



## **MINUTES - COLLEGE REPRESENTATIVE COUNCIL (CRC) 4 2018**

Tuesday 15 May 2018

7:00pm ANUSA Boardroom

### **Item 1: Meeting Opens and Apologies**

#### . 1.1 Acknowledgement 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

### **Item 2: Minutes from the previous CRC meeting be passed**

Moved: Janet

Seconded: Campbell

Status: Passed

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

3.1 President's report (E.Kay) [Reference A]

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

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

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

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

4.1 College of Arts and Social Sciences [Reference E]

4.2 College of Engineering and Computer Science [Reference F]

4.3 College of Law [Reference G]

4.4 Joint College of Sciences Representatives [Reference H]

4.5 College of Business and Economics Representatives [Reference I]

4.6 College of Asia Pacific Representatives [Reference J]

***Procedural Motion:*** to suspend standing orders to allow for all reports to be passed together after a 15 minute question time.

**Moved: Harry**

**Seconded: Tess**

**Status: Passed**

## **Discussion:**

- Updates on the fact that there have been discussions surrounding examinations during religious holidays were given.
- CBE mentioned that they have been giving feedback to the college regarding 70% weighted exams.
- College of Law Reps updated the CRC on the Indigenous Cultural Competency in the law school proposal that will be taken to ALSA.
- The CRC discussed the necessity of cultural change within JCOS and CECS regarding gender quotas. CECS and JCOS Reps to reach out to Tess and Eleanor if they need assistance.
- Access and Equity update from CAP is that there is nothing in this space at the moment but the Dean has many ideas.

## **Item 5: Discussion Items/Motions on Notice**

### **5.1 Discussion Item: *International and Domestic Student integration* [Reference K]**

Moved: Eleanor

Seconded: Tess

***Procedural Motion:*** *to suspend standing orders to allow for 15 minute free discussion on 5.1:*

Moved: Amel

Seconded: Ben

Status: Passed

At ANU, we rank consistently poorly on integration between international and domestic students, with student barometer results from 2016 demonstrating that satisfaction rates for international students making friends with Australian students were at 68%. Overall international student satisfaction rates of 77% were lower than the global, Australian, and Go8 benchmarks, demonstrating a risk and opportunity for growth for ANU.

A student-run group called Culture Bridge have approached me to discuss how we can work together to address these issues. Culture Bridge focuses on how to build relationships between domestic and international students in Australian universities, by conducting research of the student experience and using this data to inform recommendations for action.

I'm keen for the CRC to discuss the issues we see in our own colleges regarding domestic and international student integration, and hear from the Culture Bridge team to see if we can/if we should work with them going forward to address this.

Culture Bridge will present to the CRC and we'll have a bit of a discussion, and then we can further discuss without them to finalise the CRC's path forward.

The Culture Bridge team will:

1. Introduce Culture Bridge, their work and the findings of their latest survey report
2. Source concerns and challenges from college reps/CRC attendees on cross-cultural engagement to inform their recommendations

We will likely speak further about the opportunities for collaboration and whether ANUSA should pursue a working relationship with Culture Bridge.

I have attached a summary of what Culture Bridge does, as well as a recent report they created of data from the ANU. These will hopefully help the CRC to get a picture for what Culture Bridge does, before the discussion.

### **Cultural Bridge Team Discussion**

The Cultural Bridge discussed how they were keen to hear feedback on concerns and work with the university to implement research based solutions. They mentioned that they would be conducting interviews with different stakeholders particularly in residential halls. The initial report conducted by Cultural Bridge found a lack of opportunities at ANU for cross cultural opportunities within tutorial rooms and societies.

There were questions surrounding where Cultural Bridge can see their organisation fitting in on campus. They mentioned that their aim was for at least half their organisation to be made up of International Students. What work had been done regarding reaching out to academics was also discussed and it was noted that they had been working with ISD, the Young Cultural Global Leaders program and with alumni.

Cultural Bridge stated that they use both qualitative and quantitative research methods and receive assistance from the postgraduate research fellow program. It was determined that the research had not gone through ANU ethics given the organisations lack of affiliation. Research methods and how they are defended against academic rigour was also discussed. Cultural Bridge discussed how their student led research provided a different and more flexible approach than the International Student Barometer.

Further feedback and recommendations from the CRC are to be sent via email to CB.

### **5.2 Discussion Item: *Developing guidelines for lecturers on responding to Education Access Plans.***

Moved: Ben Lawrence and Amel Saeed.

Seconded: Eleanor

***Procedural:*** *That the standing orders be removed to allow for free discussions for 15 minutes.*

Moved: Eleanor

Seconded: Victor

Status: Passed

The CASS Reps explained the details of their report regarding what CASS processes are in regards to EAP's. They noted that if there is no provision in your EAP that explicitly mention that extensions are a suggested adjustment, then you have to apply for extensions regardless. The lack of understanding and training by Staff and Students about EAP's was identified by the CRC as an issue. The CRC agreed that centralising the process of EAP's and setting up a target for disability awareness training would both be positive steps forward. The President suggests that the CRC should have a think about which people in your college would be willing to work with students and make change. The Vice President also suggested reaching out for support if there were academics who were not respecting EAP's.

### **Item 6: Other Business**

***Procedural:*** to suspend standing orders for 5 minutes for the Vice President to give update on religious and cultural holiday work that has been done with the Ethnocultural Department.

Moved: Tess

Seconded: Janet

Status: Passed

The Vice President outlined the work of the Ethnocultural Department who are advocating for deferred exams to be available during religious and cultural holidays. There will be a Paper written specially on the issue. Will bring action plan and polished version to next CRC.

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

**Meeting closed at 8:45pm**

## Reference A

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### **PRESIDENT'S REPORT**

Eleanor Kay

#### **Executive Summary**

1. Vision for Teaching and Learning update
2. Mental Health
3. Academic Integrity

#### **Further Information**

##### **1. Vision for Teaching and Learning Update**

This is going to be linked into a bigger review of Teaching and Learning as promised in the Student Partnerships Agreement. I'm trying to organise a time for the new Pro Vice Chancellor (Education) to come and run a workshop with us, to set the tone for a review and also for setting the vision.

Sometimes I think the people in Chancelry have no idea about the real student experience. The stuff that never gets formally complained about but that we all know happens. The not-enough-chairs-in-a-tute-room experience where people sit on the floor for their tutes; the lecturer making subtle sexist comments but no one feeling like they can call them out because it's 'not that bad'; the totally disorganised tutors who don't know what they're doing; the tutor who obviously has favourites but you can't pinpoint how you know in order to call it out. I think this workshop is a chance to make the actual, mundane, and REAL student experience the topic of discussion, so the Vision can be informed by the current status quo.

To that end, I'd love you to all just listen, and stock up ideas and stories to share when we get there. Start thinking of the things you wish could be better, the things you wish could stop, and we'll hopefully use this as a chance to make some change!

##### **2. Mental Health**

Thanks to those who came along to the Symposium last week! I was really excited by the conversation, and the opportunities for us to build a really healthy university, by engaging academics in curriculum design that supports wellbeing. If you're passionate about mental health and structural change and want to have a chat about how we can advocate for this in your college, let me know!

##### **3. Academic Integrity**

I'm doing a bunch of work with the uni on Academic Integrity, including reporting to Academic Board with recommendations regarding how as an institution we can better engage with and education students about AI. Let me know if you're interested and want to chat more!

**Reference B**

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**VICE PRESIDENT'S REPORT**  
**Tess Masters**

No Report was received.

**Reference C**

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**GENERAL SECRETARY'S REPORT**  
**Eden Lim**

Please see SRC 4 report.

**Reference D**

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**EDUCATION OFFICER'S REPORT**  
**Harry Needham**

Please see SRC 4 report.



## Reference E

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### COLLEGE OF ARTS AND SOCIAL SCIENCES

Benjamin Lawrence & Amel Saeed

#### Executive Summary

1. Major Committees
  - a. CASS AQAC
  - b. CASS TLDC
2. Course Rep Meeting
  - a. Preamble
  - b. Positive Feedback
  - c. Issues Identified
3. School of Art and Design Consultations Update
  - a. Bachelor of Visual Arts Changes
  - b. Student Representative Meeting
4. School of Music Course Representatives
5. CASS Assessment Focus Group
6. School of Literature, Languages and Linguistics School Review
7. Access & Equity in CASS
8. General Notes

#### Further Information

##### 1. Major Committees

Neither of the major committees have convened since last CRC as there was a masters review scheduled instead.

##### 2. CASS Course Rep Meeting

###### *a. Preamble*

On Monday 30<sup>th</sup> April, Monday of week 9, Professor Susanna Scarparo, CASS Associate Dean of Student Experience, convened a meeting for the course representatives across CASS to check in with them, receive feedback on the program and help to resolve issues. It had around 40 attendees. Ben and Tess attended on behalf of ANUSA (shout-out to Shoshana who was also there but as a course rep <3), overall, we felt it was a very worthwhile meeting where a number of issues were identified and can be addressed next semester with the new round of course representatives. Positive feedback and some areas for improvement for the course representative program are listed below. Thanks to Susanna and Mier Chan in CASS for organising the event.

###### *b. Positive Feedback*

- The ANUSA-written course representative handbook was considered incredibly useful and appreciated. Guides on methods of communication, meetings, and important contacts were highlighted as especially valuable.
- One course rep said that they had been a course rep thrice before, and this year the efforts of ANUSA and CASS has meant that this is the first time that they actually feel supported and empowered in the role.
- Those who attended the ANUSA, PARSA run training sessions found it very useful.
- Some positive changes, particularly relating to delivery and tutorial structure, have resulted in a number of courses as a result of course reps being implemented.

#### *c. Issues Identified*

- In the ANUSA course representative handbook, the role of ANUSA and what it can do to support course representatives needs to be more clearly articulated – some representatives remained unclear on the role we can play. Particularly the role of the College Reps.
- The ANUSA course representative handbook needs to be disseminated more effectively in future, approximately three-quarters of course reps present indicated that they had not received or were not aware of the existence of the handbook. This has now been rectified as a follow-up email with it as an attachment was disseminated.
- Many course reps had not attended one of the training sessions run by ANUSA and PARSA early in the semester. Key to this was the time at which they became a course rep – many were only elected or selected after email advertisements had been sent or even after the trainings had occurred.
- Uneven implementation throughout CASS. Some schools and centres were notably poor in implementing the program, whether by selection process, inconsistency of practice or actually engaging with course reps. Particularly poor performers included the School of Music and Philosophy. Shout-out to History and Language classes who received praise and recognition of their ongoing tradition of having and engaging with course reps.
- There was surprise and complete lack of knowledge that ANUSA and CASS has some (albeit small) budget to support course rep initiatives. This is something that there was interest in accessing, however it needs to be more effectively advertised in future.
- There was a need expressed to streamline selection/election process and communicate that process to course conveners. In some courses there were five course reps, all volunteers became course reps, and in some courses, there were none, or a single rep selected by the convener.
- There seemed to be a consensus that course conveners haven't fully grasped the course rep concept, or that it is now compulsory. Perhaps there should be a guide book written for them???

### **3. School of Art and Design (SOAD) Consultations Update**

#### *a. Bachelor of Visual Arts Changes*

The rationale behind the change relates to the administrative burden currently placed on the school, implementing recommendations from last year's school review, bringing the system in line with the rest of the university and reforming the current and opaque structure which inhibits students' ability to control their degree. There is also reasoning for student experience as well, as, in the existing linear major structure, if a student drops-out of a course their graduation is delayed by a whole year.

The Bachelor of Visual Arts is adopting a standardised ISIS enrolment process, and the content of the bachelor is streamlining the degree structure into majors and definitive lists within the majors – similar to current practice under the Bachelor of International Relations with lists. Hopefully it will make it possible for students to build their degrees/majors and make it a bit more mobile because they are now put in charge of their own enrolments. This is mirroring the current process for a standard Bachelor of Arts, and also the Bachelor of Design – admitted to the degree then students select/enrol/change their own majors, rather than being admitted into a major. Changes take effect from 2019. This system is a direct replacement – all students are affected, not just commencing students. There is an automatic course substitution going to be in place, so long as you're completing your previously enrolled major.

Student feedback at the meeting was positive. It is seen as good for easing burden on the art school office, as students currently spend a lot of time trying to get on to the office to process changes. It will also become possible to do a double major in single degrees.

*b. Student Representative Meeting*

The termly student representative meeting was held in conjunction with the School of Art & Design Education Committee, to enable explanation of the changes to the Bachelor of Visual Art. Gold & Silversmithing is being renamed to Jewellery & Object, courses are not changing really – it's just a rebranding exercise. The school is adding one new major: Hybrid Art Practice major. Thematic courses are being introduced – student driven interest (entailing lectures on a theme which can then be applied in workshops).

#### **4. School of Music Course Representatives**

It was brought to our attention at the CASS course representative meeting with Susanna that no course representatives have been selected, appointed, or otherwise exist in a number of courses across the School of Music. We have followed this up via email and hope to work with Kenneth Lampl to ensure that this is rectified for next semester.

On consultation with individuals, early concerns raised about the practical role of a course rep in music courses where students have regular personal contact with their tutors/workshop leaders have been confirmed. One course rep expressed that it was an awkward role in this context and questioned the practical role they are supposed to play.

#### **5. CASS Assessment Focus Group**

On 9<sup>th</sup> May a small informal focus group was convened by Susanna Scaparo with some CASS course representatives to look at improving guidelines for course conveners when they are forming assessment and outlining the details in course study guides. It was attended by undergraduate, honours, postgraduate students, as well as Ben attending for ANUSA, and staff perspectives were also presented. Issues with various forms of assessment were voiced and Susanna is interested at looking at continuing discussion into innovative assessment ideas.

## **6. School of Languages, Literature and Linguistics School Review**

We have begun creating a comprehensive survey which students from the school will be able to fill out. Once completed it will be posted to the CASS Rep Facebook page and individually sent to students already approached and interested providing feedback. We expect to have this form completed and disseminated by the end of the week.

As a result of the discussion at the last CRC regarding effective consultation strategies regarding school reviews, and the timing in the semester when this is coming up, we will not be hosting an in-person consultation at this stage, however are open to suggestions on what consultations will be most effective.

## **7. Access & Equity in CASS**

In response to the motion passed at CRC 3 we have sent inquiries to CASS as to what committees and movement is occurring within the college, and whether students can play a larger role. This was followed up by follow-up emails, and Ben had a meeting with Susanna Scaparo, where we had a discussion regarding Education Access Plans in CASS.

There are two committees within CASS focused on improving access and equity for specific groups:

- Gender Equity Sub-Committee
  - o Chaired by Fiona Jenkins
  - o Secretary is Jane Coultas
  - o There are currently no undergraduate students in the committee, mainly because the term for members is two years. On discussion with Jane she indicated that the committee likely can incorporate undergraduate representation, however the person must be able to commit to a full term (2 years).
- Reconciliation Access Plan Sub-Committee
  - o Chaired by Deidre Howard-Wagner
  - o Secretary is Elizabeth Raynor
  - o Unsure about student membership on the committee, will follow-up

There are also some other recent things that CASS has done to improve equity initiatives, most of these are initiated at the CASS Academic Quality Assurance Committee:

- Support for the removal of academic bonus points from High School/College courses (that is all academic bonus points except for AMEB Grade 8 for Music) and the increase in equity bonus points to a maximum of 10.
- The development of pathway diplomas (e.g. Diploma of Liberal Arts, Diploma of Music, Diploma of Creative Arts, another in development) for students not meeting ANU entry requirements.
- From 01/01/2019 CASS will be removing the requirement for commencing PhB students to maintain an HD average each semester and replacing it with a requirement to pass all courses each semester; the other hurdles (entry to the honours year, graduating with H1) remain. Current PhB students can transfer into the 2019 version. As a flow-on, CASS supports the application of a up to 5 equity bonus points for the PhB using standard processes.

## **8. General Notes**

- We continue to be engaged in some confidential student advocacy on behalf of individual students.
- We are continuing planning and discussion with stakeholders for Arts Day, which will be held in semester 2. Dates are proving challenging.
- Continued focus on our communication strategy: regular posts, being responsive to messages, encouraging first years to join the page through other forums etc.

## Reference F

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### COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

[Jessica Kennedy and Yaya Lu]

#### Executive Summary

- Created cover photos and distributed them to various CECS Clubs and Societies to celebrate University Mental Health Day.

#### Further Information

##### Academic Grievances

None.

##### Social Initiatives

Event	Further Information	Rep	Hours Spent
University Mental Health Day	<ul style="list-style-type: none"><li>• Due to misreading the date (we thought it was Thursday not Tuesday) we were unable to move forth with the original University Mental Health Day celebrations. So will look for other calendar days to run an event/ create community spirit/ communication around this topic.</li><li>• As a last-minute effort, we organised for all CECS Clubs/ Societies (with the exception of CSSA) to share the University Mental Health Day photo (taken from ANUSA Facebook Page) with a few words recognising the importance of mental health, and organisations/ phone numbers students can reach out to seek support from.</li><li>• Yaya changed the cover photo of the ANUSA CECS Rep page.</li></ul>	Jess	>1
		Yaya	15 mins

<p>Student Experience Updates</p>	<ul style="list-style-type: none"> <li>• CECS currently does not have an appointed Associate Dean of D&amp;I, and because of this nor do we have a working D&amp;I committee. [Although the CECS SEC has indicated that they hope to resolve this issue within the coming months]</li> <li>• One outcome of the cultural audit response was to create a designated safe space for students – next to CECS student services. This space was reportedly being built as of late 2017/ early 2018. However, it appears that (due to construction and limited office space) this area is now being used as offices/ a meetings room.</li> <li>• There are increasingly more problems (moving into heavy assessment periods) where there are not enough computers within the Engineering Buildings available for (engineering) students to study on/ use as they are booked out for tutorials/ classes. (These computers contain expensive software which is required for course work and assignments). A concern with this is that it sets a precedent for a culture where students are being forced to study late at night/ after hours in order to be able to access these computers. Whilst this does not differ from expectations in previous years – it is concerning considering the new CECS expansion plan, the increasing trend of 1<sup>st</sup> year intake within engineering and no public plans/ discussions surrounding the availability of more computer/ software licences.</li> </ul>	<p>Both</p>	<p>N/A (meeting)</p>
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Future Initiatives

Initiative	Further Information	Rep
Formal Collaboration Between CECS Clubs and Societies	<ul style="list-style-type: none"> <li>• In Progress, is a standing agenda item</li> <li>• 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</li> </ul>	Jess
CECS Notice Board	<ul style="list-style-type: none"> <li>• To Start: Beginning of Semester 2 (experienced difficulties preventing Jess from beginning earlier)</li> <li>• 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.</li> </ul>	Jess
Mental Health Call-To-Action	<ul style="list-style-type: none"> <li>• In progress, is a standing agenda item in the SEC.</li> <li>• Perhaps run a R-U Okay Day Event?</li> </ul>	Yaya (and Jess)



**COLLEGE OF LAW**

Angela Chen and Campbell Clapp

**Executive Summary**

1. Assessment
2. Indigenous Cultural Competency
3. Education Access Plans
4. Legal Technology and Innovation
5. Ongoing discussions and Projects
  - a. Electives
  - b. Access and Equity Committee
  - c. Regular Meeting with Sub-Dean

**1. Assessment**

- Assessment has consistently been a problem within the law school over recent years because of a variety of issues including inconsistencies with policy, weighting, hand back times and many other things
- We have raised this with CEC and the Staff as a whole are passionate about ensuring that assessment policy is comprehensive in order to combat some of these issues.
- Most recently, with the 'Drop Without Fail' Date last Friday we have seen problems with staff including optional assessment before the drop date and counting that as the formative feedback that they are required to have before the drop date, and staff not returning assessment in time to actually get formative feedback.
- There has also been an issue with Winter and Summer Elective Convenors taking months to hand back assessment, well after the time they said they would. This has an impact on students' ability to apply for certain programs and ensuring that they are able to meet the requirements for graduation.
- We are looking into setting up a working group so that we can establish a strong assessment policy that is of a standard actually acceptable for students. Both the Sub-Dean and the acting Sub-Dean are supportive of this.

**2. Indigenous Cultural Competency**

- We had our first consultation meeting on Monday 30<sup>th</sup> May.
- There was a good turn out from staff and students, and there was a lot of productive discussion about how we do and don't want the incorporation of indigenous content into the curriculum to look.
- Going forward, we are establishing a Facebook group to make sure that this is not the end of the discussion and that we can actually see some tangible changes to the curriculum in coming years. We are currently working on a drafting a student letter on this matter which will be presented at the Australian Law Students Association (ALSA) Conference and to the Dean potentially. We have also partnered up with professors at the law school to create a student survey, asking for constructive feedback and their opinions on the matter. This will be mass disseminated to all law students via email.

- We would like to thank the Law Students' Society Vice President (Education), Lauren Skinner, for all her help and passion behind this project. Lauren will also be taking this discussion to the ALSA Conference to see how indigenous content is taught or incorporated into other curricula and to see if there is a way to implement this Australia-wide (i.e. into the Priestly 11).

### **3. Education Access Plans (EAPs)**

- We have had some anecdotal feedback from students recently about staff in the law school not taking EAPS into consideration appropriately or not respecting disabilities and mental health issues that fall outside the scope of EAP, making students feel ashamed to be disabled and studying law.
- We are going to raise this at the next CEC and discuss ways we can ensure that staff are appropriately trained in how to implement EAPs into their own courses, and not add any extraneous stress on students.

### **4. Legal Technology and Innovation**

- After recently putting out a poll on Law Students @ ANU about Law Electives and what students want to see we received specific feedback from one student who is part of a group called 'the Legal Forecast'. This is a group that involves students all across Australia who are passionate about the future of legal technology and innovation.
- This student is working with us to provide a proposal to College of Law about a specific Legal Technology Elective. We are in the process of discussions about this and will hopefully have a comprehensive proposal and action plan by the second semester.

### **5. Ongoing discussions and Projects**

- **Electives**
  - This is an ongoing topic of discussion within the CEC and we are meeting with Tony Connolly (Head of the Law School) next week to discuss where this is going.
  - One of the main issues that students have with the current operation of electives is that they are run very inconsistently and there isn't a comprehensive list of the electives offered, making it difficult for people trying to plan their degrees or even their year.
  - We are also discussing with Jo Ford the possibility for increased International Opportunities for Law Students. He is currently examining, trialling and gaining grants for numerous oversea exchange/internship opportunities that he has been working on since late last year.
- **Access and Equity Committee**
  - Following last CRC, we inquired about an Access and Equity Committee. One has been established but they have not yet met. We are in contact with the Chair of the Committee and she has put us in as observers for when they do first meet.
  - The current lack of committee potentially provides some explanation for the issues with EAPs stated above.

## Reference H

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### JOINT COLLEGE OF SCIENCES REPRESENTATIVES

#### Janet Zhong and Shoshana Rapley

Mainly a brief recap, things have been a little less busy with JCOS recently. The following includes what should have been in the report of CRC 3.

We have picked one main thing to focus on at a time, currently that is the diversity scholarships.

#### Recap of Events:

##### Monday 16<sup>th</sup> April Meeting with Acting Deputy Dean JCOS Janette Lindesay

- Anna Cowan currently on leave, brief meeting to discuss plans.
- Discussions included the diversity scholarship (Janette was very supportive and excited), PhB and different teaching platforms (Physics uses flipped classrooms very well)
- Was told that she would follow up on implementing a community involvement award (I still don't know if this has progressed though)
- Mainly a meeting to establish a working relationship, JCOS staff keep exceeding my expectations, very responsive to student feedback

##### Friday 20<sup>th</sup> April Women in STEM/ Diversity JCOS Scholarship Focus Group

- Advertised in Science Students@ANU, ANUSA Science Reps Facebook Page and ANU Women's Department.
- Surprisingly high interest online, with 50+ interested on the event, more than we were expecting given a focus group.
- Smaller turnout at the event which was as we both kind of expected, but the eight or so that did come gave incredibly high quality feedback which was greatly appreciated. The proposal was largely sketched out here. Online feedback was also received via google form. Thank you to these people that gave incredibly helpful and in depth feedback: Marika Niihori, Yiechang Lin, Sacha Mann, Emily Rose Rees, Tiggy Bee, Claire Yung, Lauren Booth, Kay Song and others (Sorry if I forgot anyone)
- Key takeaways from feedback: Several smaller scholarships are better than fewer big ones, avoid exclusivity, gender exclusive or gender quota, Emily talked about the Natasha Linard Scholarship from CECS, how to handle as it is different for different disciplines, why do mentoring when Robogals and Fifty50 already do it.
- Response: Some details still to be fleshed out (funding, gender quota, how to tackle more than just gender diversity), but it is meant to connect leaders and give them contacts with JCOS so it isn't trying to compete with societies and clubs – it's trying to reward high quality people within them and connect them together.

- Sacha suggestion of peer nomination system was great and is easy to do if this is ANU run. CECS have some students perceive gender equity scholarships negatively and this would hopefully counteract that. It's also why I personally prefer gender quota instead.
- More details in proposal attached, draft and unpolished but sent to JCOS Deans and Executives. Still awaiting feedback.
- All in all, great response from students, support from all staff we've talked to so far, now it is just left to JCOS deans and admins for steps forward. If funding is not received, possibility in getting externally sponsored by companies

### **Monday 23rd April JCOS Education Committee Meeting**

- Our first Education meeting! (First one got cancelled due to flood day)
- They are implementing course outlines to be uploaded on programs and courses
- Talked about grade distribution
- Talked about PhB (confidential at the moment)
- Questioned the rationale behind a Diploma that they are forced to make which is worrying.
- They are currently getting feedback on the whole Teaching and Learning grand visions.
- Implementing new majors, some of them are a headache to create because of major requirements, most notable change is changing from six third year courses to five
- The new majors look good though (Astro!)

### **Tuesday 24<sup>th</sup> April Meeting with JCOS and RSPE Diversity and Equity Chair Jodie Bradbury**

- Tried to suss what they do, what is this committee? It is newly formed and have been tossed around in the whole JCOS restructure, slowly coming together now. They currently have a PARSA rep, Hannah James but no undergraduate rep. They are very happy to have one though, depending on time commitments could be Janet or Sho or a nominated student.
- Janet is going to present the Diversity Scholarship proposal at the next meeting (date TBC).
- Jodie gave advice on various aspects including funding structures and the Athena Swan type rating system and how there could be long term goals. Says in the long run could even be connected to SAGE
- Suggested that we could utilize Alumni network
- Gave personal warning of overcommitting which is appreciated and noted
- Jodie is excellent

### **What's Next?/ Other**

- So convenors can't change course assessments date after 10% of the teaching period has begun (wow a class rep actually knew college reps existed)

- We missed March for Science because it was in the holidays and both of us weren't here (sad)
- Jodie Bradbury organised a Women in Physics lunch and it was incredibly well run
- Wednesday 23<sup>rd</sup> May, meeting with Anna Cowan
- June JCOS Education Committee Meeting
- We need to start planning National Science Week – asking for plausibility of getting applications for a coordinator to help us out to make sure things are sustainable – it will be a big week. We will be meeting with the past JCOS reps at an unconfirmed date.
- Any science folk happen to read this, shout out if you want to do anything in National Science Week (please)

## ANU Women/Diversity in JCOS Scholarship/Networking Program Proposal

The purpose of introducing scholarships is to create culture change within science. Having female leadership figures has a noticeable impact on other female peers within classes and cohorts. A scholarship gives these students a stamp of legitimacy and there is potential to create a program where these students can meet and learn from each other and gain benefits from being a part of a collective. Currently CECS (College of Eng. And Comp Sci) has six scholarships (of the value of \$5000+ per annum) regarding diversity issues in engineering or computer science. JCOS (Joint Colleges of Sciences) has none despite the fact that many science classes face similar cultural issues.

### **Examples of similar initiatives:**

- The approach of University of Sydney for women in engineering (30% increase in female engineering enrolments) <https://sydney.edu.au/engineering/study-engineering-and-it/why-study-here/womenin-engineering.html>
- The University of New South Wales has a faculty run program (50:50) <http://www.science.unsw.edu.au/50-50>
- The University of Melbourne does high school outreach <http://www.eng.unimelb.edu.au/engage/schools/girlpower-in-stem>
- But we actually most closely mimic the aims of the Natasha Linard scholarship (for Eng/Comp Sci) by ANU (\$10,000 + mentorship), with some additional changes upon feedback from one of the recipients.

### **Feedback/ Suggestions from ANUSA Science reps and student focus group:**

- The selection criteria should be both academic merit and community involvement. The latter is important as culture change is more easily achieved if they are already fairly involved or highly regarded in their communities.

- If the aim is to build community, it is better to have several smaller scholarships as opposed to one or two larger scholarships.
- It would be good for students already holding a scholarship to be able to be a part of the scholarship program/ receive the title but not receive the funding.
- It may be good to have at least one student from each college, but there is a possibility that there be more preference for students in mathematics or physics, where gender ratios are more skewed.
- It would be good to have a networking event at the beginning, where many female ANU academics and other role model figures are invited. A mentoring component where recipients are mentees would be beneficial. It was suggested that a small group meeting up with one mentor works better than individual match ups. Mentors can rotate to get a vast array of perspectives for students. This would be potentially exclusive for the recipients with a focus on connecting leaders across science at ANU, rather than creating a university wide mentoring program. It would be good for the recipients to be able to meet at least once with the staff within JCOS, in order to create connections within the college in order to better create institutional change through their own societies/ clubs and initiatives. It is possible that these students may be offered to sit on the Diversity and Inclusion committee in JCOS.
- If ANU is unable to provide funding, we think it is fairly likely that we could secure funding from external organisations. However, we see great benefit in this being run by ANU, as it is a statement that says that ANU cares about these issues.

### **Potential issues for further student feedback**

- Should we have scholarships that are gender exclusive or would it be beneficial to have scholarships that instead have a gender quota? We wish to move away from the image that students are rewarded just for being in a minority and have it more based on merit.
- If mentoring for scholarship recipients become a thing, great care must be taken so that it doesn't become an elitist or exclusive program. We wish to have it open for everyone but then we are building a mentorship program rather than a targeted scholarship program, which is already done by other organisations and societies. A possibility is that recipients could aid in promoting events or initiatives/providing student feedback that benefits everyone.
- We wish to target all diversity issues, not just women in science.

### **Potential Sources of Funding**

- Funding could be split across the schools of science
- Funding could potentially be a central college initiative
- While it may not cover all the cost, it is possible to go through the alumni network, which has the additional benefit that we could potentially pick out mentors
- Funding could be sponsored by external companies (possibilities include CSIRO, ANSTO, DSTO, Bhp Billiton, Microsoft, etc.)

## **Steps forward and future possibilities**

- ANUSA Science reps can organise an organising committee if this were to become more than a scholarship.
- Recipients could do high school outreach, which targets the pipeline issue of diversity from a younger age, is empowering for recipients and also benefits ANU's image.
- If this were successfully run at ANU, a long-term goal could be a nationwide women in science conference for undergraduate students from universities all over Australia. A small residential camp where students can become inspired by each other and listen from academics or industry has the potential to be incredibly impactful. In the long end, this could be connected to the SAGE initiative and improve ANU's Athena Swan rating.

## **Summary Request for JCOS executives**

We think this is a worthwhile initiative for JCOS that addresses the main cultural issues currently present in the college. This is a draft proposal and further improvements and suggestions can be made with student consultation that we as ANUSA science reps are willing to do. We do request an idea of the possible amount of funding that this scheme may be applicable for. At the current stage, we think that smaller scholarships of the value of around \$3000 per annum, with at least six scholars would be adequate for a pilot year. We also need to know that we will be supported by JCOS so that this does not end up negatively affecting our own studies. Please let us know the possibilities of funding and what JCOS is willing to offer so that we can adapt our plans and go forward in creating an organising committee.

### CBE REPRESENTATIVE'S REPORT

Victor Sukeerth Munagala and Simone Richardson

#### Executive Summary

##### Coffee Catchups and Beginning of Semester Brunch

We are working with Toby McFadden from CBE Experience to introduce monthly coffee catchups with ANU CBE students, primarily from 1<sup>st</sup> and second year.

The beginning of semester brunch would allow CBE students to meet CBE representatives and start establishing a friendly relationship with us so that they could continue working with us in the future to help solve issues that affect them.

##### Survey Project

Simone and I worked really hard on getting a formal Qualtrics survey up and running on the CBE facebook page. We are just working on boosting the post of it so that more people can see it and provide us greater insight.

##### Momentum

Simone is working with Yvonne on MoMentum to discuss the outcomes of the program and talk about how it could further be improved.

##### CBE Ball

Things are moving along well in regards to the CBE Ball. It will be the first of its kind (within the CBE) where there will be an immense amount of CBE Society cooperation. AFEC and ASOC are working together on it.

##### CBE Education Committee issues

70% final exams were raised as an issue by Simone at CBEEC, a lot of professors in the past have said it is the easiest (on them), as they enjoy the exam format as it negates a lot of their worries for collusion which CBE apparently has a big problem with.



**Reference J**

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COLLEGE OF ASIA PACIFIC REPRESENTATIVES

No Report was received.

## Reference K

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