MINUTES – ANUSA EDUCATION COUNCIL (EDC) 1 2025

Thursday, 27th February 2025

6:15pm, Marie Reay 2.02 and Zoom

Zoom Link:

https://anu.zoom.us/j/87441560100?pwd=LPXPuHMaLfrpPDAaIgZbWqxx0m6czk.1

Item 1: Meeting Opens and Apologies

1.1 Acknowledgement of Country

Delivered by Sam.

1.2 Apologies

Noted by Sam.

Item 2: Executive Reports

Sam Gorrie cedes chair to Rosie Paton. No dissent. Chair passes to Rosie.

Procedural to Sam to lift standing orders. Sam explains what this means.

Procedural is put. **Procedural passes**.

2.1 President's report (W. Burfoot) [Reference A]

Will Burfoot: Excited to see a quorate EDC! Highlights the power of EDC. Talks about the Academic Management Committee as a steering group of reps towards further assisting the EDC. Speaks about the financial position of ANU. Talks about the voluntary SS scheme - allowing staff to leave on their own terms. We'll know after April how many people leave from the VSS scheme and then it'll be clearer then what the cuts situation is and how many jobs will be lost at that point. Much of the work to be done at a college level, for example

regarding participation marks and simple extensions. College Rep funding and support - there is lots of funding for college reps to run events in portfolio.

No questions for Will.

2.2 Vice President's report (V. Gangarapu) [Reference B]

Vaish: Sat on the AMC. Sat on many ANU Committees that are related to Education issues. We're also doing lots of work with ADEs to pass information upwards from these positions. Encourages people to go meet their ADEs. Policies for the year involve: work towards increasing textbook access, no deadlines in teaching break, capping assessment items for UGs, capping assessment weighting for PG courses, workshops on citations. Appreciates O-Week volunteering.Class Rep training is upcoming.

Charley (q): Class reps tab on the Website is lost.

Vaish (a): It's coming back. With a new/ updated handbook coming.

2.3 Education Officer's report (R. Paton) [Reference C]

Rosie: Speaks to how excited she is to be working with everyone; pessimistic about the state of the educational space with the course cuts coming. Speaks to her goals for the year. Working on a variety of things. Smaller things include: CASS content warnings, Convenors accepting/ not-accepting EAPs and include: tutorial participation with class sizes. Working with Women's Officer, trying to stop exams being late at night for safety concerns, simple extensions, EAP reform, standardising submission times, BYOD Exams. Speaks to enormous course cuts and how bad they are: starting campaign against cuts. The University won't respond perfectly to our fighting of the course cuts but we should make our voices heard.

Jeremy (q): Out of the loop of course cuts, have a lot of people been stopped from studying?

Rosie (a): Bit of both- restructuring happening, but also some majors completely cut unexpectedly. So people don't get to study what they came here to.

Riley (q): Considering push back, the advocacy position that we don't want anything cut or working with Uni to making it as least impactful as it can be?

Rosie (a): Public stance - stricter and we don't want any cuts. Other issues, eg like trying to increase transparency and ensure that there is communication honestly about what's happening.

Isabelle: HDR frustrated with course cut. Huge loss of teaching opportunities for HDR students getting employment and also experience. HDRs are strongly onboard against cuts in this sense too.

Will: People are being expected to have a workload that increases, but without getting the payment or support needed to continue engaging with this. Important and working on managing workloads for staff/tutors/teachers within this area.

Rosie: When we get to the Colleges, it would be good to share goals for the year. Or things that we can help to make EDCs more engaging.

2.4 General Secretary's report (S. Gorrie) [Reference D]

Sam: Speaks to report. AMC. Interpretation and Casual vacancies.

Question about interpretation and casual vacancies.

2.5 Welfare Officer's report (K. Rosenberg) [Reference E]

Kiera is absent.

Item 3: Academic Officer Reports

3.1 Undergraduate Coursework Officer (C. Ellwood) [Reference F]

Charley: Sitting on a number of ANU committees. They are important but a bit slow-moving or bureaucratic. Had meeting with Education Officer in discussion response to course cuts.

Riley (q): Question about AQAC?

Charley (a): Graduations, discussions about AI.

Nel (q): Is there a chart outlining people/ committees?

Discussion about the committee structure and format. Find list of committees by searching ANU Committees. Each has a Pro Vice Chancellor to chair the relevant committee.

Will: Good to know how our structure works. This can inform how you do your advocacy.

3.2 Postgraduate Coursework Officer (L. Wang) [Reference G]

Luxue: AQAC objective to monitor educational quality at ANU and report to Academic Board. Nothing to report back from the EDC. Will be good to discuss with the EDC about the Agenda of the AQAC. Also looking to engage with the Postgraduate engagement consultation with ANUSA. Working with Rosie, &c on more about course cuts process - working on figuring out how to proceed.

3.3 HDR Officer (G. Dalla Libera Marchiori) [Reference H]

Gio is an apology.

Item 4: College Representative Reports

4.1 College of Arts & Social Sciences [Reference I]

Aurora: Had handover from previous CASS rep. Attended ANUSA orientation day. Met with CASS ADE as part of taking over. Met with Associate Dean of Student Experience. Had

discussions with student anxiety with the current climate from CASS students. Attended student forum against cuts.

Chith: Met with SOAD professor. SOAD is operating very slimly at the moment, so any further changes will have a large impact on the school. Thanks 2024 CASS Rep, Jemma for campaign that's helped to bring back the library for the School of Art and Music- not expecting as many cuts as they are already operating very slimly.

Aurora: Met with SASS President, as they have outreach to many students. Collaborating with them on a CASS careers festival. Attended CASS welcome event. A good opportunity to introduce the CASS reps to new students. Attended first CEC.

Chith: From first CEC, disestablishments and reestablishment of courses is happening, you take courses from 2000 level and replace with a new 3000 level. Many absolute cuts, eg. losing the geography major altogether before the year. Have asked for numbers on courses that are disestablished.

Aurora: Role of AI is particularly big at the moment and a key focus currently.

Chith: Cuts includes things like fortnightly tutorials instead of weekly and then more office hours. More things like lecture assessment tasks or participation so MyTimetable allows you to clash this with other things, but you need to attend for participation.

Aurora: Transition to new learning management system, away from Wattle. Main staff concerns with transitioning their work and ensure people can download work they have. Moving to Canvas. O-Week Event, CASS trivia event with a good event with around 80 people.

Chith: Have made a CASS guide for CASS students with specificity in an academic/CASS setting. Trying to ensure people are equipped with the information to succeed. Have done lecture introduction to get people to reach out/ know that CASS reps exist.

Jeremy: Participating in meeting with other HDR and PGCW reps, discussing planning for the year and mental health more generally. Also attended the PG consultation session about ANUSA. Attending the PG mental health and wellbeing team meeting. Attending PG welcome session and PG hang out to engage with other PG students as a point of engagement. Been researching the idea of institutional neutrality as part of mental health, we can discuss more in the discussion items point in the meeting.

Will (q): Where is CASS handbook coming out?

Aurora (a): TBC, working on it. Ideally ANUSA and potentially working with CASS student office. Spreading it broadly.

4.2 College of Asia & the Pacific [Reference J]

Darcy (UG CAP): Thanks Manager of Education in CAP who has helped provide assistance about the CAP. Didn't receive handover, so very important to receive more information about the college and the college rep generally. Ideally would be good to get a more formalised/improved process for handovers. Course cuts are coming and CAP is not completely free of these. Certain parts of this are being lost; they are trying to increase the

ability for students to find alternative electives that can fit within their degree structure. Bigger tutorial sizes makes it less accessible. Had a fund for students going on overseas programs got CAP funding but this has been lost with cuts. Has attended CAP induction and presented to the new CAP cohort about their role. Promoted CAP-related clubs. Trying to integrate college with the clubs area more, met with Presidents of relevant clubs (ie. promoting how colleges can help you book rooms within their purview more easily). On accessibility, assisted with students' concerns about mandatory lectures.

Isabelle (HDR CAP): Engagement of HDRs with ANUSA, have made posters with names/faces of HDR reps and sharing these around. Worked with other HDRs and PG reps on mental health and well-being issues, will broaden out to more issues that affect PGs and HDR students. Continuing to work on structures of ANUSA with engagement of HDR/PGs. Working on CAP HDR specific SUAW sessions which are good ways to help get HDR students together.

4.3 College of Business & Economics [Reference K]

Anjani (UG Rep): Not yet had meeting ADE yet. Planning to increase student engagement with CBE rep, will be publicising events on the instagram and sharing information about Want a cap on Exam weighting, or something redeemable for the Exams that don't have, eg, 80% weighted exams. Supports standardised deadlines, sometimes they're not publicised the exact time very well so you lose 5% or cannot submit late. CBE has lots of positions, wanting to further advertise roles like Student Ambassadors within the CBE, want the positions to be advertised to students more to further help student learning and engagement with the college.

4.4 College of Law, Governance & Policy [Reference L]

Nel (UG COLGP): Time spent onboarding, familiarising ourselves with the college and its systems. Currently working on priorities for the year. First to support past exam repository, the LSS has one at the moment and College is very reluctant to support this with issues of academic integrity etc. LSS reps have been removed from CEC.

Will (q): Clarifying question why LSS were removed.

Nel (a): Due to concerns that other schools are now involved, so would need Crawford school clubs etc as well. So removed the LSS and kept ANUSA reps.

Riley (q): About specificity regarding the types of committees the reps sit on within the College.

Nel (a): WIll engage with the LSS and try to represent them on the CEC.

Nel: Practice exams are incredibly important, so we hope we can get some budging from the College on this. Lots of transitions from COL to COLGP and outreach to the schools.

Will (UG COLGP): Want to increase number of online tutorials to further assist with accessibility. AI is quite an important issue at the moment, and the exam was formatted to

prevent AI use but this hurt the ability for students to demonstrate skills well or do so effectively within a constrained assessment form.

Nel: Attended CEC report after the verbal report was submitted. Push further for more Canvas training for staff to use it properly and engage with it well. Centralising a marketing person from each college down to one for the university. Currently struggling to address student concerns after taking on more students with the change.

Will (q): How many peoples colleges have talked about canvas?

Darcy: not CAP

WIll: The university invested a lot of money into this so it would be good to stay updated. ANU is investing lots in the

Anjani (q): Why are they investing in this change when they have no money?

Will (a): It's been going on for a while. They believe it's essential to the future of the university.

Chith (a): Some assessments won't be able to be run in the same way on Canvas, so people are figuring out what capacities that it has.

4.5 College of Science & Medicine [Reference M]

No representatives present.

4.6 College of Systems & Society [Reference N]

Lea and Riley (UG CSS Reps): In O-Week, we attended the CSS run welcome event. They are trying to rebrand and build a new culture under a doubled in size college. Handed out lots of flyers and ANUSA merchandise. Introducing ourselves at lectures with enormous first year courses. Met with ADE - lots of focus on the integration of new schools into the CSS. Has very poor internal communications, and schools fail to communicate within themselves - at the same time there is lots of micromanagement and control coming from a big team . Impossible to engage from a student side with the college - too many emails to contact as it's hard to know where to go, hard to make an appointment, call, or to speak to anyone. Some teams are being told different amounts of funding they will get for the year. Dealing with an enormous, complex, huge bureaucracy and communication failures within CSS.

Aurora (CASS): Haven't found too hard to find communication flow, communication is relatively quickly.

Vaish (VP): CBE similarly isn't too complex

Riley (q): What is the student services structure?

Aurora (a): CASS a central office for College rather than School-focused.

Chith (a): CASS has a central extension form to apply.

Nel (a): Only one point for the whole college. Big problem/ overwhelming amount of emails to the main email.

Riley: Higher ups are very receptive to student feedback, getting able to propose a new model for student representative; college is very interested in student feedback to make this representation better. Goal is to increase engage with clubs within the college and schools.

Mason (PG CSS): Nothing further to add on top of Lea's and Riley's comments.

Anjani (q): Struggling with permission codes, what are the problems?

Lea and Riley (a): In Engineering, there's no permission codes so you must meet prerequisites due to strict accreditation. Things like maths mean you don't have strict progression and prerequisites; meeting the requirements for the course can be on a person-by-person basis, so many people need permission codes. CSS doesn't want personalised systems, so it now had to go through student services only and the decisions are made centrally which is less specific to students.

Procedural for a break. Passes.

Item 5: Discussion Items

Discussion Item 5.1 Institutional Neutrality

<u>Preamble</u>
In recent years, universities around the globe have faced the challenge of balancing free speech with the suppression of controversial ideas, leading many to regard this as an existential crisis in higher education (*A Decade of Debate: Celebrating 10 Years of the Chicago Principles*, Foundation for Individual Rights and Expression (FIRE), 2025). Australia has faced its share of challenges: the dropout rate for domestic undergraduate students has risen to the highest levels on record, peaking at 25.48% and 25.35% for the 2014 and 2017 cohorts, respectively (*Fees for No Degrees: Analysis of Drop Out and Completion Rates of Domestic and International University Students*, Institute of Public Affairs, 2024, pp. 2-3; *Completion Rates of Higher Education Students - Cohort Analysis, 2005-2022*, Australian Government Department of Education, 2023). The University of Chicago's 2014 "Chicago Statement" addressed this issue by actively safeguarding the right to free speech at universities, reflecting the United States' First Amendment. The Chicago Statement has been adopted by over 112 U.S. universities—Princeton in 2015 and Stanford in 2024 among them (*Chicago Statement: University and Faculty Body Support*, FIRE, 2024).

 To be honest, I believe there's another approach better suited to our Australian context: statements of institutional neutrality. This approach is not about promoting American First Amendment-style free speech (e.g., people should feel free to say whatever they like, even if it offends others). Instead, it's about allowing and preserving viewpoint diversity on campus while maintaining a level playing field for good-faith discussion and debate without official orthodoxies that could stifle these vital activities.

FIRE, a leading nonprofit American higher education advocacy group, defines institutional neutrality (IN) as the principle that "colleges and universities should not, as institutions, take positions on social and political issues unless those issues 'threaten the very mission of the

university and its values of free inquiry.' Instead, these discussions should be left to students and faculty." (*Adopting Institutional Neutrality*, FIRE, 2024).

This principle, which was famously articulated in the University of Chicago's earlier 1967 Kalven Report, has gained renewed popularity. In 2024 alone, 23 American universities and higher education systems—including Harvard, Stanford, and Yale—adopted IN (*Adoptions of an Official Position of Institutional Neutrality*, FIRE, 2024). While the Chicago Statement defends the right to challenge in the pursuit of truth, IN ensures that the university remains impartial and does not take sides, thus maintaining its objective role.

Rationale for Adoption:

- **Academic Freedom:** IN would help to ensure ANU remains a space where diverse viewpoints can compete freely, unshackled by institutional censorship or bias.

- **Mental Health and Social Cohesion:** IN means that individuals who hold minority viewpoints don't have to self-censor to fit in, potentially improving individual mental health and fostering a less polarised campus community.

- **Fiscal Responsibility:** Neutrality would limit unnecessary expenditures on political advocacy and redirect funds to enhance academic and student resources.

Universities like Harvard, Stanford, Yale, and Princeton exemplify IN's success by encouraging productive debate and discussion. Should ANU implement this policy and it proves effective, it could set a precedent for other Australian universities to follow suit, ensuring that more domestic and international students benefit.

Jeremy: IN is an idea that's been around for a while, articulated by U. Chicago in 1967 publishing the Calvin Report, written by a working group about the university's response to the political turmoil occurring at the time. It discusses how the university engages with social/ political debate. In it's most simple form, that universities must remain neutral. Universities have competing world views, many competing/conflicting ideas and a university can act as an arena for these words views to be discussed. Another report published in 2012 with changes with social media rising. The Chicago report re-articulated the 1967 thoughts while incorporating changes to the world from social media. In 2024, 23 universities had a version of IN and have written their own statement on IN. Speaks about Haidt, who has written books, eg the Anxious Generation, looking to improve mental health and improve these outcomes in society. Has been in contact with the FIRE organisation and further interaction about these ideas and the ANU context. This is a chance to begin the discussion, and wants to share this idea with the ANU executive and put this to them. Potential for having ANU being the first University in Australia to adopt an IN statement and to lead the way.

Isabelle: Hesitant on this matter. FIRE organisation claim to be non-partisan, funded by American conservatives - discussion of individual liberties and freedom of speech dog

whistles towards conservative values. Neutrality is a different perspective to hold. To be neutral on issues means doing nothing on climate change means doing nothing - having a neutral position is not ideal in many ways. Universities are beacons of action so it's good to have this. Student action history is being on the right side of history, seeing ANUSA moving away from this is harmful and ANUSA has done this well.

Jeremy: To clarify, this is a suggestion for ANU not for ANUSA. ANUSA can represent students appropriately. This can operate a high level of ANU.

Chith: Hesitant. Even if from ANU, it comes with corporate responsibility and it should speak up. It cannot be neutral, when historically and how the world is now, the ANU cannot stay neutral on things attacking democracy entirely. ANU should speak up on topics. Many issues are charged political topics, the ANU should speak up (for example, on climate change) as to be neutral is to be on the side of inaction. Many things can be political - the ANU should be able to speak out against things that impact the university and in response.

Aurora: Querying how this could be implemented from an ANU approach and how this would be enforced and how it could remain neutral and objective, and the responsibility for implementing it. Unclear how this improves mental health and social cohesion, supporting diverse viewpoints and it's unclear what the line being draw of neutrality is here.

Jeremy: Important to share further information, these ideas have been worked out. In terms of operationalising a IN statement, this would mean the University makes a statement on a political or social topic as the ANU approach.

Will: University itself doesn't take stances on things, but individuals/ ANUSA does put stances on things. You don't speak for the ANU.

Nel: Do you think the ANU is not neutral? How has the ANU acted non-neutrally already? Hasn't seen a statement that is not neutral.

Jeremy: ANU's stance on the Voice to Parliament.

Sam: Opposes the concept of neutrality in academia generally as all researching, information and generated opinions contain biases and lived experiences. Believes in social utility and benefit from universities putting out a statement as universities are the peak of research, and they have an important role to play in informing and being involved in social discourse.

Riley: Generally against it at an ANU level. But believes, regarding ANUSA taking political statements, that it is not beneficial to have ANUSA having stances on political topics.

Darcy (q): Would IN have stimied the University from taking action against a student for taking a political position?

Will (a): Considering which positions organisations should take is complex. For a political position, it is a fuzzy line, but in the idea of action against a student involves the Code of Conduct.

Darcy: The University sees academics putting forward positions on certain issues. This can potentially limit the discussion that academics can have with news or into public discourse and possibly limit these issues.

Jeremy: An expert in national security, they can speak on it as an individual/ personal capacity. They can speak on their own behalf to their expertise. We can add further questions and create an off-meeting discussion.

Aurora: Understands ideas of ANUSA not to take stances, but questions this line. We need to be able to represent students and ensure that we can represent eg. the vast majority of students with an Invasion Day rally or support for the voice, eg potentially this could hurt the mental health for students if people feel there is neutrality on an ongoing or harmful issue.

Lea: Is this something to raise at SRC?

Jeremy: Wants to bring to EDC and discuss more first. Having a productive and further valuable discussion.

Thanks are given to Jeremy for raising this from voices at the meeting.

Item 5.2: Institutional knowledge
A discussion on the EDCs approach to institutional memory, including formalized notes on the systems and progress at the college-level, and handover documents.

Riley: Most College Reps weren't given very much of a handover. ANUSA has bad institutional memory generally. Needing more of a formal handover regarding the roles, the way the colleges work, and the different individuals to approach in different situations. Need to pass on key lessons learnt from year-to-year. Important to document the lessons learnt.

Darcy: ANU model of autonomous colleges means each college is unique and individualised. This means knowing info from your predecessors is very important. Helping to build a politically-engaged body is incredibly important

Will: College reps are unpaid, it's really a motivation problem and commitment concern in order to continue proceeding with this.

Nel: Would expect a handover for a job, so would really want this for a College Rep position too.

Chith: The handbook made by past UG CASS rep is very useful. Things that are unclear or questions come up straight away.

Aurora: EDC reports being made public is incredibly important to the student body. Helps advertise what a College Rep is and making it aware what they are.

Vaish: 2024 UG COS Rep put together a handbook too. Preparing for meeting and running events etc. Centralising this going forward too and ensuring it continues

Sam: Handover docs that build year-to-year, different perspectives/ approaches from the Reps year-to-year to show how to go through this. Also, minutes are public. A bit cynical. Not many students already want to read it that already can't access it. Trying to create social media tiles that potentially show what happened at the meetings and to publicise it more.

Nel: Finding ways to give students the ability to engage with what's happening with ANUSA meetings and ANUSA reps.

Darcy: Most students do want to engage, e.g. they voted at the last election. They would be interested to further engage a little bit more and regarding behaviour at the SRC. More people engaging is good - we need to find more ways to approach this.

Will: INtroducing college reps. Ways that make students engage with ANUSA more is positive, trying to get the reps names and faces out publicly as possible.

Rosie: Internally, resources as part of further building handover documents from this year going onwards. Harnessing this for the current college reps. Then there's more external facing, trying to get students engaged

Item 5.3: Coordination
A discussion on how we intend to coordinate activities across colleges, potentially creating an EDC Slack Chat or something of the sort

Riley: Important to continue this coordination.

Item 5.4:
Riley: The NTEU has been made aware of and requested to investigate potentially illegal payment of tutors within the CSS, specifically SOCO. This involved the last hour of labs being considered "drop-in sessions" despite having mandatory attendance and quizzes in the last 15 minutes of those "drop-ins." These drop-ins have reduced tutor pay. This potentially came through as advice from the ANU. IMportant to keep an eye out for this.

Item 5.5:
Riley: There is a new degree planner coming. It currently sucks.

Sam: CASS has new a degree planner.

Aurora: Somewhat incomplete and somewhat messy. Things changing make it even more complex.

Item 5.6
Riley: College Reps to be removed from the SRC.

Will: Long discussion, a later discussion item. Read the Governance Review for perspectives.

Item 6: Date of next meeting and close

The next meeting of the EDC (EDC 2; March meeting) is scheduled for 6:15pm on 12 March in Marie Reay 2.02.

References

[Reference A] - President's Report

Please see the President's Report [Reference A] from the SRC 1 Agenda as to all the activities of the President: 📄 Agenda - ANUSA SRC 1

[Reference B] - Vice President's Report

Please see the Vice President's Report [Reference B] from the SRC 1 Agenda as to all the activities of the Vice President: 🔲 Agenda - ANUSA SRC 1

[Reference C] - Education Officer's Report

Please see the Education Officer's Report [Reference C] from the SRC 1 Agenda as to all the activities of the Education Officer: ▤ Agenda - ANUSA SRC 1

[Reference D] - General Secretary's Report

Please see the General Secretary's Report [Reference D] from the SRC 1 Agenda as to all the activities of the General Secretary: 📄 Agenda - ANUSA SRC 1

The main things to highlight from the Gen Sec portfolio is:
- A Constitutional Interpretation relevant to College Reps
- Constitutional changes to the EDC prepared for OGM 1
- Attendance at AMC

[Reference E] - Welfare Officer's Report

Please see the Welfare Officer's Report [Reference G] from the SRC 1 Agenda as to all the activities of the Welfare Officer: 📄 Agenda - ANUSA SRC 1

[Reference F] - Undergraduate Coursework Officer's Report

Undergraduate Coursework Officer Report for EDC 1

Hey everyone! My names Charley (he/him) and I am super excited to be Undergrad Coursework Officer (UGCO) for 2025 and to deliver my first report to EDC on what I've been up to so far this year. Over the past few weeks, I have been working with a lot of the staff at ANU and getting onboarded onto various committees including most recently the Academic Quality Assurance Committee (AQAC) with my postgrad counterpart Luxue.

Our first meeting with AQAC was very valuable in understanding the bureaucracy of the university and how best we navigate it in terms of addressing the course cuts that are affecting so many students. During the onboarding we covered a great deal of organisational and committee structures – knowledge that will no doubt be valuable throughout our advocacy for the year.

In addition to this, I have been discussing with Education Officer Rosie Paton about aligning our advocacy goals for undergrads across ANU. We both shared a mutual understanding as to what we want addressed, particularly around assessment reform and the rampant course cuts the ANU have been carrying out. I know that Rosie has been reaching out to all corners of the ANU and we hope to gain as much data on course cuts as we possibly can. We understand that there are instances in which cuts can happen for genuine reasons (tutor has left, insufficient demand etc.) but we want to see the data on the courses that have been cut due to the ANUs budget cutting mechanisms that has seen tutors and other academics, as well as our students, bear the brunt of that harm. We will then use this data to continue out push against course cuts and for the improvement of teaching conditions at the ANU.

Aside from my formal role at the ANUSA but still related, I sit on the Interhall Council as President of Burgmann College and have been regularly conversing with the Presidents of all the other residential hall leaders on how ANUSA can best serve them, particularly from and academic point of view.

All in all, I look forward to continuing working with the awesome educational team as we navigate a really difficult time for ANU and to ensure that students are at the forefront of mind when the university is making decisions to alleviate the financial pressures its facing.

Sincerely,

Charley Ellwood

ANUSA Undergraduate Coursework Officer

[Reference G] - Postgraduate Coursework Officer's Report

EDC1 Report - Postgrad Coursework Officer

Intro
I'm Luxue and I'm excited to be your postgrad coursework officer for 2025.

AQAC
I sit on AQAC (Academic Quality Assurance Committee). For those who are not familiar of AQAC, its objective is to monitor, advise and provide assurance to the Academic Board on the quality of the educational programs and activities of the University.

I didn't find any motion that EDC might want to speak against or speak in favour of in the first meeting agenda, but would like to discuss more on the key points to focus on for the later meetings.

Postgrad Engagement with ANUSA
I'm happy to implement the actions points on the Wednesday consultation. Several ideas from the email are like: newsletter writing, events and balls with postgrad residences.

Advocacy and Campaigns
I would love to work with Rosie and other officers and reps to discuss more about course cut, more funding, better access. Still trying to figure out how to achieve them.

[Reference H] - HDR Officer's Report

[Reference I] - College of Arts & Social Sciences Representatives' Reports

<div align="center">EDC REPORT – ANUSA CASS REPRESENTATIVES</div>

Introduction

Hi everyone, we are your 2025 College of Arts and Sciences Representatives – Aurora Neumann (she/her) and Chith Weliamuna (he/him) representing undergraduate CASS students, and Jeremy Fox (he/him) representing postgraduate CASS students. We are looking forward to the EDCs this year and working with you all to advocate for students at the ANU. First, we will deliver the undergraduate report, then the postgraduate report, with everything we've been up to since our term commencement.

CASS UG

Undergraduate Report (Aurora Neumann and Chith Weliamuna)

1. Handover from Jemma Rule

Chith and I attended our official handover meeting with the 2024 CASS Undergraduate Rep Jemma Rule on the 14th of November, where we officially met and got to ask Jem questions about the role, what it entailed, and all that the year would look like with our work as a team. Following handover, we both attended the ANUSA Orientation Day, and once break commenced, we planned meetings to evaluate what 2025 would look like and what we were hoping to achieve.

2. Meetings

Handover

> On the 25th of November last year, Chith and I attended a meeting with the Associate Dean of Education, Sverre, and with the Executive Officer for Education, Alexa Dodd. We introduced ourselves and discussed what the year would look like in terms of collaboration, as well as the role CASS plays in the broader university context. We believed it important to establish a working relationship with the Associate Dean before CECs began, and to establish communication over the break.

Heads of School

> Aurora and I have a scheduled meeting with Prof. Mitchell Whitelaw, the head of the School of Art and Design for Monday 24 February. Any relevant material from that will be delivered orally during the EDC.

> We will be following up with Prof. Adrian Walter, the head of the School of Music. Due to unavoidable circumstances, none of the earlier scheduled meetings could be attended. We will follow up with him later this week.

The major motivation behind our specific focus on SOAD and Music is that, by all accounts, they seem to be the hardest hit from funding issues and Renew ANU.

Student Forum Against Cuts

Aurora attended the Student Forum Against the Cuts on the 21ˢᵗ of February. I believed it important to attend as cuts largely affect CASS. The discussion surrounded issues of the decline in quality of education delivered by the ANU due to course and staff cuts, something seen in the lowering number of tutorials and flexibility in courses. It was good to hear different perspectives about such a relevant issue.

Planning during the break

Over the break from December to January we met with each other four times, in person and on Zoom, to plan our O-Week events, ideas for the year, and for general admin purposes like running our social media and responding to emails as well as reaching out to convenors and departments; this was something that was invaluable and something we both found helpful to get organised before the year started up.

3. Collaboration with SASS as a club.

Introduction

On the 19ᵗʰ of December I met with the President of the SASS club, Allyssa Ingham, to introduce myself as one of the CASS Undergraduate Representatives and build a working relationship with the club, as it's events and work caters to the students we represent. We discussed what our views for 2025 were in the context of collaboration and promotion of each other's events.

Deep Engagement

Alongside our respective O-Week events run, in which we cross-advertised to increase engagement, Allyssa and I worked on a plan for SASS x CASS collaboration in relation to SASS' upcoming planned Careers Festival. Allyssa put Chith and I in contact with Mitha Mallichetty, who is leading the planning. Following this, on the 21ˢᵗ of January Chith and I met with Mitha, SASS' VP of Education, and Krishna Shukla, SASS' Careers Officer, on Zoom to brainstorm the Careers Festival, which was highly successful and resulted in a timeframe and organised plan to run with throughout the Semester and work towards.

4. Introduction at the 2025 CASS Induction Welcome Event.

Chith and I emailed the organiser of CASS' O-Week Welcome Event, Monte O'Neill, in late December, and set up a meeting on the 3ʳᵈ of February on Zoom.

We introduced ourselves and sorted out a time in the event so that Chith and I could speak. At the event we officially met Dr Claire Hansen, the Associate Dean of

Student Experience, and discussed our plan for our CASS 'How-To' Guide and the welcome itself.

Chith and I delivered a 6-minute speech to around 250/300 new CASS students, primarily consisting of first year ANU students. We delivered a Welcome to Country, introduced ourselves, explained the role we play as academic college representatives, briefly went into the services ANUSA plays, and offered accessible support services at the end. We stayed at the end of the Welcome for around 40 minutes, and in that time had great engagement with many first year CASS students about their questions, ranging from timetabling concerns to support available for EAPs. We introduced ourselves to many new students.

We also talked with staff from the CASS Student Office about their services and directed many students to them regarding timetabling and course support. Overall, it was a very successful event and an invaluable opportunity to get to know new students and introduce us in a CASS capacity.

5. Attended our first College Education Committee meeting.

Chith and I attended our first CEC meeting on the 10th of February and met many new people and introduced ourselves.

Confidential material

There was discussion of SELT scores. That material is confidential, and we cannot further elaborate. However, there is no cause for concern, and we are ensuring that there are no adverse impacts on student learning and wellbeing.

Course disestablishments

There was discussion, as expected, on course disestablishments of a general nature. The CEC members urged students not to take that at face value. They provided some reasonable justification.

1. Academic restructuring

   CASS is attempting to create more progression between their courses. In other words, they want students to have smoother transitions between 2000- to 3000- to 4000-level courses. For this, they must disestablish the course (e.g., a 2000-level course on Human Rights) to re-establish it within another band (e.g., 3000-level).

2. Course mergers

   They are also promoting efficiency in some ways by merging courses that have substantially similar learning.

They claim these are not related to Renew ANU. However, to be sure, I asked the ADE to provide some specifics in terms of how many courses fall into each category – disestablishment writ large, mergers, and restructuring. I will follow up later to make sure we get some indication on this.

Renew ANU

The ADE noted that enrolment numbers are ok. They have not been affected by discussion of international student caps in Parliament. However, they judge that it is likely that the policy will emerge in the next Parliament and are planning accordingly.

They are struggling somewhat with timetabling and class allocation. Students have had some direct concerns with this, which Chith will mention later.

AI and Technology

CEC members were grateful for the ANUSA student survey done last year on AI. They are looking at AI's impact on assessments and learning across all disciplines. For the moment, all regulations seem to be general and not very helpful. The Curriculum Development Sub-Committee has made this a priority, but the ADE does not expect clarity from ANU or the Government.

In the space of this discussion, questions about standardisation came up. ADE said he wants better guidelines about assessments (e.g., wo4d lengths) and that will be actioned in future.

Student concerns

Student concerns mainly have been with regards to POLS1002. There was some concern about mandatory assessments during lectures (which are optional as coded in My Timetable).

In relation to timetabling, the major concern there too was that after enrolment had initially concluded, POLS1002 halved the number of tutorials. This looks like follows. Instead of a weekly tutorial, students will alternate in groups of tutorials every fortnight. In lieu of the missing tutorial, they will have office hours opened to them.

I have met Dr. Shepphard, the convenor, and she is lovely. However, I think this is a decision where her hand was forced by funding issues – the course being large, and not enough funding being allocated to cater to all students. This is a compulsory course in many majors and degrees. Aurora and I will action this in meeting we have scheduled this week with the ADE and ADSEI.

New Learning Management System

The main agenda of discussion was the transition to a new learning management system and the impact this would have on both staff and students, in which Chith and I raised concerns about student access to past feedback and papers once the transition takes place.

This was taken on board by members of the CEC and raised as a point for future action to ensure students are made aware of all changes to the way they access university and course resources. There was a reassurance from the Education Design Support Manager that training would be provided for the new system and that it is intuitive.

6. Ran our O-Week Event – CASS Trivia Night.

A large portion of our time over the break was spent organising our first CASS-rep event, which was a Trivia Night in O-Week. Chith and I started planning this whilst in Melbourne and decided to model our event off the success of the 2024 Rep's Trivia Night, hoping to draw in first year engagement with a fun, relaxed event whilst keeping it CASS-related.

It was a success!!

We held the event in Marie Reay 2.02, booking the event through Kambri Venues and the FOC form, as it is a very accessible and central venue on campus. We set a budget for food and drinks at $130 for pizza, snacks, and drinks, along with $50 for our first-place prize Harry Hartog gift voucher. We ended up going over the budget due to a much higher than expected turn out, where more food was required.

We'd like to especially thank Darcy and Will for their help on the night, running out and getting more supplies. In the lead up to the event, Chith and I emailed Residential Halls asking permission to advertise our event with posters to increase exposure, receiving permission from various Heads of Halls. With the event promoted by ANUSA, SASS, and at the CASS Welcome Event, as well as on our Facebook and Instagram page, we ended up with a turnout of almost 100 people, the majority of which were new students at ANU, something we both didn't expect and were very honoured to experience. The Trivia Night was run on Kahoot, with 50 questions divided amongst CASS' nine academic schools, with something for everyone. At the event's conclusion, we went around and met people who attended and thanked them, receiving lots of positive feedback from new students, which was very rewarding. We were very proud of ourselves at the conclusion of the event and wanted to thank anyone who helped us run it!

7. Upcoming publication of our 'How-to CASS' Guide.

How it started?

Aurora and I had this idea. The rationale for devoting a lot of our time for it till now is 3-fold.

1. To provide first years with some semblance of clarity regarding the start of Uni. This period is full of excitement for most yes, but accompanying that is uncertainty, confusion and stress for many.

2. To provide guidance with tackling the academics of the Uni environment – a distinct setting from school. Hopefully this will avert the frustration of needlessly finding some things out the hard way.

3. To make known the support services students have access to. From ANU to the College to ANUSA – we have advertised many different services. Hopefully, this helps with the aversion some students have with accessing support, which I think partly finds its cause in lack of knowledge.

How is it going?

It is going well. Aurora and I have reached to over a 100 people and received dozens of responses. These included past high achievers, department heads, clubs and university services.

We are currently in the process of compiling these documents in an easy and readable Guide as succinctly as possible – as I know people will simply not read otherwise.

We are hoping to publish by Wednesday 26 February through PDF form – which meets people where they are at and is also more environmentally friendly. The logistics of that are being worked out at the minute.

This will be advertised through our socials, our connections with clubs, and hopefully against in Residential Halls. We would also appreciate any help ANUSA could provide – noting that there is a disclaimer indemnifying anyone involved in writing and publishing.

8. Release of our Anonymous Feedback Form on primary socials for ANU.

Aurora and I have created an Anonymous Form that we have advertised on our socials and through ANU Facebook channels like Schmidposting. Have only gotten one response, but hopefully people use it to reach out to us as problems emerge throughout the Semester and year as they will. We will continue to advertise it again on occasion.

9. Lecture Introductions at prominent first-year courses.

Aurora and I made a short video to send to courses we cannot attend. Chith attended the other lectures in person. I think I largely handled it professionally, though I think looking at 500 faces in POLS1002 might have slightly spooked me.

The courses I attended, and those we sent videos to are the Courses that Jemma advised as being the big first-year courses. Hopefully that provided some indication to first years as to the services ANUSA can provide them, and what we can do as College Representatives.

CASS PG
Jeremy Fox

I am working full-time while I finish my degree. Due to my busyness, I have focused on the most important behind the scenes representative responsibilities. In addition to Chith and Aurora's mammoth achievements thus far, my activities to date are as follows:

I wrote a blurb and provided a photo for the Facebook post before O-Week in which we introduced ourselves as the CASS Representatives for 2025.

I have participated in meetings with the other Postgrad/HDR representatives, thinking strategically about the year ahead. Improving mental health was a key action point. I will attend the Postgrad/HDR Student Representatives Consultation Session on Wednesday, 26 February 2025, and a Mental Health and Wellbeing - Postgrad & HDR Teams meeting on 03 March 2025 to continue discussions.

During O-Week, I attended the Postgraduate Welcome session on Monday evening and the Postgrad Hang on Wednesday evening. I personally introduced myself to some of the postgrads I met and told the CASS variety that I'm their representative and they can contact me if they want to.

I researched the adoption of institutional neutrality by American universities as a potential aid in the quest to improve mental health among all students including postgraduate and HDR students. I have prepared a motion to put forward at the first EDC to discuss this idea.

[Reference J] - College of Asia & the Pacific Representatives' Reports

CAP UG

<div align="center">
Darcy Oates (Undergraduate Rep)

EDC 1 27/02/25
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1. Meetings

Last Week, I met with the Education Manager to discuss the upcoming year. Key items discussed included:

- Greater integration between CAP and associated Clubs
- Increasing academic accessibility in tutorials and lectures.
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Looking forward to a productive year working with the EDC and the College to ensure the best outcomes for CAP students

CAP HDR

Isabelle Zhu-Maguire

The HDR reps have been meeting with the postgrad representatives. As I have observed in CAP, we all recognise that there is not much engagement with ANUSA from postgrads and HDRs. Hence our first tasks of the year will be awareness building. We have made posters that introduce ourselves and reps as well as sharing the key services of ANUSA that we plan to hang up in tea-rooms that HDRs use.

We have also started thinking about campaigns for the year including mental health support for HDRs.

[Reference K] - College of Business & Economics Representatives' Reports

CBE UG

Prepared for EDC 1

Anjani Garg & Bhumika Khana

The Key Initiatives for this year are setup keeping in mind the overall development of the students providing everyone equal opportunity to grow and boost the communication among all the peers of the relevant opportunities. The key initiatives are as follows:

-       **Instagram launch of CBE Reps**: We are dedicated to start a Instagram/ Facebook page to improves the connectivity with the students. This would also help us to communicate to a larger diaspora of students quickly and efficiently.

-       **Improvising Job advertisement:** It is noticed that many jobs in the college involve internal hiring without advertising properly. Not only does it result in a missed opportunity for students but also results less competition in the candidate pool. Better advertisements would result in more applicants and best talent to be in the positions. Additionally, it would also help in creating all rounds student growth with work and study.

-       **Capping Final Exam portion:** It would be proposed that the final exams should not be weighed more than the passing marks, i.e. 50%. Many courses in CBE have final exam weighing 60% or more resulting in high stress levels at the end moment. Additionally, this also means that if there are any uncertain circumstances at the last minute, student has no other option to pass the course.

-       **Standardized Assignment deadline:** To reduce the confusion aligning assignment deadlines across CBE courses, the deadline timings should be standardized.

In addition to the key initiatives, we look forward to a collaborative year with the staff and students while successfully being an intermediator between both. We are dedicated to be helpful and advocate the maximum of student interest to the college.

CBE PG

[Reference L] - College of Law, Governance & Policy Representatives' Reports

COLGP UG

College of Law, Governance, and Policy
Prepared for EDC1 by Will Chen & Penelope Robson

Priorities and Ongoing Work
- Past Exam Repository: there is demand for the College to provide more past exams and exemplar responses to students.
  - The ANU Law Students Society has a past exam repository on their website, however, this is out of date. The College is reluctant to support this due to issues regarding the outdated responses as the law is dynamic. In order to resolve this, we will hire penultimate year and pre penultimate year students to provide dot point responses.
  - We have been in contact with the appropriate people in the LSS and will be working together to see if we can address the College's concerns.
- Standard Assessment Deadlines: the College appears reluctant to implement an 11:59pm deadline, due to IT concerns. This will be raised in the next CEC meeting. The current argument for the College is that IT support finishes work at 5pm, hence the deadline.
- Transitions from the College of Law to the College of Law, Governance, and Policy – what this means for students, and ensuring that students are aware of changes and supported.
- Online Tutorials – ensuring that appropriate options are available to students, particularly in the face of course cuts.
- Incorporating the academically responsible and ethical use of Artificial Intelligence in the College.

Student Concerns
- We received one email with a student concern in December and this was addressed by the Student Assistance Team.

Upcoming
- We hope to prepare a guide for first-year law students in time for the Semester 1 exams on what to expect for their first exam season—planning to collate advice, resources and support, and distribute the resource electronically and physically.
- We will attend the CEC meeting on 26 February and pass on outcomes and feedback from that meeting once it becomes available.

COLGP PG

CoL PG Representative Report EDC1

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1.   Introduction

Hi everyone, I hope you've all had a good start to the semester. I don't have much to report for this EDC as we have just commenced the semester.

2.   CoL College Education Committee Meeting 1

·   The first meeting is scheduled for 26 Feb 2025. I will write up a summary to submit after the EDC 1 or can talk through quickly what occurred in person.

3.   Research Skills Workshop

·   I have begun discussions with the Law Library to arrange a research skills workshop for LLM & JD students to get a better understanding of how to navigate legal databases and find cases. I hope to have more advanced sessions later. At the moment, this is still in the discussion phase. I'm yet to finalise. I will have more information at EDC 2.

4.   Proposed Policies

I seek to campaign throughout this year for the following:

1)   that the CoL provide free online versions of all required readings, including textbook excerpts;
2)   the Law Library maintain sufficient copies of each courses' textbook to ensure equitable access;
3)   for more law electives to be offered;
4)   to create a cohesive college-wide policy on the use of AI;
5)   for improved online delivery formats including the rerecording of lectures and seminars in the event of technical failures.

5.   ANUSA Meetings

·   Contributed via email to the consultation session for HDR & Postgraduate engagement scheduled for 26 Feb 2025.
·   Main points for better representation of postgraduate students included building awareness and fostering a sense of community through running information sessions at postgraduate halls, distributing a newsletter referencing issues affecting these students, and by establishing an annual ball.

COLGP HDR

[Reference M] - College of Science & Medicine Representatives' Reports

COSM UG

[Reference N] - College of Systems & Society Representatives' Reports

CSS UG + PG

Meeting Report: CSS Student Representatives

1. O-Week CSS Welcoming:
 During the CSS's student induction and welcoming sessions, our CSS student representatives actively participated and made a strong impact. We explained and introduced ANUSA and the role and functions of CSS student representatives to many new students. We distributed nearly 100 flyers, which significantly helped students understand our system.

2. First Lecture Introduction:
 To further enhance students' understanding of CSS student representatives, especially for first-year students, we conducted introductions during lectures with a high concentration of new students. These lectures included [Course Codes], which should cover students from various programs within the CSS college. We provided insights into the roles of CSS representatives and ANUSA.

3. Dean's Meeting:
 During the CSS Dean's meeting, we discussed several key issues:

- MSI/Fenner/SciCom CDC Equivalent
- How to CEC / CDC
- CEC03 ??
- Permission Code Changes: Addressing challenges and MSI's approach
- Engineering project room cameras in Birch: Approximately $2,000 in losses; the organizer denies access to the cameras
- Developing a college-level course tracking page for major changes and course availability, as an improvement over the current inadequate substitution page
- Otherwise general introductions with the dean and associate dean.

4. Engagement with CSS-related Student Societies:
 Riley has been actively reaching out to CSS-related student societies, expressing our vision for collaboration and strengthening our engagement with the wider student community.

5. College Education Committee 01:

We mostly listened in to the first CEC. CSS is having difficulty integrating some of the ways that the new schools under its purview operate, especially the Mathematical Sciences Institute. They're also having trouble with students who are absentees for almost all in-person elements, except the final exam, and this is a poor environment for convenors. We gave our opinions as students to the committee, which was somewhat appreciated, although it's always hard to tell. We have a number of other minor notes from the meeting – ask us if you have any more questions or would like our full minutes.

6. Future Plans:
 Currently our plan is to continue attending meetings within CSS and answering our emails from students with questions. We are also hoping to expand our vision of our goals for the year and then bring them to our next meeting with the dean to really make the ball start rolling.