Education Executive Minutes

Date & time	13th January 2020 – 18:00
Location	Students' Union Boardroom
Attendance	Kate Roberts (VP Education) - Chair Mengli Feng (PGR Convenor – Engineering, Physical & Mathematical Sciences) Jessica Okafor (BAME Students Collective Convenor) Doyin Oladapo (BAME Students Collective Convenor) James Giles (Commuting Students Collective Convenor) via GHangouts Emily Howling (School Rep - Engineering, Physical & Mathematical Sciences) Phill Dowler (Democracy Coordinator) – Secretary
Apologies	Jack O'Neill (President) Lucy Simpson (VP Welfare & Diversity) Callum Coalwood (School Rep - Life Sciences & the Environment) Kerryn Frean (School Rep – Performing & Digital Arts) Stephen Holmes (PGR Convenor – Business & Management) Bilal Siddique (School Rep – Business and Management) Niamh Smith (School Rep – Humanities) Charlotte Gautier (PGR Convenor – Humanities)

Item	Action	Responsible	Due
3.	Identify questions for a Student Voice Report applicable to PGR reps and implement feedback.	KR	17th March
4.	Consider next steps for interdisciplinary activities following up on examples provided by MF.	KR	9th March
5.	Develop the support available to Executive members.	KR	2nd March
5.	Reach out to BAME Students Collective to support.	PD	ASAP
8.	Produce a poll to sense check implementation of online submissions.	KR	9th March
8.	Investigate accountabilities of Academic Societies	KR	9th March
8.	Develop support for academic reps with roles such as BAME, LGBT+, Disabled and Women	KR	18th May
8.	Contact University regarding the suggestion to move the PG tea and coffee to the Herringham Room	KR	9th March
8.	Develop further student rights articles	KR	9th March
9.	Invite all members to attend Aminata Cairo workshops	KR	ASAP

Item	Notes	Action
1. Welcome	KR welcomes members and notes apologies.	

2.	Minutes of the last meeting	KR takes minutes as read and asks members for comments although none were made.	
3.	Student Voice Report	KR introduces the Student Voice Reports that has been created for Department Reps to complete at the end of the academic year to provide feedback on their department, although UG and PGT specific. KR ran through the proposed form seeking input on each of the questions. MF asks whether the content could be created for a PGR alternative as there is value in developing this document for PGR representatives. Suggestions to the document included: • Linking directly to other documents on policies where mentioned. • Adding in that questions can be answered even if to say that something didn't happen • To include examples where relevant.	KR to identify possibility of a PGR version. KR to implement feedback
4.	Interdisciplinary Activities	KR introduces the topic outlining it as the agreed Executive project from the previous meeting and asks members for initial ideas. EH suggests that running any sort of physical activity would be difficult for people to attend and suggests digital activities. JO responds adding that limiting activities to online would exclude students and many would skip over any opportunities. DO adds that an event would appeal to a good group of people that have a desire to connect in person. EH suggests an activity that is run within the Physics department called Soap Box Science where each student has five minutes to talk about what they specialise in. JO supports this idea to have a physical space to talk in. EH asks whether a competition could be run to encourage participants although notes it could become exclusionary. MF adds that there are good opportunities to do things online and would be happy to later provide examples of collaboration between departments that's being built. KR explains if we can identify where blurred lines between departments are, we can develop better relationships.	KR to consider next steps based on input. KR to follow up with MF for examples of existing activities.

		JO queries whether departments could be paired up and then rotate to make developing an event more manageable. EH recommends arts and science as an example due to the way they inform each other.	
5.	Executive Support	KR identifies challenges the Executive has had to convene due to clashes in existing commitments and asks members to consider the current support available in their primary roles as well as members of the Executive.

EH expresses satisfaction with the current levels of communication in regards to the Executive. JO and DO add that they don't use Facebook so in instances where that's where communication takes place, it would be missed, and recommend creating a WhatsApp group as an alternative.

There is a general consensus for KR to meet with members on a one-to-one ad hoc basis over informal group meetings.

JO explains that all members have different and more individual needs and the group setting doesn't allow for specific concerns. DO adds that timing is often an issue.

JO identifies challenges the Collective is currently facing.

MF expresses a preference to communicate and receive documents with notes over email.

KR asks whether it is better to communicate once per week via email, or as opportunities or things develop. All members agree that ad hoc communication is preferred over a single long email.

JG supports communications through email and adds that Facebook isn't suitable for full communications. | KR to consider the input from members to develop the support available.

PD to contact the BAME Students Collective to support. |
| 6. | You're Valued | KR provides an update on the change in process of the You're Valued scheme. Previously School Reps would feed into the process although this often led to delayed rewarding and that it didn't fit in with the existing responsibilities.

The new process requires validation from the VP Education and one other Officer to check it meets the desired quality.

School Reps still make the decision regarding Rep of the Month. | |
| 7. | Policy Inquiries | KR provides an update on the current policy inquiries. | |

	• BAME Inclusive Engagement: Has now been published and was fed into by the BAME Students Collective. Now in the process of to start the steps to implement recommendations. • Postgraduate Research Experience: Has now been written which was fed into by the PGR Students Collective. The final draft is being proofed before being turned into the final document. • Careers: Is currently in write-up following a deliberative event as part of RH100 and two focus groups.	
8. Officer Update	KR runs through circulated Officer update exploring questions of exploration built into the paper. Are there themes that have emerged in your role relating to online resources that you think need addressing on a University scale? MF explains that a lot of instances of lecture capture, only the slides and audio is being captured, and not the information being written on the board meaning students are missing most of the information. EH highlights issues with inconsistency of online submissions. KR adds that this was a policy that was introduced in the last academic year although isn't being widely upheld. JG adds that at one point, marks weren't uploaded to the submission portal despite being informed they were. After contacting the department, the files had been corrupt and all data was lost of which the department were aware of but had not communicated to students. Students are often still made to complete physical submission alongside the online submission making the service ineffective. MG explains that most of the training materials for PGR students aren't available online despite the sessions often being held at the same time students are scheduled for other activities. When discussing Academic Societies, EH queries who the society is accountable to in terms of member disputes as in one instance it resulted in the relevant department being involved. When discussing the BAME attainment gap the following question was posed by KR.	KR to produce poll to sense check. KR to investigate.

	What methods can you think of for championing this work within your school/roles to ensure recommendations are implemented? EH asked whether the report can have a summary document that was more accessible. KR outlined that the accompanying blog posts will now be revised as and improved to be more informative so it can become the summary. On the point of Rep Recognition, the question What aspects of rep recognition do you think a small scale review should cover? JO suggested more opportunities and to make people feel wanted. It is often the case where roles such as BAME, Disabled, LGBT+ and Women exist within academic representation and departments, the focus is always on the programme based reps. They are often left at the back of the room and excluded from conversation. They aren't properly supported or empowered to fulfil their role. Other members weren't aware these roles existed to which KR explains that each school can pick what roles they would like and that more work needs to be done to support these roles. Exploring the current situation in regards to study space available to PGR and PGT students KR asked the Executive for their input on the matter. MG highlighted that PGR representatives are discussing creating groups to arrange space between departments to complete a singular submission for space on behalf of the entire PGR community. JG adds that there's never going to be enough space on campus. JO queried whether the top floor of the Shilling building was a PGT study space as it is always empty despite there being a struggle for space in the library MG asked what the different uses for the Herringham Room were and the library spaces were. KR explained that although neither spaces are silent study, the Herringham Room was more catered to group work and meetings. MG suggested that the gathering with tea and coffee that takes place fortnightly at the library space to move to the Herringham room as it appears to be a more appropriate space.	KR to investigate improvement to support KR to investigate moving of refreshments

	While discussing the Student Rights Hub, members discussed possible further topics for discussion and MF and EH agreed that an article on intellectual property would be useful.	KR to develop further articles
9. AOB	KR invited all members to two Inclusive Education workshops which are happening on February 28th run by Aminata Cairo from Hague University. They will focus on microagressions and inclusive education. Free lunch is included. KR provided an update to all members regarding the UCU strikes taking place over 14 days across 4 weeks. DO asked whether the strikes will impact everyone. KR responds that striking members aren't required to inform the University or students whether they will be participating in the strike. Students may find that in attending lectures that they may not be running. Some staff may choose to contact you out of politeness. MF has received emails regarding the strike from some lecturers. JG asks what the outcome of a meeting that took place within UCU earlier in the week as staff within the School of Humanities have expressed feeling pushed into action. KR responds that it depends on what issues they are going to work on as there are some national issues and some local. It will be down to individuals whether they strike or not. Updates will be provided when possible.	KR to send email invite
Close of meeting	KR thanks all members for attending the first meeting and looks forward to convening the next.	