

Minutes
Philosophy Student Staff Liaison Committee (SSLC) 2017/2018

Meeting held Tuesday 13 February
12:30pm-2pm 7.01 DSB

Student Representation: Year 1: Aydin Simsek, Year 2: Rebecca Joyce, Year 3:
Violet Tinnion Year 4: Alessandra Fassio

Staff Representation: Dr Bryan Pickel, Dr Jesper Kallstrup, Dr Brian Rabern, Dr
David Levy, Alistair, Richmond, Pauline Phemister, Megan Brown EUSA, Gilliam
Mackintosh Academic Services

SSLC Convenor: Bryan Pickel, Teaching Director

Minutes: David Moran, Student Support Officer

Apologies: Mathew Chrisman, Meyra Coban, Wolfgang Schwarz

Agenda Issues Covered in Meeting: recap on items from last meeting, upcoming hires, UCU industrial action, student participation

Bryan Pickel opens with a recap of last SSLC. An update regarding organizing mid-term social events is given.

Year 3 Student Representative Feedback:

It is reported that year 3 student emails were not sent out. BP considers this an anomaly, and the student rep agrees this is indeed a rare occurrence. Assurances this won't happen again are given and accepted. Deadlines are again raised as a concern. However, conflicting feedback from student cohort suggests same day and staggered deadlines both raise issues. It's a split in terms of preference from faculty. No action is deemed acceptable in relation to consideration.

A lack of support from academics in relation to dissertation proposals is highlighted. A discussion ensues and a drop in session is cited as an adequate solution to a lack of correspondence at this time of selection. B Pickel will speak to academic cohort and feedback. B Pickel then mentions a promotion of honours courses prior to choosing them. Formal elements will be an area of focus when promoting. The student body agree this to be a key area.

Upcoming Hiring

The room discusses the process and expectations of student representatives assisting with in the interviewing of new hires. Recruitment and an encouraging of input is discussed. A delay on this action is attributed to HR. Training relating to unconscious bias is cited as a benefit for students and staff participating in the hires.

Industrial Action

Students raise concern relating to the strike action. Several areas are raised as questions of concern. B Pickel states that a website relating to the strike is available online. Students are encouraged by academic cohort to visit the website. A Richmond then mentions he is attending monthly meetings regarding the actions and will be feeding back. It is highlighted the union were encouraged to mention if planning on striking. A discussion as to what this means in regards to learning outcomes ensues. P Phemister highlights strike action is on a case by case basis. This relates to the effect it will have on specific degrees and courses.

M Brown and G Mackintosh take the floor. They introduce themselves and their roles and begin outlining goals for best practice and guidance. They also discuss upcoming reviews for PPLS and encourage student feedback. Student experience, pastoral support and the quality of framework are highlighted as some of the key focus areas. It is highlighted EUSA also has a strike related webpage.

Year 1 Student Representative Feedback

It is raised a student is concerned about their part-time job and the schedule conflict in relation to attending Great. It is confirmed by academics this course cannot be moved or restructured due to its size. Greats is then cited as having a reading list conflict. Some of the required reading is not reflected in the lectures. A Richmond and P Phemister and J Kellstrup outline the complex nature of course size and structuring deeming it necessary that there is no change to Greats time slot. B Pickel also highlights joint degrees as influencing the decision not to move Greats.

Writing seminar details require better distribution to student cohort via email. It is agreed key dates will be better distributed moving forward. M & V mentioned as having tight deadlines.

Year 2 Student Representative Feedback

In regards to tutorials, shout outs given to B Pickel, K Kravaritis and J Kallstrup. A lack of structure is cited as an issue in other tutorials, and only one or two points receiving focus as a result. A higher percentage regarding K & R short assignments considered potentially beneficial.

D Levy speaks to concerns regarding learning outcomes. A group discussion ensues. One of the concerns relates to learning outcomes not taught if strike action takes place. Reassurances are made and in relation to regulations, Levy responds in relation to fairness section that assessment is unlikely able to be given on components not

taught. Principles of assessment are highlighted also. Centralized guidance will be given. If dissatisfied, students can appeal violation of assignment.

Year 4 Student Representative Feedback

Positive feedback from students given in relation to feedback given on study from academics. All feedback considered good. Deadline is raised again but again it is deemed it cannot be moved. It is remarked that students did enquire about an earlier submission date for the dissertation. D Levy points out students are able to hand in coursework earlier. Three deadlines in a week considered an issue. P Phemister remarks planning and time-management is beneficial at this time. A structure workload is also advised by J Kallstrup. D Levy mentions blind independent marking system as influencing independent marking system.

Deadline for essay questions to be submitted requested. A discussion about a deadline being in place takes place. Further clarity to follow. A hard deadline will be looked at. Students also wish to know in advance if they are required to make up the essay question for K & R. Clarification is sought on participation marks. Mini dissertation, presentation etc cited as influences on participation, as in attendance. Informal setting with staff encouraged.

Other Business

General chat about disconnect between lecturers and students due to size. B Pickel mentions a push to promote more sub honours events.

End