

AGENDA – ANUSA SRC 1



AGENDA – ANUSA EDUCATION COUNCIL (EDC) 1 2025

Thursday, 27th February 2025

6:15pm, Marie Reay 2.02 and Zoom

Zoom Link:

<https://anu.zoom.us/j/87441560100?pwd=LXPuHMaLfrpPDAalgZbWqxx0m6czk.1>

Item 1: Meeting Opens and Apologies

1.1 Acknowledgement of Country

1.2 Apologies

Item 2: Executive Reports

2.1 President's report (W. Burfoot) [Reference A]

2.2 Vice President's report (V. Gangarapu) [Reference B]

2.3 Education Officer's report (R. Paton) [Reference C]

2.4 General Secretary's report (S. Gorrie) [Reference D]

2.5 Welfare Officer's report (K. Rosenberg) [Reference E]

Item 3: Academic Officer Reports

3.1 Undergraduate Coursework Officer (C. Ellwood) [Reference F]

3.2 Postgraduate Coursework Officer (L. Wang) [Reference G]

3.3 HDR Officer (G. Dalla Libera Marchiori) [Reference H]

Item 4: College Representative Reports

4.1 College of Arts & Social Sciences [Reference I]

4.2 College of Asia & the Pacific [Reference J]

4.3 College of Business & Economics [Reference K]

4.4 College of Law, Governance & Policy [Reference L]

4.5 College of Science & Medicine [Reference M]

4.6 College of Systems & Society [Reference N]

Item 5: Discussion Items

Discussion Item 5.1 Institutional Neutrality

Preamble

In recent years, universities around the globe have faced the challenge of balancing free speech with the suppression of controversial ideas, leading many to regard this as an existential crisis in higher education ([*A Decade of Debate: Celebrating 10 Years of the Chicago Principles*](#), Foundation for Individual Rights and Expression (FIRE), 2025). Australia has faced its share of challenges: the dropout rate for domestic undergraduate students has risen to the highest levels on record, peaking at 25.48% and 25.35% for the 2014 and 2017

cohorts, respectively ([*Fees for No Degrees: Analysis of Drop Out and Completion Rates of Domestic and International University Students*](#), Institute of Public Affairs, 2024, pp. 2-3; [*Completion Rates of Higher Education Students - Cohort Analysis, 2005-2022*](#), Australian Government Department of Education, 2023). The University of Chicago's 2014 "Chicago Statement" addressed this issue by actively safeguarding the right to free speech at universities, reflecting the United States' First Amendment. The Chicago Statement has been adopted by over 112 U.S. universities—Princeton in 2015 and Stanford in 2024 among them ([*Chicago Statement: University and Faculty Body Support*](#), FIRE, 2024).

To be honest, I believe there's another approach better suited to our Australian context: statements of institutional neutrality. This approach is not about promoting American First Amendment-style free speech (e.g., people should feel free to say whatever they like, even if it offends others). Instead, it's about allowing and preserving viewpoint diversity on campus while maintaining a level playing field for good-faith discussion and debate without official orthodoxies that could stifle these vital activities.

FIRE, a leading nonprofit American higher education advocacy group, defines institutional neutrality (IN) as the principle that "colleges and universities should not, as institutions, take positions on social and political issues unless those issues 'threaten the very mission of the university and its values of free inquiry.' Instead, these discussions should be left to students and faculty." ([*Adopting Institutional Neutrality*](#), FIRE, 2024).

This principle, which was famously articulated in the University of Chicago's earlier 1967 [*Kalven Report*](#), has gained renewed popularity. In 2024 alone, 23 American universities and higher education systems—including Harvard, Stanford, and Yale—adopted IN ([*Adoptions of an Official Position of Institutional Neutrality*](#), FIRE, 2024). While the Chicago Statement defends the right to challenge in the pursuit of truth, IN ensures that the university remains impartial and does not take sides, thus maintaining its objective role.

Rationale for Adoption:

- **Academic Freedom:** IN would help to ensure ANU remains a space where diverse viewpoints can compete freely, unshackled by institutional censorship or bias.
- **Mental Health and Social Cohesion:** IN means that individuals who hold minority viewpoints don't have to self-censor to fit in, potentially improving individual mental health and fostering a less polarised campus community.
- **Fiscal Responsibility:** Neutrality would limit unnecessary expenditures on political advocacy and redirect funds to enhance academic and student resources.

Universities like Harvard, Stanford, Yale, and Princeton exemplify IN's success by encouraging productive debate and discussion. Should ANU implement this policy and it proves effective, it could set a precedent for other Australian universities to follow suit, ensuring that more domestic and international students benefit.

Item 5.2: Institutional knowledge

A discussion on the EDCs approach to institutional memory, including formalized notes on the systems and progress at the college-level, and handover documents.

Item 5.3: Coordination

A discussion on how we intend to coordinate activities across colleges, potentially creating an EDC Slack Chat or something of the sort

Item 6: Date of next meeting and close

The next meeting of the EDC (EDC 2; March meeting) is scheduled for 6:15pm on 12 March in Marie Reay 2.02.

References

[Reference A] - President's Report

Please see the President's Report [Reference A] from the SRC 1 Agenda as to all the activities of the President: [☰ Agenda - ANUSA SRC 1](#)

[Reference B] - Vice President's Report

Please see the Vice President's Report [Reference B] from the SRC 1 Agenda as to all the activities of the Vice President: [☰ Agenda - ANUSA SRC 1](#)

[Reference C] - Education Officer's Report

Please see the Education Officer's Report [Reference C] from the SRC 1 Agenda as to all the activities of the Education Officer: [☰ Agenda - ANUSA SRC 1](#)

[Reference D] - General Secretary's Report

Please see the General Secretary's Report [Reference D] from the SRC 1 Agenda as to all the activities of the General Secretary: [☰ Agenda - ANUSA SRC 1](#)

The main things to highlight from the Gen Sec portfolio is:

- A Constitutional Interpretation relevant to College Reps
- Constitutional changes to the EDC prepared for OGM 1
- Attendance at AMC

[Reference E] - Welfare Officer's Report

Please see the Welfare Officer's Report [Reference G] from the SRC 1 Agenda as to all the activities of the Welfare Officer: [☰ Agenda - ANUSA SRC 1](#)

[Reference F] - Undergraduate Coursework Officer's Report

Undergraduate Coursework Officer Report for EDC 1

Hey everyone! My names Charley (he/him) and I am super excited to be Undergrad Coursework Officer (UGCO) for 2025 and to deliver my first report to EDC on what I've been up to so far this year. Over the past few weeks, I have been working with a lot of the staff at ANU and getting onboarded onto various committees including most recently the Academic Quality Assurance Committee (AQAC) with my postgrad counterpart Luxue.

Our first meeting with AQAC was very valuable in understanding the bureaucracy of the university and how best we navigate it in terms of addressing the course cuts that are affecting so many students. During the onboarding we covered a great deal of organisational and committee structures – knowledge that will no doubt be valuable throughout our advocacy for the year.

In addition to this, I have been discussing with Education Officer Rosie Paton about aligning our advocacy goals for undergrads across ANU. We both shared a mutual understanding as to what we want addressed, particularly around assessment reform and the rampant course cuts the ANU have been carrying out. I know that Rosie has been reaching out to all corners of the ANU and we hope to gain as much data on course cuts as we possibly can. We understand that there are instances in which cuts can happen for genuine reasons (tutor has left, insufficient demand etc.) but we want to see the data on the courses that have been cut due to the ANUs budget cutting mechanisms that has seen tutors and other academics, as well as our students, bear the brunt of that harm. We will then use this data to continue out push against course cuts and for the improvement of teaching conditions at the ANU.

Aside from my formal role at the ANUSA but still related, I sit on the Interhall Council as President of Burgmann College and have been regularly conversing with the Presidents of all the other residential hall leaders on how ANUSA can best serve them, particularly from and academic point of view.

All in all, I look forward to continuing working with the awesome educational team as we navigate a really difficult time for ANU and to ensure that students are at the forefront of mind when the university is making decisions to alleviate the financial pressures its facing.

Sincerely,

Charley Ellwood

ANUSA Undergraduate Coursework Officer

[Reference G] - Postgraduate Coursework Officer's Report

EDC1 Report - Postgrad Coursework Officer

Intro

I'm Luxue and I'm excited to be your postgrad coursework officer for 2025.

AQAC

I sit on AQAC (Academic Quality Assurance Committee). For those who are not familiar of AQAC, its objective is to monitor, advise and provide assurance to the Academic Board on the quality of the educational programs and activities of the University.

I didn't find any motion that EDC might want to speak against or speak in favour of in the first meeting agenda, but would like to discuss more on the key points to focus on for the later meetings.

Postgrad Engagement with ANUSA

I'm happy to implement the actions points on the Wednesday consultation. Several ideas from the email are like: newsletter writing, events and balls with postgrad residences.

Advocacy and Campaigns

I would love to work with Rosie and other officers and reps to discuss more about course cut, more funding, better access. Still trying to figure out how to achieve them.

[Reference H] - HDR Officer's Report

[Reference I] - College of Arts & Social Sciences Representatives' Reports

EDC REPORT – ANUSA CASS REPRESENTATIVES

Introduction

Hi everyone, we are your 2025 College of Arts and Sciences Representatives – Aurora Neumann (she/her) and Chith Weliamuna (he/him) representing undergraduate CASS students, and Jeremy Fox (he/him) representing postgraduate CASS students. We are looking forward to the EDCs this year and working with you all to advocate for students at the ANU. First, we will deliver the undergraduate report, then the postgraduate report, with everything we've been up to since our term commencement.

CASS UG

Undergraduate Report (Aurora Neumann and Chith Weliamuna)

1. Handover from Jemma Rule

Chith and I attended our official handover meeting with the 2024 CASS Undergraduate Rep Jemma Rule on the 14th of November, where we officially met and got to ask Jem questions about the role, what it entailed, and all that the year would look like with our work as a team. Following handover, we both attended the ANUSA Orientation Day, and once break commenced, we planned meetings to evaluate what 2025 would look like and what we were hoping to achieve.

2. Meetings

Handover

On the 25th of November last year, Chith and I attended a meeting with the Associate Dean of Education, Sverre, and with the Executive Officer for Education, Alexa Dodd. We introduced ourselves and discussed what the year would look like in terms of collaboration, as well as the role CASS plays in the broader university context. We believed it important to establish a working relationship with the Associate Dean before CECs began, and to establish communication over the break.

Heads of School

Aurora and I have a scheduled meeting with Prof. Mitchell Whitelaw, the head of the School of Art and Design for Monday 24 February. Any relevant material from that will be delivered orally during the EDC.

We will be following up with Prof. Adrian Walter, the head of the School of Music. Due to unavoidable circumstances, none of the earlier scheduled meetings could be attended. We will follow up with him later this week.

The major motivation behind our specific focus on SOAD and Music is that, by all accounts, they seem to be the hardest hit from funding issues and Renew ANU.

Student Forum Against Cuts

Aurora attended the Student Forum Against the Cuts on the 21st of February. I believed it important to attend as cuts largely affect CASS. The discussion surrounded issues of the decline in quality of education delivered by the ANU due to course and staff cuts, something seen in the lowering number of tutorials and flexibility in courses. It was good to hear different perspectives about such a relevant issue.

Planning during the break

Over the break from December to January we met with each other four times, in person and on Zoom, to plan our O-Week events, ideas for the year, and for general admin purposes like running our social media and responding to emails as well as reaching out to convenors and departments; this was something that was invaluable and something we both found helpful to get organised before the year started up.

3. Collaboration with SASS as a club.

Introduction

On the 19th of December I met with the President of the SASS club, Allyssa Ingham, to introduce myself as one of the CASS Undergraduate Representatives and build a working relationship with the club, as it's events and work caters to the students we represent. We discussed what our views for 2025 were in the context of collaboration and promotion of each other's events.

Deep Engagement

Alongside our respective O-Week events run, in which we cross-advertised to increase engagement, Allyssa and I worked on a plan for SASS x CASS collaboration in relation to SASS' upcoming planned Careers Festival. Allyssa put Chith and I in contact with Mitha Mallichetty, who is leading the planning. Following this, on the 21st of January Chith and I met with Mitha, SASS' VP of Education, and Krishna Shukla, SASS' Careers Officer, on Zoom to brainstorm the Careers Festival, which was highly successful and resulted in a timeframe and organised plan to run with throughout the Semester and work towards.

4. Introduction at the 2025 CASS Induction Welcome Event.

Chith and I emailed the organiser of CASS' O-Week Welcome Event, Monte O'Neill, in late December, and set up a meeting on the 3rd of February on Zoom.

We introduced ourselves and sorted out a time in the event so that Chith and I could speak. At the event we officially met Dr Claire Hansen, the Associate Dean of Student Experience, and discussed our plan for our CASS 'How-To' Guide and the welcome itself.

Chith and I delivered a 6-minute speech to around 250/300 new CASS students, primarily consisting of first year ANU students. We delivered a Welcome to Country, introduced ourselves, explained the role we play as academic college representatives, briefly went into the services ANUSA plays, and offered accessible support services at the end. We stayed at the end of the Welcome for around 40 minutes, and in that time had great engagement with many first year CASS students about their questions, ranging from timetabling concerns to support available for EAPs. We introduced ourselves to many new students.

We also talked with staff from the CASS Student Office about their services and directed many students to them regarding timetabling and course support. Overall, it was a very successful event and an invaluable opportunity to get to know new students and introduce us in a CASS capacity.

5. Attended our first College Education Committee meeting.

Chith and I attended our first CEC meeting on the 10th of February and met many new people and introduced ourselves.

Confidential material

There was discussion of SELT scores. That material is confidential, and we cannot further elaborate. However, there is no cause for concern, and we are ensuring that there are no adverse impacts on student learning and wellbeing.

Course disestablishments

There was discussion, as expected, on course disestablishments of a general nature. The CEC members urged students not to take that at face value. They provided some reasonable justification.

1. Academic restructuring

CASS is attempting to create more progression between their courses. In other words, they want students to have smoother transitions between 2000- to 3000- to 4000-level courses. For this, they must disestablish the course (e.g., a 2000-level course on Human Rights) to re-establish it within another band (e.g., 3000-level).

2. Course mergers

They are also promoting efficiency in some ways by merging courses that have substantially similar learning.

They claim these are not related to Renew ANU. However, to be sure, I asked the ADE to provide some specifics in terms of how many courses fall into each category

– disestablishment writ large, mergers, and restructuring. I will follow up later to make sure we get some indication on this.

Renew ANU

The ADE noted that enrolment numbers are ok. They have not been affected by discussion of international student caps in Parliament. However, they judge that it is likely that the policy will emerge in the next Parliament and are planning accordingly.

They are struggling somewhat with timetabling and class allocation. Students have had some direct concerns with this, which Chith will mention later.

AI and Technology

CEC members were grateful for the ANUSA student survey done last year on AI. They are looking at AI's impact on assessments and learning across all disciplines. For the moment, all regulations seem to be general and not very helpful. The Curriculum Development Sub-Committee has made this a priority, but the ADE does not expect clarity from ANU or the Government.

In the space of this discussion, questions about standardisation came up. ADE said he wants better guidelines about assessments (e.g., word lengths) and that will be actioned in future.

Student concerns

Student concerns mainly have been with regards to POLS1002. There was some concern about mandatory assessments during lectures (which are optional as coded in My Timetable).

In relation to timetabling, the major concern there too was that after enrolment had initially concluded, POLS1002 halved the number of tutorials. This looks like follows. Instead of a weekly tutorial, students will alternate in groups of tutorials every fortnight. In lieu of the missing tutorial, they will have office hours opened to them.

I have met Dr. Shepphard, the convenor, and she is lovely. However, I think this is a decision where her hand was forced by funding issues – the course being large, and not enough funding being allocated to cater to all students. This is a compulsory course in many majors and degrees. Aurora and I will action this in meeting we have scheduled this week with the ADE and ADSEI.

New Learning Management System

The main agenda of discussion was the transition to a new learning management system and the impact this would have on both staff and students, in which Chith and I raised concerns about student access to past feedback and papers once the transition takes place.

This was taken on board by members of the CEC and raised as a point for future action to ensure students are made aware of all changes to the way they access

university and course resources. There was a reassurance from the Education Design Support Manager that training would be provided for the new system and that it is intuitive.

6. Ran our O-Week Event – CASS Trivia Night.

A large portion of our time over the break was spent organising our first CASS-rep event, which was a Trivia Night in O-Week. Chith and I started planning this whilst in Melbourne and decided to model our event off the success of the 2024 Rep's Trivia Night, hoping to draw in first year engagement with a fun, relaxed event whilst keeping it CASS-related.

It was a success!!

We held the event in Marie Reay 2.02, booking the event through Kambri Venues and the FOC form, as it is a very accessible and central venue on campus. We set a budget for food and drinks at \$130 for pizza, snacks, and drinks, along with \$50 for our first-place prize Harry Hartog gift voucher. We ended up going over the budget due to a much higher than expected turn out, where more food was required.

We'd like to especially thank Darcy and Will for their help on the night, running out and getting more supplies. In the lead up to the event, Chith and I emailed Residential Halls asking permission to advertise our event with posters to increase exposure, receiving permission from various Heads of Halls. With the event promoted by ANUSA, SASS, and at the CASS Welcome Event, as well as on our Facebook and Instagram page, we ended up with a turnout of almost 100 people, the majority of which were new students at ANU, something we both didn't expect and were very honoured to experience. The Trivia Night was run on Kahoot, with 50 questions divided amongst CASS' nine academic schools, with something for everyone. At the event's conclusion, we went around and met people who attended and thanked them, receiving lots of positive feedback from new students, which was very rewarding. We were very proud of ourselves at the conclusion of the event and wanted to thank anyone who helped us run it!

7. Upcoming publication of our 'How-to CASS' Guide.

How it started?

Aurora and I had this idea. The rationale for devoting a lot of our time for it till now is 3-fold.

1. To provide first years with some semblance of clarity regarding the start of Uni. This period is full of excitement for most yes, but accompanying that is uncertainty, confusion and stress for many.
2. To provide guidance with tackling the academics of the Uni environment – a distinct setting from school. Hopefully this will avert the frustration of needlessly finding some things out the hard way.

3. To make known the support services students have access to. From ANU to the College to ANUSA – we have advertised many different services. Hopefully, this helps with the aversion some students have with accessing support, which I think partly finds its cause in lack of knowledge.

How is it going?

It is going well. Aurora and I have reached to over a 100 people and received dozens of responses. These included past high achievers, department heads, clubs and university services.

We are currently in the process of compiling these documents in an easy and readable Guide as succinctly as possible – as I know people will simply not read otherwise.

We are hoping to publish by Wednesday 26 February through PDF form – which meets people where they are at and is also more environmentally friendly. The logistics of that are being worked out at the minute.

This will be advertised through our socials, our connections with clubs, and hopefully against in Residential Halls. We would also appreciate any help ANUSA could provide – noting that there is a disclaimer indemnifying anyone involved in writing and publishing.

8. Release of our Anonymous Feedback Form on primary socials for ANU.

Aurora and I have created an Anonymous Form that we have advertised on our socials and through ANU Facebook channels like Schmidposting. Have only gotten one response, but hopefully people use it to reach out to us as problems emerge throughout the Semester and year as they will. We will continue to advertise it again on occasion.

9. Lecture Introductions at prominent first-year courses.

Aurora and I made a short video to send to courses we cannot attend. Chith attended the other lectures in person. I think I largely handled it professionally, though I think looking at 500 faces in POLS1002 might have slightly spooked me.

The courses I attended, and those we sent videos to are the Courses that Jemma advised as being the big first-year courses. Hopefully that provided some indication to first years as to the services ANUSA can provide them, and what we can do as College Representatives.

CASS PG

Jeremy Fox

I am working full-time while I finish my degree. Due to my busyness, I have focused on the most important behind the scenes representative responsibilities. In addition to Chith and Aurora's mammoth achievements thus far, my activities to date are as follows:

I wrote a blurb and provided a photo for the Facebook post before O-Week in which we introduced ourselves as the CASS Representatives for 2025.

I have participated in meetings with the other Postgrad/HDR representatives, thinking strategically about the year ahead. Improving mental health was a key action point. I will attend the Postgrad/HDR Student Representatives Consultation Session on Wednesday, 26 February 2025, and a Mental Health and Wellbeing - Postgrad & HDR Teams meeting on 03 March 2025 to continue discussions.

During O-Week, I attended the Postgraduate Welcome session on Monday evening and the Postgrad Hang on Wednesday evening. I personally introduced myself to some of the postgrads I met and told the CASS variety that I'm their representative and they can contact me if they want to.

I researched the adoption of institutional neutrality by American universities as a potential aid in the quest to improve mental health among all students including postgraduate and HDR students. I have prepared a motion to put forward at the first EDC to discuss this idea.

[Reference J] - College of Asia & the Pacific Representatives' Reports

CAP UG

Darcy Oates (Undergraduate Rep)
EDC 1 27/02/25

1. Meetings

Last Week, I met with the Education Manager to discuss the upcoming year. Key items discussed included:

- Greater integration between CAP and associated Clubs
- Increasing academic accessibility in tutorials and lectures.
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Looking forward to a productive year working with the EDC and the College to ensure the best outcomes for CAP students

CAP HDR

Isabelle Zhu-Maguire

The HDR reps have been meeting with the postgrad representatives. As I have observed in CAP, we all recognise that there is not much engagement with ANUSA from postgrads and HDRs. Hence our first tasks of the year will be awareness building. We have made posters that introduce ourselves and reps as well as sharing the key services of ANUSA that we plan to hang up in tea-rooms that HDRs use.

We have also started thinking about campaigns for the year including mental health support for HDRs.

[Reference K] - College of Business & Economics Representatives' Reports

CBE UG

Prepared for EDC 1

Anjani Garg & Bhumika Khana

The Key Initiatives for this year are setup keeping in mind the overall development of the students providing everyone equal opportunity to grow and boost the communication among all the peers of the relevant opportunities. The key initiatives are as follows:

- **Instagram launch of CBE Reps:** We are dedicated to start a Instagram/ Facebook page to improves the connectivity with the students. This would also help us to communicate to a larger diaspora of students quickly and efficiently.
- **Improvising Job advertisement:** It is noticed that many jobs in the college involve internal hiring without advertising properly. Not only does it result in a missed opportunity for students but also results less competition in the candidate pool. Better advertisements would result in more applicants and best talent to be in the positions. Additionally, it would also help in creating all rounds student growth with work and study.
- **Capping Final Exam portion:** It would be proposed that the final exams should not be weighed more than the passing marks, i.e. 50%. Many courses in CBE have final exam weighing 60% or more resulting in high stress levels at the end moment. Additionally, this also means that if there are any uncertain circumstances at the last minute, student has no other option to pass the course.
- **Standardized Assignment deadline:** To reduce the confusion aligning assignment deadlines across CBE courses, the deadline timings should be standardized.

In addition to the key initiatives, we look forward to a collaborative year with the staff and students while successfully being an intermediary between both. We are dedicated to be helpful and advocate the maximum of student interest to the college.

CBE PG

[Reference L] - College of Law, Governance & Policy Representatives' Reports

COLGP UG

College of Law, Governance, and Policy

Prepared for EDC1 by Will Chen & Penelope Robson

Priorities and Ongoing Work

- Past Exam Repository: there is demand for the College to provide more past exams and exemplar responses to students.
 - The ANU Law Students Society has a past exam repository on their website, however, this is out of date. The College is reluctant to support this due to issues regarding the outdated responses as the law is dynamic. In order to resolve this, we will hire penultimate year and pre penultimate year students to provide dot point responses.
 - We have been in contact with the appropriate people in the LSS and will be working together to see if we can address the College's concerns.
- Standard Assessment Deadlines: the College appears reluctant to implement an 11:59pm deadline, due to IT concerns. This will be raised in the next CEC meeting. The current argument for the College is that IT support finishes work at 5pm, hence the deadline.
- Transitions from the College of Law to the College of Law, Governance, and Policy – what this means for students, and ensuring that students are aware of changes and supported.
- Online Tutorials – ensuring that appropriate options are available to students, particularly in the face of course cuts.
- Incorporating the academically responsible and ethical use of Artificial Intelligence in the College.

Student Concerns

- We received one email with a student concern in December and this was addressed by the Student Assistance Team.

Upcoming

- We hope to prepare a guide for first-year law students in time for the Semester 1 exams on what to expect for their first exam season—planning to collate advice, resources and support, and distribute the resource electronically and physically.
- We will attend the CEC meeting on 26 February and pass on outcomes and feedback from that meeting once it becomes available.

COLGP PG

CoL PG Representative Report EDC1

Summary

1. Introduction
 2. CoL College Education Committee Meeting 1
 3. Research Skills Workshop
 4. Proposed Policies
 5. ANUSA Meetings
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1. Introduction

Hi everyone, I hope you've all had a good start to the semester. I don't have much to report for this EDC as we have just commenced the semester.

2. CoL College Education Committee Meeting 1

- The first meeting is scheduled for 26 Feb 2025. I will write up a summary to submit after the EDC 1 or can talk through quickly what occurred in person.

3. Research Skills Workshop

- I have begun discussions with the Law Library to arrange a research skills workshop for LLM & JD students to get a better understanding of how to navigate legal databases and find cases. I hope to have more advanced sessions later. At the moment, this is still in the discussion phase. I'm yet to finalise. I will have more information at EDC 2.

4. Proposed Policies

I seek to campaign throughout this year for the following:

- 1) that the CoL provide free online versions of all required readings, including textbook excerpts;
- 2) the Law Library maintain sufficient copies of each courses' textbook to ensure equitable access;
- 3) for more law electives to be offered;
- 4) to create a cohesive college-wide policy on the use of AI;
- 5) for improved online delivery formats including the rerecording of lectures and seminars in the event of technical failures.

5. ANUSA Meetings

- Contributed via email to the consultation session for HDR & Postgraduate engagement scheduled for 26 Feb 2025.
- Main points for better representation of postgraduate students included building awareness and fostering a sense of community through running information sessions at postgraduate halls, distributing a newsletter referencing issues affecting these students, and by establishing an annual ball.

COLGP HDR

[Reference M] - College of Science & Medicine
Representatives' Reports

COSM UG

[Reference N] - College of Systems & Society Representatives' Reports

CSS UG + PG

Meeting Report: CSS Student Representatives

1. O-Week CSS Welcoming:

During the CSS's student induction and welcoming sessions, our CSS student representatives actively participated and made a strong impact. We explained and introduced ANUSA and the role and functions of CSS student representatives to many new students. We distributed nearly 100 flyers, which significantly helped students understand our system.

2. First Lecture Introduction:

To further enhance students' understanding of CSS student representatives, especially for first-year students, we conducted introductions during lectures with a high concentration of new students. These lectures included [Course Codes], which should cover students from various programs within the CSS college. We provided insights into the roles of CSS representatives and ANUSA.

3. Dean's Meeting:

During the CSS Dean's meeting, we discussed several key issues:

- MSI/Fenner/SciCom CDC Equivalent
- How to CEC / CDC
- CEC03 ??
- Permission Code Changes: Addressing challenges and MSI's approach
- Engineering project room cameras in Birch: Approximately \$2,000 in losses; the organizer denies access to the cameras
- Developing a college-level course tracking page for major changes and course availability, as an improvement over the current inadequate substitution page
- Otherwise general introductions with the dean and associate dean.

4. Engagement with CSS-related Student Societies:

Riley has been actively reaching out to CSS-related student societies, expressing our vision for collaboration and strengthening our engagement with the wider student community.

5. College Education Committee 01:

We mostly listened in to the first CEC. CSS is having difficulty integrating some of the ways that the new schools under its purview operate, especially the Mathematical Sciences Institute. They're also having trouble with students who are absentees for almost all in-person elements, except the final exam, and this is a poor environment for convenors. We gave our opinions as students to the committee, which was somewhat appreciated, although it's always hard to tell. We have a number of other minor notes from the meeting – ask us if you have any more questions or would like our full minutes.

6. Future Plans:

Currently our plan is to continue attending meetings within CSS and answering our emails from students with questions. We are also hoping to expand our vision of our goals for the year and then bring them to our next meeting with the dean to really make the ball start rolling.