
AGENDA - COLLEGE REPRESENTATIVE COUNCIL (CRC) 1 2018

6:30pm STB S1

Wednesday 28 February 2018

Item 1: Meeting Opens and Apologies

1.1 Acknowledgment of Country

We acknowledge the Ngunnawal and Ngambri people as the Traditional Custodians of the land on which ANUSA operates. We recognise the continuing connection to lands, waters, and communities of all Aboriginal and Torres Strait Islander people. We pay our respect to Elders, past and present, and commit to standing with our first nations people

1.2 Apologies

Annabelle Nshuti, Georgie Sheridan, Nick Douros, Ashish Nagesh, Campbell Clapp, Petal Wang, Jessica Kennedy, Yaya Lu, Shoshana Rapley, Sam Cass, Isabelle Lee

Item 2: Executive Reports

2.1 Presiden't report (E.Kay) [Reference A]

- Welcome!
- Great constructive space.
- Nothing new from yesterday's report.

Motion: That the President's Report be accepted.

Moved: Tess Masters

Seconded: Amel Saeed

Status: Passed

2.2 Vice President's report (T.Masters) [Reference B]

- College catchups were great!
- I take the rest of my report as read.

Motion: That the Vice President's report be accepted.

Moved: Evie Sharman

Seconded: Victor Sukeerth Munagala

Status: Passed

2.3 Education Officer's report (H.Needham) [Reference C]

- I take my report as read.

Motion: That the Education Officer's report be accepted.

Moved: Victor Sukeerth Munagala

Seconded:Amel Saeed

Status: Passed

[If there's no dissent the chair will be passed to Eleanor Kay. No dissent so chair passed to Eleanor Kay.]

2.4 General Secretary's report (E.Lim) [Reference D]

- I take my report as read.

Motion: That the General Secretary's report be accepted.

Moved: Tess Masters

Seconded: Victor Sukeerth Munagala

Status: Passed

Item 3: College Representative Reports

3.1 College of Arts and Social Sciences [Reference E]

Report:

- First year camp was great.
- Met with college.
- ANU Director of experience which was interesting.

- Information of diploma of languages.
- Updating social media platform.
- CASS hasn't settled their meeting timetable.
- Consultation with SASS about events throughout the year.
- Ben done great work about first year information pack.

Questions:

Q: How was first year camp?

R: Exhausting but partially because off the bat of O-week.

- Last minute organisation and bad timing for both reps.
- Set out ANUSA briefly to students, structures and what reps are. There was an issue with it not properly being explained.
- First years didn't know the difference between reps and mentors.
- Dedicated session about ANUSA.
- Shout out to Shani and Harry!
- Definitely meet up with mentors before the camp.

Motion: That the CASS report be accepted.

Moved: Mali Walker

Seconded: Evie Sharman

Status: Passed

3.2 College of Engineering and Computer Science [Reference F]

Please direct further questions directly to the Reps.

Motion: That the College of Engineering and Computer Science report be accepted.

Moved: Evie Sharman

Seconded: Victor Sukeerth Munagala

Status: Passed

3.3 College of Law [Reference G]

- Had law market day today. Attendance was ok but scheduled during a time that compulsory law course was on. Heads up for other first year compulsory classes.
- Staff willing to go with this.
- Spent too much money on first year guides.
- Wayne Morgan has agreed to help COL Reps ask for a grant from the law school.
- Consider your finances reps!
- First year law camp, two mentors dropped out.
- College Education Committee: 10% policy sent out to all academics.
- Law textbooks - consideration of urging lecturers to put page numbers relevant in old editions or give cases
- Course Reps
- Campbell had meeting with new Dean of the Law School:

Questions:

Q: Can college help you with printing?

R: Something we can discuss in the future, great idea.

Comment: CASS also willing to do it.

Comment: Flagging that Tess, Mariah and Elle can help with finances. We have special procurement requirements for over \$1000.

R: Did try to contact.

Comment: Didn't realise, send us a slack.

Eden passes the chair to Eleanor without dissent.

Comment: Get in contact with LSS Education about it, I passed on the details to her regarding Indigenous content in compulsory law subjects so contact her.

Eleanor passes the chair back to Eden without dissent.

Motion: That the COL Representative Report be accepted.

Moved: Ben Lawrence

Seconded: Tess Masters

Status: Passed

3.4 Joint College of Sciences Representatives [Reference H]

- Social event wasn't funded by science central, only from JCOS budget.
- Have met academic staff - responsive to student feedback.
- CEC meeting on flood day.
- Creation of award for significant improvement. Janet wants to create one for contribution to social science community.
- First year guides to be printed.

Comment from Tess: Happy to look over first year guides

Q: What is science week?

R: Normally run by JCOS reps but traditionally underperformed so looking at other options.

Motion: That the JCOS report be accepted.

Moved: Victor

Seconded: Evie

Status: Passed

3.5 College of Business and Economics Representatives [Reference I]

- Part of CBE induction, first years very keen.
- Issues with CBE experience team in that there is a lack of communication with CBE reps and them.
- CBE CEC meeting delayed until next week.
- Meeting with Associate Dean of Education to be organised.
- Clubs and Societies competing with CBE for event space. In discussions with CBE societies.

Motion: That the CBE representatives report be accepted.

Moved: Mali

Seconded: Harry

Status: Passed

3.6 College of Asia Pacific Representatives [Reference J]

- Went to college induction and heard strategic direction.
- Organised induction. Had help from two different volunteers. Clubs and Societies came along.
- College helped with marketing which was great, created a template for future years.
- FYC was heaps of fun, it was valued. Sold out after marketing strategy.
- Engagement with clubs and societies
- Went to BHB committee
- Working on Diploma of languages.

Questions:

Q: Amazing! Love the Facebook group, maybe others can think of this. How was the ice tea?

R: Tasted really good but self catering is difficult.

Q: Guide is amazing! If people want to do something similar, just reminder that ANUSA has a Comms officer and can help with graphics. Please include ANUSA logo. How did you find it as an experience?

R: No other feedback. Went well. Suggestion is to chat to everyone in an informal way. Met with mentors early on and clear expectations early on which was great.

Q: Did you get details of club executives from Clubs Council?

R: Just looked through networks and on Facebook.

Motion: That the CAP Report be accepted.

Moved: Amel

Seconded: Tess

Status: Passed

Item 4: Discussion Items/Motions on Notice

[Procedural motion to suspend standing orders to allow us to have open discussion around item 4.1.]

Moved: Eleanor Kay

Seconded: Harry Needham

Status: Passed and standing orders suspended.

4.1 Student Partnership Agreement and the relevance of Course Reps

Overview:

Course Reps provide a chance for representation and advocacy development if we train and support them properly.

JCOS embraces College Reps, but ANUSA trying to work with cautious stakeholders.

Some are trialling it this Semester, so hoping everyone will feel good about it.

Please keep this in the back of your mind, Elle happy to come to CEC about it.

Writing up a handbook and trainings. Please attend training sessions, some venues have changed but will let you know when I have final details.

What can ANUSA do to support them?

Questions:

Q: How is it going to work given that there are two things running parallel. (Game Theory 4 class reps). Have strategic and Security rep, quite strong relationship.

R: Trying to streamline it to ensure best training and practice. Send course codes to Elle.

Where there are students who aren't elected, there are always concerns with that.

This system is about saying what can we do to ensure there is sustainable representation.

We will be having chats with the concerned courses. Let's keep in communication.

Q: Some concerns with communication about what the roles are.

R: ANU trying to make it the same but a bit messy in the piloting stage. If you hear courses that this is not working in, chat to me.

Q: What makes JCOS best practice? How will some course reps engage with courses? Need to make courses and students aware that they need and should have a course rep. Feedback process to be seen by students.

R1: Stuff is written down and policy. Good guidelines passed.

R2: Included in policy is that it's regulated that lecturers literally leave the room and go up and ask course what they say.

R3: Additionally, cultural change has occurred in JCOS.

This is partly why we all need to know where we're going with this to develop cultural change.

Helping student reps get feedback. There are other lines as feedback.

Requires cultural change. Need agency from the students and working cultural change from ANUSA end.

Q: Would you include in policy to remove lecturer? Could create feedback from science to send to other colleges. Information about course reps would be beneficial.

R: Interesting ideas. Let's park that idea and revisit it midyear.

Q: How do we create policy to apply consistently throughout the colleges when such diverse courses offered?

R: Big question that university is trying to attend to. University wide policy has to be.

Q: How are we going to approach diverse courses? How are we running course rep training and how are you going to make it applicable?

R: Doing specific things for each college but there is a general template. First time we've run training, but if you can turn up that tailors it, location is another way to tailor it. Feedback is very important because first time we've done it broadly. Database for contacting them will be in the works.

Q: What is the link with SELT?

R: Different systems of student feedback. Keep this in mind. Thanks for your valuable feedback.

Let me know if you need help.

Discussion finished. Standing orders resumed.

Item 5: Other Business

Item 6: Date of Next Meeting and Close

The next meeting of the College Representative Council is scheduled to be on Tuesday, 27 March 2018 at 6pm.

Expected Close of Meeting: 8pm

Meeting closed at 7:57pm

PRESIDENT'S REPORT

Eleanor Kay

Executive Summary

Please see my SRC Report for updates.

Further Information

Please see my SRC Report for updates.

VICE PRESIDENT'S REPORT

Tess Masters

Executive Summary

Please see my SRC Report for updates.

Further Information

Please see my SRC Report for updates.

EDUCATION OFFICER'S REPORT

Harry Needham

Executive Summary

Please see my SRC Report for updates.

Further Information

Please see my SRC Report for updates.

GENERAL SECRETARY'S REPORT

Eden Lim

Executive Summary

Please see my SRC Report for updates.

Further Information

Please see my SRC Report for updates.

CASS REPRESENTATIVE'S REPORT

Benjamin Lawrence & Amel Saeed

Executive Summary

1. General Update
2. Social Media
3. Diploma of Languages
4. CASS/CAP First Year Camp

Further Information

1. General Update

The academic year has begun, and College Education Committees are to commence soon; anyone with specific requests or issues for us to bring to the attention of the CECS should email us at sa.cass@anu.edu.au. We have already opened a working dialogue with the CASS administration and academics, which we hope to maintain throughout the year. We met with Dr Susanna Scarparo, the new Associate Dean (Student Experience), who is particularly interested in collaborating with us on how to improve student experience during CASS studies, in particular the course representatives and feedback systems.

Following the election in the second semester of last year, one of the elected ANUSA CASS representatives resigned for personal reasons. A casual vacancy was declared, and the process established last year was followed to select a new office bearer, resulting in the appointment of Benjamin Lawrence.

During O-Week, the CASS Representatives attended and participated in the joint CASS-CAP Induction session to make our faces and services known to new students. This was in addition to assisting in the smooth running of some CASS specific events and involvement in ANUSA's O-Week events.

2. Social Media

From the outset we decided that this year the ANUSA CASS Representatives need to be more effective in reaching, communicating with and consulting with CASS students than has been achieved in the past. The most immediate means of doing so, and thus the first project aimed at achieving this, involved updating and effectively utilizing social media channels. Significant work was done in late January and early February to make the '*ANUSA College of Arts and Social Sciences Reps – CASS*' Facebook page, and the '*CASS Students @ ANU*' Facebook group more informative and accessible by updating details and administration settings. We hope to build the group into a questions, support and events-based platform for specifically CASS students, and make the page more engaging by consistently posting CASS, ANUSA and CASS society-related information. We aim to make posts weekly, which will improve audience reach and increase page followers, thereby enabling us to more effectively engage CASS students from their many different degrees.

The success of our strategy's progress was demonstrated in the reach and engagement of the statement made on February 6, through the Facebook page announcing the cancellation of the Diploma of Languages (for details on this see section 3). Facebook insights [*See Figure 1*] show

that this statement reached over 5,300 people, was clicked on by over 2,000 and over 200 people actively engaged (through reactions, comments and shares). Furthermore, this post was shared in various ANU groups and was cited in a *Woroni* news piece, engaging more students beyond what our diagnostics show. The reach of this post demonstrates that our social media platforms have the potential to be highly effective at engaging with students, and thus we will be continuing to utilize this as our primary means of communication with the broader CASS and student community and will be a key component of any future consultation efforts.

Private and official inquiries should still be conveyed to us through the sa.cass@anu.edu.au email address.

CASS Rep Facebook page: <https://www.facebook.com/anusaCASSreps/>
 CASS Students @ ANU group: <https://www.facebook.com/groups/CASSStudents.ANU/>

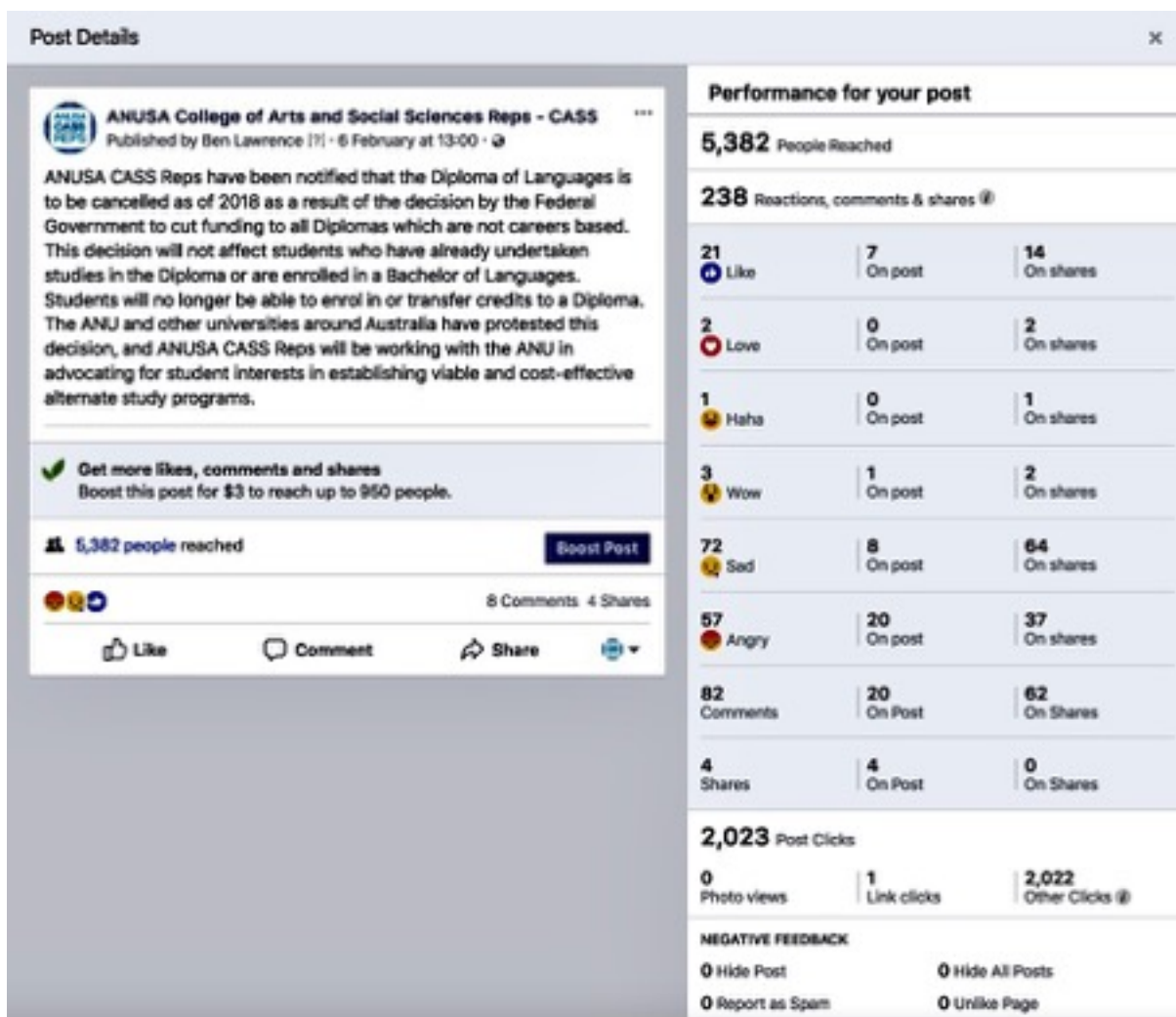


Figure 1

3. Diploma of Languages

During a meeting with members of the CASS Administration in the last week of January, we were notified that the Diploma of Languages was cancelled from this year onwards and that students would no longer be able to enroll or transfer into the program. The decision will not affect students who already commenced their study of the program prior to 2018. The decision to stop the program was a response to the Federal Government's decision to cut funding to all non-careers-based diplomas. We will be working with the CASS administration in efforts to establish cost-effective alternate means of studying languages, acknowledging that many students' future study plans will be greatly affected by this decision and the fact that a number of degrees presently do not provide space to incorporate language studies.

During the aforementioned meeting, we were given permission to make a statement on the issue. Upon realizing that no previous public announcement had been made by the ANU, we determined that breaking the news by making the statement was especially important considering how many students are impacted. We were aware that students who had previously enrolled in the program for commencement in 2018 had already received private correspondence from the ANU notifying them of this decision and that they would not be able to undertake such studies. As mentioned previously, the announcement was highly effective at reaching the student body, and a significant amount of feedback was gathered as a result.

4. CASS/CAP First Year Camp

This past weekend, from Friday 23rd through to Sunday 25th of February, we attended and mentored on ANUSA's first camp for new undergraduate students for CASS and CAP students. The camp was an immense success, selling all allocated tickets and had a very high turn-out from CASS students. The 2018 CASS First Year Guide, which was produced for the camp was posted yesterday (Tuesday February 27th) in *CASS Students @ ANU* so that any CASS student may have access to that. Anyone without Facebook who would like a copy may request one via email through sa.cass@anu.edu.au.

We'd like to thank the CASS administration for their support for the camp; the volunteer CASS mentors for preparing the information sessions; and ANUSA Education Officer, Harry Needham, and ANUSA First Year Camp Coordinator, Shani Horii-Watson, for their incredible hard work in organizing the camp.

Reference F

COLLEGE OF ENGINEERING AND COMPUTER SCIENCE REPRESENTATIVES'S REPORT

[Jessica Kennedy and Yaya Lu]

Executive Summary

- Course timetabling grievances have arisen within the 1st Week of University. These have now been addressed to some success.
- Help is required to market the 2018 ANU Innovation Challenge event to students across the university. We are also looking for volunteers to help-out during the event.
- CECS Reps have attended welcoming events within the College to increase awareness of our position, ANUSA and 1st Year Camps.
- Future initiatives will take place after the ANU Innovation Challenge and are a response to the results seen in our College's Cultural Audit (results were released in later 2017).

Further Information

Academic Grievances

Course Code	Further Information	Rep	Hours Spent
ENGN4221, COMP3500, COMP3550, COMP8715	<ul style="list-style-type: none">• Compulsory Bootcamp was scheduled to be held 9am-5pm on Saturday 24th February• After consulting with multiple course conveners, the agreement was reached that the Bootcamp could not be <i>compulsory</i> and should instead be listed as <i>highly recommended</i>. Furthermore, all learning materials from the Bootcamp should be made available via Wattle.	Jess	3+
ENGN3601	<ul style="list-style-type: none">• Only one timeslot made available for a compulsory tutorial which accounted for 12.5% of final grade.• After emailing the course convener the issue was resolved and a second time-slot was made available for students who were unable to attend the previous tutorial	Jess	1
COMPXXXX (currently anonymized)	<ul style="list-style-type: none">• Addressed/ing student grievances against a member of academic staff in a COMP course.• Compiled a report and presented it to CECS Student Services, and the situation is currently being managed by them.• This is an ongoing action item.	Yaya	10+

Social Initiatives

Event	Further Information	Rep	Hours Spent
2018 ANU Innovation Challenge	<ul style="list-style-type: none"> • Collaborative student event run by CECS Reps, ESA, CSSA, Fifty50, XSA and RoboGals • Involves students (from all disciplines) coming together in 24 hours to solve a global complex problem (ie. World Hunger or World Peace ... well perhaps not quite this big, but you get the idea). Students will work in small teams of 4-5 to solve 1 of 3 challenges which will be given to them on the day. • Event engages undergraduate and postgraduate students from all disciplines, as well as year 11&12 students from local ACT Colleges. • The event will be held from 4pm Friday 16th March – 6pm Saturday 17th March 2018 • Need help advertising the event throughout the different ANU Colleges – would ask for College Reps to share the event on their respective pages and promote it at upcoming events and 1st year camp (Jess can pass on event flyers) • Would ask for the event to be shared via various ANUSA communication platforms (ie. Facebook and Newsletter). Jess will send through marketing material. • <u>Call out for volunteers.</u> This is a big event, and we are struggling to find enough volunteers within the involved societies to help-out during the event. We are looking for as many people as possible to give up a couple of hour (or as much as you can spare) 	<p><u>Jess</u> (acting event director)</p>	15+ (Per week)
		<p><u>Yaya</u> (member of organising committee)</p>	2
CECS Meet and Greet	<ul style="list-style-type: none"> • College ran a meet and greet for new students on Tuesday of O-Week • CECS Clubs and Societies were also in attendance • Jess attended, talked to new students/ handed out flyers about ANUSA, 1st year camp (no flyers were available at this point) and the ANU Innovation Challenge. 	Jess	2
CECS Welcome Party	<ul style="list-style-type: none"> • ANUSA had a dedicated stall at the CECS welcome party (Thursday, Week 1, from 12-2:30pm) and Yaya manned the stall. • Obtained flyers from the ANUSA office for the First Year Camp and distributed said flyers to the first year students. • Also distributed all Innovation Challenge flyers to all students at the event. • Next time may need to ask someone to bring the ANUSA banner to CECS before the 	Yaya	3

	<ul style="list-style-type: none"> event, since it couldn't fit in Yaya's bike. Should also print out more flyers. 		
1 st Year Camp	<ul style="list-style-type: none"> Emails were sent out to successful camp mentors. 3 negative responses were received (2 ENGN and 1 Comp Sci). Currently in the process of trying to organise replacements for these. Currently we have three confirmed Computer Science mentors, and one confirmed Engineering mentor. We have created a Facebook group chat with the CECS mentors, and a combined JCOS/CECS group chat, in preparation for a training session and to keep everyone updated with camp specifics. We may expand this chat to a Facebook group. 	Jess	1+
		Yaya	3

Future Initiatives

Initiative	Further Information	Rep
Formal Collaboration Between CECS Clubs and Societies	<ul style="list-style-type: none"> To Start: Beginning of Term 2 In response to the cultural audit, I would like to facilitate the formal alliance of CECS Clubs and Societies to address audit and insure our College is a safe and inclusive space for all students 	Jess
CECS Notice Board	<ul style="list-style-type: none"> To Start: Beginning of Term 2 I would like to create a succinct notice board where students can view what is going on the college in a concise and organised manner (essentially creating a large calendar). This would not only benefit students, but also clubs and societies when they're thinking about what events they'd like to run and when. 	Jess
Mental Health Call-To-Action	<ul style="list-style-type: none"> To Start: ASAP, after the next SEC meeting In response to a recent mental health concern in the college, I would like to draft up a call to action for mental health support within the college. Details TBA. currently anonymised. 	Yaya

Reference G

College of Law Representatives - CRC 1 Report

Angela Chen and Campbell Clap

Updates/Social

1. Law Market Day

- It was a really well-run event in Semester 2 of 2017, we thought it would be good to provide this opportunity to societies to build their membership early on in semester 1.
- Communication with staff went well – mostly keen on the idea, with some reservations because of publicising information.
- Some lack of communication that meant staff would have done their O-week inductions differently.
- Will be done by the time this meeting is over – can give updates at the time on how it went.

2. First Year Law Camp

- Appointment of First Year Camps Director was a really beneficial move.
- Applications for mentors potentially going out earlier?
- Application should have a section about which college/camp people are applying for to avoid confusion.

3. Running a Legal Writing Workshop

Meetings

4. College Education Committee

- Encouragement from the college to make the most of the 10% challenge/concern-raising period to avoid confusion later in the semester.
- Textbooks
- Potential for implementation of policy that means all courses are compliant with the second most recent textbook
- CSS
- Lot of problems particularly from the staff about how this will affect the LLB Cohort
- Course reps
- College supports this decision and we have workshopped how this will vary in different class types

I.e. Administrative Law having one course rep in every seminar because there are no lectures.]

Future Meetings

5. Meeting with Dean

- Organised a day after CRC so will provide updates at the next meeting.

6. Meeting with Anthony Hopkins soon on the 8th of March to discuss how we can work as a team to increase indigenous content in our law courses, something that Angela's policy for election of CoL emphasised on.

7. Meeting with Dean International Jo Ford soon to discuss:

- how we can make the exchange process a lot easier and well communicated this year and
- how we can better expand the opportunities available to exchange/international students at the ANU some time.

Budget Update

- Spent \$1152.26 on first year guides with the LSS. This has lasted us all throughout Law induction, Market Day and also First year camps.
- We will also be spending our remainder \$1.2K allocated funding on food and drinks for Law Market Day.

Items for discussion of full committee

- There was a lot of concern out of all Representatives at Law school (LSS, ANUSA and PARSA) at the CEC last week about how ANU has formatted CSS. Staff and deans at law school are also concerned. We are aware that ANUSA and some staff at the law school have fought hard to make the CSS arrangements as ideal as possible for future students but they have been declined by the ANU. Is there anyway we can engage in more student action to ensure that CSS is as equitable as they were intended to be.

Reference H

JCOS dot points: Shoshana Rapley and Janet Zhong

- Oweek activities for JCOS
 - sci picnic, 110 people turn out successful, funded by sci central
 - sci soc organised (but we ran) convenor session, 30 people turn out
 - general presence at sci central events
- 1st year science camps
 - selected mentors
 - in process of organising meetings with mentors
- Up coming plans
 - ensuring wattle pages have our contact details
 - start thinking about science week (basically our biggest event)
 - potential new scholarships, similar to CECs for women in science

CBE REPRESENTATIVE'S REPORT

Victor Munagala and Palak Bhatia

Executive Summary

The summer period has proven especially busy as the CBE is moving forward with multifarious changes that will directly impact individual courses. However, due to current time constraints with regards to First Year Camps, not much was done.

1. Worked with mentors to figure out content presented on first year camps.
 - a. Planning out your degree and career
 - b. Academic Skills and Referencing
 - c. Extracurricular Activities for CBE students.
2. Talked to CBE Society Presidents about how we can work together with regards to academic advocacy with the CBE.
3. Talked to Associate Dean of Education – Dr Bronwen Whiting, will be holding a separate meeting soon to discuss our agenda.

Reference J

ANUSA CAP Reps: Mali Walker and Evie Sharman

CAP College Welcome

We attended the College Welcome where the Dean and Heads of School laid out the College's strategic objectives. We were the only students present so felt glad we had attended. It means we are more informed about the direction of the college, and are thus better prepared to advocate for students.

CAP Induction and Afternoon Tea

We organised a large afternoon tea immediately following the CAP First Year Induction session, which we also spoke at. We organised large urns of handmade iced tea, as well as fruit and mint slice as snacks for first years. To generate a communal sense, we invited all CAP Clubs and Societies to attend and many did in colourful merchandise and costumes. It seemed to be a really successful event and a great way to get ourselves out there, interacting directly with around new 100 students. We spent a total of \$86.24 on this event which we believe came out of the O-Week budget. A thanks to Mitch Clyne and Peter Gilbert for some of the behind the scenes assistance with ensuring the event ran smoothly.

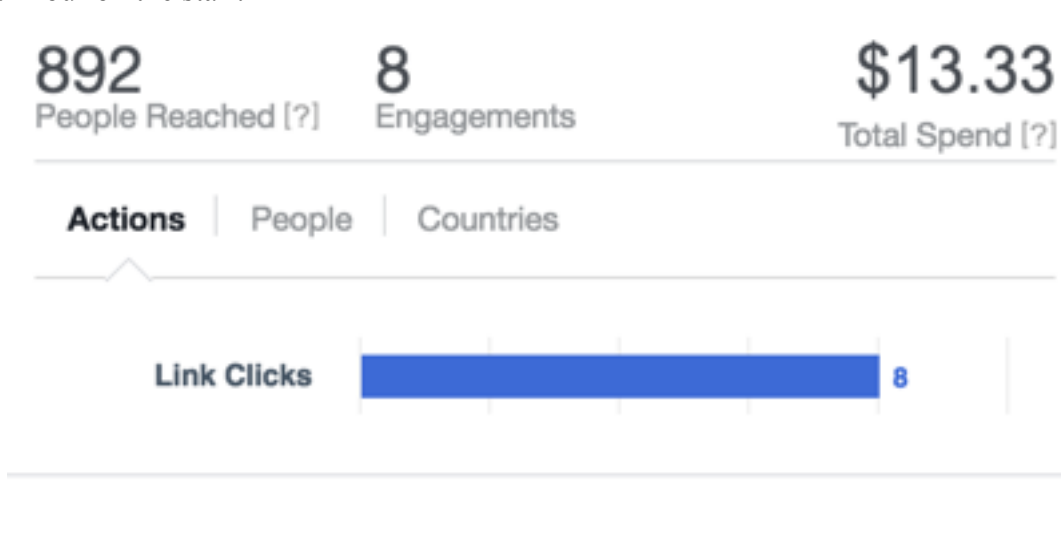
Flyer

We organised the content for a flyer to be distributed to all CAP first years. Our aim with this was to make sure incoming students knew the key places they could go to access support and information. It had 3 key sections. Get connected- most important emails, facebook groups/pages, and info about the CAP newsletter. Get familiar- explained Degree Program Convenor, CAP student centre, ANUSA cap reps and some info about ANUSA services. Included map. Get excited- told people to go to O-week events, get course advice, go to market day, attend first year camp and consider becoming a class rep. We thought this flyer was really important as it can be really easy to miss important information and links etc. Mali for example only found important facebook pages in her third year. The flyer includes a photo of Evie and Mali as we are hoping to increase knowledge of who CAP reps are and what they do. We are super thankful to the CAP Student team and CAP marketing who did the design of the brochure and paid for printing. There are still copies at the CAP student centre and it can also continue to be distributed electronically. We are hopeful that first years found this helpful.

First Year Camps

Between the two of us, we spent a substantial part of Week One either on the ANUSA First Year Camp stall, visiting all the major CAP first year lectures to hand out flyers, promoting extensively online as well as using \$15.00 to boost a post on our page to reach a wider audience. This method of online promotion seemed effective and something we would consider experimenting with and budgeting into our events in the future. A huge thank you to the CAP Mentors who were extremely dedicated and organised with their well thought out sessions for the camp, and who all spent at least

an hour on the stall!



2018 Clubs and Societies Executive Forum

The creation of a Facebook page for the executives of all CAP Clubs and Societies acts as a useful way to promote our events, engage people with what is happening as well as foster potential collaboration. We used this group to invite people to our CAP afternoon tea.

CAP Meetings

Curriculum Meeting

We attended the first Curriculum Meeting, however issues raised only pertained to postgraduates.

CAPEC

We will attend/have attended our first CAPEC on Monday.

Discussion Item: Student Partnership Agreement and the relevance of Course Reps

Eleanor Kay

Executive Summary

1. Overview of the Student Partnership Agreement
2. Relevance of Course Representatives within this framework

Further Information

1. Overview of the Student Partnership Agreement

In 2017, the University signed a student partnership agreement with ANUSA and PARSA that formalizes the relationship we have, and sets specific partnership themes and associated projects for the coming year. These are projects the university has committed to working with students on. The full partnership agreement is attached as an appendix to this discussion item.

2. Relevance of Course Representatives within this framework

Course Representatives are part of a wider framework of Student Representation and there is a commitment from the university to ensure all colleges have a system of course representation that is fair and supported.

The Student Partnership Agreement states the following Outcomes:

- Parties will work with the Colleges on introducing or reforming systems of Course Representation as a feature of course quality assurance.
- Parties will work with the Colleges on ensuring that Course Representatives are supported by both ANUSA and each College.

ANUSA, and specifically the Academic Advocacy team of ANUSA (College Reps and VP and Pres) have a significant role to play in supporting these Course Representatives. Our relationship with each other and with our course reps mirrors the escalation of issues through the university. Some course representatives will face issues that can easily be solved with a few conversations with the conveners. Others will need support, or may need to escalate the concern to the college – where College Reps can support the process to ensure the issue is heard by the correct people. Sometime the issue will be so significant that it needs to be brought to the attention of the Deputy Vice Chancellor – and thus the VP needs to support this process.

There are thus two things that we as an academic advocacy team need to be cognisant of:

- i) Our communication between us. As issues arise, keeping each other in the loop where it might affect another college or might require further support is crucial. We obviously must maintain student confidentiality wherever appropriate, but deidentified situations can be discussed.
- ii) Our visibility to Course Representatives. Course Reps need to see us as people they can go to for support and advice, who assist them in doing their job. Please try to attend the Course Rep training sessions for your college (facilitated by ANUSA) to connect in with Course Reps each semester.

The Australian National University **Student Partnership Agreement 2017-2018**

“A society, to remain vigorous requires in built sources of regeneration - and the university is, by its traditions and the quality of its members, well equipped to provide one such source, the more so since through its membership flows the ablest of our youth - those who come to our society with a fresh and innocent vision.”

- H.C. “Nugget” Coombs, Chancellor of the Australian National University

Introduction

The Australian National University Academic Board (‘the Board’), the ANU Students’ Association (‘ANUSA’) and the Postgraduate & Research Students’ Association (‘PARSA’) wish to build on our existing strengths in working together to further enhance the student experience at the ANU. This agreement sets out our approach to partnership in Academic Governance, details agreed priorities for 2017 – December 2018 and identifies opportunities for student engagement.

This agreement does not replace other strategic documents concerning student engagement. Rather, it has been developed to promote an understanding between students, staff and the Board about agreed enhancement-focused goals that are important to all individuals who are part of the ANU.

We believe that this Student Partnership Agreement represents a commitment on the part of the Board to consistently and meaningfully engage with the student body, as well as foster a community in which all members have rights and responsibilities.

This Student Partnership Agreement is designed to promote the engagement of students during their period of study at the ANU, and encourage feedback on their experience whenever possible.

The ANU community

The ANU, ANUSA and PARSA are proud of the contributions we make as the national university being first to learn the nature of things. As per the ANU Strategic Plan, “We are inclusive, open and respectful, reflecting the diversity of our nation”. This Partnership builds on our commitment to fostering a culture of inclusivity and respect for everyone where staff and students work in partnership based on mutual respect.

Our student body and its relationship with academic and professional staff is central to this purpose and vision. The ANU, ANUSA and PARSA value the diversity of our student population and work to make sure everyone feels supported and a part of the ANU community.

What is partnership?

The terms ‘partner’ and ‘partnership’ are used in a broad sense to indicate joint working between students and staff. Partnership means involving students from issue identification through to the development of issue solution. Partnerships means engaging students in meaningful and accessible ways. A successful partnership is based on the values of:

- Openness;
- Trust and honesty;
- Agreed shared goals and values; and
- Robust communication and understanding between the partners.

It is not based on the legal conception of equal responsibility and liability. Rather, partnership working recognises that all members in the partnership have legitimate, though sometimes different, perceptions

and experiences. By working together to a common agreed purpose, steps can be taken that lead to enhancement in a way that works for all concerned.

Part A – The Student Voice

Formal student representation

The Board is committed to involving students in decision-making processes and ensuring that students have the best possible experience during their period of study. All students are automatically members of either ANUSA or PARSA and are members of the ANU. ANUSA and PARSA primarily exist to advocate for students across the ANU by representing their rights, needs and opinions. The ANU, ANUSA and PARSA work closely together to ensure that students are represented on all relevant University committees and are supported and trained to fulfil their roles.

Opportunities to become involved in student representation include the following:

- Standing for election as a representative on ANUSA or PARSA, (paid full-time, paid part-time or voluntary roles within the Associations) during elections in August. ANUSA and PARSA representatives sit on University committees ranging from College Education Committees to Academic Board. Similarly, there is an undergraduate and postgraduate representative on the University Council which is elected concurrently with ANUSA and PARSA positions. ANUSA representatives make up the Student Representative Council (SRC) where members of the student body can provide feedback and hold their representatives to account. Similarly, PARSA representatives make up the Postgraduate Representative Council (PRC) that fulfils the same purpose.
- Seek appointment from the ANUSA or PARSA President to represent students on the ANU Appeals Panel.
- Standing for election as the President of a Hall or College Resident Committee. Resident Committee Presidents represent resident interests to the administration of their Hall or College and form the Interhall Council of Presidents. The Chair of the Council attends certain University committees and provides feedback to the ANUSA President.
- Standing for election as a member of an academic club Executive e.g. the Law Students Society where the President and other senior members sit on Academic College Committees.
- Standing for election (or being nominated) as a Course Representative. Within most Colleges there are a number of students nominated each Semester to represent a course/year group. Course Representatives meet with staff and other representatives within the College to provide feedback and highlight issues, with training from ANUSA to fulfil their roles.

Other forms of student involvement

Student involvement is not restricted to formal representative structures. All students are encouraged to become partners in shaping their learning experiences and life at the ANU. Opportunities include:

- Giving honest, constructive feedback by taking part in surveys, focus groups and other feedback opportunities;
- Participating in the Student Experience of Learning & Teaching (SELT) evaluations;
- Providing feedback to ANUSA/PARSA representatives, Resident Committee Presidents, club Executives or Course Representatives;
- Speaking directly with lecturing staff, administrative staff, Dean of Higher Degree Research (HDR), the Pro-Vice Chancellor (University Experience) or Deputy Vice-Chancellor (Academic).

A key component of this Student Partnership Agreement between students and the Board is an ongoing commitment between the Board, ANUSA and PARSA to work together to address student feedback. The Board agrees to support ANUSA and PARSA to fulfil their role, whilst ANUSA and PARSA agree to ensure that they fulfil their role responsibly in making the student voice heard.

Part B – Partnership Themes and Associated Projects

The Board, ANUSA and PARSA have agreed to work together on a set of themes during the period 2017-2018 as part of our shared commitment to enhancing the student experience at the ANU. Oversight and monitoring of the Student Partnership Agreement will be undertaken by the Board, SRC and PRC. These themes should be informed by:

- Student feedback from student surveys;
- Feedback forums; and
- Existing and proposed university initiatives that the ANU, ANUSA and PARSA have agreed to work together on.

Where the initiatives align with a project that is currently being implemented by a business unit within the University, the initiatives will be delivered as part of that project.

The key themes identified for 2017-2018 are as follows:

1. Student Representation

Project	Responsibility	Outcomes	Rationale
Course Representative Reform	DVC(A) ANUSA PARSA	<ul style="list-style-type: none">• Parties will work with the Colleges on introducing or reforming systems of Course Representation as a feature of course quality assurance.• Parties will work with the Colleges on ensuring that Course Representatives are supported by both ANUSA and each College.	<ul style="list-style-type: none">• Course Representatives form a component of course quality assurance and course quality enhancement.

Increase to Academic Board Student Representatives	AB (Chair) ANUSA PARSA	<ul style="list-style-type: none"> Parties will recommend amendments to the relevant legislation to increase the number of student representatives on Academic Board from two to four. 	<ul style="list-style-type: none"> Although increasing the student membership of the Academic Board would result in high proportionate representation, it will allow for a greater diversity of student input, making Academic Board more representative of the university and better allow it to fulfil its remit of academic governance. For example, the Academic Board addressed internationalisation in 2016, and the student Presidents could have nominated international students to provide insight and context to the Board.
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2. Equity

Project	Responsibility	Outcomes	Rationale
Admissions, Scholarships & Accommodation reform	DVC(A) ANUSA	<ul style="list-style-type: none"> Parties will work to ensure that any proposal for admissions, scholarships and accommodation are based on an overarching goal of increasing equity in admissions and diversification of the undergraduate student body. 	<ul style="list-style-type: none"> Reform will have considerable impacts on the student body and student concern that equity and diversity will not be achieved is best managed through working with students as partners. This aligns with the Admissions, Scholarships & Accommodation project being led by DVC(A).

3. Wellbeing

Project	Responsibility	Outcomes	Rationale
Healthy University Strategy & Action Plan	Registrar of Student Life ANUSA PARSA	<ul style="list-style-type: none"> Parties will participate in working groups to contribute to the Strategy and Plan that will address matters including; Mental Health, Physical Health, Diversity & Inclusion, Citizenship and Safety. 	<ul style="list-style-type: none"> The Student Experience Committee now reports directly to Academic Board. This Strategy and Action Plan will address core components of the student experience.

4. Quality Assurance

Project	Responsibility	Outcomes	Rationale
Review into the Future of Teaching and Learning	DVC(A) ANUSA	<ul style="list-style-type: none"> Parties will instigate a review into the future of teaching and learning that considers student evaluation of online resources, physical learning environments, class preparation and the in-class experience. 	<ul style="list-style-type: none"> There is a need to involve students in the strategic direction for teaching and learning set by ANU. This will enable students to play a role in providing quality assurance for the role of online materials and lectures (amongst other things) in the strategic direction that is set.
Tertiary Education Quality and Standards Agency (TEQSA) whole of institution reregistration	DVC(A) ANUSA PARSA	<ul style="list-style-type: none"> Students will participate in evaluating ANU's compliance with the Higher Education Standards Framework (Threshold Standards). 	<ul style="list-style-type: none"> Students play a key role in quality assurance and course evaluation.
Higher Education Academy (HEA) reaccreditation and curriculum regeneration	DVC(A) ANUSA PARSA	<ul style="list-style-type: none"> Students will participate in the process of ANU's reaccreditation with the HEA by focusing on curriculum regeneration and teaching excellence. 	<ul style="list-style-type: none"> Students play a key role in quality assurance and course evaluation.

5. Quality Enhancement

Project	Responsibility	Outcomes	Rationale
A multi-dimensional instrument that captures student and staff evaluation of learning, teaching and the learning environment.	DVC(A) ANUSA PARSA	<ul style="list-style-type: none">Students will participate in the design and implementation of an instrument beyond SELT that facilitates course enhancement.	<ul style="list-style-type: none">SELT only serves to elicit responses to courses after their completion. The value of SELT is not strongly recognised in the student or staff bodies, often being seen as problematic. A new instrument could look to capturing student feedback throughout the course in order to provide ongoing enhancement and responsiveness to the needs of students.This aligns with the SELT Tool project being led by PPM.

<p>HDR Reviews by Dean, HDR</p>	<p>Dean, HDR PARSA ANUSA</p>	<ul style="list-style-type: none"> • Embedded professional development, support and monitoring of HDR supervisory activities. • Green Paper on the 'ANU PhD' for consideration by the university community, Academic Board, and Council. • Admissions: Parties will review and simplify the process by which HDR students are invited to the ANU and receive timely and appropriate offers. • Examinations & Thesis Submissions: Parties will oversee the streamlining of the submission process that promotes ease of access and ease of tracking for students. 	<ul style="list-style-type: none"> • This will provide clarity on roles and expectations, mitigate potential problems, promote harmonious working relationships and empower both staff and students to seek support as needed. • Given the Federal Government changes to PhD's and the introduction of the RTP, ANU has an opportunity to construct a PhD program that is relevant and competition for the 21st century. As most PhD students do not go on to academia, it is imperative students are part of this consultation in order to model programs that meet their future needs, inside and outside academia. • Administration around HDR processes are often cumbersome and inaccessible. The experience of students is also not measured in IT reviews of systems, and so the student experience is often overlooked. In making programs more accessible, student input is necessary to streamline process and eradicate unnecessary procedure.
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The Board, ANUSA and PARSA are committed to the continual development of this Student Partnership Agreement which will be reviewed jointly on an annual basis.

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