



AGENDA - COLLEGE REPRESENTATIVE COUNCIL (CRC) 4 2017

Tuesday, 16 May 2017

6pm, ANUSA Boardroom

Item 1: Meeting Opens and Apologies

- 1.1 Acknowledgement of Country
- 1.2 Apologies

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: Lewis Pope

Seconded: Felicity Brown

Status: Passed

See reference for passed alternative Agenda.

Item 2: Minutes from the Previous Meeting

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

Moved: James Connolly

Seconded: Lewis Pope

Status: Passed

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:

Seconded:

Status: Passed

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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)
 - 3.7 College of Business and Economics (M. Faltas and J. Yang) [Reference E]
 - 3.8 College of Engineering and Computer Science (E. Boyd)
 - 3.9 College of Law (E. Dowling and S. Woodforde)
 - 3.10 College of Science (A. Li and M. Dahl) [Reference D]

College of Law reps request to present their reports last.

Motion: "That the President's' Report be accepted"

Moved: Eleanor
Seconded: Tanika

Question: Student Partnerships regarding increasing student membership of academic board.

A: Highly unlikely there will be an undergraduate international student on academic board and other senior boards at a high level

Status: Passed

Motion: "That the Vice President's' Report be accepted"

Moved: Mathew
Seconded: Marcus

Status: Passed

Procedural moved to skip the Education Officer's Report until Robyn is present.

Education Officer is present as of 7:10

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

Moved: Sammy

Seconded: Tom

Noting the SRC report.

National Day of Action on Wednesday, please come along, food is involved.

Q: Seeking clarification regarding the motion to endorse the Education Officer's position (Felicity), was it regards to everything or just education

A: Education and tangential areas mostly.

Status: Passed

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

Moved: Tanika

Seconded: Felicity

Status: Passed

Special note given to the lack of reports being submitted to CRC highlighted in the report.

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

Moved: Emma

Seconded: Yuka

Status: Passed

Apologies for being late due to confusion about location.

Taken largely as read. Some things have happened soon

CASS student office want to have a workshop, especially in regards to PPE students and some other complex courses. At the moment Tess the only person attending a planning meeting within the CASS CECs.

Teaching learning meeting, regarding new teaching spaces with academics in

attendance. Chancellery was attempting to sell this concept rather than explaining the practicalities.

Anyone wants to help out with Art's Week please let us know. Hopes to hold it in week 9 semester 2. No other weeks available. Really hoping to get College and Faculty onboard.

Convenors did not realise that ANUSA was responsible for Honours issues and students.

Will need advice from Executive on how to proceed with the Debroah Meeting in the CASS student office to facilitate big changes. Big changes and a big opportunity.

Motion: "That the College of Asia Pacific Report be accepted"

Moved: Robyn

Seconded: James.

Status: Passed

Apologies for the late submission, shared everything through normal channels.

Attended CAP CEC this week, CAPSS student rep invited?

Had a meeting with the CBE reps about the expansion of the year in Asia program to the international business course.

Formally starting from 2019? Not sure if finalised.

CAP now has a gender, equity and diversity working group, Yuka and Mitch are on it. Have been asked by the committee to make a student survey. Will need input now.

Security Studies 1001 had offsite exams, asked for feedback got no feedback from student body, determined to be a non-issue as a result.

Redesigning another Survey on Asia Pacific Week, which usually costs 80,000 AUD. Apparently inefficient and lacks proper governance.

Divide between CHL and Security Studies, we'd love there to be a coherent CAP identity, working on that through marketing and dialogue.

Questions

What is CAP week- what does it spend money on, why have I never heard of it (Howard).

A: All excellent questions. A blurb online says that it's a student run Research conference that brings students from around the region. Cynic would say that it's a piss up on university dime to already largely advantaged students.

Further elaboration: It's a course within CAP, similar to the monsoon project.

Lots of cross talk and further questions.

Comment: University doesn't like surveys unless you approve it through the university, preferred terminology is feedback form.

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

Moved: Tom

Seconded: Emma

Year in Asia mentioned. Meetings to that effect. Head of the research school of management.

Program to start in 2019.

Education Committee meeting last monday.

Teaching spaces during union court redevelopment, the draft time table for semester next year is out.

University has claimed that the CBE has claimed inflated enrollment numbers to get the best teaching spaces.

Not true, CBE has seen enrollment increases.

CBE is aware of cheating, there's a machine learning algorithm to cheat that turnitin is having difficulty detecting.

New exchange programs to the united states and china.

CBE is pushing hard on early enrollments.

Developing the website.

May be more face to face enrolment sessions during O-week.

Program review for some of the master level degrees. GPA requirements were lowered to 4.0 and are being raised to 4.5 next year (from an original of 5).

CBE is now allowing students to do top 100 rather than top 50 for course credits.

No questions.

Status: Passed

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

Moved: Ria

Seconded: Tess

Apologies for uploading the report.

Introducing Ash as the new rep. "Hi"

For discussion if other college reps have found their colleges not updating course rep details from years ago.

Improving ESA and CSSA links with CECS

Looking at getting all student society presidents in a once a term meeting to touch base.

Innovation challenge upcoming for september, high school students may be excluded. Not restricted to CECS.

Questions:

Fred: Meeting with the clubs heads, how does the interact with the Clubs Council

A: would be within CC, but CECS specific.

Status: Passed

Motion: "That the College of Law Report Be Accepted"

Moved: Eleanor Kay

Seconded: James Connolly

Not a whole lot of updates, we posted a feedback form for course representatives and we haven't gotten any feedback.

I attended the student forum session in regards to the LSS Law wellbeing week. Apparently the Wellbeing week was poorly attended in the night.

Staff were really receptive to things and having an equity officer to provide an alternative for equity solutions.

Questions:

Questions for Lewis: How do people feel about breaking down assessment into multiple smaller weighted assessments.

If you guys have feedback contact your college rep.

Status: passed

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

Moved: Fred

Seconded: Howard.

Status: Passed

Two quick points: would like to thank Daniel Fox for his service. Like to welcome Alissa Li, who sends her apologies that she could not attend.

Discussions about union court redevelopments things are ongoing. Reminder for any interested college reps that I asked for feedback and haven't received a reply, so please let us know what you think about my proposed statements/positions to the science CEC.

Questions:

With the union court redevelopment, with the issue with Manning Clark, a lot of people are worried that with MC's demolition, will large courses be pushed out? (Fred)

A: Yes probably, but science CEC doesn't know the answer.

Q: We think this is fantastic and we have a CEC on Monday, can we talk about this with them, would it be okay if we used it as a documentation (Tess)

A: yes

Q: do you have any super-convenors (Convenors of really large courses) on your CEC.

A: No, we only have school representatives, have heard that super-convenors are being consulted.

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

4.1 Membership of CRC - submitted by J. Connolly

James:

Moving forward on CRC, new structure received favourably as strategic discussions.

General acknowledgement that CRC sits under SRC, and not alongside.

Looking to clarify. SRC to be ultimate and lonely body as policy and strategic body.

Membership: No consensus.

Consensus: On College Reps, President, VP and GenSec to be members.

No Consensus: on Education Officer and Gen Reps.

Education: Pros

- Gives Education a look at internal education issues.

General Representatives:

- Constitution doesn't stipulate what Gen Reps do, but holds reps to accountability.
- Flipside is that you can't have a strategic body of 30 people.
- Gen Reps don't sit on general committee.
- Move to have Gen Reps and Education Officer to be on the circulation list, but not to be members.

Tess: Questions on reporting to SRC

Will report to SRC and Minutes to be approved.

Sammy: While Gen Reps bring value, there are other forms of

Howard speaks to the problem of Gen Reps in general.

Lewis speaks in support of the Ed Officer remaining a member.

Robyn backs him up on that.

Tom talks about how key discussions happen in CRC which matter to the association at a whole, and problems with SRC happening 3 weeks after CRC.

Anya talks about how this might limit the role of the Gen Rep.

James responds to various issues, says

IN his experience education is external and says in his role he found CRC irrelevant at times.

Says that immediate turn around isn't going to be problematic.

Responds to Anya saying he thinks that Gen Reps and CRC are separate issues.

James takes a feel test regarding how people feel about removing gen reps, results inconclusive.

It's hard to know what's happening at CRC until CRC occurs- Matt.

Eleanor- Reps would need to step up on reporting.

Fred- We need to make sure that we don't move these discussions to SRC.

Sammy- CRC is for College Reps and that's a lineal purpose. Maybe a Gen Rep Body.

Felicity- Are we pushing out Gen Reps from important

I speak.

Matthew- Speaking to unilateral actions by the executive in regards to higher education policy.

Any- Gen Reps run to do things, let us be involved in things. Removing membership removes incentives to turn up.

James- Do not need enforced membership. Matt college reps act independently, and cannot be stopped from operationalising.

4.2 ASA Project - submitted by E. Kay [Reference E]

Notes:

Upcoming forum.

Shared material, please read it.

Potentially interesting way to push this is to create student bios, 500 words on how the ASA changes would impact you.

Question Tanika - Are public schools considered? If not, should be as do have less resources

A Eleanor - See document (??) for what is currently being measured to look at disadvantage under the new scheme

Q Fred - Broader concern re disability, no recourse for someone who might not fulfil requirements fully but have taken own initiative in extra-curriculars etc, will that be taken into account?

A Eleanor - not all going through schools. Activity might need to be formalised so can clarify if did it, but doesn't need to be directly through school, e.g. rotary

Fred - outside schooling years?

Eleanor - scheme right now is only for people coming straight out of school

Q Felicity - Re ATAR Floor; why have an admission so early on and diminish role of ATAR? Why would students feel like they have to put effort into academics? Maybe should be consideration

A Eleanor - Assessment on yr 11 results, but still need to get an actual minimum ATAR of e.g. 80. The fact there is an ATAR floor will counter this; and having early offer gives more opportunity to plan move to Canberra and sort issues out, overcome any adversity etc.

Q Felicity - Hope that it is still kept to academic rigour, and should be determined by each college; + equity important

A Eleanor - Colleges keen to be involved and v interested to see how it will play out

Q Robin - Re strategic intent document; raise concern and seek clarification around ratio of increasing applications to acceptances (Want higher rate of applications to acceptances); ok if increasing applications, but another question if talking about decreasing admissions

E - can't answer right now

Q Anya - Is there one uniform ATAR floor?

E - Initial academic requirements would be varied; higher requirements for some degrees. But right now talking about a base floor for all degrees and final mark less important. This is up for conversation. Do you have any thoughts?

Anya - Wonder whether an overall floor is, in itself, a bit problematic? Will this complicate an already complicated system? ATAR floor + extra-curricular entry requirements = higher and higher ATAR because have more applicants

E - because already have place when get ATAR, that floor is unlikely to rise. Further, any offers will be conditional on achieving that floor.

OHH WE'RE DOING HEALTH SCIENCES

Q Tess - Health sciences credited? Previously hasn't been

E - Don't actually know! Supposed to be a good pathway into PG med

Q Tess - Re ATAR floor and equity. Not all school systems in Aust are HSC model, e.g. ACT system which is based on continual assessment, yr 11 tests are just a test for yr 12, and so if ANU mark based on these yr 11 results then would be disadvantageous, further, because ACT marks are so based on the school people are discriminated based on what school they get;

E - Part of reason to move away from ATAR is that. Part of reason why ATAR not going to be considered is to be a broader way of comparing students. Go back to experts to create these algorithms. EAS doc re schools accepted through UAC, if you go to one of those schools, you get automatic bonus points. What kind of students do ANU want? Top 2% of

students in each school, rather than top ATAR points? Maybe need to shift way of thinking, and to look at where are you positioned in your school rather than the school in the country

Tess - Need to have a baseline, but what the baseline number is, there are external issues because some schools may not get schools about e.g. 69 because of way system is structured.

Comment Tanika - Re school list, different unis apply that list differently. Important to see how ANU applies the list. E.g. UNSW, if you're DUX of school you can get into any course at the uni. Re ATAR floor, think important to have different ATAR floors for different courses. E.g. law course blow outs.

Clarification Tom - Idea behind early offers is ability to plan more, will offer to ANU be based on yr 11 marks?

E - Yes

T - Is current ATAR floor intended to be lower than current entry levels?

E - Yes

T - Re EAS If you have a shit year 11, does that then preclude you from entry to ANU? How is ANU accounting for extra gap prior to people being able to have substantiated documents

MOTION TO EXTEND DISCUSSION BY 10 MINUTES

Moved by - Eleanor

Seconded by - Matthew

Motion passes

E - current thing = if you have a disability in yr 11 or 12 can apply for EAS, ANU would be moving this back to yr 10 and 11

Q Howard - note a concern - ANU students come to ANU as a second preference. Worried that if there is a high burden to get into ANU, may lose a lot of people who would otherwise have come to ANU and been a lot better.

E - ANU wants people to put first preference! Why would people put ANU as 2nd preference?! There will be opportunity to come to ANU through the normal UAC channels. We're thought leaders!

Tess - #fail

Comment Matt - Some of the bad schools still aren't on the EAS list. Disadvantaged but without equity. Another thing to consider = USyd does an academic achievement award where you get money (\$500?) to dux a school

Ria - Worry a bit about people who have mental health issues or issues that aren't applying for EAS issues early in high school, year 12 can be a strong year, but earlier high school years might be harder. Pushing it forward might mean that 'late bloomers' will be missed

because their year 12 isn't being considered as much

E - Interesting! Don't necessarily know how to address, because could make same argument for students who find themselves on their gap yah, or at any point. Do have to have cut off somewhere. Playing devil's advocate, but valuable point to think about.

Howard - Entire schooling system sets yr 12 up as most important. For ANU to put emphasis on yr 11 will create problems

E - If you have time and have time to write bio with that reflection would be helpful

Robin - Unsure about giving a grant or other to dux of school being an equity scholarship. Shouldn't replace actual equity scholarships.

E - Integral part of this is going to be an increase in equity scholarships. Can't talk about making uni more equitable when not changing standards at ANU. Have to talk about scholarships, accom prices, etc. Just haven't got to this stage of discussion yet.

Tess - ACT system you've started at a new school, so in High School your school supported you, but in yr 11/12 you're in a completely new environment. E.g. friend with family issues who hadn't told the school about issues because trying to figure out the 'college' system

James Y - Following up on Howard's point, important uni's don't consider year 11 results as just as important as yr 12. E.g. International Baccalaureate - scores converted into an ATAR equivalent. Part of IB = CAS (Creativity, Action, Service) which would help ANU entry. People who do IB will be at an advantage. Further, main thing that counts is year 12 final exams. Schools take predicted grades which could literally be anything, and not reflective of actual marks.

Eleanor - Really valuable input and insights. WOuld value some of you to write up how this would have affected people with your school's grading system, extracurriculars, mental health, family situation, etc etc. Even if just short para or 500 words. Also looking up how you can find data on your school so that you can help with context. Eleanor will share that today. If you have time in next week and a half would be really valuable.

Tess - Just ANUSA?

E - Wk 11 so not sharing widely, but can be shared to interested people

Item 5: Motions on Notice

None submitted

Item 6: Other Business

6.1 CRC Reports Discussion – submitted by Kat Reed

Notes:

Kat - Discussion about CRC reports. Kat disappointed, but maybe it's something we can talk about and what

Mitch - Slack is hard and rep emails are hard, go to personal email?

Kat - send round email to college rep email. Previously have been sent to personal emails, but Kat figured that would be better to send to college rep emails because checking them anyway and nice to have separation between ANUSA and life. With Slack, its own its own channel ("Meetings"). Here you'll get updates for all the meetings. You get 2 notifications - 1 at start of week and 1 30 mins before.

Ria - maybe have reminder on the day that they're due (Friday morning). Can get carried away with other stuff, so good to have reminded straight away

Kat - can do!

Howard - can @ an entire group of people?

Kat - Yes!

Ellie - just a timing thing

Kat - totally get it. Its fine and ok if you can't submit a week. Would prefer if you know its going to be late, please send Kat an email letting her know it'll be late. Reason its so important is that the student body doesn't have any other way to know what's going on other than these reports. So important student body can keep updated and stay clued in. Anything else?

Yuka - Is it ok to share reports on facebook? E.g. on CAP rep page. Don't know if people want to read it but good for accountability.

Kat - flag that ok but still need to get reports accepted by CRC but would be good generally. Happy to move on, but just wanted to check in what's going on. Will update Slack meeting channel to have those reminders, and let Kat know if there's anything else

2.

Came out of CAP report

Mitch - CAP Gender Equity and Diversity Survey!
As you can see, I am a straight white man! *laugher* On a gender and diversity committee.

Yuka - good balance with me!

Mitch - Yuka and I have made an 18 point survey to distribute to UG and PG (with

PARSA's) assistance. Phrasing issues, e.g. 'what is your gender'?

Fred - would be better to be 'what is your gender identity'

Kat - would be good to talk to dept heads to get their input

Yuka - can make google doc for comments. The draft is not the final one and want to take committee and would appreciate any input

Mitch - doc is posted on meetings

Eleanor - might need to get ethics clearance on this as asking people about whether they had issues. Think about having support links if have info; content warnings; if any issues towards end have links to support services etc. MAY get this feedback from CAP as well.

Mitch - this is actually getting taken to the official CAP working group on this matter, so there's a big process about it.

Eleanor - likely you'll get asked for ethics

Tanika - focussing on people who just do CAP degrees, but I do a CAP major under a CASS degree?

Mitch - right now focussing on CAP

Yuka - not sure if committee wants to limit

Tanika - can share otherwise?

Mitch - could put in blurb and ask people to simply participate in CAP

Tess - e.g. MECA students are now changing to an Asia-Pacific minor rather than ME

Mitch - really need feedback! E.g. what is your ethnocultural bkg and then brainstormed based on region!

Anya - maybe just have a box so people can fill in their own box?

Mitch - how many boxes?!

Tanika - just separate with commas!

Eleanor - just remove all choices?

Mitch - that's what thinking now

Tanika - with age, just do that too!

Kat - clarify what you mean in question eight

Mitch - partly intentional because want broad

Kat - but about gender discrimination?

Mitch - don't even want it that specific and don't want to lead questions - intended to be open ended

Ria - perhaps, 15, can't imagine anyone saying unimportant!

Mitch - understand, but should have the broad brush

Eleanor - University has specific group of people who do surveys, so send draft to PPM who can help with designing survey and making the questions asking the right way. Planning (and) Performance Management! They will also give you a bunch of data if you ask.

Kat - everything else on Slack channel if you think of anything

Yuka - any suggestions about classrooms, panel discussions, physical environment in colleges, etc. please send any feedback!

JAMES: UPDATED ON CRC

Campaign on HEPP and ASAD. This evening formally received confirmation from House of Reps that petition has formally been accepted and will be tabled! Yay!

Item 7: Date of Next Meeting and Close

The next meeting of the College Representative Council is scheduled to be on Tuesday, 8 August 2017 at 6pm in the ANUSA Boardroom.

Expected Close of Meeting: 8pm

Released: 15 May 2017 by Kat Reed

PRESIDENT'S REPORT

James Connolly

Executive Summary

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

Further Information

1. CRC Reform

The CRC Reform Working Group met again on Wednesday 10th May. It was agreed that the CRC was situated under the SRC and ought to report to SRC. The outstanding question concerned the membership. There is consensus that the membership should at least include President, Vice President, General Secretary and College Reps (15 people). It also acknowledged that strategic discussions become more difficult with larger groups.

The membership of the Education Officer and General Representatives had the most time devoted to it. There is two options: (1) Remove them as members and have them included on the circulation list with an expectation that they read reports and attend if they believe they have something to contribute or (2) Retain them as members.

This will be discussed at CRC.

2. Course Representative Reform

I have collated the results of the survey. There were eight questions and 34 responses:

Question	Results
1. On a scale of 1-10 (10 being really helpful), how helpful did you find ANUSA's Course Representative Training?	Average 7.0
2. On a scale of 1-10 (10 being really helpful), how effective did you	Average 8.0

find the facilitator of the training?	
3. How would you improve ANUSA's Course Representative Training?	<p><i>Sample</i></p> <p>"More discipline specific examples"</p> <p>"I can't see any obvious ways to improve the training session itself. The handbook, however, should in all situations be provided in O-Week/Week 1. It's a fantastic resource, and would have helped us in our role if we got it before Week 4, one day after our report was due, and one day before we attended the feedback session with the JCOS."</p> <p>"I think it could benefit from being less of a formal lecture-style session to more of a workshop with group discussion in which we discuss what the role entails and develop practical ways for gathering feedback from our classmates, giving feedback to the convenors, etc."</p>
4. What do you see your role as Course Representative being?	<p><i>Sample</i></p> <p>"I see myself as a voice of the general opinions of my course. I have a responsibility to deliver feedback in a constructive manner and help to develop effective solutions to any problems that arise in the course. It is also important that I discuss the positive aspects of the course with the convener so that these may be upheld through the years."</p> <p>"I see my role as Course Rep as being a conduit between my fellow students and the lecturer/course convenor. My role is to listen and actively gather feedback from my peers and to communicate any issues to my course convenor and assist in finding solutions to these issues."</p> <p>"Representing students in expressing the views they might otherwise keep to themselves and improving student experience"</p>
5. How can JCOS improve the Course Representative system?	<p><i>Sample</i></p> <p>"We need a better system for electing class representatives. Instead of asking people to raise their hands and the first people to do so become the representatives, the convenors should always ask anyone who is interested to write their name down. Deciding who the representatives will be could be random or a better method would be for the students to send the convenors couple of sentences on why they are interested in doing the role, why they think they would be good at it and any relevant experience so that the convenors can choose appropriate representatives."</p> <p>"I think it would be good if there was an online forum for course representatives to communicate with each other throughout the</p>

	semester and get feedback from each other.” “The course reps need to be finalised earlier in the term and introduced to the classes otherwise we cannot help.”
6. Have you found the College/staff member helpful when you have brought feedback to them?	Yes – 31 No – 1 N/A – 1
7. In your course are students encouraged to apply to be Course Representatives?	Answers varied. Mainly the response was yes but it occasionally was very token encouragement.
8. Would you be Course Rep Again?	Yes – 32 No - 1

3. Appointments

I have sought to appoint Allissa Li to the position of JCOS Representative and Ashley Wang to the position of CECS Representative. I thank every candidate who has applied. My reasoning for the appointments that were informed by the metrics are as follows:

Allissa Li:

Allissa’s appointment was done in consultation with the current JCOS Representative Marcus Dahl and I believe that they would work well together. Allissa demonstrated a strong understanding of the College and had a background in involvement with the Joint Colleges of Science including in the society space which made her suitable to this role.

Ashley Wang:

Ashley’s appointment was done in consultation with the current CECS Representative Emma Boyd. I’m of the view that the two would work well together. Ashley has a background in computer science which was important to address owing to the former CECS Representative, Nick Sifniotis also having that background. Ashley also has extensive experience in the CSSA which makes him very suited to the role owing to his prior engagement with the College. For these reasons I believe he is suitable to the role.

4. Education Review

Based on the feedback I have received I have decided to advocate that the ANU take on the Education Review in partnership with ANUSA and that the ANU engage the Hornery Institute to do so. The context for this is as follows:

I had 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.

The VP and I met with the DVC(A) where I flagged the issues I was experiencing. She has proposed the university in part taking it on for next year and working in partnership with ANUSA on it. This would involve bringing back the Hornery Institute which did the last review of matters similar to this for the university. The benefit of this is that it's overseen by professionals, its driven by the university and we'd be operating in partnership so it'd definitely happen. The downside is that it's not an entirely independent process.

I'd say that having the university more closely involved will force them to do something with the results and see it through so it guarantees buy-in but that's the trade-off. The last review from the Hornery Institute was perceived as quite consequential by the Colleges which is where we need buy in so it may be advantageous having their name attached to it.

I believe ANUSA's responsibility from here would be to lay the ground work for the Education Review. That would involve things like video interviews, panel discussions and debate and Ed Talks as well as focus groups with former College Reps, VPs and Presidents about how they've seen the education experience change as well as the university's responsiveness to change.

5. Student Partnerships

I have included as an attachment the report I submitted to Academic Board on Student Partnerships that was passed. A working group will now be established to begin the process of developing a student partnership agreement between ANUSA/PARSA and the ANU.

Please see below.

6. Union Court Redevelopment

I organised for College Representatives to attend a Union Court Redevelopment forum. I have also been looking at the proposal of looped lecture theatres and have sought feedback from UC and RMIT. I have developed a survey that has been shown to the DVC(A) and PPM. I have had a few conversations with the President of the University of Canberra Students' Association but have been unable to make contact with representatives from RMIT as of yet.



PARSA
ANU *postgraduate &*
research students'
association

AUSTRALIAN NATIONAL UNIVERSITY STUDENTS' ASSOCIATION
National
POSTGRADUATE & RESEARCH STUDENTS' ASSOCIATION

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About ANUSA and PARSA

The ANU Students' Association (ANUSA) is the peak representative body for all undergraduate students at the ANU as well as students enrolled at ANU College. As per the ANUSA constitution the Association aims to promote the welfare and further the interests of members, afford a recognised means of representation for members and promote their social life.

ANUSA's Student Representative Council (SRC) – ANUSA's governance body – is formed by 40 elected student representatives. Six are Executive Officebearers, twelve are College Representatives (2 for each College), 14 General Representatives and 8 Department Officers (there are 2 Environment Officers).

PARSA represents more than 11,000 postgraduate students at ANU, approximately half the student population. Of that close to 3,000 students are Higher Degree by Research (HDR) with the remainder coursework students. Approximately 40% of our cohort is comprised of international students.

PARSA's Postgraduate Representative Council (PRC) – PARSA's governance body – is formed by 31 elected student representatives. Of those representatives we have 12 Officer Portfolios that are responsible for delivering key operational aspects; 14 college representatives – 2 per each of the 7 colleges; and 5 general representatives.

Both ANUSA and PARSA are grassroots and connected closely to the student body,

representing their needs and advocating for their rights, welfare and interests. We do this through our diversity of representatives, creating opportunities for student feedback and engagement, and through a clear connection between our front line service delivery (welfare and legal staff) that informs our advocacy and representations to the ANU.

Given the diversity of ANUSA and PARSA's membership and the unique nature of undergraduate, HDR and postgraduate life and study, meaningful representation of the different cohorts of students is necessary to inform the current and future operations of the University.

ANU Students' Association (ANUSA): Student Partnerships

ANUSA welcomes the opportunity to submit a report to the Academic Board on the matter of Student Partnerships. This report will respond to a number of points raised in discussion with the Chair of Academic Board that are detailed below:

What constitutes student partnerships at ANU? What is happening in Australia from the student perspective?

Student partnerships represent a commitment on the part of the ANU to consistently and meaningfully engage with the student body at the ANU. A Student Partnership Agreement at the ANU represents a move within the Australian higher education sector toward student-centred learning, a shift that has already taken place in the international higher education sector. Notable examples include student partnerships in quality Scotland (sparqs) '*Celebrating Student Engagement*' and the New Zealand Union of Students' Associations (NZUSA) Report '*Student Voice in Tertiary Education Settings*'. From a student perspective the Australian higher education sector is far from leading internationally in the push toward student-centred learning. The university experience in Australia will ultimately suffer as a consequence if meaningful steps aren't taken by members of the sector.

A student partnership must involve students in issue identification in the broader university experience. Meaningful engagement can't occur once a solution has been developed to an issue that the student body had no role in identifying. Where the university identifies an issue then students ought to be included in the development of the solution. A positive example is the Admissions, Scholarships and Accommodation Project Reference Group. An issue was identified by the ANU and representatives from both student Associations were invited to participate in the Project Reference Group to participate in the development of a response.

ANUSA believes that a Student Partnership Agreement at ANU must go beyond a written agreement and include actions that amplify the student voice. The written agreement should be set out as it is on page 24 of Appendix B of the Attachments and consist of two components. Part A outlines not only the university's commitment to working with students as partners to improve the university experience but a non-exhaustive list of means by which students can provide feedback and advocacy. Part B lists a series of areas that the ANU commits to working with the two student Associations on and is signed by the two Presidents and the Vice-Chancellor. It also should detail the outcomes of previous projects that the university has worked in partnership on with the student Associations. The written agreement (Part B in particular) is subject to annual or biannual review so that it remains relevant both in the avenues to have input as well as the issues that the ANU is working in partnership with the student body on.

As aforementioned, ANUSA believes that the university must accompany a Student Partnership Agreement with actions and proposes two actions that amplify the student voice (1) at the course level and (2) at the most senior levels of academic governance. (1) Course Representatives represent the foundation of student representation and advocacy. ANUSA believes that a Student Partnership Agreement should be accompanied by a commitment to exploring the implementation of course representatives within each College that suits the College context but is given sufficient structure so as to ensure that course representatives have avenues to provide feedback. (2) ANU is situated quite poorly in comparison to the Australian higher education sector where student representation on Academic Board is concerned. A snapshot of the Group of 8 demonstrates this:

ANU	2 student representatives
Monash University	4 student representatives
University of Adelaide	4 student representatives
University of Melbourne	4 student representatives
University of New South Wales	6 student representatives
University of Queensland	6 student representatives
University of Sydney	6 student representatives
University of Western Australia	8 student representatives

Owing to visa restrictions it is unlikely that an international student will be the President of ANUSA. Consequently, the Academic Board is denied the undergraduate international student voice. Increasing the student membership of the Academic Board will allow for a greater diversity of student input making Academic Board more representative of the university and better allow it to fulfil its remit of academic governance.

As such ANUSA sees a Student Partnership Agreement as not only consisting of a written agreement subject to regular review but also being accompanied by actions that demonstrate the university's commitment to amplifying the student voice and working in partnership with the student body.

How does the ANU currently engage with the student voice? What does the ANU already do? What/how can the ANU do better?

It should be noted that the ANU currently outperforms many members of the sector in its engagement with the student voice and relationship with the student Associations. As President I established an advocacy group consisting of Presidents from the Group of 8 universities of which I am the Chair. Anecdotal evidence provided by members indicates a substantially stronger relationship between student organisation and university at the ANU. This relationship is based on mutual respect and demonstrable outcomes from feedback provided by students. A lack of outcomes and a lack of respect in that relationship as exists in other Australian universities invariably creates a relationship of distrust between the student organisation and the university where feedback is transmitted via protest to the exclusion of all other means.

That being said, current engagement with the student voice at the ANU makes a Student Partnership Agreement appropriate for a number of reasons; (1) many students feel disempowered by uncertainty as to how they can provide feedback and ideas to the university, (2) often students are engaged after an issue has been identified and a solution developed and (3) the broader student body remains sceptical of the ANU's responsiveness to the student voice and unaware of outcomes from student feedback.

How representative is the student voice currently? How can the ANU better support the student voice?

The student voice will only be as representative as the student body is empowered to be engaged. In so far as the diversity of the ANU's community is concerned, ANUSA's report has already provided one example of how academic governance at the ANU is largely denied the international student voice at the undergraduate level. Where there is an attitude that the ANU is unresponsive to student feedback or there is insufficient awareness of avenues to provide feedback then that gives rise to disengagement which ultimately makes the student voice more unrepresentative. This gives rise to the need for a Student Partnership Agreement.

There will always be difficulty in having each student representative on Academic Board be representative of approximately 11,000 students each. Time and allowances must be made where practicable for student representatives to consult with the wider student body so as to allow the student voice to be more representative. A Student Partnership Agreement should ultimately see that realised because any meaningful partnership would allow for representatives to undertake consultation.

How can the ANU measure effective student partnerships in academic governance at the ANU?

As per the ANU's own metrics, overall satisfaction of students will improve where a student partnership is enacted meaningfully. Effective student partnerships are ultimately tied to an improvement in academic governance where more perspectives are better engaged with and their ideas supported. International research demonstrates that a university is ultimately better for prioritising student-centred learning and so the success of student partnership is ultimately tied to the success of the university.

The attachments provide examples of Student Partnership Agreements that are subject to annual or biannual review undertaken by the university Executive and the Presidents of the student Associations. ANUSA is supportive of this approach with any changes and the outcomes of the review provided to Academic Board for its consideration as a matter of academic governance.

Postgraduate and Research Students' Association (PARSA): Student Partnerships

What would a student partnerships agreement contain, and what are the benefits?

ANUSA's paper outlined the international shifts in student centred learning, and the discussions taking place in the Australian higher education context.

PARSA believes there is great benefit to such an agreement between the student association and ANU in transforming and shaping current and future operations to satisfy both students and staff and create an environment of academic excellence.

A student partnerships agreement would constitute a written declaration and acknowledgement of the importance of working with students and a commitment to including students in meaningful consideration and decision making as it pertains to a wide range of University business.

This agreement would be clear shift to valuing students as partners in learning.

Examples could include:

- Service delivery that includes student feedback e.g. IT systems
- Collaborative discussions on the future of learning and teaching
- Working together to ensure meaningful engagement and consultation with students, e.g. supporting surveys, and other methods to attract substantive feedback
- Discussing future investment, such as infrastructure investment and investment in learning, teaching and resourcing
- Discussing the structure and performance of the University in providing for students to ensure best fit

Possible projects

PARSA is supportive of ANUSA's suggestion regarding the increase of Academic Board representation. In particular noting the concerns raised around the limitations of international student involvement. This is a key concern for PARSA as this constitutes a large proportion of our membership, but should also be a key concern for the ANU as this is a potential student group that will grow in order to support revenue raising.

More recently, PARSA has welcomed the opportunity to be involved in key HDR projects and reforms. Such projects are discussing admissions, examination and thesis submission and supervision – all important areas for which a student perspective is valuable to bettering to ANU.

Given the recent Government changes to the Research Training Program (RTP) a key partnership between PARSA and ANU would be discussing the future of the PhD, in particular what supports students might need, how to structure a PhD with industry placements or internships etc.

There is also opportunity for student associations and the ANU administration to support each other of key areas that are influenced by the external environment. For instance, an ongoing issue for domestic postgraduate coursework students is eligibility for Centrelink funding to support degrees, as ANU has limited places given Federal

Summary

ANUSA and PARSA are supportive of participating in a Student Partnership Agreement with the ANU. We reiterate that any written agreement must be accompanied by actions that demonstrate a commitment to amplifying the student voice. The enactment of a Student Partnership Agreement is an important statement on the part of the ANU that the student voice matters and should be at the heart of decision making at the ANU.

VICE PRESIDENT'S REPORT

Eleanor Kay

Executive Summary:

1. College Rep Support
2. Honours Roll
3. Union Court Working Groups
4. ASAPRG
5. English Language support
6. Student welfare around exams

Further Information:

1. College Rep Support

I've been meeting regularly with each pair of college reps over the past 2 months. I just wanted to take this opportunity to thank you all for the hard work you are doing. It's a privilege to check in with you all and hear about the exciting things you are doing for students within your college, so thank you for your commitment to the student body and to ANUSA!

On that note.... Welcome to our two new college reps! Allissa and Ashley, welcome to the ANUSA family! We look forward to working closely with you to achieve great things for students.

2. Honours Roll

We had a wonderful two day seminar on how to be a productive writer on 8th and 9th of May. The workshop was facilitated by Research Skills Training, who do training for postgraduate students at the ANU. The 'Thesis Whisperer' was fantastic, and provided some valuable skills for students to implement. There were 24 students in attendance, and I found it really valuable to meet them. There was a mix of mature aged students, international students, part time students, and full time students from all disciplines. It was great to chat to these different students and consider how ANUSA can best support them.

I've also just sent out a feedback form to all Honours Convenors across the university to get them to send to their students. I am hopeful that this will give me valuable insight into the experience of Honours Students so far, and will shape the events I run for the rest of the year.

I am also meeting with all the ADEs and Marnie on 5th June for a 4 hour meeting about the Honours Student Experience. The feedback I receive from students will inform the conversation at that meeting, and I'm hopeful that meeting will have some really valuable outcomes for students.

3. Union Court Working Group

The project coordinators have approached me to assist them in setting up a target group of undergraduate students to provide feedback and insight on the internal designs of the new

Teaching and Learning Building in the new Union Court.

I have tentatively suggested that the college reps might be good people to sit on this group, as you all have some insight into the big issues and are already thinking strategically about the space requirements for a teaching building. I will contact you about further details once I have them, but would be keen to know if you're interested.

4. ASAPRG

The Admissions, Scholarship and Accommodation Project Reference Group continues to meet fortnightly.

This week, we split into sub groups. There are 3 groups, focusing on the 3 key areas this group needs to focus on:

- Communications
- Co-curricular schedule
- Education Access Scheme

I am in the EAS group, which means I'm working to determine how disadvantage might be considered in our new Accommodation scheme.

Currently the EAS scheme at ANU is based off the UAC scheme. If you're interested in the categories currently considered, have a look at page 12-21 of this document:

<http://www.uac.edu.au/documents/eas/eas-booklet.pdf>

There seems to be some concern from the academics within the colleges that the proposed changes to Admissions are not clearly considering the intellectual standards required to study at ANU. I think this will be a big challenge for the project going forward.

We are holding an information session about the ASA Project, with the project leads, and we would love you to attend to ask questions for clarification. Please keep 5-6pm on 23rd May free to attend this information session in the BKSS!

5. English Language Support

We have been coordinating regular English Language Lunches in the boardroom, with ASLC coming in to run the discussion. These groups have cost us nothing, and have been valuable for the 10-15 people who have regularly attended.

I will be meeting with ASLC to see if we should continue this in semester 2, but I am currently inclined to continue in some format.

6. Student welfare around exams

We're heading into the pointy end of semester, where 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 ehespace.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. If you, or any students in your college, are struggling, please feel free to get in contact and we can help you out!

GENERAL SECRETARY'S REPORT

Kat Reed

Executive Summary:

1. AGM – Friday
2. CRC Reform
3. CRC & SRC Reports
4. Electoral Reform
5. Sex & Consent Week

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1. AGM – Friday 19th @ 2pm in Union Court!
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I've scheduled our AGM and sent out all the notices so get behind it! We'll need to pass through the Annual Financial Audit as well as some updates to the Electoral Regulations due to moving to the Pop Up Village. It's incredibly important that we have quorum so please make sure to bring your friends. We'll have FREE pizza!

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2. CRC Reform Work
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Last Wednesday James, Nick and Sammy and I continued our work on the CRC Reform. At this stage we're pretty happy with the way the meetings play out. We discussed membership some more and are also still discussing the power redistribution that will occur if we make CRC a subsidiary body. If you have any thoughts on this please email James your thoughts or come to a CRC Reform Working Group meeting.

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3. CRC & SRC Reports
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I must make it known that I am extremely unimpressed by the lack of attention and care given to reports recently. This is by no means coming from one person, but I am very disappointed to see so little reports submitted to me for this meeting by the deadline. I have consistently given my usual 7 days notice of our meetings as well as publicise through Slack and through our FB page. Reports are not simply a box to tick but an essential part of our transparency with the student body. They are a chance to show the student body what you've been doing since your election and provide accountability in your roles. While I understand that we've hit the busy time of semester, I am only requiring a page of some quick updates. It does not look good for yourselves in your role to be consistently missing reports, nor does it reflect well on the Association.

4. Electoral Reform

Taking on board the feedback I received from the SRC, I will start publicising and asking for feedback on the proposed Restriction Zones for the Pop Up Village. Due to safety concerns and the nature of the Pop up Village I believe it is best to go with the Restriction Zones that exclude most of the Village. These will be passed at the AGM on Friday and will be ready for the elections.

5. Sex & Consent Week Directors

Sex & Consent Week Director applications are open! Please share far and wide within your networks. I will continue to consult with the Departments to in the lead up to the Week and look forward to seeing who applies. Sex & Consent Week will be Week 3 of Semester 2 (7th-11th of August) this year!

Reference D

JOINT COLLEGE OF SCIENCE REPRESENTATIVES REPORT

Marcus Dahl – May 2017

Executive Summary

1. Thank You to Daniel Fox
2. Welcome and Congratulations to Allissa Li
3. Continued issues regarding planning for the Redevelopment
4. National Science Week – August

Further Information

1. Thank you to Daniel Fox

I would like to thank Daniel Fox for his service to ANUSA as Science Representative from December 2016 to April 2017, and as Science Representative Elect from September to November 2016. Daniel has been an excellent student leader and put in many hours of work for the association and for the students. I wish him all the best with the remainder of 2017, with his health and wellbeing, and for the future.

2. Welcome and Congratulations to Allissa Li

I would like to congratulate Allissa Li on being chosen to begin as Science Representative in May 2017. Allissa has a wealth of experience in student leadership and volunteering both in the sciences, through Chemistry Society, ANU Fifty/50, and Robogals, and in other areas such as in her residential community. Welcome, Allissa, to the team, and good luck for the year to come!

3. Continued issues regarding planning for the Redevelopment

This is a running headline in JCOS reports. As per JCOS CEC on April 10, discussed at CRC3 and by email, there are continued issues with the amount of planning and available knowledge about the Union Court redevelopment. We will be contacting higher-up staff

members of the ANU after we find out if any other college reps would like to sign on to or edit the email drafted in April.

4. National Science Week – August

Week 4 of Semester 2 (in August) is National Science Week! Mark your diaries, as it will be a good week. We are currently seeking interest from any other members of ANUSA (especially general reps) who are Science students and would like to be involved in the forward planning. I will be away in Weeks 1, 2 and part of 3 due to a prior international commitment, so it would be great to have someone extra on board during the lead-up to the week.

Reference E

Discussion Items/Motions on Notice

5.2 ASAPRG Update – submitted by Eleanor Kay

We've talked a lot about this issue, including at the SRC last week. Instead of discussing more of the same thing, I would love the CRC to brainstorm answers to the following questions:

1. Do we think the UAC EAS points are inclusive of the disadvantage issues we should be considering? (note, the EAS point are on pages 12-21 of this booklet: <http://www.uac.edu.au/documents/eas/eas-booklet.pdf>)
2. Do you have thoughts on the 'ATAR floor' - the base academic achievement that should be required to get into ANU?
3. I'm compiling a list of the main concerns students have, to give to the project leads to ensure they cover them when they speak with us on 23rd May. So far, I have the following, but is there anything more I need to be sending to them?
 1. Equity - is this scheme accessible to all students
 2. Communication to schools without a dedicated careers advisor - generally lower SES schools
 3. Effect on CALD students, whose cultural background might not prioritise extra curriculars
 4. Move to earlier in the year might disadvantage students who are less organised/whose schools are less organised