Outline
A work in progress model of delivery for developing student engagement through staff engagement
Student as Producer
Emphasises the role of students as collaborators in the production of knowledge

Research-engaged teaching and related principles embedded across the undergraduate curriculum
Student Engagement
Working in partnership with students to improve the quality of what we do

● institution-wide
● driven with the SU

Student Engagement Strategy 2012-16
www.lincoln.ac.uk/studentengagement
Principles
Institutional-wide change, long-term strategic approach

Primary focus is empowering staff to engage students
The Lincoln Journey

Phase 1: Institutional Exemplars & Leadership

Phase 2: Fostering Local Engagement

Phase 3: Students Engaged by Default

Phase 4: Champions become leaders

< May 2014
WHO IN YOUR INSTITUTION IS MOST ENTHUSIASTIC ABOUT ENGAGING STUDENTS AS PARTNERS?
Phase 1: Institutional Exemplars & Leadership
In practice...

Student Recruiters
● Full member of interview panels for new staff
● Focus: student experience, student as producer
● Staff ‘exposed’ to meaningful engagement
● Anxiety becomes enthusiasm

Student & Staff Insight Scheme
● VC’s idea: Exec Board paired with student mentor
● Shadow each other & meet regularly
● Insight into lived student experience / snr mgmt
● Piloted with 12, now 25
Lessons Learnt

● Having the VC and DVC on side helps - but it can’t be prescriptive.
  ○ We agreed a broad vision and principles at a high level, but departments should organically interpret those and their approach

● Exposure to carefully managed student engagement can help relieve anxieties of staff (e.g. students on interview panels)

● Need to break through the ‘it is just another initiative’ defense from staff

● GOATing - engage staff on their turf
Phase 1: Institutional Exemplars & Leadership
Phase 2: Fostering Local Engagement

In practice...

The Library
- Library Student Advisory Group - students steering library development / critical friends
  - Careers, Student Services adopting this

Student Engagement Innovation Fund
- Pump priming small development projects
- Should lead to sustainable change of practice
- Supports our priorities: international students

Subject Committees: [http://youtu.be/4pNEFA6Te6bk](http://youtu.be/4pNEFA6Te6bk)
Lessons Learnt

- Reaffirmed the many interpretations of ‘student engagement’
- Many different flavours to SE, different priorities
  - this is okay to get people enthused - we can focus them later on
- Champions ‘structure’ evolved (e.g. big departments split)
- Big challenges for Champions: bringing other colleagues on board, time (so we built into workload planning)
Phase 2: Fostering Local Engagement
Phase 3: Students Engaged by Default
In practice...

Student Transition & Induction
- Every student engages beyond their programme
- Coordinating messages to new students so they’re pro-engagement
- Encouraging engagement early via events, Hub

Personal Tutors & Peer Mentors
- Encouraging engagement from day one via PT
- Systematically seeing engagement as a vehicle for learning and developing attributes
- New Senior Tutors Forum: driving enhancement
How else could we systematically encourage and foster engagement from students?
Lessons Learnt

● We are still working our way through this but…

● This can become very big very quickly
  ○ Put your head above the water on something (e.g. transition & induction) and suddenly you get all sorts of requests - embrace this

● I’m grappling with how we avoid ‘initiative overload’

● Balancing management’s expectation that staff get on with it and staff needs for support
Phase 3: Students Engaged by Default
Phase 4: Champions become leaders
Taking it up another gear

● Leadership development in each Champion, so they create their own champions / followers
● Engaged by Default Framework - gently moving towards a common language with staff
● Staff development / PGCE: pedagogy of partnership - through new Enhancement Unit
● Two years to change transition & induction
● Personal Tutors as advocates for engaging (our training will take us directly to Tutors)
● Continue innovation: SCOTs
Phase 4: Champions become leaders
Reflections

- I can’t engage 13k students and what would be the point - so it’s about working through staff.
- Peeling the layers of an onion / the staff body. Each layer makes you cry more.
- Be public, be easy to follow. Promote!
- Language and understanding across 40 depts is bound to vary, don’t worry - positive reinforcement
- This is about people: empowering them to break down barriers
- My job? Leading Champions but behind the scenes to others.
Beyond Buzzwords
Embedding Student Engagement Across an Institution

www.lincoln.ac.uk/studentengagement

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