<table>
<thead>
<tr>
<th>Current situation</th>
<th>Enabling Factors / Resources</th>
<th>Processes / Activities / Outputs</th>
<th>Desired Outcomes</th>
<th>Longer-term impact / outcomes</th>
</tr>
</thead>
</table>
| **Issue broadly:** Enhance student engagement; active involvement in face of “passive consumer” rhetoric; beyond student voice to students shaping teaching/learning; rapidly evolving internationally | **Time:** Fellow needs time relieved from other work tasks; staff and students need time to engage | **Activities:**
1. Establish an Australian community of scholars with international ties early-on in fellowship with website for awareness raising – national community of scholars  
2. Collect case studies of students as partners activities across Australia and map them – national profile  
3. Explore partners practices via Transforming Practice Program participants in 2016 – case studies  
4. Develop guiding principles based on case studies of SaP – case studies  
5. Facilitate workshops and roundtables - national profile + community of scholars | **Outcomes (changes):**
1. Profile of students as partners within the higher education community in Australia that raises awareness of staff, students and senior administrators  
2. New insights into students as partners activities in Australia and at UQ  
3. New capacity amongst some academics and students to partner in teaching and learning activities that shape higher education  
4. Links among national scholars in students as partners research and practice connected to international networks  
5. Fellow with greater knowledge and leadership around partnership work in Australia | **Longer-term:**
1. University policies and programs on student-staff partnerships that sustain activity  
2. Shift in mind-set about role of students in shaping higher education  
3. Other fellows and funded projects extending partnership activities in Australia  
4. Opportunities for all students in higher education to shape their own learning through partnership efforts  
5. Students graduating able to articulate broader learning gains from their higher education including how they took responsibility for their own learning and affected positive change during their studies |
| **Issue in higher education:** Declining student engagement in traditional modes; students unaware of curricular goals; academics struggling to articulate broader learning outcomes | **Money:** Engage students and free from other commitments; pay staff on fellowship; host activities; engage stakeholders | | |
| **Issue at UQ:** At UQ, development of Student Strategy listing ‘students as change agents’ as key challenge | **Human resources:** Research assistant; project officer | | |
| **Fellow communication skills:** Fellow requires skills in communicating vague, ill-defined concept that is often a confronting idea to students and staff | **Intellectual capacity:** Fellow requires greater knowledge of literature and practices | | |

**Sources of evidence that meet desired outcomes:** (1) involvement of others: number of case studies; number in community/network including students and staff; number of network newsletters and events; number attending events; number contributing ideas/activities/events; number of fellow link to other networks. (2) feedback from community: via event evaluations and personal narratives and reflections on partnerships. (3) uptake of partnership work via pilots at UQ. (4) visibility of students as partners in national fora including conferences, media, policies, TTP, etc. (5) fellow reflection, invitations, publications.