

# Mary Immaculate College

## Student Learning Partnership and Dialogue Charter





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The MIC Student Learning Partnership and Dialogue Charter is a bipartite agreement in the spirit of collegiality between Mary Immaculate College (MIC) and Mary Immaculate College Students' Union (MISU), the representative body of the students of MIC. This charter acknowledges that the landscape of higher education is never static; rather it is dynamic and ever-changing for students and the College. The aim of this charter is to outline the commitments, expectations, responsibilities and underpinning dialogue processes associated with this charter between MIC and MISU with the overarching objective of facilitating student success. This charter does not constitute a legally binding contract and is designed in partnership with MISU in the spirit of dialogue.

Professor Eugene Wall, President, MIC

Professor Niamh Hourigan, Vice-President of Academic Affairs, MIC

Aisling Cusack, President, MISU (2019/2020)

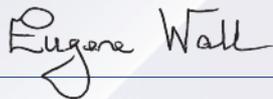
Deirdre Kennelly, General Manager, MISU



## Mary Immaculate College

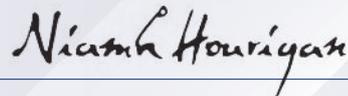
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Professor Eugene Wall,  
President, MIC



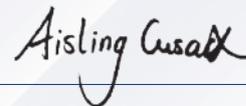
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Professor Niamh Hourigan,  
Vice President Academic Affairs, MIC



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Dr Finn Ó Murchú,  
Head of School of Education  
(Post-Primary), MIC Thurles



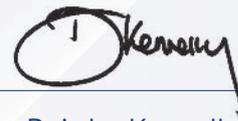
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Aisling Cusack,  
President, MISU (2019/2020)



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Ciara Horan,  
MISU Thurles College Officer (2019/2020)



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Deirdre Kennelly,  
General Manager, MISU

# Mary Immaculate College

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## Introduction

Underpinning this Student Learning Partnership and Dialogue charter are four thematic intersectional elements as follows:

- Teaching and Learning Environment
- Student Life
- Representation
- Community Engagement

Collectively, these four thematic elements outline the commitments, expectations and responsibilities associated with this charter between MIC and MISU.

The next section outlines the commitments, expectations and responsibilities associated with each of these thematic areas in turn.



## Teaching and Learning Environment

### MIC staff will commit to the following...

- Provide a supportive, inclusive research-informed learning environment that facilitates student success
- Deliver challenging curricula taught by staff who are experts in their fields and who are committed to high-quality, engaging and innovative teaching and learning
- Offer specialised support, resources and facilities designed to support student engagement and promote autonomy
- Ensure students receive clear, up-to-date programme outlines and specific criteria followed by constructive and timely feedback on assessments
- Embed skills and employability considerations within the curriculum and provide students with access to specialised careers advice and guidance

### MIC students will commit to the following...

- Actively engage in academic life through attendance and participation in lectures, tutorials and placements
- Use the College's academic, professional and pastoral supports, services and resources as and when required. Ask for help when necessary
- Submit coursework and assignments on time and ensure that the College's guidelines around cheating, syndication and plagiarism are followed
- Ensure accountability for own learning and consider opportunities to enhance personal development
- Seek feedback as and when required in relation to assessments



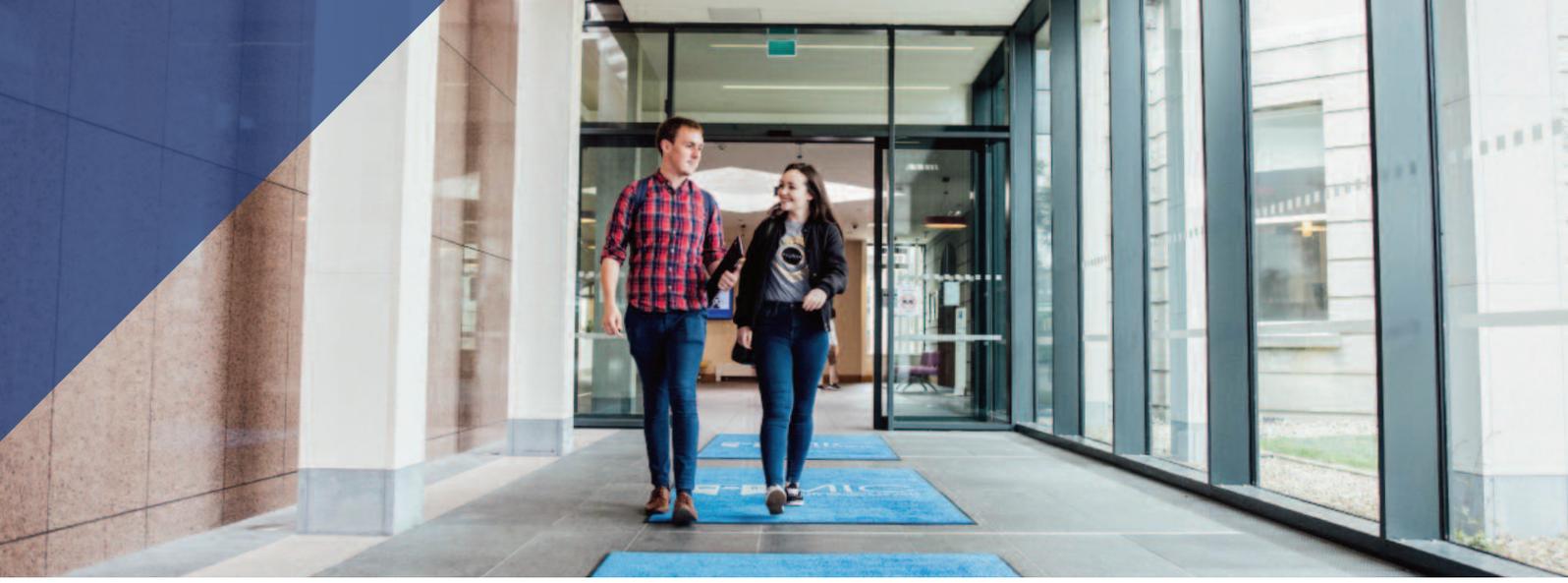
## Student Life

### MIC staff will commit to the following...

- Provide an accessible, safe and secure College environment across all campuses
- Offer relevant and appropriate support services which aim to meet the needs of all students
- Seek to provide and support a range of arts, culture, leisure and sporting opportunities which enhance and promote student engagement
- Raise awareness of all student policies and supporting documentation and ensure these are easily accessible and updated as and when required
- Encourage and support students to engage with opportunities provided by MISU and facilitate these where reasonable

### MIC students will commit to the following...

- Engage with and participate in extra-curricular opportunities offered by both MIC and MISU
- Take responsibility for own personal safety, health and wellbeing
- Meet their financial responsibilities to MIC during the course of their studies and highlight any obstacles to meeting these responsibilities in a timely manner
- Read and follow all relevant student policies and documentation
- Raise any concerns or issues which might affect progression or participation in College with the relevant service(s) as soon as possible



## Representation

### MIC staff will commit to the following...

- Participate and encourage students to be active partners in the core work of the College
- Ensure student representation in College committees that influence strategic decisions and shape the students' College experience
- Continue to provide informal and formal channels for dialogue between the College and MISU where student feedback is addressed
- Consult and inform MISU of all relevant College plans relating to students
- Promote the mission and values of the College with regard to student engagement and ensure consistency

### MIC students will commit to the following...

- Be active partners in the core work of the College
- Engage with MISU to make sure the student voice is brought to the College's committees which influence strategic decisions and shape the student experience
- Utilise MISU's democratic structures to bring forward constructive and honest feedback
- Hold the elected student representatives to account and ensure that they are fulfilling their constitutional responsibilities
- Participate in student-related consultation processes which contribute to the student experience



## Community Engagement

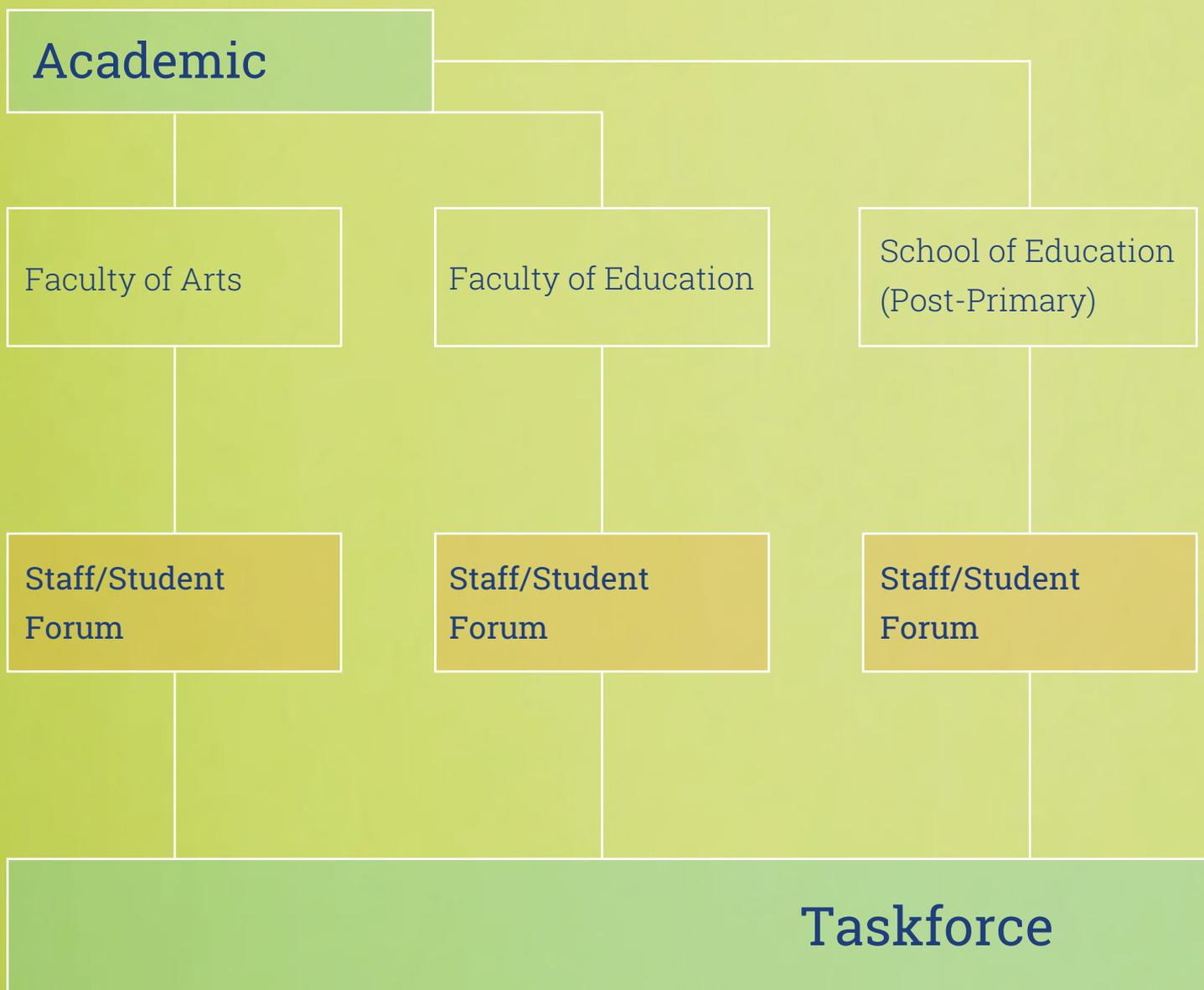
### MIC staff will commit to the following...

- Foster a culture where students and staff are treated with respect, courtesy and professionalism
- Acknowledge that students and staff members on committees have different life experiences and areas of expertise but are all equally valued in the ongoing evolution of the College
- Cultivate an environment which encourages personal development, mutual understanding and academic freedom
- Promote equality for all, irrespective of gender, civil status, family status, sexual orientation, religion, age, disability, ethnicity and race
- Encourage sustainability, social justice, responsibility and respect as well as cultural awareness at local, regional, national and international levels

### MIC students will commit to the following...

- Foster a culture where staff and students are treated with respect, courtesy and professionalism
- Acknowledge that students and staff members on committees have different life experiences and areas of expertise but are all equally valued in the ongoing evolution of the College
- Take into consideration the local community, both residential and non-residential, when engaging in activities external to the College
- Promote equality for all, irrespective of gender, civil status, family status, sexual orientation, religion, age, disability, ethnicity and race
- Respect MIC's and MISU's property and facilities and play an active role in building and maintaining a welcoming campus community

# Graphic Summary of the Underpinning Dialogue Structures and Processes

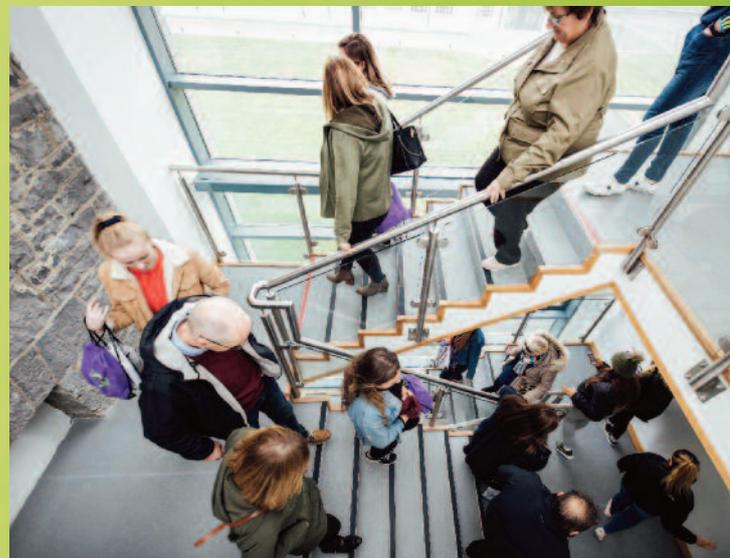




## Student Life

Student Pastoral Support Services

Student Wellbeing Committee





## Membership of Staff Student Forum in Faculty of Education

1. The Faculty of Education hereby establishes a Staff Student Forum for the purposes of facilitating dialogue and constructive feedback from students.
2. Membership of the Staff Student forum will consist of the following members:
  - Assistant Dean of Education (Chair)
  - Programme Leader (or nominee)
  - MISU President
  - MISU Vice-President
  - Class representatives from all class groupings/years as follows<sup>1</sup>:
    - First-year Bachelor of Education (B Ed) representatives (Approx. 14)
    - Second-year Bachelor of Education (B Ed) representatives (Approx. 14)
    - Third-year Bachelor of Education (B Ed) representatives (Approx. 14)
    - Fourth-year Bachelor of Education (B Ed) representatives (Approx. 14)<sup>2</sup>
    - All Bachelor of Education and Psychology (B Ed & Psychology) representatives
    - All Bachelor of Arts in Early Childhood Care and Education (BA ECCE) representatives (4)
    - All Professional Master of Education (PME) representatives (4)
    - Postgraduate representative

## Terms of Reference for Staff Student Forum in Education

1. The Staff Student Forum will meet on a minimum of one occasion per academic semester.
2. The Staff Student forum will have specific responsibilities to discuss and bring to the attention of the relevant Course Board and Faculty, matters pertaining to student concerns, issues or recommendations, including but not being restricted to:
  1. Module assessment
  2. Module feedback
  3. General course issues
  4. Timetable
  5. Student conduct
  6. Overall quality of student experience in MIC
3. The Chair of the Staff Student Forum will report back to the Programme Course Boards, Faculty Board and Charter Taskforce.

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<sup>1</sup> The Reps for each year (B Eds) and course (B Ed & Psych, PME & ECCE) meet separately and it is therefore envisaged that there will be seven individual forum meetings on a given day

<sup>2</sup> Second Semester only as 4th years are on extended school placement until semester 2

## Membership of Staff Student Forum in Faculty of Arts

1. The Faculty of Arts hereby establishes a Staff Student Forum for the purposes of facilitating dialogue and constructive feedback from students.
2. Membership of the Staff Student forum will consist of the following members:
  - Dean of Arts (Chair) or Bachelor of Arts (BA) Course Leader or Nominee
  - Two Arts Faculty Board Nominees
  - MISU President
  - MISU Vice-President
  - Departmental class representatives across all years as follows:
    - First-year Bachelor of Arts (BA) representatives (all Departments)
    - Second-year Bachelor of Arts (BA) representatives (all Departments)
    - Third-year Bachelor of Arts (BA) representatives (Psychology and Placement)<sup>3</sup>
    - Fourth-year Bachelor of Arts (BA) representatives (all Departments)
    - All Bachelor of Arts in Contemporary and Applied Theatre Studies (BA CATS) representatives (4)
    - Postgraduate representative

## Terms of Reference for Staff Student Forum in Faculty of Arts

1. The Staff Student Forum will meet on a minimum of one occasion per academic semester.
2. The Staff Student forum will have specific responsibilities to discuss and bring to the attention of the relevant Course Board and Faculty, matters pertaining to student concerns, issues or recommendations, including but not being restricted to:
  1. Module assessment
  2. Module feedback
  3. General Course issues
  4. Student conduct
  5. Overall quality of student experience in MIC
3. The Chair of the Staff Student Forum will report back to the Programme Course Boards, Faculty Board and Charter Taskforce.

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<sup>3</sup> Detail in regard to class representation for students on placement will be agreed with key stakeholders



## Membership of Staff Student Forum in School of Education (Post-Primary), MIC Thurles

1. The School of Education (Post-Primary), Thurles hereby establishes a Staff Student Forum for the purposes of facilitating dialogue and constructive feedback from students.
2. Membership of the Staff Student forum will consist of the following members:
  - Assistant Dean of Education (Chair)
  - Head of School of Education (Post-Primary)
  - MISU President or MISU Vice-President
  - MISU MIC Thurles College Officer
  - Class representatives from all of the undergraduate programmes and years as follows:
    - All first-year representatives – (6)<sup>4</sup>
    - All second-year representatives – (6)<sup>5</sup>
    - All third-year representatives – (6)<sup>6</sup>
    - All fourth-year representatives – (6)<sup>7</sup>
    - Postgraduate representative

## Terms of Reference for Staff Student Forum in School of Education (Post-Primary)

1. The Staff Student Forum will meet on a minimum of one occasion per academic semester.
2. The Staff Student forum will have specific responsibilities to discuss and bring to the attention of the relevant Programme Board and Faculty, matters pertaining to student concerns, issues or recommendations, including but not being restricted to:
  1. Module assessment
  2. Module feedback
  3. General Course issues
  4. Timetable
  5. Student conduct
  6. Overall quality of student experience in MIC
3. The Chair of the Staff Student Forum will report back to the Programme Board, Faculty Board and Charter Taskforce.

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<sup>4</sup> This includes one rep for each of the six undergraduate programmes offered in Thurles, from 2020

<sup>5</sup> This includes one rep for each programme as the programmes are rolled out from 2020 - 2023

<sup>6</sup> This includes one rep for each programme as the programmes are rolled out from 2020 - 2023

<sup>7</sup> This includes one rep for each programme as the programmes are rolled out from 2020 - 2023

## Student Wellbeing Committee Terms of Reference

### Student Wellbeing Committee

#### Chair

Director of Student Life (*ex officio*)

#### Members

- Chaplain (*ex officio*)
- Academic representative from the Faculty of Education, nominated by the Dean of Education
- Academic representative from the Faculty of Arts, nominated by the Dean of Arts
- Two representatives of MISU, nominated by the President of MISU
- Six elected representatives from the Professional Services Staff including a representative from MIC Thurles

### Terms of Reference

#### Status

The Student Wellbeing Committee is a sub-committee of Executive Team (ET).

#### Term of Office

The term of office of the Student Wellbeing Committee will be coterminous with that of *An tÚdarás Rialaithe* (normally a period of 3 years).

#### Terms of reference

The Student Wellbeing Committee will:

- Assist in the development of strategic goals relating to student life at MIC
- Facilitate and advise on strategic planning in relation to student life in line with the MIC Strategic Plan
- Advise on policy and procedures relating to the enhancement of student life at MIC
- Identify professional development needs of staff and priorities annually
- Support initiatives relating to the promotion and recognition of student life in MIC
- Advise on policy and procedures for feedback and evaluation
- Promote collaboration across MIC Faculties, units and services, and between MIC and other Shannon Consortium institutions, leading to the enhancement of student life
- Engage with, promote and respond to external initiatives at regional, national, supra-national and international levels
- Consult with key stakeholders on matters related to the wellbeing of students which are under discussion at the Committee



## Membership of Taskforce of the MIC Student Learning Partnership and Dialogue Charter

1. MIC hereby establishes a Taskforce for the purposes of assisting with the management and coordination of the Student Learning Partnership and Dialogue Charter.
2. Membership of the Taskforce will consist of the following:
  - Vice-President of Academic Affairs (Chair)
  - Director of Student Life
  - Assistant Dean of Education
  - Dean of Arts or nominee or Bachelor of Arts Course Leader
  - Head of School of Education (Post-Primary), MIC Thurles (or nominee)
  - MISU President (or nominee)
  - MISU General Manager
  - MISU Postgraduate Officer (or nominee)
  - 15 Class representatives (seven for Faculty of Education, four for Faculty of Arts and six for School of Education (Post-Primary))<sup>8</sup>

## Terms of Reference for Taskforce of the MIC Student Learning Partnership and Dialogue Charter

1. The taskforce will meet once a year at the end of the spring semester
2. The taskforce will have specific responsibilities to review and monitor feedback from the three fora and discuss matters pertaining to the overall coordination of the fora, including but not being restricted to:
  - Module assessment
  - Module feedback
  - General Course issues
  - Timetable
  - Student conduct
  - Overall quality of student experience in MIC
  - Monitor feedback from the three fora
  - Review and update the charter document annually
  - Produce an annual written report to An Comhairle Acadúil and Executive Team (ET)

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<sup>8</sup> This number does not include BA 3 Placement representation. As students are not on campus, a realistic mechanism for dialogue will be developed in partnership with key stakeholders



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[www.mic.ie](http://www.mic.ie)