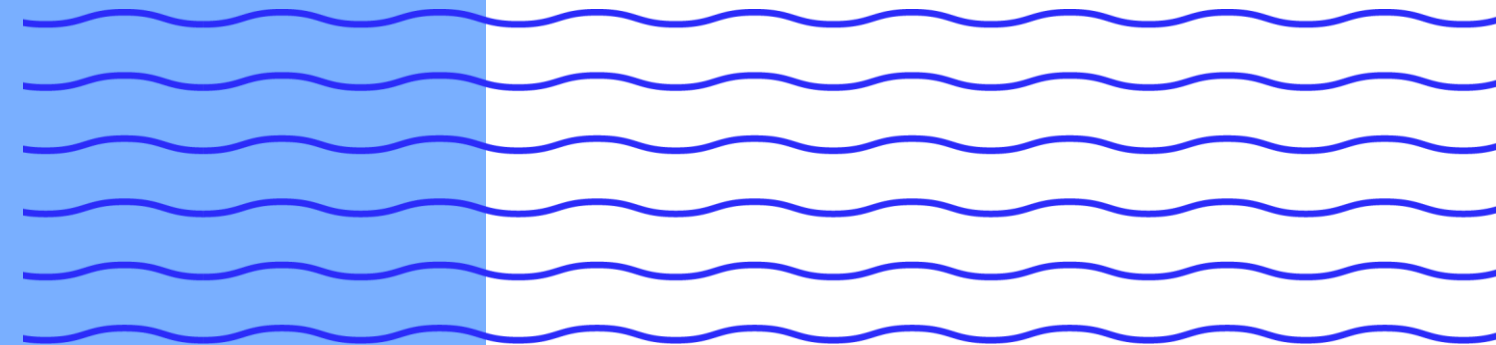


This week

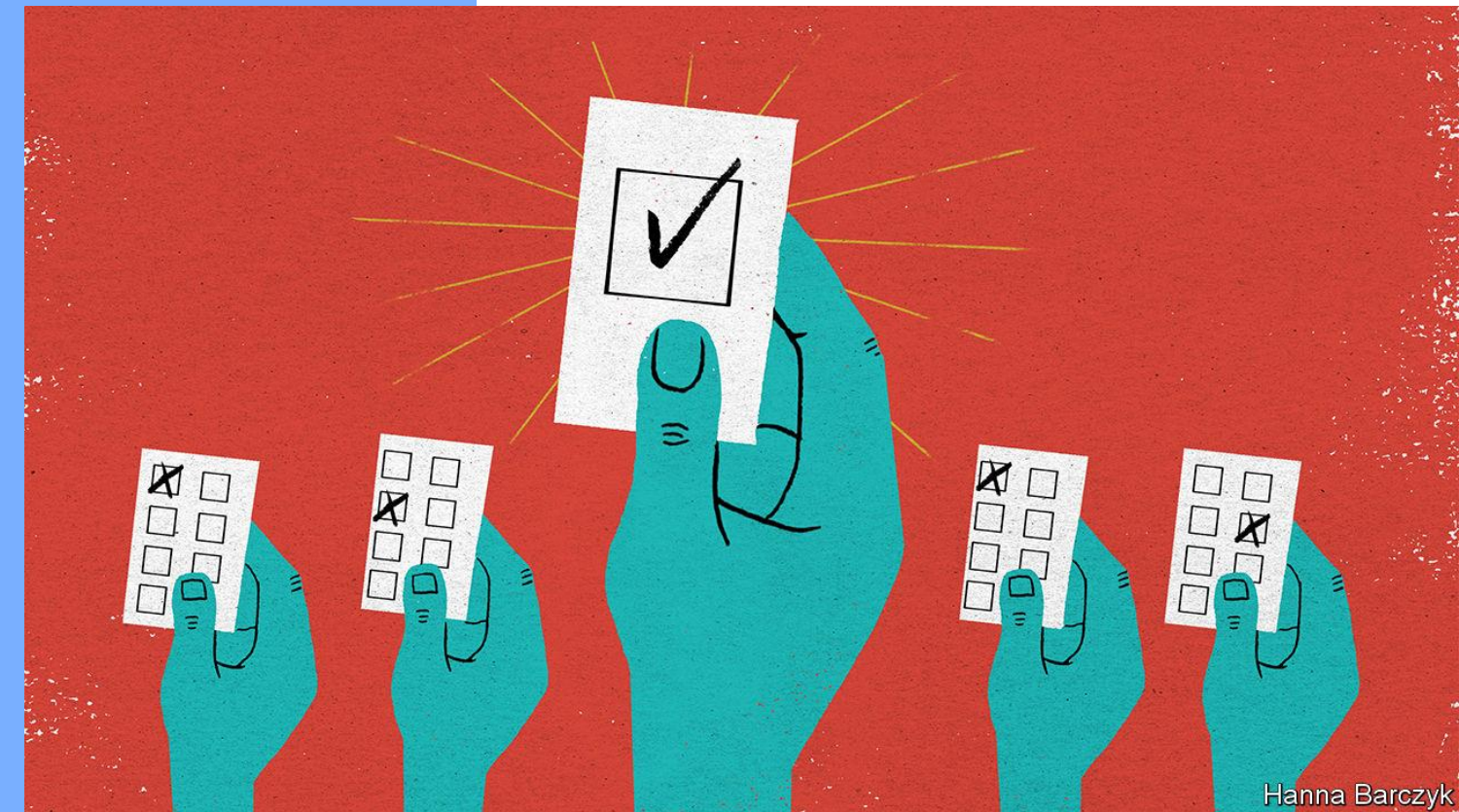
Mond	Democratic models and democracy reviews
Tue	Righting the wrongs for Disabled students
Wed	Student on student conduct, complaints, discipline
Thu	Parliament and government advocacy
Fri	Won't somebody think about the Postgraduates?



WONKHE
SUs

Democracy in students unions

What's the point, can it survive, and how can SUs innovate in this space?

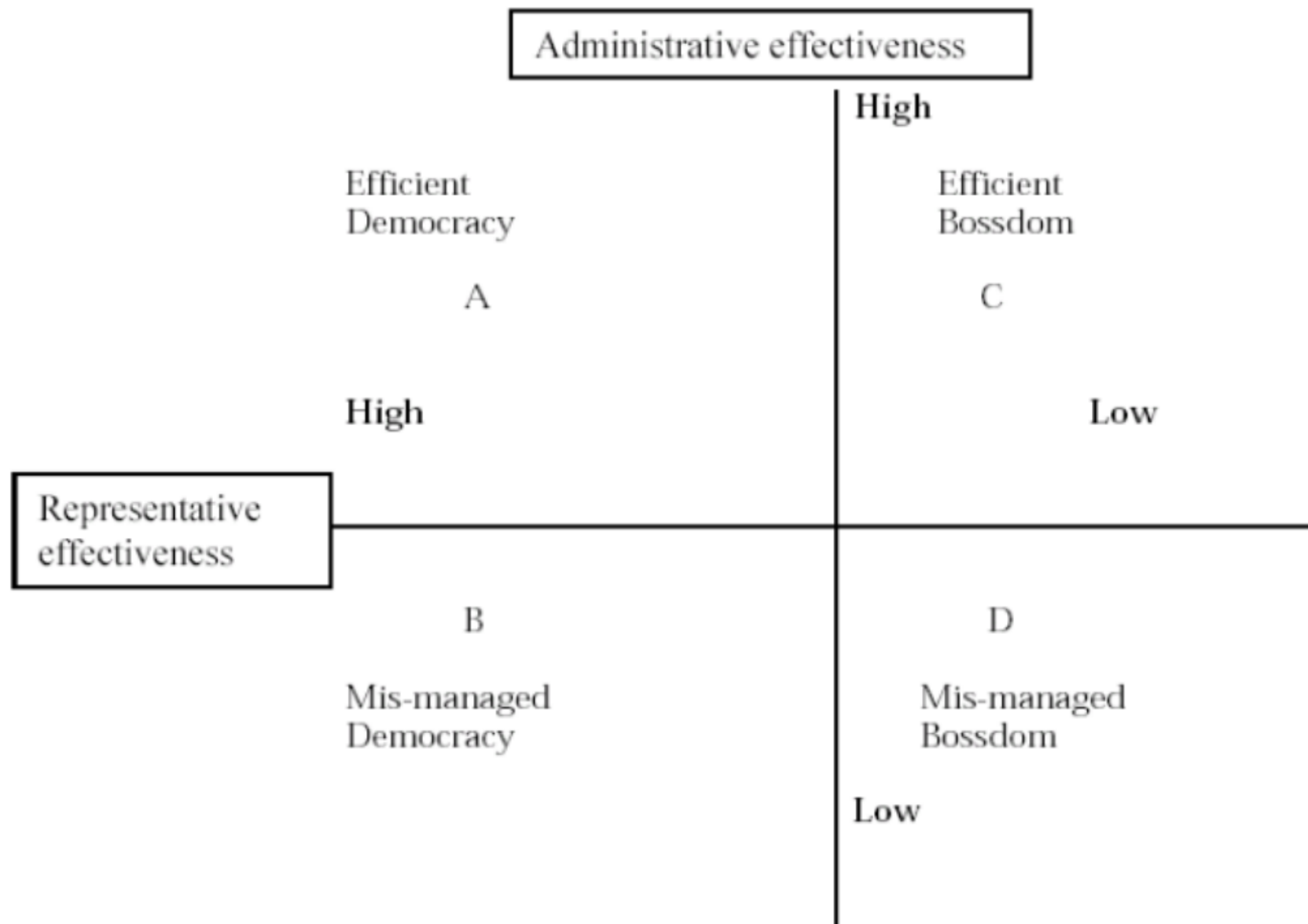


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SUs

Should the SU support the UCU strikes?

Rationalities

Figure 1 Model of administrative and representative effectiveness



Source: Adapted from Child et al. 1973: 80.

Rationalities

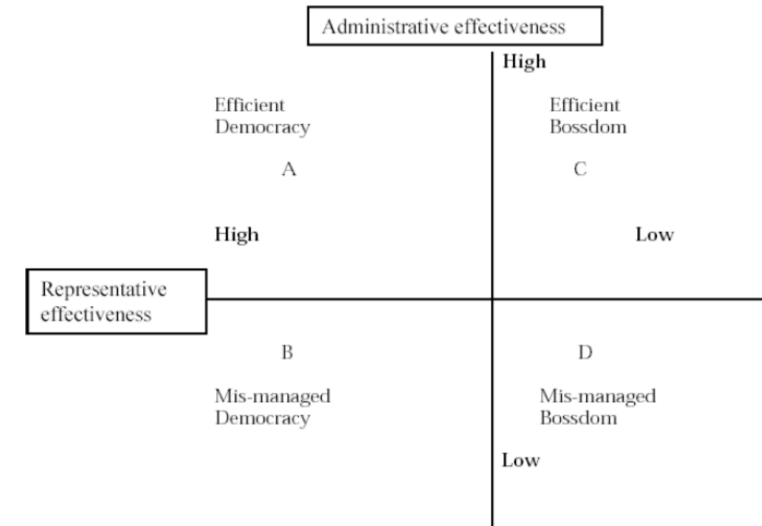
Administrative

- Well run, efficient, well planned, satisfaction, org focus, rapid decision making

Representative

- Majority and minority managed, consulted, beneficiary focus, involvement

Figure 1 Model of administrative and representative effectiveness



Source: Adapted from Child et al. 1973: 80.

Officer structures

- President, Treasurer & Secretary
- Education & Welfare
- Education, and Welfare
- Undergrad Education, Postgrad Education
- Treasurer to Clubs and Societies / Fin Com
- Secretary to Democracy
- President?
- PT Officers?
- Most reviews obsess over officer structures



Democratic?

- A representative group of students (the “council”) is formed from courses, clubs and student characteristics
- A group of elected officers (the “executive”) is elected by cross campus ballot and told what to do by the council

MOTIONS



ACCOUNTABILITY

Democracy?

- General meetings – all students can attend
- Council – Students by course, club or characteristic
- Motions and accountability
- Some had both, some switched
- Some went for mini councils
- Some went for scrutiny councils
- Some went for referenda

Today

- As a result of Charities legislation almost all SUs created a **Trustee Board** to handle staffing, Corporate Governance, Finance and Risk- enabling executives to focus on political and representative leadership.
- Most SUs have abandoned internal “**infrastructure**” sabbatical roles like Finance and Communications to focus on charitable outcomes like activities or campaigns.
- Many SUs have **abandoned formal democratic structures** outside of elections, with forums and online ideas platforms focussed on research and consultation rather than deliberation.

Where are we

- Many SUs have created **different kinds of committee and leadership structures** around types of activity, abandoning the idea of a single central committee in control of all activity.
- Many SUs have **abandoned Part Time Officers** altogether, with volunteers and committee members being elected by smaller groups
- Some SUs have been experimenting with **gender balancing; non portfolio blocks** of officers/sabs (that later divide up responsibilities) and **school/faculty based representation**.

We are here

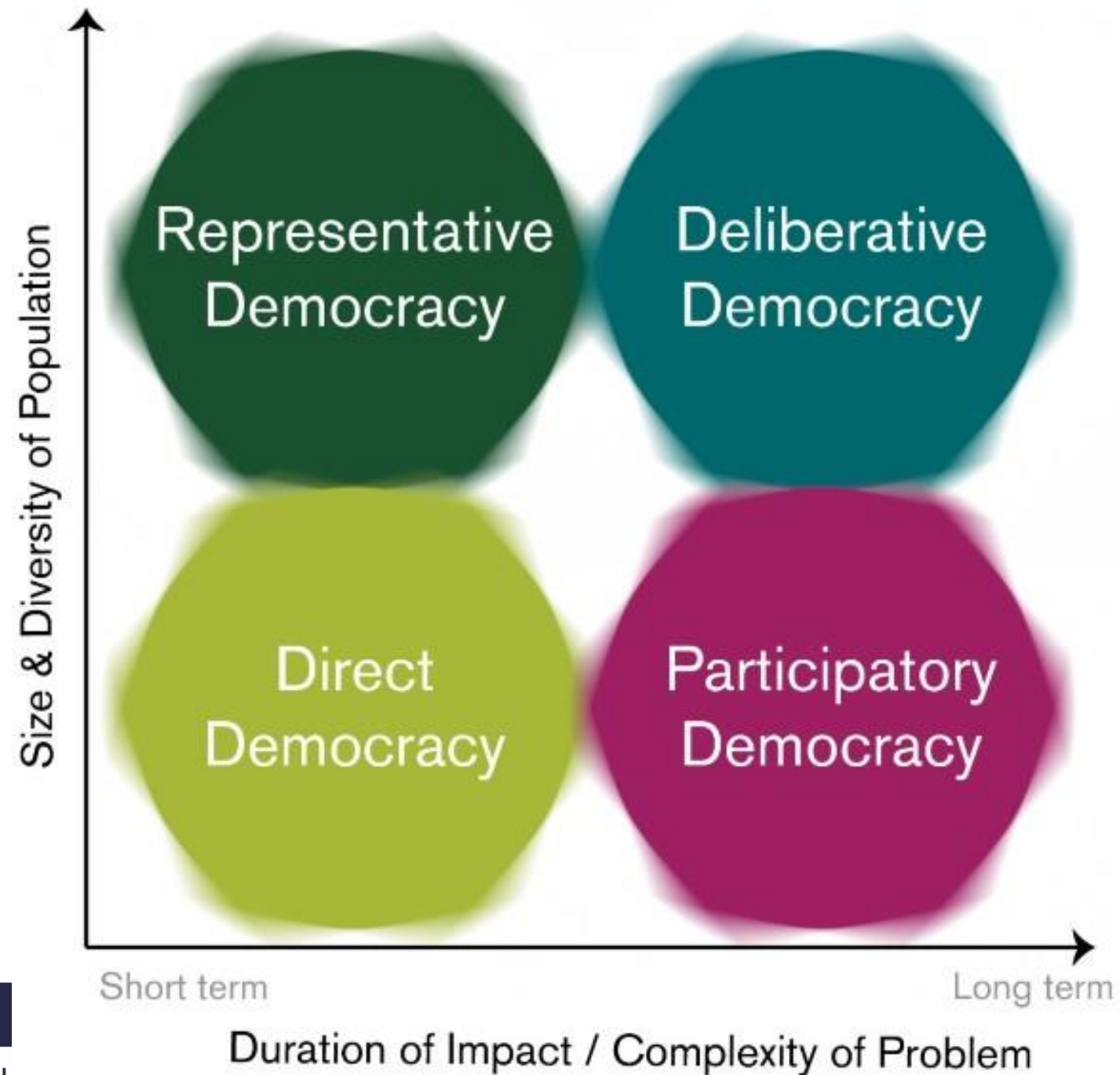
- The **size and scale of the SU** as an organisation being beyond the ability of a single FT/PT committee of students
- The **size and scale of the student body** being hard to represent effectively through a single committee structure
- Perceived **barriers to involvement** of representative structures like councils and elections, both generally (ie time poverty) and from an equality perspective
- Mimetic development, little creativity

Elsewhere...

- Sabbs elected by council, council elected by list system CCB
- Councils and policy structures that update “policy manuals”
- Executives always make decisions but are more explicitly held to account
- Some jury and scrutiny structures with portfolio fora

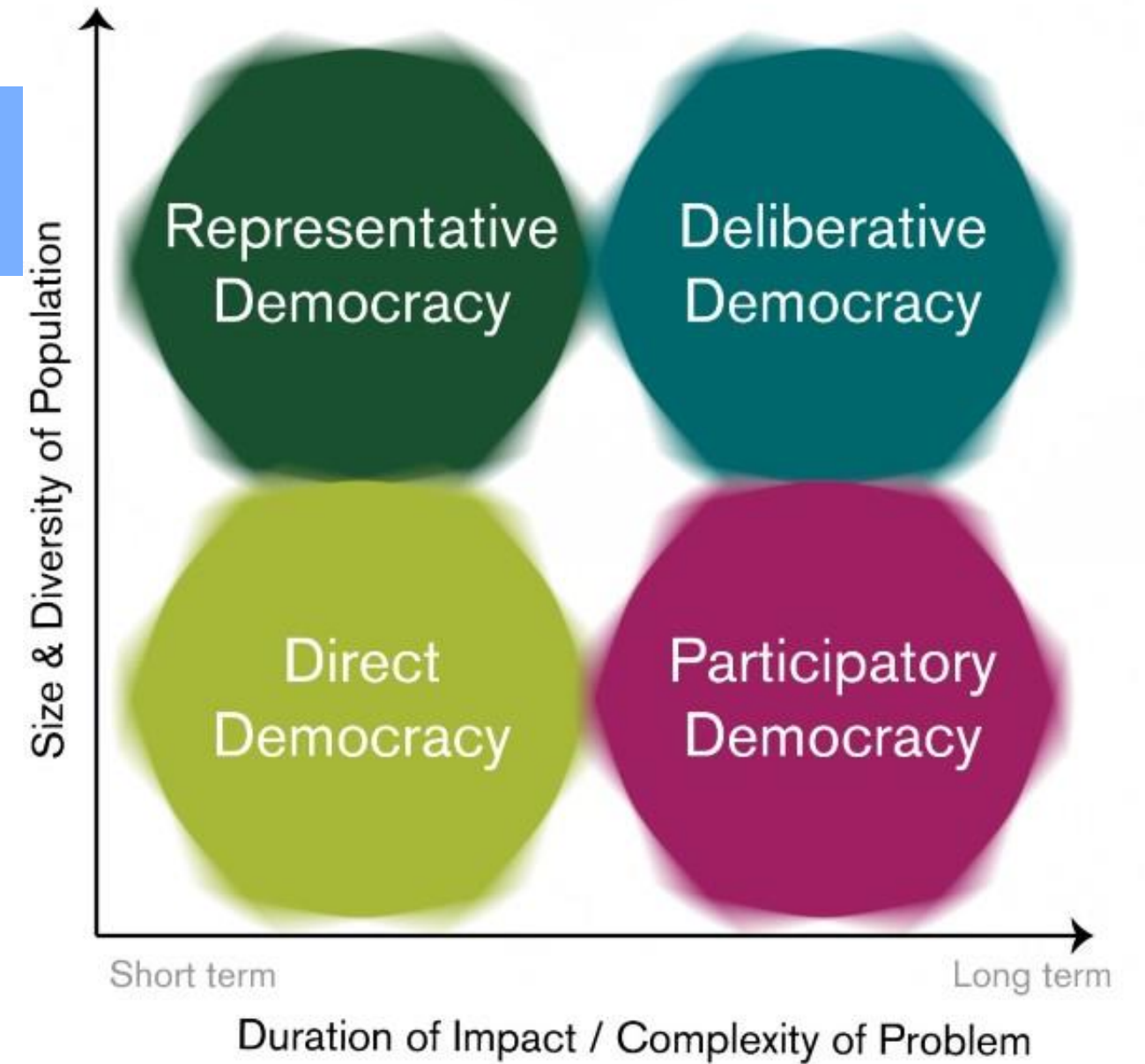


Democracy



Democracy

- Representative democracy great for simple issues with big populations
- Participatory great for small populations but significant complexity
- Referenda...



Man in the mirror

2013 report on participation in democratic structures in SUs (“Man in the Mirror”). It found:

- Representative democracy models tended to be dominated by men
- That deliberative structures had significantly different participation patterns for different diversity groups
- That students are starting to trust representatives less and favour more local and direct forms of democracy and consultation

**JUST DO IT
AND DON'T
TELL ME
ABOUT IT**

**JUST DO IT,
BUT TELL
ME ABOUT
IT**

**BEFORE
YOU DO IT,
ASK ME
WHAT I
THINK**

**BEFORE YOU
DO IT, INVOLVE
ME IN THE
DECISION-
MAKING**

Ideas or issues

Ideas got confused with issues...

- Why do good ideas need a vote?
- Do all ideas need popularity?
- What should we vote on?
- What about links between issues?
- Is an idea a position?
- No detriment

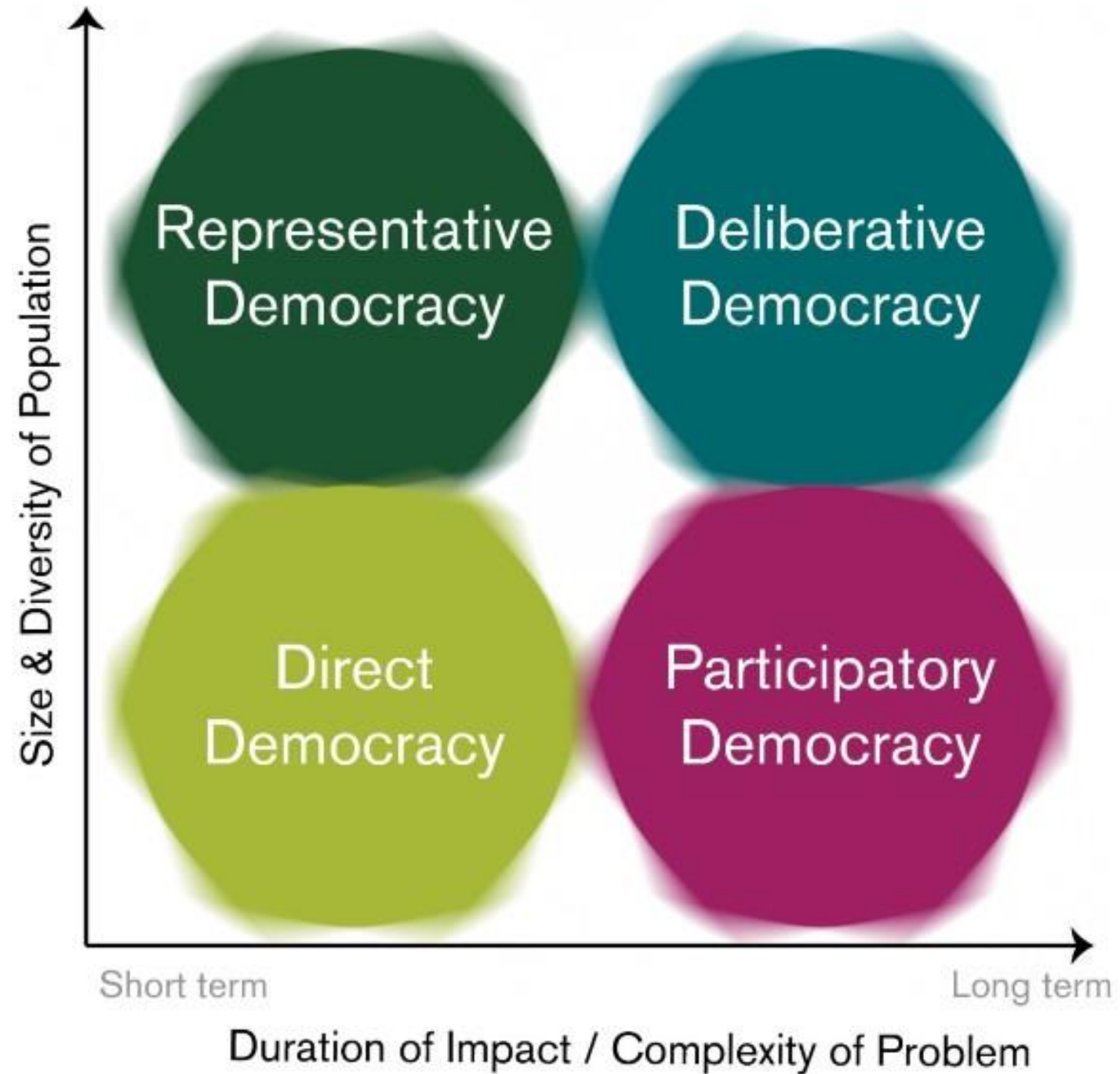


Types of participation

- Representative
 - Education, Welfare
- Volunteer
 - Activities, Opportunities
- Respondent
 - Services

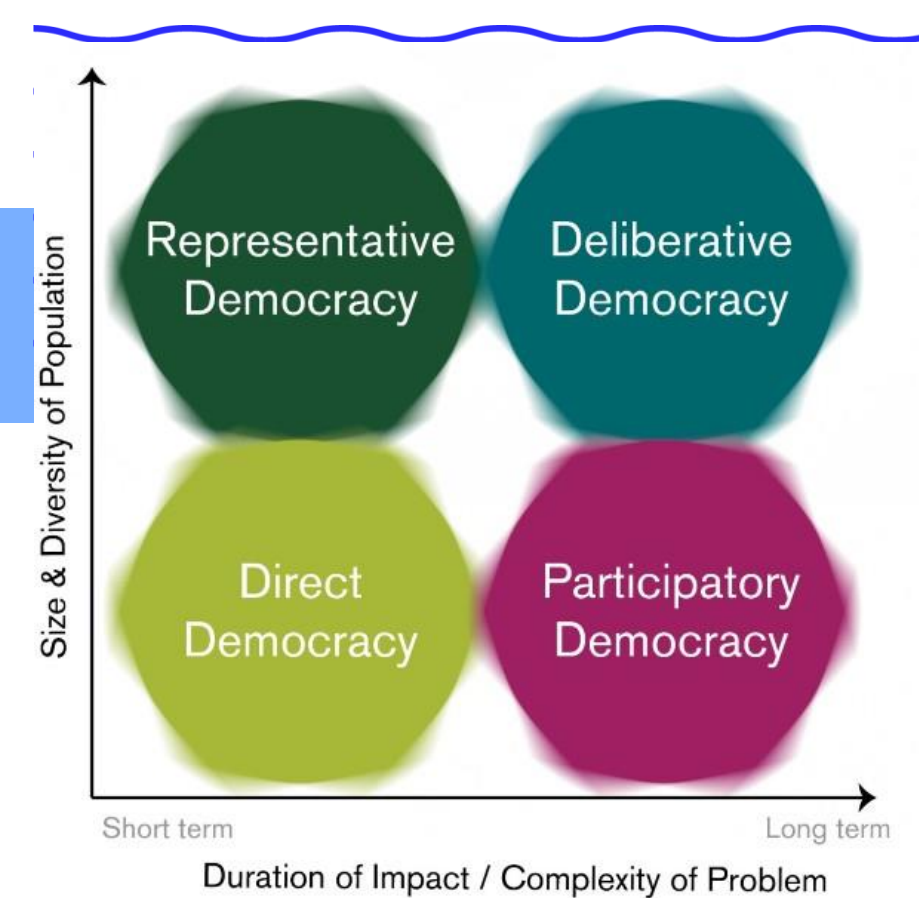


Democracy



Deliberative

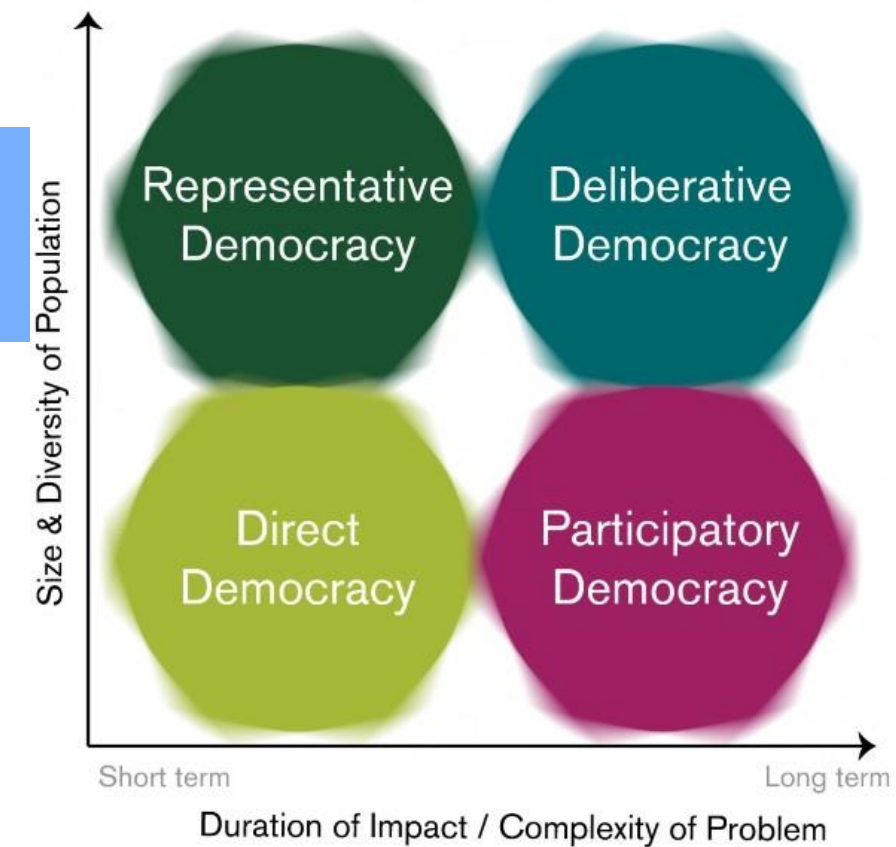
- It is the use of specific and robust methods to inform representative groups of ordinary citizens so that these citizens, having heard every side of an argument and having had a chance to deliberate, can reach a view which – like a jury in a criminal trial – can stand for the conclusions which would have been reached by any representative group going through the same process.



Deliberative?

If you view democratic policy making like writing an essay, why are SM efforts on deepening and widening participation in the “marking” part rather than the formative “writing the essay” part?

- Representative- in the sense that they involve a representative cross-section (or mini-public) of the community, usually selected at random;
- Deliberative- allowing for extended consideration of a key question;
- Influential- the presumption that decision-makers will take direction from the outcomes of the deliberation;
- Broad- A focus is put on the fundamental idea of democracy with an emphasis on listening, participation and cooperation and the opportunity to consider, respectfully, a range of views and ideas rather than merely voting;
- Diverse- The random selection of participants gives access to quiet voices and to people who may not otherwise have had any engagement;
- Sustainable- It can lead to better, more sustainable decisions by providing people the time and opportunity to take a ‘deep dive’ into difficult issues;
- Trust- People are more likely to trust the outcomes of a process which is seen to be representative and informed by ordinary people, ‘just like me’ rather than representatives (who tend to be mistrusted because they are no longer ‘just like me’).



BAME INCLUSIVE STUDENT EXPERIENCE

>> POLICY INQUIRY BRIEFING DOCUMENT

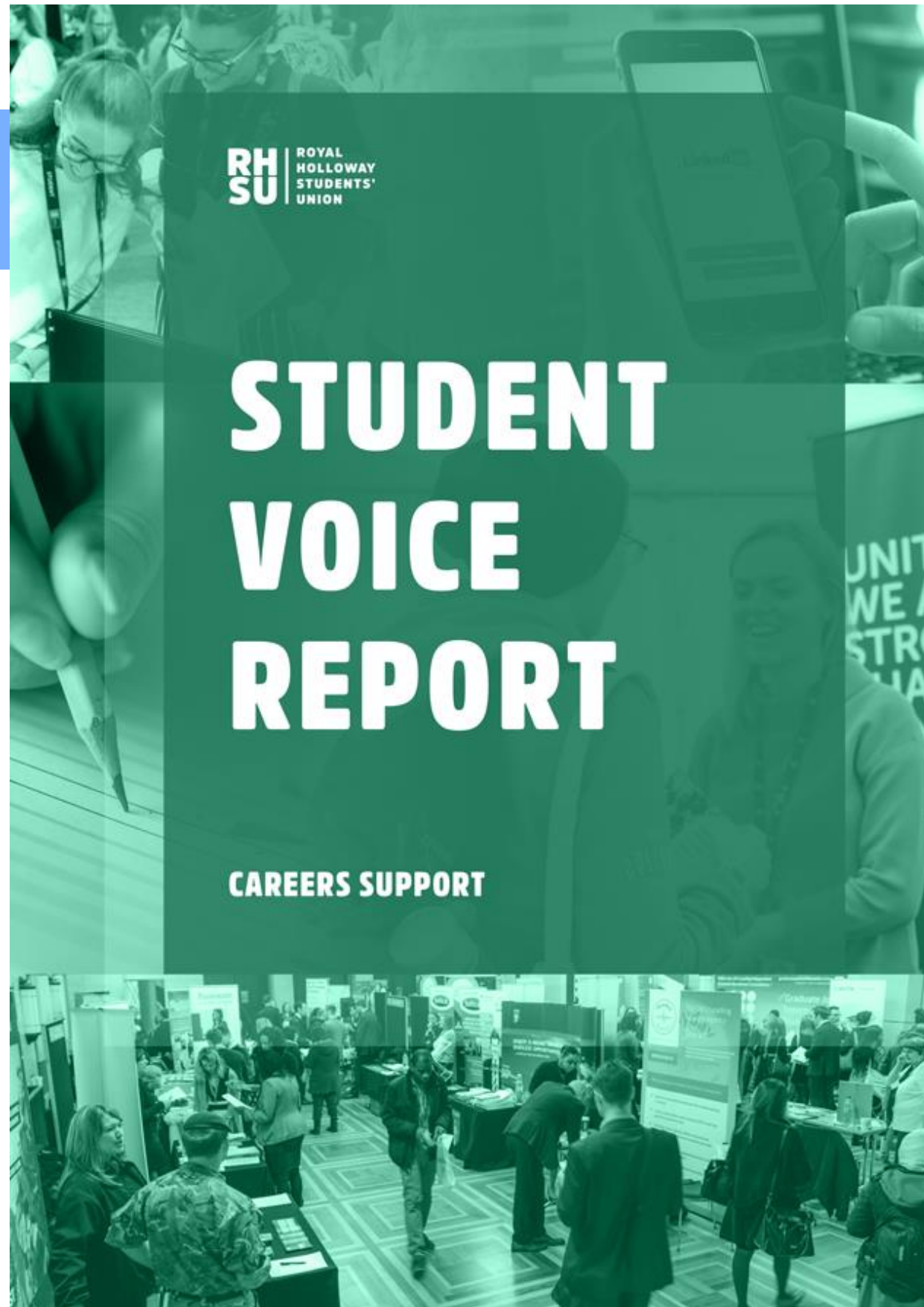


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STUDENT VOICE REPORT

CAREERS SUPPORT

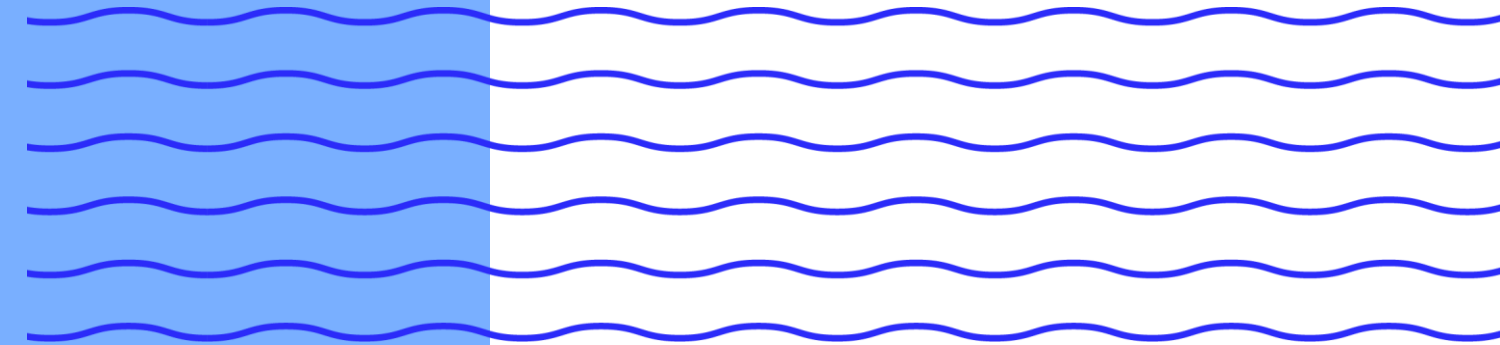
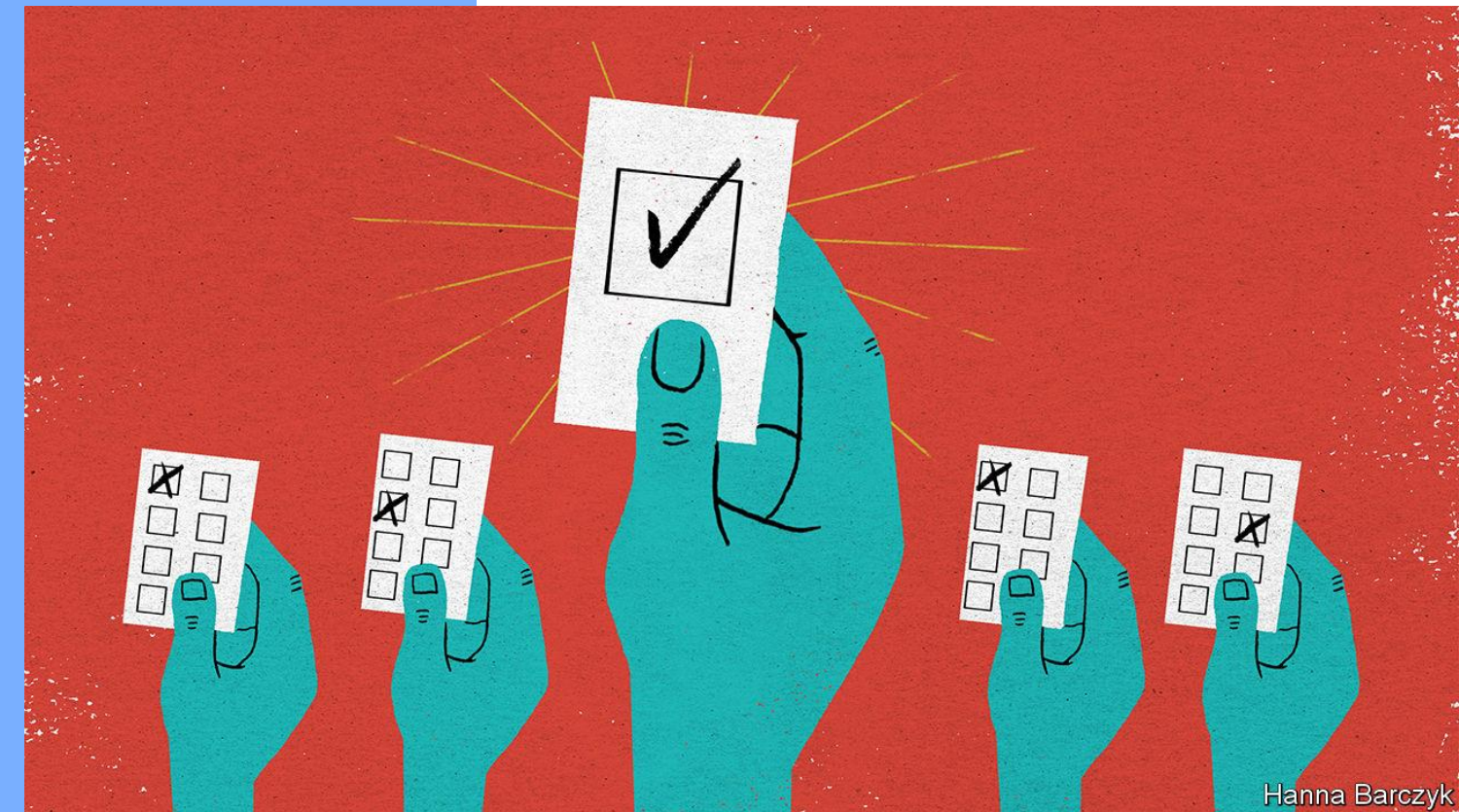


5 things to think about

- Officer structures or democratic structures
- Trialling?
- Separating issues from ideas
- What's the balance between research and participation?
- How much of our structure requires participation (confidence and time) and does that matter?

Democracy in students unions

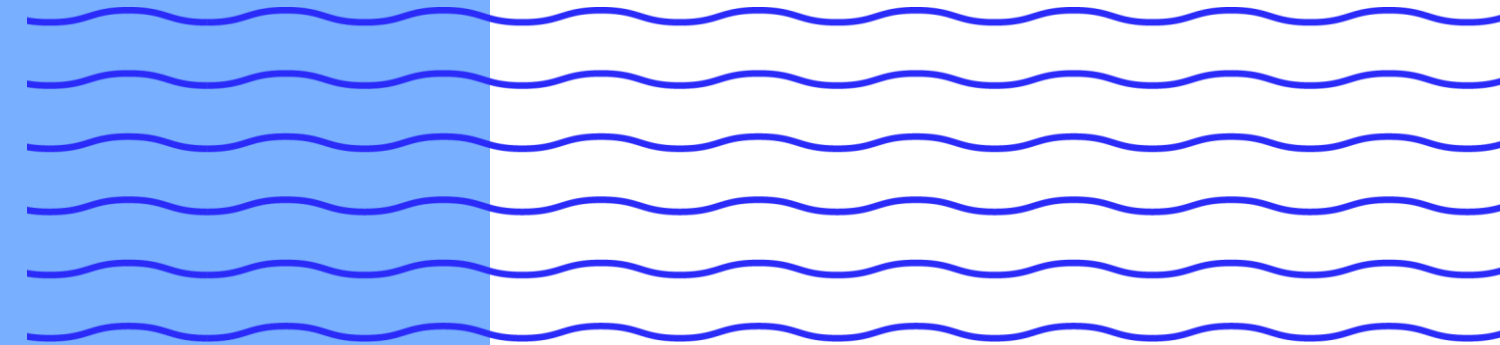
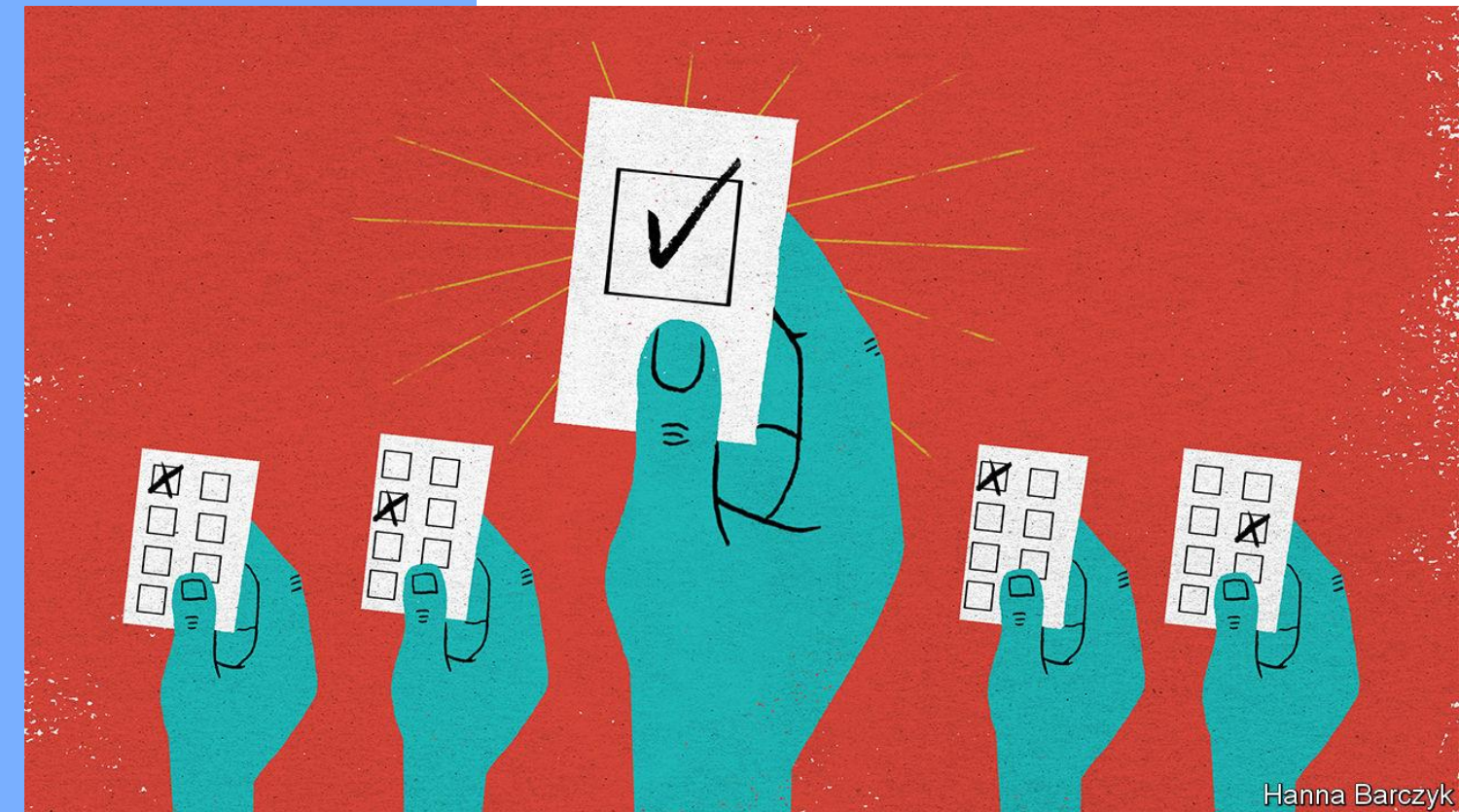
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