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**AGENDA - COLLEGE REPRESENTATIVE COUNCIL (CRC) 2 2017**

Tuesday, 28 March 2017

6pm, ANUSA Boardroom

**Item 1: Meeting Opens and Apologies**

Meeting Opened: 6.09PM

**1.1 Acknowledgement of Country**

**1.2 Apologies**

- Fred Hanlin
- Anya Bonan
- Tom Kesina
- Lauren Clifton

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

Moved: James Connolly  
Seconded: James Yang

Status: Passed

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

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

Moved: Julia Beard  
Seconded: Daniel Fox  
Status: Passed

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**Item 3: Questions Arising from Reports**

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

Moved: Lewis Pope  
Seconded: Tess Hemmings  
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 (J. Wu) [Reference C]
- 3.5 General Secretary's report (K. Reed) [Reference D]
- 3.6 College of Arts and Social Sciences (T. Hemmings)
- 3.7 College of Asia Pacific (Y. Morinaga) [Reference E]
- 3.8 College of Business and Economics (M. Faltas and J. Yang) [Reference F]
- 3.9 College of Engineering and Computer Science (E. Boyd and N. Sifniotis) [Reference G]
- 3.10 College of Law (E. Dowling and S. Woodforde) [Reference H]
- 3.11 College of Science (M. Dahl and D. Fox) [Reference J]

### Questions

Q: Year in Asia Amendments, operating as a new major potentially, might not be applicable to JCOS; would the Year in Asia be a cultural/language program or say science courses operating in those countries/cultures?

A: As you'll see in Item 4.6, Year in Asia it will be discussed – put it on notice until then.

**Procedural Motion:** to accept and present the CASS report.

Status: Passed

CASS Report (Tess Hemmings):

- Apologies for not getting my report in on time, I have been under the pump with first year camp past weekend.
- Yuka and I prefer not to talk properly about first year camps before the camp survey results are in.
- Thank you to everyone who helped out.
- We had a program coursework meeting about PPE, stress impotent of ex and in, huge discussion as flexible doubles as not intended for PPE structure – when noted by Amal PPE/Law, she has one mutual course you made that decision so not choosing – working towards PPE honours year so not having to doing one so trying to streamline in PPE (Honours)
- middle eastern Asian studies meeting; raised issues within Arabic and IS studies, ADE of Cass super supportive to get them on board with ANIP great of middle east studies, UAE embassy approached but turned down
- school of art, class rep had meeting but haven't caught up as away
- all of these are just discussions nothing is locked in

Q: can I pass on my thanks and praise for Tess and Yuka for hard situation but pulling through, will you accept tm my thanks and praise?

A: Yes.

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Motion: "That the Presidents' Report be accepted"

Moved: Emma  
Seconded: Nick

Status: Passed

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

Moved: James Y  
Seconded: Sammy

Status: Passed

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

Moved: Felicity  
Seconded: Tanika

Status: Passed

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

Moved: Matthew  
Seconded: James C

Status: Passed

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

Moved: Lewis  
Seconded: Tess

Status: Passed

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

Moved: Ellie

Seconded: Yuka

Status: Passed

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

Moved: Marcus  
Seconded: Eleanor

Status: Passed

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

Moved: Julia  
Seconded: Felicity

Status: Passed

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

Moved: Tanika  
Seconded: James Y

Status: Passed

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

Moved: Lewis  
Seconded: Tanika

Status: Passed

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Suspend Standing Orders

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

4.1 SELT/SELS reviews

Submitted by Ellie and Sammy

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Notes: Came up in CC last week; two things wanted to raise. The first being, same at other colleges or are aware; because of new academic plan amongst colleges; CELS only go to just that teacher and no one else sees that. The staff were quite uncomfortable with individual reviews happening already – students however like why doesn't this happen already? Half an hour of CEC was discussing this point. Want to see what others thought of this policy and if it was the same?

Want to start a discussion about the SELT reviews, so want to raise education on people that need to do them.

To clarify only the individual gets the report, nobody sees it. Arts CEC heads of faculty and supervisors have access for the KPIs; within Cass is whether they'll keep having SELT reviews; worried that they'll use it for reflections on locations and classrooms

Whole course on P&C considering not having – through course by course if there is not changes to teachers or else but haven't been clarified

Students part doing the course: can access the teacher scores but can access general feedback. Staff were concerned about KPIs if their courses are affected by the redevelopment; the university will be quarantining SELs what that means students will soon be able to see them – general feedback available to students; general sateen that course could be affected by redevelopments of UC which is there to reassure staff for exactly that reason; SELS and KPIs are affected for promotions, if you got slammed not automatically discounted, look at substance of SELs and check how much of that is disrupted by developments

Had conversation DVC A on this issue, received public assurance that the results will still be made available to students, quarantines are reassurance to staff

Matthew: heard at past two CRCs, not just limited to internal promotions, in other university applications it will still be there to highlight; if a course gets terrible SEL result due to the impact of Union Court (UC) redevelopment – the negative feedback could have been from developments

One complaint is that staff get offensive comments; wouldn't going through a central board filter out the offensive comments?

Oh, no it goes to the supervisor – not talking about editing talking about giving it to someone else, not being published, not a defamation just to go up

Raises interesting point, what's the perspective in terms of availability of SELs to broader ANU community? Do we want more availability? All for ranging profile of SELT, it's a flawed but main mechanism to get feedback on courses.

Bring it up in CECs just to see what every college thinks. James interested to hear what each college think about this; want to identify who is more pro or sceptical then treat it as a policy issue with academic board.

Concern of inappropriate comments; behaviour of students in SELTs can lead universities to devaluing them as a whole; these are professional documents and its coming up in the university as a concern about how we use them and engage online

Should be taken seriously as used against teachers

The phenomena are known – CEC education- use to protest over irrelevant things that we can't affect – how do we make it that activism doesn't impinge on the credibility of larger projects that affect students – that has become an issue in this context – would love advice for activism to be productive and not destructive.

Have a better filtering process? Have a more targeted approach so there is an outlet for that specific area if that the only place they can vent those qualms – this isn't the point of this one so please send it here – DA takes personal out to then address just systemic problems, well who is doing that? Where are the resources coming for that? Should come from SELTs but already come from university – don't have to deal with dumb stuff do take the point – it would save resources in the

POC: with SELTs/SELS is it not a requirement across the board that they should display them? Or is it up to the specific college? James: unsure, happy to follow up.  
Is there a policy? From my understanding across the board?

Action: James look into policy questions regarding what is mandated and what isn't?  
Action: College Reps to look into how their Colleges feel towards this.

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## 4.2 Admission Scholarship and Accommodation

Submitted by Eleanor PRG

Notes: If you've missed some of the media attention or SS conversations; big changes ANU in terms of admissions, scholarships, and accommodation; there is a working group with student rep myself (Eleanor) to be the connector between the group and students. Flag the aims that ANU has set out and explore – aim to write up available to the student body

Main goal is to make one application system where student can apply for all three through one portal to make more efficient for students – open up earlier in the year like tuckwells to be more acquainted with studying at ANU – then in the next six months they know if they have a scholarship and accommodation – gives time for university to engage with students in the commencing process or interstate to have time – to implement in 2019 for students starting in 2020; because earlier in the year no ATAR, year 11 results, extra-curricular activities – concerns that this is moving to US style but ANU says it's not, it's not personal statements or interviews it's more have you achieved certain extra-curricular – low SES accessibility so students who have had to work part time have an opportunity to show that they have done this and so studied and worked but also recognise students who have been carers – member of this committee is from the smith family – experts in this in Australia in PRG so to work on accessibility. Work for 2019 is only for undergrad domestic who are completing year 12 (incl. NZ) – to follow up – however does not include gap years, mature age, etc.

Scholarships towards needs base scholarships, currently based on high achieving, the amount given is on the assessment of need so to focus on more on accommodating for those moving interstate – include tuckwell

Flagging that students when make decision to ANU that they have a bed on campus

Lower SES, what about schools that don't have those programs integrated or for those that are required to – big issue is how we are communicating to students; big mindset shift from year 10s in March than October, communicating with public, rural and private school we don't have anything locked in

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Imperative to talk to NUS, National Day of Action have already made a stance, making sure we are all on the same page. Secondly, I was a student that decided last minute with application, does benefit private schools with organised programs – prices need to be made accessible to those who are making the decision making it in October and flag dangerous with year 11 as well as not the same

Looking at y11 results given the breadth of systems we have will be very difficult to navigate – in the ACT it is for the two years but people who are doing HSC and When you say gap year students of that year or planning to defer their offer? First Phase quite localised and specific, to apply in that rule to be approved in July you need to be currently studying before though if gap yearing has to go through UAC round, so might not have the other two

Is there a plan?

Out of scope of original plan but desire to keep it in the back of our minds, good clarification but not sure

Concerns: we're trying to reinvent the wheel, ATAR does to an extent does cover bonus points for participation, COL applies that – why as a university are we spending time and money on this when others are pressing?

Looking at students' mental health of these, was very hard to go through- increased pressure and anxiety the kind of students could end up mental health issues would be more prevalent

Accessibility: from COL concerned because for them the optimal intake is 250-300 students, and a couple of years where they had 500 students – rectified this by adjusting ATAR – they won't be able to cope with say 800 with opening it up; doesn't help with income

Pressure doing EC during HSC, we feel passionate as we know what's it like – completely agree year 11 sets you up for year 12, taking away that if based on year 11

Concerned about info on university, why should I tell the university personal information with background and personal circumstances and it doesn't sound opt in – what to do with that information, is it optional?

With backgrounds, went through EAS to get through bonus points because caring for his dad so uncomfortable as caring and do submission points, add this in but what about people who don't get into ANU? If your ATAR is lower if you shift your focus could you get into another university?

Didn't expect to get in there, accommodation found in a week so beneficial

Exchange wouldn't be heard of, but sure look into it

In terms of how it'd work, a lot of things need to address for potential pitfalls; especially with accessibility, pose a question giving us details on this – they might get asked a question and not know this – so ask as this question is being asked addressing this or you should consider this – much better way than trying to email them so it's on the form

Another thing to consider with someone with a disability, doing an extra thing hence why study is lacking instead it's what they deal with in their life so that accommodates for the lower skills

Positive feedback: potentially could be demeaning however if framed well could be positive, if you already have reasons why you have achieved so well there already is a pathway to present that case – frame in a positive light, come across an excuse look as I'm so great and a positive –could be superior to ATAR

Main concerns thinking about admissions at different times, looking at int. students especially undergrads, considering in earlier stage- will int. students be allocated certain

number of spots? On what basis can we make this fair for all? Domestic students with co-curricular whereas int. students haven't done that so students to be more involved at university experiences over int. students who aren't engaging a lot this stage – would this worsen the situation?

guidance on my role on how we communicate to student body and how to communicate to the university as it's captures the student body's attention and there is limited info for what we've been given- so need to capture this attention and we are very much in the process stages, 98 and 99 requirements disadvantage so there are some positive – would love guidance on how to mobilise around these changes in a positive way?

There's a will to organise campaign but it's a bit premature as in development stages and before this meeting there was very scant info out there about what this new system contained – a campaign was premature about proceeding with this info

unwise in education committee to campaign early on, talking to university would not produce results early on; do have ability to tell people to move on this or not

the people who were commenting on that do a particular world view that dictates how they want to respond, unsure how rep this is of SB as a whole- one of the issues with EC of a whole bunch of reasons you don't have a rep round table meeting of these people – response: difficult to get anyone to do anything

Moving all that?

Have a period of transition so ATAR will remain but I think the big picture dream is to have this system as the way to get into ANU but unsure, just conjecture.

Julia – pressure on the two years bump it up in year 11 and then for year 12 for other unis

I can't disclose the nature of conversation, to contextualise with what ANU is doing the sector is doing what ANU is doing. It is highly unlikely ANU will go it alone on these changes

Eleanor reply: Gov. and body of higher education in Australia, there is a lot of conversation and gov. has called for admissions to be transparent and accessible – making things clearer is a goal of this – EC component compared to others we are actively engaged so assessing that setting the expectation that that was this is.

Any more questions email Eleanor or post on Slack.

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#### 4.3 Metrics for CASS & CAP

Submitted by James

Notes: Received formal resignations from CASS and CAP, condition states that vacancy must be filled after discussion with CRC by a member of the association – what metrics we looking for?

Not a high amount of precedent on how these are approached. Extend metrics to the CRC, opening it up externally as well as notifying those who ran; based on constitutional provision this is how I'm seeing consultation with CRC. I'd like skills and attribute, and second is experience. Start with skills and attributes with college reps and then narrow it down.



Relevant attributes and Skills considered favourably:

Someone who is engaged with the community and is knowledgeable on what is going on – someone who has been involved in the campaigns and has those expertise

Solid working knowledge of the college itself; who is in the college, who to talk to etc.

Good in a meeting context, someone mature enough and professional enough in meetings especially with staff

Someone who actually has the time, wan someone who is involved but has the organisational capabilities and a bit of gap so to have the workload

Being diplomatic and professional

Knowing people within the college; in CASS not incredibly transparent but at least knowing heads of faculty for their degree or convenors for their course

College reps deal with students inquiries and qualms so ability to handle that –almost customer service role

Genuine interest and love, vision for their college – if there is a general interest and a willing to improve and learn from others who have the experience is important

Reiterate time commitment, outline in application that it is a time commitment and make them aware the amount of time you have to put in

Experiences

precious experience in SL and experience in clubs and societies or students

CAPs and CASS have differing degrees from the current reps (degree program diversity)

Pastoral Care experience, good as have to deal with confidential/sensitive issue within the college

Argue with someone from a small or niche degree, with redevelopment with IR and PPE courses are getting a lot of attention though considered micro degree or course is being put aside and is not being put forward over mega courses with 5/600 students – good in current climate

Issues regarding security studies is not being discussed at the college level, so personally so CAPS rep would be a security studies student as Yuka can't cover that area

If at least one of the two people does a language or a second degree with CASS/CAPS due cross over in communication and also large number who take CASS/CAPS

Pastoral aspects of clubs and societies

Closing Question: are you happy with this process?

I'm happy and trust whatever you do, sake of transparency when you pick candidates identify the key strengths and appointment

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Is it fair if we are elected by student body but then just chosen by President?

Democratic process, and constitution give this process to president so I was democratically elected to this position with this role so then it falls to pres. to uphold this responsibility

With this process there is no way for students to do this: put this on the CRC, cons says that they must however how to appoint is up to us hence this metric and receive emails – have any suggestions on how this should happen please let us know

In terms of representing student body, having people who might not have been able to run in the election; able to get someone who has a niche issue to be passionate about, who didn't run or involved in the typical ANUSA crowd

Nature of split ticket results, the opinion of Tess and Yuka should be valued

Issue is picking friends or collaborative skills but instead how only say if they don't meet requirements – feel how they can work but base of metrics provided for maximum transparency

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#### 4.4 Course Representatives

Submitted by James

Notes: For context, I organised and provided training for course representatives specifically in CECS, JCOS. Firstly, what is the system for course representatives?

Basically best practice at ANU, you have to have elected course representative for the first two weeks, have to be made available for the cohort then structured meetings between head of school or equivalent and course reps and hence ops to provide feedback – obviously there is a scope to improve. ANUSA's role is providing advocacy training and support so potentially with SSAF funding and how to integrate that with colleges and training. Feeds into the voice fellowship project, course reps as what needs to be ground level of student advocacy that should be foundation stone, they should be trained as advocates and then run onwards to college reps: ensure that issues at a course level are voiced before heaving to go to college or ANUSA. Some sort of system established around science and then adding with ANUSA the training

COL: We have nothing. Always been like they don't exist when another colleges they do. The reason we don't have them is because the LSS objected very strongly a few years ago because they said that they fill the role. The LSS is no longer opposed to that, and as a college they are interested so we are tasked to investigate what occurs and what works and what doesn't. We can then go back and implement that. James and COL reps agree exciting opportunity to workshop and implement.

JCOS: I realise the LSS has a certain power with how popular they are within law and so say that they shouldn't haven't a say. Should have course reps through the college system so separate 9clairifaation: only recondition) The more avenues you have to vent about things better.

ANUSA and reps linked? Advocacy and Training: course reps are independent from ANUSA however role to know that ANUSA's advocacy power and provide support for training but would be independent.

Consultation with course reps at end of semester; best practice but far from perfect, I do

know I'll seek to gauge responses and feedback- had a number of course reps talking about difficulties with setting up of reps of – should be improvements at JCOS.

Recommend we regularly check up on course reps?

The maintenance, supervision and training is a longer-term thing and how we ensure adequately resourced, do agree need to be followed up as they have info but how needs to be explored

School to school it is different how the system works; within CASS trying to hold back until clubs' council, talk to CASS affiliated societies and use a CASS council to channel concerns- looking to do that for all faculties. Able to utilise course reps?

CBE has traditionally been fully against course reps; recently put in reps for first year courses, have not received information on who they are and how they were elected. In terms of notification maybe a video but unsure, I know they meet with Bronwyn to air grievances. College doesn't want anything to do with it or for ANUSA to be involved.

CECS is relatively decent, lecturers are pretty good that there is a representative in any course; what they do is they meet up with respective school deans- what works really well within CECS because we only have two major sides, have good societies CCSCA ESA – have reps for all years and reps are encouraged to talk to them; going through society not just college

UVA, college reps, class reps and student assistance, They don't have much training just asked to collect info on beginning and end of course – totally valid and that's where ANUSA comes in to process info on how to be effective advocate

CAPS: Caps has been good, important as sometimes cap minors very normal for micro first year courses to have small numbers so important to have course rep system as they'll have that same academic with them for their whole minor

ANUSA to convene a meeting with class reps and relevant societies and college reps to converge all information?

To do training contact 8 administrators then contact 200 people – from admin logistics angle is where we want to go but must be conscious of how that's going to be resourced, want to have that discussion but there needs to be conversation

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#### 4.5 Union Court Redevelopment

Submitted by Daniel

Notes: What feedback/updates we can give the CEC committee and how we can go about calming them?

I want to hear from CBE also as I know tour both coping grilling's about the redevelopment. We are not aware of a lot before the meeting, and we only find out at the meeting that they will only have a barrier but we'll have no idea of this.

JCOS has impression that we're getting tents but exec says not but then they ask us why we are not protesting more.

Broader issue: how this issue keeps arising is that's their fault on both sides VC failing to communicate with colleges and colleges jumping to apocalyptic scenarios

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In terms of specific issues, I have had a chat with chancellors, Marni and Brian you can't be serious, and they replied no of course not – ultimately absurd a laughing stock aside from health and safety concerns

37 models have been thrown around, tent was one, comparing UC redevelopment to natural disaster in Christchurch

good to come with us with concerns, I'm on AB so have same info as deans, the issue is there could be improvements on communication and issue with colleges leaping to really funky conclusions

The giant circus tent was one of two options; Marni and Brian was a joke plan and they'd deliver a serious plan after

JCOS thinks best option is the tent – communicated to me as last resort for any other reason than shame for erecting circus tent

presented to three CECs; tent, lectures split into 3 and viewing in other two (cass = terrible), hasn't been consulted about minor courses, the biggest concern in CASS is student numbers and funding – anything we can know about this? Concerns amongst students even transferring

university is conscious yet to indicate what plan of action is

have a large cohort so need places to put them – Barry Dr can hold 350 however don't believe that, higher than that 500 in Llewelyn hall but that's massive with no recording equipment's

you're right, some lectures will be looped, university conversing with RMIT and UC to see how it works, university has acquired student feedback on this James will do own research

Due to how important issue is and how angry college is, we have specific slot in our meetings – I would really appreciate if we have a document declaring ANUSA's position and have the information so when they start grilling so we can

Information is continually developing, our stance, so we publicly oppose timetabling and happy to public say I oppose the tent – with quarantining what rep I made and my thinking and my opinion is that its fine as an equity matter

Could we attend the meetings? The only issue they have no idea what's happening or going on – real problem because their biggest concern is they don't know or not knowing what is correct?

I think the issue, little more nuance, there has been consistent offerings to go and consult with academic colleges. In terms of supporting college reps, more conducive is creating a slack channel and I can provide information where I can. Being blunt I don't have capacity to attend CECS but that's an easier/better solution.

Any questions or clarification email/contact James.

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#### 4.6 Year in Asia

Submitted by Eleanor

Notes: year in Asia, premier degree, 48 units, 50% language, 50% electives, CAP providing support who can join, whilst they are over there and when they get back – can only do year in Asia as Asia Pacific studies – trying to expand to CECS, CASS/CAPS, COL – pretty much going everywhere?

Have you heard any feedback from students? Would it be beneficial? Would you take this to your CEC.

CAP is excited to offer this flagship program to ANU from flagship college – are other colleges interested in this? Intermediate level at the level of language – so you can take the language courses and then the rest elective

YIA operates in a way that 50% units must be language the other 50% up to negotiation so have the capacity for it opt be relevant: 50% science subjects, Asian business so definitely scope

Adds one year to your degree – treated as an additional major

CBE saying no, apart from the case as International Business as a single degree as they Westpac scholarship- don't think it's a fight we are going to win except that one case – lobby RSM as they'd be keen in that area  
my opinion good however yeah only applicate  
Of course, not available to all degrees  
additional concern is that with some studies there are professional requirements; you'd have to find a similar course for it to count- remove capacity to do the degree but just extends degree – don't think can win w actuarial studies – is there space on flexible study? They've said no.

Does it have to fit in with your degree?

YIA is additional to your degree so you have the options to do your language and electives so it adds a year.

Only propose to complete the pre-reqs?

Maybe take high school but yes must have pre-requisites

CBE maximum of having two units of short term exchange –I'm not sure if you did an Asia if that would knock you out of exchange

CASS: difficult to encourage a lot of faculties – CASS and CAPS stealing students, some smaller faculties would jump on board to advertise their courses, most CASS faculties – would CAPS still be doing the admin side and the care side? Has that been communicated? Will there be financial deterrent to the college for those students?

Yes communicated as CAPS will do the admin.

5 Bas that there proposing in – flag to coordinators but money is a big factor.

Can I guarantee that all universities will take students for their science courses?

They've definitely looked into it, they're not approaching this without having looked at science taking science – they can't have the negotiations without it being approved.

this decision is targeting CASS students taking Asian studies in CASS; issue is more specialised degrees will take on the admin of that of CASS to learn something new

CAPS are talking to colleges and will go to CEC, they'll met resistance without student voice; even if benefits a small group so flag problems but voice how beneficial.

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### **Item 5: Motions on Notice**

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

Flag: ex-ressies – study spaces on the weekend at ANU if we could put it on an agenda?

James capital works SSAF rounds, supporting the bid to turn Hancock 24hrs.

PPE/Law disdain, the mecca course review, if anyone knows anyone study that course please get feedback – the faculty are encouraging us to put forward proposals

FYC: make a discussion item at CRC3 looking at structure and how its funded whether we think running it the way it us and funding so if its equitable? Discussion at CC3

NUS in NDA protests they did touch on a lot they – maybe look into how to coordinate and communicate with them

3D printing ideas!

feedback on how this went! Otherwise call for feedback tomorrow or day after and how new structure went, benefits and pitfalls

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

The next meeting of the College Representative Council is scheduled to be on Tuesday, 25th April 2017 at 6pm in the in the ANUSA Boardroom.

Expected Close of Meeting: 8.49PM

Released: 25 March 2017 by Kat Reed

### PRESIDENT'S REPORT

James Connolly

#### Executive Summary

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

#### Further Information

##### 1. CRC Reform

To note I organised a working group to occur on Wednesday 22<sup>nd</sup> March at 10am in the ANUSA Boardroom. I am grateful to everyone who attended and provided feedback on the College Representative Council and its future.

There appeared to be agreement that it should be more strategically focused. The main disagreement was over the membership. I favour the removal of the General Representatives from the CRC. They would still be able to attend and contribute but it would remove their requirement to attend. Strategic bodies are more effective when they are smaller.

If we are to pursue constitutional change I would like to see it occur in Semester 1 so as to identify clearly how the new structure works in practice for Semester 2 and provide feedback to the 2018 General Secretary.

Any feedback can also be provided to me at [sa.president@anu.edu.au](mailto:sa.president@anu.edu.au) or Kat Reed at [sa.gensec@anu.edu.au](mailto:sa.gensec@anu.edu.au).

##### 2. Course Representative Reform

I have now completed two training sessions for Course Representatives within the Joint Colleges of Science. A total of 60 students attended between the two forums and the anecdotal feedback I received was positive though I will be constructing a proper survey with JCOS on the training and the broader Course Representative experience. I'd like to note my thanks to Anna Cowan, Deputy Dean Education of JCOS for her assistance and participation in this training including attending the sessions to highlight the importance of Course Representatives within JCOS.

I am now seeking to work with CECS on their system of Course Representatives and evaluate other Colleges. I would appreciate feedback from College Representatives on how Course Representatives function/exist or don't in their respective Colleges.

##### 3. Offsite Midsemester Exams

I made representations to the Registrar of Student Administration concerning offsite examinations during the midsemester period. Personalised emails were sent last Friday to all students who have an examination in the mid-semester period. Instructions to travel to the external venues (in the O'Connor precinct so within 10-15mins walking distance) were included in the email and are available on <http://www.anu.edu.au/students/program-administration/assessments-exams/venue-logistics-semester-1-mid-semester>

ANUSA indicated that general information would be advisable. The Registrar agreed to send out more general information by social media to advise students that the emails have been sent and where information or enquiries can be directed.

If students have enquiries about the mid semester examinations, please contact the Examinations Office [Examinations.Officer@anu.edu.au] for assistance.

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

I issued an out of session call for members from the University Education Committee for the steering committee that would oversee this project. Though a deadline was set a number of Colleges have not yet nominated a member. I will continue to work through this to try and build the membership of the steering committee.

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

To note, Academic Board at the request of ANUSA will be considering the matter of Student Partnerships at AB2. This is an important opportunity for ANUSA and PARSA to highlight the importance of student representation, engagement and consultation. I will provide more details about how ANUSA plans to lead the discussion as they arise.

#### **6. Resignations**

To note, the ANUSA CAP Representative Mish Khan and ANUSA CASS Representative, Waheed Jayhoon have resigned. I would like to formally thank both of them for the work they have done in their positions and the passion they have drawn on as demonstrated in the way in which they have conducted themselves. I am saddened to see them leave, particularly given the circumstances that prompted their resignations. It highlights the commitment required to fulfil these positions and how that can make them inaccessible to people who aren't able to financially support themselves by other means. This is an ongoing challenge not only for ANUSA but for other student Associations as well.

This CRC I am seeking feedback on suitable experience/attributes to consider before approaching a candidate. Members of the CRC are welcome to suggest suitable candidates but I ask that this be done offline so as to protect the privacy and sensitivities of all people considered.



## VICE PRESIDENT'S REPORT

Eleanor Kay

### Executive Summary:

1. Academic Appeals
2. Census Date
3. College Rep Support
4. University Committees
5. Honours Roll

### Further Information:

#### 1. Academic Appeals

Appeals are continuing to come in. Some of you have been in contact regarding appeals in your college – thanks for your hard work supporting students through a bunch of different situations!

Just a reminder that, unless you've got serious concerns for a student's safety, it's important to keep their appeal confidential. When seeking advice from me, you can either de-identify the situation, or ask the student if you can share the situation with me to get my advice.

#### 2. Census Date

Please remember (and publicise to students in your college!) that Census Date is on 31<sup>st</sup> March – the last Friday of this term. Census date is the last day students can drop a course without paying and without it coming up as a fail on our transcript. If you, or a student in your college, is concerned about your academic performance and are considering dropping a course, make sure you do it before Friday!

If students need advice on this, they can talk to an academic advisor at your college, or one of ANUSA's Student Assistance Officers. The SAOs are great at helping students think through the implications of dropping courses (e.g. For Centrelink or for their Visa) and can work through time management skills to help students manage their course load.

#### 3. College Rep Support

Something I am implementing over the course of this year as part of ensuring all representatives are supported and have connections to the executive is to check in with all the college reps on a regular basis, to find out the key issues arising within each college, and to see if there is anything I, or the exec, can support you with. I look forward to meeting with you all on a 6-weekly basis, but also am happy to be contacted at any time obviously!

#### 4. University Committees

*Coursework Awards and Admissions Committee (CAAC)*

- The university is exploring expanding the Year in Asia options to degrees outside of CAP. Key questions that are coming up are:
  - What differentiates this from exchange?
  - What value does it bring to non-CAP degrees? (e.g. do JCOS students even want to do a year in Asia learning language and culture?)
  - How would we ensure quality control and student support cross-institutionally?

If you have any thoughts or reflections on the year in Asia program currently, and how you think it might fit within your college, I'd love to hear them!

### **5. Honours Roll**

My first event for Honours Roll happened on Tuesday 21<sup>st</sup> March. We had 30 people register but only 11 attend, but I think the torrential downpour that started about 30 minutes before we started might have deterred some people from attending!! I think students found it valuable, but any feedback would be greatly appreciated (I published a response form so any attendees – please do fill it out! Your feedback is invaluable.)

The University is also keen to explore at more depth the honours experience and how we can better support honours students at ANU. If you're hearing feedback from students regarding their supervisors, convenors, or the general structure of honours in your college, I'd really appreciate you passing that on. Even anecdotal feedback is super helpful.

### **6. First Year Camps**

The final first year camp is up this weekend – shout out to Tess, Yuka, Jessy and the wonderful CASS and CAP mentors for pulling everything together at the end while they were down two college reps!

### **7. English Language Lunches**

The Academic Skills and Learning Centre has been working with Winson and I to set up and promote English Language Classes that are happening twice per week for the entire semester. These are running out of the ANUSA offices, and are a great opportunity for ANUSA to support and engage with international students who are seeking more informal opportunities to improve their English. If you know of students who are looking for this sort of opportunity, please direct them to the ANUSA website, or Facebook!

## EDUCATION OFFICER'S REPORT

Jessy Wu

### 1. Education Committee Meeting

For the rest of what has happened between OGM 1 and OGM 2, please consult the report submitted for SRC 2.

#### Education Committee

We held the first Education Committee meeting on Wednesday 22nd of March at 5pm. There was a good turn out - approximately 15 - 20 people attended. At this meeting, I shared my vision for the Education Committee meeting - a hub for student activism, where passionate students come together to discuss issues affecting students, and brainstorm projects/campaigns/rallies which bring attention to these issues and agitate for change.

We brainstormed the issues we saw facing Education - these broadly fell into three categories. The first is the ANU's preoccupation with prestige - as reflected in the VC's rhetoric, the Tuckwell scholarship, and the changes to the ANU admissions scheme. The second was Centrelink - including payment delays and other administrative errors, the age of eligibility, and cuts to allowances. The third was the changes to teaching and learning in the pipeline - Union Court redevelopment, the move to online learning, and the move to trimesters.

We focused on brainstorming what we could do around the changes to the admissions scheme, as this is an issue that has captured student interest. We will be having a campaign planning meeting next week on Wednesday to discuss further.

**GENERAL SECRETARY'S REPORT**

Kat Reed

Please see report to SRC 2 for (21st March 2017) full report on recent activities.

**CRC Reform**

- CRC Reform Working Group was held on Weds 22<sup>nd</sup> March from 10am-11:30am.
- 3 Gen Reps, 3 College Reps, President, Vice President and General Secretary attended.
- Discussion was productive, we reviewed the proposed changes and brainstormed some new ideas.
- We are currently exploring the pros and cons of having Gen Reps formal members of the CRC.
- Tom Kesina and I will be looking into some of the history of CRC over the break to have some comparisons.
- We will likely be working a little over the break to prepare the changes for the AGM.

### COLLEGE OF ASIA PACIFIC REPRESENTATIVES' REPORT

Mish Khan and Yuka Morinaga

#### Executive Summary

1. CAP Curriculum Committee meeting
  - 1.1. Year in Asia offering expanded
  - 1.2. Tibetan slashed – following up
2. CASS-CAP First Year Camp
3. CAP language info pack
4. Asia Pacific Week 2017
5. Mobility courses and internship opportunities
6. 3D printed Coombs Building

#### Further Information

##### 1. CAP Curriculum Committee meeting

###### 1.1. Year in Asia offering expanded

We have attended the first CAP Curriculum Committee meeting. Exciting news: CAP is planning to offer the flagship Year in Asia program across degrees from other colleges. For example, students in other colleges can do Bachelor of Laws (Year in Asia), Bachelor of Engineering (Year in Asia), Bachelor of Arts (Year in Asia). Further information will be announced in the future.

###### 1.2. Tibetan slashed – following up

We have asked the board members about the cancellation of Tibetan 1A in the meeting. It was clarified that Tibetan 1A will be still offered in the future, however as the course is not integrated with any major/minor, it was cancelled due to the low enrolment in this semester. In the meeting, it was noted that courses which are not part of any major/minor can be vulnerable, and should be more heavily promoted in the future.

##### 2. CASS-CAP First Year Camp

CAP mentors are preparing info sessions on various topics (incl. Studying abroad, Uni Hacks, How to structure your degree, Joining clubs and societies) for first years. We are also preparing 3D printed Coombs Building (Section 9) keychains for first years as well.

##### 3. CAP language info pack

A booklet with information on language courses and personal stories by other students has been distributed in first year ASIA and STST courses.

##### 4. Asia Pacific Week 2017

We have had the first meeting with the coordinator of Asia Pacific Week Dr. Assa Doron. We will be having more discussions with him in the future to reflect CAP students' interest in the organisation of Asia Pacific Week 2017. We are also planning to have a meeting with the APW organising committee.

## **5. Mobility courses and internship opportunities**

We will be having a meeting with Associate Dean Professor Li Narangoa to discuss mobility courses and internship opportunities for CAP students next week.

## **6. 3D printed Coombs Building**

Mr. Ming Chia from ANU Maker Club has been making 3D printed Coombs Building keychains for us. The keychains can be: white/brown plastic, metal, glow-in-the-dark plastic (blue, yellow, green). Woroni will be featuring the keychains with his other products in their future publication. It was also suggested in the Curriculum meeting that we talk to the CAP marketing team about 3D printed Coombs as they may be interested in using them for the College level marketing. We will be presenting the keychains in the CHL Media, Marketing Committee meeting next week.

### COLLEGE OF BUSINESS AND ECONOMICS REPRESENTATIVES' REPORT

Matthew Faltas and James Yang

#### Executive Summary

1. CBE/COL First Year Camp
2. CBE Education Committee

#### Further Information

##### 1. CBE/COL First Year Camp

The camp was a great success. We encountered several difficulties (discussed below), but we managed to make it work and by all accounts the first years had a great experience! I'd also like to convey my thanks to our mentors, the COL mentors, Sammy, Ellie, Harry, Cam and Jessy for making the camps run as smoothly as possible.

- The weather was pretty bad (it was constantly raining), but we managed to improvise and keep moral high with the assistance of the COL reps and our combined mentors. In the future, we should probably plan contingency activities in case it rains (hint: MAFIA!).
- I received comments that the campers enjoyed the activities (despite the rain!), so we should be able to use the same activities for next year if we choose to stick with the same venue. Tie-dying was good, however we did need to be careful not to stain the floorboards so we should probably hold it someplace other than the dining area.
- Most campers found the information sessions informative but did not attempt engage much until after the sessions. I would suggest splitting them up throughout the course of the camp and decreasing their length slightly (as opposed to block sessions) for future itineraries.
- In regard to the beach, we should advise the camp attendees if they are not comfortable with swimming they should not be going deep into the water. We had a couple of issues with this, so it is important to note for future camps.
- Note for future camps: the fish and chips stores near the beach are lit (and the owner is great as Cam and I can attest).
- In regard to transport, whilst we were arriving in ANU, the bus was going to park in a very inconvenient and frankly dangerous spot to disembark and retrieve belongings. We should plan ahead for next camp a safer spot (this time we used the front of BnG).
- The drive to Kianinny was longer than to previous camps, but the McDonalds trip made it unnoticeable to be honest. We should keep this stopover to relieve boredom and I like the idea of a seat swap so that attendees will meet new people before the camp starts. The McDonalds stop over should last for 30 minutes in my opinion, given the longer than usual drive to Kianinny, so that we are able to depart and arrive at a reasonable time.

- Attendees were all keen and exhibited exemplary behaviour. No alcoholic incidents (which will be something the future CBE mentors can note for their future sponsorship meeting). They all responded to mentor and camp facilitator instructions well.
- We should also note the venue has board games we can utilise (especially for social night or for the first night icebreakers).
- Meals went smoothly, people cleaned up after themselves and all meal requirements were catered for adequately.
- Name tags were a great facilitator for getting to know people and murder was pretty fun. Using these to track the alcohol people were consuming on the social night was very helpful.
- In regard to the social night, Mafia was a good way to wind it down. We didn't have many people dancing as people opted to talk instead. Challenge games were fun and I would recommend brainstorming a few to help facilitate the social night as attendees were keen on participating in these.
- All in all, thank you to the aforementioned. This wouldn't have been possible without you. <3

## 2. CBE Education Committee

- DVC-A attended our meeting to address the Union Court redevelopment.
- I am not satisfied they have adequately catered to pedestrian safety concerns I hold. She mentioned there will be pedestrian safety barriers, but frankly with the increase in pedestrian traffic to the new venue (the venue near Lena Karmel) I doubt this is adequate.
- Our lectures (at least our bigger ones with >100 students) will be likely held in Llewellyn Hall.
- I finally got an answer to my question, they will count the venue as 'on campus' for ANU Security car rides back, etc.
- They will be fitting out the new venue with ECHO360 soon. They have also mentioned it has better wifi (yay for in-class miniclip games #throwback).
- Bit unrelated – Pauline Griffin building area will soon be a construction zone as the new research school of social sciences is built.
- Regarding the quarantining of sets, they will be published on programs and courses, BUT THEY WILL BE ANNOTATED TO SAY THAT THE RATINGS HAVE BEEN IMPACTED BY THE UNION COURT REDEVELOPMENT!
- Fun fact: If the bus breaks down for mid-sem exams for smaller classes that are being held offsite, the students will have to apply as normal for a supplementary or deferred exam. I am not satisfied about this.
- DVC-A also clarified, we will not be turning into an American university admissions wise. No personal statements or interviews for admissions will be necessary. Instead, there will be a curriculum schedule, with different points listed for different activities, however there will be catch all provisions for unusual activities apparently. Despite Stalkerspace conjecture, if you have a part-time job or are caring for a disabled relative, this will automatically count as fulfilling the requirement apparently. The standard of proof for these activities will assumedly be the same as that which UAC demands. This approach will be focused as a trial on domestic students for now not for international (including NZ) students.
- Scholarship, bed and admission applications will all be rolled into one application. Scholarship amounts will now vary based on social need.
- Idea of an elite musician (very much like the elite athlete program) program was raised. Will be discussed in later meetings.



- MONDAY OF WEEK 2 IS OFFICIALLY THE DEADLINE TO ADD (INCLUDING SWAPPING AS THIS COUNTS AS ADDING) COURSES. YOU MAY STILL DROP COURSES AFTER THIS DATE BUT MAY NO LONGER ADD, UNLESS THERE ARE SPECIAL CIRCUMSTANCES.
- A family member passing away or arriving late or having deferred exams are one such exception example. Bronwen will have the yes/no discretion. However, if they perceive a risk of you failing the course, they will say no. (This is because of the switch to a 12 week semester and also because they think that people who join late usually do worse).
- Year in Asia might be expanded to International Business (single degree), but CBE do not want it extended to other programs as exchange is sufficient. APW Internship conflicts with CBE Internship in the eyes of CBE and thus they do not want it counting for CBE course credit.
- Momentum program for professional development is looking on track to be released soon to student leaders and a select group of other students. None of the modules will be purely online, there will be group activity and in person components. This program might be able to count as part of ANU+ and ANU+ might count towards completion of this program. The mentoring component of this program looks especially promising.

-Matt

# COLLEGE OF ENGINEERING AND COMPUTER SCIENCE REPRESENTATIVES' REPORT

Emma Boyd and Nick Sifniotis

## Executive Summary

1. First CEC Meeting attended and specific issues reported
2. Beginning coordination with Student Experience Coordinators
3. Working on event planning and attending student issues

## Further Information

### 1. First CEC Meeting:

The first CEC meeting for the year occurred on 9th March and covered some of the recent college issues and events. Some major areas of concern (specific to the college) included;

## The SELT Reporting Process

A report from 2016 suggested significant reform was required to address courses that were working moderately well, as the system only addresses the extremes. A new policy has been drafted with PPM and various structure changes have been implemented. Course conveners will be assigned to courses that require reform.

## CS Course Changes

Significant changes to the computer science courses have been occurring over the summer break. The CEC is in the final stages and tidying up courses which overlap or a deemed unnecessary.

## Structural requirement of major/minors

The current design of majors is so that they are standalone. In some cases, courses do not have this structure and the CEC is reviewing this.

## 2. Coordination with student experience coordinators:

### Setting up Wattle account for CECS

Currently, our only resource for communicating with students is using Facebook and emails. Working with the college to utilise a wattle page for undergraduate students will extend our platform for communication. This is currently in development but will have information about upcoming events, where to go for help and information about the CECS reps without spamming students with emails. We are also looking to do a similar process for CS through negotiation with the RSCS experience coordinator Ben Swift.

### **3. Recent Student Engagement:**

#### **Attending student issues**

We are working to resolve some student issues, most of these include appeals for supplementary exam marks, tutorial time clashes and dropping courses. Those that have been difficult for us to answer or which require outside help have been redirected.

#### **Facebook Page**

The CECS Facebook page has been up and running for a few months now, and through a lot of hard work by Nick, has been keeping up to date with college events and posting regularly. It has only about 470 followers, which means it isn't a very effective means of communication with students. The upcoming wattle page will hopefully increase our communication platform.

#### **Issues of outdated wattle pages**

Many of the course pages on wattle still list the CECS reps from 2016 (or even 2015). We will be sending emails to courses that we can find however was wondering if there was a general procedure for updating these pages.

#### **FYC Follow-up Event – NCI Supercomputer Tour**

A tour of the NCI facility was given away as the prize for the winning team during the first year camp trivia night. This tour was held on the afternoon of Monday March 21<sup>st</sup>. Six first years and two camp mentors were in attendance, along with Nick.

Feedback from the event was very positive. The students who attended were very happy to be given the opportunity to get up close and personal with the largest computational facility in the southern hemisphere.

There is the potential to run another event like this, open to any student who may be interested. Nick may look at organising another one of these in due course.

## COLLEGE OF LAW REPRESENTATIVES' REPORT

Ellie Dowling and Sammy Woodforde

### Executive Summary

1. LLB(Hons) Committee Meeting and CEC
  2. Law Societies Meeting and Collaboration
  3. Upcoming Events
  4. Agenda Items to Raise
- 

### 1. LLB(Hons) Committee Meeting and CEC

- Since the last CRC we attended both the LLB(Hons) Committee Meeting and the CEC
- Very productive and the committee members were very open and receptive to student feedback and input
- Collaboration on Electives Development across the year looks positive
- A few points were raised that we would like to discuss with the other College Reps at the CRC (See Item 4)

### 2. Law Societies Meeting and Collaboration

- Implemented the goal of getting together as a group of Law Student societies
- Have started a Slack channel to improve communication amongst the group, and will be meeting monthly to keep each other informed and collaborate on advocacy and event development
- Support for Market Day (which will be pushed to Semester 2 in order to maximise the initial event)
- These relationships with the LSS, PARSA, ILS, and LRSJ are really important to maintain for future CoL Reps

### 3. Upcoming Events

- College of Law Market Day
  - Beginning of Sem 2
- Legal Writing Skills Workshop

### 4. Agenda Items to Raise

- Entry requirement changes (university moving from only ATAR to a more holistic approach)
- SELT/SELS reviews (educating students as to the importance of completing these and the impact that they can have)
- Introducing Course Reps at the College of Law (how they work in other Colleges)

## JOINT COLLEGES OF SCIENCE REPRESENTATIVES' REPORT

Marcus Dahl and Daniel Fox

### Executive Summary

1. The Science @ ANU Facebook group is launched
2. Science welcomes University's commitment to avoid Sunday exams
3. PhB Committee Meeting
4. Science Careers Fair
5. NUS Accreditation 2017

### Further Information

#### 1. Science Students @ ANU Facebook Group

The Science Students @ ANU group on Facebook has been launched and is looking successful. It makes for a useful discussion forum as well as a platform for ANUSA, as well as the many Science clubs and societies, to advertise events and recruit members and volunteers. It is an Open Group within ANU and has (at time of writing) 392 members.

#### 2. End of Sunday Exam Plans is Welcome

The issue of the University's plan to include Sunday exams on the examination timetable during the Union Court redevelopment was strongly opposed by the Science Representatives and was discussed at the first JCOS College Education Committee Meeting. Our concerns were shared by the science administrative staff and we welcome the commitment by the university to avoid Sunday exams. We give our thanks to James and the ANUSA executive for negotiating well.

#### 3. PhB Committee Meeting

At the PhB committee meeting, all of the matters discussed were good for students. There was also a potential discussion flagged for lowering the progress requirements for PhB students to stay in the program and graduate with the degree. One problematic issue was flagged at the meeting when recruitment of new students was discussed. One senior staff member argued that marketing should push to target private schools and schools where existing good PhB students have come from. This was challenged on an equity basis and we suggested strongly that they can't do that. It did not appear that a majority of the committee would have supported the view, but we will inform Anna Cowan and keep tabs on the issue in case it progresses.

#### 4. Science Careers Fair 14 March 2017

This year's Science Careers Fair was held at the Sports Hall on Tuesday 14 March from 10am-2pm. We would like to thank the Science Society of the ANU for facilitating and organising the event. The Science Reps assisted as requested with some planning and contacting potential attending companies and bodies, and with finding volunteers.

#### 5. NUS Accreditation 2017

The JCOS Reps posted in the Science @ ANU (students) and the Science Heads of State (clubs and societies executives) groups to ask for feedback and input regarding the NUS debate scheduled for SRC 2 (now passed). The feedback was highly mixed

and did not suggest to us a clear outcome.

The JCOS Reps supported the amendments suggested by Tom Kesina at SRC 2 as a useful compromise once the accreditation vote had passed. Basic transparency and professionalism in reporting and budgeting are expected for an organisation which represents Science students at ANU.