

# Student Council: Michaelmas 3 Agenda

**Meeting to be held on Monday 9<sup>th</sup> November 2020 via Zoom meetings.**

1. Objections to the order of items on the agenda
2. Approval of the minutes of the previous meeting
3. Matters arising from the minutes of the last Council Meeting
4. Reports to Council
  - a. Reports from the Sabbatical Officers
5. Elections
  - a. Representatives on the Societies Syndicate
6. Discussions
7. Emergency Motions
8. Proposed Ordinary Action Motions
9. Proposed Ordinary Policy Motions – for note\*
  - a. Motion in favour of Fair Enforcement of College Codes of Conduct in the Covid-19 Context
  - b. Motion to Lobby for a Cashpoint at Sidgwick Site
  - c. Motion for Lighting at Girton, Eddington and Storey's Way
10. Proposed Ordinary Policy Motions – for discussion and approval
11. Any Other Business

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\* Cambridge SU Student Council Policy must pass through two Council meetings. The first time, motions are presented for note, to allow members of Council time to consult their constituents. They are then voted on at the second Council.

# Student Council: Michaelmas 2 Minutes (unconfirmed)

**Meeting held on Monday 26<sup>th</sup> October 2020 via Zoom meetings.**

The chair introduced himself to the room and explained his intention to make these meetings open and transparent with all being able to participate. The Chair read the safe space policy.

1. Objections to the order of items on the agenda

Robinson JCR – request for item 8 to be moved to the first item on the agenda. The Chair approved this request.

2. Approval of the minutes of the previous meeting

The minutes were approved

3. Matters arising from the minutes of the last Council Meeting

None

4. Reports to Council
  - a. Reports from the Sabbatical Officers

The Sabbatical Team gave updates on their work (see papers)

Benjamin, WCSA requested that officers include Wolfson in work about the U bus and access to public transport for students.

5. Elections
  - a. Representatives on the Societies Syndicate

Ben Margolis, SU President (UG) (BM) explained that societies syndicate is a chance to sit on a university level committee, and that the University does not always support societies that well so it would be important to have a strong student voice.

There were no candidates so nominations would be reopened.

b. Democracy Committee

The Chair read statements from the candidates for Democracy Committee.

**Josh Jones and Richard Danyluk were elected to the Democracy Committee**

6. Discussions

There were no discussions.

7. Emergency Motions

There were no emergency motions.

8. Proposed Ordinary Action Motions

- a. Motion to Challenge the Cambridge SU's Support for Moving All Non-Essential Teaching Online

Oliver, Christ's JCR introduced the motion, which stated:

- Came about several JCR presidents received complaints about the SU face to face teaching pledge.
- Conducted survey of Christ's students with conclusive opposition with a high level of engagement with the survey. Contacted other JCRs who felt similarly
- Reasons for opposition were varied but most common theme was mental health as in person teaching was relied on as safe social contact. Other students including international students felt that moving teaching online would mean that effort/money taken to come to Cambridge would be wasted, and others were concerned about a the quality of online teaching is not as good,
- Students supported the aim of the pledge but not the method
- The sabbatical team have since shifted their position and he was happy take the amendment proposed by the UG President as friendly in the interests of a united front to the University and Colleges

There was a procedural question about the amendment and confusion caused by errors in tracked changes on the motion.

BM spoke in favour of the amendment

- The SU had met half of J/CRs over the last week, and he was pleased that this amendment has been accepted as friendly
- The SU will lobby for online teaching to be the default and want to improve the provision of online learning. This amendment contextualised teaching into the context of wider issues of student life including welfare

Benjamin, Wolfson asked how an opt in system would balance desires of students and supervisors who each should be free to opt in?

- BM – at the moment both the student and supervisor can opt out of in person – a matching system is a good idea but probably not feasible this term
- Esme Cavendish, Access, Education & Participation Officer (UG) (EC) – there have been some departments doing things like this with some success, which is encouraging. This has not been without its challenges though.
- Aastha Dahal, President (PG) (AD) – this issue of supervisors having the option to teach online is very important, we worked with UCU to lobby against requiring doctor's notes from supervisors.
- Jinal – Sidney MCR – from a supervisor perspective, some of us were asked whether supervisors could teach in person and lost out on teaching opportunities as a result
  - BM – this is a problem, and would be dealt with on the opt-in system

Will, Clare MCR reported that concerns were raised that if online teaching is the only option, people's experiences were that there was a lack of technical support or training and this was detrimental to supervision quality

- AD – as the SU we think this is very important, moving online has created extra work for teaching staff and we are going to lobby for additional training and support for online teaching.

There was a question about an ambiguity in the motion - Did "return" in resolves 14 (p10 amendments) mean returning home or returning to university next term, and to what are costs "additional"?

- BM – return meant for Lent term, additional costs relates primarily to the costs of returning early or staying longer. Some of these costs related to food provision with some colleges in the past not giving people the option to provide their own food in isolation, or charging inflated rates, which the SU opposed.

There was a question about whether consideration had been given to students who live in college accommodation? Those people put their households at risk when they take on in person teaching.

- Oliver, Christ's JCR – people need to be respectful and aware of their households in every aspect of their behaviour, many students reported that in person teaching was the least risky part of what they do.
- Questioner - I agree with this but concerned about some people being pressured into risky behaviour, would like to see a formal mechanism for protection of people's interests from pressure to take on in person.
- Oliver, Christ's JCR – would like to see the SU taking steps to step to encourage people not to feel pressure to opt in to in person.

Tim, John's asked that given the SU had previously campaigned for the SU not to charge fees for quarantine for Michaelmas Term with no success, what would make this different.

- BM –The term's experience will change how the University will change this, with seeing how things have gone wrong this term they will be more likely to change next term. On accommodation we have been gathering testimony, and for international students the cost of the crisis is disproportionate and continues to grow.
- Tim, John's – Will the university and colleges not each try to avoid responsibility by passing this off onto each other?
- BM – a core part of this is supporting J/MCRs to make changes in their colleges, and comparing colleges and enabling common rooms to apply peer pressure between colleges can be really helpful and effected.

Jasmine, International Students' Campaign UG rep stated that it was true that International students have born the brunt of the issues of the pandemic because of costs and

accommodation insecurity. The ISC are pushing for remote study to be available in lent term and a clear statement from the university on this as international students are reporting growing concerns about struggling to make decisions about returning home for winter. For remote learning they were told that responsibility is clearly defined with colleges for UG, and for PG students it lay with the University. International students feel cheated, as they were promised a safe environment on return but there is a lack of transparency and variation about enforcement of social distancing.

Souradip, Catz MCR asked for clarification on exactly what the impact of the amendment on the stance on the face to face teaching would be.

- BM – This stance would be taken as the SU’s lobbying position, for an opt in system, agreed in consultation with J and MCRs as a stance everyone could get on board with.

Tim, John’s JCR noted that the amendment pushes for higher quality on online teaching and asked if there was not change in this soon whether the SU need to look at the issue of tuition fee refunds, reflecting the government’s statement on this.

- BM – Universities have brought back students because they need fees and the rent without being able to deliver on that. The tuition fees point is probably a substantial one so it might be too big to discuss now.
- Chair – the point on tuition fees should come to a future meeting as it would be a substantive change.

Hannah, Churchill JCR raised thanks to Oliver, Christ’s JCR for the initial motion and J/MCR leaders for coming together around the initial motion, in addition to the SU for good communication along the way, and hoped that there could be better communication and joint working in future.

The Homerton MCR VP raised that their constituents had mostly advocated for in person teaching to be possible whenever it is safe and feasible, and wanted as much in person teaching as possible.

- Oliver, Christ’s JCR – we did receive similar feedback but we reached a compromise because there are varying views on this and some students don’t feel comfortable

opting out. This motion changes the focus to both keeping in person teaching where possible while also improving the quality of online teaching.

- BM – the motion in its current state mandates us to campaign for teaching in person as long as possible, while also recognising this is difficult for some people and the situation is changing

Oliver, Christ's JCR raised that he was grateful to the SU for compromise and making this a more constructive conversation.

BM stated that he was grateful to others for working together, and that this motion would give the SU a really clear and strong mandate to go back to the University and move forward.

**The motion (as amended) passed.**

#### 9. Proposed Ordinary Policy Motions – for note<sup>†</sup>

There were no new Ordinary Policy Motions.

#### 10. Proposed Ordinary Policy Motions – for discussion and approval

*See minutes of last meeting – the below motions in italics will be voted on as a group*

- Vacation Storage and Accommodation Provision for International Students*
- Unconscious Bias Training for Admissions Staff*
- Truth for Giulio Regeni*
- Students Not Suspects (Prevent)*
- Standardising LGBT+ Rights*
- Kashmir Solidarity*
- Provision of Information on College Student Provisions, Equality and Diversity Policies, and Reporting Procedures*
- Improving International Student Representation*
- Dedicated Representation for Liberation Groups*

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- j. Anti-Racism Training for Staff*
- k. Harm-Reduction Policy on Drug Taking*
- l. Cutting ties between Cambridge University and the fossil fuel industry*
- m. Demilitarisation of the University*
- n. Supporting Student Rent Campaigns*
- o. Supporting Student Parents*
- p. Partner Cards*
- q. Support the DSC Accessibility Pledge*
- r. Support the NUS Student Safety Campaign*
- s. Changing the Universal Bus Route*
- t. Boycott the NSS*
- u. Content Notes on all Faculty-produced reading lists*
- v. Support the Provision of Menstrual Products*
- w. Boycott the SWP*

The chair explained the process for renewal of these motions as a batch.

**The motions passed.**

- x. Support Keeping the Second Exam Period

**The motion passed without discussion.**

- y. Stop Job Cuts

**The motion passed without discussion.**

11. Any Other Business

There was no other business.

## Aastha Dahal – President (PG)

End mental health problems for postgraduate students	Objectives	Updates
	<b>Minimum basic standard of care in student supervisor relationships</b>	<ul style="list-style-type: none"> <li>Working with Siyang to fill out the forms for ethics approval (by CHESREC) of the research project on student supervisor relationships.</li> </ul>
	<b>Proper support from college tutors for post graduate students</b>	<ul style="list-style-type: none"> <li></li> </ul>
	<b>Better access to mental health resources</b>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Make the collegiate university safe for all students</b>	<b>Minimum basic guarantees of safety in place across the Collegiate University to protect students and staff from the risks of COVID 19 pandemic.</b>	<ul style="list-style-type: none"> <li>Worked on SU's policy re f2f teaching.</li> <li>Discussed concerns and strategies about COVID measures across colleges including contingency planning, safe spaces for socialisation, visitor policy with MCRs.</li> <li>Provided feedback to the asymptomatic testing programme committee on student experience and questions.</li> </ul>
	<b>Strong mechanisms to address sexual assault and harassment</b>	<ul style="list-style-type: none"> <li>Working with Siyang, Chloe, Howard and Rensa on OSCCA's informal complaint mechanism.</li> </ul>

<p><b>Make University education accessible to all postgraduate students</b></p>	<p><b>Expand access of postgraduate students to funding.</b></p>	<ul style="list-style-type: none"> <li>• Working with Alice, Siyang and UCU to come up with a joint strategy on anti-casualisation affecting postgraduate students.</li> <li>• In conversation with CUDAR about possibilities for fundraising for SU's projects and initiatives.</li> </ul>
<p><b>Make University education ethical and inclusive</b></p>	<p><b>Divestment from corporations and state institutions with a track record of environmental damage and human rights violations.</b></p>	<ul style="list-style-type: none"> <li>• Discussed divestment prospects at Selwyn.</li> </ul>
	<p><b>Raise awareness about decolonisation of curricula.</b></p>	

## Ben Margolis – President (UG)

<b>Fair and safe education for everyone</b>	Reducing unsustainable workloads and creating a better study/life balance	<ul style="list-style-type: none"> <li>• Worked with Libraries and Mental Health and Wellbeing Project Board to identify further issues around education experience for students.</li> </ul>
	Better safeguarding frameworks and disciplinary procedures in place for students	<ul style="list-style-type: none"> <li>• Worked with Chloe on policy for fair enforcement of COVID-19 regulations.</li> <li>• Have lobbied to this effect on Senior Tutors' Committee</li> </ul>
	Safety for students in the COVID-19 Pandemic	<ul style="list-style-type: none"> <li>• Have lobbied for support for student wellbeing with Graham Virgo, and worked with other officers on welfare resources.</li> </ul>
<b>Representation that works for everyone</b>	Encourage more formalised relationships between common rooms and the SU	<ul style="list-style-type: none"> <li>• Have continued engagement with J/MCRs over new lockdown,</li> </ul>

		organising an emergency College Forum and gathering responses digitally.
	Reduce college inequality	<ul style="list-style-type: none"> <li>• Have lobbied senior figures in the University for a consistent line on allowing students to return home if they wish under new lockdown.</li> </ul>
<b>A socially just university for everyone</b>	Fossil and arms free university	
	Lobby for support of free education.	<ul style="list-style-type: none"> <li>• Continued communication with UCU on key staff priorities, including prolonging contract extension scheme.</li> </ul>
	Fair pay, representation and conditions for all staff	



## Esme Cavendish – Access, Education & Participation Officer (UG)

EXPANDING ACCESS AND OUTREACH EFFORTS	Objectives	Updates
	Encourage the university to maintain a virtual infrastructure for open days and move towards a hybrid model for future years	Drafting and consulting about a motion which addresses some international access difficulties (to be presented at a later Council)
	<p>Push for changes to the College Area Link Scheme as part of the Admissions and Outreach Review</p> <p>Improve BME access by working with the BME sabbatical Officer, BME JCR Officers, and other uni societies / groups to implement more targeted outreach events</p> <p>Supporting the creation of scholarships (as well as other alternative means of funding) for EU students who now have international fee status</p> <p>Access Forums</p>	<p>Working with Howard and Rensa to plan targeted outreach for BME students and Disabled Students</p> <p>Supporting iSoc to host the annual interview help day</p> <p>Hosted the second Access Forum of Michaelmas Term</p> <p>Met with Access Reps to discuss data returned from FOIs</p>

	Develop a virtual model for the 2020/21 shadowing scheme	Meeting with Outreach Officers in Mature Colleges to plan events for the mature strand of the scheme
<b>IMPROVING STUDENT EXPERIENCE</b>	Push for the introduction of the term structure recommended by Ed's student loneliness report, which links excessive workloads to loneliness	Meeting with members of University management to lobby for reduced workloads in light of the national lockdown  Drafting student wellbeing recommendations for Colleges and Departments to be circulated and published by the University  Compiling SU wellbeing tips for dealing with isolation / loneliness / the challenges of this term
	Create a rent movement which brings together collegiate campaigns and tenants' unions to campaign for fair rent, as well as addressing and responding to rent issues as they arise during the pandemic	
	Regular meetings and training for academic reps	Hosted the 'Insider Info? Decision-making at Cambridge' training session about Cambridge's Governance structures with Kate and Siyang  Hosted the second academic forum of term which was an open forum to discuss education during lockdown  Writing a paper with Siyang to submit to the University's investigation into the feasibility of online

	<p>Tackling attainment gaps</p> <p>Continued support for care experienced and estranged students</p> <p>Improved Hardship Funding</p>	<p>proctoring &amp; circulating / discussing this with academic reps</p> <p>Working with Rensa and CCTL to plot a roadmap to diversified assessment for Cambridge University &amp; draft a survey about students' opinions of diversified assessment</p> <p>Advocating for a second exam period in committee meetings</p> <p>Meetings to discuss strategy for passing changes through EAMC</p>
<p><b>A JUST UNIVERSITY</b></p>	<p>Student-staff solidarity</p> <p>Anti-marketisation</p>	<p>Meeting with UCU regularly to discuss staff concerns</p> <p>Conducting joint research with UCU into the experiences of postgraduate supervisors during the pandemic</p>
	<p>Demanding that the university cut its ties with immoral industries (e.g. fossil fuel and arms industries)</p>	
	<p>Supporting the Decolonise Network</p>	



## Siyang Wei – Access, Education & Participation Officer (PG)

<b>Tackling barriers to PG study</b>	Increase the accessibility of the PG application process	<ul style="list-style-type: none"> <li>• Contacted staff working on PG Funding Project with plans for engaging students with funding search tool improvement</li> <li>• Working on PG application fee campaign - discussed issue at Postgraduate Admissions Committee</li> <li>• Working with Class Act Graduate Officer on funding info event</li> <li>• Spoke at PG Open Day 'Student Life' event</li> </ul>
	Improve existing PG funding and lobby for targeted funding	<ul style="list-style-type: none"> <li>• Co-hosted Access Forum with EC</li> <li>• Hosted first PG Access Group, organising next meeting for later in November</li> </ul>
	Improve the PG 'student experience'	<ul style="list-style-type: none"> <li>• Met with CCTL to discuss promotion for APP PAR student recruitment</li> <li>• With EC, consulted academic reps &amp; other students to produce submission &amp; recommendations for Uni investigation into online proctoring</li> <li>• Planning collaboration event with ACORN community union targeted at student private renters</li> </ul>
<b>Empowering postgraduates as students</b>	Push for more coordinated PG pastoral support across Colleges and Departments	<ul style="list-style-type: none"> <li>• Met with AD, HC, RG &amp; CN on SU input to OSCCA anonymous reporting pilot review - met with Sarah d'Ambrumenil to discuss</li> <li>• Met with CRs to discuss College-specific concerns</li> <li>• With sabb team, worked on recommendations for Departments and Colleges during lockdown</li> </ul>
	Address problems with PG supervision	<ul style="list-style-type: none"> <li>• With AD, working on research design for PG supervision project. Discussing with CCTL and School of Arts and Humanities</li> </ul>

		<ul style="list-style-type: none"> <li>Working on integrating research with Uni's PG supervision strategy at GBEC and PG Committee</li> </ul>
	Establish networks of PG power	<ul style="list-style-type: none"> <li>Co-hosted academic forum with EC</li> <li>With KM &amp; EC, delivered Uni governance training for students</li> <li>Preparing for &amp; promoting academic rep elections (ongoing!)</li> <li>Attended national PG officers' call</li> </ul>
<b>Protecting postgraduates as workers</b>	Fair compensation and secure contracts for PGs who teach	<ul style="list-style-type: none"> <li>Planned anti-casualisation strategy &amp; working group with AD, AG &amp; UCU</li> <li>Attended WG to discuss payment for training, underpayment, and contracts to follow</li> </ul>
	Adequate training and safety measures for PGs who teach	<ul style="list-style-type: none"> <li>Worked on SU campaign for remote teaching as default</li> <li>Collecting testimonies about online teaching &amp; pressure to teach f2f</li> <li>Lobbying Uni on remote study &amp; LTWA for Lent</li> </ul>
	Protect academic job prospects	<ul style="list-style-type: none"> <li>Planned response to OfS NSS review survey</li> </ul>

## Alice Gilderdale – Welfare & Community Officer

<b>Fostering a sense of university community</b>	<p>Support students returning or coming to university during the pandemic. Work to make students feel integrated in university life.</p>	<ul style="list-style-type: none"> <li>• Finalising paper written with Alice Benton to support student welfare on a University level.</li> <li>• Met with LAPHE and AB to discuss student welfare from a PHE perspective.</li> <li>• Pushed for increased communication from the University about upcoming lockdown during CVMT.</li> <li>• Met with David Marshall from University Library Committee to discuss implementing a children’s area in the UL &amp; rolling this out to other libraries</li> <li>• Written paper for Student Finance and Welfare Committee to recommend improved childcare facilities in colleges.</li> </ul>
	<p>Campaign for fair rent and compassionate student discipline</p>	<ul style="list-style-type: none"> <li>• Working with CN and welfare officers to find &amp; share good examples of compassionate discipline in colleges</li> <li>• Delivered specific COVID-19 welfare officer trainings to discuss welfare, discipline and support from colleges</li> <li>• Met with sabbs from other UK universities to discuss rent issues and cross-university campaigning.</li> </ul>

	Fighting student loneliness	<ul style="list-style-type: none"> <li>• Supporting students self-isolating through weekly self-isolation drop in sessions</li> <li>• Finalising welfare ideas pack for self-isolating students</li> <li>• Attended UCS Exec and pushed for increased counselling provision across the University and Colleges</li> </ul>
	Anti-racist campaigning	<ul style="list-style-type: none"> <li>• Attended meeting with URBC to discuss the University's research into border strengthening technology.</li> </ul>
<b>Supporting workers' campaigning</b>	Supporting the Justice 4 Workers Campaign fighting for fair pay for university non-academic staff	<ul style="list-style-type: none"> <li>• Supporting Cambridge Defend Jobs Campaign with MP open letter and college 'red for recognition' packs</li> </ul>
	Fighting for workers' rights in light of Covid-19	<ul style="list-style-type: none"> <li>• Meeting regularly with UCU and Unite to discuss redundancies and academic staff issues in light of pandemic.</li> </ul>
	Support UCU campaigns	<ul style="list-style-type: none"> <li>• Discussions with UCU, AD &amp; SW about how to formalise the anti-casualisation working group.</li> <li>• Working with UCU to collect information about online teaching best practice and testimonials from academic staff.</li> </ul>
<b>Building links between the university and wider community - University's</b>	Campaign to end the Universities ties with fossil fuel companies	<ul style="list-style-type: none"> <li>• Working through Ellen Quigley's report to highlight key findings, specifically for college divestment campaigning</li> </ul>

<b>responsibility to local and global community</b>	Support land and housing justice campaigns in the city	
	Campaign for the university to work on its local environmental sustainability targets	<ul style="list-style-type: none"> <li>• Attended hedgehog-friendly campus meeting with Fitzwilliam JCR Green Officer!</li> </ul>

## Howard Chae – BME Officer

<p><b>Build community and embedding anti-racism in the SU</b></p>	<p>Support BME officers</p>	<ul style="list-style-type: none"> <li>• BME Forum #2 on Reporting Racism, with the EER team</li> <li>• BME Bulletin</li> <li>• Ran Prevent Duty workshop for students and student reps</li> </ul>
	<p>Multifaith prayer/reflection rooms in all major lecture sites</p>	<ul style="list-style-type: none"> <li>• Continued discussions with the Cambridge Central Mosque over regular faith-based services for Muslim students</li> </ul>
	<p>Establish links between the SU, the BME Campaign, and anti-racism campaigners and activists e.g. 'decolonising the curriculum' working groups</p>	<ul style="list-style-type: none"> <li>• Met with Gates Society to discuss post-grad engagement</li> <li>• Met with UCU, will be setting up further meetings/working group to focus on surveillance/securitisation</li> </ul>

		<ul style="list-style-type: none"> <li>• Attended Decolonising Cambridge University Libraries (CUL) working group meeting</li> <li>• Preparation for collaboration event with organisations around racism and the hostile environment in healthcare</li> <li>• Met with Dr Nicola Rollock, the VC's Senior Advisor on Race &amp; Higher Education</li> <li>• Supporting #DemandSafeCambridge campaign</li> </ul>
	Archive anti-racism campaigning	<ul style="list-style-type: none"> <li>• Archiving Black History Month events in zine/blog-post form</li> </ul>
<b>Racial harassment policies/procedures - safety on campus</b>	Standardise policies and procedures across colleges and faculties	<ul style="list-style-type: none"> <li>• Wrote proposed amendment to By-Laws defining 'racism,' to be discussed/approved at Board of Trustees and then SU Council</li> </ul>

		<ul style="list-style-type: none"> <li>• Met with SW, CN, and RG to discuss thoughts about OSCCA's review of its pilot anonymous reporting procedure</li> </ul>
	Raise awareness	<ul style="list-style-type: none"> <li>• Planning events for Islamophobia Awareness Month</li> <li>• Ran Black History Month events</li> </ul>
	Targeted welfare and wellbeing support	
	Reform uni-wide policies and procedures	<ul style="list-style-type: none"> <li>• Met with SW, CN, and RG to discuss plans/preparations for campaigning around this</li> </ul>
<b>BME mental health</b>	Improve the UCS BME counselling scheme	<ul style="list-style-type: none"> <li>• Preparing for meeting with the UCS</li> </ul>
	Improve BME access to appropriate mental health support	<ul style="list-style-type: none"> <li>• Preparing for BME Forum #3, on BME mental health</li> </ul>

# Chloe Newbold – Women’s Officer

<p><b>SAFETY ON CAMPUS</b></p>	<p>Disciplinary Procedure Reform</p>	<p>-Find out the current state of college &amp; uni procedures.</p> <p>-Cross-campaigns meeting about disciplinary reform</p> <p>-Discuss disciplinary procedure demands at Forum this Michaelmas.</p> <p>-“Dispelling myths” guide &amp; resources.</p> <p>- <b>COVID disciplinary processes-working to reduce punitive measures</b></p> <p>-Write consent campaign statement.</p> <p>-Bring papers on collaborative policy making to college committees.</p>	<p><b>University Disciplinary Procedure</b></p> <ul style="list-style-type: none"> <li>Working with other sabbatical officers to respond to OSCCA review of the pilot anonymous reporting procedure.</li> </ul> <p><b>New focus on COVID disciplinary processes.</b></p> <ul style="list-style-type: none"> <li>Wrote Council Motion for coming Monday on fair enforcement of discipline.</li> <li>Paper for fair enforcement noted at Senior Tutors Committee.</li> </ul>
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		<p>-Support JCR &amp; MCR's lobbying for transparent disciplinary mechanisms.</p>	<ul style="list-style-type: none"> <li>• Held Women's Campaign Forum 2 weeks ago discussing discipline &amp; stance on it.</li> <li>• Released email template &amp; supporting resources for reps to ask for exemptions for disclosures of sexual violence.</li> <li>• Started outlining demands for consent in pandemic &amp; need for safety.</li> </ul>
	<p>Improving Consent Education</p>	<p>-Reform workshop content → research of alternatives.</p> <p>-Increase resources available for consent workshops.</p>	<ul style="list-style-type: none"> <li>• Consent Resources put on to an accessible Google Drive.</li> </ul>

		<p>-Contacting campaigns → Loud &amp; Clear, Sexpression etc.</p> <p>-Plan for a wider consent campaign</p> <p>-Virtual consent forum over the summer.</p> <p>-Set up a campaign group for consent resources</p> <ul style="list-style-type: none"> <li>• Producing more resources</li> <li>• Developing more specific workshops in collaboration with other groups</li> <li>• Consciousness raising in new areas arisen through COVID eg. online harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Started work with WomCam reps on creating a 'consent in a pandemic' infographic.</li> <li>• Ongoing discussions in forum about campaigning on consent in the context of COVID-19 - this has meshed into my above-stated goals on discipline. (as stated last week).</li> </ul>
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	Staff - Student Relations	<p>-Research - NUS Reports &amp; documents.</p> <p>-Contact University about the current state of the policy.</p> <p>-Other university procedures.</p> <p>-Share consent workshops resources with CCTL for supervisor training.</p> <p>-Bring to WomCam Forum to develop a stance.</p>	<ul style="list-style-type: none"> <li>• Feeding into the response to the OSCCA pilot for anonymous reporting. (as seen above).</li> <li>• Plans to discuss at forum later this term.</li> </ul>
	Reclaim the Night	<p><b>-Most actions can wait until November (planning begins).</b></p> <p>- Keeping track of coronavirus &amp; ways to adapt protests to changing situations.</p> <p>- Refocus and centre around the origins of the RTN and inclusivity.</p> <p>- Think about ways to enable accessibility in the Covid context.</p>	<ul style="list-style-type: none"> <li>• Positive discussion about collaboration at the Campaigns Forum.</li> <li>• Met with FLY &amp; WomCam to discuss co-hosting this year's event.</li> <li>• Begun process of organising a forum to establish principles of the event.</li> </ul>

			<ul style="list-style-type: none"> <li>• Open discussion on occupying physical space on our event on 'Building a Feminist University'.</li> </ul>
	Support for Victims and Survivors	<ul style="list-style-type: none"> <li>-Produce a document with a broader range of support services students can access. .</li> <li>-Updates to Student Advice Service Website - i.e. signposting if services are trans inclusive.</li> <li>-Research - Not on my Campus Conventions</li> <li>- Work on 'available support' infographics.</li> <li>- Organise 'Supporting Victims' workshop with the Sexual Assault and Harassment Adviser, potentially postponing until lent when it could happen in person.</li> <li>- Content Notes guide passed in faculties &amp; departments via CCTL and distributed as a resource.</li> </ul>	<ul style="list-style-type: none"> <li>• Pushing in my work on my Covid guidelines - produced email templates for JCR's to argue to for exclusions where students come forward about incidents that occur during breaches - pushing this in policy papers &amp; in my communications with Women's Officers</li> <li>• Organising a fundraising event for Cambridge Rape</li> </ul>

		<p>- Safe accommodation during COVID-19</p>	<p>Crisis with other students &amp; feminist societies. .</p> <ul style="list-style-type: none"> <li>• Discussed at WomCam forum.</li> <li>• Shared round the updated SU website &amp; resources on available support.</li> </ul>
<b>CAMPAIGN INCLUSIVITY</b>	Improve relations with FLY.	<p>- Contact &amp; arrange a meeting with FLY.</p> <p>- Talk through ways that the relationship between the campaigns could be improved.</p> <p>-Organise FLY takes over forum for this academic year.</p>	<ul style="list-style-type: none"> <li>• WomCam x FLY meeting.</li> <li>• Established clearer channels for facilitators and chairs to communicate with each other.</li> <li>• Began conversations about collaborating on Reclaim the Night &amp; forums.</li> </ul>

	<p>Campaign Engagement</p>	<p>-Reaching out to other liberation campaigns for event &amp; campaign collab.</p> <p>Set up online community groups.</p> <p>-Social Media content - introducing the committee &amp; campaign.</p> <p>-Produced term card working with the WomCam committee.</p> <p>-Establishing links with college Women's Officers and FemSocs.</p> <p>-Encourage high engagement with by-elections in October.</p> <p>-Democratising Reforms - read constitution &amp; start changes to bring to WomCam forum.</p> <p>- Accessible and engaging events in michaelmas</p> <p>- Maintain ongoing campaign engagement throughout the term.</p>	<ul style="list-style-type: none"> <li>• Upcoming events planned with the other liberation campaigns - cross campaigns event on 'Building a Feminist University'.</li> <li>• Continuously good turnout at online events &amp; promo.</li> <li>• Finished the final campaign penpals schemes.</li> <li>• Continuing to work on our events for later in this term.</li> </ul>
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	Committee Engagement	<p>-Initial Meeting.</p> <p>-1:1 updates on issues - i.e. disciplinary procedures, past campaign issues (ongoing).</p> <p>-Action Points Zoom Social</p> <p>-By elections - publicise widely to fill more roles on the committee.</p>	<ul style="list-style-type: none"> <li>• Filled all but 2 roles on our committee.</li> <li>• First committee meeting went really well.</li> <li>• Set up an online 'Slack' platform for us to better to co-ordinate the work of the campaign.</li> <li>• Met individually with new committee members to plan their year.</li> </ul>
	Postgraduate Students	<p>-Talk to past postgrad Women's Officers.</p> <p>-Organise MCR Women's Officers mailing list &amp; meeting.</p> <p>-Fill postgrad rep role on the campaign.</p> <p>-Contact MCR Women's Officers.</p>	<ul style="list-style-type: none"> <li>• New postgraduate students on the WomCam committee.</li> <li>• Weekly emails to UG &amp; PG reps.</li> <li>• Need to do more work to engage with college MCR's.</li> </ul>

		<ul style="list-style-type: none"> <li>- Working with UCU and identifying potential allies and networks to be tapped into</li> <li>- MCR women's officer training</li> </ul>	
	Trans-Inclusivity.	<ul style="list-style-type: none"> <li><b>-WomCam x LGBT+ campaign chat about meaning inclusivity.</b></li> <li><b>-Establish working group to update anti-TERF guide.</b></li> <li>-</li> <li>-Fill the 'trans and non-binary' rep role on the WomCam committee.</li> <li>- Collaborating with LGBT+ on zines and Trans Day of Remembrance &amp; anti-SWERF guide.</li> <li>-Improve Cambridge SU policy on Gender Neutral &amp; support WGN campaign.</li> <li>-Support the campaign for GRA reforms.</li> </ul>	<ul style="list-style-type: none"> <li>• Supported students at Clare college with online transphobia.</li> <li>• As part of the above produced a short resource with LGBT+ students campaign on "dealing with transphobia online".</li> <li>• Issued an apology for WomCam by-elections problems.</li> <li>• Met with the new trans, non-binary and LGBT+ reps to talk about improving trans</li> </ul>

			<p>representation in the constitution &amp; at events.</p> <ul style="list-style-type: none"> <li>• training initiatives by raising at sports committee meetings.</li> <li>• Policy on GN will be worked on in the coming weeks for council.</li> </ul>
	Supporting Student Sex Workers	<p>-Read resources (i.e. zine) that Stella handed over.</p> <p>-Research other SU support policies.</p> <p>-Putting Sex Work in consent workshop training.</p> <p>-Infographics on student sex work &amp; dispelling myths.</p> <p>- Event bringing in sex worker activists</p> <p>- Raising conciousness of sex worker exclusionary feminism - produce resources.</p>	<ul style="list-style-type: none"> <li>• Continued work outlined below - considering postponing this event given changing covid situation &amp; its increased workloads.</li> <li>• Ongoing work for conscious raising - produced an outline for our anti-SWERF ideology resources.</li> </ul>

		-Mapping the landscape - consider a survey on Sex Work at Cambridge- potentially linked to informal work and investigate potential framing for the survey	<ul style="list-style-type: none"> <li>• Contacting and confirming speakers for our event later this term.</li> </ul>
<b>CLOSING GAPS &amp; EQUALITY</b>	Equal support for Women & NB postgrads	<ul style="list-style-type: none"> <li>• Contact UCU &amp; discuss WomCam supporting UCU anti-casualisation campaign.</li> <li>• Outreach to MCR's.</li> <li>• Support fighting redundancies during COVID.</li> <li>• Support Demand Safe demands - adjust pay for staff to reflect the additional COVID-19 workload which includes but is not limited to cleaning rooms, preparing</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting a move to online teaching &amp; helping the sabb team lobby for this issue.</li> </ul>

		classes, and providing extra contact hours.	
	Supporting student parents	<p>-Read the recent report on student families.</p> <p>-Look at setting up the campaign &amp; online social events for student parents to replace 'Coffee Morning'.</p> <p>-Discuss setting a facebook group/support network.</p> <p>-Help advertise to fill the role on Cambridge SU Exec.</p> <p>-Camcards - talk to Alice about carrying on Stellas' work pushing for CamCard access.</p> <p>- Contacting MCR families officers</p>	<ul style="list-style-type: none"> <li>• Need to co-ordinate with the SU Welfare Officer.</li> </ul>
	Rents & Coronavirus	<p>-Work with sabbatical team on rents &amp; health and safety.</p> <p>-Contribute to drafts of demands &amp; guarantees the University must provide.</p>	<ul style="list-style-type: none"> <li>• Raised the issue of safe accommodation during discussions of covid guideline enforcement.</li> </ul>

		<ul style="list-style-type: none"> <li>- Promoting ACORN</li> <li>- Housing rights in colleges with COVID discipline measures</li> </ul>	<ul style="list-style-type: none"> <li>• Contacted housing &amp; tenants campaigns to speak at an upcoming WomCam event on 'feminism in a pandemic'.</li> </ul>
	Justice for Workers Campaigning	<ul style="list-style-type: none"> <li>-Collect available data on gender pay at colleges.</li> <li>-Issue FOIs to relevant college's.</li> <li>-Raise Living Wage collaboration at Women's Campaign Forum in Michaelmas.</li> <li>- Developing a more comprehensive approach towards workers rights</li> <li>- Campaigning against redundancies</li> <li>- Adjust pay for staff to reflect the additional COVID-19 workload which includes but is not limited to cleaning rooms, preparing classes, and providing extra contact hours</li> </ul>	<ul style="list-style-type: none"> <li>• Attending planning meeting each Wednesday evening.</li> <li>• Support ongoing campaign - attending the stall outside Trinity &amp; collecting resources for student solidarity packs with the Welfare Officer.</li> </ul>

	<p>Inclusivity within University sport</p>	<ul style="list-style-type: none"> <li>• Trans and nb inclusivity</li> <li>• Investigate the valuing of sports by the university and gendered impacts</li> <li>• E&amp;D training for sports team welfare officers.</li> </ul>	<ul style="list-style-type: none"> <li>• Successful initial conversations with the sports department.</li> <li>• Going through the SU loneliness report &amp; comparing to sports dept priorities.</li> </ul>
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## Rensa Gaunt – Disabled Students’ officer

Goals	Objectives	Tasks
<b>Secure the future of Disability Resource Centre (DRC) and University Counselling Service (UCS)</b>	Investigate under-staffing and under-funding of DRC	Working on: <ul style="list-style-type: none"> <li>Establishing effective triaging between DRC, SAS and DSC</li> </ul>
	Investigate current practices on disability provision to find potential inefficiencies	Working on: <ul style="list-style-type: none"> <li>User feedback within DRC</li> <li>Information on adjustments for online learning for DRC students</li> <li>Information about RAs for students without an SSD or diagnosis</li> <li>DRC project to overhaul SSD distribution and management</li> <li>FOI campaign on rent costs for disabled students</li> <li>Work with SAS to find where tutorial system is failing</li> </ul>
	Assess current UCS and other counselling provision	Achieved: <ul style="list-style-type: none"> <li>Meeting with UCS Exec chair to push for review to include service user feedback</li> </ul> Working on: <ul style="list-style-type: none"> <li>Developing UCS review</li> </ul>
	Assess and improve open day provision	Achieved:

<b>Improve access to university for disabled students</b>		<ul style="list-style-type: none"> <li>Meeting with UG AEP to talk about disability access within SU and CAO</li> </ul> <p>Working on:</p> <ul style="list-style-type: none"> <li>Meeting with CAO about accessibility in their work</li> <li>Contact CAO to find information on disabled students access to their work</li> </ul>
	Reform DRC transition events	<p>Working on:</p> <ul style="list-style-type: none"> <li>DRC project on new event format for 2021 onwards (currently paused)</li> <li>Investigating whether a pre-term induction would be possible</li> </ul>
	Improve student-led support network	<p>Working on:</p> <ul style="list-style-type: none"> <li>Training academic reps (when elected)</li> <li>Work with committee members to provide papers for Academic Reps to take to faculties and departments regarding reform in teaching and learning</li> <li>Facilitating peer support for academic concerns</li> <li>Running event on Feeling Blue</li> </ul>
<b>Reform accessibility across the university</b>	Reform university policy	<p>Achieved:</p> <ul style="list-style-type: none"> <li>Gathered data on usefulness of auto captions in different subjects</li> </ul> <p>Working on:</p> <ul style="list-style-type: none"> <li>Presenting data on auto captions to TLA WG</li> <li>Publishing mask exemption policy on university website</li> </ul>

		<ul style="list-style-type: none"> <li>Collecting data for Student Mental Health &amp; Wellbeing team on what changes disabled students would like</li> </ul>
	Reform provision of accessibility information	<p>Working on:</p> <ul style="list-style-type: none"> <li>Investigate changes in accessibility during pandemic</li> </ul>
	Reform provision of Reasonable Adjustments (changes required by the Equality Act to make services accessible to disabled people)	<p>Achieved:</p> <ul style="list-style-type: none"> <li>Collated resources on RA for this year</li> <li>Attended EAC and talked on second exam period, grade release, re-sit working group, surveying students on diversifying assessment</li> </ul> <p>Working on:</p> <ul style="list-style-type: none"> <li>Supporting CCTL in their student-led research for this year's work on the awarding gap for disabled and Black British students</li> <li>Finishing medical evidence report started by 2019-20 DSO</li> <li>Raise awareness of the right to RAs for different conditions ahead of exam arrangement deadline</li> <li>Pushing for second exam period to remain for this year and subsequently</li> </ul>

# Elections

## SOCIETIES SYNDICATE

The SU council annually elects two students to membership of the Societies Syndicate. The Societies Syndicate is a University body which manages University funding and support for student societies.

# Motion in favour of Fair Enforcement of College Codes of Conduct in the Covid-19 Context

Proposer: Chloe Newbold, Cambridge SU Women's Officer

Seconder: Alice Gilderdale, Cambridge SU Welfare Officer

## Cambridge SU Notes:

1. There is significant variation in the approaches taken by the 31 Colleges towards the enforcement of Covid-19 discipline guidelines, with some adopting a punitive approach that threatens to remove student access to college housing in the event of breaching guidelines. Students have reported to the SU that such threats have made them feel more insecure in their accommodation at a time when anxiety is already heightened, and has made them less likely to see their college as a source of support.
2. That removal of access to housing would disproportionately impact those without a safe home environment to return to and international students who comprise over 25 % of the student body may also face travelling overseas at extremely short notice.
3. That some colleges have established a series of fine-based penalties for rule breaches; including both Kings and Downing College. Students at these colleges have reported feeling that these fines allow students with greater financial resources to engage in rule-breaking, disproportionately impacting those from low income backgrounds.
4. That many college guidelines also fail to make clear to students what constitutes an "extreme" or "major" breach of guidelines.
5. No college has yet to make clear to all of its students whether disciplinary action will be taken against students that report instances of sexual assault and misconduct that occur during breaches of guidelines. For example where a student cannot disclose an assault without also disclosing that they were breaching distancing guidelines, thereby putting themselves at risk of punishment.

6. That students who are nervous about disciplinary action resulting from rule breaches are also more likely to attempt to hide their behaviour from College and Public Health authorities, making them less likely to report more serious wrongdoing in that happens in private (including sexual misconduct) and also less likely to come forward for testing or track & trace purposes.
7. That Colleges have also left themselves open to increasing the scope of their disciplinary powers in the future.
8. That numerous students have reported to the SU that a culture of “blame” within their colleges have led to members of the community testing positive for Covid-19 being ostracised for assumed breaching of behavioural guidelines.
9. That numerous colleges have deemed a more collaborative to Covid guidelines more effective, encouraging students’ active participation in distancing measures. These include King’s, Newnham, Girton, Christ’s and St. Edmund’s, Clare hall, Wolfson, Hughes Hall and Pembroke.
10. That a number of these colleges have also remained transparent with students regarding Covid-related disciplinary measures. Newnham College, for example has clearly outlined a progressive scale of action that will be taken for breaches of their Code of Conduct. These include (among others) a verbal/written warning, community service and a mandatory meeting with the COVID liaison tutor. A formal disciplinary procedure will be undertaken only in the most serious of cases, e.g. repeated intentional infractions or deliberately coughing on another person to spread the virus.
11. That colleges that have adopted these more collaborative approaches to the enforcement of guidelines have encouraged students to actively participate in limiting the spread of Covid-19 and respect distancing guidelines.

**Cambridge SU Believes:**

1. That a compassionate approach to student discipline in the context of Covid-19 is vital for protecting both the mental and physical wellbeing of members of the Collegiate University.

2. That students should be treated as adults with appropriate concern for the welfare of fellow members of the University, and be given the opportunity to reform their behaviour when found to be in breach of guidelines.
3. That disciplinary policies produced in collaboration with the student body, and communicated clearly to all college members will encourage active participation in mitigating the spread of Covid-19, by facilitating a sense of community between college members.
4. The University and 31 colleges have encouraged students to return to working and studying in Cambridge, and thus have an institutional responsibility to provide a safe and welcoming environment during their time at Cambridge.
5. Remedial measures should apply equally to all students, and thus avoid using penalties that give disproportionate advantage to students with access to greater financial resources, or a secure and safe environment to return to (such as finance-based sanctions and the removal of access to housing).
6. That a lack of safe spaces for socialising within colleges will encourage students to access unsafe social environments and engage in covert rule breaking in order to engage in the social activity that is essential to their wellbeing.
7. That a lack of transparency within enforcement mechanisms will make students less likely to come forward about any wrongdoing that happens in private (including sexual misconduct) and also less likely to come forward for testing or track & trace purposes.
8. That a punitive environment within colleges at a time of heightened anxiety will have a negative impact upon the mental wellbeing of students by fostering a culture of blame and distrust.

**Cambridge SU Resolves:**

1. To lobby the 31 colleges to adopt a compassionate and community-centred approach to the enforcement of Covid-19 disciplinary guidelines, through:
  - a. Adopting a system of warnings that give students the opportunity to behave in accordance with guidelines.

- b. Utilising community-centred penalties, such as supporting other students in isolation.
  - c. Avoiding fines-based sanctions that have a disproportionate and unfair impact on students from low-income backgrounds.
  - d. Guaranteeing that access to college-provided accommodation will not be removed for any student who lacks a safe and secure alternative, with a fair and transparent appeals process.
2. To ensure that colleges are clearly communicating these measures to their students, stating with clarity and specificity the procedures that will be followed and sanctions that can be expected from breaches of guidelines.
3. To campaign for colleges to facilitate opportunities for safe socialising amongst students as a preventative measure against covert rule breakages.
4. To push colleges to live up to their institutional responsibility towards the well-being of their students, by prioritising community-driven support for those who test positive for Covid-19 through;
  - a. Communicating clearly that infection is not to be equated with transgression of college guidelines.
  - b. Establishing non-punitive reporting mechanisms through which contact tracing can take place.
  - c. Ensuring that effective welfare systems are in place for students who are forced to self-isolate.
  - d. Committing to taking no disciplinary action against students who report instances of harassment and sexual misconduct that occur during breaches of Covid-related distancing guidelines.
5. To campaign for a transparent and collaborative approach that ensures any changes to guidelines and their enforcement should be
  - a. the product of prior consultation with student representatives.
  - b. communicated clearly to all college members.

# Motion to Lobby for a Cashpoint at Sidgwick Site

Proposer: Rensa Gaunt, Disabled Students' Officer

Seconder: Esme Cavendish, Access, Education & Participation Officer (UG)

## **Cambridge SU notes:**

1. That a large number of students use the Sidgwick Site on a daily basis, where cafés often have a minimum card transaction;
2. That there are a large number of Colleges and College accommodation facilities which surround the Sidgwick site, which sometime require students to pay in cash for services e.g. laundry;
3. That there is currently no cash machine on this site or any of the surrounding Colleges.

## **Cambridge SU believes:**

1. That a cash machine would be a useful addition to the Sidgwick site for students who use the campus and those at surrounding Colleges.

## **Cambridge SU resolves:**

1. To lobby the relevant officials and/or committees to aim to install a cashpoint on the Sidgwick Site.

# Motion for Lighting at Girton, Eddington and Storey's Way

Proposer: Rensa Gaunt, Disabled Students' Officer

Seconder: Esme Cavendish, Access, Education and Participation (UG)

## **Cambridge SU notes:**

1. Many routes often used by students are poorly lit at night;
2. These include routes between Girton and Eddington, and around Storey's Way.

## **Cambridge SU believes:**

1. Students and staff should feel safe in and around university and college buildings, and this includes having adequate lighting.

## **Cambridge SU resolves:**

1. To advocate for the immediate prioritization of adequate lighting for foot and cycle paths between Cambridge and the Eddington site, and around Storey's Way.