



CUSU Council (Easter II)

Monday 11th April 2020, 2pm (UK time)

<https://us02web.zoom.us/j/88614208207?pwd=U2pXTGY2NW9hOVJZNVRTMzB4MUpMZz09>

Agenda

1. Objections to the order of items on the agenda
2. Matters arising from the minutes of the last Council Meeting
3. Announcements by Committees, Campaign Teams and the Executive
 - a. Officer accountability
 - b. Updates from Campaigns and the Executive
4. Draft Cambridge SU Budget Presentation
5. Appointment of one member to Cambridge SU Student Trustee Selection Group
6. Ordinary Policy Motions from the previous meeting
 - a. Motion in Support of a Formal Institutionalised Language Policy (ILP) and Collegiate Contribution for In-sessional Academic English Courses for Non-native Speakers*
 - b. Motion to collaborate with the Cambridge City Council and local organisations to provide public accommodation during the COVID-19 crisis*
7. Proposed Ordinary Policy Motions
 - a. Motion on supporting the NUS' Student Safety Net Campaign
 - b. Motion to provide information on College Student Provisions; Equality and Diversity Policy; and Reporting Procedures
8. Any other business

Supporting Information

1. Objections to the order of items on the agenda
2. Matters arising from the minutes of the last Council meeting
 - Council must approve the minutes of the last meeting.
 - Minutes can be accessed via the CUSU council page at www.cusu.co.uk and in the papers circulated for this meeting.
3. Announcements by Committees, Campaign Teams and the Executive
 - For updates from Sabbatical officers, please see accountability documents.
 - CUSU Campaigns will update at Council.
4. Draft Cambridge SU Budget presentation
5. Appointment of one member to Cambridge SU Trustee Selection group

Nominations will be taken from the floor.

The elected member will be on the panel that appoints the trustees to the Board of Cambridge SU.

6. Ordinary Policy Motions from the previous meeting

These items are starred and will not be discussed unless requested by Council.

6A. Motion in Support of a Formal Institutionalised Language Policy (ILP) and Collegiate Contribution for In-sessional Academic English Courses for Non-native Speakers*

Proposer: Alessandro Ceccarelli, Graduate Union President

Seconder: Stella Swain, CUSU-GU Welfare & Rights Officer

CUSU notes:

1. University of Cambridge is a member of the League of European Research Universities (LERU). Not only are we one of the few Universities in the League

without a formal language policy, but we just do not feature at all within the new report (LERU, Bernd Kortmann, Briefing Paper No. 4 - November 2019). 13 out of 18 responding LERU universities implement some sort of official institutionalised language policy (ILP), most of them dating from the 2010s;

2. Institutionalised Language Policy (ILP) documents specify the linguistic competence that students, lecturers and other staff need to attain in order to study or work at a given university – including a list of the specific language tests that are necessary and recognised by that institution. These documents also outline possible ways in which existing language deficits in prospective candidates might be addressed. Such strategies for language development address not only the acquisition and improvement of the national (or: host) language(s) but also skills in additional languages (for a review of language policies, see Gutierrez Eugenio, Ester and Nick Saville (2017). Policy review: The role of assessment in European language policy: a historical overview. Languages, Society & Policy.);
3. A survey by the European University Association (EUA) demonstrates that practically all European universities follow a strategy of internationalisation which primarily aims at promoting mobility across target groups (see Colucci E. et al. 2014. Connecting mobility policies and practice: Observations and recommendations on national and institutional developments in Europe);
4. Successful internationalisation and mobility depend upon coherent official language policies. Such policies should also define to what extent measures to internationalise universities need to be applied within the universities' administration, too;
5. In UK Universities, there have been repeated calls for a consolidated effort to promote foreign language learning. The London School of Economics, for example, highlights the importance of education, in general, and the promotion of foreign language learning for local and international students, in particular, specifically as a means for professional development. This recent movement in favour of foreign language learning is supported by the British Council (see British Council. 2017. Languages for the future
https://www.britishcouncil.org/sites/default/files/languages_for_the_future_2017.pdf);
6. International students (all Schools/Faculties/Departments) who have met the University's 'Language Condition' of entry to graduate programmes may (and often GU Council 1219.D 1 do) still need additional support in developing their English medium academic writing and presentation skills. Proof of English language proficiency is not sufficient to ensure that students can follow English-medium academic conventions, structure arguments appropriately (this is often a cross-cultural phenomenon) and may still also have some aspects of their English usage which requires attention (see Cambridge Graduate Admissions, Competence in English);
7. Those students who are set the In-Sessional as a condition of entry by the GAO (Graduate Admissions Office), having marginally failed to meet the language condition for entry, are required to confirm their ability to pay for it (i.e. £385 per student in 2017/18) when meeting the financial conditions of entry. However, for all other students who might be referred to the Language Centre or elect to seek this additional (sometimes crucial) support, this may not be the case (£280/student in 2017/18). In 2019 the figures went up to:
 - Full Conditional: £790

- Half Conditional: £420
 - Elective (i.e. not conditional): £300
- For more info, see the Cambridge Academic Development and Training for International Students (ADTIS);
8. International students who are non-native English speakers are expected to cover the expenses for (a) a very expensive pre-sessional English Course; and (b) an expensive in-sessional academic English course. Other Universities in the UK (e.g. University of Manchester; SOAS; etc.) do cover the cost of in-sessional support courses;
 9. In a national survey by BALEAP (British Association of Lecturers in English for Academic Purposes), over 90% of HEIs who responded provide In-Sessional support free at the point of delivery to international, including non-UK EU, students who require it (also see Brewer S. et al., 2019. Papers on In-sessional English for Academic Purposes, LSE).

CUSU believes:

1. That the promotion of foreign language learning for local and international students is crucial as a means for professional and personal development;
2. From a higher education perspective, the development of Institutionalised language policy (ILP) documents almost always goes hand in hand with the process of making universities more international;
3. That in-sessional English courses and 'student support' provision should be included in student fees (without further increasing fees for international students).

CUSU resolves:

1. To urge the University of Cambridge General Board and its Education Committee to formalise an Institutionalised Language Policy (ILP);
2. To urge Heads of Schools and Heads of Houses, as well as the Cambridge Admission Office, to set up a mechanism to cover the expenses of in-sessional courses for students who may need this. In practical terms, this would potentially require a topslice of international fee income allocated to the Language Centre before distribution to Schools, thus reducing the allocations to Schools (without further increasing fees for international students). The Language Centre would estimate, based on calculations in other universities, that £45-£50 sliced off all international student fees would be sufficient, but this could be reviewed according to take-up/demand and actual costs incurred by the Language Centre to staff the delivery. Following their enquiry, the Cambridge Language Centre estimates, based on models elsewhere, that £45-£50 sliced off all international student fees would be sufficient but that this could be reviewed according to take-up/demand and actual costs incurred for delivery.

6B. Motion to collaborate with the Cambridge City Council and local organisations to provide public accommodation during the COVID-19 crisis.*

Proposer: Ayse Polat (hap41)

Seconder: Matthew Mahmoudi (mm2134)

CUSU notes:

1. The current Covid-19 crisis is an extraordinary challenge which has affected every area of life, and brought business as usual to a halt.
2. The number of people seeking refuge from domestic abuse has increased during lockdown. The national domestic abuse charity Refuge has seen a 700% increase in traffic to their [support website](#). Newspapers from [The Daily Mail](#) to [The Guardian](#) have reported a huge increase in deaths and reported incidents related to domestic violence.
3. In late March, Luke Hall, the Minister for Local Government and Homelessness [wrote to all local councils](#) that “it is now imperative that rough sleepers and other vulnerable homeless are supported into appropriate accommodation.”
4. Councils are now required to provide housing to rough sleepers without referrals, allowing ease of access, and ensuring the safety and privacy of those in need.
5. In Oxford, Saïd Business School, University College and Pembroke College are already working with the City Council [to provide accommodation](#) for those in need. In Cambridge, King’s College has already started liaising with the [It Takes a City](#) initiative to provide housing to rough sleepers.
6. Most Cambridge Colleges are currently housing [far fewer students than usual](#), due to their encouragement of students to leave Cambridge if at all possible.

CUSU believes:

1. Everyone deserves a safe place to live, free from abuse, sickness, and surveillance.
2. The successive undermining of social services and rising inequality has meant the rough sleepers, domestic abuse survivors, and asylum seekers have been left with nowhere to turn, especially in this time of crisis.
3. The University of Cambridge should acknowledge its place in Cambridge’s community, open up the empty units of college accommodation during the course of this crisis (the ‘Red Phase’), and work with the City Council to allocate safe and adequate housing to those in need.

CUSU resolves:

1. To lobby the colleges to allocate as much of their en-suite and hostel housing as possible, especially off-college accommodation, to those in need during this public health crisis.
2. To help support JCR/MCRs to lobby their college by providing template motions (see [here](#)), and help liaise between the colleges, the City Council, and the relevant organisations.
3. To ask that the colleges pledge their empty accommodation to the Cambridge City Council, to be allocated unconditionally and without referrals for a. Rough Sleepers, b. Domestic Abuse Victims, c. Asylum Seekers, d. Released Detainees.
4. To allow the City Council and local organisations to allocate and govern the Sanctuary accommodation according to the College’s own health and safety standards.
5. To support actions taken by initiatives such as [Bail for Immigration Detainees](#), [Detention Action](#), Cambridgeshire Prisoner and Detainee Solidarity, and others, to use the University’s position and influence, and pressure the Home Office to release all detainees being held in confinement.
6. To provide accommodation to immigration detainees, in the event that they get released from detention centres, particularly those who are now in Yarl’s Wood.

7. To spread awareness and recruit volunteers from the student body to help support the local initiatives and organisations who aim for the provision of housing and sanctuary.
8. To continue to support initiatives raising awareness of and providing support for rough sleepers, unemployed, domestic violence survivors, and asylum seekers, including after this crisis is over.

7. Proposed Ordinary Policy Motions

7A.Motion on supporting the NUS' Student Safety Net Campaign

Proposed by: Ali Hyde, CUSU Education Officer

Seconded by: Lily-Rose Sharry, CUSU Access & Funding Officer

CUSU 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-/>);

CUSU 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;

CUSU 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 the GU on advocating on behalf of postgraduates;
5. To work with iCUSU on advocating on behalf of international students;
6. To continue campaigning for free education for all, including after this crisis.

7B. Motion to provide information on College Student Provisions; Equality and Diversity Policy; and Reporting Procedures

Proposed by: Roshni Parmar-Hill (CUSU BME Campaign) (rp660)

Seconded by: Stella Swain (CUSU Welfare and Rights Officer)

CUSU 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.¹
2. Last year, CUSU council endorsed the accessibility pledge that committed them to support a unified approach towards gaining accessibility information and to actively encourage university bodies to clearly state accessibility provision.²
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.³ 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.
4. The CUSU Disabled Students' Campaign in 2018 has shown there is already a severe lack of information on College Websites that makes it 'impossible to make any significant assessment on the degree to which most colleges fully comply with the 2010 Equality Act.'⁴
5. Furthermore, 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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https://docs.google.com/document/d/10fPZK91S8fKCLSXJCgRxCHPOngRdpz_T13scPKrptpU/edit?fbclid=IwAR2W5loKBmZjmlLFATbvC1st641tKAR4zZWXhWhHJcnEG1UnLVcVgDoNfLg (BME Campaign's collation of *clearly* stated information religious provisions; Equality and Diversity policy; and Reporting procedure on college websites)

² <https://www.varsity.co.uk/news/17452>

³ 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_BrtLLS9gafM/edit?fbclid=IwAR2wdJ5jXCpua1yV26RfM7dIZBYMH9FyHrT9v7i-GWsB15plrOvHnza5aM#gid=1039311314

⁴https://www.disabled.cusu.cam.ac.uk/wp-content/uploads/2018/11/%E2%80%98To-boldly-go-where-everyone-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.⁵ 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.⁶

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.

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

CUSU 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 and their Networks over the summer period to gain 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.

⁵

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

⁶ <https://www.cusu.co.uk/wp-content/uploads/BCS-File-Final-INTERACTIVE.pdf>

- b. To bring a finalised proposal of items to be ratified by each Cambridge SU Liberation Campaign and brought to Full Council at the start of Michaelmas Term 2020
- c. To lobby each University through both Common Room Networks and central Student Union Committees for these items to be provided clearly on college website and frequently updated
- d. Whilst this is being done, for the Student's Union to provide relevant information on their website and prospectuses so student's do not suffer from a severe lack of information in the interim
- e. After one year, for the Student's Union and relevant bodies to produce an evaluative report stating which Colleges have, or have not, complied with the demands, and so allowing Students to continue to apply pressure on the College's in the future
- f. 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.

8. Any Other Business