

When Information From the Coal Face Falls on Deaf Ears.

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Lyndal McCulloch commenced at the university in 1992. Before the unification of the 3 Western Sydney Universities, Lyndal was the Manager of Enrolments. She completed a Graduate Certificate in Business Administration and a Masters in Technology Manager at UWS. She is currently the Admissions Manager for the School of Medicine.

Tracey Hanson has been at the University of Western Sydney for 10 years. All of her career has been spent in the ever evolving School of Information Technology now the newly formed School of Computing Engineering and Mathematics. Tracey began her career at the University as Administrative Assistant and now holds the position of School Programs Administrative Coordinator of the Computing and Mathematics Undergraduate and Postgraduate programs in the newly formed School. With the changes of structure more than ever her involvement with students in all aspects of their degree has given her the exposure that brings her to this topic.

"If you're powerful, you are much more likely to be blind and deaf to signals from outside". (Adam Michnik, political activist)

In the University environment being a small cog in a large wheel can be a frustrating experience. How do you get your voice heard? What platform can be used to springboard ideas to those with the authority to make positive changes?

Over time, students have become more discerning when choosing a university. They no longer expect to just graduate with their degree of choice, but to experience a high quality all round student experience on that journey. Professional staff at the coalface, if confident and empowered with strategies to aid and improve that journey will be an even more valuable asset to their university than they currently are.

Certain professional staff at this multi-campus university coalface recognised that increasingly, certain student feedback, suggestions, requests and even complaints weren't being acknowledged, deliberated on and actioned at a level where a positive difference could be made.

In an endeavour to champion such students, coalface staff recognised they needed to become more solution-oriented by gathering meaningful information and data, summarising same and delivering it to the right people at the right place and time. After all, when the coalface champion the students, and their collective voices – both feel valued.