

**AGENDA - COLLEGE REPRESENTATIVE COUNCIL (CRC) 7 2017**

Tuesday, 26 September 2017 6:14pm, ANUSA Boardroom

**Item 1: Meeting Opens and Apologies**

* 1. Acknowledgement of Country

1.2 Apologies

**Item 2: Minutes from the Previous Meeting**

**Moved: Tom**

**Seconded: Alissa**

**Status: Passed.**

**Procedcural to Consider Reports en bloc**

**Moved: James C**

**Seconded: James Yang.**

**Question**: James Connally: What did people make of the first section of my report on college specific reconciliation measures.

Allissa: JCOS is working with a professor from Monash on this, there are changes being looked at within all JCOS courses on reconciliation. [Recommend to get more details on this].

James: Any more

Ellie: Nothing.

James: CASS is moving ahead with a working committee to implement an action plan, this committee hasn’t been good on student representation this front, the Indigenous collective was repeatedly denied membership, and then they asked me for membership. I have changed their terms of reference to make the Indigenous officer the ANUSA representative, but I want to know how all the other colleges are going about this area. Speak to Makalya or me for more details.

Question: Kat- What shall I do with the reports I didn’t receive. Because is increasingly unacceptable.

Tom: We could have a Friday report session before CRC.

Kat: Do you want to run it-

Tom: I don’t write CRC reports so I don’t think I would be appropriate.

Howard: We have 4 General Representatives, and 5 College Representatives, out of 14 and 12 respectively, do we have people in rbeach of meeting attendance requirements.

[Brief discussion on if the meeting is quorate, it is]

Kat: I received apologies. But I will need to look at it.

Question: Tom- CECS cultural Audit, rebranding of the CSSA, what would this entail?

Ash: Was thought about a way of changing the way that people think about the ESA and CSSA within CECS. They were implicated within the cultural audit as being problematic. Not entirely sure what a rebranding would be. Could be structural.

Jess K: I’m the current President of the ESA so I can speak to this. It’s about the stereotypes associated with the respective societies, particularly alcohol with the ESA. Cultural change is to help correct these negative stereotypes. Going forward there will be an alliance of the CECs societies to help discuss cultural change and inclusivity and keep us accountable to making positive change.

Question: Richard Clarke- What is happening with MSL and the MSL Clubs Council Trial?

James: MSL reviewed and found that their platform was not capable of matching the criteria of the scoping document, so they’re looking at upgrading their system to meet those requirements.

Looking at doing a trial with a reimbursement/trial within a club with each branch, if it works we will pay for it.

Question: Ellie D- What is happening with course reps in COL

James: The Trial will commence semester 1 next year for compulsory large courses.

Kat: I will now star the reports to be passed

* Presidents’
* Vice Presidents’
* General Secretary’s Report.
* Education.
* CECS
* COL
* CBE

Motion passed, CASS, CAP, Science, unpassed.

[Who is the mover and the seconder for this motion Kat I must have missed it]

**Item 3: Executive Reports**

3.1 President’s report (J. Connolly) [Reference A]

3.2 Vice President’s report (E. Kay) [Reference B]

3.3 Education Officer’s report (R. Lewis)

3.5 General Secretary’s report (K. Reed) [Reference C]

**Item 4: College Representative Reports**

4.1 College of Arts and Social Sciences (R. Pflaum and T. Hemmings)

4.2 College of Asia Pacific (M. Clyne and C. Yen)

4.3 College of Business and Economics (M. Faltas and J. Yang)

4.4 College of Engineering and Computer Science (E. Boyd and A. Wang) [Reference D]

4.5 College of Law (E. Dowling and S. Woodforde) [Reference E]

4.6 College of Science (A. Li and M. Dahl)

**Item 5: Discussion Items/Motions on Notice [Reference F]**

5.1 ASA Project - submitted by E. Kay

Discussion Facilitated by James Connally.

Six questions

1. Tiered models of admission.

Tom: I like the content of this model.

Robyn: How are you going to measure the skills, I’m concerned that this may still be cocurricular dependent, effectively including them by stealth. Is there any modelling on how this would impact demographic admissions.

James: Yes, but PPM is stretched. A lot of the modelling is still confidential, it is either done or being done.

Robyn: What happens if the modelling shows that nothing is going to change.

Ellie D: What is this thing about English and Maths in year 11 and 12?

James: You need to hit a threshold in these subjects.

Ellie: Even Maths

James: You need to have done maths apparently.

[General discussion about how this is a bad idea]

James: I’m going to throw this one to Eleanor, this has been raised, but the university has not given an answer.

Howard: In a lot of state education systems there’s a lot of incentives to specialise heavily in what you’re good at, there are a lot of highly capable non-maths focused students who did no maths in year 11/12.

Ash: Didn’t the timeline of these requirements get pushed back to give adequate notice.

Ellie: These changes have been pushed to 2021, but there are still major problems associated with people not knowing.

Howard: This is part of a concerning pattern where ANU increasingly diverges from the rest of the sector.

Aillisa: Big JCOS push in asia.

Robyn: Does CASS do this? Need a uniform strategy.

James: Yep will follow up.

Tom: Has there been modelling on the national model

James: Yes, but modelling is confidential.

Tom: Raqeeb found a top ten percent similar admission system in Texas, and found that people swapped schools

Howard: Have we dealt with the issue of the national model being incredibly restrictive to the ACT’s College system for public secondary education.

James: It’s been raised, but there’s nothing conclusive.

Robyn: Worried about ANU becoming detached from the ACT, it’s already problematic with massive residential living.

Tom: Why are bonus points not being applied to school rank on conventional metrics?

James C: Clarify?

Tom: Bonus points will not apply to determine rank, reserve places do not cover all the demographics, such as people with disability.

James C: Will follow up that’s a very good point.

Howard: Really worried about the public/private split in school class sizes.

Ellie: Really want to express concern of year 11 results, that’s a huge amount of pressure which isn’t appropriate.

Bobby: What happens if the top 3 people in the school don’t want to go to the ANU. My school had a lot of people that went to the ANU but none were in the top 3.

James C: Good question, will investigate.

James Yang; How are we quantifying educational disadvantage [find the specific section]. Also how are we marketing the tuckwell program to the extent which this would imply?

James C: Tuckwell have been

Alissa: We don’t get predictive ATARs until year 12 in queensland and they’re inaccurate. Why are they doing everything so early, even in advance of the current early offer process?

James: Will follow up.

5.2 Academic Integrity Working Party Report – submitted by E. Kay

James: Pretty significant, colleges have all collaborated on this, since there was no unified definition within all the colleges on this. Looking at the creation of a compulsory online module to this effect. How do you make sure people do it honestly.

Robyn: Sounds great, how do we centralise all of these modules?

James: Wattle can currently not handle that amount of traffic.

Eleanor Arrives.

Eleanor: I am part of the working group, there is a realisation that there needs to be an education approach to this, hence the module. Potentially multiple sub modules. Big challenge is how to make this work, infrastructure issues are problematic. ISIS and wattle don’t talk to each other, and there’s a lot of technical issues.

Robyn: Can this be done in person.

Eleanor: [I missed a lot of this]

Howard: What is happening with differing standards between the Colleges about what is Academic misconduct in regards to Academic

Eleanor: Big discussion on this in the working group, still differing

Alissa: Should we look at doing separate college specific academic misconduct modules tied to main first year courses.

Eleanor: Working group was concerned with transfers in later years and catching them too.

Arjun: What are the big issues being discussed.

Eleanor: The line between collaboration and collusion, but also the increasingly prevalence of paid sites.

Tom: I know there’s a lot of paranoia about academic misconduct. Do they have research about academic disintegrity is happening? What things they need to focus on.

Ellie: Super paranoid about ghosting, where someone does the exam/assessment.

Tom: IS that common

[General discussion about how it’s probably not]

Eleanor: In the university’s defence, it’s hard to know if it’s been done well. Ghosting is an extreme case that is usually a last resort.

Laura: Are you guys discussing the reasons why people break academic integrity.

Eleanor: yes, which is why we’re taking this educational approach. We also had discussion about translation services for international students. Issues will be broad, and we don’t have the data, we’re focusing on educative rather than punitive.

Howard: College of Law’s approach to note sharing and collaborative learning tends to create a really

Eleanor: Interesting, technically, any kidn of note sharing is problematic.

Tom: Will there be more than soft cultural approaches to raise compliance, or are there punitive changes in the work.

Eleanor: I think that a punitive approach is necessary for some students, educational approach is important.

Tom: Will there be referral services to Academic Skills and Learning in case of ignorance, and how does this play into punitive.

Eleanor: Academic skills is a really important part of this. Punitive responses are interesting, there’s a few different mechanisms to suit the situation.

5.3 Admissions White Paper: A National Admissions Model for the National University - submitted by E. Kay

**Item 6: Other Business**

**6.1 Discussion about ASA Project**

James: When we talked about the proposed model, Robyn asked how we measure skills when skills depends on co – curricular.

Eleanor: All of them have to do co – curriculars

James: Have they done modelling?

Eleanor: They’ve kind of done modelling on this

Eleanor: I asked a question in the committee and everyone in the meeting was for it. The main reasoning given is that CASS had some students who can’t deal well with quantitative data. Science is getting some students who have only done maths and need students who do English. And we have a national duty to ask students to do maths and English.

Ellie: Base level is up to Year 10

Eleanor: Some universities have gone for a math – like or English – like subject. Eg. Commerce as maths and history for English. But it doesn’t sound like that’s ANU’s preferred option.

Robyn: What about the Fine Arts?

Ellie: I didn’t do math as I wanted to do Law

Eleanor: One of the reasons is that they’ve realised they’ve had enough time to decide. The point is that we have to do this with enough time. Doesn’t answer the problem, why don’t we make this prerequisites.

Howard: I believe that English is already compulsory for the vast majority of states. So, this is really about maths. Maths is not compulsory after year 12. I know of a lot of people who are good at maths, but maths did not count. Doesn’t impact on their ATAR. PPE have had massive issues with people not having mathematical competency. But it think the idea of asking maths in areas such as history, arts etc.

Eleanor: Also, as we move away from ATAR, students wont just be ruled by their ranking. So students who are interested in maths should still continue learning.

Bobby: Also if people can’t deal with data or calculus etc, given the content that’s covered in general maths to fulfil this requirement, what benefit does the ANU actually see?

Tom: My point was about research – these people have anecdotal evidence about these subjects. If they have applied this three years ago, how many students would have satisfied this requirement. Apart from some programs, what does this support?

Eleanor: This applies to the whole paper. The university nearly killed PPM to provide evidence for the ASA project. One of this was to do for English and Maths. Some of the data is confidential, but they’ve done a lot of data analysis. The top three students in ACT and NSW had almost all done maths and English. Only 3 – 4 % hadn’t done all of this. The majority of students in top three students were doing both. We can’t get full data on the time frames we’re working on. The university is very keen to make an ideological stance on. The inherent problem with doing it on our current students is that we want to chance this issue.

Kat: Let’s give it another five minutes

Howard: In our discussion today, a whole lot of our concerns, we’ve identified of the national model and other things and a lot of that has been translated into the white paper. How do we make sure the university listens to our concern on this front?

Eleanor: I would be really interested in what issues you would like identified? One issue might be based off schools – this has been removed and now it will be done through UAC. The national model being partnered with reserved places, but ANUSA kept pushing it, so now it’s in.

Tom: Just in terms of points of concern, one talked about bonus points. Reserved places captures quite a lot of people who might get bonus points otherwise, but doesn’t consider people with disability.

Eleanor: I would need to read the paper more closely to check that. There was a reason why is because it would be double counted. I take your point about disability. Potentially disability needs to be redefined in reserved placed.

Tom: All the existing stuff seems to be ok, but there needs to be more stuff on disability.

Item: College Rep Funding- Eleanor Kay.

Reflections on funding?

Ellie: Pretty adequate- Could have been more.

Ash: Varied from college to college, consider having a general pool and an individual base line, two-tier approach to funding.

Eleanor: It is a general pool already, but we allocated, maybe could have been better communicated.

Ash & Ellie: We weren’t aware.

Eleanor: Will endeavour to provide more money.

Ash: Amounts are pretty good

Alissa: Science is in support of a general pool.

Eleanor: CBE

Richard: CBE is under budget, general pool is probably a good idea.

Eleanor: Thanks team, the current amount appears to be working well.

Ash: What is happening with 2 entire colleges being absent.

Kat: Again I have received a lot of apologies. Also, since a lot of the college reps resigned earlier in the year, their records are mostly fine. It’s the Gen Reps we need to worry about.

Howard: Thank you to all the 2018 SRC who came to this CRC, it’s cool to see you are.,

**Item 7: Date of Next Meeting and Close**

**Meeting Closed at 7:41.**

The next meeting of the College Representative Council is scheduled to be on Tuesday, 24 October 2017 at 6pm in the ANUSA Boardroom.

Expected Close of Meeting: 8pm

Released: 25 September 2017 by Kat Reed

**Reference A**

**PRESIDENT’S REPORT**

James Connolly

**Executive Summary**

1. CASS RAP
2. Project Updates

**Further Information**

1. **CASS RAP**

The Academic Colleges are each embarking on establishing/updating Reconciliation Action Plans. The ANUSA Indigenous Collective last year and this year has pushed for Indigenous student involvement in RAP Sub-Committees or equivalents with mixed levels of success. Where they received limited success for student involvement was CASS until this week when I was contacted by CASS with the ToR for a CASS RAP Sub-Committee with a vacancy for the ANUSA President to nominate someone to. The ANUSA Indigenous Collective was rightly frustrated with this as they did not become aware of such an opening until I contacted them asking for a nominee.

I have since met with the Dean of CASS and she has agreed to change the ToR so that the ANUSA Indigenous Officer can nominate someone to the position going forward rather than the President. If other Colleges have arrangements for student representatives I would strongly recommend that you involve the ANUSA Indigenous Department in the work of those RAPs and ideally let them select an undergrad nominee.

1. **Project Updates**

|  |  |  |  |
| --- | --- | --- | --- |
| **Project** | **Status** | **Expected Completion** | **Comments** |
| MSL | Ongoing | Jan-18 | The Social Officer and I are seeking a trial of software for the Clubs Council which is an interim solution but may make our needs. The trial would likely go for a month before we determine whether or not we proceed with that platform as the permanent host or engage MSL to develop new software that meets our requirements. I am awaiting further information on what such a trial would look like from MSL. |
| Course Rep Reform | Ongoing | December-17 | Conversations continue with PARSA over their Advocacy & Engagement Officer becoming a joint member of staff to administer the Course Representative system.  I have followed up with the Deputy Dean (Education) of JCOS on matters relating to Course Representatives and reforms to guidelines that put in protections for Course Convenors but also integrates ANUSA’s role in the process. |
| Education Review | Ongoing | December-17 | No further progress to provide. |
| History Project | Ongoing | Feb-18 | Students have been engaged following an application process and contracts have been finalised on ANUSA’s end for signing. The publication and installation will be delivered by O-Week 2018. |
| Our Union Court Project | Ongoing | February-19 | No further updates to provide. |
| Go8 Advocacy Group | Ongoing | n/a | No further updates to provide. |
| Mature Aged Students Committee | Ongoing | n/a | A social event occurred Friday 22nd for Mature Aged Students. I have also made representations to ANU College about pathways for mature aged students to the ANU and the accessibility of the ANU Access Scheme. |
| MOU with PARSA | Ongoing | October-17 | Meetings have taken place with ANUSA and PARSA and progress has been made. |
| CRC Reform | Ongoing | May-17 | No further update to provide. |
| Student Partnerships | Completed | Aug-17 | Signing ceremony will take place on November 20th. |
| Language Diversity | Ongoing | n/a | No further update to provide. |

**Reference B**

**VICE PRESIDENT’S REPORT**

Eleanor Kay

1. **Honours Roll**

The next honours roll project is a Thesis Writing Retreat this coming weekend – 29th September – 1st October. So much thanks goes to Ria for her incredible help with organising this camp. I’m really looking forward to a productive weekend!

1. **ASA Project**

Please see my SRC report for the most recent update on this project, as well as the discussion item later in the agenda.

1. **Academic Integrity**

I am the ANUSA representative on the Academic Integrity Working Party. There has been some interesting movements in this space – please see the discussion item later in the agenda.

1. **World Mental Health Day**

The Mental Health Committee is coordinating a day of events on 10th October for World Mental Health Day. Please come if you’re available in the middle of the day for the launch of our Mental Health Zine! I’m trying to ensure academics are engaged with this event, so please feel free to invite people from your college, as well as students (obviously!)! The facebook event will be coming soon.

We have been coordinating regular English Language Lunches in the boardroom, with ASLC coming in to run the discussion. These groups have cost us nothing, and have been valuable for the 10-15 people who have regularly attended.

I will be meeting with ASLC to see if we should continue this in semester 2, but I am currently inclined to continue in some format.

1. **Student welfare around exams**

We’re heading into the pointy end of semester, where students often experience high stress. ANUSA has been trying to remind people that there is always help available, including ANU Counselling (6125 2442), Lifeline (13 11 14) and online at eheadspace.org.au.   
  
ANUSA can also help people out, particularly if you’re looking for support or information about deferred assessment, special consideration and late withdrawal. If you, or any students in your college, are struggling, please feel free to get in contact and we can help you out!

**Reference C**

**GENERAL SECRETARY’S REPORT**

Kat Reed

**Please refer to the report submitted to SRC 7**

**Reference D**

**COLLEGE OF ENGINEERING AND COMPUTER SCIENCE**

Emma Boyd and Ashley Wang

**Executive summary:**

1. Leave
2. Handover
3. Cultural Audit
4. Innovation Challenge
5. Sydney Trip
6. Facebook presence

**1. Leave**

Emma is on the Sol Invictus Team which is participating in the World Solarcar Challenge. As such she will be occupied with her duties on Sol Invictus and won’t be available to contribute as CECS rep until after the WSC concludes. In the meantime I will have the incoming 2018 CECS reps assist to help with the workload and as part of handover.

**2. Handover**

I have invited Yaya Lu and Jessica Kennedy to all CECS meetings relevant to the role of CECS rep. These include CEC, Student experience meetings and course rep meetings. I will be involving them with managing the Facebook page as well as resolving in-college disputes if any come up before handover is over.

**3. Cultural Audit**

Cultural audit release date has been delayed until October 3rd and will be the release event will be primarily a press event. CECS is planning to provide a number of initiatives that facilitate change and invoke a “call to action” among the student body. The CECS administration and student experience team has been working with me and prominent members of CECS related student societies to brainstorm things CECS can do.  
Summary of what’s been discussed:

* It’s important that students are leading the cultural change in the college.
* Leaders in the student societies already have too many responsibilities to also take on leading cultural change.
* Rebranding CSSA and ESA might be good as they were implicated as problems in the cultural audit.
* Will be good to highlight how amazing a place CECS could be if people support this change.
* Might be good to personalise the problems in culture in the minds of students, i.e. culture is an issue because it affects you, your friends, people who you are personally close to.

There will be more discussions like this coming up to and after the release of the cultural audit. If anyone has any insights I’d love to hear them.

**4. Innovation Challenge**

Date has been moved back to 20th to 21st of October.  
Currently we have 1 signup which is much lower than expected. I’ll be sending around an advertisement for the Innovation challenge to the other College reps to spread around to anyone who would be interested in participating. This could work well since the challenge is not limited to CECS students.

**5. Sydney Trip**

Organisation is still happening, I have not contacted the organisers to setup the possibility of sponsored tickets yet. Will be doing that soon before applications open up for the trip.

**6. Facebook presence**

Has been significantly better than before. We’ve started boosting posts and the post introducing the new 2018 CECS reps set records for highest reach and clicks for the page. Have gotten significantly larger amount of students liking the page after we started boosting posts and will recommend Yaya and Jess do this a lot at the start of next year.

**Reference D**

**COLLEGE OF LAW**

**Ellie Dowling and Sammy Woodforde**

**Executive Summary**

1. International Law Follow-Up

2. Legal Writing Workshop

3. Handover

**Further Information**

**1. International Law**

The international law debacle has lessened now. We met with Wayne (Associate Dean) and Sarah (Course Convenor) and this was very positive. Sarah explained that she was very willing to give students extensions if needed, and that the N/C grade was standard for her coming from teaching in postgrad. Policy wise, Sarah was not in the wrong as it was indeed in the course guide. Wayne was mostly worried about professionalism and reliance of students, as well as unreasonable expectations. We are meeting Wayne on the 22/9 thus can report how this goes at the CRC if need be.

Sammy also met with the international law society and LSS about the issue. When we discussed where Sarah was coming from, they found the situation more reasonable, but still believe the N/C grade for essay submission should be revised. We also need to talk to Wayne about events which cover course content (specifically examinable content), and perhaps create a best practice guide for law societies when creating events.

**2. Legal Writing Workshop**

The Legal Writing Workshop (‘Law for Humans’) has been delayed slightly, we are waiting to hear back from the people who are wishing to run it. It will likely be held in week 11, and we will start advertising for this when we have a confirmed date and venue! Will be amazing, Justine Poon and Michelle Worthington are fabulous.

**3. Handover**

We have started the handover process and have made some strict deadlines for ourselves. Our big handover document will be done by the end of week 9, and we will meet with new reps in week 10. Angela will be coming along to our LLBHons meeting next week, and Campbell will be joining the CEC in week 11.

**Reference E**

**Discussion Items/Motions on Notice**

* 1. **ASA Project – submitted by Eleanor Kay**

Please see the attached White Paper regarding admissions, and refer to the SRC 7 VP report for a summarised version of the White Paper.

This White Paper will soon go to the University Education Committee, and the Academic Board – its soon to be finalised and ratified by the university so if we have concerns now is the time to say them!

Key questions for discussion to provide feedback to the University:

1. The proposed tiered model of admissions for the ASA;
2. The content of the tiers;
3. Thoughts on a flat number of students from each school vs a percentage being used as the basis for the National Initiative;
4. Feedback on English and Mathematics as a requirement to be introduced from 2021 rather than 2020;
5. Do we endorse the criteria for Long-Term Educational Disadvantage that will determine eligibility for consideration in the reserved places tier?
6. Are we happy for the university to continue to use bonus points for educational disadvantage (EAS points), but not academic bonus points? Do we endorse EAS points being expanded up to a maxim of 10?
   1. **Academic Integrity Working Party Report**

I have been sitting on the Academic Integrity Working Party. We have been discussing how to increase student understanding of academic integrity issues, to ensure better academic practice across the university.

The Working Party is working with an external developer to develop an online module (like Consent Matters) to inform students on Academic Integrity. The plan is to make this compulsory for all students in their first semester at the ANU. There is a possibility that a student won’t be able to see their results until they have undertaken this module – much like what currently happens with paying your fees.

The question is, how do we ensure students a) know this module exists, and b) value its information, rather than just skimming through it?

5.3 Admissions White Paper: A National Admissions Model for the National University

**Purpose**

To propose details of the admissions model following endorsement of further investigation of the National Model and Reserved Places at the extraordinary CAAC.

**Recommendation**

That the Committee provide feedback by 28 September on:

1. The proposed tiered model of admissions for the ASA;
2. The content of the tiers;
3. Endorse that a flat number of students from each school be used as the basis for the National Initiative;
4. Endorse that English and Mathematics as a requirement be introduced from 2021 rather than 2020;
5. Endorse the criteria for Long-Term Educational Disadvantage that will determine eligibility for consideration in the reserved places tier; and
6. Endorse the model for transmission to University Education Committee

**ACTION REQUIRED**

For discussion  For decision  For information  For College Response

**Background**

ANU enjoys the unique position of being Australia’s only national university. That status means that the University has both the opportunity and the responsibility to design and implement education initiatives that set the agenda for the rest of Australia. Nowhere is this more true than in admissions.

In 2015, ANU commenced work to reach even more students via the five existing Tertiary Admissions Centre. When it was denied access to three, it took its concerns to the Australian Competition and Consumer Commission, and those concerns were picked up as the core of an Australian government report and now the implementation of a working group focused on delivering a fairer, more transparent approach to admissions nationwide.

ANU is already compliant with new government rules on the display of admissions information. But we still have much more work to do if we are to be a university that serves the nation. In the ANU Strategic Plan 2017–21, the challenge was set down for the community to revisit the bases of admission, as expressed in four initiatives:

1.4 We will maintain the most demanding student entry standards in the nation, commensurate with the world’s great universities.

1.10 We will lead the nation in changing the way that universities admit students.

2.4 ANU will ensure cross-institutional effort to substantially increase the recruitment and success of Indigenous undergraduate and postgraduate students, and Indigenous academic staff. All disciplines and professions will be targeted.

3.2 We will create and modify our practice, policies and culture so that admission, retention, and success for students and staff is based on ability and endeavour, whatever their backgrounds or identities.

Excellence remains an imperative, but this is now conjoined with a desire expressed by the community that we better represent the diversity of the Australian population. So while, for example, over 50% of ANU students come from cities and towns outside of the ACT, the socioeconomic diversity of that group has declined as ANU admissions thresholds have been moved up since 2012. Moreover, while our Indigenous enrolments are increasing, they are doing so at such a slow rate that any current expectation that we might contribute to the transformation of Indigenous communities has to be largely quelled.

As initiative 1.10 invites us to consider, we have to *change* the way that we admit students, and we have to play a leadership role in encouraging other universities to do the same. Hence this paper.

In 2017, ANU has progressed from Deep Green to Green papers on potential bases of admission. At the extraordinary CAAC of 20 July the meeting endorsed the further investigation of the ‘National Model’, and ‘Reserved Places’. This meeting also endorsed the incorporation of co-curriculum achievements according to the following framework:

* Skills (rather than Activities)
* Threshold (rather than Bonus Points)
* Equity status permitted to supplement co-curricular skills

Big changes require a great deal of technical work—including the provision of technical evidence supporting papers—and a long lead in time. This ensures that the risk of unanticipated outcomes is minimised, and provides the best possible opportunity for the University to communicate with the community about the changes coming. The University also has to adjust the ways that it runs technical processes, manages information and engages in recruitment and outreach activities.

This paper highlights that a great deal of technical work has already been completed both in the form of data-driven analyses and in the specifications needed for the University’s preferred portal provider—UAC—to realise the desired end state.

Much more work is needed over the next five years to fully implement the new national admissions model proposed. Moreover, no data will show you precisely how such a new model will work. This is because it is novel at national scale. A variant works in the State of Texas, but this is a bold new move for Australia. Yet it is hoped that the data and the details in this paper continue to build the confidence of the University community that it is making the right decision to change. And the Admissions, Scholarships and Accommodation team will continue to sketch out the detailed contours of a roadmap that we need to follow if we are to better serve the nation, and to walk more firmly out to help students from the most disadvantaged families to see that our University is their university too.

What follows are the updated technical specifications for the new model, including supporting data which shows the ATAR profile of students across the UAC system, the spread of study interests for students in the top three for their school across the UAC system, the extremely high percentage of students already taking maths and English as part of their senior secondary studies, and the quality of ATAR predictions based on year 11 and early year 12 results.

Risks:

Through consultation with stakeholders across the University 3 primary risks have been identified. Any model that is endorsed must consider and mitigate these 3 risks.

1. Timeline: Some stakeholders have expressed concern that the project is being implemented too quickly. It is essential to decide a model to pursue through the current consultation process with a decision made by the end of 2017. However, it is anticipated that the changes will be incremental over the next 6 years. This means that aspects such as student support can be monitored and adapted as the project progresses.
2. Impact on high achieving students: We do not want the model we pursue to dissuade high achieving students from applying. We need to ensure access to accommodation and scholarships to these students and maintain relationships with them from offer through to enrolment. This risk is expected to be mitigated through being clear in our messaging that while we are reaching out to a broader cohort of students, all students must maintain our high academic standards.
3. This represents a significant change to current practice. It is difficult to produce data that represents what the changes will look like given the breadth of the proposed changes. However, it is important to note that there is precedent for models similar to those we are currently proposing in both the UK and the US. Risk may be further mitigated by inclusion of multiple assessments in the ANU Offer Round.

Rationale:

In investigating the National and Reserved places models, it was determined that the best model is actually a combination of three groups of applicants (and a combination of the two proposed models). The combination of these models addresses issues of diversity. The National Model in itself can offer geographic diversity, and may improve ATSI outcomes, but does not, in itself, guarantee access to low SES students. By combining the National Model with Reserved Places however, we can ensure that academically capable students have access to programs for which they are suitable despite long term educational disadvantage.

The second benefit of combining the models is risk management. Using discrete cohorts of students through the combined model, we can make offers nationally, to qualified students from diverse backgrounds and balance the intake to ensure all degree programs meet load targets.

High level business process:

The project team has started to map what the business process would look like for this combined model, noting that depth of business process development will be expanded on endorsement of the process. While there are references to “tiers” all offers for the three groups outlined here would be made in the single “ANU offer round” in July, with all applicants receiving their offers at the same time.

Behind the scenes, assessment will cascade through the tiers in the order they are presented. In the first instance, the National group (tier 1) would be assessed. Students would apply directly to the University, with top 3 ranking verified by direct results transfer to UAC. Eligible students would be flagged for offers.

Reserved places would be considered next, with applicants who have established long term educational disadvantage assessed against entry criteria for their preferred programs. Eligible students would be flagged for offers.

In the final group, high achieving students (the Academic tier) would be assessed against their preferences. The number of vacancies we intend to fill would be filled from the highest predicted ATAR to the lowest eligible. These students would be flagged for offers.

All flagged offers would be released in the single ANU offer round in July. The offers for National applicants would be unconditional to the University, with the program conditional on the final ATAR. Offers for the Reserved Places and Academic Rounds would be conditional to the program on the final ATAR. Keep warm activities would commence immediately to convert students and maintain their relationship until enrolment. After ATAR release, all offers would be confirmed with alternate programs offered as necessary for the National applicants including offers to higher preferences where final ATARs are higher than predicted.

Details of each cohort are in the table below. These groups can be further supplemented by the usual UAC rounds at the end of the year to ensure all vacancies in all programs are filled, and that the places set aside for non-school leavers on the basis of historical data are filled. This round would be based on final ATAR and co-curricular skills achievement. Based on timelines and implementation plan, the co-curricular component may be phased in.

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| **Tier** | **Round** | **Summary Details** |
| 1 | National | * 1. Offers are made to the top three students from every senior secondary school campus in Australia based on their predicted ATAR from year 11 results.   2. Applicants must meet the co-curricular threshold, based on skills, with applicants from ICSEA schools below 900 required to have attained half as many skills as the rest of the applicants (see **Appendix A)**   3. Applicants must be enrolled in an ATAR course   4. Determination of the top three is to be explored with UAC, with possibilities including:      1. Evidence presented by students of their rank (as provided by their school) and audited      2. A determination made based on previous years ATAR profiles for the top 3 in a school, with the UAC predicted ATAR then determining if students meet the ATAR cut-off. School Principals may override the ATAR profile if there appears to be a significant variation in a particular year, however schools will not be required to engage with the process   5. The top three is recommended as a flat number rather than a percentage, as detailed in the separate paper.   6. Students will be provided with an unconditional offer to ANU, but a conditional offer to the program of their choice, confirmed when their ATAR is released   7. Conditional offers include offers to Diplomas or the University Preparatory Program where a predicted ATAR is below the quality floor   8. Where a student taking an ATAR course cannot be ranked – i.e. their predicted ATAR is below 30 – they will not be eligible for an offer.   9. Final confirmation of offers is made after the release of ATARs, with students whose ATARs are lower than predicted receiving revised offers   10. Additional diplomas and diploma places will be sought for ANU College, to accommodate the needs of students who do not met the ATAR floor requirements.   11. Bonus Points, as determined in a separate paper, would not be applied to the ATAR to determine school rank, as this may change a student’s absolute rank in the school. Instead, bonus points are applied only when considering whether an individual meets an ATAR cut-off for a program. |
| 2 | Reserved Places | * 1. Places are reserved for applicants who have experienced long-term educational disadvantage, or are in the final round of the Tuckwell process.   2. The committee is asked at this stage to recommend the number of reserved places that should be set aside. Consideration should be given to whether this is to be a percentage or number of places and if this should increase over time.   3. Conditional offers are made to students with long term educational disadvantage whose entrance rank (predicted ATAR plus bonus points, as determined in the separate paper) meets the ATAR requirement for the program they have selected   4. Applicants must meet the co-curricular threshold, based on skills, with applicants from ICSEA schools below 900 required to have attained half as many skills as the rest of the applicants (see **Appendix A)**   5. Final confirmation of offers is made after the release of ATARs, with students whose ATARs are lower or higher than predicted reassessed against their preferences |
| 3 | Academic | * 1. Conditional offers are made to students on the basis of their predicted ATAR, in descending order, starting with the highest predicted ATAR and making offers until places are full.   2. Applicants must meet the co-curricular threshold, based on skills, with applicants from ICSEA schools below 900 required to have attained half as many skills as the rest of the applicants (see **Appendix A)**   3. Final confirmation of offers is made after the release of ATAR, with students whose ATARs are lower or higher than predicted reassessed against their preferences   4. Bonus points, as determined in a separate paper, would be applied. |

\*ANU will maintain its ATAR floor. This is currently 80 following the application of up to 10 bonus points; if academic bonus points are ceased (to be discussed separately) equity bonus points will also be reviewed as to whether they are retained at 5 or moved to 10.

Given there will be a very limited number of scholarships available for initial years, it is anticipated that for these years the majority of places will be filled through the academic round rather than the national round.

**UAC Rounds**

ANU will still participate in UAC rounds, at least for the initial years following implementation, to manage potential variance in the number of available spaces, particularly with acceptance rates that can’t always be accurately modelled. Discussions have commenced with UAC with the intent of requiring applicants who apply through the UAC Rounds to meet the ANU co-curricular schedule requirements. The outcome of those discussions and whether this will be achievable will be reported back to the Committees.

**English and Mathematics**

At the extraordinary CAAC, the model as endorsed for further investigation required that students be undertaking English and Mathematics for Year 11 and 12. This continues to be acknowledged as an important requirement, however, with the current timeframes Academic Board will not consider the endorsement of a model until Academic Board 6, to be held on 5 December 2017.

This does not allow appropriate time for a full communication campaign and advice to be provided to students commencing Year 11 in 2018 to ensure they are enrolled in English and Mathematics. As a result, it is proposed for the Committee’s endorsement that the requirement for English and Mathematics be introduced from 2021 to ensure appropriate awareness and education for prospective students.

**Proposed Long-Term Educational Disadvantage criteria**

Based on a review of the EAS within ACT/NSW, and an analysis of criteria that are applied in other Australian admissions practices, the following are proposed to be markers of long term educational disadvantage that will qualify admission in the reserved places initiative:

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| **Detail** |
| Aboriginal or Torres Strait Islander status with appropriate community recognition |
| ICSEA status of school where completing Year 12 is below 900 |
| Financial hardship, determined by:   * Parent or self in receipt of Centrelink means tested payment; or * In possession of a health care card |
| Entered Australia as a refugee, or on a Global Special Humanitarian visa (subclass 202), or were granted a refugee, or a Global Special Humanitarian visa (subclass 202) after arrival. |

The current, broader range of Education Access Scheme Criteria will continue to be applied to ATARs to determine an individual candidate’s Equity Selection Rank. That broader list will not however determine eligibility for consideration in tier 2 – the reserved places initiative.

**Consultation and discussion record**

*Coursework Admissions and Awards Committee (20 July 2017)* endorsed that further investigation be undertaken on the national and reserved places initiatives, to present back to CAAC, and then subsequently UEC and Academic Board. The committee also requested a number of technical papers to ensure appropriately informed decision making before a commitment is made by the university to pursue a particular initiative.

*Drop in Session (19 June)*

*Drop in Session (15 June)*

*Drop in Session (8 June)*

**Sponsor**

Deputy Vice-Chancellor (Academic)

**Author**

Deputy Vice-Chancellor (Academic)

Appendices

Appendix A: ICSEA Information

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1000 is the ICSEA mode. If the number for reserved places was positioned at below 950, 684 schools would be eligible to participate, including 218 in NSW and 0 in the ACT. Below 900, the number of schools is 274, including 76 in NSW and 0 in the ACT.

