

How are staff supported to undertake student-staff partnership opportunities?

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Introduction

University strategies increasingly seek to embed student-staff partnerships as part of institutional innovation programmes (Gravett et al., 2020; Marquis et al., 2019) and quality processes to drive impactful change (Cook-Sather, 2014; Healey et al., 2014)). Whilst it is recognised that institutional terminology around partnership varies (Bovill, 2019), (for example, at the partner institutions, connectors, changemakers, inclusive practice partners), it is generally agreed that partnership working is a process (Healey et al., 2014) rather than an outcome and the success of partnership projects have been linked to effectively establishing the values of partnership working (Luo et al., 2019). Staff facilitators and their preparedness to engage in effective partnership working are therefore integral to the ability to successfully sccSl partners)2 (i)p2 ()JTJ0 To

Literature review: how are staff supported in undertaking student-staff partnerships?

Several foundational working practices have been identified as influential to the success of student-staff partnerships (Chui et al., 2022) indicating that a facilitated space for partnerships to flourish is key. Matthews et al (2019) identify the importance of the role of academic developers as facilitators in partnership processes, from supporting the development of relationships to advocating for increased institutional attention to the potential for partnerships, overcoming resistance, offering reassurance, and promoting equity and inclusivity.

There are few (no) studies within the literature on student-staff partnership that take a detailed look at staff preparedness for partnership, despite the consensus that successful partnerships benefit inclusion agendas (Bovill et al., 2016), improved student belonging and satisfaction, cultural responsiveness (Coobonq(l)3 (l)-2 (4)-2 sPsr(de)-1 (y)1.1 ()5 r-1 (h&u)6 (rD)3crthncl9-2 (.

from the dichotomous ‘us and them’ mentality (Mercer-Mapstone et al., 2018) towards a more unified relationship between partners.

Increasingly a lens of equity has been applied to staff undertaking such partnership work (Mercer-Mapstone & Bovill, 2020). This is an important aspect to consider in the formation of student-staff partnership work. Of the limited research related to supporting staff-student partnerships a need to consider the relational aspects (Matthews et al., 2019) including the emotions that are invoked by such work has been identified (Healey & France, 2022; McConnell, 2022). Recommendations for support include peer

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process: Conditions for success?