

# Extraordinary Student Parliament 2021



STUDENTTINGET  
NMBU

Monday 26th of April 2021

Zoom

17.15-21.00

<https://nmbu.zoom.us/j/64828465481>

Student Parliament is open to everyone.

Welcome!

The Student Board encourages all participants to enjoy a  
chosen hot/cold beverage.

Case documents are available at:  
<http://www.nmbu.no/studenttinget>



# **AGENDA**

EXTRAORDINARY STUDENT PARLIAMENT - 2021, **MONDAY 26th** of April AT 5:15 PM at Zoom.  
COMPLETE CASE DOCUMENTS ARE ONLY SENT TO PERMANENT STUDENT REPRESENTATIVES.  
THE DOCUMENTS ARE ALSO PUBLISHED AT THE STUDENT BOARD WEBSITE AND ON CANVAS:

<http://www.nmbu.no/student/studenttinget>

***Registration begins at 17:00 in the Zoom room.***

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## 21X1 Constitution

### 21X1.1 Approval of today's agenda and summoning

### 21X1.2 Approval of the previous meeting report

1 Reports are uploaded to our homepage (<http://www.nmbu.no/student/studenttinget>) a week  
2 after each Student Parliament Meeting. If you need a paper copy of the report please get in  
3 touch with the Student Board at their office (The Clock building)  
4

### 21X1.3 Appointment of a Counting Committee

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7 1.

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9 2.

10  
11 3.  
12  
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## 21X2 Orientation Cases

### 21X2.1 Annual reports

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16 *Case responsible: The Student Board*  
17

18 The report can be read at the Student Democracy's space at Canvas, and will also be send to the  
19 Student Parliaments representatives by e-mail.  
20

21 Reports to be presented are:

- 22 - The SiÅs Board
  - 23 - The University Board
  - 24 - The Student Board
- 25  
26

### 21X2.2 Evaluation of the new composition of the Student Board

27  
28 *Case responsible: The Student Board*  
29

30 Attachment 1: Evaluation of the composition of the Student Board  
31

32 At ST5 2019, it was decided by the Student Parliament that the Student Board from 01.07.20  
33 shall consist of three committee members who are 100% free; Leader and two AU members  
34 who internally constitute the areas of responsibility between them. The decision states that  
35 "after one year, the scheme will be evaluated and raised for the Student Parliament.

## 36 21X3 Decision Cases

### 37 21X3.1 The new arrangement of allocation of welfare funds

38 *Case responsible: The Student Board*

39

#### 40 **Purpose:**

41 Approve the system of allocation of welfare funds

42

#### 43 **Background**

44 This case was first raised by Student Parliament 1 this winter. According to the action plan, the  
45 Welfare Fund Scheme will be up for assessment this year. The case was discussed and worked  
46 through first in the student councils and further in the Student Parliament. After discussing, it  
47 was concluded that most Student Councils are satisfied with the current scheme. It was  
48 mentioned that some would like to see more cooperation between the various bodies that  
49 distribute money to the organizations.

50 Various solutions have been considered, and at Student Parliament 1, Student Parliament took  
51 a position on a number of questions regarding the scheme for allocating welfare funds.

52 Moments for discussion were scroll. Whether the student councils wanted to manage parts of  
53 the welfare funds and whether it was desirable to have a more comprehensive system for the  
54 funds.

55 Another point for discussion was whether the current scheme where 92% is distributed in the  
56 spring and 8% in the autumn should be adjusted. A point that emerged after that meeting was  
57 also that they wanted to expand the pot that will be distributed in the autumn. These were the  
58 shared signals from the Student Parliament. An alternative solution has therefore been  
59 proposed, based on this. 60

60 A comprehensive assessment has been made of the current system, based on the feedback that  
61 came from the Student Parliament this winter, and the working committee has concluded that  
62 it will not be beneficial to propose other changes to the current system at this time.

63

64 Proposed resolution;

- 65 • The current scheme for allocating welfare funds is maintained as it is
- 66 • The distribution of welfare funds is adjusted from 92% in the spring and 8% in the autumn to  
67 80% in the spring and 20% in the autumn

68

69

### 70 21X3.2 Resolution Equal access to sanitary products at NMBU

71 *Case Responsible: Diana Hernandez*

72

73 **Purpose:** Approve the resolution Equal access to sanitary products at NMBU

74

#### 75 **Background**

76 This resolution is inspired by the resolution *A diverse campus* proposed by Inna Maria Finnerud  
77 and Jardar Lindaas Bringedal. Two important topics: diversity and equality are at the  
78 background of this. Therefore, the resolution *Equal access to sanitary products* at NMBU is  
79 presented in collaboration and supported by ISU NMBU and Ås Feministiske studenter.

80

81 According to NMBU's long-term plan for 2021-2023 it is important to ensure a good learning  
82 environment. Students must have direct access to everything they need in their everyday  
83 student lives. It is observed that restrooms are not equal for all students because hygienic

84 products are not provided and distributed to the same extent for the biological needs of people  
85 who menstruate.  
86  
87 Toiletries such as toilet paper and soap are supplied for free at restrooms. However, it is  
88 impossible to find free menstrual products (tampons and pads) at NMBU. These products are a  
89 necessity for students who menstruate. Menstruation is a biological function which is impossible  
90 to control. Not having free access to tampons and pads can create discomfort, stress and  
91 disruption of the academic activities. Therefore, we consider menstrual products a necessity in  
92 the school environment. Facilitating those supplies in restrooms will improve the daily student  
93 life and contribute to gender equality.  
94  
95

## 96 21X4 Discussion Cases

### 97 21X4.1 Discuss the semester fee

98 *Case responsible: The Student Board*  
99

#### 100 **Purpose:**

101 Discuss the semester fee at NMBU  
102

#### 103 **Background:**

104 The Student Board has discussed the semester fee at NMBU, and wants to hear Studentting's  
105 opinions about this. The semester fee at NMBU is low compared with similar educational  
106 institutions, see table 1 below. The entire fee paid to NMBU goes to SiÅs. At other educational  
107 institutions, a share is often also paid to the college / university. At NMBU, the university bears  
108 this cost for us.  
109

110 If we choose to increase the semester fee by NOK 20, this will mean a total semester fee of NOK  
111 490, and it will give approx. NOK 220,000 extra for use as the Student Parliament wishes. An  
112 increase of NOK 30 / semester will give a total semester fee of NOK 500 and NOK 330,000  
113 annually.

114 This is money that, for example, could have gone directly to welfare funds. Depending on how  
115 the money is distributed, the spring's grants to teams and associations, for example, could have  
116 been doubled. At NMBU we have a lot of volunteering, and many teams and associations with a  
117 lot of activity.  
118

119 It is important to emphasize that this is entirely up to the Student Parliament. The Student  
120 Board wants to hear the Student Parliament's thoughts on the possibilities of the possibly of an  
121 increase.  
122

Institution	Total avgift	Samskipnad
UiA	700,-	485,-
UiO	800,-	600,-
USN	929,-	550,-
HiØ	600,-	370,-
NTNU	580,-	580,-
UiT	625,-	550,-
NMBU	470,-	470,-

123  
124

125 **Proposer's proposal for decision:**  
126 •The Student Parliament discusses the semester fee  
127  
128  
129

## 130 21X5 Elections and appointments

### 131 21X5.1 Election of external representative to the SiÅs Board

132 *Case responsible: Election Committee*  
133

#### 134 **Purpose:**

135 To elect an external representative to the SiÅs Board. The representative and the substitute  
136 hold the position for 2 years. The position goes into effect on July 1, 2021.  
137

#### 138 **Background:**

139 The SiÅs Board consist of:

- 140 • 4 student representatives with 2 substitutes, elected by the Student Parliament
- 141 • 1 external representative, elected by the Student Parliament
- 142 • 1 representative from the employees in SiÅs
- 143 • 1 representative appointed by NMBU

144 The external representatives role is to contribute their competence to the board.  
145  
146

#### 147 **Candidates:**

##### 148 **Main representative:**

149 Nils Dugstad  
150

##### 151 **Substitute representatives:**

152 Salman Saeed  
153  
154

### 155 21X5.2 Election of the Control Committee

156 *Case responsible: Election Committee*  
157

#### 158 **Purpose:**

159 To elect 2 members to the control committee. This position lasts one year and goes into effect  
160 on the 01 st of July 2022.  
161

#### 162 **Background:**

163 The control committee is to be an advisory organ that is required to report to the Student  
164 Parliament if there is a breach of the statutes, regulations, or rules of procedure. The  
165 committee is required to attend the Student Parliament – at least two members must be  
166 present, and one must be a part of the counting committee at the meeting.  
167

#### 168 **Candidates:**

169  
170

171

172 21X6 Miscellaneous

173

174

175 21X7 Meeting evaluation

176

177

178

179

180



182 21X8.1 Attachment 1 Evaluation of the new composition of the  
183 Student Board

184 At Student Parliament 5 in 2019, it was decided to restructure the organization in the Student  
185 Board. Instead of consisting of 6 members, Leader (100%), Deputy Leader (100%), Welfare  
186 Manager (30%), International Manager (30%), Marketing Manager (20%) and Environment  
187 and Research Manager (20%), The Student Board now consists of 3 members, Leader (100%)  
188 and 2 Members (100% each). In the new scheme, the members were to internally constitute  
189 the areas of responsibility between them. It was also decided to evaluate the scheme after one  
190 year, which is the purpose of this document.

191  
192 Two of the current members of the Student Board have previously held positions of 20% in the  
193 Student Board, as Environment and Research Manager and Marketing Manager. These have  
194 used their experiences to compare the different structures in this evaluation.

195 The corona situation has made it more difficult to evaluate this scheme. It has not been a  
196 normal situation, and it can be difficult to know whether the workload, division of labor, and in  
197 general the work situation can be reflected in a normal year. This is something to keep in mind  
198 when reading this evaluation.

199  
200 At the beginning of the period, there were internally constituted work tasks. This was done on  
201 the basis of the Student Board's instructions, and according to which committees, committees  
202 and groups AU is represented in. The distribution was made with the proviso that it could be  
203 changed during the year if the distribution was to be perceived as skewed.

204  
205 The distribution of the main area of responsibility was made as follows: The manager was  
206 given the managerial responsibility In addition to the responsibility for welfare funds. Member  
207 1 was given responsibility as the leader's deputy, environment, research, study quality and  
208 organizational work. Member 2 was given responsibility for marketing and communication,  
209 internationalization and the learning environment. The areas of responsibility were perceived  
210 as evenly distributed by the members, and did not change during the period.

211  
212 We have found it easy to relieve each other, coordinate and air matters in the new structure.  
213 When everyone sees each other daily and works full time, it is easy to have an ongoing  
214 dialogue. There has also been a good overview of what other issues the other members have  
215 worked on, and have become well acquainted with them. This has made it easier to collaborate,  
216 and to work effectively towards the same goal. For example, you have been able to pass on  
217 tasks when one of the members has had a lot to do, that you can collaborate on several  
218 projects, and ask each other when you have questions you are wondering about.

219  
220 If a member of the Student Board has a lot of work tasks for a period of time, it is easier to  
221 relieve the person in question by another member making himself / herself available and  
222 helping with tasks. This was not possible before, as much more responsibility fell on the  
223 chairman and deputy chairman, and the members did not have the time or competence to help  
224 with tasks.

225  
226 **Significant experiences the old Student Board suggested we may experience:**

227 "The majority (5 of 6) in the Student Board believes that a scheme with 3 people full time will  
228 be able to strengthen student democracy.

229 - Have we experienced this? Yes, there is a clearer structure for who can be contacted for  
230 various matters, and the AU members have been given more responsibility to follow up various  
231 parts of the organization. It is easier to follow up students in the faculties' research  
232 committees, the sustainability committee, LMU, student organizations for international  
233 students when working full time with these areas of responsibility that were previously part-  
234 time.

235  
236 "It will be easier for AU to meet more often and coordinate tasks"

237 - Have we experienced this? Yes, especially when you are sitting in the office, it is easier to get  
238 quick clarification when you have to make a decision, and it is easier to set meetings  
239 throughout the week, since it does not conflict with teaching.

240  
241 "This will enable the members of the Student Board to spend more time meeting student union  
242 representatives and working on projects and campaigns within the framework set by the  
243 Student Parliament."

244 - Have we experienced this? - Absolutely. We have more time to work on our own projects.  
245 Challenge: There will be many different focuses at once. Sometimes one area of responsibility  
246 is de-prioritized because another takes more time. However, not everything always needs the  
247 same amount of attention, so you can distribute it a little as you see the need.

248  
249 "Having full-time leave also means that work assignments will not conflict with exams or other  
250 194 teaching arrangements."

251 - Have we experienced this? Yes absolutely. Better contact with employees. More time to make  
252 contacts.

253  
254 "Students do not know as much about the Student Board when they are fewer"

255 - Have we experienced this? No, we have experienced more inquiries and emails, and more  
256 individual students who have contacted. Also distributed responsibility internally on student  
257 councils, which means that we have had good contact with.

258  
259 **Suggestions for measures and follow-up:**

260 We are positive about the way the Student Board is organized now. Nevertheless, it is difficult  
261 to assess the composition in just one year, as there are several experiences and issues that may  
262 arise after a few years with a new structure. The working year has not been a normal working  
263 year either. The situation will probably be quite different when the corona is not the main  
264 focus. We want to encourage the Student Parliament and the new Student Board to consider a  
265 new evaluation in a few years, when we have even more experience of the new structure.

266  
267

268 **21X8.2 Attachment 2 Resolution Equal access to sanitary products**  
269 **at NMBU**

270  
271 Equal access to sanitary products at NMBU

272  
273 According to the long-term strategy of NMBU for 2021-2023, it is important to ensure a good  
274 learning environment and a good daily student life. This means students must have access to  
275 everything they need in everyday life in their immediate environment(1)

276  
277 As students, we spend many hours at university and most of us are likely to eat lunch and use  
278 the toilet at university. However, it is observed that restrooms are not equal for all students,  
279 because hygiene products are not provided and distributed to the same extent for the biological  
280 needs of people who menstruate.

281  
282 Toiletries such as toilet paper and soap are supplied for free, and students of all genders use  
283 them. For people who do not menstruate, their biological needs are met. However, for people  
284 who do, it is impossible to find free menstrual products (tampons and pads) at NMBU. The  
285 university takes care of the sexual health of students by providing free condoms and chlamydia  
286 tests in different locations, but when it comes to products that are a real necessity for students  
287 who menstruate, we do not see the same level of assistance.

288  
289 Menstruation is a biological function which is impossible to control. Some students get their  
290 period unexpectedly during the day while being on campus. Not having the supplies we need to  
291 have a good environment can create discomfort, stress and disruption of the academic activities.  
292 Some students who menstruate need to go back home to get the necessary supplies. Others need  
293 to improvise a pad or tampon with a lot of toilet paper to 'solve' the need. Others cannot focus  
294 on classes because of the fear of leaking. Therefore, we consider menstrual products a necessity  
295 in the school environment.

296  
297 This initiative is already being undertaken at universities across the globe, such as Purdue  
298 University, USA, and SRM University, India. We think NMBU should join in this effort towards  
299 gender equality at the university.

300  
301 Facilitating those supplies in restrooms will improve the daily student life and contribute to  
302 gender equality.

303

304 Therefore, we propose that the Student Parliament adopt the following resolution:

305 Tampons and pads must be provided in restrooms free of cost in every building at NMBU.

306

307