AGENDA – ANUSA EDUCATION COUNCIL (EDC) 4 2025

Wednesday, 7th May 2025

6:15pm, Graneek Room, Chifley Library and Zoom

Zoom Link:

https://anu.zoom.us/j/87563700027?pwd=Ehim98OQf5aFvbPa1ziEAvARuJGAJB.1

Item 1: Meeting Opens and Apologies

Meeting open at 6:22pm.

      1.1 Acknowledgement of Country

Sam delivers.

      1.2 Apologies

Sam notes.

Item 2: Passing the previous meetings' minutes.

The Minutes from EDC 2 2025 (10th Mar 2025) can be found linked here:
📄 MINUTES - ANUSA EDC 2

Mover: Will Burfoot
Seconder: Darcy Oates
Minutes pass

Sam: Leads an introduction for new members of the EDC following filling of Casual Vacancies.

Sam cedes chair to Rosie Paton. No dissent.

Chair cedes to Rosie Paton.

Procedural to suspend standing orders.

Mover: Sam

Procedural passes

Item 3: Executive Reports

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

Will B: Importance of EDC for guiding ANUSA's academic focus. Speaks to the roles of individuals in EDC. Working with University on funding changes coming from US changes to research fundings. Engaging about student engagement within CSS.

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

Vaish: Working on ECAs and EAPs along with the DSA Co-officers as part of ANU's ECAWG. AI becoming a big topics of conversation in AB and AB sub-committees, and within ANUSA through the AMC and now the EDC. AB yesterday goals to engage with AI ethically and actively, learning trustworthy judgements; plan is to establish student group with reps, audit courses and assess risks. AI incorporation goals from S2 2026.

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

Rosie: Attended LTC, speaking about student experience at ANU and associated survey and also with SELTs. Continuing to work on standardised assessment times, weight caps, and other ways to improve student experiences. Got full list of majors cut in 2024 and degrees that will be cut at the end of 2025 - good information to have.

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

Sam: Missed last AMC, not a lot in the Education sphere. Onboarding new College reps to different areas of ANUSA communications and platforms.

Item 4: Academic Officer Reports

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

Absent.

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

Absent.

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

Gio: Not lots to report, Will updated on joint meeting today. Working on more mechanisms for reporting issues for HDR students. Looking at AI space, implementation for HDR students and supervisors and how they should deal with AI - not a lot to update. Next URC in June to work more on it. Working with Reps from CBE about coursework delaying the start of their research.

Item 5: College Representative Reports

5.1 College of Arts & Social Sciences [Reference I]

Aurora: Not much of an update, ran careers fair in conjunction with SASS. Met with Associate Dean (Student Experience and Integrity) in CASS, improving communication flows, working on a mentor program for students coming though. Working on 'Neurodiversity in CASS' Panel. AI a big topic in the CEC.

Chit: Ran under budget for careers fair. Following up course complaint about assessment of something not yet taught. Seeking update on SOAD bursary, whether it covers most things/extra things (Q)?

Will B (A): Believes it does cover the extras.

Darcy (Q): On alternative assessments, what are they?

Aurora (A): Also unsure - expanding beyond simple assessments, in-person exams/tests, and possibly being more creative. Important for students with EAP to get clarity with new assessment types.

Alam (HDR CASS): Just filled the vacancy. Main focus on , keen to work with other reps (especially from CASS UG/PG) and collaborate with EDC. Interesting in previous work done so far this year.

Aurora: Main issue communications from CASS to students, issues with tutorial sizings and work. Failure to communicate extending also to staff situations. Lots of focus on AI, particularly at CEC meetings.

Alam (Q): Worries about US funding issues, what is the status now? Do we receive much?

Will (A): ANU has lower exposure than expected - the risk is actually quite small. Don't want to lose any funding, but looks minimised at the moment - will continue monitoring.

5.6 College of Systems & Society [Reference N]

Riley: Working in college, went to curriculum development meetings in both computing and engineering. Selected, non-elected positions to assist in the college level. Interesting things in AI as college is part of AI development, and now some courses are putting in AI focuses (to learn about AI itself) in courses.

Lea (Q): Did they mention in SOCO CDC?

Riley (A): Yes.

Riley: Makes a tension between some courses encouraging AI intelligence/ learning about the process and other courses saying don't use AIs.

5.2 College of Asia & the Pacific [Reference J]

Darcy: Welcomes co-UG CAP Rep. Third CAP meeting - looked at the worst 5% SELT reports, CAP is decentralising to course convenors, the bottom 5 courses get cut. Degree minors likely to get cut (already 7 in ISS down to 2) based on staffing and funding. Course conveners are told if interesting/contentious issues arise, the activities are reported to the college by people external to the Uni - eg like a protest within a lecture.

Riley (Q): Clarification about SELT?

Darcy (A): Courses with lowest SELT reviews get may get cut.

Riley (Q): In SOCO they cut them if SELTs are low for a course three times in a row.

Lucy (CAP PG): Attended PG coffee. Main concerns are course cuts happening when people are already reliant on doing the courses. Lack of support for mature age students within ANUSA. Lack of integration with cohorts that are large.

Rosie: On third point, this is part of the discussions next week.

Darcy (Q):

Vaish (A): Further conversations and consultation about EAP that is coming up.

Rosie: More working groups are coming forward - ANU loves a working group.

Darcy (Q): What is the student engagement hub?

Will (A): A very big meeting with many stakeholders from across ANU, ANUSA, Residential people.

Jonathan: Introduces himself.

Meeting is now inquorate.

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

Will C: From last CEC, lots of things can't be changed or influenced at the CEC level because it doesn't affect the majority of the College. AI isn't a massive issue in Law. Working on office level to provide more guidance to students as they need it.

Chith (Q): LSS kicked out of CEC, what is going on?

Will C (A): Reduced LSS to just observers. LSS still attends. Even as ANUSA Reps, doesn't to do much and is redirected to the school-level. We don't have as much understanding across other schools and trying to get their view through.

Rosie (Q): Are they working specifically/ overcorrecting for governance and policy?

Will C (A): Those colleges are more PG, we don't know as the UG reps and the PG rep hasn't attended. Hard to know what to do if ADE (LGP) tells us not to bring things up.

5.3 College of Business & Economics [Reference K]

Absent.

5.5 College of Science & Medicine [Reference M]

Suriana: Very new to the role, working on catching up with existing UG rep.

5.6 College of Systems & Society [Reference N]

Lea: Attended School of Engineering CEC. Met with Rosie and Will about more reps within the school. Bringing back Electronic engineering major. College is pushing LLMs into courses (even if out of sequence) as importance in Engineering and hearing about this importance.

Darcy (Q): Why can't computing and engineering share resources?

Lea (A): Sort of can, but this has been transferred from engineering to computing and so are doing things differently and now engineering people are annoyed things are done differently. So there is a level of tension between schools' teachings.

Item 6: Discussion Items

Item 6.1 (Discussion): GenerativeAI and its implementation at ANU

Will B: GenAI Report has been developed by 2024 ANUSA VP and PMAC and the Report itself has now been released (recommendations in attachment below). Important to have some ANUSA-level discussions across colleges to see where AI is being used generally to further ANUSA's understanding and consistency when doing advocacy in this space.

Rosie: Looking at: rules around AI in students' work (uni's main focus), and ethical considerations of using AI. Looking at TEQSA and was directed to specific Uni's website and instead quite broad (eg. "Do: use for inspiration but Don't: use to write your whole essay").

Vaish: At USyd, have a framework. Two-lane assessment approach: lane 1 is invigilated assessments (eg. exams) and lane 2 is non-invigilated assessments (eg essays, take-homes). USyd policy is to allow AI for Lane 2.

Alam: University tending to allow more, but more about students learning to use it - how to reference it; how to balance use; how to know limits.

Will (Q): AI use by HDR students will be different?

Alam (A): The limits of AI are the key question. Need to also be doing readings and other works to be precise and continue learning.

Lucy (Q): Would the uni consider AI for marking? Heard of a professor training AI to do marking, and AI could be used to standardise.

Darcy: Sometimes AI is wrong. Worried about this and particularly when it is still having patently wrong answers.

Chith: Depends on parts of CASS, particularly SOAD/ Music in terms of art and creativity. In other areas good for generations, examples, etc.

Aurora: Can be good at generating essays, editing, and idea generations. Avoiding is now completely easy. Very hard to standardise across the

Jonathan: ChatGPT models are better for some things rather than others, there is a difference between models and the skills. It is very detectable and can be particularly bad at essay things.

Darcy: AI can be valuable that isn't for just assessable, eg getting reading summaries or helping on a day-to-day.

Aurora: Very specific models that suit academia.

Darcy: Some do things like summarisation or day-to-day better than others.

Jonathan: Different models have different skills to doing things.

Sam: Perhaps some benefits to continuing to having skills for students. Particularly important to have students doing critical thinking and working on skills even if using AI to develop information - the important part is that what we are learning develops with AI to maintain students developing their skills but that this is just augmented with AI.

Vaish: Importance to acknowledge fears/issues around stolen content. Important about AI with course/staff cuts and cut backs.

Lea: Cuts are continuing in SOCO too. Interesting to see where staff are using AI too - this is also an important concern, the same issues of integrity/unfairness will apply to this too. Especially unfair if staff use but students are banned. CSS stuck in different directions, impacting student grades/ influencing grades as it does the job for you, also student feedback wanting more use about how to use AI tools which is lacking. So a tension of we don't want them to use it, but feel the need to include AI to teach students how to use it. Supports students being taught how to use AI.

Jonathan: Turning things like lectures into seminars that are assessed, trying to force people to engage. AI accelerating disengagement, so this becomes part of incentivising engagement. Hard to teach people about it, yet industry is really focused on its use and it is becoming important in industry.

Lea: ANUSA to help fill the lack of teaching about AI.

Aurora: Failure of ANU on two fronts: both failure to teach students how to use it and the classes are getting bigger and there's less engagement. A question of how do you engage if you're not doing readings but instead using AI - need to assess engagement in new ways.

Chith: ANUSA advocacy can be about rules and about students getting access to the rules, especially if they are changing or evolving quickly. Importance of accountability, when rules are changing frequently. Importance of people who don't get punished unfairly.

Sam: Important to help educate students about how to contest any issues that do arise or if work is accused of being AI.

Darcy: Tutors with cuts, to some extent are being less care about students using AI.

Suriana: Some tutors using AI to mark work and to give comments to students.

Lucy: Some conveners are using it to write the exams.

Will B: Need to have staff side too - that staff are doing things too around how they use AI.

Vaish: Using ANU's intellectual property if we are taking lecture content and generating questions. Important when staff are using that is them using our intellectual property in this regard.

Rosie: Going forward, next meeting is next semester. Ed Officer and VP will be meeting with ADE (LGP) about AI. Encourages reps to put any questions, thoughts into the Slack to share information. Important that ANU is teaching students about the environmental, quirks, and details about AI to educate.

Darcy (Q): Is this coming up at ANU Council?

(A): No, it's the main/heavy focus of AB at the moment instead.

Attachment: Recommendations from GenerativeAI Report

Recommendations

Short term

Educators should explore GenAI tools in the context of their own discipline.

Even brief experimentation can help educators better understand what these tools can and cannot do, and how students might already be using them.
 Test a past exam or essay prompt into a GenAI tool and evaluate what it gets right and what it misses.

Conversations between students and educators about GenAI need to happen now.

Uncertainty gets in the way of productive engagement. Shared dialogue builds clarity faster than policy alone.

Open a discussion in lectures or tutorials about how students are using GenAI and what guidance they need.

Institutional guidance should distinguish between critical engagement and inappropriate use.

Rather than simply listing what is allowed, policies should focus on what responsible, thoughtful use looks like.
 Create a simple flowchart or one-page guide that distinguishes between appropriate support (e.g. grammar checks, discussion) and unacceptable substitution (e.g. generating and submitting full answers).

Medium term

Support should be provided to help students use GenAI critically and effectively.

Workshops, courses, or embedded resources that can help students develop the skills to use GenAI in ways that support learning rather than substitute it.
 A Course, Wattle site or Pulse module that introduces students to GenAI's limitations, strengths, and good practices.

Develop discipline-specific exemplars of good GenAI use.

Concrete examples help to make informed decisions, illustrate what critical engagement looks like in specific disciplines.
 One-page case study of GenAI per School, highlighting when it supports learning and when it undermines it.

Create space for peer-led learning and shared resource development.

Platforms or forums where students share strategies for ethical and effective use of GenAI can foster a healthy culture of experimentation and accountability.
 A student-led wiki about how to use GenAI effectively and responsibly, similar to USyd's canvas site.

Long term

Policy needs to remain adaptable and aligned with evolving practice

Rigid policies will quickly become outdated. Guidelines should be in step with how students and staff are appropriately using the tools.
 Establish a GenAI advisory group with rotating student and staff membership to review emerging practices and how they match guidelines.

Treat GenAI as a practical set of tools, not a paradigm shift.

GenAI doesn't inherently pose a risk to education–but it does change things.

Existing frameworks around authorship, academic integrity, and the value of learning, remain relevant. They don't need reinvention, but they may need to be recontextualised.

Embed equity, transparency, and trust into the institutional GenAI strategy.

Equitable access to tools, clear communication, and shared responsibility will help ensure that GenAI improves the academic experience. ANU must lead by providing trusted, accessible platforms so students aren't forced to rely on opaque, third-party tools that may compromise their privacy or

access. *Commit to building university-hosted resources that prioritise equity, student privacy and data sovereignty.*

Rosie closes the meeting 8:08pm.

Item 7: Date of next meeting and close

The next meeting of the EDC (EDC 5; July meeting) is scheduled for July in Semester 2.

References

[Reference A] - President's Report

[Reference B] - Vice President's Report

Vice President
Sree Vaishnavi Gangarapu
EDC 4

Academic Management Committee

The AMC is made up of the President, Vice President, Education Officer, General Secretary and the Academic Officers. We used the last couple of meetings to discuss our views on AI, implications with regards to authentic learning and experiences of students from different cohorts, in light of ANU's broader conversation on how it plans to approach AI institutionally in teaching and learning.

Academic Board

The Vice President is the Undergraduate Student Member of the Academic Board, which is the peak ANU academic committee. AB 2 occurred on 6/5.

Policy Work

The Education Officer and I met with the PVC Learning & Teaching to talk about our plans around simple extensions, assessment weight caps, unified assessment deadlines and BYOD. We're continuing to push for more student friendly and consistent policies across colleges during committee meetings such as LTC, AQAC and AB. Coming up, the Education Officer and I are meeting the Associate Deans of Education (ADEs) from all academic colleges to discuss these policies.

ECA & EAP Reforms

As a result of the ANU Disability Action Plan, ANU is looking to reform EAPs and the ECA process. I work closely with the Education Officer and DSA, who are members of the ECA Working Group to ensure how ECAs can be made more streamlined and accessible. On the EAP side, Inclusive Communities is leading a broader review of the process, and we've been actively involved alongside the DSA to make sure student voices are heard.

ANUSA College Reps

The President and I conducted interviews for the College Rep vacancy positions. I spent the last week training and organising an orientation session for the new College Reps. I would like to welcome them to the EDC, and I am so excited to have a fuller EDC!

[Reference C] - Education Officer's Report

[Reference D] - General Secretary's Report

[Reference E] - Welfare Officer's Report

EDC 3 REPORT

[Reference F] - Undergraduate Coursework Officer's Report

[Reference G] - Postgraduate Coursework Officer's Report

[Reference H] - HDR Officer's Report

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

CASS UG

CASS PG

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

CAP UG

EDC Report: College of Asia and the Pacific

Darcy Oates

3rd CAP Education Committee Meeting:

- Bottom 5% of SELT Reviews are scrutinised closely to discern the quality and suitability of courses.
- Decentralisation of College Bureaucracy will return feedback to Course convenors
- Reduction of Degree Minors will occur into the foreseeable future due to unsuitable staff and resource cuts
- Course convenors pass on details of contentious issues and activities by people external to the university (i.e not students).

Degree Reviews (Occurring Next week):

- Year in Asia
- Bachelor of Philosophy (Honours)

Academic Accessibility:

- Met with CAPS Associate Professor of Education soon to advance the redemptive tutorial participation initiative.
- University policy is applied but not College's purview.
- Meeting with ANUSA Vice-President and Education Officer soon to address and look at further options for advocacy

CAP HDR

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

CBE UG

CBE PG

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

COLGP UG

COLGP PG

COLGP HDR

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

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

CSS UG

CSS PG