



Student Voice: New Forms of Engagement in University Governance

Monday 26th October, 2020 | 9:30- 12:30

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Webinar Netiquette

Why Rules?

- Eliminate stress
- Create a safe environment
- Prevent initial problems

Let's stay tuned and engaged 😊 !

1

Your **microphones have been muted from the organizers** once the session begins and if the opportunity exists for the facilitator to ask questions during the session, raise your hand to be given the floor to answer. Kindly try to make your replies short and to the point to give the chance to everyone.

2

Please **if you can have your name displayed so you can be addressed by name**

3

We will be using the chat function to share ideas and views so beyond the first introductions, kindly let us use it as a space to share ideas and views

4

We should be having a Q&A session towards the end of the webinar. Kindly note down your questions if any as they raise

5

When other colleagues are making interventions on chat, it is important that we read each other comments as there is often much value in the ideas and practices you will be sharing among yourselves

Key Topics

Agenda



- What is Governance?
- Characteristics of Good Governance
- The Role of Various Stakeholders in University Governance
- Governance in Times of Uncertainty
- Students' Voice in Governance
- Examples and Best Practices on Student Engagement in Governance and Decision Making



Session 1: Governance: Principles, Definitions, Characteristics and Models

What is the first word that comes into your mind when you hear the word 'governance' ?



The Concept of Governance



Quick Poll



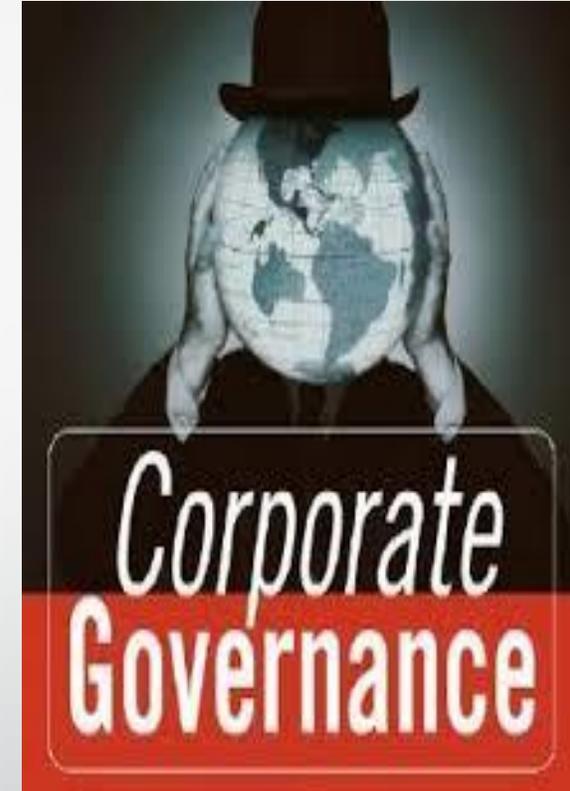
The concept of "governance" is not new. It is as old as human civilization and refers to:

“the process of decision-making and the process by which decisions are implemented (or not implemented).”

Corporate Governance?

“Corporate Governance is the system by which business corporations are **directed** and **controlled**. The Corporate Governance structure specifies the distribution of rights and responsibilities among different participants in the corporation, such as, the board, managers, shareholders and other stakeholders, and spells out the rules and procedures for making decisions on corporate affairs. By doing this, it also provides the structure through which the company objectives are set, and the means of attaining those objectives and monitoring performance.”

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD)



Governance Primary Functions



What is Governance in HE?



Quick Poll

- The structures and processes which inform and allow for decisions to be made within institutions providing higher education. In summary it is the:

- ✓ **Regulations, laws & practices**
- ✓ **Relationships**
- ✓ **System & Processes**

within and by which authority is exercised and controlled

- This is not restricted to the main decision making structure in the institution, the governing body, but also the committees and groups which inform the governing body.

What is Governance in HE?



*“Governance encompasses the structures, relationships and processes through which, at both, **national** and **institutional** levels, policies for tertiary education are developed, implemented and reviewed. Governance comprises a complex web including the legislative framework, the characteristics of the institutions and how they relate to the whole system, how money is allocated to institutions and how they are accountable for the way it is spent, as well as less formal structures and relationships which steer and influence behavior.”*

(OECD, 2008)

Why Governance has Become a Crucial Issue in HE?

Higher education has been facing dramatic changes over recent decades that are important to highlight as they have been impacting the way universities are governed and managed:

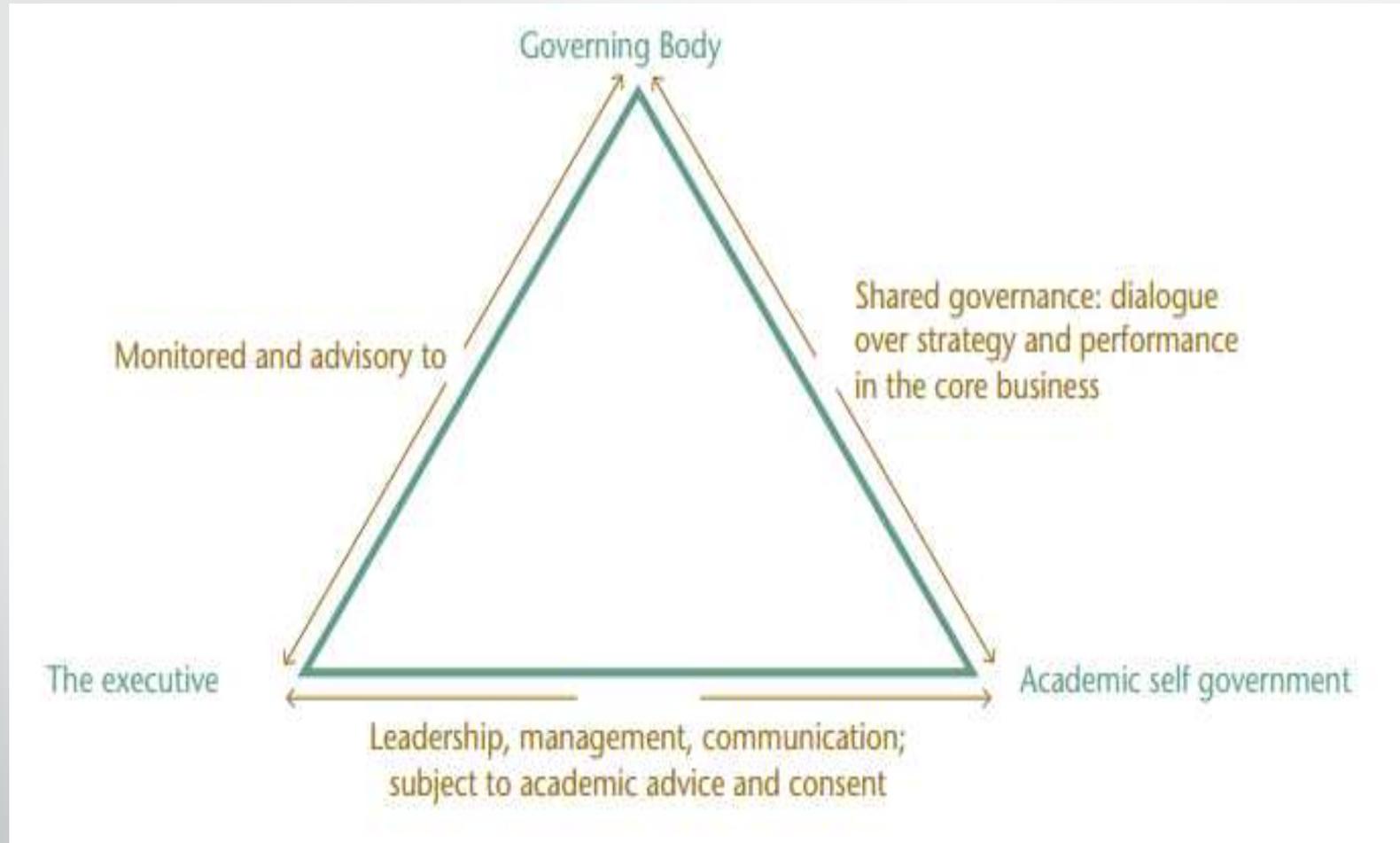
- 1) The expansion of tertiary education systems
- 2) The growth of external influences/ new actors & new student populations
- 3) Diversification of provision and new modes of delivery
- 4) Greater levels of accountability
- 5) The need to improve quality
- 6) New / limited funding models + the revenue diversification
- 7) Growing internationalization
- 8) The need to gain and maintain public trust
- 9) The need for HEIs to be responsive to changes - the need for more autonomy
- 10) Research and innovation are leveraging knowledge production

Academic Governance

- The term 'academic governance' refers to how the academic matters of the institution are governed. Typically, academic governance will cover matters such as student admissions, academic standards and academic quality.
- By contrast 'Corporate governance' is normally describes areas such as finance and estates. Together 'academic' and 'corporate' governance form the system of governance for most higher education institutions (HEIs).

(The Leadership Foundation for Higher Education)

The Good Governance Triangle



The Relationship between Governance and Management

Closely related to the concept of governance is the concept of leadership. Although the literature presents the two as distinctive items, in practice they often overlap.

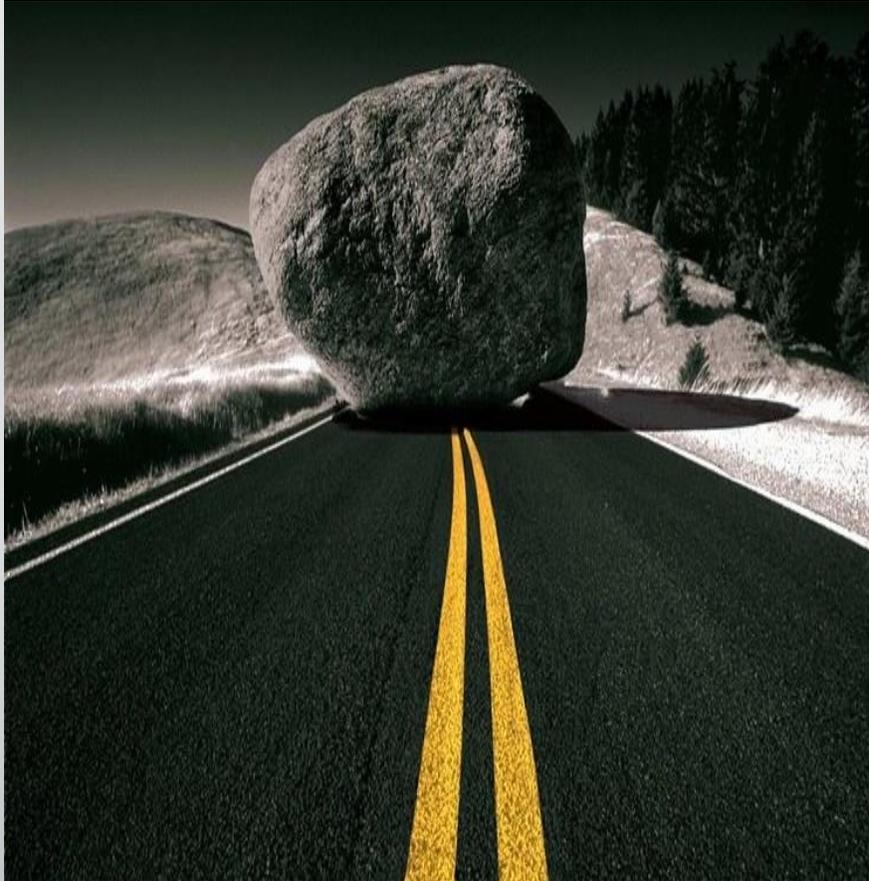
"Governance" is the strategic task of setting the institution's goals, direction, limitations and accountability frameworks.

"Management" is the allocation of resources and overseeing the day-to-day operations of the organization.

Governance versus Management

Governance → determines the "**What?**"
what the institution does and what it should become in the future.

Management → determines the "**How?**"
how the institution will reach those goals and aspirations.



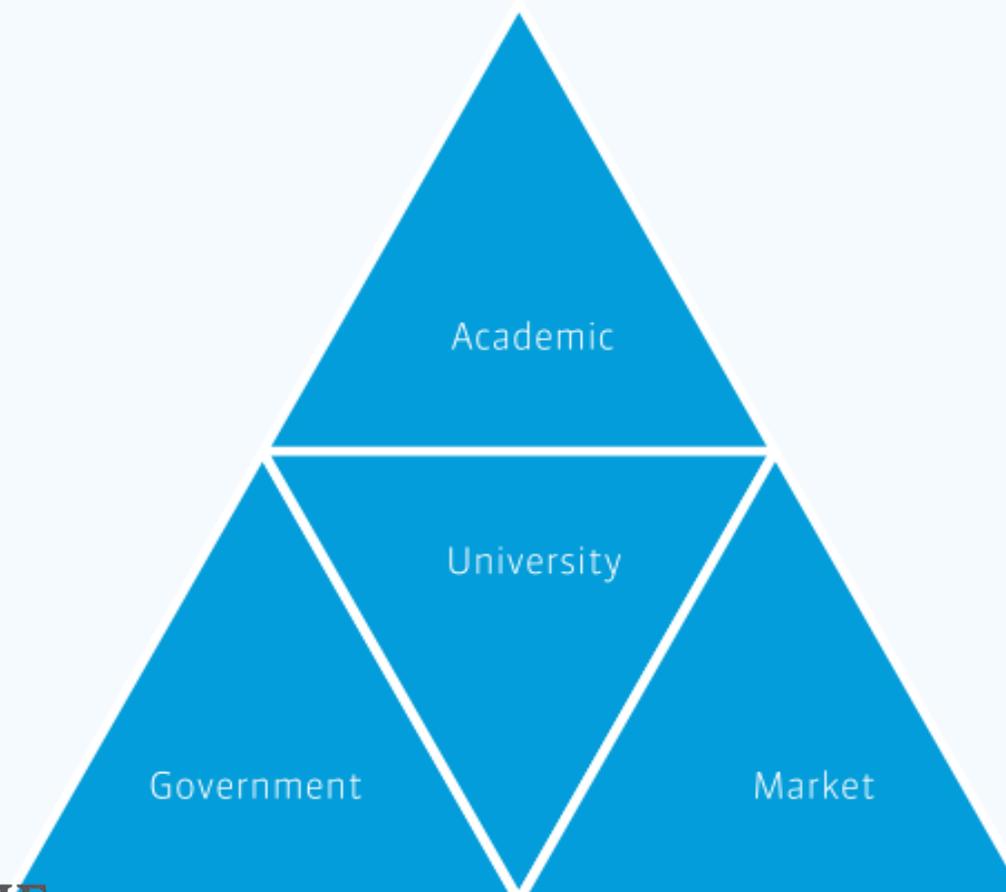
A major obstacle universities and colleges face is ensuring the Governing Body and Executive Leadership are able to delineate their different responsibilities.

Governance versus Management Role

Governance Doing the right thing	Management Doing things right
External focus	Internal focus
Open system	Closed system
Strategy oriented	Task oriented
Concerned with where the university is going	Concerned with getting the university there
Has the responsibility of appointing top executives and evaluation of their performance	Managing and enhancing overall performance and implementing governance system.
Formulating vision and translation of the vision into policies	Implementing Policy

Forces Defining Governance Models

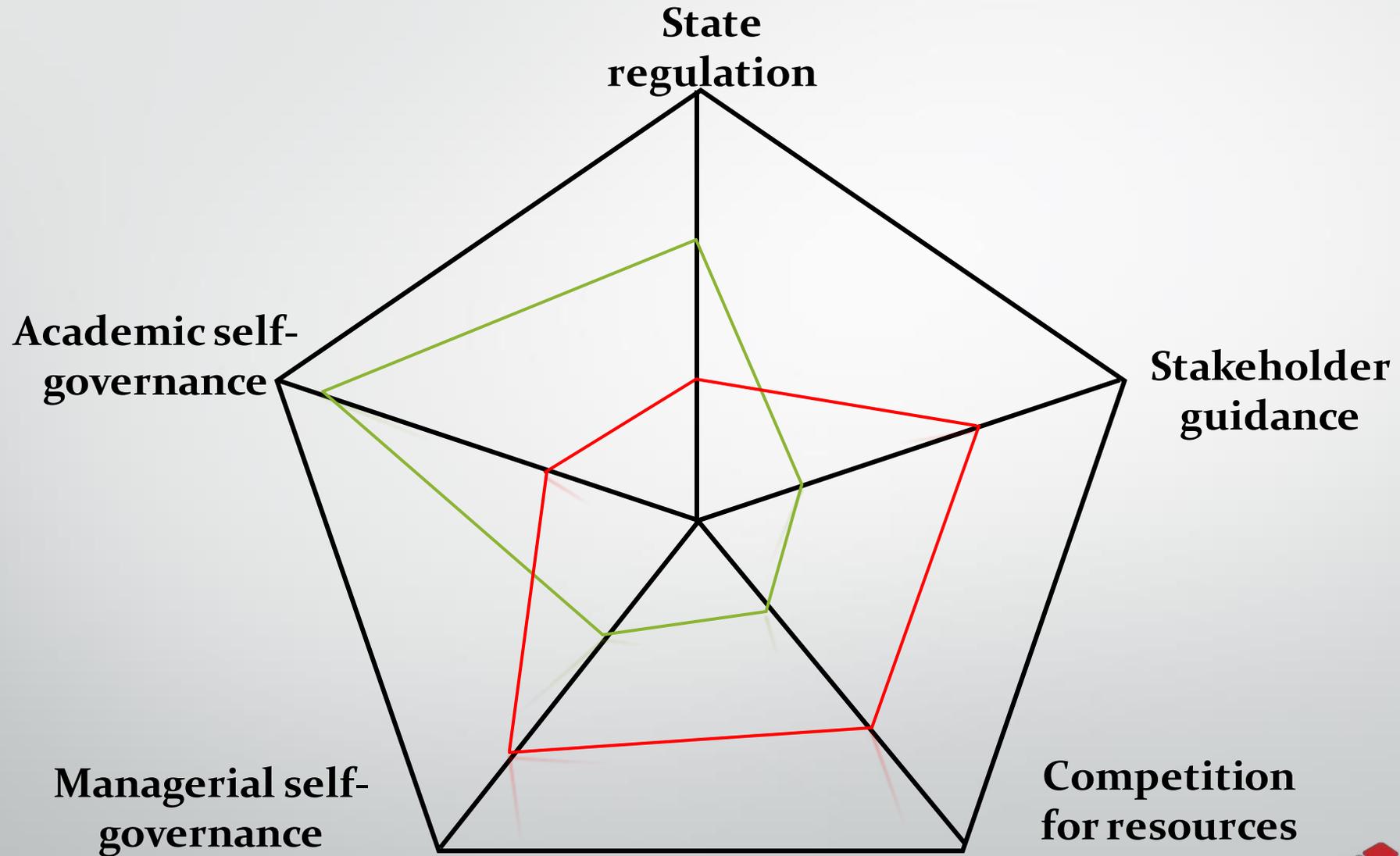
Main forces at play in defining University Governance Models



The 5 Dimensions of Governance

- **State regulation.** Regulation by directives; the government prescribes behaviours.
- **Stakeholder guidance.** The government delegates certain powers to other actors (intermediary bodies or university boards).
- **Academic self-governance.** The role of professional communities within higher education systems.
- **Managerial self-governance.** The role of institutional leadership in internal goal setting, regulation, and decision-making.
- **Competition for resources.** It takes place mostly not on “real” markets but on “quasi-markets” where performance evaluations by peers substitute customers.

Governance profiles



Source: Prof. Dr. José-Ginés Mora -

The Concept of Shared Governance

Shared governance is the set of practices under which college faculty and staff participate in significant decisions concerning the operation of their institutions. Colleges and universities are very special types of institutions with a unique mission—the creation and dissemination of ideas.



Purpose of Shared Governance

- academic decision-making should be largely independent of short-term managerial and political considerations;
- faculty and professional staff are in the best position to shape and implement curriculum and research policy, to select academic colleagues and judge their work;
- the perspective of all front-line personnel is invaluable in making sound decisions about allocating resources, setting goals, choosing top officers and guiding student life.



Six Principles of Shared Governance

1. Faculty and professional staff set academic standards and curriculum
2. Faculty and professional staff require academic freedom
3. Faculty and professional staff should have primacy in decisions on academic personnel and status



Shared Governance in Colleges and Universities (Higher Education Program and Policy Council)

4. Participation in shared governance should be expanded
5. Unions, representative assemblies and faculty senates all can have significant roles in shared governance
6. Accrediting agencies should support fully the concept of shared governance in their standards



Shared Governance in Colleges and Universities (Higher Education Program and Policy Council)

Good Governance

- Good governance represents the best possible process for making decisions. It is not about making 'correct' decisions but about the processes for making and implementing decisions.
- UNDP **provides** a definition of good governance as a synergistic and constructive relationship between the state, private, and public sectors.
- A good governance system puts further requirements on the process of decision-making and public policy formulation.

The Importance of Good Governance

- ✔ Good governance organizes performance
- ✔ Good governance assures the quality of decision-making
- ✔ Good governance ensures involvement of all stakeholders
- ✔ Good governance provides a competitive advantage in a global marketplace, it ensures success and economic growth
- ✔ Good governance maintains stakeholders' confidence and hence help brand and reputation
- ✔ Good governance minimizes wastages, corruption, risks and mismanagement.
- ✔ Good governance ensures that the institution is managed in a manner that fits the best interests of all.

Characteristics of Good Governance



Quick Poll

Eight Characteristics of Good Governance – United Nations



UNDP Principles of Good Governance

Box 1: Principles of Good Governance

IOG Principles	UNDP Principles
Legitimacy and Voice	<p>Participation – all men and women should have a voice in decision-making, either directly or through legitimate intermediate institutions that represent their intention. Such broad participation is built on freedom of association and speech, as well as capacities to participate constructively.</p> <p>Consensus orientation – good governance mediates differing interests to reach a broad consensus on what is in the best interest of the group and, where possible, on policies and procedures.</p>
Direction	<p>Strategic vision – leaders and the public have a broad and long-term perspective on good governance and human development, along with a sense of what is needed for such development. There is also an understanding of the historical, cultural and social complexities in which that perspective is grounded.</p>
Performance	<p>Responsiveness – institutions and processes try to serve all stakeholders.</p> <p>Effectiveness and efficiency – processes and institutions produce results that meet needs while making the best use of resources.</p>
Accountability	<p>Accountability – decision-makers in government, the private sector and civil society organizations are accountable to the public, as well as to institutional stakeholders. This accountability differs depending on the organizations and whether the decision is internal or external.</p> <p>Transparency – transparency is built on the free flow of information. Processes, institutions and information are directly accessible to those concerned with them, and enough information is provided to understand and monitor them.</p>
Fairness	<p>Equity – all men and women have opportunities to improve or maintain their well-being.</p> <p>Rule of Law – legal frameworks should be fair and enforced impartially, particularly the laws on human rights.</p>

Academic Freedom

Academic freedom refers to the rights of scholars to pursue their research, teach, and publish without controls or restraints from the institutions they work for or from the primary stakeholder

(Kauffeldt 2009)



Good Governance

Good governance requires that all stakeholders have a voice in decision-making, either directly or through legitimate intermediate institutions that represent their interests. Anyone affected by or interested in a decision should have the opportunity to participate in the process for making that decision.



Stakeholders' Role in Governance



Universities, represent several professions and involves various internal and external stakeholders which make it even harder to get cohesion in a set of goals.

HE Stakeholders



**Who are our
Universities Key
Stakeholders ????**

HE Stakeholders



Government

Board of Directors

Advisory Groups

Businesses

Owners

Executive Management

Parents

Faculty members

Staff

Community

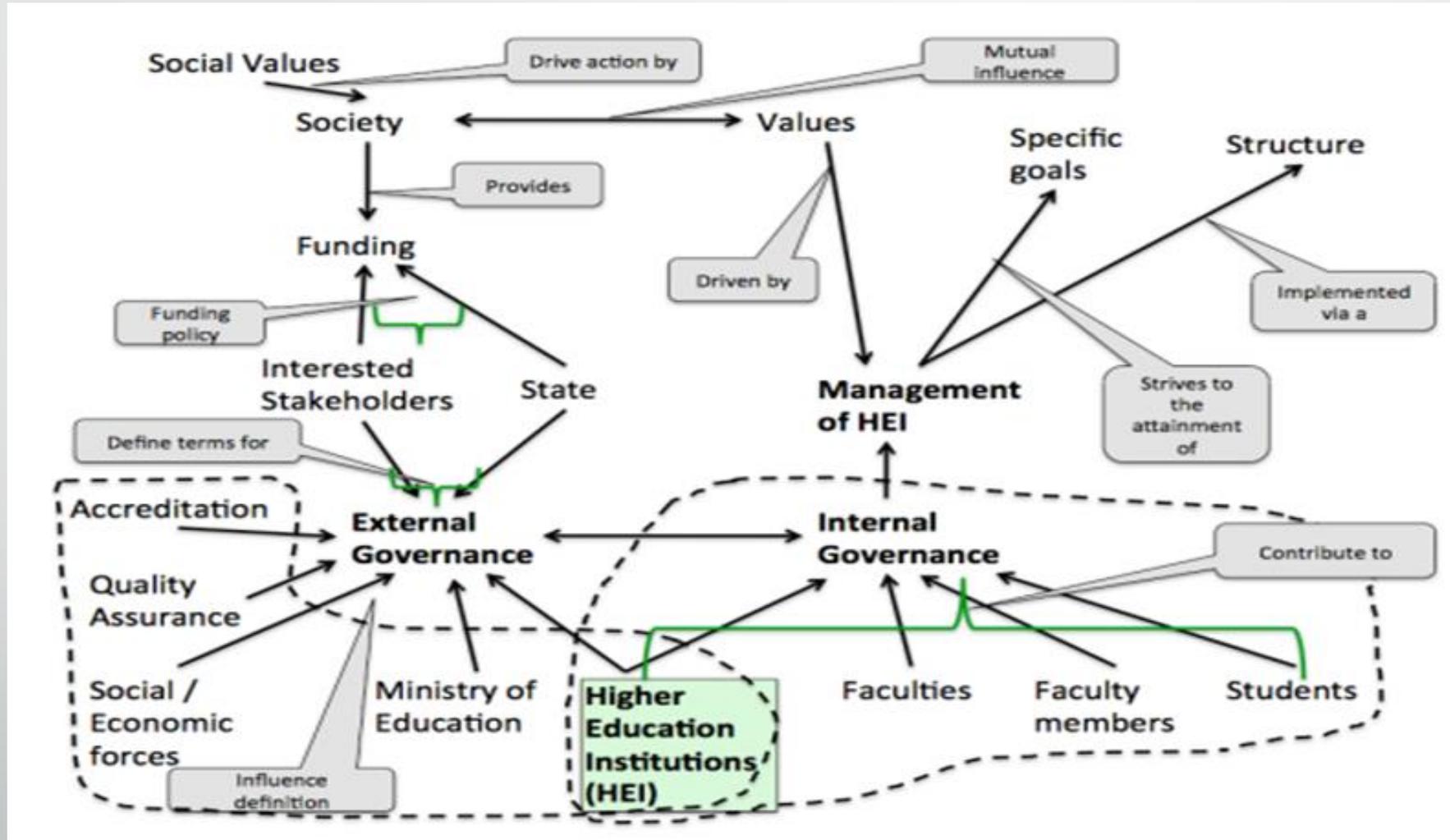
Alumni

Partners

Students

Regulatory Bodies

External and Internal Governance



Institutional Interests: Key Stakeholders

A university has many competing interests. Students want a good-quality education and exciting social experiences. Faculty and staff want to get on with delivering the core business or supporting that delivery. Businesses want well-educated employees and to supply services. The community wants an intellectual, possibly entrepreneurial, hub. The bureaucracy seeks "**value for money**", while governments want policy outcomes and so to be re-elected.

Malcolm Gillies, *University Governance - Questions for a New Era*, 2011



External Influences

- Although not formally part of campus governance, outside forces such as state governments, alumni, donors, federal government, accreditors, and associations often affect governance processes through funding, persuasion, policy, and guidelines.
- These other groups are important to acknowledge, even if their influence is infrequent and not formally defined by a charter, statement, or set of principles.





Session 2: Governance and Involving Stakeholders in Times of Uncertainty

Boards' Role During Times of Crisis



The Covid-19 crisis poses huge challenges for the governing boards of all kinds of organisations. In some cases, Boards may feel overwhelmed by the speed of events. In others, they may perceive themselves as helpless bystanders who watch on as management seeks to deal with the myriad daily challenges that the crisis is bringing forth.

Timely response is of the essence. It marks the difference between containing a crisis and allowing it to spill over and completely overwhelm public organizations' ability to function effectively.

Specific issues for Boards



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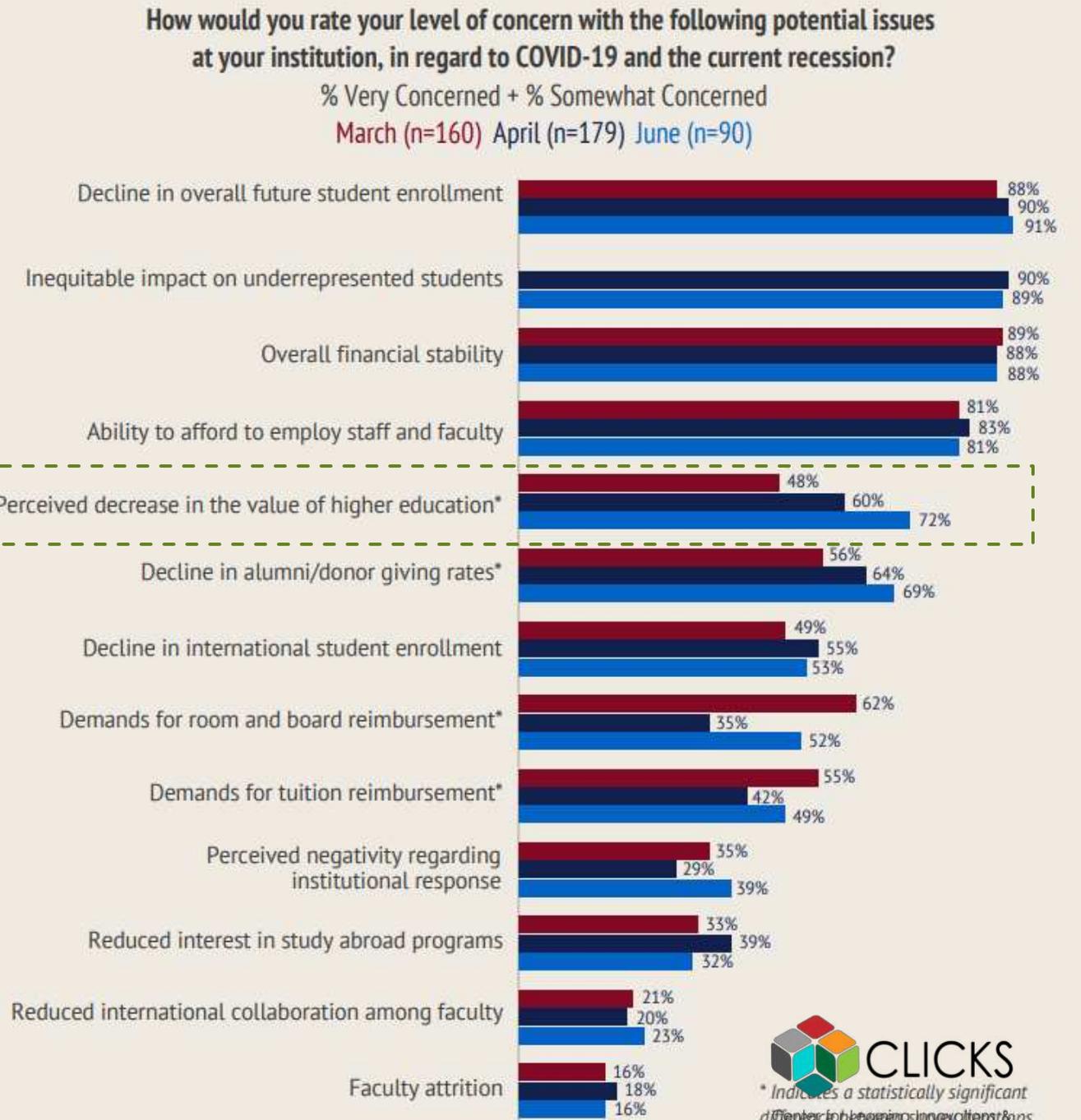
- While management will bear the day-to-day burden of managing the response to the pandemic. The board's role is nonetheless crucial.
- The Board is the body with ultimate legal responsibility for the organisation - consequently, it needs to monitor management's actions, assessing whether management is taking appropriate steps and providing additional guidance and direction where necessary.
- It also needs to demonstrate accountability to stakeholders – not least governments and the wider concerned public.

Key Issues to Consider during Times of Crisis

- Health and Safety
- Business Continuity
- Keeping stakeholders informed
- Risk Oversight
- Financial Viability
- Upholding values and safeguarding reputation

Long Terms Challenges

Responding to the COVID-19 Crisis: A Survey of College and University Presidents. A study by Inside HigherEd and Hanover Research, June 2020



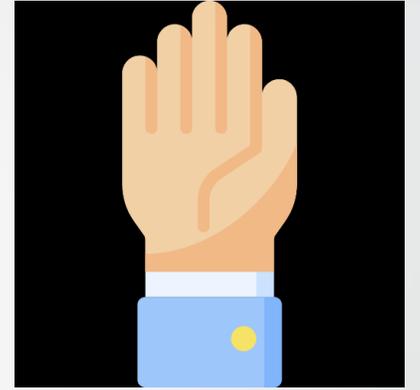
Three lessons in crisis governance for the age of coronavirus

- Effective communication is a key pillar of crisis governance
- Adopting a whole-of-society approach is of particular importance
- implementing evidence-based strategies based on historical as well as current data is paramount,



<https://www.weforum.org/agenda/2020/04/a-guide-to-crisis-governance-in-the-age-of-coronavirus/>

Audience Question!



- Can you give examples of how you are involving students during COVID-19 in terms of decision making and governance?



Session 3: The Student Voice and Forms of Student Engagements

Questions to Consider

- (1) What do we mean by student engagement? Engagement in what?
- (2) What structures will be put in place to engage students?
- (3) What policies and procedures will reflect student engagement?
- (4) How and where will students be engaged?
- (5) How will students be motivated to engage and commit? What incentives will we provided?
- (6) What sort of orientation/ preparation will students receive?
- (7) How will you assess the impact of student involvement ?



The Student Voice



Student voice is about the different mechanisms we can use for listening to all of our students at a variety of levels. Student voice covers a wide range of areas across the University whether in relation to teaching and learning or other strategic matters.

The Student Voice

More than just listening !

... Student voice entails the **engagement of students** in shaping their studies and study contexts through expressing their views, needs and concerns. It puts students into working relationships (including, but not limited to, partnership) with policy makers, providers, practitioners and other agencies, and challenges organisations to respond appropriately to the issues student voices raise

(Trowler et al., 2018)



Student Engagement



There is no single, fixed, universal definition or model of student engagement; it is something which is intrinsically linked to and shaped by the context of the higher education provider in which it is situated.

However, a broad definition which has been accepted is that student engagement *is about the ways in which students are involved in meaningful partnerships with staff around the processes of designing, delivering and enhancing their learning experience and beyond.*

Student
voice
≠
Student
engagement

Learn more at SoundOut.org



Categories of Student Engagement

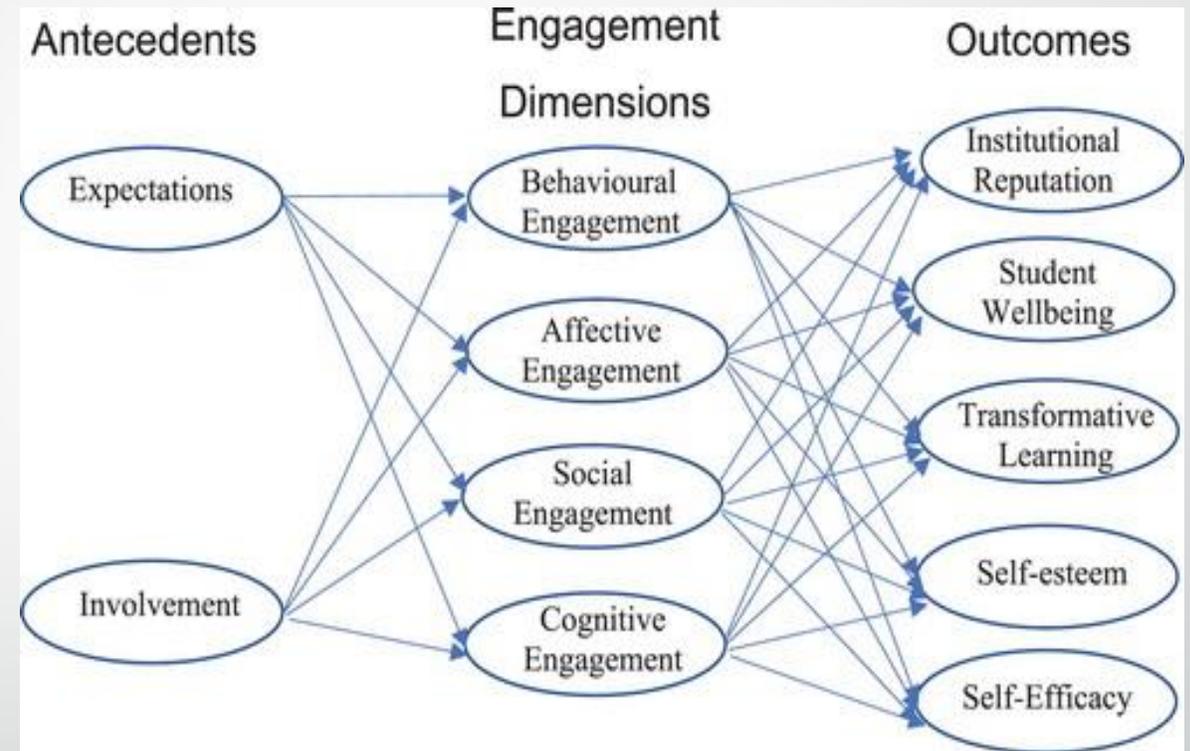
Simply stated, student engagement is about empowering students to shape their own educational experience and creating excellent teaching and learning within a connected and cohesive higher education community.

It is helpful to differentiate between student engagement practices by context, broadly splitting into three categories:

- Academic – engagement in and with learning
- Social – engagement in and with the wider learning community
- Enhancement – engagement in and with processes such as quality, governance etc.

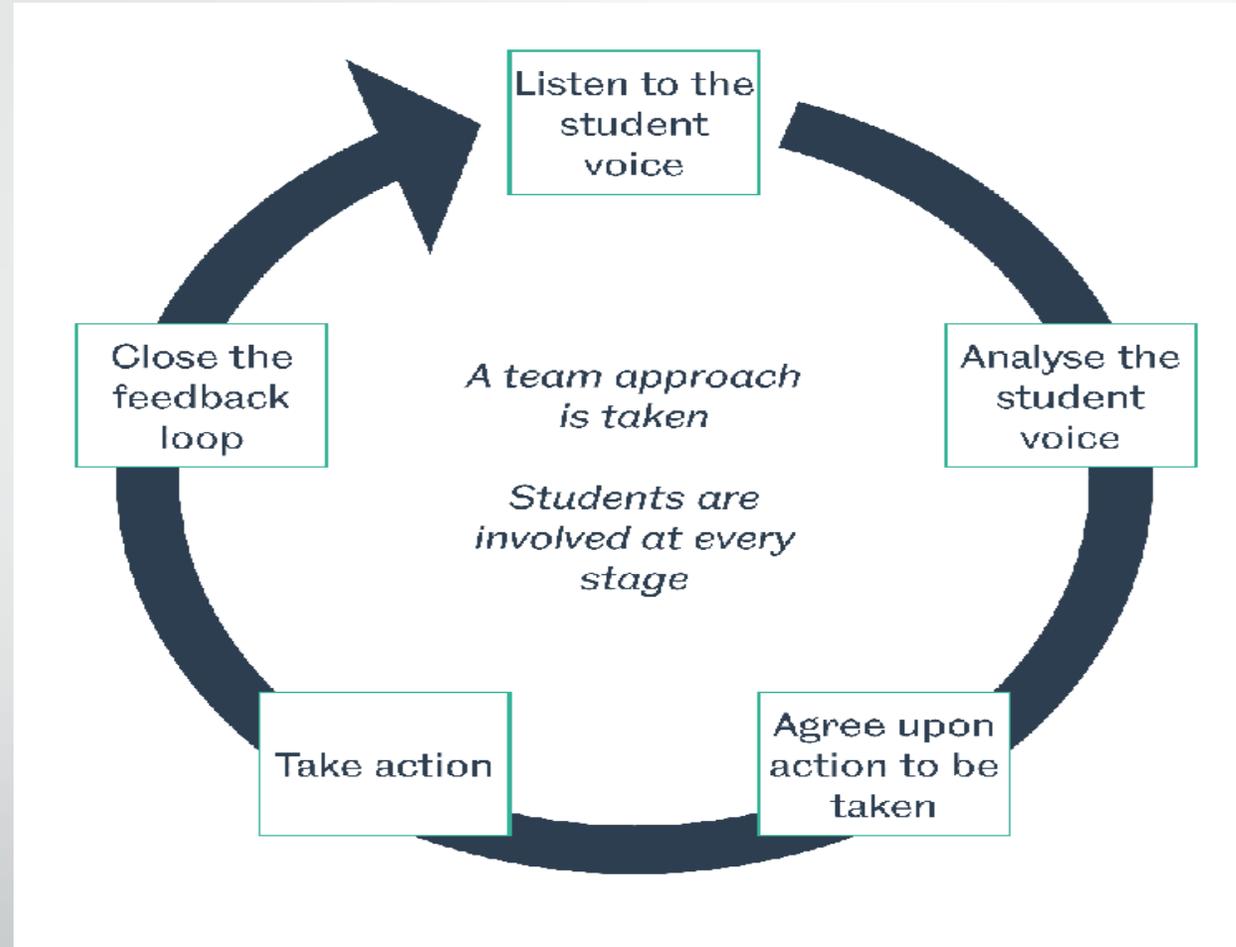
Dimensions of Student Engagement

Student engagement as consisting of four distinct yet interrelated dimensions, namely **behavioural engagement**, **affective engagement**, **cognitive engagement** and **social engagement** (Bowden et al. [2017](#)).



Engaging the Student Voice

How does it work in practice?

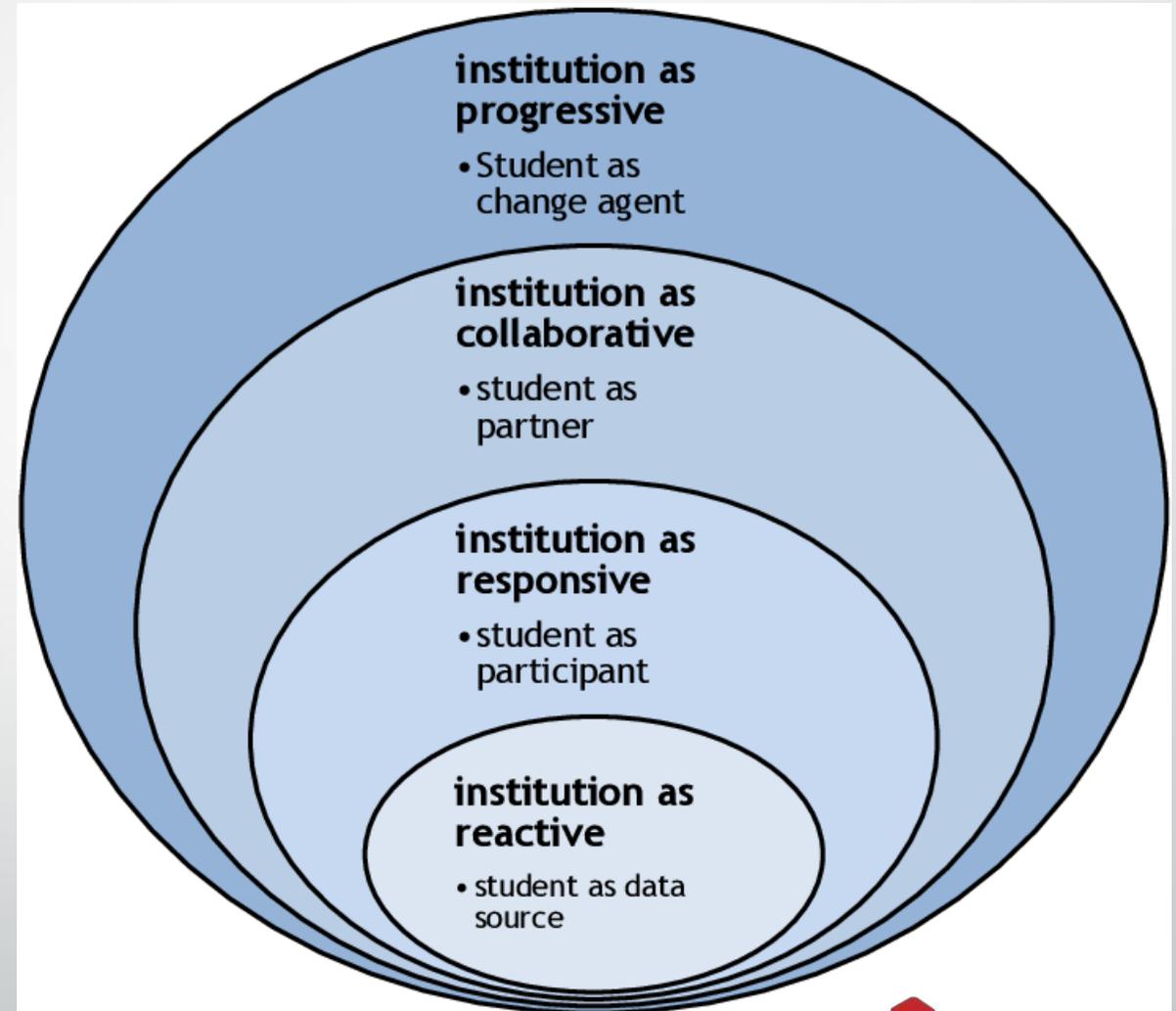


How Do Students Get Positioned?



Quick Poll

conceptualizing the degree of student engagement is to examine the ways in which the object of student engagement is affected by students' engagement with it.



Nested Hierarchy of Student Engagement Interactions

degrees of student power

institution as progressive

students as change agents

citizen control

delegated power

institution as collaborative

students as partners

partnership

degrees of tokenism

institution as responsive

students as participants

placation

consultation

non-participation

institution as reactive

students as data source

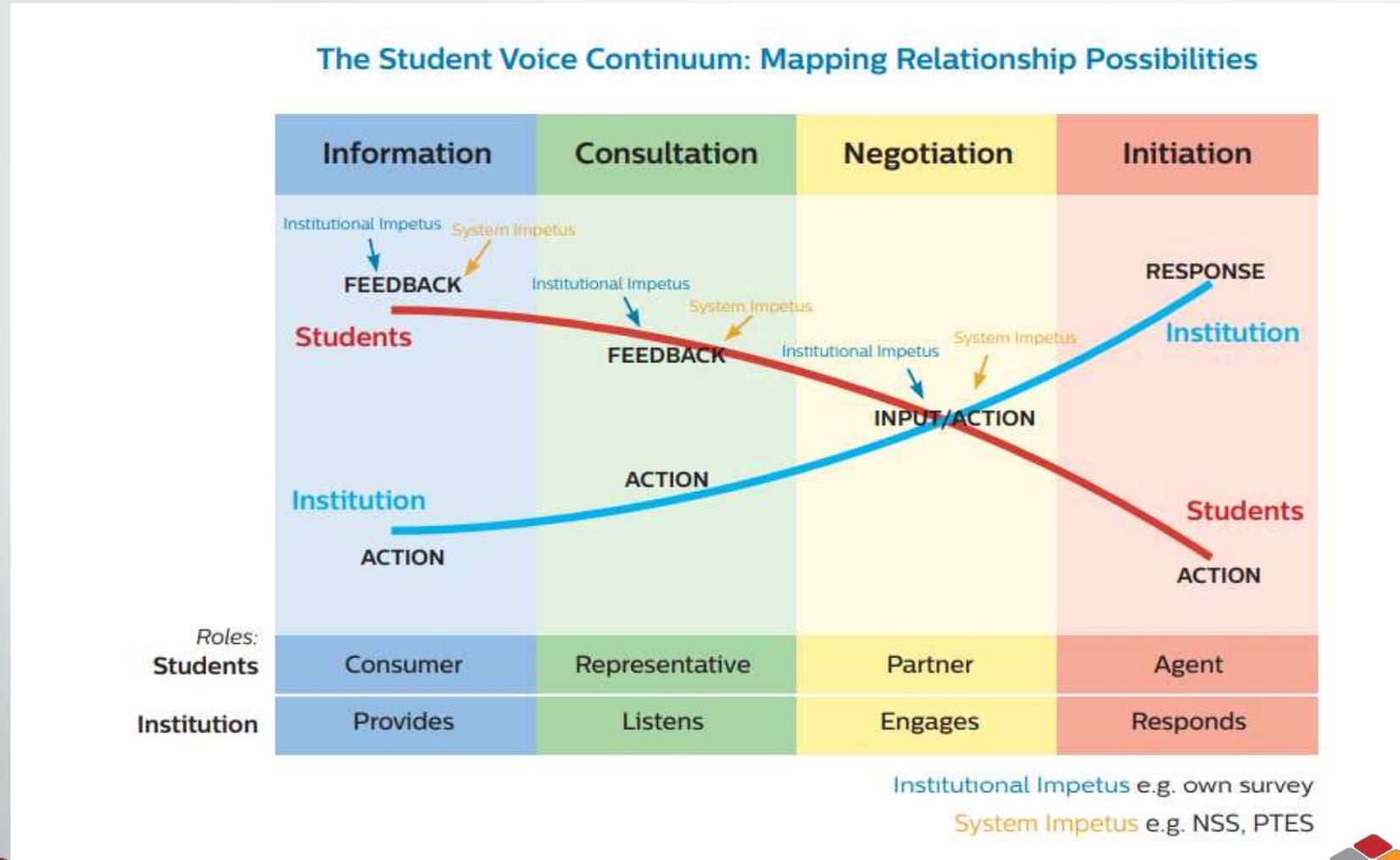
informing

therapy

manipulation

The Student Voice Continuum

How universities respond to student voice is also shaped by how students are positioned,



The Engagement in Governance

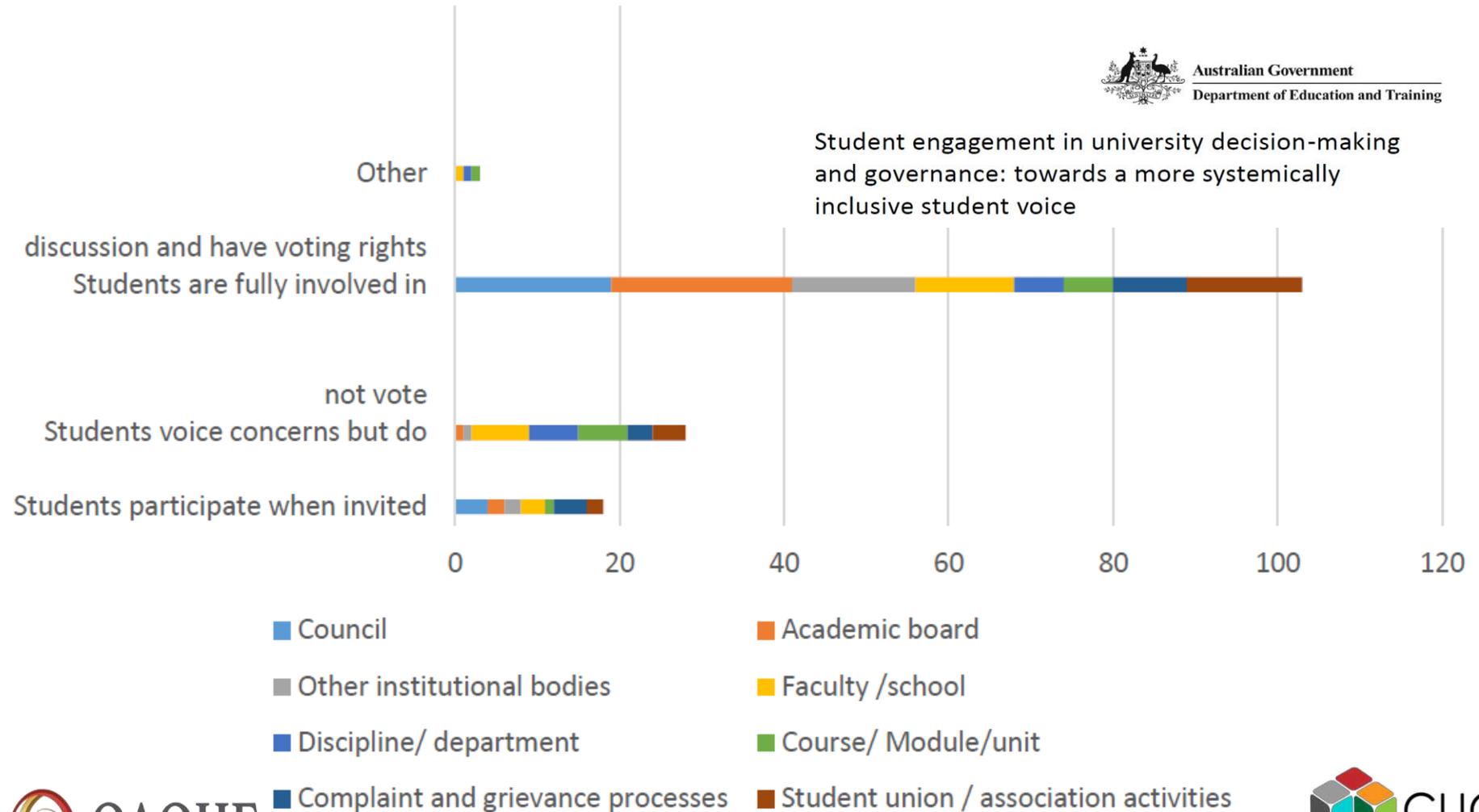
- Students' involvement in governance also varies by nation and by institution. Some countries, now have a law providing for student board membership. Also, most campuses have a student assembly or council/ senate in which members are chosen by election. This body can operate as a governance body, providing recommendations to the president, administration and board. But it is rare for student assemblies to have any formal authority; rather, they are considered as part of the shared governance process.
- To ensure that students voice is well represented all groups of students should be involved. Hence, there is need to ensure that mechanisms are in place for ensuring that concerns of international students, students with disabilities, students of different academic levels and disciplines, mature students attending evening and weekend classes and those from disadvantaged backgrounds are addressed.

How Students Participate (Australia)

How students participate

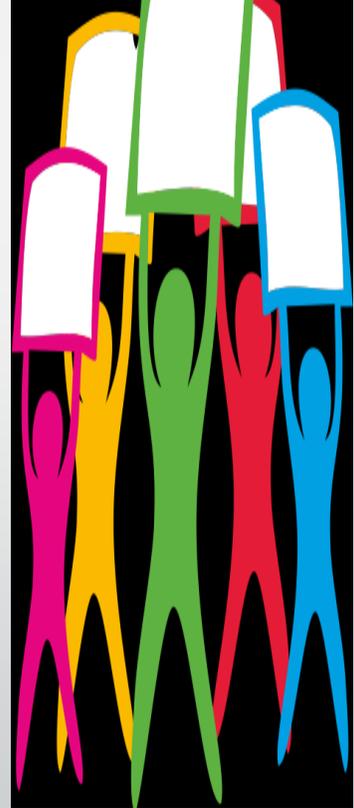


Student engagement in university decision-making and governance: towards a more systemically inclusive student voice



Why should we Involve Students in Governance?

- Students are the main stakeholders in higher education institutions therefore, they have to be in the picture regarding key decisions which affect them.
- Students are experts on the student experience
- As members of the academic community, students share a responsibility for their education.
- Students represent different demographic groups and can hence give rich insights
- Student membership of the governing body helps to increase accountability
- Students can provide evidence based arguments-
- Students ask key questions in their critical friend role and are willing to challenge ideas.



Why should we Involve Students in Governance?

- Student involvement in decision-making creates an atmosphere of openness and trust in universities, leading to positive organizational climate, which can reduce the likelihood of conflict between university management and students.
- Students have the right to have confidence in how their university is run.





Why wouldn't we
involve students in
governance anyways?

Forms of Students' Involvement in Governance



- Students' participation in governance can occur through a range of informal (passive) and formal mechanisms (Kulati 2000; Lodge 2005; Luescher-Mamashela 2005).
- The level of informality and formality applied by the university affects the quality of students' participation (Lizzio and Wilson 2009).

Elements of Student Engagement

(Adapted from the Scottish Student Engagement Framework)

The Five Key Elements of Student Engagement

Key Elements:

1. Students feeling part of a supportive institution

2. Students engaging in their own learning*

3. Students working with their institution in shaping the direction of learning

4. Formal mechanisms for quality and governance

5. Influencing the student experience at national level

Features of Effective Engagement

(Adapted from the Scottish Student Engagement Framework)

The Six Features of Effective Engagement are:

A culture of
engagement

Students as
partners

Responding to
diversity

Valuing the student
contribution

Focus on enhancement
and change

Appropriate resources
and support

Case Study: Tilburg University (Netherlands)

The screenshot shows a web browser displaying the URL <https://www.tilburguniversity.edu/students/career/talent-development/participation>. The page features a navigation menu on the left with the following items: Talent development, Student Participation, Participation Economics and Management, Medezeggenschap Catholic Theology, Participation Social and Behavioral Sciences, Medezeggenschap Humanities and Digital Sciences, Program Committees, Faculty councils, and National Student Survey. The main content area includes a header image of students, a breadcrumb trail (Home > Preparation for your career > Talent development), and three sections: Student Participation, Management participation, and Participation bodies. The Participation bodies section contains a list of expandable items: Participation at Tilburg University, Schools, Participation in the Divisions (highlighted), National participation, and Tilburg City Council. A 'Contact us' button is visible at the bottom right of the page.

← → ↻ 🏠 🔒 <https://www.tilburguniversity.edu/students/career/talent-development/participation> 🔍 ☆ ⚙️ 🗑️ 👤 ⋮

TILBURG UNIVERSITY
Understanding Society

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← Talent development

Student Participation

- Participation Economics and Management >
- Medezeggenschap Catholic Theology >
- Participation Social and Behavioral Sciences >
- Medezeggenschap Humanities and Digital Sciences >
- Program Committees >
- Faculty councils >
- National Student Survey >

Home > Preparation for your career > Talent development

Student Participation

The right to participate in decision-making is an important democratic right. You can co-decide and advise at various levels (program, School, university, and national level), on all matters regarding the curriculum and the organization of Tilburg University. Taking part in these decision-making processes can be a great learning experience.

Management participation

Tilburg University offers management participation grants for students sitting on the various participation bodies. Students also receive an attendance fee from the School for preparing and attending meetings.

Participation bodies

Participation at Tilburg University	+
Schools	+
Participation in the Divisions	+
National participation	+
Tilburg City Council	+

Contact us ^

Case Study: Tilburg University (Netherlands)



Capturing Student Voice

- Structured student representative systems
- Student involvement in developing strategies, policies and frameworks impacting on them (enhanced engagement)
- Collecting student feedback
- Representation of students on different councils and committees
- Dedicated student councils and focus groups
- Engaging students through technology and social media
- Anything else??

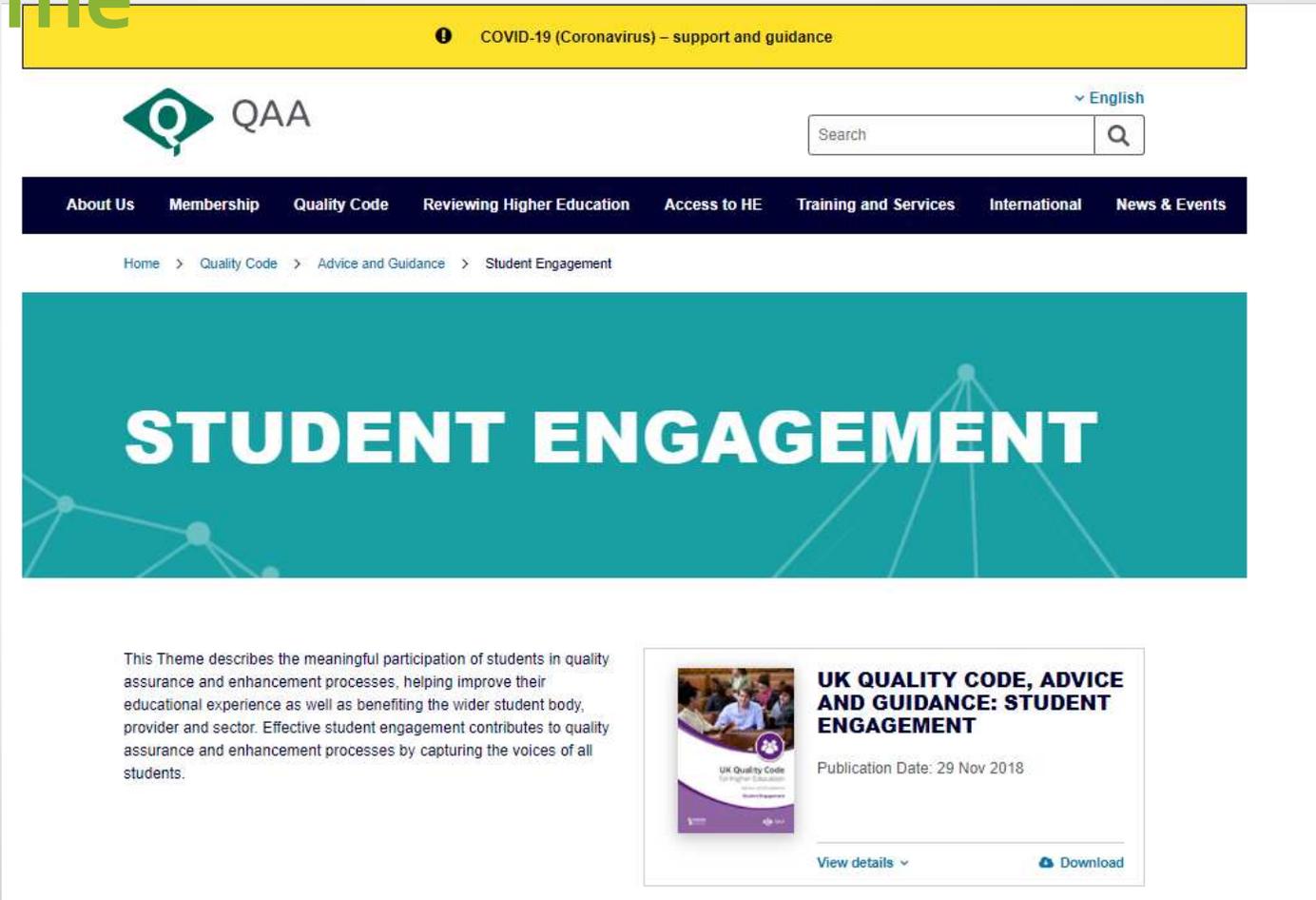


Quick Poll



The UK QAA – Student Engagement Theme

This relates to the meaningful participation of students in quality assurance and enhancement processes, helping improve their educational experience as well as benefiting the wider student body, provider and sector. Effective student engagement contributes to quality assurance and enhancement processes by capturing the voices of all students



The screenshot shows the UK Quality Assurance Agency (QAA) website. At the top, there is a yellow banner with a COVID-19 support and guidance link. Below this is the QAA logo and a search bar. A dark blue navigation bar contains links for About Us, Membership, Quality Code, Reviewing Higher Education, Access to HE, Training and Services, International, and News & Events. The breadcrumb trail reads: Home > Quality Code > Advice and Guidance > Student Engagement. The main content area features a large teal banner with the text "STUDENT ENGAGEMENT" in white. Below the banner, there is a text block describing the theme: "This Theme describes the meaningful participation of students in quality assurance and enhancement processes, helping improve their educational experience as well as benefiting the wider student body, provider and sector. Effective student engagement contributes to quality assurance and enhancement processes by capturing the voices of all students." To the right of this text is a card for the "UK QUALITY CODE, ADVICE AND GUIDANCE: STUDENT ENGAGEMENT" document, published on 29 Nov 2018. The card includes a thumbnail image of the document cover, a "View details" link, and a "Download" button.

EXPECTATIONS AND PRACTICES FOR STUDENT ENGAGEMENT



EXPECTATIONS



PRACTICES



GUIDING PRINCIPLES

- 1 Student engagement through partnership working is integral to the culture of higher education, however and wherever provision is delivered - student engagement is led strategically, but widely owned.
- 2 Higher education providers, in partnership with their student body, define, promote, monitor and evaluate the range of opportunities to enable all students to engage in quality assurance and enhancement processes.
- 3 Effective student engagement supports enhancements, innovation and transformation in the community within and outside the provider, driving improvements to the experience of students.
- 4 Arrangements exist for effective representation of the collective student voice at all organisational levels including decision-making bodies.
- 5 Providers recognise and respond to the diversity of their student body in the design and delivery of student engagement, partnership working and representation processes.
- 6 Student engagement and representation processes are adequately resourced and supported.
- 7 Providers work in partnership with the student body to close the feedback loop.

Challenges Associated with Involving Students in Governance

- Unclear mechanisms for engaging students formally in governance and what role do they play
- Low students' motivation to participate in governance arrangement
- The need to raise awareness amongst members of the governing body of the vital role student governors play.
- Resistance from academics administrative staff who may not always appreciate the value student participation,
- Students' turnover - most student undertake the role for 1 or 2 years maximum which allows limited time to get to grips with the role.



Challenges Associated with Involving Students in Governance



- Balancing the different roles and responsibilities of being a student representative and a member of the a governing body simultaneously.
- Tension between the relationship with the student constituency on the ground and involvement with the board of governors.
- Poor understanding of institutional policies and processes and other academic and administrative matters of the university

Strategies to bring out the best from involving students in university governance

- Universities should provide clear information with regard to the rules and regulations of all boards and governing bodies involved in the functioning of the university, and providing more and better information on the rights of students.
- Universities should cultivate a positive attitude at different organizational levels towards students' proposals and establishing of trusting working relationships with student representatives.
- Provide spaces and times for student representatives to be able to inform and consult students.
- Universities should maintain and improve formal spaces for participation, paying special attention to student electoral processes.

<http://www.iosrjournals.org/iosr-jrme/papers/Vol-6%20Issue-2/Version-2/I0602024954.pdf>

Strategies to bring out the best from involving students in university governance

- Universities might consider giving more of a voice and vote to certain governing organs, particularly those closest to the academic and educational life of students, whilst also making the functioning and decision-making of bodies more transparent.
- Universities should offer specific training for student representatives, since certain skills and attitudes are required for fulfilling the duty of representation.

<http://www.iosrjournals.org/iosr-jrme/papers/Vol-6%20Issue-2/Version-2/I0602024954.pdf>

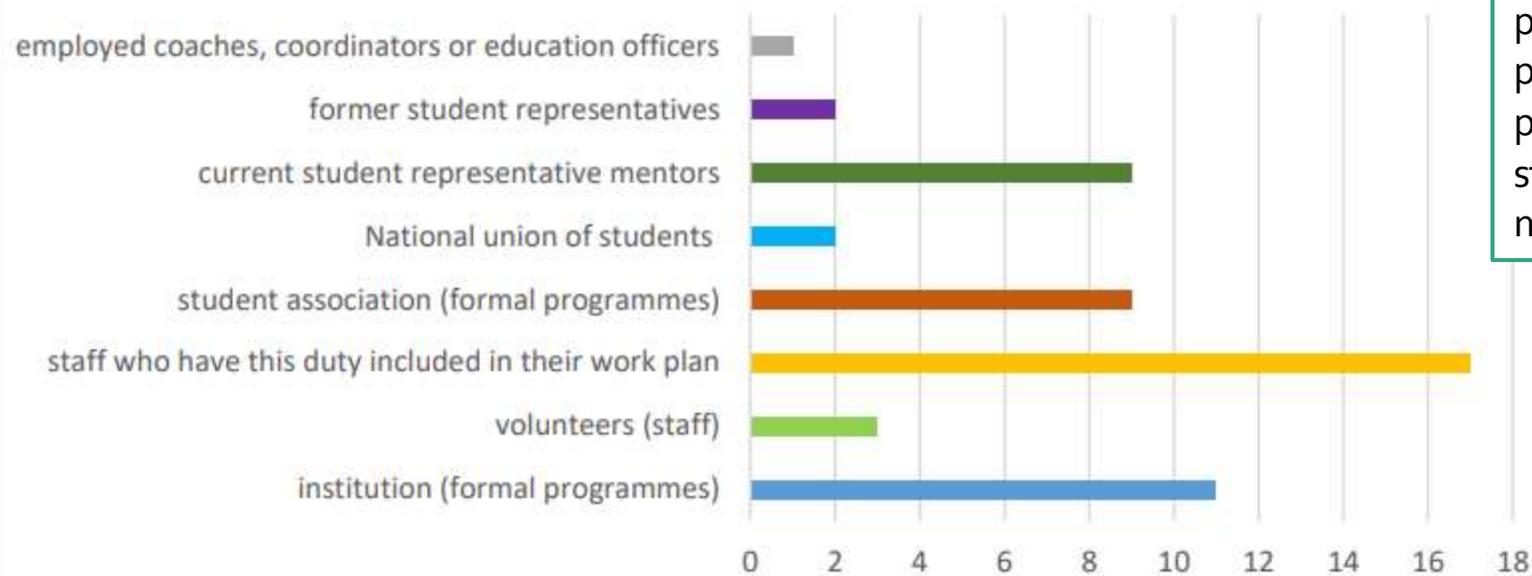
Supporting Student Involvement with Governance



Australian Government
Department of Education and Training

Student engagement in university decision-making and governance: towards a more systemically inclusive student voice

source of support for student representatives



44% of respondents had formal institutional programs in place, 36% of respondents provide student association programs and the same percentage utilise current student representative mentors.

Providing Incentives



Australian Government
Department of Education and Training

Student engagement in university decision-making and governance: towards a more systemically inclusive student voice

Incentive	Number of institutions reporting
specific awards	7
Payment	8
academic credit	0
informal recognition	13
other (training and development opportunities in relation to leadership and governance. AHEGS, Gifts and gratuities)	3
None	5

Informing students about representative roles



Australian Government
Department of Education and Training

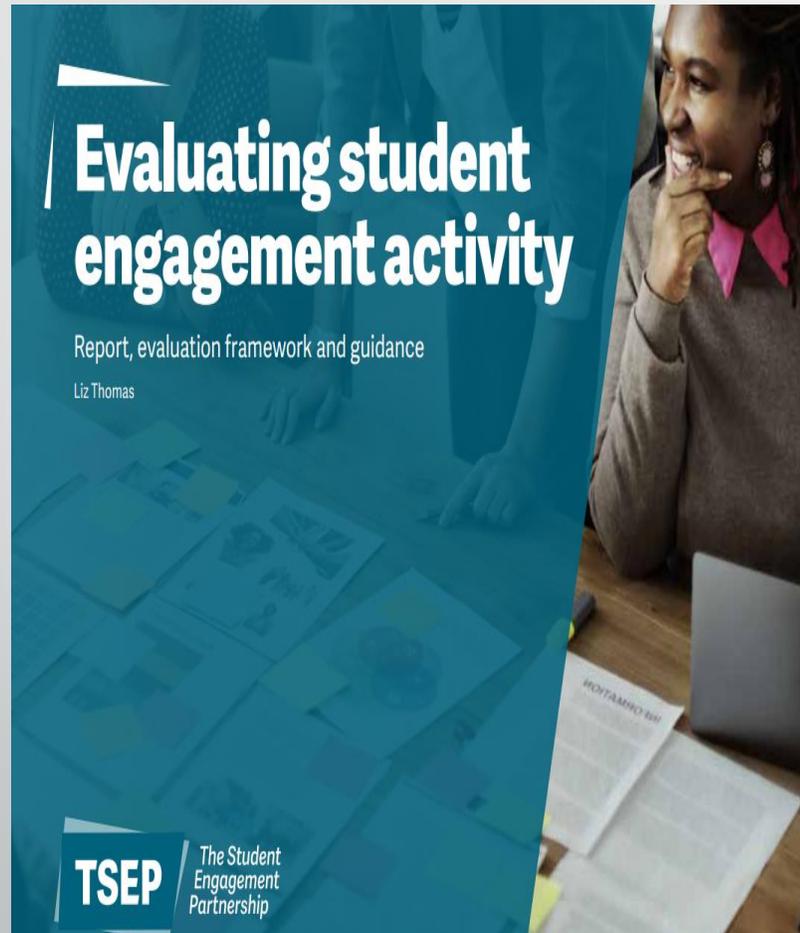
Student engagement in university decision-making and governance: towards a more systemically inclusive student voice

Table 4: sources of information for students about decision-making and/or governance roles

Sources of information	Number of institutions reporting
Orientation	17
student forums run by students	12
student forums run by institution	10
information on institutional website	18
social media	13
other (please specify)	Letter from DVC, pop up shop, student ambassadors, information on the student association website / emails to all of students

Evaluating Student Engagement: Process

Evaluation process: Stages and steps



Preliminary thinking

1. What is student engagement (in your context)?
2. Why is student engagement important?
3. What is your specific intervention or approach to improve student engagement?

Evaluation design

4. What is the purpose of your evaluation?
5. How do you expect your intervention to improve student engagement or student engagement outcomes?
6. What are your indicators of success?
7. How will you collect evidence that you have been successful?

Implementation and analysis

8. Is your evaluation being undertaken ethically?
9. Have you developed an evaluation action plan?
10. How will you analyse your data?

Reporting and using evidence

11. How will you report your evaluation to different audiences?
12. How will you use the learning from your evaluation to enhance student engagement?

Evaluating Student Engagement: Framework

Evaluation purpose	Evaluation focus	Evaluation questions and indicators in relation to key stakeholder groups			Data, evidence and tools to be used
		Stakeholder group 1 (e.g. students)	Stakeholder group 2 (e.g. non-participating students, academic staff)	Stakeholder group 3 (e.g. institution, society)	
ACCOUNTABILITY	Outputs	Did it happen as planned?			Sources/methods of data and evidence re outputs
		Output indicators for stakeholder group 1	Output indicators for stakeholder group 2	Output indicators for stakeholder group 3	
	Participation, including level of engagement	How many and who participated fully, partially and not at all?			Sources/methods of data and evidence re participation
		Participation indicators for stakeholder group 1	Participation indicators for stakeholder group 2	Participation indicators for stakeholder group 3	
IMPROVEMENT	Experience	What was the experience like?			Sources/methods of data and evidence re experience
		Experience indicators for stakeholder group 1	Experience indicators for stakeholder group 2	Experience indicators for stakeholder group 3	
	Benefits	What were the immediate or short-term benefits of participating?			Sources/methods of data and evidence re benefits
		Benefit indicators for stakeholder group 1	Benefit indicators for stakeholder group 2	Benefit indicators for stakeholder group 3	
IMPACT	Outcomes	What were the medium term outcomes e.g. improvements to continuation, completion, attainment, satisfaction, employment?			Sources/methods of data and evidence re outcomes
		Outcome indicators for stakeholder group 1	Outcome indicators for stakeholder group 2	Outcome indicators for stakeholder group 3	
	Longer term impact	How have students, staff and the institution changed as a consequence of this intervention?			Sources/methods of data and evidence re impact
		Impact indicators for stakeholder group 1	Impact indicators for stakeholder group 2	Impact indicators for stakeholder group 3	

	Indicative questions to be answered by the evaluation	
Evaluation focus	Students	Institutions
Outputs	Has the intervention been delivered? Has it been delivered as planned?	Has the intervention been delivered using the staff and financial resources as planned? Has it cost more or used more staff time than planned?
Participation	Which students have participated in the engagement activity? Which students have not participated? Have students participated fully or partially?	Where has it been delivered within the institution? Which staff groups have been involved fully and partially? Which parts of the institution have not been involved?
Experience	How do students describe their experience of participating in the intervention? What have they liked and disliked about it? In what ways has it been positive (or negative)? How do experiences differ between particular groups of students? What would improve students' experience of the intervention?	What has been the experience of staff in relation to this intervention? Why have some parts of the institution chosen not to participate? How does this work relate to other work and priorities within the institution?
Benefits	What have students learnt or how have students benefited (in the short term) by participating? How has participating changed students' behaviour or attitudes? Have students subsequently engaged in other activities more than previously?	What have been the immediate benefits for staff and others affected by this intervention? Have there been unintended positive or negative consequences for staff, programme teams, faculties, services or other parts of the institution? Has this invention directly or indirectly inspired or informed other student engagement work?
Outcomes	What are the medium term benefits of engagement on student outcomes? Are there observable impacts on student success? Success may include: continuation, progression, completion, attainment, satisfaction, employment etc.	Have staff or committees learnt from this intervention, including new activities, contributing to institutional priorities or learning to inform other work in the institution? Have there been any changes to institutional indicators (e.g. continuation, progression, completion, attainment, satisfaction, employment etc.)?
Longer term impact	How are students changed by engagement opportunities in the longer term, including personal, intellectual, professional growth? Do engagement skills and habits continue beyond graduation? Are there differences between those who were more and less engaged?	How has the institution changed as a result of this work? For example is there a more student-centred culture or greater emphasis placed on student engagement activities?

The Student Engagement Partnership (TSEP) Rubric



This resource is designed to support reflection on and evaluation of student academic representation systems, as well as suggesting pathways for enhancement. There are eight themes across which you can benchmark your representation system, and five stages of development

Academic Representation Benchmarking Tool

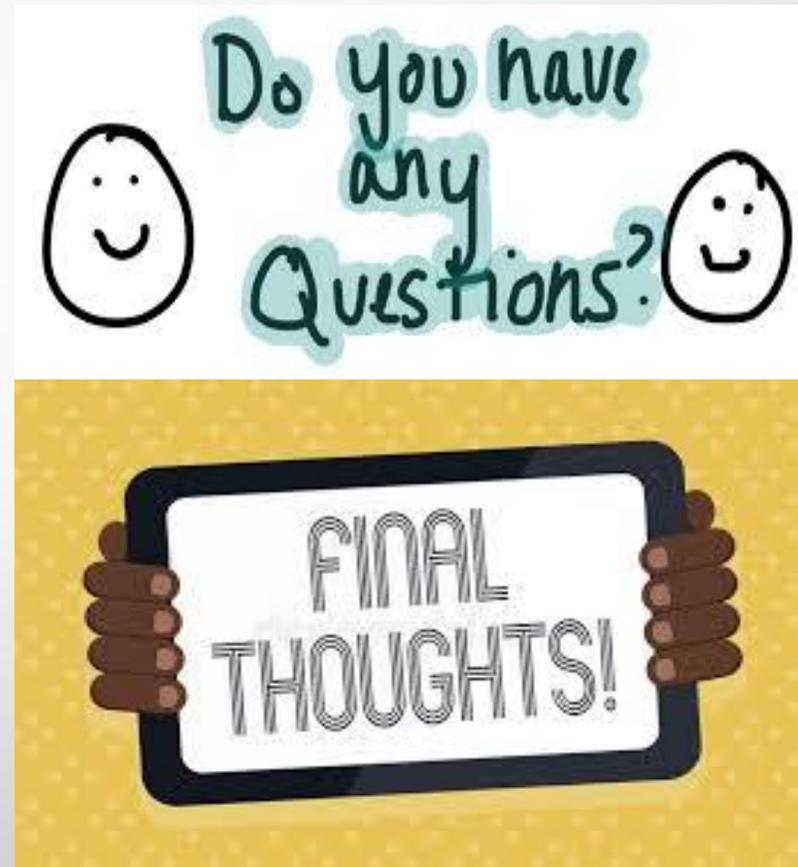
	Selection	Expectations	Communications	Partnership	Training	Support	Inclusivity	Impact
First Steps	Academic Reps are selected by institution staff with minimal voluntary candidates. The timescales for selection are varied with no clear oversight.	Understanding of the role of the rep is not widespread or consistent, although support is there in principle. Students are not aware of who their course rep is or what they do. There are many instances of inactive Reps, and general low engagement.	The union does not have access to rep contact details at point of selection, leading to large gaps in information, including activity tracking. Union and provider communications with reps is sporadic and focuses on events such as training or meetings.	Partnership working for the academic rep system(s) is agreed in principle, but this does not consistently translate into action. There is minimal structured dialogue and collaboration, despite positive intent on both sides.	The union provides some training but participation is low. The training is only offered single form (e.g. only face-to-face or online). The content covers the basic introduction to the role and its duties, but little skill-based content.	The union produces a rep handbook which is available in paper and online. Minimal direct support occurs, with email communications and training being deemed sufficient. There is no structured support from provider staff, outside of invitations to meetings.	Inclusivity and accessibility are believed to be important, but practice at this stage is focused on other priorities such as ensuring as many areas as possible have some form of rep in post.	There are few places for students on programme/school/faculty boards. Reps tend to only speak up when they are called upon and feedback given is often 'complaint' focused. Attendance at meetings is low, and students do not tend to know what their rep is doing on their behalf.
Developing	Students are selected for the role through an informal process such as hand-raising. The majority of roles are selected non-competitively, with students volunteering themselves. Selection is administered by institution staff, with it often taking place in the first few weeks of the academic year.	Key stakeholders understand the role of the rep in its most basic form, but this is often not checked or monitored. As a result, information given to reps about their responsibilities can be inconsistent.	Contact information is collated by provider staff at point of selection and sent to the union. This does not always happen in a timely or consistent manner, and there are often gaps in the system. Union and provider communications with reps occurs reasonably regularly but with no real structure.	Timely communications around representation occur between the union and provider, with broad areas of responsibilities agreed and mostly acted on, although there are some gaps and inconsistencies.	Training is provided by the union, with around 40% of reps participating. The content covers the role and its duties, along with some basic skills development focused around these duties, such as 'skills for meetings'.	The union organises additional rep group meetings, 2-3 times a year. Attendance is moderate, but it tends to be the same individuals who participate. Interactions between reps and the relevant elected officer do occur, but tend to focus on cohort problems. Provider staff do not offer structured support for	Attempts are made to gain the demographic data of reps in post, but there are often gaps in the information collected and little is done with it beyond monitoring. Inclusive representation is discussed in training, but with little follow up.	Attendance at relevant meetings is moderate, with reps occasionally speaking during agenda item discussions. There is some involvement of reps in the action planning stage, and meeting minutes are made publicly available to students, although these are not often read. Students are loosely aware of their rep

Key – Takeaways !



- ☑ Governance in Higher Education is complex and involves multiple stakeholders with competing interests which all need to be considered
- ☑ Students are key actors in their education and a rich source of information to their institution
- ☑ In times of crisis enhanced communication with stakeholders and in particular with students is needed
- ☑ Student voice should be elevated to ensure effective engagement
- ☑ Student engagement should follow a clear strategy, frameworks and structure to reach its potential – context matters and should be considered
- ☑ Students should be mentored and trained to effectively serve in their institutional governance
- ☑ The impact and value of student engagement should be regularly assessed

Any Questions,
Clarifications or
Comments ?



THANK YOU



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