



Union Council Agenda

Monday 8th February 2021

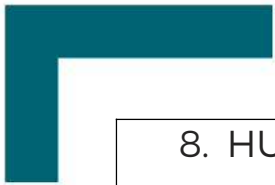
Microsoft Teams, Online

7:30pm – Union Council

1. Adoption of Agenda
2. Ground Rules
3. Apologies
4. Pronoun Policy
5. Minutes from previous meeting (taken as read)
6. Co-opting of new Part-Time Officers
7. President Reports (taken as read)
8. HUSU Board update - PB
9. New General Business
 1. M.2021 – 9 Black Asian and Minority Ethnic Mental Health Campaign
 2. M.2021 – 10 Decolonising the curriculum
10. Any Other Business (AOB)
 1. LGBT+ Mental Health Campaign - EK

Next meeting – Monday 8th February 7.30pm on Microsoft Teams

Agenda Items	Timings
1. Adoption of Agenda	7:30 – 7:33
2. Ground Rules	7:33 – 7:38
3. Apologies	7:38 -7:40
4. Pronoun Policy	7:40 – 7:45
5. Minutes from previous meeting (taken as read)	7:45 – 7:50
6. Co-opting of new Part-Time Officers	7:50 – 7:55
7. President Reports (taken as read)	7:55 – 8:05



8. HUSU Board Update	8:05 – 8:15
9. New General Business	8:15 – 9:20
10. Any Other Business	9:20-9:30



Attendance Register

Title: Union Council

Date & Time: 14/12/2020

Location: Microsoft Teams, Online

Present:

Position	Name	Attendance							
		19 th Oct	16 th Nov	14 th Dec	8 th Feb				
Student Presidents									
President of SU	Phoebe Bastiani								
President of Activities	Ellis Leonard								
President of Education	Simeon Orduen								
President of Sport	Sian Doherty								
President of Inclusivity & Diversity	Evie Kyte								
Union Development Zone									
Councillor for Scrutiny	Mavis Sarfo								
Councillor for Scrutiny	VACANT								
Chair of Union Council	Jacob Thorne								
Environment and Sustainability Officer	Lauren Barraclough								
Activities Zone									
Councillor for Scrutiny	Sumayah Yassin								
Councillor for Scrutiny	VACANT								
Student Media Representative	Aiden Hughes								
HYMS Society Representative	VACANT								
Societies Mentors (Shared Vote)	Kofo Beckley								
	VACANT								
	VACANT								
Education Zone									
Councillor for Scrutiny	Grace Burnett								
Councillor for Scrutiny	Josh Scott								
Part-time Students Officer	VACANT								
Foundation Students Officer	Shamarni Gaskins <i>(resigned Jan 2021)</i>								



Mature Students Officer	Holly Connolly								
Postgraduate Taught Officer	Ovie Enuke								
Postgraduate Research Officer	Emily Birch								
International Students Officer	Yipeng Zeng								
HYMS Students Officer	Maalik Imtiaz								
Faculty Rep of Arts, Cultures & Education	Damaris Lupulesc								
Faculty Rep of Science & Engineering	Damien Ramezani								
Faculty Rep of Law & Politics	Paloma Redmond								
Faculty of Health Sciences	Subhashree Ravi								
President of Sport									
Councillor for Scrutiny	VACANT								
Councillor for Scrutiny	VACANT								
AU BUCS Officer	Kate Robinson								
AU Non BUCS Rep	Aisha Foster								
AU Inclusivity and Diversity Officer	Hebe Shepherd								
AU Participation & Engagement Officer (shared vote)	Sam Mills								
AU Participation & Engagement Officer (shared vote)	Charlotte Almond								
Rep for Women in Sport	Jennifer Berthelemy								
Rep for Disabled Students in Sport	VACANT								
Rep for International Students in Sport	VACANT								
Inclusivity & Diversity Zone									
Councillor for Scrutiny	Peace Igi-Ehon								
Councillor for Scrutiny	Michelle Okere								
LGBT+ Rep	Beth Stephenson								
Trans Rep	Luciani Angel Roelofs								
Women's Rep	Abbie Gubbins								



Disabled Students Rep	Sarah Da Silva	Green	Green	Green					
BAME Rep	Shekinah Komolafe	Green	Red	Green					
Social Mobility & Class Rep	Cas Nicholas	Green	Green	Green					

REGISTER KEY	
Red	Absent - no apologies
Green	Present
Yellow	Absent - sent apologies
Blue	Absent but shared vote member attended meeting
Black	Vacant role



Minutes

Title: Union Council

Date & Time: 14/12/20 7.30pm

Location: Microsoft Teams

1. Order of Business

1. Adoption of Agenda

Meeting agenda taken as read. The Chair asked members of the council if there were any objections to add 'Accommodation issues on campus' to any other business on the agenda. There were no objections the item was added to the meeting.

2. Ground Rules

Logistics

The Chair reminded members of the ground rules and logistics on the meeting.

3. Apologies

Apologies received from Maalik Imtiaz (HYMS Students' Rep), Lauren Barraclough (Environment and Sustainability Officer) and Aisha Forster (AU Non-BUCS Rep)

4. Pronoun Policy

Members and attendees provided their preferred pronouns in the chat. Name + Role + Pronoun

5. Minutes from previous meeting (taken as read)

Minutes from previous meeting were approved and taken as read.

6. Co-opting of new Part-Time Officers

No Co-options.

7. President Reports (taken as read)

Education Zone Questions:


Peace Igi-Ehon (PI) Why can't the library open 24 hours?

Simeon Orduen (SO) There is a risk factor in regards to security and staffing. However, the president team is working with the university to extend the library hours to midnight.

8. New General Business

M.2021 – 7 Welcome Pack Motion

Grace Burnett (GB) provided a summary of motion for Welcome Packs of essentials to students in University accommodations.



An amendment to the motion was proposed to include dietary requirements and a pick-up location.

The amendment was brought to vote and was passed in favour of 15 votes, 0 votes against and 0 votes for abstain.

Vote

8 in favour. 1 against. 4 abstain. Motion fails due to not meeting quorum for votes.

M.2021 – 8 Societies Rep Motion

Ellis Leonard (EL) provided summary of rebranding two Activities Zone votes to Academic Societies Representative and Interest and Hobbies Societies Representative.

Vote

10 in favour. 0 against. 4 abstain. Motion passes.

9. Any Other Business (AOB)

1. Increased use of Social Media by PTOs/Presidents

Damien Ramezani (DR) commended the President team and PTOs for their use of social media to get messages across to the student body and encouraged PTOs to continue to do this.

2. BAME Task & Finish Group

Evie Kyte (EK) informed the members of the creation of a Task & Finish group in regards to BAME students and representation. Provided contact information to get in touch to join the group.

3. 2 Part Time Officer places on the University Student Experience,

Engagement and Employability Committee (USEEEEC)
Nicole Steele (NS) advised there are two PTO positions available on the USEEEEC committee and if any one is interested they should contact the council inbox at hull-council@hull.ac.uk

4. Updating/Changing names to sports teams

Sian Doherty (SD) advised sports teams names will be updated to reflect gender equality. Men's sports teams will have Men added to the title to reflect parity with Women's sports teams.

The meeting was adjourned. The next meeting is **Monday 8th February at 7.30pm**

President of Activities Report

Ellis Leonard

05.01.2021

Objectives		
<u>Objective & Context</u> Name the objective you are working towards. Briefly describe why this is your objective, who it affects and what outcome you would like to achieve.	<u>Completed actions</u> Include subheadings and detail of engagement with students, meetings and feedback to students.	<u>Next Steps</u> List your next steps and what you hope to achieve from them.
Students First	<p>In the first week back since Christmas, myself, Phoebe, and Evie ploughed ahead with the Students First Campaign.</p> <p>With help of Nicole Steele we launched a petition which in itself is asking the government for better support for Universities to help them support students throughout this pandemic.</p> <p>Phoebe also had written a letter to Government outlining what we want from them, which has been signed by us, and many other Students Unions Sabbatical officers.</p>	<p>We want our petition to take off to have the Government forced to debate it in parliament, we want them to support Universities financially so that they can directly support students. Because although they have supplied some money to Universities, it equates to roughly £13 per student and it is not enough to subsidise what has been lost due to the pandemic.</p>
Academic Societies	<p>. Furthering on the project of Academic Societies I held an Open Forum at the request of Presidents at the last Societies Council.</p>	<p>To create a task and finish group to finalise our plans for Academic Societies.</p>

	<p>Although not hugely attended, Simeon and I had a very lengthy discussion with Presidents of some groups that would fit into the category of Academic Societies about how this could work, what they wanted to see and their concerns.</p> <p>I came away from this open forum with ideas that are to be discussed with staff on how we go forward and how we implement Academic Societies.</p>	<p>Take these final plans to another open forum with presidents invited to engage in feedback to these, for one final revision.</p> <p>Present this revision and final plan to the university for why we think it is needed.</p>
<p>Security</p>	<p>Myself, Phoebe, and Nicole Steele had written a survey in November for students to fill in regarding their concerns about Security on campus (be that University or Union).</p> <p>Myself and Phoebe met to go over the answers for that survey and discuss our next steps. We have feedback that the survey has finished, and what our next steps are directly to the VC, and now we are now going to be preparing a report</p> <p>.</p>	<p>Prepare a report to be sent to the University on our findings, and request any additional information from them (eg, have official complaints now been made? Have processes been changed in reflection to what has happened?</p> <p>Discuss with the relevant members of staff if necessary on steps to be taken to improve, and communication that will go out to students.</p>

President of Inclusivity and Diversity Report

Evie Kyte

01.02.21 (For Union Executive Committee 16.02.21)

Objectives	Done	Next steps
Sexual Assault Support (This Ends Now Campaign #TEN) (With Phoebe)	<ul style="list-style-type: none"> • Held first reporting subgroup- action- looked at reporting from perspective of survivor and made suggestions to landing page • Held first training subgroup- action to look at where training is need across of a survivor's journey, eg which staff members are likely to deal with disclosure. • 	<ul style="list-style-type: none"> • Produce promotional content for when consent training is released • Pledge released to students • Meeting with Jenny, women in sports representative and Sian to talk about a campaign for Women's Safety.
LGBT+ and Women's History Month	<ul style="list-style-type: none"> • Held planning meetings for LGBT+ and women's history month with members of HUSU, the University and Hull Sport. • LGBT+ Mental health blog and survey released on 1st Feb. • Organised Virtual Pride event. • Spoke to Karen Okra around getting local women involved in Women's History Month. 	<ul style="list-style-type: none"> • Plan panel of women in leadership from University and Union. • Plan HUSU women in leadership event. • Write blog RE being an ally to women.

<p>Accessibility</p> <p>Closed Captions Campaign</p>	<ul style="list-style-type: none"> • I presented at the Winter symposium (day of presentations of research) about how academics could make learning inclusive for trans+ and deaf/hearing impaired students. I spoke about the closed captions campaign and simple steps academics could take to make content easier for deaf and hearing impaired students. • I received positive engagement from academics, and some got in touch to talk more about the campaign and other strategies to help deaf and hearing impaired students. 	<ul style="list-style-type: none"> • Check draft of Promise with Cambridge rep, Sian, Ellis and HUSU disabled students' representative, Sarah. • Consult with HUSU marketing team around HUSU website support pages and how/if information about accessibility can be incorporated.
<p>Accessibility Pledge</p>	<ul style="list-style-type: none"> • Got in touch with Cambridge Students' Union's disabled students' officer to talk about various campaigns. • Written draft of 'accessibility promise' that can be taken by sports teams/societies with a number of requirements eg provide opportunities for short breaks in all events. 	
<p>Training</p>	<ul style="list-style-type: none"> • Researched training about disability awareness to improve current and future representatives' confidence in communicating with the students they represent. Able to use 'Disability matters' training resources. 	

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Other Things to note:

Black, Asian, Minority Ethnicity Mental health report finished to be taken to Union Council and Mental Health Working group.

Currently working on next steps for Black Asian and Minority Ethnicity Mental health campaign.

President of the Students' Union Report

Phoebe Bastiani

02/02/21

Objectives		
<u>Objective & Context</u> Name the objective you are working towards. Briefly describe why this is your objective, who it affects and what outcome you would like to achieve.	<u>Completed actions</u> Include subheadings and detail of engagement with students, meetings and feedback to students.	<u>Next Steps</u> List your next steps and what you hope to achieve from them.
<p><u>Sustainability & Community</u> To improve environmental sustainability of HUSU and the wider University community</p>	<p>BIODIVERSITY</p> <ul style="list-style-type: none"> Held the first meeting with the University and student reps to discuss plans for the Great British Spring Clean and our plans to revamp the Salmon Grove wildlife area Continuing to work with members of the Sustainability board to plan and implement Great British Spring Clean <p>CAMPUS WASTE</p> <ul style="list-style-type: none"> Planning a recycling awareness campaign to launch on Global Recycling Day in March <p>ACCOMMODATION</p>	<ul style="list-style-type: none"> Do an audit of the University campus and recycling bins See if Hull Employability awards will accept Green Ambassadors as a contributing achievement Working with HUSU staff to deliver other community schemes such as pink bags etc. Work with University to resolve issues raised in the security survey responses

	<ul style="list-style-type: none"> • Lobbied the University to provide students with an accommodation fee waiver • No rush, no pressure campaign • Written an open letter to landlords asking for them to be flexible given the latest lockdown and also urging them to offer rebates for the cost of bills for those students who haven't returned to their accommodation. 	<ul style="list-style-type: none"> • Continue to lobby local landlords to reimburse students for utilities costs if they are not staying in their accommodation
<u>Additional Costs & Value 4 Money</u>	<p>STUDENTS FIRST: REFUND. RETHINK. REINVEST.</p> <ul style="list-style-type: none"> • Written an open letter to Gavin Williamson and Michelle Donelan urging them to sufficiently finance Universities so they can better support students. This letter has been signed by over 30 other officers from various student unions • Set up a petition to ask for the same 	<ul style="list-style-type: none"> • Continue to put pressure on the government and gain support from other unions and organisations • Continue to push the petition and the students first campaign
<u>Support, Safety, & Mental Health</u>	<p>CONSENT</p> <ul style="list-style-type: none"> • Working on promotion of consent training on My Journey • Working with the University on sexual violence in a group sponsored by the VC. I am taking a lead on improving the support and experience of survivors of sexual violence. <p>COVID-19</p> <ul style="list-style-type: none"> • No-detriment approach reinstated- worked with course reps and Simeon to collate feedback on students re safety net • Working closely with the Library and other services to ensure students still have adequate access to the resources they need <p>MENTAL HEALTH</p>	<ul style="list-style-type: none"> • Continue the 'This Ends Now' Campaign • Campaign for SVLOs in the sexual violence task and finish group • Planning for an in-person Reclaim the Night in Women's History Month • Improve the experience of students who have made a complaint of sexual misconduct • Work in partnership with the University on projects such as the Wellbeing Champions

	<ul style="list-style-type: none"> • Organising a series of coffee mornings with various staff and lecturers • I am leading on a community workstream to improve the mental health support for students in a community setting (working in partnership with the University). 	<ul style="list-style-type: none"> • Set the 'End the Stigma' billboards campaign in motion • Continue with 'Healthy Heads Hull' campaign
<u>Social & Transparency</u>	<ul style="list-style-type: none"> • Continuing weekly drop-in sessions on teams for students • Written blogs to signpost students 	<ul style="list-style-type: none"> • Planning a Q+A session for students

<p><u>Core Responsibilities</u> Includes meetings, events, extra campaigns, training, assisting student training etc. include details of student engagement and student feedback where relevant. Check your standing order for guidance.</p>	
Name of activity	Description
Online training	Learned more about how to support student mental health, supporting a distressed student and talking about suicide
Volunteer management training	Done 3 day course in volunteer management
USEEEC Strategy	Continuing the task and finish group for developing the strategy and written first draft

President of Education Report

<Name> SIMEON N. ORDUEN

<Date> 11/01/2021

Objectives		
<u>Objective & Context</u> Name the objective you are working towards. Briefly describe why this is your objective, who it affects and what outcome you would like to achieve.	<u>Completed actions</u> Include subheadings and detail of engagement with students, meetings and feedback to students.	<u>Next Steps</u> List your next steps and what you hope to achieve from them.
Collating student feedback	No detriment policy: I have received a couple of feedback from students regarding their thoughts and experiences, particularly how they feel a no detriment policy could possibly support them. I am currently collating a few of those together in order to raise them with the PVC Education, Becky Huxley-Binns	
Remote access software – Horizon	Horizon is a remote access software that allows for students to be able to access expensive specialist software licenced by the University for students. I asked for a check to be done to ensure that students who were not on campus that should be making use of the software were in fact doing so. As I suspected, it has been underutilised.	

	I will need to get in touch with Graeme Murphy who directs IT with the University for more info on how to support/stimulate more usage of this resource by students.	
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<u>Core Responsibilities</u> Includes meetings, events, extra campaigns, training, assisting student training etc. include details of student engagement and student feedback where relevant. Check your standing order for guidance.	
Name of activity	Description

11/01/2021

Objectives		
<u>Objective & Context</u> Name the objective you are working towards. Briefly describe why this is your objective, who it affects and what outcome you would like to achieve.	<u>Completed actions</u> Include subheadings and detail of engagement with students, meetings and feedback to students.	<u>Next Steps</u> List your next steps and what you hope to achieve from them.
Recognise – recognising the issues that are at the forefront of the AU by listening to student voices and organising the Sports Zone.	<p><u>Cost of Sport</u></p> <ul style="list-style-type: none"> - Was placed on hold due to November lockdown but then the travel window was put in place meaning no sport could continue in December. - Starting the new trimester in another lockdown so have not asked for students to pay for a second sports pass yet as we are unsure when we will be able to return to sport. <p><u>Sports Pass Refunds</u></p> <ul style="list-style-type: none"> - Everyone who purchased a 2019/2020 sports pass online should have received a refund - Starting to look into refunding students for semester one sports pass of the 2020/2021 academic year. - In discussions with finance how to refund students who purchased a sports pass in person in the 2019/2020 academic year as we were relying on being 	<p>Return to this once we know when we are returning to sport.</p> <p>Work with Kevin and Andrius to try and sort this out by the time we can play sport again.</p>

	<p>able to do this in-person once allowed back on campus.</p> <p><u>Team GB Student Panel</u></p> <ul style="list-style-type: none"> - Organised application form and marketing graphic for the Team GB Student Panel. - Had 10+ people apply for the panel - Nicole Bateman and I interviewed the candidates - Successful applicants will meet for the first time on the 12/01/2021. <p><u>Kit</u></p> <ul style="list-style-type: none"> - Working closely with teams and O'Neills to get kit orders delivered and handed out to students - Have had a few problems with incorrect kit but are working through it with the committees and with O'Neills. 	
<p>Engage – engage as many students in sport, the AU and the Union as possible, both physically and socially.</p>	<p><u>November</u></p> <ul style="list-style-type: none"> - Ended the campaign with over £20,000. <p><u>Christmas Challenges</u></p> <ul style="list-style-type: none"> - Teamed up with HullSport to put on two different Christmas challenges. 12 days of Christmas and the Strava Art Challenge. <p><u>Grace's Week</u></p> <ul style="list-style-type: none"> - Took part in Lincoln Hockey's campaign called Grace's Week in remembrance of their past student Grace Millane. Completed 24km, shared the fundraising page on my social medias and donated. <p><u>Disability History Month</u></p>	

	<ul style="list-style-type: none"> - As all of our in-person events had to be cancelled due to lockdown, I continued to do the resource posts which were sport specific. I concentrated on media like documentaries, ted talks, and podcasts. 	
<p>Promote – giving all teams/events professional and consistent promotion throughout the university, union and on social media.</p>	<p><u>Team of the Trimester</u></p> <ul style="list-style-type: none"> - Students could put forward their clubs for team of the trimester by filling out a google form. - Got over 100 responses. - Made them all into graphics so teams could see what their members had been saying about them. - Really good feedback from teams. - Ask Presidents, sports zone and other staff members of HUSU who should win. <p><u>AU Charity work</u></p> <ul style="list-style-type: none"> - Supporting teams with their personal fundraising campaigns (e.g. ladies football and Maggies challenge) 	



Union Council Motion

Lobby the University to act on the recommendations from the Black, Asian and Minority Ethnicity Mental Health Campaign:

I would like the support of Union Council to lobby the University Student Services to act on the recommendations from the Black, Asian and Minority Ethnicity Mental health campaign. I would also like the support to continue to act upon these recommendations in Hull University Students' Union (HUSU) activity where possible.

These recommendations include:

- Greater transparency with students about the training that UoH and HUSU staff undertake, including mental health professionals and student services e.g. cultural competence, impact of racism on mental health, generational trauma etc.
- Greater transparency to students about what the procedure is when reporting a staff member for racial harassment.
- An awareness raising campaign with students and staff around empathy and generational trauma.
- Part-time hire of a practitioner who is a specialist in understanding racism, cultural competence, generational trauma etc.
- A module or learning tool for students and staff to learn how to be better allies or be anti-racists. This can be done in partnership with students and HUSU.

And more...

These recommendations have come from

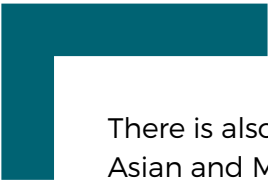
- Black, Asian, Minority Ethnicity mental health survey
- Black, Asian and Minority Ethnicity open forums
- Research from PhD students at other institutions

You can find more information in the Black Asian and Minority Ethnicity Mental health campaign report.

Please note that the term 'Black, Asian and Minority Ethnicity' is used throughout the report. The campaign results demonstrated that some students are uncomfortable using the term 'BAME' and HUSU are currently consulting students to find out what terminology students prefer. But, in the meantime, HUSU have moved away from the acronym 'BAME' and are referring to Black, Asian and Minority Ethnicity in its full.

Why do you want to change it?

Research has consistently shown that Black, Asian and Minority ethnicity students experience greater rates of mental illness, and worse access to care and treatment.



There is also a lack of national and local support specifically for people from Black, Asian and Minority Ethnicity mental health, and the unique issues that people in these communities face. This means it is even more important that the services provided by the University of Hull and HUSU meet the needs of Black, Asian and Minority Ethnicity students.

You can read more about this in my blog at <https://hulluniunion.com/news/article/BAME-mental-health>

The university's strategy for 2020 onwards focuses on inclusion, and particularly listening to the needs of students from protected characteristics and minority groups. Listening to the experiences of Black, Asian and Minority Ethnicity students, and acting on these in student services, training and all aspects of a students' University experience is therefore essential in carrying out their vision. The University ought to be held accountable to this strategy.

As is evident in the findings of the campaign, some Black, Asian and Minority students appear understandably tired at having to re-tell their experiences of trauma and discrimination. Some students are also frustrated at feeling as if they have to carry the campaigns on their own shoulders. That is why it is essential that it is part of the portfolio of the HUSU president team, and staff at the University to act on the recommendations that Black, Asian and Minority Ethnicity students have shared.

This report and the recommendations will be presented to the University's Mental Health Working group on February 11th 2021. It would bring a lot more weight to the recommendations if they have been supported by a representative body of students.

What do you want Hull University Union to do?:

I would like HUSU to support the lobbying of these recommendations to the University of Hull and HUSU.

Proposer: Evie Kyte (President of Inclusivity and Diversity)

Secunder: Shekinah Komolafe (BAME students' representative), Cas Nicholas (Social Mobility and Class Representative)



Black, Asian and Minority Ethnicity Mental Health Report

Date: 26.01.21

Evie Kyte, President of Inclusivity and Diversity
(she/her)

I would like to thank everyone who has been involved in this campaign, particularly Elise Bateman (Campaigns and Democracy Co-ordinator), Nicole Steele (Student Voice Manager), Simeon Orduen (President of Education) and Shekinah Komolafe (BAME students' representative).

Overview

As part of my manifesto I was elected on in March 2020, I have run a campaign on how to better meet the mental health needs of Black, Asian and Minority Ethnicity student at the University of Hull.

This was inspired by a conference I attended from the charity, Student minds, which explained about inequalities in mental health, including Black, Asian and Minority Ethnicity mental health.

Although there is sector-wide research findings available, I wanted to find what was specific to students in Hull's needs.

The following report lists finding and recommendations that have come from qualitative and quantitative data from students at Hull.

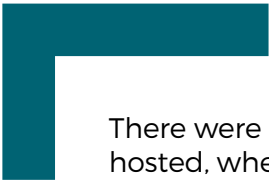
Please note that the term 'Black, Asian and Minority Ethnicity' is used throughout the report. The campaign results demonstrated that some students are uncomfortable using the term 'BAME' and HUSU are currently consulting students to find out what terminology students prefer. But, in the meantime, HUSU have moved away from the acronym 'BAME' and are referring to Black, Asian and Minority Ethnicity in its full.

Process

In December 2019, I attended the Inequalities in Mental health conference, hosted by Student Minds.

As the first step of the campaign (August- September 2020), myself and Elise, Campaigns and Democracy Co-ordinator researched local and national mental health support run for and by the Black, Asian and Minority Ethnicity community. We wanted to find out if there were already existing networks or groups that we could signpost to, and partner with. Incredibly little was found within tens of hours of researching that a student in Hull would be able to access. Therefore, we moved on to focusing on the student experience of the University of Hull (UoH) and HUSU.

At the beginning of October, a blog post explaining the reasoning behind the campaign, and the survey that students could participate in were both launched.



There were also two Black, Asian and Minority Ethnicity mental health surveys hosted, where students could come and talk about their experiences of mental health and possible solutions.

In November 2020, when survey results indicated mixed opinions on the term 'BAME', forums focused on the needs of more specific ethnic minority groups were launched, such as a Black students mental health forum. Alongside this, a separate campaign for consultation around the term 'BAME' was launched in December 2020.

In January 2021, the survey continued to be promoted via social media to increase engagement, and the final results were collected and compiled into the report.

Recommendations

The following are recommendations taken from the data in general. These are general ideas open for discussion. As much as possible, it would be ideal if any action as a result of the campaign could happen with HUSU and the UoH in partnership, and working together.

Short term/ low resource-cost

- Greater transparency with students about the training that UoH and HUSU staff undertake.

Students may feel more able to access mental health appointments if they know that relevant training has been undertaken to help their experience be understood.

- Greater transparency about who the mental health practitioners are, eg such as pictures on the website.

Students might have a greater understanding of who the practitioners are, this might give them an idea if someone might have similar experiences prior to an appointment.

- Greater transparency and promotion of the work being done for racial inclusion by the UoH and HUSU.

There is already work being done on racial inclusion, for instance by the Inclusion and Campus Community team, and by HUSU. Greater transparency around this, and how this fits into the strategy might reassure students that staff are taking on some of this work, and they ought to report this to the HUSU President of Inclusivity and Diversity and the UoH team, and that they can contribute to this. This may mean that students who are taking on a large proportion of this work, that they can be assisted by the UoH and HUSU.

- Greater transparency to students about what the procedure is when reporting a staff member for racial harassment.

Medium term/medium resource- cost

- Consultation with students about the term 'BAME' and appropriate terminology for these students, in partnership with HUSU.
- An awareness raising campaign with students and staff around empathy and generational trauma.
- A module or learning tool for students and staff to learn how to be better allies or be anti-racists. This can be done in partnership with students and HUSU.
- More promotion from HUSU to existing community groups and societies and encouragement to start new ones.

Long term/ High resource- cost

- Part-time hire of a practitioner who is a specialist in understanding racism, cultural competence, generational trauma etc.

Even though it is impossible to find a variety of practitioners that every single student will be able to identify fully with, Black, Asian and Minority Ethnicity students may feel more confident going to a specialist who they feel understands their lived experience, and may feel more understood and able to express certain experiences. This could be for instance a counsellor from the Black, Asian and African Therapy Network.

- HUSU and UoH partnership with local mental health provision in local community to see what can be done to better meet the mental health needs of Black, Asian and Minority Ethnicity students.

Data Collection

The data collected included quantitative data from the mental health survey, and qualitative data from conversations with students and open forums.

Quantitative Data

The quantitative data comes from the Black Asian and Minority Ethnicity Mental health survey that was published on the HUSU website. Although it is noted that there are a relatively small number of respondents, this survey was promoted extensively as much as possible between October and January. It should also be taken into consideration that this data collection took place during a series of national restrictions and two lockdowns, and thus student engagement was lower than usual.

It is also noted that only a small number of these students indicated that they had accessed the university mental health team. However, this data is still useful as it suggests that these individuals have perceptions of the University mental health team, which may impact their willingness to access the service.

Results as of 21.01.20 (14 respondents)	Asian or Asian British	Black, African, Black British or Caribbean	Mixed	White	Another ethnic group (eg Arab)	Prefer not to say
No of respondents overall	2	5	4	2	1	0
1. I have had an appointment with the University's wellbeing team? (Located in Student Central on the first floor	1 No 1 yes	2 yes 3 no	4 no	2 no	1 no	

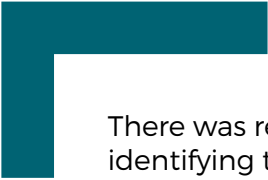
2. I feel that my lived experience of, and/or discrimination towards my culture/ethnicity has affected my mental health.	1 agree 1 not sure	1 strongly agree 4 agree	2strongly agree 1 not sure 1 disagree	1 disagree 1 strongly disagree	agree	
3. I would feel comfortable talking to the university wellbeing team about issues of race, discrimination or general issues about my life as a university student and beyond?	1 not sure 1 disagree	1 strongly disagree 3 not sure 1 agree	2 agree 1 disagree 1 strongly disagree	1 agree 1 not sure	Strongly disagree	
4. I feel that the university wellbeing team has sufficiently understood and appreciated how my mental health issues are impacted by my experience of my ethnicity/culture?	2 not sure	1 Strongly disagree 2 disagree 2 not sure	4 not sure	1 agree 1 not sure	Not sure	
5. I would feel comfortable talking to a member of wellbeing staff about my mental health if they were from a <u>similar</u> ethnicity/culture to myself?	1 Strongly agree 1 agree	3 strongly agree 2 agree	3 strongly agree 1 agree	2 strongly agree	disagree	
6. I would feel comfortable talking to a member of wellbeing staff about my mental health if they were from a <u>different</u> ethnicity/culture to myself?	1Not sure 1 agree	1 strongly agree 2 not sure 1 disagree 1 strongly disagree	2 disagree 1 not sure 1 agree	1 disagree 1 strongly agree	disagree	
7. I would be interested in attending an open forum to discuss how Black and Asian students' experience of the wellbeing team can be improved?	2Yes	2 yes 1 not sure 2 no	1 yes 1 not sure 2 no	1 no 1 yes	no	
8. Do you have any further comments or questions on this topic?						

9. What ethnicity do you identify as?	Asian	Black	Mixed	White	Other eg Arab	
10. How comfortable are you with the term BAME? Is there another term you would prefer?	I'm okay with the term BAME, but would prefer if it were broken down more, due to various differences between different ethnicities. It feels like you're either White or BAME. Do not mind	I would prefer being called black. I don't see myself as a minority. That's one of the many negative implementations attached to my skin colour. I would prefer to be called black because I am Black. Black people are even discriminated by the BAME community. Perfectly describes who/what it needs to! BAME is fine	I do not mind the term 'BAME' but would like the university to use specific terms when required (e.g. not using the term BAME when specifically trying to discuss issues surrounding Black culture) I do not like the term BAME Fine I'm okay with BAME		It's okay	

Some key findings to note are that most Asian, Black, Mixed and other ethnic group students indicated in some degree that their lived experience had impacted their mental health. This was particularly prominent amongst black students.

Most respondents, with the exception of students who identified as mixed ethnicity indicated that they did not feel fully comfortable talking to the mental health team about issues relating to racism and mental health.


All Asian, black, mixed and other ethnicity respondents indicated that they were unsure, or did not believe that the mental health team had sufficiently understood, or would understand issues relating to their lived experience, ethnicity and culture.



There was reasonable agreement amongst Asian, Black, Mixed and other ethnicity identifying that they would feel more comfortable accessing the mental health services if they could access someone with similar lived experience to their own.

There were mixed results among Asian, Black, Mixed and other ethnicity identifying students as to whether they would feel comfortable talking to a person of a very different lived experience.

There were mixed results amongst Black, Asian, Mixed and other ethnicity identifying students as to how comfortable they felt with the term 'BAME'. Some respondents indicated that they were 'fine' with the term. Others spoke about how it did not take into account racism within the BAME community. They also mentioned that it could be othering ('It feels like you're either white or BAME') and didn't match how they identified themselves ('I prefer to be called Black because I am black').



A number of Mental Health Open forums were held. Two Black, Asian and Minority Ethnicity Mental health open forums were held, to which a handful of students attended the first, and there was no attendance at the second open forum. In response to the mental health survey showing that some students were not happy with the grouping of, or the term 'BAME', a decision was made to hold Open forums for specific ethnic groups, including black students, Asian students and Latin American students. There was attendance only at the event for Latin American students.

Minutes were taken at the BAME mental health forum and the Latin American forum, and then transcribed into themes and recommendations.

The qualitative data includes;

- Themes from BAME Mental health open forum
- Themes from Latin American open forum
- A student who shared their experience of mental health treatment



BAME Mental Health Open Forum.1 THEMES

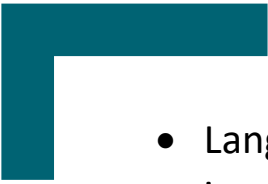
These are the themes that emerged from the discussion at the BAME Mental Health Forum on Tuesday 20th October.

Gaslighting/Not being taken seriously

- Lack of trust in the BAME community that issues will be taken seriously by mental health professionals- deters them from seeking help. Encourages BAME community to help each other in a community, rather than to seek support outside.
- Professionals- eg mental health professionals etc do not take issues seriously, or deny the person's experience of racism (gaslighting).
- Professionals can exploit a person from the BAME community, ie seeing them as an opportunity to ask questions about their culture, rather than simply seeing them as a person.

Lack of lived experience

- Mental health professionals have a lack of lived experience- don't necessarily understand the person's experience of racism/feeling of otherness.

- 
- Language/cultural barriers. May have different terms/slang in expressing themselves. Leading to mental health professionals not understanding where they are coming from. Or people from BAME communities feel that they have to monitor themselves and actively change their way of expressing themselves to be understood.
 - BAME communities fear calling out microaggressions from experiences of white people victimising themselves.


Lack of dealing with the root cause of mental health problems; Racism and otherness

- Work often focuses on improving BAME communities' experience of mental health care, when they will still go out into the world and experience the discrimination that contributed to their mental health problems.
- Professionals need to believe in root cause (not gaslight), and institutions need to address root cause. Institutions need to focus on root cause rather than putting a plaster on (addressing mental health problems as a result of racism).

Issues in reporting discrimination

- Issue of being passed from pillar to post and having to repeat same experience to different members of staff- retraumatising.
- Inadequate sanctions for discrimination- ie staff just have to apologise in many cases.
- Students need to be more supported through process, and not left to put in the time and effort themselves when reporting discrimination.
- Students need to see and believe in greater accountability for discrimination so they are more likely to come forward, and continue the process of reporting.

The Term 'BAME'

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- Terms such as BAME/People of Colour etc homogenise the experiences of people whose lived experience of racism and discrimination are incredibly different from one another.
 - Different experiences of racism- ie whether you are black British, or you are a Black person who has grown up in another country.
 - Experience can also depend on the lightness of someone's skin, and experience of colourism. It can also depend on how 'British' they are perceived, for instance if they have a certain accent.

Solutions/Next steps


- Change needs to be taken on by staff. Campaigning for the BAME community often rests on the shoulders of volunteers or students, and gets dropped because of time commitments, re-traumatisation and students graduating and moving on. Campaigns to tackle racial inequality need to be more taken on by permanent members of staff to make it sustainable.
- More staff training needed for responding to students who have experienced racism and discrimination, and also in cultural competence.
- Feedback system- staff ought to be held accountable when there is a lack of understanding and race literacy.
- Institutions/universities. should act proactively to eliminate discrimination instead of reacting to deal with complaints, or perceiving it as a PR crisis,
- More training on empathy and understanding of generational trauma, and not an expectation for BAME students to 'get over' past experiences of genocide and slavery.



Themes from Latin American Mental Health Forum

Identity and finding a group

- Latin American is such a large and complex term, it encompasses Black Latinos. Indigenous Latinos, and these individuals may identify as Latin American or as another identity.
- The commodification of Latin American culture in mental health care, how is this best addressed?
- Awareness of different cultures can be helpful.
- There is a lack of a Latin American group of students at Hull University who are supporting each other. There is a group in Hull city on Facebook 'Latinos in Hull'.
- There are cultural societies in HUSU for other nationalities where this peer support might happen, such as the Korean society, but this is lacking for students from Central and South American heritage.
- Every culture has its own 'BAME' structure that it has to deal with. For instance, there are diverse communities encompassed under the term Latin American, such as Black latin American and indigenous latin Americans. There are issues in terms of colourism within many communities.
- There is very little research specific to Latin American communities in the UK.
- In larger cities, such as London, there are more vibrant Latin American communities. Latin American is such a complex ethnicity, and combined with not being the



majority migratory population in the UK, they are often neglected in research.

Sustainability of mental health treatment

- Due to a lack of community and experiences of racism, many Latin American students or other students experiencing racial discrimination may have a counselor or therapist throughout their life. But this is not sustainable for the individual or society, as this should be something that is part of crisis management in mental health, and not a long term solution. Building networks of community care is important. There will be times of mental health crisis where a counsellor etc is needed, but it shouldn't be something that is needed at all times. Currently community care is so lacking that students may be reliant on counselors.
- When a student does have the need to come to a mental health professional, when their mental health needs have surpassed the needs of a peer group, this professional ought to have at least basic training in cultural competence etc.

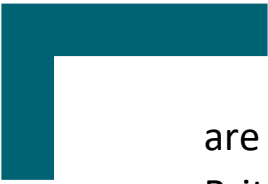
Staff support for Latin American Students

- Perhaps if there is very little existing networks, this is something that students take on themselves to set up, and then ends up being neglected if this student graduates.

It would be useful for students to feel more comfortable to come to staff to assist with campaigns, and more projects to be led by University and Union staff.

Lack of awareness and stereotyping

- In the UK, discussion around Latin America is stifled. For instance, if a British person talks about a trip to South America and a Latin American person talks about the trauma and conflict occurring in their home country, they



are often dismissed or told that they are being too serious. British people can have a misconception that other countries are a utopia, when actually there is a lot of issues and conflict that a person has experienced who is from that country.

This is not specific to Latin America, for instance that can occur in East Asian countries where they are glorified by British holiday makers, but some students have experienced conflict or discrimination from living there.

Recommendations

- Encourage building a support network or society for Latin American students.
- Awareness raising around stereotypes to students- eg the fact that Cuba is not a communist paradise, but many people who live there have experienced conflict and trauma, and people ought to be sensitive with their stereotypes around a country.
- It is useful for mental health professionals to have training in understanding migration, cultural competence, racism etc.
- Awareness raising around Latin American students being supported by HUSU and University of Hull if they wish to start a campaign or address an issue that is faced by students from this community.
- More staff oversight on projects that impact Latin American students to ensure it is not ignored when students graduate.



Student Therapy Statement

“Counsellors well versed in the issues of migration, identity, statelessness, racism, LGBTQ+, diverse religions and other intersecting issues are a good way forward, but without solid structures of community and support they will always end up falling short. The investment in mental health is not just one of management but one of prevention with the goal of thriving. There will be times when management is needed but that cannot be the only investment nor the sole caring for our mental wellbeing.”



Sector-Wide Research

Nkasi Stoll, a Phd student is researching the mental health experience of Ethnic minority students, particularly Black students in the UK in partnership with Student Minds. Although this research cannot be shared in full, an overview of the findings and recommendations can be shared.

Recommendations:

- University mental health service providers need to work together with people from BME communities prior to service design and delivery.
- Upon presenting mental health issues, information should be made available in appropriate languages for ethnic minorities to support understanding about their illnesses and how they can seek professional intervention and help
- BME service users need to be better informed upon entering university of the locally available mental health services and the variety of pathways for accessing care.
- Greater diversification regarding service providers



Union Council Motion

Continue to lobby and monitor the University's decolonisation of the curriculum:

What do you want to change?

The President team to continue to lobby and monitor the University's decolonisation of the curriculum.

Why do you want to change it?

Decolonising the curriculum involves reflecting on our assumptions about how the world is, and the legacies of Western colonialism and empire on knowledge, education and professions, especially around race.

Simeon has been instrumental in lobbying for the University to decolonise the curriculum, and this process has been started by the University. However, there have been some difficulties in tracking further detail as to what has been done and to which courses, and what the long-term plan is to decolonise the whole curriculum.

Whilst I am sure that the next President team may be very thorough in their roles, a motion is the surest way to make sure that the project keeps momentum and is not lost amongst the other work that they undertake. As presidents are mandated to work on motions, and to keep trustees and the Student Voice Manager updated as to the progress of working on these motions, passing this motion will ensure that this project is monitored in the long term.

I believe that this is the best way of ensuring that the University are held accountable for decolonising the curriculum. It means that students can be assured that this campaign will not be lost between changes in the president team.

What do you want Hull University Union to do?

I would like Hull University Students' Union to support the motion to ensure that the President team continues to carry on this project.

Proposers: Evie Kyte (President of Inclusivity and Diversity) and Simeon Orduen (President of Education)



Seconded: Cas Nicholas (Social Mobility and Class representative)