

Education Committee Meeting

Date | Time 14 September 2024 6:00 PM | *Location* Large Rehearsal Room

Meeting called by	Education Executive Committee	Attendees: Tom, David, Syna, Harriet, Harry BB, Daria, Phoebe, Mariana, Sadie, Olivia, Michael, Ruchi, Sydney, Anastasia, Rohin, River, James, Kyra, Phoebe, Gemma, Harry B, Krish, Sairaa, Federica, Anna, Callum, Christy, Serena
Type of meeting	Education Committee Meeting	Optional: Cam, Ros, Sam, Chase
Facilitator	Faculty Presidents	Apologies:
Note taker(s)	Chase Greenfield	Absences: Shreya,
Timekeeper	Faculty Presidents	Please read:
		Please bring:

Commented [CG1]: Art history

Agenda Item

Topic	Presenter	Time Allotted
Welcome and housekeeping <ul style="list-style-type: none">- Matthew introduced agenda- Hitanshi introduced guest speaker, Ros Claase, Director of the Student Experience- Faculty Presidents adjusted the order of the agenda to talk through the Class Rep Elections first.	Matthew (Sci Med FP)	5 minutes
Museums Student Advisory Panel <ul style="list-style-type: none">- Sam Gorman (DoSDA) introduces himself and position. Chairs the Museums Student Advisory Panel. Ask students about upcoming events/exhibition, costs, and what you think they should be doing.- Meetings are about an hour (first portion is student only), and then a staff member joins and a summary is provided and questions are asked. Three one hour meetings per semester.- Prior to the meetings, Sam meets with students on the panel in advance. Each meeting generally has a theme.- Sam calls for interested volunteers.<ul style="list-style-type: none">o Michael Pagano (Classics) is interested.o Daria (IR) suggests	Sam Gorman (DoSDA)	5 minutes
Academic Calendar	Cam (DoEd)	20 minutes

<ul style="list-style-type: none"> - Ros Claase introduced the Academic Calendar changes (which first occurred in AY 2021-22). The initial consultation took place in 2019 (prior to Ros's arrival in St Andrews). This is the normal review time, and in addition there has been feedback that the calendar would benefit from a review. - Ros: One model is what we have now; one model is going back to the 2020-21 and prior model; and two are variations that blend principles from both of the others. - Ros: This consultation will touch all areas of the University Community, but especially staff and students. A survey has already been launched. - Ros: Core project team involves Director of Education and reflected on hard constraints (e.g. UCAS deadlines; minimum number of contact weeks) versus other considerations that are more flexible. - Ros: Feedback will be collected in various formats (online and in-person) over September. If there is consensus for one model by the end September, there would be scope to send a proposal to the Principal's Office for changing the 2024-25 Academic Year. If the picture is more mixed, it will require a longer consultation (e.g. January/February finessing to put forward a final proposal in March). - Ros: Asks the School Presidents to look at the handouts provided and to write down pros/cons of each model. - Modern Languages: What is the minimum number of weeks required for staff to get grades in prior to graduation? <ul style="list-style-type: none"> o Ros: It's as tight as it could be in all models. - Maths: How long did model one (old message) run before it was changed? <ul style="list-style-type: none"> o Ros: Didn't know and will report back. One of the key drivers for change was feedback from staff that people with caring responsibilities didn't have their breaks coincide with the Fife School Holidays. - IR: You mentioned needed a strong consensus, what percentage would be required? <ul style="list-style-type: none"> o Ros: It won't be an outright vote, and will involve feedback. Where is there alignment? If there are difficulties that can't be reconciled easily, more consultation time would be required. - Music: Points out a typo in models 2a and 2b - Maths: Staff are already constrained in how much content they have to fit in to 11 weeks. How will that be addressed with a model (2b) recommending to go down to 11 weeks. <ul style="list-style-type: none"> o Ros: That is a consideration we've noted. 		
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<ul style="list-style-type: none"> - HB: Sends a ‘first impressions’ poll in the Educom Teams chat and group chat. The group does a hand-raising poll. Numbers below are not formal (only approximate). <ul style="list-style-type: none"> o Model 0: one hand. o Model 1: nine hands o Model 2a: (a significant number of hands) o Model 2b: four hands - IR: Goal is coming to St Andrews is studying; most students fall behind the most at the end, so having a break toward the end would be helpful. Model 2b cuts too much teaching time. - Economics & Finance: favoured model 2b because of the breaks; a week off for internships and work is helpful for Business-focused students (spring break internship opportunity). - Spanish: Breaks in 2a and 1 connect well with having time off with family, especially alignment with the rest of the UK. - Geo & SD: International students can go home over breaks is an important consideration. - Music: Models 2a and 2b don’t tackle burnout, whereas model 1 has two consecutive weeks. <ul style="list-style-type: none"> o History: two weeks of break can mean one week being effectively independent learning week. - HB: Has the inversion of the week of vacation and the week of independent learning been considered? - Management: Problem with 2b is the 10 teaching weeks (not 11); can an extra week be added? - HB: Staff note that Christmas break is not long enough, which is difficult with marking and spending time with family. <ul style="list-style-type: none"> o Ros: Feedback about winter break has been raised by staff and students previously as well. - MK: From Medicine, it is effectively mandatory to have 11 weeks of teaching; having a week reduced would be catastrophic for our School. <ul style="list-style-type: none"> o Russian: the same applies to languages; it would be unattainable to fit in education in just 10 weeks. - Social Anthropology: One popular student theory was that the calendar was changed for the Open Golf tournament; it needs to be made clear why what decisions were made would help prevent that in the future. <ul style="list-style-type: none"> o Ros: During vacation time, conferences are an important revenue-generating consideration but RBS will be more flexible there. o Modern Languages: would tuition and fees be reduced in model 2b? (Answer – no). 		
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<ul style="list-style-type: none"> - Chemistry: accreditation with number of lab hours required may put Chemistry at risk in model 2b. <ul style="list-style-type: none"> o Ros: contact hour requirements were consulted generally, but not discipline specific. - Russian: in 2a, burnout comes from having 9ams every day and deadlines in week 5. - Comparative Literature: Module organizations with deadlines, while we have one week of vacation in the current model, it effectively becomes an independent learning week because we have deadlines. - CS: Squeezing in two weeks of vacation at the end of revision doesn't fit project work (Model 2b). - HB: A second-impressions vote was called <ul style="list-style-type: none"> o Model 0: none o Model 1: 12 hands o Model 2a: 22 hands o Model 2b: 2 hands 		
<p>Class Rep Elections</p> <p>HB asks what School Presidents have found effective.</p> <ul style="list-style-type: none"> - Music President <ul style="list-style-type: none"> o Doesn't vote; got nominations by going into every single class - IR President <ul style="list-style-type: none"> o Created group chats and have links in the email o Stating nobody is running helps gets Reps - Art History <ul style="list-style-type: none"> o Asking staff to support and advertised - https://www.yourunion.net/elections/ <p>HB reminds SPs/LCs that students can run for multiple positions, but that they will need to send in details for their second nomination to saelect@st-andrews.ac.uk</p> <p>HB asks SPs/LCs to pull up the Election Portal to look at the roles missing.</p> <ul style="list-style-type: none"> • Physics is missing all but four • Maths is missing all but two • Film is missing School Roles • IR is also missing Disability Rep and several later years missing. <p>HB suggests there is a trend that School Roles are most commonly unfilled.</p> <ul style="list-style-type: none"> • Management: First years are keen, but later years are not as keen. 	<p>Hitanshi (Art/Div FP)</p>	<p>20 minutes</p>

<ul style="list-style-type: none"> • Going into Dissertation modules and sessions have been helpful. • Highlighting case studies may also be helpful. <p>Anthropology President asks if a student can run for a second role</p> <ul style="list-style-type: none"> • CG clarifies that this is possible, but that they will need to send over the details of their second nomination to saelect@st-andrews.ac.uk <p>Modern Languages (SP)</p> <ul style="list-style-type: none"> • What percentage were filled first round last year? • CG clarifies this is published on the Union Website <p>Anthropology</p> <ul style="list-style-type: none"> • Asking Saints LGBT+ and BAME to advertise School Roles <p>CG clarified that SPs/LCs should be pushing out information about unfilled roles. Further, School Presidents/Convenors were not required to fill the PG roles in their Schools, but if they had capacity to send out information about these roles as well, it would be appreciated.</p>		
<p>Class Rep Training</p> <ul style="list-style-type: none"> - CG sent out the 2023 Class Rep Training schedule: <p>21 September 2023 18:30 Science/Medicine Class Rep Training</p> <p>22 September 2023 17:15 Arts/Divinity Class Rep Training</p> <p>25 September 2023 18:00 Sustainability Rep Training</p> <p>27 September 2023 17:30 Disability Rep Training</p> <p>28 September 2023 17:30 EDI Rep Training</p> <p>29 September 2023 17:30 Careers Rep Training</p> <ul style="list-style-type: none"> - School Presidents and Convenors are required to attend the Class Rep Training session associated with their faculty. 	Hitanshi (Art/Div FP)	5 minutes
<p>AOCB</p> <ul style="list-style-type: none"> - None 		

Observers: None

Resources: