

Education Committee Meeting

Date | Time 27th October, 2022 6:00 PM | *Location* UCO:32

Meeting called by	Education Executive Committee	Attendees: Robbie, Emma, Patricia, Robbie, Dan, Anne, Maggie, Kiki, Maddie, Claire, Fran, Laurence, Anna, Rachel, Tom, Catherine, Syna, Zoe, Martyna, AK, Chase, Toni, Isabelle, Taylor
Type of meeting	Education Committee Meeting	Optional: n/a
Facilitator	Faculty Presidents	Apologies: Kirstin, Rosa, Iona, Ava
Note taker(s)	Toni	Absences: Grace, Kirsty
Timekeeper	Toni	Please read: n/a
		Please bring: n/a

Agenda Item

Topic	Presenter	Time Allotted
Welcome	Fran	1 minute
Past Teaching Awards <ol style="list-style-type: none"> The project <ul style="list-style-type: none"> Report on what students think makes a great teacher Evgeniya introduces herself Report: open-format responses and general information Specific focus on open format responses Formulated practical steps based on findings from survey Longer and shorter version exists 82% of teaching award nominations were assessed Slides of presentation wil be shared with EduCom main themes found <ul style="list-style-type: none"> three themes: main findings, sub-themes, practical steps, examples main themes: <ul style="list-style-type: none"> care students as collaborators/contributors adaptation of materials and learning-enhancing activities practical steps and how to implement them <ul style="list-style-type: none"> concerning care: <ul style="list-style-type: none"> timely responses to emails feedback: detailed, useful, encouraging, practically applicable. Concerning student contribution 	Evgeniya and Chase	30 minutes

<ul style="list-style-type: none"> ○ Acknowledgment of different backgrounds ○ Implementation of early-/mid-semester feedback ○ Discussions that foster peer-to-peer engagement. Emphasis on discussions and conversations within classroom (ie. through additional events) - Adaptations of materials and learning-enhancing activities <ul style="list-style-type: none"> ○ Materials that can be revisited or activities that allow to revisit materials (ie. follow-up sessions for Q&A) - Potential follow-up actions: <ul style="list-style-type: none"> ○ University-wide level: actions can and should be adapted for specific schools ○ Things to look out for: <ul style="list-style-type: none"> ▪ Timely feedback ▪ Provision of useful information (ie. FAQ) ▪ Email turnaround ○ Emphasis on conversation including students and members of staff <p>4. Questions and additional information</p> <ul style="list-style-type: none"> - Long report will be published in week 8 - Potential sessions to discuss this - <i>Question</i> (Zoe): Is there a breakdown of arts and science? <i>Answer</i> (Evgeniya): There is no breakdown in this report. Some action points refer to varying experiences, though. Evgeniya points out that a majority of comments share commonalities. Chase will send more information - <i>Question</i> (AK): What was Evgeniya's favorite part that Evgeniya didn't get to include today? <i>Answer</i> (Evgeniya): Care was more often mentioned than knowledge/expertise – not to say that this wasn't commented on. But care was what activated deep relationship between student and member of staff. - <i>Question</i> (Kiki): How will SPs get the faculty to change profoundly in order to incorporate this knowledge sustainably? <i>Answer</i> (Chase): The report will be presented to faculties and various committees, also on a national level in the long-run. Evgeniya adds that the report was funded through the university which further reflects on their investment to implement change. 		
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<ul style="list-style-type: none"> - <i>Question</i> (Zoe): Would Evgeniya be willing to present to lecturers? <i>Answer</i> (Chase and Ev): There may be two recorded versions, one student-focused, one staff-focused, which will be made available for Schools. - <i>Question</i> (Cathering): Will this also impact the way the teaching awards committee is run and set up? One of the problems was that MEQs and Teaching Awards were at the same time which impacted turnout considerably. <i>Answer</i> (Chase): appreciates this idea. A possible change could include to send a draft of what teaching award nominations look like to students around reading week in semester 2 so that students can prepare in advance. Also, this year will be more focused on EDI issues. Evgeniya adds that some nominations were re-submitted in various categories which makes EDI information more difficult to extract. Evgeniya proposes an emphasis on advertising nominations and categories differently. - <i>Question</i> (Zoe): What is the reason for only opening nominations in second semester? <i>Answer</i> (Chase): This is due to logistical decisions – will there be two phases or one extended period of open nominations? Also, staff resources need to be considered: the DoEd used to be in charge of this, now Chase is running the teaching awards primarily. 		
<p>Strikes</p> <ul style="list-style-type: none"> - No further information is yet available and EduExec will provide information as soon as it is available - Across the UK UCU members are in massive favor for strike action - UCU Committee will be meeting at some point in Week 8 so more information will be available next EduCom - <i>Question</i> (Maggie): Will there be resources to send out to students if they send emails in response to strike? <i>Answer</i> (Fran and AK): The UCU website has information about reasons for strikes. AK encourages to reach out to UCU members in School to ask if they would want any specific information shared. - <i>Action Point</i> (EduExec): provide email template 	<p>Fran and DoEd</p>	<p>4 minute</p>
<p>SSCCs Review</p> <ul style="list-style-type: none"> - Encouragement to email FPs if there is any bit of information that SPs and LCs would have wanted - <i>Reminder</i>: share minutes with students - <i>Reminder</i>: keep going with weekly emails 	<p>Fran</p>	<p>5 minutes</p>

<ul style="list-style-type: none"> - Second upcoming SSCCs <ul style="list-style-type: none"> o Follow up with action points o Check in with improvements 		
<p>Essay gift policy</p> <ul style="list-style-type: none"> - Kiki: in School of Economics students can apply for a one-day extension for deadlines, no questions asked. Each student is granted one per semester. - Robbie adds: Similar scheme is in place for School of Computer Science but for extenuating circumstances - <i>Question</i> (Zoe): How do they track this? <i>Answer</i> (Kiki): students apply through school so the School keeps track of it. - <i>Question</i> (Emma): Is every student eligible? <i>Answer</i> (Kiki): just honours students. - Syna (SP of Economics) is not aware of any further information about this. 	Fran	5 minutes
<p>Announcing Competition Winners and any other business</p> <ul style="list-style-type: none"> - Everyone is asked to sign card for Stuart who is in charge of running the election portal - Announcements of winners of competition of highest turnouts for candidates and voting <ul style="list-style-type: none"> o Increase in roles and contested roles: Rachel o Candidates: Yasmin o Positions contested: Kiki o Highest voter turnout: Isabelle o Second highest voter turnout: Taylor o Third highest voter turnout: Robbie Wallace - Highest turnout for nominations all time - Sheet will be shared with stats 		5 minutes
<p>URLTs</p> <ul style="list-style-type: none"> - University-led Reviews of Learning and Teaching - EduCom members are invited to participate as student reviewers - This involves <ul style="list-style-type: none"> o Reading papers in advance o Review day o Contribution to report: no writing involved, student reviewer is expected to share thoughts and input on student experience - This is not a representative role, but a reviewer position who can share a student perspective - Great opportunity and insight into teaching practices in different Schools - Student reviewer will receive £ 250 - People from cognate schools (ie. medicine and biology) are invited to serve as student reviewer 		15 minutes

<ul style="list-style-type: none"> - <i>Question</i> (Maddie): How does this work for ModLang? <i>Answer</i> (AK): Only Social Anthropology (10th Nov), IR (7th March), Medicine (past), Career Centre (5th April) and Graduate Programme in International Education Institute will be reviewed in this academic year. - Support will be provided by EduExec - Time commitment: most information will be shared 6 weeks in advance, some 3 weeks in advance. Reviewer will be expected to provide initial thoughts in advance and share a focus on what they would like to address. There will be a planning meeting in advance and dinner the night before before the review day. Reviewer will need to be available for all of this. Afterwards: email correspondence for follow-up - Please email DoEd (doed@) for interest. If there is more than one person interested, it will be the person who is closest aligned with the respective School - <i>Question</i> (Kiki): They have received initial information. What are they meant to do now? <i>Answer</i> (Robbie): The template survey needs to be filled out, then information for the student voice document was collated in his case. This is meant to be submitted six weeks in advance. Robbie had a meeting with class reps in advance who provided input. Fran adds that this will be discussed further at the end of the semester with them. - Chase adds that a similar review will take place for the collaborative programme between the School of Philosophy and the University of Stirling. This does not fall under the responsibility of any of the SPs. 		
<p>Good Practice Guide</p> <ul style="list-style-type: none"> - <i>Action point</i>: SPs are asked to provide insight that they would like to highlight in the Good Practice Guide which will be shared with all Schools and concerns good practice with Student Reps. 		2 minutes
<p>Additional notes</p> <ul style="list-style-type: none"> - <i>Reminder</i>: all SPs and LCs are asked to send their personal information to Toni (asa7@) so that it can be posted on the Instagram account for EduCom 		1 minute

Observers: None

Resources: