



## **Papers for SRC Meeting**

**Tuesday 26<sup>th</sup> October 2021**  
**17 00 – MS Teams**

### **Contents of Papers:**

1. [Reports from Councillors](#)
2. [R-21-06 A Motion to tackle spiking and promote night out safety](#)
3. [R-21-07 Motion to switch the university servers to use Ecosia as their default search engine](#)
4. [R-21-08 Motion to lobby the university to substantially increase the maximum capacity for in person teaching and study spaces.](#)
5. [R-21-09 A motion for electoral reform](#)
6. [R-21-10 Motion to remove the role of Graduate School President](#)
7. [R-21-11 Motion for the PG Development Officer to be line managed by the Director of Student Development and Activities.](#)

## **SRC REPORTS**

### **SRC Accommodation Officer – AK Schott**

*No report submitted*

### **SRC Alumni Officer – Jack Campbell**

#### ***What have you done since the last meeting/report?***

Met twice with committee; put an outline around our first event, which will be a 'how to network'-style session; assigned committee positions; had fun.

#### ***What progress has been made on your manifesto?***

*N/A*

#### ***What do you hope to achieve by your next report?***

*N/A*

#### ***Any events or opportunities that you would like other members to know about?***

*N/A*

### **SRC Arts and Divinity Faculty President – Lucia Guercio**

#### ***What have you done since the last meeting/report?***

- Worked on social media guidance for SPs and Class Reps
- Worked on Class Reps training (led the Community & Events training)
- Worked with the Careers Centre to sort out communication issues with the School Presidents and establish the Career Planning Peer Scheme
- Worked with Rebecca Wilson from CEED to rebrand the Study Buddy Scheme
- Met with the Proctor
- Attended the LTC Away Day and become a member of the LTC
- Met with the Philosophy SP, accepted his resignation and worked out with Chase an action plan to replace him effectively

#### ***What progress has been made on your manifesto?***

- I have worked with CEED on continuing the Study Buddy Scheme (however I planned to change the name to Study Peer Scheme that is more gender inclusive)
- I have worked with the Careers Centre to establish a Career Planning Peer Scheme that shall have a try-out cohort in November and an official launch in January prior to the start of the semester
- I have pitched to my presidents the idea of an Arts & Divinity research symposium and social gathering for the end of the academic year
- Started working on an Arts & Divinity extension policy review to be completed over the course of the academic year
- Attended my weekly meetings with EduExec and EduCom
- Attended the SPs Forum

#### ***What do you hope to achieve by your next report?***

- Launch the Study Peer Scheme
- Launch the sample cohort for the Application Buddy Scheme
- Replace the Philosophy School President through suppletive elections
- Finalise the Social Media Guidance
- Have a structure plan for the Arts & Divinity research symposium and social gathering

#### ***Any events or opportunities that you would like other members to know about?***

Student Diversity and Inclusivity Committee Open Student Forum

**SRC BAME Officer – Ananya Jain**

*No report submitted*

**SRC Community Relations Officer – Rosanna Johnston**

***What have you done since the last meeting/report?***

- Meeting with R&A Golf Museum
- Meeting with BID to discuss St Andrews Day
- Community Relations Week is progressing
- Raisin Campaign
- St Andrews Community Council
- Meeting with Accommodation Officer
- Constitutional changes to include 2x co-events, rather than head and deputy, and the introduction of a political adviser.
- POLIS meeting to discuss the future of the group.
- Volunteers for Holy Trinity Events
- A sub-committee social
- STAR radio content
- Community Action Day Progress

***What progress has been made on your manifesto?***

Promoting an inclusive community in St Andrews by focusing on the protect characteristics groups who are often marginalised

***What do you hope to achieve by your next report?***

- Meeting with LGBT+ Officer
- Meeting with BAME officer
- Bike Safety Campaign
- British Sign Language online campaign to support students with a deaf impairment
- St Andrews Day stalls finalised.
- Accommodation letting fair

***Any events or opportunities that you would like other members to know about?***

*N/A*

**SRC Disability Officer – Jane Yarnell**

*No report submitted*

**SRC Employability Officer – Rhea Meher Soni**

*No report submitted.*

**SRC Environment Officer – Bhavya Palugudi**

***What have you done since the last meeting/report?***

- Co-hosted green week with transition with a focus on environmental justice and improving nature connection
- Hosted a stall at the COP26 open day in the Botanic Garden to increase Subcommittee presence in the town
- Looked at alternate forms of climate activism such as canary craftivism
- Discussed promoting sustainability during raisin with the Environment Team and the ESB and contributed towards the training of school sustainability reps during their induction
- Unearth team worked on releasing the first issue of the year.

***What progress has been made on your manifesto?***

Made sure that environmental justice and nature connection was a central theme for the year by focusing on these issues during Green Week.

***What do you hope to achieve by your next report?***

- Chair Bike user group meeting and work on the proposal for environmental justice reading lists with school sustainability reps.
- Potentially collaborate with BAME SN, DSN, Saints LGBT+ and Transition on the Union community garden to set up regular sessions with the garden.
- Work with Towards a Sustainable St Andrews and the ESB to work together on the sustainability pledges initiative.

***Any events or opportunities that you would like other members to know about?***  
N/A

**SRC Gender Equality Officer – Caitlin Ridgway**  
*No report submitted*

**SRC LGBT+ Officer – Michael Logue**

***What have you done since the last meeting/report?***

- Arranged the Saints LGBT+ AGM, now have a full committee.
- After meeting with Student Services in summer to discuss LGBT+-specific support I have now received updates from Student Services on progress made, including the possibility of referral for students to external organisations.
- Also received updates on Student Services plans for staff training in LGBT+-specific issues.
- Attended the LGBT+ Accommodation Consultation and discussed an array of issues relating to LGBT+ students in accommodation as well as names/pronouns/photos in matriculation and on university systems.
- Arranged a meeting with Student Services and Registry to discuss these updates and how to progress from here.
- First meet-up events scheduled Subcommittee applications opened including Wellbeing subcommittee to oversee wellbeing events including meet-ups.
- Confirmed TDoR service with Chaplaincy

***What progress has been made on your manifesto?***

- One of the main areas I wanted to focus on was LGBT+-specific support with Student Services, the updates I received this week look super promising with staff training as well as the possibility of external referral.
- The upcoming meetings with Student Services and Registry also directly address the issues around accommodation, pronouns and support I campaigned on.
- I wanted to make the meetup events more welcoming in their marketing and think we have achieved this so far with large attendance at our events (meetups and in general).
- The LGBT+ Wellbeing Subcommittee applications are open, I campaigned to make better use of this subcommittee to identify identity-specific issues.

***What do you hope to achieve by your next report?***

- Have a plan in place after meeting with Student Services/Registry for the various areas of concern, particularly names/pronouns in university systems, with the support of staff.
- Work with my Trans/NB Officer to address issues for Trans/NB students.
- Trans Clothing Drive, Transfest as well as a review of pronoun guidance for staff.
- We also plan to rehab the Saints LGBT+ Transition Guide to be more useful and up-to-date.
- Schedule remaining meetup events and have all subcommittees full.
- Work with Communications Officer on mailing list material and have our regularly scheduled emails running again

***Any events or opportunities that you would like other members to know about?***  
LGBT+ PG meetup, lots of events/surveys/careers info in the upcoming mailing lists emails Future meetups to be scheduled and posted soon Transfest, November 20th TDoR

## **SRC Lifelong and Flexible Learners Officer – Sandra Mitchell**

### ***What have you done since the last meeting/report?***

- There is not much to report since the last SRC meeting but I have met with The association president, the DoWell, student services and the director of Student experience regarding commuters and the support currently being offered.
- We have ensured that an email with information that is relevant has been sent out to commuters and the association president
- I have also put together a form to collect responses from commuters which we hope to take to the university to push for more support and spaces.
- An evening degree student has also reached out for help regarding career opportunities and support, I hope to meet with them soon and see how I can help with this, possibly an event or workshop.

### ***What progress has been made on your manifesto?***

N/A

### ***What do you hope to achieve by your next report?***

- By the next report I hope to have finished gathering responses from commuters and secured a meeting with the university again regarding this.
- I plan to arrange a meeting with Jane Yarnell regarding the student parent and carers discussions I'd been having as Jane had expressed an interest in this and has also been working on support for student carers.

### ***Any events or opportunities that you would like other members to know about?***

I hope to arrange an event where commuters can come together to meet and socialise, if anybody is interested in getting involved, please get in touch.

## **SRC Postgraduate Academic Officer – Caroline McWilliams**

*No report submitted.*

## **SRC Postgraduate Development Officer – Abd Alsattar Ardati**

### ***What have you done since the last meeting/report?***

I have met Jasmine Rodriguez for the handover. I also have met Anna-Ruth Cockerham and Avery Kitchens and discussed passing a motion to change the PG Development Officer.

### ***What progress has been made on your manifesto?***

I have started communicating with people around the university and union to plan an event to raise awareness about important skills students can acquire through engaging with and contributing to open knowledge repositories. This will be followed by a series of events across the university.

### ***What do you hope to achieve by your next report?***

- Organise the first meeting for the Postgraduate Development Group
- Have a plan for a speaking event and try to liaison it with St Leonard's Postgraduate College

### ***Any events or opportunities that you would like other members to know about?***

I am sharing below a list of events available through the career connect portal that will be running to help the student prepare for applications, interviews and enhance your professional profile. Please see below the timetable for the remainder of Semester:

- 26th October - Assessment Centre Skills
- 28th October - LinkedIn Skills
- 1st November - Thinking about Postgraduate Study?
- 2nd November - How to Write an Effective CV
- 4th November - Cover Letter & Application Skills

- 11th November - Interview Skills
- 16th November - LinkedIn Skills

### **SRC Rector's Assessor – Stella Maris**

#### ***What have you done since the last meeting/report?***

- Our committee members have been attending Union subcommittee meetings to establish close working relationships with the Students Association and their officers.
- The committee have continued to utilise our social media presence to raise awareness and share information on topics such as Climate Action and Raising Safety.
- We have been working with the BAME Student Network, the OneStAndrews Project, and the University Comms department to address the behaviour of some of the students at Madras College.
- There are ongoing discussions with the Rector of the college, and we are consulting with colleagues in the OneStAndrews project to provide resources to educate the students on their behaviour.

#### ***What progress has been made on your manifesto?***

- Each coordinator across our Burke and Crenshaw sub teams have set short- and long-term goals for their issue area to be achieved over the course of this term and Leyla's term, respectively.
- We have re-established the Eco-Anxiety cafes this semester in partnership with the Environment Subcommittee which was a great success.
- Students seemed receptive to the in-person setting and our Climate Action coordinator is collecting feedback to apply to our next events.
- We ran another event (today the 26th) with Caroline Hickman, who is a leading Climate Psychology Therapist and an executive member of the Climate Psychology Alliance (CPA).
- We have been working to re-establish longstanding functions of the Rector's Committee such as the Rector's Inspire Series.
- We have had a lot of interest from student activists to feature in the series and so we will begin producing the episodes soon.

#### ***What do you hope to achieve by your next report?***

- We are looking to re-establish the Rector's Forum, made up of the Rectors and their Assessors in Scotland.
- This last met in 2013 we believe and so we will be looking to reconvene to discuss the current state of Rectors in Universities.
- Continue the successful run of our spotlight weeks.
- Work with the Student's Association and the University Court to construct a long-term plan for the Rector's Committee to take full advantage of our three-year term.

#### ***Any events or opportunities that you would like other members to know about?***

- The Rector's Committee will be bringing back the Rector's Inspire Series this year. The series will be exploring the themes of social justice and policy reform with a focus on activism – in particular, the role it has played in the past and the role it can play in the future.
- The Committee is looking for any undergraduate students, postgraduate students, faculty, or university staff members willing to provide various perspectives on activism and the work they are personally carrying out.
- This can cover topics across a broad range of interpretations, from past experiences with activism, explorations of its history, to how you or others have engaged with it.
- We're also interested in how universities or student bodies can better support it, how we can best identify the issue areas that need work in our community and engage and educate others on them, and, finally, any ongoing academic research on topics related to activism that we can draw attention to. Please pass this message on to anyone you think may be interested in taking part.

## **SRC Science and Medicine Faculty President – Sarah Johnston**

### ***What have you done since the last meeting/report?***

- Chaired or attended weekly Education Committee meetings
- Chaired weekly faculty meetings
- Attended School President's Forum and chaired the all-faculty meeting before it
- Attended SRC
- Led part of Class Rep Training
- Led the Disability and Academic Support and Mentoring Champion School Role trainings
- Led the first Disabilities Forum of the year
- Met with the Enhancement Theme team to discuss how we could collaborate for the Digital St Andrews project
- Spoke at Union stall for open day
- Met with Proctor to discuss joining Learning and Teaching Committee
- Met with the library to discuss study space
- Met with the Careers Centre regarding feedback from reps
- Worked more on organising LGBT+ STEM Week - Ran Academic Rep social

### ***What progress has been made on your manifesto?***

- Distributed Class Rep handbook to all reps this year
- Ran Class Rep trainings
- Trained D&AS Reps on the new Academic Support part of their role
- Continuing work on LGBT+ STEM Week
- Made pitch to the Deans about more accessibility across teaching in the university
- Ensured ongoing continuation of the wellbeing programme in schools

### ***What do you hope to achieve by your next report?***

- Have run LGBT+ STEM Week!!
- Met with faculty EDI leads to try and streamline and improve school EDI systems
- Met with Proctor again - Discuss with Careers Centre on a more easy to use careers calendar Have done some reviewing of elections and training to make them better for next year

### ***Any events or opportunities that you would like other members to know about?***

Keep an eye out for LGBT+ STEM Week

## **Secretary to the SRC – Capri Mancini**

### ***What have you done since the last meeting/report?***

Worked on meeting minutes from previous meetings

### ***What progress has been made on your manifesto?***

Continued to take note of meetings and work to publicise them personally and encourage other councillors to do so (sharing events on Facebook), work toward organised meeting minutes

### ***What do you hope to achieve by your next report?***

Work toward a councillors holiday social, aid in merchandise distribution, and liaise with new SAF secretary

### ***Any events or opportunities that you would like other members to know about?***

Will continue to publicise meetings and socials as they arise!

## **SRC Student Health Officer – Emma Craig**

*No report submitted.*

**SRC Widening Access and Participation Officer – Sophie Craig**

***What have you done since the last meeting/report?***

I've started office hours (5-8pm on a Monday), put my first post on the WAAP Instagram page, started writing accessibility event graphics and have coordinated with some societies on how to make their events more open and accessible

***What progress has been made on your manifesto?***

Have created an Instagram, have made graphics, have created office hours, in the midst of planning some Christmas discussion events

***What do you hope to achieve by your next report?***

Want to have my events locked down

***Any events or opportunities that you would like other members to know about?***

Not at the moment



## **R-21-06: A Motion to Tackle Spiking and Promote Night Out Safety**

Owner: Anna-Ruth Cockerham, *Director of Wellbeing & Equality*

In Effect From: Immediately

Review Date: N/A

### **It is noted that:**

1. Spiking is forcing someone to consume alcohol or drugs that they did not consent to or have full knowledge of. It commonly takes the form of adding additional alcohol or drugs to somebody's drink without their consent.
2. There has been an increase in reports of spiking nationally, including reports of spikings by injection (see Appendix 1).
3. The St Andrews Feminist Society is running a Big Night In campaign in St Andrews on Wednesday 27<sup>th</sup> October encouraging people to not attend venues and house parties that night and calling for action to tackle spiking in our community.
4. The Students' Association has already agreed to close our premises on Wednesday 27<sup>th</sup> in solidarity and is taking further action to improve safety on our premises, highlight our zero-tolerance approach to spiking, and highlight prevention methods, what to do if you think you or someone else has been spiked, and highlight and improve support for survivors (see Appendix 1).
5. Some reports suggest that victims have had difficulty accessing emergency medical support, like ambulance services or getting to the hospital (see Appendix 1).
6. The Campus Safety Society has launched a "St Andrews Safety Collective Pledge" calling for local venues to have the Ask for Angela initiative in place and advertise support resources in their venues.

### **It is believed that:**

1. It is important to take further steps to tackle spiking, within the Students' Association, local community, and nationally.
2. Efforts should focus on tackling perpetrators and intervening in incidents in spiking, while also ensuring we promote advice on prevention, intervention, and safety that some people may want or need.
3. Venues should take steps to improve safety, like further training for staff, increased security, the provision of testing kits, and signage throughout their premises.
4. It would be beneficial for more venues to take up the "St Andrews Safety Collective Pledge" and for the Association to advocate for venues to do so and support them in doing so.
5. Student groups should have a collective responsibility for the safety of their members, and promote safety around spiking and bystander intervention, as well as reporting perpetrators to the University.
6. Got Limits could support student groups by having further information about preventing, recognising, and intervening in issues like drink spiking in their workshops going forward.
7. The Scottish and UK Government should take further and sustained action to combat the rising prevalence of spiking, including increasing conviction rates for sex and gender-based violence and funding testing kits for the police or local venues.

8. The Scottish and UK Government should take further action to support the victims of spiking, by ensuring adequate provision and knowledge of emergency medical support (like 111, A&E, ambulances, PEP, and sexual health and assault services).

**It is resolved:**

1. To call for local venues to improve their night out safety initiatives, including signing up for the “St Andrews Safety Collective Pledge”, and to work with the University and community groups to provide support to local venues on implementing such initiatives (like advice on implementing the Ask for Angela scheme, sharing signage, etc.).
2. To add and highlight information on spiking prevention and safety to student groups in Got Consent and Got Limits’ workshops and via social media.
3. To highlight the Association’s zero-tolerance on spiking and other unsafe or harmful practices and crimes to our affiliated societies.
4. To campaign for the Scottish and UK Government to take further action on spiking and improve the support for victims.
5. To support, coordinate, and communicate about this work and progress via the SGBV Forum.

**Proposed:**

Anna-Ruth Cockerham, *Director of Wellbeing & Equality*

*On behalf on the Big Night In St Andrews Campaign*

**Seconded:**

Submitted by petition.

<b>Student Name</b>	<b>Email</b>	<b>Matriculation Number</b>
Abraham Legrant	awl3@st-andrews.ac.uk	180008786
Adriana Cucu	ac379@st-andrews.ac.uk	180000520
Agnes Jacques	acvj@st-andrews.ac.uk	180003075
Alexandra Kenyon	ak306@st-andrews.ac.uk	180012621
Amy Robertson	ar311@st-andrews.ac.uk	190013632
Anokhi Amaradasa	aa347@st-andrews.ac.uk	210006822
Ashley	aa297@st-andrews.ac.uk	190005472
Ava Cordero	adc27@st-andrews.ac.uk	190011226
Biba Murphy	bm246@st-andrews.ac.uk	200002786
Caitlin Brock	crb22@st-andrews.ac.uk	200018731
Caitlin Spencer	cs357@st-andrews.ac.uk	190012040
Charlotte Fries	czf1@st-andrews.ac.uk	190028365
Charlotte Larson	cgl1@st-andrews.ac.uk	190000838
Charlotte Luse	ccl24@st-andrews.ac.uk	190015737
Clara Mcgrane	cem35@st-andrews.ac.uk	200004273
Dennis Caouki	dc233@st-andrews.ac.uk	180001900
Eleanor	epv@st-andrews.ac.uk	180000697
Eleanor Grant	efg2@st-andrews.ac.uk	190017281
Eleanore Hamilton	eah25@st-andrews.ac.uk	180000093
Elena Rico Hernando	erh21@st-andrews.ac.uk	210004985
Eli Mckeown	em283@st-andrews.ac.uk	180010680
Emily Baxter	ehb3@st-andrews.ac.uk	180014600
Emma Johnston	elvj@st-andrews.ac.uk	180019086
Ennio Pecaver	ep204@st-andrews.ac.uk	180018484
Euan Higgins	eah29@st-andrews.ac.uk	200023137
Gavarnie	gca2@st-andrews.ac.uk	180008322
Hannah Farquharson	hf46@st-andrews.ac.uk	200004610
Heather Weatheritt	hw205@st-andrews.ac.uk	210018786
Helen Garnett	hg59@st-andrews.ac.uk	180004223
Helen Wienand	hw82@st-andrews.ac.uk	180007200

Holly	hebm1@st-andrews.ac.uk	190007024
Hugo G	hag1@st-andrews.ac.uk	200000650
Isabelle Molinari	ijm20@st-andrews.ac.uk	1900001441
Isobel Salmond Smith	iss2@st-andrews.ac.uk	180012749
Jasmine Lees	jl314@st-andrews.ac.uk	180002707
Jennifer Harvey	jkh22@st-andrews.ac.uk	190012313
Joseph Daly	jd258@st-andrews.ac.uk	180002448
Julia Ruiz Rua	jrr4@st-andrews.ac.uk	170029195
Julia Swerdlow	jcs30@st-andrews.ac.uk	180009086
Katie Jamieson	kij1@st-andrews.ac.uk	200004531
Kitty Brannigan	cb377@st-andrews.ac.uk	180002355
Laura Walker	lejwt1@st-andrews.ac.uk	190010457
Lily Bates	lgb9@st-andrews.ac.uk	210011948
Lucas Crow	slc25@st-andrews.ac.uk	190005750
Lucy Levine	lvl2@st-andrews.ac.uk	180000337
Lucy Penman	lmp23@st-andrews.ac.uk	190014025
Madeleine Mccourt	msm22@st-andrews.ac.uk	180001636
Maia Rakovic	mr253@st-andrews.ac.uk	180013724
Maria Ramirez	mr303@st-andrews.ac.uk	210003218
Megan Dyson	md256@st-andrews.ac.uk	180002879
Melina Isaksen	mji1@st-andrews.ac.uk	190023373
Millie Pike	ajp30@st-andrews.ac.uk	210005062
Morgan Hart	meh23@st-andrews.ac.uk	180000562
Morven Stanforth	mls28@st-andrews.ac.uk	180017348
Olivia Brindle	obj3@st-andrews.ac.uk	200003331
Olivia Caira	oc31@st-andrews.ac.uk	190018019
Olivia Giles	oag3@st-andrews.ac.uk	200001689
Peter Millett	pjm28@st-andrews.ac.uk	190000785
Phoebe Blanks	pcb3@st-andrews.ac.uk	pcb3
R Kershaw	rkmk1@st-andrews.ac.uk	210020367
Rachael Birkett	rfeb@st-andrews.ac.uk	180008765
Rebecca Drever	rjd21@st-andrews.ac.uk	180015818

Sagar Kumar Sharma	sks6@st-andrews.ac.uk	150002442
Sarah Garde	sbg5@st-andrews.ac.uk	190008852
Sarah Johnston	scj8@st-andrews.ac.uk	170001846
Seth Birkinshaw	sb406@st-andrews.ac.uk	200005135
Sophia Brousset	sb386@st-andrews.ac.uk	190021140
Sophia Early	ske1@st-andrews.ac.uk	200012577
Sophia Lopez	stnl1@st-andrews.ac.uk	190028538
Sophie Craig	sc368@st-andrews.ac.uk	180017672
Taciana Mccabe	tmvmm1@st-andrews.ac.uk	210003314
Veronica Mcternan	vam5@st-andrews.ac.uk	200013729
Zachariah Newbery	zn6@st-andrews.ac.uk	180019721
Zoe Scott	zmms1@st-andrews.ac.uk	180003865

## **Appendix 1: Sources for notes**

### **Students' Association Statements and Actions**

<https://www.yourunion.net/support/safety/spiking/>

<https://www.facebook.com/standrewsunion/posts/10159886376514623>

<https://www.thecourier.co.uk/fp/news/fife/2672271/sub-zero-tolerance-on-drink-spiking-at-st-andrews-university/>

### **Increased Prevalence of Spiking Nationally**

<https://www.bbc.co.uk/news/uk-england-nottinghamshire-58990136>

<https://www.itv.com/news/2021-10-20/student-feels-violated-after-suspected-spiking-by-injection-at-nightclub>

<https://www.kentonline.co.uk/canterbury/news/kent-nightclubs-and-bars-face-boycott-over-spiking-fears-256101/>

<https://www.bbc.co.uk/news/uk-scotland-58979731>

<https://www.theguardian.com/uk-news/2021/oct/20/home-office-intervenes-over-spate-of-alleged-spikings-on-nights-out>

### **Feminist Society's Big Night In Campaign**

<https://www.instagram.com/bignightinstandrews/>

[https://docs.google.com/document/d/1v6wh6GigzirWS6FfcuVVQc\\_I\\_uRqAygM1N4e7YnlEoY/edit](https://docs.google.com/document/d/1v6wh6GigzirWS6FfcuVVQc_I_uRqAygM1N4e7YnlEoY/edit)

### **Campus Safety Society's St Andrews Collective Pledge**

<https://www.facebook.com/campussafetysociety/posts/411761983936764>

### **Reports of difficulty accessing ambulances/hospital care**

<https://www.instagram.com/p/CVQBrjLsQja/>

Other similar reports have come to the Students' Association but are not included for the confidentiality of those making the reports.

# R-21-07 Motion to Switch the University Servers to Use Ecosia as their Default Search Engine

**Owner:** Ellie (Elena) King

**In-Effect from:** Immediately

**Review Date:** N/A

## It is noted that:

1. Ecosia is a search engine that uses [80%](#) of their generated profits from to fund verified and socially equitable tree planting initiatives around the globe. As of time of writing (22.10.2021), over 136 million trees have already been planted via Ecosia.
2. Ecosia is free of cost at the point of service. Switching University servers to Ecosia will not cost University anything, nor will the University have any financial involvement with tree planting funded by Ecosia.
3. Ecosia is a secure browser and additionally does not collect data on its users, unlike Google.
4. Ecosia is a [certified B-Corp](#) and will be presenting at COP26 in the Green Zone.
5. Universities across the UK and Europe have already switched their in-house servers to run on Ecosia. The University of Glasgow, the University of Edinburgh, the University of Leeds and the University of Warwick are some examples of universities that have already switched over.

## It is believed that:

1. We believe that the University of St Andrews has the opportunity to fund the planting of thousands of trees per year, free of cost and in the midst of a global biodiversity and social climate justice crisis. We believe that switching to Ecosia aligns with the University's [Net Zero](#) commitment; it is estimated that one search with Ecosia sequesters 1kg CO<sub>2</sub>.
2. Adopting the switch to Ecosia can be a progressive statement in the lead up to COP26 and beyond. As the UK's leading University, St Andrews has an opportunity to set precedence in integrating academic excellence with real-world positive impacts.
3. We believe that default usage of Ecosia will raise awareness and involve new students and staff members in key discussions over this next sustainability-orientated Decade of Action.

## It is resolved:

1. To mandate the Students' Association to lobby for the University to switch University servers to use Ecosia as the default search engine.
2. To mandate the Students' Association to organise a meeting between St Andrews on Ecosia campaigners and University management to effectuate the switching of servers.

## Submitted by Petition:

Ellie King	190004224
Bhavya Palugudi	190020891
Lottie Doherty	160008227
Akshika Kandage	180009580

Ana Scheu	200005133
Sofie Brøgger	200023462
Alan Chodynieski	170001878
Cassia Thackray	200009217
Victoria Lee	210025609
Millie Sutton	180001963
Pauline	200018111
Amy Manvell	200017774
Abi Whitefield	140001728
Owen Goodacre	210020522
Keri Fernie	200018111
Ava Rawson	190015534
Marylyn Rosenqvist	190006577
Michel Zeitoun	200013487
Sanam Ayub Khan	200019305
Ruth Gimson	190004351
Katie Campbell	190011264
Marguerite Colyer	210002597
Pheo Kaleta	210016733
Gabrielle Hill-Smith	200006007
Gayle Campbell	180013635
Joseph Atkinson	210002289
Jon Hudson	190005092
Martin dover	210001909
Faye Kirwan	200009637
Alexandra Grosse	200025497
Millie Wood	200002330
Victoria Hunt	180010831
Gregoire Gaillet	210015680
Sacha Utting	200002983
Cecilia Davis	200004599
Alex Vail	180030955
Darren Caldwell	180010116
Francesca Paini	180021628
Mateo Guzmán Subiría	200007312



Oluwanifemi Fadare	200005478
Elizabeth Sykes	180012927
Jonny Seagrave	200002518
Aaron Bain	150017797
Jenna Geddes	200012389
Joanna McArthur	190002219
Megan Briers	180001693
Sarah Benton	190017954
Kirsten Watson	180016292
Catherine Hogarth	190014101
Piotr Kaniewski	170018569
Adam Dickey	190004390
Tom Morley	170002157
Mia Kellner	180016315
Anna Louise Todsen	180021839
Parker Hansen	N/A
Hannah Stewart	210030691
Theodore Fulton	190017986
Daisy Matthews	200002241
Charlotte Evans	170003225
Lucy Hopton	200015938
Harriet Isherwood	190000776
Emma Hawke	190004770
Josie Ball	200004989
Mabry Sansbury	190002156
Polina Dorfman	200007685
Hannah Vanderstappen	180014911
Emily Jenkins	200000430
Rachel	180013278
Zara Petranova	180014891
Harold Thain	200000593
Lucas Crow	190005750
Elizabeth McElroy	180010408
Boden	190008362
Vicky Chu	200003707

Natasha Ranjit	190021022
Tiger Swithenbank-Michel	200016025
Joe Lippitt	200004690
Helen Garnett	180004223
Finn Wheatley	190016304
Ross Barclay	180015872
Mary Bowman	210003098
Nicholas Cameron	190004152
Lauren McAndrew	200020044
Ruthvik	190030747
Maria Achihaitei	200002379
Aiden White	190015793
Lachlan Dufort-Kennett	190022546
Rebecca Lowack	200016693
Joseph Edwards	190001708
Jovana Joseph	200003793
Anna Ewing	200012585
Maudie Hayes	190013819
Alan Chodynieski	170001878

## Appendix A:

### More information about Ecosia:

1. Ecosia generates profits from ad revenues on user searches. Ecosia is financially transparent: [monthly finance reports](#) are publicly available on tree planting projects funded, as well as the distribution of remaining 20% of profits.
2. Tree planting is effectuated by [verified charity partners](#) that are specific to the ecosystem and the local social community in which the trees are being planted. Keystone projects include reforestation in [Burkina Faso](#) (Hommes et Terre), [mangrove habitat restoration](#) (Eden Reforestation Project), and planting of [NHS sites in the UK](#) (NHS Forest). Ecosia [works with tree planting partners and local communities](#) to ensure that trees are sustainably planted and will remain planted for generations.
3. Figure of 1 tonne of carbon sequestered / search results from a [15-year average of the tree's growth](#): an average search generates 0.005 € of revenue. It costs roughly 0.25 € to plant a tree, which means that Ecosia can plant one tree every 50 searches. On average, these trees will each remove 50 kg of CO<sub>2</sub> over a 15-year period.
4. Ecosia will be presenting at COP26 as an event for *Mobilising systems-change for a regenerative future*, viewable under the [Events](#) tab in the Green Zone, Sat 6<sup>th</sup> Nov, 10am-12pm

## **R-21-08 Motion to lobby the University to substantially increase the maximum capacity for in-person teaching and study spaces.**

Owner: Kian Cross

In effect from: Immediately

Review date: N/A

### **It is noted that:**

1. Higher education, including at the University of St Andrews, has been significantly disrupted over the previous 18 months due to the Scottish Government's coronavirus restrictions. The move to online teaching, which was a large part of these disruptions, remains in place.
2. The University has had 18 months of preparation to ensure that adequate provisions are in place for in-person teaching to return across all schools and for there to be full access to study spaces, both in school buildings and shared spaces, such as the libraries.
3. The University has stated that "large lectures (35 people and over) will remain mostly online for first semester" [6], which is the same policy as of Semester 1, 2020.
4. Coronavirus restrictions have been relaxed substantially since Semester 1, 2020 [3].
5. In an email written from the Principal to students and staff on 14th May 2021, it was stated that "we are committed to providing as much traditional in-person teaching in St Andrews as will be possible under Government regulations" (emphasis added).
6. Nightclubs and other social venues – including the Students' Association building [2] – are open for social events with hundreds of attendees, without any physical distancing.
7. University figures show that 91.2% of students are in St Andrews and available for in-person teaching, as of the 15th September 2021.
8. The Main Library is currently open at less than 40% capacity [5, 7]. It is also open for fewer hours per day than prior to March 2020 [5, 7]. Students are limited to the number of hours per week that they can book a study space [8].
9. The "35 people and over" limit reduces the amount of in-person teaching that is available to students.
10. Some students experience physical and/or mental health difficulties due to looking at and/or interacting through a computer screen for extended periods of time.

### **It is believed that:**

1. In-person teaching is pedagogically superior to online teaching.
2. In-person teaching is more enjoyable than online teaching.
3. In-person teaching is necessary for teaching staff who rely on a tight feedback loop, either verbally, or through body language and visual cues. For example, confused looking students may prompt the lecturer to re-explain a topic, or slow down. Such feedback does not convey well through online mediums
4. In-person teaching and access to study spaces has important benefits, including:
  - (a) providing structure and routine to students' days, which is beneficial for mental wellbeing [4];
  - (b) providing organic social interactions with other students and staff, which is beneficial both pedagogically and socially;
  - (c) ensuring that students are encouraged to get fresh air and engage in a small amount

of daily exercise (e.g., walking to lessons), which is important for both mental and physical wellbeing [1].

5. In-person interactions without physical distancing is safe, and hence the Students' Association has opened its buildings for hundreds to socialise without such measures. If the Students' Association believed that this was in any way unsafe, it would not endanger its members and staff by opening its facilities without physical distancing. As such, in-person teaching without physical distancing can also be conducted safely and be supported by the Students' Association.
6. The "35 people and over" limit for in-person teaching and the capacity of study spaces should be substantially increased, recognising that:
  - (a) there are no longer any relevant legal restrictions on gathering sizes.
  - (b) other aspects of university life, such as social events, consist of large gatherings without any physical distancing measures.
  - (c) most aspects of life have returned to normal, for example students with full or part time jobs will now be expected to return to work (in-person, if required) now that furlough has ended.
7. Teaching provisions should not follow the same format as in Semester 1, 2020, recognising that coronavirus restrictions have been substantially relaxed since then.
8. Increasing the "35 people and over" limit will give schools the autonomy to use their teaching spaces as they see fit. Schools will have the freedom and flexibility to adapt their teaching to meet the needs of their students and staff, whom they know best. This is more adaptable than the current university-wide 'one-size-fits-all' approach.
9. Any worries about coronavirus restrictions being re-introduced should provide motivation to enact teaching provisions that take full advantage of the current lack of restrictions, whilst that is possible.
10. The academic needs of students studying remotely can be met without requiring all teaching of "35 people and over" to be online, as has already been arranged for classes below this limit.

**It is resolved that:**

1. The Students' Association recognises the many benefits that are associated with in-person teaching and acknowledges that it is preferable for full in-person teaching to return as soon as is permitted.
2. The Students' Association recognises the importance of spontaneous and plentiful access to study spaces.
3. The Students' Association recognises that there are inconsistencies in the academic and social provisions that have been made for students.
4. The Students' Association recognises that the University is not limited through Government regulations with regards to the 35 people limit for in-person classes.
5. The Students' Association recognises that the limit of 35 people for in-person classes reduces the number of in-person classes available to students and as such, will lobby the University to substantially increase this limit along with the capacity of study spaces.
6. The Students' Association's President, Director of Education, or both, are mandated to engage in regular discussions (at least monthly) with senior levels of the University to represent the positions taken in this motion. Summaries of these meetings will be published for Association Members. The views taken in this motion will remain at the forefront of discussions with the University regarding future teaching provisions.

## Submitted by Petition

#	Full Name	Matric #	School / Department
1	Kian Cross	190017103	School of Computer Science, School of Mathematics and Statistics
2	Rhona McCracken	180017395	School of Computer Science
3	Freya Harding	180009982	Department of Italian
4	Maddie Lee	180016973	School of Modern Languages (Comparative Literature)
5	Flora Warshaw	200010596	School of History, School of International Relations
6	Matthew Oates	190018018	School of Computer Science
7	Georgy Kamenskiy	190029384	School of Computer Science
8	Alixé Phillips	200021040	
9	Owen Ross Shields McCartney	200014239	School of Computer Science
10	Grace Renouf-Bilanski	180031038	School of Geography and Sustainable Development, School of International Relations
11	Nikhil Sengupta	190018035	
12	Patricio Fernando Ramos Cervero	210003818	
13	Josie Sequeira-Shuker	200019342	School of Chemistry
14	Maria Yakimovich	180031022	School of Psychology and Neuroscience
15	Colin Murray	200005131	
16	Danielle Mather	200007239	School of Psychology and Neuroscience, School of Biology
17	Tatiana Mouravieff-Apostol	200003858	
18	Constance Gray	200005040	
19	Lubna Maheraly	200003273	
20	Sara Ahmed	200005452	School of Chemistry
21	Annie Adair	190018112	
22	Euan Hammond	180008883	School of Geography and Sustainable Development
23	Daisy Finefrock	210009924	
24	Imogen Miller	200014471	School of Earth and Environmental Sciences, School of Geography and Sustainable Development
25	Morag Shepherd	210013052	
26	Megan Gore	200008732	School of Biology

#	Full Name	Matric #	School / Department
27	Sacha Utting	200002983	
28	Oliver Walter	190016682	School of International Relations, School of Geography and Sustainable Development
29	Helena Fuglevand	200022630	School of Chemistry
30	Sophia Pawliw	210020154	School of International Relations, Department of Philosophy
31	Charlie Norman	200013074	School of International Relations, Department of Russian
32	Alana Hambly	20002178	School of History
33	Selim Yucebiyik	200018845	School of Chemistry
34	Olivia Groom	180000882	School of Economics and Finance, School of History
35	Elizabeth Garity	190024756	School of Psychology and Neuroscience
36	Helena Austin	190018234	
37	Iain Campbell	200019629	School Chemistry
38	Helen Innes	190001420	
39	Christina Vannum Roald	210019885	School of Classics
40	Nina Boothby	180017218	
41	Lily Holdsworth	200009012	
42	Imogen Vardy	200001895	School of English
43	Ella Gilles	210032411	School of Mathematics and Statistics
44	Hannah Beggerow	210000183	School of Classics
45	Alex Brown	170003801	School of International Relations
46	Nicola Paul	190001314	
47	Kate Struthers	200022931	
48	Cecilia Davis	200004599	
49	Anya Bodine-McCoy	210010044	School of Geography and Sustainable Development, School of International Relations, Department of Social Anthropology
50	Kyle Paige	180000101	School of International Relations
51	Helen Dorothea Jorgensen	190009319	School of Art History, School of History
52	Kana Emery	210027372	
53	Evelyn Currie	190014492	School of Computer Science
54	Denis Korolev	190010627	School of Biology
55	Bertie ratsey	200008921	School of Chemistry
56	Chun Liu	210000838	School of Classics
57	Keri Fernie	200018111	School of International Relations
58	Henry Exley	190001714	
59	Stephen Pittman	210029960	
60	Charlotte Johns	190002706	School of Biology
61	Nora Burges	200023637	
62	James Harrington-Rutterford	200003002	Department of Philosophy
63	Rhoda White	180012505	School of Earth and Environmental Sciences
64	Roosmarijn Frohn	190081793	School of Psychology and Neuroscience
65	Brando Rena	210003285	
66	Jacob Stelling	200008775	School of History, School of Classics
67	Sophie McGowan	210017110	School of Economics and Finance
68	Zahra Gueye	210022079	

#	Full Name	Matric #	School / Department
69	Deepankur John Njondimackal	210002191	School of Computer Science
70	Manon Vaudois	200013627	School of Biology
71	Tamzid Khandoker	210003236	School of Computer Science
72	Thomas Henry Regis	190002282	
73	Elizabeth Sykes	180012927	
74	Lucy Jones	190011383	School of Chemistry
75	Sarah Etherington	190005510	School of Medicine
76	Serena Mundy	190000551	School of Classics, School of Art History
77	Claire Müller	210017793	
78	Kara Devlin	210017369	School of History
79	Nicholas Gelos	180012092	School of Geography and Sustainable Development
80	Sofie Christiane Brøgger Jensen	200023462	School of Geography and Sustainable Development, School of International Relations
81	Eric Paliotta	190010425	
82	Hannah McNicol	180005247	Department of Philosophy, School of Modern Languages
83	John Kite	190008369	School of Management, School of Geography and Sustainable Development
84	Finlay Dunn	200019836	School Chemistry
85	Lauren White	200007303	School of History, School of International Relations
86	Celia Conn	210022357	School of Classics
87	Madison Boyce	210023251	
88	Mana Gana	200024490	
89	Filippa Engholm	210007712	School of English
90	Grace Young	200008924	School of Computer Science
91	Nikhil Mendez	200016978	
92	Patriek Norris	190004051	School of Medicine
93	Hermione Owen	200017873	School of Geography and Sustainable Development, School of Earth and Environmental Sciences
94	Philip Tozzi	210013775	School of Classics
95	Mimi Pitman	180015823	
96	Andrea Stephen	210003941	
97	Finn Wheatley	190016304	
98	Krish Chaudhary	200027048	School of Economics and Finance, School of Mathematics and Statistics
99	Jack Arnott	200012567	
100	Amy Mason	190006203	School of Computer Science
101	Ranulph Wood	190001261	School of Medicine
102	Freddy Wickham	200007313	
103	Matilda Brown	200001741	School of Medicine
104	Emily Jack	190015070	School of Biology
105	Cara Shepherd	200002292	
106	Nicolas Petras	210031127	School of Computer Science
107	Bart shepherd	190002224	School of History
108	Joseph Brennan	190011749	
109	Anne Lipsett	180000098	School of Management, School of History

#	Full Name	Matric #	School / Department
110	Verity Blackburn	200016035	School of Geography and Sustainable Development
111	James Turnbull	180009209	
112	Elijah Price	190004002	School of Chemistry
113	Fiona Golden	190018667	
114	Josie Porter	200005705	School of History
115	Diane Frangulea	2000037203	
116	Louise Blackman	200000560	School of Mathematics and Statistics
117	Aoife Reid	210006488	School of Chemistry
118	Alexander Cumming	200011970	School of Biology
119	Vannessa Kennard	180029151	School of Classics
120	Valerie Hernandez	210030590	
121	Erik Crnkovich	180018681	School of Classics, Department of Social Anthropology
122	Alexandra Campbell	170006824	School of Chemistry
123	Zuha Khan	210000352	
124	Isobel Collins	190006747	
125	Heather Ritchie	200017300	School of Chemistry
126	Hacmin Li	180011487	School of Art History
127	Harry Chubb	190007971	
128	Esme Hodson	180008605	
129	Errin Miller	190017333	School of Biology
130	Taylor Williams	180017799	School of Classics
131	James Zhang	190015412	School of Computer Science
132	Long Ching Ulyssa Fung	210016800	School of Psychology and Neuroscience
133	Mohit Wagh	180021978	School of Computer Science
134	Eve Carrahar Gratton	200004585	School of English
135	Clara Grace Cowden	190001478	
136	Fabian Whitaker	180003024	
137	Bateman Solms	200005216	School of Biology
138	Madison Scobbie	210021125	School of Earth and Environmental Sciences
139	Kabir Berger	200024484	School of Computer Science
140	Jessica Jones	180022214	School of Economics and Finance, School of Management
141	Sasha Lauer	210031455	School of Art History
142	Rhys Murphy	190009979	School of Computer Science, School of Mathematics and Statistics
143	Isabelle lamotte	200011854	
144	Michael W Tozzi	180006362	School of International Relations
145	Phillip Sullivan	190001308	School of Medicine
146	Polly Symington	190008236	
147	Hunter Garrison	170008393	School of Modern Languages
148	Bea Winkler	200017648	School of Biology
149	Amanda MacEachen	200002349	School of Physics and Astronomy
150	Junki Wang	190015272	
151	Amelia Perry	200009996	School of Classics



#	Full Name	Matric #	School / Department
152	Mette Sofie Peltonen	200027198	School of Psychology and Neuroscience, School of International Relations
153	Thomas Rippon	200019969	
154	Mei Jun Tan	190002245	School of Chemistry
155	Matthew Jackson	190003010	
156	Rebecca Torbet	210010697	
157	Mhairi McCracken	160013095	School of Art history
158	Lola Weiss	200016729	School of Biology
159	Andrew Blaikie	190001204	
160	Grant Mackin	1700101573	School of History, School of International Relations
161	Ben Alderton	180000344	
162	Josh Muir	200020128	
163	Gavin Guterl	200021951	
164	Polina Dorfman	200007685	School of Economics and Finance, School of Geography and Sustainable Development
165	Alice Banks	20016136	
166	Jacqueline Scovel	200030793	School of International Relations, School of Psychology and Neuroscience, Department of Philosophy
167	Shaelyn Harrison	210028220	School of Chemistry
168	Finley Smith	190022471	
169	Adam Harrison	200007057	School of Computer Science, School of Mathematics and Statistics, School of Modern Languages
170	Gwyn Owens	200021138	School of Earth and Environmental Sciences
171	Amelie Banks	210003153	
172	Rebecca Lowack	200016693	
173	Charlotte Service	190002836	School of Economics and Finance, Department of Philosophy
174	Emily Semple	200015113	School of Biology, School of Psychology and Neuroscience
175	James Innes	200014669	
176	Niklas Dewally	210004547	School of Mathematics and Statistics
177	Thao Nguyen	210021822	School of Computer Science
178	Nakul Gupta	210011845	
179	Sam Robinson	200022044	Department of Philosophy, School of Divinity, School of Psychology and Neuroscience
180	James Edward Hart	210010341	School of Computer Science
181	Eleanor Summers	190020797	
182	Patrick Harvey	200002769	School of Biology, School of Chemistry
183	Mili McCoy	200007827	
184	Euan hay smith	200013582	
185	Andrew Muncaster	200018778	School of Geography and Sustainable Development
186	Lana Maxwell	210002908	School of Biology
187	Thomas Tyler Peacock	190020752	School of Chemistry
188	Rory Keenan	180009363	
189	Kelly Davies	180013758	School of Management

#	Full Name	Matric #	School / Department
190	Seth Paul Martin Fletcher	200004390	School of History, Department of Philosophy
191	Eve Finnan	200017761	School of Classics
192	Anastasia Henrietta Grace Compton	200005106	School of Chemistry
193	Gemma Laker	200015905	
194	Zoe Small	200022346	School of English, Department of Film Studies, School of Classics
195	Emily Cowie	200017025	
196	Adrien Alexandre	190002188	School of Medicine
197	Lottie Rodger	200014484	School of International Relations
198	Margaret Taylor	190011397	School of Art History, School of English
199	Emily Feeke	210005048	School of Chemistry
200	Carl Oscar Raunio	170003449	
201	Sean Francis Vale	170000658	School of Chemistry
202	Lucy Adam	200013749	
203	Mairi Brennan	200014262	School of Geography and Sustainable Development
204	Sean Norris	190014279	School of Computer Science
205	Ava True	190001819	School of Biology
206	Millie Hore	180030924	
207	Altay Huynh	210001508	School of Biology, School of Mathematics and Statistics, School of Earth and Environmental Sciences
208	Peter Brindle	200014595	
209	Harry Alderson	180001020	School of Physics and Astronomy
210	Jessica Hepler	180018040	
211	Surina Martin	180004638	Department of Social Anthropology
212	Elena Sunborn	190015397	School of Earth and Environmental Sciences
213	Lauren Davis	180007130	
214	Georgia Polk	210011010	
215	Rose Chisholm	210016964	School of Psychology and Neuroscience
216	Luke Beardsmore	200000299	School of Computer Science
217	Rosie Whyte	210000225	Department of Social Anthropology
218	Laura Hostalot Vilà	210033087	School of Modern Languages
219	Amelia Flook	210017514	School of English
220	Mannel Hinke	190010714	
221	Peter Conlin	200011077	
222	Beth Rabjohn	200001451	School of Art History
223	Susanna Keith	190015169	School of Mathematics and Statistics
224	Emma Dalhuijsen	190004471	
225	Amy Bartholomew	210001315	
226	Daib Akhter	210031877	School of Management
227	Jonathon Macdonald	200001137	
228	Jenna Leigh Fisher	200033541	School of Art History, School of Management, School of Classics
229	Lacy Shurman	200001735	
230	Anna Pilgrim	200007237	
231	Ethan Shapiro	190019759	

#	Full Name	Matric #	School / Department
232	Margo Case	200013811	School of Biology
233	Kelsie Cairns	210019122	School of History
234	Olivia Cairns	190018018	School of International Relations
235	Ferdia McKeogh	180003966	School of Computer Science
236	Nivan Dhir	200033333	School of Economics and Finance
237	Mike Sinfield	170006783	School of Chemistry
238	Morven Stanforth	180017348	School of History, Department of Philosophy
239	Abby Wallis	170009161	School of Earth and Environmental Sciences
240	Esther Dani	180030726	
241	Ruric Brandt	200029495	
242	Fraser Laing	210002372	
243	Max Richards	210011226	School of Chemistry
244	Alp Yilmaz	210006323	School of Classics
245	Emma Hilary Gould	190019612	School of History
246	Johann Jakob Klauen	210032805	
247	Trinity Duncan	200001732	School of English
248	Harriet Mirtle	200011314	School of Biology
249	Maria Korovina	180003879	School of Classics, School of Modern Languages
250	Anthony Zhu	200006387	School of Computer Science, School of Mathematics and Statistics
251	Jamie Munro	210027910	
252	Katherine Grainge	200008436	School of Art History
253	Maria Filippou	190022386	School of Biology
254	Indiana Connor	210019519	
255	Kieron Moore	200008483	School Chemistry
256	Luis Cunha Gil	210003507	School of Medicine
257	Joseph Rupp	200004851	School of Chemistry
258	Hamish Duff	180010781	School of History
259	Lucy Guthrie	140014775	School of Art History
260	Eleanor Winter	180005032	Department of French, Department of German
261	Trina Chou	210029928	
262	Aidan McClure	210019235	
263	Morven Rothwell	190001617	School of Mathematics and Statistics
264	Alicia Ping Palazuelos Garcia	210016984	Department of Philosophy, School of Classics
265	Dan Travers	210008205	School of Mathematics and Statistics
266	Sara Weissel	180000474	
267	Brooke	200014734	
268	Henry Mould	200005285	Department of Philosophy
269	Frederick Frostwick	190005515	School of Classics
270	Nikolaj Jan Zachary	170005456	
271	Millie Crook	210017076	School of Geography and Sustainable Development
272	Annika Cherian	200010454	School of Psychology and Neuroscience
273	Anna Robinson	200009080	School of Classics
274	Iona Brockie	200012138	
275	Sabina Roberts	190009057	School of International Relations
276	Dominka Niemiec	210035777	

#	Full Name	Matric #	School / Department
277	Annie Elise Murphy	200023680	School of International Relations
278	Daniela Jones	200014448	School of History
279	Ruairidh Davidson	190015126	
280	Olivia Smith	200008936	School of Geography and Sustainable Development
281	Julia Ruiz	170029195	
282	Molly Gibson	200001898	School of Medicine
283	Daniel Markus K Turner	200005190	School of Physics and Astronomy, School of Computer Science
284	William Hamish Shaw Ringham	200003235	
285	Laura Bevan	200006190	School of Biology
286	Tansy Robinson	200015995	School of Psychology and Neuroscience, School of Biology

## **Appendices**

### **Appendix A**

#### **Support of School Presidents and Modern Language Convenors**

1. “In-person lectures will be more efficient than recorded online lectures, as the majority of Art History students whom I have interviewed express that they spend at least twice the scheduled time to finish a lecture. In-person lectures are also great opportunities for community building, and prerecorded lectures simply cannot achieve this.” — Haomin Li, School of Art History President
2. Sean Nwachukwu, School of Chemistry President
3. “I wholeheartedly support the motion for increasing the capacity of in-person teaching and of study spaces, they are a vital part of the University culture and academic experience.” — Chris Wilkinson, School of Classics President
4. Rhona McCracken, School of Computer Science President
5. “In person teaching is so valuable for a practical degree such as Geology, and the loss of opportunity to ask questions and receive an immediate response hinders the learning of any student, therefore, we would love to see the full return of in person teaching. Whilst the dedication by staff to adapt has been commendable, there is only so far online learning can substitute for an in person, active learning environment. Similarly, the lack of adequate study spaces accessible to all students can only serve to hinder students in their studies and we would encourage a revision of the approach to study spaces to accommodate as many students as possible.” — Rhoda White, School of Earth and Environmental Sciences President
6. Reise Watson, School of History President
7. Ross Barclay, School of International Relations President
8. Ewan Cameron Philip, School of Mathematics and Statistics President
9. Anna Apará, School of Medicine President
10. Hunter James Garrison, School of Modern Languages President
11. Sam Howard, School of Philosophy President
12. Anya Ek, Arabic and Persian Convenor
13. Maddie Lee, Comparative Literature Convenor
14. Quinn Murphy, French Convenor
15. Freya Harding, Italian Convenor

### **Appendix B**

#### **Comments from Students**

1. “Online teaching has severely impacted my ability to engage with my university work. This is clearly exemplified in one of the tutorials I take which is online every other week and in-person otherwise. It is unbelievable how much better the tutorials are when in-person and the tutor agrees. Students contribute much more and there is a far higher quality of discussion. If the University does not positively respond to this petition, I expect a full explanation as to why I can go to a nightclub maskless, go to a house party with no social distancing, or merely sit across from friends at a pub, yet not be able to receive the education that I paid for and deserve.” — Olivia Groom
2. “I find it very hard to keep up with lectures when they are online — having them in person would help me a lot as I would have a set time to attend them and wouldn’t have many distractions.” — Sanduni Malnaidelage

3. “Both the enjoyment and quality of my degree has been reduced with the move to online teaching. It remains hard to engage in online classes and discussion sessions do not flow well when conducted online; students are less willing to contribute. The prolonged time spent daily in-front of a computer, with little interaction with other students, has also been difficult. Many students, including myself, are also unsure what the Students’ Associations’ position on in-person teaching is and the conflicting social and academic provisions have been both confusing and irritating.” — Kian Cross

## **Appendix C**

### Students Available for In-person Teaching

A freedom of information request was sent to the University asking:  
What proportion of students are available to study in-person in St Andrews as of the start of Week 2 Semester 1? If you are able to break this down any further (such as by undergraduate/postgraduate or faculty), then please do so.

The response received from the University was as follows:

The University asked students to complete the MySaint task to inform the institution of their plans. Of the responses received 91.2% have indicated they will be available for in person study by teaching week 1. By degree level, 92.5% of Undergraduate students, 80.6% of Postgraduate (Taught) students and 94.7% of Postgraduate (Research) students indicate they will be available for in person study by teaching week

*1. Data as of September 15.*

## **Appendix E**

### References

- [1] P. Callaghan. ‘Exercise: a neglected intervention in mental health care?’ In: *Journal of Psychiatric and Mental Health Nursing* 11.4 (2004), pp. 476–483. doi: <https://doi.org/10.1111/j.1365-2850.2004.00751.x>. url: <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1365-2850.2004.00751.x.11>
- [2] Your Union Events. Sept. 2021. url: <https://www.facebook.com/yourunionevents/photos/pcb.4285241714858659/4285236498192514> (visited on 15th Sept. 2021).
- [3] Scottish Government. Scotland to move beyond level o. Aug. 2021. url: <https://www.gov.scot/news/scotland-to-move-beyond-level-o/> (visited on 15th Sept. 2021).
- [4] Neil S Jacobson, Christopher R Martell and Sona Dimidjian. ‘Behavioral activation treatment for depression: returning to contextual roots.’ In: *Clinical Psychology: science and practice* 8.3 (2001), p. 255.
- [5] University of St Andrews. Library Spaces. 2021. url: <https://www.st-andrews.ac.uk/library/library-spaces/> (visited on 19th Oct. 2021).
- [6] University of St Andrews. Teaching in 2021-2022. Aug. 2021. url: <https://www.st-andrews.ac.uk/coronavirus/teaching-2021-2022/> (visited on 15th Sept. 2021).
- [7] University of St Andrews. University of St Andrews 2022 Undergraduate Prospectus. 2021. url: <https://www.st-andrews.ac.uk/assets/university/study-at-st-andrews/documents/prospectus-and-brochures/2022-undergraduate-prospectus.pdf> (visited on 19th Oct. 2021).
- [8] University of St Andrews. University of St Andrews Library Booking. 2021. url: <https://st-andrews.libcal.com/> (visited on 28th Sept. 2021).

## **R-21-09: A motion for Electoral Reform**

Owner: Students' Association Board

In Effect from: Immediately

Review Date: July 2022

### **It is noted that:**

1. The Association conducted an Elections Review which concluded in June 2021. The review is included as Appendix 1.
2. The March Students' Association elections are governed by Chapter 6 of the Laws of the Association (attached as Appendix 2).
3. There is no section in the Laws of the Association governing Class Representative or Postgraduate Elections.
4. Many other Students' Association's do not have student involvement in the running of their elections.
5. A key point from the Elections Review was concerns that the student Elections Committee and the Senior Elections Officer were not sufficiently impartial and were overworked.
6. The Elections Review also noted the complexity of the rules and that they are not necessarily fair.
7. Co-options are referenced both in Chapter 6 of the Laws of the Association and in the Standing Orders of the Association. Appointment processes for casual vacancies in positions appointed via AGM or interview are included elsewhere in the Laws of the Association.
8. There is no mention of the process for dealing with a sabbatical or School President vacancy.
9. The rules of any given election are proposed to the SRC as a separate document and are generally amended or added to each year.
10. Much of the process for administering the election – like the process for dealing with candidate conduct, some details about candidate eligibility, and oversight of the count – are not mentioned in the Laws of the Association.
11. School President elections use credit-weighted voting. That is, a student casts a single ballot, but receives the same number of votes as credits they take in that school in a year.
12. Some of the recommendations in the Elections Review will not be implemented or have not been implemented this year. This includes:
  - a. The recommended elections schedule (due to the new academic calendar being more restrictive on where we could place our elections).
  - b. The recommendations on the portal and bios as the Students' Association Board has located a new portal which can be hosted on our website.
  - c. Recommendations related to the structure or role of the student Elections Committee, which this motion proposes is taken on by staff.

### **It is believed that:**

1. The Association should have Laws governing all our major elections, including class representatives and postgraduate representatives.
2. Elections would be fairer and easier to understand if they were all ran and governed the same way.

3. Elections would be fairer if they were governed by an impartial Returning Officer team and supported administratively by Association staff rather than governed by students.
4. Removing the role of the student Elections Committee and Senior Elections Officer would also reduce the workload of our student volunteers and make elections easier to run and better managed.
5. Moving the rules to a series of “general principles”, held within the Laws of the Association, rather than a separate, long prescriptive document would ensure the Returning Officer(s) are ensuring the elections are fair and well-conducted, rather than punishing candidates for small infringements of prescriptive rules.
6. Moving the rules to the Laws of the Association would provide more consistency between elections, by making it less likely that significant changes are made year-on-year which candidates may discover after they have begun planning a campaign.
7. It would be simpler to reference the full process for dealing with vacancies in these positions in just the Laws of the Association.
8. The Association should have a clear procedure for dealing with all vacancies, including sabbatical vacancies.
9. The voting process would be easier to understand if we removed credit-weighted voting.
10. Credit-weighted voting unfairly disadvantages some groups of students, like those on part-time or evening degree programs, which are disproportionately disabled, mature, and widening access students.
11. Student officers should not be involved in decision-making about elections, as they are likely to run or participate in another student’s campaign, which makes them more likely to be biased than the lay and University trustees on the Students’ Association Board and Association staff.

**It is resolved:**

1. To accept the proposed review of Chapter 6 of the Laws of the Association (attached as Appendix 3).
2. To strike the mention of co-options in the Standing Orders of the Association (attached as Appendix 4).
3. To accept the proposed update to Chapter 1 of the Laws of the Association (attached as Appendix 5) to remove the role of the Director of Wellbeing & Equality as Senior Elections Officer.
4. To mandate the Association staff and Students’ Association Board to organise the upcoming March elections.
5. To refer this motion to the SAF for their approval.

**Proposed:**

Anna-Ruth Cockerham, *Director of Wellbeing & Equality*

**Seconded:**

Lottie Doherty, *Association President*

Bella Zeff, *Director of Events & Services*

Jess Smith, *Athletic Union President*

## **Appendix 1: Paper to the Students' Association Board on the Elections Review**

### **Introduction**

Since 2014 there has been a trend of a decrease in voter turnout at the Students' Association elections alongside a rise in the number of uncontested positions (see figure 1 and 2). The St Andrews Students' Association has historically been sector leading in its student engagement and voter turnout and it is important that the Union retain this status. Therefore, the Students' Association Councils approved a motion in 2019-2020 for an elections consultation and working group to be set up for a review of the elections. Unfortunately, with changing priorities due to Covid-19 this review was not undertaken prior to the elections in the academic year 2020-21.

Following the elections for the current academic year the requirement for this review was renewed. As the Athletic Union President my position sits separately from the Students' Association and so it was decided that it would make sense for me to undertake this review.

This review will consider the problems that have arisen with elections, the consultation process for this review as well as evaluating the problems and recommending solutions. Throughout the process there have been 5 key areas that have emerged which require addressing:

- Voting and Turnout
- Rules, Information and Sanctions
- Portal
- Events and Media
- Publicity

In total there are four key themes which cover all of these 5 areas:

- Planning
- Overwhelming
- Wellbeing
- Democracy

This paper is not designed to be prescriptive but instead is designed to provide an oversight of the main issues and suggested solutions and next steps for improving the elections process, for the candidates, the voters, the committee, the Sabbaticals and staff and especially for the Director of Wellbeing.

### **Consultation**

This review was conducted in consultation with the following groups/individuals who will remain anonymous throughout the report due to the nature of some areas discussed. A review of other Students' Association elections structures was also undertaken.

- Focus groups with candidates from this year's elections
- Focus groups with members of the elections committee
- Meetings with members of student media groups
- Meetings with members of Students' Association staff
- An Elections survey open to the student body which had just under 150 responses.
- Feedback from the School Presidents collated by the Arts and Divinity Faculty President



## **Problem Evaluation and recommended solutions**

### **1. Voting and Turnout**

As mentioned in the introduction to this paper, voter turnout has had a downward trend since 2014. The following reasons were identified as reasons why a student decided to vote in the election (note, not ordered in terms of importance):

- Belief in student democracy and its importance
- Being friends with or knowing a particular candidate
- Belief in the important of having your voice heard
- Strong campaign material
- Belief in a candidate and that they will make a positive impact.
- The charitable donation

In contrast, the following reasons were identified why students were put off voting:

- The process to vote is overly complicated (addressed in 'Portal' section)
- Lack of awareness about positions, candidates and the impact they have on peoples' day-to-day lives. (addressed in 'Publicity')
- Lack of awareness of the importance of the Students' Association so do not believe voting will bring about change (Addressed in 'Publicity')
- Time intensive (Addressed in 'portal')
- Feeling overwhelmed or 'spammed'

The remaining identified reason that is not covered within the rest of this paper is the feeling of elections being overwhelming or feeling like you are being 'spammed'. Candidates and voters have stipulated frequently throughout the review that the sense of feeling overwhelmed has had a big impact on their wellbeing during elections. The elections committee also stipulated those elections is overwhelming, especially around other commitments.

This sense of feeling overwhelmed has been identified for the following reasons:

- Lack of preparation time
- Too much publicity – both from the Association and from everyone campaigning
- Emotional stress of putting yourself 'out there'
- Juggling involvement with elections alongside other commitments

Across the board there has been a call to improve the timeline of elections to make the process less overwhelming. However, there has been a lack of consensus about how the timeline should be changed. The first group of people believe a longer elections period would make it less overwhelming as there would be more time and it wouldn't have to "consume your life" (focus group quote) for the whole process. However, the second group of people believe this would increase anxiety as there would be more of a waiting process and call for a quicker elections period. Although interestingly, this second group do acknowledge that this could have a negative impact on voter turnout.

Where there is perhaps more agreement is on a third option which would be to change the timeline of elections so that it was split into two. The idea would be that you would retain a 5-day nomination period where the candidates would be announced, there would then be an embargo on campaigning for a set period of time. The recommendation students seemed comfortable with through discussions was a week-long embargo. After the week you then have the six-day campaigning and voting process as it currently stands. This would be in line with other Students' Associations, for example the University of Edinburgh, although their

elections process lasts closer to two months in total with the amount of time allocated to each stage of elections.

There would be many benefits to the process:

- It would give students time to prepare their campaign material, especially for those that decide to run last minute. This could potentially increase the number of candidates as students would feel they have more time to prepare. It would potentially decrease the stress around the planning of campaign materials for candidates.
- It would allow the media groups (see below) more time to write manifesto analyses on the candidates which would allow for better quality coverage and material.
- With regards to publicity, it would allow for a big push before and during nominations, a period of time without lots of publicity to help with the feeling of being overwhelmed and could help increase wellbeing. It would then reduce 'digital fatigue' for the publicity push during campaigning and voting season.
- It would also provide the committee some breathing room to take a break, plan for the upcoming week and catch up on their other priorities.

Given the extent to which there was such disagreement in terms of the length of voting it would not be recommended to make such a drastic change straight away. The recommendation here is to trial a shift in the timeline to create a split in the week which was looked favourably on by students in this review. If trialled and then reviewed, they may get a better comprehension of ways in which the timeline can be adjusted to reduce fatigue and increase a sense of wellbeing for those involved in the elections.

### Portal

The portal is renowned within the student body for being ineffective and, as frequently described (counted 43 times across the consultation process) 'clunky'. Across all the consultations it was firmly believed that the portal was a key reason for low voter turnout, partly due to the poor user interface and partly due to the platform being overwhelming.

The below table lays out the highlight problems with the portal and the possible solutions for moving forward. If there is one area of the elections that needs the most significant overhaul it is arguably the portal to improve voter turnout.

Problem	Possible Solutions
<p>“Too much voting at one point” – The current system means that all the positions need to be voted on at the same time. This has been described in the following ways:</p> <ul style="list-style-type: none"> <li>• Overwhelming – There is too much information on one page, especially for those that have little engagement with the Association and do not understand all of the positions. This can cause students to disengage with the voting process and so decrease voter turnout.</li> <li>• Time Intensive – Having to complete all the voting in one go requires a significant amount of time to complete. This can again</li> </ul>	<p>Across the entire review the biggest suggestion from the student body was to increase the number of categories when you vote. Currently there are two categories: one for 'Association Elections' and one for 'School Presidents'.</p> <p>The recommendation would be to separate the 'Association Elections' category into three further categories:</p> <ul style="list-style-type: none"> <li>• Sabbaticals</li> <li>• SRC</li> <li>• SAF</li> </ul>

<p>put people off voting, especially if people have deadlines or other commitments.</p>	<p>This would leave us with four different categories; Sabbaticals, SRC, SAF and School Presidents. There is a concern that this would concentrate turnout onto specific races, primarily the sabbatical races. However, to an extent this already occurs with voters only selecting specific races when they currently vote. For example this year, the Secretary to the SRC has 1229 valid votes compared to the Association President which has 2129.</p> <p>Another possible solution is if the portal had a 'save and continue later' option which would allow students to vote in batches.</p>
<p>"I don't know what the position actually means, what does an alumni officer do??" – Although covered within the 'Publicity' section further, there is a lack of awareness of the work of the Students' Association and the work of the Officers.</p>	<p>Whilst this isn't inherently a problem with the portal. A big suggestion that came from the survey was to have a brief description of the role within the portal for each position which could help voters be more informed about the positions they are voting for and help raise awareness of the importance of elections and the work of the SA.</p>
<p>Candidate personal statements lacked consistency in content and word length. Further, it has been identified that the lack of guidance on writing the personal statements results in difficulty comparing candidates.</p>	<p>The PG representation internship team identified feedback from the postgraduates which would help improve engagement with the postgraduates. The same suggestions were independently given in the survey and focus groups.</p> <p>The recommendation here is that the candidate summary be restructured into a brief questionnaire format. This will aid in brevity and narrow the scope of what is included. It should not only provide support to voters in deciding who to vote for but would also help the candidates in providing more guidance and structure to their campaign material. This would be especially beneficial for those who are running for a position for the first time.</p> <p>Ultimately, this should help the differentiate between candidates more which has been a request echoed throughout the review. The questions suggested by the PG interns were as follows.</p> <ul style="list-style-type: none"> <li>• Introduce yourself: What do you study? What should your peers know about you?</li> </ul>

	<ul style="list-style-type: none"> <li>• What experience do you have that makes you a good candidate for this position?</li> <li>• What is your top priority and how do you plan to address it if you are elected?</li> <li>• What makes you stand out? Why should students vote for you?</li> </ul> <p>This would be a fairly simple change to make and whilst some candidates may feel constrained by answering specific questions, the suggestion from the consultations is that it will be a positive change. Further, it could be trialed next academic year and would have minimal to no damaging effects if the feedback from candidates is negative.</p>
<p>Design of the user interface is off putting to voters. There are two issues, the first is that the portal's design is visually appealing and the second is that its user functionality on mobile is difficult.</p>	<p>This would require working with IT services to improve the more technical side of the portal. Some suggestions from the focus groups and also from the DoED was that the portal could potentially be linked in with the new University app. This would obviously be a bigger project but one worth exploring as an 'on-the-go' feature of the portal could potentially increase voter turnout.</p>
<p>Symbols within the personal statements causes a lot of administrative time for the elections committee. Once a statement is submitted the committee has to manually change places where punctuation has been replaced with a "?".</p>	<p>This is something that would need to be fixed by IT services. If this could be solved it would reduce the administration for the committee.</p>
<p>Lack of confirmation for candidates if their nomination has been submitted onto the portal. There were about five individuals this year who had submitted a nomination that did not come through on the administrative side. This meant that the potential candidates believed they were eligible for election and had to be informed by the elections committee after nominations closed that this was not the case.</p>	<p>An automatic confirmation email sent from the portal to candidates would help ensure that this problem would not happen in the future as any potential candidates would have the certainty that their nomination was logged on the portal. This would also decrease concerned emails from students to the elections committee.</p>
<p>The following information was provided by the Director of Education after the Class Rep elections.</p> <p>"The increased use of phones seems to have impacted the nomination process this year in which students could not see the error message displayed due to the poor optimisation for their phone screen. This meant some students did not realise that they had been unsuccessful in submitting their</p>	<p>When an error is generated, it would be very useful to include information as to the suggested next steps as well as letting the student know the nature of the issue (i.e. if "Matric Error" is displayed contact *blank*). Additionally, a piece of text that lets them know to send through all of their information via email so that they can be manually uploaded in the interim of the issue being resolved. This would save going back and forth with nominees.</p>

<p>nomination statement resulting in panicked emails after working hours.”</p>	<p>If there was a mechanism on the portal which allowed people to report an issue to a shared email or drive which could then be handled by a small team managing the portal then the pressure on a single individual’s time could be lessened. This would allow errors to be filtered so that the ones that are not resolvable by student volunteers to be streamlined towards relevant staff.</p>
--	---

## 2. Committee

The opinions of the elections committee range from positive highly positive with the committee being described as “approachable and really lovely” to highly negative with statements that the actions of the elections committee negatively impacted candidate’s wellbeing and have been accused of being “undemocratic and totally lacking in transparency”. It is worth noting that the majority of those who indicated this year a negative interaction with the elections committee were individuals who had done some form of a rule breach. This will be covered within the ‘Rules, Information and Sanctions’ section. Through the survey it was indicated that the office/virtual office is a positive resource and made it easy to come along and ask question. It was highlighted that the accessibility of the virtual office was very positive and should be considered for the future, even if covid restrictions lift enough for an in-person office to be available. However, it became clear through the focus groups that the elections committee were unsure of their operational purposes and that many candidates viewed the committee as something to fear as opposed to a group to help and support.

The main areas of concern with the committee can be categorised into the following areas:

- The formation of the committee’s timing
- Purpose of the committee
- Make-up of the committee
- Procedures and transparency
- The Senior Elections Officer
- 

### **Formation of the committee**

In the past the formation of the elections committee has been done entirely by the DoWell with little input from other individuals within the Association. It has also been fairly informal in places where people have not gone through an interview process but instead have been asked to be on the committee without a proper ‘screening’ process. This has brought into question how democratic and transparency the committee is with the committee having been described as ‘the sabbs and their bunch of mates’. Whilst these descriptions are potentially too extreme, there have in the past been significant conflicts of interest within the elections committee and the process by which the formation of the committee is done leaves the Association open to a significant amount of criticism and sets a negative tone from the offset of having a fair and transparent election. Further, the reliance on only the DoWell to set up the committee leave the DoWell open to criticism and potentially causes a single point of failure.

The recommendation here which the elections committee focus groups thought would be a positive change would be to introduce a more formalised process for how the committee is chosen. This would need to be laid on in a procedural document and made available on the Students' Association website to improve the transparency of elections. This procedure should include more members of the Association as well as the DoWell in choosing the individuals and the procedure should include at least the following elements:

- Criteria or pre-requisites for what is expected of a member of the elections committee,
- Some form of an application process which includes an interview,
- As part of the application process all those applying must include all groups and societies, they are affiliated with in order to check for key areas of bias,
- Training for the committee on their expected behaviour, how and when to recuse themselves and the purpose of the committee.

This would be a positive change to the formation of the committee and would help avoid the criticism that is often made of the elections committee and particularly the sabbatical officers.

In the past the committee has been formed very close to the time of the elections. This year it was formed within two weeks of the elections starting. This had serious impacts on the ability of the elections committee to plan all the areas of elections that was needed. This resulted in a lot of 'last minute' work and added stress for the committee members. The committee needs to be formed much earlier to properly run an effective election, especially in terms of publicity.

The recommendation here is that there needs to be a mentality shift from elections being viewed as something that happens in week 5 and 6 of the semester, to elections being viewed as a year-long process. If this mentality shift happens it could decrease the sense of feeling overwhelmed that a significant number of individuals identified, both as candidates and those running the elections as it would allow more organisation time and, especially for publicity could help decrease the feeling of being 'spammed' as more promotion could be done around the year on the work of the association and its officers. This will be discussed further in the 'publicity' section.

The main issue with forming a committee early is that it then stops those individuals being able to run for an election. Further, it could bring about more a sense of 'fatigue' within the committee. To avoid this problem, the elections committee could be formed in phases, gradually building up throughout the year. For example, the publicity team could be formed in the summer/beginning of semester one with the events and more administrative roles being formed at the end of Semester 1 or in January.

### **Make-up of the Committee**

Currently the make-up of the committee is roughly 50% individuals highly involved in the Students' Association. By this I mean they are either co-opted members of the Association Councils or they are Sabbatical Officers. The first concern with this is that it adds significantly to the workload of the Association's already significantly overworked volunteers and sabbatical officers. The second main concern which was highlighted in the feedback from students was that it makes the committee appear biased and "cliquey". There were several accusations throughout the review that indicated the make-up of the committee was undemocratic and designed to ensure that the committee's friends or "other union hacks". This was identified as particularly problematic this year in light of the sanctions against one Presidential candidate where individuals accused the committee of acting out with its remit and undemocratically in order to favour the other Presidential candidates.

The Association Officers sitting on the committee for the current academic year acted professionally and democratically as individuals and should not be faulted for these accusations. It was clear that the committee were constrained by the lack of procedures and transparency around elections and this systematic flaw left the Officers and the rest of the committee open to high levels of criticism.

From the focus groups with the elections committee there was a sense of agreement that the requirement to have current Association officers sitting on the committee was potentially problematic and at times, undemocratic. The main identified reason to keep Officers on the committee was that they would be able to provide guidance to candidates on how to run a campaign for candidates but there were ways to get around that were identified in the focus groups. For example, one of the elections events could be an information session with current Officers who can provide hints and tips for running a campaign. This would provide the same benefit whilst also removing the need to add further to the Officer's workload.

By removing the Officers, it could improve the reputation of the elections committee and improve in promoting a free and transparency election. Further, we are one of the only Associations to have current Officers and Sabbaticals sitting on the committee. Most other Associations, for example QMU have a smaller elections committee size and purposefully keep Officers and Sabbaticals off the committee.

The Association's committee is one of the largest in the UK, although concerns have been raised about the size of the committee and whether it is too large, through the committee focus groups this year there was a clear sense that the size of the committee was not an issue but that often the committee lacked a specific purpose, a clear remit and that the make-up of the committee was problematic. The size of the committee was stated as being beneficial in that it reduced the amount of burden on other members of the committee, especially the DoWell and the deputy senior elections officers.

Therefore, there should be a focus on changing the make-up of the committee as opposed to its size.

### **Purpose of the committee**

The elections committee focus groups identified that the committee often felt unsure as to the committee's purpose and unsure about what their individual role within the committee was. This was reflected in the feedback from candidates who felt that they were unsure if the committee was there to help and guide them or to check they were doing negative things. Obviously, in many ways the answer is both. However, as highlighted by some students, any interaction concerning rule breaches with the committee would then put candidates off getting support from the committee as it was made up of nearly the same individuals.

The recommendation here is to separate the committee into specific teams where their only job is within that area. For example, there could be the following teams:

- Publicity and events team
- Administrative team
- Discipline team
- Support and guidance team

In doing so it would help improve the satisfaction of the elections committee and help the members feel a greater sense of purpose. Further, it would allow a portion of the committee to be solely focussed on guidance and support and therefore could improve the candidates' perception and interaction with the committee.

## **Procedures and Transparency**

The elections process is severely under documented causing issues of transparency for the student population but also the committee felt there was a lack of consistency around the decision-making processes. The recommendation is that the committee and its procedures need to be visible for both the committee and the student population, especially around the following areas:

- How does the discipline committee work, what is their purpose, what do they use to determine a rule breach or sanction, time frames for hearing back from the committee.
- Public versions of the elections committee meeting minutes could be made visible.
- A procedure for how decisions are made at different levels. For example, the procedure for how rule clarifications are made.
- More information easily available to candidates and wider student body about the structure of the committee and who sits on it. For example, there were frequent suggestions for a 'meet your committee' campaign to help make candidates feel more comfortable approaching the committee.

## **The Senior Elections Officer**

Currently the responsibility for elections falls on one individual, the Director of Wellbeing. This raises a couple of concerns. Firstly, having a single point of responsibility, especially for democratic elections has raised concerns from the elections committee and the candidates and campaign teams that had close interaction with the committee. Secondly, it results in the DoWell being unable to attend to the other areas of their role. The suggestions laid out in the rest of this document would provide greater support to the DoWell and should help in decreasing the pressure around the sabbatical officers.

The other option would be to elect or co-opt a Senior Elections Officer this year. This position could be line managed by the DoWell and help with regards to workload. However, if the other issues around elections are not addressed this could cause an unpaid volunteer to have an inappropriate workload and severely impact the elections and the volunteer.

I recommend that the other issues surrounding elections are addressed first and then re-evaluate the DoWell elections workload to consider if another volunteer for elections support would be more appropriate.

### **3. Rules and Sanctions**

Rules and sanctions were a big area of complaint raised in the focus groups and the survey. The cause of the complaints can be categorised into the following:

- Rules are too stringent
- Rules lack clarity
- Lack of consistency with the handling of rule breaches both within a single year and between years
- Information about the rules is poorly organised.
- Sanctions are too complicated and "excessive"
- Rules should be there to support candidates and the elections process, not cause additional stress
- Rules and sanctions do not correlate



Through the consultation process there were four key ways identified to improve the perception of the rules and the information surround them; conducting an overhaul of the rules, standardising the disciplinary process, improving information available to candidates and overhauling the sanctions system.

#### **4. Rules Review**

The current election rules have four general principles:

- Our elections should be open to all matriculated student members on an equal basis.
- Information for voters should be full, transparent, and accurate.
- Campaigning should not cause nuisance to voters or to members of the University or town communities.
- Campaigning should not be conducted in a negative manner.

Given the extent of the complaints surround the rules, both from candidates, ex-candidates and the elections committee the recommendation here is to conduct an overhaul of the rules. This overhaul should consider the current rules, their principles and whether we are missing any rules. During this process, I would recommend that the elections committee consider each of the current rules and whether they link to one of the general principles. If there is a rule that doesn't link I would recommend considering whether it is appropriate to have said rule or whether it needs to be removed or edited so that it fits within the principles of the elections. This was a suggestion raised in the elections committee focus groups and was viewed as a valuable project to undertake by students in the focus groups.

The second element to this concerns the yearly review of the election rules. As it stands, this is undertaken by the Director of Wellbeing for that academic year. However, this causes issues for a couple of reasons.

- The DoWell at that point in time generally does not have experience working on the elections committee and so it makes it harder to conduct a review based on information from the previous year.
- Decisions by the previous year's elections committee often get lost or misunderstood given the lack of contextual knowledge by the DoWell. This results in a lack of consistency between years where precedents set by the previous elections committee are not followed by the new committee. It also results in significant amount of time being wasted debating issues that have already been raised and given a rule clarification by a previous committee.

The recommendation here would be for the outgoing elections committee every year to review the rules prior to the elections committee finishing up their positions. This would ensure that rule clarifications issued every year can be addressed within the rules as well as any rules being added or removed based on the elections committee discussions.

In doing these two actions it would help address many of the concerns raised in the consultation process.

#### **Information about the rules**

The information available to candidates on the rules lacks clarity and is too dense that it causes confusion for candidates. As many candidates pointed out this year, the lack of clarity causes significant amount of stress as candidates get too concerned they are going to break the rules. In the current 18-page document on the rules, only 10 pages relate to the rules in some way.

A quick and relatively easy fix would be to separate the information in these documents into a document on the rules, a 'how-to' document (how hustings work, how to campaign etc), and a general information document (dates, information about the committee, positions

available for election etc). This would make the rules seem less overwhelming and would improve the communication around different areas of the elections. This would also provide scope to improve the support for candidates on how to undertake a campaign. The information in the 'general' document could also be featured on the website rather than sitting as a separate document.

### Sanctions

During an overhaul of the rules it would be recommended to also overhaul the sanction system. Currently there are 7 levels of sanction ranging from 'informal warning' to 'disqualification'. During the elections committee focus groups they identified that they believed 7 levels to be too extreme and confusing, both for the committee and the candidates. The suggestions for a new system are as follows:

- Remove the concept of the 'informal warning'. In practice there is currently no difference between the effect on a candidate for a formal and informal warning. The informal warnings in particular cause significant levels of stress for candidates, especially as the majority of them are issued at the beginning of the campaign period. Candidates indicated this had a significant negative impact on their wellbeing during the campaign process. The elections committee agreed fairly unanimously that the informal warnings could become reminders to candidates instead. In doing so the functionality of the informal warning (to remind candidates of the rules) would stay the same but would hopefully reduce the impact on candidates wellbeing.
- Consider whether the more severe forms of penalty can be combined into one, for example, 'severe rule breach' compared to 'very severe rule breach' which in practice have little difference between them.

## 5. Media Coverage and Events

The current set up for the election media coverage is that the SA has an official elections coverage provider, one 'perk' of being the official provider is getting access to manifestos in advance. For the past two years this provider has been decided through a media bidding process. There have been consistent issues with the media coverage providers, partly due to lack of awareness of the Students' Association structures or elections process and partly due to a lack of agreement between the Students Association and the media provider which lays out the expectations of each party. This has resulted in complaints that the Association has too much control over a group which is meant to be providing independent coverage and thus calling into question how democratic the process has been in the past. In speaking to media groups who have previously run the coverage they have stated they would not do so if there no significant changes are made to the process.

Through the review there were two main options for attempting to resolve this:

### **Option 1: Retain an official provider and restructure the system by which they are appointed and the relationship between the Association and the group.**

The feedback for the media bidding process was positive in that it was a clear and straight forward process for applying. However, it has lacked appropriate promotion resulting in low engagement due to lack of awareness from student media groups who would have liked to apply. Further, the process by which a group was selected has been chosen primarily by the Director of Wellbeing with little input from staff, sabbatical officers or the elections committee. In order to maintain a clear and transparent election this process needs to become more formalised with the following minimum requirements:

- A timeline of key dates when the bidding process opens, closes and when groups will be informed,
- A written down procedure for how the group is chosen, the requirements and who decides. This should be made available on the website for all students to have access to,
- Once a provider has been chosen an agreement should be signed between the provider and the Association laying out the terms of the coverage.

Such a process would help improve the transparency of the process, avoid a decision being made by one individual and help relieve the pressure on the Director of Wellbeing in case of something going wrong. The media groups that were spoken to during this process found the idea of a signed agreement very positive and felt it could help clear up the frustration and confusion about the groups role in the coverage, especially around the extent to which the Association can intervene with the coverage.

There was a strong sense of agreement that if there is an official media provider that they should be given full, independent control over the media coverage including the events such as the Sabbatical Question Time, the Sabbatical Debate, the AU President Hustings and the Results. There was a belief that it is inappropriate of the sabbatical officers to run these events given how close they are to the election and possible conflicts of interest. Even if the sabbaticals felt they could navigate any conflicts, visually it is stronger if the events are run by an external group and would aid in having a more transparent and fair election. Further, it would take pressure off the DoWell and the Deputy Senior Elections Officer working on Events who could then support the media group in the practicality of setting up the events, for example by helping the group work with the ENTs committee rather than running the event themselves.

There appears to be a hesitancy on the part of the Association to give over this control both in terms of the events but also to stop involving themselves too much within the official coverage. To a certain extent there are valid concerns here with media groups having frequently in the past made factually incorrect comments about elected positions or Association structures. Through the discussions with the media groups there was an awareness of this issue and in many ways a sense of feeling “out of their depth” as they were individuals with limited knowledge of the Association.

One of the media groups suggested that there could be a training session run by the Sabbaticals for any writer who would be covering the election. This would cover the structures of the Association, the purpose of the various roles, especially the sabbaticals as well as a covering the elections rules and process. This would help the Association feel more comfortable in giving over the control of the media coverage fully and an agreement could, for example, stipulate that the Association could only intervene with the coverage if the information is factually incorrect. The feedback from the media groups was that this would really improve the relationship between the Association and the media groups.

It is worth stating that the media groups saw the option of an official provider in very black and white terms; either the group should have full control over the media aspects AND the events including the results or there should not be an ‘Official provider’. The logic behind that was that the ‘early access’ was not early enough for it to have been of significant benefit to the groups. Obviously having less control over the events would mean the Association has less control over the quality. However, this could be overcome by having a member of the elections committee or a member of staff appointed as a ‘liaison’ who would help support the media provider in the operational side of setting up the event. In doing so the Association would have the option to step in if the media group was not fulfilling their role. Such an option should only be used if absolutely necessary.

The feedback from students as that the media group having control over the events would be more democratic and transparent.

### **Option 2: Remove the idea of having an ‘Official provider’**

The second suggested option is to remove the idea of having an ‘official provider’. Instead, all media groups that would like access to the manifestos would be given that access. This would potentially mean better media coverage of the elections with more groups potentially getting involved with manifesto analyses and other elections content. Further, it would avoid a reliance on one media group who may not provide quality content on elections. However, it would not address the problems concerning the running of the events during the elections process as it would remain likely that the Association retained control over the events unless you wanted to choose an official ‘events provider’ but this might seem odd to the media groups and also create conflict with the ENTS crew.

In choosing not to have an ‘official provider’ the recommendation would be to still retain the training and agreement as mentioned in Option 1 to ensure that the groups were properly equipped to cover the elections and there was less confusion from both parties about their roles.

## **6. Publicity**

The majority of feedback on publicity from the student body was that it was overwhelming and they felt ‘spammed’. This is in part due to the Association’s publicity but also the large amount of campaign materials and publicity from candidates at the same time. This has resulted in many feeling a sense of virtual fatigue and even putting people off voting who have felt the publicity “annoying”. There were many positive responses with regards to the quality of the publicity from the Students’ Association, the main area of concern was the quantity. There were some complaints due to errors in the dates and candidates which is something to be aware of going forward but could be fixed with better planning so that work is not done at the last minute.

Extending the perceived timeline of elections could help significantly with this problem. For example, a key reason highlighted why students do not vote is due to a lack of awareness of the work of the Association and its officers resulting in an apathy towards student democracy. In seeing elections as a year long process and working with the management staff as well as the Secretaries to the SRC and SAF could allow for greater publicity throughout the year on the work of the Association. The aim here would be that an ongoing promotion of the work of the Association would improve awareness and decrease apathy. It could therefore decrease the need for as much publicity during elections, especially for encouraging people to vote. To achieve this there needs to be greater communication and clarity between the elections committee and the management staff.

The recommendation here would be for the Director of Wellbeing to meet with the Design and Marketing team during the summer to discuss a media plan for elections that could run throughout the year. This should also lay out the relationship between the Design and Marketing team and the elections committee and where each team’s responsibility lies.

## **Conclusion**

This review has considered five key problem areas which were raised through the consultation process; voting, publicity, rules, media coverage and the elections committee. Whilst trying not to be prescriptive the review lays out the problems that have been highlighted and potential ways these can be addressed. Whilst the review has covered the key areas highlighted through the consultation process, one area that hasn’t been covered is the campaign tactics used by candidates, for example, whether they should be permitted to

campaign outside the library. This is an area which requires further consultation and I recommend that the DoWell takes this forward as an area to review. To conclude, the recommendations laid out in this report should be considered by the Association staff and sabbatical officers in order to improve the experience of candidates and those running the elections. In particular, there needs to be greater support around the DoWell and work on the elections needs to be decentred from the DoWell in order to remove pressure on a single individual.

## Appendix

### Relative turnout

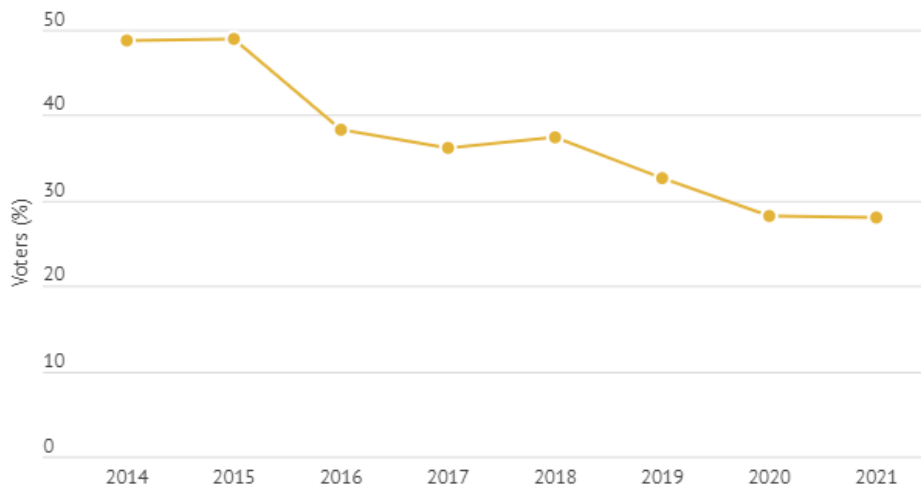
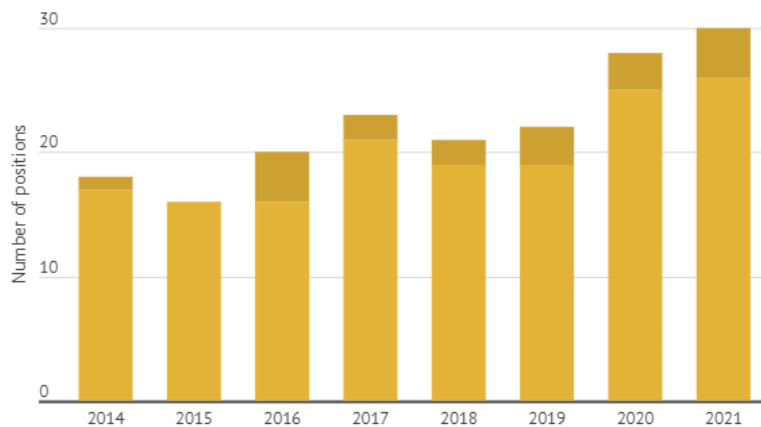


Figure 1

### Uncontested positions



## **Appendix 2: Present Chapter 6 of the Laws of the Association**

### **Overview of elections**

1.1. All voting members of the SRC and SAF, all Language Convenors, and all School Presidents, shall be elected in March each year, with the exception of the Graduate School President who shall be elected in September.

#### 1.2. Conduct

1.2.1. Association elections shall be conducted in accordance with these Laws and the Association Constitution.

1.2.2. Elections to the Senatus Academicus shall be conducted in accordance with Senate regulations (presently Ordinance 111, page 124, section IV).

#### 1.3. Eligibility

1.3.1. Only Ordinary Members of the Association shall be eligible as candidates, electors, proposers, or seconders.

1.3.2. For Faculty President, School President, and Language Convenor elections, candidates, electors, proposers, and seconders must be members of the relevant Faculty or School.

1.3.3. For postgraduate elections, candidates, electors, proposers, and seconders must be postgraduate students.

1.3.4. No person shall stand for election to more than one position during the same election period.

1.3.5. No student may hold any sabbatical position for more than two years in total.

1.3.6. No student may hold the same elected position on the SRC or SAF for more than two consecutive years.

#### 1.4. Dates of elections

1.4.1. Dates of the election shall be proposed by the Sabbatical Officers and confirmed by the SRC during semester one.

1.4.2. Voting shall not take place on a Saturday or Sunday.

1.4.3. Elections for SRC and SAF positions shall be held annually, during semester two.

1.4.3.1. Except as otherwise provided, the elected members shall take office four weeks after the election results have been announced. The term of office shall include a period of training with the previous elected members during semester two.

1.4.3.2. Sabbatical Officers shall take office on 1st July following their election. The term of office shall follow at least one month of training with their predecessor.

1.4.3.3. The Postgraduate Academic Officer, Postgraduate Activities Officer, Postgraduate Development Officer, Faculty Presidents, School Presidents, and Language Convenors shall take office on 1st July following their election.

#### 1.4.4. Notice of elections

1.4.4.1. Election rules and nomination processes shall be publicised by the Elections Committee with at least seven days' notice.

## **Co-option**

2.1. The SRC shall have the power to co-opt any SRC position, and the SAF any SAF position (except in the case of Sabbatical Officers) until the next relevant election if:

2.1.1. Insufficient nominations are received in the previous relevant election.

2.1.2. A member resigns or otherwise vacates their office.

2.1.3. In the case of multiple candidates being co-opted at one meeting, successful candidates may not vote in following co-options.

## **Senior Elections Officer**

3.1. The Senior Elections Officer shall be the DoWell unless there is a significant conflict of interest.

3.2. The Senior Elections Officer shall:

3.2.1. Be the Returning Officer for all Association elections, acting impartially to ensure elections run in accordance with the agreed rules.

3.2.2. Oversee the entire election process.

3.2.3. Supervise the conduct of the elections with the assistance of a scrutineer appointed by the University Court and the Chair of the SAB.

3.2.4. Submit a written elections report to the SRC and SAB.

3.2.5. Cast their vote before voting opens, placing their vote in a secure and sealed location. This vote will not be counted except in the case of a draw, in which case it shall be the casting vote.

## **Association Elections Committee**

4.1. Membership of the Elections Committee shall be:

4.1.1. Director of Wellbeing (Senior Elections Officer, Convenor, and Chair)

4.1.2. Director of Education

4.1.3. Director of Events and Services

4.1.4. Director of Student Development and Activities

4.1.5. Association President

4.1.6. Athletic Union President

4.1.7. Three SRC Nominees

4.1.8. Three SAF Nominees

4.1.9. One Academic Representative from Arts and Divinity

4.1.10. One Academic Representative from Science and Medicine

4.1.11. One representative from the Athletic Union

4.1.12. One postgraduate student

4.1.13. Two Association subcommittee committee members

4.1.14. Four further members external to Association Councils, of which at least one must be a first year

4.1.15. Other members as may be approved by SAB

4.1.16. Sabbatical Officers may excuse themselves from serving on the elections committee if standing for re-election.

4.1.17. There shall be four Deputy Senior Elections Officers carved-up at an Elections Committee meeting, where one shall also serve as secretary to the committee.

4.1.18. If, in the opinion of the Senior Elections Officer, there are insufficient elected Elections Officers, the committee may co-opt as many temporary Elections Officers as required, for the period of the elections concerned.

4.2. Remit of the Elections Committee

4.2.1. To make arrangements and regulations for the nomination, hustings, polling, and election of candidates to positions within the Association.

4.2.2. To give public notice of such arrangements and regulations.

4.2.3. To supervise the conduct of all elections.

4.3. Restrictions on Elections Committee members

4.3.1. Members of the Elections Committee shall not be eligible to propose or second candidates.

4.3.2. If an Elections Committee member nominates themselves for any position, proposes or seconds a candidate, or publicly endorses a candidate, they shall immediately cease to be a member of the Elections Committee.

4.3.3. An Elections Officer standing for election shall notify the Senior Elections Officer at the earliest convenience and will be relieved of all duties connected with the Elections Committee.

### **Nominations of candidates**

5.1. Nominations of all candidates shall be made online, according to the requirements set out in these Laws and the election rules.

### **Election campaign expenses**

6.1. The Elections Committee shall determine financial limits and rules for the election expenses of all candidates, subject to ratification by the SRC and SAF.

6.2. All expenses shall be processed internally by the Elections Committee.

### **Hustings**

7.1. All candidates shall be required to attend the relevant hustings.

7.2. Hustings shall take place during the week before, but not the night before, voting opens.

7.3. The chair shall rule out of order any question which does not bear directly upon the working of the SRC, SAF, or Association, and shall have the power to require any person who persists in asking such questions to withdraw from the meeting.

### **Re-Open Nominations**

8.1. All candidates shall be required to stand against RON (Re-Open Nominations), except in the case of co-options.



8.2. If RON wins, another election will be organised as soon as possible, in which the defeated candidate(s) may stand again.

### **Voting**

9.1. In all elections, voting shall be via single transferable vote in a secret ballot.

### **Validity of elections**

10.1. Any question relating to the validity of elections shall only be considered if submitted in writing to the Senior Elections Officer within 48 hours after the declaration of the election result.

10.2. No question relating to the validity of elections shall be considered unless it has been submitted to the Senior Elections Officer within nine days of the date of election.

10.3. On receipt of a question relating to the validity of the elections, the Senior Elections Officer shall organise a meeting of the Elections Committee within two working days.

10.4. If the Elections Committee is satisfied that there has been a breach of the regulations concerning an election for a position, it shall have the power to declare that election null and void. A fresh election shall then be held as required. If the Committee is satisfied that an objection is invalid or trivial, it shall have the power to dismiss that objection and uphold the election result.

### **Election Rules**

11.1. The Election Rules, as ratified by the SRC in semester one, shall detail the rules and regulations of Association elections. They shall be binding on all parties, and permanently in effect.

11.2. The Election Rules shall override the relevant parts of these Laws until such a time as these Laws can be amended.

11.3. The Elections Committee reserves the right to modify the rules but will ensure that all candidates are informed of any changes.

### **Appeal**

12.1. The decision of the Elections Committee shall be binding upon all parties, and shall be final unless an appeal is submitted to the Chair of the SAB within seven days of the Committee's decision. The decision of the Appeals Committee shall be final.

12.2. No election shall be considered complete while any objection is outstanding.

## **Appendix 3: Proposed Chapter 6 of the Laws of the Association**

### **Chapter 6: Elections**

#### **1. Scope**

1.1. The regulations in this chapter apply to the following elected positions:

- 1.1.1. Sabbatical Officers
- 1.1.2. Members of the SRC and/or SAF
- 1.1.3. School Presidents
- 1.1.4. Modern Languages Convenors
- 1.1.5. Postgraduate Representatives
- 1.1.6. Class Representatives

#### **2. Returning Officer**

- 2.1. The SAB GNS Subcommittee shall appoint a Returning Officer and Deputy Returning Officer(s).
- 2.2. The Returning Officer shall not be:
  - 2.2.1. An ordinary, honorary, or life member of the Association.
  - 2.2.2. A member of Association or University staff.
- 2.3. The Deputy Returning Officer(s) shall be non-student members of Association or University staff.
- 2.4. The Returning Officer shall have overall responsibility for the administration and conduct of the elections and shall have sole responsibility for the interpretation of this chapter.
- 2.5. The Returning Officer and the Deputy Returning Officer(s) shall be supported in the administration of the election by Association staff.

#### **3. General Principles**

- 3.1. Elections should be open to all ordinary members of the Association on an equal basis.
- 3.2. Elections should be fair. No candidate should gain a significant advantage unfairly (through their own actions or those of others).
- 3.3. Information available to voters should be full, transparent, and accurate.
- 3.4. Voting should be free from interference.
- 3.5. Elections' activity and campaigning should enable informative debate and deliberation, and without bullying, harassment, attacks on an individual's character, or intimidation.
- 3.6. Elections' activity and campaigning should be conducted with respect towards other students, staff, and the local community.
- 3.7. Elections' activity and campaigning should be conducted in line with the Association's Constitution, Laws of the Association, any other relevant University or Association Policy, and the law.

#### **4. Eligibility**

- 4.1. Only Ordinary Members of the Association shall be eligible as candidates, voters, proposers, or seconders.
- 4.2. For Faculty President, School President, and Modern Languages Convenor positions, candidates, electors, proposers, and seconders must be members of the relevant Faculty, School, or Department.
  - 4.2.1. Students are considered a member of a School or Department if they take modules in that School or Department in the current academic year.
  - 4.2.2. Students are considered a member of a Faculty if their degree is within that Faculty.

- 4.2.3. Candidates must be honours students within the relevant Faculty, School, or Department.
  - 4.3. For Postgraduate positions, candidates, electors, proposers, and seconders must be postgraduate students.
  - 4.4. For Sabbatical positions, candidates must be eligible to be a charity trustee under the Charities and Trustee Investment (Scotland) Act 2005.
  - 4.5. For non-sabbatical positions, candidates must be fully matriculated students for the full upcoming term of office.
  - 4.6. No person is eligible to be a candidate if they:
    - 4.6.1. Are not in good standing with the Association and the University.
    - 4.6.2. Have been disqualified from any previous Association election.
    - 4.6.3. Are deemed unfit to serve by a Basic Disclosure Scotland background check.
  - 4.7. No person shall stand for election for more than one position in the same election.
  - 4.8. No person may hold any sabbatical office for more than two years in total.
  - 4.9. No person may hold any single elected position on the SRC or SAF for more than two consecutive years.
- 5. Notice of Election**
- 5.1. The dates, nominations, voting process, and any additional guidance of an election must be publicised with at least fourteen days notice.
- 6. Nominations**
- 6.1. Candidates shall self-nominate for any election online.
  - 6.2. Candidates must have a proposer and a seconder who meets the eligibility criteria. Nominations should be proposed and seconded no later than two hours after the close of nominations.
  - 6.3. Candidates may withdraw their nomination by writing to [SAElect@st-andrews.ac.uk](mailto:SAElect@st-andrews.ac.uk) at any time before 5pm the day preceding voting opening.
  - 6.4. Nominations must be true representations of the candidate's character.
  - 6.5. The Returning Officer (or their delegate) will have responsibility for declaring nominations valid. This decision shall be final.
- 7. Campaigning**
- 7.1. Candidates' campaigning must not violate the general principles.
  - 7.2. Candidates may not campaign prior to the start of the campaigning period.
  - 7.3. Candidates may only campaign using methods and resources which are reasonably accessible to all candidates.
  - 7.4. Candidates are responsible for all campaigning activities conducted on their behalf unless they can prove that they attempted to prevent such activities or had no knowledge of such activities.
  - 7.5. Candidates may not receive endorsements from University or Association staff, trustees, committees, societies, sports clubs, officers, or departments.
    - 7.5.1. Students in these positions may campaign for candidates when off-duty, so long as they do not do so in their capacity as an officer, member of staff, or a trustee.
  - 7.6. Candidates may not exceed the spending limit as set by the Returning Officer (or their delegate).
    - 7.6.1. Candidates should provide evidence of all expenditure. Failure to provide evidence may result in disciplinary action.
    - 7.6.2. Reimbursements will be made for up to two calendar months after the announcement of elections results.
    - 7.6.3. Candidates must expense any item they use in their campaign that cannot reasonably be accessed for free by all candidates.
    - 7.6.4. Candidates may not use their budget to provide bribes or incentives in return for voting,

- 7.6.5. Candidates may not supply discounted or free alcohol, or any illegal substances to promote their campaign.
- 7.6.6. All expenses must be approved by the Returning Officer (or their delegate).
- 7.7. Candidates must add the Elections Team to any private online group (e.g., Facebook groups, Messenger chats, Teams sites, etc.) no later than 12 hours after the creation of the group or 12 hours after submitting their nomination (whichever is later).
- 7.8. Candidates may not campaign under a single banner or slate.

## 8. **Complaints and Discipline**

### 8.1. Election Complaints:

- 8.1.1. Any member of the Association may submit an election complaint if they have reason to believe that any of the General Principles or additional rules have been breached.
- 8.1.2. The deadline for submitting a complaint is 24 hours after the close of voting.
- 8.1.3. Complaints will be considered by the Deputy Returning Officer(s).
- 8.1.4. If the complaint is about the actions of the Deputy Returning Officer(s), then this will be referred to the Returning Officer.
- 8.1.5. Complaints may be submitted to [SAElect@st-andrews.ac.uk](mailto:SAElect@st-andrews.ac.uk).

### 8.2. Deputy Returning Officer(s) Investigation:

- 8.2.1. Upon receiving a complaint, the Deputy Returning Officer(s) will conduct an investigation, making contact with relevant individuals, groups, and organisations to determine whether a principle has been breached.
- 8.2.2. Anyone who does not engage with the Deputy Returning Officer(s) within the timeframe requested will be deemed to have nothing further to add.
- 8.2.3. Following an investigation, the Deputy Returning Officer(s) may:
  - 8.2.3.1. Reject the complaint.
  - 8.2.3.2. Uphold the complaint and issue a sanction.
  - 8.2.3.3. Refer to a relevant Association or University process.
- 8.2.4. The candidate, complainant(s), and any other affected candidates will be notified of a decision.

### 8.3. Appeal:

- 8.3.1. A candidate may appeal the decision of the Deputy Returning Officer(s).
- 8.3.2. An appeal must be submitted within 24 hours of the decision being received.
- 8.3.3. Appeals are to remedy any failings in the process rather than repeat the investigation. The grounds for appeal are:
  - 8.3.3.1. Procedural irregularities
  - 8.3.3.2. An outcome that is wholly unreasonable
  - 8.3.3.3. New evidence that for valid reasons wasn't provided before
  - 8.3.3.4. Extenuating circumstances
- 8.3.4. Appeals will be considered by the Returning Officer.
- 8.3.5. Following an appeal, the Returning Officer may:
  - 8.3.5.1. Reject the appeal
  - 8.3.5.2. Uphold the appeal and amend or remove the sanction
  - 8.3.5.3. Ask the Deputy Returning Officer(s) to re-open the investigation.
- 8.3.6. The candidate making the appeal will be notified of the decision.

### 8.4. Sanctions:

- 8.4.1. A sanction aims to:
  - 8.4.1.1. Redress where an advantage, inadvertently or deliberate, has been gained.
  - 8.4.1.2. Hold to account where a general principle has been breached.
- 8.4.2. All sanctions will be published but anonymised.

8.5. The Returning Officer and Deputy Returning Officer(s) will be supported by nominated Association staff to process the administration of complaints, investigations, appeals, and sanctions.

**9. Voting and Count**

9.1. Voting shall be conducted online via instant-runoff voting.

9.2. Each eligible voter shall have a single vote for every election they are eligible to vote in.

9.3. The count shall be overseen by the Returning Officer or their nominee.

9.4. Results will be announced no later than 48 hours after the conclusion of the count.

**10. Vacancies**

10.1. This section applies to elected and voting members only. The appointments process for non-elected and non-voting members is outlined elsewhere in the Laws of the Association.

10.2. A vacancy arises if:

10.2.1. A member vacates their office.

10.2.2. Insufficient nominations are received in the previous relevant election.

10.2.3. Re-open nominations is the successful candidate in the previous relevant election.

10.3. In the event of a sabbatical vacancy, the SAB GNS Subcommittee shall determine whether to:

10.3.1. Leave the position vacant until the next scheduled election.

10.3.2. Fill the position via an extraordinary by-election.

10.3.3. In the event such a vacancy arises before the beginning of the second semester, it is expected that the position be filled at the earliest opportunity via by-election, except in exceptional circumstances.

10.4. In the event of a class representative vacancy (including postgraduate school representatives), the Education Committee shall determine how to proceed. In the event of any other vacancy, the SAEC shall determine how to proceed. They can:

10.4.1. Leave the position vacant until the next scheduled election.

10.4.2. Co-opt the position in the relevant Council or Committee.

10.4.2.1. In the case of SRC or SAF positions, this is the SRC or SAF respectively.

10.4.2.2. In the case of the Association Chair, this is Joint Council.

10.4.2.3. In the case of School Presidents and Modern Languages Convenors, this is the Education Committee.

10.4.2.4. In the case of class representatives, this is the class representative forum in a given school.

10.4.2.5. In the event of multiple positions being co-opted at one meeting, successful candidates may not vote in the subsequent co-options but are voting members thereafter.

10.4.3. Fill the position via an extraordinary by-election.

10.4.4. In the event such a vacancy arises before the beginning of second semester, it is expected that the position is filled at the earliest opportunity, except in exceptional circumstances.

**11. Student Officers and Trustees**

11.1. Elected student officers and student trustees shall not be involved in any decision making regarding the elections and this section of the laws. Final responsibility for elections lies with the Students' Association Board.

## **Appendix 4: Part 16 of Standing Orders of the Association – to be struck**

### **16.CO-OPTIONS**

#### **16.1. Co-options of Members of Either Council**

16.1.1. When a casual vacancy arises in a position that sits as an officer on either the SSC or SRC, the relevant Council shall determine whether the position shall be filled by co-option or by-election.

#### **16.2. Co-options of Association Officers**

16.2.1. When a casual vacancy arises in a position that sits as officer of the Association, the Students' Association Executive Committee shall determine whether the position shall be filled by co-option or by-election.

16.2.2. The Chair shall convene a Joint Meeting for the purposes of filling a position that sits as officer of the Association by co-option.

#### **16.3. Co-options in General**

16.3.1. Any position ordered to be filled by co-option shall be advertised to all matriculated students for at least seven days before the meeting at which the co-option is held.

16.3.2. Candidates for a position ordered to be filled by co-option may self-nominate and do not require a second.

16.3.3. The Senior Elections Officer or his/her nominee shall act as teller and returning officer for all co-options.

16.3.4. Balloting for co-option shall be conducted by single transferable vote

## Appendix 5: Proposed Chapter 1

### Part 2.5 of the Laws of the Association

- 2.5. The Director of Wellbeing shall:
  - 2.5.1. Within the Association, be a member of the:
    - 2.5.1.1. SAB Governance, Nominations, and Staffing Committee (Chair and Convenor)
    - 2.5.1.2. Equality Subcommittee (Chair and Convenor)
    - 2.5.1.3. BAME Subcommittee
    - 2.5.1.4. Disability Subcommittee
    - 2.5.1.5. LGBT+ Subcommittee
    - 2.5.1.6. Lifelong and Flexible Learners Subcommittee
    - 2.5.1.7. Wellbeing Subcommittee
    - 2.5.1.8. Other ad hoc groups, working parties, and interview panels as required.
  - 2.5.2. Within the wider University community, be a member of:
    - 2.5.2.1. Any ad hoc groups, working parties, and interview panels as required.
  - 2.5.3. Oversee the following officers and support them in their work:
    - 2.5.3.1. BAME Officer
    - 2.5.3.2. Disability Officer
    - 2.5.3.3. Gender Equality Officer
    - 2.5.3.4. LGBT+ Officer
    - 2.5.3.5. Lifelong and Flexible Learners Officer
    - 2.5.3.6. Postgraduate Development Officer
    - 2.5.3.7. Widening Access and Participation Officer
    - 2.5.3.8. Student Health Officer
    - ~~2.5.4. Be the Senior Elections Officer as outlined in Chapter 6, unless there is a significant conflict of interest.~~
  - 2.5.5. Organise regular campaigns on topics including physical and mental wellbeing, alcohol consumption, Raising Weekend and other University traditions, personal safety, and sexual health.
  - 2.5.6. Be responsible for representational strategy regarding equal opportunities and wellbeing.
  - 2.5.7. Implement Association policy on matters relating to equal opportunities and student diversity.
  - 2.5.8. Be the Association link with Student Services and St Andrews Nightline.
  - 2.5.9. Inherit the title Association Equal Opportunities and Welfare Officer

## **R-21-10 Motion to remove the role of Graduate School President**

**Owner:** Leonie Malin Höher  
**In Effect From:** Immediately  
**Review Date:** N/A

### **It is noted that:**

1. The Graduate School President role has not been filled this September as outlined in the Laws.
2. The Graduate School President is not listed in the Education Committee constitution nor in the membership of the SRC.
3. According to the Director of Teaching and other academic staff at the Graduate School, the role of the Graduate School President has not served its purpose effectively.
4. Past role-holders have experienced challenges in carrying out their responsibilities and have felt unfulfilled in their role.
5. Graduate School staff would like to remove the position and trial an informal role of 'SSCC Organiser' in their School to cover any responsibilities left over by the removal of the Graduate School President role.

### **It is believed that:**

1. The Graduate School President position no longer serves a proper function within the Postgraduate Academic Representation system or within the Students' Association at large.
2. It is not fair to elect a School President 6 months after the rest of the School Presidents.
3. The Graduate School President role has become redundant, in part due to the creation of the PGT President role after the implementation of recommendations in the PG Academic Representation review undertaken during the last academic year.
4. The Association should honour the preference expressed by the Graduate School to remove the position.

### **It is resolved that:**

1. The Graduate School President role will be removed from any committees it serves on.
2. The Laws of the Association should be updated to remove reference to the Graduate School President (the only reference to the position is included in Appendix 1).
3. Mentions of the Graduate School President will be removed from the Association's website.



**Proposer**

Leonie Malin Höher – Director of Education

**Seconders(s)**

Caroline McWilliams – Postgraduate Academic Convenor

Lucia Guercio – Arts & Divinity Faculty President

Sarah Johnston – Science & Medicine Faculty President

Avery Kitchens – Director of Student Development & Activities

Lottie Doherty – President of the Association

**Appendix 1****Chapter 6: Association Elections****1. Overview of elections**

1.1. All voting members of the SRC and SAF, all Language Convenors, and all School Presidents, shall be elected in March each year, ~~with the exception of the Graduate School President who shall be elected in September.~~

## **R-21-11 Motion for the PG Development Officer to be line managed by the Director of Student Development and Activities.**

Owner: Avery Kitchens

In Effect From: Immediately

Review Date: N/A

### **It is noted that:**

1. The Postgraduate Development Officer's remit is outlined in **Appendix A**.
2. The PG Development Officer is currently line managed by the Director of Wellbeing.
3. The 2020/21 PG Development Officer focused primarily on wellbeing initiatives.
4. The Wellbeing Subcommittee, the Equality Forum and the Director of Wellbeing already cover the wellbeing initiatives outlined in the remit of the PG Development Officer.

### **It is believed that:**

1. The PG Development Officer's remit is vague to the extent that it does not provide a road map for the office holder and affects the annual continuity of the Officer's efforts.
2. The PG Development Officer should focus on skill building initiatives for the Postgraduate student body – as insinuated by their role title
3. Similar to the PG Academic Convenor to the Director of Education, the PG Development Officer would hone in on student development initiatives geared towards postgraduate students (events, talks, sessions, etc.), while the DoSDA would be responsible for liaising with Professional Service Units on a strategic front and supporting the PG Development Officer
4. By clearing up the role's remit, the position will become more sustainable, and students running for the position will feel more supported and less lost in their role.
5. Previous PG Development Officers have found their roles unfulfilling due to its ambiguity
6. While Postgraduate wellbeing initiatives are important, they should not be delegated to this position and instead should be delegated to postgraduate representatives that already exist on many committees related to welfare and equality.

### **It is resolved that:**

1. The PG Development Officer's remit be changed to accurately reflect their priorities - reflected in **Appendix B**.
2. The PG Development Officer be solely line managed by the Director of Student Development and Activities – which is to be reflected in the Association Laws.

### **Proposer**

Avery Kitchens – Director of Student Development and Activities

### **Second(s)**

Anna-Ruth Cockerham – Director of Wellbeing and Equality

Lottie Doherty – Association President

Abd Alsattar Ardati – Postgraduate Development Officer

## Appendices

### Appendix A: Association Laws 4.18.

4.18. The Postgraduate Development Officer shall:

4.18.1. Have responsibility for issues concerning non-academic matters within the postgraduate community, in collaboration with the SAF Postgraduate Activities Officer.

4.18.2. Liaise with University departments to promote the interests of postgraduate students, including CEED, Student Services, Libraries, Accommodation, Registry, and Careers.

4.18.3. Liaise with SRC subcommittees on matters of postgraduate representation.

4.18.4. Be a member of the Postgraduate Subcommittee.

### Appendix B: Updated Association Laws 4.18.

4.18. The Postgraduate Development Officer shall:

4.18.1. Have responsibility for issues concerning non-academic matters within the postgraduate community, in collaboration with the SAF Postgraduate Activities Officer.

4.18.2. Liaise with University ~~departments~~ **Service Units** to promote the interests of postgraduate students, including CEED, ~~Student Services~~, Libraries, ~~Accommodation~~, Registry, **Entrepreneurship**, and Careers.

**4.18.2.1. This includes collaborative problem solving and curating special interest projects.**

4.18.3. Liaise with SRC subcommittees **and the Postgraduate Academic Convenor** on matters of postgraduate representation.

4.18.4. Be a member of the Postgraduate Subcommittee.