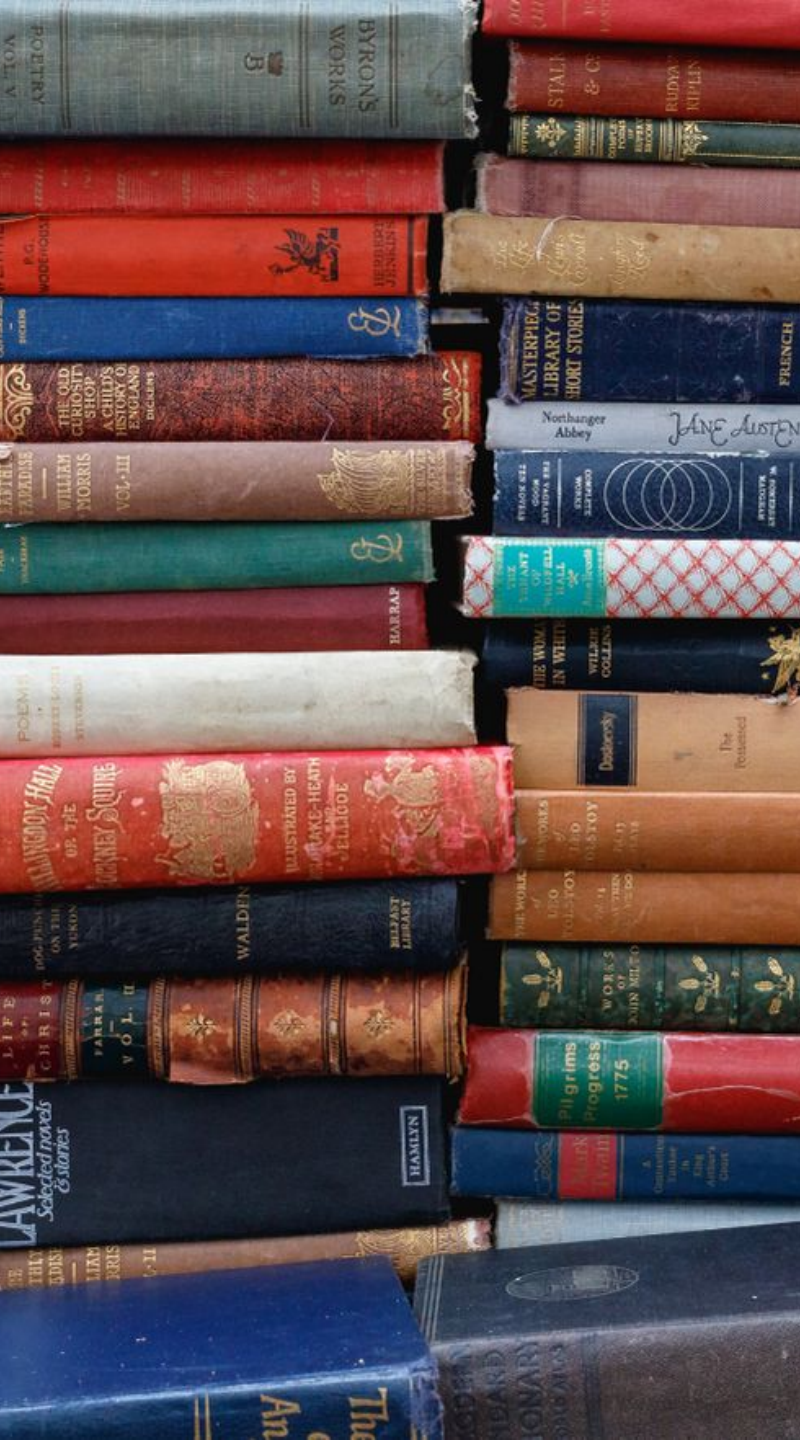



# ENGAGE Network Paper Discussion

Sam and Tanya

# Introductions

Name

School/Department

What attracted you here?

# The Plan for Today

1. Coffee and cake
2. Introduction to the wider studies
3. Discussion of data
4. Reflections and ways forward

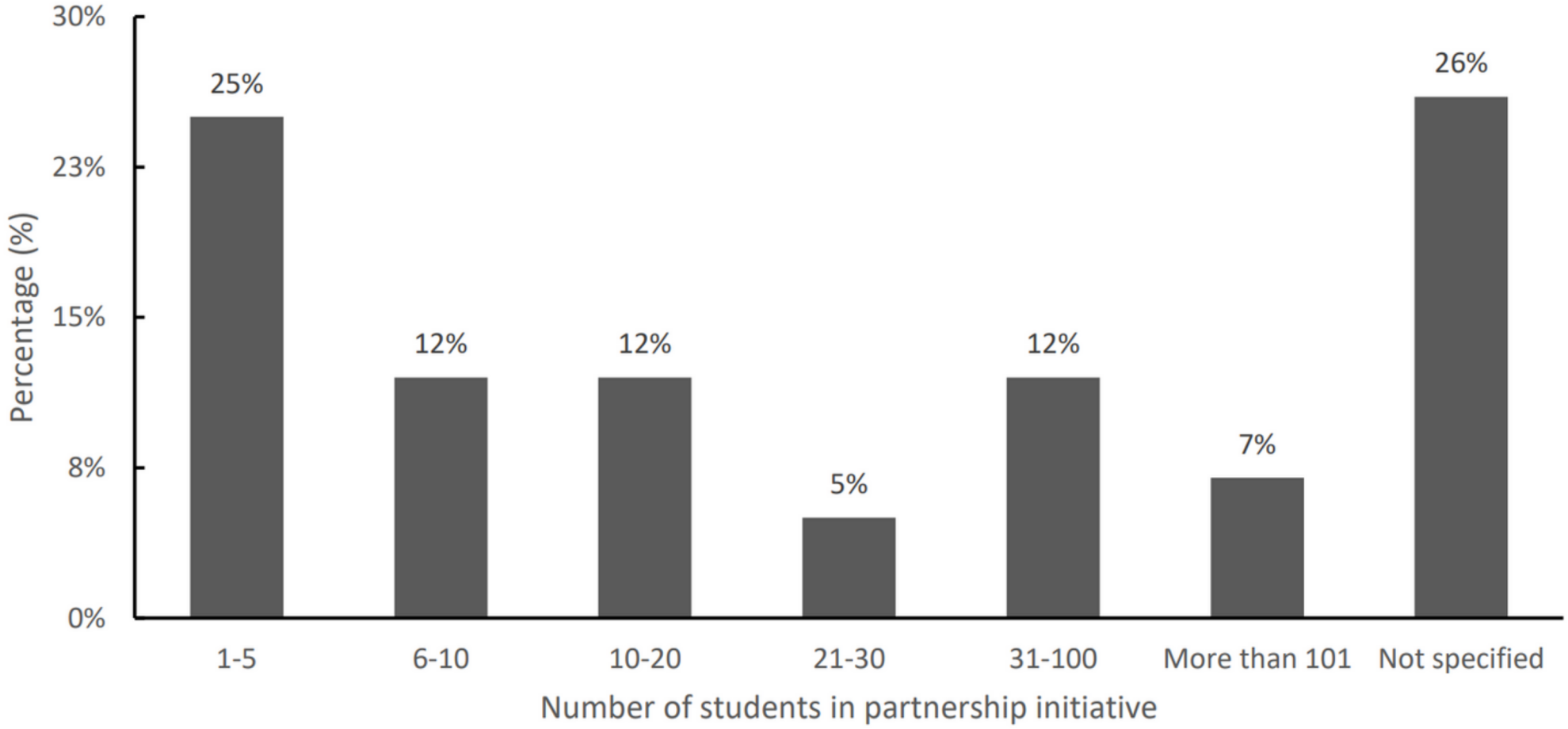

Background

# Definition of Partnership

**“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”**

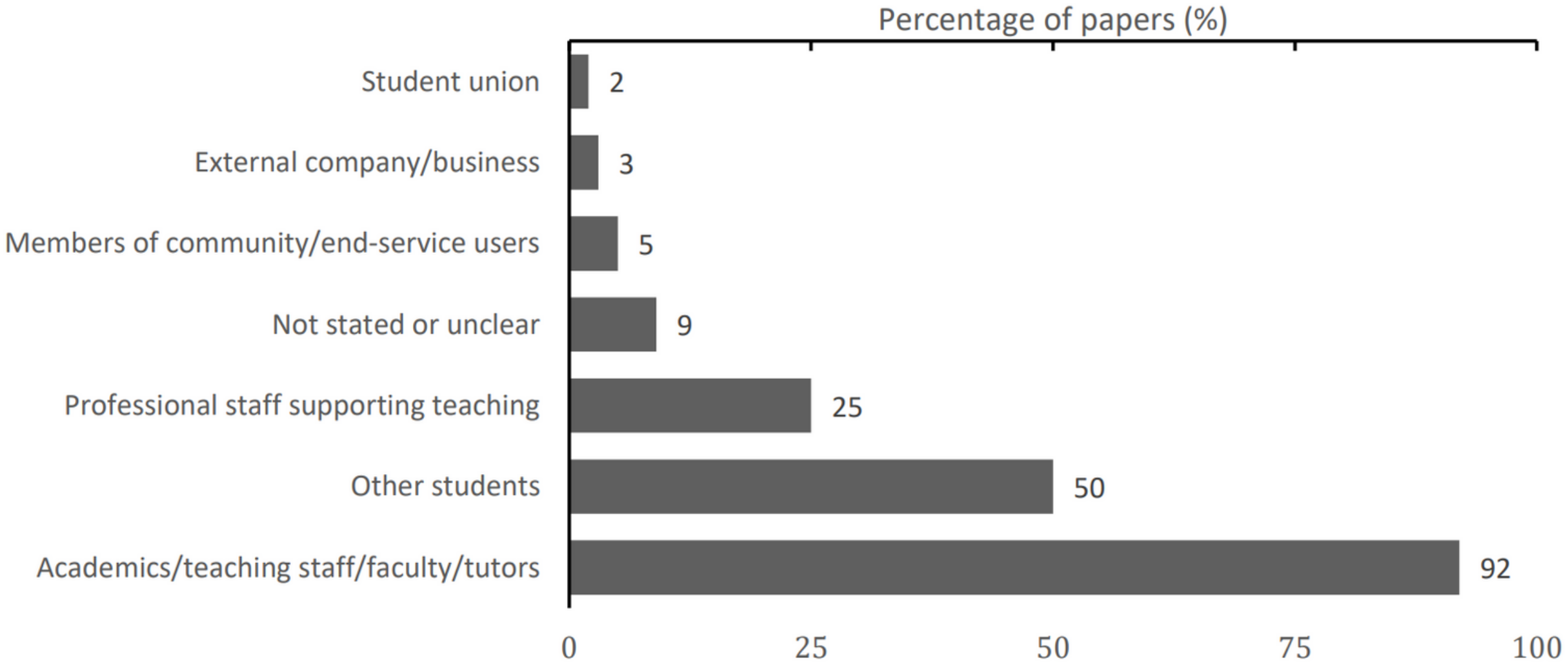
(Cook-Sather, Bovill, & Felten 2014, pp. 6-7).

**Figure 3. Number of students involved in partnership initiatives described as reported by authors of analyzed papers (n=65)**




## How big are partnership initiatives?

**Figure 4. Visual representation of who students partnered with during their partnership initiatives as reported by authors of papers analyzed (n=65)**




# Who Are Students Partnering With

# Discussion

# Discussion Questions

Benefits

Inhibitors

Ways forward?

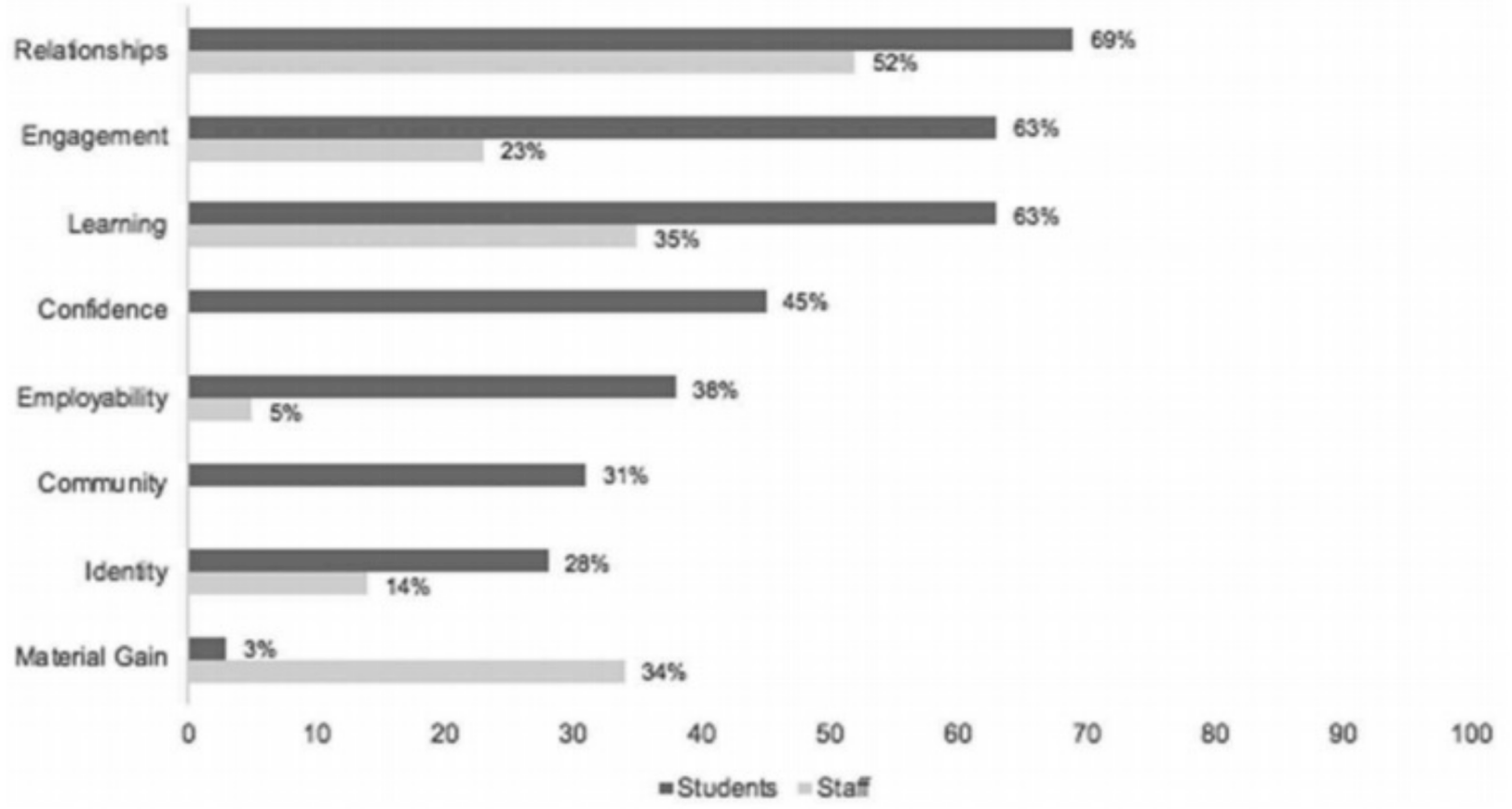



**Figure 1.** Percentage (%) of 63 papers reporting each positive outcome of partnership for students and staff.

Figure 1 shows positive outcomes of partnerships.

**Thoughts? Do any of these positive outcomes surprise you?**

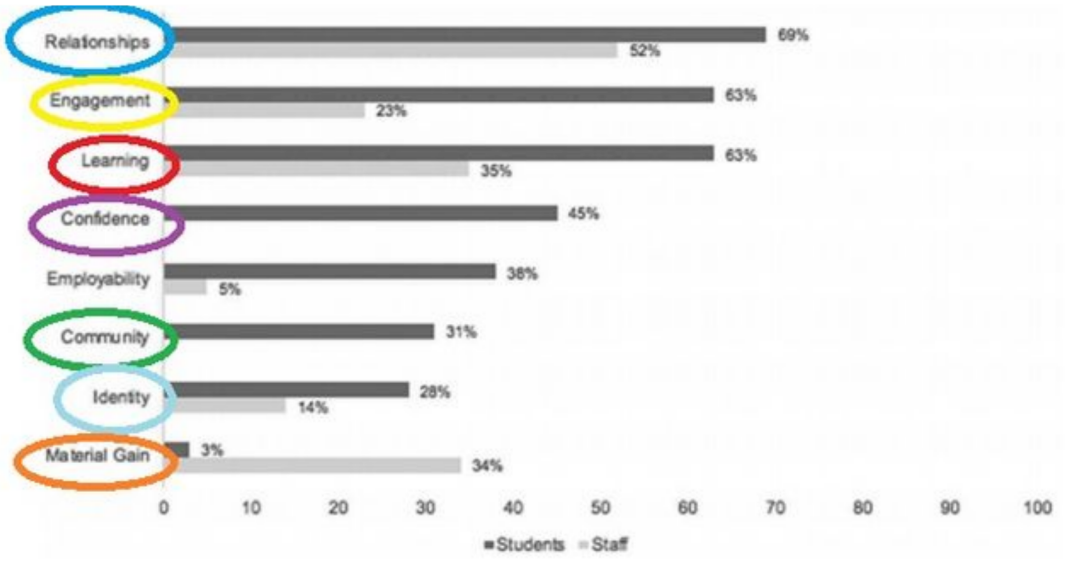



Figure 1. Percentage (%) of 63 papers reporting each positive outcome of partnership for students and staff.

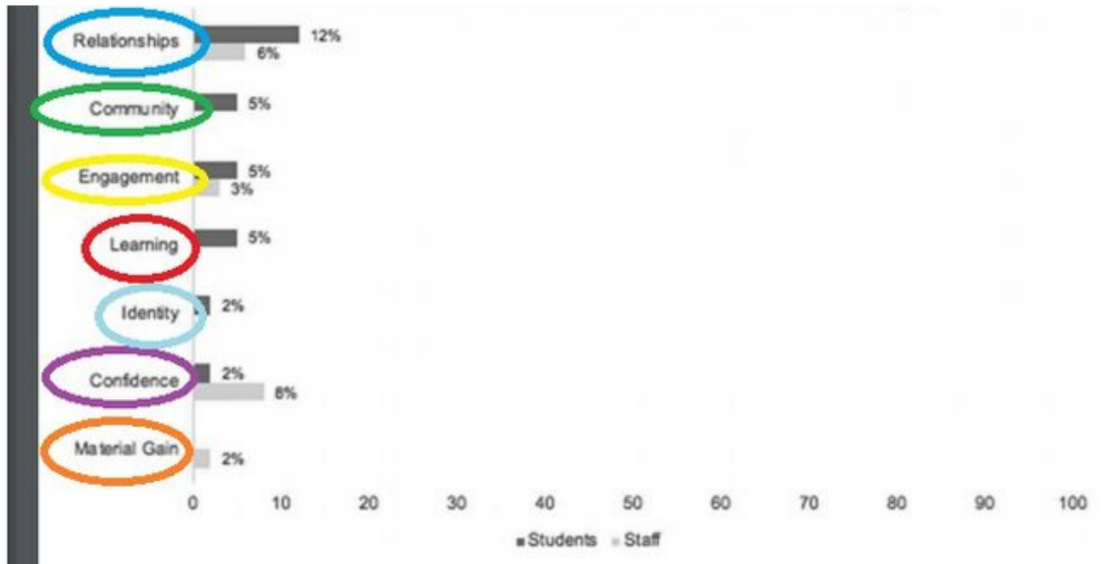



Figure 2. Percentage (%) of 63 papers reporting each negative outcome of partnership for students and staff.

Figures 1 and 2 show how the itentified themes can represent both the most positive or the most negative aspects of partnerships.

**Does this surprise you?**

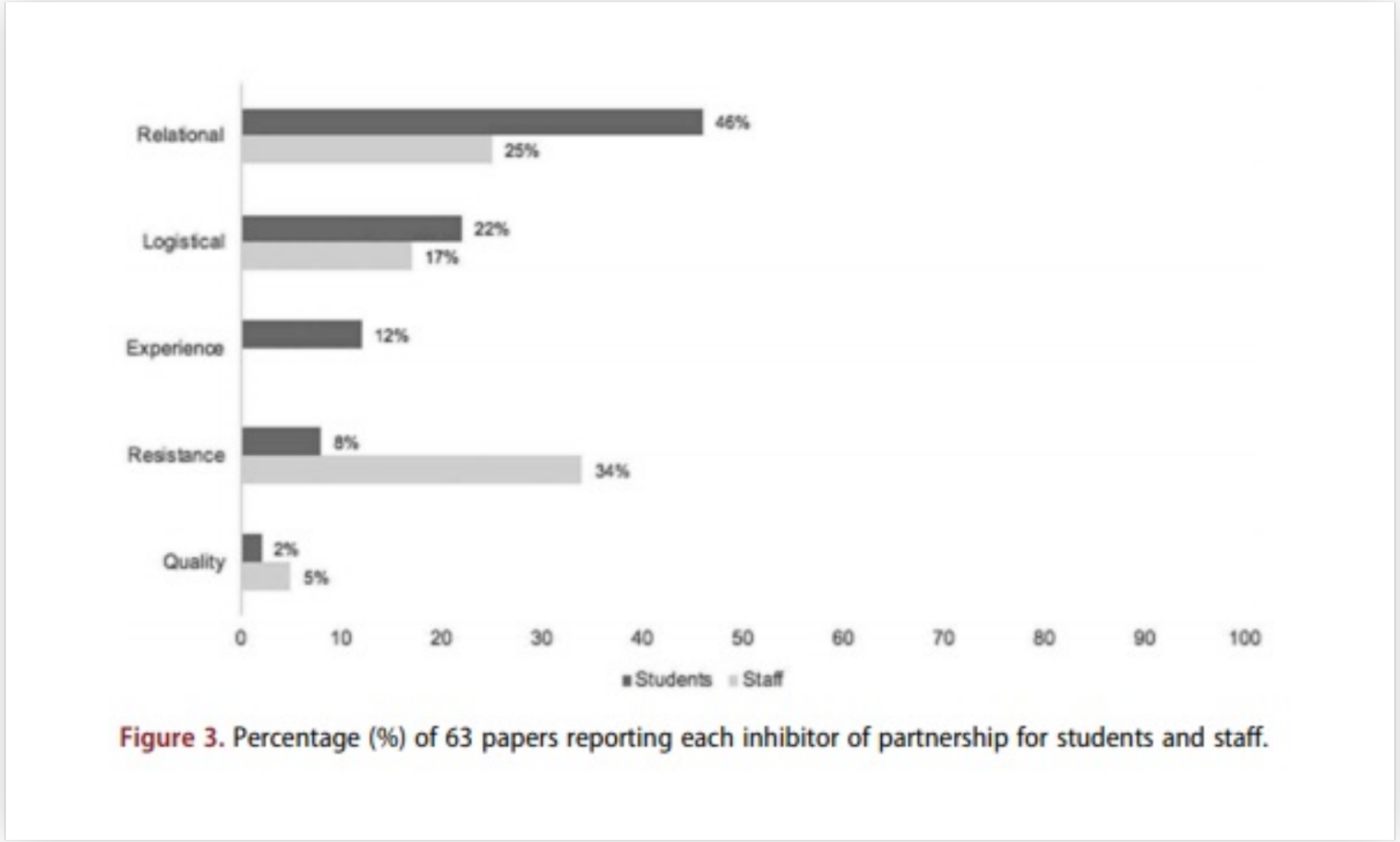


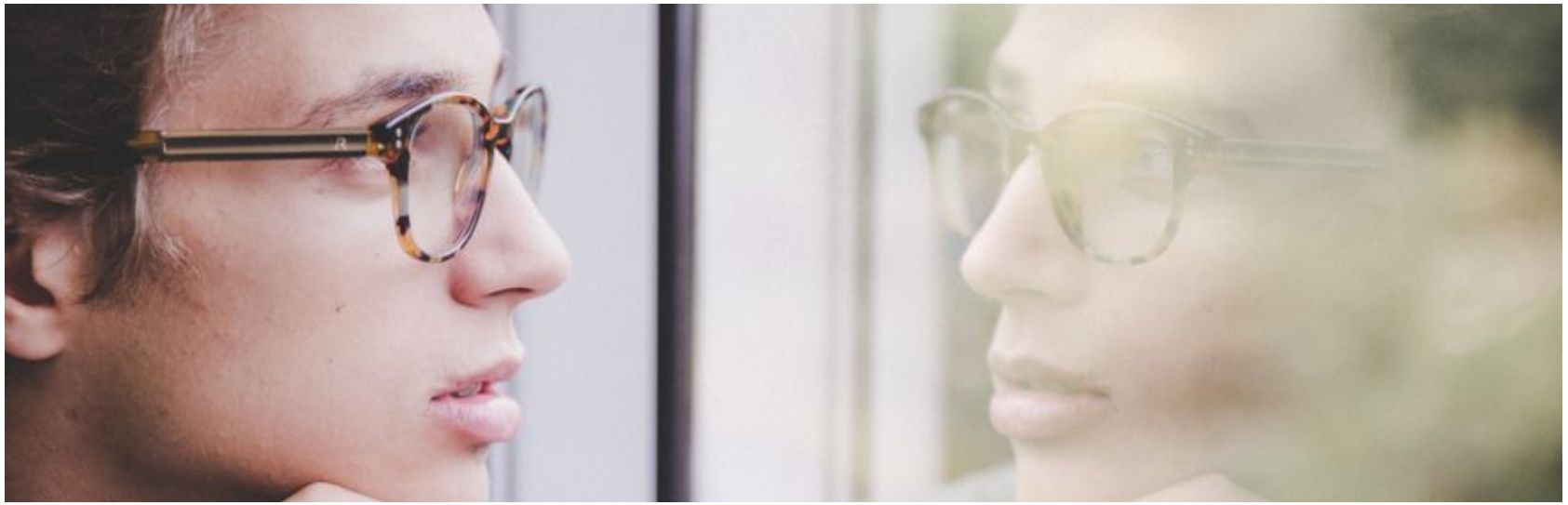

Figure 3. Percentage (%) of 63 papers reporting each inhibitor of partnership for students and staff.

Figure 3 shows inhibitors of partnerships focusing on relational and logistical aspects. The largest discrepancy between staff and students' views relates to resistance.

**Why do you think this was the case?**

**How do you think we can overcome these inhibitors?**

# Reflections and Ways Forward



Have you had the chance to work in partnership?

If so, have your experiences reflected similar positive and/or negative outcomes?

'The significance of relationships at all stages of partnership suggests that relational practices and skills are a key area on which academic developers should focus their attentions, both in their own partnerships and in their efforts to support partnership more broadly' (p. 8)

What can we do to create further opportunities to develop strong working relationships between students and staff at UoE?

'These outcomes suggest that partnership is a promising approach for academic developers [and others] seeking to make their institutions more equitable, welcoming, and empowering spaces.' (p. 10)

Do the same staff and the same students tend to engage?
If so, how can we adopt partnerships to promote equity and inclusion?

'Academic developers have a key role to play in advocating for student-staff partnership practices.' (p. 3)

Do you agree or disagree? Why?

# Thank you!

# Do You Agree With These Recommendations?

- Explore how partnership can facilitate the differing outcomes for students and staff, with more research on staff outcomes
- Consider research methods capturing processes as an outcome
- Embrace and explore genres of writing outside of the academic norm to fully research, communicate, and understand the depth and nuance of partnership