



# MINUTES – ANUSA EDUCATION COUNCIL (EDC) 2 2026

Wednesday, 1 April 2026

5pm, Graneek Room (Chifley Library) and Zoom

Zoom Link:

<https://anu.zoom.us/j/3204206676?pwd=ICJrJwbrBkzN6ba6Fn6fCDVy6C6dmP.1>

Meeting opened at 5:08pm.

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

### 1.1 Acknowledgement of Country

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

### 1.2 Apologies

### 1.3 Acceptance of past minutes

That we accept **DRAFT Minutes - ANUSA EDC 1 2026** to be a true and accurate record of the last meeting.

Mover: Charley Ellwood

Seconder: Aurora Neumann

Accepted.

## **Item 2: Motions on notice**

### **Motion 2.1 - Creation of an "ANUSA - Student Academic Rights within Courses" guide**

#### Preamble

The inconsistent application of course-level academic policy across ANU colleges and schools has been raised by ANUSA for years, with few notable improvements from the University. Students regularly face confusion and disadvantage due to ambiguity in how

academic policies are interpreted and communicated at the course, school, and college level. This motion seeks to ensure that all students have access to a clear, plain-English summary of their minimum academic rights at a course level. It aims to be a convenient, authoritative, and ideally ANU-approved reference that students and class representatives can use in communication and self-advocacy with convenors, schools, colleges, and the broader University, without needing to navigate the body of ANU policy.

This de-ambiguification of ANU academic policy by distilling student rights into a communicable format and sharing it widely amongst students aims to be a proactive and practical starting point for ANUSA to address these longstanding issues.

Motion:

1. The EDC supports, and recommends to the SRC to adopt, as ANUSA policy, the creation of an "*ANUSA - Student Academic Rights within Courses*" guide as a concise and accessible summary of the course-level rights of students. This summary is scoped to policy and procedure governing the student experience within individual courses, and does not extend to degree planning, program-level requirements, or broader academic administration. It should address, including but not limited to, deadlines for submission, appeals pathways, university and union contacts, confidentiality requirements, and medical documentation requirements, as they relate to:
  - a. Short Extensions;
  - b. Extenuating Circumstances Applications (ECAs);
  - c. Education Access Plans (EAPs);
  - d. Coursework appeals;
  - e. Permissible and impermissible graded assessment items, including quizzes or marks otherwise distributed in-lecture;
  - f. Communication of coursework results, including viewing of exams and final assessment items;
  - g. Students rights for access to teaching materials, including lecture slides, recordings, labs, and any other relevant content; and,
  - h. Any other items which the EDC or the ANUSA Executive deem relevant.
2. The EDC encourages:
  - a. Direct collaboration with relevant ANU departments and staff in the production of this summary.
  - b. Submission of the "*ANUSA - Student Academic Rights within Courses*" for feedback and endorsement from relevant ANU bodies, such as the Learning and Teaching Committee, Academic Board, or other appropriate areas.
3. The EDC encourages the executive to dedicate attention and resources to the creation of the "*ANUSA - Student Academic Rights within Courses*."
4. The EDC notes the name "*ANUSA - Student Academic Rights within Courses*" is a working title and subject to change.

Mover: Riley Swinson  
Secunder: Jess Hayhoe

Riley: Outlines proposal. This is about student rights.

Jess: Importance of this being in plain language. University policy isn't always clear.

Q Lauren: Did you want to go into the specifics of college-specific rights, or just a

A Riley: An outline of universal rights. Maybe procedures are different depending on college, but rights are the same.

Q Yuri: Motion is mostly about assessment. Would this guide also be about rights on content?

A Riley: Yes. Let's do an amendment.

Students have a right for course material to be accessible and clear.

For (Thalia): Make sure we put in the policy references.

Amendment: Add clause (g) "Students rights for access to teaching materials, including lecture slides, recordings, labs, and any other relevant content; and,". Move (g) to be (h).  
Taken by the meeting as friendly.

Motion passes.

Malakai procedural to move all reports en bloc. Passes.

Malakai moves all reports. Charley seconds. Passes.

Malakai procedural to move into a committee of the whole. Passes.

### **Item 3: Executive Reports**

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

Postgraduate & Research Network Positive thoughts about the IVC. More transparency. A lot of work from Aurora in the EAP space. Working with DSA. University governance has been big in the media. Have been media representations from ANUSA to the ABC, and a broader statement. An opportunity to talk about what the sector needs.

Q Riley: Allegations re: conduct at Council.

A Charley: I don't comment on Council, here in a different capacity.

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

Work with Exec on advocacy, BKSS, but also the education side. Academic board. New college reps. AMC last week mostly spoke about Academic Board. Class rep training.

Learned some crazy things about convenors. Good attendance, Facebook group started, many questions.

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

New college reps. First EDC since. Centralisation of services. Asked Rebekah about this in a meeting with Exec, she said she would follow up and get back. Simple extensions being trialled in a couple of courses. First regular catchup between Merryn PVC L&T and some college reps. Hopefully it will be occurring regularly. AI policy, still trying to share survey. EAP appointments with accessibility late April. Way past mid-semester exams and there is no tangible support for students. They said you can submit a screenshot showing you're waiting for an appointment. Pretty much no chance course convenors will accept this as proper documentation. Also students are not sure of what adjustments they may be able to access. Expressed concern with this. The Uni is now communicating to students about what provisions they may be able to ask for.

Riley Q: Have you heard of the gossip about students being told by Accessibility case managers that EAPs will not continue past 2027?

Aurora A: Accessibility is moving into more of a case manager system. They're hiring OTs and others who can have 1:1 discussions, don't know about moving away from EAPs but know that the system is changing to be more personalised. Maybe this indicates EAPs will look different.

Charley A: Potentially an exaggerated extension of implementation of UDL.

Jess Q: What is UDL?

Aurora A: Universal design for learning. It's pretty good, but ANU talks about it as a thing in their design for education as optional, so it's not a replacement. Where there is centralisation affecting HDR degrees, convenors are doing work instead this is not going well.

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

Q Riley: what does presenting a proposal to the SRC actually look like?

A Malakai: No precedent, will likely be tabled under 'matters arising' or a similar item.

## **Item 4: Academic Officer Reports**

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

Apology.

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

ATEC 2 and AMC. Had a chat with DVC(E). She was very interested in engaging with the EDC. Postgraduate and research network IGM. Elected a chair and secretary. Moving forward with that. How to get postgraduate students more engaged with the Union and the University.

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

Apology.

### **Item 5: College Representative Reports**

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

Liv: Delivers report. Unsuccessful confrontation with a convenor about in-lecture assessments where the school of philosophy has held fast in them being completely acceptable. Can't speak on behalf of Sarah or Noah.

Lauren Q: With the no in-person lectures. Say they go through that process & schedule assessment at the same time and place as a lecture, is that allowed?

Aurora A: It's ANUSA's position that we disagree with in-lecture assessments.

Jess A: Coding it as a tutorial?

Aurora A: There's no ANU policy.

Thalia Q: ATSI graduate attributes. Easier in some colleges than others to implement this. There are issues with what can 'count' towards a degree.

Aurora A: University-wide part of their mission. Haven't heard much about it since being a college rep.

Malakai A: Experience with ASIA1030 first year was not great.

Thalia: ASTR1003 and ASTR1001.

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

Darcy: Inquiry from ACYA re: course reps for Chinese classes. This was not easy, it was sort of just going through different course codes and telling them to email convenors. Inquiry from School Manager of Coral Bell School organising an event for Japanese exchange students. Deputy Officer of ISD, president of ANU Japanese Society, helped out with this. We will organise a College of Asia Pacific fair for societies and adjacent organisations.

Ajit: Engaging with CAP postgrads around academic adjustments and navigating systems. New students are still adapting to ANU's expectations around essay writing and critical analysis. TurnItIn practice site before submission. Enrolment and tutorial capacity constraints - waitlists, communication with convenors. View to escalation if needed. Attended the ANU RED training on harmful behaviours and inclusive practices.

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

Yiming: Dylan & I attended CBE teaching awards. Discussed course convenors and tutors. Things are fine. Responsible for putting forward recommendations for awards. Dylan, Hannah & I had a meeting with CBE ADE. Discussed about the AI survey & graduation ceremonies.

Hannah: Had a meeting really recently with CBE Education Committee on the 30th. Talked again about the AI survey and talked about one of the complaints from a student re: EMATES8005 - AI voice generated lectures.

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

Jess: CEC. Discussion of AI declarations and Turnitin. Tutorials ending at about 8pm and so they cannot get IT support. Some new courses coming through regarding international law. Discussion of the student code of conduct. Sent in some feedback for AQAC on behalf of CLGP Reps re: plain language for escalation procedure. Law accreditation standards are being revised. There may be an issue with centralisation because of lack of central staff. Looks like we may already be compliant, which is good. They expressed a preference for providing assessment information in vague terms in the course page and details on class summary.

Lauren: One email concerning HECS debt and inflation. Especially for JD students. Received and raised complaints about low SELT scores, Content Warnings. Attended EdCom. LSS textbook swap. They have leftover textbooks & funding and are open to collaborating with ANUSA. Attended meeting with Merryn, mostly introductory.

Rifah: Is from Crawford School. Not in the Law School. Often less representation of issues. Many postgrad students are unsure of ANUSA and who/how they can reach out. Have tried to make connections with Postgrads from the non-Law COLGP schools. Have not yet had a chance to collaborate with the Law School. Some specialisation & course closures not mentioned before they had admitted postgrads who were looking forward to certain courses. Some specialisations. Lecture outlines not addressed properly. Even when feedback is given by the students. I didn't know how to communicate about that, but students are concerned about it. Some assessment weights improper; 70% weighting on final exam. Many students on scholarships including Australia Awards and Indonesia scholarships; have to balance a lot. WIL, internships, opportunities are a little less visible.

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

Suriana: Congrats to Yuri for their appointment. Unable to find a meeting time to actually meet in-person yet. Will happen after break. Discuss projects moving forward. Was tackling some issues with one of the mandatory courses in the health sciences medicine pathway degree: Indigenous Health course. Worked through it with Aurora. The convenor got worried after concerns were raised, and changed tack. Tried to accommodate many more students. If you miss more than 20% of your mandatory classes (including lectures and tutorials) then you can be failed. Is this true?

Aurora: Basically no. Cannot assess attendance, only can assess participation.

Suriana: The other lecturer for this course is a bit more understanding. Mandatory lectures are non-recorded. Need to discuss with Yuri whether to release a survey to the College.

Yuri: applied maths courses are taught by math professors but are a prereq for physics. It's much more confusing and different. Too many proofs. One-week recap in the physics courses of applied maths is better than the course itself. Looking to do a survey about this. Maybe introduce a physics convenor/scientist to the applied math course. Similar but less urgent complaints about lack of alignment in courses between other schools.

Thalia: Applied Math 1 and 2 courses have been broken since at least 2019. Various issues.

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

Riley: All colleges moving to Associate Dean Student Experience (ADSE) from having this as a sub-dean. Being consulted on this. We're on a lot of committees and it's good that there's a student voice but there's a lot of work. How to get other students engaged in these so it's not just on the Reps. Helping clubs to get engaged in advocacy spaces. 2 hour meeting to align goals and understanding. Then met with the new Dean. MSI has had a variety of undergrad and honour students come saying they're overworked. The hours required to pass a course are not aligned. Seems like college-level people don't know how centralisation will impact their accreditation. All Deans have asked to identify 5 'pain points' and proposed solutions. Potentially a lever we can all pull in respective colleges. Surprisingly not as awful as usual. Things in CSS seem to be getting better.

Mahalia: Still wrapping my head around the role. The only rep in the Fenner School. Not many people realise it is actually in CSS. Very disjointed and disconnected from the rest of the schools.

Mayukh: Great to have started. Nothing specific at the moment. As an international student, mostly engage with other international students. Student services. Feel stonewalled. Questions get generic answers. More often than not, a simple question can take weeks of correspondence. International Student awareness, often the case that I find myself referring questions to ANUSA. Many students don't understand there is mental health support and EAPs etc. Personally had ADHD, and struggled significantly with my first semester. Courses being reshuffled; ANU means we have to be reactive, do not have opportunity to be proactive. Had to drop initial specialisation because courses did not align with what I wanted to do.

Riley: Specific issues on courses being cut and moved around is especially bad in CSS right now not because of volume but because the processes for communications are terrible. Don't know if the CSS student services counter will stay open.

Thalia: CSS schools have a staff shortage. In RenewANU plans, CSS did not get hit by anything at all. Anything that *could* be cut had already been cut. Problematic convenors keep teaching because there is nobody else to teach the courses.

Thalia: Meeting of all HDR representatives. The general narrative was loneliness and facing the same problems as staff. Setting up coffee meetings. There is an issue on the social side of arts students at ANUSA HDR events that don't understand CSS theses, so cannot actually relate/have deep discussion. Don't like being lumped in with postgraduates because

of the differences between research and coursework. I tutor 2 courses a semester in physics, and reached out to Yuri. People falling behind and then extra work necessary for tutors in later courses.

## **Item 6: Discussion Items**

### **Discussion 6.1 - Meeting with DVC(E)**

After a brief conversation with the Deputy Vice Chancellor of Academics, Joan, she offered to meet with each portfolio of college representatives individually at a location of their choosing within their college to discuss what is and is not going well, with administrative support on room bookings and organizing meeting times directly from her office. The main intent is to hear, from a college-level or school-level systems-focused perspective within each college:

- What is going well, and should not be changed
- What is not going well, and needs to be changed

Thalia and I will certainly take her up on this offer for CSS reps. She made it clear she'd offer this to each portfolio of ANUSA college representatives, too.

If her and EDC find it helpful, it could become reoccurring (I suspect, at most, once a semester).

Of course, some of the support work here is up to Aurora.

I note we had our first meeting with the Pro Vice Chancellor of Academics, Merryn, last week. It is possible we could ask to merge these, though Joan seems to preference speaking to us reps at the college-level instead of all-at-once.

Two questions for EDC:

1. What is each set of representative's opinion on opening this as a communication channel we'd be interested in opening up?
2. Would we prefer to ask it be merged with our now-recurring meeting with Merryn (noting her appointment ends mid-semester-2)?

Discussion item brought by Riley Swinson.

Riley: Outlines proposal.

Aurora: No obligation to attend these meetings. Probably not worth attending together with other colleges. Reach out if you want help setting up these meetings.

Kamal: This is great. Not a frequent opportunity.

### **Item 7: Any other business**

Charley: Textbooks. We have \$45k-ish worth of textbooks from Harry Harthog. Not sure what to do with them. Have been having meetings with Suki (Gen Rep), Eleanor (GM). Trying to work out what to do with them. Unsure of logistically how it works to keep track of the books. Both to make sure that people are not taking them, and that we get the popular books back. Looking at getting this set up for Sem 2.

Thalia: Could put a limit on borrowing time. Could have a sign-out system for textbooks. Not track them explicitly but know who signed it out.

Lauren: Law textbook library has 2-day loans. Short day loans could be good.

Thalia: Talked to a bunch of people. Postgraduate & Research Network comms were not great.

Malakai: We did our best and communicated with EDC and via the mailing list, looking forward to communications getting better as it's run by postgrad & HDR students instead of by an undergrad!

Meeting closed at 6:48pm.

### **Item 8: Date of next meeting and close**

The next meeting of the EDC (EDC 3) is scheduled for 6:15pm on 29 April in Marie Reay 5.02.

# References

## [Reference A] - President's Report

### College Representatives

We had a record number of applicants for College Representative positions this year. I sat on the interview panel alongside Aurora and Stella, interviewing 26 applicants. All positions have now been filled and the new College Reps are being onboarded.. I am very much looking forward to the contributions they will make to the Education Council's work this year.

### Harry Hartog

As reported at SRC 1, the sudden closure of the Harry Hartog campus bookstore created a significant challenge for the textbook program and academic access for students. Since then, we have received almost \$30,000 worth of textbooks. We are now working with Admin, SAT, and Suki (GenRep) to develop a distribution model that reaches students as effectively as possible. More details will follow once a finalised approach is confirmed. If you would like to get involved in this work, please reach out.

### Postgraduate & HDR Academic Support

Supporting HDR and postgraduate students academically should be a real focus of ANUSA particularly post-parsa.

### Graduate House & Writing Programs

I met with students from Graduate House to discuss a range of potential academic support initiatives, including:

- Expanding Shut Up & Write sessions to better serve HDR students during high-pressure research periods.
- Adding writing retreats to provide deeper, more sustained academic writing support.
- Connecting PhD research to undergraduate audiences in residential communities.
- Other HDR-specific academic support mechanisms.

Given tight funding this year, I will be taking these proposals to the new Postgrad Research Network (PRN) for further discussion before exploring implementation pathways.

### Postgrad Research Network (PRN)

We ran two consultation sessions to inform the establishment of the new Postgrad Research Network. Thank you to Keira, Kamal, and Malakai for their exceptional work on this. The sessions generated a wealth of ideas and genuine enthusiasm from the HDR community. The PRN will hold its Inaugural General Meeting on 30 March and will serve as a key body for identifying and addressing the academic and research needs of postgraduate students going forward.

### Higher Education Funding & University Strategy

The ANUSA Executive recently met with the Interim Vice Chancellor. The meeting covered a range of matters with direct relevance to students' academic experience, including:

- The chronic underfunding of higher education in Australia and its impact on teaching quality, course availability, and student support.
- The university's recovery from RenewANU and the harms it caused to the academic community.
- Students' role in shaping the new ANU strategy.

It was a productive meeting, and I appreciated the IVC's willingness to engage seriously with these issues. An IVC Student Town Hall is also being held at which students can engage directly with the university's strategic direction. I strongly encourage EDC members to attend and to raise any academic concerns directly.

## **Disability, Accessibility & Academic Adjustments**

I recently met with the Deputy Vice Chancellor (Education), ITS, the Director of University Experience, and the Disability Students Association (DSA) to discuss a range of supports for students with disability. Issues raised included:

- Changes to Educational Access Plans (EAPs) and the impact on students relying on these adjustments.
- Convenors not complying with EAP requirements and breaking university policy.
- Broader accessibility gaps across campus.

A new working group is being established within the University Experience portfolio to address these issues directly. While this is a meaningful step forward, it does add another layer of bureaucracy and I will continue to push for concrete outcomes. The EDC should be aware of these issues as they are likely to be raised by students and College Reps throughout the year.

## **International Students & Academic Participation**

I supported the ISD with the release of a statement and co-signed a letter to Minister Burke expressing serious concern about the proposed visa fee increase. International students are already among the most financially vulnerable members of our community, and additional financial pressure has direct consequences for their capacity to engage fully in their academic studies. I also signed a letter to the Minister through the CAPA on this issue

## [Reference B] - Vice President's Report

Hi there! Link to my SRC report can be found here:

<https://docs.google.com/document/d/1qj0RScEUkJdo3bKdyfYZvu3EqISHGvJ96SNLwll3TyY/edit?usp=drivesdk>

Please refer to the 'Education' section, below the section on the BKSS, for all items relevant to EDC.

# [Reference C] - Education Officer's Report

## Education Officer Report – EDC2

Hi everyone! My name is Aurora (she/her) and I am the ANUSA Education Officer for 2026. Here is my report for EDC2 and everything I've been up to since EDC1.

### **College representative vacancies**

Coming into 2026 we had 8 college rep vacancies – over the last couple of weeks we have been interviewing applicants to fill these. We interviewed 26 candidates and have filled all college representative vacancies (with the exception of CBE HDR). This equated to 5.5 hours of interviews alongside Charley and Stella, and an in-depth review of all applications.

I have reached out to all of the college representative teams and successful candidates to begin the onboarding process so that teams can hit the ground running as soon as possible. A big thank you to the reps who sat in on their respective interviews as well, and to all those who applied!

### **Meetings**

The rest of the executive and I met with Interim VC Rebekah Brown to discuss University strategy and student representation; I asked Rebekah about Renew ANU's centralisation of student academic support services, and what timeframe students can expect to see these changes materialise. I am currently following up on this with the DVCE.

In terms of ADEs, I have met individually with CASS and CBE. I caught up with PVCLT Merryn; simple extensions are being trialled in a few courses, Merryn is investigating software to reduce staff burden of manually approving extensions, which should be compatible with Canvas (or any learning management system).

Last Friday we organised and ran the first regular catch-up between the PVCLT and ANUSA college representatives. This should facilitate ongoing dialogue and transparency between all academic reps and the PVCLT. Charley and I met with the ANU's Chief Financial Officer to get some background on the ANU's investments framework. We also sat in on a meeting with Accessibility, the DSA, ITS and DVCE to discuss accessibility and technology/facilitation.

I joined a CASS strategic 'round table' to discuss direction of the college and the ANU's opportunities (and obligations). Was very productive to be a student voice among academics. Also have started to get involved with the ANU Governance Project alongside Charley; discussing institutional governance reform from a student perspective has been highly insightful.

The only committee that has occurred since SRC1 is the second Academic Management Committee, which occurred earlier today.

### **AI Policy at ANU**

The role of AI at universities and in pedagogy is something that is being worked on by the Learning and Teaching Committee this year. To supplement discussions and policy making, I (alongside feedback from college representatives) made and shared a survey on the ANU's current academic processes in relation to AI usage, gathering student input as to which areas guidance is needed. Shared it through the ANUSA newsletter, have also reached out to individual college communications to get a broader reach. So far there has been general consensus that the biggest areas requiring guidance are what counts as misconduct, how to acknowledge/reference AI, and how to use AI for

proofreading/editing. Also an emphasis on a policy need for mutual transparency between convenors and students of AI use.

### **ANUSA Education Council**

We ran our first EDC meeting on the 26<sup>th</sup> of March – our second EDC is tomorrow evening. Items of discussion I raised with our college representatives included putting a call out for student reps for creating a university-wide ‘teaching and learning standard’ for teaching expectations, discussion about college-specific academic support teams changing, and the idea of opening early timetabling for low-SES students.

### **ANUSA Education Committee**

EdCom had its first meeting/event on the 10<sup>th</sup> of March, where we ran an introductory ‘crafternoon’ focussed on welcoming new members of our community with a hands-on activity linked to the launch of our weapons divestment campaign. We had about 15 in attendance and had some amazing conversations! We also made some great collaged posters which will serve as the visual basis of our campaign, hoping to poster them around campus soon. We made a messenger group chat to communicate updates, and I have since met with my co-convenors, Iz, Tyne and Lea, to discuss the path forward.

We had another meeting on the 23<sup>rd</sup> of March (at time of writing it hasn’t happened yet!), where we plan to start delegating tasks between research and social/communication categories to get some groundwork done. Each co-convenor and I will be leading different areas and covering different gaps – if you have any thoughts or want to contribute, reach out to my email or the EdCom socials account!

### **Timesheet**

I took a week of unpaid personal leave last week. Since the start of my term on December 1<sup>st</sup>, I have worked (at the time of writing this report) 308 official hours, which equates to 19.25 hours a week.

If you have any questions about what I’ve been working on or anything else, don’t hesitate to reach out to me at [sa.education@anu.edu.au](mailto:sa.education@anu.edu.au). 😊

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

Please refer to my SRC report. Sorry for the delay in getting this agenda out.

[Reference F] - Undergraduate Coursework Officer's Report

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

**Kamal Hassan**

## **Introduction**

Since the last EDC, my work has focused on postgraduate engagement, cross-portfolio collaboration, and continued representation at the institutional level.

## **Committee Representation**

I attended the first Academic Board meeting of the year, which sets the academic direction and standards of the University.

Key themes discussed included:

- Maintaining ANU's academic reputation in a changing higher education landscape
- Ongoing concerns around enrolment numbers and broader international student numbers

## **Postgraduate Research Network (PRN)**

I have been working closely with the Keira and Malakai on the development of the Postgraduate Research Network (PRN).

To support this, we held two postgraduate consultation sessions, which provided valuable feedback on:

- The structure and purpose of PRN
- How it can best represent postgraduate students
- Ways to build stronger engagement across postgraduate cohorts

I look forward to the Inaugural General Meeting (IGM) on 30 March, where the Chair and Secretary will be elected and PRN formally established. This is an important step in strengthening postgraduate representation and community at ANU.

## **Advocacy – 485 Visa Fee Increase**

I worked with the International Students' Department (ISD) in responding to the Federal Government's sudden decision to double the Temporary Graduate visa (Subclass 485) fee, which was announced and implemented on 1 March without prior notice.

We focused on:

- Highlighting the financial and wellbeing impact on international students
- Raising concerns about the lack of consultation and transparency
- Supporting broader sector responses, including engagement with national bodies

I also signed on the letter by Council of Australian Postgraduate Associations (CAPA) addressed to the Home Affairs Minister which shared the concerns and asked for reconsideration of the visa fee hike decision.

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

The last few weeks have involved slightly less ANUSA work from me as I've been busy preparing for a PhD milestone. One thing which I would like to report on though is the two Postgraduate and Research Network (PRN) consultations we held. We held one on Wednesday 11<sup>th</sup> and one on Tuesday 17<sup>th</sup>. Both of the sessions were fairly well attended. At the sessions we discussed what the PRN will be and some logistics involved in setting it up. We also brainstormed with the attendees what sort of support/services for postgrads they would want from their student union. Some similar themes emerged across the two sessions including:

- professional networking activities
- academic career support (e.g., mentorship opportunities involving senior students)
- more support for international students (including for finding work)
- research opportunities (e.g., student research conferences, talk shows)

We will produce a report summarising the results on the two consultation sessions to be presented at the PRN IGM on 30<sup>th</sup> March.

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

## CASS UG - Liv Bradshaw & Oscar Greenfield

### **1. Careers Fair Planning with SASS (Liv)**

I met with the Society for Arts and Social Sciences Executives Krishna, Scarlett, India, Petal, and Princess to begin planning for the CASS Careers Fair! We met on Saturday March 21 and discussed preliminaries of location, invited guests, activities, and funding. This will be a great opportunity to collaborate with SASS and provide CASS students with a fantastic resource for future career planning and networking.

### **2. CEC 2 (23/3) (Oscar)**

I attended the second College Education committee via Zoom. Most discussion at the meeting concerned operational changes to how staff update course descriptions on the university's website, and there has been a promise that the increased review of changes should make Programs and Courses more accurate. Other items of interest to students were:

#### **- New Pro Vice Chancellor (Academic Quality)**

Brief discussions about ensuring courses deliver good pedagogical outcomes for students, and to ensure continued compliance with the regulator.

#### **- Graduate Attributes (IP-GA)**

ANU has a goal that by 2030 all graduates should have studied at least one course that covered Aboriginal and Torres Strait Islander perspectives and knowledge on the subject matter. Discussed getting support for course convenors to have culturally appropriate material in their courses. CASS as a college is doing well, but it was noted that the university is behind on this goal. Was also noted that ANU has a habit of giving academic teams policies to implement without the tools to implement said policies.

#### **- Associate Dean of Student Experience**

As Noah has also mentioned, we had a chat with Dr Adam Masters (see PG CASS report for details). Adam is keen to work with us to make the college more student friendly. Mentioned in the CEC meeting. Also wants to advertise for people to contact CASS student experience if they are having substantial issues/hardship etc.

#### **- CASS Student Centre Changes**

The CASS student centre will be co-located with the CBE student desk from Monday 20 April, at a location in Kambri. The current CASS student email will still work, however it is likely a new one will be created at some point in the future... (details on this lowk scarce). Was noted that this centralisation may not be the best outcome for students, but this was something the university was really pushing for.

### **3. Regular and ad-hoc meetings**

The undergraduate reps and Noah had a meeting on Thursday 12 March. We're all trying to get a time every week or fortnight to meet in person and discuss our work. We're also planning to get another meeting with student experience to have a discussion around how in-lecture quizzes are bad and how we could go about changing this.

## CASS PG - Noah McMillan

1. Oscar and I recently met with Associate Dean (Student Experience) Dr Adam Masters to discuss the plans of the College and our plans as reps.
  - a. Discussed streamlining EAPs, particularly for larger classes
  - b. Discussed work/life/study balance and the different experiences of different students
  - c. Discussed including College Reps as a contact for any problems students are having in their classes
  - d. Discussed amplifying the student experience on campus, particularly with the experience and stress of the past year

## CASS HDR - Sarah Ward

1. Noah and I attended and participated in the Postgrad Research Network consultation. Key things that were raised include:
  - a. Mentoring
  - b. Study support
  - c. Clarity around the processes that will govern the PRN, and how it will report to ANUSA
  - d. Opportunities for dedicated Postgraduate Communications
  - e. More specific postgraduate event planning by ANUSA
  - f. Autonomous spaces for postgraduate students
  - g. Intake experience for students starting postgraduate studies

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

CAP UG - Ella Gill & Darcy Oates

CAP PG - Ajit Singh

## **1. Introduction**

Hi everyone, I'm Ajit, your CAP Postgraduate Representative for 2026. This report outlines ongoing engagement, student concerns, and representative actions undertaken since the previous EDC.

## **2. Engagement & Student Interaction**

- Continued engagement with CAP postgraduates following orientation, reinforcing awareness of representative support and escalation pathways for academic and administrative concerns.
- Provided targeted guidance to students on navigating academic expectations at ANU, particularly around research-based assignments and writing standards.
- Assisted students who were attending tutorials for the first time by clarifying expectations around participation, preparation, and academic discussion norms.
- Supported students considering mid-semester course changes by outlining appropriate processes and directing them to relevant academic advisors.

## **3. Key Issues Raised by Postgraduates**

- Ongoing enrolment and tutorial capacity issues — followed up with affected students and provided guidance on waitlists, course convenor communication, and alternative enrolment strategies.
- Continued challenges among international postgraduates adapting to research-intensive assessment — provided practical advice on structuring essays and approaching critical analysis.
- Students experiencing tutorials for the first time expressed uncertainty around participation expectations — provided guidance on tutorial engagement, preparation, and academic discussion norms.

- Students considering mid-semester course changes or program adjustments sought clarification — advised on appropriate processes, timelines, and consultation with academic advisors.
- Improved awareness of academic support resources — directed students toward lecturer consultations, peer-based feedback mechanisms, and the Turnitin Practice Site for draft review and academic integrity checks.

#### **4. Actions Taken / Outcomes**

- Advised students to proactively engage with lecturers and supervisors through consultations for assignment feedback, research direction, and course-related concerns.
- Provided targeted guidance on navigating Wattle/Canvas and accessing key academic resources relevant to coursework and assessments.
- Supported students in understanding tutorial expectations and participation norms, particularly for those unfamiliar with ANU's academic environment.
- Assisted students considering mid-semester course changes by outlining appropriate processes and directing them to relevant academic advisors.
- Guided students to utilise the Turnitin Practice Site (Sem 1, 2026) to independently review draft assignments, interpret similarity reports, and academic integrity before submission.
- Initiated planning for a postgraduate academic writing support initiative to address recurring challenges in research and essay writing.

#### **5. Priorities for the Semester**

- Enhance postgraduate understanding and utilisation of academic support resources within CAP.
- Continue monitoring and escalating enrolment and tutorial capacity issues where necessary.
- Establish structured support for postgraduate academic writing and research skill development.
- Strengthen engagement between CAP postgraduates and representative and advocacy structures within ANUSA.
- Explore organising a structured undergraduate–postgraduate networking initiative within CAP to foster academic collaboration, mentorship, and community engagement.

#### **6. Support Required / Requests**

- Support from CAP to secure a suitable space for a postgraduate academic writing support session.
- Guidance on effective communication channels to reach CAP postgraduate students at scale.
- Clarification on the appropriate administrative contact for escalating persistent enrolment and capacity-related issues.

## **7. CAPEC Agenda Review**

- Although I was unable to attend CAPEC #02/2026 on 16 March, I reviewed the agenda in preparation for future engagement. The main items included the LMS transition to Canvas, progress on program review recommendations, the 2026 program review for the Master of Asian and Pacific Studies (MANPS), and interim arrangements for class auditing in Semester 1 2026.

## **7. Training & Development / Initiative**

- Attended ANU Residential Experience training sessions on **Harmful Behaviours (IARC)** and **Advocacy & Inclusive Events (RED/IARC)**.
- Developed a clearer understanding of identifying, responding to, and preventing harmful behaviours, as well as promoting inclusive and safe student environments.
- Initiating the development of a **CAP-focused awareness resource (poster)** aimed at informing postgraduate students about respectful conduct, gender-based harm, and available support/reporting pathways within ANU.
- This initiative is intended to improve awareness and accessibility of support mechanisms, particularly among postgraduate cohorts who may be less engaged with existing communication channels.

## **8. Closing**

Looking forward to continued collaboration to strengthen postgraduate academic support and the overall student experience within CAP.

**Ajit**

Postgraduate Representative (CAP)

College of Asia and the Pacific

Australian National University

## CAP HDR - Michael Lambropoulos

Got CAP Shut Up and Write sessions up and running again. It is an intention that this will serve to further preserve the small social structures created from last year's sessions.

CAP orientation again will be held a bit later than the other colleges, at the start of April. This will be a good time to make the incoming students a bit more of an awareness of a sense of cohort. Recently spoke with Associate Dean Esther Klein about a revised representative structure for CAP, so this will be a good time to discuss possible new members.

Will start up HDR rep working group previously run by Tuukka with the intention of building a more informed network throughout the college again so that future events can benefit from coordinated planning.

Thank you.

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

### CBE UG - Dylan Ek & Hannah Lim

Thursday 12th March - Meeting with previous CBE Rep Vaishnavi

- Discussed how to navigate CBE education committee and issues CBE reps can work on with the ADE
- Looked at previous policy pushes and whether they could be implemented this year e.g. class reps in CBE

Thursday 19th March - CBE Teaching Awards

- Yiming and I participated in a panel to decide teaching awards of excellence for course convenors and tutors
- Involved in putting forward recommendations for VC awards

Friday 20th March - PVLCT Meeting (Hannah Lim)

Monday 23rd March - Meeting with CBE ADE

- Meeting attended by Yiming, Dylan and new CBE UG Rep Hannah
- Discussed the following:
  - Assessments during lecture times
  - Increased CBE participation in AI surveys
  - Increasing access to past papers
  - Class reps in the CBE

### CBE PG - Yiming Cai

For my report as the CBE Postgraduate Representative, last week I attended the CBE awards meeting and met with Associate Dean, Education and Manager, Education Governance.

We also had discussions around broader postgraduate academic matters within CBE.

### CBE HDR - *Position Vacant*

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

COLGP UG - Jess Hayhoe & Lauren Hope-Johnstone

Since our last meeting we have participated in the following

1. **CEC:** at the time of writing, we have not yet attended our second CEC, however it will be done by the time of our meeting
2. **Correspondence from students:** We have had one email concerning the inflation in HECS debt prices, as this is a large university issue it is maybe something we could discuss in EDC
3. **Meeting with Law Education Director:** Bek Mc Whirter, we met with Bek last week and raised points of concern about low self scores, content warnings and face to face lectures. Bek was very responsive and we are seeing positive progress on these issues.
4. **Ed Com:** The meeting is tonight at 6, and a report can be provided orally.
5. **LSS textbook swap:** we are in talks with the LSS about the potential for a combined textbook library/loan scheme sometime maybe next semester. We need to discuss more in-depth, but it is in the works.
6. **Chancellery:** We had an informal meeting with the ANU education director Merrin to get acquainted; a follow-up is planned for next term.

COLGP PG - Rifah Rasnia Purbita

COLGP HDR - *Waiting on appointed rep to accept*

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

### COSM UG - Suriana Mamone & Yuri Sheinker

- Yuri Sheinker elected as co-rep, congratulations to them!!
- Setting up a far to face meeting this week to formally introduce each other and discuss upcoming projects
- I have been tackling some issues with the Indigenous Health course with Aurora and students
- Issues with mandatory lecture attendance and convenor not being lenient or empathetic
- Planning to release a survey either next week or week after. I will discuss with Yuri about this.

### COSM PG - Jessica Prakash

Hi everyone. I'm Jessica, CoSM Postgraduate Representative for 2026. The report presents an update on the engagement, student issues, and action taken since the last EDC meeting.

I was unable to attend the first CoSM CEC held on 3 March 2026. However, I reviewed the agenda and minutes, and the following key items were discussed at the meeting:

- **Introduction of the Diploma of General Studies (EGENS):** The proposed pathway program raised three main concerns which included student preparedness and student wellbeing and the possibility of students clustering in specific courses.
- **Ongoing issues with Graduate Attributes (TD-GA):** There is continued confusion around course tagging and changing TD course lists, impacting student enrolment planning.
- **Timetabling challenges this semester:** A significant number of schedule-related problems have been reported, suggesting improved coordination.
- **Concerns around grading practices (KU and fail grades):** The need for clearer guidelines and consistency across courses was discussed.
- **Administrative challenges in Honours enrolment processes:** Delays, lack of transparency, and increased complexity were noted as key issues.

The committee noted that key actions, including the establishment of a Transition Management Working Group for the EGENS program and improvements in communication and administrative processes, will be prioritised moving forward. The next CEC meeting is scheduled for 30 March 2026.

### COSM HDR - Jabir Hussain

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

CSS UG - Riley Swinson & Mahalia Ashforth

### **ADIDEA / ADSE Committee Structure**

I was consulted on the new CSS ADSE structure. ADIDEA will transition to a new person soon. The CSS structure involves working groups at each school, with WG leads attending the ADIDEA committee. ANUSA representation has been added to the committee ADIDEA committee.

### **Program Standing Committee (PSC)**

Initial meeting went well. The new structure will hopefully take strain off CEC, but that's yet to be seen. CEC is tomorrow. Successfully got the terms of reference to include CSS club representatives as observers, and an ANUSA representative appointed by the co-chairs, ADE, and Sub-Dean Education Programs.

### **CSS Representative Alignment**

All us CSS representatives had a two-hour meeting to align our goals and explain the current structure of CSS and the college rep role to our new representatives, Mahalia (UG CSS) and Mayukh (PG CSS).

### **Dean Catch-Up (replaced with ADE and ADSE Meeting)**

The monthly Dean + ANUSA catch-up meeting is, unfortunately, no longer continuing under the new Dean. It's been replaced with a more informal ADE and ADSE meeting. We discussed accessibility.

### **PVC Teaching and Learning Catch-Up**

Attended the PVC T&L catch-up, raised some CSA difficulties and the impact of these difficulties on the student experience. Following up with HR on some points.

### **MSI Courseload Overwork**

I will be flagging the very consistent reports on overwork of MSI students (that is, courses requiring well beyond the 130 hours per course just to "pass," as per legislative requirements) with the college at the next CEC.

As an aside, I note all colleges have been asked to identify five "pain points" by the university. This is a potential avenue of influence for us student reps to ask executive to consider certain of the points most relevant to students.

CSS PG - Mayukh Das

CSS HDR - Thalia Greinke