MODEL 1: THE ‘ZONES’ MODEL

This model is built on the system that NUS currently uses for getting reps involved in central policy making decisions and leading campaigns. It divides the part-time executive into ‘zones’ each of which has a general remit. The zones are made up of 3 to 5 ‘deputies’ who are elected on a manifesto for the campaign they would like to lead during their time on the zone (this could be annual or termly). For example the welfare zone would be made up of three CUSU Deputy Welfare Officers. Each would have their own campaign which would be in the manifestos they are elected on in council. They would also be consulted by the full-time Welfare and Rights officer on policy decisions. Each zone would be led by a full time officer, who would be responsible for helping deputies to carry out their campaigns and working together with the deputies as a team. Deputies would take part in a training programme throughout the year, and would be able to access support from CUSU staff, as well as from the Sabbatical Officers.

Deputies would be assisted in putting together working groups of student volunteers to help with campaigns, as currently happens with some of the Ethical Affairs Campaigns.
QUESTIONS RELATING TO MODEL 1:

- Would deputy officers get a vote on CUSU Council?
- How would deputy officers relate to council – would they be directed by council policy or autonomous?
- Representative positions: Would it be worth creating additional ‘rep’ positions for unrepresented groups, e.g. student parents, mature students and student carers.

ADDING REPRESENTATIVE POSITIONS TO THE ZONES MODEL:

Representative positions would be different from deputies in the following ways:

- Elected by those who self-define as being part of the group they represent
- Must be from the group they represent (e.g. the student parent rep must be a student parent)
- Have a vote on CUSU Council
- May conduct campaigns, or may have a more consultative role on CUSU policy
- May want to be part of a Zone, or want to choose the zone they work with (e.g. student parent rep may want to work in the welfare zone, or the education zone on different issues.)

Representative positions would still receive support and training from Sabbatical Officers and CUSU staff.
This model dispenses with the current teams system in favour of having fewer deputies who are more fully integrated into the full-time executive. All deputies would be open portfolio positions, and deputies would run on a manifesto of a campaign they would like to run with CUSU. Once elected the deputies would be assigned a fulltime sabbatical officer to support them who was most relevant to their campaign, and would get training and staff support. They would attend meetings of the ‘full executive’ (Fulltime and part-time officers) regularly, ideally twice a term. Deputies would be encouraged to come into the CUSU offices to plan campaign work and ideally there would be workspaces for deputies in the new CUSU offices. Deputies would be assisted in putting together working groups of student volunteers to help with campaigns, as currently happens with some of the Ethical Affairs Campaigns.

The part time executive would have reserved places for representative positions, which would also be full members of the ‘extended executive’ and would have a vote on CUSU Council. These representative positions would be elected by those students who self-define as being in part of the group they represent and would have to be a member of this group. Deputies would be assisted in putting together working groups of student volunteers to help with campaigns, as currently happens with some of the Ethical Affairs Campaigns.

**Questions relating to Model 2:**

- What would the ideal size of the Part Time section of the extended model be?
- Would deputy officers get a vote on council - consider how the separation of the exec and Council works at the moment (sabs don’t get a vote) and that this model would see deputies very much integrated into the executive team.
**MODEL 3: THE ‘TEAMS MODEL’**

This is the option that would involve the least change. It proposes to keep the current structure of the part-time exec with specific role titles and positions, but to reduce its size and the number of positions. In this situation, these would be about 15 specific roles that students would run for, and they would be placed within a team headed up by a full-time sabbatical officer. Teams would meet regularly to discuss their progress and may have specific tasks that they had to fulfil (for example, the Target Schools officer on the Access Team may be in charge of promoting the Target Schools platform and running training). The positions would therefore be more directive than in the other two models.

The reform process for this model would entail changing the positions and reducing the size of each team so that places on teams are competitive. It would also involve increased publication and the introduction of a training scheme which would be integrated into any part-time exec model that we go ahead with.

**GENERAL QUESTIONS**

- Which model do you prefer?
- Is there one model you would like to run for?
- Should deputy officers have a vote on council?
- How should they be elected?