**Executive Committee Meeting**

**AGENDA**

*15/11/2023, F304/Teams, 4pm – 5pm*

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| 1. **Welcome and introductions**
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* Apologies for absences:

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| 1. **Ratification of Minutes**
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* Refer to [EC-2324-01-02](https://livebournemouthac.sharepoint.com/sites/DemocracyandCampaigns/Shared%20Documents/General/2023.24/Democracy/Executive%20Committee/Minutes/EC-2324-01-02.docx)

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| 1. **Officer updates**
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* President (CD)
* Vice President Education (NVD)
* Vice President Student Opportunities (HT)
* Vice President Welfare and Community (FF)

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| 1. **Action Log**
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No action log – all actions completed.

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| 1. **Upcoming events**
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November – Disability History Month

* Summit 1 – 16th November 6pm-8:30pm
* Trans Awareness Week – 13th – 19th November
* Trans day of Remembrance – 20th November
* Independents Students Event – 29th November

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| 1. **Agenda items**
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**TO DISCUSS**

1. **Executive Christmas Celebration (Hayley Butler)**
	1. Time to discuss what the committee may wish to do for a festive celebration.
2. **Part-Time Officer Reporting (Zach Braid)**
	1. Discussion to be had on adjusting executive committee structure to allow Part-Time officers to provide verbal updates at alternating committee meetings.

**TO DECIDE**

1. **Policy Review (Zach Braid)**
	1. To discuss and review all current lapsing policies and decide on a recommendation as to whether they should be retained or lapsed.
	2. Policies to be reviewed:
		1. Should SUBU lobby BU to ensure that the length of teaching days and sessions are time appropriate, with consultation from students?
		2. Should SUBU stand in solidarity with the UCU’s ‘Four Fights’, prioritise transparent information and educate students?
		3. Inclusive Campus: Masks, Toilets and Facilities
		4. Rename the Students with Disabilities Officer and campaign to the Disabilities, Accessibility and Neuro-Diverse Officer.
		5. Should SUBU lobby the university to ban smoking and vaping on campus other than in designated sheltered smoking areas?
	3. All policies listed can be explored in greater depth through the attached papers.
	4. Voting done to be done through SurveyMonkey link sent separately.

**TO NOTE**

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| 1. **Any other business**
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| 1. **Date, time, and venue of next meeting**
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* 29th November – F304 – 4pm-5pm
1. **Policy Review**

Below are the details of the five policies being reviewed within this meeting.

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| **Proposed by**        | Chiko Bwalya |
| **Proposal**    | **Should SUBU lobby BU to ensure that the length of teaching days and sessions are time appropriate, with consultation from students?** |
| **Problem**    | * Some teaching days can be long, with few breaks in between teaching sessions (for e.g. lasting from 9am-7pm). The requirement for continuous concentration and engagement related to this can present accessibility challenges for some students with disabilities.
* Other teaching days can be short with students coming for a few hours several times a week, travelling far to come to lectures that don’t last long (1 hour)
* Single teaching sessions that last for 2-3 hours and do not have breaks within them also present concentration and engagement challenges for some students.
* Long breaks between teaching sessions can cause issues for students too.
* Teaching days that continue beyond 5pm can present attendance challenges for students with caring responsibilities and part time work that is essential for them to help fund their degrees. Students may be penalised for not attending lectures due to, for e.g. childcare issues.
* Teaching days that end later can also present safety issues for students when travelling back home later and in the dark. This can be especially the case where students are not living in areas heavily populated by other students (e.g. halls). There is also an issue with transport availability after lectures, meaning students may not be able to get back home.
* Overall, this could be contributing to students not wanting to come to lectures on campus.
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| **Solution**    | * SUBU should lobby BU to ensure the potential concentration and engagement issues with long continuous teaching days are addressed by the use of appropriate breaks throughout these days. This might currently be addressed through lectures starting and finishing 5 minutes early, so SUBU should track any changes to this guidance for academic staff as it may only apply during the current Pandemic situation.
* SUBU should lobby BU to ensure that all longer teaching sessions (those of 2-3 hours) include appropriate breaks within them for students.
* SUBU should lobby BU to ensure all short teaching sessions spread across different days can be compressed into one teaching day.
* SUBU should lobby BU to ensure there is flexibility for students who have challenges in attending teaching beyond 5pm that are due to caring responsibilities or essential part-time work, and that these students are not penalised or disadvantaged for not being able to attend. Flexibility for students could include being provided with a lecture recording or having the option to attend online. This would be in addition to being provided with the lecture slides and resources in advance.
* SUBU should work with BU to better promote local transport links to students
* SUBU should work with BU to review the safety of the wider Bournemouth community for students not living in areas heavily populated by other students (e.g.halls)
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| **Ideas for implementation**    | * SU VP Education to identify current guidance provided to academic staff relating to relevant breaks in long teaching sessions and the approach for students who find it challenging to attend lectures after 5pm for childcare and part-time work reasons.
* SU VP Education and SU VP Welfare and Community to discuss changes required to this guidance with SUBU’s relevant Liberation Campaigns, Student Communities and to track issues coming through SUBU’s online Rep feedback tool (SimOn)
* SU VP Education to prepare a report on the outcomes of the above points to share with BU’s Academic Standards and Education Committee
* SU VP Welfare and Community to work with BU on promoting local transport links to students and to review the safety of the wider Bournemouth community for students.
* SU VP Education to explore the idea of dual-delivery (in physical lectures and online) with BU, without being detrimental for students’ attendance records.
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| **To be implemented by**    | VP Education and VP Welfare & Community |

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| **Proposed by**     | Chiko Bwalya |
| **Proposal**    | **SUBU to stand in solidarity with the UCU’s ‘Four Fights’, prioritise transparent information and educate students.** |
| **Problem**    | * The University and College Union (UCU) has launched national ballots at 152 universities across the UK in relation to the USS pension scheme and pay and conditions.
* Bournemouth University UCU branch is one of 78 institutions balloting regarding the ‘Four Fights’- pay, workload, casualisation and equality.
* If the industrial action is successful, then it is likely that industrial action shall be taken before Christmas
* Nationally the UCU state that:
	+ Pay for university staff fell by 17.6% relative to inflation between 2009 and 2019, despite university income from tuition fees growing by a third in the last five years
	+ The gender pay gap sits at 16% and the most recent Higher Education Statistics Agency figures reveal that, of 22,810 professors in the UK, under a third (27%) were women and only 155 (1%) were Black. The pay gap between black and white staff stands at 17% and the disability pay gap is 9%.
* SUBU recognises that should UCU members decide to take industrial, this follows a period of negotiations where little if no progress has been made.
* Bournemouth University and other universities nationally have it within their power to work with UCU to avoid industrial action by reducing workload, casualisation, equity pay and real world pay.
* SUBU believes that staff’s working conditions is students learning conditions, therefore improving the student experience is contingent on Bournemouth University and other universities improving the staff experience.
* The potential industrial action follows two strikes in 2019/20 over the four fights and a period of two years where the student experience has been dramatically impacted as a result of COVID-19.
* Typically information around industrial action is scarce making it difficult for students to understand why academic staff undertake such action.
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| **Solution**    | * For SUBU to support all UCU demands in relation to the four fights.
* For SUBU to prioritise transparent information and education surrounding why UCU industrial action is occurring
* For SUBU to not support industrial action that would lead to significantly more disruption to our members.
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| **Ideas for implementation**    | * For SUBU to encourage Bournemouth University and universities nationally to meet the demands of the UCU during negotiations in relation to the four fights
* For SUBU to provide students with accessible and transparent information regarding UCU industrial action
* For SUBU to write an open letter to the University’s Senior Leadership Team and make this available to students to sign
* For SUBU to organise events to promote the UCU and the reasons why they are undertaking industrial action
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| **To be implemented by**    |   VP Education |

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| **Proposed by**        | Loui Erikson, Leon Cambray, Paige Norton-Edwards, Caitlyn Bembridge |
| **Proposal**    |  **Inclusive Campus: Masks, Toilets and Facilities** |
| **Problem**    | * Disabled students and those otherwise exempt are frequently asked to wear masks on campus.
* Often people demand confidential medical information such as the nature of their disability as proof of exemption.
* Even if not directly challenged, individuals feel ostracised for not being able to wear masks. People glance at them or treat them differently at the shops, on the bus, in halls, and now in university where they are supposed to be treated equally.
* All students are aware of the university's policies on wearing face coverings and need not be constantly reminded.
* Starting with the Student Centre, all new buildings within BU are fitted with gender-neutral toilets. However, older buildings may not have these facilities. Trans, non-binary and other gender non-conforming students currently have less options and have to travel much further in order to access a safe bathroom than their cisgender peers.
* The disabled toilets aren’t inclusive enough and don’t represent or accommodate the spectrum of disabilities.
* Students with neurodivergence have no safe place to go to on campus to calm down or relax in times of overwhelming situations. Neurodivergent students also expend more energy to be able to access university, go to, and interact with lectures, and need a safe space during the day to regain this energy to be well enough and focused enough to do well in these lectures.
* The stools in the labs are not inclusive for disabled people as it is not supportive and can induce pain because of this.
* Stools without backs also are not supportive for the general student population, and 3-4 hour labs without any support can be tiring and painful.
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| **Solution**    | * For inequalities on campus to be addressed
* SUBU to fight the targeting of students with hidden disabilities who cannot wear face masks.
* For staff and students to be tolerant and respectful of those who cannot wear masks instead of making them feel uncomfortable and different.
* Increase the quantity of gender-neutral bathrooms so students do not need to leave their current building to find one
* To change the signage on disabled toilets to reduce stigma
* To increase the calming measures within the disabled toilets
* To replace stools with backed chairs for the comfort, health and physical support of all students who use the lab
* Creation of a sensory space on campus
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| **Ideas for implementation**    | * The immediate removal or amendment of "No Mask, No Entry" signs from the campus as these signs discriminate against individuals who are not able to wear face masks. If the signs are to remain there should be a clear and explicit message that this does not apply to those who are exempt whether they choose to wear sunflower lanyards or badges or not.
* SUBU and BU to work together for staff training on Hidden Disabilities, accessibility, and language around disabilities
* SUBU to provide Hidden Disability lanyards and badges for those in need. Lobby BU to adopt the same policy with lanyards and badges.
* Ensure that there is at least one gender neutral toilet on the ground floor of each building to ensure that there is somewhere for queer students to access without having to leave the building.
* Work to ensure that all disabled toilets are clearly marked as gender neutral and accessible.
* Add an additional sunflower logo to represent hidden disabilities or SUBU campaign logo on signage across campus, thus reducing stigma when accessing facilities.
* Lobby for BU staff to be aware that alarm cords in Disabled toilets should not ever be tied up
* Change the colour in the toilets for calming measures rather than harsh white walls and lights which can be overwhelming for neurodivergent individuals. As well as adding a photo wall for calming measures for neurodivergent individuals.
* Provide a sensory space on campus with dim lights, bean bags, sensory items. For example, sensory walls/bubble lamps, no noise or noise-cancelling headphones, nap/sleeping pods, weighted blankets to be inclusive to students who need this.
* VP Welfare & Community and Disabled Students Officer to create clear signage for the sensory space and make it clear who it is for
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| **To be implemented by**    | VP Welfare & Community |

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| **Proposed by**        | Loui Erikson, Leon Cambray, Paige Norton-Edwards, Caitlyn Bembridge |
| **Proposal**    |   **Rename the students with disabilities officer and campaign to the disabilities, accessibility and neuro-diverse officer and campaign.** |
| **Problem**    | * The name for the Students with Disabilities Officer is not fully reflective of the students it represents
* Students are unaware that the Students with Disabilities Officer also represents those with access needs and who have access needs and are neuro-diverse
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| **Solution**    | * Change the name of the Disabled Students’ Officer to Disabilities, Accessibility and Neuro-Diverse Officer
* Change the name of the Disabled Students’ Campaign to Disabilities, Accessibility and Neuro-Diverse Campaign
* Amend the following references in the Bye-Laws to reflect these changes
	+ Bye-Law 2, Clause 8.1.a.iii
	+ Bye-Law 9, Clause 3.2.c
	+ Bye-Law 9, Clause 3.2.c.i
	+ Bye-Law 9, Clause 3.2.c.ii
* The proposed Bye-Laws can be viewed in the appendix
* Change the logo to a more inclusive design
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| **Ideas for implementation**    | * None required
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| **To be implemented by**    | VP Welfare & Community |

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| **Proposed by**     | Toluwa Atilade |
| **Proposal**    | **Should SUBU lobby the university to ban smoking and vaping on campus other than in designated sheltered smoking areas?** |
| **Problem**    | * Smoking causes health issues for both the person smoking and for others around them through second hand smoke.
* Whilst smoking is not allowed within 5 metres of all our university buildings, it is allowed on other places of campus.
* The signs highlighting that smoking is not allowed within 5 metres of university buildings are also not always adhered to by students and staff, leading to many people gathering around sheltered areas close to buildings to smoke in bad weather. Students and staff will then have to walk past them, which is a particular problem for those with respiratory conditions such as asthma.
* There are currently no designated smoking areas on campus.
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| **Solution**    | * Create designated smoking areas on campus. They should be a physical structure however this is subject to financial approval from BU and could take a long time.
* Smoking should be banned around entrances and exits to buildings as well as within 5 metres of buildings.
* Ban smoking and vaping on campus outside of designated smoking areas.
* Ensure that the signage around smoking is more visible and is adhered to e.g ensuring the signs are well lit.
* Better placing “stubb it” bins around campus away from exits, entrances and buildings.
* Ensure staff are adhering to the policy so that students also follow the rules on smoking on campus.
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| **Ideas for implementation**    | * For SUBU to lobby BU to create suitable and sheltered smoking areas around campus
* For SUBU to lobby BU to ban smoking and vaping on campus other than in designated sheltered smoking areas
* For SUBU to lobby BU to improve signage around the smoking rules.
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| **To be implemented by**    |   VP Welfare & Community |