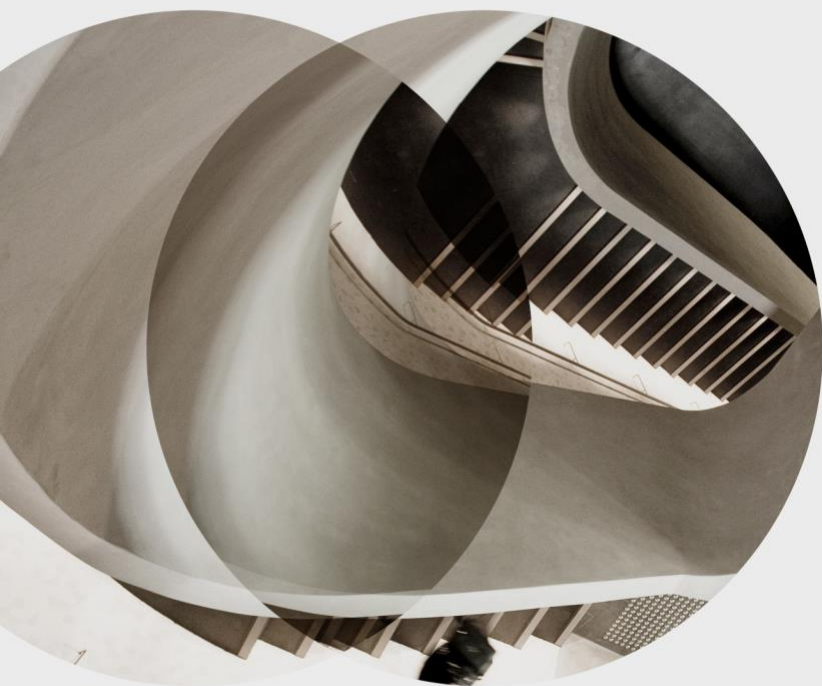# UTS Student Partnership Agreement 2022–2024

Student Partnership Agreement 2022–2024

> 'Partnership and collaboration are core values at UTS. It is only through partnerships that our communities can thrive economically, socially and culturally. It is through the cultivation of close working relationships between students, staff and other key stakeholders that we can achieve our common goal of being a leading public university of technology recognised for our global impact.'
>
> Professor Andrew Parfitt
> Vice-Chancellor and President of the University of Technology Sydney

Introduction

The UTS Student Partnership Agreement 2022–2024 (the agreement) outlines a collective approach to student engagement at UTS.

UTS, the ActivateUTS Board and the UTS Students' Association, working together as part of UTS's inclusive culture, set out in this agreement their combined approach to student engagement with the university's broader governance framework. This agreement constitutes a statement of mutual intentions with respect to student engagement. It does not affect any university rules, policies or other governance arrangements, but rather seeks to support and encourage a student voice in their implementation and review.

Purpose

This agreement supports the UTS 2027 strategy, its vision and values, and promotes an understanding between students and UTS about the university's activities that impact the whole UTS community.

UTS, the ActivateUTS Board and the UTS Students' Association are proud of UTS's vision to be a leading public university, defined by our commitment to social justice and support for the economic, social and cultural prosperity of our communities.

As UTS embarks on the next phase of its strategy, specifically, focusing on the initiatives of lifetime of learning and working together, this agreement seeks to engage our student community, empower our student leaders and deliver on mutual obligations between staff and students.

Through the agreement, UTS commits to:

* continuing a meaningful dialogue with students in line with the Student Rights and Responsibilities Policy

* recognising the role that student representatives play and the importance of seeing students as genuine partners

* supporting the continued engagement of students throughout their time at UTS.

The agreement also details agreed priorities for 1 July 2022 to 1 July 2024 and identifies opportunities for student engagement. To ensure continued relevance, the agreement will be reviewed bi-annually under the stewardship of the Student/Council Liaison Group (SCLG), a committee of the UTS Council.

Inclusive governance

Inclusive governance at UTS requires students and staff to work together. The positive working relationship between students and staff is essential to the realisation of our strategy.

In line with the Student Rights and Responsibilities Policy, UTS seeks to help its students become effective contributors in their communities, leaders in their chosen field and responsible global citizens. The work of preparing lifetime learners and future leaders starts from the beginning of each student's journey at UTS. By partnering with students, UTS ensures that students are given a voice in the university community and an opportunity to shape their student experience.

Successful partnerships, as fostered in this agreement, depend on mutual respect, integrity, meaningful interaction, open collaboration and an agreement on common goals and values, acknowledging that diversity is a strength.

Part A: Student representation at UTS

Formal student representation

Students at UTS are formally represented on boards and committees by elected and appointed members (hereafter student leaders) who advocate for and represent the views of the student population. There are student leaders across a wide range of bodies at UTS, including the university's governing body, the UTS Council.

Key student leaders from UTS Council, Academic Board, the ActivateUTS Board and the UTS Students' Association work closely together on the Student/Council Liaison Group (SCLG), a committee of the UTS Council. The SCLG is a body for student leaders to work with Council members and senior management to ensure that the student perspective is included as part of the university's decision-making.

Opportunities for student representation are outlined by individual board and committee terms of reference, which are reviewed and updated from time to time.

The following table outlines current student representation.

Board/committee	Representation
UTS Council	One elected undergraduate and one elected postgraduate student
Academic Board	As outlined in Rule G3, General Rules, ten student members in total: • one student elected by and from students from each faculty (eight in total), and an alternate • one postgraduate research student elected by and from the postgraduate research students of the university, and an alternate, and • one Indigenous undergraduate or postgraduate student, elected by and from the UTS Indigenous student body. One ex-officio position: President, UTS Students' Association.
Academic Board committees	Institute for Sustainable Futures Institute Board: Two higher degree by research students, elected by and from the HDR students of the institute. Teaching and Learning Committee: One undergraduate student elected by and from the undergraduate students of the university and one graduate coursework student elected by and from the graduate coursework students of the university. Courses Accreditation Committee: Two coursework students elected by and from the students of the university. Higher Degree Research Board: Two graduate research degree students elected by and from graduate research degree students of the university. Research Committee: One graduate research degree student, elected by and from graduate research degree students of the university.
Faculty boards	Faculty boards must have a minimum of four students elected by and from the students of the faculty, at least one of whom shall be a postgraduate student, and at least one of whom shall be an undergraduate student. These elected student representatives fill positions on faculty boards in: • Arts and Social Sciences • Business • Design, Architecture and Building • Engineering and Information Technology • Health • Law • Science • TD School.

Board/committee	Representation
Student/Council Liaison Group	The Student/Council Liaison Group (SCLG) is a forum for UTS students, members of Council and UTS senior management to discuss matters of UTS policy and governance relevant to the student body.
	The SCLG consists of the following student positions:
	• two student members of Council
	• President, Students' Association or nominee
	• Overseas Students Officer of the Students' Association
	• President, ActivateUTS or nominee
	• student representative of ActivateUTS clubs
	• a UTS student elected by and from the UTS Housing Student Resident Advisory Committee
	• an Indigenous student representative
	• the elected student members of Academic Board, one from each faculty
	• the elected postgraduate research student member of Academic Board.
	The group has the power to co-opt members as appropriate, including additional members to represent international students, postgraduate coursework students and postgraduate research students, and to invite other participants for particular matters.
Graduate Research Students' Appeals Committee	An appeals committee will include graduate research students of the university who have been enrolled at UTS for at least one year, appointed from panel members nominated by the deans of each faculty (under Rule 17.2.1(2), Student Rules) and appointed by the Chair of Academic Board.
Internships Appeals Committee	Each appeals committee will include a student member (under Rule 17.3, Student Rules) who has been enrolled at UTS for at least one year and who has completed, or partially completed, internship course requirements.
Indigenous committees	• Vice-Chancellor's Indigenous Strategies Committee: One Indigenous student representative to be appointed by the Vice-Chancellor (in consultation with the Chair) following a call for expressions of interest.
	• Indigenous Research Committee: One Indigenous HDR student to be appointed by the Chair in consultation with the Director of Research and Academic Programs, Jumbunna following a call for expressions of interest.
	• Indigenous Teaching and Learning Committee: Two undergraduate or postgraduate coursework students (one Indigenous, one non-Indigenous), to be appointed by the Chair in consultation with the Associate Dean (Indigenous Teaching and Learning) following a call for expressions of interest.

Student leader roles and responsibilities

Student representation at UTS is an ongoing commitment between UTS, faculty boards, the ActivateUTS Board and the UTS Students' Association to work together to ensure decisions, processes and functions best support students throughout their time at UTS.

UTS will support student leaders to fulfil their role and responsibilities, while student leaders will fulfil their role appropriately by providing quality advice and reliable representation of the student voice.

The Governance Support Unit will also work with student leaders to ensure students are represented on all relevant UTS boards and committees and are supported and trained to fulfil their roles.

Other forms of student involvement

In addition to UTS's formal representative positions, students are encouraged to shape their experience by:

- providing honest, constructive feedback in the Early Feedback Survey and Student Feedback Survey, which monitor coursework subject and teaching quality (refer Feedback Survey Policy)

- participating in focus groups and other feedback opportunities, such as external surveys or policy review processes

- liaising with their student representatives on Academic Board, faculty boards, the ActivateUTS Board and the UTS Students' Association to make their voices and experiences heard

- approaching academic and professional staff, including faculty deans, associate deans (teaching and learning) or equivalent, academic liaison officers or the Deputy Vice-Chancellor (Education and Students).

Part B: Collaborative priorities

UTS, the ActivateUTS Board and the UTS Students' Association will agree a set of collaborative priorities every two years. The priorities will be presented to the SCLG on a bi-annual basis and will be informed by:

- the UTS 2027 strategy and its values

- short, medium or long-term priorities or initiatives identified by UTS, the ActivateUTS Board and the UTS Students' Association

- opportunities to collaborate or seek formal student input as part of existing projects

- the results of UTS and national feedback surveys

- sectoral and university priorities or concerns.

The key priorities identified for 2022 to 2024 are student participation, inclusion, sustainability, quality management and communication. Individual projects are grouped under each theme in the tables below.

1. Student participation

Project	Responsibility	Outcomes	Rationale
Development of elected student leaders' capability, support and training.	GSU	Create a comprehensive handover package, support new student leaders in their role and connect them with key staff and contacts.	Strengthen the capability of student leaders to represent their peers effectively, allowing them to meaningfully contribute to the strategic direction of UTS.
Strengthen engagement with the wider student body to nominate and stand for election across Academic Board, its committees, faculty boards, the ActivateUTS Board and the UTS Students' Association Student Representative Council (SRC).	GSU MCU DVC(ES)	Deliver the remaining initiatives of the 2020 Student Leadership Plan, including: • develop social media content of outgoing student leaders • DVC(ES) to write to ActivateUTS clubs encouraging them to nominate.	Increase engagement with student leadership positions across UTS and develop quality leaders who are enabled to effectively contribute to university decision-making.

Project	Responsibility	Outcomes	Rationale
Engagement with peak national body Student Voice Australia (SVA) to contribute and encourage student participation across the sector.	DVC(ES)	Appoint an SCLG student member for a one-year term to represent UTS at SVA. Consider appointing a staff member directly related to student leadership as the staff representative.	Strengthen student leaders' capability for external engagement and create opportunities to present at external conferences. Elevate UTS's national reputation as an institution that has a strong commitment to students as partners in shaping the student experience.

2. Inclusion

Project	Responsibility	Outcomes	Rationale
Review and develop student programs that are inclusive and accessible.	ActivateUTS DVC(ES)	Develop a strong sense of community and enrich the student experience with an inclusive approach.	There are a wide range of students who remain uninvolved due to mainstream programs offered that cater to most of the student cohort.
Support the Students' Association to deliver quality student services.	UTSSA DVC(ES)	Engage in productive discussions regarding annual and long-term funding. Work together to create a safe and accessible campus within the context of an ongoing commitment to ensuring students from equity backgrounds feel safe and supported on campus. Work with the Centre for Social Justice and Inclusion on the promotion of the complaints portal for the reporting of allegations of discrimination and the accurate collection of this data in line with the Student Complaints Policy. Develop questions in the Student Satisfaction Survey to measure the experiences of students on campus from equity backgrounds. Engage in discussions on ways to create vibrant, sustainable and accessible student publications.	Adequate support enables the Students' Association to deliver on essential student services that the UTS community relies on. Working towards positive social change, it is imperative that UTS understands and supports students from equity backgrounds.

Project	Responsibility	Outcomes	Rationale
Work to provide a safe and inclusive environment for students and engage with student leaders on projects in response to priority student needs.	UTSSA DVC(ES) Provost	Work collaboratively on UTS's response to the National Student Safety Survey (NSSS) results to: • explore the introduction of annual or bi-annual requirement of completing Consent Matters module • review the content of the Consent Matters module • expand and develop training for student leaders, including ActivateUTS clubs, for sexual harassment and sexual assault disclosures • implement strict service standards for the reporting of sexual harassment or sexual assault • consider the introduction of one single point of contact liaison for the handling of a complaint of sexual harassment or sexual assault with a student victim • report performance data and trends from the Student Services Unit at each quarterly SCLG meeting, including wait times for counselling and medical appointments • explore a central point of contact for support services and harness student leaders as communicators • explore the expansion of multilingual counsellors • review the approach of fruit-centric and play on words messaging of Respect.Now.Always. campaign.	In response to the NSSS results, UTS is committed to working on the elimination of sexual harassment and sexual assault. As such, student leaders are powerful advocates and communicators in this space who can play a vital role. Working as partners, student leaders on SCLG are committed to collaborating on UTS's response and working on outcomes as part of this response.

3. Sustainability

Project	Responsibility	Outcomes	Rationale
Encourage and promote environmental sustainability initiatives	MCU UTSSA ActivateUTS	SCLG members will work with UTS Sustainability on current and future initiatives to deliver a more environmentally conscious campus. SCLG members will promote the UTS Green Impact Program. Continue to develop ActivateUTS's policies, ensuring clubs and societies adopt sustainable materials and practices. Increase awareness of the Students' Association Food Co-Op, reducing food wastage and supporting students who need it most.	To have UTS-wide support of the Sustainability Policy, which provides a framework for embedding sustainable practice at UTS across four key areas: teaching and learning, research, facilities and operations, and partnerships and engagement. Sustainability is one of the university's values under the UTS 2027 strategy. It is important to recognise UTS's role in educating future leaders and in shaping sustainable values and behaviours.

4. Quality management

Project	Responsibility	Outcomes	Rationale
Engagement with the Early Feedback Survey (EFS) and Student Feedback Survey (SFS)	DVC(ES)	Harness student leaders to encourage their cohorts to complete the EFS and the SFS. Work with Academic Board student members to understand UTS survey results and quality improvement plans.	The authenticity and robustness of feedback forums is improved with a higher student participation rate.
Engaging subjects and compassionate educators	DVC(ES) IML	All new academic staff are encouraged to complete a workshop on engaged teaching.	Effective onboarding for casual and continuing academic staff will ensure that staff are aware of good practice in relation to engaging and motivating students in the classroom.
Recognise the role of the Students' Association engaging in activism on campus	UTSSA Senior Executive	Acknowledge the Students' Association as the student union and its campaigns on student issues. Engage with the Students' Association by listening to feedback. Support students engaged in demonstration efforts as set out in the Campus Policy.	As a student union, the Students' Association has an obligation to advocate on behalf of the student body to ensure a quality student experience.

5. Communication

Project	Responsibility	Outcomes	Rationale
Work with student leaders to identify key people they can contact for advice, concerns, consultation or feedback.	GSU VC's office	Create a communications strategy and protocol, and provide the names, positions and email of key staff a student leader may find helpful to contact.	Student leaders require clear guidance on the appropriate people to raise an issue with or seek consultation for a specific concern, project or idea.
Create local leadership teams for Academic Board and faculty board student members.	GSU Faculties Schools	Develop local leadership teams of faculty board members and the Academic Board representative of that faculty/school to enable discussion of ideas, issues or concerns to create a structured level of representation. Where possible, invite faculty board student members to Academic Board and vice versa.	Addresses challenges faced by Academic Board of the disconnect between Academic Board and faculty boards. Allows for greater dialogue and the exchange of ideas among students on various levels of leadership.
Strengthen communication and relationship between student leaders and senior staff.	DVC(ES) Director, SSU Deans Associate deans (teaching and learning)	In November/December of each year, outgoing and incoming student leaders to meet with the DVC(ES) and Director, SSU and, following this, their respective dean and associate dean (teaching and learning). For example: • outgoing and incoming SCLG members to meet with the DVC(ES) and Director, SSU informally in November/December following elections • outgoing and incoming Academic Board and faculty board members to meet with their dean and associate dean (teaching and learning) as a local leadership team.	Between the end of the election and the start of Autumn session in the new year, new student leaders are not provided with guidance as to their role. Informal meetings will allow incoming student leaders to meet outgoing student leaders and key senior staff they will be working with. They also provide a forum for outgoing student leaders to discuss their achievements over the past term. Local leadership meetings with Academic Board and faculty board student members and their respective dean and associate dean (teaching and learning) also provide an opportunity to meet informally and allow for introductions.

Key

ALO: Academic liaison officer	GSU: Governance Support Unit	RAO: Responsible academic officer
COO: Chief Operating Officer	IML: Institute for Interactive Media and Learning	SCLG: Student/Council Liaison Group
CSJI: Centre for Social Justice and Inclusion	LLEU: Lifetime Learner Experience Unit	UTSSA: UTS Students' Association
DVC(ES): Deputy Vice-Chancellor (Education and Students)	MCU: Marketing and Communication Unit	VC: Vice-Chancellor

Terms of agreement

UTS, the ActivateUTS Board and the UTS Students' Association agree that:

- this agreement shall come into effect on signature by the undersigned and will remain in effect until formal review at the first SCLG meeting of 2024
- this agreement may be modified (or terminated) prior to formal review by mutual consent
- the formal review may be brought forward by mutual consent. All changes to priorities or scope will be formalised by way of an updated agreement
- all parties will make every effort to support and promote this agreement to students and staff in their respective areas.

The undersigned agree to the terms and the provisions set out in the UTS Student Partnership Agreement 2022–2024 and are authorised by their respective organisation to make this agreement.

Professor Shirley Alexander AM
Deputy Vice-Chancellor (Education and Students)
Signed on behalf by Brett Smout, Director, Student Services

Mr Jinang Liu
President, ActivateUTS Board

Mr Nour Al Hammouri
Councillor, UTS Students' Association

Mr Kurt Cheng
Student Member, Academic Board

28 June 2022