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**AGENDA - COLLEGE REPRESENTATIVE COUNCIL (CRC) 3 2017**

Wednesday, 26 April 2017

6pm, ANUSA Boardroom

**Item 1: Meeting Opens and Apologies**

Meeting opens: 6:19pm

1.1 Acknowledgement of Country

1.2 Apologies: Tanika Sibal, Lauren Clifton, Matthew Faltas, Ellie Dowling, Anya Bonan, Marcus Dahl, Tom Kesina, Fred Hanlin.

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Motion: "By resolution of the meeting accept the proposed alternative Agenda presented by the General Secretary to allow to trial the new CRC Reform suggestions"

Moved: James Connolly

Seconded: Eleanor

Status: Passed

See reference for passed alternative Agenda.

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**Item 2: Minutes from the Previous Meeting**

Motion: "That the minutes from the previous meeting be accepted"

Moved: James Connolly,

Seconded: Harry Needham

Status: Passed

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**Item 3: Questions arising from Reports**

Procedural: "That the following reports be passed on block at the end of this section to allow for questions arising from reports."

Moved: Tess Hemmings

Seconded: James Yang

Status: Passed

James: Resignation from Daniel Fox and Nick. Consult with college rep with the council; to engage with a new cass rep and caps rep. Spoke to Marcus about the vacancy

Eleanor: Thanks to Nick and Daniel for their hard work and their wonderful commitments to ANUSA so far. Best wishes for them both going forward.

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3.1 President's report (J. Connolly) [Reference A]

3.2 Vice President's report (E. Kay) [Reference B]

3.3 Education Officer's report (R. Lewis)

3.4 General Secretary's report (K. Reed) [Reference C]

3.5 College of Arts and Social Sciences (R. Pflaum and T. Hemmings)

3.6 College of Asia Pacific (M. Clyne and C. Yen) [Reference D]

3.7 College of Business and Economics (M. Faltas and J. Yang) [Reference E]

3.8 College of Engineering and Computer Science (N. Sifiniotis and E. Boyd)

3.9 College of Law (E. Dowling and S. Woodforde) [Reference F]

3.10 College of Science (D. Fox and M. Dahl) [Reference G]

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Motion: "That the Presidents' Report be accepted"

Moved: Harry Needham

Seconded: Robyn Lewis

Status: Passed

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Motion: "That the Vice Presidents' Report be accepted"

Moved: James Yang

Seconded: Ria Pflaum

Status: Passed

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Motion: "That the Education Officer's Report be accepted"

Moved: Tess Hemmings  
Seconded: James Connolly

Status: Passed

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Motion: "That the General Secretary's Report be accepted"

Moved: Yuka Morinaga  
Seconded: James Yang

Status: Passed

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Motion: "That the College of Arts and Social Sciences Report be accepted."

Moved: Robyn Lewis  
Seconded: Arjun Dasani  
Status: Passed

Tess Hemmings:

- put dot points on slack,
  - welcome Ria to team
  - CASS course rep committee, nothing substantive to report back from that
  - CASS Cap meeting, ordinary session courses, winter and summer course progress
  - have one place where CASS students can go to look it up
  - Arts Week in semester 2
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Motion: "That the College of Asia Pacific Report be accepted"

Moved: Ria Pflaum  
Seconded: Eleanor Kay

Status: Passed

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Motion: "That the College of Business and Economics Report be accepted"

Moved: Tess Hemmings  
Seconded: Yuka Morinaga

Status: Passed

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Motion: "That the College of Engineering and Computer Report be accepted"

Moved: Harry Needham  
Seconded: Eleanor Kay

Status: Passed

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Motion: "That the College of Science Report be accepted"

Moved: Ria Pflaum  
Seconded: James Connolly

Status: Passed

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#### **Item 4: Discussion Items** (20mins max per item)

##### 4.1 ASAPRG Update - submitted by E. Kay [Reference H]

Eleanor Kay:

- No dissent
- College of law rep asked for feedback, flag that in the structure of the CRC that you do read reports
- Changes to the admissions process. Meeting fortnightly, a lot of changes, need advice from CRC
- Key things that are being proposed: change to the admissions, scholarship and accommodation
- Includes co-curricular activities
- Want it to be algorithmic, tick a box, assesses frequency you have done something, etc. and how long you have been this for, etc. goes into an algorithm, anyone has any thoughts on the algorithm?
- Committee is leaning towards weighted requirements
- Diagram is a good way to think about it. If you had a 99.95 ATAR, had no co-curricular you wouldn't be able to get in to ANU, also if you came from a privileged background
- Do you think a student with full perfect academics should be able to get into ANU? Or is there something about the ANU students that you need something more?
- Every system will have people who won't get into the system. A lot of losers

Tess Hemmings:

- Speaking to people who are in charge of grad program selections, it's not just your degree that get you your job, it's about other skills, you need to be successful
- Talking about disadvantage, still going to be weighted towards north shore Sydney kids, who have study assistance, had the ability to do after school activities- not really fair

Mitch Clyne:

- looked at algorithm, weighted requirements can be changed. Tess touched on idea, ANU is trying to develop well rounded students. If we're having a UAC system, what is the goal of the suggested system?

Harry Needham:

- In terms of well-rounded students, I feel for a lot of people, university is a stage when you get engaged with co-curricular activities. It cuts out a lot of people who only become engaged at university. If this was adopted, understanding the new admissions process whilst becoming more engaged to get into ANU, would require a knowledge of the admissions process. For a lot of schools, there are selected universities they advise you to go to. Some people aren't aware if ANU is an option and what the admissions process is like

Ria Pflaum:

- Bonus points, not necessarily applied to every degree?

Eleanor Kay response to Ria Pflaum:

- ANU wants this for all degrees. Only for domestic undergrad coming straight out of high school

Eleanor Kay:

- Who should be able to come to our university? We have to communicate clearly what the admissions process is, it is crucial. University says yes we will, very important. Any ideas on how to make this better?

Felicity Brown:

- other incentives, bonus points, scholarships. If we shoot out people who did get 99, blocking those people who can help find a cure for a disease for example. Create a balance of who will get accepted. If you get 90 or above, extra curricular don't need to be recognised maybe? Not the university's place to force you to say if you are disadvantaged

Robyn Lewis:

- ANU is the richest student population in Australia. We need to end up with a more diverse population. Diversity for rural students is a key focus of this program

Tess Hemmings:

- doctors, principal notes that show that they can attest for the student. Housing situation, expensive rates of campus living. If you want people to come from lower SES backgrounds, we don't have the scholarship and support for people who need accommodation.

Eleanor Kay response:

- scholarships are moving to a more needs base. Only rewarding to people who have academic achievement currently. Moving it early in the year- makes it more accessible, you need 6 months to think about it, you will know in July or August. This means you can make a more informed decision.

Ria Pflaum:

- Regards to diversity, a lot of cultural expectations put on high school students. A lot of Chinese and Indian students, your academics are what are expected of you. Expected that academics came first. Cutting people out who just focus on academics. ANU may become even minor. No other universities are doing it, it's not a general trend around Australia. So much pressure. Will be a disadvantage for ANU in terms of diversity

Eleanor Kay:

- will apply to international students in the future.

Felicity Brown:

- is it more beneficial for these discussions to talk about how we can improve it for the benefit of the students?

Eleanor Kay response:

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- at this point in time, try and make the proposal as good as it can be. Been non-committal with the program. Likely that the ANU will push this through, because they want to make the change. Still chance for us to protest against it

Lewis Pope:

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- Worst case scenario, is it feasible that they have fully made up their mind?

Eleanor Kay response:

- There is a vision. Vision is set- wider defined student, this is not going to change. How it's going to be worked out and whether a 99.95 student will be let in is still being worked out. Key conceptual questions are still being asked and determined

Lewis Pope:

- Historically, does the university come out at last minute to say that it must happen?

James Connolly:

- their processes are bad, but they don't have bad intentions. If proposal is worse than what we're working on now, then there is a chance for us to push back.

Eleanor Kay closing statement:

- Biggest likelihood, it will be very interesting to see what happens in December January this year. Think about this, send questions, thoughts
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#### 4.2 Feedback on off site Mid Semester Exams - submitted by J. Connolly

James Connolly:

- Exams office has contacted regarding feedback. Some of mid sem exams occurred in polish clubs in O'Connor shops, did raise concerns re communication strategies. Each student got emails about the venue, general communication strategy to ensure that students check emails. Was there any feedback?

Felicity Brown:

- Have you looked at other communication avenues?

James Connolly:

- Facebook- they agreed to, everyone has diff networks they can post in (Burgmann facebook page- to tap into that)

Eleanor Kay:

- People reply more to someone they know

Tess Hemmings:

- take it back to college reps, pass students onto college reps to provide feedback
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#### 4.3 National Centre for Human Survival – submitted by E. Kay

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Eleanor Kay:

- professor approached her and said we need a National Centre for human survival. Advocacy group, not just a research group
  - want an undergrad to go to a meeting
  - 12:30 Wednesday the 3<sup>rd</sup>
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Kat Reed:

- what is meant by human survival?
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Eleanor Kay:

- climate change, over population, sustainability, artificial intelligence, technology, 50% chance the human race will be gone by 2100. They have no money at this point
  - is a research body full of scientists, philosophers, intelligent people, universities and places from all the world connecting
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Tom Kesina:

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- feasibility. Crowd funding is great, but you will need more than 2 million \$. Wonder to what extent this will be the university's priority?

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Eleanor Kay response:

- All students, get to do this course on sustainability. In terms of money, early stages.

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Howard Maclean:

- Is a good idea. Worth asking where the money will come from the ANU?

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Eleanor Kay response:

- no option yet from where it will come from

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Mitch Clyne:

- really good idea. Relatively clear goal- no group like them where people from all disciplines can work towards the same goal. Having it at an ANU institute will make them more legitimate. We should really get behind it

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#### 4.5 The future of Education Review and the future of teaching and learning – submitted by J. Connolly

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James Connolly:

- University is heading towards a model of teaching and learning without having to require feedback on what that model should look like
- New teaching spaces. Have been working on facilitating an education review that would look at: 1.) student experience preparing for class (preparing), 2.) quality of online resources, 3.) experience in the classroom (passive learning – Law system of learning), 4.) different spaces (tiered lecture theatres vs flat lecture theatres)
- Design a survey that was scenario based, deal with the asymmetry of information, pedagogical debate,
- Big influence for James to put this on hold, was resources wise, transition of space, not enough time to see this through.
- Marni proposed to James, to oversee an education review from the beginning of next year.
- Preferred course of action, go back to university and indicate our support. Responsibility for James is to groundwork those discussions, to have focus groups, how responsive the university will be to the changes made, engage students get them talking about this conversation- more empowered to engage
- Objective is; empowering and engaging students about teaching and learning at the ANU. We as an association need to respond to this
- Tom: terms of reference, draft for feedback

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#### Item 5: Motions on Notice

Motion: Action Item pertaining to Item 4.2 : That College Reps chat with their college to canvas any student feedback regarding the off campus mid-semester exams from course convenors or through the relevant Academic College structures. Additionally, College Reps will work towards coordinated feedback to the university regarding potentially similar end of semester examinations.

Moved: Tess Hemmings

Seconded: Ria

For:

Tess Hemmings: action item a good reminder for us

Mitch Clyne: is there an easy blog post that I can link to people on facebook?

James Connolly: I emailed. Doesn't have to be too complex. "did you have an offsite examination?" feedback on last semester examination process

Tess Hemmings: google survey? Anonymity makes it better.

James Connolly: we don't need their information, just feedback

Status: Passed

## **Item 6: Other Business**

College Rep Matrix

James Connolly:

- talked to Marcus today. Happy with the metrics. Also wanted to be noted that there is a big challenge. Science week coming up. Event management experiences are welcome. Are you happy with the metrics from the CASS and CAP rep? Noting that we gave very comprehensive metrics

Tess Hemmings:

- note that I forgot to hand in my report. College reps slack channel. If people want to start talking about them we could make a thread off that message

Eleanor Kay:

- promo for all the exciting things happening next week. Wellness week. Tuesday mental health day, union court will be transformed. Batyr running fete, egg and spoon races. Fun way to look after our wellbeing. Wednesday is mental health symposium. Get free lunch.

Yuka Morinaga:

- Online reaction from students about caps new course- human trafficking in Cambodia with University of Canberra. Fee for the course is \$4000. We will be meeting with Global Programs to get more information- we will be dealing with them. People are concerned that of the \$3900 is going to a voluntary association, against the higher education act. Yuka will bring it up tomorrow. Global programs are worried. They want to talk to students.

## **Item 7: Date of Next Meeting and Close**

The next meeting of the College Representative Council is scheduled to be on Tuesday, 16 May 2017 at 6pm in the in the ANUSA Boardroom.

Meeting closed: 7:56pm

Expected Close of Meeting: 8pm

Released: 25 April 2017 by Kat Reed



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## **PRESIDENT'S REPORT**

James Connolly

### **Executive Summary**

1. CRC Reform
2. Course Representative Reform
3. Appointments
4. Education Review
5. Student Partnerships
6. Resignations

### **Further Information**

#### **1. CRC Reform**

Nothing additional to report beyond I was really happy with how CRC 2 worked as an experiment.

#### **2. Course Representative Reform**

I have sent out a survey that was done in consultation with JCOS on Course Representatives. Some of the questions concerned the training whilst other questions concerned the broader Course Representative experience. I have received a number of responses but I am yet to compile the results and pass them onto the College.

I have met with the two school administrator within CECS and have received interest in ANUSA providing the training program that it did for JCOS. I've also engaged the Student Administrator for CECS who has provided me with the documentation currently provided to CECS Course Representatives, which I will work through.

I am seeking to work with the COL Representatives on the introduction of Course Representatives within the College of Law. I'm also planning on working with Academic Board and UEC on trying to introduce a university wide approach to Course Representatives.

#### **3. Appointments**

I have sought to appoint Ria Pflaum to the position of CASS Representative and Mitch Clyne to the position of CAP Representative. I thank every candidate who has applied. My reasoning for the appointments that were informed by the metrics are as follows:

Ria Pflaum:

Ria's appointment was done in consultation with the current CASS Representative Tess Hemmings and I believe that they would work well together. Ria has a strong understanding of the College and an interest in advocacy for smaller schools within the College including the School of Music. She also has experience in team environments with her role on ANUSM, which makes her suitable for the role.

Mitch Clyne:

Mitch's appointment was done in consultation with the current CAP Representative Yuka Morinaga. The two had spoken about being in a partnership and I received positive feedback from Yuka. Mitch was a candidate in the election previously which shows a commitment and ongoing interest in the role. Mitch has a strong understanding of CAP and particularly the experience of security students. There has been a desire to see security students better represented and Mitch has been involved on a society and College front. For these reasons I believe he is suitable to the role.

#### **4. Education Review**

You'll note that there is a discussion item that concerns this matter. For reference I have been mapping out a path through the Education Review. The purpose was always to meaningfully engage students in the discussion around the future of teaching and learning owing to the complexity of the pedagogical discussion. I believed that a review was the best path forward. I no longer believe this is feasible for three reasons:

- (1) I no longer believe that I have time to see this through to completion for my term and would rather now have the infrastructure remain where it is if someone wanted to pursue it further.
- (2) There was insufficient buy in from parts of the university. Whilst this wasn't an impossible hurdle to overcome as per my first point it would require a significant amount of time. Some of the lack of buy in came from some of the Colleges and PPM was hesitant owing to the complexity of the survey design I wanted to see.
- (3) I became uncertain about what role the survey would play i.e. what would it answer. I believed the answer would reflect what we know – that students aren't homogenous. There won't be an answer to what the future of teaching and learning should be. If law students, for example, had a greater preference for more passive learning I suspect the response would be that they haven't been exposed to other types of teaching.

From here I have a preference to a program of events that meets the same aim – meaningfully engaging students in the discussion. These include:

- Video interviews
- Panel discussions and debates
- Ed Talks

I welcome feedback and people interested in collaboration.

#### **5. Student Partnerships**

I have had a series of positive meetings in relation to this matter. I believe that there is scope to pursue a Student Partnership with the ANU by the end of the year that can accompany actions around better student representation through things like course representatives.

#### **6. Resignations**

To note, the ANUSA Education Officer, Jessy Wu, has resigned. I would like to formally thank Jessy for the work she has done in the position and for the Association.

As per s 4(3)(1)(a) of the regulations I appointed Kat Reed, the ANUSA General Secretary to be Interim Education Officer so as to act consistent with the constitution and regulations of the Association.

At SRC 3, the SRC elected Robyn Lewis as the permanent replacement.

### VICE PRESIDENT'S REPORT

Eleanor Kay

#### Executive Summary:

1. Honours Roll
2. ASAPRG
3. English Language support
4. Student welfare around exams

#### Further Information:

##### 1. Honours Roll

The next event for Honours Roll is live! We've got a two day seminar on how to be a productive writer on 8<sup>th</sup> and 9<sup>th</sup> of May. We're working with Research Skills Training, who do training for postgraduate students at the ANU. The 'Thesis Whisperer' is running the workshop, and she's very skilled at working with research students. We can only fit 24 in the seminar, so we are selecting students based off need. We've already got 51 applications to attend, so it's looking to be a competitive and really valuable 2 days!

I am currently creating a survey to gather information on honours students' experiences. This information will be invaluable in preparing me for a meeting I have been invited to attend with Marnie, Richard, and the ADEs regarding the Honours student experience in early June. This survey will be distributed through Honours convenors and using facebook and the ANUSA newsletter.

##### 2. ASAPRG

The Admissions, Scholarship and Accommodation Project Reference Group continues to meet fortnightly. For further information regarding the process and questions for debate at the moment, please see the item for discussion later in the agenda.

##### 3. English Language Support

I have been involved in some interesting conversations regarding whether or not there is adequate support for academic English language at the ANU. I have had some conversations with ASLC, Winson, our Student Assistance Officers, and some external stakeholders to explore if there are programs we could be implementing to ensure better support for English language. There are two main models that have been suggested:

- drop in appointments with professionals in TESOL / ESL support
- peer mentoring and peer support with training provided to peer mentors.

I would be fascinated to hear the CRC's feedback on their experiences with peer mentoring within their college / while at ANU.

##### 4. Student welfare around exams

While we're in the mid-semester time of year with increased pressure from assessments, students often experience high stress. ANUSA has been trying to remind people that there is always help available, including ANU Counselling (6125 2442), Lifeline (13 11 14) and online at [eheadspace.org.au](http://eheadspace.org.au). ANUSA can also help people out, particularly if you're looking for support or information about deferred assessment, special consideration and late

withdrawal (and occasionally with doggie cuddles – I hope you all enjoyed the greyhound visit on Thursday last week!!) If you, or any students in your college, are struggling, please feel free to get in contact and we can help you out!

**Reference C**

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**GENERAL SECRETARY'S REPORT**

Kat Reed

Please refer to report submitted to SRC 3 for full report.

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## COLLEGE OF ASIA AND THE PACIFIC STUDENT REP'S REPORT

Mitch Clyne and Yuka Morinaga

### Executive Summary

1. Mitch Clyne the new CAP rep!
2. CAP Identity discussion with Dean
3. Enrolment in CHL rises by 14%
4. CAP event funding
5. 3D printed chocolate Coombs

### Further Information

#### 1. Mitch Clyne the new CAP rep!

As Mish Khan had to step down from the role of the CAP rep, Mitch Clyne has been formally appointed for the role. It is really exciting for ANUSA and CAP, since there has not been CAP reps from the Security Studies cohort, and discussions regarding Security and Defense Studies College have not been enough. Welcome on board Mitch! :D

#### 2. CAP Identity discussion with Dean

Michael Wesley has discussed 'CAP identity / What does CAP mean to you?' with eight CAP students including PhD and Masters students. Several observations:

- Students usually identify themselves with Schools (SDSC, CHL), rather than with College – more so for SDSC students
  - o Because of this issue, some students may not have benefitted from being CAP students e.g. overseas experience, CAP course offerings
  - o Strong divide between CHL and SDSC
- Strong desire for reading courses and internships
  - o What is special about being a CAP student? – opportunities to conduct applied / theoretical research
  - o Designing reading courses is easy for PhB students, however Bachelor of Asian Studies / Pacific Studies / ISS students who are doing double degree (so cannot do PhB) but equally qualified for PhB feel like they do not have enough opportunities to conduct individual research

#### 3. Enrolment in CHL rises by 14%

It was reported by CHL lecturers that enrolment in CHL courses has risen by 14% this year. They invited ANUSA Language Diversity at ANU Committee to thank them for their effort in their campaign to encourage students to enroll in language courses offered across ANU. Several reasons for this rise observed:

- Marketing campaign by students
- Possibly: Decline in the number of course offerings
- Possibly: Change to the major and minor designs

#### 4. CAP event funding



CAP has approached us about CAP event funding to run events for CAP students.

Several ideas:

- CAP Career Forum (with CAPSS and ADSS)
- Professional advice sessions tailored to the careers most applicable to CAP students (e.g. how to write an excellent government grad program application, resume writing advice, etc.)

### **5. 3D printed chocolate Coombs**

Trying to make chocolates using silicon rubber mold and 3D printed plastic Coombs for the CAP community.

### COLLEGE OF BUSINESS AND ECONOMICS REPRESENTATIVES' REPORT

Matthew Faltas and James Yang

#### 1. Year in Asia

- Matt has met up with Andrew Bradley from the Research School of Management and discussed about the feasibility of expanding this program for students doing a Bachelor of International Business degree. Andrew had a positive attitude but there are still issues to be discussed.
- We've also messaged Yuka, the person in charge for the program from CAP and Andrew. Hopefully we'll be having a meeting together soon and discuss about it further.

#### 2. ANU Mentoring Program

- Matt has been in contact with some representatives from BCG in hope that we could start an ANU-wide mentoring program. He will be meeting with the BCG representative this Friday afternoon.

#### 3. Feedback from Students

- We've received a complaint about Macroeconomics 1 (ECON1102). The lecturer was giving tips only to students attending the lecture by writing about the upcoming test on the whiteboard in the lecture theatre, rather than making an announcement to all students. The student was upset that the lecturer was "favouring" those who went to the lectures.
- We've also received an email from a student who was concerned that there are not many summer or winter courses offered by the CBE. She is finding it difficult to speed up her degree as her required courses are not on offer.
- We will be looking into those issues and report back later.

## COLLEGE OF LAW REPRESENTATIVES REPORT

Ellie Dowling and Sammy Woodforde

### Executive Summary

1. Law Exchange
2. Course Representatives
3. Electives
4. Feedback for Course Change Submissions
5. Law Mental Health Week
6. CoL Market Day
  - a. ANUSA Day on the Green?
7. Jo Ford's Proposals

### Further Information

#### 1. Law Exchange

We are very keen to make the law exchange process more transparent and clear, as this has come up as a recurrent issue among the student body. The issue (regarding research requirements for the LLB(Hons) Degree) only became recognised in 2016, thus there was many initial problems that arose for those students who had already gone on exchange, but did not complete courses that satisfied the honours research conditions. We are of the understanding that all affected students have been dealt with on a case-by-case basis, and that the issues in those instances have been overcome (even if the solution was not ideal in some circumstances, such as completing extra assessment when back from exchange). The College itself is now fully aware of the issue, and thus it will ideally prevent any more students from going on exchange and completing courses which cannot count toward the degree. This is because the College have to individually approve each application.

We now aim to make students more aware of the requirements, and to clear up any ambiguities as to the process, as well as improve communication channels between relevant staff and students. We aim to make sure that staff time is not wasted, and that students understand that the onus is on them to do the research into preferred destinations and what they offer, and research into what they need to do to get there. There are many resources around which students may not know exist and thus we aim to make these more available (eg the myths and misconceptions, and FAQ on the CoL website).

We have a meeting with Jo on Wednesday the 27<sup>th</sup> to discuss this further in person.

#### 2. Course Representatives

In a recent College Education Committee meeting, the notion of course representatives came up in the context of course feedback. The unique lack of course representatives in the law school was identified and raised as a brief discussion point, with committee members confused as to why the CoL is different. The LSS representatives stated that this lack was due to previous LSS committees' view that course representatives were not needed in the law school as the LSS and ANUSA essentially fulfil that communication role. The LSS stated that this view is now different, and thus they would be inclined to support the introduction of course representatives. We have been tasked by both the CEC and the LLB Program Committee to come up with a report of best practice course rep structures at the ANU, and to analyse the benefit of introducing them to the law school. Our initial

thought is that we propose course reps be introduced only for first year courses, however we will need to gather more information, particularly from other ANUSA College Reps and previous course reps. We aim to get this process rolling over the next few weeks.

### **3. Electives**

Our previous report submission with information gathered from an electives survey was very well received in the CoL. We plan to do a more comprehensive report during Semester 2.

### **4. Feedback for Course Change Submissions**

During the LLB Program Committee on the 19<sup>th</sup> of April, we received a course revision proposal to LAWS1202/LAWS6202 (Lawyers, Justice and Ethics) for Semester 2 of 2017. Both us and the LSS, as well as most of the staff on the committee, believed this proposal to be inadequate and insufficiently thought out. Such changes included an online component, and changes to assessment which meant an overwhelming amount of assessed work worth little in percentage. We thus sent immediate feedback, so hopefully this will be taken into consideration and the proposed changes will not follow through.

### **5. College of Law Wellbeing Week**

This event is occurring in week 10. It is being primarily organised and run by the LSS and the CoL Wellbeing Initiative. We have not played a major part in the management of this, however we will be attending some key events. Not much information has been revealed or cemented yet, however we will keep you posted when we know more.

### **6. CoL Market Day**

We met with Wayne Morgan to discuss our proposal. He and other staff members on the committees had originally been concerned with our idea of a College of Law Market Day due to the 'unsuccessful' Day on the Green which occurred last year during bush week. Apparently, this event had low attendance, and was seen as a waste of key staff's time, including the Dean. Hence Wayne was weary as to what we were envisaging. However, our meeting went very well after we enthusiastically discussed our vision, and distinguished this event from the Day on the Green style and purpose. We are in the process of writing a detailed info doc which we will share at the next CRC. Before we can progress further, Wayne is going to submit and discuss this document with key players in the law school and Executive in order to get their approval. Once this is granted, we can get the ball rolling! The date is set for the 9<sup>th</sup> August.

### **7. Jo Ford's Proposals**

Finally, we wanted to bring up Jo Ford's interesting proposals. He initially sent these to the LSS Social Justice Portfolio and the CoL's Corporate Accountability Project 'CAP' (Angela). Having not heard back he sent them to us. These proposals are currently up in the air, and we don't know how much work Jo Ford done, however we will meet with him soon to discuss them further. We wanted to raise these to the CRC, and the broader ANUSA body as they are not specific to law. He wasn't keen to fully realise these ideas until Semester 2, however we wanted to hear ANUSA's initial thoughts. We believe they are quite relevant to Education and advocacy. These are his ideas below (taken from his email):

- a. *1<sup>st</sup> idea: UN Global Compact membership for ANU*

You may know of the UN Global Compact with Business. Entities of various shapes and sizes can voluntarily and publicly commit to the Compact's 10 principles, with some associated reporting commitments. Australia has a national UNGC country network, run by Alice Cope in Sydney: [alice.cope@unglobalcompact.org.au](mailto:alice.cope@unglobalcompact.org.au). Universities can sign up to the Compact. So far only Victorian Universities have done so (but including Melbourne and Monash, two leading universities), plus UWA: <http://www.unglobalcompact.org.au/about/our-members/>. Jo thinks that ANU should sign up to the Compact, too. Membership is about \$1000 a year for a tertiary institution.

Where does CAP and LSS come in? Jo thinks it a useful exercise for CAP members might be to assemble the materials, arguments and contacts needed to put a compelling case to the Vice-Chancellor's office that ANU should become a Compact signatory / member. Alice would be able to guide you the whole way. Jo is also happy to advise and assist.

This would not compel the university to take action that might be more controversial, such as divestment. The Compact membership would send a message about ANU's corporate values.

*b. 2<sup>nd</sup> idea: human rights risks in ANU's supply chains*

More broadly, the ANU and its units (including residential colleges) are major procurers, of everything from ANU-branded clothing to stationary. Especially where the ANU's supply chains originate in countries with weaker governance and higher human rights risk, there is some potential for the ANU's reputation to be damaged where it is not aware of possible problematic labour and human rights conditions under which items it procures were produced or harvested.

In this regard there is much to be discussed about a more sustained but cooperative (not adversarial) campaign, perhaps led by LSS with CAP's help, to help the ANU to 'know and show' about possible human rights risks in its own supply chains, pursuant to Pillar II of the 2011 UN Guiding Principles on Business and Human Rights. To Jo's mind, law students could help the Chancery to begin the process of looking at ANU's procurement policy (which does not mention ethical sourcing), and its procurement practices, pursuant to the idea of sufficient due diligence about the risks of human rights problems down its supply chains. This would need to be done discretely, and with sensitivity, and if Chancery was responsive it may well insist that students working on such a project sign an NDA (confidentiality/non-disclosure).

Jo has thought this second idea (supply chains) might be something we could propose to the ANU Fund, so that students can be paid for time devoted to this issue. The Fund does not fund academic research, but this would not be such research. Students engaged in this work would be foregoing the opportunity to do other paid work, hence the funding idea.

Jo has also thought that in future one could think of CAP-type work as possibly credit-bearing, in the style of a US law school 'practicum' or clinical project, provided all LLBHons or JD rules were met esp as to assessment. This is something to think about.

## JOINT COLLEGE OF SCIENCE REPRESENTATIVES REPORT

Daniel Fox and Marcus Dahl

### Executive Summary

1. Continued issues regarding planning for the Redevelopment
2. Course reps training a good template for the future
3. March for Science was a success
4. JCOS plan to review courses on learning outcomes not SELTS alone
5. JCOS College restructure plans

### Further Information

#### **1. Continued issues regarding planning for the Redevelopment**

At our most recent JCOS CEC on 10 April, issues raised at last CEC were raised again with urgency regarding the lack of information and forward planning to do with the educational flow-on effects of the Union Court redevelopment. The key issues have been summarised and circulated to the College Reps for comment, and an email has been drafted to follow up with the University executive. Anyone is welcome to ask for a copy or to discuss the issues.

#### **2. Course reps training a good template for the future**

The Science reps would like to congratulate James Connolly on working with JCOS to deliver training to course reps. This plan was endorsed by the Science reps and is a good start for a training template that can be reviewed and expanded to other colleges in the future.

#### **3. March for Science was a success**

The March for Science occurred this past weekend and was endorsed by ANUSA, PARSA and a number of other organisations on campus. The Canberra march was extremely well attended and the global effort raised substantial news attention and public awareness about the importance of good public policy and funding for science.

#### **4. 4. JCOS plan to review courses on learning outcomes not SELTS alone**

The Joint Colleges staff have proposed a plan to expand the way science courses are reviewed. The plan has not yet been approved, but it involves a more comprehensive review process based on learning outcomes which would be more useful than the current 200 word report that is the current minimum requirement for a poor SELT review outcome. The draft appears to be good for students.

#### **5. JCOS College restructure plans**

An email went out to science students flagging a plan to restructure the CMBE and CPMS colleges in the future. It would see a split between medical + health sciences and other sciences. We have been assured that the plans are unlikely to affect students either way and that they are planning at this point to maintain shared administrative and educational governance.

# Discussion Item: ASAPRG Update

### 1. The premise

For a basic overview, please see

<https://anusa.com.au/about/executive/anusavice/2017/03/31/Admissions-what-is-really-happening/>

This paper runs through some of the information that has been up for discussion to help set the scene, then provides a list of key questions I'd like the CRC to discuss and give feedback on. I (Eleanor) am happy to speak to this and explain anything that is unclear either in person or via email.

### 2. The Algorithm

The aim is that the new entrance scheme will be algorithmic, taking into account extracurricular engagement, educational and social disadvantage, and academic grades, but not requiring students to explain their extracurriculars (like in an American college application). Extracurriculars being considered are being modelled off the Tuckwell program, and their list of extracurricular activities across the country, as well as the ANU Spirit of Excellence scheme

The PRG needs to consider how these factors can be rolled into a determination of whether an applicant can be admitted or not. The determination needs to ultimately be quantitatively based, and determine the satisfaction of a threshold or determine a selection rank, using an algorithm. There are a few models for how this could occur:

#### Bonus Points

The method of determination most consistent with current practice is to utilise a scoring method, comprising an academic score that can range from 0 to full marks, and 'bonus' points for other achievements that can serve to bolster the academic score and permit admission to programs that an applicant would not normally be eligible for based on academic results alone. This method of calculation is the most easily understood, given its similarity, however serves to position co-curricular activities as a limited supplement for academic achievement in terms of academic achievement.

In this scenario determinations then have to be made on the maximum points that can be awarded for co-curricular activities, educational access schemes, and studying particular subjects. It is most consistent whether applicants apply through the ANU round or the UAC round, and lends itself to trying to use ATAR predictors.

In the current process, a maximum of 10 bonus points (5 points for Equity, 5 points for Academic) can be awarded to applicants applying for programs with an ATAR requirement between 80 and 97. A maximum of 5 bonus points (Equity points only) for program with a requirement of 98.

#### Competencies Thresholds

An alternate approach may be to require satisfaction of particular competencies, in addition to academic achievement. This approach might see, for example, an applicant being required to meet a minimum threshold in academic achievement, and then also either a minimum threshold in co-curricular and/or educational access aspects.

This approach sends a clear message to applicants that for our main admission rounds no students will be admitted unless they are engaged beyond their academic studies, or have disadvantage that has prevented them from doing so. This creates an expectation of the type of student that ANU is seeking to attract and the type of graduate that we are seeking to produce.

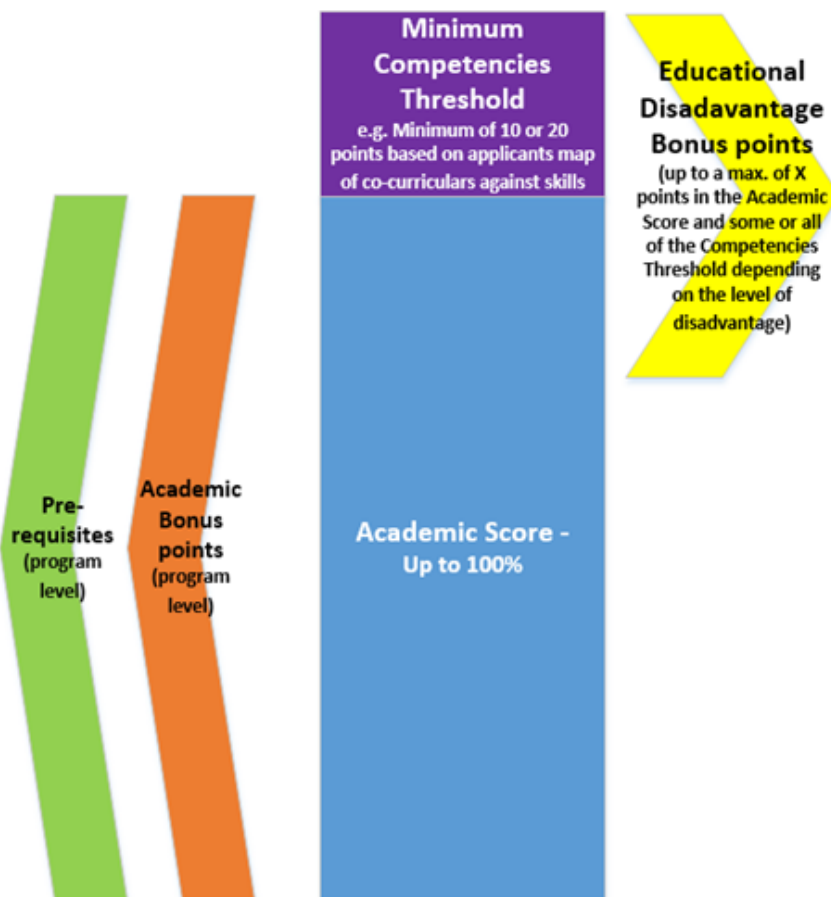
Applicants who do not meet the additional threshold would still be able to apply to ANU in the UAC round.

Weighted Requirements

For this approach, the overall indicator of an applicant’s success is the summation of various weighted scores. This might involve, for example, attributing 70% of their score to academic, 20% to co-curricular, and 10% to educational disadvantage (or another breakdown such as 80/10/10, 90/5/5, etc.).

In this example, it means that an applicant who has undertaken only academic studies can achieve a maximum of 70%. It would only be those applicants who have pursued co-curricular activities or who have experience disadvantage who would be able to receive a score higher than that available for studies alone.

Here is a graphical representation of one proposal of how entrance could be algorithmically determined:





### 3. How do you 'score' extracurricular activities?

The key principles being suggested for how we will assess candidates are as follows:

- I. *Diversity*: The purpose of this program is to attract and admit students from a variety of backgrounds. This includes students from different socio-economic backgrounds, locations and interests.
- II. *Value*: Depth and breadth of activity are equally valuable: students who excel at one co-curricular and students who participate across a variety of activities are equally valuable members of the ANU Community.
- III. *Transparency*: Assessment of co-curriculars may be complex in the background, but the contribution to the assessment against admissions criteria must be understood by applicants and their influencers.
- IV. *Efficiency*: Balance of recognising individualised contributions against an efficient assessment process based on algorithms and schedules.

The ideal is to create a list of skills that ANU will be looking for in applicants. The current draft list of skills that will be valued is aligned with ANU+, the strategic vision of the university, and is similar to the list used for the Tuckwell Scholarships and the ANU Spirit of Excellence Entrance Scheme. It includes:

- Self awareness
- Resilience
- Inclusion & awareness of diversity
- Communication skills
- Community & global engagement
- Personal & social responsibility
- Leadership skills & understanding of organisational dynamics
- Extension of academic interests
- Entrepreneurship & innovation

Extracurricular activities will be aligned with skills, and will be assessed based off a matrix that considers frequency, commitment, representation and duration (where more recent extracurriculars are higher valued). There would be a score allocated to each combination of answers within the matrix, and thus a number is generated which could then be compared to other students' scores and an admissions algorithm created.

### 4. Key Questions for the CRC

- I. Do you have any feedback on the different styles of algorithm and what would work best?
- II. Are there any other values or skills you feel are missing?
- III. Do you think students should be able to achieve the maximum entrance score using their academic results alone?
- IV. On a meta level: these changes could be seen to be changing the definition of what an ANU student should be. If academic results alone cannot get you into ANU, then the ANU is saying that our students (the most prestigious in the country obviously!!) are more than just academically intelligent. They still achieve an academic standard, but they also engage with other activities. What do you think of this shift in definition of a student?
- V. From the negative perspective, any system has 'losers' – the current system excludes people and is problematic on a lot of levels. If ANU changes it to be more equitable, there will still be 'losers' as the university wants to keep overall student enrolments at the same number. Therefore, who do you think should be the 'losers' – the people who miss out on an ANU education? (Those who are less

engaged in extracurriculars? Those who are less academically intelligent? Those who get lower grade 11 results?) And how does this compare to the current 'losers'?