

President: Patrick Kilduff

For meeting of: 25/01/18

Summary

Welcome back and Happy New Year! I hope you had the break you deserved and given the time of year well done on bracing the cold to make Student Council. Between the November Council and now about two months have passed meaning a lot of work has happened. Below is a highlight reel of some of the projects I have been working on. Alongside this and other ongoing projects an occurrence of note is that I also represented the Students' Association in Parliament giving evidence to the Joint Committee on Human Rights in Parliament on the topic of Free Speech at Universities. As always any questions you would like to ask please feel free to ask on the night, after or before the meeting or email me on eusapres@ed.ac.uk.

Honouring Gordon Aikman

Summary	<p>Gordon was an ardent charity campaigner raising awareness and over £500,000 for motor-neuron disease(MND) medical research, a former Sabbatical Officer at the Students' Association and student at the University. Gordon sadly passed in February of 2017, aged 31, and a Student Council motion was passed to honor his memory by lobbying the University to rename a lecture theatre after him. After quite a tough process we are pleased to say that following a naming ceremony later this year George Square Lecture Theatre, the University's largest and well known lecture theatre and festival venue, will be renamed the Gordon Aikman Lecture Theatre honouring the memory of this incredible student.</p>
Actions	<ul style="list-style-type: none">• Lobbied the University to find the most impactful and meaningful location to rename after Gordon.
Next Steps	<ul style="list-style-type: none">• The date of the renaming will be announced in the near future.• Through Gordon's work continuing to raise awareness around MND, honoring his life's work.

Plans for the new Principal

Summary	<p>In the coming weeks the new principal, Peter Mathieson, is arriving at the University to begin his tenure. Currently most students don't know their Principal, the power they hold or how impactful they can be on the experience we have at University. We want to change this and make sure we as students are at the forefront of shaping his strategy and the future of the University; ensuring our concerns, issues and problems are raised as directly and openly as possible and setting the precedent for this being the case.</p> <p>We have lobbied for and secured events with the new Principal across the campuses.</p> <p>There will be a number of student-lead events with the incoming Principal to provide an environment in which we can raise concerns and make suggestions directly and honestly. There will be smaller events occurring across various campuses with two larger events occurring at King's Buildings and in the Central Area.</p>
Actions	<ul style="list-style-type: none">• The Sab team have worked to provide the new Principal and his office a list of key events to attend, including various school councils, and are finalizing the arrangements for events that will be lead by the Students' Association.
Next Steps	<ul style="list-style-type: none">• Dates, times and locations of events will be released once confirmed.• Any suggestions for events or areas you think it is good or important for the new Principal to see and think we may have overlooked please let us know.

Student Centre Update

Summary	<p>Following the student consultation held last semester we have received generally positive feedback about the new design for the Student Centre. As a part of this project we were working with the University to try find a</p>
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	<p>much improved space for the Counseling Service and Disability Service in a more accessible location.</p> <p>We are delighted to be able to finally share, after a lot of hard work by fantastic members and representatives from the Students' Association especially our Disabled Students' Officer, Chloë Marvin, and Judith Drake; that a renovation of 7 Bristo Square will take place and provide a new, more accessible and welcoming home for these services that are so vital to so many students.</p> <p>This will not only provide an enhanced location but an expanded footprint for expanded service provision and an accommodation to provide a wider variety of services as well.</p> <p>I would like to thank Judith and Chloë for their invaluable help and contribution in shaping, informing and keeping this project in the best interest of the students who use the services. Your time and effort is vital and we are immeasurably grateful.</p>
Actions	<ul style="list-style-type: none"> • Worked with the Disabled Students' Officer, Chloë Marvin, Judith Drake, Vice-President Welfare and the University and architects to develop preliminary plans for the project • Ensured the focus was on improving the quality, capacity as accessibility of the existing services; not just recreating current provision. • Worked with the Vice-President Community to lobby and negotiate for a total investment of £8.4million.
Next Steps	<ul style="list-style-type: none"> • Ensure student involvement and key student user group input is kept at the core of the project until its completion. • Continue to push for improved investments in these services across the University • Canvas suggestions for names for this new development.

Other

- Working towards more affordable student transport options
- Secured a continuation of the £1 fare trial from King's Buildings for the second semester

- Continuing to meet with local MPs, MSPs and Councillors alongside the VP Community to lobby for a variety of changes including accepting gender neutral toilet provision into planning regulations.
- Working on a variety of Estate’s projects including the Old Kirk Postgraduate Centre, Student Centre to ensure a maintained student focus
- Working with the VP Community to secure a long term residential strategy with the University
- Held a trustee board meeting where we were able to confirm that our charity as a body is overdraft free for the first time in years.

VP Welfare: Esther Dominy

For meeting of 25/01/2018

Summary

This report summarises my progress on the main projects I’ve been working on. To provide a bit of introduction, my three main objectives are around improving mental health support, preventing sexual violence and harassment and continuing work to improve students’ day to day experiences, including facilities for parents and carers.

Special Circumstances

Summary	<p>Student Council has previously passed policy around improving the University’s Special Circumstances and Extensions policies to make them more accessible – including to student parents and carers – and improving this system is one of my priorities for the year. The University is currently looking at how to improve the <i>process</i> of applying for Special Circumstances and Extensions to make it easier to use, fairer and more consistent and I am also working to make changes to academic <i>policies</i> for Special Circumstances and Extensions, amending them to cover a broader range of circumstances with more appropriate evidence requirements.</p>
Actions	<ul style="list-style-type: none"> • Attended Curriculum and Student Progression Committee (CSPC) alongside VP Education to support the addition of non-routine parental/caring responsibilities to the list of grounds

	<p>for Special Circumstances and Extensions. Pleased to say this was approved and will be updated for the 2018/19 academic year!</p> <ul style="list-style-type: none"> • Also at CSPC advocated for a change to the Extensions policy to add exceptional/unanticipated employment commitments to the list of grounds for Extensions. This is likely to be approved although the detail is still to be determined. • Helping to develop a proposal to add ‘experience of sexual assault or harassment’ to the list of grounds for Special Circumstances and Extensions, and to amend the evidence requirements to reflect the types of evidence most likely to be available to students in those circumstances. This will be going to CSPC in late January. • I have continued to communicate students’ concerns about the current process for applying for Special Circumstances and Extensions. Changes that are likely to go ahead are: more regular Special Circumstances committees to allow quicker responses to applications, the ability to make an application and have it accepted pending evidence, more standardised and reliable processes for approving applications and removing the supporting evidence requirement for all Extensions up to 7 days, among other changes. This should be implemented for 2018/19 academic year. • I have been comparing the information given to students in different Schools to understand the range of ways Special Circumstances and Extensions (as well as support services like the Student Counselling Service and Student Disability Service) are communicated. Ideally, I would like to see a ‘template’ of appropriate advice/guidance that is included in all documents on this type, and will be looking at how to do this.
Next Steps	<ul style="list-style-type: none"> • Continue to be involved in the process of developing a new system for Special Circumstances and Extensions to make sure student feedback has been taken on board by the time changes are introduced. Meeting with the team working on the project with Chloë Marvin, our Disabled Students Officer, to check-in about our priorities.

	<ul style="list-style-type: none"> • Emphasising the need to back up new processes and policies with a culture that treats students fairly, with compassion and with an accurate understanding of the impacts of mental illness, caring responsibilities, sexual violence and other circumstances.
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Sexual violence and harassment policy

Summary	<p>One of my priorities is around improving the University's response to sexual violence and harassment. This includes looking at the policies and processes in place for students who choose to make a disclosure or report to the University and how they can be improved.</p>
Actions	<ul style="list-style-type: none"> • I have been meeting with University and Advice Place staff to map out how University policies and processes for reporting sexual violence work currently and how they should be improved. Have met with students to highlight problems with the policy for University consideration and am compiling a paper to outline our key concerns and priorities for this. • Staff-student sexual misconduct has been highlighted as an issue by the National Union of Students (NUS) and I have been promoting opportunities to feed into the research being carried out by NUS. I have also been pushing for the introduction of a staff-student relationships policy that outlines acceptable conduct and boundaries – this is likely to happen but the policy is yet to be written. • The University has recently bought online training for staff on how to respond to disclosures. The Students' Association has access to this and it has been circulated to our staff in relevant positions. • Reviewing the Students' Association's Zero Tolerance approach – this outlines the operational procedure for if a student makes a complaint of sexual harassment in our venues. Currently looking at ways to better promote this so

	<p>that students are aware of what to do if they experience harassment.</p> <ul style="list-style-type: none"> • I have helped secure money from Student Council to fund a supply of the Edinburgh Rape Crisis Centre (ERCC) survivors' booklet. There have been delays printing the booklets, but once we have them will be circulated to the Advice Place, Student Counselling Service, and other places for students to access them. We will also promote the online version of the booklet through our channels.
Next Steps	<ul style="list-style-type: none"> • Continuing to meet about University policy/procedure to finalise the 'map' of what currently happens. Once this is complete, the discussion will be opened out to a wider group (including students with experience of reporting to the University, student groups and external organisations) to seek feedback on the current system for handling reports and proposals to improve them. This should inform a University strategy that should hopefully be written by September 2018.

No One Asks For It campaign

Summary	<p>In 2016 No One Asks For It was launched as a joint campaign between the Students' Association, the University and the Sports Union. We're now looking to develop and launch a new campaign for September 2018, focused on survivor support and with more student involvement.</p>
Actions	<ul style="list-style-type: none"> • Attended student consultation meeting run by Kathryn Pearson, our Women's Officer, and Sexpression to gather feedback on No One Asks For It and examples of other campaigns to inform what the next campaign will look like. • Met with representatives of other Edinburgh universities to discuss region-wide cooperation with campaigns. This is unlikely to develop into a single campaign, but was a useful opportunity to share experiences and learn from others.

	<ul style="list-style-type: none"> I am beginning to develop events and discussions to take place later this semester – please get in touch with me if you’d be interested in running something on this topic (whether it’s a panel discussion, art, fundraising, etc). Contact me at vpwelfare@eusa.ed.ac.uk)
Next Steps	<ul style="list-style-type: none"> Working with Kathryn to use the feedback gathered from students as a basis for developing a new campaign over the coming months.

Other

- I have been invited to sit on the panel for the University’s upcoming review of support for Parents, Carers and Mature Students and am currently working to get our reps for Parents, Carers and Mature Students invited to this and secure opportunities for students to feed in.
- Myself and others have been involved in discussions around the University’s plans for a new Wellbeing Centre at 7 Bristo Square. We pushed for more space for the Student Counselling Service and Student Disability Service and I’m really pleased to say the plan has been approved with additional funding for several more rooms!

VP community: Oliver Glick

For meeting of 25/01/2018

Summary

A mix of tying things up pre-Christmas, and getting back into projects after the break. Made good progress on ongoing housing campaigns, such as a long term residential strategy with the university, and community links and grant schemes being created. I also worked on internal policy change at the student’s association.

Housing

Summary	affordable housing, more co-ops, better tenant's rights
Actions	<ul style="list-style-type: none">• Had a very productive meeting with the SA president and university estates about the long term residential strategy, and incorporating key student priorities• Getting new co-operative's into part of the strategy are progressing well• The advice place housing fair is on Feb 5th! We have incorporated lots of alternate housing options at the fair, like co-ops and 'homeshare' schemes• Lobbied hard on particular new halls from the university having the right proportion of affordable beds• Wrote a proposed NUS Scotland motion about regulating private halls
Next Steps	<ul style="list-style-type: none">• Continue the above lobbying campaigns, and plan how to best raise awareness of new tenants rights

Community engagement

Summary	Support local community initiatives, and increase opportunity for students to get involved
Actions	<ul style="list-style-type: none">• I have been working with the SHRUB (swap and reuse hub) on securing a new premises for their exciting 'zero waste towns' project• I had very productive meeting with the Greyfriars charteris community center, concerning their new spaces, and how our student social enterprise could be involved• Along with the uni social responsibility and sustainability department, I have been creating criteria and mission statement for the community grant scheme, and will be on the

	<p>panel allocating funds up to 5000 pounds to local community projects who have applied from the new community grant scheme</p> <ul style="list-style-type: none"> • I have had good meetings with bedlam about their long term building plans, and how the student's association fits in
Next Steps	<ul style="list-style-type: none"> • Solidify agreement with shrub and charteris • Complete first round of community grant scheme • Meet with the university about bedlam

Other

- INTERNAL student association change
We have now signed up to the shared uni and srs 'good food policy' giving us additional sustainability stipulations with our services
- We have also signed up to the UN sustainable development goals for the same reason
- After lobbying, we are reviewing our staff parental leave offering, with a view to making it more fair
- Finally, interviews are in place for our food waste intern. We have received confirmation that uni catering will allow them to also audit their practices, which will make the intern's time much more valuable
- We are exploring how we can best tackle coffee cup waste on campus, using innovative moves from other student unions,-VP activities hopes to present a paper to the university this month
- SustainED food day is in place for Feb 15th, with student led events and lots of great food, and food awareness planned.
- We have managed to get the bus pound fare from KB after 5 extended to this semester! Tell your friends. If enough uptake is received we can use this to lobby Lothian buses for a bigger pound fare rollout
- Myself and the other Sabbaticals lobbied successfully to secure more counselling service rooms as part of the health and wellbeing center, as opposed to the rooms being used for something less pertinent for student needs

Vice President Education: Bobi Archer

For meeting of 25/01/2018

Summary

It's post-Christmas and there's five months left so I'm motivated to make the most of the second semester and look forward to working with many of you throughout! The main projects I'll be working on this Semester is supporting joint-honours students, reviewing personal tutoring and carrying on with the implementation of the programme-rep system.

Joint-honours Support

Summary	Joint-honours students make up 14% of the student body and consistently express their dissatisfaction with the structures and support that are in place for them through University surveys. They also score the institution lower than students reading one subject in the NSS survey. It's important that these degree programmes are recognized as importantly as single-honours and that there are adequate structures in place to support their experience with the University.
Actions/ Updates	<ul style="list-style-type: none">• I've been meeting with the Sabine Rolle the Dean of CAHSS throughout the month to collate all of the issues for students on joint-degree programmes. This list consists of (<i>by no means an exhaustive list but through student reports, survey data and consulting staff this is the beginning of our mapping out process</i>):<ol style="list-style-type: none">1. Clashes in compulsory courses2. Clashes in coursework/take home exams/dissertation deadlines3. Lack of communication between the two partnering Schools4. Limitations in curriculum design, depending on the options for elective courses5. Difficulties in gaining academic guidance/advice6. Inconsistent communications of deadline extensions and special circumstances

	<ol style="list-style-type: none"> 7. Limited student support in the latter half of the programme title 8. Can feel to be a greater workload and more effort 9. The difficulties of back to back lectures, with the pressures of travelling between campus' 10. Lack of community and sense of belonging <ul style="list-style-type: none"> • Following up the Teaching Programme Review (TPR) team to ensure that they have a joint-honours focus for 18/19 • Representing students on an individual basis regarding course clashes, deadline and examination conflicts and inability to progress with their studies at a University level to ensure that students are given appropriate extensions etc.
Next Steps	<ul style="list-style-type: none"> • Continue to work with Sabine Rolle to formalize a report and proposal for rectifying the issues regarding joint-degree programmes and providing students with better support • Organise focus groups and a student consultation to gather a wider representation of joint-honours degrees to ensure that all of the issues are included within the report • Present the report to the Teaching Learning Committee, with support from Sabine Rolle to create a "working group" within the University that's remit is specifically to work on the findings of the report and to enhance the student experience for joint-honours students • Continue to represent students on an individual basis as they contact me, to ensure that they're given the appropriate support and outcomes based on their circumstances

Personal Tutors

Summary	<p>The NSS results show that a large number of students are dissatisfied with their Personal Tutor (PT) and that there is inconsistency across the University. Additionally, through the free-text comments it is clear that there are also inconsistencies in the individual schools. Schools which have a greater variety of subject areas and joint-honours students tend to have a lower satisfactory level than those which are more streamlined in their</p>
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	<p>programme provision. As seen in the Graph (refer to back of report) Divinity, Chemistry and Physics have the highest student satisfaction with their PT, whereas LLC, PPLS and SPS are amongst the lowest.</p>
<p>Actions/ Updates</p>	<ul style="list-style-type: none"> • Reviewing the PT model to ensure the quality of the system is consistency and to a good standard. The School of Chemistry recruit a specific number of PT's, whereas the School of SPS automatically assign all academics with a PT role without necessarily reviewing their skills • Push for better incentives for academics to want to be a PT by providing them with allocated hours in their workload model for student interaction and for their tutoring to be within the criteria for promotion • A better process for matching tutors with tutees, ensuring that students are matched with an academic from their subject area and that they can support them if they have additional requirements • Allowing joint-degree students the choice of which school their PT is assigned, with the option to change this each year of their degree as their academic interests may change • Liaise with the Esther, the Vice President Welfare to ensure that PTs are uptaking the Mental Health training
<p>Next Steps</p>	<ul style="list-style-type: none"> • Work with Alan Murray, the Assistant Principal of Student Support and College Deans to review the PT model and investigate the potential for incentives • Lobby the University to allow students from joint-honours programmes to choose where they'd like their PT to be allocated, and to be given the option to change this each year • Lobby the University to review and develop the training currently given to PTs to ensure that it's relevant to the student bodies' current needs. This is with the aim to increase engagement with additional training, to collate this into one session as appose to adding extra to the workload of PTs • Create a condensed and more engaging guide for PTs with the relevant places to signpost students if they're not able to ask student questions. This may reduce the risk of PTs providing students with incorrect information and advice and to ensure that they're seen by the correct people, i.e the Advice Place

	<ul style="list-style-type: none"> • Work with the Academic Services to create a survey for students to provide feedback on their individual PT. This will allow the School to see key themed issues, but also see consistent issues with individual PTs and can help rectify them. <i>Any bias related to surveys will also be considered when reviewing the findings</i>
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Enhancing the Student Voice through an Effective Student Representation System

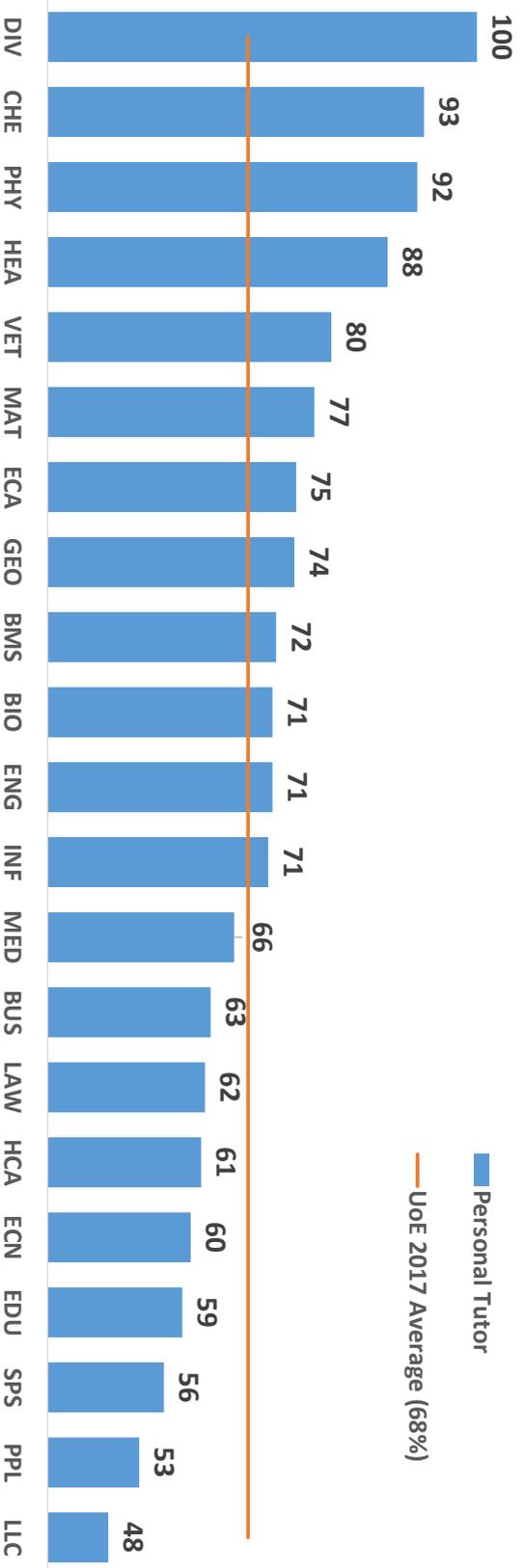
Summary	<p>Since the 2012/13 academic year, the student population has increased by 20%. In the same time period, the number of class representatives has increased by 143%, from 1163 to 2808. The Rep system is inconsistent across the University, with the term 'Class Rep' potentially referring to students representing a tutorial, class, programme or year group depending on the school's system. The ratio of reps to students in each School is also significantly inconsistent, with one School have 1 rep for every 3 students in their School. The Students' Association recommends a ratio of 1:40, at degree-programme level.</p> <p>Benefits to students;</p> <ul style="list-style-type: none"> • Prevents feedback fatigue. Students will no longer be asked to provide feedback by each individual rep for every tutorial and course, but once per semester regarding any feedback relating to their degree • Allows for a broader discussion that includes tutorials, courses, degree-programmes and the general university experience • Ability to build a relationship between the School and 'Class' reps as the numbers will be streamlined and manageable • Allows for the 'Class' reps to escalate issues they're not able to solve independently or through an SSLC to a School rep or the Vice President Education • Ensures that students on joint-degrees are represented
Actions / Updates	<ul style="list-style-type: none"> • Since the Senate Learning and Teaching Committee endorsed my proposal for a new student representative system, I've been meeting with the individual Heads of Schools to discuss the implementation process. • Mathematics, Business, Veterinary Studies, PLS and HSS are currently using this model or adopted it after discussions for 17/18

	<ul style="list-style-type: none"> • LLC, HCA, ECA and SPS are currently mapping out how the system could look in their school • I've scheduled in meetings with the remaining Heads of Schools this month to discuss their position. They will then report their method for 18/19 to Charlie Jeffery, the Senior Vice-Principal of Learning and Teaching • In addition to reporting on the School's formalized system for 18/19 they will also have to assign a member of staff to support and develop the representatives • Started planning the online training content for the Programme Rep training within the Students' Association • Met with Information Services and acquired funding of £10,000 from the College of AHSS to explore LEARN as an online community for Representatives to gather feedback and communicate • Met with the University data specialists to request that survey data (NSS, PTES, PRES, CEQ, Mid-semester feedback) is configured to a condensed and engaging format for class-reps to engage with and facilitate discussion in meetings
Next Steps	<ul style="list-style-type: none"> • Continue to work with Information Services to scope out the project for Programme Representation in LEARN • Developing the online training with input from the Programme Representatives to ensure that it's tailored to their school • Planning in-person training, tailored to each School for the Programme Reps. This will be a 3 year phased project due to the volume of current representatives and the new developments in the representation system • The Students' Association to work with representatives to develop a toolkit to help collate and distribute feedback, as well as communicate with their students • Work with the Data Specialists to consult Student Representatives through focus groups on the data they would find useful and how they would like it displayed (they mentioned £25 Amazon vouchers, just saying) • The Vice President Education to provide an annual report to the Teaching and Learning Committee with issues from School Reps so

	that the University governing bodies are aware of student concerns at a local level
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Other

- Lobbying the University in regards to funding for nursing students, I've met with students and staff within the School to develop asks for the University and National Union of Students (NUS) to give them equal access to University bursaries and awards (*more context can be seen in a motion I've submitted to this Student Council*)
- My paper on Reducing the Pressures of Semester 1 passed at Senate level and then again by the Colleges, which means that these will now be implemented in practice for the 18/19 academic year
- Co-presenting a paper, alongside Academic Services to the Senate Learning and Teaching Committee regarding LiberatEd (*exciting, watch this space and Diva is amazing*)
- Liaising with the University and College Union (UCU) about their potential strike regarding their pension schemes and unsatisfactory working conditions/pay
- Created a new lecture recording policy with the University to ensure that lecture capture is used as consistently as possible. The policy is open for a student consultation on whether this should be opt-in (individual academics choose whether or not to use it) or opt-out (everyone has to use it, unless exceptional circumstances are discussed with the Head of School). I strongly encourage you to respond to this **in favor of an opt-out service** so that lectures are recorded in a consistent manner across the University
- The second launch of the Student Partnership Agreement funding. Applications are now open for staff and students to place bids for funding for projects (up to a maximum of £500). Further information about submitting a bid can be found by contacting me at vpeducation@eusa.ed.ac.uk. Please note that the deadline for submission of bids is **Friday 16th February**



Vice President Activities & Services: Kai O'Doherty

For meeting of 25/01/2018

Summary

Since last Student Council, I have been bringing together different research, discussions and proposals around key campaigning objectives, signaling a key point in seeing these goals come to fruition. This has largely been regarding society room bookings, gender neutral toilets, funding for participation in sports and societies for bursary-receiving students, and addressing disposable cup waste.

Improving our Commercial Services

Summary	The 'Services' portion of this Sabbatical role involves incorporating student feedback in our services, ranging from events to catering offering to ethical issues. With our new Commercial Director, Michelle, starting this semester, I hope to make more movement on the overall direction of our Services.
Actions	<ul style="list-style-type: none">• Gender-neutral toilets: after a successful audit of many University buildings, numerous Schools have already made changes. I've written a broader report to be presented to University Estates at the end of the month.• Our new Farmer's Market is successful and expanding, including our own student social enterprises.• Meat Free Mondays launched, with recipes from VegSoc.• Food Waste: hiring an intern to audit our services re: food waste, to make recommendations to us and the University.• Research and negotiations on reduction of disposable coffee cups, along with the VPC.• More vegetarian options added to our offering in general.• Following student requests, sanitary bins have been approved• Student Centre: meetings with Venue and Catering consultants underway.

	<ul style="list-style-type: none"> • Meeting with the Parents' Rep and VPW to explore a child-friendly space in Teviot. • Continuing to run Trans 101/Awareness workshops for Students' Association staff.
Next Steps	<ul style="list-style-type: none"> • Gender neutral toilets: meet with University Estates for more broad-sweeping changes. • Work with the Food Waste Intern in their research. • Shape a proposal for a campaign/programme to address disposable cup waste on campus. • Secure Teviot space for student-parents.

Inter-Society Collaboration

Summary	A key area of my work continues to focus on facilitating collaboration between different Societies and student groups.
Actions	<ul style="list-style-type: none"> • Give It A Go Week, week 1 of the Semester, was a huge success and the biggest of its kind to date! Hundreds of events engaged countless students in new activities. • Skill Swap, an online platform where societies can offer and request skilled help from office bearers in other Societies, was fully launched in Give It A Go Week • Our Social Enterprise pilot service continues to grow, with five groups registered for the year. The Dragon's Den event to decide funding is Jan 24th. • The Students' Association's Volunteering Service has a new visual marketing campaign, hoping to attract more students to the online database and volunteering societies. • Working with ECA students who are holding an inter-disciplinary event in February at the Firehouse, bringing together different disciplines on joint projects!
Next Steps	<ul style="list-style-type: none"> • Promoting and evaluating the use of the Skill Swap platform, which students have asked for over a few years, to gauge use.

	<ul style="list-style-type: none"> • Supporting the Activities Representatives to achieve their event/project objectives this semester in their respective society categories. • Begin to compile How To Guides, and decide on format/design. • Finalize & publish a 'Find Your Funding' flowchart to help students find money for projects.
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Engaging with marginalized & less engaged students in Activities

Summary	Researching ways to reduce barriers to participation for marginalized students, including reducing costs and supporting oft-forgotten groups of our students.
Actions	<ul style="list-style-type: none"> • The Activities & Sports Participation Grant for Semester 1 was successful disseminated; we were able to open it for Semester 2 for the first time. Patrick & I are exploring long-term solutions to making this funding broader. • Further discussion with the PGT and PGR Reps on the Students' Association's support for postgrads, including more events in Semester 2 and long-term research needs. • Secured student representation on the Old Kirk Project Board, a University Estates project aimed to create a postgrad hub. • Discussions with the Activities Executive on institutionalized ways to address societies' barriers to participation. We'll be conducting research/focus groups this semester to better understand the issue and potential solutions! • CRUSH, Teviot's first LGBT+ club night, continues this semester. I've been working on ways to restructure how it's organized and marketed, bringing in local performers and (hopefully) hiring a student coordinator.
Next Steps	<ul style="list-style-type: none"> • Push for more research and the creation Strategic Plan at the Students' Association for Postgraduate Engagement.

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| | <ul style="list-style-type: none">• Work with the PGT and PGR Reps on Semester 2 events for postgrads, including a potential Grad Ball for postgraduates.• Follow-up on Students' Association institutional responses to the lack of support for section groups' social activities.• Conduct research with societies on widening participation, with a view to a policy/systemic change to seed more inclusive practices in societies.• Continue lobbying discussions on the future of the Participation Grant. |
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Other

- I've met with Trans Representatives from the Athena Swan committee and Staff Pride Network, with plans to present a paper to the University's People Committee, giving suggestions to improving support / process for gender diverse students and staff.
- Esther (VPW) and myself are following up on the last Student Council's motion on a Smoke-Free Policy. Esther is discussing the University's policy with them, and I'm waiting on research on best practices for a student union's policy. We'll draft a policy and open it to student consultation.
- The Sabb Team is on Fresh Air! Tune in to our Sabb Sessions, held monthly (or fortnightly, if we can!) on Tues 6-7pm.
- I continue to sit on the Edinburgh Students' Charities Appeal's (ESCA) Trustee Board, who are holding RAG Week Feb 26th – Mar 4th, so feel free to give me thoughts!
- Sustain.Ed will be Feb 15th, check it out!
- Next month (Feb) is LGBT+ History Month – we've got some exciting events lined up, which I'm very excited for, and so you should be too!