

Project Brief: Enabling a Modern Curriculum with Students as Partners

Document Information

Project Name:	Enabling a Modern Curriculum with Students as Partners
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Key Project Information

Project Sponsor:	Fiona Salisbury Program Director f.salisbury@latrobe.edu.au
Program:	Enabling a Modern Curriculum
Project Start Date:	May 2021
Project End Date:	June 2022
CAUL National Office Contact:	Kate Davis Director, Strategy & Analytics kate.davis@caul.edu.au
Project Management Group:	Students as Partners Project Team
Related Projects:	CAUL Conference
Key Documents:	The following documents will be created following the establishment of the Project Team: <ul style="list-style-type: none">● Project Timeline● Membership List – Project Team● Terms of Reference – Project Team● Risk Management Strategy

Project Approval

CAUL Board of Directors:	19 May 2021
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Project Overview

Background & Context	The higher education curriculum is constantly changing. The concept of a 'curriculum' has evolved from being about the structure and content of a subject or program, to having a focus on the student experience. More recently, curriculum has transitioned to a student centred model and an interactive process of teaching and learning. Defining the modern curriculum as about reciprocal learning between students and staff aligns perfectly with the principles of student partnership. For this reason, it is important that students as partners is a project focus in the CAUL Enabling a Modern Curriculum program
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and that the project embraces and models reciprocal learning between students, library staff and academic colleagues.

- Objectives:**
1. Develop an understanding of, and report on, current practice related to students as partners in academic libraries in Australia and New Zealand, and internationally.
 2. Develop an evidence based toolkit to support CAUL member institutions to engage with students as partners.
 3. Model a students as partners approach by collaborating with students on the development of the toolkit.
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Brief Description of Project: This project will commence with a review of current practice related to students as partners in academic libraries in Australia and New Zealand, and internationally. The review will incorporate a literature review environmental scan, in addition to empirical data collection (through an online questionnaire and/or interviews with practitioners), and collation of a library of relevant documentation. The review will provide insight into current practice and identify key opportunities and challenges. It will establish an evidence base to support the development of an online toolkit to support library staff in engaging students as partners.

Following the review of current practice, the Project Team will develop an online toolkit designed to support CAUL member institutions to engage students as partners. The toolkit will be developed using a students as partners approach, with each project team member identifying and working with a student at their institution. The toolkit will be structured around the six domains of students as partners work identified by Salisbury, Dollinger and Vanderlelie (2020): space transformation; library governance; service excellence; research; resource design; and collection renewal.

Additionally, the Project Team will design a model for information exchange between CAUL member institutions related to students as partners for endorsement by the CAUL Board.

- Benefits:** This project will
- indirectly benefit CAUL member institutions through development of a toolkit to support good practice in engaging with students as partners
 - by contributing to the evidence base around engaging with students as partners.
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Scope: The focus of the project is on understanding current practice related to engaging students as partners, and developing mechanisms to support CAUL member institutions in engaging students as partners.

The following activities are in scope:

- Review of current practice, incorporating a literature review, desktop audit, and empirical data collection.
 - Development of an online toolkit to support academic libraries in engaging students as partners.
 - Development of a model for information exchange between CAUL member institutions with a focus on students as partners for endorsement by the CAUL Board.
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- Anticipated Deliverables:**
1. A report on current practice related to students as partners in academic libraries in Australia and New Zealand, and beyond.
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2. Toolkit of resources to support library staff in engaging students as partners, including (but not limited to)
 - a. a model for engaging students as partners in the online environment
 - b. a framework for measuring the success of students as partners.
 3. A model for information exchange between CAUL member institutions with a focus on students as partners.
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- Anticipated Timeline:**
- Establish Project Team – May 2021
 - Convene Project Team and undertake detailed project planning – June 2021
 - Undertake review of current practice – June 2021 to December 2021
 - Write publication/s to disseminate results of the review of current practice – January to June 2022
 - Develop toolkit and information sharing model – January to June 2022
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Resource Requirements:	Personnel:	A Project Team comprising seven staff from CAUL member institutions (a project lead and six project team members) will be established to undertake the project. It is anticipated that workload will vary across the life of the project, averaging to no more than two hours per week across the life of the project.
	Project management:	Project management support will be provided by CAUL National Office.
	Budget:	It is not anticipated that a budget will be required for this project.
	Other:	N/A

- Key Stakeholders:** Engagement with the following stakeholders will be required:
- CAUL Member institutions.
 - Critical friends with expertise in students as partners work.
- Engagement strategies will be developed in the project planning phase.
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- Key Risks:** The following risks have been identified. Mitigation strategies will be identified in the project planning phase:
- Inadequate resources available for the project.
 - Information about academic libraries' practice related to engaging with students as partners is not readily accessible to external parties.
 - Low participation rates for data collection activity.
 - Scope creep impacts on workload and results in delays in delivery.
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- References:** Salisbury, F., Dollinger, M., & Vanderlelie, J. (2020). Students as Partners in the Academic Library: Co-Designing for Transformation. *New Review of Academic Librarianship*, 26(2-4), 304-321.
<https://doi.org/10.1080/13614533.2020.1780275>
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