



AGENDA – College Representative Council (CRC) 4 2019

Tuesday 28 May 2019

ANUSA Boardroom – 6:15pm

Item 1: Meeting Open and Apologies

1.1 Acknowledgement of Country

1.2 Apologies

1.3 Passing of previous meetings minutes

Motion to accept the minutes of CRC 3

Moved by: Kai

Seconded by: Campbell

Passes

Procedural motion: Move to item 5.2

Moved by: Campbell

Seconded by: Kai

Passes

Item 2: Executive Reports

Procedural motions to discuss the reports en bloc and suspend standing orders for the duration of this item.

Moved by Kai

Seconded by Henri

Passes

2.1 President's Report (E. Lim) [Reference A]

2.2 Vice President's Report (C. Clapp) [Reference B]

Q: How's the parking review

A: The Parking company has not responded. Campbell to follow up

2.3 Education Officer's Report (T. Sibal) [Reference C]

Flagged a FYC review. The timeline has been delayed but there will be an email sending out to get feedback as well as previous

2.4 General Secretary's Report (L. Day) [Reference D]

No updates on SRC report

Motion to accept all executive reports en bloc

Moved by Kai

Seconded by Campbell

Passes

Item 3: College Representative Reports

Procedural motions to discuss the reports en bloc and suspend standing orders for the duration of this item.

Moved by Kai

Seconded by Tanika

Passes

3.1 College of Arts and Social Sciences [Reference E]

Summarized report

Met with ISD and still issue of engaging with International Students and ensuring they are well supported.

Also might be worth talking to ISD about college specific

3.2 College of Engineering and Computer Science [Reference F]

Summarised report

3.3 College of Law [Reference G]

Summarised report

3.4 College of Sciences, Health and Medicine [References H]

New rep Anupama! Welcome! Planning National Science Week events, planning with the Science Societies on campus.

3.5 College of Business and Economics [Reference I]

Summarised report

3.6 College of Asia Pacific [Reference J]

Summarised report

Motion to accept all college rep reports en bloc

Moved by Kai

Seconded by Issy

Passes

Item 4: Discussion Items

Procedural Item to move to item 5.1

Moved by Kai

Seconded by T Xiao

Passes

4.1 Trigger Warning policies among ANU Colleges

Tabled for CRC 5

4.2 ANUSA college reps and Education Committees

Motion to suspend standing orders for this discussion item

Moved by Tanika
Seconded by Tyrus

Brainstorming how College Reps bring up student related issues. CoL had a standing agenda item "Student reports" which could be used by college reps to talk about issues in assessment. Suggestion to talk to chair of CEC's to make this a standing agenda item. Can also invite along observers from relevant student societies to speak to issues.

Noted that some things are not decided in the CEC, as it is not the only decision making body so it could be helpful to talk to your relevant dean to see issues.

Things that could be relevant to bring up would be things that involve education and things that perhaps are repeatedly being seen as issues. Noted that CEC could be used to gain support for student issues. Noted that CECS use it for more course related issues.

To continue discussing this at Retreat

4.3 ANUSA Elections and College Support

Potential to talk about academic colleges supporting the ANUSA elections, especially in the college rep elections. This could include marketing and general support. This could also include a forum/meet the candidates. Also could send out college wide emails. ANUSA could also organize these independently. There may be a different reach if ANU does it rather than ANUSA.

4.4 TLDC

Tabled for CRC 5

4.5 Student Partnership update

Tabled for CRC 5

4.6 NUS accreditation

Tabled for CRC 5

4.7 Mental Health of ANUSA reps

After chat in SRC 4, some reps made clear that more could be done to ensure they feel supported. It is noted that people

Questions of accessibility and venue changes. Lachy noted that SRC 5 will be in a different location
Action item: To post on Slack about escalation of motions in advance of SRC.

4.8 Campus Engagement

There has been a large swathe of facets of the university are getting less engaged eg less attendance in lectures, less engaging in student services and club's membership.

Noted that this is hard to quantify considering mitigating factors

This has also been noticed by CASS who are curious why ANU is becoming more corporate and why students aren't doing more. Education Committee is doing things in this space, but always keen to have more thoughts about what to do.

Before this issue is fixed, the issue needs to be more well defined before a solution can be found

Also noted that the student landscape is changing eg as more students need to support themselves.

Action item: To have this discussion on retreat.

4.9 The role of ANUSA as a Student Union

What is ANUSA's role as a Student Union and to what point do advocative pressures. Should they be around academic issues or broader symbolic political issues?

Noted that this should be an election issue and that should determine where on the spectrum the Association lies on advocacy issues. Alternatively, every year the SRC should decide where they sit on the spectrum of student unionism.

Noted that the political actions of the Association can be actioned through the Education Committee. Potentially about engagement in university students.

Will talk about this at retreat.

Item: 5: Other Business

5.1 College Rep Descriptions

ANUSA's Communication Officer has sent around an email asking what the description of the College Reps should be on the website

5.2 Vygo presentation

Procedural to suspend standing orders for the duration of this discussion item.

Moved by: Tanika

Seconded by: Kai

Passes

Ben has been video called to give a presentation on Vygo. Expressed desire to answer questions from CRC. Ben was one of the founders of Vygo. Primarily on mobile and web platforms. Gave a personal anecdote about going to uni and inspired vygo to be created. Summarized the Mental health and academic stress that uni students face.

Broadly Vygo connects students who are struggling academically with potential students who could tutor. This is especially true in a peer-to-peer mentoring sense. The process for a student would be the following. Student would sign up on the mobile app. They would select a "service", this could be "class-specific" tutoring, "General field" Tutors. The student could then select a tutor from a range of options. The student would have access to a level of information about the mentor such as languages chosen. The student can then enter a chat with them, and/or plan a session.

The service would be free or cheap for students (Fee footed by ANUSA to credit students). The average fee charged by mentors is 0.40/minute (\$24/hour). Does allow ANUSA to subsidize certain students (welfare perspective) if needed. Can also be used to bump certain university services/events. Could also do identity based groups eg Queer mentoring.

Q: how are tutors paid if the communication is purely through chat

A: The tutor can decide what is free and what is paid. Also mentors are rated according to how helpful they are

Q: If the tutor can decide when they are being paid or not...

A: Accessibility. Every tutor can choose if the first 30min free of charge to allow students to see if

mentoring is for them. It also allows students to get a positive rating

Q: IF both mentors and mentorees are rated, how can you ensure a mediating factor in how tutors are graded eg not marked harshly for not just giving the answer

A: It is a gig-economy system. If a session is marked poorly (four stars or less) then Vygo investigates by talking to students and mentors. Apparently is usually a situation of misrepresented expectations. If is a repeating situation, then students are not allowed to use the platform any more.

Q: Is there a minimum wage

A: Tutors can charge upwards of \$20 or more (average is \$25), ANUSA can set their own minimum. Tutors can also work for free

Q: what is the cost?

Trial period is \$2.9k a month for 12 months.

Q: How sustainable is this in the next 5-10 years in terms of the gig economy

A: Have 7 contracts with universities and are doubling our team in the next year. Got investments for \$500K over the past year including the QLD government. Projected to get \$1.5 million in investment more by March. They would also run group study sessions. Their goal is to appeal to the broader university administration so they can up their game with other things. This also has the capacity to be sustainable above the existence of the SA.

Q: What impact does this have on people who work as tutoring and also are prices scaled as the tutoring gets better?

A: Effectively the free market will fix it.

Q: Is there a difference in quality between a free service and a paid service

Q: How do assure safety

A: Happy to include anything from ANUSA eg what a bad relationship would look like. Have to meet the student in public places eg in Marie Ray or BKSS. Also in online spaces, they have key-word service so certain things can be investigated as needed. Because it is a share-economy people rely on ratings so people are more likely to act well due to the impression of accountability and future impact

If anyone has any more questions please contact the VP, Campbell Clapp at sa.vicepres@anu.edu.au.

Procedural motion for a 5 minute break

Moved by Campbell

Seconded by Kai

Passes

Cost is \$34.8K. ANUSA has the capacity to pay this, however, would need to rearrange our current budget. PARSA would be unlikely to split however Campbell could reach out if needed/wanted. Clarified that ANUSA pays for the upkeep of the app/support staff and marketing etc

Q: Does this expose ANUSA to legal risk?

A: This would be a job for the ANUSA lawyer to see and pass on. Have reached out to other student guilds

Skeptical as to how the long term goal of this. Hypothetically, the goal is for the Uni to pay for this however the Uni has a tendency to not pay for things that ANUSA funds (eg CRCC and Wellbeing Officer).

The big question would be about whether students/ tutors are struggling at other unis. Another question would be about whether this is creating a market that doesn't exist or whether it centralizes. If there is a market for this, doesn't that mean that the courses need to be improved in their teaching rather than ANUSA paying for a crutch for students to learn. However arguably, tutors are going to be needed in either world.

Also the point about convenience

This could also identify the problem courses that need to be improved.

This service does provide convenience to students that the university can't really offer especially after hours and offer teaching styles different to what is being taught by the academic colleges.

The system of tutor approval is easy, eg can ask for transcript. But also ANUSA could prescribe prerequisites. Campbell Will send a follow up question about how tutors "find students".

Would need to review this every year. And there may be a new mark-up each year but this may be negotiated with Vygo.

Item 6: Meeting Close 8:47pm

Expected close of meeting 8pm

Reference A

Please see President's SRC 4 Report

Reference B

Please see Vice-President's SRC 4 Report

Reference C

Please see Education Officer's SRC 4 Report

Reference D

Please refer to the General Secretary's SRC 4 Report

Reference E



Australian
National
University



CASS REPRESENTATIVES' REPORT

Amelia Holly & Tian Xiao Shi

Executive Summary

1. CASS Education Committee meetings
2. Meeting with ADSE and Executive Support Officer (SE)
3. Calendar initiative
4. Possible collaboration with ISD
5. Trigger Warning Workshop
6. Future initiatives
7. Expenditure Update

Further Information

1. CASS Education Committee meetings

- a. No meetings since the last SRC report.

2. Meeting with ADSE and Executive Support Officer (SE) – Tian Xiao

- a. Met with Associate Professor Susanna Scarparo (ADSE) and Mier Chan (Executive Support Officer (Student Experience) to talk about the ANUSA CASS Reps' existing initiatives, and how we can further collaborate in the future.
 - i. Updated them on calendar initiative, possible collaboration with ISD (discussed below), future consult hours
- b. Mentioned how CBE was using a student survey instead of having course reps this semester. I suggested considering this as an additional channel of feedback for CASS to maybe use in order to gather student feedback on courses if people felt uncomfortable contacting their course reps or their convenor directly. Susanna and Mier both are super receptive to trailing this and it will be brought up in the next CASS Education Committee – which I believe to be a TLDC – to see what lecturers/convenors think about this. I've messaged Jordan (CBE Rep) to get a response as to how the survey is going and hopefully if there's a follow-up on that, I can pass it on to the members of the CASS TLDC meeting.
- c. Susanna and Mier were also interested in seeing if other colleges had thought about centralising the process for granting extensions to ensure that students weren't being given different extensions/not being given extensions for some subjects but were being given them for others. It would be great for college representatives to discuss this with their colleges and we would be interested in hearing if they had any further thoughts.
- d. Review into the Bachelor of Arts will likely occur next year.
- e. Would really encourage people to attend PAL (Peer Assisted Learning) mentoring sessions. The mentors are really well trained and well-versed in teaching styles, assignment/assessment styles and expectations in CASS so would recommend them as another possible resource for students to use outside of the Academic Skills and Learning Centre

- f. Raised with us the CASS Study Tour and Field Trip Travel Grant, which is an equity grant provided by CASS for any student going on an approved short-term domestic or international study tour or field trip that counts toward academic credit. Would encourage students to apply for this if finances have been something that prevented them from applying for overseas trips in the past.

3. Calendar initiative/Social media initiatives – Amelia

- a. Calendar is continuing well! We are still receiving events but as the semester winds down, we are predictably receiving less.
- b. We are encouraging CASS schools to also share their research projects with us in order to post those on the page (such as the 'Smartvote Australia' project) too.
- c. We have started to post events to both our page and to the CASS @ ANU group. Engagement with the posts is higher on our page, but we receive more comments on the whole from the group. Peak time to post seems to be from 3.30pm – 4.30pm. We will continue to monitor engagement and post into the next semester.

4. Possible collaboration with ISD for Bush Week event – Tian Xiao

- a. In the initial meeting with Susanna and Mier at the start of this year, we discussed an interest in better engagement with international students. Considering the increased discourse on mental health that has occurred in recent years and continues to be an important item of discussion in all sorts of settings, both academic, residential life and wider student life, encouraging engagement from all our students is super important to ensure that people do not feel isolated. We know that ESL students are often a higher risk group, as well as those who have moved from overseas for an exchange or their entire undergrad/postgrad studies. Whilst all events are aimed at all students, there still needs to be a concerted effort to make sure that these events are accessible to everyone. As such, we really hope to collaborate with ISD to gain a better understanding, or if they are interested, in holding a Bush Week event. We do believe that CASS would be interested in supporting an event and will keep them updated.
- b. Have been in email correspondence with ISD Education Officer, and they do seem interested in working with us, however we have since had trouble trying to organise a time to catch up. Understandably this is a busier time of the year, however I do hope to receive a response soon so that we can decide what to do from here on out.
- c. If anyone has any thoughts on this, I would love to hear what we can do.

5. Trigger warning workshop – Amelia

- a. Amelia attended the CASS trigger warnings workshop for CASS. Attendance was small (5 students, comprising 3 ANUSA reps and 2 class reps) but discussion very productive.
- b. CASS is very supportive in principle of trigger/content warnings that allow students to be accommodated in classes. They do not want to censor material, but they do want to ensure that students are warned if the material covered will be confronting, particularly in the case of compulsory courses. Two main issues were discussed – what is the duty of care for academics, and how can CASS ensure better care after the fact to students (Susanna emphasised the need to have both preventative and reactive actions available).
 - i. The group concluded that the duty of care involved checking in with students during the semester, providing content descriptors on the programs and courses page/semester outline, ensuring students are informed if content changes during the semester, and providing alternative assessment questions/options when content is particularly sensitive.
 - ii. In terms of reactive/after the fact care, the group thought that tutors could play an important role in reminding people of the services available and checking in with students, but that the lecturer ultimately needed to lead this from the top and check in via wattle and in lectures every so often too. More prominent posting of contact information including course reps, counselling services, and potentially department officers was also seen to be important.

- c. Susanna asked me to speak with other college reps about their policies (thank you to those who responded!) to see if there is an ANU standard for content warnings that CASS can adopt. Also looking into policies at other universities and how they could apply here.
- d. Overall a really productive meeting, and watch this space regarding further CASS policy developments. Please slack Amelia or Txiao if you hear anything about triggers in your college so we can pass this on to CASS (or equally if your college does not have a policy, let us know – all info is valuable at this drafting point in the process!)

6. Future Initiatives

- a. Consultation/Coffee and chat sessions: will go ahead for Sem 2 once our timetables for classes and other commitments form next semester are finalised.

7. Expenditure Update

- a. No expenses since our last report.

Reference F



COLLEGE OF ENGINEERING AND COMPUTER SCIENCE REPRESENTATIVES'S REPORT #4

[Matilda Dowse and Tyrus Caldeira]

Executive Summary

- No issues since CRC #3
- No CECS College meetings since CRC #3

Academic Issues

Agenda	Further Information	Rep
ENGN2219	<ul style="list-style-type: none">• No further updates or issues	Matilda & Tyrus
Academic Appeal - ENGN3230	<ul style="list-style-type: none">• No response since last time	Matilda & Tyrus
ENGN4528	<ul style="list-style-type: none">• Completed - please view CRC Agenda #3 for further information	Matilda
Course Rep Certification	<ul style="list-style-type: none">• Had a student contact us about Course Rep Certification• ANUSA aren't doing it this semester• I need to get into contact with all CECS course reps and notify them of the change• UPDATE: Still need to get into contact with CECS Student Experience or the Education Committee about this	Tyrus
Supplementary Exam COMP1100 (Sem 1 2018)	<ul style="list-style-type: none">• No response since last time, I believe this is completed - please view CRC Agenda #2 for further information	Tyrus
College Development / Education Committees	<ul style="list-style-type: none">• Upcoming meetings - CECS CEC Meeting 23/05/2019	Matilda & Tyrus

Further Information

Social Initiatives and other Agendas

Initiative	Further Information	Rep
CECS Societies Wide Calendar	<ul style="list-style-type: none">• Discussed at D&I, clearly useful to be around campus	Matilda

	<ul style="list-style-type: none"> Identified as valuable, need to start a system for updating it frequently 	
CECS Welcome Party	<ul style="list-style-type: none"> Completed - please view CRC Agenda #2 for further information 	Matilda & Tyrus
ESA x CSSA x ANUMS Careers Fair	<ul style="list-style-type: none"> Completed - please view CRC Agenda #2 for further information 	Matilda & Tyrus
Graduate/Internship Notices	<ul style="list-style-type: none"> Completed Trying to keep this updated over time as to when new positions open and close 	Matilda & Tyrus
ANUSA Spiel on CECS Forums	<ul style="list-style-type: none"> Completed - please view CRC Agenda #3 for further information 	Matilda & Tyrus
Uploading CRC Reports to our Facebook Page	<ul style="list-style-type: none"> Noted by CAP reps that we should think about doing this We need to make time to discuss this 	Matilda & Tyrus

Academic Initiatives

Initiative	Further Information	Rep
ANUSA Spiel at Course Lectures	<ul style="list-style-type: none"> Completed - please view CRC Agenda #2 for further information 	Matilda and Tyrus
Wattle Update with ANUSA Information	<ul style="list-style-type: none"> Completed - please view CRC Agenda #2 for further information 	Matilda
CECS Induction	<ul style="list-style-type: none"> Completed - please view CRC Agenda #2 for further information 	Matilda & Tyrus
Improvement of Tutorial and Lab Signup Times	<ul style="list-style-type: none"> Multiple complaints from students across various courses about tutorial and lab sign-ups not being released at the time promised e.g. ENGN2217 being released 15 minutes later unexpectedly, ENGN2225 before rather than after a lecture (with no warning) and ENGN1215 significantly after the promised time Students have sent formal requests to my (Matilda) individual email asking for this to be improved at the college due to the impact on student welfare Will be discussed at next CEC as serious issue, would appreciate feedback from other colleges about how this has been handled this semester 	Matilda

Future Initiatives

Initiative	Further Information	Rep
Consultation Time?	<ul style="list-style-type: none"> To check how students are going? Get their viewpoint on CECS and their courses? See if we can help in any way? Ideas for events to run, something that could help them academically, socially etc? Once a semester/term? 	Matilda & Tyrus

Reference G



Australian
National
University



COLLEGE OF LAW REPRESENTATIVES' REPORT

Brigid Horneman-Wren and Kunal Vankadara

Executive Summary

1. LLB Review
2. Meeting with CoL Admin

LLB Review

Brigid went to the LLB focus group for final year law students. It seemed that numbers were quite low for the focus groups, but Wayne Morgan (Program Director, LLB and Director of Undergraduate Education) indicated that they had been productive.

It was free form discussion, but key things included:

- Lack of practical experience provided, both in:
 - o Types of assessment – i.e. problem question answers do not translate as well to the workplace as e.g. writing a memo of advice based on the same problem question facts
 - o Availability of clinical programs/internships
- Assessment types
- Electives
- Embedded Honours structure
- The fact that the majority of students do not finish within 4 years (single degree) or 5 years (double degree)
- More opportunities for student-staff interaction
- Improved communications within the law school

Meeting with CoL Admin

We met with the CoL Admin team along with Bri (LSS Vice President (Education)). The meeting was hugely productive, and we will be meeting monthly for the rest of the year.

Points included:

- As the role of law course reps becomes more institutionalized and understood, it is hoped that they can act as effective feedback loops between lecturers and students.
- The Admin team were quite surprised and disappointed that students weren't aware of the extent of their role. In addition to exchange, degree support, and guidance with extensions and special consideration, they are able to triage student requests and concerns and determine whether issues can be handled by them, whether they should go to the student's convenor, or whether they are a matter for the Sub-Dean.
- Notably, they have centralised the processes for exchange, clinical applications, extensions and special consideration. This should mean that students aren't getting different answers depending on which convenor they are requesting an extension from, or because a convenor forgot the answer they gave a previous student.
- We discussed ways they might be able to advertise their availability and visibility, particularly noting how well CASS' office hours are known and used.
- They are currently re-designing their website to make information and services clearer.
- They are planning to be the first point-of-call for all student appointments.

Reference H

No Report was received from the College of Science, Health and Medicine Reps at time of publication

Reference I

No Report was received from the College of Business and Economics Representatives

Reference J

ANUSA College of Asia and the Pacific Representatives Kai Clark & Dominic Harvey-Taylor CRC 4 Report

Summary

1. Program Reviews
 - a. *Bachelor of Asian Studies/Bachelor of Asian Studies Honours*
 - b. *Bachelor of International Security Studies*
 - c. *Bachelor of Philosophy (Honours)*
2. Social Media
3. Consult Hours
4. Coombs Redevelopment
5. Leave
6. Future Projects
7. Meetings
 - a. CRC 3
 - b. SRC 4
 - c. CAPEC 5
 - d. CAP Associate Dean (Student Experience) and Acting Education Manager
8. Expenditure

1. Program Reviews

- a. *Bachelor of Asian Studies/Bachelor of Asian Studies (Honours)*

Dominic attended the Bachelor of Asian Studies Review Panel as the student representative. Overall members of the committee were impressed with the BAS program on the whole the BAS at ANU stands out as probably the best program of its kind in Australia. There was also relative hesitation to make large changes to the program given the degree to which the program has been subject to changes over the past decade..

There were however a number of issues that were discussed particularly around improving the narrative of the program both from a marketing perspective, but also how the degree program is communicated to current students.

Another challenge is that 4 out of 5 students enrolled in the program do it as a double degree, there is some concern that students enrolled in the single degree program are unsure about future pathways following graduation.

In terms of substantive changes, the direction of the College appears to be looking less towards the specific content of courses, but rather figuring out how to

better administer the existing range of courses available. There was some discussion about whether the Pacific Studies Major is appropriate within the Bachelor of Asian Studies, also whether non Asian languages being offered through the degree affects the programs desire to differentiate it from other programs, however no definitive decisions were made in this regard, and will be the subject of future discussions.

There were a number of issues raised with regards to the Honours program, particularly with reference to relative low enrollments and broader questions around what the purpose of Honours is and whether CAP should be pursuing alternative options. Dominic emphasised the need for better formalised consultation/collection of feedback from the Honours cohort to better appreciate their perceptions and understanding of BAS honours.

b. Bachelor of International Security Studies Review

The Review panel is meeting next week on the 29th of May. The Agenda that we have seen very much reflects conversations we've had with the BINSS program convenors. There are much more substantive changes being advocated for in this review in comparison to BAS with regards to course offerings and the structure of the degree.

We are pleased to see that much of the changes that are proposed come directly as a result of ongoing student feedback mechanisms. For example courses which students have longed complained about being too similar are being removed or dramatically modified. Convenors have also advocated for a greater expansion of regional study options, and more courses covering non-traditional security issues.

c. Bachelor of Philosophy (Honours)

No updates from the PhB review as AQAC has yet to go over feedback submitted by us and the colleges. We are still following up on the nature of the CAP-CASS PhB replacement.

We would, however, like to express disappointment with Woroni's reporting on the PhB review as published online and in its magazine. Its reporting presented the review as a finalised decision which, as noted now and in previous reports, is actually still receiving feedback. The article also did not consider our previous comments we made publicly in CRC 2 and CRC 3 on the implementation of the review in CAP and CASS.

2. Social Media

We continue to be active on social media and are looking at ways we can be more transparent in sharing initiatives being undertaken by the college.

3. Consult Hours

We have continued to run consult hours in the BKSS from 10-11am every Tuesday. While no one has yet to show up we take this as a good opportunity to go over our work for the week. We are also considering ways to make this more accessible.

4. Coombs Redevelopment

We've had a couple people ask about the Coombs building redevelopment. We have also followed up with concerns about whether there will be student spaces in the new plan. One of the recommendations coming out of the Bachelor of Asian Studies (Honours) review was for a shared space for Honours students similar or better to what there was before before the redevelopment.

We don't have too much definitive information in this regard. The development is happening over a staggered period of time with each hexagon being done separately. The entire project will not be finished this year. Currently two of the hexagons are still open, including the Coombs Tea Room. However many administrative staff are also still unaware of what the new spaces will look like. CAP is still finalizing the allocation of office spaces which has been a major disruption for staff. As soon as we have more information about student spaces or a more definitive timeline we will let you know.

5. Leave

Kai took leave from the 10th to the 20th and thanks Dom for taking on the additional work during the period of time.

6. Future Projects

Over the break we hope to begin work on a CAP rep handbook which will act as an handover and include the work and history of previous CAP rep actions. The aim is to provide future CAP reps with institutional knowledge about ANUSA and CAP to help make their work more productive in the future. We hope that our work in this handbook can better assist ANUSA overall with in its training and mentoring of future representatives to act in the best interests of students.

Kai will be moving an amendment at the AGM to change the funding cap within the electoral regulations. He will also be helping write a guide on how to run independent

and is currently co-writing an article on his experience in running in the 2018 elections.

In CRC 4 we intend to raise the following discussion items to discuss means of improving ANUSA and our role as college representatives.

- ANUSA Elections and College Support
- ANUSA College Reps and Education Committees
- NUS Accreditation
- Mental Health of ANUSA Representatives
- Campus Engagement
- The Role of ANUSA as a Student Union

7. Meetings

a. College Representative Council (CRC) 3

We both attended CRC 3 and moved several agenda items to discuss concerns we had with SRC 3 and discuss how to improve ANUSA's engagement with the student body and internal structures. The agenda items moved and discussed were:

4.3 Student Engagement with ANUSA

In this discussion we discussed ways ANUSA can engage with students better. The discussion touched upon many issues of transparency and the nature of ANUSA work, as well as ANUSA's role as a service provider and political body.

4.5 Confidentiality, College Representation, Student Partnership Agreement

In this discussion we noted the importance of understanding the confidentiality clauses college representatives face and discussed more ways of being more open. We also discussed ways of pushing for student needs better and more effectively in education committees, agreeing to work on creating a formal handover system and handbook for representatives to use.

4.7 Executive Accountability

In this discussion we noted our disappointment with the executive's repeated lack of transparency and the onus it puts on representatives to constantly follow up, even when told that onus will be taken on by the executive. This led to a productive conversation on internal mechanisms put in place after SRC 3 and an emphasis on action items that the exec will publish internally for accountability.

b. Student Representative Council (SRC) 4

Kai attended SRC 4 and spoke for a motion to declare a climate emergency following a friendly amendment he submitted.

We would like to thank the SRC and Honoraria Committee for the \$200 each allocated to the two of us for our work as ANUSA CAP Representatives.

c. CAP Education Committee Meeting 5

Kai attended this meeting. Mostly administrative in nature, the meeting discussed mental health training for staff, new guidelines for word count penalties for excessive writing, and other administrative procedures. During the meeting Kai followed up with the progress of the Diploma of Languages negotiation, which has been delayed due to the election and caretaker government.

d. CAP Associate Dean of Student Experience and Acting Education Manager

In this meeting we debriefed over feedback gathered from the course representative feedback group. Some of the feedback was limited or specific in nature, however more general concerns were raised about the lack of clarity around participation marks which the Associate Dean is looking to follow up on.

We also discussed staff receiving mental health awareness training and raised the prospect of more cultural sensitivity training. We asked for CAP to clarify its policy over content warnings for lectures and raised the issue of ghost writing and plagiarism.

We also discussed options for having better centralised accessibility information around spaces in the College, following a push from the Disabilities Students Association to better publicise this information.

8. Expenditure

No expenditure to report.