



## STUDENT COUNCIL: MICHAELMAS 2 AGENDA

Meeting to be held on Monday 26<sup>th</sup> October 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
  - b. Democracy Committee
6. Discussions
7. Emergency Motions
8. Proposed Ordinary Action Motions
  - a. Motion to Challenge the Cambridge SU's Support for Moving All Non-Essential Teaching Online
9. Proposed Ordinary Policy Motions - for note\*
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*

- a. *Vacation Storage and Accommodation Provision for International Students*
- b. *Unconscious Bias Training for Admissions Staff*
- c. *Truth for Giulio Regeni*
- d. *Students Not Suspects (Prevent)*
- e. *Standardising LGBT+ Rights*
- f. *Kashmir Solidarity*
- g. *Provision of Information on College Student Provisions, Equality and Diversity Policies, and Reporting Procedures*
- h. *Improving International Student Representation*

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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.

- i. *Dedicated Representation for Liberation Groups*
  - 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*
  - x. *Support Keeping the Second Exam Period*
  - y. *Stop Job Cuts*
11. Any Other Business

# STUDENT COUNCIL: MICHAELMAS 1 MINUTES (UNCONFIRMED)

Meeting held on Monday 12<sup>th</sup> October 2020 via Zoom meetings.

1. Objections to the order of items on the agenda
  - a. Chairing of the meeting

The meeting consented to Torkel Loman chairing this meeting on an interim basis as there was currently not a Chair in post.

2. Approval of the minutes of the previous meeting

This was the first meeting of the Cambridge SU Council so there were no minutes to approve.

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

N/A.

4. Reports to Council
  - a. Approval of Sabbatical Team Objectives

Ben Margolis -President (UG) reported on his goals for the year. (see papers)

Aastha Dahal - President (PG) reported on her goals for the year (see papers)

Esme Cavendish - Access, Education & Participation Officer (UG) reported on her goals for the year (see papers)

Siyang Wei - Access, Education & Participation Officer (PG) reported on their goals for the year (see papers)

Alice Gilderdale - Welfare & Community Officer reported on her goals for the year (see papers)

**The year plans were each approved by a vote of the Council**

Howard Chae - BME Officer reported on his goals for the year (see papers)

Rensa Gaunt - Disabled Students Officer reported on their goals for the year (see papers)

5. Elections
  - a. Council Chair

**Charlie Innes was elected as the Council Chair.**

- b. Returning Officer

**Torkel Loman was elected as Returning Officer.**

6. Discussions

There were no discussions.

7. Emergency Motions
  - a. Stop Job Cuts

*The Chair explained the process for action/policy motions and the nature of emergency motions.*

The Welfare & Community Officer introduced the motion.

A procedural motion to take the motion in parts was proposed by the Welfare & Community Officer, with Resolves 1 and Resolves 2 to be treated as an Action Motion and the remainder of the motion to be treated separately as a Policy which would be voted on at the next meeting.

There were no speeches against the motion

**The motion (resolves 1 and resolves 2 only) passed**

8. Proposed Ordinary Action Motions

There were no proposed Ordinary Action Motions.

9. Proposed Ordinary Policy Motions - for note

- a. *Vacation Storage and Accommodation Provision for International Students*
- b. *Unconscious Bias Training for Admissions Staff*
- c. *Truth for Giulio Regeni*
- d. *Students Not Suspects (Prevent)*
- e. *Standardising LGBT+ Rights*
- f. *Kashmir Solidarity*
- g. *Provision of Information on College Student Provisions, Equality and Diversity Policies, and Reporting Procedures*
- h. *Improving International Student Representation*
- i. *Dedicated Representation for Liberation Groups*
- 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 and President (UG) introduced the process for policy renewal from CUSU and the GU. The motions listed were updated policies previously being passed by CUSU and the GU, and the proposal was that members of the Student Council would have the opportunity to flag any motion to be unstarred for discussion and vote in full. Any motions not so flagged would be voted on as part of a batch.

x. Support Keeping the Second Exam Period

The AEP Officer (UG) presented the motion to the Council.

10. Proposed Ordinary Policy Motions - for discussion and approval

There were no motions for approval.

11. Governing Documents

a. Elections Rules for approval

The Chair asked Council to approve the Election Rules.

The President (UG) clarified in response to a question that the rules would apply to NUS Delegate Elections this year, but made a commitment that the Democracy Committee would review the election processes to ensure this process went smoothly and to contact students involved last year as part of this.

**Council approved the Election Rules**

12. Any Other Business

N/A

## BEN MARGOLIS- PRESIDENT (UG)

### YEAR OBJECTIVES

<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>Organised a meeting with David Marshall and Libby Tilley from Libraries to discuss a joint project going forward.</li> </ul>
	Better safeguarding frameworks and disciplinary procedures in place for students	<ul style="list-style-type: none"> <li>In conversations with CN about bringing her paper on the negative impacts of disciplinary codes as they stand to Senior Tutors' Committee.</li> <li>Have been lobbying Graham Virgo and Marina Frasca-Spada on these issues.</li> <li>Advised students on how to oppose bad implementation of guidelines at College Forum.</li> </ul>
	Safety for students in the COVID-19 Pandemic	<ul style="list-style-type: none"> <li>Had a conversation at College Forum about college safe socialising spaces, sharing good practices and advising on approaches that have worked in the university.</li> <li>Have lobbied COVID-19 Management Team to ensure that colleges do not shut down spaces even where guidelines have been broken in them- recognising that this gives rise to more dangerous practices.</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 met a few concerned J/MCRs on their concerns about SU policies, in the interests of providing a constructive way forward.</li> </ul>

	Reduce college inequality	<ul style="list-style-type: none"> <li>• Have been in liaison with AG, and by extension HUS and Homerton College, about provision of food and exercise spaces in the case of outbreaks, and ensuring that food costs are not inflated.</li> </ul>
<b>A socially just university for everyone</b>	Fossil and arms free university	<ul style="list-style-type: none"> <li>• Continued work on CBELA on establishing guidelines for the acceptability of donations from companies not reaching climate change targets.</li> </ul>
	Lobby for support of free education.	<ul style="list-style-type: none"> <li>• Have helped to promote CAGE event organised by HC on PREVENT Duty.</li> <li>• Have been liaising with UCU in lobbying colleges to allow students and staff to see college outbreak response plans, to ensure that staff are not put at unnecessary risk- we have also raised this with Public Health Cambridgeshire and Peterborough.</li> </ul>
	Fair pay, representation and conditions for all staff	<ul style="list-style-type: none"> <li>• Working on implementing action points passed in Council last week, including affiliation with Defend Jobs Coalition in collaboration with AG.</li> </ul>

# AASTHA DAHAL – PRESIDENT (PG)

## YEAR OBJECTIVES

BHAG 1	SMART Objectives	Tasks
End mental health problems for postgraduate students	Minimum basic standard of care in student supervisor relationships	<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> <li>Met with a member of the Student Mental Health and Wellbeing Project Board to discuss funding for the research project. Funding commitment secured.</li> </ul>
	Proper support from college tutors for post graduate students	<ul style="list-style-type: none"> <li>Lobbied for tutors to check up on all postgraduate students in self isolation at the Graduate Tutors Committee. Raised concerns in the same committee highlighted by MCRs regarding the inconsistency of tutorial support for postgraduate students.</li> </ul>
	Better access to mental health resources	<ul style="list-style-type: none"> <li></li> </ul>
Make the collegiate university safe for all students	Minimum basic guarantees of safety in place across the Collegiate University to protect students and staff from the risks of COVID 19 pandemic.	<ul style="list-style-type: none"> <li>Suggested that the SU hold regular drop in sessions for students who are in self isolation. Alice has developed the idea and is running weekly drop in sessions every Thursday,</li> <li>Released SU's pledge on moving non essential face to face teaching online. Worked with the sabbatical team to draft reasoning for this stance. Discussed the pledge with some MCRs.</li> </ul>

		<ul style="list-style-type: none"> <li>• Discussed concerns and strategies about COVID measures across colleges including contingency planning, safe spaces for socialisation, visitor policy amongst others at College Forum.</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 harrasment</b>	
<b>Make University education accessible to all postgraduate students</b>	<b>Expand access of postgraduate students to funding.</b>	<ul style="list-style-type: none"> <li>• Met with the postgraduate funding team to discuss the funding search tool.</li> <li>• Discussed with ProVC (education) on getting departments to enter their funding in this search tool.</li> <li>• Lobbied with Graham Virgo for UKRI funding for international students to cover visa fees and NHS surcharge; lobbied for Harding fund to cover these fees.</li> <li>• Working with Alice, Siyang and UCU to come up with a joint strategy on anti casualisation affecting postgraduate students.</li> </ul>
<b>Make University education ethical and inclusive</b>	<b>Divestment from corporations and state institutions with a track record of environmental damage and human rights violations.</b>	<ul style="list-style-type: none"> <li>• Discussed divestment efforts at Clare Hall Graduate Student Body. Received their divestment report that is a useful document to share with other Colleges.</li> </ul>
	<b>Raise awareness about decolonisation of curricula.</b>	<ul style="list-style-type: none"> <li>•</li> </ul>

## SIYANG WEI – ACCESS, EDUCATION & PARTICIPATION OFFICER (PG)

### YEAR OBJECTIVES

<b>Tackling barriers to PG study</b>	Increase the accessibility of the PG application process	<ul style="list-style-type: none"> <li>• With AD, met staff from Uni's PG Funding Project to discuss improving the funding tool.               <ul style="list-style-type: none"> <li>◦ Will receive info about Colleges and Departments that have uploaded info</li> <li>◦ Plans to organise individual lobbying with students in Colleges and Departments</li> </ul> </li> <li>• Met with / contacted students campaigning against PG application fee</li> <li>• Met with Class Act Graduate Officer to discuss funding info event &amp; further collaboration this year</li> <li>• Working with Admissions Office on November PG open days - 'student life' event</li> </ul>
	Improve existing PG funding and lobby for targeted funding	<ul style="list-style-type: none"> <li>• Co-hosted Academic Forum with EC</li> <li>• Organised first PG Access Group for Monday 26th October - discussing especially targeted funding and developing PG application fee campaign</li> </ul>
	Improve the PG 'student experience'	<ul style="list-style-type: none"> <li>• Reviewing Uni's 'self-assessment questionnaire' to be sent out to PGs in Michaelmas</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>• Started work with AD, HC, RG &amp; CN on SU input to OSCCA anonymous reporting pilot review ending Jan 2021</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> <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>• Preparing for academic rep elections</li> </ul>
<b>Protecting postgraduates as workers</b>	Fair compensation and secure contracts for PGs who teach	<ul style="list-style-type: none"> <li>• Organised meeting with AD, AG and UCU on anti-casualisation strategy &amp; working group</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> </ul>
	Protect academic job prospects	

# ESME CAVENDISH - ACCESS, EDUCATION AND PARTICIPATION OFFICER (UG)

## YEAR OBJECTIVES

<b>EXPANDING ACCESS AND OUTREACH EFFORTS</b>	Encourage the university to maintain a virtual infrastructure for open days and move towards a hybrid model for future years	
	Push for changes to the College Area Link Scheme as part of the Admissions and Outreach Review	
	Improve BME access by working with the BME sabbatical Officer, BME JCR Officers, and other uni societies / groups to implement more targeted outreach events	Working with Access Officers & reps to submit a group of Freedom of Information Requests (FOIs) to the University requesting disaggregated data relating to this year's admissions round (2020-21)
	Supporting the creation of scholarships (as well as other alternative means of funding) for EU students who now have international fee status	
	Access Forums	Hosting the first Access Forum of term, which featured a general discussion

		about access and outreach at Cambridge
	Develop a virtual model for the 2020/21 shadowing scheme	<p>Promoting mentor signups and planning virtual activities for the 2021 Shadowing Scheme (identifying campaigns and societies who could be contacted to run events)</p> <p>Meeting the Disabled Students' Officer (Rensa Gaunt) to discuss disability-oriented access and outreach events/work</p> <p>Undergoing training for working with Disabled Students (provided by the Disabled Students' Campaign)</p>
<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	
	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	Hosting the first Academic Forum of term, which featured discussion about remote teaching and learning, online assessments, online proctoring, student

		loneliness and building subject communities
	Tackling attainment gaps	
	Continued support for care experienced and estranged students	
	Address the decline in HE Participation on the part of Romany and Traveller Communities	
	Improved Hardship Funding	
	Remote Teaching and Learning	<p>Working with the University to develop guidance (to be published on their website) for Colleges and Departments about how to mitigate the impact of remote learning and isolation on students' mental health and wellbeing</p> <p>Gathering information about students' experiences of online lectures to feed into a paper sent to General Board's Education Committee (calling for the committee to establish a standard minimum amount of time for recorded lectures being available)</p> <p>Responding to queries and press requests about the SU's face-to-face</p>

		teaching pledge <a href="https://www.varsity.co.uk/news/20032">https://www.varsity.co.uk/news/20032</a>
<b>A JUST UNIVERSITY</b>	Student-staff solidarity	
	Anti-marketisation	
	Demanding that the university cut its ties with immoral industries (e.g. fossil fuel and arms industries)	Writing an article for the SU blog outlining the history of the SU's involvement in the successful divestment campaign at Cambridge and the other ways in which our educational institution continues its entanglement with fossil fuel companies e.g. through acceptance of research grants, undertaking extractive research, awarding of sponsorships etc. <a href="https://www.cambridgesu.co.uk/news/article/jobs/How-We-Win-The-SU-and-the-path-to-Divestment/">https://www.cambridgesu.co.uk/news/article/jobs/How-We-Win-The-SU-and-the-path-to-Divestment/</a>
	Supporting the Decolonise Network	

## ALICE GILDERDALE - WELFARE AND COMMUNITY OFFICER

### YEAR OBJECTIVES

<b>Fostering a sense of university community</b>	Support students returning or coming to university during the pandemic. Work to make students feel integrated in university life.	<ul style="list-style-type: none"> <li>• Supporting students self-isolating through self-isolation drop in sessions</li> <li>• Working with welfare officers to ensure students are supported via college and university-wide mechanisms</li> <li>• Worked with Homerton JCR to provide immediate advice and support following West House isolation</li> <li>• Proposing paper with Alice Benton about student wellbeing to be sent to STC.</li> </ul>
	Campaign for fair rent and compassionate student discipline	<ul style="list-style-type: none"> <li>• Took college discipline paper to Student Finance and Wellbeing Committee. Working on this to be taken up to STC.</li> <li>• Pushing for self-isolating students to be provided with subsidised food if no other food options available.</li> </ul>
	Fighting student loneliness	<ul style="list-style-type: none"> <li>• Meeting with BM, EC and David Marshall from the Libraries Committee to discuss student loneliness.</li> </ul>

		<ul style="list-style-type: none"> <li>Working on a resource pack for self-isolating students.</li> </ul>
	Anti-racist campaigning	
<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>Council motion passed last week endorsing the Cambridge Defend Jobs Campaign</li> <li>Supporting Cambridge Defend Jobs Campaign with Trinity stall and admin work</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> <li>Supporting Justice 4 Workers Campaign to officially become SU campaign.</li> </ul>
	Support UCU campaigns	<ul style="list-style-type: none"> <li>Meeting with UCU and Chair of STC, Chair of Bursars Committee and Alice Benton on anti-casualisation work in the University.</li> <li>Discussions with UCU on online teaching best practice.</li> </ul>
<b>Building links between the university and wider community - University's responsibility to local and global community</b>	Campaign to end the Universities ties with fossil fuel companies	<ul style="list-style-type: none"> <li>Meet with Ethical Affairs and Chief Investment Officer to clarify University Divestment Decision</li> <li>Working with the Zero Carbon campaign during weekly meetings and supporting comms work following divestment announcement.</li> </ul>

	Support land and housing justice campaigns in the city	<ul style="list-style-type: none"> <li>• Attended Women's Homelessness Action Group, supporting homeless women across Cambridge</li> </ul>
	Campaign for the university to work on its local environmental sustainability targets	

# RENSA GAUNT - DISABLED STUDENTS' OFFICER

## YEAR OBJECTIVES

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>- Media expose of report from 2019-20 DSO</li> <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>- Developing a mechanism for service user feedback within DRC</li> <li>- Information to be uploaded to DRC website on adjustments for online learning for students whose SSDs are not yet updated</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>- Running FOI event</li> <li>- Work with SAS to find where tutorial system is failing</li> </ul>

	Assess current UCS and other counselling provision	<p>Achieved:</p> <ul style="list-style-type: none"> <li>- Attending UCS Exec and going through committee papers to establish where UCS currently is</li> <li>- Meeting with UCS Exec chair to push for review to include service user feedback</li> </ul> <p>Working on:</p> <ul style="list-style-type: none"> <li>- Developing UCS review</li> </ul>
<b>Improve access to university for disabled students</b>	Assess and improve open day provision	<p>Achieved:</p> <ul style="list-style-type: none"> <li>- Meeting with SU staff about our own shadowing scheme</li> </ul> <p>Working on:</p> <ul style="list-style-type: none"> <li>- Meeting with UG AEP to talk about disability access within SU and CAO</li> <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</li> <li>- Investigating whether a pre-term induction would be possible</li> </ul>
	Improve student-led support network	<p>Achieved:</p> <ul style="list-style-type: none"> <li>- Ran DSC training for over 60 students and student officers</li> <li>- Made training resources permanently available on the DSC website in various formats</li> </ul> <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> </ul>
<b>Reform accessibility across the university</b>	Reform university policy	<p>Achieved:</p> <ul style="list-style-type: none"> <li>- Supporting the University-wide accessibility policy as it comes to Sub-Committee on Accessibility</li> <li>- Gathering information for GBEC paper on the length of time lectures are uploaded for</li> <li>- Attended uni EDI meeting and spoke on the importance of accessibility and intersectionality rather than isolated causes</li> </ul> <p>Working on:</p> <ul style="list-style-type: none"> <li>- Publishing mask exemption policy on university website</li> </ul>
	Reform provision of accessibility information	<p>Achieved:</p> <ul style="list-style-type: none"> <li>- Spoke in favour of AccessAble roll-out in Student Finance &amp; Welfare and Sub-Committee on Accessibility meetings</li> <li>- Met with University Libraries on a project to include Content Note fields within Leganto reading lists</li> </ul> <p>Working on:</p> <ul style="list-style-type: none"> <li>- Investigate changes in accessibility during pandemic</li> </ul>

	<p>Reform provision of Reasonable Adjustments (changes required by the Equality Act to make services accessible to disabled people)</p>	<p>Achieved:</p> <ul style="list-style-type: none"> <li>- Launched Access-a-Ball scheme for balls &amp; large events</li> <li>- In constant contact with senior uni staff on the issues students are having with uni's excessive medical evidence requirements</li> <li>- Helping individual students get necessary support via their tutor, DRC advisor or SAS</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>- Further push for flexible and transparent policies on deferral, intermission, 'work away,' and 'double time' (part-time study for health reasons), with lower evidence requirements and continued COVID-19 exemptions (linked to #DSC)</li> <li>- Further push for opt-in system for face-to-face contact hours for students (#DSC)</li> <li>- Pushing for second exam period to remain for this year and subsequently, at Exams &amp; Assessment Committee</li> </ul>
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		<ul style="list-style-type: none"><li>- Rallying committee member allies to support this</li><li>- Following through with Double Time grade release policy previously brought to EAC</li><li>- Raising a past DSC report at EAC that was not followed up on</li></ul>
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## HOWARD CHAE - BME OFFICER

### YEAR OBJECTIVES

<b>Build community and embedding anti-racism in the SU</b>	Support BME officers	<ul style="list-style-type: none"> <li>• Ran BME Forum</li> <li>• BME Mental Health Toolkit and BME Freshers' Guide</li> <li>• Supported BME officers with facilitation of freshers' anti-racism workshops</li> <li>• Circulated first BME Bulletin</li> </ul>
	Multifaith prayer/reflection rooms in all major lecture sites	<ul style="list-style-type: none"> <li>• Met with the Cambridge Central Mosque to discuss lack of appropriate faith-based chaplaincy services for Muslim students and arranging regular drop-in sessions throughout term</li> </ul>
	Establish links between the SU, the BME Campaign, and anti-racism campaigners and activists e.g. 'decolonising the curriculum' working groups	<ul style="list-style-type: none"> <li>• Supported the End Everyday Racism project with the launch of their report</li> <li>• Met with student campaigners to discuss Prevent and Hostile Environment</li> </ul>
	Archive anti-racism campaigning	<ul style="list-style-type: none"> <li>• Started sorting and updating BME Campaign's Google Drive</li> <li>• Recorded BHM events to explore possibility of archiving them in easily readable and distributable zine format</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>Met with End Everyday Racism project team to discuss how to use their report for campaigning purposes</li> </ul>
	Raise awareness	<ul style="list-style-type: none"> <li>Shared BME Mental Health Toolkit and BME Freshers' Guide with relevant contacts</li> <li>Spoke to the Tab and Varsity about the EER report and spoke at the EER report launch event</li> </ul>
	Targeted welfare and wellbeing support	
	Reform uni-wide policies and procedures	<ul style="list-style-type: none"> <li>Preparing for BME Forum on reporting racism</li> </ul>
<b>BME mental health</b>	Improve the UCS BME counselling scheme	
	Improve BME access to appropriate mental health support	<ul style="list-style-type: none"> <li>Met with Muslim students to discuss how SU can better support them on mental health-related matters</li> </ul>

# CHLOE NEWBOLD - WOMEN'S OFFICER

## YEAR OBJECTIVES

<p><b>SAFETY ON CAMPUS</b></p>	<p>Disciplinary Procedure Reform</p>	<p>-Find out the current state of college &amp; uni procedures.          -Cross-campaigns meeting about disciplinary reform          -Discuss disciplinary procedure demands at Forum this Michaelmas.</p> <p>-“Dispelling myths” guide &amp; resources.          - <b>COVID disciplinary processes- working to reduce punitive measures</b>          -Write consent campaign statement.          -Bring papers on collaborative policy making to college committees.          -Support JCR &amp; MCR’s lobbying for transparent disciplinary mechanisms.</p>	<p>New focus on COVID disciplinary processes.</p> <ul style="list-style-type: none"> <li>• Sent a paper to Student Welfare &amp; Finance Group arguing for a non-punitive approach - this has been approved.</li> <li>• Organised at WomCam forum for a position to propose at SU Council later this term.</li> <li>• Supported college officers arguing in favour of fair mechanisms.</li> <li>• Started outlining demands for consent in pandemic &amp; need for safety.</li> <li>• Supporting other SU officers on these principles being considered in college breakout plans.</li> </ul>
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	Improving Consent Education	<ul style="list-style-type: none"> <li>-Reform workshop content → research of alternatives.</li> <li>-Increase resources available for consent workshops.</li> <li>-Contacting campaigns → Loud &amp; Clear, Sexpression etc.</li> <li>-Plan for a wider consent campaign</li> <li>-Virtual consent forum over the summer.</li> <li>-Set up a campaign group for consent resources <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> </li> </ul>	<ul style="list-style-type: none"> <li>• Delivered successful consent training with positive feedback.</li> <li>• Resources are now available for future use in workshops.</li> <li>• Raised the issue of producing a 'consent in a pandemic' guide within the new consent campaign group.</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.</li> </ul>
	Staff - Student Relations	<ul style="list-style-type: none"> <li>-Research - NUS Reports &amp; documents.</li> <li>-Contact University about the current state of the policy.</li> <li>-Other university procedures.</li> <li>-Share consent workshops resources with CCTL for supervisor training.</li> <li>-Bring to WomCam Forum to develop a stance.</li> </ul>	<ul style="list-style-type: none"> <li>• Spoken to PG reps about collaborating on this.</li> <li>• Plans to discuss at forum later this term.</li> </ul>
	Reclaim the Night	<ul style="list-style-type: none"> <li>-<b>Most actions can wait until November (planning begins).</b></li> <li>- Keeping track of coronavirus &amp; ways to adapt protests to changing situations.</li> <li>- Refocus and centre around the origins of the RTN and inclusivity.</li> <li>- Think about ways to enable accessibility in the Covid context.</li> </ul>	<ul style="list-style-type: none"> <li>• Begun communications with the other liberation campaigns about collaborating on Reclaim the Night.</li> <li>• Will be discussed at forum in the coming weeks to establish the principles of the event.</li> </ul>

			<ul style="list-style-type: none"> <li>• Will be discussed via a working group across liberation campaigns after discussion at campaigns forum.</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> <li>- Safe accommodation during COVID-19</li> </ul>	<ul style="list-style-type: none"> <li>• Pushing in my work on my Covid guidelines 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>• 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.	<ul style="list-style-type: none"> <li>- Contact &amp; arrange a meeting with FLY.</li> <li>- Talk through ways that the relationship between the campaigns could be improved.</li> <li>-Organise FLY takes over forum for this academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• Campaign communications with FLY about our relationship this term.</li> <li>• Hopefully a meeting in the coming weeks.</li> </ul>
	Campaign Engagement	<ul style="list-style-type: none"> <li>-Reaching out to other liberation campaigns for event &amp; campaign collab. Set up online community groups.</li> <li>-Social Media content - introducing the committee &amp; campaign.</li> </ul>	<ul style="list-style-type: none"> <li>• Upcoming events planned with the other liberation campaigns - particularly BME campaign, Class Act and Disabled Students Campaign.</li> </ul>

		<ul style="list-style-type: none"> <li>-Produced term card working with the WomCam committee.</li> <li>-Establishing links with college Women's Officers and FemSocs.</li> <li>-Encourage high engagement with by-elections in October.</li> <li>-Democratising Reforms - read constitution &amp; start changes to bring to WomCam forum.</li> <li>- Accessible and engaging events in michaelmas</li> <li>- Maintain ongoing campaign engagement throughout the term.</li> </ul>	<ul style="list-style-type: none"> <li>• Successfully ran a by-election with contested roles - and all but 2 roles having candidates run for them.</li> <li>• High turn out at campaign events.</li> <li>• Launched campaign penpal scheme.</li> </ul>
	Committee Engagement	<ul style="list-style-type: none"> <li>-Initial Meeting.</li> <li>-1:1 updates on issues - i.e. disciplinary procedures, past campaign issues (ongoing).</li> <li>-Action Points Zoom Social</li> <li>-By elections - publicise widely to fill more roles on the committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Good ongoing weekly meetings amongst committee members.</li> <li>• By-elections have been successful (look above.)</li> </ul>
	Postgraduate Students	<ul style="list-style-type: none"> <li>-Talk to past postgrad Women's Officers.</li> <li>-Organise MCR Women's Officers mailing list &amp; meeting.</li> <li>-Fill postgrad rep role on the campaign.</li> <li>-Contact MCR Women's Officers.</li> <li>- Working with UCU and identifying potential allies and networks to be tapped into</li> <li>- MCR women's officer training</li> </ul>	<ul style="list-style-type: none"> <li>• Postgrad role is contested in by-elections after reaching out to PG reps.</li> <li>• Weekly emails to UG &amp; PG reps.</li> <li>• PG students have been attending forum and running for other roles on the committee.</li> </ul>

	Trans-Inclusivity.	<p><b>-WomCam x LGBT+ campaign chat about meaning inclusivity.</b></p> <p><b>-Establish working group to update anti-TERF guide.</b></p> <p>-</p> <p>-Fill the 'trans and non-binary' rep role on the WomCam committee.</p> <p>- Collaborating with LGBT+ on zines and Trans Day of Remembrance &amp; anti-SWERF guide.</p> <p>-Improve Cambridge SU policy on Gender Neutral &amp; support WGN campaign.</p> <p>-Support the campaign for GRA reforms.</p>	<ul style="list-style-type: none"> <li>• Ongoing work for events this term &amp; updating our anti-TERF guide.</li> <li>• Reached out to students to fill liberation roles during by-elections.</li> <li>• Working to support trans-inclusivity 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 consciousness of sex worker exclusionary feminism - produce resources.</p> <p>-Mapping the landscape - consider a survey on Sex Work at Cambridge-potentially linked to informal work and investigate potential framing for the survey</p>	<ul style="list-style-type: none"> <li>• Ongoing work for conscious raising - produced an outline for our anti-SWERF ideology resources.</li> <li>• Contacted &amp; confirmed paid 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> </ul>	<ul style="list-style-type: none"> <li>• Want to contact UCU about supporting anti-casualisation campaigning later this term.</li> </ul>

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

		<p>-Raise Living Wage collaboration at Women's Campaign Forum in Michaelmas.</p> <ul style="list-style-type: none"> <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>	<p>solidarity packs with the Welfare Officer.</p>
	Inclusivity within University sport	<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> </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.

## DEMOCRACY COMMITTEE

The SU is electing two members of the Democracy Committee.

The Democracy Committee is our student leadership for elections, Student Council and the democratic governing of the SU. Working with staff, the Exec and the Trustees, they set rules for the running of elections and other democratic processes, review the structure of the SU and its governing documents, and work to make sure the SU stays fair and transparent, and to improve student engagement.

The members of the Democracy Committee are:

- The Council Chair
- The Elections Returning Officer
- The Exec Chair (one of the Presidents)
- 2 other members

The Democracy Committee govern elections according to the [Election Rules](#) and the [By-Laws](#).

**We're looking for 2 new members of the Committee - if you're interested please get in touch with [chair@cambridgesu.co.uk](mailto:chair@cambridgesu.co.uk) to talk more about the role and put yourself forward. The deadline for nominations is midday on Monday 26th October, and the election will be held at Student Council.**

# MOTION TO CHALLENGE THE CAMBRIDGE SU'S SUPPORT FOR MOVING ALL NON-ESSENTIAL TEACHING ONLINE

*Proposed by:* Oli O'Brien, Christ's JCR President,

*Seconded by:* Jana Hochel, Lucy SU (CR) President,

## **Cambridge SU Notes:**

1. That as part of their #DemandSafeCambridge campaign, Cambridge SU campaigned for an opt-in system for face-to-face contact hours for students.
2. That they have since pledged to campaign for the University to move all non-essential academic contact online.
3. That many students have expressed their dissatisfaction with this new pledge.
4. Many students strongly feel that safe in-person teaching is preferable to online teaching in many contexts.
5. A survey conducted by Christ's JCR found 76% of students opposed the new pledge to move all non-essential teaching online, and that this survey was answered by 204 students, or 51% of Christ's JCR.
6. A subsequent survey conducted by Christ's JCR released alongside the SU blog post<sup>†</sup> found that 2 students out of 58 respondents had changed their minds in light of the SU's reasoning, and that 83% of students now opposed the pledge.
7. A survey conducted by the Robinson College Students' Association found that 75.6% of students did not support the Cambridge SU's pledge to move all non-essential teaching online, and that this survey was answered by 78 undergraduate students, or 20% of the Robinson undergraduate body.
8. That a subsequent post by the Robinson College Students' Association linking to the SU blog post and requesting a response if minds were changed based on this elicited no replies.
9. A survey conducted by the Girton Students' Union found that 62% of students did not support the Cambridge SU's pledge to move all non-essential teaching online, and that this survey was answered by 206 students.
10. A poll conducted by the Fitzwilliam JCR found that 98% of students did not support the Cambridge SU's pledge to move all non-essential teaching online, and that this survey was answered by 86 students, or 20% of Fitzwilliam JCR.
11. A survey conducted by Trinity Hall JCR, that linked to more detailed reasoning of the SU's decision, found that 54% of students did not support the Cambridge SU's pledge to move all non-essential teaching online and that a further 11% were uncertain, and that this survey was answered by 200 undergraduate students.

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<sup>†</sup> <https://www.cambridgesu.co.uk/news/article/jobs/Why-we-need-a-transition-to-online-teaching/>

12. A survey conducted by Corpus Christi JCR found that 86% of students did not support the Cambridge SU's pledge to move all non-essential teaching online, and that this survey was answered by 73 students, or 24% of the undergraduate body
13. A Facebook consultation by Peterhouse JCR found no students in favour of the Cambridge SU's pledge to move all non-essential teaching online
14. That many other JCRs - such as Lucy Cavendish SU, Newnham and Queens - have been approached by students expressing concerns about this policy.

### **Cambridge SU Believes:**

1. That it is important to ensure that the education offered at the University of Cambridge is safe and accessible to all students, and that it meets the varying needs of the diverse student body.
2. That the current system of being able to opt-out of in-person teaching allows students and staff uncomfortable with in-person teaching to study online.
3. That upholding this principle of autonomy of choice is extremely important in meeting the different needs of students.
4. That the Cambridge SU's aim in supporting this move is motivated by a desire to improve provisions for online teaching in a way that will convince the University to take action, but that proposing all non-essential teaching is online is not the solution.
5. That lobbying the University to make all non-essential teaching online is counterproductive in light of the concern that online teaching is inadequate.
6. That many students are struggling with welfare concerns, and that restricting face-to-face teaching will negatively impact students already feeling isolated.
7. That many students do not see the point of being in Cambridge if all of their studies are intended to take place online.
8. That many students (such as international students) felt obligated to return to Cambridge, some facing considerable strains and expressing severe unhappiness at this forced return (such as at Lucy Cavendish), for this promised in-person teaching.
9. Cambridge education is fundamentally different from the majority of UK universities due to its heavy reliance on small group teaching, which reduces the relevance of national SAGE and UCU advice.
10. In-person teaching represents a very small portion of the COVID risk that students take on in their day-to-day lives, especially when all risk mitigating procedures are followed and considering Cambridge's Asymptomatic Test Programme.
11. That the Sabbatical Officers have good intentions in attempting to support students, but that the current proposal of moving all non-essential teaching online is out-of-touch with student wishes.

### **Cambridge SU Resolves:**

1. To retract the present policy that supports all non-essential teaching being online.
2. To focus on the necessary improvement to online teaching facilities without proposing policies that the student body disagrees with, for example

working to standardise the form of teaching and ensuring full and detailed communication with students regardless of department and faculty.

3. To campaign the University to ensure all teaching is *available* online and, as initially stated in the Demand Safe Cambridge Campaign<sup>‡</sup> that there is an “Opt-in system for face-to-face contact hours for students” and an “Opt-in system for face-to-face contact hours for staff and students who teach, with no penalties for those who choose not to teach in-person”
4. To lobby the University to agree that if the situation is so severe that all the teaching has to be online, the University shall (assuming government regulations allow) let students go home safely to protect them from any physical and mental harm. In particular, they should let them go home before it is too dangerous, complicated, prohibited or expensive for them to travel.

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<sup>‡</sup> <https://www.cambridgesu.co.uk/news/article/jobs/Demand-Safe-Cambridge/>

# MOTION TO RESOLVE INTER-COLLEGE DISCREPANCY IN INTERNATIONAL STUDENT VACATION STORAGE AND ACCOMMODATION PROVISION

## **Cambridge SU Notes:**

1. Based on survey results, there exists considerable discrepancy amongst the provision of vacation storage and accommodation across colleges;
2. Most colleges cannot guarantee accommodation provision during short and long vacations;
3. Colleges have adopted varying approaches to vacation storage and accommodation provision for international students in their COVID-19 plans, as raised in separate Open Letters by the International Students' Campaign and Cambridge SU.

## **Cambridge SU Believes:**

1. The discrepancies in provisions for international students is an access issue which adds to wider intercollegiate inequalities;
2. In the context of COVID-19, these discrepancies also constitute a public health concern.

## **Cambridge SU Resolves:**

1. To lobby the Colleges to act on the points raised in the International Students' Campaign's and Cambridge SU's Open Letters regarding standardisation of vacation storage and accommodation provisions for international students;
2. To lobby the University's Accommodation Services to provide targeted guidance and advice for international students who are unable to live in College-owned accommodation outside of term-time.

# CAMPAIGNING FOR IMPROVING UNCONSCIOUS BIAS TRAINING FOR UNIVERSITY STAFF INVOLVED IN ADMISSIONS PROCEDURES

## Cambridge SU Notes:

1. Every year University staff who have been appointed as interviewers in admissions procedures for the first time must attend in person unconscious bias training run by a team of trained admissions tutors.
2. The University's Equality and Diversity Department have collated existing and created their own resources on what unconscious bias is (especially in relation to ethnicity and gender), how it can affect admissions decisions and how to mitigate the effects of it, which are accessible on Moodle for anybody with a Raven account.
3. Once a year, all University staff who will be conducting admissions interviews are reminded by email of these resources and encouraged to complete the unconscious bias training as a 'refresher.'
4. University staff are not required to complete this training, and completion rates are not tracked and monitored.
5. Whilst there has been a positive shift in the admission of students identifying as BAME in the University in the long term, these students are still highly underrepresented within the University. Overall Cambridge University admits a lower proportion of students who identify as BAME than the sector as a whole (Access and Participation Plan 2020-25) with the starkest difference within Black students, Cambridge's intake being 2.2% compared to the sector's being 10.5% (APP 2020-25).
6. For Asian and Black students there is a significant entry rate gap; fewer applicants are admitted than would be expected from application numbers (APP 2020-25).
7. For Black students, this gap is explained by prior academic attainment to an extent but not completely (APP 2020-25).

8. The gap for Asian students is currently less well understood consequently the University has acknowledged that this requires further investigation (APP 2020).
9. Whilst the percentage of students identifying as women within STEM subjects has been increasing incrementally since 2013-14, they currently remain to be underrepresented within the discipline (36.1% in 2015-16 according to the E&D report).

### **Cambridge SU Believes:**

1. That presenting staff with the impact that their biases can have on admissions decisions can be an effective method of challenging those biases.
2. That unconscious bias training is by no means a perfect solution to tackling concerns of underrepresentation, but it creates a platform for starting the conversation and mitigating the effects of such biases to an extent.
3. University staff conducting admissions interviews should complete refresher unconscious bias training every year before the interviews take place.
4. Such training should be required and completion should be monitored in order to ensure that there are minimum standards of good practice in relation to admissions procedures across all colleges.
5. The content used in the training should be regularly reviewed, in collaboration with Cambridge SU.

### **Cambridge SU Resolves:**

1. To campaign for the University to begin monitoring and tracking completion of unconscious bias training by staff responsible for conducting admissions interviews.
2. To lobby the University to boost completion rates by:
  - a. Reminding all staff to complete the training.
  - b. Making completion of the training a condition for continued involvement in admissions procedures.
  - c. Collecting feedback to evaluate the effectiveness of the training and suggest changes to its design, in collaboration with Cambridge SU.

# SUPPORT THE TRUTH FOR GIULIO REGENI CAMPAIGN

## **Cambridge SU Notes:**

1. In Lent 2019, CUSU Council passed policy to call for a full investigation into the disappearance and murder of Giulio Regeni, a PhD candidate studying at Girton College, who was killed while doing fieldwork in Egypt;
2. Amnesty International and Egyptian human rights organisations have documented hundreds of similar cases of enforced disappearances carried out by the Egyptian authorities over the past year alone;
3. The Egyptian authorities have admitted to investigating Giulio Regeni because of his research into independent unions in Egypt;
4. Amnesty International in Italy established the Truth for Giulio campaign with the support of Giulio's parents;
5. This campaign is also supported by Amnesty International UK, the University and College Union, and the National Union of Journalists, among others;
6. CUSU Council voted to support the 'Truth for Giulio Regeni' campaign.

## **Cambridge SU Believes:**

1. More needs to be done within the University of Cambridge to raise awareness of the Truth for Giulio campaign.

## **Cambridge SU Resolves:**

1. To continue to support the campaign alongside Amnesty International, including making a contribution towards local publicity costs;
2. Support the campaign in the organising of an open meeting where all members of the Cambridge community will be able to find out more about the case;
3. Facilitate a meeting between key members of the campaign with senior figures within the University;
4. To contact other student unions across the UK and urge them to support the national campaign led by Amnesty International and UCU.

# STUDENTS NOT SUSPECTS

## Cambridge SU notes:

1. The Counter-Terrorism and Security Act 2015 places a statutory requirement on “specified authorities” such as universities to “safeguard people from becoming terrorists or supporting terrorism” by complying with the Prevent Duty.
2. The Prevent Duty, as part of the Government’s counter-terrorism strategy, has been used to create an expansive surveillance architecture to spy on the public and to police dissent, systematically targeting Muslim communities in particular.
3. That this architecture has been part of the further criminalisation of Muslim communities and comes amidst a campaign to demonise them by the government - in 2015, 70% of the cases referred to Prevent were for “Islamist Extremism,”<sup>§</sup> and in 2017 Muslims were approximately 40 times more likely than the rest of the population to be referred to Prevent.”
4. A 2017/18 report by the National Union of Students (NUS) found that 1 in 3 Muslim students in HE and FE felt negatively affected by the Prevent Duty: “this included participating in less political activity or debate; having events they have organised being restricted or cancelled; or being reported through Prevent.”<sup>††</sup>
5. Under the pretenses of the Prevent Duty, lecturers have been known to report students as being at risk of radicalisation for merely taking an interest in political affairs in class, or for observing their religion more closely, whilst politically active students have found themselves visited by counter-terrorism officers.
6. The Government’s counter-terrorism/security policy is fundamentally flawed in its approach; its operant concepts of extremism and radicalisation are ill-defined and open to abuse for political ends.
7. That the NUS and University and Colleges Union (UCU) have both passed motions at their conferences opposing the Act and the Prevent Duty. Similar motions have been passed by both CUSU and the GU, most recently in December 2018.

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/763254/individuals-referred-supported-prevent-programme-apr2017-mar2018-hosb3118.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/763254/individuals-referred-supported-prevent-programme-apr2017-mar2018-hosb3118.pdf)

\*\* <https://www.theguardian.com/commentisfree/2017/nov/10/prevent-strategy-statistics-independent-review-home-office-muslims>

†† <https://www.nusconnect.org.uk/resources/the-experience-of-muslim-students-in-2017-18>

8. That, despite promising a “light touch” approach to the Prevent Duty, Cambridge University obstructed a student-organised panel discussion in 2017 in a way they now admit was “wrong.”<sup>#</sup>
9. That the “[lack] of consistency and accountability” in the roll-out of Prevent legislation across Cambridge Colleges was found to have created a ‘chilling effect’ which was damaging for Muslim students’ welfare and their ability to participate in the public life of the University.<sup>§§</sup>
10. That in November 2018, the Office for Students (OfS) modified its guidance, requiring colleges to submit data on the number of students accessing support services as part of their accountability and data returns. Many colleges expressed concerns about the relevance of the submission requirements, and CUSU and GU wrote an open letter opposing the encroachment of “a culture of surveillance and suspicion” on student support services.<sup>\*\*\*</sup>
11. That in 2019, the Government announced that it would review the Prevent strategy. However, the review’s chair had to be removed by the Government after human rights groups challenged his appointment in court over his support for Prevent. The review was supposed to be completed and presented to Parliament in August 2020, but this has been delayed.

### **Cambridge SU believes:**

1. That students are not suspects.
2. That the Prevent Duty fundamentally undermines human rights and freedom of speech.
3. That the Prevent Duty consistently targets Muslim people and BME people, being structured in ways that encourage increased suspicion and surveillance of these groups.
4. That the Prevent agenda discourages free expression and analysis of ideas. Academics, as well as anyone in a public-sector job, should not have to be part of this surveillance.
5. That the Prevent agenda is based on flawed research and hasty legislation.
6. That the Prevent training used by the University undermines its commitment to taking a light touch to the duty.
7. That the implementation of the Prevent Duty undermines the University’s commitment to accessibility and openness.
8. That universities and colleges are places for education, not surveillance.

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<sup>#</sup> <https://www.varsity.co.uk/news/15073>

<sup>§§</sup> <https://www.varsity.co.uk/news/15371>

<sup>\*\*\*</sup> <https://www.varsity.co.uk/news/16858>

9. That the implementation of the Prevent Duty not only isolates Muslim students but undermine the civil liberties of other groups such as environmental, political and humanitarian activists.

**Cambridge SU resolves:**

1. To oppose the Prevent Duty and its enforcement at the University.
2. To encourage the University to take a rights-based approach to Prevent, similar to that of Oxford University.
3. To work to reform the University's Prevent Training.
4. Not to follow the Prevent Duty in our capacity as the Students' Union, and to encourage J/MCRs to do so as well.
5. To survey students about the impacts of Prevent on their education and wellbeing, thereby gathering data about the chilling effect of the duty.
6. To work with students to take action against Prevent, including writing a report on the operations of Prevent in Cambridge and gathering information (action plans, risk assessments, submissions to the Government's Prevent Review, OfS data returns) from the University and Colleges.

# MOTION TO ENCOURAGE THE STANDARDISATION OF LGBT+ RIGHTS ACROSS THE UNIVERSITY

## Cambridge SU Notes:

1. Based on survey results, there exists considerable discrepancies regarding provision of support services for LGBT+ students across colleges and departments;
2. In November 2019, the Union of Clare Students became the first JCR to establish a Gender Expression Fund, with several more following suit;
3. 95% of trans and non-binary respondents to CUSU LGBT's 2018 Big Cambridge LGBT+ Survey supported the introduction of more gender-neutral toilets, whilst 85% said that current provision is insufficient;
4. Students are required to follow gendered dress codes for many occasions, ranging from matriculation/graduation ceremonies to formal halls to may balls;
5. Close to 50% of trans and non-binary respondents to CUSU LGBT+'s 2017 Big Cambridge LGBT+ Survey found the process of changing their pronouns and names on the University's systems to be complex or very complex.

## Cambridge SU Believes:

1. That the Collegiate University has a responsibility to ensure that all LGBT+ students are provided with a safe environment, regardless of their college or department;
2. That this extends to closing discrepancies between colleges and departments on matters relating to provisions for LGBT+ students, such as access to gender expression funds and gender neutral facilities;
3. That, especially in the current climate of hate specifically targeting trans students, the Collegiate University must back up its stated commitment to safeguarding trans students with concrete actions.

## Cambridge SU Resolves:

1. To collaborate with the LGBT+ Campaign and other student-run groups and community-based organisations such as Sexpression Cambridge to pressure Colleges and Departments to standardise their provisions for LGBT+ students.
2. To support and encourage all faculty and department representatives to address relevant LGBT+ related issues in their faculty and department meetings, on topics such as the provision of gender-neutral toilets or training lecturers and supervisors in understanding and respecting LGBT+ identities;

3. If and when relevant, to assist the SU LGBT+ Campaign in any potential campaign attempting to raise awareness or provide resources regarding the aforementioned issues, specifically in terms of increasing the visibility of such campaigns and putting pressure on the relevant institutions.

# KASHMIR SOLIDARITY AND CITIZENSHIP AMENDMENT ACT MOTION

## Cambridge SU notes:

1. That, over the past year, the Government of India has intensified its oppression of Jammu and Kashmir;
2. These actions are the latest in a longer history of militarised occupation of Jammu and Kashmir valley, with a recent deployment of 180,000 paramilitary troops supplementing the 700,000 troops which were already present in the region;
3. The Government's [Citizenship Amendment Act](#) and National Register of Citizens were challenged by the UN Commissioner for Human Rights, among others, over concerns that they discriminate against Muslims;
4. The resulting protests against these measures were suppressed with disproportionate force by police and other forms of "state-sponsored violence" such as riots where mobs were alleged to have been organised by the ruling BJP to target Muslims and opponents of the Government, especially students.

## Cambridge SU believes:

1. Students' Unions around the world have a responsibility to voice opposition to the Government's state-sponsored acts of violence given the prominence of students and students' associations in recent protests;
2. Cambridge SU has a responsibility to support those members who have connections to India and have been adversely affected by these developments.

## Cambridge SU Resolves:

1. To lobby Cambridge's MP, Cambridge City Council, Cambridgeshire County Council, and other government bodies and reps to:

- a. Recognise the ongoing humanitarian crisis and rights abuses in Kashmir
  - b. Press for fulfilment of the Kashmiri people's right to self-determination under international law
  - c. Press for the release of Kashmiri people from unlawful detention and for the freedoms of speech, communication, and education to be restored in Kashmir
  - d. Act to compel British companies to cease trading in arms and arms components that could be used against the civilian population under occupation in Kashmir
  - e. Insist that humanitarian aid organizations and international observers must seek to and be allowed to enter the region
2. Where possible reach out to Kashmiri students and Indian student protesters to offer resources and support;
  3. Pressure the University to condemn any suppression of student protest, especially through violence, and including the actions of the Indian government;
  4. Campaign to raise awareness about the atrocities committed in Kashmir and across India more widely, in collaboration with UK-based organisations such as the Kashmir Solidarity Campaign.

# MOTION TO PROVIDE INFORMATION ON COLLEGE STUDENT PROVISIONS, EQUALITY AND DIVERSITY POLICIES, AND REPORTING PROCEDURES

## Cambridge SU Notes:

1. That College websites are of varying standards regarding information content, including information on student religious, accessibility and welfare provisions etc.; Equality and Diversity Policy; and Reporting Procedures for all forms of harassment.<sup>†††</sup>
2. In 2018, CUSU Council endorsed an Accessibility Pledge which committed it to support a unified approach towards gaining accessibility information and to actively encourage university bodies to clearly state accessibility provision.<sup>‡‡</sup>
3. The responsibility to find and collate information on student provisions, policy and procedure has fallen to the Students' Union and Liberation Campaigns, rather than the University or Colleges. However, prospective students are more likely to search college websites for this information than the Student's Union, and therefore may be deterred from applying.<sup>§§§</sup>
4. In 2018, the Disabled Students' Campaign found that there is a severe lack of information on College Websites, making it 'impossible to make any significant assessment on the degree to which most colleges fully comply with the 2010 Equality Act.'<sup>\*\*\*\*</sup>
5. A report released by the Equality and Human Rights Commission has shown that two thirds of students who had experienced racial harassment said that

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<sup>†††</sup> [https://docs.google.com/document/d/10fPZK91S8fKCLSXJCgRxCHPOnqRdpz\\_T13scPKrptpU/edit?fbclid=IwAR2W5loKBmZjmlLFATbvC1st641tKAR4zZWXhWhHJcnEG1UnLVcVgDoNfLg](https://docs.google.com/document/d/10fPZK91S8fKCLSXJCgRxCHPOnqRdpz_T13scPKrptpU/edit?fbclid=IwAR2W5loKBmZjmlLFATbvC1st641tKAR4zZWXhWhHJcnEG1UnLVcVgDoNfLg) (BME Campaign's collation of clearly stated information religious provisions; Equality and Diversity policy; and Reporting procedure on college websites)

<sup>‡‡</sup> <https://www.varsity.co.uk/news/17452>

<sup>§§§</sup> Found in the Alternative Prospectus <https://www.applytocambridge.com/> and student led surveys for provisions, such as Menstrual Product Provision

[https://docs.google.com/spreadsheets/d/1Gx6WFjqmKbCpibNh2twKNqoIDRb\\_SkT\\_BrtLLS9qafM/edit?fbclid=IwAR2wdJ5jXCpua1yV26RfM7diZBYMH9FyHrT9v7i-GWsB15plrOvHnza5aM#gid=1039311](https://docs.google.com/spreadsheets/d/1Gx6WFjqmKbCpibNh2twKNqoIDRb_SkT_BrtLLS9qafM/edit?fbclid=IwAR2wdJ5jXCpua1yV26RfM7diZBYMH9FyHrT9v7i-GWsB15plrOvHnza5aM#gid=1039311)

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<sup>\*\*\*\*</sup> <https://www.disabled.cusu.cam.ac.uk/wp-content/uploads/2018/11/%E2%80%98To-boldly-go-whereeveryone-else-has-gone-before%E2%80%99-Wheelchair-Step-free-Access-in-the-Collegiate-University-1.pdf> and <https://www.varsity.co.uk/news/16616>

they had not reported the incident to their university. Yet the CUSU Big Cambridge Survey 2017-2018 found that 52% of BME students in Cambridge had experienced “racially prejudiced attitudes”, and 26% had directly experienced racist harassment.<sup>†††</sup> <sup>###</sup>

6. Without information clearly stated for students to see, it is difficult to hold the Colleges to account as members of that community or as a Student’s Union.

### **Cambridge SU Believes:**

1. That all students, and prospective students, should be able to easily access information regarding the provisions; Equality and Diversity policy; and Reporting procedures of every college on their websites.
2. That Colleges should also clearly state what provisions they do not supply in order to ensure greater transparency between students and colleges.
3. It is the role of Colleges and the University to clearly and accessibly make this information available to students and prospective students, rather than rely on the work of the Student’s Union who may not have the outreach that the University has to the wider public.
4. These provisions, policies and procedures should be updated regularly to ensure that students are equipped with relevant information regarding the environment in which they live.
5. Without this transparency, students who require these provisions, or need to access certain reporting procedures, are put at a disadvantage as they must actively seek the information themselves or compromise their practices and welfare due to a lack of information.
6. This has led to a lack of harassment reporting as students are deterred by the lack of information and guidance on the collegiate reporting mechanisms and the welfare support provided.
7. The variation from college to college has led to disparity in the student experience, and to effectively hold every college to account, college’s must

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<sup>†††</sup> <https://www.equalityhumanrights.com/en/our-work/news/universities-oblivious-scale-racial-abuse-campus>

<sup>###</sup> <https://www.cusu.co.uk/wp-content/uploads/BCS-File-Final-INTERACTIVE.pdf>

clearly state their Student Provisions; Equality and Diversity Policy; and Reporting Procedures on their central websites.

**Cambridge SU Resolves:**

1. To campaign for Colleges to clearly provide updated information on Student Provisions; Equality and Diversity Policy; and Reporting Procedures by:
  - a. Consulting Liberation Campaigns to produce a comprehensive list of important provisions that students should have access to, this may include religious provisions including prayer spaces and catering; accessibility policy and physical access around the college grounds; Gender neutral toilets and Gender expression funds; Equality and Diversity Policy; and Reporting Procedures etc.
  - b. To bring a finalised proposal of items to the Liberation Campaigns and SU Council for ratification.
  - c. To lobby the University and Colleges to provide these items on their websites and update them regularly.
2. To mandate the Student's Union to provide relevant information on their website and prospectuses in the meantime.
3. To mandate the Students' Union and relevant bodies to produce a report evaluating which Colleges have or have not complied with the demands.
4. To maintain that it is the role of Colleges and the University to provide this level of information and transparency, so students and the Student's Union can effectively hold the University and Colleges to account.
5. To gather feedback from the Students' Union membership about their awareness and experiences of College provisions through e.g. the Big Cambridge Survey in order to campaign for changes to improve them.

# IMPROVING INTERNATIONAL STUDENT REPRESENTATION

## Cambridge SU notes:

1. The majority of SU Council voting members are Home students, which is highly disproportionate to the percentage of international students within the University;
2. International students comprise around 25% and 50% of the undergraduate and graduate student populations, respectively; or around 40% of total students;
3. SU Council is a forum to address issues regarding student welfare, among other purposes;
4. SU Council is a democratic decision-making body and endeavours to represent and consider the interests of the whole student body;
5. Cambridge SU is responsible for maintaining the purpose of SU Council and ensuring our democratic spaces are inclusive and encouraging of all student groups.

## Cambridge SU believes:

1. That, due to the overall lack of diversity in student representation at College and University levels, there is a lack of well-represented ranges of perspectives and experiences in SU Council discussions;
2. That this further discourages international students from participating in the democratic decision-making processes of the SU;
3. That, as is evidenced by the International Students' Campaign's Open Letter<sup>§§§§</sup> about COVID-19 arrangements, international students face specific difficulties and challenges but these point to wider problems affecting all students, demonstrating the need for better engagement with international students.

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<https://docs.google.com/document/d/1lrsV6YkUM7DIID5YEgdShQ710tgR7foSHSw3FZIAaWk/edit>

### **Cambridge SU resolves:**

1. To actively encourage international students to run for positions on College JCR and MCR committees, the SU's Michaelmas Elections for academic rep positions, and in the SU's Lent Elections for full-time and part-time officer roles;
2. To work with the International Students' Campaign on making elections material and material about the SU more accessible for international students, and produce election materials which explicitly encourage international students to run in elections (in particular, emphasising the availability of visa sponsorship);
3. To work with the International Students' Campaign to provide introductory information regarding student representation in Cambridge to international freshers;
4. To mandate Cambridge SU to continue work on this policy and consider this issue when forming longer term strategic decisions relating to representation.

# MOTION TO ENCOURAGE JCR AND MCR COMMITTEES TO INCLUDE ELECTED POSITIONS FOR LIBERATION GROUPS

## **Cambridge SU Notes:**

1. That some college JCR and MCR committees do not contain elected positions representing minority students (such as international, LGBT+, BME, disabled and women and non-binary students);
2. That some of the college JCRs and MCRs that do not have these elected positions instead have an elected "Equal Opportunities" Officer, who then informally appoints students from minority groups to serve in a sub-committee;
3. That on some college JCR and MCR committees, officers representing minority groups do not have full voting rights.

## **Cambridge SU Believes:**

1. That the best way to address the concerns and issues of students from minority groups and safeguard their welfare and wellbeing is to ensure dedicated representation on every JCR and MCR committee;
2. That formal elections are a fairer and more appropriate way of representing minority students than selection or co-optation by an elected officer into a sub-committee.

## **Cambridge SU Resolves:**

1. To encourage all JCR and MCR committees to have formal elected roles on their committees for representation from minority groups, including roles such as (but not limited to), Women's & Non-Binary Officer, LGBT+ Officer, BME Officer, Disabled Students' Officer, and International Students' Officer.

# CAMPAIGNING FOR ANTI-RACISM TRAINING FOR UNIVERSITY AND COLLEGE STAFF

## Cambridge SU Notes:

1. Cambridge SU has been working with the University's Equality and Diversity Department on Unconscious Bias training for College staff, fellows and custodians;
2. In recent years, Cambridge SU and the BME campaign have collated evidence and testimonials that a large proportion of students from Black and Minority Ethnic backgrounds believe racial or culturally-based prejudice is a problem at the University;
3. Proposals for carrying out Unconscious Bias and Equality and Diversity training have been being presented to Bursars, Senior Tutors and HR Managers from 2016, and in 2016 Hughes Hall carried out an Unconscious Bias Training session as a pilot;
4. In 2018 CUSU and the Preventing Prevent Campaign gathered testimonials from BME students on how the Prevent strategy affects them, and found that students who feel they are being racially profiled because of the Prevent Duty experience a "chilling effect";
5. Also in 2018, the University asked Colleges to report details of welfare meetings to their Prevent board, which CUSU and the GU opposed (<https://www.facebook.com/presidentcusu/posts/215201419399806>);
6. The Vice Chancellor Vice Chancellor stated that Prevent "poses a threat" to our students, because they are being racially profiled (<https://www.varsity.co.uk/news/15188>);
7. The University has been working towards the Bronze Race Equalities Chartermark, and as part of which they have committed to "Provide workshops and training on race awareness, white privilege and allyship - for all staff";
8. The University's Equality and Diversity Department have developed a training course for staff on unconscious bias;

9. The BME Campaign has supported College J/MCR BME Officers with planning and delivering anti-racism workshops for freshers;

### **Cambridge SU Believes:**

1. That all staff at the University and Colleges should be consistently trained in how counter their own biases and actively oppose racism;
2. That whilst Colleges seemed supportive of the proposals for Unconscious Bias training at the time, not enough Colleges have demonstrated a willingness to train and educate staff, fellows and custodians in this area;
3. That the Prevent training being rolled out across collegiate Cambridge encourages participants to rely on their biases in the pursuit of preventing people from being drawn to "extremism" as defined by UK Government policy leading to a disproportionate targeting of BME and Muslim students;
4. That Unconscious Bias training is by no means a perfect solution to tackling the concerns consistently raised by BME students, but it creates a platform for starting the conversation and mitigating elements of the Prevent training which disproportionately affects BME students.

### **Cambridge SU Resolves:**

1. To campaign for all members of College and University staff, fellows and custodians to attend compulsory, regular Unconscious Bias training sessions, coordinated or supported by the Equality and Diversity department in conjunction with Cambridge SU, and targeting those individuals who regularly interact with students;
2. To work with College JCR and MCR Committees to lobby their respective Colleges to deliver this training;
3. To work with E&D and the Schools and Departments of the University to make unconscious bias training a mandatory part of re/training for supervisors and tutors;
4. To encourage Colleges to support BME Officers with planning and delivering anti-racism workshops for freshers;
5. To continue to actively oppose the racist Prevent Duty by:
  - a. Providing J/MCRs with information about how to effectively argue against it in colleges;

- b. Setting up antiracist training to challenge the profiling encouraged by the Prevent training;
- c. Providing support for those students most affected by the Prevent Duty.

# MOTION FOR A HARM-REDUCTION POLICY ON DRUG TAKING

Proposer: Alice Gilderdale

## Cambridge SU Notes:

1. That the NUS survey 'Taking The Hit' reported that 4 in 10 students currently use illegal/un-prescribed drugs and a further 17% have done so in the past;
2. That 2 in 10 disabled students said they used drugs to medicate an existing physical health condition and twice as many said they used drugs to medicate an existing mental health condition;
3. That 'Heterosexual students were less likely than their LGBT+ peers to say that they self-medicate for an existing mental health problem' (Taking The Hit report);
4. That drugs can be contaminated and/or adulterated, and by being able to test them, students will have as much knowledge about what is in them as possible before making the final decision whether to take them or not;
5. That other Students' Unions, including Manchester, Sussex, and ARU, provide their students with drug testing kits and harm reduction information;

## Cambridge SU Believes:

1. That a zero-tolerance approach to drugs is harmful, and that a harm-reduction and education-based approach is more effective;
2. That we should acknowledge that Cambridge students use drugs, and there is no single reason for this;
3. That illegal/un-prescribed drugs can be dangerous, and we have a duty to ensure students' safety;

## Cambridge SU Resolves:

1. To provide accessible resources on harm-reduction that can be obtained anonymously, so that anyone wishing to educate themselves can do so without fear of judgement;

2. To include basic training on drugs and addiction for Union and College officers involved in student welfare;
3. To provide free drugs testing kits from the SU reception (much like the sexual health supplies) so that students who choose to still take drugs after educating themselves on the risk are more aware of what's in their drugs, and so they can make as informed a decision as possible;
4. To hold the stance that the University should move away from a zero-tolerance approach to drugs, and it should not adopt a punitive system towards students, and to lobby the University with this intent.

# MOTION TO SUPPORT CAMPAIGNS WORKING TO CUT ALL TIES BETWEEN CAMBRIDGE UNIVERSITY AND THE FOSSIL FUEL INDUSTRY

**Proposer: Alice Gilderdale**

**Seconder: Ethical Affairs Campaign**

## **Cambridge SU Notes**

1. That climate breakdown is one of the biggest ethical issues of our generation. Hundreds of thousands of people are already displaced from their homes every year as a result of climate change, whilst the number of deadly extreme weather events continues to increase.
2. That climate breakdown disproportionately affects those already living precarious lives, and vulnerable populations.
3. That fossil fuel companies are directly responsible for climate breakdown; just 100 companies are responsible for 71% of global carbon emissions.
4. That the University's mission statement is "to contribute to society through the pursuit of education, learning, and research at the highest international levels of excellence," and that among its core values are stated "freedom of thought and expression," "freedom from discrimination," "the contribution which the University can make to society through the pursuit, dissemination, and application of knowledge," "the place of the University within the broader academic and local community," and "concern for sustainability and the relationship with the environment."
5. That the 2019 Dismantling the Fossil Fuel University Report by Cambridge Zero Carbon Society revealed that the University of Cambridge provides direct and legitimising support for fossil fuel companies through investments, research, training, sponsorship and recruitment.
6. That the immediate demands of the 2019 Report are: (i) Stop accepting donations and research grants from fossil fuel companies, (ii) Stop accepting sponsorships and advertising from fossil fuel companies, (iii) Stop inviting fossil fuel companies to careers fairs hosted by the University or its constituent faculties, (iv) Stop awarding honorary fellowships and inviting fossil fuel executives to speak on academic platforms

7. That the medium-term (by 2021) demands of the 2019 Report are: (i) Remove named branding of fossil fuel companies in buildings, departments, prizes, scholarships and academic appointments, (ii) Cut all extractive research conducted by the University, (iii) Establish a programme to find alternative modes of funding for researchers, (iv) Divest fully from fossil fuels and reinvest in climate solutions, (v) End formal consultancy and training of fossil fuel companies and halt fossil fuel commercialisation of academic research.
8. That the SU has previously supported campaigns working towards, has itself contributed to campaigning for, the divestment of the endowments of the University and its constituent and affiliate bodies from the fossil fuel industry.

### **Cambridge SU Believes**

1. That fossil fuel companies are directly responsible for climate breakdown; just 100 companies are responsible for 71% of global carbon emissions.
2. That the activities of fossil fuel companies are wholly incompatible with a just and liveable future.
3. That supporting or working with the fossil fuel industry in any way runs contrary to the University's mission statement of 'concern for sustainability and the relationship with the environment'.
4. That cutting all ties with the fossil fuel industry is a moral imperative and a crucial step to taking tangible action to tackle climate breakdown.
5. That the Cambridge Zero Carbon Society's demands represent just and practical means of the University transitioning its operations away from supporting the fossil fuel industry.
6. That the SU should be at the forefront of campaigning for, and supporting student campaigns for climate justice.
7. That the formulation of an ethical investment strategy should be led by students and staff.

### **Cambridge SU Resolves**

1. To mandate the SU to work with campaigns calling on Cambridge University to cut its links with fossil fuel companies, including Cambridge Zero Carbon Society;

2. To mandate the SU to lobby for the University to cut its links to the fossil fuel industry at meetings with University officials, especially the Vice-Chancellor;
3. To formally adopt a policy position that the University and its colleges cut all ties with fossil fuel companies.

# MOTION TO SUPPORT STUDENT CAMPAIGNS AND MOVEMENTS WORKING TOWARDS THE DEMILITARISATION OF THE UNIVERSITY

## Cambridge SU Notes:

1. In 2018, a number of Varsity articles were released detailing various financial links between the University and its constituent and affiliate bodies, and various arms manufacturing companies.
2. Specifically, according to college responses to Freedom of Information requests as of November 9<sup>th</sup> 2018, the 20 colleges who had responded hold between them over £6.5 million in investments in the arms industry (reported in Varsity 9/11/18).
3. There is a lack of clarity at present around the precise nature of links of other forms, particularly in the realm of knowledge production, that may exist between the University of Cambridge and its constituent and affiliate bodies and the arms industry.<sup>\*\*\*\*</sup>
4. That the University's mission statement is "to contribute to society through the pursuit of education, learning, and research at the highest international levels of excellence," and that among its core values are stated "freedom of thought and expression," "freedom from discrimination," "the contribution which the University can make to society through the pursuit, dissemination, and application of knowledge," "the place of the University within the broader academic and local community," and "concern for sustainability and the relationship with the environment."
5. That significant student group mobilisation around this issue, among others, has occurred last year in the wake of Notes 1 and 2.
6. That the SU is proposing policy to support campaigns working towards, and to itself contribute to campaigning for, the cutting of ties between the University and Colleges and the fossil fuel industry.

## Cambridge SU Believes:

1. That it is antithetical to the University's stated "core values" of contribution to society, freedom of thought and expression and freedom from discrimination, among others, for the University and its constituent and affiliate bodies to be involved in resource provision of any kind (financial or otherwise) which contributes to the global arms trade and to industries whose primary goal is to supply, sustain, and profit directly from war(s) worldwide.

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<sup>\*\*\*\*</sup> Specific attention might be drawn here to the University's claim reported in Varsity 9/11/18 that "BAE Systems is not a member of Cambridge Service Alliance", which contrasts at the very least with the sidebar text at <https://cambridgeservicealliance.eng.cam.ac.uk/> which as of 13/11/2018 read "Members of the Cambridge Service Alliance include BAE Systems, Caterpillar, CEMEX, IBM and the University of Cambridge."

2. That the University and its constituent and affiliate bodies urgently owe to the members of the University a greater transparency regarding links, financial and otherwise, that may exist between the University and the arms trade.
3. That it is relevant to every student to be provided with information about, and to have a say in, the University's financial and other links with the arms trade, and is therefore within the SU's remit in terms of representing the student voice
4. That various CU student groups are already working to "motivate progressive changes" in this area, and that the SU in its representative role should therefore be actively supportive of such groups, campaigns, and/or movements among the student body.

**Cambridge SU Resolves:**

1. To publicly support existing and future student groups, campaigns, and movements which work towards the demilitarisation (i.e. severing all ties, whether commercial or academic, with the global arms trade and defence industry) of the University.
2. To mandate SU representatives to question, investigate and make public information about the University's relationships with the arms industry, and to advocate for demilitarisation in their representative capacities.

# MOTION TO LOBBY AGAINST HIGH RENTS IN COLLEGES AND TO SUPPORT STUDENT RENT CAMPAIGNS.

## Cambridge SU Notes:

1. Rents make up a large part of the cost of living for students in Cambridge;
2. There is a large disparity between rent costs at different colleges;
3. Rents often increase annually above inflation, and this has been exacerbated by colleges trying to make up lost income from the COVID-19 pandemic.
4. Many students face unfair changes in addition to their rent, such as the Kitchen Fixed Charge or punitive fines added to college bills;
5. The Big Cambridge survey (BCS) 2017-18 found that at colleges with higher rents as few as 10% of students were satisfied with their accommodation costs [link?];
6. Many students feel unfairly treated in accommodation matters, as evidenced by the BCS results;
7. Over the past 3 years, student-led rent campaigns in collaboration with JCRs and MCRs have pushed colleges to make significant concessions on rent increases, Kitchen Fixed Charges, and room bandings;
8. Information on the kinds and number of rooms available, rent ranges, system of allocation of rooms and hidden charges are not always made easily accessible at the point of application.

## Cambridge SU Believes:

1. High costs of living are a material barrier to access and participation;
2. Students should not face significant differences in quality of life across colleges;
3. Rents at some colleges are too high;
4. All students have the right to financial security while at Cambridge;
5. Student rent campaigns and JCRs and MCRs have a history of successful rent campaigning in individual colleges, and Cambridge SU is a good vehicle for providing support and sharing best practices across colleges;
6. Students should have access to information about the cost, quality, and potential availability of college accommodation at the point of application so that they can make informed decisions.

### **Cambridge SU Resolves:**

1. To endorse student-led campaigns against high rents in the university, and JCRs and MCRs in their work on rent-based issues;
2. To mandate Cambridge SU sabbatical officers to support these campaigns and Combination Rooms through data collection and any other such measures;
3. To mandate Cambridge SU sabbatical officers to raise the issue of rents, and their effect on access and student quality of life, where appropriate in their meetings with the University and colleges;
4. To mandate Cambridge SU sabbatical officers to lobby colleges for more transparent information about accommodation at the point of application for both postgraduates and undergraduates.

# SUPPORTING STUDENT PARENTS

Proposer: Siyang Wei, Postgraduate Access, Education and Participation Officer

Seconder: Alice Gilderdale, Welfare and Community officer

## Cambridge SU notes:

1. The University opened its second nursery in 2019 at Eddington with 100 places for University members, of which 92 are reserved for its staff and 8 reserved for its students;
2. The first nursery already functional at North West Cambridge has 100 places for University members, of which 80 are reserved for its staff and 20 reserved for its students;
3. The University runs two hardship funds to support student parents “in exceptional, unforeseen financial difficulty” with the costs of Ofsted-registered childcare: the University Childcare Support Fund (Home students) and the Central Childcare Bursary Scheme (EU and overseas students).

## Cambridge SU believes:

1. The University nurseries, compared with private nurseries, are much more appropriate for student parents under financial pressure, particularly given their uniform fee structure irrespective of the children’s age group. Hence the students should be given their due importance in reserving the places;
2. The seats reserved for students in the new Eddington nursery are not sufficient to provide for the University’s registered student parents;
3. Student parents can experience great difficulty accessing sufficient resources from the childcare hardship funds to support their studies;
4. In general, lack of appropriate childcare availability or funding that accounts for their circumstances are significant barriers to access and participation for student parents, at every level of University study.

## Cambridge SU resolves:

1. To lobby for student-reserved places in the Eddington nursery to be increased to 20%, in line with the first nursery;
2. To demand the University commit to an inclusive childcare vision that serves all its members, both staff and students;
3. To identify issues with the existing childcare hardship funds and lobby for improvements to the funds and their application processes to adequately support student parents;
4. To work with University Libraries, Estates, and relevant departments to ensure every student parent has access to at least one child-friendly workplace with network facilities and child rest areas, within University of Cambridge premises.

## PARTNER CARDS

Proposer: Siyang Wei, Postgraduate Access, Education and Participation officer

Seconder: Alice Gilderdale, Welfare and Community officer

### Cambridge SU notes:

1. All students (and alumni) who have matriculated and studied on an approved course at the University of Cambridge are eligible for a CAMCard, usually given to first-year students on arrival;
2. By activating the CAMCard, Cambridge's Colleges can grant students to access restricted College spaces, such as their accommodation, libraries and J/MCRs;
3. Many students, particularly postgraduate students, live in Cambridge with family members such as spouses, civil partners, and long-term partners who are not themselves University members;
4. Despite the resulting necessary involvement with College life, including often living in College accommodation, these family members are not eligible for CAMCards and so cannot be granted access to these spaces.

### Cambridge SU believes:

1. The Colleges are committed to being a home for students while they are in Cambridge;
2. Family members' ineligibility for CAMCard access to College spaces, including their own residences, can create significant logistical difficulties for students and their families;
3. These difficulties can contribute to a sense of disconnection from College or Cambridge communities, particularly among postgraduate students.

### Cambridge SU resolves:

1. To campaign to introduce a University policy by which family members such as spouses, civil partners, and long-term partners of students can be allocated a 'Partner Card' which could, if desired, be activated by Colleges to allow access to certain College spaces.

# MOTION TO SUPPORT THE DISABLED STUDENTS' CAMPAIGN ACCESSIBILITY PLEDGE

## Cambridge SU notes:

1. That disabled students often are not able to find out if events and meetings accommodate their access needs, and are therefore excluded or discouraged from attending those events;
2. That many JCR/MCRs, clubs, and societies (along with other University, College, or Cambridge-associated groups) are unaware of the access needs of their disabled members, and have no simple means of discovering what steps they can proactively take to ensure access needs are met;
3. That disabled students have frequently been unable to address access issues, as there are no clear guidelines on what is expected from JCR/MCRs, clubs, and societies;
4. That freshers in particular may not be aware of best practice regarding accessibility;
5. That the SU Disabled Students' Campaign Committee, in consultation with Campaign Members, have written an Accessibility Pledge (available at <https://www.disabled.cusu.cam.ac.uk/accessibility-pledge/>) which:
  - a. Commits to providing Access Statements for online, in-person and mixed events
  - b. Details accessibility requirements to cover by default for all event types and social media or website content
  - c. Commits to providing a named contact for specific access requests and questions
  - d. Is heavily referenced in the Training available via the DSC website which has been delivered to over 60 students and student officers before the start of term (MT20)
6. That the Pledge had 28 J/MCR and group sign-ups in its first year.

## Cambridge SU believes:

1. That disabled students should be provided with the information they need to decide whether events and meetings are accessible for them;
2. That an Accessibility Pledge to establish best practice would allow JCR/MCRs, clubs, and societies to be more aware of accessibility, as well as encouraging them to make their events more accessible;
3. That the existence of an Accessibility Pledge allows disabled students and allies to address issues relating to inaccessibility and/or lack of accessibility information;
4. That it would be beneficial to bring the attention of freshers to the issue of accessibility, so that disabled students feel immediately welcomed, and so that students develop an awareness of accessibility starting from the beginning of their time at university;

## Cambridge SU resolves:

1. To officially endorse the Accessibility Pledge;
2. To encourage JCR/MCRs, clubs, and societies to sign up to the Accessibility Pledge on a continual basis, particularly focusing on encouraging signups in time for full implementation by Freshers' Week yearly;

3. To link to or otherwise indicate the list of groups signed up to the Accessibility Pledge on the SU Societies Directory, thereby bringing accessibility specifically to the awareness of freshers;
4. To ensure that all SU events adhere to and/or consider the relevant points of the Accessibility Pledge.

# SUPPORT THE NUS' STUDENT SAFETY NET CAMPAIGN

## Cambridge SU notes:

1. That a number of students have raised concerns about the financial implications of the COVID-19 crisis for students, which will:
  - a. Impact the least-well off students most, as summer/part-time jobs are cancelled and family circumstances change;
  - b. Mean that many students will be graduating into an uncertain and difficult financial environment;
2. That the NUS has launched a campaign calling for a national student hardship fund and cancellation of student debt for this term (or reimbursement of fees in the case of those students who've paid their fees upfront) (<https://www.nus.org.uk/en/take-action/education/student-safety-net/>);

## Cambridge SU believes:

1. That students should not be the ones to pay for this crisis;
2. That the current system of student debt unfairly saddles the least well-off students with huge amounts of debt, and that education should instead be free, and students should receive maintenance grants to support them;
3. That the issue of debt cancellation/fee reimbursement is best dealt with at a national level;

## Cambridge SU resolves:

1. To advocate for more and more easily accessible hardship funding for students within the University;
2. To raise awareness of the NUS' Student Safety Net Campaign to Cambridge students;
3. To write to Daniel Zeichner MP to ask him to advocate in favour of the policies laid out in the NUS' Campaign;
4. To work with ISC on advocating on behalf of international students;
5. To continue campaigning for free education for all, including after this crisis.

# MOTION TO CHANGE UNIVERSAL BUS ROUTE TO SERVE HOMERTON AND GIRTON

## Cambridge SU notes:

1. The U-bus service (formerly known as the 'Uni 4') was the only public transport link between Homerton, the Education Faculty, the Sidgwick and West Cambridge sites as well as the hill colleges. The route was then changed which removed stops at Homerton and EdFac;
2. That despite opposition from the students' union, the Homerton Union of Students and Homerton College senior staff, no service has been restored to Homerton College;
3. Additionally, that the U-bus does not serve students at Girton College main site, but rather only at Swirles Court which is approximately a 20-minute walk away from main site and only houses some Girton undergraduate and graduate students;
4. That disabled students living on Girton main site and at Homerton College, as a result, suffer from unequal access, not only to education, but more generally, forcing some students to move college (<https://www.varsity.co.uk/news/19253>);
5. That since the new route was introduced, several changes have been made to the route and operating frequency;
6. A consultation was held in May 2020 on the possibility of adding stops at Homerton College, Education Faculty, Girton College, Wolfson College and 2 Park & Rides (<https://www.varsity.co.uk/news/19253>).

## Cambridge SU believes:

1. That disabled students from all colleges across the university are entitled to equal access to education and social events;
2. That plans to oppose the current U-bus route should include all colleges where students may be disadvantaged in terms of accessibility;
3. That students including those at Girton College and Homerton College are disadvantaged by the current U-bus route.

## Cambridge SU resolves:

1. To continue to push for changes to the Universal bus route alongside Girton College, Homerton College and Education Faculty students and student officers;
2. To push for the route to be reintroduced to Homerton and introduced to new sites such as Girton.

# MOTION TO SUPPORT AND ENCOURAGE A BOYCOTT OF THE NSS (NATIONAL STUDENT SURVEY)

## Cambridge SU notes:

1. That the NSS (National Student Survey) requires a 50% response rate to be valid;
2. That Cambridge students have successfully boycotted the NSS for the past four years, response rates not having reached 50%;
3. That NSS data is used as a metric in the TEF (Teaching Excellence Framework);
4. That institutions with a TEF award can charge higher fees;
5. That Cambridge SU has current policy to support Free Education and oppose the marketisation of Higher Education;
6. That the HE (Higher Education) sector is waiting to see the outcomes of the Pearce Review of the TEF, particularly the implications of any continuing proposals for subject-level TEF and of any continued link to tuition fees;
7. That Oxford is the only other university to have boycotted the NSS for the past four years;
8. That although the NSS is undergoing a review in 2020, it is highly likely that the survey will still be open for student responses this year

## Cambridge SU believes:

1. That the TEF does not accurately reflect the educational excellence of an institution, as the NSS places weight on non-educational related outcomes, such as graduate destinations, and has been shown to reveal a negative bias towards female and BME academics;
2. That we should use the leverage students collectively have through the NSS to express our discontent with the TEF and to disturb its implementation;
3. That invalid NSS results due to a student boycott would frustrate the implementation of the TEF in the future and show how easily TEF data can be manipulated;
4. That the continued boycott of the NSS by CUSU and now by Cambridge SU is a powerful signal of students' discontent with the marketisation of HE and the extortionate level of fees students are charged;
5. That we do not yet know the potential implications of Cambridge and Oxford's boycotting of the NSS for our position in the TEF and what that could mean for the undermining of this facet of marketisation;
6. That boycotting the NSS would not negatively affect Cambridge SU's ability to make students' voices heard at a University level due to the existence of other more robust student surveys, such as the Student Barometer and Cambridge SU's Big Cambridge Survey;

## Cambridge SU resolves:

1. To actively encourage finalists to boycott the NSS.
2. To actively encourage students to boycott any survey that replaces the NSS if it produces the same concerns as listed above.

# MOTION FOR IT TO BE MANDATORY FOR EVERY TRIPOS TO INCLUDE CONTENT NOTES IN ALL FACULTY PRODUCED READING LISTS

## Cambridge SU Notes:

1. That there is currently no policy from the University or the Student's Union that mandates the inclusion of content notes in reading lists or lecture content.
2. That some lecturers do include content notes (such as Shakespeare lectures for the English faculty), but that this done on the initiative of individual staff members.
3. That in the majority of faculties, including content notes in reading lists, lecture handouts and faculty communications is not standard practice.
4. That in several cases, a lack of content notes has had adverse effects on both students' emotional and academic wellbeing.
5. That some supervisors and lecturers have displayed a lack of understanding about the type of content that should be content noted, and how to do this.
6. Some students have also faced a lack of understanding and support when they have raised concerns regarding triggering content.

## Cambridge SU Believes:

1. That accessibility and student welfare should be central to the work of the SU.
2. Content noting can mitigate unnecessary trauma by allowing students to make an informed choice about the content that they are consuming, promoting both emotional and academic well-being.
3. That students with mental health-related disabilities should have prior warning before consuming any potentially triggering content.
4. In order to be as inclusive as possible, content notes should be made mandatory on all reading lists and content released by faculties.
5. That individual lecturers and supervisors should include content notes on any extra reading lists they provide, and before any lectures which involve sensitive content.
6. That if a student expresses their discomfort with a certain topic, they should not be forced to engage with related material. This means that it is unacceptable for a lecturer or supervisor to dismiss these concerns.
7. That content notes are not to silence academic discussion, but facilitate discussions that are inclusive, trauma-informed and enable all students to feel equally able to participate.

### **Cambridge SU Resolves:**

1. To lobby the university and its faculties to ensure that reading lists and lecture lists distributed by faculties include content notes.
2. To liaise with student academic representatives to lobby for content noting within University faculties, and for this to become common practice across the University.
3. That all teaching staff across the university must be given adequate training and guidelines regarding the importance of content notes, what topics require content notes, and when and how to use them.

# MOTION TO SUPPORT THE PROVISION OF MENSTRUAL PRODUCTS

## Cambridge SU Notes:

1. Over 25% of the 31 colleges at the University of Cambridge fail to provide any menstrual product provision for their students.
2. Of the colleges providing menstrual products to students, 47% have less than £100 a year for the scheme. Over 70% of colleges have less than £200 a year.
3. According to PLAN International (2017), a single year of menstruation costs approximately £128 a year, or just under £11 a period.
4. Of the colleges that provide menstrual products, only five provide any form of menstrual products other than sanitary towels and tampons.
5. Alternatives such as menstrual cups have an estimated lifetime of up to 10 years and over the period of their usage save a person who menstruates approximately £770. Reusable products such as menstrual cups and leak-proof period pants also significantly reduce the plastic usage involved in single use tampons and sanitary products.
6. Of the colleges that provide menstrual products, 30% do not provide products in the men's or gender neutral toilets, and 40% do not provide products in disability-access toilets.
7. Many college's locate these products in public and inaccessible locations that many students may find intimidating. (i.e. Porter's Lodge, Laundry Room, available on request, etc.).
8. Most of the University departments and library facilities, where many students spend a significant proportion of their time, do not provide free menstrual products. This means many students may be forced to return home or attend teaching hours without access to menstrual products.
9. No exam venues currently provide access to menstrual products.
10. In a survey conducted in 2019 by CUSU Women's Campaign, colleges are showing substantial resistance to implementing schemes, arguing the scheme "favours one gender", or "not something colleges are willing to give us money for".

## Cambridge SU Believes:

1. That accessibility and student welfare should be central to the Cambridge SU's principles.
2. Menstrual products provision is a vital step for gender equality, but also for accessibility and challenging taboos around menstruation.
3. All menstruating students should feel able to access college provisions for period products, recognising that not all people who menstruate are women, and not all women menstruate.

4. Students in colleges with no menstrual product provision who begin menstruation at particular times of the day face serious emotional distress and health concerns if they are forced to resort to unsanitary short term measures. A lot of colleges that are providing free menstrual products do not have an appropriate budget for their schemes, and do not currently provide products in places accessible to all menstruating students.
5. College Women's/Welfare/Gender Equality Officers are struggling to keep up with the demand of distributing menstrual products.

### **Cambridge SU Resolves:**

1. To campaign for menstrual products to be freely accessible to all students in all colleges, departments and libraries.
2. To liaise with College Women's/Welfare/Gender Equality Officers to ensure menstrual products are provided in all toilets across college/the department, including disabled, gender neutral, and men's toilets.
3. To campaign on period poverty as an issue that impacts students with all gender identities - making sure that provisions are targeted at all menstruating students, and that our language remains fully inclusive.
4. To campaign for provisions that cover a range of menstrual products - including both single-use products and schemes for providing more sustainable alternatives (e.g. leak-free period underwear & menstrual cups, etc.).
5. To campaign with the goal of menstrual products being regularly provided by colleges and departments as toilet paper is provided in all facilities.
6. To campaign for menstrual product provision schemes to be provided and distributed directly through college funds, not through JCR/MCR, welfare budgets or college Feminist Societies.

cn:// sexual assault, victim-blaming

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## MOTION TO BOYCOTT THE SOCIALIST WORKERS' PARTY AND ITS FRONT ORGANISATIONS

### Cambridge SU notes:

1. That in 2010 a member of the Socialist Workers' Party (SWP) accused a senior member of the organisation of sexual assault. In 2012, she clarified that she had been raped.
2. The party decided to deal with the complaint internally, through its own Complaints Committee.
  - a) Published accounts of the hearing show that the accused was supplied with details of the complainant's case weeks in advance but the complainant was not allowed to see his evidence beforehand.
  - b) Committee members - who included colleagues of the accused - asked the complainant invasive questions about her drinking habits and sexual past.
  - c) The complainant was not allowed to speak in the course of the hearings, but had others speak on her behalf.
3. The internal investigation found the accused member not guilty. A motion to approve the verdict passed by 231 votes in favour to 209 votes against, and SWP leadership insisted that those who did not accept the verdict should leave the party.
4. In 2013 members were expelled from the party for discussing the case on social media.
5. In March 2013 and October 2013 two more women made accusations of rape against senior members.
  - a) The first woman commented that the issue of sexual violence was a "systemic thing" within the party, and that the SWP was a "dangerous environment to be in".
  - b) The second commented that 'the Socialist Workers Party is a group that is sexist, full of bullies, and above all will cover up rape to protect its male members and reputation.'
6. The handling of the case led to a large number of resignations from the party and declarations by public figures and academics such as

Owen Jones and Ilan Pappé that they would not speak at events organised by the SWP.

7. Lead members of the SWP, such as Weyman Bennett, are also senior figures in other movements such as Stand up to Racism (SUTR) and the Stop the War Coalition
8. The SWP are often present at protests in Cambridge, handing out promotional material and SWP placards.

#### **Cambridge SU believes:**

1. Organising spaces must be safe for women and allow recourse to justice for all survivors of sexual violence.
2. The SWP is an organisation which is not safe for women and has systematically covered up allegations of sexual assault made against its senior members.
3. The SWP is using SUTR (Stand Up To Racism) as a front organisation to recruit members and rehabilitate its reputation under the banner of antiracism.
4. There is no place for rape apologism in antiracist and antifascist movements or in broader student organising.

#### **Cambridge SU resolves:**

1. Not to collaborate or work with the SWP or its fronts in any capacity
  - a) The SWP and its fronts cannot book SU spaces, be present at the Freshers' Fair or benefit from SU resources, financial or otherwise.
  - b) Cambridge SU will not promote or co-host events with the SWP or its fronts.
  - c) SWP and its fronts may not distribute promotional material at Cambridge SU events or in SU spaces.
2. To support alternative anti-fascist and anti-racist organising in Cambridge
  - a) Continue to support the work of the Cambridge SU BME Campaign, the Decolonisation Network, the Preventing Prevent Campaign, and other anti-racist organising.
  - b) To engage with local antiracist campaigns and facilitate student involvement in local antiracist activism.
3. To circulate information about the SWP as laid out in 'Cambridge SU notes' to encourage people to make an informed decision about whether they wish to affiliate themselves with this group.
  - a) To support student groups in boycotting the SWP and its fronts.
4. Where practical, to produce alternative placards to hand out at protests where SWP presence is expected.
5. To strengthen our work supporting survivors of sexual violence.

- a) Continue to scrutinise the university and college disciplinary procedures.
- b) Promote support services such as Cambridge Rape Crisis and the Sexual Assault and Harassment Advisor.
- c) Improve Cambridge SU's own accountability and complaints processes.

# MOTION TO SUPPORT KEEPING THE SECOND EXAM PERIOD

## Cambridge SU notes:

1. That exam access arrangements and exam allowances are handled by the university Examination Access and Mitigation Committee (EAMC, <https://www.student-registry.admin.cam.ac.uk/about-us/EAMC>);
2. That in the case of illness, exam allowances can either
  - a. Discount a 'small part' of the exam series ("reconsideration", p4) while keeping a class mark for the year
  - b. Discount the whole year's grades and class mark ("allowed to progress" to next year, or "declared to have deserved honours" in final year, p3 [https://www.student-registry.admin.cam.ac.uk/files/guidance\\_notes\\_for\\_examination\\_allowances\\_202021.pdf](https://www.student-registry.admin.cam.ac.uk/files/guidance_notes_for_examination_allowances_202021.pdf)), leaving finalists without a classed degree;
3. That the University's 2017 Examination Review cites from its working group that "perhaps too much weight is being placed on end of year examinations" (p7, [https://www.educationalpolicy.admin.cam.ac.uk/files/examreview\\_final\\_report\\_19sept17.pdf](https://www.educationalpolicy.admin.cam.ac.uk/files/examreview_final_report_19sept17.pdf));
4. That the same Review concludes that the existing system "should be retained rather than introduce resits." (p9);
5. That in Easter term 2020 a second exam period was introduced (<https://www.cam.ac.uk/coronavirus/students/assessment-201920/second-assessment-period-and-in-person-exams-easter-2020>) due to the risk that students would be unavailable for the first exam period due to illness, poor connectivity or caring responsibilities;
6. That the second exam period was only used by around 100 students;
7. That it nonetheless provided an exceptional reassurance to students at risk of illness or incapacitation lasting for more than one examination that they would still be able to get an exam grade and classed degree.

## Cambridge SU believes:

1. That returning to 'business as usual' is returning to a system where illness over more than 1 exam currently discounts a whole year of a students' education and possibly the value of their degree, as is stressed in the EAMC's own guidance (p3, [https://www.student-registry.admin.cam.ac.uk/files/guidance\\_notes\\_for\\_examination\\_allowances\\_202021.pdf](https://www.student-registry.admin.cam.ac.uk/files/guidance_notes_for_examination_allowances_202021.pdf));
2. That the risks of missing exams from summer 2020 have not gone away, as students are still at risk of having Coronavirus, having any other illness or condition, needing to self-isolate, being out of Cambridge during a lockdown, needing to shield, work remotely or give care to others;
3. That there is support from students in keeping the option of a second exam period should a student be unable to sit exams in the first exam period;
4. That this should become standard practice during any exam period.

## Cambridge SU resolves:

1. To push for the second exam period to be retained in the 2020-21 and subsequent academic years.

# EMERGENCY MOTION TO SUPPORT THE CAMBRIDGE DEFEND JOBS CAMPAIGN

*Proposed by: Alice Gilderdale, Welfare & Community Officer*

*Seconded by: Ben Margolis, UG President*

## **Cambridge SU Notes:**

1. On Wednesday 7th October the Cambridge Defend Jobs Coalition was formed by the Justice 4 Workers Campaign, Unite Cambridge, Unite Community, UCU Cambridge, UCU Anglia Ruskin, Cambridge Labour, the Ethical Affairs Campaign and Cambridge Defend Education to fight for the protection of jobs and unionisation across Cambridge and the Colleges.
2. In May, the Vice-Chancellor, Stephen Toope, said “we must be prepared to contemplate some unpalatable options that would have seemed unthinkable only months ago... we may need to undertake a review of staff pay that might include temporary pay freezes and voluntary pay reductions. The very last resort in a worst-case scenario is to contemplate potential generalised redundancies”.<sup>!!!!</sup>
3. Since then, Queens’ College has proposed plans to make 32 redundancies with 93 members of staff at risk of losing their jobs.<sup>####</sup> Downing College has made 27 non-academic staff redundant (15% of their total non-academic workforce), while a further 56 non-academic staff have reduced their hours, taken a career break, or moved to alternative employment in the College.<sup>§§§§§</sup> Finally, Trinity College has plans to make 45 housekeeping staff redundant (50% of their housekeeping department).<sup>\*\*\*\*\*</sup>
4. That the University’s mission and core values set out its “recognition and reward of the University's staff as its greatest asset”<sup>!!!!!!</sup>
5. From this week, the Cambridge Defend Jobs Campaign will be launching an intensive unionisation drive, including demanding voluntary recognition of Unite the Union from all Cambridge Colleges and an end to job cuts.

## **Cambridge SU Believes:**

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<sup>!!!!</sup> <https://www.cam.ac.uk/coronavirus/news/update-from-the-vice-chancellor-18>

<sup>####</sup> <https://www.varsity.co.uk/news/19804>

<sup>§§§§§</sup> <https://www.varsity.co.uk/news/19846>

<sup>\*\*\*\*\*</sup> <https://www.varsity.co.uk/news/19858>

<sup>!!!!!!</sup> <https://www.cam.ac.uk/about-the-university/how-the-university-and-colleges-work/the-universitys-mission-and-core-values>

1. All jobs should be protected and workers have a right to fair pay, pensions and fair treatment and should not be discriminated against because of gender, race, ability, or any other protected characteristic;
2. The financial response to the coronavirus pandemic should not include making staff redundant;
3. The University and its Colleges should actively collaborate with the trade unions UNITE, UNISON, UCU, as well as the SU and the JCR/MCR on any plans to make staff redundant;
4. Students benefit from living in an environment, working with, being taught by staff who have job security, are fairly paid, and are not forced to take on an excessive workload;
5. The decline in staff job security, pay, and conditions is directly linked to the marketisation of higher education, as the current funding system disincentivises universities from adequately funding their staff and should therefore be opposed where possible.

### **Cambridge SU Resolves:**

1. To fully and publicly support student campaigns and actions calling for union recognition and in opposition to job cuts such as the Justice 4 Workers Campaign, the Cambridge Defend Jobs Coalition, and the trade unions Unite, UNISON, and UCU, including but not limited to sharing and producing resources and publicity, supporting campaigning and actions, as led by students.
2. To formally affiliate with the Cambridge Defend Jobs Coalition and support the campaign;
3. To lobby the university, faculties and colleges to protect jobs and provide fair pay, pensions and conditions to all of their employees and recognise the trade unions Unite and UNISON;
4. To inform students, and provide information to J/MCRs detailing how to support staff facing redundancy and the unionisation drive.