

Education Committee Meeting

14th March 2024 | 18:00-19:00 | Large Rehearsal Room

Meeting called by	Education Executive Committee	Attendees: Cam, Hitanshi, Calum, Emily, Chase, Rebekah, Harry, Michael, Ben, David, Gemma, Syna, Aarushi, Sairaa, Olivia, Daria, Ruchi, Krish, Harry, Mariana, Anna, Finn, Federica, Tom, Christy Serena, Shreya, Online: Chloe-Anna, Apologies: Anastasia, James, Harriet, Sydney, Rohin Absences: Sadie, Kiera, Guests: Sally Mapstone (Principal), Barry Will (Association President), Jacob (Employability Officer).
Type of meeting	Education Committee Meeting	
Chair	Director of Education	
Note taker(s)	Emily Bannister	

Agenda Item

Topic	Presenter	Time Allotted
<p>Welcome</p> <p>Reminders: Please put BAME students network and elections reminders in emails next week.</p> <p>(Principal) very grateful for the opportunity to talk to you all. Broadly speaking the role is to run the university and take legal accountable for the university. This involves setting strategy and adhering to it as much as possible with a wider team- ‘The Principal's Office’. Further serves as President of University's UK, a collective body representing UK Universities. Her work engages with the government on matters with higher education and policy. This is an opportunity to advocate for higher education and give St Andrews a higher profile. It is important to make a case to the current Conservative government and advocate for a lasting impact to impact the next Labour government. At heart of all her work is advocating for students.</p>	DoEd	5 Minutes
<p>First Agenda Item: Student Disengagement</p> <p>Overview (Sci/Med FP): how do we bring students back into lectures and seminars?</p> <ul style="list-style-type: none"> Computer Science SP: this came up from SSCC last week. 40% of students failed first year test- found that about 50% of class of 160 would attend regularly. In honors similar figures but slightly better engagement. 	Sci/Med FP	10 mins

- **Principal:** interested in why students think this is happening. Interesting figure about those who failed the test, because the Proctors Office hasn't seen the results of lack of engagement but if people aren't performing well there is proof.
- **Computer Science SP:** less of a culture of attending everything has been used as an excuse by staff- learned behavior and previous schools.
- **IR SP:** problem came out of covid because everyone got used to watching lectures at home. But at URLT found that students aren't even engaging with recordings. It is on students if they don't attend because the university is trying their best to engage. Essay subjects mean students don't have to attend
- **Arts/Div FP:** slightly disagree with IR because have to consider students part time jobs and other commitments. Have to explore a shift in coursework because it is not assessing what university wants it to assess if it doesn't relate to lectures.
- **Maths SP:** disengagement isn't as much as a concern in math because have to engage for purpose of performing well in exams. But even this school has attendance drop offs at the end- particularly during peak deadline season. Have to consider the travel time it takes for students to get to lectures during this season.
- **History SP:** agrees with IR SP that when semester draws to a close there is a lack of engagement. Frustrating for both staff and students. Student culture needs to change because it is too easy for them to miss contact hours.
- **Physics SP:** students all have different styles of learning. Could there be a way of checking with students earlier on in the year to catch them before they miss out.
- **Principal:** pandemic activity has carried over. Huge supporter of recorded lectures because gives opportunity to look back on content. University also has a social responsibility to provide recorded lectures because they are very important for disabled students. Appreciates that staff are frustrated by student disengagement. Students need to understand that staff have deadlines too- suggests that student appreciation could be greater. Helpful for students to know how much they are missing out on if they skip a lecture- lecturing is an art form and there is a rich history to lecturing. Was hosting a dinner last night for a new lecturer in Chinese Studies and they discussed student engagement showing how crucial the issue is. Does the university 'monitor' attendance more or 'enforce' attendance? Both need to be considered. In terms of assessments and modules, should students just be doing enough work to pass the course or is there a part of the education experience that transcends this. "Education is an adventure in discovery" that is never

<p>finished. Current thought is being given to assessment modes that don't correlate to content.</p> <ul style="list-style-type: none"> • Principal: thank you to your student representatives (Cam Brown and Barry Will) at Senate yesterday because they truly advocated for students. 		
<p><u>Second Agenda Item: International Student Concerns</u></p>		
<p>Overview (Arts/Div FP): growing hostility towards retaining international students once they have completed their education here. Concerns about the graduate visa is very unsettling for international students going into the job market and students considering studying in the UK.</p> <ul style="list-style-type: none"> • Principal: this issue has been taking a great deal of time. “We are an international outward looking university” and we always want to be as welcoming as possible. We are in run up to general election, when Labour win things wont be as bad as they are all. Have to work with the rules of the Home Office. University has a Trusted Sponsorship Licence- risking this licence would have drastic impact on the university. Over past 6 months has been making it clear to the current government the value of international students: both economically and culturally. Just yesterday it was announced a two month review will look into the issue- this is a good start but is not a perfect or permanent solution. University has to be realistic at what we can expect from government. • Arts/Div FP: a lot of concern from international students comes from uncertainty. Could there be some clarity from Careers or the Principles Office at what it will look like for international students for the next 2 months? • Principle: will take back this suggestion to the Principal’s Office and look at actioning this point. 	<p>Arts/Div FP</p>	<p>15 mins</p>
<p><u>Third Agenda Item: Faculty Interactions with Student Representation</u></p>		
<p>Overview (Arts/Div FP): Staff have been very responsive to representative work but to a large extent staff members do not understand student representation structures. From the top there needs to be increased engagement with student representation.</p> <ul style="list-style-type: none"> • IR SP: engagement from faculty depends on a staff to staff basis- some responsive, others are not. Staff need to be made aware of how they can interact with students. • Maths SP: First 5 mins of a meeting with staff member had to discuss what UAF actually was. • Chase: volunteers to build training for staff. • Computer Science SP: Director of Teaching did not even know the bounds of student representation. • Sci/Med FP: vast majority of lecturers only engage with student representatives when something goes wrong. 	<p>Arts/Div FP</p>	<p>10 mins</p>

<ul style="list-style-type: none"> • Principle: inductions are done for new staff at university but admits don't talk enough about the Students' Association and representation. Needs clear structure of university representation system. • DoEd: advocates that the CHANGE Program will help fix this. • Principle: thank you for the invitation, it was very informative. Feel free to personally email at any point. • Principle departs at 18:40 		
<p>Fourth Agenda: Employability Officer</p> <ul style="list-style-type: none"> • How best to support employability director. From March to September would not receive the support they need. This is part of the wider CHANGE project. • Arts/Dive FP: Employability Officer is currently line managed by DoEd and DoSDA. Feel like they don't have a forum to engage with student representatives sufficiently enough. • Economics SP: what would this mean for careers representatives in schools? • DoEd: could employability officer line manage careers representatives in schools? • Economics SP: would be a good idea for them to meet the careers reps. Makes sense for careers reps to be under employability officer. • IR SP: careers reps should be made accountable for projects. SP cannot give enough support to these representatives so employability officer would be good line manager- but they should still have contact with SPs. • Computer Science SP: careers representative does not function enough in their role. • Maths SP: careers representative should have more emphasis placed on them. Careers one of the most important things undergraduates are concerns with. • Physics SP: in school careers staff should collaborate with careers reps more. • Association President: why don't careers representatives engage. • Sci/Med FP: there's a lack of support. • Arts/Div FP: careers reps don't have enough resources or support. • Management SP: school issue that management careers representative is a postgraduate so disengaged from undergraduate issues. • Comparative Literature LC: the vision of languages careers representative does not correlate to comp lit. • Association President: seems to be a void of line management. Could there be a subcommittee for just careers representative and employability officer? • IR SP: can staff member meet with careers reps further. 	DoEd	20 mins

<ul style="list-style-type: none"> • Arts/Div DP: this feels like a future point. • IR SP: if careers reps respond directly to you would they have regular meetings? Would they be held more accountable? • Employability Officer: what they are accountable to must be conversation to happen with SPs. More regular meetings could happen to plan the goals of these reps. • Physics SP: could CEED play a role in this? • Employability Officer: yes. 		
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Observers:

Resources: