



# MINUTES – ANUSA EDUCATION COUNCIL (EDC) 1 2026

Thursday, 26th February 2026

6:15pm, Marie Reay 5.02 and Zoom

## **Item 1: Meeting Opens, Apologies, Acceptance of Past Minutes**

Meeting opened at 6:15pm

### 1.1 Acknowledgement of Country

Delivered by Malakai on the unceded lands of the Ngunnawal and Ngambri peoples.

### 1.2 Apologies

Chair notes apologies.

### 1.3 Acceptance of past minutes

That we accept [MINUTES - ANUSA EDC 8](#) to be a true and accurate record of the last meeting.

Mover: Charley Ellwood

Secunder: Aurora Neumann

Minutes accepted.

Charley: Procedural to accept all reports en bloc.

Procedural passed.

That we accept all reports.

Mover: Charley

Secunder: Chith

Passed.

Malakai cedes chair to Aurora.

Malakai: Procedural that we resolve into a committee of the whole.  
Procedural passed.

## **Item 2: Executive Reports**

### 2.1 President's report (C. Ellwood) [Reference A]

Sorry that did not prepare separate EDC report. Met with NTEU, ANU Governance Project. They have a number of different teams - governance forum, senate, external stakeholder engagement. Supported ANU Governance Project in presenting to Council planning day.

Riley Q: How's that senate version of the ac board coming along? Where do you think the Governance Project will go?

Charley A: Two diff groups. One on Ac Board reform, one on introduction of senate. Giving more power to Ac Board to be where the academic vision of the university comes from, but also giving ac board oversight powers. The more students get more involved the better. I do think there will be an appetite to take on more of the recommendations. As President and UMAC pushing for governance to be a large part of the reform strategy for the university.

Riley Q: How would you get involved in ANU Governance Project as a student?

Charley A: If you are available 10-11:30 tomorrow you can come to the CASS kitchen table project. Let myself or Aurora know. As those opportunities come up later in the year we'll be putting them out. Keep an eye on the Slack chats.

### 2.2 Vice President's report (S. Serrao-Smith) [Reference B]

Stella: Joining online due to sickness. Academic advocacy will take off soon. Undergraduate member of Ac Board, first meeting March 10th. Next EDC will be more in the swing of things. First AMC yesterday. Class rep training scheduled to be end of week 4. Facebook group coming soon. The textbook library has become more difficult due to Harry Harthog leaving campus.

### 2.3 Education Officer's report (A. Neumann) [Reference C]

EdComm returning this year. Appointed 3 co-convenors: Lea Fallen, Tyne Jones, Iz Coombs. The first meeting will be Tuesday the 10th of March. Great opportunity to chat about education and protest. Has worked closely with DSA re: academic accessibility. Uni treating students' education and wellbeing as an afterthought. Consultation with the DEI team & DSA. Problems with accessibility removing adjustments from EAPs. Waiting template for all students, mostly new students: basic email template that can be sent to course convenors and remove the burden of self-advocacy. Sit on LTC, two meetings so far, focus areas include AI. AI survey almost 20 responses. Please share further. We have started the work on Simple Extensions. BYOD exams. Standardised assessment submission times. The 3 big policies ANUSA has consistently pushed for the last couple years. Have had multiple meetings with

Merryn (PVC L&T) . Simple extensions of 3 calendar days (72hrs) are going to be trialled in a couple of courses this semester. Trialled by one convenor in CBE and Merryn herself. Canvas undergoing some sort of update in April. Going to review what sort of updates would be required to build this into software. Often policies need updating at this University. Current ANU policies all refer to working days, the talked-of trials have been in calendar days. Academic Management Committee helps to coordinate committees and make sure we are on the same page. Next week we will be finalising college rep vacancies.

Riley Q: What is the current reps' involvement in the process of college rep vacancy interviews and when will we be looped in? How many people have been cut out without our consultation?

Aurora A: Happy to consult further.

Thalia: We have preferences for certain schools as we need representation from certain disciplines. We would like the other reps to be from certain schools.

#### 2.4 General Secretary's report (M. King) [Reference D]

Thalia Q: Listed as PG, I am HDR - thalia

Malakai A: Clerical error.

### **Item 3: Academic Officer Reports**

#### 3.1 Undergraduate Coursework Officer (C. Weliamuna) [Reference E]

Still working to define this position, only the third person to have ever held it. I sit on AQAC. Have some things I wanted to raise. Course disestablishments. If a course is not run for 3yrs, it is automatically disestablished unless an ADE gives a good reason as to why it should be retained.

Aurora: If you need help reading a CEC agenda or are confused please reach out for help! We are happy to help.

Canvas issues. MATH course.

We can take issues back to the Registrar.

Had a meeting with the ADE of CSS. Have meetings coming with COLGP and CBE ADEs. Sometimes hard to catch them at times I'm free.

The meeting with CSS ADE was productive. 2 big things that came out of it:

Externally accredited programs are at risk because the specialised college support teams knew the people doing the reporting etc. This is the case for law etc. This was discussed at SRC yesterday.

Please feel free to bring this up.

Heard about AI. CSS ADE expressed hopes for a university-wide policy. Ideal if not too specific. Matryoshka doll: university-wide policy that sets the ground rules and then

something that sits within this. Would not be good that a physics course policy is applied to a fine arts course.

Have received a few emails from students about compulsory lecture attendance and assessments in lectures. As we understand policy, this is not allowed. If you hear about this, let UCO/Ed Officer know.

We can be your attack dogs.

Q Riley: ANUSA helped advocate against BYOD Exams. Specifically, on the front of the type of software that is required and used by the majority of the unis to make sure that. CSSA was heavily involved in that advocacy. Seems that if we are now pushing *for* BYOD, how are we going to ensure that this doesn't happen?

A Chith: The opposition to BYOD exams during COVID was not against BYOD itself but against the software: Proctorio etc. Discriminatory and invasive. Invigilation will still be done by invigilators in a .

Q Riley: So from an ANUSA POV, just confirming you are trying to ensure no surveillance tools required to be installed on student devices? Even lockdown browsers themselves can be quite invasive.

A Aurora: Ideally the lockdown browser is an extension of Canvas. Everything is coming through . The opposition from the University was infrastructure-based. Not enough power points in melville hall etc. That's my understanding of the . We can follow up after the first academic board.

Flexible for students .

Thalia: I was there when students fought proctorio. There are still lecturers who force use of Proctorio. Would you be able to extract a promise from the University to have a mechanism by which to block the use of Proctorio on student devices?

Aurora: Are these college-administered exams?

Thalia: In small schools you can have convenor-administered exams. They can basically do whatever they want.

Chith: Dispute over what the policy allows. This policy should be explicit.

Thalia: if your pen snaps in your exam, you can get another. If your computer dies, you're fucked.

Aurora: IDK if any BYOD exam discussions have started. Logistics will still be in discussion.

Chith: The way it works now under relevant EAP/ECAs that allow for certain students to sit online . ANUSA will look to ensure that relevant adjustments will be made.

Aurora: everything will be considered including equity. Making sure everyone has working laptops

Lauren: centralisation of services how would it lead to disaccreditation of the law school?

Chith: To be clear it's a risk. It was mentioned by the LSS Ed VP last year. Happy to put you in touch. COLGP admin team had a very deep understanding of exactly how accreditation

for law worked. Some of those people have been let go as a result of the centralisation and now it's a central team handling the accreditation for the university. Someone who was doing law now has to do accreditation for medicine and vice versa (examples).

Jessica: A few people came to me regarding turnitin not being available?

Malakai: wattle is not being provisioned . I chatted to libraries about this at reps induction day.

Jess: This came up in our CEC. Submit multiple times this is being trialled in a few courses and will be rolled out to everyone soon.

Keira: I came into this issue. Turnitin and speedgrader. Someone resubmitted and it came up with 100% plagiarism.

Aurora: come back to this in discussion section maybe. To be continued discussion.

### 3.2 Postgraduate Coursework Officer (K. Hassan) [Reference F]

This year's PCO. Sit on various committees. Highlight AI usage policy. University-wide policy on this. Different course convenors have different approaches. Attended postgrad events throughout O-week. Some commencing students, some continuing students. Postgraduate and Research Network work. Launch of postgraduate facebook group. WIP. Hopefully we get a large proportion of the postgrad students to join. Postgrad-targeted communication from departments & clubs made possible.

### 3.3 HDR Officer (K. Mullan) [Reference G]

I'm a PhD student. Also did my undergrad here, have some coursework experience. A lot of the committees I sit on haven't happened. One yesterday.

Kamal x Charley x Malakai x Keira meeting about Postgraduate & Research Network. There used to be PARSA, now only ANUSA, still perceived as very undergrad-focused. Would be a good initiative to have more of a postgrad focus and support in putting on social events. Still to have consultation sessions. Important relationship to foster with the NTEU because so many HDR students work at this university. Massive exploitation of casuals at all Unis,

Organised an event with Chris Dyer during oweek. About 30 attendees. Some good questions and common problems regarding tutoring. You don't actually get your contract until weeks into the semester so working for free for a few weeks. Pretty common issues.

Research skills working group. ANU doing their new PhD strategy. The working group is developing a

HDR Committee first meeting of the year yesterday. Broad thoughts about what should be in. A lot of buzzwords. Some things worth thinking about - things we don't focus strongly on. HDR program reviews. This is done by ADEs and broader HDRC.

New english language proficiency test.

Noah Q: Tell me more about Postgraduate and Research Network. Will I be invited to consult?

Q Riley: Do you have plans to look at the overlap between HDR students

A Keira: Casuals need to be in the NTEU. We have a noppurtunity with this bargaining period to form a casual network of some kind. NTEU doesn't have high union density at this university. A few casuals really pushing inside the union can force changes and we can demand things during the bargaining period to make things better.

Q Thalia & Riley: The NTEU union dues feel high for casuals. I know that's why a lot of casuals don't. Feels bad paying fees when you have no guarantee of work. But if you don't pay it then you don't get help.

Q Charley: Any anecdotal evidence of how the uni interacts with the union.

A Keira: the uni conceded very quickly during the bargaining - ANU conceded to all demands due to threat of the strike. Union has been successful in the last couple years, university is pretty scared of the union.

#### **Item 4: College Representative Reports**

##### 4.1 College of Arts & Social Sciences [Reference H]

Liv: has been pretty quiet so far. We had our handover with chith and aurora. Also had an introductory meeting with the Collog. Spoke at CASS students welcome at o-ewek. Decent crowd, very excited. Covering what we do, what ANUSA does. Wasn't able to stick around but hoping to set a date and submit a FoC to get a coffee running soon

Oscar: Attended first CEC. Took most of the notes as read. Most academics in that meeting are not that happy with Renew ANU changes to CASS. There will be no net changes to courses this year. Discussion around adoption of AI policy. Students are going to use AI, we should regulate it instead of banning it outright. Keen to go along to working groups to provide input for students.

Noah: Was great going along to handover and catching up with having that introductory meeting. Attended postgrad events throughout O-Week. Some learnings from those events, got a decent amount of feedback on what was good and what could have been better. Will be good to engage people in the Postgraduate & Research Network. Keen to speak with other postgrad and HDR reps.

Aurora Q: What sort of stuff was well-received throughout o-week. Were there gaps you noticed/heard about?

Noah A: Dedicated advertisement towards postgrad students was a gap.

##### 4.2 College of Asia & the Pacific [Reference I]

Darcy: Fun to advocate for the best college at the ANU. ANU has the largest languages pool taught at any Uni in Australia. Many courses are niche and will get cut. Also organising

meetings with the management of education and the ADE. Ella and I were not able to make it to the CEC. ANU is launching a new Ai literacy course for staff and students:

4hrs of work; online certificate when completed.

Accessibility features for students has been provided on each student access portal.

CAP wide club event.

Michael: trying to organise something to bring the cohort together. Hoping to attend HDR orientation. They're doing it at the start of April. Have done that for the last couple of years. Starting with the new HDR students. Making them aware of the college and other HDR students. Early days.

#### 4.3 College of Business & Economics [Reference J]

Dylan: Been a busy week. On Monday attended the CBE education committee. Attended most of the course convenors and the CBE ADE. Whether course prereqs were needed for certain courses. Raised flexible submission periods. Most convenors in favour, the ADE said it was an admin-side issue we will continue chipping away at. Dylan & Yiming & ADE meeting soon to chat about flexible submission periods and develop a closer connection. Attended a CBE information session. The ADE has invited College Reps to participate as award panellists for the CBE teaching award.

Yiming: Will meet with CBE ADE Hannah next Monday with Dylan. Joined the CBE market day. Talked with CBE new students. Also met with other departments like c&e, tax clinic, etc. Will also join CEC meetings. Last Wednesday supported ANUSA market day. Helped ANUSA with set-up and materials. Will continue conversations with Dylan and CBE.

Chith Q: Have you got questions about compulsory lecture attendance?

Dylan A: No, but I took a class last semester with assessments during the lectures. If not at the lecture then you were required to send medical documentation within 24hrs and email it. Was quite strict. They wouldn't tell us which lectures had assessments - 'random'.

Aurora: HLTH3001 lol.

Jessica: Planetary science course. Mandatory non-redeemable off-campus attendance, no bus.

Charley: I was Chith last year. Roysten pointed me towards a policy that basically says 'you should be involved in all aspects of university life'. In some colleges, this is interpreted as 'your entire life should be university'.

Riley: The Academic Quality Office of ANU has allegedly given a note to CSS saying that mandatory lecture attendance is not allowed. This has since been enforced across CSS almost perfectly. Maybe some disagreement within the Uni about

Charley: If you could get that letter I'm sure it'd be useful. It should be a pretty simple thing to get changed.

#### 4.4 College of Law, Governance & Policy [Reference K]

Jess: Half of the meeting was discussion of the AQAC meeting - courses not being pulled, mostly because they're not being taught. Assured that they still had all the data on the course so it was just a matter of misleading students that the

A lot of worry about the centralisation of student services. They were not particularly well consulted.

Lauren: Issues with first-year courses; having to turn people away from the lectures. Not having a lecture theatre big enough.

Jess: Also discussed updating the turnitin declaration. Does not discuss use of AI or academic integrity policy. Discussion within the Law School of AI policy. Not confident of a quick

Receiving pressure to embed training about specific AI tools.

Wayne wanted to set up a meeting with the education director of law. She is interested in having regular meetings; first on 10 March.

Assistant director of student experience. Involvement in strategic planning.

Lauren: Got to speak at the torts lecture.

Arranging the transfer of social media from Mitha, 2024 Rep. ANU Law Textbook Exchange Facebook page.

Lauren: Met with the LSS, a lot of shared interests including centralisation. I am on the education team of the LSS myself. Talked about the textbook library. The LSS has discounts on their textbook purchasing scheme. Was at the textbook swap.

Aurora: want to do an AI declaration program. Interesting paper got sent by Merryn. Breaks assessment items into stages

Thalia: if you want a model, CSS has been doing that for a year and a half.

#### 4.5 College of Science & Medicine [Reference L]

Jessica: have met a lot of people at events. All of them have the same issues regarding Mount Stromlo bus schedule. Met the student representative for Mount Stromlo and had . there have been 4 buses scheduled for now; 2 in the . thinking of moving the 4pm bus to 1/2pm. Raised a poll regarding who will be interested in moving the bus to 1pm. Sometimes have morning class and waste most of the day. It's only one bus. Not enough spaces.

Aurora: unclear on who runs the bus etc. would be good to get this info.

Thalia: want to do a survey re: how the applied ½ teaching has changed people who need that coursework for astro.

#### 4.6 College of Systems & Society [Reference M]

Riley: Trying to prepare EAP/ECA short extension guidelines for students and convenors. Benchmark for each. We have a new dean. Invited to Dean-GM-Directors meeting on Monday. Not invited to each, invited on request. CEC has been restructured now with 3 subcommittees. Seeing if we can get club representation. Reaching out to ESA and CSSA to see if they're interested. Will expand the others based on interest. 1110 . advice from anusa

lawyers that it was discriminatory. Liability from the lack of oversight of courses. Predominantly an oversight group rather than a development group. If courses are doing bad things, how do we make them not do bad things. We do have a seat on the programs subcommittee of the CEC. The structure of the CEC is fundamentally changing in our college. Most schools have a curriculum development committee. We are invited to all of those. That's a lot of meetings; 6 schools. Because we have those and expected to attend, we want to be able to appoint people instead. Having an informal school representative role. NTEU dispute with payment. Don't know the exact number, but there has been a substantial number, \$10ks .

Thalia: MSI HDR reps were picked including Thalia, not entirely clear how they were picked. In some colleges you can apply the same things across an entire college . At CSS there is an entire school that doesn't need Ethics training: MSI. There is no ethics in representation theory. There are ethics in how you act as a person and researcher, but none in the maths itself. Fenner has fieldwork, others don't. How to recruit more HDR students. We have tiny recruitment numbers and need more domestic HDR students to be coming in.

Riley: Powerful role in the education experience of our students. There was an external review into COMP1110. Currently planning to run an event for all of the clubs within the CSS. most unis give course credits for participation in rocketry and solar racing etc, at ANU they even have to beg for existence. Fenner School Society has started up again. Would be good to organise a career fair etc. Hoping to use some of the college rep budget.

Thalia: The way they are trying to make some things transdisciplinary is fascinating and flawed.

Michael: what kind of fieldwork does Fenner do? Is it local?

Thalia: Not always local. Various. Sometimes to Jervis Bay.

Keira: Domestic enrolments in PhD programs are very low. Often less than scholarships available. The HDRC is trying to solve this. Broad issue.

## **Item 5: Discussion Items**

### **Discussion 5.1: College 'teaching practice standards'.**

I have been working with the Disabilities Students' Association in the last couple of months in relation to accessibility and the removal of specific adjustments within EAPs. The Accessibility team gave us the justification that removal of these adjustments was because they are already in line with teaching practice standards, which allegedly differ from college-to-college. This is problematic because it a) assumes that anything labelled as 'best practice' under standards is automatically implemented, when we know this isn't the case due to lack of mandatory staff training/consistent policy, and b) disregards the relevance such adjustments have specifically to disabled students.

Raising this as a discussion item to see if any representatives are aware of such teaching practice standards across the colleges (or as a general standard as well). The best I could find was ANU Learning and Teaching Strategy Goals (see here); this could be what was being referred to, but even if it was, I am unsure of where any explanation as to staff requirements for EAP implementation would fall. Goal 10 seems most relevant to me. ANU

of course has its Code of Conduct, but other than these documents, I am unaware of any college standard teaching practices.

Submitted by: Aurora Neumann

Aurora: A large justification for removal was that ANU policy says that this should already be included in the way that course convenors deliver their teaching, and that colleges have specific teaching practice standards. ANU's argument is that it does not need to be in EAPs because it is already being implemented. Couldn't find any specific college teaching practice standards & policy. Isolated best practices.

Keira: Have never heard anything, and know from people who have tutored.

Thalia: They don't act like they have this.

Aurora: We were confused when Accessibility justified behaviour with something seemingly non-existent.

Riley: Ann - Research fellow of CSS on UDL. Vague provisions at an ANU-wide level that say what is best practice. It is never implemented. None at a college level. Tutors barely get paid. Pushing for UDL now is going to basically have no impact on students, as it's 7 levels of separation away from .

Aurora: Disability Action Plan had basically no mention of UDL.

### **Discussion 5.2: Early timetabling for low-SES students**

The idea of opening timetabling system for low-SES students was raised to me by one of the college reps a few weeks ago, and I thought it was a really strong idea. The rationale behind this was that low-SES students often rely on working part/full time alongside University, so a flexible schedule that accommodates the necessity of working is imperative. Opening timetabling early would allow for a more equitable process than we have now. Whilst I think this is something to think about, potential issue areas I see include how we would define 'low-SES student', how students would apply for this (and how their applications would be handled in terms of workload and confidentiality), and alternative factors like fairness to non-low SES students. Keen for discussion among representatives as to how this could logistically look!

Submitted by: Aurora Neumann

Aurora: Idea is to give greater flexibility.

Chith: If all the tutorials for their courses are during work hours, then this is not going to help.

Aurora: How do we define low-SES and who handles processing of applications etc.

Jess: Is early timetabling an EAP adjustment?

Aurora: Yes.

Jess: So could we just handle this?

Aurora: Maybe. You don't want to increase staff pressure by opening late-night tutorials when staff are so burnt.

Thalia: A lot of low-SES students may choose not to self-identify for a boost they feel is a hand-out. Also issues with high-SES who are fully self-funding their own lifestyle. This will not capture working students necessarily. Will only capture a subset of an audience that needs it. Better to capture high-degree working students than low-SES.

Riley: Working students' adjustments. Contradiction between reasonable adjustments and uni being a priority. A more general system to accommodate working students. UDL-related. More formal way of requesting a different tutorial slot, marking days off.

Thalia: UG and PGC students who are also tutors don't get tutoring allocations until the second week of semester. This can be an issue when they're students at the same time.

### **Discussion 5.3: Decentralising support teams**

Following Renew ANU, college support teams are in the process of being centralised into 'Student Support Hubs' Under the new model, the college-based teams students know will be absorbed into a centralised "Student Engagement and Academic Management" (SEAM) unit. The final implementation plan released on 5 December confirms 430 positions under the DVCA, with the originally proposed 93 disestablishments reduced to 72. But even with 14 staff reallocated, it is unclear how such a small number can replace the depth, breadth, and quality of support previously provided by specialised college teams.

This is something I am concerned about; I am raising this as a discussion item for two reasons. I would love to discuss with all representatives:

- a) If/what changes you have begun to see in your colleges so far surrounding this centralisation.
- b) The idea of a structured ANUSA academic support event, which would run like an informal study session mixed with a 'meet your representatives' kind of vibe to bridge the gap between students and ANUSA, and also step up to provide more nuanced/specialised support where the University is failing to. Even a good opportunity to hear student concerns and create an academic community.

Submitted by: Aurora Neumann

Aurora: We have talked about this. Throughout the meeting. Just wanted to flag. If something specific to your college comes up, or you notice gaps in support, please flag it.

Charley: Please continue to point issues out to the university.

For further discussion.

### **Discussion 5.4: Face-to-face teaching and on-campus learning expectations.**

Something I think will be a topic of discussion this year is student experience in the classroom. This differs significantly and is often the result of inconsistent practice and policy across colleges; it is also something that has been raised at the Learning and Teaching Committee (LTC) by the CBE ADE as an area of focus.

There is a staff awareness that absence of clear guidelines leads to uneven student experience – the idea raised was that there should be a minimum ‘set expectation’ across each delivery mode.

- For example, looking at the domestic postgraduate cohort, our university has no strategy; online options are a necessity for this space.
- Undergraduate and international cohorts = have to have on-campus experience.

The LTC floated the idea of creating a ‘teaching and learning standard’ (same term I used above that I couldn’t find – I am aware this is confusing and apologise!), one that was something staff have to comply with.

To do this, they want to begin forming a working group to structure such expectations and get an idea of what different student cohorts in different colleges want; we need student reps for this! Am thinking this could either be something college reps can do, or we can put out a call – up to discussion for the EDC, and something I can follow up on next LTC.

Submitted by: Aurora Neumann

Aurora: LTC floated the idea of creating a teaching and learning standard. Provide something that staff can comply with to understand what student experience should look like across multiple modes of delivery. A working party has been formed from LTC, and will likely want student representation from each college. If you have time or capacity please respond when this is flagged on Slack.

#### **Discussion 5.5:** Recurring high-level meetings

I had a meeting with the Pro Vice Chancellor for Teaching and Learning Merryn. She expressed desire to organize a monthly meeting with all ANUSA college representatives to understand what the major issues are across the university. Obviously, such organizations are Aurora's domain. I would like to know what all your opinions on:

- What are all your opinions on organizing a recurring meeting at this higher-level?
- Do you think such higher-level meetings have potential to move our shared goals?

We are all already invited to the Inclusive Communities Student Forum, which is focused more on student wellbeing, not academic quality assurance. There is a possibility of expanding such a recurring meeting into an academic-focused forum within ANU, too.

Submitted by: Riley Swinson

Riley:

Aurora: Monthly probably too common. Almost everyone here is a volunteer and that would be too hard to coordinate with everyone’s workload. Also more valuable if spaced out. Twice-semesterly?

Riley: Perhaps to be organised with people grouped by college.

Thalia: Perhaps monthly with not everyone attending.

Aurora: Likely to have people passing the message to each other. Merryn is in an interim role, gives her more flexibility on engaging with us

Noah: Agree with once a term. Having further into the term so there's an opportunity to first hear and see what's gone wrong, so you can change things.

Charley: Who else?

Riley: Joan. Maybe someone from Accessibility.

Riley: Idea is to be able to escalate.

**Item 6: Any other business**

**Item 7: Date of next meeting and close**

Close of meeting at 8:37pm.

The next meeting of the EDC (EDC 2; March meeting) is scheduled for 6:15pm on 26 March in Marie Reay 5.02.

## References

[Reference A] - President's Report

[Reference B] - Vice President's Report

# [Reference C] - Education Officer's Report

## Education Officer Report – EDC1

26/02/2026

Hi guys! So excited to welcome you to the first EDC of 2026 – we are going to do so many good things this year. As Education Officer I lead the EDC and aim to guide college reps, helping you guys with any projects you wish to fulfill or problems that arise. If you have any questions, you can reach me at my email, sa.education@anu.edu.au, or through messenger/Slack. 😊

Most of this report is taken from SRC (can read full at [SRC1 Report.docx](#)), but here are the most important parts I think are relevant to the EDC.

### **The 2026 Education Committee (Ed-Com)**

One of the responsibilities of the Education Officer is to lead and organise ANUSA's Education Committee (more commonly known as Ed-Com). Following an unfortunately inactive year in 2025, building Ed-Com as an engaged, organising community space within ANUSA is one of my priorities this year. I met with each of my appointed co-convenors to talk about 2026, what it would look like and what role Ed-Com will play as an organising space.

Ed-Com didn't have any established platform for engaging with students (other than creation of a Facebook group through ANUSA – and let's be real, not many people use FB religiously). So, I launched Ed-Com's Instagram in January as an updated and accessible platform to keep students updated about campaigns and meeting times (@edcomanusa!). I designed a new logo for Ed-Com to build this recognisability and have started utilising the Instagram. Alongside building a social media platform, I printed 4,000 stickers with our logo and socials address to include in ANUSA O-Week welcome packs and increase engagement from new and returning students.

Ed-Com has three primary focus areas for the year. They include pushing the ANU to divest from weapons companies, particularly those 'short-term' (i.e., less than three years) investments that directly violate the university's socially responsible investment policy. Another focus area centres on ECA and EAP reform, making our university's processes more accessible, student-centric, and less burdensome to navigate. The final focus area relates to addressing and pushing against the impacts of Renew ANU, particularly in terms of centralisation and loss of quality education the ANU should stand for.

### **Accessibility**

Across December-January, I've been working closely with the DSA co-officers Ashleigh and Taryn to address issues in accessibility and education. The ANU released its Disability Action Plan (DAP) for 2026-2028 on the 2<sup>nd</sup> of December, which was insufficient in terms of content and disability inclusion in learning and teaching, had minimal reference to universal design for learning principles the university claims to promote, and lacked any meaningful form of student consultation. I have had ongoing communication, along with DSA, with the Diversity, Equity and Inclusion Team (and PVCLT) to address this; the consultation period was pushed forward a week – massive shoutout DSA.

Earlier this month students may have noticed changes to their EAPs, with some adjustments (such as the 'Assignments/Coursework/Research Inclusive Teaching' note) removed from letters. Students were not told about these changes, including myself and the DSA. We have been in communication

with the head of Accessibility to push for better consultation and consideration of students, and requested a comprehensive list of all adjustments removed and reasoning.

I have also developed a 'waiting period protocol' for new students who apply for EAPs and face delays. The DSA and I have written an email template for students to share with course convenors to limit the burden of self-advocacy so many disabled students often face, which will be published at the end of this week in the ANUSA Newsletter.

### **Committees**

I have attended two Learning and Teaching Committees (LTC) since the start of my term. An AI working group is going to come out of LTC, along with the hopeful continuation of the ECA Working Group, which I have followed up on. I have also started the year by immediately continuing the work on simple extensions. I brought this to ADEs and the LTC, advocating for the importance of such flexibility; three calendar day simple extensions are in the process of being trialled in a few courses for Semester One; I will keep the SRC updated as to progress on this.

Held the first Academic Management Committee (AMC) earlier this week.

### **Miscellaneous**

- Have been assisting the GenSec with filling casual vacancies among college representatives, have shortlisted our candidate list and will be conducting interviews in the coming week.
- I wrote (along with UGCO Chith) training materials for college rep training and ran the session.
- I have coordinated all the 2026 meetings for the Academic Management Committee.
- Am in the process of setting up structured 'ANUSA Academic Support Sessions' alongside the EDC to support students in light of centralisation and increasing engagement with ANUSA's academic services.
- Published a student survey (alongside consultation with the EDC) about lack of University policy surrounding AI guidance and disproportionate punishment of students.

## [Reference D] - General Secretary's Report

Hi all, I'm Malakai, and I'm happy to be your ANUSA General Secretary for 2025-26. I don't have a particularly large academic advocacy role in this organisation, and I don't have anything to add to my SRC 1 report ( [📄 Agenda - ANUSA SRC 1 2026](#) ) at this time. Thanks, and here's to a great year of quorate EDC meetings!

# [Reference F] - Undergraduate Coursework Officer's Report

## 1. AQAC

I attended AQAC 1/2026 on 12 February.

Some interesting matters dealt with follow:

- Discussion on strengthening AQAC as an institution of scrutiny and oversight.
- **Course disestablishments:**
  - Courses are “automatically” disestablished if they are not run in 3 years and no justification for retaining them is provided by the relevant ADE. A number of courses were disestablished in this manner, largely from the CASS (19), CLGP (17), and CBE (24). I recommend college representatives to ask which courses are due, in future, to go down this path and get an explanation from the CEC as to why that is so.
  - At AQAC, the primary reason provided for a course not running is resourcing. This is where there is no staff with capacity capable of teaching a subject (e.g., a staff member has been diverted from teaching due to the receipt of a research grant).
  - There was a discussion about “hiding” courses from students where a college wishes to run them in the longer-term so that students are not misled by representations on course offerings, and a course does not need to be cut and re-established in a relatively short time-frame.
- **Plan, track, and check software incoming**
  - Students can plan and check progress about degree completion.
  - Students may be able to save a course by planning it because ANU gets data showing that students want to take a course, meaning it may reach critical mass for viability.
- **CANVAS grading errors**
  - MATH2031 incident report.
  - New system for manual cross-checking of a sample to see if methodological error exists suggested. College representative, please keep an eye out for any such grading errors (i.e., of final grades) and let me know if it occurs in your college.
- **BYOD exams**
  - The interim registrar noted that discussions on implementing BYOD exams are “progressing”. I shall try to meet with her to get more information on this point.
  - My intention on this point is to ensure that the policy is fit for purpose, is in the best interests of students, and that it does not compromise the quality and integrity expected of student output.

- **Other matters**

- The introduction of a “KU” grade for courses which run over a Semester.

## 2. Meetings

I had a meeting with the CSS ADE Prof. Penny Kyburz. It was largely an introductory meeting.

- **Centralisation**

- Characterised as a big change. She spoke both about its opportunity (i.e., in terms of learning from other colleges) and challenges.
- There is a challenge in dealing with administrative support for courses or programs with external accreditation in a centralised model. I note this further below. She spoke of plans to eventually have a central accreditation team.

- **AI**

- She said that, institutionally, “we are behind”.
- There is progress towards university-wide guidance. My concern with this is how it fits among a diverse range of subjects. For example, while AI use is standard practice in many technology-focused fields, it is heavily regulated and restricted in law, and is taboo in the fine arts. Conversely, the risk of college- or course-level rules is that students may get caught in a web of complex rules.
- She spoke of, and I quite liked, the idea of a few levels of policies, almost like a Matryoshka doll in generality: the university sets the “lowest-common denominator”, colleges are more specific, and courses are most specific, but it essentially does not conflict, and is intuitive because it is part of just one framework.

- **Other matters**

- She spoke highly of the ANUSA College Reps.

I have been busy, and so have the ADEs, so it has been hard to meet most of them, but I have upcoming meetings with the CLGP ADE As Prof. Wayne Morgan, CASS ADE As Prof Sverre Molland, and CBE ADE Dr Dana Hanna. I will try to meet with the interim registrar to follow up on BYOD exams. *I would also like to meet with each group of college representatives, so please email me some times if you are free in the next few weeks.*

## 3. Other matters

Centralisation of support staff is a *huge* change, and a *big* problem.

- The risk and detriment to students and staff is clear and obvious.

- **Degrees**

- For programs and courses which have external accreditation (e.g., law or actuarial studies) the lack of a specialised support staff **may** risk their accreditation. For those college representatives who have these programs and courses in their colleges, I recommend doing some research on this risk, and following up with program-focused groups (e.g., the LSS) and the ADEs.

If you have any questions or concerns, or if you would like to discuss anything within the purview of my role, please reach out to me at [sa.undergraduate@anu.edu.au](mailto:sa.undergraduate@anu.edu.au).

# [Reference G] - Postgraduate Coursework Officer's Report

**Kamal Hassan**

## **Introduction**

I'm Kamal, your Postgraduate Coursework Officer for 2026. It's been a strong start to the year with both committee engagement at the institutional level and significant postgraduate community-building during O-Week.

## **Committee Representation**

I currently sit on three ANU academic governance bodies:

### **1. Academic Quality Assurance Committee (AQAC)**

AQAC monitors, advises and provides assurance to Academic Board on the quality of educational programs and activities across the University.

Key themes discussed so far include:

- The development of university-wide AI policy and assessment integrity frameworks
- Broader concerns around ANU's academic reputation
- Slow domestic postgraduate enrolments and continued challenges with international student recruitment

Discussions have centred around maintaining teaching standards while navigating financial pressures and sector-wide uncertainty.

### **2. Academic Board**

Academic Board is ANU's principal academic authority, overseeing academic standards, policies and program quality.

These conversations are closely tied to long-term academic sustainability and quality assurance.

### **3. Learning & Teaching Committee**

This committee focuses specifically on teaching quality, curriculum design, assessment reform and student experience.

AI usage in coursework, clarity of assessment design, and maintaining academic integrity while adapting to new technologies have been recurring topics.

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## **Postgraduate Engagement & Community**

O-Week was a major success. We ran five dedicated postgraduate events:

- Postgraduate Welcome Night
- Nachos & Networking
- Pro Tips Panel
- Wine & Cheese Night
- Coffee Catch-Up

All events saw strong turnout and, importantly, cross-college interaction. There is early evidence of a stronger postgraduate identity forming across colleges rather than remaining siloed.

To sustain this momentum, we have launched an official ANUSA Postgraduate Facebook community. Ongoing efforts are underway to increase awareness and encourage participation, with the goal of creating a consistent and accessible communication channel for postgraduate students.

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**Advocacy & Focus Areas**

Moving forward, key priorities include:

- Monitoring AI policy development and ensuring student input
- Addressing transparency in assessment practices
- Strengthening postgraduate awareness of ANUSA support services
- Continuing to build a cohesive postgraduate community

I look forward to working collaboratively across portfolios and colleges to ensure postgraduate coursework students remain visible in institutional decision-making.

## [Reference H] - HDR Officer's Report

Keira Mullan

Over the last couple of months, I have been settling into my role and getting familiar with the various committees and working groups I will be a part of.

In January Charley, Malakai, Kamal and I met to discuss the new Postgraduate and Research Network which will begin this year. We discussed what the network should do—that it should be a place for the PGC Officer and HDR Officer to hear from a diverse group of postgraduates. We decided to hold student consultation sessions in week 3 and elections in week 6.

Earlier this month I attended the Research Skills Working group. The goal of the group is to develop a proposal for the HDR skills training strategic plan to be recommended to the HDR Committee. We discussed ethics, fieldwork, statistical training and AI. I raised issues particularly around the fact that the ethics system at ANU encourages you to view ethics as a bureaucratic task you must complete in the first year of your candidature rather than being about training ethical researchers who reflect on the implications of their research throughout their programs. I recommended that there be some ongoing ethics process as part of the PhD program and that ANU should consider bringing in positionality statements as a required part of theses (as other universities, such as University of Hawai'i, require). I also raised the lack of mental health support in the field, something which has been raised many times.

During O-Week I organised an event in collaboration with the NTEU to inform postgrads about their casual rights. Many postgrads work as casuals and with the university sector's history of underpaying casual workers it's important that they know what their rights are. The event was well attended (around 30 people), and we discussed issues to do with rolled-up rates, insufficient marking hours and delayed contracts. Chris Dyer (NTEU organiser) and I plan to put on another similar event at the HDR Induction in April if possible.

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

## CASS UG - Liv Bradshaw & Oscar Greenfield

### 1. Handover from Aurora Neumann and Chith Weliamuna

Oscar, Noah, and I attended a handover with Aurora and Chith on the 23rd of October, 2025. We went through the handover document they had written for us and got an idea of the role and what we should do to start the year. Since returning from the break, we have planned to meet and discuss the direction we would like to take this year.

### 2. Meetings

In November (19/11/25), we had an introductory meeting with Sverre (the CASS ADE for Education) and Claire (the CASS ADE for Student Experience) over Zoom. This gave us a chance to meet them, chat about the college, and establish a relationship that we hope to continue over this year.

### 3. Introduction at the CASS Students' Welcome Event

I (Liv) represented the CASS Reps at the Students' Welcome for CASS during O-week. I organised this with Monty O'Neill, a Student Advisor in the CASS Students Office, at the end of January. It was a pleasure to see all of the keen new students and to introduce our role and how we can help them. I spoke for roughly 3-4 minutes, just covering the basic roles of ANUSA and College Representatives, as well as plugging our Instagram (very successfully I might add, we had a lot of new followers after that session). I wasn't able to stick around until the end, but I spoke to the student body about running a coffee catch up in the near future so they could have a chance to meet us and ask any questions they may have.

### 4. First CEC of the Year

I (Oscar) attended the first CASS CEC via Zoom on Friday 13 February. The following items were discussed at the meeting:

- **Continued pressure from ANU to consolidate courses.** Even though staff expressed satisfaction that RenewANU had not been fully implemented, they noted that the university was looking at ways of "streamlining" course offerings, which members of the CEC noted would likely affect CASS offerings. However, in the meeting it was also mentioned that there would be no net changes to course numbers... watch this space ig?
- **Mentions of changes to EAPs.** There was a mention that EAP processing would be moved from admin staff to clinically trained professionals. In my opinion, very positive and should move to a more personalised approach to EAPs.
- **Changes to CASS Student Office.** CASS Student Office will be moving, and will be colocated with the CSS (maybe?) office. Staff expect teething problems. HDR office will be moving to where CASS office is currently.
- **Staff still adapting to changes from RenewANU.** Staff expressed that due to changes in how certain roles function etc. that changes in how the college operate can be expected. Not too much detail at this stage.
- **Changes to AI policy.** ANU is keen for academic colleges to move from a prohibiting AI stance to one that accepts that students will use AI regardless.

Draft policy for CASS is being looked at, and semi-regular AI working group meetings will be commencing in the near future.

I'm of the opinion that we should be able to make progress within this group over the year, especially with the implementation of AI policy.

## CASS PG - Noah McMillan

### 1. Attend post-graduate events

In February attended a variety of O-Week Postgraduate events, including 'Wine and Cheese' night; speaking on the 'Post-grad pro-tips' panel; and attending the Post-Grad Coffee Catch-up. 'Wine and Cheese' night was relatively successful with a sense of community being built at different events throughout the week and being carried through to the coffee catch-up. Students generally preferred the wine and cheese night and coffee catch-up over the 'Nacho night' and post-grad pro-tips. Students were looking for opportunities to make new friends and potential study partners in similar or related fields.

### 2. Postgraduate spaces and community

At this stage many of the issues being raised were about the spaces and community for postgraduate gathering and participation. I have raised this matter informally with several people in the Union and am keen to discuss this further with other Postgraduate representatives and HDR representatives.

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

CAP UG - Ella Gill & Darcy Oates

Hi everyone! Our names are Ella Gill and Darcy Oates, and we are super excited to be your 2026 CAP Undergraduate Representatives. We will be working closely with the College of Asia and the Pacific to best represent our students and ensure that their educational experience is the best it can be.

### Updates:

- We've spoken to incoming undergraduates at the College of Asia and the Pacific Introductory Session.
- Organised meetings for the coming days with the Manager of Education and the Associate Dean of Education.
- ANU is launching a new AI Literacy Course for staff and students. Will involve 4 hours of online course modules, but participants will garner an online certificate when completed. CAP will participate and promote.
- Accessibility features for students have been simplified on the Student Access Portal with one visit needed instead of pre-registration. Assists significantly and lessens strained on student services.
- Discussed a CAP-wide Club Event to showcase student language, cultural and course societies.

CAP PG - Ajit Singh

**To:** sa.gensec@anu.edu.au

**Subject:** CAP Postgraduate Rep — Weekly Report (Week 1: 16–23 Feb 2026)

**College:** College of Asia and the Pacific

**University:** Australian National University

**Submitted by:** Ajit — Postgraduate Representative, CAP

**Date:** 23/02/2026

## **1. One-line summary**

Attended College of Asia and Pacific orientation, represented CAP at ANUSA O-Week postgrad events (including a panel appearance), and started outreach to collect early issues and contacts.

## **2. Activities / engagement this week**

- Delivered a short introduction as CAP Postgraduate Representative at the CAP orientation (outlined role, R.A.V. line, and how to contact me).
- Attended ANUSA postgraduate O-Week events: Postgrad Welcome (16 Feb), Postgrad Networking & Nachos (17 Feb), Postgrad Pro-tips panel (18 Feb) : attended as a panelist, Wine & Cheese Night (19 Feb) and Ramadan / Biryani & Henna event (19 Feb).
- Conducted one-to-one and small-group outreach across the events, encouraged students to book consults with lecturers and supervisors and to use peer feedback before essay submissions.
- Promoted the proposed weekly “writing drop-in” to attendees and collected initial interest/contact details.

## **3. Key issues raised by postgraduates**

- Course enrolment / full tutorials and waitlist problems whereby multiple students reported being unable to enrol.
- Adjustment from India’s exam/rote style to ANU’s research-intensive expectations (students expressed uncertainty about research/writing expectations).
- Low awareness of available academic support (writing help, peer review, supervisor meetings).

## **4. Actions taken / outcomes**

- Advised students individually to book lecturer/supervisor appointments for research and assignment guidance and demonstrated how to request consultations.
- Shared concise Canvas/Wattle navigation tips and where to find key resources.
- Proposed a regular postgraduate writing drop-in (peer review + short Canvas walkthrough) and began recruiting senior postgrads to support sessions.
- Logged enrolment pressure as an issue to escalate to CAP admin and Course Convenors.

## **5. Planned actions / priorities for next week**

- Planning to run a postgraduate writing drop-in session aimed at helping postgraduates strengthen their academic writing skills and better understand research expectations at ANU.

## **6. Support required / requests**

- Support from CAP to secure a suitable space to host a postgraduate academic writing drop-in session.
- Guidance on appropriate channels to promote the session to CAP postgraduates.
- Clarification on the appropriate administrative contact for escalating recurring enrolment and capacity issues.

## **7. Meetings attended**

- CAP Postgraduate Orientation — delivered intro and collected contacts.
- ANUSA Postgraduate O-Week events (attended multiple sessions; served as panelist at Postgrad Protips).

## **Attachments / links**

- Attached: Image from the CAP Postgraduate Orientation where I delivered my representative address, and image from the ANUSA Postgrad Pro-tips session where I participated as a panellist.  
<https://drive.google.com/file/d/1fgsdCP12thQa-LiSODdUOY1eu9TyAKWX/view?usp=drivesdk>  
<https://drive.google.com/file/d/1LbFg1qpAcZCW-3kpme7EP1woh8EGG8SH/view?usp=drivesdk>
- Additional images from other O-Week events attended can be provided upon request.

### **Sign-off**

Ajit

Postgraduate Representative — College of Asia and the Pacific

CAP HDR - Michael Lambropoulos

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

### CBE UG - Dylan Ek

Monday 23rd Feb attended the CBE Education Committee

Issues discussed:

- Changing pre-requisite of courses
- Amendments to course descriptions

Raised implementation of flexible submission periods (FSP) to course convenors

- Many seemed happy to provide FSP, with discretion towards nature of assessment task
- Requires further discussion - admin issues appear to be the biggest barrier

Moving Forward:

- Working more closely to implement these FSPs
- Attend CBE & Info Market event on 25th Wednesday

### CBE PG - Yiming Cai

The key initiatives and engagements for this semester are centred around strengthening communication between postgraduate students and the College, enhancing representation at major events, and ensuring that postgraduate voices are effectively reflected in CBE decision-making spaces. The updates for this period are as follows:

Meeting with Associate Dean (Education): I will be meeting with Dana Hanna, Associate Dean (Education), College of Business and Economics. The purpose of this meeting is to discuss current postgraduate student concerns, academic experience, and potential areas of improvement within coursework programs. Continued engagement at this level ensures that postgraduate perspectives are directly communicated to the College leadership.

Collaboration with CBE Undergraduate Representatives: I will also be meeting with Dylan Ek (the CBE Undergraduate Representative) to strengthen collaboration between undergraduate and postgraduate representatives. This aims to promote alignment on shared academic matters, improve information flow, and foster a more unified student representation structure within CBE.

Participation in Welcome to CBE & Info Market (Semester 1, 2026): On Wednesday 25 February, I will be attending the Welcome to CBE and Info Market held at the gardens behind CBE Building 26C, Kingsley Street. This event serves as an important platform to welcome new and continuing students, introduce key services, and improve student awareness of available academic and extracurricular resources. Stall holders include CBE Student Services, CBE Careers and Student Employability, ANU Tax Clinic, ANU Sport, ANU Film Group and other university bodies. My attendance will focus on engaging with

postgraduate students, promoting support pathways, and encouraging early semester involvement.

CBE Education Committee (EDC) Meeting: This is a key governance space where academic policies, course structures, and student experience matters are discussed. Active participation ensures postgraduate concerns are raised and appropriately represented at the College level.

Support for ANUSA Market Day: I have assisted Australian National University Students' Association in completing the Market Day set-up and preparing event materials. This involvement supports broader student engagement initiatives and strengthens collaboration between CBE representation and ANUSA activities.

Looking ahead, I will continue ongoing discussions with Associate Dean (Education) and the Undergraduate Representatives next week to ensure sustained communication and collaborative advocacy.

Overall, the focus remains on proactive engagement, strengthening representation channels, and advocating for postgraduate academic interests within CBE.

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

COLGP UG - Jess Hayhoe & Lauren Hope-Johnstone

## 1. CEC Meeting

At the time of writing, we have not yet attended our first CEC. We reached out to the ADE, Wayne, to try to arrange a meeting before the CEC. He directed us instead to meet with the Education Director and we set up a time to meet on the 10th of March and she is interested in having regular meetings with us to discuss the agenda before the CEC meetings. We are hoping to revisit a meeting with Wayne after the first CEC.

## 2. Increasing Awareness

We have also looked into increasing awareness of the CLGP reps as a support to students. We are in the process of sending out a survey to gauge the concerns students have with their education and to make them aware of the ANUSA college reps.

We also wanted to introduce ourselves to the first years and reached out to the convenors of the two compulsory law courses, Torts and Foundations of Australian Law, to see if we would be able to introduce ourselves at the first lectures of the semester. While the convenor of FAL did not get back to us, the torts convenor let us introduce ourselves at the first lecture on Monday. We let the students know that if they have any concerns with their degree or experiences within the CLGP, they can reach out to us by email and we are happy to follow up.

The 2024 CoL rep reached out to Malakai, who kindly passed her on to us to arrange transfer of some social media pages which would help to increase awareness of the CLGP reps. Mitha was able to give us access to the ANU Law Textbook Exchange Facebook page. We are, however, currently having some issues getting access to the ANUSA College of Law Reps page

## 3. Collaboration with the LSS

We met with the President and Vice President of Education of the LSS on the 16th of February to discuss our policy for the year and potential collaboration between our clubs.

- We discussed interest in decentralising the enquiries office and agreed that it is a common interest of ours. There is also interest from the head of the law school who is interested in hearing poor experiences from students regarding the centralised enquiries office so that he can work to return a college specific enquiries team.

- We discussed the need for increased textbook accessibility. The equity vice president subsequently reached out to us to inform us that she is starting up a textbook loan scheme and has discounts with Lexis to purchase textbooks. They had some logistic concerns about where their library would be located so we discussed a potential ANUSA x LSS law textbook collaboration. We will get back to them after we discuss the textbook library here.
- We discussed expanding on the PAL sessions run by the LSS to help first years.
- We also discussed some of our other policies including accountability to SELT reviews, simple extensions, inclusion of other states in course design, mandatory content warnings, and face to face lectures. They were broadly supportive of this and keen to help if needed.

COLGP PG - Rifah Rasnia Purbita

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

COSM UG - Suriana Mamone

It's been quite a slow period, I've been overseas so unfortunately I haven't been able to actively engage pre commencement of the term.

1. I've answered some emails of student concerns regarding course enrollments and requirements.
2. Working towards meeting with the ANU med students society with ANUSA Clubs Officer to establish a possible collaboration/partnership.
3. Planning to meet with my new co rep when they are elected to discuss what further we can do to support students this year.
  - a. Will workshop a survey to send out to students in the College to see what their main concerns are and how the reps can better support them.
4. Also planning to meet with Aurora the Education Officer to discuss any new changes with the College, specifically with the flexi extension policy.

COSM PG - Jessica Prakash

### 1. One line summary

- Represented CoSM at ANUSA O-Week postgraduate events, proactively engaging students to gather feedback.

### 2. Activities

- Attended ANUSA postgraduate O-Week events: Postgrad Welcome (16 Feb), Postgrad Networking & Nachos (17 Feb), Postgrad Pro-tips panel (18 Feb) : attended as a panelist, Wine & Cheese Night (19 Feb) and Ramadan / Biryani & Henna event (19 Feb).

- Conducted small-group outreach across events, encouraging students to book appointments with supervisors for clarifying doubts, manage their time effectively, and engage with relevant societies to enhance knowledge in their respective fields.

### **3. Key issues raised by postgraduates**

- Observed low awareness of available academic support services, limited recognition of existing course-based communities, difficulty in identifying and connecting with peers within cohorts, and challenges in accessing and interpreting timetables.
- Engaged with the Mount Stromlo student representative and several PhD candidates regarding difficulties with bus schedule timings, and discussed potential short-term measures to mitigate the issue.

### **4. Actions taken**

- Delivered guidance on effectively navigating Canvas and identifying key academic resources. Further outlined best practices for using ANU Library services, including SuperSearch, and demonstrated how to access these platforms to maximise research efficiency.
- Advised the student representative to conduct a poll to accurately assess student interest in proposed adjustments to the Mount Stromlo bus schedule.

### **5. Planned actions**

- Plan to support proposed changes to the bus timetable based on demonstrated student interest and demand.

### **6. Support required**

- Requesting clarification on the correct procedure for escalating issues or formally supporting student representatives in relation to student matters.
- Ensuring that all students are made aware of the sessions being organized for
- CoSM postgraduates.

### **7. Meetings to be attended**

- I have received an email from the Science Curriculum office stating that a College Education Committee (CEC) meeting, agenda CEC 1/2026, is scheduled. The meeting invitation for 2nd March 2026 will be sent out shortly.

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

CSS UG - Riley Swinson & CSS HDR - Thalia Greinke

Thalia and I delivered an access and inclusion module as part of college-level convener training. The other modules were on compliance and Universal Design for Learning (UDL).

We are currently organising a collaborative event for all clubs within CSS.

### **College Education Committee Restructure**

Our CEC has spawned three sub-committees/groups: the Program Standing Committee (PSC) the Curriculum Review Group (CRG) and the TransDisciplinary Review Group (TDRG). We were consulted on student representation across these committees/groups, we determined that student representative presence is only required on the PSC, with open channels to raise things at CRG on an as-needed bases, and no need to attend TDRG as it is purely administrative. This whole CEC structure is on a trial basis for 2026.

### **New Associate Dean of Student Experience Role**

The Sub-Dean (Student Experience) position has been disestablished and replaced by an Associate Dean (Student Experience) (ADSE) role. As AD have their own committee, A corresponding ADSE committee is in the works. We are being consulted on its design and have been asked to attend.

### **Upcoming ADSE Accessibility Meeting**

The ADSE has requested a meeting to discuss accessibility within the college, particularly following up on my efforts to develop a guidance document for students and conveners outlining responsibilities and expectations regarding EAPs, ECAs, and short extensions. We are talking with and inviting the DSA to this meeting.

### **CSS School Representatives**

School representatives are moving forward on a year-long trial basis. These representatives will be volunteers of the association, nominated to attend school-level meetings and recognised as school representatives by their relevant school (this distinction is due to legal considerations regarding the responsibilities of an association representative). They will not hold their own email addresses; the point of contact for students within CSS remains the ANUSA college representatives.

The specific agreement varies by school, with the specifics still in negotiation, though representatives will generally hold three main responsibilities:

- Attending school-level curriculum development committees;
- Attending monthly or bi-monthly catch-up meetings with ANUSA representatives; and
- Engaging with and attending already-existing school-level course representative meetings, where Associate Directors (Education) permit.

The following positions represent the upper bound of school representative roles; final count will likely be fewer:

- SOCO, SOEN, MSI: 2 undergraduate, 1 masters
- SOCY: 1 masters
- CPAS: 1 honours student, 1 masters
- Fenner School: TBD

Diversity in representation will be considered in the selection process. Applications are being targeted for Weeks 3–4.

### **College EXEC Meeting Changes**

Our standing invitation to the College Executive meeting has changed under the new Dean. In its place, we have been invited to attend the weekly Dean–General Manager–Director catch-up meetings.

### **NTEU Casual Staff Underpayment Dispute and Impact on Students**

This dispute CSS is well underway, with many courses already having received a final resolution and admission of underpayment from ANU with notable subs backpay for CSAs. Watching to see how long this takes to process.

This is relevant to students as the college is now enforcing AQF+1 requirements (very inconsistently), which has caused significant issues for tutors this semester. While nominal contact hours remain mostly unchanged, the quality of delivery has been substantially reduced, up to a half (e.g. a lab is now half lab half drop-in). We are monitoring the impact of this on the student learning experience, though we expect it to be generally negative.

Overall the palpable dislike of the tutoring experience in some schools and the sub-par (and already admitted as non-compliant) training standards of some schools has a noticeable negative impact on the learning experience for students.

### **HDR School Reps**

Thalia met with the Associate Dean (HDR), Will Grant, who is working on an HDR version of school representatives. We will coordinate with him to ensure HDR students are covered; accordingly, our current proposal covers coursework students only (though we had initially intended to include HDR students).

Thalia is working to organise a guest speaker from the Order of Australia awarded for interdisciplinary engineering education.