

President's Report

Theodora Rohl (she/her)

4th February – 10th March



Theodora Rohl

Pronouns: She/Her

Theodora is your 53rd Guild President and she's dedicated to making campus a better place for everyone!

president@guild.curtin.edu.au

University meetings

7 Feb	COVID-19 CIMT	
8 Feb	Fortnightly meeting with Julie Howell (Student Experience)	
10 Feb	COVID-19 CIMT	
14 Feb	COVID-19 CIMT	
	Academic Board (AB) Induction	Dale Pinto (AB Chair) and Rebecca Brockman (Secretariat) gave Hameed and I walked us through the remit of AB, who sits on it, the Guild President's report and other info. This was a first-time initiative, and very helpful!
	COVID-19 Vaccination Mandate Meeting	Meeting with Fiona Notley (COO) and Melinda Simpson (Health & Safety) to discuss the campus mandate and any questions/concerns I had
16 Feb	Academic Board Executive	Discussed the agenda, which items are not for discussion, how much time spent on each item
17 Feb	COVID-19 CIMT	
18 Feb	Respect. Now. Always. (RNA) Steering Committee	Discussed preparing for National Student Safety Survey (NSSS) being released, the Jenkins report, and the Online Safety Act
	Urgent COVID-19 CIMT	Discussed new directions and how they'd apply to O-Week
22 Feb	Fortnightly meeting with Julie Howell (Student Experience)	Floated the idea of a proposal for counselling to be expanded due to COVID stressors that will affect students
24 Feb	COVID-19 CIMT	
	Academic Board	Gave the first ever Guild President's Report! I can circulate a document for those interested in what was discussed.
2 Mar	Discussion about counselling proposal with Guild and Uni people	We're planning on a proposal to offer extra services, especially due to COVID cases rising and

		the stress this will cause people. At time of writing, proposal is still in draft stage
3 Mar	Tour of Library in Bldg 201	Library facilities in Bldg 201 are actually pretty cool – the Makerspace is huge!
4 Mar	Meeting with PSC VP-Research and Kate Trinajstic (Prof in Faculty of Sci-Eng)	Discussed how the Guild and Uni could interact to better the experience of postgrad students, especially HDR
	Monthly meeting with Val Reubenheimer (VP-Corporate Relations)	Discussed status of We All Need to Pee campaign, and if the uni is taking a stance on Ukraine
	COVID-19 CIMT	
8 Mar	Fortnightly meeting with Julie Howell	
	Monthly meeting with Tara Felton (Academic Registrar)	
9 Mar	Global Positioning Committee	Discussed the Strategic Plan 2030 through a global positioning lens
	COVID-19 CIMT	
	Monthly meeting with Harlene Hayne (VC)	Gave various updates, discussed expanding counselling and the uni's stance on Ukraine

Guild meetings

7 Feb	Weekly meeting with Maryanne (Student Engagement)	
8 Feb	Activities Committee	See minutes for details
	Club Approvals meeting with Exec	See minutes for details
9 Feb	Higher education	
	Finance and Risk	See minutes for details
10 Feb	Executive Committee	See minutes for details
	Governance review	Discussed the Guild's customers and stakeholders
14 Feb	Weekly meeting with David (Managing Director)	
	Weekly meeting with Maryanne (Student Engagement)	
15 Feb	Club Approvals meeting with Exec	See minutes for details
	Exec and Portfolio Managers meeting	Got updates from all the areas of the Guild
16 Feb	Higher education	
	Referendum chat with the Exec	An impromptu chat to discuss the execution of the referendum in light of COVID
17 Feb	Governance review	Further discussed the Guild's customers and stakeholders
	Guild Council	
18 Feb	O-Day briefing	Thanks to February for facilitating this briefing
21 Feb	Weekly meeting with David	
22 Feb	Weekly meeting with Maryanne	

24 Feb	Monthly meeting with WASM President	Heard his report, gave him advice
28 Feb	Weekly meeting with David	
	Weekly meeting with Maryanne	
	Governance review	Discussed activities, systems and resources
2 Mar	Higher education	
	Meeting with February and Shelley (Clubs Support) about Clubs Event Grant	Discussed how we'd deal with the clubs grant, in light of COVID restrictions interfering with club events
3 Mar	CMSA Investigation with Exec	Discussed a club issue
	Governance review	Discussed how governance is done at the Guild
4 Mar	Call with Pauline Willis (Organisational Psychologist)	Discussed some workshops she could offer the Exec
	Call with Piper Bell (Student Voice Australia)	More info under Items of Significance
8 Mar	Learning and Student Experience Committee (LSEC)	I don't sit on this committee, but I popped in to speak on the pulse check proposal (more info in Items of Significance)
	Follow up call with Pauline Willis	
9 Mar	Governance meeting	1:1 meeting with the man running it to discuss my understanding and experience of how governance is done
	Higher education	
	PSC/ISC Event Meeting	Discussed expanding capacity for the event on 11/3
10 Mar	Executive Committee	See minutes for details

O-Week activities

21 Feb	O-Week Official Welcome	Gave a 5-minute speech welcoming students to uni, giving them some advice, and reassuring them that the Guild is always here for them
	Friend Speed Dating	Facilitated this with Salwa (Women's Officer)
23 Feb	O-Day	Ran back and forth from the Guild to the Oval so many times I lost count. Amazing work from the reps! More on this under Items of Significance
24 Feb	Friend Speed Dating	Facilitated this with Salwa
	Guild Survival Guide	Gave advice to students, info about enrolment, class etiquette, what the Guild offers, etc.

Other meetings/activities

7 Feb	Monthly meeting with NTEU	Discussed the "pulse check" student evaluation, and considerations from a teaching perspective
8 Feb	Filmed Guild Insider Tour	
17 Feb	ALLY Training	Undertaken by myself and Cassidy (Queer Officer)

18 Feb	Introductory meeting with Lois Andrew (Notre Dame Student Association President)	I've now met all the WA Guild Presidents, and we have methods of contact with each other
	Graduation	Congrats to all the students who celebrated their graduation!
21 Feb	Call with Luc (NUS Education Officer)	Debriefed after the President's Summit
23 Feb	Exchange Smoking Ceremony	Performed by Simon Forrest. Made connections with a few students in St Cats and UniLodge.
10 Mar	Zooper Dooper giveaway!	February, Adam (Humanities Fac Rep) and I handed out free Zooper Doopers to students

Leave

11 Feb	Sick leave
22 Feb	½ day of sick leave
1 Mar	Sick leave

Items of Significance

O-Week!

Orientation Week ran from 21-25 Feb, and saw massive engagement from students! The Guild ran giveaways, tote-bag decorating and many other activations. I ran a few sessions as you can see above.

Of course, O-Day was a massive undertaking that required so much planning, but I'm proud to say that it was a huge success! Due to COVID-19 directions, we had to hold it on the oval instead of near the Guild, but the layout worked quite well! Students had their vaccination status checked upon entry, and the stalls were spaced out according to the requirements. This layout made it much easier to navigate all the stalls, although there were a few accessibility concerns. These will be discussed by the Activities Committee. Unfortunately this year we had to cancel the Toga Party – a difficult choice, but the right one – as there is no way to regulate social distancing when dancing and alcohol are involved. This event has been put on hold, and we're hoping to implement it later in the year.





I cannot thank the Events Team enough. They've worked tirelessly getting all the O-Week and O-Day activities planned and executed, and they did a spectacular job. Also, a huge shoutout to all the reps who came to the Guild stall for O-Day. Proud of all of you!

Wins for International Students!

Last Representation Board I reported that Sofia, Hameed and I (with lots of support from Maryanne) were lobbying the government to a) consider International students affected by the surprise delay of the border opening, and b) open Nursing grad programs to International students, to give them more graduate opportunities and help with the nursing shortage in the state. We even ended up in the West Australian. I'm excited to announce that both of those things were achieved!

Curtin University: Guild calls for Mark McGowan to re-open WA border, allow return of overseas students



Josh Zimmerman | The West Australian
Thu, 3 February 2022 2:45PM | [Comments](#) | [+](#)

Josh Zimmerman

The Government gave special consideration to International students to allow the back into WA, and gave \$2,000 to International students to help them through the isolation period. I am told that MPs specifically expressed that the advocacy from Curtin was a major influence over this decision.

GradConnect is an online recruitment system that allows Nursing and Midwifery students to access a wide range of graduate employment opportunities. Historically, this system has only been open to domestic students. After lobbying the Minister for Health, we were able to get this open to International students!

I cannot stress enough how hard Hameed and Sofia worked on this. This outcome would not have been achieved without them. Amazing job guys!

Unit Pulse Check

Maddie and I, along with key people in the University and the NTEU, have continued to work on a pilot of a unit feedback questionnaire to be implemented around week 4 of semester. This has passed through LSEC and is going to Academic Board. We are hopeful that this can be implemented this semester.

There are many things to consider when drafting the questions. Even though the percentage of responses that are abusive is quite low, they still affect the staff member. This is especially the case for staff members from a minority background. Student feedback is also used as a tool for performance management for tutors, who can sometimes be marked low even when the issues are things completely out of their control (e.g. bad WiFi). Considerations like these, along with a myriad of others, are all being considered when drafting the questionnaire.

Counselling Proposal

Due to COVID, we're expecting that students will need more access to Curtin Health & Wellbeing services, particularly counselling. Thus, Rey (Accessibility Officer), February and I are working on a proposal to expand counselling services at least for this year. We floated this with Julie Howell, who covers that area, and she seems really keen!

Assorted Stuff

- COVID-19 updates will now be a standing Item for Discussion moving forward instead of putting it in my report. I asked for this change so I can be asked about my role and the work I'm doing, instead of only being asked about COVID, so I can be properly answer questions and held to account.
- I joined Student Voice Australia alongside Katherine Clements (Students as Partners lead), a group that brings students from all over Australia to discuss student representation and advocacy. On 8 April, I am giving a quick presentation on designing the Unit Pulse Check, and all the considerations that go into making a unit feedback questionnaire.

TL;DR!

- O-Week was a huge success, and O-Day was amazing!
- We successfully lobbied the state gov to open borders to International students and open graduate Nursing programs to them.
- Maddie and I are continuing work on a student feedback survey done early in the semester.
- February, Rey and I are working on a proposal to expand counselling, especially as Omicron works its way through the community.
- COVID-19 updates will now be a standing Item for Discussion.

***Thanks for reading x
Teddy***

Vice President—Education Report

Report Duration: 04/02/2022- 10/03/2022

Madison Ainsworth

Guild Meetings

Date	Meeting	Notes
07/02/2022	Womens Meetup	Met with Salwa to go over any issues/projects around the womens portfolio
08/02/2022	ISC Meetup	Met with Sofia to go over any issues/projects around the ISC portfolio
08/02/2022	Clubs Approval	
09/02/2022	Higher Education	
10/02/2022	1-1 Check-in	Met with Theodora for my one-on-one check-in
10/02/2022	Executive Committee	
10/02/2022	Governance Review	
10/02/2022	Representation Board	
11/02/2022	O-Week Planning Session	
11/02/2022	Student Assist	Met with Jo-Ann
14/02/2022	Accessibility Meetup	Met with Rey to go over issues/projects coming up in the accessibility portfolio
15/02/2022	Clubs Approval	
15/02/2022	Executive Committee	
16/02/2022	Queer Meetup	Met with Cassidy to go over issues/projects coming up in the queer portfolio
16/02/2022	FBL Meetup	Met with Shaniqua to touch base on how they feel in the role
16/02/2022	Referendum Chat	Met with exec to discuss the referendum
17/02/2022	Students as Partners	Met with Theodora and Kathryn for a monthly catch-up
17/02/2022	Governance Review	
17/02/2022	Guild Council	
18/02/2022	ISC Meetup	Met with Sofia to discuss issues/projects coming up in the international student profile
18/02/2022	Executive Committee	Special meeting of the executive committee
21/02/2022	FBL Check-in	Had the first of a weekly check-in with Shaniqua
21/02/2022	Pres/VPs O-Day Chat	Met with Theodora and February about O-Day
21/02/2022	NUS Call	Met with Luc (Education Officer) and Theodora to discuss the NUS Presidents Summit
23/02/2022	O-Day	
28/02/2022	FBL Check-in	
28/02/2022	PSC Check-in	
28/02/2022	Governance Review	
01/03/2022	Executive Committee	
02/03/2022	Higher Education	
02/03/2022	Covid Discussion	Met with exec to discuss COVID restrictions
02/03/2022	Queer Meetup	

02/03/2022	PM Session	Met with Jo-Ann, Theodora, Dylan and Nika
03/03/2022	Womens Meetup	
03/03/2022	1-1 Check-in	Met with Theodora for my one-to-one check-in
03/03/2022	Clubs Meeting	
08/03/2022	Pulse Check-in	Met with Theodora to discuss the feedback given at LSEC regarding the evaluation pulse check
09/03/2022	Governance Interview	Had an interview to give my understanding of the Guild's Governance
09/03/2022	Higher Education	
10/03/2022	1-1 Check-in	
10/03/2022	Executive Committee	

University Meetings

Date	Meeting	Notes
07/02/2022	NTEU	
08/02/2022	LSEC	
11/02/2022	Guild Goals Session	Met with Jon Yorke to discuss Guild Goals for 2022
18/02/2022	Rural and Regional	Met with Luke Webster to discuss how the Guild can assist students coming/thinking of coming to Curtin from a rural/regional environment
21/02/2022	CIMT	Filled in for Theodora and sent notes back
21/02/2022	Religious Calendars	Met with Jo-Ann, a student, and the universities multi-faith officer to discuss religious calendars
24/02/2022	Academic Board Pre-Meeting	
24/02/2022	Students as Partners	
25/02/2022	Academic Board	
01/03/2022	CIMT	Filled in for Theodora and sent notes back
01/03/2022	Courses Committee	
08/03/2022	LSEC	

Executive Summary

I have not started any projects this month, things are continuing on from the previous Representation Board Report; I am working on a pulse check in collaboration with Jon Yorke and Theodora Rohl, O-Day happened and we had fantastic engagement with students, the number of student complaints that I have been CC-ed in has increased due to the start of semester.

Business & Law – March 2022 Report

Meetings

University

Name	Date	Comments
Faculty Courses Committee	8 March 2022	Short meeting, yay! Not much to note, barring the creation of a new major (Security and Strategic Studies) by MCASI which may be offered as a double degree with some FBL courses. Some on the Committee queried why it was being launched as a major as opposed to a series of units students could take, as that would make it more accessible to more students – e.g. LLB/BA students majoring in International Relations. There was also some concern about the reasoning for approving the unit – no mention was made of demand from market or students, and the projected enrolment numbers were far below that which would be needed for a new major in FBL to be approved.
Student Consultative Committee Training	3 March 2022	Jasmyne attended for me as I had class.

Guild

N/A

Student Disciplinary Panels

I have been unable to attend SDPs recently, so thanks to Jasmyne for attending for me and for taking on other FBL Rep duties. I was in isolation until 12 March, so Jasmyne attended the 11 March SDP for me (though I had planned to take over all SDPs and FBL Rep duties from 8 March).

Events

Name	Date	Comments
Graduation	17 February 2022	
FBL Orientation (On Campus)	22 February 2022	
FBL Orientation (Online)	23 February 2022	There was a Q+A section at the end where I got to answer a few questions and interact with students which was great!
Guild O-Day	23 February 2022	Very full on day! Had a fair few students come up and tell me they recognised me from Orientation :)

Student Enquiries

A few have come through on emails, and some on the Facebook group as well which is great to see! I am currently working on reviewing all FBL units and ensuring that fully online students have access to recordings of tutorials and lectures, after a student contacted Dylan (who then passed on the message to myself) about units which were not offering recordings.

Other

I have put out a post in the FBL Facebook group asking students if they would be interested in being put into group chats with varying purposes – meeting new people, study groups etc. I have had a few messages so far and am anticipating more in the coming week. Thanks to Amber for the idea!

TL; DR

Have mostly attended events and meetings through February and March with the exception of SDPs (which I will be taking on from 14 March). Currently reviewing units to ensure all offer recordings of lectures and tutorials, and trialling group chats for FBL students interested in making new friends.

SCIENCE AND ENGINEERING (SAE) – REPRESENTATION BOARD REPORT #3

For the Representation Board held on Thursday the 17th of March 2022, A.D.

SUMMARY OF MEETINGS

Meeting	Date	Type of Meeting	Comments
Student Discipline Panel (SDP)	04/02/22	University	Students accused of misconduct are presented as case files with comments from unit coordinator, investigating officer (IO) and student responses. Panel discusses evidence and decides if a) misconduct occurred, and b) penalties. Student record is only considered for judging penalty, as well as rulings on similar cases.
SAE Guild Rep & Dean Learning and Teaching (L&T) – Chris Rawson	07/02/22	University	Focus of meeting was on Self-Assessment Provisions for students. Students that defer the same assessment multiple times costs university and takes them away from time of learning. Suggestion for a hard limit on number of deferrals (with ability to appeal). Also discussed Chris's plans for the faculty this year.
SAE Guild Rep & SAE Pro-Vice Chancellor (PVC) – Mark Ogden	08/02/22	University	Introductory meeting to discuss how our roles will work together. Very open and happy to do what's best for students. Discussion about what Committees I should be on (see later meeting for further details). Ways we can make executives (i.e. Heads of Schools) more approachable to students. Avoid complaints coming thru FB confession page. Ways to make the most of staff time. Time should be spent on material that will benefit ~90% of students not 50%.

			Potential for non-guild representatives to sit on relevant SAE Committees.
Learning and Teaching Executive Council Meeting (LTEC)	09/02/22	University	Main discussion points included COVID-19 Policies, new units/courses, new resources for staff, etc. The academic calendar was mentioned, with reference to loss of a tuition free week. It was mentioned that it was unlikely to be changed, regardless of Guild.
Representation Board	10/02/22	Guild	—
Graduation – EPS, AEF	11/02/22	University x Guild	I was the student representative at the graduation ceremony. Led the stage party off the stage. Interacted with the Heads of School, Chancellor, Vice-Chancellor, etc.
Graduation –MLS, CME, and WASM: MECE	13/02/22	University x Guild	^See above. Also had brief, informal discussions with the SAE PVC and Dean L&T.
EECMS Student Society Executive Debrief	16/02/22	University x Guild	Discussion with executive for the club about the main ideas behind the club and the work that's already been done on it.
Guild Council	17/02/22	Guild	—
O-Day Briefing for Reps	18/02/22	Guild	Discussion about rules for Guild O-Day and stall scheduling.
SAE Guild Rep & SAE PVC	18/02/22	University	Focused around booklet sent out around structure of the faculty and its committees. Discussed which committees would be beneficial for me to sit on, and the potential for student representation on other committees.
SAE Global Positioning Committee	22/02/22	University	Was late due to the Science Orientation at the same time. Was mostly higher-level overview on what is happening on other campuses in the SAE space.
SDP	23/02/22	University	(See first meeting description.)
SAE Guild Rep & Dean L&T	23/02/22	University	Discussion around Vaccine Mandate, what can be done for students that are unvaccinated. Course Counselling (and in particular unit advice) around what can be studied online. Also discussed a particular student issue involving in-person classes. Led to an email sent out to all SAE

			Staff to discourage students that are sick to be attending classes for the marks.
Learning and Teaching Council Meeting (LTC)	02/03/22	University	Main focus was around the inclusion of indigenous perspectives into courses. Discussion around workshops being held for staff professional development.
Science Board	03/03/22	University	Discussion of curriculum review for a number of courses, incl. changes to the structure of BSc(Science). Also discussed global partnerships with other universities.
Engineering Club Meeting	08/03/22	Guild	Meeting organised by the Engineering Clubs to discuss how they're planning to run things this year. I discussed the opportunity for an engineering student to sit on Engineering Board. Potential for a Sci-Eng event sometime next semester.
SAE Equity, Diversion and Inclusion Committee	09/03/22	University	Discussion around 'female' common room/safe space computer lab. Potential names for a lecture theatre, specifically drawing from female alumni/colleagues. Super science building - wellness rooms, modified access, etc.
LTEC Meeting	09/03/22	University	Overview of course development and new methods of support for staff. Self-certification limit of 2, automated process for COVID related certification.

OTHER EVENTS

SCIENCE ORIENTATION (and B500 Tour)

Presented on Guild at the science orientation in the morning. I went through a brief PowerPoint and introduced myself to the students, as well as discussing the role of the Guild (and me). Mentioned the various guild outlets and promoted joining clubs. I was also part of a student panel where I answered questions focused around student experience in first year. A B500 tour was organised for Chemistry/Biochemistry students. My role was to show students where the building, labs, and common room is.

O-DAY

Helped to run the Education Stall. Brought dry ice in bubble mixture and water to act as an attraction, this later became a 'cold-thing-people-can-hold'. Spoke to a number of students, and even had a few mention that they remembered me from the day before. I pointed a number of students towards the science area/tent to encourage club sign-ups. I also used break time to try and meet various executives in the SAE Club space.

ENGINEERING FIRST YEAR ORIENTATION (Fact Find Fair)

I wasn't too sure what to expect from this, so I had flyers delivered to me (thanks Adam). Spent time talking to interested students about my role, as well as introducing myself to other engineering club committees. The stall I was given was quite out of the way, so I didn't see much traffic. This also coupled with a lot of students just leaving because it was the end of the day. It was good to see first years engaging with various clubs though.

FINAL NOTES

This report was submitted 16:02 10/03/22 and the following meetings are scheduled to occur between submission and Reps Board meeting. If you have any questions about the following please ask me, otherwise I will include them in my report next month:

- Catch-Up with Christina (Director of Student Engagement)
- Field Trips in Tuition Free

Since the start of semester, I've had only two (2) major complaints/concerns from students. One of these complaints was about tuition free week being used to hold Geology field trips, something that has been done for a very long time. I have meeting prior to Reps Board to discuss ways to avoid student complaints about this matter.

While this last month has been incredibly busy, both academically, and in this role, I am very excited about how things are progressing in this faculty and the positive attitudes I've felt from the university staff towards me.

Faculty of Health Sciences Report

Amber Hilston (she/her)

Representation Board – March 2022

Acknowledgement of Country

As a wadjela woman, I would like to acknowledge the traditional custodians of the land both past, present and emerging. I pay my respects to the Whadjuk Noongar people who continue to endure the effects of colonisation. I recognise that we live on stolen land and that sovereignty was never ceded. This always was and always will be Aboriginal land.

Guild and University meetings, progress and planning

09/02	Meeting with Max Massey (Head of Learning & Teaching) & Rey (Accessibility Officer): Kick off discussion for accessible labs	<p>This meeting was the first meeting discussing with a staff member around the matters of making labs accessible. Max was really involved in making this a reality. Some discussion was had about the scale of which changes can be made. Max discussed that a ‘superlab’ is being built sometime in the future on campus.</p> <p>This could be an opportunity to make the building structurally accessible for all students. We all agreed that we should assemble a working-party to brainstorm further solutions; particularly that of a permanent/instant nature. Max advised as the working party develops, he will reach out to Rey and myself.</p>
	Meeting with Adrian (Head of Learning & Teaching Health Sciences)	This meeting served for formal introductions between Adrian and myself after prior meetings did not proceed. We discussed what the purpose of our meetings would be moving forward. I raised concern about queer-inclusive content for Health Science courses. Adrian suggested I address this concern with relevant course coordinators.
	Graduation Ceremony	Attended my very first graduation for Health Science students. Seeing students collect their certificates and the smiles on their faces made me incredibly happy. I also met faculty members

		who gladly introduced themselves to me or recognised me from tutorials.
10/02	Representation Board	General proceedings for Representation Board, much was discussed and motioned regarding the University's response to Covid, as well as a wholistic decision to publicly state our position by condemning the Religious Discrimination Bill. I am proud of the solidarity each Guild team member demonstrates for others.
11/02	Health Science Stickers	<p>Our new team member Tristan Forsey (Graphic designer) received my odd request for health science stickers that included an anatomical heart. He absolutely delivered on the concept. The idea of the stickers was that they could be used for O-Day to build a sense of community, or help students find the stall when seeing other students with the stickers. I'll attach the design on the final page.</p> <p>*I was later advised the stickers would not make it in time for O-Day, but we will be able to use them for the Wellness Fair in April and Grill the Guild in May.</p>
14/02	Fieldwork Commenced	<p>This has been known to most team members and may not be entirely relevant. However, it does impact my availability which is why I wanted to add that I will be on Fieldwork February 14th – approximately May 25th. The Fieldwork team have been extremely flexible with my role requirements, enabling me to attend *online meetings and Guild events etc.</p> <p>*Please note that for any future meetings, I cannot claim the hours in meetings as practical hours and unfortunately may have to decline meetings that have not been previously planned unless they are urgent. I appreciate everyone's patience with the matter. I will endeavour to meet with you online where possible.</p>
18/02	O-Day Briefing for Representatives: Online	February conducted a meeting to answer any questions for O-Day. It was very informative,

		and I was excited to go ahead with plans for the day.
21/02	Health Science Undergraduate Welcomes	<p>Never have I publicly spoken in front of as many people as I had this day. Somehow, I was not terrified. Both professors and students came directly to me after my presentation to speak with me/introduce themselves; I got to meet some wonderful people in the process.</p> <p>This served to introduce students to the Guild and recognise representatives. Special thanks to Kelly Nowak (HS Student Engagement) for being supportive leading up to the session, helping me fix slides last minute given the technical difficulties.</p>
23/02	O-Day	<p>O-Day was an interesting but worthwhile day. Although my flyers had been lost, I was able to connect with students and redirect them to the Health Sciences Facebook group page. All in all, a successful day.</p> <p>Special Mentions:</p> <ul style="list-style-type: none"> • Theo and Dylan: for searching everywhere for my flyers and other items (as well as everyone else's)! Although HS flyers weren't found, I appreciate your efforts immensely. • Adam: Thank you for being an awesome and supportive teammate when I needed it most! • An extra special mention goes to February, thank you for being so supportive, as well as ensuring everything for O-Day ran smoothly for everyone involved.
	Meeting with Adrian (Dean of Learning & Teaching): Online	Dashed back to placement after O-Day and joined an online meeting with Adrian and Kelly. We discussed the Guild's position on Face-to-Face Learning and the faculty's issues with student feedback (not receiving a lot of Evaluate responses). I liaised with Theo to discuss the feedback portal that she had been working on. I

		will be mentioning this to Adrian in our next meeting.
24/02	Student Concerns	<p>It was brought to my attention a large amount of student concerns had accrued in Oral Health Therapy. This issue had been left unaddressed by faculty for quite some time.</p> <p>I want to thank Jo-Ann Naidu for working tirelessly with me to have our students right for quality education met. I pushed for immediate meetings and action, meeting with whoever was earliest available. This is important context for my next steps to communicate more closely with students (detailed below).</p>
25/02	Meeting with Michelle Kelly (Head of School)	In a 30-minute meeting of questioning, I was given minimal response on how the faculty would resolve issues for OHT students. Jo-Ann and I began planning on follow-up questioning, as well as sending a deadline for further response as students were still left without communication of outcomes.
02/03	Meeting with Jo-Ann (Leader of Student Assist)	<p>I met with Jo-Ann over the phone to discuss anything that had been put in place for OHT students. Nothing had been implemented. Jo-Ann and I agreed the best way to address any progress that was happening (rather than sending individual or group emails) was to post directly to the Facebook group.</p> <p>I advised students in this post that we were in communication and overseeing the whole process moving forward. This received a huge response. Many students were happy to hear about the Guild's action to amend the situation. They are feeling supported and hopeful.</p>
03/03	Health Sciences Group Chats	I thought that it would be beneficial to open a direct, flexible line of communication for students to myself and other students to enhance this foundation of Guild presence (other than email). I sent out a post asking if students would like me to create chats using the

		<p>chats feature in the Facebook group for their relevant fields of study.</p> <p>This received a large response. Most groups I created had accumulated 10-20 group members within two hours of creating them. Currently, there are now 15 chats that were requested. It was promising, however, not many messages have been sent between students yet. I am interested to see if these chats will be used regularly as Semester 1 progresses.</p>
08/03	Faculty Courses Committee Meeting	I had hoped to join this meeting, however I had mandatory integration for Fieldwork. Apologies were submitted a week beforehand.
	Gender Equity, Diversity & Inclusion Committee (GEDIC) Meeting: Online	<p>It was a pleasure to be part of this meeting. For those unaware, these meetings are based around supporting equity specifically for those who identify as womxn. It is the University's long-term goal to ensure all staff and team members are receiving relevant training and support regarding equity, inclusion and diversity.</p> <p>I raised the discussion around having Health Science units reflect/support the interests and health of queer students at Curtin. I was advised once more that this also would be best done by addressing relevant course coordinators. However, some members of the committee were highly interested on following any updates on my progress with this.</p>
09/03	Meeting with Adrian (Dean of Learning & Teaching)	<p>Adrian submitted apologies. I was able to meet with Kelly Nowak and address OHT concerns. Kelly mentioned that this is being prioritised. I also advised Kelly the information I received from Theo in reference to the feedback portal.</p> <p>I extended an invitation to Kelly/advised my plans for fundraising at the Wellness Fair. She would be delighted to help and may contact relevant faculty members to offer support where possible.</p>

	Faculty of Health Sciences Advisory Council Meeting: Online	<p>Archie Clements began the meeting addressing two major resignations in staff that affect faculty management. Plans towards recruitment seemed vague, but underway, nonetheless. These positions are required to be filled by May 2022.</p> <p>Members were assured interim staff members will fill relevant positions. Most of this meeting involved members proposing a project towards a collaboration through the university to minimize the gap in child's mental health services. It was thorough and worthwhile to listen to.</p>
--	---	--

TLDR: This month has been challenging. Urgent student issues have occurred. Investigation is ongoing. Working party is being organised for accessibility. Health Science student community is growing. Many students showing interest in chatrooms online. I have been trying to be flexible while on fieldwork. Online meetings have taken place instead of in-person. O-Day was successful although some of my items did not make it to the stall. Thank you to all Guild team members for putting in your best during these unpredictable times. Stickers have been designed and will be in production for future events.

Sticker Design

Artist Credit – Tristan Forsey



Humanities Rep Report 10/02/22 – 10/03/22**Guild**

Name	Date	Comments
O-Day Education Stall	23/02/22	
Various O-week evets	21/2/22- 26/2/22	Attended some events in O-week in a guild shirt and went out to meet students

University

Name	Date	Comments
Humanities Graduation	5/2/22	
Humanities Orientation Session	21/2/22	Uni finding a lot more student engagement with O-week in Humanities
Humanities LSEC	24/2/22	Uni finding a lot more student engagement with O-week in Humanities
Course Committee	10/03/22	Cancelled last minute, no major changes on the agenda

Other

Name	Date	Comments
Asked to speak I first year classes	28/2/22- 4/3/22	A few tutors who knew me asked to introduce myself as fac rep I a few first year classes, mainly spanning bachelor of art and creative arts

TLDR;

Attended Regular university meetings, ran guild O day stall, and attended a few O week events

Student Assist – Representation Board report – February 2022

Case statistics for Student Assist is as follows:

	Dec	Jan	Feb
Academic sessions	240	137	264
Financial Counselling sessions	19	35	38
LifeHacks	17	106	130

Academic sessions in the month of February were mainly focused on appeals and complaints.

Emergency Relief

Student Assist provided emergency relief to 4 students during the month of February in the form of Student Assist's vouchers and Foodbank.

Official Complaint

Student Assist submitted an Official complaint against Curtin Medical School to Curtin's Integrity Standards Unit (ISU). Due to student confidentiality we will not be able to provide a copy of the complaint.

Part of the complaint that would be of interest to the board – The school has set up a Professional Behaviour and Registration Panel that seeks to appropriate the powers of Statue 10 and/or the General Misconduct Rules, but denies procedural fairness. There is no record that this panel has been approved by the relevant Curtin authorities.

TL;DR

Official complaint sent against Curtin Medical School.



**ISC president Report
Representation board March 2022
Submission date March 10th, 2022**

Guild and University Meetings

Date	Meeting	Comments
16/2	ISC team meeting	O- week planning
16/2	ISC and PSC presidents meeting	Sundowner planning
17/2	ISC and VPA meeting	O- week concerns
18/2	ISC and VPE meeting	Fortnight meeting
22/2	ISC team meeting	O- week meeting
24/2	Student Leader Network	Cutin Singapore, Malaysia, Dubai, Mauritius meeting.
25/2	Academic Board meeting	
1/3	Guild Secretary, David, PSC and ISC presidents	Staff concern
2/3	VPE and ISC meeting	Regular meetings
3/3	ISC and PSC, student engagement and social media	Video filming
4/3	ISC team and PSC team meeting	Sundowner planning
9/3	Guild president, VPE, Jessica Bourne student engagement, PSC and ISC president	Sundowner discussion
11/3	Executive Committee	AISA affiliation discussion
11/3	DVCG, Guild president, PSC and ISC presidents meeting	International students' projects and issues

Upcoming events:

- Donut giveaway
- Movie night

ISC members induction

- ISC team elections has finished.

- ISC will provide an induction for new ISC members and will provide support to plan activities and projects for 2022.

Safe return of international students to Curtin university

- Orientation provided to in shore and offshore international students
- Collaboration with Curtin International for a safe return of IS

The nursing graduate program for international students

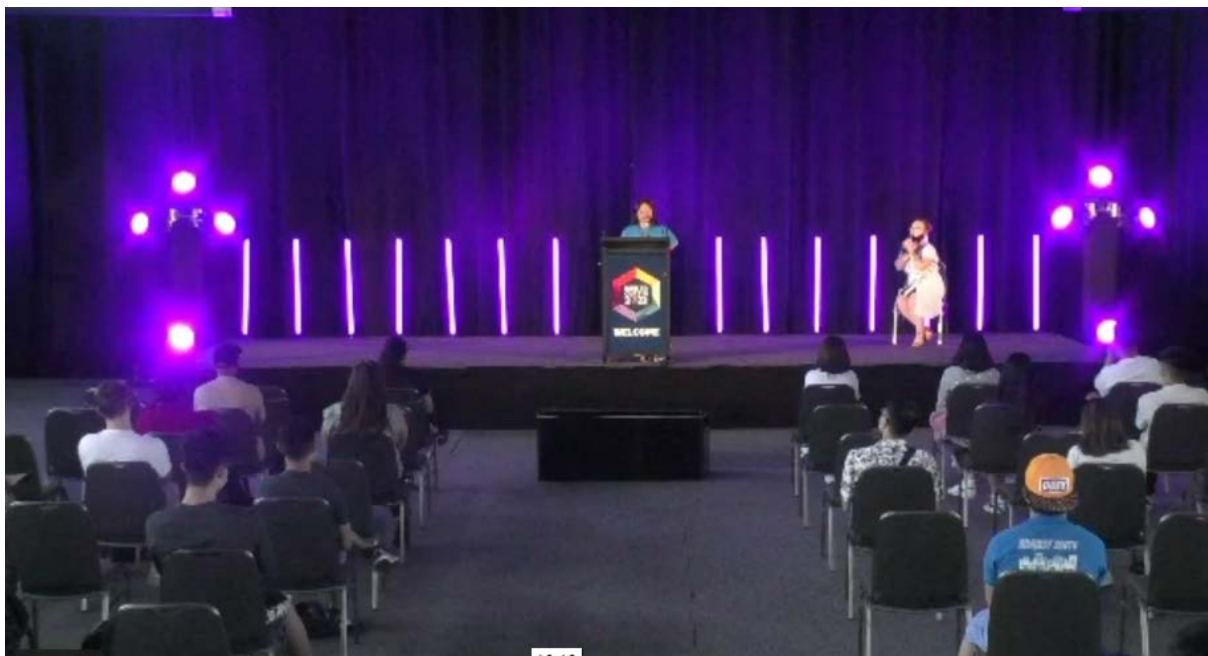
- ISC provided collaboration for a successful campaign by PSC president.

Mental Health for International Students

- ISC continues collaborating with Curtin Counselling and Student Wellbeing services to hold workshops for international students.

International Students O-week

- Successful ISC stall, delivered 200 gift bags to international students
- Many International students signed to join our ISC team
- International Orientation was presented in Curtin Stadium and delivered online for more than 14 countries.







PSC/ISC Sundowner

- Successful event organised by ISC and PSC team members.
- 90 students enjoyed free food, free mocktails, live music and participated for a \$50 Guild Voucher.





Kind regards,



SOFIA GONZALEZ TORRES (RN, MNP)
(She/Her)
PRESIDENT
INTERNATIONAL STUDENTS COMMITTEE
E isc.president@guild.curtin.edu.au
M 0431289207
GUILD.CURTIN.EDU.AU

PSC President Report

SUBMISSION DATE: 14/03/2022

FOR MEETING DATE: 17/03/2022

NAME: Hameed Mohammad



POSITION

PSC President, Chair of PSC Board.

GUILD MEETINGS

Date	Meeting	Comments
03/02/22	a) CAPA Chair Meeting b) PSC Business & Law Rep	CAPA Chair offered National International Officer position to PSC President. Coursework student issues.
07/02/22	a) Council of Australian Postgraduate Association (CAPA) Elections b) National CAPA Affiliates Summit 2022 c) CAPA International & Women's Caucus d) CAPA Financial Budget Approval	Please see CAPA meeting schedule pg-13. Confidential
08/02/22	Meeting with Australian Nursing Federation ANF Secretary Mark Olson	Mark extended his support to the PSC campaign to expand Grad connect program for onshore international nursing graduates.
10/02/22	Representation Board Meeting Online	Please see Reps Board report for more details.
16/02/22	PSC & ISC Meeting	Upcoming event concerns
18/02/22	a) O-Day Briefing for Reps	Logistics discussion, O-day stallholder guide.

	b) Meeting with Student Engagement Manager Maryanne	Nursing Campaign – please see.
	c) Meeting with PSC team	O-day briefing.
23/02/22	PSC Nominations Caucus	Discussion about the Guild Constitution by laws.
24/02/22	a) Academic Board Pre-meeting	Meeting with Theo & Madi
	b) HDR Student Orientation	HDR Students Orientation – PSC/ Curtin Student Guild info presentation.
	c) Meeting with Dylan	Confidential
	d) Faculty of Humanities Postgrad Orientation.	PPT presentation with PSC Humanities Rep Siana Wardell
	e) Faculty of Business & Law Postgrad Orientation	PSC/ Curtin Student Guild info presentation.
25/02/22	a) Meeting with Maryanne	Nursing Campaign
	b) Upcoming ISC/PSC Event Meeting	Meeting with ISC President Sofia & VP-Activities February
28/02/22	a) PSC Team Meeting	PSC Nominations Conflict.
	b) Meeting with VP-E & Student Assist Manger Jo-Ann	PSC workshops discussion – funding, Covid support for postgraduate students.
	c) Meeting with the Guild Secretary Dylan	Confidential
01/03/22	Meeting with the Guild Managing Director David	Cultural Sensitivity and Inclusion
04/03/22	ISC/PSC Event Concerns	Event capacity concerns
05/03/22	HDR Student Emergency Aid	Confidential
07/03/22	PSC Event Capacity Concerns Meeting with PSC Team	A proposal to extend the capacity limit.

09/03/22	a) PSC/ISC Event Capacity Concerns Meeting	Meeting with events coordinator Jess, Guild President Theo, VP-A February, ISC President Sofia.
	b) Student Assist	Confidential
10/03/22	a) Student Enrolment Concerns	Resolved
	b) CAPA Emergency Council Summon of Affiliates	Confidential
11/03/22	a) Meeting with Student Assist Manager Jo-Ann	Covid-19 info for students who are isolating and support
	b) Meeting with Deputy Vice Chancellor Jon	Making Mental Health First Aid accessible to all students and staff
	c) Meeting with Deputy Vice Chancellor International Seth	Covid support scholarship for international students and Covid safe packs.
	d) Meeting with Maryanne	Covid preventative measures education video for students and staff at Curtin.

UNIVERSITY MEETINGS

Date	Meeting	Comments
08/02/22	Learning & Student Experience Committee Meeting	PSC VP-Research Jessica attended the meeting.
10/02/22	Curtin-life Australia	How to make postgrad experience more visible on Curtin socials.?
14/02/22	a) Academic Board Induction	Induction with the Academic Board Chair Dale, Deputy Chair Jaya, and Secretary Rebecca.
	b) Curtin Student Engagement Manager	Confidential
	c) Graduation Representation	PSC President Student Representation
15/02/22	Postgrad Welcome Meeting	Curtin Administration team.
16/02/22	School of Business & Law Postgrad Welcome Meeting with PSC Rep	Postgrad Orientation – PSC/ Curtin Student Guild info presentation discussion
17/02/22	a) Meeting with the School of Business & Law Administrator	Postgrad Orientation pre-planning

	b) Meeting with the School of Nursing Administrator	
25/02/22	1. Covid Safe Pack Initiative for Students and Staff 2. Academic Board Meeting	Meeting with Academic Board Secretary Rebecca Confidential
02/03/22	Research Committee Meeting	Confidential
04/03/22	Clinical Office	Clinical placement issues due to Covid outbreak
08/03/22	Learning & Student Experience Committee Meeting	Please see pg. 17.
14/03/22	Meeting with the Dean International Faculty of Health Sciences	Covid preventative measures education video for students and staff at Curtin.

Our PSC Nursing Campaign is Successful

GOOD NEWS!

WA's GradConnect program is now open to onshore international nursing graduates.

Other Application information

- Preference for **interview & appointment** will be given to local WA graduates with Australian Citizenship, Permanent Residency or New Zealand Citizenship
- As a measure to increase the Aboriginal Nursing and Midwifery workforce, **Section 51 Equal Opportunities Act (1984)** applies to all vacancies in the WA Public Health Services
- ***NQNMs of other nationality residing in Australia that are completing/completed studies in Australia and eligible for AHPRA registration are eligible to apply.***

Nursing and midwifery: great care is our business

GradConnect provides employment opportunities for graduating nurses and midwives within the WA public health system and participating private hospitals. Our PSC President Hameed in collaboration with Guild President Theo & ISC President Sofia has successfully lobbied the State Government with the support of the Council of Australian Postgraduate Associations (CAPA); Professor Archie Clements, Pro Vice Chancellor Health Sciences; Professor Seth Kunin, Deputy Vice-Chancellor Curtin Global and Professor Phill Della Head of School – Nursing.

Many onshore international nursing graduates have years of clinical experience in their home countries and opening up the GradConnect program to international nursing students upon graduation will help manage the nursing deficit in WA and assist with the challenge of managing the COVID-19 pandemic. This is a fantastic outcome.

Curtin Student Guild President Letter to the Minister of Health



Hon. A. Sanderson, MLA
Minister for Health; Mental Health
5th Floor, Dumas House
2 Havelock Street
WEST PERTH WA 6005
Minister.Sanderson@dpc.wa.gov.au

24 January 2022

Dear Minister,

Re: Request to expand the Graduate Connect nursing program

Congratulations on your recent appointment as Health Minister.

On behalf of international nursing students studying at Curtin University in Western Australia, I am writing to request that you open the Graduate Connect nursing program to onshore international nursing graduates.

Graduate Connect is an online recruitment system centrally managed by the Western Australian Department of Health. The program provides employment opportunities for graduating nurses and midwives. Graduate Connect works collaboratively with hospitals and health services to facilitate the employment of students into graduate nurse and midwife positions within the Western Australian public health system and participating private hospitals. Participants gain exposure to a variety of clinical settings at either a public hospital or health service. Recruitment through Graduate Connect is undertaken twice a year in March and July.

Currently the program gives priority to Australian citizens or those who have Australian permanent residency status at the time of application as well as New Zealand citizens in possession of a special category visa.

Onshore international student graduates should have priority access to the program. Upon graduation, international students are eligible to register as nurses with the Nursing and Midwifery Board of Australia (NMBA) and be employed as registered nurses.

They have gained clinical experience in WA private and public healthcare settings. They have Australian Health Practitioner Regulation Agency (AHPRA) registration.

Onshore international student graduates have Australian working visas for three years.

Many onshore international nursing graduates have years of clinical experience in their home countries.

Opening up the Graduate Connect program to international nursing students on graduation is an excellent opportunity to manage the nursing deficit in WA. WA hospitals already have staff shortages and they are recruiting from overseas.

When WA opens its borders, we will face a challenge in managing the COVID-19 pandemic.

Expanding the Graduate Connect program and opening it to international students who have qualified in Western Australia provides an opportunity to alleviate the existing nursing shortage and assist in meeting the demand for additional nursing staff when the Omicron outbreak takes hold in WA.

International students who have graduated with a Curtin nursing award have an excellent reputation. They are trained to NMBA and National Safety and Quality Health Service (NSQHS) standards, have lived in WA for a number of years, and are familiar with its lifestyle and culture and they are available to work now.

They want to contribute to the community.

This request has the support of Professor Archie Clements, Pro Vice Chancellor Health Sciences at Curtin University.

Yours faithfully,



THEODORA ROHL

GUILD PRESIDENT

**GUILD PRECINCT
BUILDING 106F, CURTIN UNIVERSITY
KENT ST, BENTLEY, WESTERN AUSTRALIA 6102**

**P (08) 9266 2900
F (08) 9266 2996
E RECEPTION@GUILD.CURTIN.EDU.AU**

GUILD.CURTIN.EDU.AU

Response from the Minister of Health & Mental Health



**Hon Amber-Jade Sanderson MLA
Minister for Health; Mental Health**

Our Ref: 76-11032

Ms Theodora Rohl
Guild President -Curtin Student Guild
president@guild.curtin.edu.au

Dear Ms Rohl

Thank you for your letter of 24 January 2022 to the Minister for Health regarding the expansion of GradConnect to include eligibility for newly qualified, international nurses and midwives. The Minister has asked me to respond to you on her behalf.

As you have identified, GradConnect is a streamlined online recruitment system that facilitates a wide choice of employment opportunities for newly qualified nurses and midwives (NQNMs). Centrally coordinated via the Western Australian Chief Nursing and Midwifery Office, it is the primary method of recruiting NQNMs into participating WA public, private and aged care health service providers.

In an agile response to escalating workforce requirements, the GradConnect 2022 process has undergone a significant review, the details of which are provided on the GradConnect website: <https://ww2.health.wa.gov.au/Careers/Occupations/Nursing-and-midwifery/Graduate-nursing-and-midwifery/GradConnect> .

Preference for appointment and interview will be given to Western Australian NQNMs with Australian or New Zealand citizenship, or permanent residency in Australia. However, under the updated GradConnect system, NQNMs of other nationalities are now eligible to apply for employment through the GradConnect process provided that they:

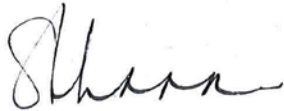
1. Have completed their nursing or midwifery studies in Australia within the last two years at the time of application.
2. Have current registration, or anticipated registration with the Nursing and Midwifery Board of Australia, under the category of enrolled nurse, registered nurse and/or midwife.
3. Meet the requirements for the English Language Standard, as determined by the Australian Health Practitioner Regulation Agency (AHPRA).
4. Meet the specific employment requirements as determined by the employing hospital or health service.
5. Meet all other eligibility criteria as detailed on the GradConnect website.

the next recruitment round beginning in July 2022. Eligible international nursing and/or midwifery students studying at Curtin University are strongly encouraged to apply.

Like you, the McGowan Government recognises the significant contribution of nurses and midwives in the provision of safe and high-quality healthcare services and acknowledges that NQNMs are central to the future of the health workforce.

Thank you for bringing this issue to my attention.

Kind regards



Stacey Hearn
CHIEF OF STAFF

10 MAR 2022

Nursing Campaign Media Release

Media Release



WA international student nursing graduates can assist with nursing shortage

7/2/2022

WA international student graduates can help with alleviate the State's nursing shortage and assist in meeting the demand for additional nursing staff as Omicron cases grow in WA.

The President of the Curtin Student Guild, Theodora Rohl, has asked the Health Minister, Amber-Jade Sanderson, to expand the eligibility of a graduate nursing program to international students who have graduated from WA universities.

The proposal is supported by Professor Archie Clements, Pro Vice Chancellor Health Sciences, at Curtin University and Professor Seth Kunin, Deputy Vice-Chancellor Curtin Global.

As well, The Council of Australian Postgraduate Associations (CAPA) has called for the Graduate Connect nursing program be opened to onshore international nursing graduates.

Graduate Connect provides employment opportunities for graduating nurses and midwives within the WA public health system and participating private hospitals

Currently the program gives priority to Australian citizens or those who have Australian permanent residency status as well as New Zealand citizens with a special category visa.

Ms Rohl says that international student graduates from WA universities should have priority access to the program.

“Upon graduation, international students are eligible to register as nurses with the Nursing and Midwifery Board of Australia (NMBA) and be employed as registered nurses.

“They have gained clinical experience in WA private and public healthcare settings. They have Australian Health Practitioner Regulation Agency (AHPRA) registration,” she said.

Ms Rohl said that onshore international student graduates have Australian working visas for three years.

Curtin’s Postgraduate Student Committee President Hameed Mohammad who is an international student studying a Master of Nursing said that many onshore international nursing graduates have years of clinical experience in their home countries.

“Opening up the Graduate Connect program to international nursing students on graduation is an excellent opportunity to manage the nursing deficit in WA. WA hospitals already have staff shortages and they are recruiting from overseas.

“When WA opens its borders, we will face a challenge in managing the COVID-19 pandemic,” he said.

Mr Mohammad said that international nursing graduates from WA universities wanted to contribute to the community.

Contact

Theodora Rohl
President
Curtin Student Guild
president@guild.curtin.edu.au

Hameed Mohammad
Postgraduate Student Committee President
Curtin Student Guild
92662900
psc.president@guild.curtin.edu.au

Professor Phill Della
Head of School – Nursing
Curtin University
P.Della@curtin.edu.au
08 9266 2062

About Curtin Student Guild

Curtin Student Guild has been supporting the Curtin community for more than 50 years by providing essential services to students. Our elected student representatives work to deliver the best education and campus experience outcomes for students. We coordinate social events and activities, support student clubs, operate food, beverage and retail outlets and assist students with academic, financial and personal issues.

For further information visit guild.curtin.edu.au

CAPA’s Support to PSC Nursing Campaign

Level 1, 120 Clarendon St, Southbank, Victoria 3006.
www.capa.edu.au
president@capa.edu.au
ABN: 57 138 796 902



3 February 2022

Dear Minister,

On behalf of our affiliates and postgraduate students in Western Australia, we write to you requesting the Graduate Connect nursing program be opened to onshore international nursing graduates.

We understand that this online recruitment system is centrally managed by the Western Australian Department of Health and has successfully provided graduating nurses and midwives employment opportunities. However, accessibility is primarily limited to Australian citizens or permanent residency status and New Zealand citizens under a special category visa.

It would be disappointing if international student graduates miss out on these opportunities. They are qualified to register as nurses with the Nursing and Midwifery Board of Australia (NMBA) and have Australian working visas for three years. Another benefit is that many onshore international nursing graduates have years of clinical experience in their home countries and help replenish overworked staff with experienced nurses with the current nurse shortage crisis.

We hope that our request will be taken under consideration for the benefit of graduating nurses and Western Australia's people.

Kind Regards,

A handwritten signature in black ink, appearing to read "Errol Phuah".

Errol Phuah
CAPA National President

A handwritten signature in black ink, appearing to read "Hameed Mohammad".

Hameed Mohammad
Curtin PSC President

Response from Chief Nursing & Midwifery Officer



Government of **Western Australia**
Department of **Health**
Chief Nursing and Midwifery Office

Our Ref: 76-11560 / 61080-495
Contact: Lisa Vile 6373 2273

Mr Errol Phuah
National President
Council of Australian Postgraduate Associations Incorporated

Via email: president@capa.edu.au

Dear Mr Phuah

On behalf of the Minister for Health and Mental Health, the Hon Amber-Jade Sanderson, I would like to thank you for your letter dated 3 February 2022 regarding the expansion of GradConnect to include eligibility for newly qualified, onshore international nurses and midwives.

GradConnect is a streamlined online recruitment system that facilitates a wide choice of employment opportunities for newly qualified nurses and midwives (NQNMs). Centrally coordinated via the Western Australian (WA) Chief Nursing and Midwifery Office, it is the primary method of recruiting NQNMs into participating WA public, private and aged care health service providers.

In an agile response to escalating workforce requirements, the GradConnect 2022 process has undergone a significant review, the details of which are provided on the GradConnect website: [GradConnect \(health.wa.gov.au\)](https://www.health.wa.gov.au/gradconnect)

Preference for appointment and interview will be given to WA NQNMs with Australian or New Zealand citizenship, or permanent residency in Australia. However, under the updated GradConnect system, NQNMs of other nationalities are now eligible to apply for employment through the GradConnect process provided that they:

1. Have completed their nursing or midwifery studies in Australia within the last two years at the time of application
2. Have current registration, or anticipated registration with the Nursing and Midwifery Board of Australia, under the category of enrolled nurse, registered nurse and/or midwife
3. Meet the requirements for the English Language Standard, as determined by the Australian Health Practitioner Regulation Agency (Ahpra)
4. Meet the specific employment requirements as determined by the employing hospital or health service
5. Meet all other eligibility criteria as detailed on the Grad Connect website.

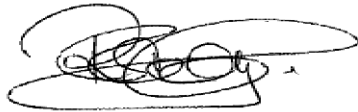
GPO, Level 3, 3 Forrest Place Perth Western Australia 6000
Telephone (08) 6373 2346
PO Box 8172 Perth Business Centre Western Australia 6849
ABN 28 684 750 332
www.nursing.health.wa.gov.au

Applications are currently open for the February 2022 GradConnect process, for positions commencing in May-December 2022. Eligible international nursing and/or midwifery students studying at Australian universities are strongly encouraged to apply.

The McGowan Government recognises the significant contribution of nurses and midwives in the provision of safe and high-quality healthcare services and acknowledges that NQNMs are central to the future of the health workforce.

Thank you for bringing this issue to our attention.

Yours sincerely



Dr Robina Redknap DHlthSc (ClinLship & Mgt)
Adjunct Professor Edith Cowan University & University of Notre Dame
CHIEF NURSING AND MIDWIFERY OFFICER
CHIEF NURSING AND MIDWIFERY OFFICE, CLINICAL EXCELLENCE DIVISION

24 February 2022

Schedule for the Monday 7th of February 2022 (resuming agenda of Dec 2021 ACM)

*Subject to change as required.

Time	Agenda	Reference Document(s)
10:00am	Acknowledgement to Country	
10:05am	Housekeeping/ Announcements	
10:15am	<u>Motion #1</u> : Council to accept CAPA's 2020 financial audit <u>Motion #2</u> : Council to accept CAPA's 2022 budget proposal	Link Link
10:30am	Election Briefing	Link
10:45am	Candidate Speeches	
11:30am	Women's Caucus/Pro-Fem Caucus	
12:00pm	International Caucus	
12:30pm	Lunch Break	
1:00pm	ACM resumes; Voting opens	
1:05pm	Queer Caucus	
1:35pm	Disabilities Caucus	
2:05pm	Regional Caucus	
2:30pm	Closing Remarks; ACM adjourned	
4:00pm	Voting closes; RO to announce results posthaste	

NB: All times are stated in Australian Eastern Daylight Savings Time (AEDT).

ISC & PSC Start of Semester Party

Students joined our International Student Committee and Postgrad Student Committee for a tropical themed evening full of fun, food, music, and good times!





LSEC Meeting

Business Arising

- OAR Paper, pros and cons of marking
 - Anonymous marking
 - Expected in May

Student equity Working group Annual report

Presented by Linda and Leanne

- Government sending survey to evaluate the HEPPP costs for student courses
- Graduate outcome survey
- Government no released framework for HEPPP costs
- Membership into equity working group
- Waiting for the government....
- Equity group been disestablished at this time, to be reformed after government report

The annual report

- Changes of title from international to global for Seth
- Helen McCutchen
 - Being clear on Gender balance in the committee
 - On the point (9.1 sub section 3.1 for the annual report)
 - 40, 20, 20
- Dale - no control on members who are ex officio on equal representation
- Hopefully a PVC for indigenous
- There is no disability rep....
- Making a skills map to determine deficits in the committee
- Changing of names again from Offshore to Global
- *On the issue of missing committee meetings* - to follow up and to possibly excuse these members and assign a new member
 - Follow up
- Deputizing to represent

-Putting this Annual as Recommended and to send to academic board

English Language proficiency report

- Changes in error of table on 57
- To change and maybe remove PELA or is it necessary
- What is the value
- Cesar - mentioning assessment for mathematics in Engineering
- Passing to LSEC noting -

Evaluate

- Small amount of responding students
- Deidentifying the 4 units identified in page 92 as part of the universities eVALUte report
- Note to academic board

Non-standard credit - Damon

- Noted

English Concession

- Conceded english for minimum requirement

Introducing Unit Evaluation Pulse Check and recommend to academic board

- Not formative evaluation of a specific unit and for changes to be made in real time
- Evaluate in week 4 of the units
- Changes are not communicated
 - The timing isn't great for evaluate
 - Students feel they get identified
 - Fear of negative repercussions
 - The good might be forgotten
 - It is a stressful time around that time
- 3 units per faculty (total 12 units) as a pilot
 - Fix issues of retention for feedback
 - Tutor eval can have real time evals for continuous changes

Concerns of anonymous comments being offensive (and emotionally damaging)

The expectation of students cannot be feasibly met (unit content etc...)

Concerns that some units are really just difficult (the fundamentals)

They will try to start the pilot but consider the concerns

Letter of recommendations***** for those who are finishing

Suggested committee messages

Discussion of evaluate such as alternatives like the pilot

Non-standard credit

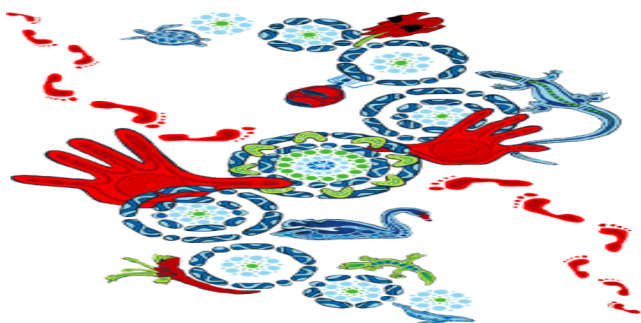
English Concessions

Changes of constitution - inclusion, diversity and inclusion of PVC Global and Indigenous

Meeting minutes reported by Carlos Vilamajor, PSC Councillor.

UPCOMING PROJECTS

- HDR Students Coffee Chat
- PSC Monthly Workshops.



Yaankga – thank you in Noongar ☺

Thank you for reading!!



QUEER OFFICER'S Report

REPRESENTATION BOARD 2022 – 17/03/22

Submitted 11/03/22

MEETINGS

4/2	Zoom meeting with Sheldon <ul style="list-style-type: none"> • Concerning student matter
6/2	WA QO Meetup
8/2	Activities Committee
10/2	EO Catch Up
16/2	Catch-up with VP-E
17/2	Ally Training with President
23/2	WAN2P Meeting <i>(more info below)</i>
3/3	EO Catch Up <ul style="list-style-type: none"> • Updated each other on what's going on in our portfolios, talked about equity collectives

PROJECTS

(what I've been up to)

We All Need To Pee Campaign

I circulated the previous report that I made to members of an email chain that Valerie Raubenheimer set up, who are as follows;

- Valerie Raubenheimer (Vice President of Corporate Relations)
- Kate Jennings (Director of Marketing, Corporate Relations)
- Sheldon Smith (Head of Ally Training)
- Tim Urquhart (Properties)
- Richard Kendall (Director of Accommodation)
- David Luketina (Managing Director of the Guild)
 - *David had already read the report.*

On 15th February, I released a formal statement on the socials about the campaign, informing the community what happened in the last few months surrounding the campaign, giving a link to the report I'd made and also to a Google form where they could submit their thoughts surrounding the campaign.

On 23rd February, I had a scheduled meeting with this group of people to discuss how we could move forward with getting the campaign back on campus. I also invited and ensured that Nova Sobieralski, a trans student from the QD was in attendance, as there would not have been a trans attendee otherwise.

The meeting was attended by all listed above and Nova, excluding Tim Urquhart. *(I haven't confirmed if Tim Urquhart/someone from Properties has actually read my report, which I will make sure to do.)*

It was a positive meeting, with all attending keen to get the campaign back up and running.

I also gave the university staff members copies of the responses from the Google form I set up so that they could see the direct words from those affected by this campaign, which was quite powerful.

One of the most immediate outcomes of the meeting is that at the conclusion of each Ally Training session at Curtin, the new allies are given a 'We All Need To Pee' poster to put up on campus near where they work, and are in charge of monitoring it/replacing if it gets defaced.

There are some more actions items to follow up on over the next month or so, and I will be continuing to work on this campaign.

EVENTS

O-Day

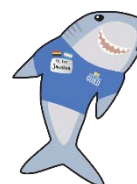
Wednesday 23rd February

O-Day was a massive success! We had tons of people visiting the stall, and collecting the custom stickers that we had made, which were pride-themed koi fish and a drawing of Jawshua, the very popular QD shark plushie. The stickers in general have been a very big hit with the community.



I had 5 volunteers help me with the stall on the day, all of whom got a \$10 Guild gift card from February. They were incredibly helpful on the day, and I couldn't've done it without them.

- Elisha Gray
- Ali Cooper
- Syn Stirling
- Elli Hayward
- Laura Serrano-Rodriguez



It was a hot day, so it was hard to keep going a couple of times, but we pushed through. The main difficulty we faced was when the badge machine stopped working properly, which we reasoned was due to the heat.

Discord Games Night

Wednesday 2nd March

I held an online games night on the Discord server, to see how many people would want to play. It was successful, about 15 people came to the event, and stayed for most of the duration. It was a lot of fun!

I did a poll within the server, for when and how often the community would like to have the games night as a re-occurring event. They voted for every second Wednesday. The next games night is planned for 16th March.

Planning for Badges and Board Games

Since the badge machine stopped working to the heat of O-Day, I wanted to run a follow-up badge making session. I also had a couple of requests to do a meet and greet, so I combined the two into an event, Badges and Board Games!

It's on Thursday 17th March at 2pm, and any students in attendance will be able to make a pronouns badge in the cool of Clubs HQ, and play some board games.

The event won't be catered, so I'll just be buying some snacks with the QD budget to bring and share with everyone.

Our next scheduled event is the Trans Day of Visibility sundowner, on March 31st.

OTHER

Queer Collective

The elections for the Queer Collective were on the 10th of March.

I made sure to get the word out to the queer community through the Discord server and the socials when nominations opened, encouraging them to apply. There were 12 applicants, which was really exciting!

I also made sure the community was aware of the election date, through the server and socials again, and encouraged them to go and vote.

I'm looking forward to getting started with the full Collective 😊.

Linktree

I set up a linktree for the QD, which is especially useful for sharing information on Instagram, as links aren't as easily accessed on that platform. (linktr.ee/curtinqd)

After talking with Dylan as well, Linktree's initiative to give Pro accounts to charity/non-for-profit organisations, we've secured one for the future.

One of the main features is that there's an invite to the Discord server on the Linktree locked behind a code, which only I know, so if a student asks me in person, I can easily give them access to the server without having them message me on another app. I used this on O-Day to great success.

Student Concern #1

I've been made aware of the issue of databases not talking to each other and having students' updated names, which is the second time so far this year. This is from a complaint submitted on by a professor from Curtin Medical Student on behalf of a couple of trans student in their class.

Despite the students having changed their names at Curtin Connect last year, the information in the staff register was still their deadnames, causing them a lot of distress in class/

I was emailed about this, along with Julie Howell (Director of Student Experience). There's been some discussion in the email chain the issue, mainly surrounding the systems etc.

This issue is one that I was planning to work on at some point throughout this year anyway, as I already knew that this was something that really affects many in the community. Once I've finished up some other things with the 'WAN2P' campaign, I'll start serious work on this.

Student Concern #2

I helped a student from the QD, who's living in a terrible home environment, reach out to Safer Communities and Student Assist, to start towards moving out and becoming more independent.

Communication with other QOs

The meet-up on Sunday 6th February was really positive, with the queer officers from UWA and Murdoch in attendance. We talked about potentially setting up a joint event/collaboration between our campuses.

I also further stayed in contact with Luke, the Murdoch Queer Representative, as they wanted some help with the Murdoch Queer Discord server.

OVERALL COMMENTS

It's been a busy but encouraging past month in the Queer Department. The community has been really engaged, especially on the Discord, and I love interacting with everyone and being in my community every day. I was really encouraged and proud of how many people applied for the Collective, and I can't wait to start communicating with the successful members and get even more cool stuff done within the department.

I've slowed down a bit on campaign type projects, including WAN2P, over the past couple weeks as I began the semester. Furthermore, I've injured my back, so I likely won't be able to be on campus as much I'd like over the next couple weeks as it heals, however, I'll keep working from home.

TL; DR

It's been a busy month. There have been some advancements with the We All Need To Pee campaign and O-Day was a big success! I've planned some more events for the community and I'm excited for the Collective to be announced so I can get it up and running! I've also helped some students with personal equity issues.

Cassidy Pemberton (she/they)

Queer Officer 2022



Women's Officer Report - Representation Board

17/03/2022

Type	Date	Name	Comments
University Meetings	10/02/2022	Representaion Board	
	18/02/2022	RNA	
	02/03/2022	Ally Training	
Guild Meetings	07/02/2022	Informal Meeting VPE	
	09/02/2022	Informal Meeting VPE	
	10/02/2022	Informal Meeting EVENT	
	10/02/2022	Informal EQUITY	AD and QD officers
	10/02/2022	Informal QD officer	
	18/02/2022	O-Day Brief	
	03/03/2022	Informal Meeting VPE	
Organisation Meetings	17/02/2022	Sophoromist Public Speaking	
	15/02/2022	Gender and Sex Conference	
Student Meetings			

Projects

Project Name	Updates	Comments
Discord Server	<ul style="list-style-type: none"> • 35 Members • Low engagement 	+2
Facebook Group	<ul style="list-style-type: none"> • 1266 Follows • Low engagement 	+16
Instagram Page	<ul style="list-style-type: none"> • 618 Followers • High engagement 	+59 followers
Equity Space	<ul style="list-style-type: none"> • A lot of use. 	Generally Full
Respectful Relationships		Organising meeting with QD & AD and Kai

Events

Event	Date/Time	Location	Activity	Attendance	Comments
Guild-O-Day Stall	23/02/2022 11AM-2:30PM	Oval	Posters + stickers giveaway	Unknown	Stickers were popular
International Womens Day	08/03/2022 10AM-12PM	Sculpture Garden	Week 2, Brunch	50+	More food next time
Community Event	10/05/2022 12PM-2PM	Sculpture Garden	Week 11, causal meet up.	n/a	It needs to be planned
Sophoromist Public Speaking	11/4/2022	Medical building	Competition	n/a	Waiting on them

To be planned

- Joint University's Women's Event, next sem
- Community events.
- Study with me

Notes

- Collective Progress
 - 21 Nominations
 - 19 going to election

TL; DR

Some routine meetings were attended. Social media presence has increased. Women's equity space is popular. Guild-o-day and International Women's day were successful. Overall, everything is going pretty well.

Salwa Kilzi

Women's Officer 2022

Submitted 09/03/2022

Accessibility Department

Representation Board Report – 3rd Feb 2022 – 10th Mar 2022



University Meetings

Date	Meeting	Notes
8/02	AccessAbility + AD	Met AA team, CSMP team, raised some issues and agreed to regular meetings
9/02	Chemistry Lab Kick-Off	Met with MM, AH – Built environment changes denied, I agreed to contact other Universities/wet labs to find out how they are accessible.
2/03	Pop-up counselling meeting	Met with TR, FM, JH, SM, regarding increased counselling services during omicron. Possibility for extra triage hours, increased MHN hours IF we play our cards correctly.
9/03	AC@C Meeting	Cancelled
9/03	DAIP – O7	Cancelled
9/03	DAIP – O2	Cancelled

Guild Meetings

Date	Meeting	Notes
8/02	Activities Committee	Discussed O-Day, TOGA cancelled,
14/02	VP-E catchup	
28/02	VP-E catchup	Cancelled
3/03	Equity Officer Catch-Up	Discussed collectives, RespectfulRelationships
8/03	Activities committee	Rescheduled to 11/03
8/03	AD x LinkMate	Discussed online engagement session to promote LM as an additional interim measure while counselling is hard to access

Other Items/Additional Information

O-Day Accessibility Issues

I've received a few complaints about the accessibility of Guild O-Day. The main issues raised were as follows:

- Quiet30: We all knew Guild O-Day would be noisy, which is why the Quiet30 was introduced. However, there was amplified music playing right up to the beginning of the Quiet30 causing overstimulation for students who were lining up to make the most of the time. It also appears that a few stalls didn't turn their music off for the required time, causing many students distressed as they were expecting the Quiet30 to be respected. Many students felt that the Quiet30 was not long enough given the sheer scale of the event and the crowds present.
- Noise in general: The noise level around the Guild Reps pavilion was extremely loud, which was

mainly attributed to EMAS. It was loud enough that neurotypical stallholders, reps, and volunteers were experiencing overstimulation. I am particularly concerned by the potential for hearing damage resulting from the event, as earplugs were impractical for volunteers due to the requirement to interact with attendees verbally. EMAS could be heard from the 'QuietZone', kinda defeating the purpose of having a low-sensory space.

- Entry: At some points the line for entry extended from the eastern entry point, along Beazley Drive all the way to Kent St. I understand that this was due to vaccination checks taking some time, however students seemed unaware that there was an additional vaccination check point to the north, exacerbating wait times.
- Physical Accessibility: Grass was more uneven than expected, causing mobility issues for a wider group of attendees and volunteers than anticipated. The cable tray used was a major tripping hazard.
- Navigation: Maps available did not describe where particular clubs/societies/other stalls would be located, causing confusion for many attendees trying to maximise the value of their time at the event.

Accessibility Survival Sessions

Two sessions were run in week 1 to provide essential accessibility information to students in attendance. There was very low turnout, consistent with other Accessibility Department events. The livestream on day 2 experienced technical difficulties so I will be recording the presentation/posting the transcript, at some point for students to view at their leisure.

Respectful Relationships

The AD, QD, and WD have joined forces in attempting to take down and improve the Respectful Relationships (RR) module. Multiple complaints have been received by all of us regarding the extremely troubling content and delivery of the module. Word on the grapevine is that those running the module are putting up significant resistance to any proposed changes to RR. While it is our position that a compulsory consent-based module is appropriate, the RR module is so poorly done that it causes more harm than good.

If you'd like to help us to make some change, please send a complaint to respectfulrelationships@curtin.edu.au and CC in the Guild Equity Officers.

Mask Exemptions

In January/February I was contacted by a student regarding a lack of clarity from the University around medical mask exemptions. The main concerns raised by the student were; being currently unable to add mask exemptions to CAPs, and the failure of the University to nominate a "person responsible" as per the [WA Government exemption rules](#), and the potential for forced disclosure of sensitive information resulting from the lack of a clearly nominated "person responsible". Since the student raised this issue, apparently they were notified that they had shared a campus office with a positive case during their infectious period. The student was notified of this 9 days after the University became aware of the exposure, as the University had assumed that everyone present was masked due to not having recorded the students known mask exemption. Luckily this student was not infected, however they now feel unsafe utilising their office space due to the potential for a

repeat event.

Accessibility Discord + Collective

It's live! Around 30 members so far with a bit of activity each day. I'll be clarifying the resources on the Discord as soon as I get a couple of decent spoons.

Accessibility Collective members have been nominated and appointed. There is a total of 6 official members, and one standing invite to the meetings. I'm not certain that I've met all the members personally, but I'm confident in the capabilities of those I have met.

CAP Concerns

Some staff are still confused by the CAP system, causing undue stress to students at a critical time in the semester. Staff are asking students to submit their CAPs to the extension portal in order to "activate" the adjustments in the plan on an as-required basis. This is incorrect practice as the measures in CAPs are not 'extensions' but are instead considered 'reasonable adjustments' to the original submission deadlines and therefore are active regardless of extension request submission (provided that the CAP is sent to the UC as soon as possible and is applicable to the assessments in the unit).

LinkMate

I met with David Titeu from LinkMate, a peer oriented mental health support app relevant to students. We discussed promoting it to students via an online seminar/workshop. This app would serve as an additional interim measure while students are waiting to access professional counselling services. More info to come to relevant parties when I receive it.

Upcoming Events

Autism Acceptance Day event – April 4th 12-2pm

Pop-up Department – April 29th 11-1pm

TL;DR – O-Day had some issues. RespectfulRelationships sucks and we're going to raise hell over it. The Universities lack of clarity and plan around COVID and exemption procedures has put vulnerable people at risk and will continue to do so. Discord and Collective are alive and well. CAPs are still causing confusion. Possible additional mental health service to connect students with. Events were quiet, hopefully the upcoming ones generate more traffic.

Higher education week of 21 and 28 February 2022

Group of Eight universities reject 'diversity index' for international students

A peak university body has firmly rejected the government proposal for a "diversity index" that would seek to regulate the number of international students coming in from some countries, which it says could be seen as "racial profiling".

The Group of Eight, which represents the nation's top eight universities, also criticised what it called a "singling out" of the university sector for relying on China.

The government late last year raised the possibility of a diversity index, which would force universities to publicly disclose the country of origin of their international students to "improve transparency of diversity".

Then Education Minister Alan Tudge announced it as a key aspect of the 10-year strategy for international education, with the hope of reducing "financial risk" for universities and improving the student experience on campus.

It followed figures showing Australia had a bigger portion of Chinese students than the US and UK, with almost 40 per cent of our student cohort from China and about 20 per cent from India.

"We want to see our international student market flourish again, but we have to ensure the Australian student experience is also prioritised," Mr Tudge said at the time. "This means that our public universities need to have a higher priority on diversity in their classrooms."

But in a submission to a government discussion paper seen by The Australian, the Go8 said it rejected the idea of a diversity index.

"Noting that achieving diversification is likely to be, at least, a medium- (if not long-) term strategy, it is also critical to ensure that Chinese and Indian students do not interpret such an index as indicating they are no longer welcome in Australia," Go8 chief Vicki Thompson said in the submission. "A loss of these two large student cohorts would not only impact higher education and research, but is likely to impact the broader bilateral relationships with these countries and exacerbate skills and capability needs across Australian industry. Some members have also expressed concerns that the publication of a Diversification Index could be interpreted as an attempt at racial profiling."

The discussion paper, International Student Diversity At Australian Universities, released last month, included a proposal for "guidelines" to help universities diversify. But Ms Thompson said the move unfairly targeted universities: "It is still important to ask why Australian universities are being singled out when other essential industry sectors in Australia are not subject to the same level of scrutiny as higher education."

She said the Go8 supported diversification as a strategic goal only if the government contributed to helping universities "rebuild" the international education industry

The Australian Research Council is broken say Group of Eight unis

Australia's elite research universities have called for a full overhaul of major government research funding agency the Australian Research Council.

In its submission to a Senate committee examining a bill that would prevent ministers vetoing research grants recommended by the ARC, the Group of Eight universities backed the legislation but said reform needed to go much further.

Go8 chief executive Vicki Thomson said a root-and-branch review of the ARC was needed.

"In our view the current model is broken," Ms Thomson said.

The Go8 universities receive about 70 per cent of the nearly \$800m in research funding that the ARC allocates each year.

In its submission on the bill the Go8 said the decade-long decline in the real value of ARC funding needed to be addressed.

It also called for the formal adoption of the **Haldane principle**, an international best practice “to ensure the allocation of public funding for individual research proposals are best taken following evaluation by an independent council of experts and not directly by a government department or minister”.

The bill, titled Australian Research Council Amendment (Ensuring Research Independence) Bill, introduced into the Senate by Greens senator Mehreen Faruqi last year, would remove the power of the minister responsible for the ARC to veto the agencies grant recommendations.

Three recent Coalition education ministers – Stuart Robert, Dan Tehan and Simon Birmingham – have all used their power to veto ARC grants, arousing the ire of universities and the research community.

In its submission Universities Australia, which represents 39 universities, also backed the bill’s proposal to remove the minister’s power to veto ARC recommendations on research grants.

“If the Senate decides that ministerial decision-making on individual research applications should continue, then a predictable, transparent and informed process (should) be in place for those decisions,” UA said.

Other universities, as well as learned academies and science bodies, also have called for the end of the ministerial power to veto grants recommended by the ARC.

In submissions to the inquiry the Academy of Social Sciences said: “This change would also bring Australia into alignment with the practice of research funding bodies in the UK, Europe and North America.”

The Australian Academy of Science said if the minister does veto a grant, an explanation should be given to parliament within 15 sitting days.

It criticised the recent decision by Acting Education Minister Mr Robert to veto ARC grants on the basis of “national interest” and “value for money”.

“Using the ministerial veto as a de facto national interest test is inappropriate: it lacks transparency and clarity. Notably, it may not be appealed,” the academy said.

The Australian Academy of the Humanities said it was “deeply concerned” that the education minister had the power to reject the ARC’s recommended funding proposals,

It said the national interest test on funding, introduced by Mr Tehan, “put a political frame around the creation of new knowledge” that was at odds with the rigour applying to other parts of the funding process.

“The system currently has no checks and balances to ensure that the veto power cannot be used arbitrarily on personal preference or political grounds,” the academy said in its submission.

Universities a ‘potential target’ for Russian cyber attacks

Russia’s invasion of Ukraine has made Australia increasingly vulnerable to cyber attacks, and the university sector is a prime target, cyber security experts have warned.

Snow fellows awarded \$8m each to solve medical research challenges

Canberra’s Snow family has awarded another three \$8m medical research grants with the aim of giving Australia’s brightest minds the freedom to pursue audacious, long-term research goals.

The three winning research teams – from Monash University, the Victor Chang Cardiac Research Institute, and the Walter and Eliza Hall Institute of Medical Research – will each be granted \$1m a year for eight years.

The latest annual round of grants from the Snow Medical Research Foundation means the Snow family, which owns Canberra airport, has now awarded nine grants worth \$72m to fund medical researchers.

Students with mental health issues are invisible online. Campus Morning Mail

Most university lecturers familiar with the on-line learning needs of their students adjust their subject design and learning resources for students with physical disabilities. This has traditionally been a request for additional written materials, or the inclusion of captions on videos. More recently it has also included alternative text and formats for learning materials to meet particular student needs. Less common however is the request to adjust learning materials for students with mental health and wellbeing issues.

Mental health issues are often considered “invisible” and even more so in the on-line learning space. Students with mental health issues, both on-line and on-campus, are much less likely to disclose their condition due to stigma, shame, or embarrassment. This means they are even less likely to have their learning needs considered in either the design of, or adjustment to, their subjects. Some students choose on-line because it means they can manage their study around their particular condition. Again, however, in most cases subjects would not be designed with these wellbeing needs in mind.

The launch of Orygen’s [Australian University Mental Health Framework](#) in late 2020 has focussed renewed attention on the [mental health of university students](#). The Framework provides guidance on developing mentally healthy university settings that aim “to embed a response to student mental health and wellbeing across the whole university” (p. 10).

One aspect of such a whole-of-university response must be to assure that the design of on-line learning accommodates the needs of students with mental health issues. Well designed curriculum that lays the [foundations for student mental wellbeing](#) greatly reduces the need for individual adjustments and normalises support provision for all students, for both their studies *and* for health and wellbeing.

Using a variety of accessible learning design frameworks such as [Universal Design for Learning](#) (UDL) and [The World Wide Web Consortium](#) (W3C), we can better cater for the complex variety of student learning needs. This may include adopting strategies such as [replacing high-pressure exams](#) with assessments that are more reflective of clinical practice, ensuring [students can build connections with each other](#), or [reassessing assessment due dates](#) to avoid clashes.

With COVID having led to a [significant increase in levels of distress](#) and mental health issues amongst university students, we need to do more in online learning design to support student success for all students, including those with mental health and wellbeing issues.

Jacque Tinkler, Lecturer in educational technologies, Charles Sturt University jtinkler@csu.edu.au @jacqsreport

Gene Hodgins, Associate Professor of Clinical Psychology, Charles Sturt University ghodgins@csu.edu.au @genehodgins

Yes, uni students say some awful things in teaching surveys, so how can we use them to improve? The Conversation

Imagine some of the key evidence for promotions at work being [anonymous responses](#) from coworkers who just received a bad performance evaluation from you. Something similar happens in higher education, with teachers rated by students grateful for good grades or disgruntled by low grades. That’s a bitter pill to swallow for [some academics](#).

[Evidence](#) tells us students take their feedback personally. [Jurors’ decision-making](#) is similarly affected by their emotional state. People make worse decisions when they are [uncertain](#) or [stressed](#), which are two common states for students.

So how unreliable are student evaluations? And what can we do about it? [Our work](#) indicates there is still much to be done in this space, but we can set some rules to make it easier.

All surveys are not equal

Australia's national [Student Experience Survey](#) is considered "the pulse" on student satisfaction rather than a device to enable teacher growth, with the data being easily skewable by circumstances at the time.

Unsurprisingly, during 2020, universities that already had an online presence saw the smallest decline in student experience scores.

So the question becomes: did the quality of learning crash in Group of Eight universities, which had the greatest declines in student experience? Unlikely. Instead, students' ratings reflected their difficulties engaging with new forms of teaching and learning, plus the inertia of COVID-19 lockdowns. Maybe they should have [given students chocolate](#)?

The reality is these surveys do not tell us how students learn, but instead how students perceive their learning. Yet students [aren't experts at what learning is](#). And when students don't receive effective training in evaluation, it's hardly a surprise that teacher [gender, race and attractiveness](#) change scores.

"Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." - Albert Einstein.

Instead, let's ask students to share the most enjoyable content, the most rewarding educational technologies, and where improvement was needed. Include ethics and feedback training for bonus credit.

Making survey tools that work

Psychometrics is the study of measurements. Interestingly, many academics have specialist knowledge in developing surveys that are designed to be valid and reliable. But it's unclear if universities use them as a resource to develop their surveys, with some academics wondering if they should. The [2021 Employer Satisfaction Survey Methodological Report](#), for example, does not refer explicitly to the words validity or reliability once across its 140 pages.

Valid surveys exist when the questions align to what we think they are measuring. Using a stopwatch to measure time is easy. When we try to decide how we feel about intangible concepts, it's harder.

The national [Student Experience Survey](#) asks students whether they have developed a sense of belonging to their institution. Yet the [evidence on belonging](#) indicates it is typically developed through interpersonal relationships, not institutions, and not [through universities](#).

Reliable surveys exist when the questions generate consistent results over time and over different participants. It's analogous to when we bake a cake and we assume the scales will always accurately measure 40 grams of butter.

Speaking of sweets, scores in student surveys are [easy to game](#). [Inflating student grades](#) does the trick. In contrast, as an example, the Australian [Student Experience Survey](#) asks whether students have developed their critical thinking skills during their course. How accurately can a person with low critical thinking skills answer this question?

5 rules for surveys to help teachers improve

There are ways that surveys can be used for good. To actually help teachers be better educators and improve student learning. But it requires a reset.

Here are five rules institutions could consider when developing their surveys.

1. Find psychometric specialists to create quality tools

We go to dentists to have our teeth fixed. The same rule applies here. Find individuals who can take the [theory of scale development](#) (producing reliable and valid measures to assess an attribute of interest) into the practices of learning and teaching.

2. Change when the survey is done

Lots of evaluations are done before, during and after a program. In higher education, they are completed only after the class has ended.

A change to evaluations at multiple points will help identify if the learner makes progress during the class. This would also help control for cohort problems (one year, for example, students are smarter).

For student experience, contrasting how the same student rates different classes each semester may serve as a stable measure to see which classes need review.

3. Use more than just numbers

The numbers explain how we are tracking, and this is not inherently bad. The qualitative comments (mostly) help us explore what those mean. Mixed methods approaches can help.

4. Control for bias

It's not always possible to eliminate bias and emotion. We can seek to understand them and use the measures as a case-by-case conversation about improving teaching. Developing reliable and valid tools will help, but if the aim is for these to help teachers improve, then we need to focus on that, not cross-institutional comparisons.

Better yet, let's actively recognise teachers' professional growth, call decline into question, and report on averages.

We can also train students to be better evaluators.

5. Create a growth community

Teaching quality surveys do not necessarily increase teaching quality, but they can.

The surveys offer an opportunity to raise awareness of differences. If students rate seven items at 90% but one is 84%, this should prompt research into the reasons. It could be a great opportunity to create more meaningful content; it could also just be an outlier.

Use these findings as publishing opportunities to share what was learned.

As Covid eases, universities welcome students back to campus

Universities are welcoming students back to campus for the first semester this year as the Covid restrictions which applied in most of Australia are eased.

Many universities say nearly all classes that normally would be held face-to-face will return to campus this year.

However, provisions are being made for those who can't go to campus, such as international students still overseas or people with Covid vulnerabilities.

Universities that have told The Australian that nearly all classes are being run face-to-face include Macquarie, University of Technology Sydney, Southern Cross, New England, Monash, Federation, James Cook, Queensland University of Technology, Sunshine Coast, Adelaide, Flinders, University of South Australia, Tasmania, Curtin, Murdoch and Notre Dame.

Universities in Victoria have an easier path back to face-to-face teaching following a decision by the state government to end its call for study to be online.

In a statement on Tuesday Victorian Premier Daniel Andrews said "the public health recommendation for Victorians to work or study from home will be removed" as of 11.59pm on Friday.

This formally ends the "strong recommendation" to study from home that the Victorian government made on January 6, at the height of Omicron transmission.

But even before Mr Andrews lifted the recommendation Victorian universities already were planning to have students return to the classroom.

"Swinburne is ready to return to a full on-campus experience for the 2022 academic year," Swinburne senior deputy vice-chancellor Chris Pilgrim said.

"Smaller, interactive group teaching, such as classes, tutorials, studios, labs, practicals and simulations, will return to face-to-face learning with the appropriate Covid-safe protocols in place."

Some universities will keep lectures online, in some cases because larger lectures lead to more risk of transmission.

But the shift to online lectures also is occurring because the pandemic has accelerated the shift to a blended system in which students learn lecture material online, then use what they have learnt in interactive seminars, tutorials, group work and laboratory work.

“As per Swinburne’s pre-Covid blended learning strategy, lectures will be replaced by alternative online learning experiences and we are exploring larger interactive class delivery within a small number of units,” Professor Pilgrim said.

Monash University said active learning, rather than passive lectures, was more effective for students. It said students would be spending more time in seminars and active project-based work. Some lecture material would be moved into readings, allowing more hours in the classroom for interaction.

At La Trobe University, which is holding its orientation activities this week, vice-chancellor John Dewar said while health and safety remained paramount, he was excited to see students returning.

“We’ve sorely missed having students on campus – seeing our shops and cafes full, our open spaces dotted with people, walkers using our scenic paths, and our study areas buzzing with conversation,” Professor Dewar said.

As well as the expected food stalls, markets, music and student club stands, La Trobe is also holding workshops for students on study skills, work placement preparation, entrepreneurship and careers.

TIM DODD

HIGHER EDUCATION EDITOR

Higher Education Issues 7 March 2022

Universities Australia launches new push to topple Indigenous barriers. The Australian

Universities Australia has launched a new strategy to help break down barriers faced by Indigenous Australians in higher education.

The plan, launched on Tuesday by Universities Australia chair John Dewar, aims to help Aboriginal and Torres Strait Islanders complete degrees, improve career advancement and Indigenous representation in universities, and better measure both the successful outcomes and areas where more work is needed.

The scheme also aims to increase cultural safety for Indigenous people and take action on racism, as well as recognise the value that Indigenous people and their knowledge brings to a university.

Professor Dewar said that implementing the strategy was a high priority for the 39 member universities.

Western Sydney University Indigenous PhD student Matilda Harry, who was the first in her family to go to university and holds bachelor and masters degrees in teaching, said that she proposed, in her research, to “hear the voices and promote the voices of first nation scholars and their understanding of mentorship”.

In her thesis, Maarang Gulbanha – Mentoring Indigenous high school graduates towards excellence, leadership and community nationhood, she also plans to challenge the commonly heard “deficit discourse”, which focuses on performance gaps and disadvantage in the Indigenous community.

“There are so many Indigenous young people out there achieving,” she said.

<https://www.universitiesaustralia.edu.au/media-item/ambitious-new-commitments-to-advance-aboriginal-and-torres-strait-islander-peoples-in-australias-universities/>

IRU calls for an election agenda to reset higher education. The Australian

The 2022 federal election provides a unique opportunity for government to move beyond the

Covid-19 pandemic and set the policy foundations for a new phase in Australia's economic and social development. Universities – bringing together education, skills, research and innovation – have a crucial role to play in creating a future that benefits all Australians.

The eight universities that make up the Innovative Research Universities (IRU) are spread across every mainland state and territory, giving us a national perspective on the key issues for higher education and research policy. The IRU is committed to constructive engagement with government and our pre-election policy statement sets out 11 specific policy ideas for the years ahead.

The history of our member universities goes back to the 1960s and early 1970s when, under both Liberal and Labor governments, there was an expansion of new forms of higher education and research to meet the needs of the nation.

In 2022, with urgent skills and workforce needs in the wake of the pandemic, and larger social, economic, technological and geopolitical shifts causing rapid change, it is time for a renewed focus on the role of universities and higher education policy.

Firstly, despite the gains made since the early 2000s in participation, there is still unfinished business in providing access and equity for domestic students. In addition to addressing immediate skills shortages, over the next five years Australia will experience the demographic impacts of the baby boom of the early 2000s, leading to a significant increase in the number of young Australians moving from school to further study, training and work.

Now is the time to commit to continuing to broaden access to higher education and to provide the platform for universities to continue to innovate with new forms of teaching and learning. We recommend that government should fund additional places for domestic undergraduate students and should uncap funding for all Indigenous students, regardless of where they live, to address the Closing the Gap goals.

Secondly, as we plan for the future, Australia's research and innovation capability should be a major focus. The global R&D system has undergone massive change over the last 20 years – since 2000, total R&D investment worldwide has tripled, with more and more shifting away from the traditional powerhouses of North America and Western Europe towards the Indo-Pacific.

Australia needs a systematic, long-term plan for our place in the 21st century innovation system. The IRU welcomes the current government's commitment of over \$2 billion in new funding for new programs that will boost industry engagement and the commercialisation of ideas from Australian universities.

Over the coming years, we believe this should be built upon and broadened, to incentivise engagement by university researchers with all parts of Australian society, including partners in the government, not-for-profit and community sectors.

We also believe that the next government should take steps to protect and support basic, or "blue-sky" research, which is essential for generating new knowledge and ideas, and which will underpin future innovation and long-term prosperity. While we prioritise critical technology areas, we must also invest in the humanities, arts and social sciences, which will be equally important for the future of Australia and its place in the world. Deep understanding of the countries, cultures and languages of our region will be a crucial sovereign capability for Australia in the 21st century and a source of comparative advantage.

Thirdly, as the world emerges from the pandemic, we will need to develop new models of international education and research collaboration. Times have changed and heightened geopolitical tensions bring new challenges for universities, but we must not shy away from the world.

Universities and government have worked well together over the last few years on managing the risks of foreign interference, and we should now build on that for a proactive and positive agenda for the role of education and research in strengthening our engagement with the Indo-Pacific.

Finally, let's learn from the experience of the pandemic and take the good parts forward, innovating for the future. Over the last two years, universities pivoted quickly to new online and hybrid forms of education, while also providing additional counselling and support for students.

We recommend that government creates a new Innovation and Infrastructure Fund, which would evaluate what has worked well, mainstream new technologies and programs, and support cutting-edge facilities for the 21st century. This has the potential to open up higher education further for both domestic and international students, turning the pandemic into a positive.

Paul Harris is executive director of the Innovative Research Universities (IRU).

UNSW wins right to go ahead with course evaluation website. The Australian

UNSW is free to go ahead with a new course evaluation system aimed at giving information to students after a union push to block the move was overturned in the Fair Work Commission.

In a decision on Monday the commission upheld an appeal by the university against a ruling last December that blocked UNSW's planned online dashboard, which would have allowed students to see the results of the myExperience course evaluations they are invited to make three times a year.

The December decision was a victory for the National Tertiary Education Union, which said the planned dashboard breached clause 27.0 (e) of the UNSW enterprise agreement that says "course evaluation data will not be published in a form that identifies individual staff members to any persons beyond relevant line management".

But in its Monday decision a full bench of the commission reversed the earlier decision, saying that although the proposed dashboard allowed the identification of academic staff who taught a particular course, they would not be directly identified on the platform.

To identify staff either required independent knowledge of which staff taught the course, or required research on separate publicly available websites.

“In this sense, the staff associated with a course the subject of published course evaluation data may be said to be identifiable. But they are not identified,” the full bench said. “And in any event, to the extent that staff may be identifiable, this is not because of the form of the evaluation data, or the data itself.”

UNSW said it was pleased with the commission decision.

Additional article

<https://campusmorningmail.com.au/news/for-and-against-unsw-publishing-student-course-evals/>

Uni students criticised female teachers more than males during Covid. The Australian

University students’ evaluations of their teachers during Covid, when learning was forced online, should not be taken into account when considering academics for promotion, a new study has recommended.

Research by academics at Victoria University also found that female academics were the focus of negative comments made by students in their teacher evaluations during Covid, including observations about their home environment, their knowledge and competence, their technological abilities and their attitude.

These came particularly from male students.

While most comments about teachers were positive “there was a significant increase in the number of negative comments made by male students on the teaching style of the female academics during the Covid-19 lockdowns”, the researchers said in a paper titled Evaluating the Impact of Teaching from Home During the Covid-19 Pandemic on the Student Evaluations of Female Academics.

“The types of negative comments that increased during 2020 were those which related to the way that teachers used or were at ease with the technology required for remote learning, teaching styles that were considered inappropriate for adult learners, and teaching attitudes that were considered uncaring or rude,” the paper said.

It found that female teachers were 50 per cent more likely than male counterparts to get negative comments from students in the evaluations of their teaching.

Leader researcher Kathy Tangalakis said that negative comments were likely to affect female academics’ career opportunities and progression.

“Together with previous research, there is overwhelming evidence that teacher evaluations are tainted by gender, sexuality and racial bias,” said Associate Professor Tangalakis, who is from Victoria University.

Aside from recommending an amnesty on using negative comments from students in 2020 and 2021 when considering promotions, the researchers also recommended that:

- Students should no longer have anonymity regarding their comments.
- Students should receive gender bias training to help them respond to teacher evaluations fairly.
- A guide be created for reading teacher evaluation data designed for managers and members of promotions panels.
- A workshop be offered to female academics who receive negative teacher evaluation data to help them deal with it.

However the paper also found there was no difference in the score ratings awarded by students to male and female teachers.

And most comments about teachers were positive, with only 7 per cent of comments about teachers being negative.

The data for the paper came from over 22,000 teacher evaluation scores and over 8,000 comments made about teachers by first year students at Victoria University in 2019 (when learning was face-to-face) and 2020 (when it was online).

The research was published in a special edition of the Journal of University Teaching & Learning Practice for International Women's Day.

'Chilling effect': Universities criticise minister's research veto powers. WA Today

University leaders have warned of a chilling effect on research caused by the federal education minister's ability to veto funding grants, saying their institutions were at risk of losing world-class academics to overseas competitors.

In a decision that has been [widely criticised by academics](#), acting Education Minister Stuart Robert vetoed Australian Research Council (ARC) funding to six humanities projects for 2022 on Christmas Eve – the third time in four years the power has been used by the Coalition.

Appearing at a Senate inquiry, university chiefs and academic leaders were in lockstep in raising concerns about the lack of transparency over the ministerial intervention and the singling out of individual grants for rejection without detailed explanation.

But they were divided over a Greens proposal to abolish the veto, with the Senate's education committee examining the merits of a bill by senator Mehreen Faruqi that would amend ARC legislation to achieve this.

Supporting the bill, ANU vice-chancellor Brian Schmidt said the minister's veto power was a "serious problem" that was compromising universities' ability to attract and retain world-class academics, saying the issue had been raised with him by top researchers from overseas competitor institutions.

"People around the globe who I talk to, trying to recruit [them] to come to Australia, have noticed what's going on. [They] have expressed their concerns to the point of saying 'I am not going to come to Australia until you sort this out'," Professor Schmidt told the inquiry. "It is literally affecting my ability to attract talent to Australia".

Professor James McCluskey, University of Melbourne deputy vice-chancellor research, said the veto power was a "significant departure from world's best practice", noting that research councils in the US and UK were autonomous and not subject to ministerial intervention.

Western Sydney University had two grants vetoed in the 2022 funding round, with deputy vice-chancellor Deborah Sweeney telling the inquiry the intervention had had "a chilling, devastating and demoralising effect" on those researchers.

The ANU, University of Melbourne, Western Sydney University and the University of Tasmania support removing the veto power – a position that has been also been endorsed by Universities Australia and Group of Eight lobby groups.

But some universities – including the Australian Catholic University and Queensland University of Technology – have departed from this view arguing that the ministerial veto should be rarely used, but not be scrapped entirely. Instead, they support legislative changes that would improve transparency over the decision-making process, such as requiring the minister to provide an explanation to the Parliament detailing why projects were rejected.

Dr John Byron, from QUT, said completely removing the veto power was not “politically realistic or necessarily democratically desirable”, telling the inquiry that the principles of responsible government meant the minister must retain oversight of funding decisions.

Monash University deputy vice-chancellor Rebekah Brown said the lack of transparency in the veto process was diminishing credibility in the ARC’s peer-review process, and gave evidence about how a project vetoed in 2018 had significantly affected the university’s broader program of humanities research.

“The project was eventually funded two years later, but missed a significant opportunity in those intervening two years to make a global impact [and] to collect really important data during that two-year period,” she said.

Under the ARC process, an independent college of experts reviews the grant applications, worth between \$30,000 and \$500,000 a year, and makes recommendations for approval.

The six rejected projects included one about student climate protests and democracy, and one about religion in science fiction and fantasy novels. Two were about modern China, and two were about English literature.

Mr Robert has claimed that the six projects, which were all recommended for approval by the ARC, did not demonstrate value for taxpayers’ money or contribute to the national interest. He approved 98.8 per cent of projects recommended.

Universities Australia statement to Senate Education and Employment Legislation Committee on the Australian Research Council Amendment (Ensuring Research Independence) Bill 2018

<https://www.universitiesaustralia.edu.au/media-item/arc-statement-senate-committee/>

Unis responding to the pain of Ukraine. Campus Morning Mail

Late Thursday **ANU announced** it was “suspending all ties and activities with Russian institutions, indefinitely and with immediate effect,” in response to Russia’s invasion of Ukraine.

To which some **ANU academics responded** first thing Friday with an open letter warning that this “will have a devastating effect on those academics in Russia who strive for international collaboration and thus slow down the country’s descent into the dark ages” and be bad for, “ANU academics and students involved in Russian studies and collaborations, their ongoing and future projects.”

Signatories urge “a better-targeted response” to “President Putin’s unspeakable aggression against Ukraine.”

However **ANU states**, “The university has not mandated any restrictions on an individual’s interactions with colleagues, except those that would come under the remit of foreign interference.”

Critics at ANU might be happier with the statement from the **Group of Eight** (of which ANU is a member), “condemning Russia’s attack on Ukraine’s people and sovereignty.” The Eight offer “counselling and other assistance to international students and faculty affected by the crisis.” But “solidarity with the global research community” in condemning the attack is as far as it goes.

Another Group of Eight member, **Uni Sydney**, protested the invasion by joining other unis with carillons by playing Ukrainian songs on theirs. “Our university is committed to the principles of equality and accountability that underwrite the value of democracy. In keeping with these cherished principles, we support the continuity of Ukrainian sovereignty,” **VC Mark Scott** said Thursday.

However **La Trobe U** chose the ANU way. Late Friday **VC John Dewar** told staff the university has no research or education partnerships with Russian institutions and will keep it that way. “We encourage our academics to cease any research collaborations with Russian institutions.

More international students arrived. Campus Morning Mail

The Bureau of Stats reports 28 000 or so international students arrived in December way up on the 230 (no zeros missing) who did in December '20.

Which is **good** – but **not compared to 2019**. Last year was down **24.7 per cent** on December '19.

Nearly **22 000 of last December's arrivals** were HE undergraduates – there were **1760 PG researchers**.

Over **two-thirds** of the December '21 student arrivals **landed in Sydney** with Victoria accounting for most of the rest. Somehow, 130 made it into **WA**.

Behind the Line Poverty and Disadvantage in Australia in 2022

<https://bcec.edu.au/assets/2022/03/BCEC-Poverty-and-Disadvantage-Report-March-2022-FINAL-WEB.pdf>

An increase of \$20 per day in the JobSeeker base rate combined with a 30 per cent increase in rent assistance (\$21.42 per week) would virtually eliminate severe poverty in Australia.

Uni of Melbourne banned by Snow Medical Research Foundation. The Australian

One of Australia's largest private benefactors to university research, the Snow Medical Research Foundation, has banned the University of Melbourne from future grants because its latest honorary doctorates awarded last week went to six white men, leaving out women and people from other diverse backgrounds.

Speaking on International Women's Day, Snow Medical chair Tom Snow said he was "deeply upset" by the university's decision to go ahead with the ceremony, which was shown in a photo on the university's website.

"That photo was sending a message to every young woman trying to achieve in their fields that no matter how hard you work, white men will be awarded ahead of you," he said. "This is their most prestigious award. It should be an opportunity to inspire."

Mr Snow, a former University of Melbourne Rhodes Scholar whose family owns Canberra Airport, is major figure in Australian medical research. In the past four years, his foundation has [committed nearly \\$100m](#) to research projects, with University of Melbourne researchers receiving \$16m, and other major grants going to Monash University, the Australian National University and medical research institutions.

In a further blow to the University of Melbourne, political leaders from both sides backed Snow Medical's action.

Opposition education spokeswoman Tanya Plibersek said she sincerely hoped it would lead to change. "Good on Snow Medical for taking a stand like this. There are many women and people of diverse backgrounds who deserve to have their achievements recognised too," she said.

Federal Financial Services Minister Jane Hume, a University of Melbourne graduate, said she expected the university to do better. "I find it incredible they couldn't find as least one female recipient. This perpetuates the problem which several University of Melbourne academics can tell you (about)," she said.

Doug Hilton, head of WEHI medical research institute which has close ties with the University of Melbourne, said Snow Medical's move had sent repercussions through the Australian academic community. "To me it's fabulous when a foundation or funding organisation links their culture or aspirations to the money," he said.

University of Sydney deputy vice-chancellor (research) Duncan Ivison said Snow Medical was a "really exceptional foundation" and its statement had given universities a "great challenge".

“It provides a very strong incentive for universities to walk the walk and not just talk the talk. I’m sure Melbourne is really committed to addressing the issue.”

Robyn Ward, pro vice-chancellor of the University of Sydney’s Faculty of Medicine and Health, said from her personal perspective, the honorary doctorates awarded by the University of Melbourne were “a window into a wider problem” of lack of diversity in universities and poor representation of women at senior levels.

Mr Snow said he had sought an explanation from the university after last week’s honorary doctorate ceremony, but was “underwhelmed – I don’t think they appreciated there is a deep cultural issue at the university.”

He said it was a “failure from the top”, given the chancellor, barrister Allan Myers, and vice-chancellor Duncan Maskell sit on the committee that selects awardees for honorary doctorates.

The University of Melbourne said it was ready to confer honorary doctorates to additional people last week including three women and an indigenous man. But because they were unable to attend in-person, they missed the event and will receive their awards later.

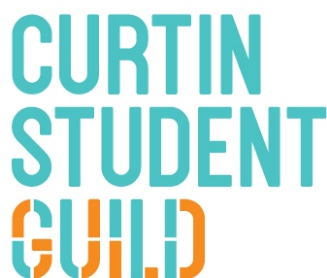
Mr Snow said the university should have responded by postponing last week’s event. “Not one person along the way said ‘it’s not right, we should be deferring the ceremony’,” he said.

The university went ahead and conferred honorary doctorates last week on businessman Leigh Clifford, former Australian Competition and Consumer Commission chair Alan Fels, genomics researcher Sir Peter Donnelly, IP lawyer Francis Gurry, veterinarian Mark Schipp, and veterinary researcher Colin Wilks.

In a statement, the University of Melbourne acknowledged there were areas where it needed to improve in its approach to diversity, but said that Snow Medical had made its decision on the basis of a single event.

“This event is not a true reflection of who we are as a university and the steps we are taking, and continue to take, to build a diverse university community, reflective of broader society,” it said.

It also noted that five of six recent appointees to its senior leadership roles were women.



Student Guild of Curtin University

Representation Board – Meeting #5

To be held at 5:30PM on Thursday the 17th of March 2022

In Council Chambers

Item for Discussion: COVID-19 Update

Action: That the Representation board discuss the COVID-19 Update.

Motion: That the Representation board notes the COVID-19 Update.

Moved: Theodora Rohl

Seconded:

Current measures

The current campus measures are:



Mandatory Vaccination

Since last Reps Board, a campus-wide vaccination mandate has been put into place. All staff, students, visitors and others who wish to attend a Curtin campus or facility, or participate in a University activity, must provide the University with evidence they have received:

- at least one dose of a COVID-19 vaccine by 21 February,
- a second dose of a COVID-19 vaccine by 21 March 2022, and
- after 21 March 2022, people will also need to provide evidence they have received a third or booster within one month of becoming eligible.

As of 3rd March:

- Approx. 90% of students are compliant with the mandate
- Of those who are non-compliant:
 - 82.6% are domestic
 - 14.1% are international
- Spot-checks are being administered by COVID marshals

Academic measures

The current approach is to **maintain face-to-face learning for as long as it is safe to do so**. This means that classes should be COVID-safe, including:

- Mask-wearing when indoors, except when teaching
- Allowing online options for students who request it, even if the unit is fully face-to-face
- Having classes in rooms that are adequately ventilated
- Following capacity limits
- Properly sanitising the classrooms between tutorials

Please alert Theodora, Madison and the relevant Faculty Representative as soon as you become aware of a unit that is not following the above guidelines.

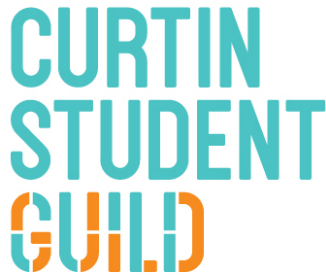
It is expected that the disruptions due to COVID will influence students' grades, so the following academic measures are being put into place.

- Self-certifications are permitted for 5 days
 - If a student has a study load of >50 CR, they will have two self-certifications in each study period
 - If a student has a study load of <50 CR, they will have one self-certification in each study period
- If students must self-certify for longer than 5 days, for example if they can't leave the house to get a test, they must accompany their request by an explanation of their circumstances, and reasonable approval should not be withheld.
- Permitted evidence of having COVID for the purposes of extensions are:
 - Evidence of a positive COVID-19 PCR test,
 - Evidence of a positive COVID-19 RAT test,
 - A requirement to isolate, or
 - A valid medical certificate
- Extension requests for longer than 5 days will be granted if you have evidence of having COVID
- You can withdraw without penalty at any time of the semester if you have been negatively affected by COVID
- Changes to assessments can be made after the publication of the unit outline
- Assessment deadlines may be deferred within the study period at the discretion of the Unit Coordinator. Such amendments will be applied consistently across the cohort
- Face-to-face exams may be scheduled, but backup alternatives must be prepared
- More units are allowing further assessments
- The Assessment Quality Process data collection and reporting process is suspended in 2022. This will free up lots of time for Unit Coordinators

The information and representations above are accurate at time of writing (11/3/22).

Confidentiality:

Open



Student Guild of Curtin University

Representation Board – Meeting #5

To be held at 5:30PM on Thursday the 17th of March 2022

In Council Chambers

Item for Discussion: Strategic Plan 2030

Action: That the Representation board discuss the Strategic Plan 2030.

Moved: Theodora Rohl

Seconded:

Background:

Background and attachments to be circulated separately.

Confidentiality:

Open

2030 Strategic Plan: How Curtin will make a difference

March 2022

Developing Curtin's 2030 Strategic Plan

As part of the process for developing the next University Strategic Plan we are seeking input from a diverse group of stakeholders on:

How Curtin will be making a difference in 2030?



Reflections from our Vice-Chancellor

Gallop-Purdue Index Recipe for Student Success

1. A professor who made them excited about learning
2. A professor who cared about them as a person
3. A mentor who encouraged them to pursue their goals and dreams
4. They worked on a long-term project that took more than a semester to complete
5. They had a job or internship where they applied what they were learning
6. They were involved in extra-curricular activities



A Place to Live and a Place to Learn

UniLodge



ST CATHERINE'S
COLLEGE



Curtin University

Multiple Opportunities for Extracurricular Activity



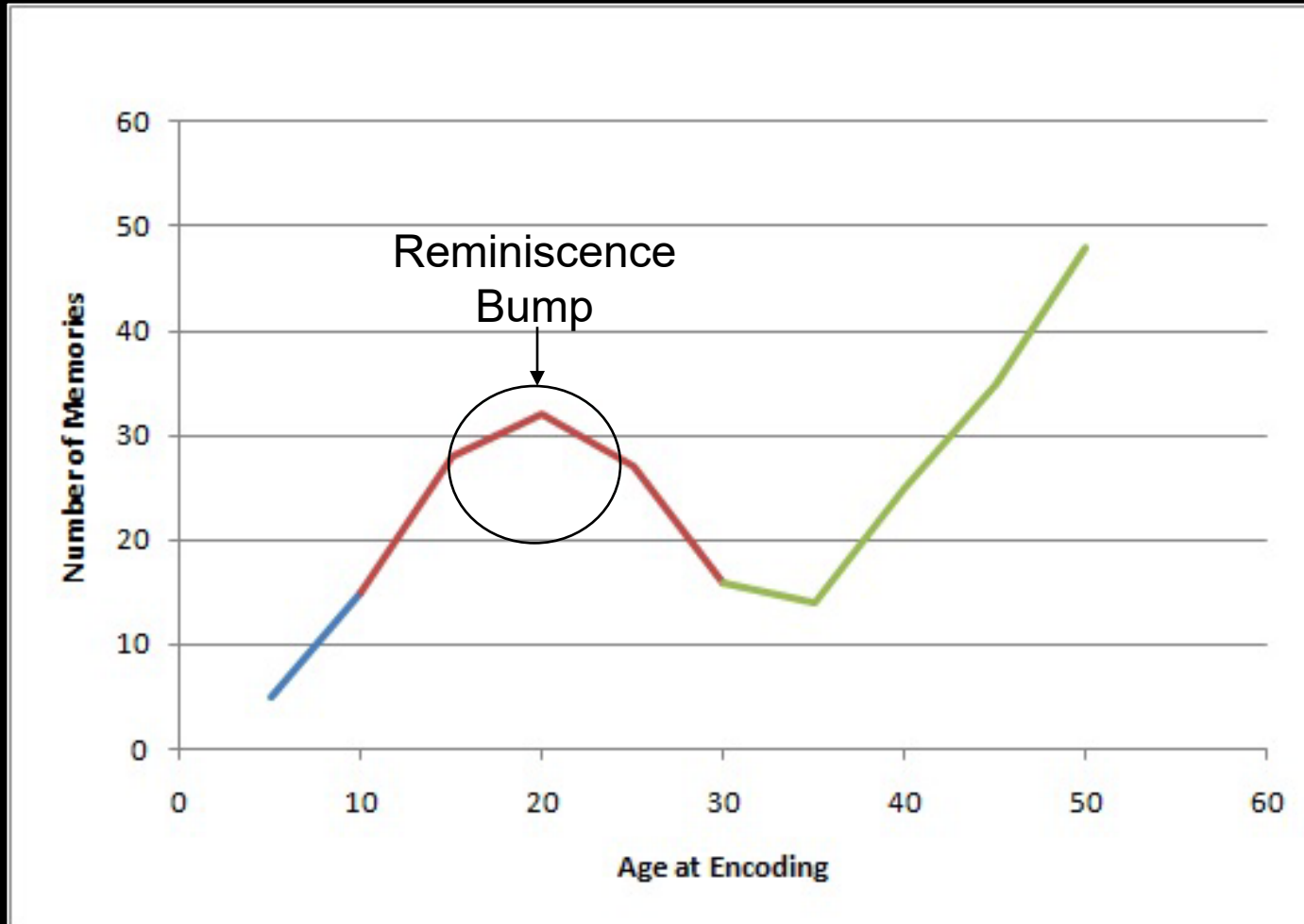
Healthy Campus Lifestyle



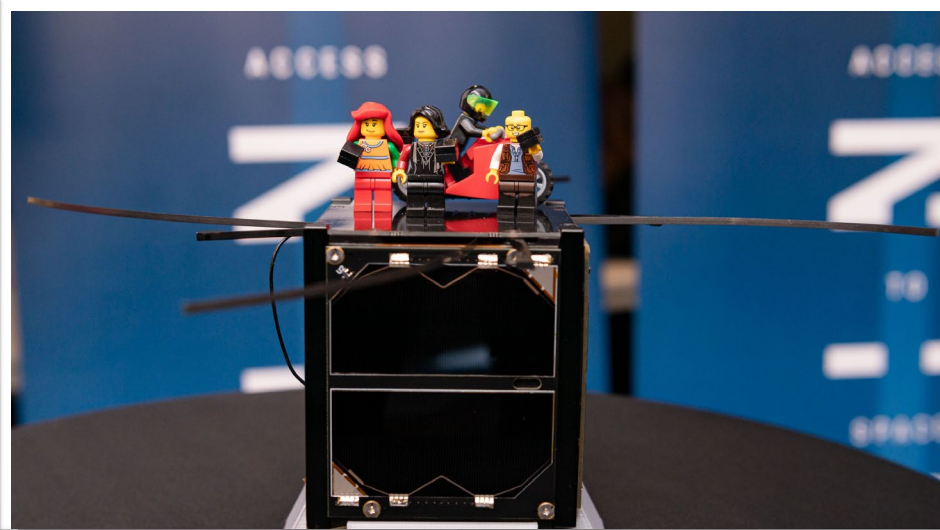


Curtin Volunteers: Giving Back to the Community

Making Memories



Making a Difference...





Developing the 2030 Strategic Plan

Curtin 2030 Strategic Plan Framework

Deliver inspirational and life-changing experiences (and outcomes) for students, staff and stakeholders through a strategy presented in a new framework of **People, Planet and Partnerships**, underpinned by **Curtin's values** with **innovation** at our heart.



Positioning Curtin for 2030



**How would you like to see
Curtin making a difference in
2030?**



Thank you

PLEASE SEND ANY ADDITIONAL FEEDBACK OR IDEAS
THROUGH TO:

strategicplanning@curtin.edu.au

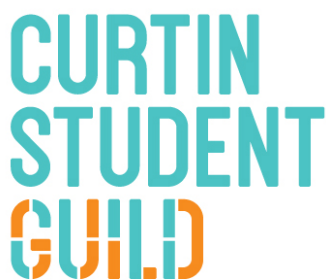


“...above all things, the University must have a soul. In it the divine spirit of service, and sacrifice for service, must pervade all its works”.

John Curtin

Courage; Respect; Integrity

The West Australian, The Views of Labour, April 16, 1932



Student Guild of Curtin University

Representation Board - Meeting #4

To be held at 5:30pm on Thursday the 17th of March 2022

In Council Chambers

Item For Discussion: AISA Affiliation

Referred by: Exec Committee

Item drafted by: February (VPA)

Action: That the Representation board discuss AISA Affiliation.

Background:

A new organisation called the Australian International Students Association (AISA) has been created in answer to concerns with corruption and discontent with the Council of International Students Australia (CISA).

The Curtin Student Guild may or may not affiliate to this body.

Hesitation around affiliating to AISA stems from cautions left over from CISA and that it is a very new organisation. In its favour, it is endorsed by the National Union of Students (NUS).

Points of interest in the AISA constitution:

- Affiliation Fee of ~\$5000 per year (based on a very rough estimate)
- Our representative would wield 2 out of a possible 3 votes (based on recent enrolment data)
- Our organisation's votes would be exercised by the International Student Committee President
- There is no clauses that would make it difficult to disaffiliate if we had concerns after one year (e.g. we are not required to hold a referendum or particular vote)
- There is a clause (15-8) that would prevent the Guild commencing legal proceedings under certain circumstances

The Representation Board is being asked to consider the input of the ISC President, discuss whether the Curtin Student Guild should affiliate to AISA and make a recommendation to Guild Council. If no consensus is reached the Chair of Reps Board will provide Guild Council with a summary of the perspectives at Representation Board.

Attached:

AISA Constitution

AISA Briefing Document

Confidentiality:

Open

AISA Briefing Paper

Why AISA?

National representation

International students face many unique challenges to accessing high-quality education and maintaining a good quality of living, and a peak representative body to represent their interests and co-ordinate the work of ISAs across Australia is crucial in realising this aspiration.

Further to this, the Commonwealth Government provides significant opportunities for national international student representatives (currently CISA) to steer government and industry decision making through high-level government forums. A privilege not afforded to other organisations such as NUS and CAPA.

Unfortunately, CISA no longer operates to the high standards that international students and our representative bodies on campus deserve or rely on.

This is why it is critical student associations and ISAs come together to support a genuine and effective peak body for international students in Australia.

The problems with CISA

Incorrect legal structure – CISA is a not-for-profit incorporated in the state of Victoria, which means it is legally established to operate within Victoria, not nationally.

Lack of accountability to members/Lack of independence from government & industry – CISA receives only a small affiliation fee from its members, and significantly more from government grants and corporate sponsorships, leaving it reliant on the organisations it exists to hold to account.

As an example of their dependence on commercial interests, their standing Returning Officer is an employee of ISANA, an industry association which represents institutions and companies which profit off international education.

To make this problem worse – the current administration of CISA have prevented student associations from joining to maintain their political control over the organisation, putting CISA in a position where it no longer listens to or represents the overwhelming majority of international students and associations in Australia.

Lack of transparency/Poor governance & financial management – CISA has no professional administrative or governance support, leading to poor governance and management processes.

They also suffer from a lack of transparency for both their members and directors – demonstrated by multiple examples of withholding financial reports and information from both members and directors which they are entitled to receive by law.

[How AISA will prevent these issues from repeating:](#)

AISA will be established as a Company Limited by a Guarantee, giving it the correct legal structure to operate Australia wide, and form a legal relationship with student organisations in every state and territory.

AISA will be bound by its own constitution to affiliate all genuine student representative organisations which represent international students (except as allowed by its rules, such as where an organisation is not student controlled, or is bankrupt).

AISA will establish financial independence from government and industry, by raising a modest revenue from member organisations, and operating efficiently through partnership with the NUS.

AISA will maintain an explicit constitutional right for members and directors to view relevant records, notices, minutes, resolutions and financial documents (including financial reports). It will seek to partner with the NUS to receive administrative support, to maintain professional financial and reporting processes.

Constitution Summary

Company Limited by a Guarantee

Established to operate nationally within Australia, to be set up and continue as a Charity.

Charitable Purposes

AISA's object is to advance education by pursuing the following Charitable Purposes:

- (a) representing and promoting the interests of international students and their representative organisations in Australia;
- (b) providing a democratic and independent forum for the representation of international students and their representative organisations on a state and national level;
- (c) advancing international student perspectives on politics and social issues in the broader community;
- (d) advancing the quality of education provided to international students;
- (e) striving for greater recognition and quality of the academic qualifications and awards provided by post-secondary education institutions;
- (f) advocating for greater academic and professional support for international students;
- (g) promoting the health, welfare and equal opportunity of international students;
- (h) promoting the engagement, social life and cultural activities of international students;
- (i) promoting the values of student unionism, and co-operation and community between international students;
- (j) affiliating and associating organisations of international students, and supporting and co-ordinating the activities of those organisations;
- (k) co-operating with and affiliating to organisations which have similar purposes in whole or in part; and
- (l) providing quality services to international students.

Membership

The membership is divided into two membership classes: Member Organisations and Associate Members.

Member Organisations are student unions/associations or international student associations which represent all students/international students of at least one level of study, on at least one campus of a post-secondary education institution in Australia.

The Board cannot refuse membership to a Member Organisation except for the limited reasons set out in the rules (i.e. not a genuine student controlled association, bankrupt).

Associate Members are organisations (not individual people) who are not eligible to be Member Organisations, but meet criteria set out by the Board once AISA is established. This may include organisations such as the Indian Students Association of Victoria or Malaysian Students Council of Australia.

Affiliation Fees

Affiliation fees for Member Organisations are set at 0.15% of funding that organisation receives from their education institution (calculated in a similar (simplified) way, but at a smaller amount, as the minimum NUS affiliation fee).

General Meetings/Elections

Member Organisations receive the following votes based on the number of enrolled international students they represent: 1-5000 students – one; 5001 – 15000 – two; 15001 or more – three; in both General Meetings and elections.

Associate Members are non-voting.

The Annual General Meeting and election is held in November each year but may be held in October if required.

Board

The board is made up of the National and State Officers, the six Ordinary Directors, and up to two Independent Directors (all voting).

Officers

The National Officers are the President, Secretary, Treasurer, Education Officer, Welfare Officer, and Women's Officer.

The State Officers are the State President of each state or territory with Member Organisations.



Australian International Students Association

Constitution

Australian International Students Association Ltd

ABN:

ACN:

CONTENTS

PRELIMINARY	5
1. Name	5
2. Type of Company	5
3. Limited liability of Members	5
4. The Guarantee	5
CHARITABLE PURPOSE AND POWERS	5
5. Purpose	5
6. Powers	6
7. Application of income and property	6
MEMBERSHIP	7
8. Membership classes	7
9. Eligibility	7
10. Application	7
11. Admission	8
12. Cessation of membership	8
13. Affiliation fees	9
14. Register of Members	10
DISPUTE RESOLUTION AND DISCIPLINARY PROCEDURES	11
15. Dispute resolution	11
16. Disciplining Member Organisations	12
17. Disciplining Associate Members	13
GENERAL MEETINGS	14
18. Annual General Meeting	14
19. Convening General Meetings	15
20. Notice of General Meetings	15
21. Auditor's right to attend General Meetings	16
22. Quorum at General Meetings	16
23. Chairperson at General Meetings	17
24. Method of voting	17
25. Voting rights	18
26. Proxies	19
27. Seconding	19
28. Use of technology at meetings	19
29. Adjournment of General Meetings	20

30.	Members' resolutions and statements	20
31.	Resolutions without meetings	20
DIRECTORS		21
32.	Number of Directors	21
33.	Composition of the Board	21
34.	Eligibility	21
35.	Election and appointment of Directors	21
36.	Term of office	22
37.	Ceasing to be a Director	22
38.	Effect of casual vacancy	23
39.	Defects in appointment of Directors	23
DIRECTORS MEETINGS		23
40.	Meetings of the Board	23
41.	Convening Board meetings	23
42.	Notice of Board meetings	23
43.	Chairperson for Board meetings	24
44.	Quorum at Board meetings	24
45.	Use of technology to hold Board meetings	24
46.	Voting at Board meetings	25
47.	Resolutions without meetings	25
POWERS OF DIRECTORS		25
48.	Powers of the Board	25
49.	Delegation of powers	26
50.	Regulations	26
51.	Establishment of subcommittees	26
52.	Chief Executive Officer	26
DIRECTORS DUTIES		27
53.	Duties of Directors	27
54.	Conflicts of interest	27
OFFICERS		28
55.	National Officers	28
56.	President	28
57.	Secretary	29
58.	Treasurer	29
59.	Education Officer	29

60.	Welfare Officer	29
61.	Women's Officer	30
62.	State Officers	30
ELECTIONS		30
63.	Elections at Annual General Meeting	30
64.	Nominations	31
65.	Notice of Election	31
66.	Method of Election	31
ADMINISTRATION		31
67.	Minutes and related records	31
68.	Finance and related records	32
69.	Directors access to records	32
70.	Members access to records	33
71.	Financial year	33
72.	Audit	33
73.	Execution of documents	33
74.	Alteration of Constitution	33
75.	Notices	33
76.	Indemnity and insurance	34
77.	Winding up	34
INTERPRETATION		35
78.	Exclusion of replaceable rules	35
79.	Definitions	35
80.	Interpretation	36

PRELIMINARY

1. Name

1.1 The name of the Company is Australian International Students Association Ltd (AISA).

2. Type of Company

2.1 AISA is a not-for-profit public company limited by guarantee which is established to be, and to continue as, a charity.

3. Limited liability of Members

3.1 The liability of Members is limited to the guarantee in clause 4.

4. The Guarantee

4.1 Each Member must contribute an amount not more than \$10 (the Guarantee) to the property of the company if the company is wound up while the Member is a Member, or within 12 months after they stop being a Member, and this contribution is required to pay for the:

- (a) debts and liabilities of the company incurred before the Member stopped being a Member, or
- (b) costs of winding up.

CHARITABLE PURPOSE AND POWERS

5. Purpose

5.1 AISA's object is to advance education by pursuing the following Charitable Purposes:

- (a) representing and promoting the interests of international students and their representative organisations in Australia;
- (b) providing democratic and independent representation for international students and their representative organisations on a state and national level;
- (c) advancing international student perspectives on politics and social issues in the broader community;
- (d) advancing the quality of education provided to international students;
- (e) striving for greater recognition and quality of the academic qualifications and awards provided by post-secondary education institutions;
- (f) advocating for greater academic and professional support for international students;

- (g) promoting the health, welfare and equal opportunity of international students;
- (h) promoting the engagement, social life, and cultural activities of international students;
- (i) promoting student unionism, and co-operation and community between international students;
- (j) affiliating and associating organisations of international students, and supporting and co-ordinating the activities of those organisations;
- (k) co-operating with and affiliating to organisations which have similar purposes in whole or in part; and
- (l) providing quality services to international students.

6. Powers

- 6.1 Subject to clause 7, AISA has the following powers, which may only be used to carry out its Charitable Purposes:
- (a) the powers of an individual, and
 - (b) all the powers of a company limited by a guarantee under the Corporations Act.

7. Application of income and property

- 7.1 AISA must not distribute any income or assets directly or indirectly to its Members, except as provided in subclause 2 and clause 77.2.
- 7.2 Subclause 1 does not stop AISA from doing the following things, provided they are done in good faith:
- (a) paying a Member for goods or services they have provided or expenses they have properly incurred at fair and reasonable rates or rates more favourable to AISA.
 - (b) making payment to a Member in carrying out AISA's Charitable Purposes.
- 7.3 AISA must not pay fees to a Director for acting as a Director.
- 7.4 Notwithstanding subclause 3, AISA may pay fees to a National or State Officer for acting as a National or State Officer.
- 7.5 Any payment made under subclause 4 must be approved by the Member Organisations at a General Meeting.
- 7.6 AISA may:
- (a) pay a Director for work they do for AISA, if the amount is no more than a reasonable fee for the work done; or

(b) reimburse a Director for expenses properly incurred by the Director in connection with the affairs of AISA.

7.7 Any payment made under subclause 6 must be approved by the Board.

7.8 AISA may pay premiums for insurance indemnifying Directors, as allowed by law (including the Act) and this Constitution.

MEMBERSHIP

8. Membership classes

8.1 AISA will have the following membership classes:

- (a) the Member Organisations, and
- (b) the Associate Members.

9. Eligibility

9.1 To be eligible for membership, an organisation must be committed to the Charitable Purposes of AISA and meet the eligibility criteria of at least one Membership Class.

9.2 The eligibility criteria for application as a Member Organisation are that the organisation:

- (a) is controlled by students,
- (b) has a committee of management or board of directors whose membership is majority students, and
- (c) represents all international students of at least one level of study (i.e., Undergraduate) on at least one campus at an Australian post-secondary education institution.

9.3 The eligibility criteria for application as an Associate Member are that the organisation:

- (a) is not eligible for application as a Member Organisation, and
- (b) any other criteria determined by the Board from time to time.

10. Application

10.1 An organisation may apply to become a Member of AISA by submitting an application in the form determined by the Board from time to time to the Secretary.

10.2 An applicant must agree in writing that they:

- (a) want to become a Member,

- (b) support the Charitable Purposes of AISA, and
- (c) agree to comply with AISA's Constitution, including paying the Guarantee if required.

11. Admission

- 11.1 The Board must consider an application for membership within a reasonable time after the Secretary receives the application.
- 11.2 The Board must consider each application for admission as a Member Organisation and can only reject an application if the organisation does not meet the eligibility criteria set out in this Constitution, otherwise it must accept the application.
- 11.3 The Board may consider whether to accept or reject each application for Associate Membership in its sole discretion, using such criteria as the Board alone may determine. The Board is not bound to give reasons for the acceptance or rejection of any application.
- 11.4 If an application is accepted, the Secretary must:
- (a) enter the applicant's details into the Register as soon as practicable, and
 - (b) send written notice of the acceptance to the Member.
- 11.5 An applicant is admitted as a Member of AISA when the organisation's name is entered into the Register.
- 11.6 If the Board rejects an application, the Secretary must send written notice of the rejection to the applicant as soon as practicable.

12. Cessation of membership

- 12.1 An organisation ceases to be a Member if they:
- (a) are wound up or otherwise dissolved or deregistered;
 - (b) resign, by writing to the Secretary;
 - (c) are expelled in accordance with this Constitution;
 - (d) are determined by the Board to be an untraceable Member after failing to respond within six months to a written request from the Secretary that they confirm in writing that they want to remain a Member;
 - (e) fail to satisfy the relevant eligibility requirements for their Membership Class and the Membership is not transferred to another Membership Class; or
 - (f) become bankrupt or insolvent.

- 12.2 A Member whose Membership is terminated will be liable for all monies due by that Member to AISA in addition to any sum not exceeding the Guaranteed Amount for which the Member is liable under this Constitution.
- 12.3 There will be no liability for any loss or injury suffered by a Member as a result of any decision made in good faith under this clause.
- 12.4 Any organisation who for any reason ceases to be a Member must not represent themselves in any manner as being a Member.

13. Affiliation fees

- 13.1 There are no entrance fees payable by Member Organisations.
- 13.2 Subject to subclause 3, each Member Organisation must pay an annual affiliation fee equal to 0.15% of the total funding they receive from their relevant education institution.
- 13.3 Where a Member Organisation (such as an international student association or student representative council) receives its funding from a student association or similar organisation (their parent organisation), the total funding used to calculate their annual affiliation fee shall be the total funding received by their parent organisation from its relevant education institution.
- 13.4 For the purpose of this clause, funding received includes all funding paid by an education provider to the Member Organisation or their parent organisation including from the provider's general revenue, SSAF revenue, student union fees, and otherwise.
- 13.5 In determining each Member Organisation's annual affiliation fee, the Board may rely on the Member's most recent financial reports, as well as any information reported by the Member or education institution.
- 13.6 The amount of any entrance fee, subscription or other charge payable by Associate Members must be determined by the Board.
- 13.7 The annual affiliation fee is for the period 1 July to 30 June each year.
- 13.8 The annual affiliation fee is due on 30 June each year.
- 13.9 The Board must invoice all Members for their annual affiliation fee no later than 31 March each year.
- 13.10 The voting and all other membership rights of a Member that has not paid their annual affiliation fee by the due date are suspended until the annual affiliation fee is paid.

- 13.11 A Member Organisation is not entitled to vote at a General Meeting in the financial year it is admitted to AISA until it has paid the annual affiliation fee for that financial year.
- 13.12 Neither the Board nor a General Meeting can overturn the suspension of voting rights under this clause.
- 13.13 The annual affiliation fee is taken to have been paid by a Member when that money is in AISA's bank account and available to be spent by AISA.
- 13.14 Member Organisations must pay interest on overdue annual affiliation fees at a rate equal to AISA's overdraft rate, or the rate that it would pay if it were in overdraft.
- 13.15 If the Board is satisfied that a Member Organisation has a good reason for not paying its annual affiliation fee by the due date, it may by resolution passed by an absolute majority waive liability for some or all of the interest under subclause 14 (but not the annual subscription).
- 13.16 A Member that ceases to be a Member remains liable for the full annual affiliation fee for the financial year it ceases to be a Member.

14. Register of Members

- 14.1 AISA must establish and maintain a register of Members. The register of Members must be kept by the Secretary and must contain:
- (a) for each current Member
 - i. membership class,
 - ii. name,
 - iii. address,
 - iv. any alternative address nominated by the Member for the service of notices,
 - v. the level(s) of study of students the Member represents (Member Organisations),
 - vi. the campus(es) of study of students the Member represents (Member Organisations), and
 - vii. the date the Member was entered on to the Register.
 - (b) for each organisation which stopped being a Member in the last seven years:
 - i. name,
 - ii. address,

- iii. any alternative address nominated by the Member for the service of notices, and
 - iv. date the membership started and ended.
- 14.2 AISA must give current Members access to the Register of Members.
- 14.3 Information that is accessed from the Register of Members must only be used in a manner relevant to the interests or rights of Members.

DISPUTE RESOLUTION AND DISCIPLINARY PROCEDURES

15. Dispute resolution

- 15.1 The dispute resolution procedure in this clause applies to disputes under this Constitution or the exercise of a power or function under this Constitution between a Member or Director and:
- (a) one or more Members
 - (b) one or more Directors, or
 - (c) AISA.
- 15.2 A Member must not start a dispute resolution procedure in relation to a matter which is the subject of a disciplinary procedure until the disciplinary procedure is completed.
- 15.3 Those involved in the dispute must try to resolve it between themselves within 14 days of knowing about it.
- 15.4 If those involved in the dispute do not resolve it under subclause 3, they must within ten days:
- (a) tell the Board about the dispute in writing,
 - (b) agree or request that a mediator be appointed, and
 - (c) attempt in good faith to settle the dispute by mediation.
- 15.5 The mediator must:
- (a) be chosen by agreement of those involved, or
 - (b) where those involved do not agree:
 - i. for disputes between Members, a person chosen by the Board, or
 - ii. for other disputes, a person chosen by either the Commissioner of the ACNC or the president of the Law Institute of Victoria.
- 15.6 A mediator chosen by the Board under this clause:

- (a) must not have a personal interest in the dispute, and
- (b) must not be biased towards or against anyone involved in the dispute.

15.7 When conducting the mediation, the mediator must:

- (a) allow those involved a reasonable chance to be heard,
- (b) allow those involved a reasonable chance to review any written statements,
- (c) ensure those involved are given natural justice, and
- (d) not make a decision in the dispute.

15.8 A Member or Director must not commence a formal legal proceeding (except for interlocutory relief) in relation to a dispute under this Constitution unless and until they have complied with this dispute resolution procedure.

16. Disciplining Member Organisations

16.1 In accordance with this clause, the Board may resolve to warn, or move that a General Meeting consider the suspension of a Member Organisation from AISA if the Board considers that:

- (a) the Member Organisation has breached the Constitution; or
- (b) the Member Organisation's behaviour is causing, has caused, or is likely to cause harm to AISA.

16.2 At least seven days before the Board meeting at which a resolution under subclause 1 will be considered, the Secretary must notify the Member Organisation in writing:

- (a) that the Board are considering a resolution to warn, or move that a General Meeting consider the suspension of the Member Organisation,
- (b) that this resolution will be considered at a Board meeting and the date of this meeting,
- (c) what the Member Organisation is said to have done or not done,
- (d) the nature of the resolution that has been proposed, and
- (e) that the Member Organisation may provide an explanation to the Board, and details of how to do so.

16.3 Before the Board passes any resolution under subclause 1, the Member Organisation must be given a chance to explain or defend themselves by:

- (a) sending the Board a written explanation before that Board meeting, and/or
- (b) speaking at the meeting.

- 16.4 After considering any explanation under subclause 3 the Board may:
- (a) take no further action;
 - (b) warn the Member Organisation; or
 - (c) require that a General Meeting consider whether or not to suspend the Member Organisation.
- 16.5 The Board cannot suspend a Member Organisation.
- 16.6 AISA can only suspend a Member Organisation for a maximum period of two years in each instance.
- 16.7 AISA cannot expel a Member Organisation.
- 16.8 AISA cannot fine a Member Organisation.
- 16.9 The Secretary must give written notice to the Member Organisation of the decision under subclause 4 as soon as possible.
- 16.10 Disciplinary procedures must be completed as soon as reasonably practical.
- 16.11 There will be no liability for any loss or injury suffered by the Member Organisation as a result of any decision made in good faith under this clause.

17. Disciplining Associate Members

- 17.1 In accordance with this clause, the Board may resolve to warn, suspend or expel an Associate Member from AISA if the Board considers that:
- (a) the Associate Member has breached the Constitution; or
 - (b) the Associate Member's behaviour is causing, has caused, or is likely to cause harm to AISA.
- 17.2 At least seven days before the Board meeting at which a resolution under subclause 1 will be considered, the Secretary must notify the Associate Member in writing:
- (a) that the Board are considering a resolution to warn, suspend or expel the Associate Member,
 - (b) that this resolution will be considered at a Board meeting and the date of this meeting,
 - (c) what the Associate Member is said to have done or not done,
 - (d) the nature of the resolution that has been proposed, and
 - (e) that the Associate Member may provide an explanation to the Board, and details of how to do so.

- 17.3 Before the Board passes any resolution under subclause 1, the Associate Member must be given a chance to explain or defend themselves by:
- (a) sending the Board a written explanation before that Board meeting, and/or
 - (b) speaking at the meeting.
- 17.4 After considering any explanation under subclause 3 the Board may:
- (a) take no further action;
 - (b) warn the Associate Member;
 - (c) suspend the Associate Member's rights as a Member for a period of no more than 12 months;
 - (d) expel the Associate Member;
 - (e) refer the decision to an unbiased, independent person on condition that the Board considers appropriate (however, the person can only make a decision that the directors could have made under this clause); or
 - (f) require the matter be determined at a General Meeting.
- 17.5 AISA cannot fine an Associate Member.
- 17.6 The Secretary must give written notice to the Associate Member of the decision under subclause 4 as soon as possible.
- 17.7 Disciplinary procedures must be completed as soon as reasonably practical.
- 17.8 There will be no liability for any loss or injury suffered by the Associate Member as a result of any decision made in good faith under this clause.

GENERAL MEETINGS

18. Annual General Meeting

- 18.1 The Board must call and arrange to hold an Annual General Meeting:
- (a) no earlier than 1 October, and
 - (b) no later than 30 November each year.
- 18.2 The business of an Annual General Meeting may include the following, even if not referred to in the notice of meeting:
- (a) the consideration of the annual financial statements and any auditor's report;
 - (b) the election of Directors;

- (c) the appointment of any auditor; and
- (d) the fixing of any auditor's remuneration.

19. Convening General Meetings

- 19.1 A General Meeting may be called by a resolution of the Board.
- 19.2 If Member Organisations with at least one half of the votes that may be cast at a General Meeting make a written request to AISA for a General Meeting to be held, the Board must:
- (a) within 28 days of the Member Organisations' request, give all Members notice of a General Meeting, and
 - (b) hold the General Meeting within two months of the Member Organisations' request.
- 19.3 If the Board does not call the meeting within 28 days of being requested under subclause 2, 50% or more of the Member Organisations who made the request may call and arrange to hold a General Meeting.
- 19.4 To call and hold a meeting under subclause 3 the Member Organisations must:
- (a) as far as possible, follow the procedures for General Meetings set out in this Constitution,
 - (b) call the meeting using the list of Members on the Register, which AISA must provide to the Member Organisations making the request at no cost, and
 - (c) hold the General Meeting within three months after the request was given to AISA.
- 19.5 AISA must pay the Member Organisations who request the General Meeting any reasonable expenses they incur because the Board did not call and hold the meeting.

20. Notice of General Meetings

- 20.1 Notice of a General Meeting must be given to:
- (a) each Member entitled to vote at the meeting,
 - (b) each Director, and
 - (c) the auditor (if any).
- 20.2 Notice of a General Meeting must be provided in writing at least 21 days before the meeting.
- 20.3 Notice of a General Meeting must include:

- (a) the place, date and time for the meeting (and if the meeting is to be held in two or more places, the technology that will be used to facilitate this),
- (b) the general nature of the meeting's business,
- (c) if applicable, that a special resolution is to be proposed and the words of the proposed resolution,
- (d) a statement that Member Organisations have the right to appoint proxies and that, if a Member appoints a proxy:
 - i. the proxy does not need to be a Member of AISA,
 - ii. the proxy form must be delivered to AISA at its registered address, or the address (including an electronic address) specified in the notice of the meeting, and
 - iii. the proxy form must be delivered to AISA at least 48 hours before the meeting.

20.4 If a General Meeting is adjourned for one month or more, the Members must be given new notice of the resumed meeting.

21. Auditor's right to attend General Meetings

- 21.1 The auditor (if any) is entitled to attend any General Meeting and to be heard by the Members on any part of the business of the meeting that concerns the auditor in their capacity as auditor.
- 21.2 AISA must give the auditor (if any) any communications relating to the General Meeting that a Member Organisation of AISA is entitled to receive.

22. Quorum at General Meetings

- 22.1 No business may be transacted at any General Meeting, other than the election of a chairperson or adjournment of a meeting, unless a quorum of Member Organisations is present at the time when the meeting proceeds to business.
- 22.2 A quorum of Members for a General Meeting is one third of Member Organisations.
- 22.3 A person attending as a proxy is deemed to be a Member Organisation present for the purpose of determining a quorum.
- 22.4 When determining whether a quorum is present, a person may only be counted once (even if that person is a representative or proxy of more than one Member Organisation).
- 22.5 A Member Organisation that is suspended is not counted as a Member Organisation for the purpose of determining quorum.

- 22.6 If there is no quorum present within 30 minutes after the starting time stated in the notice of General Meeting, the General Meeting is adjourned to the date, time and place that the chairperson specifies. If the chairperson does not specify one or more of those things, the meeting is adjourned to:
- (a) if the date is not specified – the same day in the next week,
 - (b) if the time is not specified – the same time, and
 - (c) if the place is not specified – the same place.
- 22.7 If no quorum is present at the resumed meeting within 30 minutes after the starting time set for that meeting, the meeting is cancelled.

23. Chairperson at General Meetings

- 23.1 The President is entitled to chair General Meetings.
- 23.2 The Member Organisations present and entitled to vote at a General Meeting may choose a Director or Member to be chairperson for that meeting if:
- (a) there is no elected President, or
 - (b) the President is not present within 30 minutes after the start time set for the meeting, or
 - (c) the President is present but says they do not wish to act as chairperson of the meeting.
- 23.3 The chairperson is responsible for the conduct of the General Meeting, and for this purpose must give Member Organisations a reasonable opportunity to make comments and ask questions (including to the auditor (if any)).
- 23.4 The chairperson does not have a casting vote.

24. Method of voting

- 24.1 At a General Meeting, voting will occur by a show of hands or another method chosen by the chairperson that is fair and reasonable in the circumstances, unless a poll is demanded in accordance with this clause.
- 24.2 A Member Organisation may vote at a General Meeting in person, by technology or by proxy.
- 24.3 A poll can be demanded by one quarter of Member Organisations present (or their proxies) at any time prior to a vote being taken, or immediately after the declaration of a result of a vote conducted by means other than a poll.
- 24.4 If a poll is duly demanded, it will be taken in such a manner as the chairperson directs.

24.5 A poll demanded on the election of the chairperson of the meeting or on a question of adjournment of a meeting must be taken immediately.

24.6 A demand for a poll may be withdrawn.

25. Voting rights

25.1 The number of votes held by each Member Organisation is:

- (a) for Member Organisations which represent between 1 - 5,000 international students – one;
- (b) for Member Organisations which represent between 5,001 – 15,000 international students – two; and
- (c) for Member Organisations which represent more than 15,001 international students – three.

25.2 Only international students enrolled at the campus and at the study level represented by the Member Organisation are considered to be represented by the Member Organisation for the purpose of this clause.

25.3 In determining the number of international students represented by each Member Organisation, the Board should use the most recent full year data published by the Federal Government Department of Education.

25.4 Where the Federal Government Department of Education has not published the required data on international student population for a Member Organisation, the Board should:

- (a) source this data from an equally reputable source such as audited student enrolment figures in an education institutions annual report, and
- (b) use student population data from the same year as the data in subclause 3.

25.5 Associate Members are not entitled to vote at General Meetings.

25.6 The votes of a Member Organisation may be exercised by its international representative/officer (or its president/chair in the case of a standalone international student representative organisation) unless another individual, who must be an international student represented by that Member Organisation, has been appointed by that Member Organisation's committee of management.

25.7 Before each General Meeting, the Board must prepare an accreditation report, which includes for each Member Organisation:

- (a) the number of international students it represents,
- (b) the number of votes it holds,

- (c) confirmation of payment of affiliation fees for the most recent financial year, and
- (d) the person representing that Member Organisation.

- 25.8 The Board must send the accreditation report to all Member Organisations and Directors at least one week before the General Meeting for which it has been prepared.
- 25.9 The Board must delegate responsibility for the accreditation report to the Returning Officer if one has been appointed for the General Meeting.
- 25.10 If a General Meeting is satisfied that the accreditation report contains an error, it may only amend the accreditation report by resolution passed by an absolute majority.

26. Proxies

- 26.1 The representative of a Member Organisation may appoint a proxy to act on behalf of the Member Organisation at one or more General Meetings.
- 26.2 A proxy may exercise any and all of the rights of the Member Organisation who appointed it at a General Meeting, subject to the following:
- (a) a proxy is subject to any directions, or limitations specified in the proxy appointment.
- 26.3 A proxy must be a currently enrolled international student at an Australian post-secondary education institution.
- 26.4 The appointment of a proxy must be in writing and signed on behalf of the Member Organisation making the appointment and in the form determined by the Board.
- 26.5 A vote given by proxy is valid even if the Member Organisation who appointed the proxy revokes the appointment, or ceases to be a Member Organisation, provided that the chairperson was not aware of the revocation or cessation of membership at the time the proxy cast the vote.

27. Seconding

- 27.1 A motion must be seconded to be put to a vote.

28. Use of technology at meetings

- 28.1 AISA may hold a General Meeting at any two or more locations using any technology that gives the Members as a whole a fair and reasonable opportunity to participate, including to hear and be heard.
- 28.2 Anyone attending the meeting using this technology is taken to be present in person at the meeting.

29. Adjournment of General Meetings

- 29.1 If a quorum is present, a General Meeting must be adjourned if Member Organisations holding a majority of votes present direct the chairperson to adjourn it.
- 29.2 Only unfinished business may be dealt with at a meeting resumed after an adjournment.

30. Members' resolutions and statements

- 30.1 Any Member Organisation with the written support of one other Member Organisation (a seconder in the case of a resolution) may give:
- (a) written notice to AISA of a resolution they propose to move at a General Meeting (Members' resolution), and/or
 - (b) a written request to AISA that AISA give all of its Members a statement about a proposed resolution or any other matter that may properly be considered at a General Meeting (Members' statement).
- 30.2 A notice of a Members' resolution must set out the wording of the proposed resolution and be signed by the Members proposing the resolution.
- 30.3 A request to distribute a Members' statement must set out the statement to be distributed and be signed by the Members making the request.
- 30.4 Separate copies of a document setting out the notice or request may be signed by Members if the wording is the same in each copy.
- 30.5 If AISA has been given notice of a Members' resolution under this clause, the resolution must be held at the next General Meeting held more than 35 days after the notice is given.
- 30.6 This clause does not limit any other right a Member has to propose a resolution at a General Meeting.
- 30.7 AISA does not need to send the notice of proposed Member's resolution or a copy of the Member's statement to Members if:
- (a) it is more than 1 000 words long;
 - (b) the Directors consider it may be defamatory; or
 - (c) in the case of a proposed Members' resolution, the resolution does not relate to a matter that may be properly considered at a General Meeting or is otherwise not a valid resolution able to be put to the Members.

31. Resolutions without meetings

- 31.1 Members may not pass resolutions without holding meetings.

DIRECTORS

32. Number of Directors

32.1 AISA must have at least six and no more than 24 Directors.

33. Composition of the Board

33.1 The Board will consist of:

- (a) the National Officers (voting),
- (b) the State Officers (voting),
- (c) the six Ordinary Directors (voting), and
- (d) up to two Independent Directors (voting).

34. Eligibility

34.1 Any person committed to the Charitable Purposes of AISA is eligible to be a Director provided the person:

- (a) is, or was within the past two years, an enrolled international student at an Australian post-secondary education institution at the time of their election or appointment to the Board,
- (b) is nominated by a Member Organisation entitled to vote at a General Meeting,
- (c) is at least 18 years of age,
- (d) has given signed consent to act as a Director, and
- (e) is not ineligible to be a Director under:
 - i. the Act; or
 - ii. the ACNC legislation.

34.2 Subclauses 1(a) and (b) do not apply to Independent Directors.

34.3 Subclause 1(e)ii will not apply to disqualify a person if an exemption is obtained from the ACNC Commissioner.

35. Election and appointment of Directors

35.1 The Initial Directors are the people who have agreed to act as Directors and who are named as proposed Directors in the application for registration of AISA.

35.2 Apart from the Initial Directors, Independent Directors, and Directors appointed to fill a casual vacancy, the Directors will be elected by the Member Organisations subject to this Constitution and any Regulations established by the Board.

- 35.3 The Board may appoint a person who meets the eligibility criteria as a Director to fill a casual vacancy at any time.
- 35.4 The Board may choose to appoint up to two additional Directors who, in the opinion of the Board, improve the qualification or skills of the Board (the Independent Directors).
- 35.5 The Independent Directors do not need to be or have been international students.

36. Term of office

- 36.1 A Director elected under the Rules holds office for a term of one year:
- (a) commencing 1 January, and
 - (b) expiring 31 December.
- 36.2 A Director appointed to fill a casual vacancy holds office until:
- (a) commencing the date of their appointment, and
 - (b) expiring 31 December.
- 36.3 An Independent Director holds office for the period set out in the resolution appointing them, up to a period of two years.
- 36.4 A Director other than an Independent Director may be elected for more than one term, subject to a maximum tenure of three years.
- 36.5 An Independent Director may be elected for more than one term, subject to a maximum tenure of six years.

37. Ceasing to be a Director

- 37.1 A person stops being a Director, and a casual vacancy is created, if they:
- (a) resign in writing to the Secretary or President;
 - (b) die;
 - (c) are removed by the Member Organisations under the Act;
 - (d) are absent without the consent of the Board and without a leave of absence, from:
 - i. three consecutive Board meetings; or
 - ii. at least four Board meetings over 12 months.
 - (e) become subject to a Court order to receive treatment or have their finances managed by another person due to the Director being of unsound mind or having a mental illness; or

(f) are not ineligible to be a Director under:

- i. the Act; or
- ii. the ACNC legislation.

37.2 Subclause 1(f)ii will not apply to disqualify a person if an exemption is obtained from the ACNC Commissioner.

38. Effect of casual vacancy

38.1 If the number of Directors at any time is fewer than six, the continuing Directors must act as soon as possible to:

- (a) increase the number of Directors to six; or
- (b) convene a General Meeting of AISA for the purpose of electing Directors.

38.2 Until the continuing Directors have acted in accordance with the preceding subclause, the Board may only act if and to the extent that there is an emergency requiring them to act.

39. Defects in appointment of Directors

39.1 Each resolution passed or step taken by, or with the participation of, a person acting as a Director, Officer or member of a subcommittee is valid even if it is later discovered that:

- (a) there was a defect in the appointment of the person; or
- (b) the person was disqualified from continuing in office, voting on the resolution or taking the step.

DIRECTORS MEETINGS

40. Meetings of the Board

40.1 The Board must meet at least six times each year.

41. Convening Board meetings

41.1 The Secretary must convene a Board meeting if:

- (a) the Board so resolves; or
- (b) requested in writing by three Directors.

42. Notice of Board meetings

42.1 Written notice must be given to each Director entitled to vote at the meeting

- 42.2 A notice of a Board meeting must contain:
- (a) the date, time and place of the meeting; and
 - (b) if the meeting is to be held in two or more places, must specify the technology that will be used to facilitate this; but
 - (c) does not need to specify the nature of the business to be transacted at the meeting.
- 42.3 At least 48 hours' notice must be given of Board meetings to all Directors.
- 42.4 The Board may unanimously waive the requirement to give 48 hours' notice of Board meetings.

43. Chairperson for Board meetings

- 43.1 The President is entitled to chair Board meetings.
- 43.2 The Directors present may elect an acting chairperson for a Board meeting if:
- (a) there is no elected President, or
 - (b) the President is not present within 30 minutes after the start time set for the meeting, or
 - (c) the President is present but says they do not wish to act as chairperson of the meeting.

44. Quorum at Board meetings

- 44.1 No business may be transacted at a Board meeting unless a quorum is present.
- 44.2 A quorum of Directors for Board meetings is a majority of the Directors.
- 44.3 A Director on a leave of absence approved by the Board should not be included when calculating the total number of Directors for the purpose of this clause.

45. Use of technology to hold Board meetings

- 45.1 The Board may hold its meeting at any two or more locations using any technology that is agreed by the Board and gives the Board as a whole a fair and reasonable opportunity to participate (including to hear and be heard).
- 45.2 The Board's agreement may be a standing one.
- 45.3 A Director who is present at a Board meeting through the use of technology is deemed to be present in person at the meeting.

46. Voting at Board meetings

- 46.1 A question arising at a Board meeting is to be decided by a majority of the Directors present and entitled to vote, unless otherwise provided in this Constitution. Such a decision is for all purposes a decision of the Board.
- 46.2 Where votes cast on a motion are equal, the chairperson of the meeting does not have a second or casting vote and must declare the motion failed.

47. Resolutions without meetings

- 47.1 The Board may pass a circular resolution without a meeting if:
- (a) it is seconded by another Director, and
 - (b) at least three quarters of the Directors entitled to vote on the resolution sign a notice stating that they are in favour of the resolution.
- 47.2 AISA may send a circular resolution by email to the Directors and the Directors may agree to the resolution by sending a reply email to that effect, including the text of the resolution in their reply.
- 47.3 The resolution is passed at the time when at least three quarters of the Directors entitled to vote sign.
- 47.4 The resolution fails if it has not achieved the number of votes required under this clause within 72 hours after it was circulated.

POWERS OF DIRECTORS

48. Powers of the Board

- 48.1 The Directors are responsible for managing and directing the activities of AISA to achieve its Charitable Purposes.
- 48.2 The Directors may use all the powers of AISA except for powers that, under the Act or this Constitution, may only be used by Members.
- 48.3 The Directors must decide on the responsible financial management of AISA including:
- (a) any suitable written delegations of power under clause 49, and
 - (b) how money will be managed, such as how electronic transfers, negotiable instruments or cheques must be authorised and signed or otherwise approved.
- 48.4 The Directors cannot remove a Director or auditor. Directors and auditors may only be removed by a Members' resolution at a General Meeting.

49. Delegation of powers

- 49.1 The Board may delegate any of its powers and functions to a committee, a Director, an employee of AISA, or any other relevant person they consider appropriate.
- 49.2 A delegation must be recorded in AISA's minutes.
- 49.3 The Board may revoke a delegation.
- 49.4 The Board may specify terms of the delegation (including the power to further delegate).

50. Regulations

- 50.1 The Board may by resolution passed by absolute majority make Regulations to give effect to this Constitution.
- 50.2 The Board may only alter or revoke Regulations by resolution passed by absolute majority.
- 50.3 Members and Directors must comply with Regulations as if they were part of this Constitution.

51. Establishment of subcommittees

- 51.1 The Board may establish one or more subcommittees comprised of persons as it thinks fit for such purposes as it thinks fit. A subcommittee may include, or be comprised of, non-Directors.
- 51.2 The meetings and proceedings of subcommittees are:
 - (a) subject to any directions of the Board; and
 - (b) otherwise governed by the provisions of this Constitution which regulate the proceedings of the Board, to the greatest extent practical.

52. Chief Executive Officer

- 52.1 The Board may appoint a Chief Executive Officer designated by whatever title the Board thinks fit.
- 52.2 The appointment may be for the period, at the remuneration and on conditions that the Board thinks fit.
- 52.3 The Chief Executive Officer will attend and speak at all Board meetings but may not vote.
- 52.4 Where the position set out in this clause is vacant, any decision for AISA to employ staff must be made by resolution of the Board.

DIRECTORS DUTIES

53. Duties of Directors

- 53.1 The Directors must comply with their duties as Directors under legislation and common law, and with the duties described in governance standard five of the regulations made under the ACNC Act which are:
- (a) to exercise their powers and discharge their duties with the degree of care and diligence that a reasonable individual would exercise if they were a Director of AISA,
 - (b) to act in good faith in the best interests of AISA and to further the Charitable Purposes of AISA,
 - (c) not to misuse their position as a Director,
 - (d) not to misuse information they gain in their role as a Director,
 - (e) to disclose any perceived or actual material conflicts of interest in the manner set out in clause 54,
 - (f) to ensure the financial affairs of AISA are managed responsibly, and
 - (g) not to allow AISA to operate while it is insolvent.

54. Conflicts of interest

- 54.1 A Director must disclose the nature and extent of any actual or perceived material conflict of interest in a matter that is being considered by the Board (or that is proposed in a circular resolution):
- (a) to the other Directors, or
 - (b) if all the Directors have the same conflict of interest, to the Members at the next General Meeting, or at an earlier time if reasonable to do so.
- 54.2 The disclosure of a conflict of interest by a Director must be recorded in the minutes of the meeting.
- 54.3 Each Director who has a material personal interest in a matter that is being considered at a Board meeting (or that is proposed in a circular resolution) must not, except as provided in subclause 4:
- (a) be present at the meeting while the matter is being discussed, or
 - (b) vote on the matter.
- 54.4 A Director may still be present and vote if:

- (a) their interest arises because they are a Member of AISA, and the other Members have the same interest;
- (b) their interest relates to an insurance contract that insures, or would insure, the Director against liabilities that the Director incurs as a Director of AISA;
- (c) their interest relates to a payment made by AISA under clause 76, or any contract relating to an indemnity that is allowed under the Act;
- (d) the Australian Securities and Investments Commission (ASIC) makes an order allowing the Director to vote on the matter; or
- (e) the Directors who do not have a material personal interest in the matter pass a resolution that:
 - i. identifies the Director, the nature and extent of the Director's interest in the matter and how it relates to the affairs of AISA, and
 - ii. says those Directors are satisfied that the interest should not stop the Director from voting or being present.

OFFICERS

55. National Officers

55.1 The National Officers of AISA shall be:

- (a) the President,
- (b) the Secretary,
- (c) the Treasurer,
- (d) the Education Officer,
- (e) the Welfare Officer,
- (f) the Women's Officer, and
- (g) up to two additional Officers established by a Members' resolution.

56. President

56.1 The President:

- (a) is the official spokesperson of AISA;
- (b) is responsible for the overall supervision of AISA's activities;
- (c) is responsible for the co-ordination of the National and State Officers;

- (d) is responsible for the supervision of AISA's staff; and
- (e) is responsible for communication and engagement with the Members.

56.2 Where the position of President is vacant, or the President is on a leave of absence or unable to act, the Secretary shall act as President.

57. Secretary

57.1 The Secretary is responsible for:

- (a) maintaining the register of AISA's Members;
- (b) acting as secretary to General Meetings and Board meetings;
- (c) supervision of the administration of AISA;
- (d) management of the office (if any);
- (e) maintaining minutes and records as required by this Constitution;
- (f) the giving of any notice required of the Board under this Constitution; and
- (g) acting as President where the position is vacant, or the President is on a leave of absence or unable to act.

58. Treasurer

58.1 The Treasurer is responsible for:

- (a) supervision of the finances of AISA; and
- (b) preparing the budget for the Board annually.

59. Education Officer

59.1 The Education Officer:

- (a) is the official spokesperson of AISA in the area of academic policy and education (subject to the President);
- (b) is responsible for co-ordinating campaigns in the area of academic policy and education; and
- (c) is responsible for communication and engagement with the Members in the area of academic policy and education.

60. Welfare Officer

60.1 The Welfare Officer:

- (a) is the official spokesperson of AISA in the area of student welfare (subject to the President);

- (b) is responsible for co-ordinating campaigns in the area of student welfare; and
- (c) is responsible for communication and engagement with the Members in the area of student welfare.

61. Women's Officer

61.1 The Women's Officer:

- (a) is the official spokesperson of AISA on issues affecting women (subject to the President);
- (b) is responsible for co-ordinating campaigns on issues affecting women; and
- (c) is responsible for communication and engagement with the Members on issues affecting women.

61.2 The Women's Officer must be a woman.

62. State Officers

62.1 The State Officers of AISA shall be the State Presidents.

62.2 There shall be one State President for each state or territory of Australia which contains a Member Organisation of AISA.

62.3 The name of a State President shall be "[State or Territory Name] President".

62.4 Each State President must:

- (a) live in the state or territory they represent; or
- (b) be enrolled at a post-secondary education institution in the state they represent.

62.5 The State Presidents:

- (a) are the official spokesperson on matters affecting students or Members in their state or territory (subject to the President);
- (b) are responsible for ensuring effective communication between the Members in their state or territory and AISA; and
- (c) are responsible for co-ordinating campaigns on issues affecting students and Members in their state or territory.

ELECTIONS

63. Elections at Annual General Meeting

63.1 The following Directors must be elected annually at an election held during the Annual General Meeting:

- (a) the National Officers,
- (b) the State Officers, and
- (c) the six Ordinary Directors.

64. Nominations

- 64.1 A person may nominate for more than one position.
- 64.2 Nominations must be made in the form determined by the Returning Officer.

65. Notice of Election

- 65.1 The Returning Officer must give written notice of elections to all Directors and Member Organisations at least two weeks before the close of nominations.
- 65.2 The notice must include:
 - (a) direction on how to find this Constitution and the Regulations,
 - (b) instructions on how to nominate,
 - (c) instructions on how to vote,
 - (d) the date of close of nominations, and
 - (e) the date of the ballot.

66. Method of Election

- 66.1 The Board may make regulations for the conduct of elections subject to this Constitution.
- 66.2 The Board must appoint the Returning Officer for the Elections by 30 September each year. The Returning Officer must not have been an employee or Director of AISA in the last three years.
- 66.3 Only representatives of Member Organisations or their proxies may vote.
- 66.4 Representatives of Member Organisations or their proxies shall receive the same number of votes in an election as they are entitled to exercise at a General Meeting.
- 66.5 All Directors must be elected using optional preferential proportional representation.

ADMINISTRATION

67. Minutes and related records

- 67.1 AISA must within one month, make and keep the following records:
 - (a) minutes of proceedings and resolutions of General Meetings,

- (b) a copy of notice of each General Meeting, and
- (c) a copy of a Members' statement distributed to Members.

67.2 AISA must, within one month, make and keep the following records:

- (a) minutes of proceedings and resolutions of Board meetings (including meetings of any committees), and
- (b) minutes of circular resolutions of Directors.

67.3 The Directors must ensure that the minutes of a General Meeting or Board meeting are signed within a reasonable time after the meeting by:

- (a) the chairperson of the meeting, or
- (b) the chairperson of the next meeting.

67.4 The Directors must ensure that the minutes of the passing of a circular resolution are signed by a Director within a reasonable time after the resolution is passed.

68. Finance and related records

68.1 The Board must no later than 30 May set the budget for AISA for the following financial year.

68.2 The budget may subsequently only be altered by resolution passed by an absolute majority.

68.3 AISA must make and keep written financial records that:

- (a) correctly record and explain its transactions and financial position and performance,
- (b) enable true and fair financial statements to be prepared and to be audited, and
- (c) are prepared in accordance with ACNC requirements.

68.4 AISA must also keep written records that correctly record its operations.

68.5 AISA must retain its records for at least seven years.

68.6 The Directors must take reasonable steps to ensure AISA records are kept safe.

69. Directors access to records

69.1 A Director has right of access to the financial records of AISA at all reasonable times.

69.2 If the Board agrees, AISA must give a Director or former Director access to:

- (a) certain documents, including documents provided for or available to the Directors, and
- (b) any other documents referred to in those documents.

70. Members access to records

- 70.1 AISA must give a Member Organisation access to the records set out in clause 67.
- 70.2 AISA may authorise a Member Organisation to inspect other records of AISA, including records referred to in clause 68.

71. Financial year

- 71.1 The financial year will begin on the first day of July and end on the last day of June unless the Board passes a resolution to change the financial year.

72. Audit

- 72.1 If required by law, AISA must appoint and remunerate an auditor.
- 72.2 Any auditor is entitled to attend any General Meeting and to be heard by the Members on any part of business of the meeting that concerns the auditor in their capacity as auditor.
- 72.3 AISA must give any auditor all communications relating to the General Meeting that the Members of AISA are entitled to receive.

73. Execution of documents

- 73.1 AISA may execute a document by the signature of:
- (a) two Directors; or
 - (b) one Director and one Secretary; or
 - (c) one Director and another person appointed by the Board for that purpose.

74. Alteration of Constitution

- 74.1 Subject to this clause, the Member Organisations may amend this Constitution by passing a special resolution.
- 74.2 The Member Organisations must not pass a special resolution that amends this Constitution if passing it causes AISA to no longer be a charity.

75. Notices

- 75.1 Notices can be served on Members or Directors personally, by post, electronic mail, or such other means as may be generally accepted in business from time to time.
- 75.2 Notices directed to the last known address (including virtual or electronic address) of a Member or Director are to be treated as duly served in such time as it would usually take for such notice to be delivered.
- 75.3 The non-receipt of notice of a General Meeting or Board meeting, including notice of postponement or change of venue, does not invalidate anything done or any

resolution passed at the meeting if the non-receipt of notice occurred by accident or inadvertent error.

75.4 A person or Member who attends a General Meeting or Board meeting waives any objection that person or Member may have to non-receipt of notice of the meeting.

75.5 In calculating a period of notice to be given under this Constitution, both the days on which the notice is given or taken to be given and the day of the meeting convened by it are to be disregarded.

76. Indemnity and insurance

76.1 AISA indemnifies each officer of AISA out of the assets of AISA, to the relevant extent, against all losses and liabilities (including costs, expenses and charges) incurred by that person as an officer of AISA.

76.2 In this clause, 'officer' means a Director or Secretary and includes a Director or Secretary after they have ceased to hold that office.

76.3 In this clause, 'to the relevant extent' means:

- (a) to the extent AISA is not precluded by law (including the Act) from doing so, and
- (b) for the amount that the officer is not otherwise entitled to be indemnified and is not actually indemnified by another person (including an insurer under an insurance policy).

76.4 The indemnity is a continuing obligation and is enforceable by an officer even though that person is no longer an officer of AISA.

76.5 To the extent permitted by law (including the Act), and if the Directors consider it appropriate, AISA may pay or agree to pay a premium for a contract insuring a person who is or has been an officer of AISA against any liability incurred by the person as an officer of AISA.

77. Winding up

77.1 If AISA is wound up, any surplus assets must not be distributed to a Member or a former Member of the company, unless that Member or former Member is a charity described in subclause 2.

77.2 Subject to the Corporations Act and any other applicable Act, and any court order, any surplus assets that remain after AISA is wound up must be distributed to one or more charities:

- (a) with Charitable Purpose(s) similar to, or inclusive of, the Charitable Purpose(s) in clause 5, and

- (b) which also prohibit the distribution of any surplus assets to its members to at least the same extent as AISA.

77.3 The decision as to the charity or charities to be given the surplus assets must be made by a special resolution of Members at or before the time of winding up. If the Members do not make this decision, AISA may apply to the Supreme Court in the State of Victoria to make this decision.

INTERPRETATION

78. Exclusion of replaceable rules

78.1 The replaceable rules contained in the Act do not apply to AISA.

79. Definitions

79.1 In this Constitution:

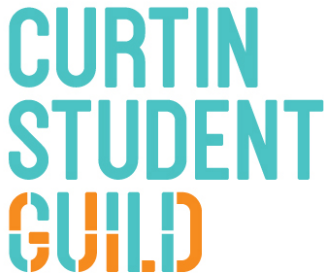
- (a) “ACNC” means the Australian Charities and Not-for-profits Commission
- (b) “ACNC Legislation” means the Australian Charities and Not-for-profits Commission Act 2012 (Cth) and the Australian Charities and Not-for-profits Commission (Consequential and Transitional) Act 2012 (Cth)
- (c) “Act” means the Corporations Act 2001 (Cth)
- (d) “campus” means the physical campus (or online) which a student is enrolled at within their education institution
- (e) “international student” means a student enrolled at an Australian post-secondary education institution who is not an Australian citizen, Australian permanent resident, New Zealand citizen, or a holder of an Australian permanent resident humanitarian visa
- (f) “level of study” means the level of qualification which students are enrolled in and includes but is not limited to vocational education (or sub-bachelor), undergraduate (or bachelor), and postgraduate
- (g) “post-secondary education” means education levels five through to ten on the Australian Qualifications Framework
- (h) “rules” means the Constitution and Regulations of AISA
- (i) “SSAF” means Student Services and Amenities Fee as defined by the Higher Education Legislation Amendment (Student Services and Amenities) Act 2011 (Cth)

- (j) “surplus assets” means any assets of AISA that remain after paying all debts and other liabilities of AISA, including the costs of winding up

80. Interpretation

80.1 In this Constitution:

- (a) the words ‘including’, ‘for example’, or similar expressions mean that there may be more inclusions or examples than those mentioned after that expression, and
- (b) reference to an Act includes every amendment, re-enactment, or replacement of that Act and any subordinate legislation made under that Act (such as regulations).



Student Guild of Curtin University

Representation Board – Meeting #03

To be held at 5.30 on Thursday the 17th of March 2022

Location: Online

Motion: Support for Ukraine

Motion:

That the Curtin Student Guild condemn the actions of the Russian Government—acknowledging the separation of a government and its citizens—regarding their attack on Ukraine and the war crimes committed thereof.

The Curtin Student Guild will show its support for the citizens of Ukraine by promoting donation links and other ways to provide support, and either support or host a rally that complies with COVID-19 safety measures.

Moved: Madison Ainsworth

Seconded:

Background:

In 1991 Ukraine was declared independent, it's own country. Despite this, the Russian Government—in particular Vladimir Putin has denied this status, calling the country apart of Russian “history, culture, and spiritual space”. This entitlement, since 2014 has continued to enable Putin to continuously attack Ukraine, leading up to a large scale “training exercise” on the 25th of February, ignoring its citizens cry for peace.

The Russian Government has been providing it's citizens propaganda, since the news of war broke, that Ukraine was “full of Nazi's” and other lies to justify their invasion, with Putin even going so far as to accuse NATO of backing neo-Nazis and people with “aggressive Russophobia”. However, there is no proof and many Ukrainians find these accusations offensive and a trigger to either their own trauma of being invaded and hunted, or a trigger to intergenerational trauma of the same events.

Since that time Russia has killed approximately (and at time of writing) 406 civilians since the invasion first began in late February and have injured at least 801, they have also fired on three nonmilitary vessels; one of which was carrying grain to Odessa. Since the beginning of the invasion, Russia has also been accused of committing the following war crimes:

- Targeting Ukrainian civilians in their attacks, including:
 - Schools
 - Hospitals
 - An orphanage
 - Kindergartens
 - Residential buildings
 - Civilians fleeing via humanitarian corridors (temporary demilitarised zone for the purpose of safe transit)
- Attacks on a number of nuclear power plants (the Zaporizhzhai Nuclear Power Plant, the Kharkiv Institute Physics and Technology, Chernobyl, and advancing on the South Ukraine Nuclear Power Plant)
- Use of weapons outlawed by the Geneva Conventions (cluster bombs, thermobaric weapons)

This is an important issue for the Curtin Student Guild to become involved in—not only from the perspective of proactive student activists—but also representatives of this student population, to provide support and information on these horrendous events.

Universities across Australia (The Group of Eight, and La Trobe University) are also showing their support through:

- Suspending ties and activities with Russian institutions
- Condemning Russia's attack on Ukraine
- Offering counselling to international students and faculty affected
- Protesting the invasion
- Playing Ukrainian songs on their carillions

Please see an overview of events thus far, courtesy of Maryanne;

- Fri 25 Feb - Russian forces reached the outskirts of Kyiv
- Sat- 26 Feb Russian forces in control of territory to the north-west of Kyiv continued their assault on the capital. Elsewhere, heavy fighting was reported in and around Kharkiv
- Monday 28 February, Russian rocket attacks killed dozens of people in Kharkiv. Pre-dawn blasts were heard again in Kyiv and in Mariupol
- The International Atomic Energy Agency says it has lost contact with Chernobyl nuclear data systems as the plant is no longer transmitting to the UN's atomic watchdog.
- Tuesday 1 March, Russian forces bombarded the government headquarters in Kharkiv
- Wednesday 2, Moscow's forces took the port and train station in the strategically important city of Kherson, on the Black Sea. Russian paratroopers landed in Kharkiv
- Thursday 3 March, the Black Sea port of Kherson became the first major Ukrainian target to fall under the de facto control of Moscow's forces.
- Friday 4, the Zaporizhzhia nuclear plant was seized by Russian military forces
- According to the latest data released by the United Nations refugee agency UNHCR, between February 24 and March 6, the agency had recorded 1,207 civilian casualties in the country: 406 killed and 801 injured.
- Civilian infrastructure had been targeted
- US will be sending two Patriot anti-missile batteries stationed in Europe to Poland to bolster its defences against attack.

- Russia's war in Ukraine is being bolstered by \$285m in daily oil payments from European countries, a thinktank has found.
- The US is banning imports of Russian oil.
- Ukraine's government accused Russia of breaking a ceasefire agreement, by shelling a route intended to allow civilians to escape the besieged city of Mariupol. Not only are residents of the port city suffering Russian bombardment, they are also living without heat, water, sanitary systems or phones.
- More than 2 million Ukrainians have fled their country since Russia launched its attack, according to a tracker from the U.N. refugee agency. That's about 4% of Ukraine's population, and at least half of the refugees are children. The vast majority of the refugees have crossed into Poland, which borders Ukraine to the west.
- McDonald's, Shell, Coca-Cola, Starbucks, PepsiCo Inc , General Electric and Estee Lauder are also among the companies that stopped doing business in Russia.
- The World Health Organization said attacks on Ukrainian hospitals, ambulances and other healthcare facilities had increased "rapidly" in recent days and vital medical supplies were running low. The UN agency said it was working to urgently get medical supplies to Ukraine. Among the supplies running low are oxygen, insulin, PPE, surgical supplies and blood products.
- Ukraine's ministry of foreign affairs has said that 12,000 Russian personnel have been killed in its latest assessment of their losses to date. They said so far Russian forces had also lost 48 aircraft, 80 helicopters, 303 tanks, 1,036 armed vehicles, 120 artillery pieces and 27 anti-aircraft warfare systems. However, the head of the CIA told US lawmakers on Tuesday that it believed between 2,000-4,000 Russian soldiers had been killed.
- Thousands of people were detained for anti-war protests in Russia. Over 4,300 people across 56 cities, including Moscow and St. Petersburg

Sources:

<https://www.cbsnews.com/news/russian-history-of-subjugating-ukraine/> .

<https://people.com/politics/how-putin-uses-nazi-propaganda-to-defend-ukraine-invasion-russia/>

<https://www.cnbc.com/2022/03/07/russia-ukraine-war-us-collecting-evidence-of-possible-war-crimes-nbc-reports.html>

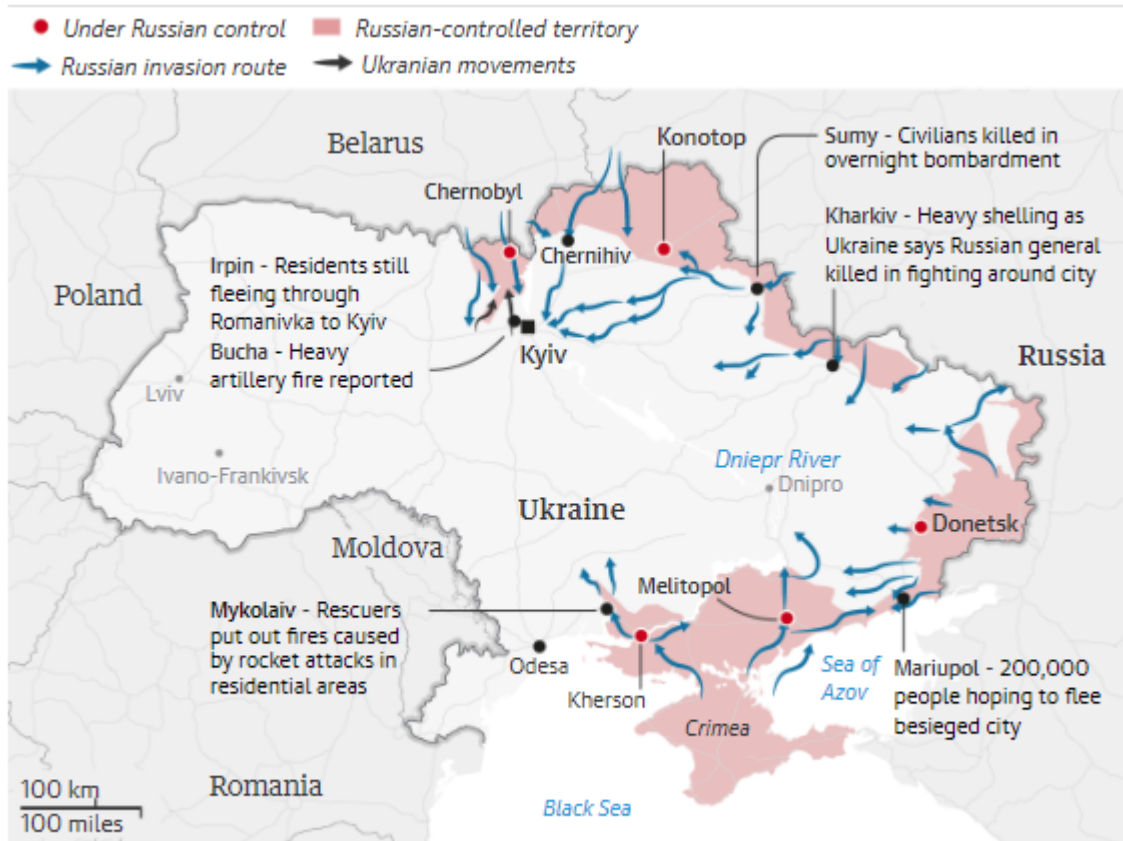
<https://edition.cnn.com/2022/03/03/politics/putin-war-crimes-russia-ukraine-us-what-matters/index.html>

<https://www.nippon.com/en/japan-topics/g02086/>

<https://www.eenews.net/articles/ukraine-crisis-3rd-nuclear-site-targeted-manchin-talks/>

<https://www.japantimes.co.jp/news/2022/02/26/national/ukraine-japan-shipping/>

https://www3.nhk.or.jp/nhkworld/en/news/20220226_13/



Guardian graphic. Source: Rochan Consulting, The Institute for the Study of War with AEI's Critical Threats Project. Note: latest data at 2030 GMT 7 March



Confidentiality: Open