

### Staff Partner Expression of Interest

If you do not yet have a Staff Partner, the following staff have expressed interest in the program. If a staff member's interests align with your own, contact them via their UTS email to find out if they are the right fit for your project.

Name	Email	UTS organisational unit	Area of interest for student experience improvement	Interest in the Students as Partners Project Grants program
Mehal Krayem	Mehal.Krayem@uts.edu.au	Centre for Social Justice and Inclusion	My team and I are interested in improving the work-integrated learning experience for students and understanding how students would feel better supported in this space.	I am interested in understanding and highlighting student perspectives. Often times these decisions are made at an institutional level with little input from people who are affected most by the decisions. It would be great to support a student with interest in this area to develop themselves while also gaining insight into the subject area.
Sarah Ellis	Sarah.Ellis@uts.edu.au	Centre for Social Justice and Inclusion	<p>Recognising the impact of rising living costs on students, I'm interested in ways we could improve financial wellbeing for students and reduce financial barriers to education.</p> <p>Financial stress and hardship can have a negative impact on the success of students. In our work at the Centre for Social Justice &amp; Inclusion, we are seeing that financial hardship is not only deterring prospective students from attending university, but it is also driving student attrition.</p> <p>There are significant opportunities to make a difference in this space, including through education, awareness building, and reducing stigma in asking for help.</p>	Student voice is central. I'm interested in partnering with students to bring in their diverse experiences and ideas. This is a complex problem space and I'm excited about the opportunity to improve our understanding of financial vulnerability within the UTS student community and to help discover how to improve the experience for students facing financial vulnerability. More broadly, the UTS Centre for Social Justice & Inclusion drives positive social change both on and beyond our campus. We believe that universities exist for the public good and have a responsibility to use their resources and expertise to contribute to the creation of a socially just society. I personally have been working in the higher education sector for over 11 years in both the academic support space and in leading the strategic planning for student equity initiatives. Over this period, I have led the implementation of outreach programs that aim to increase the participation of students from underrepresented backgrounds in higher education. I would love to support a student group to develop and implement their ideas across the campus to make a difference.
Bhuva Narayan	Bhuva.Narayan@uts.edu.au	Faculty of Arts and Social Sciences	My interest is in an inclusive and accessible experience for both domestic and international students and in promoting a sense of place on campus and a sense of belonging within the university.	I am interested in working with students to improve assessment practices, academic support, and inclusive education.
Liz Giuffre	Liz.Giuffre@utd.edu.au	Faculty of Arts and Social Sciences, School of Communication	Accessibility for students of diverse needs and learning preferences; assistance with meeting deadlines and procrastination; building confidence	I'm passionate about students becoming self sufficient - I always want to be here to support them but I want them to build their skills so eventually they can work independently.

Amanda Wilson	Amanda.Wilson@uts.edu.au	Faculty of Health	<p>Areas of interest (but not restricted to these): AI: Exploring the potential of AI to personalise learning, provide adaptive feedback, and enhance engagement. Assessment: Developing innovative assessment strategies that accurately measure learning outcomes and provide meaningful feedback. Rubrics: Creating clear, comprehensive rubrics that guide students in understanding expectations and improving their performance. Online learning: Enhancing online courses to ensure an engaging and effective learning experience. Curriculum development: Design relevant, inclusive, and future-oriented curricula that meet students' diverse needs and aspirations. Flexible learning: Implementing flexible learning options that accommodate individual learning styles, schedules, and goals. Learning design: Applying evidence-based learning design principles to create engaging, interactive, and accessible learning experiences.</p>	<p>As a professor with over 20 years of teaching experience across nursing, medicine, public health, and allied health, I have a deep interest in education and fostering collaboration. My background spans both Arts (Master of Creative Arts) and Health (PhD in Public Health, registered nurse), providing me with a unique perspective on interdisciplinary learning. Currently, I am completing a Graduate Certificate in Higher Education Teaching and Learning to further enhance my pedagogical skills. Engaging in Students as Partners aligns with my core values as an educator. I believe that education thrives on mutual respect and shared responsibility between teachers and learners. Actively involving students in research and the enhancement of our learning ecosystem, can elevate their experience and contribute to ongoing improvements for future students. Partnership has the power to inspire innovation and critical thinking. Working closely with students allows us to co-create knowledge, uncover new perspectives, and challenge conventional wisdom. This collaboration enriches the academic journey and prepares students for real-world complexities, equipping them with valuable skills. Co-design in research and educational initiatives offers students a sense of ownership and belonging within the academic community. It acknowledges their insights and contributions, fostering inclusivity and engagement. Supporting students interested in research or improving their experience goes beyond guiding future scholars or enhancing institutional practices. It's about nurturing curiosity, resilience, and shared achievement. I look forward to helping empower students to become active participants in their education, and thoughtful, innovative, and socially responsible leaders.</p>
Dr. Elizabeth Brogan	Elizabeth.Brogan@uts.edu.au	Faculty of Health	<p>I am interested in improving the student transition and experience at university including but not limited to student success, sense of belonging, improved health and wellbeing and the creation and delivery of interventions or program designed by students to meet dynamic and varied needs of the student cohort</p>	<p>Interest in the Students as Partners Project Grants program- I am deeply committed to empowering students to unlock their full potential. My approach involves cultivating mutually beneficial relationships where we learn together, fostering an environment where students not only gain academic knowledge but also invaluable lifelong skills such as leadership and project management</p>
Jack Cornish	Jack.Cornish@uts.edu.au	Faculty of Health, school of nursing and midwifery	<p>Transition to university, widening participation, accessibility and peer learning</p>	<p>As a first and further year coordinator for the faculty im so excited to see these grants pop up. I'm keen to support students in developing their project management and leadership qualities, and hope this also helps their voice be better represented at a faculty level.</p>
Alessandro Castorina	Alessandro.Castorina@uts.edu.au	Faculty of Science	<p>I am interested in looking at the assessment practices for anatomy teaching specifically suited for students looking to undertake a professional career in the medical field. I would like to explore various tasks that involve identifying structures on specimens, interpreting radiological images, or performing specific anatomical procedures. I am happy to support students to discover and trial medical assessment practices they find most relevant and suitable to their field.</p>	<p>As the coordinator of two core anatomical subjects for the Pre-medicine major (Bachelor of Advanced Science), my interest stems from the willingness to create novel assessment opportunities that capture the professional skills required to enter the workforce in the medical field, such as recognising real anatomical structures or images taken using common diagnostic imaging tools (i.e. X-ray, CTs and/or MRIs), as well as basic medical procedures to identify surface anatomical landmarks/organs.</p>
Anette Dowd	Anette.Dowd@uts.edu.au	Faculty of Science	<p>I am keen to modernise assessments and teaching practice, especially laboratory-based activities, in a way that is engaging and relevant to our increasingly diverse student body.</p>	<p>Students know best what they find engaging and effective, so I want to learn from them.</p>

Jen Matthews	Jennifer.Matthews@uts.edu.au	Faculty of Science	I am interested in improving the integration of research and teaching, enhancing student engagement during learning, and building student professional development such as skill development beyond curricula and becoming a deliberate professional.	Through undertaking the Graduate Diploma for Teaching and Learning this year, I have a growing appreciation of the importance of the student experience and feedback in learning. As an early career academic, as well as having worked in government, resource management and ecotourism, I am acutely aware of the competitiveness of employment opportunities, and a misalignment with the availability of skill and professional development opportunities for students to be the most competitive across academic and industrial sectors. I have found the student feedback surveys for my marine biology courses have provided some of the most intriguing and impactful changes, so I am keen to facilitate student-led and inspired change.
Charles Cranfield	Charles.Cranfield@uts.edu.au	Faculty of Science, School of Life Science	As a Program Director of Medical Science Degrees, I'd be very keen to assist in improving the student experience with policy and process review. How rules and systems at UTS are applied to students e.g. enrolment, special consideration, timetabling. Happy to also consider Teaching practice as well as Academic support in the context of Medical Science education.	My interest stems from the work I have to do in upholding current UTS Student Procedures and Policies. These can go unnoticed by students and yet the decisions we are forced to make, as Academics, can have a significant impact on student well-being and future career opportunities. Even minor changes to the wording or interpretation of UTS policies can have large impact. So, if you are keen to explore ways and improve UTS procedures and rules to make them more efficient, to enable greater equity or to improve student experience in any way, then I'd be very keen to hear from you.
Dr. David Van Reyk	David.VanReyk@uts.edu.au	Faculty of Science, School of Life Science	(1) How do we address the social responsibility graduate attribute in science, mathematics and statistics? What subjects, teaching activities, and assessments do we need to foster graduates working towards social justice, equity, environmental remediation, and sustainable practice?  (2) How can we best provide the level of accommodation, support, guidance, and pastoral care that many students need in a massified education system? This is important if we wish to meet the mission of the higher education sector to make access to, and success at, university education available to all who wish to undertake such education	Firstly, the success of any teaching endeavour is primarily due to the degree of engagement. That is without student engagement the sort of high level of learning, that is higher than rote learning and mastery of exams, that should be our target will not be achieved. Secondly, there have been shifts in the way students are learning and also, we are welcoming students who present a wide diversity of ways to learn. Thirdly, while employability is a key driver for students undertaking university education, it is not the only one. The opportunity for co-design of teaching activities and resources and assessments that student-teacher partnerships support strikes me as one the best ways to support engagement, alignment of teaching with students' ways of knowing and alignment of learning outcomes with what is driving students to enrol in university courses.
Nathan Langford	Nathan.Langford@uts.edu.au	Faculty of Science, School of MaPS	I have a couple of topical areas of interest: academic integrity in non-exam assessments in an age of internet help sites and AI, the learning experience for neurodivergent students, combining research projects with a conventional study load, coping with stress as a contemporary student, should graduates care about being good at the hard stuff?, bridging the gap from student to research-focussed learning	These topics are topics I am interested in learning about for my own teaching and research. I am not particularly an expert in them, but I see there being questions we crucially need to answer and it will be virtually impossible to do this in many cases without involvement from the student perspective. I would very much like to learn how students think about these topics and I am interested in exploring the possibility of being involved to help them design new creative solutions.
Jason Do	Jason.Do@uts.edu.au	Faculty of Engineering and Information Technology	I'm interested in enhancing the FEIT student experience in regard to academic support, student job readiness, academic support, professional development, student reflection, student projects and achievements, and student portfolios.	I coordinate student engagement activities that contribute to student success, satisfaction, retention, and wellbeing. Working with students is crucial to creating meaningful impacts on the student experience as they are the experts of their own experience. I'm hoping to partner with students to co-design and lead long-term sustainable change in the student experience in our faculty.

Simon Maizels	Simon.Maizels@uts.edu.au	Information Technology Unit	<p>Timetabling: The ability to select classes that fit an individual's lifestyle and commitments is foundational to a good student experience at UTS. The process to create a timetable is also very complex and time-consuming to ensure the right classes, teaching spaces and teaching staff are available. How might we improve this experience for all concerned?</p> <p>As well as the above, I am interested in anything innovative and digital! Feel free to reach out for a chat to explore your ideas.</p>	I am passionate about education and technology. My team and I run a lot of the student experience, administration and teaching and learning systems here at UTS. I'd love the chance to work more closely with students to better understand their perspective on what would help them most, and also to share any experience I have that would be of use.
Jacqui Wise	Jacqui.Wise@uts.edu.au	LLE/DVCEs	Anything related to improving the 'business' of being a student - in particular, enrolment and timetabling challenges.	Aside from the fact that it comes with the territory, I am very keen to demonstrate that staff at all levels are passionate about supporting students and we put our time where our mouth is (as well as our money).
Kat Shaw	Katherine.Shaw@uts.edu.au	Marketing Communications Unit	Communications across the student journey, from onboarding to final year and graduations. It would be great to work with more students to improve communications that enrich the student experience.	Because I believe in contributing to a positive experience for students. Through communications we can help students find out what they need to know when they need to know it and in the process, support other student-facing functions. I am also submitting this in the hope that this could involve the whole student communication team and would be happy to discuss this further.
Atonette Shibani	Antonette.Shibani@uts.edu.au	TD School	My key questions of interest are: How does generative AI support or hinder learning? What emerging technologies can classroom teaching benefit from to improve student experience and engagement? How can we prepare learners for an AI-driven future? How can assessments reliably be used in the age of AI? How does the influence of AI impact students from diverse backgrounds, and how can they be better supported?	I'm a AI in education researcher investigating how emerging technologies can help augment our human intelligence and how they impact teaching and learning practices of the future. A core aspect of my work is in centering AI in human values, which involves working closely with stakeholders such as students and educators so they can help shape the technologies they use. Their voice is critical in contributing to practical findings and lived experiences when reimagining the future of education with AI, and I'm keen to engage with students as partners to explore these in detail.
Dr. Hossai Gul	Hossai.Gul@uts.edu.au	TD School	<p>The TD Electives Program at UTS fosters transdisciplinary learning for students across faculties, tackling complex challenges with excellence. Student narratives drive its evolution, shaping design and delivery. Assessment practice: Explore how your knowledge and understanding of the distinctive transdisciplinary capabilities developed by you and fellow students are assessed or tested?</p> <p>Teaching practice: Explore the distinct TD learning experiences of active workshops and project-based learning with community/industry partners - how are you and fellow students learning in these formats? Inclusivity and learner engagement: How are diverse learner needs supported in the TD learning experience? What are your stories and ideas?"</p>	Transdisciplinary learning and teaching is inherently and methodologically in partnership with students in both design and delivery. TD learning experiences must amplify integration of student agency and choice to enable purpose-driven action in collaboration with industry and community partners. I would love an opportunity to partner with students who are compensated for their time and the power imbalances are reduced to explore their TD experience. Student stories are more powerful when it is told and collected by students themselves. Students also have the best ideas to solve the problems affecting them. Not only would partnering with students to explore their own experiences of the transdisciplinary electives improve teaching practice and inform engagement within subjects delivered to all UTS faculties but the project will also be a deliberate application of their transdisciplinary knowledge and skills. The 'Student as Partners Project' grant scheme itself is an enactment of transdisciplinary change-making to have impact on their own community at UTS. This project will provide students with an opportunity to have impact on the learning experiences of most UTS students for years to come- so isn't just about the present- it's about shaping the future of learning experiences for countless UTS students.

Lucy Allen	bciigeneral@uts.edu.au	TD School	For students studying the first three years of the Bachelor of Creative Intelligence and Innovation (BCII), there are extended periods between subjects where students don't actively engage with course content. These breaks in the learning experience can leave students feeling socially and academically disconnected from the degree, making transitioning into the next subject challenging. As the course directors for the BCII, we are interested in ways to creatively enhance the BCII student experience by devising ways to 'keep BCII warm' between subjects. We are looking for creative ideas based on the needs and values of students studying BCII.	As the course directors for the BCII, we want to ensure the best possible experience for students. Improving this experience for years 1 to 3 of the course is one of our key strategic priorities. We are interested in being staff partners as we believe nobody is better suited to tackle this space than you—the students currently experiencing and shaping the BCII. If successful, our role would be to support your project by providing insight into the course and the educator's perspective and supporting strategic initiatives resulting from the project.
Scott Matter	Scott.Matter@uts.edu.au	TD School	I am keen to collaborate with students to explore strategies for adapting teaching and assessment practices to support students balancing workload and external commitments while pursuing university studies. Traditional expectations for university study include full-time attendance, timely completion of assessment tasks and exams, reading and preparation for class. But students today face new constraints and challenges related to rising cost-of-living and changing We'd like to explore how teaching and assessment practices could evolve in these changing conditions.	Students are best placed to lead the conversation on ways to achieve this, by providing rich insights into lived experiences and constraints of engaging in university study within the cost-of-living, housing affordability, and other emerging crises. Potential approaches I could support students in engaging with this issue include: <ul style="list-style-type: none"> <li>- co-designing modes of participation, engagement, and contribution to class activities and assessment that can lead to success and achievement, particularly in collaborative settings (such as those in TD electives).</li> <li>- identifying alternative ways to deal with competing demands on students' time and attention.</li> <li>- drawing from experiences and working models from across different faculties at UTS and beyond.</li> </ul>
Susie Newton	Susie.Newton@uts.edu.au	UTS Careers, Student Services Unit	Policy and process reviews around work integrated learning placements, especially in lesser-known elective subjects. The prevalence of questionable workplaces often promoting unpaid placements with duties well beyond the scope of a lawful vocational placement leaves vulnerable students at risk of exploitation. I'm passionate about improving students' understanding of workplace rights in unpaid internships.	Policy and process reviews around work integrated learning placements, especially in lesser-known elective subjects. The prevalence of questionable workplaces often promoting unpaid placements with duties well beyond the scope of a lawful vocational placement leaves vulnerable students at risk of exploitation. I'm passionate about improving students' understanding of workplace rights in unpaid internships.
Helen Chan	Helen.Chan@uts.edu.au	UTS Library	How open education such as open textbooks can improve the student learning experience and outcomes. I'm passionate about inclusivity in learner engagement, improving teaching practice and academic support. An area of interest where we could partner is open textbooks; in this model textbooks are free to use and modify. Open textbooks reduce student expenses and when designed properly, can be customised to support inclusion, diversity, improve the student experience and learning outcomes.	I value the student perspective and want to centre that in Library projects and services so that we are delivering the most benefit to students.

Shiree van Miert	Shiree.vanMiert@uts.edu.au	UTS Online, Education Partnerships and product Strategy Unit in partnership with DAB and Keypath	I am interested in improving teaching practices specifically in the UTS Online Master of Urban Design/Master of Urban Planning course. We want to help improve the overall student experience by analysing what content needs to be changed or improved, and what new technologies and software's should be incorporated. We believe students should influence the new direction of this course by finding new practices that best support their learning journey.	I consider my role as staff partner between learning designers, faculty, Keypath and DAB academics already. Adding students to this will only enhance the curriculum transformation project we are hoping to achieve!
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