Travaux focus groupes Santé mentale et bien-être, printemps 2024

Information sur le focus groupe

Nom: **Etude et enseignement / Studies and teaching**
Composition du focus groupe :
    Corps enseignant : SV : Camille Goemans, Roger Clerc, Alexandra Bezler et Arnz Seitz ; STI : MT-Edoardo Charbon et Simon Henein, SEL-Anja Skrivervik ; SB-PHY : Chris Galland.
    Corps estudiantin : PH : Lucie Moulin et Julia Guignon ; SV : Nhat Anh Dao ; SC : Salim Najib et Lina Berrayana.
    Corps doctorant : Melanie Studer, Paula Murmann
    Corps administrative et technique : Jacopo Grazioli (VPT), Jessica Pallie (RH), Isabelle Cahour (AVPE).

Responsables du focus groupe: Ingrid Le Duc (ENAC- AVPE) et Roland Tormey (AVPE)

Format des séances : Hybride, en anglais et français. Le groupe s'est réuni 5 fois en suivant une approche de

Résumé des résultats des travaux et discussions *(in English)*

The **aim** of the group was to propose five initiatives that would **help to reduce negative stress and burnout** in **students and in teachers**. From its outset, the group agreed to think of zero sum initiatives, for example: reducing student workload would not mean adding that workload to teachers.

The group sessions were structured following a design thinking approach:
  Review the data on the nature of the problem and on possible solutions at EPFL and elsewhere (Sessions 1 & 2)
  Generate many ideas about things that supporting student and teachers mental health by reducing workload and negative stress (Session 3)
  Select and refine the most important ideas (most impactful and most implementable) using a combination of voting and discussion (Session 4)

The material reviewed for the process included:
  Prior surveys of culture and well being at EPFL
  Experiences of participants
  International efforts (e.g., initiatives at MIT, KTH, ETHZ, McGill and others)
  Existing activities at EPFL

A wide variety of ideas to reduce negative stress and improve well-being were generated through brainstorming. The focus was on both the well being of
  Teachers
  Students

Ideas were selected based on:
  A voting procedure to identify ideas that would have high impact and were most implementable
  A discussion of high ranked ideas, to select five priorities with a balance of actions focused on teachers and on students

In this way, five ideas were selected:
  Introduce an exam centre to reduce administrative burden on teachers and to ensure a more homogenous experience for students
  Improve administrative support for teachers of both large and small classes
  Reduce student workload (in line with current initiatives in ETHZ)
  Improve coordination and balance of assessments at Bachelor level
  Change the narrative on teaching (which is a joy) and on learning (which is an elivening experience)

The summary of the group spirit as defined by a participant: '*There are lots of people who care about the wellbeing of people and at the same time a culture of heavy workload that no one wants'*.

Mesure/quoi	Raisons et objectifs	Public cible	Mise en œuvre : Quand ? Qui ?	Mise en œuvre : Comment ?
Reduce student workload to an average of 45 hours per week (as compared to the current model of 60 hours per week, with 1.5 hours per credit per week as opposed to 2 hours per credit per week	Reduce student negative stress and workload.	Students and Doctoral assistants	Long term Sections	1. The direction instructs the CDS to develop a plan for curriculum reform of each curriculum to reduce student workload per week to 45 hours (as the average needed for an average student to achieve a passing grade). 2. This could be done in coordination/ discussion with ETHZ 3. This can be done by reviewing the number of hours per ECTS credit (25 instead of 30), and by including both teaching and non-teaching weeks in the semester length (17 weeks instead of circa 15) 4. Sections should, as part of this reform, review the study plans including exploring the distribution of assessment types (projects vs end of semester exams etc.) and the distribution of required vs optional courses. 5. The plan is to be submitted to the Direction by end January 2025 for approval.

Have a central team to manage exams that includes exam preparation and exam invigilators (this support starts before the exams and is needed throughout the semester).	Reduce teachers' negative stress and workload by supporting the heaviest admin duty they seem to have –organize, set-up examinations during the semester and / or during exam sessions.	All teachers, not just professors!	As soon as possible
			
			AVPE- CAPE / CEPRO
				1. The direction instructs CePro to carry out an analysis of existing practices in other universities and to develop a costed plan to introduce a service, for exams including:
				    a. print exams
				    b. set up rooms as required
				    c. recruit and train exam invigilators
				    d. run the exams
				Teachers responsibility will be:
				(i) submit exams by a defined deadline
				(ii) attend exam to answer questions

				(iii) receive exam scripts from invigilators, at end of exam (iv) grade (as normal) The review should explore (i) if the service should be offered only for session exams or also for exams during the semester (ii) whether a class size limit, or a limit on type of exams support services should be considered (iii) existing services offered by CePro (iv) making the service known by teachers and new teacher 2. The costed plan is submitted to the direction for funding/approval by end of January 2025

Increased administrative / logistical support for teachers – like the automated recording of courses, it is important but at times it's disorganized, and creates big additional loads for big classes	Reduce teachers' negative stress and workload by allowing them to enjoy teaching, focus on pedagogy and warmth in the class rather than on the logistics of teaching.	All teachers, not just professors!
		
		AVPE-CAPE-CEDE
			As soon as possible	1. The Direction instructs the CDS to develop a cost proposal to provide administrative support for all courses. This should include:
				  a. dedicated administrative support for all courses larger than 90 students (to manage TA recruitment, printing, room changes etc.).
				  b. a system for automatically recording lectures in all courses that are not already scheduled in mid-tech or high-tech equipped classrooms.
				2. The CDS submits the cost plan to the Direction by the end of January 2025.

Share with students the assessment calendar for every semester.	Getting a right balance in semester and end of semester assessment.	Students especially at Ba level Sections, teaching commissions and student delegates	As soon as possible	1. The CDS establishes a working group of sections that includes student delegates, to develop a proposal on how to coordinate assessments in each year of the Ba programme within each section. The proposal should adhere to the following principles: a. The section should agree on a balance of continuous assessments

				and end of semester assessments as per their own needs (40/60; 50/50; 30/70 etc.).
				  b. The section should designate a number of specific weeks (e.g. 3) each semester which should be submission free weeks.
				  c. Teachers submit their proposed assessment types and deadlines to the section before the start of the semester
				  d. The section coordinates/negotiates with teachers to ensure that there are not multiple submissions at the same time, that assessment free weeks are respected and that the overall required balance is achieved
				  e. The assessment overview is circulated to students early in the semester
				2. The proposal is validated by the CDS in time to be in place for Spring Semester 2025.
				3. The functioning of the system is reviewed in Spring 2026 to optimize / reinforce as needed

Change the narrative to of having to suffer to succeed at EPFL emphasizing a passion for pedagogy.	Increase sense of belonging, motivation and shared sense of collectivity.	Students and teachers, all EPFL actually	Long term VPT- P	A participative process involving members across the EPFL community. The prerequisite for doing this is to achieve the other tasks.