

**STUDENTS AS
PARTNERS**
FRAMEWORK
UNIVERSITY LIBRARY



ACKNOWLEDGEMENT OF COUNTRY

The University of Newcastle respectfully acknowledges the traditional custodians: the Pambalong clan of the Awabakal people, the Darkinjung people and the Birapai people on whose traditional lands our main campuses are located.

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VERSION

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FRONT COVER

The images used on the front cover and in the footer of each page of this document are excerpts from a design by **Anna Rolfe**, University Galleries Intern, from artworks created by University of Newcastle staff and students in a collaborative art making workshop.

The white feather featured in the images is from artwork by **Samara Jackson** and friends.

The workshop was facilitated by the University Galleries with the Centre of Excellence for Equity in Higher Education (CEEHE) to celebrate Reconciliation Week 2021, and was proudly supported by the University of Newcastle Students' Association (UNSA).

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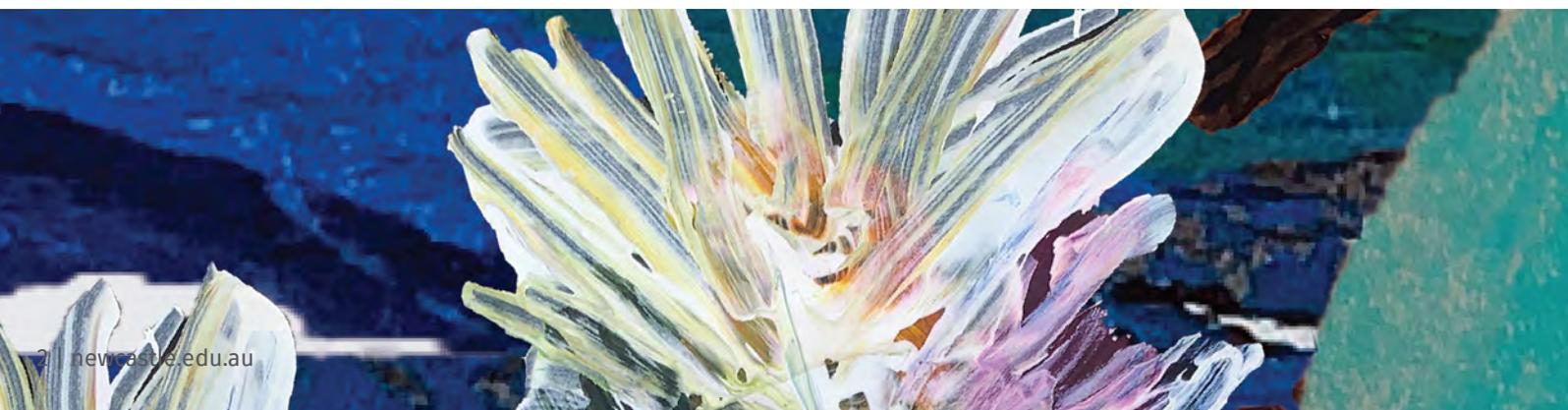
We thank **Danylo Motyka**, Promotions Officer (University Library), for design expertise and contributions to the visual and graphic representations in this Framework.

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This Framework is interconnected with a number of strategies, plans and policies within the University Library and across the University. The Framework draws on and is informed by these documents:

- **Looking Ahead Strategic Plan 2020-2025**
- **Your Future Library Strategic Plan 2020-2025**
- **Program Management Procedure Manual - Coursework**



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EXECUTIVE SUMMARY

The **Students as Partners Framework** outlines the University Library's[1] approach to engaging and collaborating meaningfully with our students through partnership and employment, in order to achieve our strategic aims of enhancing the student experience and contributing to the life-readiness of our graduates.

The Framework is designed to assist in the identification and development of a range of opportunities for our students to develop the skills, knowledge and ways of knowing necessary to be life and work-ready, whilst simultaneously engaging in undertakings that improve our services, spaces, and activities. Thereby creating mutually beneficial, improved student outcomes and experiences for both our student-partners/employees and our student-clients.

The Framework outlines a set of key considerations to guide thinking and decision making when embarking on student employment and/or partnership within the University Library.

A key contribution of the Framework is the identification of three distinct pillars to underpin our approach and function as broad anchoring categories (which can overlap and intersect) to which the Library's student partnership and employment activities align.

It is also important that, rather than replacing existing positions or roles, student employment and partnership opportunities are intended to contribute to, support and enable the work being done by staff in existing roles to achieve the Library's aims and goals.

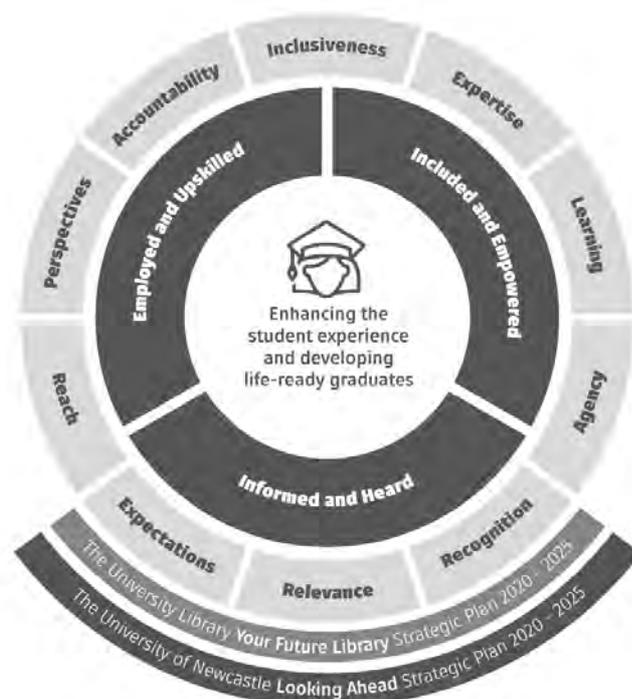


Figure One: University Library Student as Partners Framework

[1] Please note that when this document refers to 'the University Library' or 'the Library' this includes the University Galleries, Museum and Special Collections, which all sit under the umbrella of the University Library within the University of Newcastle organisational structure.



INTRODUCTION

STRATEGIC CONTEXT AND BACKGROUND

The Library is fundamental to the student experience at the University of Newcastle. Our Library spaces, services and resources are pivotal in enabling students to achieve their study goals and have a positive university experience.

The University's **Looking Ahead Strategic Plan 2020-2025** highlights the development of "life-ready graduates, who are community-minded, resilient and ready for work" as a key aspect of improving the student experience (p23). The University Library has a significant role to play in achieving this strategic priority.

The **Your Future Library Strategic Plan 2020-2025** outlines a series of priority actions for the Library which centre around enhancing the student experience. These aim to:

- Increase the Library's student workforce
- Partner with students to co-create our services and spaces
- Embed the student voice in everything we do
- Establish a peer support model of service delivery
- Strengthen Work-Integrated-Learning (WIL) opportunities

The **Students as Partners Framework** outlines the Library's approach to engaging and collaborating meaningfully with our students through partnership and employment, in order to deliver on these priorities and achieve our strategic aims of enhancing the student experience and contributing to the life-readiness of our graduates.

PURPOSE AND AIMS

The Framework aims to provide a common language and conceptual lens through which staff across all areas of the Library can view the work being undertaken in their domain and identify (and later develop and implement) opportunities for collaborative engagement with our students, through partnership and employment.

The Framework is designed to assist in the identification and development of a range of opportunities for our students to develop the skills, knowledge and ways of knowing necessary to become life and work-ready, whilst simultaneously engaging in actions that also improve our services, spaces, and activities. Thereby creating mutually beneficial improved student outcomes and experiences for both our student-partners/employees and our student-clients.

Part of the Framework's purpose is to describe the conceptual underpinnings for the Library's new approach to student partnerships and employment by outlining useful models for conceptualising collaborative engagement with students.

This Framework also outlines a set of key considerations to guide thinking and decision making when embarking on student employment and/or partnership within the Library.



KEY CONSIDERATIONS

The Library's approach to collaborating with students through partnership and employment is underpinned by a set of key considerations [2]. These key considerations are intended to guide thinking and decision making when students and staff have ideas for engagement opportunities or are embarking on student employment and/or partnership within the Library and thus serve as a foundation for our approach moving forward.

1. INCLUSIVENESS

The development of partnership and employment opportunities needs to always be viewed through an equity, diversity and inclusivity lens. "The development of opportunities and systems need to allow all students who want to, regardless of their background, to participate fully" (Student Partnerships in Quality Scotland 2012, p11).

Fostering inclusiveness "begins with acknowledging the diversity of our student and staff populations" and critically reflecting on the way opportunities, activities and programs are designed "to reveal ways in which they may unintentionally be catering to certain students and staff while excluding others" (Matthews 2017, p3).

It is very important to consider the diversity of the students (and staff) with whom the Library is engaging or collaborating to keep in mind issues of self-selection bias; to create/employ systems and processes that are inclusive and equitable; and to make every effort to proactively seek diverse representation. There is often "a need to explicitly invite students with diverse life experiences to participate in partnership programs" (O'Shea 2018, p17).

This means seeking to include students from different levels and modes of study, disciplines, life experiences, educational and cultural backgrounds, races and ethnicities, ages, gender identities, sexual orientations, residency and socioeconomic statuses, disabilities, geographic locations/campuses, etc.

2. EXPERTISE

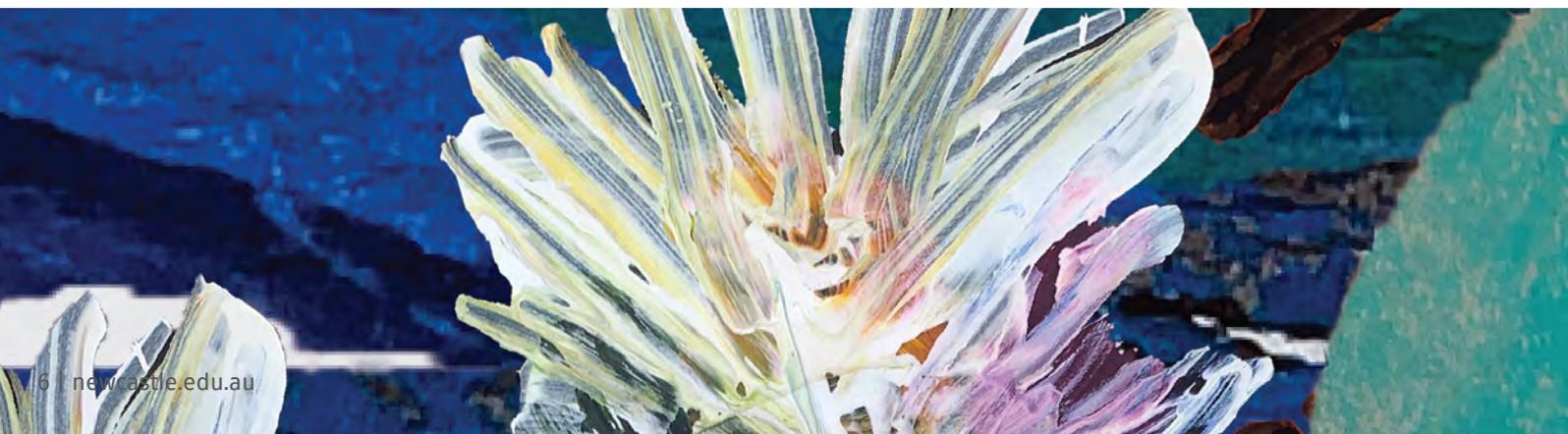
It is important to acknowledge that, as students themselves, student partners/employees will bring their own lived experience to the partnership or undertaking, and that this lived experience is a form of expertise. "Expertise represents an important form of symbolic capital in universities" so "recognising the differing expertise that partners [or stakeholders] bring based on their experiences, positions, and perspectives" is key in any collaborative engagement undertaking between students and staff (Matthews 2017, p3).

Lived experience gives students "different but equally valuable" expertise and it is important to acknowledge, value and draw on this expertise, while also not devaluing the (different but equal) expertise of other partners/stakeholders (such as professional or academic staff with subject matter or technical expertise) (Matthews 2016, p.3).

It is also important not to expect students to have the same expertise as others (such as professional or academic staff drawing on different experiences) or to make assumptions about their level of background knowledge in a particular area.

3. LEARNING

It is important to approach all employment and partnership opportunities by centring, and clearly articulating, the valuable learning opportunities (in terms of skills, knowledge and ways of knowing) the undertaking holds for all partners/stakeholders. This involves acknowledging that learning and teaching are 'a two-way street' with all partners/stakeholders being open and prepared to learn from each other (both teaching and learning should be reciprocal). It is also important that the partners'/stakeholders' motivations, expectations etc. when it comes to what they want to get out of/learn from the opportunity are explicitly discussed, and wherever possible and applicable that these discussion inform the evolution of the opportunity and undertaking.



4. AGENCY

The level of agency and power-sharing between partners which an opportunity enables should be carefully considered. In this context to have agency is to be able to exert power or affect change.

Creating conditions where students have agency is key to student partnership and employment. The more agency students have in a partnership or employment opportunity, the more likely they are to have opportunities to develop key employability skills (e.g., leadership, project management, negotiation, communication, stakeholder engagement skills etc.). While this enhances the life-readiness of student-partners/employees, high agency opportunities also allow for outputs which directly meet the needs and interests of students, thereby improving the student experience of our student-clients.

Approaches which “nurture power-sharing relationships” should be privileged wherever possible (Matthews 2017, p2).

5. RECOGNITION

It is important to consider arrangements for recognition, reward and remuneration of the student contribution. Recognising and correctly crediting the contributions students have made is immensely important in undertaking ethical, mutually respectful partnerships. This includes student contributions being named and acknowledged wherever possible.

It is also important to acknowledge that students can often be “participating in activities that others around them are being paid to do” (Student Partnerships in Quality Scotland 2012, p12) and to try to address this inequity by ensuring students are remunerated for their contributions wherever possible and applicable.

In cases where remuneration and/or reward is not possible, it is important to acknowledge, and actively demonstrate an understanding of, the value of the resources (time and energy) the student is contributing.

6. RELEVANCE

The opportunity or activity needs to have value for and be of benefit to both the Library and to the student(s) to make it meaningful, relevant and worthwhile (value should be reciprocal). The opportunity should not be ‘busy work’ the outcome of which serves little purpose or value. Nor should the opportunity be of use and value only to the Library without benefitting the student by providing an opportunity to develop new skills, knowledge and/or ways of knowing.

It is also important that, rather than replacing existing positions or roles, student employment and partnership opportunities are intended to contribute to, support and enable the work being done by staff in existing roles to achieve the Library’s aims and goals.

7. EXPECTATIONS

Acknowledge and value that students are taking on new and often complex roles while understanding that they are also balancing study, work and other commitments.

It is important not to have unrealistic expectations about students’ capacity and/or ability to engage or to allow unrealistic demands to be made of them, and to ensure students are appropriately supported in their role to contribute what they are able (Student Partnerships in Quality Scotland 2012, p12).

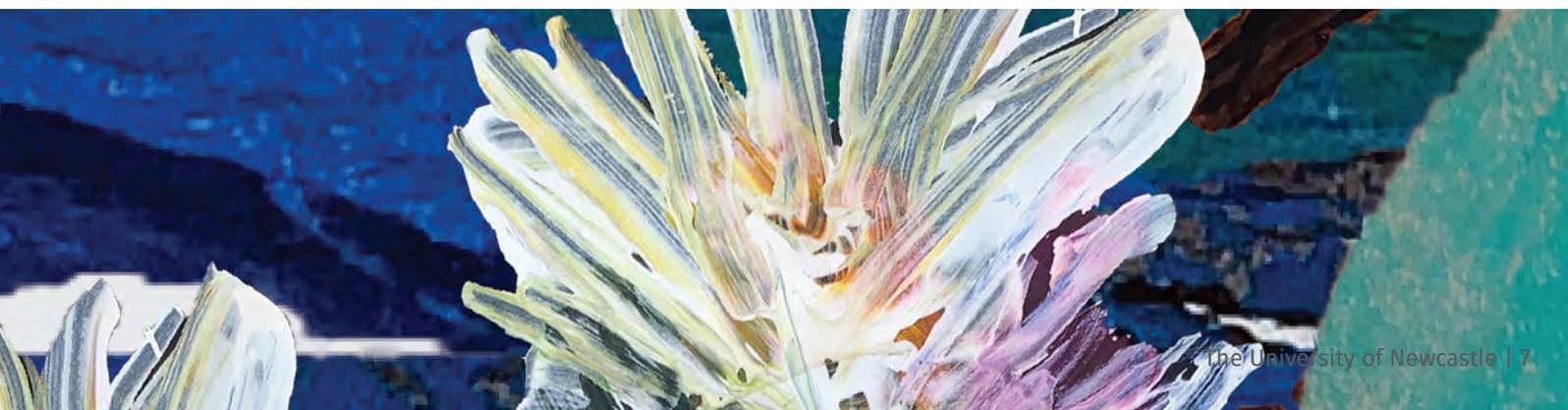
For employment opportunities, the expectations and level of responsibility needs to be clearly articulated in the position description and/or project proposal and be appropriate to the level of employment, as per the relevant employment agreement.

8. REACH

It is important to consider the reach of a project or opportunity, or the number of students who will benefit from it. When considering reach, thought should be given to both direct and indirect impacts.

For example, if a change to a policy or procedure was made in response to student feedback, although the impact on students would be relatively indirect, the undertaking could nevertheless have a large reach as it would potentially benefit all student users of the Library.

It is worthwhile considering whether there are ways an opportunity or activity can be tweaked or redesigned to amplify its reach/impact, where appropriate.



9. PERSPECTIVES

It is important to consider the number of students whose voices and perspectives are heard by employing a particular mode of engagement, offering a particular opportunity, or undertaking a particular activity. It is important that the Library always includes, as part of its suite of collaborative engagement activities, approaches which draw on a plurality of perspectives by engaging with as large a number of students as possible.

This does not mean that every opportunity or activity must necessarily engage large numbers of students to be of value or have impact. Nevertheless, it is worthwhile considering whether there are ways to incorporate a greater number of voices and perspectives in an activity or opportunity.

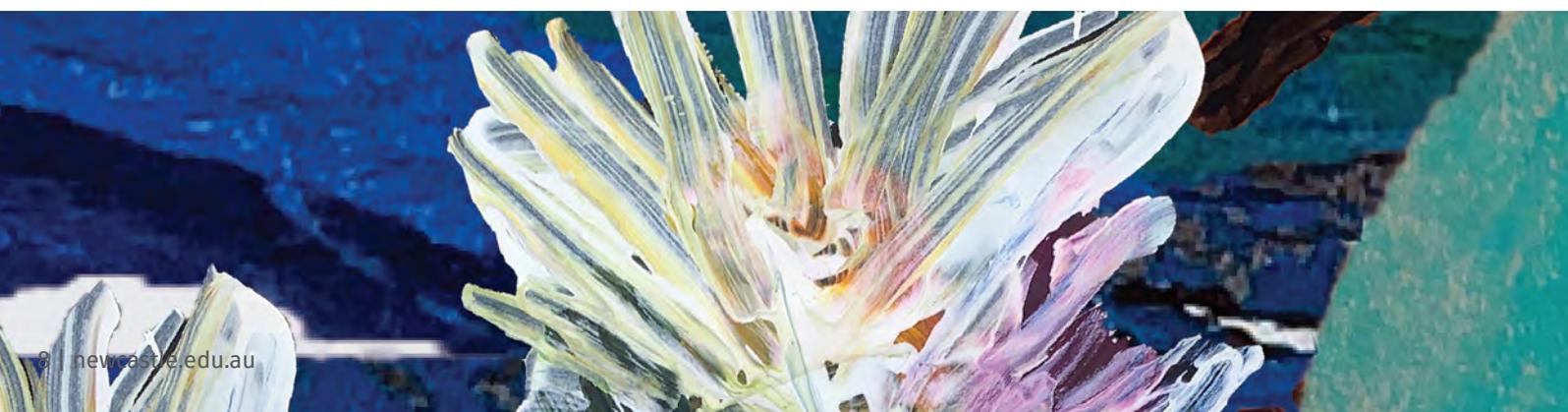
10. ACCOUNTABILITY

Transparency and accountability need to underpin all collaborative engagement work and should be fundamental to all student partnership and employment opportunities and activities which the Library offers or undertakes. All decision making and processes relating to access, selection/recruitment, remuneration etc. need to be equitable, transparent, accountable, clear and unambiguous.



Figure Two: Key Considerations

[2] These Key Considerations were informed by Kelly Matthews' Five Propositions for Genuine Students as Partners Practice (2017), the Student Partnerships in Quality Scotland's Student Engagement Framework for Scotland (2012) and the Victoria University Students as Partners Network's Students as Partners Principles.



MODELS

OF COLLABORATIVE STUDENT ENGAGEMENT

A number of models of collaborative student engagement have informed the development of the Students as Partners Framework. These models provide the conceptual underpinning for the approach outlined. They also provide important definitions of key concepts, which have been utilised in this Framework, and which will contribute to a more precise and nuanced shared language and understanding for Library staff moving forward.

MODEL ONE: ENGAGEMENT MODES AND PARTICIPATION SPECTRUM

Engagement Modes and Participation Spectrum					
Students as sounding boards		Students as influencers	Students as co-creators	Students as decision makers	
Inform	Consult	Involve	Partner	Empower	
Provide students with balanced and objective information to assist them in understanding the problem, alternatives and solutions.	Obtain student feedback on analysis, alternatives and/or decisions.	Work directly with students throughout the process to ensure that their concerns and aspirations are consistently understood.	Partner with students in each aspect of the initiative from identification to solution.	Students design and lead initiatives that matter to them and are in control of final decision-making.	

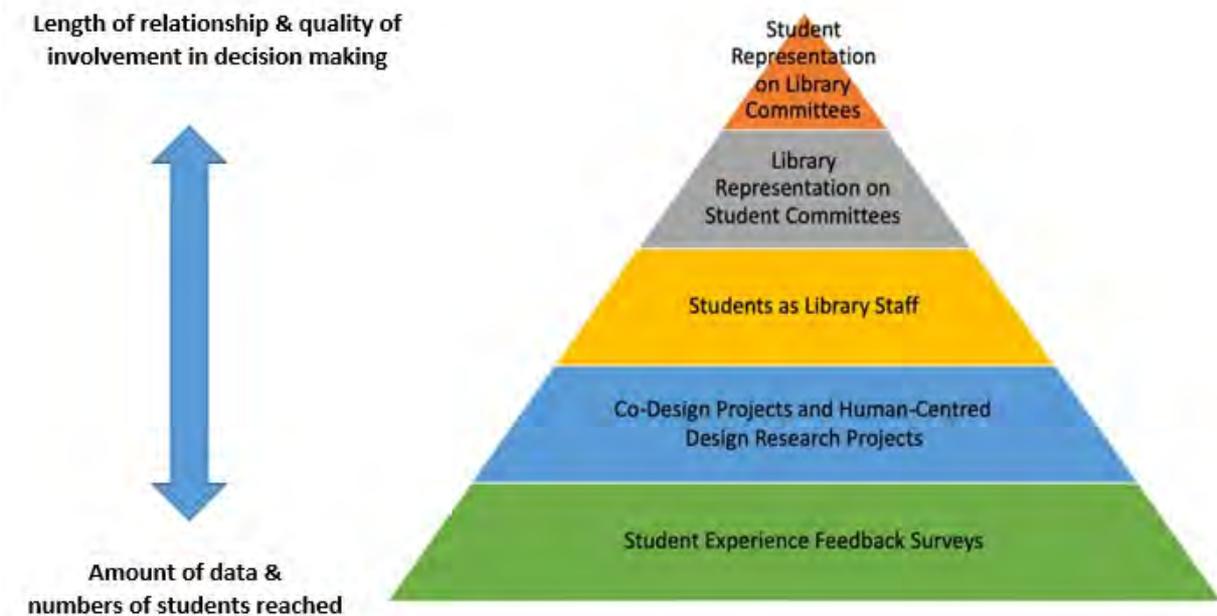
Model One: Adapted by Fiona Mundie, Manager Student Representation, University of Newcastle from 'The Student Engagement Continuum' by Student Voice Australia, 2019 (which was adapted from the International Association for Public Participation's 'Spectrum of Public Participation', 2004), drawing on classifications from Deakin University's 'Students as Partners Framework'

Model One, adapted from Student Voice Australia, provides a way to conceptualise the level of agency/influence students have across different engagement modes (or the degree to which power is shared), and the role that the students therefore play in the collaboration or undertaking. This model can be applied to both partnership and employment opportunities, and can be a valuable reflective practice tool, when assessing existing or planning new opportunities.

Model One also provides clear definitions of different modes of engagement. In particular, the way this model defines and differentiates between 'informing', 'consulting', 'involving', 'partnering with', and 'empowering' students is the basis for the use of these terms in the Framework (Louth, Walsh & Goodwin-Smith, 2019). Similarly, the distinction made clear in this model between modes or approaches which engage 'students as sounding boards', 'students as influencers', 'students as co-creators', and 'students as decision makers' is the basis for our use of these terms (Hanna & Dorepalli, 2020).



MODEL TWO: STUDENT ENGAGEMENT MODEL FOR LIBRARIES



Model Two: Working model proposed by the NUW Alliance Service Design Steering Committee, October 2019

Model Two introduces specific examples of collaborative engagement activities within the Library context and arranges them according to further characteristics or factors (beyond the level of agency/power sharing of the previous model). While level of agency/power-sharing is an important consideration (referred to in this model as 'quality of involvement in decision making'), this model is of particular interest in that it also highlights 'number of students reached' as an important consideration/characteristic.

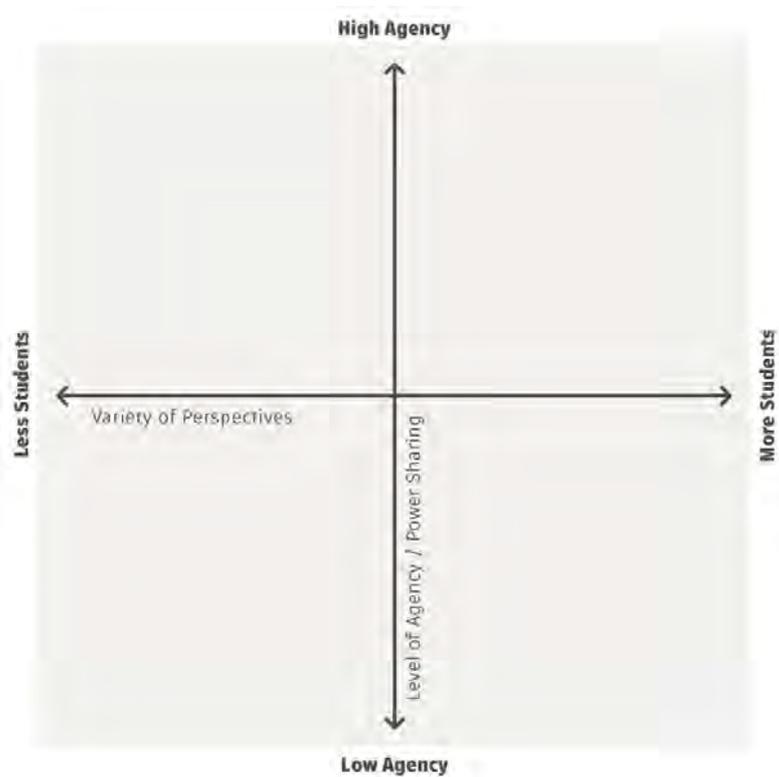
However, while these models are both valuable and both have elements which have informed the development of this Framework, they also both imply a hierarchy of modes, or one where each mode is 'better' than the last, and therefore risk devaluing certain modes of engagement. For the purposes of the Library, value exists within the 'informative' and 'consultative' engagement modes (as defined in Model One), and these should not be devalued even as we progress with implementing more collaborative modes.

The Library has devised a third model that moves away from singling out specific engagement activities (as Model Two does), and instead is designed to encapsulate a broader range of opportunities and activities. This both creates a more useful tool which can be used in wider contexts across the Library, and also helps future proof the model by allowing for future adaptation.

The new model also moves away from hierarchical conceptions and shifts the focus from value to impact.



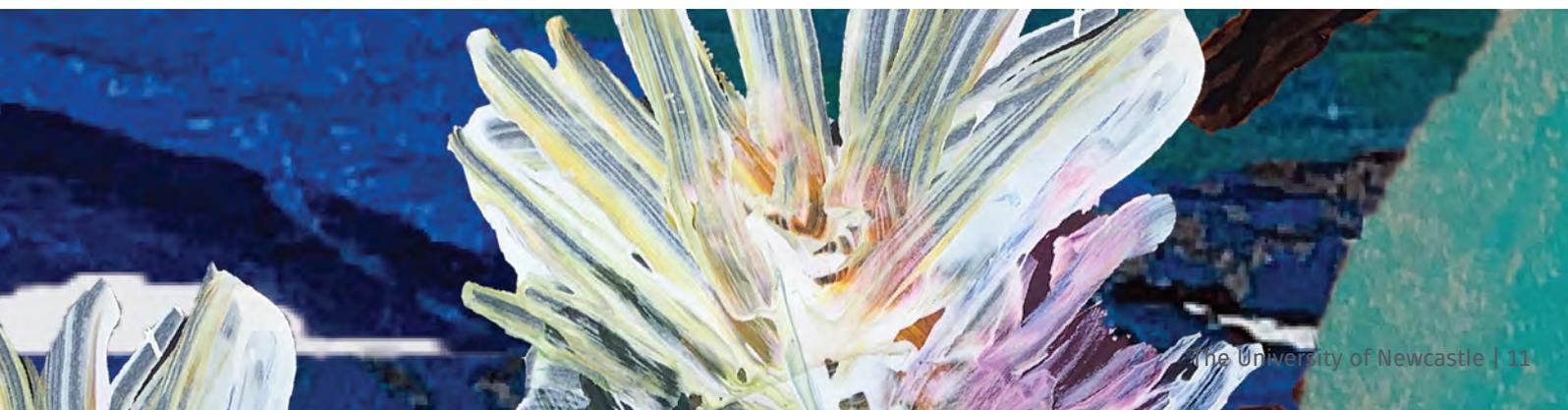
MODEL THREE: COLLABORATIVE STUDENT ENGAGEMENT QUADRANT CHART



Model Three: University Library Model of Collaborative Student Engagement

Rather than arranging engagement opportunities or activities according to a hierarchy of value, Model Three asks users to plot them along two axes representing the key variables of ‘level of agency/power-sharing’ and ‘pluralism/variety of perspectives’. This model also allows for the consideration of ‘reach’, as the size of the dot graphed can change according to this variable. The dots graphed can also be colour coded according to which pillar(s) the opportunities or activities they represent align with (as per Figure Three). See Appendix Two for an example where some Library student employment and partnership activities are plotted on this graph.

By considering these variables in relation to each other, this model can be used as a tool to prompt review of how an opportunity or approach being considered could be tweaked (or designed from scratch) to allow it to move within a quadrant or into a different quadrant, and thereby increase its likely impact/contribution to enhancing the student experience.



PILLARS

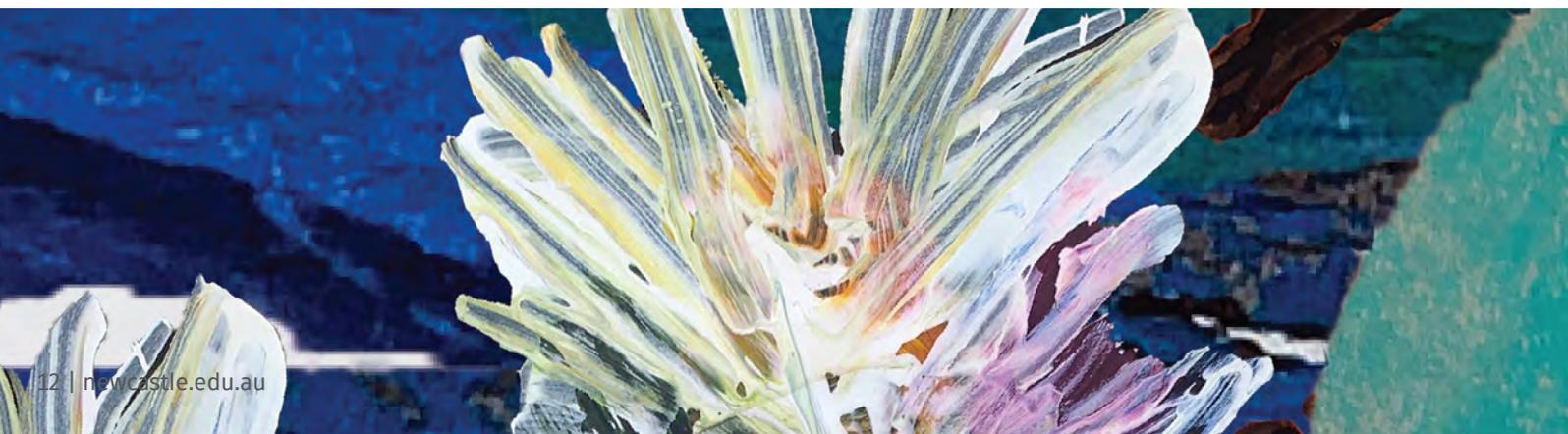
OF STUDENT EMPLOYMENT AND PARTNERSHIPS

The Library's Students as Partners Framework describes three distinct pillars which underpin our approach. These pillars, to which our student partnership and employment activities align, may either stand alone or intersect. They function as broad anchoring categories which allow for the exploration of opportunities within the library as well as the development of practices and processes that form the basis of our student partnerships and employment opportunities.

The pillars also provide a common language for Library staff to engage in conversation as part of the cyclical exploratory and developmental phases when identifying new opportunities and arenas for collaborative engagement with our students, through partnership and employment.



Figure Three: Pillars of Student Employment and Partnerships in the University Library



EMPLOYED AND UPSKILLED

This pillar brings together all the areas of professional experience and employment for students in the Library.

All students undertaking professional experience and employment in the Library are encouraged and able to make decisions and problem-solve issues which they have identified or which are presented by Library staff, student-clients, academics and the community. They have the opportunity to develop key employability skills (e.g. leadership, risk taking, project management, negotiation, communication, stakeholder engagement skills etc.) by drawing on both their lived experiences and their Library provided training. Thus, enhancing their own life-readiness while at the same time improving the experience for all our clients.

1. STUDENT EMPLOYMENT OPPORTUNITIES

Student employment opportunities within the Library provide students with valuable work experience in professional roles through which they can develop and enhance important 'soft' and 'hard' skills which will help contribute to their employability and career-readiness upon graduation, while also providing a valuable source of income and a supportive work environment.

All student employment roles within the Library are filled through a competitive recruitment process. While ensuring that access to these roles is transparent and equitable, the recruitment process is also designed to be a learning experience for all student applicants.

The recruitment process provides students with firsthand knowledge and experience of job application processes and expectations in a professional environment (including practice undertaking key tasks such as writing applications/cover letters/responses to criteria and participating in interviews).

Feedback is also made available to all applicants who request it, so that regardless of the outcome, the process itself provides a valuable learning opportunity for every student applicant. This amplifies the impact on student employability and widens the reach/benefit of the Library offering these employment opportunities, beyond just the successful applicant(s). Key to this approach to recruitment is the partnership and support provided by the Jobs on Campus team in the University's Employability and Enterprise unit.

Examples of employment opportunities for students within the Library include:

- **STUDENT PEER SUPPORT ASSISTANTS (SPSA)**

The Library Student Peer Support Assistants contribute to the delivery of high quality, client focused services and engagement activities across Library locations. In this role student employees, deliver peer to peer support which guides our student-clients in connecting to vital services and resources; contribute to the smooth running of Library service points; and assist in the development, organisation and delivery of student engagement activities and programs (such as Fast Friends and Breakfast at the Library, for example).

The Library also employs specialist MakerSpace Student Peer Support Assistants, whose role includes delivery of workshops that encourage digital dexterity and creativity; in-person support for the use of MakerSpace technologies and equipment; and promotion of the MakerSpace service to the student community.

- **THE LIBRARY STUDENT INTERNSHIP PROGRAM**

Our internships provide students with a range of opportunities which support employability and future life skills. The internship projects are designed to be valuable learning opportunities for our interns, which expose them to a variety of professional experiences and provide opportunities to develop both their employability skills and their professional identities. Internships are offered within and across a variety of arenas of work within the Library, including in the University Galleries, Special Collections and both client-facing and 'back-end' Library teams.

For example, a student intern has been working within the Student Engagement and Partnerships team on a project focused on bringing the student voice to Library communications by increasing student centred and user-generated content in Library communications. This internship has been an opportunity for the student intern to gain experience in a range of marketing, communications and engagement activities, including leading a collaboration with other Library student employees (SPSAs) and creating content for publication through social media channels in a professional context.



Library interns have also worked in our Academic Engagement, Client Services, Digital Library Experience, Special Collections, and Galleries teams on a variety of different projects.

By offering these internships as part of the Library Student Internship Program (rather than on an ad hoc basis) the Library has been able to scaffold a program of professional development and support around a set of diverse internship projects embedded across multiple Library teams. This professional development and support is offered not only to the interns themselves, but also, in parallel, to the Library staff who take on supervisory roles for our interns.

- **CASUAL PROJECT OFFICERS AND PROJECT ASSISTANTS**

Students who are recruited through Jobs on Campus join Library staff on specific projects. These projects often involve large-scale time-critical activities where the students learn new skills and gain valuable professional experience while helping the Library meet significant deadlines.

One example is the ‘Hunter Valley Climate Data: Wollong Station Project’. This opportunity provides paid work and experience for two students to be part of a project of international significance in assisting scientists to understand our climate and the implications of ongoing human practices that influence it. The students involved in this project contribute to the digitisation, and (future) distribution to climate scientists, of a significant set of historical climate data from regional NSW.

2. PROFESSIONAL EXPERIENCE OPPORTUNITIES

The Library provides a range of professional experience opportunities for students to integrate theoretical learning with real world, meaningful and relevant experiences in a work environment in volunteer and unpaid capacities. Staff within our Library spaces, including Special Collections and the University Galleries, facilitate these activities and liaise with academics to ensure these are meaningful learning experiences for the students.

Examples of these learning opportunities within the Library include:

- **WORK INTEGRATED LEARNING (WIL) PLACEMENTS AND PROJECTS**

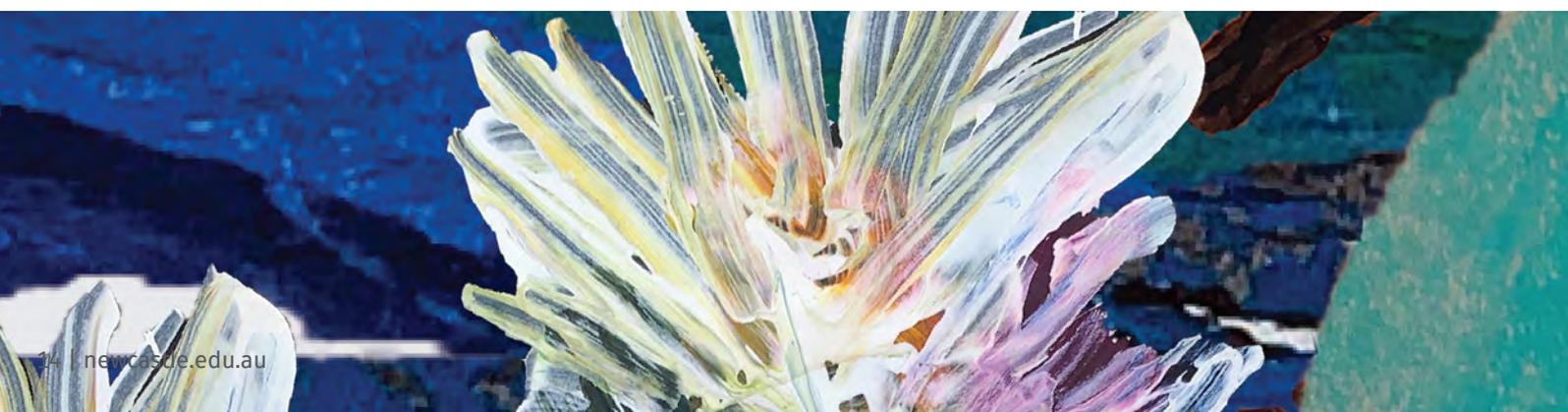
‘WIL for All’ is a key priority outlined by the University in the **Looking Ahead Strategic Plan 2020-2025**. In accordance with University of Newcastle policy, the WIL experiences provided within the Library “should provide a meaningful and relevant experience”, “involve clearly stated outcomes”, be “recognised through assessment and credit”, and “be consistent with quality teaching and learning”[3].

For example, the Library Survey Data Analysis and Visualization project was undertaken in 2020 by a Bachelor of Business student as a WIL project. This project involved a student benchmarking Library survey results against other institutions by creating comparative data visualisations, as well as creating thematic visualisations of the verbatim comments from the survey data. This project provided the student with experience in data analysis and visualisation tools and techniques, which complemented their academic studies in Business.

- **STUDENT VOLUNTEER PROJECTS**

Students with an interest in the activities of our Special Collections area and the GLAMx Lab are welcome to participate in learning activities in these spaces. 3D digitisation of artifacts, preservation and metadata activities are just some of the possible volunteering projects offered within the Library spaces.

[3] University of Newcastle **Program Management Procedure Manual - Coursework**, Section 5, S.116 and 117



INCLUDED AND EMPOWERED

This pillar involves valuing student representation in decision-making and Library governance processes. The Library seeks to work directly with our students, including and empowering them as co-creators and co-designers of Library services, spaces and activities.

The Library is actively bringing students into Library projects, working groups and communities of practice to work alongside Library staff, as opposed to endorsing a single stand-alone student advisory group. These students are integral members of each group with their voices influencing outcomes for the Library and our student cohorts as they collaborate with us to identify opportunities for improvement, develop options, solve problems, or implement solutions.

Students are currently partnering with Library staff on a range of projects, including User Experience (UX) activities, from space redesign to updating and improving our online resources.

For example, a Bachelor of Communication student was employed to join the Library's LibGuides Refresh Project team in 2021. This project was instigated to review and redevelop the Library's online guides to improve accessibility and enhance the user experience. The student has contributed as a valued partner in the project, provided significant insight into the user experience from the student point of view, and has had input in decision-making throughout the project.

INFORMED AND HEARD

This pillar represents a commitment to regular, balanced and informative communication with our student cohorts in the form of synchronous and asynchronous conversations via our communication channels and feedback mechanisms.

The Library connects with our students via a number of communication platforms that encourage responsive interaction. Our intent is to be a source of truth assisting with the delivery of information that helps unpack problems and issues, provides options and opportunities for understanding, and enables attainable solutions. Developing opportunities to leverage user-generated content will expand our capacity to partner with students through this medium.

At the same time, numerous avenues are available to students for providing the Library with honest and valued feedback, engaging with the Library in raising awareness of new ideas or issues and offering input or suggesting solutions. All students who want to, regardless of their situation, have the opportunity to participate and affect positive outcomes.

Two-way communication between the Library and our stakeholders ensures that they are both informed about Library services, activities and resources, as well as heard. Students can tell the Library how we are doing, what they want and what they would like us to improve via our feedback mechanisms including Ask the Library, our CHAT service, surveys and feedback forms.



NEXT STEPS

ACHIEVING OUR STRATEGIC PRIORITIES THROUGH COLLABORATIVE ENGAGEMENT

PRIORITY	PROPOSED APPROACH	QUICK WINS
Increase the Library's student workforce	Develop and diversify the range of opportunities we provide to students which support employability and future life skills. Partner with students to co-create opportunities which respond to their interests and priorities.	Develop the Library Student Internship Program further, and include more projects which are partnerships
Partner with students to co-create our services and spaces	Engage in reciprocal, equal partnerships (where students' lived experience is valued) to design, develop, deliver and evaluate our services, spaces and activities.	Learning Spaces Evaluation Student Internship Project, Student representative on the Auchmuty Redevelopment Project Group
Embed the student voice	Take a wide-spread and inclusive approach to student participation in governance and decision-making within the Library to enable the embedding of the student voice in everything we do.	Student employee membership of Digital Capabilities and User Experience Communities of Practice, Student employee representation on the Library Health, Safety and Wellbeing Group
Establish a peer support model of service delivery	Partner with and employ students to create a peer support model which sees students supporting students through targeted, personalised, student-centred services which meet their learning and wellbeing needs.	Define and expand the Student Peer Support Assistant role to include areas of work outside of front-line service provision
Strengthen Work-Integrated-Learning (WIL) opportunities	Develop and diversify the Library's offer of curriculum-based learning opportunities (Work Integrated Learning projects and placements) for students, which provide meaningful and relevant professional experience.	Special Collections WIL opportunities align with the HASS Everyday Laboratory project/model

The table above outlines proposed approaches to the priority actions for enhancing the student experience as defined in the **Your Future Library Strategic Plan 2020-2025**. The approaches proposed centre collaborative and meaningful engagement with students through partnership and employment, and will involve strengthening collaboration with the University of Newcastle Students' Association (UNSA) and specialist units across the University (such as Wollotuka, Employability and Enterprise, and AccessAbility).



NEXT STEPS

DEVELOPING TOOLS AND BUILDING CAPACITY

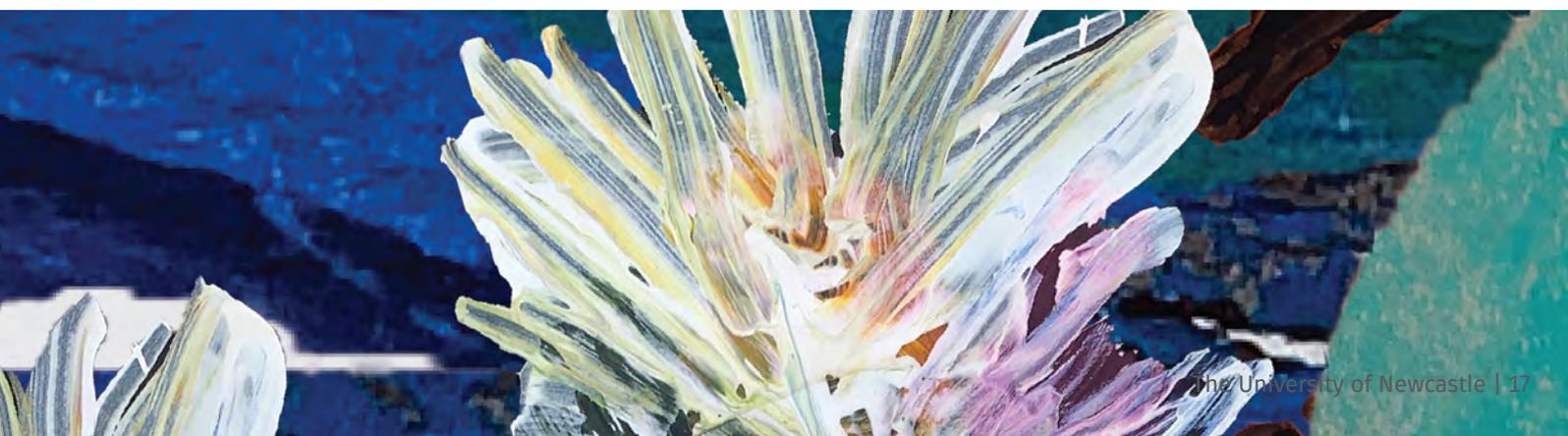
The **Students as Partners Framework** is conceived as a jumping-off point, which will engender and enable further work in a number of areas and domains across the Library, supporting the **Your Future Library Strategic Plan 2020-2025**.

Applying a student partnership and employment approach “across multiple areas of library practice magnifies the potential benefit in terms of the students’ experience of the library” (Salisbury, Dollinger & Vanderlelie 2020, p306). Key domains of Library practice for consideration include space transformation, library governance, service excellence, resource design, research, and collection renewal (Salisbury, Dollinger & Vanderlelie 2020, p306).

Moving forward this Framework can provide a lens through which staff across all arenas of Library practice can view the work being undertaken in their domains and identify areas of opportunity for meaningful engagement and collaboration with students.

Further tools and resources (see Appendix One) will be developed and made available to assist Library staff and students in identifying these areas, planning new opportunities, and evolving/developing existing ones. Training and/or workshops can also be provided to familiarise staff and students with the Framework and associated tools.

This **Students as Partners Framework** is iterative in nature and is intended to be adapted in response to changes in the strategic and operational needs of the Library and the evolving needs and expectations of our students, and will be reviewed on an annual basis.



REFERENCES AND APPENDICES

REFERENCE LIST

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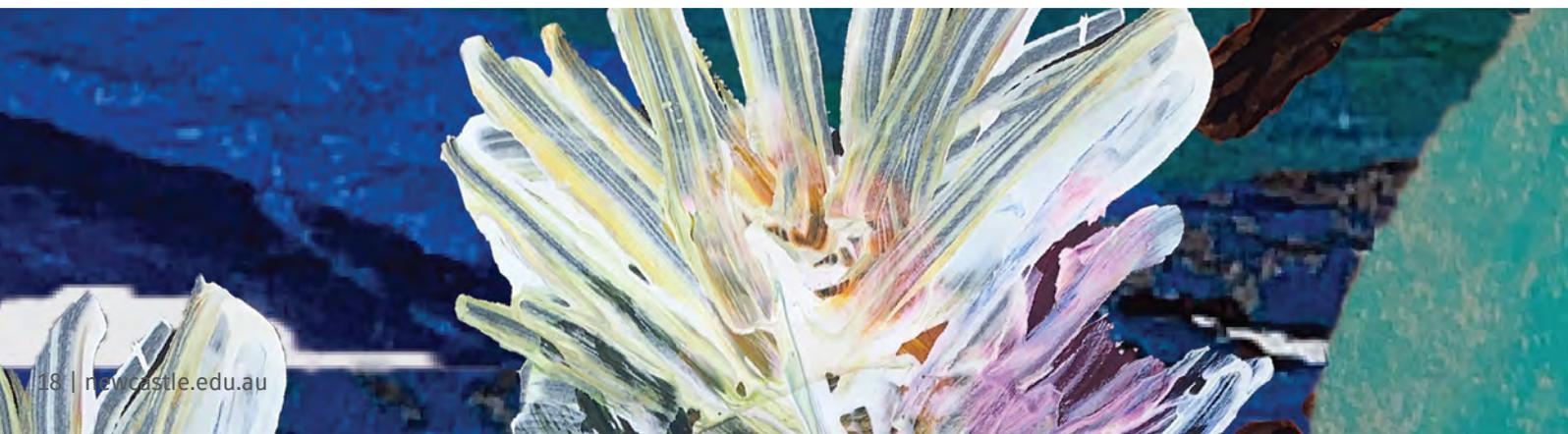
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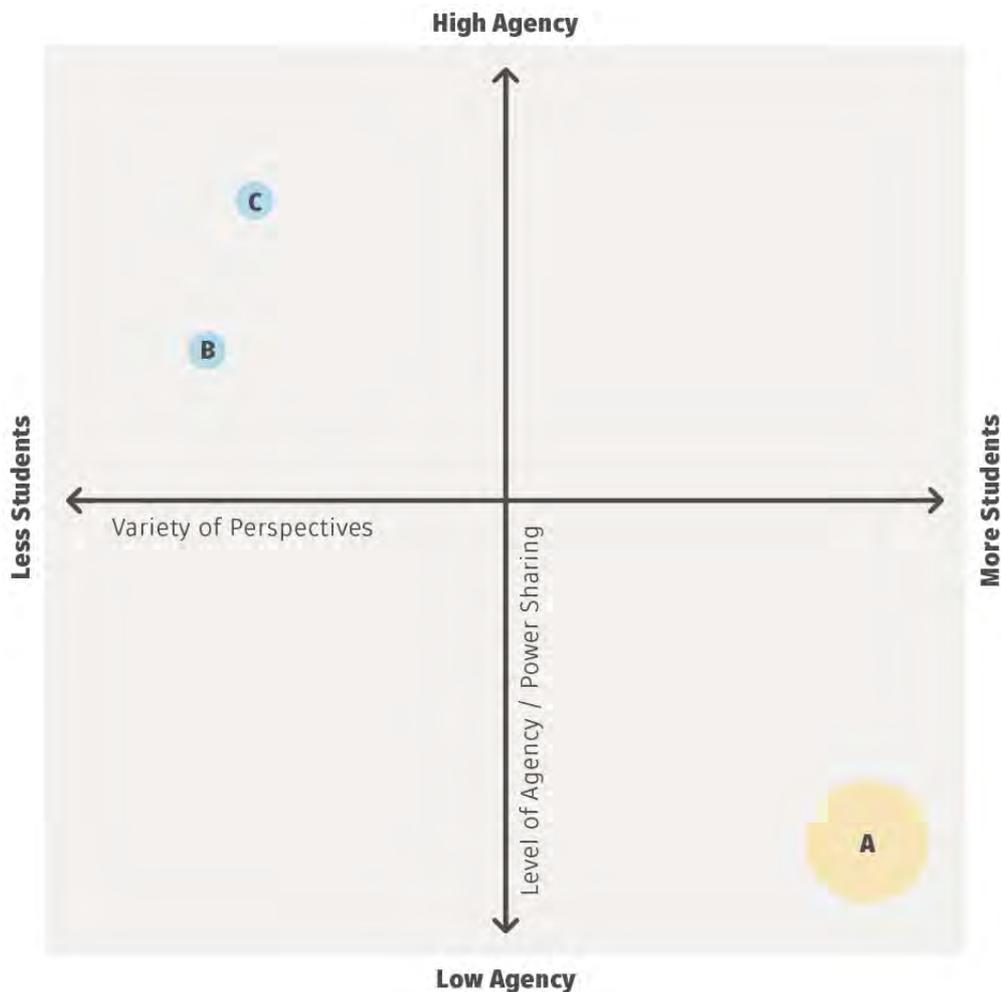
APPENDIX ONE: IDEAS FOR RESOURCES AND TOOLS TO BE DEVELOPED

- A tool for staff to locate/position a student partnership or employment opportunity they currently offer or are considering developing within the **Students as Partners Framework**.
- Workshops presenting and explaining the Framework and associated tools to student and staff teams. These workshops would be aimed at encouraging and enabling the development of new ideas for opportunities to partner with and employ students in the Library. Workshops would be interactive and could involve participants working through the Key Considerations and other elements of the Framework as they apply to concrete examples.
- A set of case studies of both internal and external examples of best and/or innovative practice in the student partnerships and employment space, particularly as relates to different domains of Library practice.
- Agreed definitions of opportunity types (e.g., internships, WIL, casual professional employment for project assistance, volunteer etc.), and guidelines for deciding what type of opportunity would best fit a potential idea or project which a staff member or student may have.
- Standardised guidelines and processes for recruitment, onboarding etc. of student employees, which are applicable to different opportunity types/roles within the Library. For example, a Student Employee Onboarding Checklist etc.
- Guidelines and resources for project development and planning.



APPENDIX TWO: AN EXAMPLE QUADRANT GRAPH, WITH ACTIVITIES PLOTTED

The below graph plots examples of some of the student employment and partnership activities the Library already engages in, according to the method outlined in the Student Employment and Partnership Framework.



A = INSYNC Library Client Satisfaction Survey

B = The Library Student Internship Program, as it is currently run with intern projects being proposed, selected and designed by Library staff

C = The Library Student Internship Program, if a pitch competition was run as part of the program where students could pitch their project ideas, and projects were selected by a panel including staff and student representatives.





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