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Not Just Another Initiative: Developing a Culture of Student Engagement

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Overview

Exploring the journey of change that Lincoln has taken to develop a **culture of partnership** with students across the institution through reflections and examples



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Key features of our approach

- Institution-wide change, long-term strategic approach
- Primary focus is empowering staff to engage students

Important to note the context and history: Student as Producer

Student Engagement

'Working in partnership
with students to improve
the quality of what we do'



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Phase 1: Institutional Leadership

- Articulating a shared rationale & vision

Student Engagement Strategy 2012-16

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- Demonstrating senior level buy-in

Student and Staff Insight Scheme

- All of Executive Board shadows / is shadowed by a less engaged student (+ Chair of Governors)
- Gives students a perspective 'behind the scenes'
- Gives staff a perspective of the 'lived student experience'
- <https://www.youtube.com/watch?v=PwsnXAPCbPk>



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Phase 1: Institutional Leadership

- Exemplars that expose staff to meaningful student engagement

Governance

- SU President on the Executive Board
- Five students on all institutional and college senior academic committees
- Secretariat supporting Student Reps to participate

Student Recruiters

- Each senior, academic and relevant professional services recruitment has a student as a full member of the panel



Stories of Student Engagement: Student Recruiters



<https://youtu.be/G64IG8kXsyg>

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Phase 1: Institutional Leadership

Supporting a Strong Students' Union

- Leading by example in how the institution and Students' Union work in partnership
- Supporting the SU means they can better support students to engage
- Allows us to challenge each other while respecting each others boundaries and priorities



Phase 1: Institutional Leadership

Supporting Staff to Engage Students

- Developed a central student engagement function
- Piloted with one member of staff – based in the VC's Office to enable full institutional reach
- Evolved into a five person team supporting student engagement, surveys and personal tutoring
- At the heart of our new Educational Development & Enhancement Unit



Phase 2: Local Engagement

Each and every area of the University:

- Thinks about student engagement in their context: How they can work with students to improve the quality of what they do?
- Articulates and publishes this in a Student Engagement Plan
- Nominates a colleague as Student Engagement Champion...



Phase 2: Local Engagement

Student Engagement Champions

- From 6 enthusiasts to a network of 46
- Recognised role in workload and promotion criteria
- Starting to appear in professional services job descriptions
- Winning awards at the SU Awards and Staff Awards



Stories of Student Engagement: Student Engagement Champions



<https://www.youtube.com/watch?v=GZQqwPrF0rw>

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Phase 2: Local Engagement

The Library

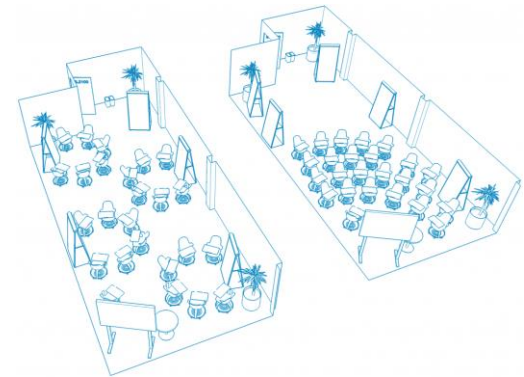
- Student Advisory Board steering their development
- More Books': Students making spending decisions

Quality Office

- Students on validation and periodic review panels
- Piloting student submissions to periodic reviews

Estates & Commercial Facilities

- The Learning Landscapes Blog
- Student-led design of seminar space



Phase 2: Local Engagement

School of Fine & Performing Arts

- Engaging students in review and development of the curriculum (rolling out across the College of Arts)

School of Psychology

- Community and peer support that gets students engaged from the start
- Redeveloped Subject Committees to focus on enhancement & collaboration

workshop 1.1 at 10:30am



Phase 3: Reaching the masses

Students Engaged by Default

- Robust **Personal Tutoring** with a focus on getting students involved in something from the start
- Robust **Peer Mentoring** and **Peer Assisted Learning** with a focus on sharing experiences of engaging and promoting the benefits
- Recognising and valuing engagement through **The Lincoln Award** and **learning gain**



Phase 3: Reaching the masses

Staff Engaged by Default

Supporting our enthusiasts to become change agents and leaders (like Kirsty and Lisa)



<https://www.youtube.com/v/fW8amMCVAJQ>



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Current Debates and Challenges

- Representative vs. non-representative engagement; **what's appropriate** when?
- Students arrive at university having been through the 'marketing experience', possibly with **consumerist expectations**?
- How do we best **evaluate the impact** of this work?



Find out more



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