Wellbeing, Community & Diversity Executive Minutes

Date & time	29th November 2023 5-7pm
Location	Moore 004.5
Attendance	- Nisha Bundhun (NB) (VP Wellbeing & Diversity) - Chair - Alana Penney (AP) (Disabled Students Community Officer) - Olivia Davies (OD) (Women Students Community Officer) - Muscab Salad (MS) (Black & Global Majority Students Community Officer) - Laura Black (LB) (Student Voice Manager) - Hannah Hockin (HH) (President) - Aran Pascual-Quiros (APQ) (Representation & Democracy Coordinator) - Secretary
Apologies	None received

Item	Action	Responsible	Due

Item	Notes	Action
Welcome	- NB welcomes the space and does a round of introductions	
Officer Update	- NB takes paper as read and introduces the recent campaigns - HH mentions the Wobble Week campaign has been very well received and hopefully will be taken on for further academic years as well	
Community Officer introduction and updates	- AP – involved in DHM and panelled an event with the University, enjoyed SU on Tour, and research question "What would you improve for the Disabled student at Royal Holloway", need to do a big push on Disability looks like Me fashion show as sign ups have been very low, really enjoyed the panel - OD – Women of the month initiative, option to be anonymous, part of the #NeverOK	

	campaign and the Consent and active bystander training and Wobble Week. Feedback on Wobble Week well received. Excited for WHM, IWD panel reach out in process and women's mental health week during WHM. - MS – Decolonisation meeting event tomorrow, adding to the events of BHM. Felt BHM went very well and that it was lovely to work with ACS and other societies, although sometimes it felt they were in the minority when collaborating with bigger societies.	
Improvement Round Table – Campaigns Sessions	- OD – Really enjoys them, prefers them in person rather than online, loves how they're structured and the whole action planning. - AP – Great at pinpointing what you're doing and evolving your campaigns, keeping things fresh and organised. Wouldn't change anything about them - MS – completely agrees	
Healthy Relationships	- NB introduces the topic and questions posed to the Executive - AP mentions that on the events end and on the Cinema Soc collaboration if there's thoughts on trigger warning introductions and signposting for anything that may happen - OD asks if there's an aim for the campaign to be more inclusive, mentions that men might react more to sports-based events rather than societies oriented. To get people involved, suggests getting sports involved, acknowledges it might come from stereotyping, but she has seen it happen from events in other societies. - AP mentions it's important that the campaign is really getting the outreach, and that more than just women get involved so the campaign gets the impact it needs. If only women attend it doesn't fully meet the desired aim. - HH mentions from the NeverOK training, incentive reward or authoritative approach, introducing a pledge e.g. an Instagram template saying a society pledges to champion healthy relationships - OD says that having a "badge" might work as well on the SU website or something they can use at events. - LB mentions that for Colours and Socs Awards, being involved in an SU campaign is a requirement for awards such as Club of the	

	Year, there's ideas to include Inclusivity Awards - HH mentions getting a badge is always effective to get some form of recognition. People in the Executive agree. - NB mentions the blogs plan - HH mentions there obviously should be a trigger warning in all the blogs, maybe getting people to share their stories, but acknowledges it might get mixed reactions from the students. Maybe introducing a safe space for people to share that is facilitated by a qualified professional, it should be facilitated by Wellbeing services rather than the SU - APQ mentions Sussex SU and others have survivors networks facilitated by the Wellbeing service - HH agrees if it's received well this could be a lobbying piece	

Community & Belonging	- NB introduces the item and activity – posters with post it notes
	
	Activity notes:
	- *Community initiatives: Are there any specific initiatives or programmes you believe should be implemented to strengthen the sense of community on campus? (e.g. Community Officers)*
	   o *A B&GM type network in which B&GM students can know about specific job roles for them*
	   o *How do we tell more people about the Community Officers?!*
	   o *More trips within the local area? Group walks, pub trips, Legoland?*
	   o *Any regular spaces – Friend Zone? Something for everyone at the same time (like a Uni wide society). Wobble Week type thing?*
	   o *Badges: Socs get specific badges for what they are trained in or what they attend*
	
	- *Feedback & Collaboration: How can we encourage a culture of feedback and collaboration between students and staff to continuously improve the sense of belonging and community on campus?*
	   o *Degree bonding sessions, actually getting to know your peers, help more friends and break the ice a lot*
	   o *Personal tutors*
	      ▪ *Maintaining a 1:1*	

| | | *Relationship with PTs needs to be improved* *Intervention in mental health* *Friendly relationship* *General academic support* *They don't reach out unless for mandatory termly meetings* *Need in person meetup* - *Community & Connection: How can we improve communications channels to keep students informed about community events, opportunities and resources that contribute to a more connected and supportive environment?* *Give Community Officers a speech/talk during open days* *Community Officer social media training for videos/Canva* - *Collaborative Spaces: In your opinion, what types of physical or virtual spaces could be created on/off campus to encourage more interaction and collaboration to foster a stronger sense of community?* *Quiet space for disabled people* *Signposted* *Cosy/Nap appropriate* *Desk space* *Conversation cards* *Open 24/7* *Maybe more online drop-ins for more specific things* - Chat around personal tutors and different level of engagement. Some members of the Executive have not really had any contact with their academic tutors or are not sure who they are
- LB mentions WonkHE and how in a tour of SUs centred around belonging they found some European universities employed specialised tutors rather than using academics, so they could help in the pastoral aspects of student life. Mentions an example of a European university using colour coded overalls to determine departments with students, and how they can get badges sewn in for any achievements of engagement – encourages wild ideas.
- OD mentions tote bags might be accepted a bit better in the UK
- Executive talks about newsletters and communications and how more often than not they will not read them, especially RHUL | |

		ones but also SU. They have information overload, and it's hard to filter what is actually relevant to them.	
		- NB mentions how in Education Executive someone mentioned doing a round up post on socials with the bullet points of what is covered in the newsletter. Executive agrees this might be beneficial	
		- OD mentions the RHUL comms are always grey and orange which is not that inviting to read as they all look the same	
		- HH mentions the RHUL website isn't intuitive and that it has way too many apps, same with the SU website	
		- OD mentions she was not aware at all of the Collectives and the Sabbatical Officers. Mentions to AP how they both inherited their Instagram accounts from the Collectives, and they were not aware of them at all.	
		- NB agrees, even from a Sabbatical Officer perspective. Asks what would help people be more aware of what positions there are in the SU	
		- Visual information should be very important, posters for things all over campus	
		- AP "you have to make it so first years want to steal it"	
		- AP loved seeing the posters around DHM that mention her as CO, and hopes this carries out further as it gives COs status and more recognition for other students to know that there is representation for their group	
		- LB mentions we need to make it more obvious what positions students can get involved in	
		- OD mentions that societies are a main part on why people choose Universities, and the Open Days are so busy, there needs to be a lot more presence from the SU outside of that as well	
		- HH mentions the Sabbs try to do a joint speech with the Principal (which was very well received) and they are aiming to improve their engagement with the Open Days, which has gotten better but it could still be improved	
		- AP mentions that getting the COs involved would be helpful as well, even if it's just a stall, so students know there are representatives for their demographics	
		- OD mentions that people don't go to all the talks either and on campus tours they drop people off at the SU, which could be a good chance to rope people in with opportunities. Acknowledges it's very difficult to find	

		solutions to engagement as it's a problem that's prevalent everywhere	
Diversity Monitoring Form findings	- NB introduces the topic and the questions posed to the Executive - AP asks to get more detail on what the form is used for - LB explains that it's to see if the student leader volunteers reflect the wider RHUL population. Mentions that Reading SU ran a Black & GM shadowing scheme for the Leadership Elections as they noticed there was a gap in how many B&GM students seemed confident enough to run for leadership positions. - AP mentions it stands out how much the difference between women and men being involved – whether that is that they are the ones filling in the form or that more women than men are getting involved in leadership positions. - HH mentions that it kind of matches the RHUL demographics, as it sits at around 60% women to 40% men - OD mentions that there would need to be a bigger push for student group leaders to fill in the form as a big part of them have not filled in the form - APQ mentions that for Academic Reps and Community Officers the form was sent at the start of the introduction email to highlight it needing to be filled before induction. - LB asks if they can identify any barriers to engagement - AP mentions that all of these positions rely heavily on writing, both for Disabled people and International students, maybe adding a different format such as video or audio - HH mentions that on Disability there could be a different question on what kind of disability they have. RHUL has seen a massive increase on registered disability. - AP mentions that she has that on her Discord they can be split in other categories, including Neurodiversity, sensory disabilities and awaiting diagnoses - HH asks if we have a good support offering for student leaders with disabilities - AP mentions that she has been struggling and mentions that she mentioned it in her initial form. Doesn't think she can go to D&N as a Disabled student, and even if she's in a privileged position she can't see other people confide in them. Feels sometimes it's harder to say no to things as her ADHD will overestimate her actual energy or capacity to	

	do projects and she has a tendency to say yes to everything. Seeing it reflected that she is not expected to do everything, and she can choose how much she wants to engage is helpful. - OD mentions that mental health should be in place better when dealing with student leaders, and it gets hard to always be the one approaching staff members to say they are struggling - AP mentions it could be added into the Campaign 121s as a specific question on mental health - OD agrees - NB mentions if it should be included in the onboarding/inductions as a process to follow from the SU if someone is struggling with their mental health - Executive agrees - HH mentions that there are barely any B&GM student leaders - MS mentions that it seems that the only time that B&GM people are represented in committees is with ethnic societies - HH asks what could be done better - MS mentions that people do what they see can be done. When they see people get involved in it they know they can also do it. - APQ mentions maybe consulting with committees that have more representation currently - HH mentions maybe getting alumni from B&GM backgrounds to explain what they got involved in in their time at University student leaders - AP mentions it would be important to really break down the information as to how they got involved with the position, how they found out about it and what they got out of it	
AOB	- HH mentions Extenuating Circumstances, and they are looking to contact the wider student population. Will send a link to the Teams channel and asks Execs to share with their networks.	