



MINUTES – ANUSA EDUCATION COUNCIL (EDC) 5 2025

Thursday, 31st July 2025

6:15pm, Marie Reay 3.02 and Zoom

Zoom Link:

<https://anu.zoom.us/j/9843562100?pwd=d1hnNVlyakVJd1l4Z2kxNIQ3ckhlZz09&omn=82423322662>

Item 1: Meeting Opens and Apologies

Meeting opened at 6:22pm by Sam Gorrie

1.1 Acknowledgement of Country

Sam: Delivers acknowledgement.

1.2 Apologies

Sam: Notes apologies.

Item 2: Passing the previous meetings' minutes.

The Minutes from EDC 4 2025 (7th May 2025) can be found linked here:

[📄 MINUTES - ANUSA EDC 4](#)

Mover: Chith

Seconder: Aurora

Minutes pass.

Sam Gorrie cedes chair Rosie Paton (no dissent).

Procedural to suspend standing orders.

Mover: Sam

Procedural passes.

Item 3: Executive Reports

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

Will: DVCA change plan released. Submitted ANUSA response to the DVCRI change proposal. Working on ANUSA responses to other change plans.

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

Apology

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

Rosie: See SRC report. Working on CASS changes response. New ECAWG starting up next week for the ongoing changes. Past ECA changes include a medical template, ensuring acceptance of all medical certificates. Simple extensions hopefully forthcoming, but working on. Expanding cultural reasons for extensions.

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

Sam: Minimal to report on based on role. Happy to assist people if they need going forward.

Item 4: Academic Officer Reports

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

Charley: AQAC work is quite a lot. Working and had meetings with the ADEs. Meeting with COSM Reps and CASS Reps about the change proposals. URC interesting about research, and funding. Met with Riley.

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

Luxue: Coffee catch-ups, Badger events. Replying and working with concerned students emailing about concerns they have.

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

Apology.

Item 5: College Representative Reports

5.1 College of Arts & Social Sciences [Reference I]

Aurora & Chith: On activism side: attended SOAD meetings to hear about art students' issues, spoke at the No Cuts protest last week, shared Music students survey, met with head of politics and IR about cuts, responses, has offered to do a QnA with students on the changes. Met with director of RSSS, unsure about the future. CEC meeting, only brief discussion on the cuts. Convenors only told about outcome of ECA - not on application as it's done centrally, adds more complication with staff-student interactions about ECAs. Working on creating a participation guide for marking. Asked for ECA guideline doc for students. Looking to get a CASS newsletter created. Working on a neurodivergent panel with DSA.

5.2 College of Asia & the Pacific [Reference J]

Darcy & Jonathan: Looked at DVCA change proposal with large impact on the CAP. Attended No Cuts protest. Met with ADE. Organising meeting with Dean. Serious impacts from the influence of the CAP, involving national security and national learning. A number of important things to get confirmed/ more information on from the CAP.

Lucy: Attended CEC meeting before change proposal released, unsure what cuts were expected. General sense of trepidation and worry that there is a lack of confidence. For PG group, PGs unable to enrol with some courses which should be resolved by fixing a coding error. Working with Luxue on complaint against lecturer and working through that.

5.3 College of Business & Economics [Reference K]

Apologies.

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

Apologies.

5.5 College of Science & Medicine [Reference M]

Suriana & Ananya: Discussed Nixon Review at CEC, somewhat dismissively. Looking for an accountability/reporting system within the college. Met with ADE. Organising a science careers fair.

Will: Gives a run-down on the Nixon progress from the committee and processes.

5.6 College of Systems & Society [Reference N]

Lea: Met with ADE, CEC 4 cancelled. One course with AI use and issues with academic integrity and RP grades.

Riley: Seeking to get school representatives, done by course reps. A course got 0% SELT. IDEATE (Inclusivity, Diversity, Equity Australian Technology Education) becoming a thing.

Item 6: Discussion Items

Discussion Item 6.1: What to look out for?

Will Burfoot: We all sit on boards and committees. With the change plans, the changes will be going through these groups. If you cannot make it to one, please let Will or Rosie know so we can organise a proxy for you. It is very important to have people on all these boards/committees. We will sort a proxy for you. If you don't have time to fully read an Agenda before the meeting, send to both Rosie and Will - and they can flag what to look out for. Please ask Rosie and Will what things mean if you are unclear about anything - they can assist you to understand what to look out for, and comment. Changes will progress through committees/boards for smaller changes (e.g. course level ones).

Charley: Work with people who are friendly or agree with you to ensure you're using student representation to the most effective extent at meetings.

Discussion Item 6.2: Attendance

Riley Swinson

Context

In-person attendance to ANU teaching activities has plummeted in recent years. For example, multiple courses of ~400 students regularly have <5% attendance. The ANU Inclusive Communities Student Engagement Forum, and the ADE's and Deans of multiple colleges have expressed interest in understanding why attendance is decreasing, and what the university can do to increase student engagement with course content.

There are a variety of reasons students may miss teaching activities. The EDC endorses the creation and distribution of a survey on student attendance, and the reasons for non-attendance, which could include (but is not limited to):

Cost of living requiring work

Caretaker responsibilities

Illness

Disability

Revising for exams

Feeling too behind, so it's not worth it

Only watching lecture recordings (to rewind, to put on 2x speed, etc)

Some other possible questions to try answer with this survey could be:

What have courses tried that doesn't work?

What have courses tried that works?

Any ideas on how to increase engagement with course content?

Any ideas on how to increase attendance?

As an aside, do we think it'd be possible to have colleges share this with students too?

Student services and executive of the colleges would be interested in this information too.

Discussion

Riley: University desire to improve attendance (tutorial, tutorial, etc).

Charley: Attendance comes from a desire to come to class and enjoy it - perhaps this is a way to fix this.

Rosie: Frequently similar numbers of people - it particularly looks worse for courses with large enrolments and fewer students coming.

Lea: Lecturers feeling not valued because students don't attend. Removing attendance marks would mean people don't come regardless.

Darcy: Attendance vs participation - participation marks help grades/learning. Supports redeemable participation.

Riley: We want to learn about why students don't show up and understand why they don't come. Consolidate information and a qualitative result.

Charley: Good to speak against things that are unengaging or disappointing to students.

Aurora: CSS specific or uni wide?

Riley: Uni wide - but showing diversity across colleges.

Discussion Item 6.3: Workloads

Riley Swinson

ANU has many schools, centres, and institutes. As college representatives, we have a lot of freedom on where we focus our efforts — but in larger colleges, we can't tend to every department. This inspires the following questions directed towards all college representatives:

- How are the college representatives handling their workload?
- Do we think school/centre/institute-level representatives would help more effective advocacy within education?

Riley: About the course rep workloads. Having school-level representatives would be beneficial in CSS.

Rosie: Lots of schools in CASS and CSS, how is it going?

Aurora: Depends on the team (e.g. if vacancies). In CASS, nine schools would make things harder - more people makes it harder to engage people.

Charley: Vacancies already for college reps.

Rosie: Would need to find six (CSS) or nine (CASS) if there is to fit one per school. Lots of people to get

Riley: Non-elected nature would make more people engage.

Charley: Pilot program in CSS and see how this goes going forward to see if others want to share with it.

Item 7: Date of next meeting and close

The next meeting of the EDC (EDC 6; August meeting) is scheduled for August in Semester 2.

Rosie closes meeting at 8:19pm.

References

[Reference A] - President's Report

See SRC 5 Report.

[Reference B] - Vice President's Report

See SRC 5 Report.

[Reference C] - Education Officer's Report

See SRC 5 report.

[Reference D] - General Secretary's Report

See SRC 5 report.

[Reference E] - Undergraduate Coursework Officer's Report

EDC Report – UGCO

I could spend this entire report criticising the ANU and its institutional practices—but that's a well-worn road, and one I know many of us here are already travelling. Since the last EDC, my focus has been on identifying how we can push back structurally against the cuts—not just through public campaigns, but within the internal systems of the University.

AQAC

My work on AQAC has centred on building relationships with the ADEs, who collectively form one of the stronger blocs on the committee. This is particularly crucial, as AQAC is the key body through which course disestablishments are processed before they go to Academic Board. A major challenge, however, has been that by the time these proposals reach AQAC, they've often already been endorsed and caucused by the ADEs, making them virtually impossible to reverse. I'm hoping to use EDC as a space to coordinate more closely with college reps to build a better strategy, perhaps with the aid of course reps. As a single representative, it's difficult to shift outcomes on my own, but more coordinated caucusing, especially with the ADEs, will be essential going forward.

Information Resources for the Course Cuts

I'm in the process of arranging meetings with the ADEs of CASS and CoSM to obtain clearer procedural information. The goal is to produce accessible resources for students impacted by the cuts—resources that demystify the process and support those just trying to finish their degrees. Additionally, we don't want to overload the student admin teams at each college because funnily enough, they are mostly understaffed, underresourced, and overworked!

Other Updates

Only one URC meeting has occurred since the last EDC, which I unfortunately couldn't attend due to an exam— Vaish attended in my absence and nothing major to report there. I also met recently with Riley, the CSS Rep, about an idea he's been developing—but I'll leave it to him to speak to that further.

[Reference F] - Postgraduate Coursework Officer's Report

[Reference G] - HDR Officer's Report

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

CASS UG

EDC5 CASS REPRESENTATIVES REPORT

Undergraduate Reps (Chith and Aurora)

One of the first things we did was meet immediately after the cuts were proposed and sort out a response in the break. Published this and made ourselves available to students.

Activism:

- Aurora went to **SoAD Collective** meetings for organising against the cuts – heard some really valuable Art and Design student testimonies and helped to get a different perspective about how the cuts are impacting this area and the running of the school.
- Chith and Aurora spoke at the **No Cuts protest** on the 23rd of July.
 - o Speech was around five minutes and touched on the extent of the cuts across all of CASS (beyond music and arts), the integrity of the ANU, and further impacts seen in Res Coms and student support. Was great to speak!
- Both of us were asked to speak at the **SoAD protest** but unfortunately are unavailable ☹
- Worked with **SoM** students in sharing their **survey**, as well as sharing the **ANUSA** ones.

Meetings:

- Professor Nick Biddle (**Head of SPIR**).
 - o Has made his own proposals of improvement, such as rationalising administrative overheads and creating a more transparent, data-driven funding model across disciplines.
 - o Offered to run a **Q&A for students in SPIR** who are confused or concerned about the cuts (separate to the CASS Town Hall).
 - o Said that “**staffing levels affect curriculum changes**, not the other way around.”
 - o IF they lose staff, the way Biddle will manage that will be to **bring in staff from other parts of the University to offer the same range of electives** as best as he can.
 - o **Staff reductions** inevitably mean **expertise no longer in the classroom** – important note.
- Professor Christian Barry (**Director of RSSS**).

- Unclear about how his role would change, **no position description** or indication of how it would be operationalised.
- Says that regarding **European Studies Centre**, any structures in place for this would be embedded in the work of schools rather than a centre.
- People in RSSS are concerned à issue of reduction in academic positions, concerns about **reputation of research school** keeping people in future and moving forward. Concerns that in some **world class departments** (trying to compete), need to **offer protections to academics** they would have in those places. Others also concerned about **how they will deliver programs** with reduced staffing.
- Academics concerned about their **identity**.
- Get **students on Substack** to get a bearing on what people are thinking – some questions might be answered, useful to hear from academics who have been in the institution for years.
- Student media source.

CEC #4 Notes:

Sverre's report

- Said that it is currently a proposal and “does not directly impact our degrees”.
- String 3 change management proposal coming through sometime this month, which will impact staff on a college and central level.
- Currently CASS doesn't have a Head of the Education Design Support Manager due to VSS.
- Wasn't a whole lot of discussion of the cuts in detail...we are meeting with him.
 - Raised the issue of communication to students (or lack thereof) and said that even if there isn't a lot of information, students need to be told something.

Claire's report

- Creating an ECA quick-guide for convenors, because at the moment convenors are only told the outcome of an ECA, not when a student has applied for one (problematic).
 - Done centrally, not by the college à refusal to change this process because they “don't want to overwhelm staff with emails”.
 - One person taking care of approving ECAs for the whole University.
 - ECAs now work for all assessments – not just 20% or above! Made it clearer for students on medical documents too, gave them a template.
- Also looking at making a participation guide for CEC members, as there is confusion and issues around implementing participation in CASS courses.

- Asked Claire if CASS could make an ECA guideline doc for students to help them with things like waiting till the end for assessments with multiple items etc. Also, less work for staff with this. And more equitable.

Other items raised:

- The student assessment (coursework) policy and procedure were substantially updated in March 2025.
 - o Recommending committee members to share with their school and centres.
 - o BUT no way for students to know – we are sharing this information and working on a better way to disseminate information from a college level.
- Discussion around staff not being paid for this extra work on ECAs; workload issues leading to heated discussions.

In Progress:

- Organising meeting with Claire re **student communication improvements**.
- Organising meeting with **Sverre** surrounding the **cuts**.
- Organising Professor **Biddle SPIR Q&A** for **concerned students**.
- **Neurodiversity panel** is in process of being organised by Aurora and DSA with Claire's office – have selected panellists, taking place in Week 7, now sorting out logistics of how it will be run.
- The Associate Dean's Office for Student Experience and Integrity's **CASS mentor match** has received **18 applicants!**
 - o We changed the name from CASS Student Support & Mentoring Program...had more student engagement!
- **Sharing information** about **coursework policy changes to students** via our social **media**.
- Started writing the **handover document** – Aurora made a Careers Fair wrap-up in collaboration with SASS.

CASS HDR

HDR Representative Meeting Summary

Prepared by Alam Talib, HDR Representative (CASS, ANU)**

Meeting Overview

Organiser: Gio (thanks for coordination).

Participants: Professor Ann Evans, Professor Inger Mewburn, HDR students across ANU (special thanks to Aman Kumar and Mohammadhossein Bahojbshakourian for active engagement).

Structure:

1. Open dialogue with Prof. Evans (30 mins).
2. Researcher development session led by Prof. Mewburn.

Key Takeaways

1. Student Concerns Raised:
 - Slow consultation process.
 - Lack of meaningful student involvement in proposed changes.
 - Potential negative impact on ANU's academic reputation (especially in social sciences).
2. **Clarifications from Prof. Evans:**
 - Renew ANU's Change Management Proposal (CMP) is in a 3-week consultation period before final decision.
 - Encouraged collective, constructive feedback from HDR students to influence committees.
- **Feedback Dissemination:**
 - Forwarded ANUSA survey to CAIS/CASS HDR students.
 - Collaborating on CASS Open Letter initiative

CASS HDR Committee Meeting 3/2025

I have just been added to the CASS HDR Committee and invited to attend the 3/2025 meeting

Meeting Details

- **Date/Time:** Wednesday, 30 July 2025 | 12:00 PM – 1:00 PM
- **Venue:** Jean Martin Room (3.32, Beryl Rawson Building) & Zoom
- **Organizer:** CASS HDR Committee, ANU
- **Chair:** Prof. Samantha Bennett (Associate Dean, HDR)
- **Attendees:** Representatives from CASS schools and research centers

Key Discussion Points

1. **Procedural Matters**
 - Apologies, announcements, and approval of previous minutes
 - Updates on action items from past meetings
2. **University-Level Items**
 - **Education Access Plans (EAPs):** Improving support for HDR candidates with disabilities
 - **HDR Skill Development:** Enhancing training and career readiness programs
 - **Supervision Procedures:** Reviewing policies to better support candidates
3. **College-Level Items**
 - Feedback on **ANU Renew** and its impact on HDR candidates

4. Confidential Matters & Next Steps

- Planning for the next meeting (24 September 2025)

Outcomes & Next Steps

- A full meeting report will be shared with ANUSA sometimes **at the end of the week.**
- Key concerns (e.g., accessibility, researcher development) will be followed up with HDR CASS Rep -ANUSA

CASS PG

Postgraduate Rep Report

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

CAP UG

CAP HDR

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

CBE UG

CBE PG

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

COLGP UG

COLGP PG

COLGP HDR

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

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

CSS UG

School Representative initiative fell through during the change of admin. They would like a position description, and asked if we could simply increase the total number of elected college representatives.

COMP1110 had a straight 0 in SELTS for Sem1 2025. This course has been a consistent point of challenge. I wrote a 7 page report on COMP1100, and have a meeting on Friday to discuss the course. I have gotten multiple changes through in the course, including removing some potentially discriminatory course policy, but there is much more to do.

The issues stem beyond the course, as it is designed as a experimentation course whose ideas and standards spread across the school.

Artificial intelligence has consistently been a massive issue in the college, especially in the School of Computing. Many courses have shifted towards an increased weighting of examinations, oral invigilated assessments, and/or other alternatives as a counter.

I attended inclusive committees and will attend the next one where I will continue to advocate for a better system of feedback for systematic ANU academic-adjacent concerns for students.

Mason Wei, our postgrad officer, resigned — we now have two vacant positions.

COMP2300 had 169 students with an RP grade. This contributed to the overwhelm of me, ANUSA Student Assistance, the Dean of Students, and CSS Student Services.

The college is hesitant towards any change or improvements, as they repeatedly state something to the effect of "we need to wait until the academic change proposal comes out."

We have had a change of our Dean of Student Experience and our ADE. The Dean will be changing over shortly, too.

We attended the CSS Welcome, which was quite successful.

CSS PG