suitable first year cohort experience; identifying appropriate industry visits; developing assessment items; and investigating the logistical considerations for this proposed course.	1
Dr Jan Engelstaedter	*Digital resources for teaching mathematical modelling* Co-funded with FoS	Many biology students struggle with mathematical concepts. The aim of this partnership project is to develop resources that will provide opportunities for students to solidify their understanding of these key concepts in their own time. NB: Project Ongoing.	This project will develop a dynamic and interactive online document that will serve as the primary learning resource for the Mathematical Modelling module for BIOL3360 (Analysis and Communication of Biological Data).	1
A/ Prof. James Fraser	*Formative assessment in second year Genetics* Co-funded with FoS	The aim of this project is to enhance the means of formative assessment within the course BIOL2202, to enable greater student learning. NB: Project Ongoing	This project will involve the creation of multiple summative assessment quizzes delivered online to supplement the existing learning resources of the second year genetic course BIOL2202. The questions and feedback will be deployed in the form of optional online quizzes that can take their	2

			place alongside existing course materials to aid student self-assessment.	
A/Prof. Bryan Fry	*Anatomical Sciences Blended Learning* Co-funded with FoS	This partnership project focussed on reforming the learning of systematic anatomy used in the BIOL3320 course through the use of blended learning techniques in teaching in order to adapt biological education to take full advantage of digital resources.	This project acquired and designed activities and practicals for BIOL3320, including a reptile anatomy practical, amphibian anatomy practical, and cardiovascular anatomy practical and reproductive anatomy practical.	1
Professor Mary Garson	*Website development for international networking event by IUPAC* Co-funded with FoS	In 2019, the International Union of Pure and Applied Chemistry (IUPAC) will celebrate its centenary of its establishment. An event is scheduled to be held entitled, “Empowering Women in Chemistry: A Global Networking Event.” This event will aim to inspire the next generation of women studying chemistry – including UQ students and to foster the development of professional networks. NB: Project Ongoing.	This partnership project will co-develop the IUPAC website to raise the profile and streamline the process of this event.	1
Dr John Hall	*Tools for Teaching Conflict Resolution in Conservation Biology* Co-funded with FoS	The purpose of this project is to explore ways of bringing teaching content on conflict resolution into the Masters of Conservation Biology. NB: Project Ongoing	This project will critically review the literature relating to conflict resolution tools used in conservation science and assess the feasibility of different teaching methods to improve learning outcomes in this area.	1

Dr John Hall	*Costs and Benefits of Ecotoursim - Case Study from the Caribbean* Co-funded with FoS	The purpose of this project is to bring a more balanced, critical and evidence-based assessment of the costs and benefits of ecotourism into CONS7029 (to be incorporated into the Stradbroke Island field trip). NB: Project Ongoing	This partnership project will involve developing a report and several detailed case studies concerning ecotourism in the Caribbean. The report will examine the benefits and impacts of ecotourism in the region. It will also discuss the essentials of a "good" ecotourism venture (such as infrastructure and branding) and how such an initiative may be monitored and evaluated.	1
Dr John Hall	*Tools for Teaching Critical Thinking in Conservation Biology* Co-funded with FoS	The purpose of this project is to explore ways of bringing teaching content on approaches to critical thinking into the masters of conservation biology degree, this being an important, practical skill for workers in this discipline. NB: Project Ongoing	This project will develop a report summarising the key approaches and detailed case studies illustrating the application of approaches to critical thinking to selected real-world conservation problems. This review will improve the learning experience of students enrolled in the Master of Conservation Biology course by providing a focus on critical thinking and practical training in career-relevant skills.	1
Dr John Hall	*Critically Evaluating Cost, Return and Motivations for Landscape Rehabilitation - Case Study of Australian Birds* Co-funded with FoS	The purpose of this project is to explore ways of bringing teaching content on motivating conservation actions, and critically evaluating them in terms of costs and benefit, into the Masters of Conservation Biology degree (most likely in the context of CONS7025).	This project will develop a report summarising the key approaches and detailed case studies of the successes and failures in restoration for avifauna, as well as material pertaining to the likelihood of landholder uptake for various restoration measures.	1

		NB: Project Ongoing		
Dr Poh Hillock	*MATH1051 blended project: UQ2U Partnership Project* Centrally funded	MATH1051 is a large, first year course that is currently being blended and is in the development phase. The aim of this project is to co-develop appropriate resources that account for the redesign of this course.	This project will involve: reviewing online content and providing feedback on how this content may be improved (e.g. what are the tricky concepts); identifying additional activities that may be beneficial for students taking the course; and providing suggestions for the whole course design.	5
Dr Poh Hillock and Dr Vincent Mellor	*Matlab Screencasts for MATH1051 and MATH1052* Co-funded with FoS	A key learning objective in MATH1051 (Calculus and Linear Algebra 1) and MATH1052 (Multivariate Calculus and Ordinary Differential Equations) is that students compute confidently with basic Matlab commands. SeCAT feedback for both courses indicates that many students struggle with Matlab. NB: Project Ongoing.	This project will develop screencasts for each of the 10 Matlab modules for MATH1051 and MATH1052. These screencasts will focus on core programming ideas and will be a key component of the resources currently being developed for the MATH1051 blended learning project.	2
Michael Jennings	*Conceptual understanding and active learning in MATH1040* Co-funded with FoS	MATH1040 (Basic Mathematics), is a challenging course for both staff and students due to the diversity of the cohort (including backgrounds and variance in mathematical confidence and abilities). This has led to a high failure rate of 20-45%, with poor attendance at lectures and optional contact classes (PASS).	This partnership project will re-design tutorials within MATH1040 to further support students' learning. This will include: designing: 12 documented workshops; group work activities; practical questions; and think, pair, share activities. The anticipated impact of this project will be students' having a much deeper understanding of the core mathematical content of this course.	3

		In order to improve students' mathematical understanding, this project aims to change from a 3L1T1C model to a 3L2W, where the focus in the 2 hour workshop is on enhancing the student experience through concentration on conceptual understanding. NB: Project Ongoing.		
Dr Karyn Johnson	*Drosophila genetic screen* Co-funded with FoS	This project aims to investigate how 75 different miRNAs respond to virus infection. NB: Project Ongoing	This project will involve the development a number of laboratory skills while assisting with the logistics of this large scale collaborative research project.	1
Dr Judit Kibedi	*Reflection, review and re-design of biomedical science practicals (BIOL2200)* Centrally funded	BIO2200 aims to align technical skills in biology pathogenesis, with students' development of quantitative and critical thinking skills. These intended learning outcomes (ILOs) are however fraught with logistical and practical limitations. There has been a history of high student dissatisfaction about a mismatch between ILOs, practical experience and course content. This project seeks to harness the experience and expertise of Student Partners in reviewing and redesigning one of the course practical modules. NB: Project Ongoing.	This project will seek to co-develop an interactive preparatory module (SmartSparrow) and quiz covering introductory concepts pertaining to Practical 1 activities and learning goals; identify content within practical learning materials to embedded within newly developed interactive online modules; revise and enhance current assessment guidelines and criteria to improve student-reported clarity on learning goals, task expectations and standards expected; and review and develop formative quiz modules, including the variety of question types, extension of question pool, and improved answers automatically provided.	3

			It is anticipated that these preparatory materials will bridge the gap in students' knowledge base upon entry into the course and the commencement of their first practical module.	
Dr Elizabeth Krenske	*Students as Co-Creators of New Learning Activities for CHEM3016* Co-funded with FoS	CHEM3016 is a compulsory core laboratory course for all chemistry majors (BSc, BAdvSc, and BBiotech) with an enrolment of approximately 70 students. The course is currently undergoing redesign as part of the Chemistry Curriculum Review. NB: Project Ongoing	This partnership project will co-create new skills-training activities for CHEM3016. This will involve identifying and developing a series of computational activities for CHEM3016 and to work through the practical issues associated with their implementation within the curriculum content.	7
Dr Louise Kuchel	*Selection, trialling and vetting of resources and examples for writing and speaking about science to be used in teaching undergraduate and postgraduate science students* Co-funded with FoS	This project aims to add student resources to a central repository (CLiPS) and identify areas in which these resources may be embedded within curriculum. NB: Project Ongoing	This project seeks to identify resources and examples that science students find most useful in improving their writing and speaking and incorporating these resources within CLiPS. This project will: identify resources; obtain feedback from students; and seek feedback from teaching academics in science about the potential for using these tools in their teaching. The project will culminate in a short report that summarizes the key findings and recommendations and will be disseminated to teaching and Faculty of Science staff.	2

A/Prof Gwendolyn Lawrie and Dr Jeanette Stok	*CHEM1100 Digital Resources Development: UQ2U Partnership Project* Centrally funded	CHEM1100 is in the development phase of UQ2U redesign. To enable students to effectively transition to online/blended learning environments, supplementary material needs to be created to support students transitioning to a different learning environment. NB: Project Ongoing.	This partnership project will create a student-led video resource to help students approach their learning in chemistry.	5
Cassie Madigan and Amanda Cookes	*Development of OHS Learning Resources for Placement Students within FoS* *Co-funded with FoS*	Within the Faculty of Science, there is a significant variation in the approach to preparing students for placement courses, particularly in relation to Occupational Health and Safety. This project aims to enhance the available supports in place to prepare students' about to undertake placements. NB: Project Ongoing.	This project will involve: collating notes from key informants including staff from UQ, OHS experts, and UQ students; designing a range of learning materials for students' about to undertake placements; and developing recommendations for how best to integrate these resources into existing systems and processes within the Faculty.	1
Dr Barbara Maenhaut	*MATH1061 tutorial personalisation and online assignment submission: UQ2U Partnership Project* Co-funded with FoS	MATH1061 students vary dramatically in mathematical ability, with some students finding the subject easy, and others difficult. The aim of this project is to identify concepts or areas that students struggle with, or in which they could be further challenged, and develop ideas to support the personalisation of tutorial activities for students.	As part of the UQ2U redesign, Student and Staff Partners will collaborate in co-developing enhanced tutorial approaches. This will include: personalised activities for tutorials to suit the diversity of students' abilities; glossary of terminology for the course; and identifying appropriate resources for tutor training.	4

		NB: Project Ongoing.		
Dr David Merritt	*Scanning Electron Microscopy for undergraduate coursework in Insect Science* Co-funded with FoS	BIOL2205 and EMTM6003 are fully online courses with a mixed cohort of internal students and distance-based students. Assessment for these courses must thus account for the diversity of this cohort. NB: Project Ongoing.	This project will develop, implement and refine a summative assessment item for BIOL2205 and EMTM6003, and develop a practical manual describing the material preparation process.	2
Dr Timo Nieminen	*Video lecturettes for PHYS3051 Fields in Physics* Co-funded with FoS	The aim of this project is to enable flipped delivery for part of PHYS3051 to suit a greater variety of learning styles. NB: Project Ongoing	This partnership project will develop a suite of approximately 25 videos that may be embedded within PHYS3051 (Fields of Physics) to suit a greater variety of learning styles.	2
Dr Justin Ridge	*Developing active learning tasks for BIOC2000: UQ2U Partnership Project* Centrally funded	As part of a larger project to re-develop BIOC2000 to move to a blended teaching mode, this project will redesign the in-class active learning tasks that will allow students to apply their knowledge, strengthen their understanding, and critically appraise their own learning. These tasks need to be: authentic; achievable in the time available; explicitly linked to other learning activities and assessment; reflective (have clearly articulated solutions to allow students to reflect on their approach and outcomes);	This project will co-develop authentic and effective active learning tasks, with supporting documentation and online tools for enzymology tools. A key goal in the redesign of these active learning tasks, is that these activities will stimulate students' to engage with the online content developed for the course, increase student confidence in what they know while also simultaneously allowing them to identify what they do not know.	4

		planned; and documented for instructors. NB: Project Ongoing.		
Dr Justin Ridge	*Developing introductory videos for BIOC2000 laboratory sessions* Co-funded with FoS	Previous feedback elicited from students highlighted concerns regarding laboratory-based practicals, which are both compulsory and have associated summative assessment. These practicals/assessment items have been said to be problematic for students who have completed BIOC2000 due to a lack of familiarity with the environment of a molecular biology laboratory. NB: Project Ongoing.	This project will co-create a series of short videos designed to be shown at the beginning of laboratory sessions in BIOC2000. These videos will highlight the critical aspects of the lab session, including explicitly stating the purpose, approach, and predicted outcomes. The content of the videos will be from the perspective of Student Partners. These videos will allow students to better understand why they are doing the experiments, how the experiments will be conducted, what outcomes they might expect and how these relate to the "bigger" picture.	5
Dr Cynthia Riginos	*Interactive web-based modules to support online learning in evolutionary genetics* Co-funded with FoS	BIOL1020 is a foundational course for undergraduate students in a diverse range of educational programs at UQ. Among the topics covered in BIOL1020 is evolutionary genetics, which can be a challenging area for students due to the complexity of this topic and the higher level, abstract thinking that is required. NB: Project Ongoing.	This partnership project will involve co-creating a number of interactive web apps built in the R Shiny environment that will help to distil some of the core principles of evolutionary genetics. These apps will provide a much needed hands-on component to the teaching of evolutionary genetics in BIOL1220 by providing a medium that will promote students to engage and test their expectations in	1

			theoretical concepts taught within the course.	
A/Prof. Tony Roberts	*Modelling of spring-mass systems: A teaching tool* Co-funded with FoS	The aim of this project is to develop a range of solutions that enable students to gain an accelerated appreciation of the concepts in the modelling and computation of complex phenomena. NB: Project Ongoing	This project will develop a suite of resources around problems which highlight areas of mathematics and engineering. The resource will be designed to be accessed by first, second and third year students at different levels of sophistication and in different courses.	1
Dr Sonia Roitman	*Video production for PLAN7612 tutorials* Co-funded with FoS	The aim of this project is to co-develop tangible real-world scenarios that connect to theoretical concepts within PLAN7612. NB: Project Ongoing	This project will produce short videos for the tutorials of PLAN7612 (Development planning in developing countries), which will be embedded as a learning tool in the seminars of PLAN7612 in 2019 and 2020. These videos will provide an opportunity for PLAN7612 students to see how the lecture topics impact a particular city.	4
A/Prof. Susan Rowland	*How do I read and reply to a Science job advertisement? Students to the rescue!* Co-funded with FoS	Students in science struggle to understand how to analyse and respond to job advertisements. This project aimed to support students in unpacking job advertisements through a series of guided templates. NB: Project Ongoing.	Student Partners will join the project as co-designers and training testers as part of the UQ-wide ePortfolio roll-out. Exemplar ePortfolio's will be developed and feedback will be provided on how to enhance the student experience in the implementation of ePortfolio's.	3
A/Prof. Susan Rowland and James Hardy	*How do I read and reply to a Science job advertisement? Students to the rescue!*	Students in science struggle to understand how to analyse and respond to job advertisements. This project aimed to support students in	This project sought to develop a series templates to guide students through the process of deconstructing job advertisements. Unfortunately, the Student	1

	Centrally funded	unpacking job advertisements through a series of guided templates.	Partner encountered significant health issues that meant the team were not able to complete the project as a group. They have now formally terminated the arrangement in order to reduce the stress on the Student Partner. Team members Rowland and Hardy will complete the work using the ideas that were generated as a group.	
Professor Jenny Seddon and Rod Verrall	*Students as design partners in ePortfolio introduction* Co-funded with FoS	SVS has long run WIL activities for preclinical (e.g. farms) skill development to BVSc(Hons) students in years 1, 2 and 3. The ePortfolio will substantially enhance the quality of student engagement and assessment, including introduction of a reflective log, self-assessment of practical skills and provide assessment of performance. NB: Project Ongoing	This partnership project will seek to evaluate a prototype ePortfolio, develop recommendations for how this could be enhanced, and collaborate in the implementation of this ePortfolio through peer-teaching.	10
Chantel Veldhoen	*Induction guide for Student Leaders* Centrally funded	A key aspect of improving student engagement in committees is ensuring that students have a consistent and positive experience of student leadership and representation as a committee member. In the Faculty of Science our Student Representatives have noted that on-boarding of student members to committees could be more structured and detailed.	This project will seek to establish best practice guidelines and resources to recruit student members to committees including the creation of an induction guide that outlines aspects of student leadership, the role of committees and members, and associated resources for students to utilise. This manual would provide students with a solid working understanding of what a committee membership role at UQ entails and will assist Chairs of committees to	2

		NB: Project Ongoing.	engage and support Student Representatives.	
Professor Gimme Walter	*Plan of Action: Guiding students in confronting and understanding a diverse literature* Centrally funded	The aim of this project is to embed an online learning module within BIOL2010 to develop critical thinking skills for students. NB: Project Ongoing.	This project will seek to develop an online module for BIOL2010. The aim of this module will be to spark critical thinking and discussion around the complex phenomena observed in nature. It is hoped that students will be able to weigh the importance of their own initial opinions against those recounted by the textbook and other contrary scientific opinions so that they may come out with a unique and developed perspective on the phenomena.	3
Dr Jack Wang	*Blending MICR2000* Co-funded with FoS	MICR2000 is a large second year course focusing on microbiology and immunology, with approximately 400 students per semester. It is taken by students studying science, biomedical science, biotechnology, and advanced science programs. This project aimed to develop resources to enhance the learning outcomes and student employability of this diverse student cohort.	This project documented frequently asked questions and common student misconceptions in MICR2000; explored student and academic perceptions towards online and blended learning; and developed a model for blending online and face-to-face activities in support of student learning. In total, 3 online learning activities were story-boarded and developed, of which integrated theoretical content in microbiology, academic interviews about working in science and hands-on demonstrations of laboratory techniques.	1
Dr Vera Weisbecker	*Streamlining assessment practices in BIOL1030*	BIOL1030 (Global Challenges in Biology) is a large first-year course in the School of Biological Sciences. In	This project will involve co-developing online pre-lab questions; refining assessment items from 14 down to 5 items;	1

	Co-funded with FoS	the most recent offering of the course, students were required to complete 14 assessment items. Student and tutor feedback indicated that this was excessive. This project aims to minimise the assessment workload, whilst maintaining the integrity of the assessable content. NB: Project Ongoing.	and update the practical and tutor notes to reflect these amendments. It is envisaged that through creating a weekly set of pre-lab questions, students will be better prepared for their labs, and encouraged to engage with the teachings of their lab notes.	

Table 2: 2018 Science Partnership Project

Enhancements for 2019

In the next phase of the initiative, the UQ Student-Staff Partnerships team will be making the following amendments in response to feedback received from Student and Staff Partners and Student Representatives. Now that systems have been established, the UQ Student-Staff Partnerships team is in the position to roll-out these further supports:

- As of 2019, there will be four main rounds in which UQ students and/or staff can submit projects. Timelines are provided on the Student-Staff Partnership Project website and in Appendix A.
- A suite of Professional Development Workshops for UQ Student Representatives and Student Partners will be provided. Topic areas have been identified through Student Representative and Student/Staff Partner feedback. The list of sessions for 2019 is provided in Appendix B.
- The creation of Project Streams for Student-Staff Partnership Projects in consultation with a range of stakeholders. These include: Teaching & Learning; Student Experience; and Governance & Strategy. Descriptions are provided in Appendix C.
- The development of a mentoring network for 2019 Student Representatives and Partners. Based upon the findings of the scoping study currently underway, a set of key recommendations will be delivered to the UQ Student-Staff Partnerships Operational Group.
- Review and re-development of content for all project guidelines, forms and webpages in preparation for 2019. Feedback was elicited from a range of stakeholders to enhance these documents.
- As of Round 1, 2019, Inductions will increase in duration from 1 to 2 hours to provide opportunities for groups to develop clearer partnership expectations at the commencement of their projects. The UQ Student-Staff Partnerships team is collaborating with HASS Student Futures and Student Partners in the re-design of these Inductions. The team will pilot holding Inductions in streams to ensure that content is contextualised according to the project stream.
- Faculty Snapshots will be created for each Partnership Round to enable greater Faculty buy-in, recognition of Partners, and to identify areas of synergy. This Faculty Snapshot will be provided to Faculty AD(A)s and Executive Deans.
- Information and Consultation sessions will be run in conjunction with rounds to provide support for Partners in scoping their projects prior to submission; highlighting the process involved in projects; provide strategies and tips for students when applying to projects; and answer questions of students and staff. Previously, one information session was held per month.
- The initiation of networking events to enable and foster peer mentoring and knowledge-sharing amongst Student and Staff Partners across a range of projects. Prior to these events, opportunities will be provided for partners to identify themselves as Champions, and they will be identified at the commencement of the event. During the event, these Partners will be available to provide practical strategies, listen to challenges and mentor other partners.

Challenges

- Recognition of staff involvement in initiative: Engaging in the process of partnership takes time, and thus staff must invest time to engage in partnership. Some Staff Partners have raised concerns that the current workload model does not support academic, professional and sessional (casual) staff members to collaborate in partnership projects. This requires structural changes to performance matrix's and greater buy-in from university executive through formalised recognition of staff involvement in partnership projects. It is envisaged that the Faculty Snapshots will heighten awareness of the range of staff involved in this initiative. The team is also collaborating with a range of stakeholders in determining ways in which staff may be further recognised.
- Sustainability post-2020: As with strategic university funding, there are concerns over sustainability post-funding. A key challenge facing the initiative is thus how to sustain momentum and the lifespan of the initiative after funding ceases. At its core, this initiative seeks to create a cultural transformation at UQ – however this takes significant time. A positive step has been the immediate co-funding of this initiative. Whilst co-funding was envisaged to commence in 2020, in the first phase of the implementation, co-funding immediately commenced with the HASS Student Futures team and the Faculty of Science.

Appendix A: Timelines for 2019 Partnership Projects

Student-Staff Partnerships Rounds Overview, 2019					
Round 1 Dates	**Just-In-Time Round 1 Dates**	**Round 2 Dates**	**Just-In-Time Round 2 Dates**	**Activity**	**Where**
29 October – 30 November 2018	10 December 2018 – 13 January 2019	8 April – 5 May 2019	13 May – 2 June 2019	Project submissions open to staff and students	Webpage: bit.ly/uq-spp
7 December 2018	18 January 2019	10 May 2019	7 June 2019	Project Leads will be notified of their submission outcome	Email from SSP
13 December 2018 – 20 January 2019	25 January – 17 February 2019	16 May – 16 June 2019	13 June – 7July 2019	Applications open for Student Partners	Webpage: bit.ly/uq-spp
21 January – 28 January 2019	18 – 25 February 2019	17 – 24 June 2019	8 – 15 July 2019	Project Leads sent student applications for shortlisting	Email from SSP
29 January – 1 February 2019	26 February – 1 March 2019	25 – 28 June 2019	16 – 19 July 2019	Student applicants notified of outcome	Email from StudentHub
				All project partners register for Partnership Induction	Email from SSP Register via StudentHub
4 – 15 February 2019	4 – 15 March 2019	1 – 12 July 2019	22 July – 2 August 2019	Student-Staff Partnership Inductions	Email from SSP Register via StudentHub
18 February 2019	18 March 2019	15 July 2019	5 August 2019	All projects commence	

10 April 2019	3 May 2019	28 August 2019	23 September 2019	Student and Staff Partner Networking Event	Email from SSP Register
17 May 2019	14 June 2019	11 October 2019	1 November 2019	All projects conclude	
23 May 2019	24 June 2019	18 October 2019	15 November 2019	Project Celebration	Email from SSP Register

Appendix B: 2019 Professional Development Program for Student Representatives and Partners

Workshop topic	Number of times per semester
Student feedback: How to collect it, and what to do with it?	3
How to make an impact in the meeting room	3
How to be a project manager who gets the job done	2
Organisation & time management	2
Communication & public speaking	2
Enhancing your employability as a Student Partner & Rep	3
Peer coaching	1

Appendix C: Partnership Project Streams

Teaching & Learning

Student-Staff Partnership Projects within the Teaching & Learning Stream seek to enhance curriculum content, design and facilitation. Examples may include

- Students Partners as Pedagogical Consultants or Advisors on courses. Students and Staff generate feedback with students within that course, conducting observations of teaching and collaborating to enhance, innovate, or co-create curriculum.
- Student Partners as Course Co-designers. Students and Staff collaborate on course design / development including the creation of interactive content, or innovative assessment or learning activities.
- Student and Staff Partners collaboratively integrating high-quality, learner-centred and inclusive course content and materials online.

Student Experience

Student-Staff Partnership Projects within the Student Experience Stream seek to enhance the academic, non-academic and social aspects of the UQ student experience. Examples may include:

- Student and Staff Partners co-facilitating workshops or events to enhance the student experience (such as: sense of belonging; networking with peers; employability development).
- Student and Staff Partners co-developing initiatives or programs that contribute to the UQ student experience.
- Student and Staff Partners co-developing materials and support resources for educational campaigns (e.g. diversity, sexual misconduct etc.).
- Student and Staff Partners analysing the success of student experience initiatives.
- Student and Staff Partners collaborating on the enhancement of the SSP initiative (serving as Partnership Mentors; enhancing the processes or support resources for SSP).

Governance & Strategy

Student-Staff Partnership Projects within the Governance & Strategy Stream seek to enhance student voice and supports within the decision-making processes of the University.

- Student and Staff Partners co-developing university strategy or policy that either has a direct or indirect impact on the UQ student experience.
- Student and Staff Partners co-developing support resources and mechanisms for students serving as representatives.

THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

Contact details

Madelaine-Marie Judd, Student Partners Advisor

T +61 7 **3443 1385**
E **m.judd**@uq.edu.au
W https://employability.uq.edu.au/student-staff-partnerships

CRICOS Provider Number 00025B