

HASS Faculty Snapshot: Student-Staff Partnership Projects



Purpose of Report

The purpose of this Report is to provide the Faculty of Humanities and Social Sciences (HASS) senior leadership with a high-level overview of the HASS 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
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.

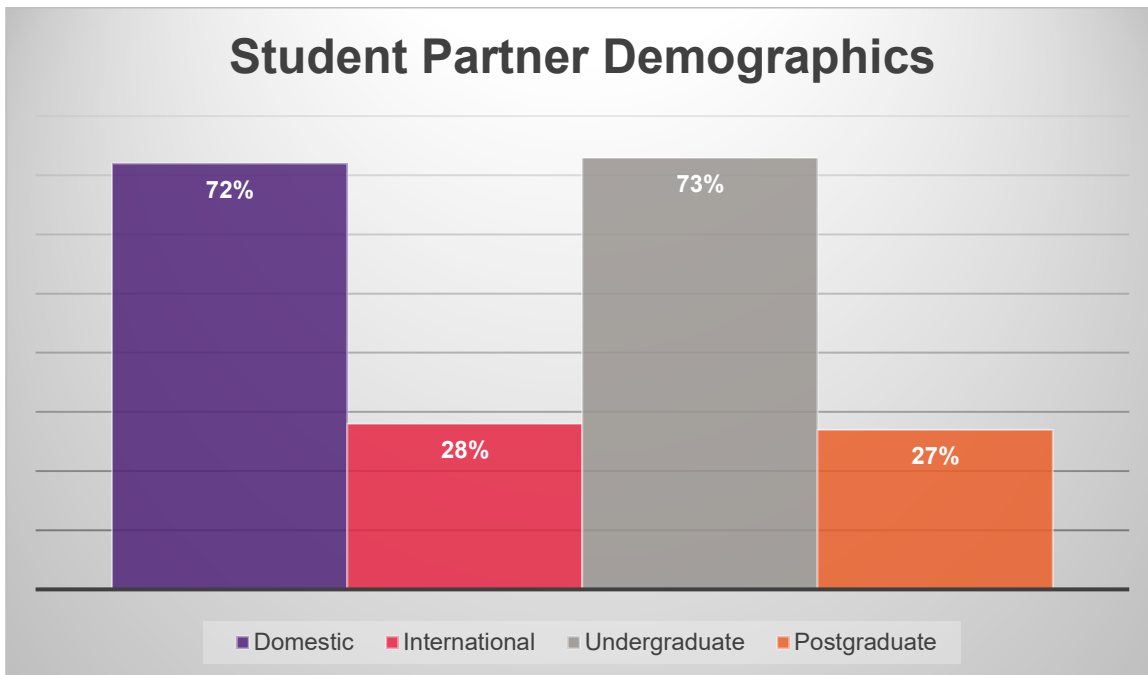


Figure 1: Student Partner Demographics

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 HASS SSP Projects Update

In total, **17 partnership projects were based within the HASS Faculty** from the period of May to November, 2018. Figure 2 provides a snapshot of the partnership projects according to Faculty / Unit.

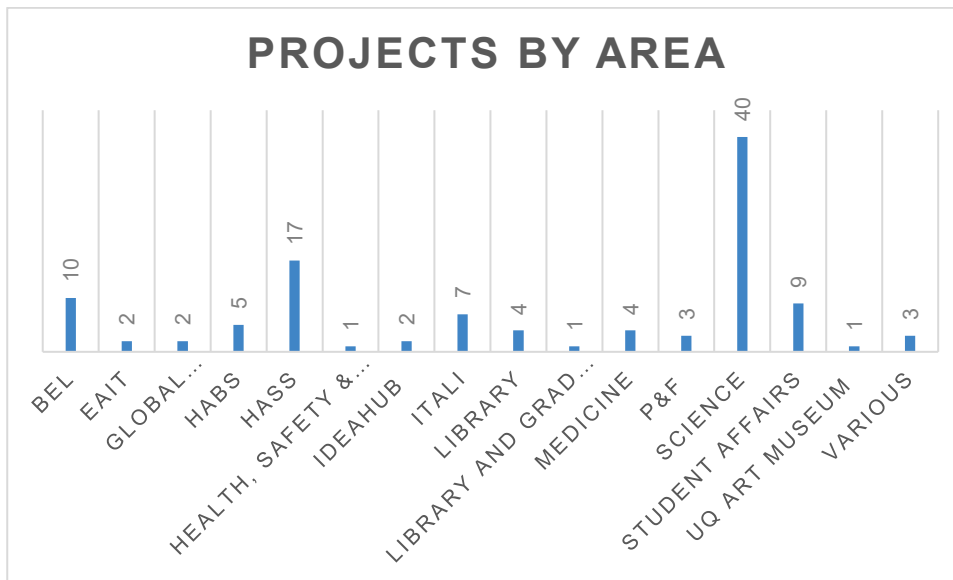


Figure 2: Partnership Projects by Faculty/Unit

Brief descriptions of the 17 HASS partnership projects are shown in Table 2.

Staff Project Lead	Title of project	Aims	Deliverables / Outcomes	Number of student partners engaged in project
Dr Sarah Bennett	<i>Enhancing Professional "Practice" in the classroom</i>	<p>Employability is a key focus of the School of Social Science 'Professional Practice' course (CRIM1111). This course engages high level professionals working in the criminal justice system (CJS) to teach target professional practice skills including communication (written and verbal), ethics, teamwork, problem-solving, and project management. This project aims to enhance the 'practical' component of this course by working directly with past students to develop exceptional student-centred in-class activities.</p> <p>NB: Project Ongoing.</p>	<p>This project will draw upon the experience and insights of students to co-develop meaningful in-class activities to apply/practice the tools and strategies of our professional experts. The project will involve students working with the CRIM1111 Course Coordinator, past students and industry experts to create inspiring student-centric activities which target key employability skills in the workforce. As a final output, this project will facilitate an opportunity for Student Partners to present the framework for their developed activities to the HASS Teaching and Learning Committee as well as to UQ's employability team.</p>	3
Shaun Brown	<i>Collaborative teaching of vocal performance</i>	<p>Vocal music is typically taught at UQ as individual and group lessons, with staff members listening to students singing and responding by making suggestions for improvement.</p> <p>Research suggests that collaborative teaching practices may have a positive impact on student learning in terms of skill acquisition, meta-cognition, preparation for professional life and future</p>	<p>The project will consist of 4 x 3h vocal music rehearsals of German lieder, with professional accompanists and two vocal staff members actively participating by singing the vocal parts during rehearsals in rotation, instead of typical coaching. This will create a very different teaching context, with staff and students singing as colleagues, and making technical and interpretative decisions</p>	5

		<p>employment. This pilot project will trial a new approach to implementing collaborative teaching in vocal music instruction.</p> <p>NB: Project Ongoing.</p>	<p>in a collaborative manner, instead of the current master-apprentice approach.</p> <p>The project team will then undertake an analysis to determine to what extent this learning style is beneficial, and if so, identify areas in which this may be embedded within the curriculum.</p>	
<p>Dr Gilbert Burgh</p>	<p><i>Reconstructing environmental philosophy using Indigenous philosophy: rethinking curriculum, pedagogy and assessment</i></p>	<p>This project seeks to understand the implications for curriculum design when embedding Aboriginal perspectives in undergraduate philosophy courses in the School of Historical and Philosophical Inquiry that are listed in other programs across Schools and Faculties.</p> <p>The project's aim is to embed Indigenous content - epistemology, ontology, axiology, and methodologies, in the curriculum, and to develop tutorial activities and assessment.</p> <p>NB: Project Ongoing.</p>	<p>This project will involve conducting focus groups and consultative curriculum planning meetings with Aboriginal philosopher Associate Professor Mary Graham. Feedback will also be elicited from Indigenous communities and UQ academics in other relevant disciplines. This partnership project will identify areas in which Indigenous content may be embedded within the curriculum and to submit a scholarly research article.</p>	<p>3</p>
<p>Professor Lynda Cheshire and Dr Laura Cox</p>	<p><i>Preparing the sociology student of the future: new skills and competencies from a reformed sociology major</i></p>	<p>The aim of this project was to engage Student Partners in the curriculum review process to ensure that the revitalisation of the curriculum occurred 'for' and 'with' students.</p>	<p>This project involved the facilitation of two Student Voice focus groups and a sociology cohort building event. The purpose of this event was to provide opportunities for sociology students to develop their professional networks.</p>	<p>5</p>

			The final deliverable of this project was to provide an analysis (drawing upon focus group data) on the vital attributes of sociology students, in order to determine to what extent curriculum aligns with these attributes.	
Dr Seb Dianati and Dr Peter Crosthwaite	<i>Co-developing educational videos for a blended course in academic writing (WRIT1001)</i>	This project aimed to co-develop engaging content for a course, WRIT1001 (Academic Writing for International Students).	This project involved the conversion of WRIT1001 to a fully-online SPOC on the EdX/Edge platform through co-scripting, filming and producing a series of educational videos.	4
Jackie Fuller	<i>HASS Industry Mentoring Program</i> <i>Co-funded with HASS Student Futures</i>	To build HASS students' confidence in identifying potential career pathways and to build their professional networks.	In Semester 2, 2018 the project team will design and implement a pilot Industry Mentoring program matching HASS undergraduate students with HASS alumni.	3
Dr Christina Gowlett	<i>EDUC1710: A Sociological Orientation Toward Education: UQ2U Partnership Project</i>	EDUC1710 (A Sociological Orientation Toward Education), is a new course being offered for the first time in 2019 through the School of Education. It is a compulsory first year, first semester course for all students enrolled in the Bachelor of Education degree and will be delivered in a blended learning format. The aim of this project will be to collaborate in the design of engaging online content for EDUC1710.	This project will co-develop a range of engaging online resources (including videos and podcasts) for EDUC1710.	2

		NB: Project Ongoing.		
Ben Graham	<i>HASS Crew – A student-led initiative creating leaders, community and belonging</i> <i>Co-funded with HASS Student Futures</i>	To improve HASS students' sense of belonging within the faculty.	In Semester 2, 2018 the project team will design and implement three activities each focusing on a different outcome to improve student's sense of belonging and/or employability skills with a particular focus on engaging HASS international students.	6
Dr Gerhard Hoffstaedter	<i>Employability in the social sciences - Talking to the Professionals</i>	When students begin their studies in social sciences they rarely think about the key attributes and skills required in the workplace and importantly how they can actively foster these during their studies at UQ. The School of Social Science collaborates with exceptional professionals ranging from Native Title anthropologists, directors/executives in criminal justice agencies, cultural heritage consultants and NGO CEOs. This project aims to gain insights from such professionals regarding the key skills that are required for students to successfully navigate the workforce. NB: Project Ongoing.	This partnership project will facilitate a workshop with students from all 4 disciplines (and 1 from the BSocSci) in the School to identify the priority areas for discussion with professionals (e.g. employment prospects, target attributes and skills required for their professional practice, ways in which students can develop and demonstrate these skills etc.). After workshopping 3 key questions, the project will invite professionals from our 4 disciplines to participate in a student-led interview. This project will then develop a series of short 5 minute segments embed within first year curriculum.	5
Dr Min Jung Jee	<i>Reshaping the Third-year Korean courses</i>	The partnership project seeks to elicit student feedback on the redesign of KORN3101 and KORN3201. The aim of this project is to choose, arrange and organise authentic learning materials that	This partnership project will revise and re-develop the course description, aims, objectives, assessment and teaching materials for KORN3101 and KORN3201. The overall outcome of the project will be to	3

		would support grammar practice, communicative and cross-cultural competencies for students who would will be undertaking KORN3101 and KORN3201 in 2019. NB: Project Ongoing.	provide an authentic and communicative learning environment with relevant resources that are accessible.	
Locky Kaye	<i>HELFing Hands: Evaluating Student Experience Activities using the Higher Education Learning Framework</i> <i>Co-funded with HASS Student Futures</i>	Develop an evaluation framework and set of tools, using the HELF, which measures the qualitative outcomes of the Student Futures Team's activities.	The project team will complete an implementation document outlining the evaluation framework and simple, transferrable and consistent measurement tools for use by the Student Futures Team.	1
Dr Yen-Ying Lai and Dr Wendy Jiang	<i>Co-creation, teaching consultancy, blended learning developing, and evaluation for second-year Written and Spoken Chinese courses (CHIN3020)</i>	CHIN3020 is an intermediate writing course for the Chinese major. In light of the previous semester's successful cross-nation project with the National Taiwan University, where Taiwanese teachers held virtual classrooms using Zoom for the preceding course CHIN3001, this partnership project aimed to further enhance the Chinese course experience by continuing to refine course design.	This project co-developed new assessment and learning activities to complement the Zoom virtual classroom initiative; conducted a course evaluation; and tested new streams of communication for more transparent feedback and teacher-student discussions. The project team applied for a Teaching Innovation Grant for the 2019 Chinese Major and presented at the inaugural UQ Student-Staff Partnerships Showcase.	4
Dr Anna Mikhaylova	<i>Transforming Russian: An authentic partnership in</i>	The project involved the ongoing re-design of second and third year Russian language acquisition courses, and built	Student Partners worked beside the course coordinator to choose, arrange, assess, select and organise additional authentic	4

	<i>building Russian language and culture resources</i>	capacity for enhanced flipped instruction. The aim of this project was to provide a flexible learning environment with relevant, authentic and accessible resources.	learning materials that will support grammar practice, communicative and cross-cultural competencies. These resources will be integrated within the Blackboard site using Padlet.	
Dr Mai Nguyen and Dr Seb Dianati	<i>Revitalising L2 learning courses through student and staff partnerships</i>	This project involved the revitalisation of an introductory course to second language learning and teaching (SLAT2001/7007), offered in a flipped mode for the first time in Semester 1, 2018.	This project involved the co-creation of redesigned online materials, including video lectures, to ensure content was more engaging for learners. The project team also presented at the inaugural UQ Student-Staff Partnerships Showcase.	5
Meggan Vann	<i>Youth and Emerging Publishers Australia (YEP)</i>	Corella Press is an initiative of UQ's Writing, Editing and Publishing Program (WEP) within the School of Communication and Arts. As a not-for-profit operational unit, it will produce books for contemporary readers, bringing new life to nineteenth-century Australian popular fiction, while growing a hands-on learning opportunity for students. Currently in Australia, there exists no organisation specifically to support young and emerging publishers (of any age). This gap presents an opportunity for UQ to leverage the establishment of Corella Press into the creation of an aligned, independent young and emerging professional association. NB: Project Ongoing.	This partnership project will create and establish YEP Australia, a network that includes everyone from aspiring trade publishers to indie zine creators. This will be a formalised network for the benefit of past, present and future UQ students and staff.	5

<p>Dr Caroline Wilson-Barnao</p>	<p><i>Enhancing online engagement within a PR 1st year course.</i></p>	<p>This is a first year Introduction to Public Relations undergraduate course. This course is offered once per year, in the second semester and includes approximately 120 students per semester. The key imperative of this Partnership is to engage students using digital methods with the theoretical concepts outlined in the weekly readings.</p>	<p>This project co-designed and facilitated engaging online content for the course COMMS1052 including a series of engaging short videos; online engagement facilitation through Facebook, tip sheets and FAQs. These videos helped to deconstruct challenging theories and concepts. The project team also presented at the inaugural UQ Student-Staff Partnerships Showcase.</p>	<p>2</p>
<p>Dr Caroline Wilson-Barnao</p>	<p><i>COMU3801 Course Content</i></p>	<p>The COMU3801 subject provides students with the opportunity to complete an internship for a semester within industry. The course does not have informative materials to help explain the course to students and to potential partner companies. The aim of this partnership project will be to co-develop materials/content that speak to students and industry partners regarding the process of internships.</p> <p>NB: Project Ongoing.</p>	<p>This project will co-develop an information brochure for companies interested in taking on interns; an informative video for companies; an informative brochure for students; and an informative video for students. The team intend to create videos providing industry tips and insight to increase students' employability. These resources will help make course information more accessible and clear to students as well as for industry partners.</p>	<p>2</p>

Table 2: 2018 HASS Partnership Projects

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	Just-In-Time Round 1	Round 2	Just-In-Time Round 2	Activity	Where
Dates	Dates	Dates	Dates		
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 – 7 July 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.



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W <https://employability.uq.edu.au/student-staff-partnerships>

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