

2025 Staff Partner Expression of Interest

If you do not yet have a Staff Partner, the following staff have expressed interest in the program. Contact them via their UTS email to find out if they are the right fit for your project. An email example has been attached at the end.

UTS organisational	Name	Email	Area of interest for student experience improvement	Why are you interested in being a Staff partner?
1 Business School	Amir Armanious	amir.armanious@uts.edu.au	I am interested in collaborating on projects that integrate GenAI tools to enhance inclusive teaching practices and academic support. This could involve developing guidelines for ethical AI use in assessments, creating AI literacy workshops, designing AI-augmented learning materials, establishing innovative teaching practices that incorporate AI tools, exploring how AI can personalize assessment experiences while maintaining academic integrity, creating adaptive teaching materials that respond to individual learning patterns, or developing ethical AI frameworks that can assist diverse learners (non-English speaking, neurodivergent learning styles, etc.). I welcome fresh ideas that make learning enjoyable, engaging, and better for everyone.	I believe the most meaningful educational innovations emerge from genuine collaboration between students and staff. Students possess invaluable insights into their learning experiences that faculty cannot access independently, while I can contribute pedagogical expertise and institutional context. The rapidly evolving landscape of GenAI presents both significant challenges and opportunities for higher education. Working directly with students who are often early adopters of these technologies would provide authentic perspectives on how these tools are actually being used, what barriers exist, and where the greatest potential for enhancement lies. I am particularly excited about the opportunity to mentor students in developing professional skills while addressing real educational challenges. By supporting student-led initiatives in assessment design, inclusive teaching practices, or academic support systems enhanced by technology, we can create sustainable changes that outlast the grant period. The partnership model also offers a meaningful way to democratize educational innovation. Rather than imposing top-down technological solutions, this approach centres student agency in shaping how emerging technologies are integrated into their learning experiences. I am committed to fostering an equitable partnership where student voices genuinely influence project direction and outcomes, creating improvements that truly serve diverse learner needs.
2 Business School - Management Department	Charles Okumu	charles.okumu@uts.edu.au	Co-Designing of Assessments Co-Designing and sharing of Feedback What should be done for students to engage with feedback	I would like to learn and understand how students view Assessments I would like to learn and understand ways students can help in offering feedback to peers I would like to learn and understand best forms of feedback that students can engage with and help improve their learning
3 Business School - Management Department	Najmeh Hassanli	najmeh.hassanli@uts.edu.au	These areas align with the UTS Student Experience Framework (Belonging): - Mentorship and peer support: Enhancing cultural integration by connecting students from diverse backgrounds through mentorship and support networks. - Cultural competency workshops/training: Students lead workshops to promote cross-cultural understanding among peers and staff, reducing barriers and fostering inclusivity. - International student ambassadors: Students represent the university, guiding new students and providing feedback on university initiatives affecting them.	The UTS Student Experience Framework, and its focus on Belonging, aligns closely with my commitment to inclusivity and fostering connections. I'm excited about the opportunity to work alongside students to create projects that improve the academic and social experiences of underrepresented groups, while also ensuring the outcomes are sustainable beyond the grant period. I particularly like the collaborative nature of this program and look forward to helping students develop and implement ideas that make a positive impact on the UTS community.
4 Centre of Social Justice and Inclusion	Elaine Laforteza	elaine.laforteza@uts.edu.au	The area of interest for student experience is to improve university students' race literacy, anti-racism, and being proud of cultural diversity and cultural heritage. The purpose of this is to equip university students with the tools to understand the significance of cultural diversity, enhance cultural awareness, empathy, and allyship, ultimately contributing to a more inclusive campus environment and beyond.	I am interested in being a Staff Partner as I work in amplifying cultural diversity and anti-racism on campus. While cultural diversity is a strength of UTS, issues to do with belonging and cultural safety need to be addressed to ensure that the campus is a culturally responsive place. My work is primarily focused on staff capability in this regard. However, I would like to develop meaningful engagement with students to work on projects together that is focused on improving and celebrating the many student communities. As of 2020-21, half of our students at UTS were born outside Australia. Half also have a language background other than English. One percent of our students are of Aboriginal and Torres Strait Islander background. The strength of the campus is in the diversity of our student body and I would greatly appreciate the opportunity to better support, listen and collaborate with students on projects focused on enhancing equity, diversity, and inclusion.

5	Centre of Social Justice and Inclusion	Ruby Wawn	ruby.wawn@uts.edu.au	I am interested in supporting projects looking at how to build social responsibility and civic attributes in UTS students.	I am a former UTS student myself, now running a co-curricular program I was once enrolled in. Working with students is the best part of my job and I will leap at any chance to support students, their ideas and visions!
6	FASS/DAB Creative Industries	Cornelia Betzler	cornelia.betzler@uts.edu.au	I am the Work Integrated Learning coordinator (professional staff) in FASS. If any students are interested in an improvement project in WIL/internships I'd love to hear from them.	We are continually aiming at improving our WIL and internship programs which is not possible without the input from industry and students, i.e. student-led improvement will generate best possible student experience outcomes.
7	FASS Creative Industries	Dr Natalie Krikowa	natalie.krikowa@uts.edu.au	Anything about the LGBTQIA+ community, or working with Cultural and Linguistically Diverse (CaLD) communities. Additionally, anything that is creative practice (screen or digital) in its outputs.	I have worked as a teaching and learning lead and course coordinator for the Digital and Social Media discipline and School of Communication and have a passion for student-led projects and advocacy. If I can be of assistance for any students, then I would love to be a
8	FEIT	Amara Atif	amara.atif@uts.edu.au	I am interested in supporting a student-led initiative exploring how generative AI impacts learning, engagement, and ethics. This could involve working with students to understand how AI literacy, evaluative judgment, and responsible AI use influence their academic experience. I am keen to support students in identifying ways to develop critical thinking skills when engaging with AI-generated content, ensuring they are equipped for assessment preparation, academic integrity, and lifelong learning. I help students navigate generative AI's impact on teaching, academic support, and policies. As a Staff Partner, I would facilitate discussions, provide guidance, and help ensure the sustainability of student-driven outcomes.	I am interested in being a Staff Partner because I value collaborative, student-driven learning and want to support students in critically engaging with generative AI (genAI) within their academic experiences. Rather than providing structured AI training with genAI tools, I aim to facilitate student-led discussions and reflections on how genAI shapes learning strategies, assessment preparation, and academic integrity across disciplines. As genAI becomes more integrated into education, students need more than technical knowledge - they require evaluative judgment, ethical awareness, and discipline-specific AI literacy. My role as a Staff Partner is to help students explore genAI's influence on their learning and develop strategies to navigate AI-generated content responsibly. This initiative would also contribute to teaching practices and academic support, ensuring students have a structured framework to engage with genAI effectively and ethically. Additionally, I am interested in how genAI-related policies impact the student experience, particularly in supporting diverse learners, including neurodiverse students and non-English speakers. By fostering an open, inclusive environment, I hope to empower students to take ownership of their genAI literacy and contribute to sustainable, student-informed approaches to AI integration at UTS.
9	FEIT	Jayan C Kurian	jayanchirayathkurian@uts.edu.au	Factors Contributing to the Wellbeing of UTS Students Engaged in Part-Time or Full-Time Employment	Wellbeing plays a crucial role in the academic progress of both domestic and international students at universities.
10	FEIT, L&T, HCD	Mischa Damon	mischa.damon@uts.edu.au	International student experience proof of concept. Testing a hypothesis using human-centred design thinking.	Mentoring and coaching and co-designing with students to improve their own experiences, as well as using HCD methodologies to prototype test and learn, and improve operational sustainability.
11	FEIT	Xianzhi Wang	xianzhi.wang@uts.edu.au	1. Inclusion/accessibility related learning materials and websites adaptation 2. Assisted intelligent & informed decision-making for students in program customisation	I am passionate about empowering students to achieve excellence through collaborations and real projects with a solid understanding of AI and its applications; my first-hand teaching & learning experience at UTS would also be valuable to students interested in such projects aiming to improve student experiences.
12	FEIT, School of Professional Practice and Leadership	Timothy Boye	timothy.boy@uts.edu.au	Experience of University and Support for Students with Disabilities, Experience of University and Support for Aboriginal and Torres Strait Islander Students, Equity, Diversity, Inclusion, Student Agency, Teaching and Learning Approaches, Work-Integrated Learning (Internships), Assessment, University Policy/Process. More information on my work and interests can be found on my profile at https://profiles.uts.edu.au/timothy.boy . I am open to other areas as well, feel free to email me if your area of interest is not covered but you think I may be interested.	I am passionate about improving access to and experience of university for marginalised, minority, and other equity groups. This work for me has a main foci around working with students with disabilities but I also have done a lot of work with Aboriginal and Torres Strait Islander students, as well as broader equity, diversity, and inclusion work. The work I do is participatory in nature. Rather than 'research on' or 'research about' these groups I aim to bring people together to work collaboratively on research and action, 'researching with' and supporting 'research by' these communities. The students as partners program is a great example of this sort of participatory and co-design work and is an opportunity to collaborate with and support students to tackle challenges they are facing, and to support them in developing their professional skills and advocacy skills. I am excited to work on projects with students to improve UTS for students.
13	Graduate Research School	Sarah Kinkel Miller	sarah.kinkel@uts.edu.au	Anything related to research students that needs to be centrally organised (i.e. probably not a subject in an individual faculty)	Research student experience sits directly in my portfolio. I'd be delighted to advise and support student-led projects that can improve this critical foundation of our research training, recognising that we need to approach that training holistically and treat our students as whole people, not just "researchers."

14	Health	Liquan Liu	liquan.liu@uts.edu.au	Collecting data on in-time sustains AND changes to be made NOW in the classroom (not via SFS) --> 1. continue on good practices 2. make immediate changes to adapt to/address students' needs 3. seek timely solutions on conflicting answers to questions (e.g., teaching pace good vs too fast)	I want to help students, and I ask the questions (in the question above) post classes all the time. However, I realise that I only collect a small sample of data, and hope to gain knowledge across my students (We have 400+ for this round, and are expected to have more for the next cohort). I hope to involve Student Partner to 1) conduct the project and collect data, and 2) seek solutions to point 2 above (immediate changes) 3) initiate the mediation to point 3 (conflicting feedback across students) in a timely manner I hope to involve ALL students to resolve point 3, preferably in class.
15	Jumbunna	Tamatau Faleono	tamatau.faleono@uts.edu.au	I am interested in Indigenous and other socially inclusive initiatives. My personal passions lie with the arts and the environment but any project that promotes a strong sense of self, empathy and sustainability I am happy to support.	As a proud Wiradjuri and Samoan man born and raised on Darug Country (Western Sydney), community and a sense of belonging is a central component to how I operate and engage with students in my role as Indigenous student support officer. As an alum, I believe that university is a wholistic space where staff and students not only grow academically and professionally but socially and personally. A strong sense of self gifts confidence and fostering the skill of being open to other's unique journey promotes equity and empathy for strong
16	Law	Ken Wu	Kai-man.wu@uts.edu.au	Interested in transition pedagogy, peer networking in support, fostering a sense of belonging and improving student experience through improvement of teaching quality and access to resources. I am passionate about helping students settle into UTS and ensuring they have an excellent experience.	I am currently a lecturer at the UTS Faculty of Law as a first year specialist. I teach into Criminal Law and Procedure and focus on developing a positive classroom experience; leveraging technology to increase engagement. I am looking to engage with students who are passionate about addressing the challenges facing law students as they enter the Law Faculty and am open to new ideas on how to best facilitate this. I am also wrapping up my role as the Mentor Program Coordinator for the UTS Business School. Through this program we support the entire commencing B. Bus/B. Bus double degree students (1900+ this semester), by embedding over 100 mentors in classes, so that students have an increased sense of belonging in the classroom. This work has been crucial in increasing student retention and I am hoping to share and bring some of my lessons in this work across.
17	Library	Daniel Hamilton	daniel.hamilton@uts.edu.au	Communications, events, physical spaces, UTS and Library website, innovative use of technology and systems, UTS identity	The 2024 program demonstrated the power of the program in students improving their university experience and bettering UTS as a whole. I am keen to hear from students directly about the issues/challenges/opportunities they perceive and solutions they have in mind. I believe my experience and breadth of my role enables me to be a valuable staff partner.
18	School of International Studies and Education	Joanne Yoo	joanne.yoo@uts.edu.au	I am interested in the area of professional experience in secondary teacher education. I have worked closely with colleagues on how to improve student experience during this practical component of their learning by providing quality professional learning for supervising teachers. I also teach in a professional experience subject and work with students on making the most of their practicum.	I really enjoy working with students, and I think that by partnering with them on a self-driven initiative that improves student experience across all teacher education courses is a very worthwhile endeavor. It would be satisfying to guide students in project development and implementation so that they can learn professional skills beyond their university coursework.
19	Student Services Unit- UTS Careers	Esita Sogotubu	esita.sogotubu@uts.edu.au	I am interested in enhancing inclusivity in students' career journeys at UTS and their transition into the workforce. Specifically, I aim to improve awareness of tailored services and resources that boost employability. For example, ensuring every international student knows about available services and the appropriate timing for their use. Additionally, focusing on how CALD students and those with accessibility needs can access employability resources tailored to their unique requirements.	I am interested in how to better support inclusivity in students' career journey while at UTS and as they transition into the workforce. In particular, how to improve students' awareness of the services and resources available and tailored to them that would contribute to improving their employability. For example, how would every international student be aware of the services and resources available to them and what would be appropriate at what point in time during the career journey at UTS. How does a CALD student or student with Accessibility needs access services and resources tailored to their employability needs.
20	Transdisciplinary School	Beate Mueller	beate.mueller@uts.edu.au	Transition, inclusion, career development, internships, intercultural communication, international mobility	I want to empower students to have an impact and to be change makers at university. I supported a grant in 2024.
21	VC Office- Chancellery	Frederique Balard	frederique.balard@uts.edu.au	Open to all area, special interest in AI, student support, Human Centered Design, entrepreneurship, student empowerment.	As a professional staff working on UTS strategy, I am passionate about student experience and how we can further support and enhance our students and communities interactions/engagement with UTS. I have a background in project management and keen to get involve in meaningful project. This is an opportunity to learn and also share my experience.

Last updated 11/03/2025

How to reach out to a staff partner:

1. Email staff partner at their contact UTS email address using your student email address

2. Rough example on how to write an email:

SUBJECT: Students as Partners Project proposal partnership

Dear/Hi *-Insert Name-*,

I hope you're doing well. I'm *- Name-*, a UTS student from the faculty of *-insert-* studying *-degree name-*.

I'm reaching out to you to ask if you would like to partner in my Students as Partners project. I found your details through the staff partner EOI list and your area of interest aligned with my project focus area and idea.

I/Our team are planning to propose a project on *-insert project details here/attach application draft-*.

We/I would love to discuss more about our project with you and see how we can best develop our project proposal together. Let us know when you're available to call over Zoom/Teams and we can schedule a meeting if you are interested.

Kind regards,

-Name-