



DoEd
MANIFESTO

AMY GALLACHER

WELCOME TO MY MANIFESTO!

About Me

Hi! I'm Amy Gallacher, a 5th-year Integrated Masters student and the current School President of Physics and Astronomy, but what's most important for you to know about me is that I would love to be your next Director of Education (DoEd)!

With my experience both as the current President of Physics and Astronomy and as a previous class representative, I strongly believe I have cultivated the communication, negotiation, and coordination skills necessary for this role. I am hard-working and approachable, tenacious and diplomatic, and most importantly I am passionate about academic representation.

My top priority as a representative has always been the improvement of the student learning experience. In my capacity as School President so far, I have:

- Organised multiple wellbeing and community-building events, including film nights, wellbeing dog-petting sessions, and the creation of de-stress spaces for students
- Hosted careers and networking events, which featured recent alumni as guest speakers from a variety of professions
- Restructured our SSC to improve how the department listens to its students by ensuring that enough time and attention are allotted to all matters arising
- Introduced a Student Disability Representative to increase awareness of support pathways offered by the department and the University
- Worked closely with the current class reps to support student advocacy and prevent the dismissal of their concerns.

I am proud to say that I have followed through on all of my manifesto goals from my presidential campaign last year, so you can count on me to do the same for the goals I have outlined in my DoEd manifesto.

About My Manifesto

This manifesto is written to be an accurate and realistic representation of what I can offer as your DoED; it is not written to win the election simply by telling voters what they want to hear. I have seen first-hand how hard Amy Bretherton and Alice Foulis have worked over my last two years involvement, and I have great respect for the level of work that goes into the baseline requirements of the position even before addressing manifesto goals. I have never shied away from hard work and I won't start now, but I want to ensure that my goals for this office balance ambition and realism.

My '**Addressing Recurring DoED Concerns**' section aims to pre-empt questions on some of the annually-resurfacing contentious issues by acknowledging the progress made so far by the previous DoEDs and the University while also explaining how I intend to continue that progress practically.

The '**Goals**' section outlines my priorities for office beyond those detailed in the first section and follows five core values I want to emphasise in academic representation. These goals are the heart of my manifesto—they represent the areas for improvement and corresponding strategies which I hope to focus on enacting as DoED.

If the goals in the Section 2 are more quickly achievable than I have anticipated, I will proceed on to my '**Wand and a Wish**' Initiatives. This third and final section is comprised of some of the projects and ideas which I hope to be able to work on as DoEd, but which I cannot realistically *promise* to deliver without risking neglect of my Goals and the core responsibilities as a Sabbatical Officer. These initiatives could still be addressed during my time in office given appropriate opportunity and student interest, and I am hopeful that some of these ideas will be appealing enough to cultivate student support.

I hope that the contents of this manifesto and the rest of my campaign can convince you of my enthusiasm, dedication, and qualification for directing academic representation. If you have any questions about me or my manifesto, you are very welcome to message my campaign page or attend the Sabbatical Candidates' Question Time (The StAge at 7:30PM on March 2), Sabbatical Debate (The StAge at 7:30PM on March 3), or any of the Q&A sessions in the halls of residence.

I'd be delighted and honoured to be your next Director of Education, so please read on to see how I plan to improve your learning experience next year!

Thank you for reading, and don't forget to vote Amy for DoED!



A Gallacher

Manifesto At a Glance

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Section 1: Addressing Recurring DoEd Concerns

I. Study Spaces

The scarcity of available study spaces in St Andrews has been a contentious issue many students and staff have worked to remedy for years. As it stands now, we can anticipate that the imminent relocation of professional services to Guardbridge will free up a number of University buildings in town and begin to alleviate some of the pressure. The Main Library will also be moving some of their storage to the new Eden campus as well, so there will be more space available there, despite their plans to designate another PG-only area. As DoEd, I would like to help this effort, smooth the transitional period, and work to maximise the availability of new spaces by working in conjunction with the Student Library User Group (SLUG) and school library reps. In light of the plan to move library stock to the Guardbridge facilities and create a browsable book stack there, I will work to set up a transportation option comparable to the Night Bus, for the purpose of providing staff and students free transport to and from resources. This would serve to assuage concerns about availability of resources after the move, as well as decrease the number of students in the library and the pollution from individual University members' cars and taxis to access the books. Additionally, I would like to look into the possibility of setting up more of these spaces with university PCs, since there are currently on average more than 10 students for every university PC available for private study.

II. Library Resources

The limited access to digital resources and paucity of copies of required texts are not straightforward issues to fix; the main obstacles are funding and copyright law. While increasing the library inventory of specific highly demanded print volumes is a broadly more financially feasible approach, I think it is much more of a small-scale fix to address individual requests than the overarching concern across Schools. Purchasing digital resource subscriptions for the students is more expensive than I think many students realise, and before I criticise, it is important to recognise that (according to their most recent available Annual Reports) the library already invests well over a third of its annual budget to cover student subscriptions to journals, databases, and e-resources. Even so, I believe that the more useful digital resources we can invest in practically, the more other issues will improve; for example, increased digital resources are more environmentally responsible, allow students to work more easily from home (in turn, helping to alleviate the overcrowding), are significantly less likely to be lost or to incur fines (a concern for many students living on tighter budgets), and many digital readers include functions to make texts more accessible to students with disabilities.

If elected, I will work closely with the SLUG, LUG, and library representatives to identify which Schools are most immediately in need of increased subject-specific resources and to use those situations to explore possible solutions on a smaller, more budget-friendly scale. I want to stress that my goal here is progress—it would be neither realistic nor honest for me to claim that I could solve this conundrum in just a year in a way that would be satisfactory to every School. What I can promise honestly, however, is that I will treat my chance to chip away at this nuanced issue as a continuation of previous DoEds' work and an opportunity to lay the groundwork for further. I can further promise clear, regular updates on the progress we make and that I will always be open and enthusiastic towards your suggestions, requests, and concerns about library resources.

III. Postgraduate Engagement

Given the significantly lower student satisfaction rates amongst PG students compared with the rates of UG students, the ongoing difficulty DoEds and School Presidents have experienced trying to recruit PG representatives is a frequent point of frustration. If elected, I will work to increase PG engagement with academic representation by facilitating and encouraging mutually beneficial interactions between PG and UG representatives. A few examples include:

- Having the Social Rep and PG representatives liaise to find events which are of interest to both groups. Ideally this would happen early in semester one in order to build relationships between the groups before the workload for both increases.
- Collaborating with PostSoc to advertise, encourage, and incentivise Postgraduate students to get involved within the representative system.
- An event with a careers-focus in which students are invited to meet postgraduate research students within the department to hear about their research and what life is like in academia. This would allow students to meet in a constructive setting as well as allowing undergraduates an insight into what life might be like after graduation. I believe this would help massively to build links within departments.
- Ensuring events in Schools are advertised sufficiently to Postgraduate students.
- Ensuring the funding is available to run mixer events for undergraduate and postgraduate students.

I aim to ensure that there is at least one PG representative in every School.

IV. Module Booklet Updates

There are hundreds upon hundreds of module booklets across the University, but enough contain out of date material that remedying this has been a recurring issue for the DoEd. Directing the updating of the module handbooks is an enormous undertaking, and the practical logistics of how to do it have hindered its completion. In the past, suggestions have tended to start with discussions with the Directors of Teaching (DoTs) in Semester 1, which I agree is a great start. I would like to expand on this initial move with my four-step plan for using interdepartmental transparency to kickstart departmental internal review of the handbooks:

1. Convene all DoTs at the beginning of Semester 1 for a single simultaneous meeting to convey the clear expectation that all raised issues with Semester 1 module handbooks will be documented and fixed by the start of Semester 2.
2. Instruct School Presidents and class reps to record and report (both to their DoT and to me as DoEd) individual issues discovered in module handbooks as they are discovered. There will be email record of when issues were recorded for the sake of tracking progress in this task.

3. It is then on the DoT to take reported issues to the staff member responsible for the module handbook. As DoEd, I cannot enforce this action, but the decision not to do so places the responsibility for continued module handbook inaccuracies squarely on the now-informed individual School staff members electing not to fix their teaching materials, thus decentralising the weight of this task from the student academic representation.
4. Reconvene all DoTs and SPs together at the end of Semester 1 to review progress, draw attention to any documented issues which were not addressed, and discuss a plan for continuing this effort in Semester 2.

V. Lecture Capture

I am not the first DoEd candidate to say that Lecture Capture's widespread implementation is long overdue, but I would like to be the last. It is well worth acknowledging the progress made so far—almost every School or department (18/20) has at least one staff member using this resource, with the total number of users approaching 200. I understand and respect the concerns some staff have about its potential uses and abuses. However, I believe that a compromise is possible. For example, to address concerns that Lecture Capture might be used to strike-break during any future UCU action or that some material shared during a recording might be sensitive, we could discuss policy surrounding removal of specific parts of the lecture and a short day grace period for the lecturer to make their own redactions and to give students a chance to request the same. Another concern is privacy and distribution of recorded materials, which I believe could be addressed with cybersecurity measures like requiring a University log-in to view the recordings, deleting recordings after each academic year, preventing downloads, and displaying which users even attempted to download. The Panopto software already includes a number of useful tools capable of such edits and security measures; it even offers learning enhancement, such as allowing lecturers to view which parts of published lectures have been viewed most frequently so they can determine what concepts need more explanation. There is another layer to this contentious issue: accessibility. Students with disabilities or other considerations which cause them to require access to lecture recordings are at a disadvantage in our current system of partial and inconsistent use of Lecture Capture. As I said above, my priority is the student experience and I believe that Lecture Capture as a resource is too valuable to some students to be side-lined the way it frequently is in discussions now. Despite the valid (though, I believe, addressable) concerns of some staff, I would still like to enact an automatic opt-in policy on Lecture Capture. This would still provide allowances for individual Schools to opt-out over such concerns while negotiating how to provide this resource to students without compromising staff. By working to establish Lecture Capture as the default rather than the option and by consulting with concerned staff directly to address their concerns, I believe we can increase the breadth of its usage across the University.

Section 2: Goals

I. Resource Transparency

i. Personal Availability and Approachability

If elected, I promise to be approachable and available for all students to contact, regardless of their level of involvement with academic representation. Through my open-door policy and upbeat attitude, I hope to engage more with the students who are interested in improving the educational experience without committing to the responsibilities of a class rep. Everyone's feedback is valuable, and I have seen first-hand and heard from other School Presidents how individual suggestions can get lost amidst larger school issues in the game of Telephone between feedback collection and Education Committee. While sifting out small-scale concerns is practical for the efficacy of the Committee, they are still important and deserve serious consideration. I want to welcome any student to bring their ideas and/or suggestions directly to me if they feel unsure of its relevance to module feedback or of their School President's authority to act upon it. I understand how intimidating it can be to email or visit someone you don't know, so I want to make this communication more accessible to all with an anonymous digital drop-box that sends your message directly to my inbox. Through the service OwnerListens, I can reply to your suggestion through email without ever learning your identity. Once your message has been received, I will either address it myself or redirect it to the person most qualified to do so, then (if you have opted to receive a response) I will let you know what is being done about your input.

ii. Publish Online Centralised Reference Guide to Academic Resources and Structure

Currently, the information about the internal workings of academic representation are spread out over a number of platforms and many of the University's resources never come to the attention of the students who could benefit from them. St Andrews offers such an overwhelming range of resources, from undergraduate research opportunities (URAS) to ESL tutorials specifically about academic English (AES), or from lesser-known Study Abroad programmes to skills workshops, but they are spread out across various pages on the University, Union, Moodle, and School websites. Even just the resources for Orientation are spread across the website, the app, and the Moodle course! To address this unnecessary complication, I want to create a centralised student resource online. This would include a complete list of all academic scholarships, calls for papers and competitions, open fora and meetings, opportunities for School and University engagement, FAQs, and contact information for relevant staff and elected student representatives. The resources are already largely digitised, but I believe we can enhance the student experience by consolidating them into a one-stop centralised reference. Additionally, to increase exposure, I will promote any opportunities with impending deadlines to the schools they effect.

iii. Credit where credit is due

I am a strong believer in recognising the ideas and accomplishments of our dedicated representatives, and I currently make it a point to give the Class Reps on my SSCC credit and praise for their initiative. If elected, I promise to publicly recognise the hard work and creative ideas of academic representatives, committees, campaigns, and individual students (with their

permission, of course). Even if a student voices a suggestion and does not contribute to its execution, they will be credited for the idea. The only exception would be anonymous suggestions (see 2.I.i above) who elect to remain anonymous after being informed of their suggestion's implementation.

This acknowledgement or credit would be given in the published minutes for a meeting, the announcement of what's new, or the End of Semester Report. The improvement of the university is a collaborative effort, and I want to make sure that everyone who helps gets the recognition they've earned.

II. Consolidation of Academic Representation

i. Publish Online Centralised Reference Guide to Academic Representative Committees:

In conjunction with item 2.I.ii above, I would like to clarify the hierarchy and variety of academic representation and make that easily understandable to the whole student body by including a guide on the published reference guide mentioned above. For each committee or comparable academic entity, the guide will include:

- Its goals/purpose
- Whom it represents
- Its official contact information
- Its current objectives and projects
- How to get involved
- Any upcoming events
- News bulletins and updates

By publicizing the various committees, I hope to increase student awareness and involvement. In my time as a School President, I have worked with many students who become involved within academic representation without being elected class representative. I want to encourage this sort of student enthusiasm, but in these cases, the lack of clarity surrounding avenues for involvement can prevent these ambitious and invested students from engaging as much as they could. In my presidency so far, I have tried to involve students in my department where and when I can, but I believe they could play a valuable role in the University at large. For example, I have met students running campaigns who wish that they could increase the student participation in their project, but they are hindered because they are not fully aware of how to do so or whom to consult. I strongly believe that the introduction of this resource would be mutually beneficial to both the individual students and the committees.

ii. School President Training and Handover

I am still currently consulting with the current DoEd on the improving this issue, but I have a number of ideas for the next year based on my own and my peers' experiences. This year has seen a well-needed review of what it means to be a School President (SP) in light of the lack of common awareness about the workload and responsibilities of the role. In order to better inform the new SPs and more effectively support their work, I want to implement changes to the current structure of SP training and handover. Firstly, I would like to establish a more formal handover period and procedure, including the incoming and outgoing SPs, at least two shadowing sessions at the Education Committee, and a one-on-one meeting with me as DoEd.

Additionally, I would like to bring forward the training sessions for the SP role to be closer to the start of term. I personally struggled with handling Freshers' Week and the preliminary work at the beginning of the semester because the SP training had not yet taken place and the handover did not cover a number of the responsibilities and contentious issues of the role. I have spoken to past SPs and confirmed that this is not a problem isolated to this year. If the handover has not fully covered the SP's role and expectations, it can be difficult and incredibly demotivating for them to manage the first few weeks without any training. By standardising a baseline for this handover, I hope not only to support SPs before they fall behind, but also to expedite SP preparedness so that they all have more time in their year in office to work on their manifesto goals.

iii. Increase Class Rep Teambuilding

I aim to draw upon what I have learned as an SP to develop the class representative role, training, and community. As it stands now, newly-elected class reps sign up for individual training sessions without meeting the rest of their SSCC, and in many schools they don't meet any of the other reps until the first SSCC meeting of the semester. Over the course of my presidency so far, I have seen the difference that team- and community-building can make to the efficacy and scope of the class rep engagement. I have worked hard to foster the collaborative work and autonomy of my class reps through various feedback channels, personal availability for assistance and questions, and ongoing communication amongst the groups. I cannot take credit nor conclude definitive causation for this, but this year, the reps have excelled in pursuing and introducing their own original goals for school-level improvement. Two examples:

- This year's Social Rep came up with the idea of inviting an external speaker into the School to host a talk about Imposter Syndrome. This rep worked with the Head of the Equality and Diversity Committee and me to secure funding and a date for the event, which were clear and easy ways for the School to accommodate and encourage this enterprising idea. Since the date of this event is next semester, we are looking into pairing the event with an outreach element, possibly inviting high school students in the area to hear her speak. This was possible due to the enthusiastic initiative of the rep and the School's ability to support her execution of this idea.
- This year's Disabilities Rep worked with module coordinators to adapt course notes into open Dyslexic font, as well as include colour filters on computer screens during computational assessment. Additionally, this rep is working hard to advertise the support available to students in the Department as well as the University as a whole. By collaborating with the SRC Member for Disabilities, the Head of the Equality and Diversity Committee, and me, we have adapted the Wellbeing wall to reflect the possible avenues available for accessibility, as well as highlight the many forms of disability, visible and invisible.

I believe that by increasing the remit of class reps, fostering internal class rep interactions, and encouraging their independent projects, we can increase the impact these elected representatives can have on their schools. This could be instituted in a variety of ways, such

as class rep socials, habitually-used group chats, or regular meetings. However, the specific form would ultimately be up to the discretion of the individual SPs and I would be available to help where necessary.

iv. Re-Examine Distribution of Representative Positions

In order to ensure that all students are being appropriately represented, I aim to look at the evaluative survey data to which the DoEd has access as part of the Steering Group for the current Enhancement Theme, which is the improvement of the student experience ([link](#)). Based on this data, past Education Committee minutes, and input from School Presidents, I would like to look at where we can introduce, divide, or omit student representational roles. For example, should there be a Joint Honours Convening Rep specifically to make sure interdisciplinary students university-wide are heard? In the face of low postgraduate engagement with academic representation on average, would it make sense to work with PGSoc to find volunteers for a more relaxed liaison position welcome at the SSCCs instead of a Class Rep vacancy? In order to answer these questions and effect positive change, I can draw on my degree experience for data analysis and my presidential experience for improving student representation.

III. Facilitating Interdepartmental Collaborative Development and Projects

i. Interdepartmental Resource and Tool Development: CompSci and Arts

I would like to establish contact links between Arts schools and CompSci students looking for experience or inspiration in digital tool-building. Arts staff and students could identify areas where a digital tool, such as a website or an app, could help instruction, study, or research in their discipline, and either as an independent project or as assessed work (given a compatible assignment), the CompSci student(s) could work on developing such a tool. This would be an all-around beneficial project for university priorities, including enterprising, teamwork, Technologically Enhanced Learning (TEL), self-directed work experience, interdisciplinary communications, and the introduction of new student-made learning tools which are unique to St Andrews. There is already a successful example of this type of collaboration: in the 2018/9 academic year, a CompSci PG student worked with two members of the Classics staff to develop a game to help students learn Latin vocabulary and grammar, which was then tested by Classics UG students. In order to facilitate this, I would start by approaching the CompSci SP, Director of Teaching, and Head of School to evaluate staff and student interest, as well as realistic expectations of students given time and experience restrictions. After establishing viability, realistic parameters, and a small volunteer pool, I would liaise with the Arts and Divinity Faculty President to canvas the schools for potential areas which could be improved with digital tools.

ii. Interdisciplinary Peer Skill-Share Volunteering

Another area for interdepartmental student opportunities is in tailored peer skill-sharing. My idea here is to award volunteer hours (via the same volunteer portal in which the DoEd validates SP volunteer hours) for Honours and PG students who sign up to meet with students

from other Schools in order to explain or answer specific discipline-related questions about overlaps in their fields to facilitate their research, employability, or curiosity. For example:

- History students consulting Medics on subjects like epidemiology for looking at the spread of the Plague, or possible causes for the symptoms described in primary historical descriptions of illnesses.
- STEM students consulting English students on how to go about planning, structuring, and writing research reports or articles in smooth academic language.
- Language students consulting almost any other School to help with subject-specific word and phrases for any student who anticipates studying or working in multilingual areas (i.e. words and phrases needed for Medics to understand and help someone describing their pain in another language).

This could tie in well with employability and building work experience, and I believe it could realistically be set-up to piggyback on CAPOD's emerging mentorship scheme, given their permission. If CAPOD is uninterested, I would still work with any interested students to make this at least an available framework scheme to be enacted based on student interest.

IV. Careers and Employability

i. Student Voice in Careers Centre Developments

Careers guidance plays a large role in every student's academic path through university, but I believe that the representational link between the students and the Careers Centre needs to be strengthened. As it stands now, the class rep expansion job of Careers Rep is not standard in every School, so some disciplines are currently lacking direct student-Careers contact. This contact is important for ensuring that the Careers events and workshops provided to each School are actually helpful, productive, and interesting to its students. As the Careers Centre works to advance and tailor its student resources, I want to ensure that all representational student voices are heard in the process. In order to facilitate this goal, I will arrange a more formal meeting with the class representatives within their Schools to discuss the content, form, and delivery of Careers instruction, both in terms of its place in the curriculum or in student- and School-run events. A meeting and networking opportunity like this could also facilitate collaborative interdepartmental Careers events, generate ideas and support for class reps' initiative, and even help distribute some of the workload of the School President.

ii. Facilitating TEFL Training via the University

I would like to introduce University-sponsored resources for students to become certified in Teaching English as a Foreign Language (TEFL), which I believe would improve student employability. With an accredited TEFL certification—a nice addition to any CV—students can get access to global employment opportunities and gain work, teaching, and travel experience without committing to another degree or a long-term move. These opportunities are open to students of all ages, disciplines, experience levels, and nationalities, so long as you are either a native or native-level English speaker. TEFL provides its enrolled students with access to a private Job Centre, which shows open TEFL teaching positions around the world, and offers resources for learning the basics of the local language in whichever country you

hope to work in. You can even start and finish the qualification within your final year of study! The Universities of Birmingham, Gloucestershire, Sheffield, Swansea, and Glasgow all already offer in-person TEFL training for their students and a number of St Andrews alumni have gotten their certification independently and taught internationally. However, the course can be expensive for individual students to take while paying out of pocket. Luckily, TEFL is easily contactable to arrange courses with bulk payment plans for universities ([link](#)). I believe that this would be an excellent and relatively simple investment for St Andrews to make in the interest of employability. I think it would be especially appealing to final-year UG students who are unsure of their next steps and might be interested in a short-term paid teaching contract that allows them to travel and get work experience while figuring out what might come next. As DoEd, I would contact the TEFL provider over the summer so that I could urge the University to begin negotiating specifics in Semester 1 and, ideally, offer the first test-run course in Semester 2. Since this is an external qualification for the sake of employability and not for course credit (which would require a much more complex process of educational standards vetting), this just requires approval, funding, a venue, and student interest. Even if this proves to be a longer process, I hope to set this in motion so that it can be available for students as soon as possible.

V. Community and Accessibility

i. Increased Community and Accessibility Resources for Commuter, Distance, Lifelong, Flexible, and Evening Students

I believe more can be done to integrate students on non-standard degree paths and schemes into the St Andrews community and to raise awareness of the specific resources available to them (such as Bridgit for distance learners, or Lecture Capture [addressed in I.V above]). The online centralised resource guide (see I.ii and II.i) would include a section specifically for each of these degree paths, featuring a list of all relevant resources, communities, societies, and events. In terms of building the community, I have a few ideas which I would like more student input on before I attempt. For example, Distance Learners could be invited via Bridgit software (which they may request at any time in the semester) to virtually join their schools' mixers, networking, careers, and social events; even movie nights wouldn't be terribly difficult to set up. Another idea would be organising careers sessions specifically tailored for lifelong learners.

If elected, I will work directly with the student and staff representatives for these degree paths to plan and deliver events and resources which they feel would improve their student experiences.

Section 3: ‘Wand and a Wish’ Initiatives

I. Student-Led Academic Journal

I was inspired by learning about student-run academic journalism in a number of American universities, wherein students established, ran, and edited their own research publications. I think that introducing a similar framework here would be a wonderful asset for the students and the University alike. Students who are proud of their work can get the experience of editing for publication and the excitement of being printed; students producing the journal get a valuable introduction to the academic publishing and editing processes, as well as exposure to a diverse range of subjects; readers can explore the subjects their peers are working on; any participant will have gained employability skills; prospective students and guardians can sample some of the work of current students; and the University would accumulate an archive of pride-worthy student work. I would love to see this initiative include PGT students in whatever capacity interests them—as contributors, they would provide a less-common opportunity for UG students to read masters-level work in their fields, and as editors they could raise the standard quality of UG work, all the while gleaming editing and publishing experience and bridging the UG/PG social divide.

II. Comprehensive Break-Down of Available University Funding for Students

Possibly as part of item 2.I.ii above, though not necessarily, I would like to create a compiled account of all available University funding options for students, their requirements, and their applications processes. This would be an ambitious and rigorous survey, but I believe it would be rewarding for years to come. The document produced could be updated annually for deadlines or changed requirements, and then distributed to students via email.

III. Compiled List of Suggested Events to Inspire

Through email suggestion or the anonymous drop-box (2.I.i), students who have specific ideas for events but do not have the resources, support, experience, and/or authority to run them could describe what they want from an event in whatever degree of detail they like. I would then collate these suggestions and make them visible to the School Presidents, so that inspiration and demand for an event could be realised. This would be a clear and low-commitment way for students who are not involved in academic representation to get involved with shaping the student experience and educational setting. Additionally, execution of a suggested event could spark further student engagement and increase confidence in student representation.