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This policy book was collated by NUS General Secretary, Jacob Cripps.

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Constitution, Regulation and By-Law Policy

Constitution, Regulation and By-Law Policy

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Notice is given that at the annual meeting of National Conference to be held on 10th to 14th December 2018 it is intended that the following amendments be proposed to the constitution regulations and by-laws:

National Union of Students Incorporated
A.C.T. Reg. No. A 01837

NOTICE OF AMENDMENTS TO THE NUS CONSTITUTION
REGULATIONS AND BY–LAWS

Notice is given that at the annual meeting of National Conference to be held on 10th to 14th December 2018 it is intended that the following amendments be proposed to the constitution regulations and by-laws:
CRBL 1.1 - Alterations to B87 of the NUS Constitution

Preamble:
The rewording of clause B87 looks to bring the filling of casual vacancies inline with community members expectations about filling casual vacancies.

The new clause shall, mean that the National Executive of NUS can elect someone to fill the vacancy after the 24th of September as set out in B87 until the end of the term.

Platform:
1. NUS recognises that the rules need to be changed to bring into line with community expectations and also allow representation for the final months of the term without having to go to a full ballot of all delegates.

Action:
1. Section B87.1 shall be changed to:
   “87.1 If a vacancy occurs prior the 24th of September in the office of:
   (a) National Officer,
   (b) General Executive Member; or
   (c) State President or other state officer.
   the vacancy must be filled by a postal ballot of the delegates to National Conference in accordance with this bylaw.”
2. Insert the following clause as B87.8 and move the current B87.8 to B87.9 B87.8 will now read, “If a vacancy occurs after the 24th of September, the National Executive may elect someone to fill the vacancy by way of simple majority vote.”

Moved: Jordon O’Reilly (National Welfare Officer)
Seconded: Jake Cripps (National General Secretary)

CRBL 1.2 - Removal of B48.2(iii) of the NUS By-Laws

Preamble:
The addition of the B48.2(iii) happened at a point in NUS’ history where the Returning Officer at the time acted inappropriately and unprofessionally. The addition of this rule, thereafter, was simply an unnecessary failsafe.

The NUS rules and regulations should be there to promote an active work environment and encourage skilled professionals work for the NUS. Moreover, the rules should not discriminate on a contractors current employment status.

Lastly, the NUS needs to ensure it contracts the best person for the job, preferably someone with experience working in Student Organisations.

Platform:
1. NUS recognises that the rules need to be changed so they do not discriminate against someone’s current employment status.
2. NUS condones the employment of a Returning Officer who is skilled, experienced and knowledgeable in the Student Association field.
3. NUS encourages its employees and contractors to work as staff members in student organisations so they understand the ramifications of their decisions and the structure of the organisation.

Action:
1. NUS National General Secretary will remove b48.2(iii) of the NUS By-Laws.

Moved: Jordon O’Reilly (National Welfare Officer)
Seconded: Jake Cripps (National General Secretary)

**CRBL 1.3 - *Upside down smiley face x20***

**Preamble:**
Over the previous years a number of questions have been raised regarding the applicability of campus electoral regulations to the election of NUS Delegates.

In many cases this has caused uncertainty both with the campus returning officer/s and with the NUS Office Bearers and accreditation committee.

This is so member organisations have a point of clarity in electing their delegates.

Action:
That the criteria pertaining to the election of Delegates be amended to allow the application of campus rules and regulations.

1. After R18.8 insert a R19 as follows;
   
   “R19
   a. Without taking away from R18, The election of NUS delegates shall be in accordance with the rules prescribed by their member organisations, to the extent that the rules of the member organisation do not conflict with the criteria set out in the NUS Regulations, By-Laws and Constitution.
   b. Should a situation arise in which the rules of a member organisation conflict with clauses within NUS Regulations, By-Laws and Constitution, the criteria as set out in the NUS Regulations, By-Laws and Constitution shall take precedence.”

Moved: Kate Crossin (National Women’s Officer)
Seconded: Mark Pace (National President)

**CRBL 1.4 - Term Limits**

**Preamble:**
The current provision relating to the term limits for NUS positions does not clearly encompass all State Officer positions and General National Executive Members. It is proposed a much clearer term limit be adopted to clarify this.

**Amendment:**
1. That R32.1 be deleted and replaced with:

   32.1 A person who has been elected to a position in NUS three times in total is not eligible to nominate for an officer position. Furthermore, a person may not hold the same office more than twice.

Moved: Dylan Heywood (Curtin)
Seconded: Lincoln Aspinall (UWA)

**CRBL 1.5 - Further Education**

**Preamble:**
NUS is responsible for representing students within the TAFE/Further education sectors in Australia. This has never been the focus of any particular NUS Officer and is a relatively unknown fact. In order to resolve this, it is proposed to amend the role of the National Education
Officer to include the responsibility for representing TAFE and Further education students.

Amendment:
1. That R35 be deleted and replaced with:
R35. National Higher Education Officer The National Education Officer: Is the official spokesperson of NUS in the area of higher education and further education (subject to the National President); and is responsible for the supervision of NUS’s activities in the area of higher education and further education.
2. That R80.2 be amended to include:
“higher education” refers to studying in a course that will result in the receipt of an award of Australian Qualifications Framework Level 7 or above.
“further education” refers to studying in a course that will result in the receipt of an award of Australian Qualifications Framework Level 6 or below.
3. That B72 be deleted and replaced with:
B73. National Education Officer: Without limiting R35 and R47.1, the National Education Officer has the following specific responsibilities, in consultation with the National President:
1. higher education research;
2. further education research;
3. higher education campaigns;
4. further education campaigns; and
5. responsible for conducting a phone linkup at least 2 times a semester of campus education officers, state Education Vice Presidents as well as campus activists to direct the National Education Officer on campaigns and priorities.

Moved: Lincoln Aspinall (UWA)
Seconded: Dylan Heywood (Curtin)

CRBL 1.6 - Account Signatories

Preamble:
NUS finance Regulations are lax relative to most student organisations. A principle developed within many student organisations over the years is that at least two people should sign for any payment. Often the highest employee in financial management is also a signatory as a fraud prevention measure.

This amendment proposes to improve signatory processes and always require two people to sign off on payments. Additionally, National Executive will be able to add staff members as signatories.

Amendment:
1. That R73 and R74 be deleted and replaced with:
R73 Account Signatories
R73.1 All cheques issued by the NUS, or payments made from the NUS’ bank accounts must have the approval of two (2) co-signatories.
R73.2 The National President and National General Secretary shall be the co-signatories.
R73.3 The National Executive by a resolution passed by an absolute majority may appoint an employee as a co-signatory.
R73.4 If a co-signatory believes the expenditure for which a cheque or payment has been requested is inconsistent with the constitution, regulations, by-laws, standing resolutions, policy or budget, or that no
current provisions of the constitution, regulations, by-laws, standing resolutions or policy exist on the matter, they have the right to:
refuse to sign/authorise the cheque or payment;
issue a stop payment on a cheque or payment, until such time the matter has
been resolved at a National Executive meeting; or
if a cheque or payment has already been presented, the cosignatory shall advise
the National Executive.

Moved: Dylan Heywood (Curtin)
Seconded: Lincoln Aspinall (UWA)

CRBL 1.7 - Returning Officer

Preamble:
There is a minor typo in the Returning Officer By-Law that needs to be corrected.

Amendment:
1. Delete B50.2 and replace with
50.2 Nominations close at such time determined by the Returning Officer that shall be 48 hours prior to any ballot.

Moved: Dylan Heywood (Curtin)
Seconded: Lincoln Aspinall (UWA)

CRBL 1.8 - Independent Returning Officer

Preamble:
In previous years, the NUS National Conference has failed to appoint a bipartisan Returning Officer, causing unnecessary challenges to the running of the conference.

The 2016 National Conference resulted in the Returning Officer leaving and returning home after disputing with the National General Secretary, spilling disorderly behaviour at conference. This demonstrates that the consistent appointment of a factional Returning Officer associated with a particular political party brings the NUS into disrepute. If the NUS is to mature as an organisation then the Returning Officer requires legitimate independence. All delegates need to be able to rely upon the fact that they are without a bias or agenda for the conference.

Amendment:
1. In B48 add 48.2(c)(iii):
(iii) a member of a registered political party at a Federal, State or Territory level in the last five years;

Moved: Lincoln Aspinall (UWA)
Seconded: Dylan Heywood (Curtin)

CRBL 1.9 - Electing our Delegates

Preamble:
In previous years several questions have been raised by the Electoral Commission of Western Australia in their conduct of the Curtin Student Guild and UWA Student Guild elections regarding the applicability of campus electoral regulations to the election of NUS Delegates. There currently exists a lack of clarity regarding the ability to conduct a recount of votes subsequent to the certification of results by the WAEC. It is proposed that the following be inserted into the NUS Regulations to provide absolute clarity on this matter.
Amendment:

1. That R18.9 be inserted:
   18.9 Other than the existing specifications in this regulation, the election of delegates by a member organisation shall be in accordance with the rules prescribed by that member organisation for its annual elections including:
   any process for appeals and recounts;
   any restrictions on persons other than students represented by that member organisation campaigning in the election or any campaign blackout periods;
   the grouping of candidates under a common name and brand for the election;
   any restrictions on the content, distribution and form of any campaign material including any limits on expenditure; and
   any requirements for a nomination deposit, provided that no deposit for a nomination of a Delegate exceeds $10.
   However, rules of the member organisation regarding the eligibility of candidates shall not apply.

Moved: Lincoln Aspinall
Seconded: Dylan Heywood

CRBL 1.10 - Equal Opportunity isn’t just about women

Preamble:

1. Historically the movement around equal opportunity and equal pay has focused on women.
2. Currently r39(b) stipulate that the National Women’s Officer is the official spokesperson for issues of equal opportunity (subject to the National President)

Platform:

1. This has failed to account for the many way that people are denied opportunities in educational and workplace setting due to their gender (non-binary or trans), sexuality, race, ethnicity, class, or disability.

Action:

1. R38(b) is amended to remove the phrase ‘and equal opportunity’

Moved: Aesha Awan (University of Newcastle)
Seconded: Lincoln Aspinall (UWA Delegate)

CRBL 1.11 - Nothing about us without us

Preamble:

1. It’s time the NUS recognises that the best people to speak on certain issues are those affected by them

This needs to extend beyond the National Women’s Officer to include other autonomous officers such as the National Queer/LGBTI Officers, National ABoriginal and Torres Strait Islander Officer, National Ethno-cultural Officer, and National Disability Officer

Platform:

1. Autonomous groups are best placed to speak on issues that directly affect them

Action:

1. R39 be amended to include R39(c) Is the official spokesperson of NUS in the areas of sexuality and issues of concern to
Queer/LGBTI/LGBTI - identifying people (subject to the National President)

2. R40 be amended to include R40(c) Is the official spokesperson of NUS in the area of Indigenous issues and reconciliation (subject to the National President)

3. R41 be amended to include R41(c) Is the official spokesperson in the area of ethno-cultural diversity and anti-racism (subject to the National President)

4. R42 be amended to include R42(c) Is the official spokesperson in the area of disability, including accessibility and mental health (subject to the National President)

Moved: Aesha Awan (University of Newcastle)
Seconded: Lincoln Aspinall (UWA Delegate)
Administration Policy

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ADMIN 2.1 - NUS Sexual Harassment, Assault and Discrimination Policy

Preamble:
1. The National Union of Students has played a leading role in the movement for equality and against all forms of violence and discrimination. For this reason, it’s time NUS adopts a policy that outlines a clear stance on interpersonal misconduct within it’s structures.
2. The Centre Against Sexual Assault (CASA) describes sexual assault as, “sexual behaviour that someone has not agreed to, where another person uses physical or emotional force against them. This can range from sexual harassment, uninvited touching, remarks, and any coerced sexual act including rape with threats to life. It is never the victim’s fault”.
3. Students around the country have historically vocalised their disdain for University administration’s lack of transparency regarding sexual violence on Campus. With the release of the AHRC’s Change the Course Report, prevention of sexual violence in university settings has come under scrutiny, and the NUS should not be averse to that scrutiny.
4. The adoption of this policy will set a standard of behaviour to be followed by all who attend or interact with NUS conferences and events, whilst also providing a guide for those who experience or are made aware of misconduct. Moreover, the Values Statement will act as a tool for student organisations to adopt and implement on a campus level.
5. This policy will see NUS lead the way for organisational, structural and internal action on sexual harassment, sexual assault, bullying and discrimination.

Platform:
1. NUS wholeheartedly supports victims and survivors of sexual misconduct and will not tolerate any form of sexual violence, assault or harassment at any NUS event, meeting or gathering otherwise.
2. NUS reaffirms the right for its members to have equal opportunity to engage in the Union without fear of bullying, harassment, intimidation, assault or discrimination.
3. NUS understands the importance of ensuring that all victim/survivors are met with belief and compassion when they tell of their experience and that they receive assistance and support.
4. The NUS endorses the following Policy and Values Statements:

Policy
The National Union of Students is committed to equality and believes that everyone has equal opportunity to advance and to fully participate in our Union’s forums, whether as delegates, observers, event attendees, employees or supporters.

A key foundation for this involves the creation of safe and inclusive environments for everyone at all levels and forums of the Union, free from all forms of bullying, sexual harassment and discrimination misconduct.

These behaviours can cause physical, emotional, sexual, psychological or economic harm and can happen in the form of harassment, bullying or assaults. It also includes violence perpetrated against those who do not conform to dominant gender stereotypes or those who don’t conform to socially accepted gender roles or genders themselves.

These actions often express power inequalities between women and men and/or between less dominant groups. Zero tolerance exists for such
practices within organisations like Victorian Labor, and a similar approach should be taken by the National Union of Students.

Every person involved in the National Student movement deserves to feel safe and respected when engaged in any NUS forum or activity.

This policy will work as framework for the National Union of Students to adopt, and encourage other Student Associations around the country to adopt. This policy also aims to also be a resource for the person who receives a disclosure or complaint about sexual harassment, bullying or discrimination misconduct, within the NUS framework.

For a point of clarity, “member” shall be defined as ‘any person who is attending an NUS conference’.

How to report an incident of discrimination, bullying, intimidation or sexual harassment misconduct?
When an incident occurs at an NUS conference or event, it is crucial that this is reported to NUS in order for the Union to be able to respond appropriately. Should yourself or someone you know experience an incident of misconduct and should you/they wish to report this, the first contact is the relevant conference Grievance Officer. Should any incident occur at an event that does not have a Grievance Officer or is regarding the Grievance Officer, this incident should be reported to the NUS President or General Secretary.

NUS may not have the capacity to take action against all incidents of misconduct but will endeavor to evaluate all reports and take appropriate action to address and prevent any further misconduct.

NUS will work with victim/survivors to report or facilitate in the reporting of incidents to the police, where necessary and applicable.

How to respond if someone tells you they have been sexually assaulted?
This is likely to be a difficult and highly sensitive conversation. Ensure the person is in a safe environment and if they become distressed ask them if they wish to take a break from the conversation.

The Centre Against Sexual Assault CASA recommends that discussions with victims/survivors follow a ‘Rights Advocacy’ based model (ROCA):
- Rights – to information and freedom about choice
- Options – support in making informed decisions
- Control – over processes
- Advocacy – in implementing decisions.

You can inform the attendee of their rights and options (more detail below about support options), and if the matter is related to an NUS activity and the victim/survivor chooses to take action, the NUS Grievance Officer, alongside the Police can both provide external support as well as receive a formal complaint to address the alleged perpetrator behaviour.

If the behaviour continues and the Victim chooses to, the Grievance Officer will file a statutory declaration alongside a report detailing the incident.

To avoid ‘story fatigue’, it may be best to refer the member to a counselling service in the first instance. Some good resources are:
- Reachout.com
- Headspace.com
- Any free counselling clinic.
CASA recommends that responses should at all times recognise the rights of victim/survivors to:

- Be heard and supported;
- Be treated with respect, dignity and sensitivity;
- Communicate in their own language;
- Be given accurate information and options (tell them you need to seek advice if necessary); Have control over their choices;
- Choose the way they want to be assisted and have confidentiality and privacy maintained (where possible).

What is your role as the person to whom the member has made the disclosure?

Apart from providing them with support options, you can also let them know that they have options to seek action against the alleged perpetrator. Apart from the police, there is a myriad of support services for both yourself and the perpetrator.

You are not expected to have the specialised skills and resources required to support victims of sexual assault through the recovery process. Sometimes the best way we can help people involved in Student Politics is by recognising that we are not equipped to provide the support needed, and to ensure that they have access to the specialised services that can help.

In these cases, your primary role is to facilitate referrals to essential support services.

Where can I get help?

External Referral and Support Options are widely available. The options we recommend are:

- The Police - If a sexual assault has occurred, a criminal complaint could be filed against the alleged perpetrator. The member will need to decide that they wish to make a complaint to police, however, the NUS cannot pursue criminal proceedings on behalf of its members. Complaints can be made directly to relevant state Police – their Sexual Offences and Child Abuse Investigation Team (SOCIT) locations and phone numbers across the country can be found online.
- We also recommend that victims of sexual assault contact their relevant support centre
  - Victoria: Centre Against Sexual Assault - 1800 806 292
  - ACT: Canberra Rape Crisis Centre - 02 6247 2525
  - NSW: NSW Rape Crisis - 1800 424 017
  - NT: Ruby Gaea - 8945 0155
  - SA: Yarrow Place - (08) 8226 8777
  - WA: Sexual Assault Resource Centre - 1800 199 888
  - QLD: Sexual Assault Helpline - 1800 010 120
  - TAS: Sexual Assault Support Service - 1800 697 877
- Counselling and other support:
  - WIRE.org.au - 1300 134 130 – Monday to Friday 9am-5pm
  - 1800 RESPECT (1800 737 732) – 24 hour telephone and online counselling, information and referral. Website here - www.1800respect.org.au
  - Legal support - If there are legal issues outside of the Conference (for example, domestic violence, and stalking), support can be provided by a state Legal Aid service (pending eligibility). Website: https://www.australia.gov.au/content/legal-aid
  - Women’s Legal Services, a legal service specifically for women experiencing disadvantage who are facing legal issues arising out of relationship breakdown and violence. Website: www.wlsa.org.au
Values Statement:
“The National Union of Student’s is committed to equality and providing a safe and inclusive environment for everyone, free from all forms of bullying, sexual harassment and discrimination misconduct.

As members of the NUS, we recognise and acknowledge that everyone has a right to feel safe and secure at all times. While disagreements are likely to occur in your conference dealings, we encourage you to act with respect for one another.

NUS has a zero tolerance policy for misconduct and encourages all attendees to prioritise consent in their interpersonal interactions.

Consent means freely agreeing to do something or providing permission for something to happen, without qualification. Consent should be enthusiastically given by choice, when someone has the freedom and ability to do so. Sexual activity without consent is sexual assault and is always a crime, under both federal and state legislation.

We reiterate, we encourage all members to be respectful of one another.”

Action:
1. The aforementioned Policy and Values Statement will be uploaded to the NUS website, and freely distributed to Member Organisations that request it.
2. This policy will be distributed by the outgoing NUS General Secretary to all incoming National Officers, State Officers and National Executive members during handover.
3. The NUS General Secretary or National President will, when possible, distribute this policy with any updated information of services/contacts to all attendees of President’s Summit, Education Conference, National Conference and any other conferences held by the Union.
4. The NUS General Secretary will ensure that ‘Bystander Training’ is provided at NUS President’s Summit for all attendees including National Office Bearers and National Executive members.
5. The NUS will appoint a Grievance Officer to all National Conferences.
6. The Values Statement shall be read out in the first session of each conference hosted/held by NUS.

Moved: Jake Cripps (NUS General Secretary)
Seconded: Kate Crossin (NUS Women’s Officer)

ADMIN 2.2 - It’s Gr8 to Deleg8

Preamble:
Delegations are a mechanism by which the powers of different bodies or persons within an organisation are managed.

The National Executive within the NUS can delegate its powers to bodies or persons, however a record of these delegations is not kept. This is a major governance risk to the NUS.

Platform:
1. Delegations within the NUS should be clearly recorded in a register kept by the National Executive.

Actions:
1. The National Executive will in the use of its delegations power under R28.2 maintain a list of “matters reserved to the National Executive” which are the matters it has not delegated to any Committee or Officer.

2. The National Executive will, in the use of its delegations power under R28.2, maintain a register of delegations that will record what functions of National Executive have been delegated to Committees and Officers.

3. The National Executive will, in the use of its delegations power under R28.2, NOT delegate:
   a. this power of delegation;
   b. the powers, authorities, duties or functions that are required to be exercised by the National Executive by written law;
   c. any matter that requires an absolute majority or special majority vote of the National Executive; and
   d. any matter determined by the constitution, regulations, by-laws or policy to not be delegatable.

Moved: Lincoln Aspinall (UWA)
Seconded: Dylan Heywood (Curtin)

ADMIN 2.3 - Graphic design IS my passion

Preamble:
The NUS is a professional student union. We run a multitude of campaigns and it is important to the Union has recognition amongst students.

Current NUS’s branding has varied across different departments with no consistent branding across the Union

For students to be able to associate all NUS campaigns with the NUS we need strong consistent branding across all departments

Platform:
1. The NUS shall develop clear branding guidelines to ensure a consistent organisational brand to help build the Union’s profile and recognitions amongst students

Action:
1. The National Executive shall approve a NUS Branding Guide by 30 June 2019
2. All material produce by the NUS must adhere to the guide outlined in 1.

Moved: Aesha Awan (University of Newcastle)
Seconded: Lincoln Aspinall (UWA Delegate)

ADMIN 2.4 - Show us the money

Preamble:
The R75 of the NUS requires financial statement audited each year and circulated to the National Executive.
These audited statement are usually presented during the first session of conference floor as a print out with barely one minute for delegates to read before accepting the statement.

Most incorporated association include financial statement in the agent of their General Meeting which are sent out to members.

Many student unions and trade unions make their financial statement widely available to their members before their acceptance
Platform:
1. NUS should be transparent with its finances
2. NUS members have a right to be able to view and understand financial statement prior to accepting them

Action:
1. The NUS as a professional student union and organisation that has its members wellbeing at heart should be transparent around its finances
2. The National General Secretary following the conclusion of the 2018 NUS National Conference upload the audited financial statements to the NUS Website in the same place that the minutes of National Executive and Constitution can be found.
3. The National General Secretary will following the conclusion of the 2018 NUS National Conference send the audited financial statements out to all Campus Presidents.
4. In future years following the 2018 National Conference the Audited Financial Statements will be sent out to Delegates and Campus Presidents at least one (1) week prior to the commencement of National Conference.

Moved: Aesha Awan (University of Newcastle)
Seconded: Lincoln Aspinall (UWA Delegate)

ADMIN 2.5 - Conflicts of Interest at National Executive

Preamble:
National Executive members are currently not clearly required to declare conflicts of interest on matters before the National Executive.

It is important to ensure the good governance of the Union and that material interests on matters for discussion and resolution at meetings of National Executive are disclosed and managed.

Members of the NUS have a strong interest to know the potential conflicts of interest that exist within the Union

Platform:
1. Material personal interests of National Executive Members should be managed and disclosed.

Action:
1. R65 of the NUS Regulations will apply to National Executive.
2. Disclosures of Interest will be a standing agenda item at National Executive Meetings following apologies and proxies

Moved: Aesha Awan (University of Newcastle)
Seconded: Lincoln Aspinall (UWA Delegate)

ADMIN 2.6 - What's happening in the NUS?

Preamble:
Historically meeting minutes with the NUS have been poor, not properly recording discussion or in some cases even the correct attendance.

Members have a right to know how their Union is being governed and as such it is unacceptable that minutes are not properly recorded.

Platform:
1. Minutes of meetings should record the occurrences at a meeting as outlined in this Policy.

Action:
1. The minutes of each meeting are to record:
   i) the time that the meeting was opened;
   ii) the names of those in attendance at the meeting;
   iii) the apologies received and the leave of absences;
   iv) where a member or standing invite joins the meeting after its commencement or leaves before its closure the time or times that the member joined or left the meeting;
   v) disclosure of members’ interests and the action taken by the meeting in relation to each disclosure of interest;
   vi) each motion and amendment and whether it was carried or defeated and, if carried, the terms of the resolution;
   vii) summary of discussion;
   viii) date and time of the next meeting; and
   ix) the time that the meeting was closed.

Moved: Aesha Awan (University of Newcastle)
Seconded: Lincoln Aspinall (UWA Delegate)

**ADMIN 2.7 - President’s Summit 2019**

Preamble
NUS traditionally holds President’s Summit, an important annual conference to provide campus presidents, state branch presidents and national office bearers the opportunity to network with fellow student representatives, skill-share, workshop campaigns and discuss key issues in the higher education sector for the year ahead.

The state of higher education continues to be in flux. In the past year, students have seen massive cuts to the higher education sector. In 2017, the MYEFO funding freeze cut $2.2bn out of higher education. Throughout 2018, the federal government has continued to pass legislation that will decrease the accessibility of higher education, most notably lowering the HECS/FEE-HELP repayment threshold and mandating a HELP loan limit on students. These changes not only affect the accessibility of education on a broad scale, the quality of education and services at universities has continued to be affected by this unstable policy environment.

With a Federal Election looming, 2019 is looking to be an important year for higher education policy and students more generally. The NUS and student organisations across the country will play a vital role in ensuring that student needs are on the agenda.

Since the introduction of the Student Services and Amenities Fee (SSAF) in 2012, many student organisations have had the opportunity to expand the scope of their work and provide increased support and services.

With all this in mind, student organisations play an increasingly important role in the higher education space, both on a campus and national level, in advocating for the needs of students, and providing vital services to students. It is important that these organisations are operating as effectively as possible and that there is the opportunity at the start of the year to strategise tactics and approach for the student movement to employ in 2019.
The effectiveness of student representative work, including that of campus presidents and NUS office-bearers also involves articulating their messages in a clear and effective manner. Media training at President’s Summit has been well received in the past, and is essential that student representatives continue to be trained to reach out and respond to media.

It is important for NUS, as the national union, to maintain and develop strong relationships with and between campus affiliates. NUS, as a democratic representative body for students and student affairs, has an obligation to consult its member organisations and receive their feedback on its campaigns, and the work of its office-bearing team.

Platform

1. NUS commits to hold Presidents’ Summit in January 2019, and to continue to hold this event annually.
2. NUS believes that Presidents’ Summit should focus on adequately equipping campus and state branch presidents with the knowledge and skills necessary for them to perform their duties effectively for the benefit of their respective student organisation and student constituency.
3. NUS acknowledges that one of its key responsibilities is to support its affiliate organisations, and this involves providing training and support to the office-bearers of these organisations.
4. NUS recognises the complexity involved in performing the duties of a campus or state branch president, and believes it is therefore important to address both the activism and management facets of these roles.
5. NUS acknowledges that it is important to ensure the longevity and self-sufficiency of student organisation through good management and the appropriate use of student’s money.

6. NUS recognises the importance of facilitating positive cross-campus relationships between affiliates, as well as interstate connections, and acknowledges Presidents’ Summit as a vital opportunity to create and build on these connections.
7. NUS believes that the input of campus and state branch presidents is vital in the development of national campaigns and targets. NUS is committed to ensuring that affiliates are consulted, and the organisation remains accountable.
8. NUS recognises that dealing with the media is an important aspect of a campus president’s, and national office-bearer’s role, yet many have little to no experience in this area. NUS believes that Presidents’ Summit offers the perfect opportunity to provide training to develop vital skills in engaging with the media.

Action:

1. That NUS directs the National President and National General Secretary to coordinate a 3 day conference for all campus and state branch presidents, to be held at an affiliate campus in January 2019.
2. The National President will actively encourage campus presidents and state branch presidents to attend and participate in Presidents’ Summit, and will ensure that representatives from all affiliated campuses, especially those in rural and regional areas or from poorly funded student organisations are provided with the opportunity to attend through the provision of reasonable subsidies.
3. That the National President and National Education Officer organise training, workshops and information sessions to be held at Presidents’ Summit including:
a. How to run targeted national and campus-specific campaigns, organise activism and protests, especially in an election year;

b. Lobbying skills;

c. Workshopping and further developing 2019 NUS campaigns;

d. Briefings on the higher education sector and priorities in 2019.

4. That the National President and Education Officer ensure all sessions are designed to provide conference attendees useful information with a practical application where relevant; facilitate knowledge and skill sharing between attendees; and promote feedback from campus presidents.

5. The NUS President and NUS General Secretary will be responsible for coordinating media training at the 2018 Presidents’ Summit.

6. The NUS President and NUS General Secretary will further be responsible for developing a best practice media guide for campus affiliates available at Presidents’ Summit. This document will include:
   a. Templates for media releases for a student union;
   b. Advice on interacting and working with journalists, particularly in the lead up to an event that would benefit from publicity;
   c. How to utilise student organisations social media accounts to maximise exposure.

7. That the National President will request a written report from campus presidents to be presented at the summit, outlining:
   a. An overview of their student organisation, including:
      i. Representative functions and university support for student representation on campus

   ii. Budget overview

   iii. Governance structure

   iv. Services

   v. Commercial outlets

   vi. Autonomous representation

   vii. Priorities for 2019

   b. Trends in university course and services quality, including:
      i. Cutting of courses and degree programs

      ii. Student Experience in the classroom

      iii. Developments with university and online learning

      iv. Student representation on university committees

      v. Funding model and the ways SSAF is distributed at the university.

Moved: Desiree Cai (University of Melbourne)
Seconded: Lachlan Barker (University of Technology Sydney)

**ADMIN 2.8 - An NUS Strategic Plan: for 2019 and beyond**

Preamble
One of the key restrictions on NUS, as determined by the 2014 Structural Audit Report is the lack of continuity in direction and strategy of the organisation, across the single year terms of office bearers.

Most unions, including trade and student unions, develop long term plans in order to establish strategic goals, strengthen the organisation and its message, and to better represent and advocate for their members
Strategic plans of organisations should acknowledge key principles and goals, and aim to provide an overview of plans for the upcoming year and more.

There are many aspects of NUS’ operations that require long term organisation and planning, including financial planning, increasing the number of affiliates and engagement with students, and achieving real outcomes for students on campaigns.

Platform

1. NUS recognises that the first step to achieving greater continuity as an organisation is to acknowledge and codify agreed-upon principles and purposes for which this organisation exists.

2. NUS acknowledges that its core, the organisation holds these principles:
   a. To promote a high quality, equitable and accessible higher education system
   b. To be a strong voice advocating for student’s needs and rights
   c. To reflect the student voice and project the voice of students and affiliates on a national level
   d. That NUS as a union is only as strong as its members—students and affiliate organisations
   e. NUS recognises the importance of short and long term strategic planning to increase the effectiveness of its campaigns, its advocacy for all students, and strengthen the organisation as a whole.

3. NUS desires to have a strong long and short term strategic direction, as determined by National Conference, National Executive, and affiliate organisations.

Action

1. The NUS President and General Secretary will work together with the National Executive, including other National Office Bearers and members, and affiliate campuses to develop a strategic plan. This document will outline the goals and strategic plan for 2019, as well as for the next 5 years.

2. NUS Strategic Plan document will include:
   a. An acknowledgement of key principles and values of NUS that underpin our activities
   b. Specific goals and plans for 2019 outlined, using the passed policy from National Conference
   c. Goals of NUS for the upcoming 5 years
   d. The NUS Strategic Plan will endeavour to target both internal organisational and external campaign outcomes.

3. A first draft of the NUS Strategic Plan will be tabled to President’s Summit for review and feedback. The National President and General Secretary will produce this final strategic plan within 3 weeks of President’s Summit.

4. The NUS Strategic Plan will be accessible to all affiliates and students after completion by being published on the NUS website, and disseminated at Education Conference so students and affiliates can easily engage and access it.

5. The NUS Strategic Plan is to be updated annually.

Moved: Desiree Cai (University of Melbourne)
Seconded: Lachlan Barker (University of Technology Sydney)
ADMIN 2.9 - Effective communication with students and affiliates: an NUS E-newsletter

Preamble:
The work of the National Union of Students is frequently unrecognised due to poor communication with affiliates and students.

The National Union of Students must communicate better with its affiliate campuses in order to assure them of the worth in affiliating to NUS, and to better inform them about the message and campaigns of the NUS, and how to get involved.

NUS runs campaigns extremely relevant and important to students but have little way of keeping them in touch with our activities.

Platform:
1. NUS recognises the importance of regular communication with affiliates.
2. NUS recognises that email is one of the easiest and most cost-effective ways of communicating with affiliate campuses and the general student body.
3. NUS also recognises the effectiveness of social media in communicating with the student body.
4. NUS recognises that many affiliates are not aware of the strength of NUS campaigns due to a lack of information about the successes and the media coverage received by NUS.

Action:
1. The National General Secretary, in consultation with the National President, will coordinate an e-newsletter, at least once a month, to go out to affiliate campuses and students who sign up to a mailing list via the NUS website.
2. The National General Secretary and President will ensure that the NUS website incorporates the capacity for individual students to sign up to the NUS newsletter mailing list.
3. The NUS Newsletter will include content, not limited to:
   a. Important news items around higher education
   b. Highlights about higher education issues and campaigns from affiliate campuses;
   c. Updates from Office Bearers on campaigns where relevant, and how to get involved
   d. Links to reports and documents from all meetings of the National Executive where appropriate
   e. Updates on upcoming events such as conferences, campaigns planning meetings, campaign launches, rallies and other events of interest
   f. Other content as deemed appropriate by the National General Secretary and National Office Bearers.
4. These informative newsletters as well as regular post updates will be posted on active NUS social media, particularly through Facebook.
5. All effort will be made by National Office Bearers to utilise social media including Facebook, Instagram and Twitter, to provide campaign and other activity updates as much as possible.

Moved: Desiree Cai (University of Melbourne)
Seconded: Lachlan Barker (University of Technology Sydney)

ADMIN 2.10 - President's network

Preamble:
NUS has many affiliate campuses all over the country and it is often hard for affiliates, campus presidents and NUS to be in touch on a regular basis.

Affiliates currently have limited communication with NUS, and many see little value in engaging with NUS on a regular basis. There is very limited consultation, and many affiliates do not feel that they are heard within the National Union.

Often many of the student issues that are being faced on one campus are also happening on other campuses across the country. In many cases the increasing corporatisation of universities manifests in similar outcomes on different campuses, and student issues tend to remain quite similar throughout the country.

Platform:
1. NUS recognises the importance of linking affiliate organisations up to NUS, and to each other, and the benefits of skill and knowledge sharing within student organisations.
2. NUS reaffirms the importance of consistent communication and consultation with students and affiliates

Action:
1. The NUS President will create a President’s network for all campus Presidents around the country. This network will be established through a Facebook group and mailing list.
2. The NUS President will also hold regular phone link-ups with the President’s Network monthly, or as appropriate. In these link-ups, campus presidents will be consulted and updated on the activities and campaigns of NUS, and campuses presidents will have the opportunity to report back important issues on their campuses and in their organisations.

3. The NUS President will regularly update the network about important things happening at NUS and in the higher education space through Facebook, email and link-ups.
4. NUS will encourage collaboration between campus organisations where relevant through the President’s network.

Moved: Desiree Cai (University of Melbourne)
Seconded: Lachlan Barker (University of Technology Sydney)

ADMIN 2.11 - KPIs for everyone: keeping our union accountable

Preamble
The responsibilities of National Office Bearers are set out across R31-R44 of the NUS Regulations. By-laws B72-B81 prescribe specific responsibilities.

National Office Bearers and State Branch Presidents are required to report to each meeting of the National Executive. These reports typically refer to activity over the past month, without mention of the Regulations or By-laws which prescribe their responsibilities.

There is currently no metric for measuring performance of National Office Bearers and State Branch Presidents, quantitative or otherwise. Ensuring National Office Bearers perform their roles as required is crucial to keeping NUS effective and efficient, especially for those being remunerated.
NUS is restricted by a lack of continuity in direction and organisational strategy, primarily affected by single-year terms for National Office Bearers and the change in style brought to positions by different candidates.

Key Performance Indicators which office bearers would be required to report to would:

1. Increase clarity around expectations of office bearers;
2. Improve transparency of office bearer activity;
3. Improve the quality of reporting to the National Executive;
4. Increase accountability of office bearers to the National Executive;
5. Enable the National Executive to more effectively monitor office bearer performance; and
6. Enable NUS to evaluate overall success and effectiveness each year.

Platform:

1. NUS is committed to increasing the efficiency, transparency and accountability of the organisation.
2. NUS is committed to demonstrating value for its members.
3. NUS takes seriously the need for its National Office Bearers to deliver on their responsibilities.

Action

1. NUS directs the National President and National General Secretary to create and present to the National Executive a set of Key Performance Indicators for all National Office Bearers and State Branch Presidents, for the National Executive’s consideration and approval.
2. These Key Performance Indicators must:
   a. Be based on achievable targets and goals set at the commencement of the year between the National President, National Office Bearers and the National Executive;
   b. Reflect office bearer responsibilities outlined in NUS By-laws and Regulations;
   c. Take into account whether office bearers are remunerated or not, and how many hours they are expected to work;
   d. Establish procedures for when Key Performance Indicators are not met;
   e. Be reviewed annually.
3. NUS directs the National President and National General Secretary to ensure office bearers report against Key Performance Indicators, as well as reporting on any other relevant activities or information they wish to bring to the attention of the National Executive.

Moved: Lachlan Barker (University of Technology Sydney)
Seconded: Desiree Cai (University of Melbourne)

**ADMIN 2.12 - Affiliations Strategy 2019**

Preamble:

NUS is entirely dependent on the funding it receives from its affiliate student organisations, and without the funding NUS would be unable to operate.

As the peak organisation for undergraduate students, more affiliated student organisations will allow NUS to more accurately reflect the values and principles of students nationwide.
Previously student organisations under universal student unionism received funding directly from the General Service Fee.

The Howard Government's Voluntary Student Unionism threatened the funding of student organisations across the country, and significantly hindered their financial resources.

Student organisations around the country financially affiliate to NUS to support the peak representative body for students, supporting its operating costs.

Many student organisations which wish to financially affiliate to NUS will have strict funding agreements that require substantial financial planning.

Understandably, student organisations want to ensure that their affiliation money is being spent benefiting students, and that NUS exhibits a high degree of administrative transparency. This may include having access to minutes of meetings of the National Executive, or proceedings of the NUS National Conference, and subsequent actions made.

Some student organisations have recently developed Key Performance Indicators, which must be achieved by NUS in order for them to affiliate.

Platform:
1. NUS is committed to supporting the financial structures of its affiliate student organisations through support in sufficient financial planning of affiliation costs and logistics.
2. NUS believes it must take a proactive approach towards affiliations with member organisations.
3. NUS recognises that student organisations may require NUS to achieve specific quantitative indicators before they decide to affiliate.

Action:
1. The NUS President and NUS General Secretary will develop a timeline of financial requirements for the year; this will include but will not be limited to:
   a. Due date for fee waivers
   b. Date of affiliation committee meetings
   c. Date invoices are due to be sent out
   d. Date payment is to be made by affiliates.
2. The NUS General Secretary will then send out notice to each campus (including their President, General Secretary or Treasurer) before <DATE>.
3. In addition to this, the NUS President and NUS General Secretary will be responsible in following up campus presidents, general secretaries or treasurers one month in advance of any deadlines, as set in the timeline of financial requirements document.
4. The NUS President and NUS General Secretary will communicate with respective campuses to determine the existence of any affiliation KPIs as set by campuses.
5. These requirements will be reported to the NUS National Executive in the subsequent meeting. Affiliation KPI’s will then remain a standing item of the National Executive until they have been achieved, and affiliation has been made.
6. NUS President and NUS General Secretary will complete and circulate a bi-annual report to campuses who develop affiliation KPI’s. This report will cover the National Union of Students’ progress towards negotiated KPIs.
7. National Conference directs the 2019 National President and National General Secretary to develop an ‘Introduction to NUS’ pack for student organisations that currently do not accredit to NUS.

8. The pack will include:
   a. An introduction to NUS
   b. Outline of benefits associated with being an accredited member.
   c. The process for student organisations to accredit, as well as the timeline of financial requirements specified in Action Point 1.

9. National Conference directs the 2019 National President and National General Secretary to reach out to student organisations who currently do not affiliate to the National Union of Students.

10. National Conference directs the 2019 National President and National General Secretary to provide a report to Education Conference in 2019 on their progress in contacting and initiating communications with non-affiliated campuses.

Moved: Lachlan Barker (University of Technology Sydney)
Seconded: Desiree Cai (University of Melbourne)

**ADMIN 2.13 - Conference Registration and Information Guidelines**

Preamble:
NUS holds two major conferences annually: Education Conference in July and National Conference in December. These conferences are the main way in which many students, affiliate, and non-affiliate student organisations engage with the National Union of Students.

These conferences are of vital importance in skill-sharing between student representatives and giving the opportunity for student representatives from around the country to contribute to national campaigns. Conferences also provide a fantastic place for students to project their voices on key student issues, contribute to the direction of NUS, and engage democratically with the organisation.

In the past there has been limited information regarding these conferences available to students, especially online. Online communication through the NUS website and social media is important for the National Union, especially considering the lack of a physical presence of NUS in all states and campuses.

Often processes to register to conferences have been convoluted and complicated in the past, with students and affiliate organisations experiencing confusion or difficulty in understanding the registration and payment process.

**Platform:**

1. NUS recognises that students are more likely to attend conferences, and they are more accessible when important information about logistics and costs, and registration is provided with

2. Increasing the accessibility of National Union of Students conferences is a priority for the organisation, as it will lead to greater engagement and trust in the union.

3. NUS recognises the important role that online information, particularly through the NUS website and social media can play in advertising and providing information about the NUS conferences.

**Action:**
1. The NUS General Secretary will create a conference registration and information guideline document in consultation with the NUS President. Included in this document will be guidelines around:
   a. The timing of conference information provision to affiliates and students
   b. Timing of the release of registration forms for all students
   c. How the online form will look- and how registration processes will differ for unofficial observers, official observers, delegates and media.
   d. Ways to ensure that delegate and official observer registration will be safe-guarded against abuse by students who are not delegates or official observers.
   e. How to make the conference and registration processes more accessible, including ways for students with grants to avoid upfront payment if student organisations provide grants.
2. This guideline document will be used to inform a well-organised, easy-to-use conference registration process for future NUS conferences.
3. These guidelines are to be reviewed after each NUS conference for improvements.

Moved: Desiree Cai (University of Melbourne)
Seconded: Lachlan Barker (University of Technology Sydney)

ADMIN 2.14 - Developing Strategic Relationships

Preamble:
NUS has established relationships with various unions, community organisations, government- and non-government-organisations, including - Victorian Trades Hall Council - NTEU - Universities Australia - TEQSA - National Youth Commission - End Rape on Campus - The Hunting Ground Australia - Headspace - Anglicare - CISA - CAPA - New Zealand National Union of Students - Get Up! - NATSIPA

It is essential that NUS form strong partnership agreements with other organisations who have outreach to young people in the lead up to a Federal Election year. Such agreements will assist in developing a Federal Election campaign aimed at promoting the voices of students.

Such relationships will also help grow NUS’s influence and access to students and young people across the country.

Platform:
1. NUS believes that working with other organisations with similar values and objectives will positively contribute to NUS initiatives.
2. NUS recognises that partnering with and working with other organisations will positively contribute to the recognition of NUS as a brand and a voice for young people.
3. Taking an effort to connect with other organisations targeting young people will also increase the effectiveness of NUS campaigns and recognition of the union.
Action:
1. NUS will continue to work with, engage and support the aforementioned organisations and others with which it has established relationships.
2. NUS will continue to reach out to work with other organisations in both the non-for-profit/campaigns space, and media organisations who have an audience of young people. These may include, but are not limited to:
   a. Other student organisations such as ASEN, AQSN, UATSIS, ALSA and AMSA;
   b. Other non-for-profit organisations including Minus 18, Orygen Youth Health, Young Workers Centre, Australian Youth Affairs Coalition;
   c. Media organisations including Triple J, Junkee, Pedestrian, FBI Radio; and
   d. Trade Unions.
3. In working with other organisations, NUS will ensure that its own contributions to projects and initiatives will be recognised adequately in external communications and media.
4. Where it is appropriate, NUS will create official partnership agreements with other organisations.

Moved: Lachlan Barker (University of Technology Sydney)
Seconded: Desiree Cai (University of Melbourne)

ADMIN 2.15 - Don’t Work with the Liberals in Elections

Preamble
Student unions should be bodies that advance the interests of students. This means organising campaigns that protest against the government and university administrations. These campaigns include demonstrations, petitions, stunt actions, press releases and sometimes actions that are deemed unacceptable by the institutions we are fighting against.

Student unions should be left wing bodies that fight for free education, against course cuts, around social questions like LGBT and women’s rights, and more.

Sometimes, hostile forces such as Young Liberal clubs participate in elections.
1. The Young Liberals are opposed to much that the student unions stand for, and are against unionism in general.
2. For example, the Young Liberal Movement of Australia on their facebook page has a dedicated section on ‘Axe the SSAF’. The SSAF is a compulsory fee students pay where a portion of the money goes to support the activities of the student unions. Whilst it is the position of NUS that we are for a return to Universal Student Unionism, we stand against any moves to axe SSAF as this would return our unions to the dark period of Voluntary Student Unionism.
3. Young Liberals across the country have also participated in campaigns to attempt to wind down student unions, such as Wollongong University, where they did request any money from the university, wound up operations of the union’s only source of revenue, the “book bank”, and they recommended to the university’s “independent review” of student representation that WUSA be dissolved. This was an attempt to bankrupt the union.
4. When Liberals have been in charge of unions they’ve used their authority to speak in favour of Liberal government budgets that would have significantly impacted the lives of students, such as advocating for deregulation and other attacks on students
In some cases, such as at Sydney University this year, forces on the ‘left’ of the student movement have worked to help Liberals get into student unions.

5. This meant that the ‘Panda’ nominated President candidate, who was backed by and politically close to the Liberals, was elected to the President of the union.

Platform
1. NUS is opposed to Liberals participating in our student movement as they stand against the advance of student rights across the country.
2. NUS is opposed to members of the union working with Liberals in student union elections.
3. NUS condemns members who help Liberals take student union office bearing and council positions.

Action
1. The NUS President and General Secretary will write a report on the destructive role the Young Liberals have had in student unions and send this report to campus unions to illuminate the negative consequences of working with Liberals.

Moved: Anneke Demanuele (University of Melbourne)
Seconded: Jasmine Duff (NUS LGBTI Officer)

ADMIN 2.16 - Against KPIs

Preamble
The National Union of Students has become a less relevant and increasingly alien institution to students over the last decade with a few notable exceptions. These problems are the result of political decisions made by NUS. The orientation that focuses on unsuccessful lobbying attempts and misleading electoral information campaigns over activism and relating to real world struggles has been a political choice. NUS is at its most relevant and effective when it’s leading student campaigns that challenge government attacks, highlight the corporatisation of universities, brings attention to social injustice, and extends its solidarity and support to other off campuses causes.

Proposals to introduce KPI’s are therefore misguided and ineffective because they do nothing to address these political problems and in fact can hinder them being addressed.

Imposing key performance indicators on elected office bearers will not change the political orientation of that department and can only result in elected office bearers facing discipline for not completing them. Having strict indicators relating to how often

The starting point for a principled commitment to student unionism from a campus union/association involves affiliating to the national union unconditionally. From there, debates about what strategy ought to be adopted can be held in earnest. Holding NUS to ransom by refusing to affiliate unless specific bureaucratic demands are met and political positions conceded is anathema to this approach. It can only result in a divided student movement, a weak national body, and stall political disagreements from being aired and resolved.

Earlier this year, a number of student unions passed motions in their council meetings placing conditions on their accreditation to NUS. Representatives from ANUSA, NUSA, FUSA, and others stated that they will only pay affiliation fees to NUS if they meet specific KPIs, including a commitment to communicate with campus presidents and “That the NUS
does not condone the use of violence as a legitimate means of protest, and takes all reasonable steps to minimise the risk of violence at NUS endorsed protests. Reasonable steps may include: Assessing the need for a police Presence, Where an NUS endorsed protest becomes violent, conducting a review of the event detailing how the violence could have been avoided, Ensuring that suitable event management processes are followed.”

Communicating with campuses, transparency, how relevant NUS is to students, and what forms of activism it conducts or condones are political questions. They cannot be addressed with bureaucratic solutions. This is because specific requirements pertaining to how many times NUS contacts campuses means little if the purpose of this communication is simply liasse instead of working out how to rebuild student activism.

Furthermore, a number of signatories have since requested their signatures be removed from this motion/open letter, explaining that they had never agreed to the full list of KPIs listed. This seems to further suggest an approach to unionism which doesn’t centre democratic debate and openness of positions, both of which are preconditions to a healthy student movement.

Platform

1. NUS recognises that KPIs are used to discipline and coerce employees and have no place in a student union.
2. NUS acknowledges that the effectiveness of the institution is measured by how well it fights for students’ rights, encourages activism against injustices, and promotes progressive causes. It is not simply measured by how many emails are sent, reports filled out, or arbitrary criteria met regardless of the political content of these.

Action

1. NUS will not adopt KPIs for elected National Office Bearers.
2. NUS opposes conditions of accreditation made by student unions and encourages all student unions to accredit unconditionally and argue the direction of NUS from there.
3. NUS Office Bearers will run political campaigns involved the largest possible number of students so as to prove the relevance of NUS to the student body throughout 2019.

Moved: Vinil Kumar (University of Sydney)
Seconded: Jasmine Duff (LGBTI Officer)

ADMIN 2.17: Smokers are Jokers: Ban Smoking at NUS Conferences

Preamble:
Smoking is a serious health issue that needs to be addressed. 67% of all smokers die from a smoking-related illness, and 87% of lung cancer cases are caused by smoking.

While smoking is often presented as a personal choice, smoking affects non-smokers around them. Passive smoking increases your risk of coronary heart disease by 25-40%, as well as lung cancer, heart disease, and stroke.

NUS Conferences should be safe spaces for all people to enjoy a clean air environment.

Platform:

1. NUS is dedicated to addressing the serious health issue of tobacco smoking among students.
2. NUS recognises that all students have the right to attend conferences without an elevated risk of tobacco-related illnesses.

Action:
1. Smoking will be banned in all venues where NUS Conference events are held.
2. The NUS National Secretariat reserves the right to eject attendees who repeatedly violate this rule.

Moved: Max Kennedy (UNSW) on behalf of Dexter Gordon (UNSW)
Seconded: Vanessa Song (USyd)

ADMIN 2.18 - Formatting the NUS constitution, regulations and by-laws

Preamble:
The NUS constitution, regulations and by-laws should be formatted correctly. Having a badly formatted constitution, regulations and by-laws not only makes it difficult for the members elected to the National Union Of Students, but also Student Organisations and students to read, understand and comprehend.

Platform:
1. NUS understands that an easy to read constitution, regulations and by-laws make it easier for Student Organisations to understand the duties of the NUS.
2. NUS understands that an easy to read constitution, regulations and by-laws make it easier for Student Organisations and students to get involved with the NUS.
3. NUS supports Students Organisation being aware of what the regulated responsibilities are of the NUS.
4. NUS wants its constitutions, regulations and by laws to be easy to read and correctly formatted.

Action:
1. NUS General Secretary will look at the way Student Organisations and other NFP (Not-For-Profits) have structured their constitution, regulations and by-laws and review potential options on making the NUS constitution, regulations and by-laws read easier.
2. NUS General Secretary will work on formatting the constitution, regulations and by-laws in the correct way, making it easier to read for affiliates, students and student organisations.

Moved: Michael Iroeche (LTSU Delegate)
Seconded: Jacob Cripps (NUS General Secretary)

ADMIN 2.19 - Feedback To Campaigns

Preamble:
It is important that campaigns the NUS run aren't repetitive and the same from year to year.

Campaigns that are run from the NUS needs to be relevant to students and to the broader student communities on campuses.

Collecting feedback from Student Organisations about the campaigns that are run through the NUS is a great way of showing how relevant the
campaign was to campuses and whether the student population more broadly thought about the campaigns that were run.

Feedback is a great way of reflecting the great work the NUS does in representing Student Organisations and should be reflected upon and collected more regularly about any services, campaigns, conferences the NUS run.

Platform:
1. NUS believes in being a representative of the interests of student organisations and students.
2. NUS sees campaigns as an important part of the activities of the NUS and collecting feedback on them is a great way of seeing how successful they were.
3. NUS believes in creating relevant campaigns that student organisations can take part in and promote on their campus.
4. NUS understands that we are here to serve the interest of Student Organisations and value the feedback of our Affiliates.

Action:
1. The NUS General Secretary will come up with a feedback questionnaire to distribute to affiliates about how semesterly campaigns went on their respective campuses.
2. The NUS General Secretary and NUS President will work with relevant office bearers about the findings of the feedback and implement actions to make campaigns better and alter campaigns to fit what student organisations want to see.

Moved: Michael Iroeche (LTSU Delegate)
Seconded: Jacob Cripps (NUS General Secretary)

ADMIN 2.20 - We have a website?

Preamble:
A website is an important part of the functioning of any student organisation and it is no different with the National Union of Students.

A website can be a vital tool of communication, being a bank of information. As such, an updated website where important information such as campaigns, activities, and achievements are laid out is a necessary tool for communicating with affiliates, student organisations, and students.

Having an updated and working website can also aid in providing information to those interested in getting involved.

Platform:
1. The NUS understands that a website is a necessary tool in providing information and communicating these to the wider world.
2. The NUS understands that a website needs to stay relevant and maintained with the activities of the National Union of Students.
3. The NUS supports transparency with its affiliates and keeping the website updated with current initiatives only further supports the aim of being a transparent organisation.

Action:
1. The NUS President and General Secretary will work to keep the website updated with current campaigns, and activities of the NUS.
2. The NUS General Secretary will work with other relevant Office Bearers to keep their pages updated with activity.
3. The NUS General Secretary will update the photos on the website.

Moved: Michael Iroeche (LTSU Delegate)
Seconded: Abood Shehada (LTSU Delegate)

ADMIN 2.21 - Smoking > Vaping

Preamble:
A large majority of Australian university students are well informed and free thinking tobacco smokers. These students are well aware of the medical risks of tobacco use through useful government initiatives such as plain packaging, tobacco warnings and greater health education.

Despite being free thinking adults, many students are still demonized for choosing to exercise their born right to smoke. The ‘Smoking - It’s time to Butt out’ policy passed at the 2015 NUS National Conference has seen an increase in discrimination of students who choose to smoke that are engaged with the national union.

It is not the place of a national union to take away the rights of members and put them in an unsafe environment. While there is definitely a place for NUS to participate in educating members and students on the dangers of smoking and its health implications, we should respect the choices of students who do wish to use tobacco products.

Platform:

1. NUS does not encourage the use of tobacco products and recognises the significant health implications of smokers and those around them.
2. NUS supports the right of students to partake in tobacco use and does not condone the demonising of smokers.
3. NUS recognises that vaping is a shameful act and does not condone the use of vaping at any union event. NUS supports the use of Analog cigarettes only.

Action:

1. The National Union of Students will ensure that all union events, rallies and conferences will have safe designated smoking areas to be used by those students and attendees who wish to partake in tobacco use (but not for vaping).
2. The National Union of Students will lobby member organisations to adopt similar policies to ensure that events held by that member organisations also have designated safe smoking areas.
3. The 2019 National Welfare Officer will run a campaign to lobby all universities to ensure that there are safe, accessible and well-lit designated smoking areas with access to lighters on each campus.
4. Letters are to be sent to all vaping product manufacturers and suppliers in Australia to communicate the unions belief that vaping is a shameful act and to request them to stop producing and supplying vaping products.

Moved: Jordon O’Reilly (National Welfare Officer)
Seconded: Kate Crossin (National Women’s Officer)

ADMIN 2.22 - Without us - You’re doomed.

Preamble:
Over 50% of the population of post-secondary students are women, with 54% of undergraduate students identifying as women. Women make up the majority of volunteers, activists and collective members of campus student organisations. Women and non-binary students also face the
highest rates of disadvantage in their access to quality education and in their safety and wellbeing on campus. Women at universities need to be represented in their student organisations. In striving to do this we set an expectation of equal representation in other aspects of their lives, or after they have left university.

Despite most NUS member organisations having affirmative action policies and regulations for their governing bodies, the National Union of Students does not. In fact, our union is regressing in its inclusivity of women. This year, for the first time in the history of the National Union of Students, the only full time paid office bearer to be a woman is the National Women’s Officer. Only 5 of the 12 National Officers are women (2 of these are positions that, constitutionally, must be filled by women). There are only 2 female State Branch Presidents. Of the 12 general members of National Executive, only 5 are women. This means that of the 27 national representatives/governing members, women make up only 12.

Whilst the National Women’s Officer has traditionally been paid at the same income as the National Education and National Welfare Officers, therefore expected to complete the same amount/hours of work, the campaigns and travel budgets of the Women’s Department are significantly less than those of the education and welfare departments. The fight to end sexual violence is arguably the largest, longest running and most important campaign the student movement has been involved in, having been run for more decades than NUS itself. In recent years, this fight has started to see an endgame and the final push has never been as important as right now. Despite this, the National Women’s Office has seen no increase in Union resources, no consistent support from the other officers and very little support on campuses.

The National Union of Students owes a lot of its success to the amazing women that have come through its doors. Whether they represented the union, organised its campaigns or did the heavy lifting on the ground to ensure campaign success, women have been the key part of this union every step of the way.

Platform:
1. NUS believes in Affirmative Action and agrees that affirmative action both corrects existing unfair treatment and gives women equal opportunity in the future.
2. NUS acknowledges the hard working women and non-binary students that have played a key part in shaping our Union’s history.
3. NUS reaffirms the commitment to ensuring that women are equally represented and fairly prioritised within the union.

Action:
1. The 2019 National President and General Secretary will draft the following constitutional changes, to be voted on at the 2019 national conference:
   a. Affirmative Action within NUS - Requiring 50% of all members (rounded up) of governing body and committees of the National Union of Students, including National Executive and it’s committees, to identify as women.
   b. Affirmative Action at National Conference - Ensuring that half of all elected/appointed/hired/selected roles at national conference are filled by women, including Returning/Deputy Returning Officer, Conference Organisers, Secretariat and Business Committee.
c. Allowing the Application of Affirmative Action -
   Allowing member organisations to apply affirmative
   action regulations to the election of NUS Delegates.

2. The 2019 National Executive will set a budget that see’s the
   National Women’s Officer paid and income that is no less than
   that of the National Education or National Welfare Officer.

3. The 2019 National Executive will set a budget that see’s the
   National Women’s and National Welfare Departments receive
   equal values of travel and campaigns funding.

4. The National Union of Students recognises that these actions do
   not address the systemic problem within student organisations and
   society which see women paid less, given less resources and less
   likely to nominate themselves for positions of power. However,
   these actions are an important step in getting back on track and
   ensuring that the National Union is leading the way in prioritising
   the voices, issues, campaigns and actions of women in the student
   movement.

Moved: Kate Crossin (National Women’s Officer)
Seconded: Molly Willmott (University of Melbourne)
Unionism Policy

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UNION 3.1 - Full time pay for full time coordinators

Preamble
Despite strong work from the NTEU, the rate of casualisation of university teaching staff continues to grow. Data from the NTEU in 2010 suggests that roughly half of all university staff do not have secure employment.

The casualisation of teaching staff has undeniable impacts on student outcomes. As class content continues to move outside of the classroom and online, the need for teachers to be readily accessible becomes more important.

Coordinators on part-time or casual work may also lack the time and resources to adjust content to include new information or simply improve the delivery to students.

Continuing full time employment provides teachers with the time and resources necessary to help provide students good outcomes and support, as well as improved quality of life and job security.

Platform
1. NUS recognises that the continued casualisation of university teaching staff has a detrimental impact on the academic outcomes for all students.
2. NUS believes that all course coordinators should be employed on a full time basis.
3. NUS stands with the NTEU in their fight to reduce the casualisation of all university teaching staff.

Action
1. The NUS will lobby the Federal government and Vice Chancellors to commit to requiring all course coordinators be employed on a full time basis.
2. The NUS will support the NTEU in their push to reduce the casualisation of university teaching staff.

Moved: Aditya Sharma (RUSU Delegate)
Seconded: Daniel Hoogstra (RUSU Delegate)

Union 3.2 - No One Deserves A Serve

Preamble:
Many students across the country are employed or looking for employment to assist in the funding of their education, putting the money towards their vital needs such as accommodation and food.

Most commonly these students find employment in industries such as hospitality, fast food, and retail.

Unfortunately, the majority of people who work in these industries are on the receiving end of physical and/or verbal abuse.

There is no excuse for abusing employees. No student should go to work knowing they will be abused. All students have the right to a safe work environment.

Platform:
1. The NUS supports the SDA’s ‘No One Deserves A Serve’ campaign, which pushes for industry-wide change to build better protections for workers and seeks to change public attitudes and behaviours towards fast food and retail workers.

Action:
1. The 2019 Welfare Officer will open discussions with the SDA to determine how the NUS can assist in supporting the campaign.

Moved: Eamonn Pinnuck (RUSU Delegate)
Seconded: Daniel Hoogstra (RUSU Delegate)

**UNION 3.3 - Our lord and saviour Dandrews**

Preamble:
The recent Victorian election, and the substantial Labor victory of the Andrews government, with their continuing support of youth issues and campaigns is a sign of what a federal Labor government can achieve. Labor governments are statistically better for university students, and students in general.

The Federal Labor opposition voted unanimously against the Higher Education Support Legislation Amendment bill to decrease the repayment threshold.

The Federal and state labor party has consistently campaigned for penalty rates and fairer wages within industry which directly impacts students who work as part of university.

Platform:
1. The NUS recognises that a federally elected Labor party is the best way to ensure the best outcome for University students.
2. The NUS recognises the significant steps made by the Andrews government to support higher education, particularly Vocational education students.
3. The NUS recognises that the only way to ensure the best outcome for students is to elect a federal labor government.

Action:
1. The NUS will congratulates the Andrews government on their election win.
2. The NUS will assist in the campaign to depose the Liberal National party out of government.

Moved: Eamonn Pinnuck (RUSU Delegate)
Seconded: Daniel Hoogstra (RUSU Delegate)

**UNION 3.4 - Recognition for the wharfie strike**

Preamble:
2018 marks the 20th anniversary of the 1998 Australian waterfront dispute. In which the Patrick Corporation illegally dismissed their workforce in an attempt to de-unionise and degrade the workforce.

The waterfront dispute was a heinous act of anti-unionism and had a detrimental effect on student wharfies.

Only through the courageous actions of the Shop, Distributive and Allied employees’ association (SDA), and the Maritime Union of Australia (MUA) was this existential threat to Australian Trade Unionism challenged.

Platform:
1. The NUS believe that those who supported the MUAs industrial action against the Patrick Corporation should be formally recognised for their services to Australian Trade Unionism.

Actions:
1. NUS will formally thank the SDA and Joe de Bruyn for their
tireless financial and moral support of the MUA during the
waterfront dispute.

Moved: Daniel Hoogstra (RUSU Delegate)
Seconded: Eamonn Pinnuck (RUSU Delegate)

UNION 3.5 - NUS Supports Penalty Rates

Preamble:
With the attack on penalty rates by the Australian Liberal party affecting
thousands of students across the country the NUS needs to step up to
support these students.

⅔ of these students live below the poverty line and already struggle to
balance work and university negatively affecting their studies, the NUS
needs to seek support from where it can to fight these cuts to students
wages.

These wages are vital to students because these are often the people
working in lower-paid jobs and barely staying financially afloat.

Platform:
1. NUS condemns the attacks on penalty rates
2. The NUS recognises that while he is busy defending North
   Queenslanders from crocodile attacks, Bob Katter has still
   managed to make time to support penalty rates
3. NUS condemns any political party, or politician (looking at you
   Cathy McGowan you spineless reptile) that has supported the
   abolition penalty rates.
4. The NUS recognises it must work with politicians who support
   and are sympathetic to the Students-For-Penalty-Rates cause.

Action:
1. The NUS will write to all politicians, including but not limited to
   Bob Katter praising them for their support for penalty rates.
2. NUS will run a campaign condemning politicians who voted
   against penalty rates, especially Cathy McGowan.
3. The NUS commits to taking the steps necessary to fight the attacks
   on penalty rates, and commits to the position of supporting penalty
   rates.

Moved: Eamonn Pinnuck (RUSU Delegate)
Seconded: Daniel Hoogstra (RUSU Delegate)

UNION 3.6 - Student Unionism at Unrepresented
Campuses: No Comrades in the Cold

Preamble:
The Student Union movement in Australia is vital to the experience and
progress of students at universities.

Some universities feature undemocratic organisations created by university
management to replace proper student unions.
Students across all non-student union campuses don’t receive the benefits of students at other universities with established student unions, creating a weakened university and education experience for these students.

Expanding the student union movement is beneficial to existing member organisations of the NUS, expanding the influence of the movement.

Platform
1. The NUS should always encourage and facilitate the spread of Student Unionism in Australian universities.
2. The NUS reaffirms its belief in student control of student money and affairs, and backs students who want to engage and support the movement.

Action
1. The 2019 National Gen Sec will organise a campaign at non-unionised campuses to inform students of the student union movement, the NUS, and the benefits for students from active engagement with this movement and;
2. Will contact and liaise with student unionists, seeking their input and guidance and;
3. Will organise for a review of undemocratic, university run student representative systems, with the goal of presenting this information to students at the university to inform their decisions.

Moved: James Atkins (SSU Delegate)
Seconded: Sam Roberts (National Executive Member)

UNION 3.7 - Union week

Preamble:

Many students are amongst the most financially vulnerable within society. Students are increasingly forced to work further hours to afford the increasing cost of living, rent and tuition fees.

Furthermore, many students are also the most ignorant of their workplace rights and are subsequently taken advantage of and often paid less than they should. Such affairs disproportionately affect international students who have to pay upfront fees and often have no choice but to accept poorer conditions or be unable to remain in Australian education.

Platform:
1. That the NUS encourages affiliated campuses to have a union week.

Action:
1. Affiliated campuses invite relevant unions to campus to talk to students about their workplace rights and if applicable direct those students to their relevant union.

Moved: Connor Wherrett (National Executive)
Seconded: Mac Waugh (University of Technology, Sydney)

UNION 3.8 - Real Unions Only

Preamble:
Union membership across Australia is declining. NUS needs to do more to encourage the benefits to students about why they should join their trade union.
Students and particularly international students are often the victims of wage theft.

The decline of weekend penalty has and will have an adverse effect on students who study full-time and have to rely on penalty rates.

In a world where union membership is declining, it is more important now than ever before that workers join their union, rather than registered corporations such as RAFFWU.

Platform:
NUS supports all students being a member of their relevant trade union.

NUS notes the success of having trade unions on campus to encourage students to join.

NUS opposes scabs who do not wish to join their union, or join fake registered corporations who have no bargaining power such as RAFFWU.

Moved: Max Kennedy (UNSW)
Seconded: Connor Wherrett (NSW SBP)

UNION 3.9 - Domestic Violence Leave

Preamble:
The Australian Labor Party recently committed to implementing 10 days paid Domestic Violence leave. This means that employees escaping from Domestic Violence can get 10 days of paid leave until they have found secure and safe housing, received any medical attention they require, or whatever they may need.

This should be implemented in a similar platform for students, by providing more compassionate special arrangements for students, the ability to take leave for part of the semester, and the ability to discontinue and not fail units by going to a specialized counselor on campus, without having to provide further details of their situation.

Platform:
1. NUS supports victims of domestic violence
2. NUS believes in pushing universities to be more compassionate and understanding of people’s situations

Action:
1. The NUS Womens and Welfare Department will work on running a lobbying campaign to push for these things

Moved: Adriana Malavisi (USYD)
Seconded: Humaira Nasrin (UNSW)

UNION 3.10 - Solidarity with the NTEU

Preamble:
In universities across the country, university managements are taking active steps to place profits ahead of the wellbeing of students and staff. As universities continue to move towards implementing the ‘Melbourne Model’ of education, increasingly, undergraduate courses are being cut and the staff that run these courses are being terminated. On top of this, casual professional staff have been steadily attacked by university management. The loss of these staff has large implications for students, academics, and the quality of education and services at Australian universities.
The NTEU have expressed concerns that Australian universities are casualising university workforces, increasing workloads, and making significant changes to work conditions without appropriate consultation. The NTEU report that staff at Australian tertiary institutions are increasingly feeling instability in their work, and students will ultimately suffer.

Platform:
1. NUS acknowledge the employment instability faced by staff at Australian tertiary institutions.
2. NUS stand with the NTEU in demanding that Australian universities engage with the union on significant decisions that will impact staff.
3. NUS stand with the NTEU to demand stable working conditions for staff at universities, whether they be academic or professional staff.

Action:
1. NUS encourages university student organisations to engage with their NTEU branch and support their branch in any actions that they wish to take.
2. The NUS Education Officer will work with campus Education Officers to ensure that there is a significant student presence at NTEU actions.
3. NUS support NTEU strikes and individual university student organisations will attend and organise contingents to any NTEU strikes.

Moved: Leo Shaw-Voysey (UNSW) on behalf of Angela Griffin
Seconded: James Newbold (University of Sydney)

UNION 3.11 - No Way to Casualisation

Preamble:
In 2016, a report revealed that one in four Australians are employed on a casual basis. The portion of Australians employed casually has steadily increased since the 1980s ushered in an era in which profit and economic growth is valued above the rights and wellbeing of workers. In 1982, just 13% of Australian employees were casual workers, today this has risen to 25%. Casual work means that employees do not have access to entitlements such as paid leave and importantly, casual work is unstable, insecure, and variable. A report conducted in 2016 revealed that 53% of casual workers experienced variable earnings from one pay period to another. This is compared to just 15% of permanent employees.

Additionally, it is mostly the most marginalised members of our society whose jobs are being casualised. In 2017, 26.95% of women were in casual employment compared to 23.16% of men and young people between the age of 15-19 are far more likely to be in casual employment than their older counterparts.

Casualisation makes it far easier for bosses to exploit and terminate workers without explanation or providing entitlements.

Platform:
1. NUS acknowledges that casual work is less stable, has fewer entitlements and treats workers as expendable tools for profit.
2. NUS stand with the ACTU’s Change the Rules campaign in calling for the end of the casualisation of the Australian workforce.

Action:
1. NUS will strive to inform university students about their rights at work by running a campaign aimed at informing students about the dangers of casualisation and what they are entitled to.
2. NUS will support and endorse the ACTU’s Change the Rules campaign both online and by physically supporting actions.
3. NUS will work with campus Education Officers to create information packets informing students of their rights at work.

Moved: Leo Shaw-Voysey (UNSW) on behalf of Angela Griffin
Seconded: James Newbold (University of Sydney)

UNION 3.12 - We Won’t Wait Campaign
Preamble:
This year, 800 000 women have experienced domestic violence in some form. For these women, accessing support services can have implications for their employment as most services are only available during business hours. That is one of many reasons that it is imperative that Australian governments support workers’ access to domestic violence leave.

In August of this year Australian workers finally got access to five days of unpaid domestic violence leave after a ruling from the Fair Work Commission. This ruling was the direct result of the ACTU’s We Won’t Wait campaign which called for ten days domestic violence leave to be given to all Australian workers.

Although this is certainly a huge step forward, five days is not enough and it is vital that this campaign is continued. Additionally, it is vital that steps are taken to actively encourage employees to take this leave if they need it.

Platform:
1. NUS stand with survivors of domestic violence and affirm their support for the ACTU’s We Won’t Wait campaign.

Action:
1. NUS will work with women’s officers to ensure that students are appropriately informed of their right to access domestic violence leave if they need it.
2. NUS will work with campus Education officers to ensure that students are engaging in their unions.
3. NUS will encourage students to sign the ACTU’s We Won’t Wait petition by posting it to their social media and website.

Moved: Leo Shaw-Voysey (UNSW) on behalf of Angela Griffin
Seconded: James Newbold (University of Sydney)

UNION 3.13 - Know Your Union
Preamble:
In Australia, at a national level roughly 15% of workers are a part of their union. While this is higher than the world average, it is essential to realize that with younger generations this rate is dropping greatly. People, young people especially, are increasingly disenfranchised and dissatisfied with the union movement, if they know what it is to begin with. However, young people also don’t realize the importance of unions in Australia and what they can, and have achieved.

Over the past few years, unions have won greatly with campaigns such as the #Streetsfreesummer, and the CUB55, however continued support, and
continued growth is necessary for these continued fights, particularly with the Change the Rules Campaign being run across the nation.

Platform:
1. NUS recognizes that young people are not joining their unions, and are not involved with the Union Movement.
2. NUS recognises that many students, particularly international students, don’t know what a union is.
3. NUS recognises its role in the union movement as oftentimes being the first union a student is aware of.
4. NUS realizes the difficulties in getting young people involved in their union, either due to the fact they don’t know what union to join, or they’re in general unaware of their union.
5. NUS understands the importance of young people being involved with their union, in order to keep the union movement strong.

Action:
1. NUS encourages campus groups to connect with unions specific to their universities, and degrees offered at their universities (i.e. the MEAA for Media and Journalism degrees).
2. NUS supports the tabling of all unions on university campuses - particularly big events in which all unions are visible and students are able to talk to them.
3. NUS will endorse visible action of all unions, such as strikes and support the advertisement of these actions on campus across Australia.
4. NUS will create a page as a part of their website that compiles all of the unions in Australia:
   a. This page will allow for students who are planning their degrees to find out what union they are in.
   b. It will also have a separate page for the job (and they type of job, i.e. casual, part-time etc) they are currently in, in order to give students the most information possible.
   c. This page will have information on the importance of students joining their union.
   d. It will then send them to a page where they can learn more about that union, and how to join it.
5. NUS will engage with campus unions in order to spread the word of this page, and encourage all students to join the union they should be a part of.

Moved: Kirra Jackson (UTS)
Seconded: James Newbold (University of Sydney)

UNION 3.14 - Public Service Sector here to stay

Preamble:
The Public Service Sector is one of the largest industries in Australia. It employs a large amount of people from a variety of degrees - to communication students, law students, engineering and science students, all types of jobs are available within the public service.

Not only that, but the public service does a large amount of good for students and people across the country - from running free public libraries, to tafe to a variety of different ways the state and federal government supports people.

Unfortunately over the past few years, particularly in states that have a liberal government as well, the public service sector has come under attack.
- Massive cuts all around, enforcing “efficiency dividends” and threats to totally defund public services such as the ABC. This is not only a threat to the public service sector and jobs that students can get, but evident of the neo-liberal agenda of this current government to privatise everything and ensure that working class people don’t have the ability of a fair go.

Platform:
1. NUS recognises the importance of a strong public service sector. Not only does it help ensure that students are more likely to have a solid career with security, but also because a strong public service sector ensures that every Australian has the ability to thrive.
2. NUS commends the work of all state and federal public service sector unions in their continued fight against budget cuts by their respective government, and their continued fight against privatisation.

Action
1. NUS encourages all affiliated universities to pass a motion in support of the public service sector, as well as in support of the relevant public service sector campaign in their state.

Moved: Kirra Jackson (UTS)
Seconded: James Newbold (University of Sydney)

UNION 3.15 - Just go home - A motion to support the Go Home on Time Day

Preamble:

‘Go home on time day’ is a national union event held on the 22nd of November, now in its 11th year, this initiative of the Australia Institute, it is supported by a variety of unions, and encourages all working people to leave work at the time they are meant to finish.

It has been found that in a variety of sectors, people contribute a large amount of work with unpaid labor, because they stay after work “just finishing something up”. The NTEU for example found that a conservative estimate of the amount of unpaid labor by staff members is around $2.5 Billion. They recognize that this labor is necessary, but it is still unpaid.

This is particularly true for university staff, and casual university staff in particular, with UTS staff for example working an estimated 3-10 unpaid hours a week, according to the NTEU. This includes many students, as universities often hire them in admin-type roles.

Platform:
1. Many students are unaware of their rights in regards to their labour, and NUS understands the importance of its role in educating students about it.
2. NUS recognises that when professors are burnt out from doing extra, unpaid work, and do not have the time to recuperate and be with their friends and family, the quality of education is diminished greatly.

Action:
1. NUS supports the ‘Go home on time’ campaign.
2. NUS will work with a variety of unions that specifically attract university students (such as the SDA or United Voice) to advertise this day to students in 2018.
3. NUS encourages all affiliated bodies to participate with this day, including staff that are employed by said body.

Moved: Kirra Jackson (UTS)
Seconded: James Newbold (University of Sydney)

UNION 3.16 - “Experience” doesn’t pay rent – an end to unpaid internships

Preamble:
The rate of unpaid internships has been on the rise for years in Australia, in fact, many students believe it is essential to have experience in unpaid internships in order to be ‘competitive’ in the job field.

According to the Fairwork Ombudsman, those that are in an ‘employment relationship’ are entitled to minimum wage, national employment standards and the terms of any applicable award. However, many students are unaware that they are in an employment relationship, as they don’t understand this specific term.

According to the Ombudsman, an employment relationship can be defined in a variety of ways. For example, if they are tasked with productive tasks (rather than just observation, learning, training, or skill development), this can be seen as an ‘employment relationship. Other examples of definers can be who’s being benefitted (If it’s the company it’s an employment relationship), if it’s tasks that would normally be done by paid employees, and the length of the ‘internship’

According to the ABC, more than half a million internships were unlawful between 2011 and 2016

Platform:
1. NUS believes that unpaid internships can lead students into increased debt throughout their time at university
2. NUS recognizes that the reliance on unpaid internships in society and in business systematically disadvantages lower income students who do not have the financial ability to work for free, and further increases the socio-economic divide in Australia
3. NUS believes that the increased reliance on unpaid internships, and thus unpaid labour potentially reduces paid positions in companies, and affects the starting salaries within industries throughout Australia.

Action:
1. NUS will create a briefing in order to inform students of their rights as Interns, and the damage that unpaid internships does to society and university degrees, similar to the briefing released by the UK NUS in November 2011.
2. NUS will work with campus unions and provide materials on how to engage with students about internships.
3. NUS will continue to work with unions to ensure that the most benefits can be achieved to the most amount of people while fighting to get rid of unpaid and unfair internships.

Moved: Kirra Jackson (UTS)
Seconded: James Newbold (University of Sydney)
UNION 3.17 - Solidarity with the We won’t Wait Campaign

Preamble:
Over the past few years the ACTU have been running the We Won’t Wait campaign. This is a campaign that is calling for legislated 10 days paid domestic violence leave.

It recognises the importance of non-specifying the type of actions needed in order to receive this

Platform:
1. NUS recognises the importance of 10 days paid domestic violence leave to help those that are experiencing domestic violence in their life.
2. NUS commends all unions that have achieved this and more at workplace or industry levels, but understands the importance of having this at a federal legislated level.

Action:
1. Members that are attending the NUS Conference will take a solidarity photo for the We Won’t Wait campaign, that will then be posted on the NUS Facebook, and other relevant social media
2. NUS will support all actions called by the ACTU surrounding the we won’t wait campaign

Moved: Kirra Jackson (UTS)
Seconded: James Newbold (University of Sydney)

UNION 3.18 - NUS visibility at Protests

Preamble:
Members of NUS often are involved in on the ground activism such as rallies and protests. This is one way that it as a union is able to be visible, as well as show solidarity with a variety of actions from other unions and grassroots movements.

Unfortunately it is very difficult to identify members of NUS/Student Contingents that are associated with NUS due to the lack of branding. This means that students that are in attendance may not realise that there is a student union. It also means that if NUS is losing essential publicity that validates it as a union.

In the past there have been NUS flags, however currently the whereabouts of them are not know to a majority of affiliated bodies, and thus their useability is void.

Platform:
1. NUS understand the importance of visibility at public rallies, protests and grassroots actions in order to help grow awareness of the union, as well as the validity of NUS as a union.

Action:
1. NUS will create flags for affiliated bodies to take to events. Each affiliated union will receive five (5) NUS flags that the campus representative will be in charge of.
2. In order for these flags to be used at specific events, the campus representative must receive permission from the state representative, unless it is an NUS run event such as an NDA.
3. At the end of the campus representative’s term, the flags must be handed back to the state representative who will ensure that it is passed on to the incumbent campus representative.
Moved: Kirra Jackson (UTS)
Seconded: James Newbold (University of Sydney)

UNION 3.19 - Students can CHANGE THE RULES

Preamble:
Unfortunately, as a result of steady neoliberal attacks to workers rights in the name of profit, today, a third of banks are not appropriately paying tax whereas 40% of workers are working in insecure work. A report conducted in June this year revealed that for the first time in Australian history, less than half of all working Australians have full time employment with leave entitlements. For people under the age of 30, the proportion of those employed in full time work drops to just 38.9%.

Big businesses do not care about their employees and as unions have had their powers diminished over time, insecure, casual, and underpaid work has increasingly become the norm. Clearly the rules are broken.

The ACTU Change the Rules campaign is calling for an increase in wages and have an emphasis on providing workers with secure work. It is imperative that this campaign is supported and its aims achieved.

Platform:
1. NUS commend the important work being done by the ACTU in campaigning for higher waged secure employment for all workers.
2. NUS acknowledge that young students are disproportionately engaged in low paid insecure work and reaffirm their commitment to work for students rights at work.

Action:
1. The NUS will ensure that an NUS student contingent is present at any Change the Rules action.
2. The NUS will work with campus officers to ensure that students are aware of the Change the Rules campaign and the importance of engaging in this campaign.
3. Members that are attending the NUS National Conference will take a solidarity photo for the Change the Rules campaign, which will then be posted on the NUS Facebook, and other relevant social media.

Moved: Kirra Jackson (UTS)
Seconded: James Newbold (University of Sydney)

UNION 3.20 - Jason O’Mara - Here to stay!

Preamble:
In August this year, Construction, Forestry, Maritime, Mining and Energy Union (CFMMEU) ACT Branch Secretary, Jason O’Mara, was charged by the Australian Competition and Consumer Commission (ACCC) for engaging in what they labelled as ‘cartel conduct’.

Cartel conduct usually relates to the act of businesses colluding with one another instead of competing, in order to fix their prices. However, the ACCC is trying to allege the behaviour of the CFMMEU and Jason O’Mara attempted to induce suppliers of steel fixing and scaffolding services to fix their prices.

In reality, Jason O’Mara was doing what any good union organiser would do – securing the best possible deal for workers in the steel fixing and scaffolding sectors. Jason O’Mara’s only crime was negotiating for better wages and conditions for construction workers in the ACT.
But the ACCC and the Liberal Government want to criminalise unions, particularly the CFMMEU, because they know how powerful they are in standing up to big business and unjust industrial laws. They want to take us back to a time before unions existed, to a time where no workers’ rights were protected, and where employers used the exploitation of their workers as a business model.

These charges levelled against Jason O’Mara display yet another baseless attack on the union movement by the ACCC and the Liberal government, and are a further attempt to undermine, criminalise and, ultimately, eradicate unionism in Australia.

As the National Union of Students, we must recognise the important role we play in the union movement, and how this attack on Jason O’Mara and the CFMMEU is as much an attack on us and our right to form a union.

Platform:
1. NUS condemns the ACCC for their blatant anti-worker and anti-unionist agenda.
2. NUS acknowledges that unionism across the country is under attack, including student unionism.
3. NUS acknowledges that union organising is not a crime.
4. NUS supports Jason O’Mara and the CFMMEU, and stands in solidarity with the union in defending these charges alleged by the ACCC.

Action:
1. NUS commits to supporting the CFMMEU and Jason O’Mara, and will release a statement reiterating their support and condemning the ongoing criminalisation of union organising by the anti-worker Liberal government.

Moved: James Newbold (University of Sydney) on behalf of Lachlan McGregor
Seconded: Alice Smith (University of Melbourne)

UNION 3.21 - End wage theft on our campuses.

Preamble:
The Australian National University (ANU) is currently undertaking several projects on their campus and has engaged with a variety of builders to complete them.

However, it has recently been uncovered that some of the subcontractors engaged on these projects are massively underpaying workers at the ANU, stealing their wages and entitlements and refusing to cooperate with the union.

These developments are being largely funded through student fees, meaning that student money is being used to support this unfair treatment of workers. As wage theft is often a crime committed against student workers, it is important that we, as the peak student representative body, reject all forms of wage theft wherever they occur.

It is, however, particularly heinous when this type of wage theft is perpetrated on our own campuses and in the name of our universities. Whilst young student workers are being subjected to wage theft in casualised employment, our universities are perpetuating this culture by
engaging with builders that facilitate the theft of workers’ wages and entitlements on their projects.

It is pivotal that students recognise the important role we need to play in holding our universities to account for these actions and ensuring that we do not tacitly accept ripping off workers on our campuses.

The ACT Branch of the CFMEU, in conjunction with ANU students, is currently running a campaign against construction companies that adopt the use of wage theft as a business model. The campaign also condemns the ANU if they remain complicit in this wage theft and calls on the university to end any contractual agreements with builders that steal from workers.

Platform:
1. NUS condemn universities that use student fees to contract with companies that actively employ wage theft as a business model and cost-cutting measure.
2. NUS condemn the ANU’s complicity in contracting with companies that perpetrate wage theft on campus developments.
3. NUS recognises that wage theft is a criminal offence, and perpetrators of this crime must be punished accordingly.

Action:
1. NUS condemn the ANU and their vice-chancellor Brian Schmidt if they continue to remain complicit in the wage theft at the university
2. NUS call on the ANU to end any contractual agreements with construction companies that fail to repay workers their stolen wages.
3. NUS support the CFMEU and ANU student campaign against wage theft on campus.
4. NUS condemn wage theft in all its forms and supports legislating to recognise wage theft as a criminal offence.

Moved: James Newbold (University of Sydney) on behalf of Lachlan McGregor
Seconded: Alice Smith (University of Melbourne)

UNION 3.22 - Students support crane flags on campus!

Preamble:
With many developments taking place across campuses Nationally, there has been a surge in the number of cranes operating on our universities.

However, a concerning trend has appeared in which university administration managing construction projects has directly intervened to prevent union members flying their flags on university sites.

At the Australian National University (ANU), the administration recently intervened in a project to prevent workers displaying their flag from a crane that was operating on the campus. This sort of behaviour shows the administration’s desire to project their disdain towards unionism onto their own staff and students’ and create a campus culture that ultimately fulfils a conservative anti-union agenda.

Flying the unions flag from a crane is an important and historical way of signalling a unions presence on a construction site and the collectivisation of unionised members working there. It is a symbolic way that workers
publicly display pride in their union, and it is abhorrent when a university actively intervenes to prevent this taking place.

It is important that the NUS take an active role in supporting workers on our campuses who take pride in their union and their right to freely associate - and display this pride through flying their unions flag.

Platform:
1. NUS condemn universities that actively prevent flags being flown from cranes on campus construction sites
2. NUS acknowledge the importance of workers taking pride in their unions by flying their unions flag from cranes
3. NUS call on all universities to actively encourage union membership for all construction sites taking place on campuses

Action:
1. NUS president will write to all university vice-chancellors relaying the NUS’s support for flags being flown from cranes on university construction sites.

Moved: James Newbold (University of Sydney) on behalf of Lachlan McGregor
Seconded: Alice Smith (University of Melbourne)

UNION 3.23 - It’s Time

Preamble:
It’s time to wake up – Australia’s head of State remains a 92 year old “rule by divine right” monarch that got the gig by pure luck.

It’s time to have a go at something better – we’re a country that believes in the fair go, so every Australian should have the right to aspire to be Australia’s Head of State.

The Australian Republican Movement has renewed its campaign to change the constitution and remove our remaining ties to a foreign monarch, and it’s time the NUS follows suit.

Bill Shorten, Leader of the Australian Labor Party announced that should Labor win Government there would be a national plebiscite in 2020 on whether Australia should become a Republic.

Meanwhile, Prime Minister Scott Morrison is content with an outdated and uninspiring model we’re currently stuck with.

Platform:
1. The NUS believes that all Australians should be able to aspire to be our Head of State.
2. The NUS believes that Australia’s Head of State should be chosen by Australians for Australia.
3. NUS believes it’s time to take control now – we shouldn’t have to wait for the Queen to die to have an Australian Head of State.

Action:
1. The NUS will support the Australian Republican Movement and a YES Campaign to amend the Constitution to achieve platform points 1 and 2.
2. At the next federal election in producing any form of scorecard or fact sheet, a political party’s position on the republic will form part of this scorecard or fact sheet.
Moved: Lincoln Aspinall (UWA Delegate)  
Seconded: Christopher Hall (Curtin Delegate)

UNION 3.24 - Frack Off WA Labor

Preamble:
Traditional land owners, community groups, and the general public are strongly opposed to Fracking in Western Australia. Even WA Labor’s union stakeholders voted in the party’s State Executive to ban fracking entirely in the state. Despite this, the McGowan Government has allowed Fracking to continue in an area the size of Tasmania.

Community sentiment and the need to halt climate change means that any and all fossil fuels need to stay in the ground. Unions understand this and the NUS should stand in solidarity with major unions in opposing coal seam gas extraction.

Platform:
1. That the NUS reaffirms its commitment to union power.
2. That the NUS understands that fracking is another component of human contribution to climate change and all extraction of fossil fuels must cease immediately.
3. That the NUS understands that unions have it in their interest to protect the environment in which their members live and work.

Action:
1. That the NUS condemns the McGowan Labor Government in WA for not completely banning Fracking across the state.
2. That the NUS stands in solidarity with Unions calling for bans on Fracking and fossil fuel extraction.

Moved: Dylan Heywood (Curtin Delegate)  
Seconded: Christopher Hall (Curtin Delegate)

UNION 3.25 - Solidarity with the UFU

Preamble
In 2016 there were major attacks levelled at the United Firefighters Union (UFU) amid an Enterprise Bargaining Agreement (EBA) period where UFU members were fighting for their basic rights.

These attacks included numerous front page articles in the Herald Sun, attacks from the former Emergency Services minister, Jane Garrett, and a targeted campaign by the Country Fire Authority accusing the UFU of attempting to take over the body.
These constitute attacks by the bosses and government against a union fighting for its members livelihoods.

This year the UFU has again come under fire from the government and media, after the UFU campaigned against Jane Garrett being propelled into higher office. They quite rightly saw a threat in Garrett taking a seat in the upper house as she led the charge against their union in 2016, and chose to defend the rights and conditions of their members by opposing her.

The UFU campaigned in ways that are par for the course in election campaigns, such as how to vote cards with Garratt last.

The UFU have been accused of ‘bullying’ Garratt by the media, Premier Dan Andrews and other union representatives.
These accusations are hypocritical & disgraceful. The UFU and their members were the ones who faced extreme bullying in 2016, as referenced in preamble point 1.2.

The UFU have since left Victorian Trades Hall.

**Platform**

1. NUS supports the UFU and believes that the CFA, a body with a history of putting its volunteers and members of the communities lives at risk, should not be responsible for firefighting services in the outer suburbs.
2. NUS supports the UFU’s right to defend the rights and conditions of its membership.
3. NUS stands against attacks on the UFU and supports their right to campaign against politicians who have campaigned against them.
4. NUS rejects claims that taking political action is ‘bullying’.

**Action**

1. NUS will take a photo in solidarity with the UFU at its 2019 National Conference.
2. The NUS president will write a letter to the UFU extending our solidarity and attach the photo to be taken according to action point 1.

Moved: Tess Dimos (Monash University)
Seconded: Beth Jackson (Monash University)

**UNION 3.26 - Fight for penalty rates**

**Preamble**

In 2017 the Fair Work Commission imposed cuts to weekend penalty rates, the biggest cut to wages since the Great Depression. The cuts have affected more than 700,000 workers, and cost workers in retail and hospitality up to $6,000 a year. These wage cuts have not resulted in job creation.

Unfortunately, there has only been a muted response from the ACTU, with no serious industrial campaign yet developed.

Student unionists have a critical role to play in the fight for penalty rates, as retail and hospitality workers are disproportionately school or university age. It was unionised workers who won penalty rates in 1919, and unionised workers who defended penalty rates against attacks from the Arbitration Court in 1938. The fight for penalty rates will require students and trade unionists to actively oppose the Fair Work Commission, and mobilise industrial power across many industries.

**Platform**

1. NUS condemns the Fair Work Commission for cutting penalty rates.
2. Should the ALP form government in 2019, NUS will call on the Party to reverse the cut to penalty rates and disband the Fair Work Commission.
3. NUS encourages the ACTU to mobilise their members in industrial action to restore cut penalty rates

**Action**

1. NUS will work with the ACTU and other trade unions to organise national protests against the bipartisan attacks on workers and the draconian labour laws in the Fair Work Act.
2. NUS will provide support to all young workers attempting to organise industrial campaigns in their workplaces.

Moved: Tess Dimos (Monash University)
Seconded: Vinil Kumar (University of Sydney)

UNION 3.27 - Unionising young and casualised workers: a case study

Preamble:
It is often debated whether young casual workers can be unionised. People argue that since the long term traditions of unionism do not exist within young workforces, it is almost impossible to build rank and file unionism. It is also argued that due to precarious work caused by casualisation young people are too timid to engage with unions is often the argument put forward. These arguments are definitively incorrect.

It is also often argued that the only way to unionise young or casualised workers is through special low dues rates and deals, or that you can get young workers involved in stunts and media campaigns but not industrial action and long term unionising. Instead, the below example shows that with patience and a hard head young workers can be unionised and a culture of industrial solidarity can be built.

For about a year at the call centre Ipsos/iView young unionists have patiently built a union culture and have built union density from 30% to 96%. The nature of the work is precarious and mentally taxing and despite the incredibly high turnover that is a result of the ‘nature’ of the industry, it has been proven that young workers in precarious work can be unionised and engage in unionism enthusiastically despite the lack of the traditions of unionism and the issues with casual work amongst young workers. Union activists have organised and built a union culture based on political activism as well as fighting to improve workplace conditions and combat the precarious nature of casual work. Starting with simple solidarity photos for left wing causes, a strong culture of solidarity has been built.

There have been 4 unfair sackings prevented, at least $15,000 in wages prevented from being stolen, at least $3,000 in wages recovered having been stolen, workplace conditions such as reading at desks won as well as the revitalisation of young rank and file political unionism.

There have also been numerous extensions of solidarity to various communities to take a political stand on the side of the oppressed. This has included solidarity photos during the Marriage Equality postal vote, solidarity with the refugees on Manus Island and Nauru, solidarity with the South Sudanese community as they face racial vilification in the media and in parliament, solidarity with LGBTI athletes, solidarity with Trans Activist and Prominent Whistleblower Chelsea Manning as her visa was refused based on character grounds, solidarity with the families in Bowraville where 3 indigenous children were murdered and the state had failed to prosecute anyone, and various others.

What has been done at the call centre is an example that committed unionists that engage their workmates in political activism can create a new layer of young union activists which has helped build a militant union and is proof that it is possible to revitalise a rank and file union culture that has involved taking illegal industrial action to defend a workmates job and a collective working condition, based on solidarity and militancy. For example, There are now 10 delegates at the workplace most which had no previous experience in any forms of activism.
At Ipsos, young workers as union activists and militants led and then defended a campaign to be able to read at our desks while our phone automatically dialled as many of us are university students and being able to read relieves the burden of both work and study by being able to study at work. After a successful campaign this campaign has spread to other call centres off the back of political rank and file unionism.

Platform

1. The work done organising rank and file workers at Ipsos demonstrates that if young unionists have an orientation to rank and file organising it is definitively possible to revitalise the union movement today.
2. Rank and file militant and political unionism has been proven to be possible to revitalise amongst young workers today and should be the orientation of young unionists in their workplaces as a way forward to build up union strength.

Action

1. NUS commend the rank and file unionism done by young unionist activists that increased the union membership from 30% to 96% at the call centre Ipsos.
2. NUS acknowledge that the successful union organising done at Ipsos is a testament to the strategy of rank and file unionism.
3. NUS will encourage young and casualised workers to engage in building their trade unions.

Moved: Kim Stern (NUS LGBTI officer)
Seconded: Beth Jackson (Monash University)

UNION 3.28 - Staff teaching conditions are student learning conditions

Preamble

The LNC Government has successfully pushed through a series of attacks on universities:

1. $4.8 billion dollar cut to universities in May 2017, the biggest fee cut since 1996.
2. Higher education funding freeze in December 2017 which collectively saw 9,500 places go unfunded in 2018.

University managements across Australian campuses have utilised neoliberal government policy to further entrench their own corporate interests. Several university campuses around Australia have initiated or are in the process of considering restructures. These restructures include a move towards trimester systems, blended learning models, and a separation between research and teaching roles. In practice, they tend to mean a lessened quality of education for students, cuts to course funding and availability, and the undermining of staff pay and conditions. Some universities have instigated mass staff redundancies or increasingly pushed for the replacement of full time roles with casual positions.

In response to the above, a number of university campus staff members including those at UNSW, University of Newcastle, University of Wollongong, University of Melbourne, University of Queensland, and University of New England have undertaken industrial action and/or taken strike across Australian campuses during 2018 EBA campaigns.

Platform

1. NUS supports the right of staff to take industrial action and to go on strike.
2. NUS recognises strike action as the most effective defense of university staff pay and conditions

Action

1. NUS will encourage all councillors and OBs at affiliated campuses to show solidarity with the NTEU’s industrial action by
   a. campaigning for student support, including but not limited to;
      i. Informations stalls
      ii. Poster campaigns
      iii. Contacting clubs and societies
      iv. Petitions to be signed in lectures and tutorials
      v. Mass emails distributed to club and class lists
   b. attending open NTEU member meetings,
   c. attending picket lines on strike days,
   d. Publishing supporting statement on social media,
   e. Writing submissions to University management

2. The National Education Officer will prioritise attendance at strike days across the country

3. The relevant NUS Facebook pages will advertise any staff strike action, encouraging students to not attend class and stand on the picket line in a show of solidarity.

Moved: Kim Stern (NUS LGBTI officer)
Seconded: Beth Jackson (Monash University)

UNION 3.29 - Union opposition to Australian militarism

Preamble

The Australian Government currently spends $35b a year on the military. This is funding taken from healthcare, education and welfare, measures hard-won by unions that increase the living standards of workers, students and the unemployed. Instead, this money is spent on aiding foreign insurgencies and occupations which cost the lives of millions of innocent civilians.

Trade unions have the capacity to undermine Australia’s militarism due to their ability to target the war industry both at the point of production and in research development.

An argument against Union opposition to the military industry has centred on job creation. This argument is misguided. State investment for weapons manufacturing is a notably poor job creator per dollar invested. The Future Frigates program and submarine construction, both at Port Adelaide, have a $90b price tag at this stage and will, at a maximum, employ 8 000 people according to PwC. That equates to $11.25m per worker, of which the tiniest fraction will go to the worker themselves, and many will only be employed for a short time during brief peak construction times. For that outlay, 1 125 million nurses could be hired on $80 000 a year, or 1.36 million high school teachers on the average teacher wage. Job creation per dollar invested would also be substantially higher were this investment being directed towards desperately needed public infrastructure.

The union for academic and professional staff, the NTEU, has come out strongly in favour of the Books not Bombs campaign, which seeks to oppose investment in the military in favour of spending on education and other socially productive things. On a number of campuses there has been close collaboration between staff and students, and we would expect this to continue moving forward.

Platform
1. NUS stands against the substantial rearmament program of the Australian Defence Force, and stands in solidarity with the victims of Australian militarism.

2. NUS congratulates the NTEU for supporting the demand and student campaign to disarm our universities and encourages activists to work collaboratively where possible.

3. NUS encourages the trade union movement more broadly to take a stance against the current expansion of Australian militarism, particularly in the current context of increasing tensions between the US and China and the greater militarisation of the Pacific.

In 2018, the UQ administration finalised plans to demolish the student union building. The proposed redevelopment will be significantly more costly than a total refurbishment, with expenses estimated to be above $250 million.

The redevelopment will cede student controlled spaces to university administration. For example, the Schonnell Theatre, the only space currently available for music and drama students to perform, will not be replaced in the proposed redevelopment.

Potentially the redevelopment will see businesses that provide significant revenue for the student union ceded to the university as well. This would undermine the resources and independence of the student union.

This massive expenditure comes while UQ has in recent history denied academic staff a pay rise in line with inflation, as well as extortionate conditions for casuals - for example, only paying tutors in the Humanities and Social Sciences faculty for ten out of twelve tutorials taught. This indicates the warped priorities of the university.

Action

1. NUS will provide material support to campaigns against Australian militarism.

2. NUS will work in solidarity with the NTEU in their stance against Australian militarism.

3. NUS will advocate this platform within the wider trade union movement where possible and appropriate.

Moved: Anneke Demanuele (University of Melbourne)
Seconded: Lily Campbell (University of Sydney)

UNION 3.30 - No demolishing UQU complex

Preamble

The UQ student union complex is an historic building of cultural and political significance. It has been the site of left wing activism, from student protests against the Vietnam War in the 1960's, to the student led civil liberties campaign against Joh Bjelke-Peterson in the 70's and 80's. The well known Brisbane progressive radio station, 4ZZZ, was first formed in the UQ student union complex.

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Platform

1. NUS opposes the proposed redevelopment of the UQ student union building

2. NUS supports the campaigns led by the UQ union to save the Schonnell Theatre

3. NUS supports the campaign led by UQ staff and alumni to Save the UQU complex

4. NUS reaffirms its support for independent student unionism and rejects attempts by universities to limit the resources of student unions.
Action
1. NUS will support any campaigns against the redevelopment by sharing relevant Facebook pages, petitions and protest details.
2. NUS will write an open letter to the UQ Vice-Chancellor opposing the redevelopment in the interests of student unionism.

Moved: Elliot Downes (La Trobe University)
Seconded: Erin Russell (Curtin University)

UNION 3.31 - No to Labor Right’s deal with UQ Liberals

Preamble
For the second year, Labor Right students at UQ have dealt members of the Liberal National Club (LNC) into the University of Queensland Union (UQU), through the electoral alliance ‘Focus’.

The LNC controlled UQU from 2008-2013. In this time they disaffiliated from the National Union of Students and rigged the student union elections on two occasions. They were ousted on the back of a ‘Democracy for UQU’ campaign in 2013, involving thousands of students in some of the largest on-campus mobilisations in Australia for at least 15 years.

In 2018, ‘Focus’ ran a conservative student union that did not fight for student rights. Their first measure was to disaffiliate twenty campus clubs, including two oppositional political outfits, the National Labor Students and the Anti-capitalists UQ.

When the Federal Government announced a $2.2 billion cut to higher education and increase in student fees in January, Focus refused to condemn the cut. The National Environment Officer was an outspoken climate denialist. The Liberal Student Rights officer abandoned his elected position within months of taking office due to taking up full-time work for the Liberals. Focus refused to support community mobilisations against Invasion Day on January 26, arguing that indigenous rights were a ‘fringe issue’.

The Liberal women’s officer’s only public action was to invite LNP leader Deb Frecklington, an anti-abortion bigot, onto campus, before leaving her office empty for the remainder of the year. Liberal National students were the sole members of the UQ student council to vote against a motion supporting abortion decriminalisation in Queensland. After abortion was decriminalised, the Queensland Young LNP passed a motion condemning the three LNP members who crossed the floor to support decriminalisation and called for their deselection.

Members of the Liberal National Party are fundamentally anti-union. They support attacks on higher education and champion extreme social conservatism.

It is reprehensible that members of the Labor Right have facilitated the entry of these anti-student and bigoted elements into the student union. In 2018, Focus gave preferences to the far-right, which helped elect Kurt Tucker onto student council, a disgraced former President of the UQ LNC who is infamous for arguing he would have been a member of the Nazi Party in the 1930s.

NUS affiliation will be impossible at UQ under a Liberal leadership. By helping get them elected this year the Labor Right have made it impossible for NUS to have a presence at Australia’s largest student union for another year, helping to ensure that QLD will have no state branch of NUS. That
this was led by an elected member of the NUS National Executive is a disgrace.

Platform

1. NUS condemns the Labor Right at the University of Queensland for dealing the Liberal National Party into the student union.
2. NUS opposes all deals which facilitate the election of Liberals or Nationals into positions of responsibility in student unions, seeing that they are a threat to student rights and democracy.

Action

1. NUS calls on the Labor Right to cease dealing with the Liberals and thereby scabbing on student unions
2. NUS will support student mobilisations against the politics of the Liberal Party and in defence of student democracy.

Moved: Natalie Acreman (RMIT University)
Seconded: Eleanor Morely (University of Sydney)

UNION 3.32 - Epic fail - Defeating the Liberals at QUT

Preamble:
Young Liberal’s at QUT, under the electoral group name EPIC, controlled the Student Guild between 2012-2018. Despite their supposed “apoliticism”, the Liberals have used the student guild to attack student democracy, disaffiliate rival political groups, stir up racial hatred and support attacks on students by the government and the university administration.

To secure their wins, the Liberals have always conducted elections in an undemocratic fashion. This has included intimidating the opposition. In 2011, EPIC campaigners spilled a bin full of water and urine onto opposition campaigners. In 2012 an opposition campaigner was punched in the back of the head by the Young Liberal candidate for guild treasurer. This year EPIC brought a number of far-right thugs onto campus to intimidate and harass the opposition.

In August the Liberals attempted to rig the student union elections once again. Notice of the election was placed on a notice board in the Guild office building of the less trafficked campus, and no notice was given in the Guild publication “Universe”. The election was also called a month before it has been called in previous years. The nomination period was set at the minimum amount of time mandated by regulations (four days). The result was no opposition group nominated and Epic won the elections uncontested.

In response to the rigging scandal, QUT students built a campaign for democracy, arguing that the nominations should be reopened. The campaign held information stalls, created a petition signed by one thousand students, and appealed to the electoral tribunal on the basis that the election had been explicitly undemocratic. The electoral tribunal ruled that the election had not been “fair nor democratic”, and the election was reopened.

In the aftermath of the tribunal ruling, opposition groups that participated in the democracy campaign ran together as a progressive alliance, “REACH” on the platform of rebuilding student democracy and fighting for student rights. This alliance included the AYCC, Labor student members, Socialist Alternative and independents. The rationale behind this unity was that it would give the best possible chance of ousting the Liberals and restoring democracy on campus.
This alliance won the election convincingly, receiving 58% of the vote on a relatively high voter turnout: despite the election occurring in week 13 and voting only being open for two days roughly 3000 students voted.

The ousting of the Liberals has opened the space for the Student Guild to act as a functioning student representative body.

The REACH experience of a progressive alliance strategy has been that a united fightback can win when student democracy is under attack.

**Platform**

1. NUS condemns the QUT Young Liberals for their attacks on student rights and democracy
2. NUS reaffirms its support of independent, democratic unions and full student control over student affairs
3. NUS reaffirms its position in support of open and democratic student union elections
4. NUS congratulates the Democracy for QUT campaign for their victory

**Action**

1. NUS will actively support any student campaigns calling for democratic elections, including but not limited to sharing content on social media and any student union websites, newsletters and publications.
2. NUS will actively support any attempts by QUT activists to reaffiliate to NUS, including but not limited to NUS National Office-bearers printing materials related to a reaffiliation campaign, publishing material in hard and soft copy outlining why the QUT Student Guild should affiliate to NUS

Moved: Vinil Kumar (University of Sydney)

Seconded: Tess Dimos (Monash University)

**UNION 3.33 - Against casualisation**

Preamble:

Around 2.5 million workers in Australia make up the casualised workforce, and young people are much more likely to be contracted on casual basis. The use of casual employees in Australia grew strongly from the early 1980s to the mid-1990s, and in the past 10 years the percentage of employees under 25 who work casually has risen from 47% to nearly 54%. Industries such as hospitality and retail trade have very high concentrations of casual workers, with 79% of all hospitality workers being casual.

In 2012 the Australian Council of Trade Unions stated that “the number of workers without leave entitlements and independent contractors have risen by 110,000 and 51,300 respectively.” This has also coincided with a 113,000 decrease in the number of workers with full leave entitlements. Almost 50% of those in the agriculture and arts industries have no entitlements.

1. Casualisation of the workforce has continued to affect students and the wider community in 2018, denying large sections of workers job security and paid leave. Casual workers face irregular and insufficient hours of work as well as fluctuations in earnings, with around 53% experiencing variable earnings from one pay period to another, compared with only 15% of permanent employees.
2. Young people and students are more likely to be affected by a casualised workforce, facing an uncertain future thanks to the corrosion of social welfare, the lack of affordable housing, and an unstable job market. The emergence of heavy casualisation and
poor working conditions has resulted directly from long-term attacks on trade unions, reducing their ability to organise effectively in defending workers. Casualisation and a lack of secure work also blocks young workers from the benefits unions have won in the past.

3. The recent scrapping of penalty rates in 2018 represented a major attack on casual workers, further degrading wage levels and working conditions for those already suffering from the effects of a neoliberalised economy.

4. Casualisation of university workforces also contributes to lower conditions in tertiary education for both students and staff. The rate of casualisation of both non-teaching and teaching staff at the University of Wollongong has reached 76%; and this is reflected in other universities around the country. Job insecurity including successive six month contracts negatively impacts both workers in the industry as well as the learning conditions for students.

Meaningful change around the issue of casualisation and exploitation will only occur when workers take advantage of the only power they wield in the system of production – their labour. Historically, periods of intense strikes and mass movements have shown the rewards workers can win back.

Platform:

1. The NUS opposes casualisation of the workforce, which leaves workers with little job security and no entitlements such as paid leave.

2. NUS supports the reintroduction of penalty rates as well as working towards a growth in trade union activity to directly address issues of increasing inequality and degrading working conditions.

3. NUS believes that an increase in union membership and industrial militancy will be necessary to achieve meaningful and sustained improvements in workers’ conditions.

Action:

1. NUS will work alongside the Change the Rules campaign as well as individual progressive unions in the fight against casualisation and job insecurity, and demand an increase in permanent or part-time positions and the employment entitlements workers receive with those positions.

2. NUS will put pressure on the federal government to reinstate penalty rates for casual workers, as well as increase wage levels and improve working conditions more broadly.

3. NUS will run an educational campaign encouraging students to join their respective union and will inform students of the benefits unions can provide to workers.

4. NUS will campaign and demonstrate with the NTEU during any enterprise bargaining agreements and strike actions.

5. NUS will help to publicise and support strikes that occur in the broader union movement where possible.

Moved: Con Karavias (NUS Education officer)
Seconded: Tess Dimos (Monash University)

UNION 3.34 - Solidarity with the Wollongong NTEU

Preamble:

Staff at the University of Wollongong suffer extreme levels of casual and insecure work. Compared to the national average for universities which is already 43.8%, UOW has an astounding rate of 76% job insecurity, which is worse than McDonalds.
After being undermined, disregarded and harassed by management during their EBA period, in which management were trying to further erode secure work and conditions, staff took industrial action for the first time in 14 years. The first action was a 2-hour stop-work that drew in hundreds of staff, students and supporters. The second action a few weeks later was a 24-hour strike in which students and staff picketed outside of university entrances.

UOW management have tried to intimidate staff by sending an email illegally demanding that every union member had to individually report to management their intent to strike. Management have also tried to diminish student support by emailing all students to attend classes during the strike day.

WUSA representatives organised student strike support on the pickets and a contingent to the staff rally. Student unionists endorsed the strike and spoke to local media about student’s solidarity with the NTEU.

Platform:
1. NUS offers its full support to all branches of the NTEU fighting against campus-based attacks from university management.
2. NUS recognises the slogan of the NTEU, “staff working conditions are student learning conditions” as it reflects the need for student and staff collaboration in fighting for better quality of education.
3. NUS recognises that university management are always committed to reducing the conditions and security of work for staff as universities are run as for-profit businesses, and commits always be on the side of the staff.
4. NUS recognises the vital role strikes play in fighting for and achieving workers rights.
5. NUS understands the supportive and active role students can play in helping to promote staff issues.
6. NUS stands against union busting tactics and opposes scabbing in all forms.

Action:
1. NUS will release a statement of support for the Wollongong branch of the NTEU during their EBA campaign endorsing their campaign for fair pay, secure work and respect.
2. NUS will endorse any form of industrial action taken by the Wollongong branch of the NTEU, and will encourage local students to join the picket line.

Moved: Lily Campbell (University of Sydney)
Seconded: Eleanor Morley (University of Sydney)

UNION 3.35 - Universal Student Unionism

Preamble
Universal student unionism was abolished by the Howard government. It destroyed several student unions and substantially weakened all others. With weaker student representation anti-student governments have increasingly gone on the warpath against higher education, increasing fees and cutting welfare.

Labor’s introduction of the Student Services and Amenities Fee is not an adequate replacement for universal student unionism and has serious issues. Students are levied with a fee which is collected by the university which may choose to allocate some of it to the union at its own discretion,
with strings attached. Unions become beholden to management prerogatives and are in a weaker position to fight for students.

A strong fighting union should be guaranteed to every student in Australia, especially in this period of cutbacks and corporatisation. The only means to achieve this is Universal Student Unionism

Platform
1. NUS supports universal student unionism.

Action
1. NUS will campaign for Universal student unionism in 2019
2. NUS will liaise with campus student unions and argue to them that they should also join a public campaign for universal student unionism.

Moved: Con Karavias (National Education Officer)
Seconded: Lily Campbell (University of Sydney)

UNION 3.36 - Fair Wages on Campus

Preamble:
In light of the Change the Rules union movement, students rights at universities should also be looked after. Wage theft on campus at retail and hospitality businesses is occurring. This is a natural progression from the “Your rights at work” campaign and would assist student struggling financially with affording study.

Platform:
1. NUS believes all students and staff on university campus should be paid correctly and have the right to a fair workplace whether they are domestic, regional or international students
2. NUS condemns the wage theft on university campus’.

Action:
1. NUS will run a campaign promoting workplace rights and condemning underpayment and wage theft on university campus’
2. NUS will work with student unions on producing materials and campaign material relating to this policy.

Moved: Paige Wiles (La Trobe University)
Seconded: Abood Shehada (La Trobe University)

UNION 3.37 - Your NUS

Preamble:
In order to continue its advocacy, it is of vital importance that the National Union of Students stays relevant to the issues facing students.

As the National Union of Students, it is imperative that more students and Student Organisations are made aware of the purpose and objectives of the NUS.

Campaigns such as “What is Your Union?” have helped improve understanding of what bodies like the National Union of Students does, and this is vital for the survival of NUS.

Platform:
1. The NUS recognises that its existing affiliated Student Organisations must know why the NUS is relevant and important.
2. As the Organisation is predominantly funded by SSAF given to the NUS by Student Organisations, the NUS understands that the failure of the Organisation to successfully communicate what SSAF is, what it entails, and what the NUS does with the funding on a national scale can hurt the ability of the Organisation to advocate for students on a national level.  

3. The NUS supports student and Student Organisations being fully aware of what the NUS is and does for their students on campuses.

Action:  
1. The NUS President and General Secretary will run a “What is your Union” campaign promoting advocacies run by the NUS.  
2. The NUS President and General Secretary will run this campaign at the start of each semester alongside any other campaigns run by the National Union of Students.  
3. The NUS President and General Secretary will work in conjunction with affiliated Student Organisations’ campus presidents to publicise the campaign to each Student Organisation’s respective campus/es.  
4. The NUS President and General Secretary will run a workshop during Presidents’ Summit as to what campus affiliates would like the campaign to target and focus on.

Moved: Michael Iroeche (LTSU Delegate)  
Seconded: Abood Shehada (LTSU Delegate)

UNION 3.38 - If there’s a rave next to the library, can I at least work there?

Preamble:  
On August 29th, The University of Adelaide announced they would be the host for the “Royal Croquet Club Fringe” in 2019. Previous iterations of the RCC have been held on Victoria Square, and Pinky Flat.

Upon announcement, little information beyond confirmation of the event was provided, creating ambiguity as to the effect the RCC would have upon institutionalised events, such as ‘O’Week’ at the University, given they take place within the same time-span.

Spaces previously dedicated to student and club usage have been re-prioritised by the university for external corporate operations.

Significant and prolonged events on campus provide opportunities for students to work conveniently in the same location they study. Students should have priority in applying for jobs within such events subject to qualification.

Platform:  
1. NUS to advocate for transparency between Universities and Students when accommodating events externally managed and owned.  
2. NUS to prioritise a student first policy on the usage of University campus spaces.  
3. NUS acknowledge while students will enjoy such events and they earn Universities supplemental income, they are negative for the groups which have been offset.  
4. NUS advocates for significant employment of students in on campus venues.  
5. That the NUS opposes the RCC’s future presence on campus, and recognises it as an infringement of students’ right to space.
6. The NUS rejects public space being taken over and used for private profit.

Action:
1. NUS welfare officer to consult Universities regarding future events run externally.
2. NUS to contact private event management to encourage filling staff through university employment services first before seeking workers in the open labour market for such events.
3. The NUS condemns the University of Adelaide for its lack of consultation and transparency with the Adelaide University Union and students.

Moved: Henry Armfield (University of Adelaide)
Seconded: Ali Amin (University of Adelaide)

UNION 3.39 - Electoralism - its place is for the union.

Preamble:
The National Union of Students has a dedicated hard working membership base which has often campaigned, protested and most importantly lobbied the Federal Government for change.
In 2018, the NUS has lobbied people like Derryn Hinch to cement a pro student stance on the HELSA support due to a vigorous campaign by the NUS on his facebook page. We’ve worked with Victorian Trades Hall and other unions to enroll people to vote in the marriage equality campaign which saw a resounding YES vote across the country.
In 2019 the NUS next biggest challenge is to kick the tories out of Government and elect a progressive, pragmatic government who will improve the lives of young people!
The National Union is lucky to have so many experienced activist who have the skills necessary to work towards kicking Scott Morrison out of the Job. We the National union should call on those activist to help us, deliver a government who will stand up for what’s fair and for what students want.

Platform:
1. The National Union of Students endorses a campaign focused on electoralism as the only way to change policy in this Country.
2. The National Union commits to electing a Bill Shorten Labor Government as the only way to stand up and defend the rights of Students and the working class in Australia.
3. The National Union of Students notes that electing Liberal or Greens members does not mean that students will be safe from constant attacks on their rights to a fair and accessible education and workplace rights.
4. The National Union of Students notes that ‘militant far left groups’ like SAIt are not pragmatic and this shows especially given the low % of votes. Only a pragmatic Party like the Labor Party can create change for the working class.

Action:
1. The National Union of Students 2019 President, Education Officer and Welfare Officer will campaign to elect Bill Shorten and Labor to government.

Moved: Jordon O’Reilly (NUS Welfare Officer)
Seconded: Jordan Mumford (SA State Branch President)
Education Policy

Education Policy

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EDU 4.1 - We Don’t Share Tehan’s Interests

Preamble:
Education Minister Dan Tehan has unveiled a “national interest test” to determine who would receive Commonwealth research grants. Researchers must already meet a national benefit test and this is another attempt to constrain intellectual freedom in Australia by a government fighting a culture war. It is in the interests of Australia to explore new directions and push the boundaries of knowledge no matter the contexts or interest.

Platform:
1. The NUS believes in intellectual freedom when carried out conscientiously at our universities
2. The NUS does not believe that politicians should be able to judge whether any research is in the interests of Australia as a nation

Action:
1. National Conference condemns Dan Tehan’s “national interest test”
2. The National Education Officer, alongside willing student unions will campaign against attempts by politicians to further constrain the provision of research funding, especially on ideological grounds.
3. The NUS will stand alongside student unions in opposing these changes to research funding.

Moved: Dylan Heywood (Curtin Delegate)
Seconded: Chris Hall (Curtin Delegate)

EDU 4.2 - Trimesters Are Not An Option

Preamble:
In 2018 Curtin University, in their review of the Academic Calendar, attempted to implement optional Trimesters with the intent to create more flexible study options for students. In reality, this was simply a means to implement compulsory semesters at a later date if conditions suited. Trimesters as a whole are not conducive to student wellbeing, resulting in reduced break time and increased pressure at a time where students have increasingly poor mental health. They also lead to increased staff workloads in a system that already squeezes too many unpaid hours out of academics. It is important that any attempts at ‘optional’ trimesters, or trimesters by stealth, are vehemently opposed by the NUS.

Platform:
1. The NUS does not believe that optional or compulsory Trimesters are a form of progressive academic calendar reform
2. The NUS stands against any attempts to introduce optional or mandatory full sized study periods

Action:
1. The National Education Officer will support any campus that is faced with Trimesters, optional or otherwise, and will assist with any campaigns of this nature.

Moved: Dylan Heywood (Curtin Delegate)
Seconded: Nicola Gulvin (Curtin Delegate)

EDU 4.3 - Record all lectures

Preamble:
Student's are often unable to make some lectures due to other commitments. It is unfair that the student that needs to work to support their tuition costs/ accommodation has to occasionally forgo education that they are paying for because of compulsory work commitments.

This is especially the case for courses with minimal flexibility regarding alternate lecture times. Furthermore, not having compulsory lectures unfairly disadvantages those students with health difficulties and disabilities who often cannot travel onto campus at the same rate as other students.

These factors are further compounded if you are a student that lives regionally or far from university.

Platform:
1. That the NUS demand all lectures from universities are recorded.

Action
1. Media release detailing individual student experiences from students who have struggled with limited access to lectures.
2. Write a letter to universities demanding all lectures are recorded.

Moved: Mac Waugh (University of Technology, Sydney)
Seconded: Connor Wherrett (NSW SPB)

EDU 4.4 - Scrap the Cap

Preamble:
In 2012, the Federal Government introduced a demand-driven funding system to the university sector – opening the door for increased student enrolments and therefore ensuring university is more accessible.

The 2017 MYEFO saw a two year cap placed upon the funds that the Commonwealth will award universities to support bachelor students, making it harder to get into university and unnecessarily burdening the higher education system.

In 2018, 10,000 student places were unfunded. Freezing funding for student places makes it extremely difficult for a university to offer enrolments without Government assistance, locking prospective students out of the classroom and creating a regressive admissions model.

Despite the funding freeze further resulting in a $2.1 billion cut to universities, the Federal Government wrongly believes universities have room in their budget to carry this load.

Platform:
1. NUS urges the Federal Government to scrap the cap and return to a demand-driven university funding model.

Action:
1. The Education Officer will produce and publicise materials documenting the negative impacts that the funding freeze is having on the university system.
2. The Education Officer will incorporate efforts to lobby against the funding freeze into national education campaigns and provide materials for student unions to use.

Moved: Lincoln Aspinall (UWA Delegate)
Seconded: Maddie Hedderwick (UWA Delegate)
EDU 4.5 - Save Our Semesters!

Preamble:
Recent reforms to shorten the academic calendar at universities like the Australian National University, University of Western Australia, and Curtin University, have seen a reduction in active teaching and study weeks – both in the traditional semester format, as well as the introduction of a trimester model.

Reduction of the academic calendar in any form is destructive to the university experience. Students require a realistic time frame to take-in content and deserve a balanced teaching period to support their health.

Many students are already forced to learn content in “non-teaching” weeks throughout intense courses, and a further reduction to active teaching time will dramatically increase pressure placed upon students, as well as the likelihood of declining mental wellbeing.

While reduced study periods may be favourable to a select minority of students, these changes completely undermine a rounded academic experience, and place both staff and students under unnecessary levels of stress.

Platform:

1. NUS recognises the serious impact upon learning quality and student welfare that the reduction of teaching and study weeks causes.

2. NUS opposes all future proposals to shorten teaching weeks either during the regular semester format, or by implementing a trimester model.

3. NUS urges all universities to consult with their student union before considering reform to academic calendars.

Action:

1. The Education Officer will publicise a statement citing the damage that reduced teaching weeks have upon the quality of universities, and the individual health impacts that this has in-turn upon students and staff.

2. The Education Officer will work proactively with campus Education Officers to oppose reform models similar to those introduced at ANU, UWA, and Curtin.

Moved: Lincoln Aspinall (UWA Delegate)
Seconded: Maddie Hedderwick (UWA Delegate)

EDU 4.6 - More NUS Education Campaigning

Preamble:
The only substantial campaign that’s been run by the national education officer this year has been the ‘Books not Bombs’ campaign. Allocating all of the NUS’s resources to one campaign means it is less capable to fight for other important issues affecting students across the country such as cuts to funding for education by the federal government, restrictions to research, and the apparent encroachment of trimester systems at...
universities across the country. The NUS has the ability to kick up a fuss about all these things and more, and it should.

Platform:
1. One of the primary roles of the NUS is to fight against issues that negatively affect students.
2. Focusing too much on one education campaign limits the NUS’s ability to run other parallel campaigns regarding important issues.
3. The NUS has previously missed opportunities to project its stance regarding these important issues.

Action:
1. The NUS will hold an increased number of education based campaigns regarding immediate issues affecting students.

Moved: Christopher Hall (Curtin Delegate)
Seconded: Dylan Heywood (Curtin Delegate)

EDU 4.7 - Ditch the enrolment tax!

Preamble:
In the past several years, universities and students alike have been subject to billions of dollars of cuts undertaken the federal government. Now, thinly veiled as a “cost recovery” method, the recent Senate inquiry into higher education support is set to launch a new round of attacks to the quality of our higher education system by slugging the sector with an additional $11.3 million fee.

The proposed bills impose an annual charge on all higher education providers whose students are eligible for HECS-HELP or FEE-HELP assistance, as well as implementing an application fee to be paid by higher education providers seeking to become FEE-HELP providers.

These changes are in addition to the earlier $2.1 billion cut via the university funding freeze, including 10,000 unfunded student enrolment places in 2018.

Platform:
1. NUS condemns the Federal Government’s move to impose a further burden upon students and higher education via this tax.
2. NUS acknowledges the strain that this will place Australian universities and TAFE institutions under.
3. NUS recognises the damaging effect this will have upon future enrolling students.
4. NUS urges the Federal Education Minister to stop these destructive cuts and immediately reinvest the required funding back into the higher education sector.

Action:
1. The Education Officer will act immediately to incorporate the enrolment tax into national campaigns against federal education cuts.
2. The Education Officer will work with campus Education Officers in supporting productive grassroots initiatives against the enrolment tax.

Moved: Lincoln Aspinall (UWA Delegate)
Seconded: Nicola Gulvin (Curtin Delegate)
EDU 4.8 - Cuts are cooked! Leave our CSPs alone

Preamble:
In May 2017, the federal government announced a reduction to the allocation of postgraduate Commonwealth Supported Places (CSPs) by approximately 3,000 places to be implemented by January 2018. In November 2018, the Department of Education and Training released a consultation paper that will reduce federally funded enabling, sub-degree and post-grad coursework places by 5% by 2020.

This announcement continues in the vain of the earlier $2.1bn cut to higher education in last year’s MYEFO statement and will result in a further reduction of 922 postgraduate coursework places, 475 enabling places, and 359 sub-degree places.

The release of this paper also conveys a broad scepticism about the legitimacy of postgraduate courses being supported by public funding – stating that public subsidisation “requires careful consideration”. This reflects a wider culture of contempt held by the Federal Government towards the quality of tertiary education in Australia.

Platform:
1. NUS condemns these latest round of cuts and opposes any reduction to Commonwealth Supported Places for enabling, sub-degree and post-grad coursework places.
2. NUS recognises the impact this reform will have on students seeking assistance to commence post-grad enrolment.
3. NUS emphasises the damage to the postgrad sector that these reforms will elicit, particularly regarding research.

Action:
1. The 2019 National Education Officer will actively support all student unions in lobbying against these changes, including the development of material that can be resourced for campaigns.

Moved: Lincoln Aspinall (UWA Delegate)
Seconded: Nicola Gulvin (Curtin Delegate)

EDU 4.9 - Class Representative System

Preamble:
As university staff are asked to work increasingly longer hours, complete tasks outside of their regular teaching expectations, and are pressured to produce outcomes in shorter time periods, it can be challenging to remain in-tune with the requirements for a quality learning experience. Large class sizes, poor use of IT resources, and inadequate feedback mechanisms are all barriers to the empowerment of teaching on campus.

Currently the primary methods for students to provide feedback are by contacting staff directly, contacting a faculty representative, or by completing post-semester evaluation surveys – these are often daunting and laborious.

By establishing a class representative system, students are provided a classmate within their unit who is easily accessible and experiences the same circumstances. The representative listens to issues or opportunities raised by students to present to staff.

Providing staff this direct avenue for student feedback in a quick and productive way will alleviate some of the burden that teaching staff face, as well as allowing students to experience improvements in their learning while still enrolled in the unit.
Platform:
1. NUS acknowledges the pressures that university teaching staff are put under in the current higher education space.

2. NUS emphasises the importance of developing strong relationships between teachers and students.

3. NUS acknowledges that students deserve to be involved in the design and continual improvement of their education.

Action:
1. NUS endorses the class representative system and invites all universities to adopt this model.

2. The National Education Officer is to establish resources that will aid the implementation of the system – this includes establishing a base model for a class representative system, including basic training resources for class reps on cultural competency and professionalism.

Moved: Lincoln Aspinall (UWA Delegate)
Seconded: Maddie Hedderwick (UWA Delegate)

EDU 4.10 - Get Enrolled and Get Informed

Preamble:

In Australia, voting is compulsory for all Australian citizens. This unfortunately means that many voters, especially young people and first-time voters, are not familiar with the voting process and the options available to them when they cast their vote.

If young people and students wish to be represented properly in the Federal Parliament, it is crucial that they have the tools to make an informed and empowered decision about who they wish to vote for.

According to the Australian Electoral Commission, almost 390 000 people have enrolled to vote nationally since the start of 2017. They will all be first-time voters in the 2019 Federal Election.

More than 98 000 of these are people that enrolled to vote just before the 2017 marriage equality plebiscite.

Of that 98 000, 66% of these were young people aged between 18 and 24, many of whom will be tertiary students.

Platform:
1. That the NUS recognises that given Australia has compulsory voting, it is crucial that young people and students are not only enrolled to vote but are able to make informed decisions regarding who they wish to vote for.

2. That the NUS understands that deciding how to vote is often intimidating and confusing for many students, especially for first-time voters.

3. That the NUS acknowledges that it is not the role of the NUS to provide partisan information or to try and encourage students to vote a certain way. Everyone deserves to be able to make their own decision based on their own values, beliefs, and circumstances.

4. That the NUS understands that federal politics has a tangible impact on students and young people, and so it is important that students can have their voices heard.
Action:
1. That the NUS Education and Welfare Officers run a campaign encouraging students to enrol to vote, and enable students to make informed and empowered decisions regarding their vote, in the upcoming 2019 federal election.
2. That this campaign works to ensure students are:
   1. enrolled to vote, if they are eligible to be;
   2. aware of the different options available to them to vote for;
   3. knowledgeable about the importance and power of their vote;
   4. able to make an informed decision about how they wish to vote based on non-partisan information.

Moved: Amy Hearder (UWA Delegate)  
Seconded: Lincoln Aspinall (UWA Delegate)

EDU 4.11 - TEQSA Student Advisory Council

Preamble:
The Tertiary Education Quality Standards Agency now has a student advisory council that consists of the TEQSA CEO, the TEQSA commissioners and student representatives.

It is vital that students from a diverse range of backgrounds be represented on this council for the council to be a true reflection of the contemporary student opinion.

Further, there currently is no women’s representative on this body – it would be appropriate for the NUS women’s officer to fill this gap.

Platform:
1. As evident by the Spring Agreement (2017), the NUS is dedicated to working alongside other peak representative bodies to represent Australian students.
2. The NUS supports autonomous representation.
3. The NUS believes that women students should be autonomously represented on the TEQSA student advisory council.

Action:
1. The NUS will support, in every way, the application and retention of membership of representatives from autonomous student organisations on the student representative council.
2. The NUS will work with TEQSA to make the NUS women’s officer a member of the TEQSA student advisory council.

Moved: Aesha Awan (University of Newcastle Delegate)  
Seconded: Dashie Prasad (UTS Delegate)

EDU 4.12 - Expanding Books Not Bombs - Ethical Universities Campaign

Preamble
This year, the National Education Departments Campaign, Books Not Bombs, has focused on the militaristic, unethical partnerships between universities and arms manufacturers.

It has highlighted that funding has been diverted from more ethical streams of education towards the development of military goods and technology which is deeply problematic.
This is due to the proposition being more lucrative in terms of funding, with education cuts stifling education cash flow.

Arms is not the only unethical industry universities chase after for partnerships.

Big tobacco, alcohol, gambling, banks, and industries that actively destroy the planet are on campus throughout the year.

The Books Not Bombs campaign called for funding education not war, the Ethical Universities campaign will call for a complete divestment of the following industries on campus:
- Tobacco and Alcohol
- Banks and financial organisations
- Large polluters, logging and mining corporations, or any detrimental to the environment
- Organisations with documented workplace rights violations
- Arms manufacturers and defence contractors

This isn’t just for universities; student unions often house the promotion of unethical country and during o-weeks such, this campaign will also call for complete divestment of student unions, as well as university campuses.

Platform
1. That NUS believe that universities are education providers, not corporations, and should be avoiding unethical organisations
2. That NUS believe student unions and universities should cease relationships with providers deemed unethical
3. That NUS believe that unions and universities should only invest and partner with ethical industries and corporations

Action
1. That the NUS education Officer expand the Books Not Bombs campaign to an Ethical Universities campaign that will demand sector wide divestment from unethical and detrimental industries (as listed in preamble). This campaign will include the following:
   a. Engagement with Campus Representatives of all affiliates to collate a list of unethical investments that will be then shared to published online
   b. Campus actions and protests calling for divestment of industry
   c. Pursuing written agreements from affiliates that they will not host unethical industries during oweek or any other form of promotions
   d. That this campaign be a part of a National Day of Action protest
2. That this campaign engages other like organisations – namely AYCC, ASEN – to collaborate

Moved: Molly Willmott (Unimelb)
Seconded: Desiree Cai (Unimelb)

EDU 4.13 - Tafe - The Forgotten Education

Preamble:
The general objective of NUS is to represent and advance the interests of post-school students in Australia, however Tafe students are constantly left out of this equation. Tafe students have more contact hours, less qualified staff, less resources and often no body other than NUS protecting them.
The Victorian Labor government has taken steps to relieve the stress put on Tafe students by subsidising the cost of an initial 50 priority Tafe courses including pre-apprenticeships. However, we can see across the country, a continued attack on TAFE, with state governments cutting funding and closing down campuses.

Only 9 policies submitted to NUS in the last three years have solely been about Tafe and 4 of those were solidarity motions. NUS are failing the 1.3 million Tafe students currently enrolled.

We can see consistently, across the country TAFE is under attack. Without a strong union and student activist presence it is much easier for the liberal governments across the country to attack TAFE.

TAFE is often populated with students from the public education system who too often understand what an underfunded and underutilised education system looks like. TAFE is one of the best ways to address the cyclic nature of poverty. It recognises that not everyone needs to attend university, and in many cases due to lack of resources in regional and low SES areas, TAFE and apprenticeships are some of the only options.

Platform:
1. The NUS support TAFE students in their unique and shared education issues across all states and territories
2. The NUS acknowledge the complete lack of representation of Tafe students in the NUS and student organisations in the face of attacks and disregard from institution’s administration and governments.
3. The NUS support free, accessible and well-funded public education in our all public Tafe institutes and courses.
4. The NUS thank the Andrews Labor government in Victoria for its efforts in promoting the social and economic benefits of free education.
5. The NUS commend all campaigns being run in support of TAFE including, but not limited to the NSW Public Service Association’s campaign “rebuild our Tafe” and the Teachers federation campaign “save Tafe”.

Action:
1. The NUS education and welfare officers will actively involve themselves with the affairs of TAFE students including them in all relevant campaigns and advocating for their rights and issues when necessary just as they would undergraduate students
2. The NUS and Education officer will work with TAFE students and Staff to set up student unions and where they can have a voice on campus
3. All campaigns run by relevant office bearers will have demands inclusive and specific to TAFE students - for example a free education campaign will also have the demand of Free and Accessible TAFE
4. In consultation with relevant trade unions, the NUS will support the shared struggle of students with teachers and staff at our public Tafe institutes.

Moved: Molly Willmott (Unimelb), on behalf of Takara Musgrove (La Trobe/Swinburne)
Seconded: Kirra Jackson (UTS)

EDU 4.14 - Hey maybe don’t, track students?

Preamble:
Over the past few years multiple programs have been developed to try and catch students engaging in contract cheating, where students buy essays from outside providers.

The main programs that have been trialled in Australian universities are Cadmus, a program similar to Google Docs that tracks students as they type assignments that tracks student location and copying/pasting to verify a student’s work, and a program created by Turnitin that uses a student’s writing style to verify work.

However, while it is understandable that Universities would want to stop plagiarism, these programs will be collecting personal data such as keystroke data and location resulting in major breaches the privacy of students. They are intrusive and creates additional anxiety in students, presuming that all students are out to cheat.

The introduction of programs like this will also limit the ability of students to work in ways that feel natural for them. For example, if you wrote your essay elsewhere and then copy and pasted it or rewrote it into Cadmus your essay could be marked as deviant and be investigated by the University.

Additionally, if you do not have regular internet access you are not able to log onto the Cadmus system. There are also issues surrounding those who require assistive technologies to complete assignments. These are clear equity issues with these programs that Universities are overlooking in their single-minded approach to curbing contract cheating.

The use of these programs is not in line with TEQSA recommendations to combat contract cheating, instead recommending that students partake in academic integrity training and training for staff to identify which essays have been contracted.

Platform:
1. That the National Union of Students believes that the tracking of students’ personal data in an attempt to reduce levels of cheating is overly invasive for what is a relatively small issue.
2. That the National Union of Students believes that universities should be striving to increase, not decrease, the accessibility of assignments. No program should be introduced at universities that will reduce the equity of education.

Action:
1. The National Union of Students Education Officer for 2019 will work with student unions in the fight against invasive anti-cheating measures.

Moved: Alice Smith (University of Melbourne)
Seconded: Molly Willmott (University of Melbourne)

EDU 4.15 - OECD PLEASE

Preamble:
Higher education funding is constantly under attack, especially by Liberal governments. Higher education levels within the population provide great benefits including higher tax revenue, benefiting the wider population.

Currently Australia ranks near the bottom of the OECD countries in terms of investment in higher education. In 2013 Australia spent 0.7% of GDP on higher education compared to an OECD average of 1.13%.
This lack of public funding for higher education leads to universities cutting corners and slashing teaching budgets as well as staff levels.

This meagre level of funding reduces the quality of education for students through less contact with qualified teaching staff and limited academic support.

Platform:
1. That the National Union of Students believes that increases in higher education funding are desperately needed to maintain and increase equal access to tertiary education.
2. That the National Union of Students believes that higher education should be fully publicly funded and not reliant on student contributions. Further, it believes that education is a public good that contributes greatly to economy and should therefore be strongly encouraged through easy access.
3. That the National Union of Students believes that Australian higher education funding should be increased to the OECD average as a percentage of GDP at a minimum in order to have quality tertiary education in this country.

Action:
1. The National Union of Students will campaign and lobby the Federal government to increase higher education funding to at least the OECD average as a percentage of GDP.
2. This should also involve working with the National Tertiary Education Union to fight back against higher education cuts and push for increased funding.

Moved: Desiree Cai (University of Melbourne)
Seconded: Lachlan Barker (UTS)

EDU 4.16 - Private institutions rorting unaware students.

Preamble:
$25,000 out of pocket with no qualifications to show for it, that is where 1000’s of students ends up each year when private for-profit institutions go into administration, leaving students without qualifications or credits for work completed.

Pragmatic Education Group this year entered external administration, students attempted to attend classes on the 3/10/2018 and found doors locked and lights out. Later receiving a letter from an insolvency and liquidation firm notifying them that their educational provider was no more. Students subsidised by VET-HELP received a credit loan for subjects not commenced, however subjects completed or currently being completed, received no subject credits and still required payment.

Students at institutes owned by PEG now have to attend a lengthy legal battle in order to have the chance of receiving a qualification or refund.

Private institutions pocketing millions while young people suffer is one of the most prominent issues facing Tafe students, and no protecting body has fought on behalf of these students.

Platform:
1. The NUS acknowledge that it has failed to support, represent and fight for the educational rights of students against these private institution attacks.
2. The NUS support free public TAFE across the country in an effort to stop the scourge of private institutions rorting student money.

Action:
1. The NUS and education officer will endeavour to stand up for student’s rights when it comes to private institution attacks.
2. The NUS education officer will lobby state and federal governments to introduce more stringent policies that acknowledge the unstable nature of private institutions, with exceptions to trade union-run institutions.
3. The NUS education officer will run Tafe specific campaigns targeted at increasing the education standards and accessibility for all current and potential Tafe students.

Moved: Kirra Jackson (UTS)
Seconded: Angela Griffin (UNSW)

EDU 4.17 - One Tafe model - Bullshit

Preamble
The NSW liberal government has commissioned the overhaul of the states TAFE system in an attempt to modernise and rebrand the outdated, underfunded, neglected system by amalgamating 10 institutions into one. This saw a cut of $130 million to tafeNSW and a prioritisation of image over education quality. At the beginning of the 2018/19 FY, tafeNSW cash flow was so low that students and staff were required to bring their own toilet paper.

After the disgusting cull of Tafe staff across the state, the NSW liberal government claimed those owed wages, upwards of $8 million, as revenue. The continued attacks of the state’s public Tafe sector is but expected from the liberals and another example of their brazen contempt for public education and young people.

Platform
1. The NUS acknowledge that it has not adequately fought for student’s rights in relation to the liberal attacks on tafeNSW.
2. The NUS stand with NSW Tafe students and staff and recognises that the brazen attacks by the liberal government are ones that could have been fought against harder.
3. The NUS commend the NSW Public Service Association’s campaign “rebuild our Tafe” for fighting against the liberal attacks, and calling for 100% of Tafe funding to be returned.

Action
1. The NUS and NUS education officer will actively fight against government attacks on Tafe and stand with the campaigns already underway, such as CPSU’s ‘Rebuild Our Tafe’.
2. All campaigns run by relevant office bearers will have demands inclusive and specific to TAFE students - for example a free education campaign will also have the demand of Free and Accessible TAFE

Moved: Molly Willmott (Unimelb), on behalf of Takara Musgrove (Latrobe/Swinburne)
Seconded: Kirra Jackson (UTS)

EDU 4.18 - Fix Assessment Structures

Preamble:
Many tertiary education courses contain assessments that are worth over 50% of a final mark. This means that passing or failing crucial components of tertiary qualifications can depend on a single assessment.
Given the significant strains already on students, it is unacceptable to place such weight on a single assessment. The stresses this can cause for students are too much.

Platform:
1. The NUS will work with staff at tertiary education institutions to ensure that courses cannot contain assessment worth 50% or more of a final mark for a component of a tertiary qualification.

Action:
1. The NUS will approach universities and their staff about developing assessment structures that have no assessments worth 50% or more of that course.

Moved: James Newbold (USYD)
Seconded: Molly Willmott (Unimelb)

EDU 4.19 - Our education must be accessible: condemning the 2018 Higher Education Bill

Preamble:
In the past year, students have seen continuing attacks on higher education by the Federal Government.

The Higher Education (Student Loan Sustainability) Bill 2018 was passed in August this year. The legislation proposed that the HECS repayment threshold be lowered to $44,999, from $55,874 in 2017-18, making it harder for graduates who will have to pay back their student debt while earning just above the minimum wage. The legislation has also instituted a loan limit on how much students can borrow under HELP to $104,440 for all students, and $150,000 for students studying medicine, dentistry and veterinary science. For many students currently, their combined study debt already goes over this threshold. Many students studying postgraduate degrees, especially those in institutes that encourage postgraduate education (i.e. the Melbourne Model), may have to take out private loans, or stop their studies in order to comply with the loan limit.

These attacks to education are not a new trend. The Government has pushed an agenda to cut funds to education and limit the accessibility of attaining higher education. In 2014 the LNP government announced massive attacks to higher education, putting forward proposals including the deregulation of university fees, which would make attending a university more expensive, and less accessible to low SES students. While deregulation was unsuccessful at that time, the government has continued to push for fee deregulation through other measures.

University degrees are already deregulated at a postgraduate level in Australia, and the threat of deregulated undergraduate degrees persists.

All these cuts to higher education funding push Australia further towards a ‘US style’ system of higher education, where individuals must out of pocket or through private loans for their degree. As of 2018, student debt in the US is over 1.48 trillion dollars and the average student graduates with $37,172 of debt.

We know that higher education can be funded to be more accessible for students. Free tertiary education was a reality under the Whitlam government from 1974-1988, and many of those trying to roll back measures to make education more accessible are those who were able to attend university when it was free.
Platform:

1. NUS reaffirm its commitment to accessible education, and calls on both the federal government and opposition to increase the accessibility of education for all students.
2. NUS recognise that instituting free education is the best way to ensure accessibility to higher education for all.
3. NUS recognise the importance of running strong education campaigns, and having the backing of the whole union in these campaigns.

Action:

1. NUS condemn any cuts to education funding and accessibility to higher education.
2. NUS also condemn the passing of the Higher Education (Student Loan Sustainability) bill, which lowers the HECS repayment threshold, and has instituted a loan limit that means many students may have to pay out of pocket, take out a private loan, or stop studying altogether. These measures severely limit accessibility to higher education, particularly those seeking further qualifications.
3. NUS call on the federal government and opposition to revoke the most recent changes to higher education legislation, and to institute measures to increase the accessibility of education in Australia.
4. The 2019 NUS Education Officer will run strong campaigns opposing any future cuts to higher education, or measures limiting the accessibility of education. These campaigns will not only be responsive, but also proactive.

Moved: Desiree Cai (University of Melbourne)
Seconded: Lachlan Barker (UTS)

EDU 4.20 - Rejecting the French Review

Preamble

On November 14th, Federal education minister, Dan Tehan, announced the French Review into on campus Free Speech on University campuses.

The following are the aims of this review:

- Assess the effectiveness of the Higher Education Standards Framework (the Standards) to promote and protect freedom of expression and freedom of intellectual inquiry in higher education.
- Assess the effectiveness of the policies and practices to address the requirements of the Standards, to promote and protect freedom of expression and intellectual inquiry.
- Assess international approaches to the promotion and protection of free expression and free intellectual inquiry in higher education settings, and consider whether any of these approaches would add to protections already in place in the Australian context.
- Outline realistic and practical options that could be considered to better promote and protect freedom of expression and freedom of intellectual inquiry, including:
  - revision/clarification of the Standard
development of a sector-led code of conduct.

What makes this review concerning to the rights of students and staff is its focus on the following things:

- codes of conduct;
- enterprise agreements;
- policy statements and strategic plans

These three areas enshrine rights to strike, political association, rights to demonstrate and protest, and protect students and staff from university
oversteps that put their academic future at stake due to their on-campus political activity.

While this review can be argued to be a step forward in protecting on-campus free speech, such as that of our staff and activists, the review can also be argued to be a means to stifle on-campus activism and the rights of staff members.

This is a fear that is exemplified in the fact that in September of 2018, minister Tehan proposed that to the Group of 8 universities that student activists should be responsible for paying the security costs of protests which they organise.

This move means that protests and demonstrations from staff and students are under threat in forcing activist to pay for police presence, presence that is often called unwarrantedly.

What section of the French Review that is deeply concerning is the idea of the developing of a sector-led code of conduct in regard to student and staff freedom of speech. The liberals having the means to develop policy that dictates what students and activists can and can’t do without risking their place at the university is a direct silencing political action on Australian campuses, and puts a toxic level of control into the hands of administrations who don’t want us fighting back against their treatment of students.

It is also important to note that this is an overstep on the autonomy of Australian universities in their policy. Policy surrounding a fair and equitable code of conduct must be done in collaboration from staff and students, not from the legislature. This review also puts already sound, equitable university policy that doesn’t target activists and the student union into danger.

Student unions and activist’s rights to demonstrate should never be dictated by governments or university administrations. Freedom of speech means freedom to demonstrate the government and universities without fear of losing their degree or face criminal charges.

Platform

1. That NUS Condemns the French review as a means of shutting down on campus activism and the free speech of staff and students
2. That NUS believe that students should have a right to demonstrate against government and administrations without fear of retribution
3. That NUS believe that the federal government has no place dictating the behaviour of university students

Action

1. That NUS write a submission to universities Australia outlining our concerns about this review
2. That NUS write a submission to the French review outlining our concerns out the review
3. That NUS release and open letter on behalf of affiliate organisations and other sector stakeholder regarding our concerns with this report
4. That if the French Review is tabled with recommendations that silence academics and student’s rights to strike, that the NUS education officer call a snap demonstration fighting for the right to demonstrate at Australian university campuses

Moved: Molly Willmott (Unimelb)
Seconded: James Newbold (USYD)
EDU 4.21 - F*** you, pay ME!

Preamble
In September of 2018, federal education minister, Dan Tehan, proposed to the group of eight universities policy change that would see student activists be responsible for paying the security costs of protests which they organise.

This was done in the wake of counter-rallied to Betina Arndt, a speaker who said that the rape crisis was a myth, by many student unions across the country during her speaking tour

Such a proposal would mean that unions, or individual activists, would foot a bill of thousands of dollars if police or security were called to protests

For context, if protests were occurring on federal land and the federal police crisis squad were called, the costs would be upwards of tens of thousands of dollars out of the pockets of activists.

This step is one that actively aims to silence protesters on campus, and throws dust in the face of the entire student movement

Making protests financially inaccessible silences student rights, and such a move like this could mean that institutions being protested could use this to stop protests of drain money from student organisations

Such comments by Dan Tehan have now led to a review into on-campus free speech that directly targets code of conduct for students and staff

Platform
1. NUS believe that students have the right to rally and protest without fear of retribution
2. NUS believe that no government or administration should interfere with political organising or demonstrations on Australian university campuses
3. NUS condemn Dan Tehan for pushing an agenda of silencing on-campus protesters and rallies

Action
1. That NUS release a media statement that reaffirms our platform regarding student rights to protest
2. That if this were to be formally proposed, that NUS education run a campaign fighting the silencing of on campus activism

Moved: Molly Willmott (Unimelb)
Seconded: James Newbold (USYD)

EDU 4.22 - No to the Ramsay Centre for Western Civilisation

Preamble
Several universities are in negotiations with the board of The Ramsay Centre to institute courses in Western Civilisation. The board is composed of arch-racist Liberals such as Tony Abbott, rich corporate businesspeople, and traitors to the labour movement. These people do not have students interests at heart and university managements will not be able to moderate
the innately colonial, anti-intellectual and elitist nature of the Ramsay Centre.

The NTEU has raised significant issues with the Ramsay Centre. University courses are already oversaturated with Western perspectives. The Ramsay Centre intends to stifle academic freedom and censor anti-colonial content. Academics do not want these supposed “jobs” the Ramsay Centre claims to offer.

The Ramsay Centre is a symptom of a broader problem: private education funding. Privately funded education allows fossil fuel extractors, weapons manufacturers and institutions like the Ramsay Centre to operate in universities. Completely free publicly funded education would ensure that the Ramsay Centre could not operate in any tertiary education institution.

Platform
1. The Ramsay Centre for Western Civilisation must be stopped. The NUS should work with the NTEU to ensure this.
2. Education that is completely publicly funded would prevent institutions like the Ramsay Centre from operating.
3. The Ramsay Centre is a national issue. The Ramsay Centre is negotiating with campuses across the company. Students must work together to stop the Ramsay Centre wherever it goes, to make it easier for staff and students at other campuses to do the same.

Action
1. Opposition to the Ramsay Centre will be incorporated to NUS activism for free public education.

2. The NUS will put together a press release opposing The Ramsay Centre and formally take up a united opposition to the Ramsay Centre.
3. Campuses and student unions will support one another in the fight against The Ramsay Centre.

Moved: James Newbold (USYD)
Seconded: Angela Griffin (UNSW)

EDU 4.23 - A Union-wide Federal election campaign for 2019

Preamble:
As the peak representative body for students in post-secondary education, the National Union of Students (NUS) has regularly lobbied state and federal governments to influence and improve policy on higher education and other areas relating to the welfare and other needs of students.

In November 2018, current Prime Minister Scott Morrison announced that the 2019 federal budget would be presented April 2nd, 2019, signalling that a Federal Election would be held in May 2019.

In the past few years, especially since the attempted introduction of deregulation of all university degrees in 2014, several further attempts to diminish funding to education have occurred. Most recently from 2017-2018, the MYEFO cuts announced in December 2017 has resulted in a $2.2 million funding freeze to universities, and the Higher Education (Student Loan Sustainability) Bill passed in August 2018 has resulted in the introduction of a loan limit for students on HELP, and the lowering of the HECS repayment threshold to $45 000.
These cuts to higher education funding have consequences for students’ ability to access a high-quality education. A 2017 report from the Flinders National Institute for Labour Studies has shown that graduate opportunities have diminished since the introduction of deregulation of graduate university fees. Continuing attacks on higher education continue to increase the dysfunction of our higher education system.

Along with consistent attacks against students through cuts to higher education, the current government has continued to perpetuate a war on young people through other means as well. Many young people struggle with housing affordability and will not be able to afford to own a home in their lifetime. Youth unemployment and underemployment has risen despite the creation of over 1 million jobs over the past 5 years according to the Australian Bureau of Statistics. The welfare and social security system is failing young people, with a 2017 Universities Australia survey showing that 14% of students regularly go without food or necessities because they can’t afford them.

Crucial issues for the future of young people and students across Australia are also being neglected at the expense of our futures. The threat of environmental destruction and climate change will be one of the biggest issues for our generation, yet a large portion of the coalition government continues to deny the reality of climate change and the need to take action on it.

It is expected that a change in government would revitalise opportunities for NUS to influence its policy agenda to encourage policies that foster a high quality, equitable and accessible Australian Higher Education system.

Students are well aware of the issues of our chronically underfunded education system, and the continual attacks on young people by the current federal government.

In order to invoke change it is vital that we ensure that students are engaged in conversations around the issues for the election and ready to vote based on higher education issues and for young people.

The most successful NUS campaigns in the past have relied on mass mobilisation of students across the country and a widespread media presence of the student and young people’s voice.

In 2018 there are over 1.3 million students enrolled in Australian universities. When united, this number of people could sway the direction of key electorates across the country for candidates who prioritise higher education and issues for young people.

The Australian Electoral Commission (AEC) estimates that 15.1% of young people (18-24 year olds) in Australia are not enrolled to vote. That’s more than 287,000 young people who have not enrolled to vote.

Platform

1. NUS acknowledge that a change from the current Coalition government would revitalise discussions around a quality higher education system. However, NUS acknowledge a change in government would not guarantee improvements in the lives of students.

2. NUS acknowledge its responsibility to students in a federal election is to influence policy around higher education, student wellbeing and other issues for students and young people.
3. NUS believe that the values of students throughout the country should be reflected in any Federal Election campaign run by the union.

NUS believe in the importance of ensuring this big national campaign is collaborative, and promotes student involvement at a grassroots level.

4. NUS believe that young people should be enrolled to vote, and encourages students to exercise their right to vote based on an understanding of the issues and policy that matter to them.

Action

1. The NUS President, with the support of the NUS office-bearing team will work together to design and coordinate an election campaign for the predicted May election in 2019 starting at the beginning of the 2019 term.

2. This campaign may tie together aspects of other department specific campaigns for the union.

   a. The NUS election campaign will endeavour to:
      
      Raise the profile of student issues and get them on the agenda of the parties running for election

   b. Engage more students, particular new students, with the issues related to student wellbeing and higher education funding.

   c. Mobilise mass numbers of students to get involved in the campaign

   d. Raise the profile of the National Union of Students as the peak representative body for students around Australia.

3. NUS will promote this campaign as the main NUS campaign for campus o-weeks, and aim to engage and mobilise as many students as possible in helping organise and participate in the lead up to the election.

4. The campaign will employ these main strategies:

   a. The development of a Student’s Higher Education Reform Bill 2019 (an NUS election manifesto)

   b. Enrolment drives at campuses for students

   c. Pledges for students, young people and others to commit to voting for our future (for young people and education)

   d. Publicity on media channels, particularly targeted at young people

   e. Demonstrations in the form of mass protest and stunts

   f. Lobbying with key bodies

5. The campaign will utilise the results of the 2018 NUS Student Values Survey to form the basis of the demands in the NUS Election Manifesto, a document reflecting the values and principles that students want to see reflected in the federal government’s platform and actions in higher education and for young people. This manifesto is to be sent out to affiliate campuses in time for o-week.

The NUS President, General Secretary, Education Officer and Welfare Officer will meet and present the Election Manifesto with sitting members of Parliament and candidates in the upcoming federal election, and urge them to commit to improvements to young people’s lives including a student’s vision of higher education.

NUS will send resources for the campaign including information about running enrolment drives and getting pledges from students to all affiliate campuses and other campuses who would like to get involved in the campaign.

The NUS President and General Secretary will develop a database of students who sign up and pledge their vote for the future and higher education, and who have been involved in the campaign. They will ensure regular communication with these students.
through email and social media to keep them involved. A well in advance of the election, the NUS President and General Secretary will send students registered/pledged a one page resource with a scorecard on how different parties and candidates have committed to working for young people and higher education.

6. NUS will collaborate and reach out to other youth organisations with similar values to get support in developing and rolling out the campaign.

Moved: Desiree Cai (University of Melbourne)  
Seconded: Lachlan Barker (University of Technology Sydney)

EDU 4.24 - Education Conference (EdCon)

Preamble:
The National Union of Students facilitates a range of opportunities for student activists and representatives to network and share knowledge and skills. One such opportunity is the annual Education Conference.

To be effective as an organisation, it is imperative that the National Union of Students takes opportunities to bring the student movement together to engage in constructive discussion and organising regarding issues in higher education.

As the peak representative body for students, it is incumbent on the National Union of Students to centre higher education issues in its campaigning and strategy.

Platform:

1. Education Conference will provide an opportunity for students from across the nation to come together and debate issues relating to higher education and the accessibility of tertiary study for all students. Guest speakers will host keynote addresses and panel discussions around topics relevant to the student movement, and the pressing issues and challenges facing higher education.

2. Education Conference will be a forum in which students can reflect on the first semester campaign and help shape the direction of NUS for the second half of 2019 through a conference resolution session.

3. Students will have the opportunity to share skills, experiences, and organising advice with each other through their own workshops at Education Conference.

Action:

1. The National Executive will open expressions of interest for affiliate organisations to host Education Conference on their campuses in March 2019. The National Executive will determine the host organisation for Education Conference by May 2019.

2. The National Education Officer, in conjunction with the National President, will be responsible for soliciting expressions of interest from member organisations. EOIs should include a detailed outline of the particular member organisation’s suitability to host the conference, a funding proposal and should also include a proposed set of aims and objectives for the conference and a detailed plan of proposed activities.

3. The National Union of Students affirms its commitment to ensuring full access for students from disadvantaged backgrounds. As such, grants for travel, accommodation and registration expenses will be awarded to students from low SES, regional and Indigenous backgrounds.
4. The National President, National Education Officer and conference organisers will seek funding from within the higher education sector to ensure that a quality conference can be held at minimum expense to attendees.

5. Special considerations to host the conference should be given to affiliates to demonstrate the power of the NUS in the hope that organisations may accredit.

Moved: Lachlan Barker (University of Technology Sydney)
Seconded: Desiree Cai (University of Melbourne)

EDU 4.25 - Secure Jobs for Everyone: Casualisation is not the answer

Preamble
The rate of Casualisation in tertiary education continues to rise. As at August 2018, 27 of the 42 universities across the country have rates of staff Casualisation at greater than 40 percent, with the University of Wollongong and RMIT sitting above 60 percent (http://bit.ly/2Kgrjmz). These data are not inclusive of staff on fixed-term contracts, who are kept in precarious and insecure work, or rolling contracts that are only refreshed at the end of the year.

This is reflective, primarily, of two things: the pressures on universities from government cuts to higher education; and a mentality within universities that is centred around a business model of education.

Academic staff and disproportionately affected by this, and universities typically defend their positions by attempting to exclude students from their counts of casual staff.

Staff working conditions are student learning conditions: countless campaigns and surveys have shown us this.

Platform
1. The National Union of Students recognises that any attack on academic staff is an attack on students.
2. The National Union of Students recognises that students benefit from being able to access academic staff for support and advice, and that casual and fixed-term contract staff typically struggle to contribute time outside of the classroom due to the financial pressures inherent in unstable employment.
3. The National Union of Students supports all efforts by academic staff and the NTEU to achieve stable employment and secure, fair working conditions.

Action
1. The National Education Officer will work with campus education officers, student unions and the NTEU to fight Casualisation and win fair and secure working conditions for staff.
2. The National Education Officer will organise a National Day of Action drawing attention to the rampant and shameful rates of Casualisation and fixed-term contracts that see staff dispossessed of opportunities and security, and students unable to access critical support in their learning.

Moved: Lachlan Barker (University of Technology Sydney)
Seconded: Desiree Cai (University of Melbourne)
EDU 4.26 - Jobs for Everyone: Ending unpaid internships

Preamble:

Work experience is becoming an expected component of many students’ university studies, whether mandated by courses or due to the pressures of limited job prospects.

Unpaid internships continue to grow in popularity, with students ending up worse-off due to travel costs and other costs of living balancing against the time commitment required of this work experience.

According to the Fair Work Ombudsman, people in an ‘employment relationship’ are entitled to a minimum wage, National Employment Standards, and the terms of an award or registered agreement. The Fair Work Ombudsman outlines a number of ways an employment relationship can be determined to exist:

- Reason for the arrangement of work;
- Length of time;
- Significance of the work to the success of the business;
- What work is being conducted;
- Who gains the main benefit.

These unpaid internships regularly rely on a set of skills from the student and provide little in the way of practical training, professional development, or even learning transferrable ‘soft’ skills.

The narrative that free work will give students a particular edge over their peers in the competitive job market disregards the principles of its own logic: with more students being driven to unpaid work, students are becoming more willing to sacrifice their rights and entitlements for longer periods of time in order to secure a position in an industry or workplace and maintain this hypothetical ‘edge’.

Platform:

1. NUS recognise that unpaid internships regularly lead students to become trapped in cycles of unpaid, unrewarding work that does not equip them with benefits for their study or careers.
2. NUS recognise the particular burden this bears upon students from low socioeconomic backgrounds, who already face systematic disadvantages breaking into a competitive workforce.
3. NUS recognise the impact these unpaid work cycles can have on International Students, who are often further impacted by the risk, perceived or actual, or reporting unfair treatment and lack of development.
4. NUS call on universities to cease the advertisement of unpaid internships through their work opportunity portals.

Action:

1. The National Education Officer and National Welfare Officer will work together to develop information materials to be distributed to campuses informing students of their rights in internships and unpaid work.
2. The National Education Officer and National Welfare Officer will engage with the Fair Work Ombudsman to develop a long-term strategy to combat student exploitation in workplaces and ensure the rights of interns are well-advertised and easily understandable.
3. The National Education Officer and National Welfare Officer will work conjointly to organise a National Day of Action drawing attention to the manipulation and exploitation of students for free labour, addressing unpaid internships, rights at work, and further workplace issues, including but not limited to:
   1. Required specialist training that is not provided through the workplace;
2. The stripping of penalty rates;
3. Anti-union sentiments perpetuated by the current government;
4. Coursework internships that meet the FWO’s terms of an employment relationship.

Moved: Lachlan Barker (University of Technology Sydney)
Seconded: James Newbold (University of Sydney)

EDU 4.27 - NUS’s role in the 2019 federal election

Preamble:
A federal election will be called in 2019, most likely in May.

In the lead up, NUS should call a National Day of Action calling on all parties to make free education their policy, and making it clear that students should only vote for parties which support free education.

This election is an opportunity for the National Union of Students to put forward political demands in a context in which Australian political parties will be under increased scrutiny, and their policy announcements will be a subject of debate.

Both major parties in Australian politics have launched considerable attacks upon students, both in and out of power. We know from experience and history that both Labor and Liberal will attempt to attack higher education if elected.

In 2013 the Gillard government attempted to cut $2.8 billion in higher education funding
In 2014 & 2015 the Abbott government attempted to deregulate university fees, which would have seen degrees rise in cost to up to $100,000
In 2016, though not in power, Labor announced plans to scrap the HECS-HELP Benefit, a scheme which assisted students in certain areas to pay off their debt more rapidly
In 2017 the Turnbull government attempted to cut $2.8 billion from higher education
In 2018 universities were hit with a funding freeze, which in effect cut $2 billion from higher education.

NUS has organised successful defensive rallies against these cuts, some of which have forced education policy into the limelight as a key political issue, by garnering media attention and provoking debate. Organising large scale national protests against fee deregulation was key in bringing down Tony Abbott. This not only played a vital role in defending the conditions of higher education, but also made NUS relevant to new layers of students, increasing visibility and demonstrating the important political leadership that NUS can give.

If NUS mindlessly tails any one of the political parties in the 2019 federal election without putting forwards demands, it will allow higher education to keep getting eroded and attacked, with defences only launched following attacks.

Instead, if NUS places positive demands upon politics during the election it will make the argument in society that higher education should be improved, not cut away.
In the lead up to the 2019 federal election, NUS has the opportunity to put forwards positive demands using the above tactics.

Free education is a popular and realistic demand.

A 2018 poll showed that 88% of Australians support free education.

The New Zealand Government has announced plans to provide students with three years of free education by the year 2024.

France, Malta, the Philippines, Germany, Norway, Sweden, Austria, Finland, the Czech Republic, Spain and various other countries offer free higher education.

It would cost only approximately $8 billion on top of current funding levels to fund free education. Australia’s annual defense spending sits at approximately $35 billion per year.

Education is a fundamental right. It should be available without landing students in tens of thousands of dollars of debt.

Through calling on students not to vote for any party which does not stand for free education, we can put pressure upon the major parties.

Platform:
1. The National Union of Students stands for free education
2. The National Union of Students opposes successive attacks upon higher education by both the Liberal and Labor parties
3. The National Union of Students is not in favour of calling on students to vote for any party which has a historic pattern of attacking students and which has no plan to meet students demands

Action:
1. The National Union of Students will organise national protests in the lead up to the federal election, demanding that parties take up free education as a policy and calling on students not to vote for any party which does not support free education
2. The National Education Officer will promote these protests through
   a. Organising Education Action Group meetings across the country
   b. Printing posters
   c. Issuing press releases
   d. Sending out mass emails
   e. Encouraging campus education officers to organise contingents
   f. Reaching out to trade unions to support the demand
3. The National Union of Students will encourage students not to vote for a party which does not support free education through
   a. Press releases
   b. Infographics
   c. A poster campaign

Moved: Tess Dimos (Monash University)
Seconded: Jasmine Duff (Monash University)

EDU 4.28 - NUS against Trimesters

Preamble:
University management across the higher education sector have introduced and/or flagged restructures to campuses around Australia. This is often under the guise of modernisation but in reality many of these changes will result in a poorer quality education, the cutting of courses, and attacks on staff conditions.

Trimesters, referring to the restructuring of the academic year from the current two term system to a three term system, have been introduced as a popular form of restructure. They have already been implemented at various campuses across the country and slated for more.

It is evident these changes are not in the interests of students and university staff.

The University of Technology Sydney introduced trimesters and has subsequently seen a sharp decline in student satisfaction.

It is also evident the move to trimesters is driven by the corporatisation of higher education.

The University of Newcastle, after moving to trimesters, reported a 50% increase in surplus revenue i.e. profit. An additional “organisational review” at Newcastle, described by the VC as about “embracing changes” to the sector, suggested that 170 of the more than 1700 full-time and casual professional staff will be made redundant.

As of 2019 UNSW will have moved to a trimester model. The UNSW3+ plan is possibly the worst attacks on students and staff in decades. The university is using the model to overhaul staff conditions, increase casualisation and the intensification of workloads. As well as entrenching a strict division between teaching and research roles that will create 2 tiers of employment; undermining pay and conditions. The UNSW NTEU branch have predicted that at least 400 jobs will be cut. The NTEU has said the trimester model has seen “union members report significant impacts such as workload and administration increases for academic and professional staff”

Students will also be adversely affected. The workload of the existing semester system will not be reduced, instead students will be forced to complete the same quantity of course content and assessment in a shorter time period. Trimesters will also financially impact students who currently rely on additional paid work in the semester breaks to meet their costs of living.

UNSW management have ignored the findings of their own studies which clearly record a majority of students and staff are against the 2019 move to trimesters.

Platform
1. NUS opposes the introduction of trimesters at campuses across Australia.
2. NUS recognises they are a product of the increasing corporatisation of the higher education sector.
3. NUS recognises that trimesters have had/will have detrimental impacts on both student and staff conditions and rejects university propaganda in regards to ‘modernisation’.

Action
1. NUS will support campus campaigns against trimesters and the related attacks on student and staff conditions. This includes providing materials, public support, media building, and sending NOB’s to relevant events.
2. NUS will write and share a public statement condemning the trimester model to affiliated universities; especially relevant to universities who have adopted or are seeking to adopt the model.

3. NUS stands in solidarity with the NTEU’s opposition to trimesters and will aid any NTEU campaigns against them.

Moved: Caitlin Keogh (University of New South Wales)
Seconded: Vinil Kumar (University of Sydney)

EDU 4.29 - Staff teaching conditions are student learning conditions

Preamble

The LNC Government has successfully pushed through a series of attacks on universities:

1. $4.8 billion dollar cut to universities in May 2017, the biggest fee cut since 1996.
2. Higher education funding freeze in December 2017 which collectively saw 9,500 places go unfunded in 2018.

University managements across Australian campuses have utilised neoliberal government policy to further entrench their own corporate interests. Several university campuses around Australia have initiated or are in the process of considering restructures. These restructures include a move towards trimester systems, blended learning models, and a separation between research and teaching roles. In practice, they tend to mean a lessened quality of education for students, cuts to course funding and availability, and the undermining of staff pay and conditions. Some universities have instigated mass staff redundancies or increasingly pushed for the replacement of full time roles with casual positions.

In response to the above, a number of university campus staff members including those at UNSW, University of Newcastle, University of Wollongong, University of Melbourne, University of Queensland, and University of New England have undertaken industrial action and/or taken strike across Australian campuses during 2018 EBA campaigns.

Platform

1. NUS supports the right of staff to take industrial action and to go on strike.
2. NUS recognises strike action as the most effective defense of university staff pay and conditions

Action

1. NUS will encourage all councillors and OBs at affiliated campuses to show solidarity with the NTEU’s industrial action by
   a. campaigning for student support, including but not limited to;
      i. Informations stalls
      ii. Poster campaigns
      iii. Contacting clubs and societies
      iv. Petitions to be signed in lectures and tutorials
      v. Mass emails distributed to club and class lists
   b. attending open NTEU member meetings,
   c. attending picket lines on strike days,
   d. Publishing supporting statement on social media,
   e. Writing submissions to University management

2. The National Education Officer will prioritise attendance at strike days across the country

3. The relevant NUS Facebook pages will advertise any staff strike action, encouraging students to not attend class and stand on the picket line in a show of solidarity.
Moved: Tess Dimos (Monash University)
Seconded: Tom Gilchrist (University of Adelaide)

EDU 4.30 - Fighting for free speech

Preamble:
Freedom of speech is an important democratic right on university campuses which has been fought for and protected by students and staff for generations. This includes, but is not limited to:
  a. Academic freedom
  b. Freedom of expression
  c. Freedom of protest

With these rights maintained, universities can be centres of political discussion, debate and activity. Without these rights, university managements are able to transform campuses into authoritarian profit-making centres; governments are able to prevent the flow of ideas which challenge them.

University administrations and right wing politicians are increasingly infringing upon the freedom of speech & expression of students, staff, and others on the campuses.

Freedom of protest is key to freedom of speech. Right wing commentators and politicians have pushed for more regulations to stifle and curtail the right to protest, arguing that protests themselves are an attack upon freedom of speech. The reality is the opposite. Protests are an important means of expression for students and others who do not have access to the tabloid press, a presence on talk shows or a place in parliament.

In the past year, there have been cases of universities taking disciplinary action on the basis of on campus protests. This has been encouraged by right wing members of parliament.

A student at Sydney University was suspended for a full semester for protesting outside of an anti-abortion stall during O-week 2018. It was alleged that she and other students “taunted” LifeChoices members. This included that they "made faces" and gave stall members "dirty looks". The suspension occurred after Labor MP Greg Donnelly emailed the USYD Vice Chancellor, encouraging him to take action against the student. The suspension was overturned after the University came under pressure, and the student instead received a warning.

In late 2018 a non-student at Monash University Clayton walked around the campus peacefully, carrying a sign supporting veganism. Campus security called the police, who forcibly picked them up and made them leave campus. The police are now pressing trespassing charges against the non-student, and attempting to have them banned from setting foot upon all Monash campuses.

Federal Education Minister Dan Tehan has proposed that universities charge students for security fees when organising protests against controversial speakers. This is effectively calling on universities to fine student protestors. It would mean that the right to protest does not exist for those who cannot afford hefty costs.

Academics are under constant threat of discipline based upon the content of their lectures & personal social media, and research papers have been shut down by MPs.
In October 2018 Education Minister Simon Birmingham used his ministerial discretion to veto eleven successful Australian Research Council grants in the Humanities area. The grants had all gone through an extensive vetting and peer review process, and were among a small minority which were successful in this process. Birmingham did not provide reasons for any of the eleven vetos. The decision was made in secret, with no public announcement. The NTEU and other representative bodies have condemned the decision.

In 2016, La Trobe University suspended an academic (the founder of Safe Schools) for posting a status on her personal Facebook describing the Australian flag as racist.

In 2016, Deakin University sacked an academic based on three tweets on his personal twitter.

Students have been disciplined by university management for the content of student publications.

In 2018 a student at USYD was taken through a disciplinary committee for publishing an image of a Palestinian activist holding an AK47, and for one featuring a Molotov cocktail with text referring to the gay liberation movement.

Platform:
1. The National Union of Students upholds freedom of speech on campus as an important right for students, staff, and members of the public.
2. The National Union of Students opposes attempts by university administrations to crack down upon freedom of speech on campus, whether it comes in the form of:
   a. Disciplining academics for publishing their opinions in a personal or academic context
   b. Discipline against those engaged in protests, including academic discipline, legal discipline, and university-imposed fines
   c. Discipline on the basis of content of student publications.
3. The National Union of Students opposes Dan Tehan’s proposal to clamp down upon freedom of speech by fining students who protest

Action:
1. NUS will publicly release a “freedom of speech on campus” charter, attesting to the following:
   a. The National Union of Students upholds freedom of speech & expression on campus as an important right for students, staff, and members of the public.
   b. The National Union of Students opposes attempts by university administrations and government ministers or departments to crack down upon freedom of speech on campus, whether it comes in the form of:
      i. Disciplining academics for publishing their opinions in a personal or academic context
      ii. Discipline against those engaged in protests, including academic discipline, legal discipline, and university-imposed fines
      iii. Discipline on the basis of content of student publications.
   c. Protesting is a key form of freedom of expression.
      i. Protesting outside of a speaking event in order to put across an alternative view is not an assault
upon freedom of speech. It is the use of freedom of expression to put across an alternate opinion.

d. Laws or rulings which compel protestors to pay fines or security costs for demonstrations are an assault upon freedom of expression. They prohibit the most accessible form of freedom of expression to those who cannot pay, and in effect make the act of protesting a punishable offence.

2. NUS will follow through on this charter by publicly opposing attacks on freedom of speech by university management & the government

Moved: Jasmine Duff (LGBTI Officer)  
Seconded: Eleanor Morley (USyd Delegate)

**EDU 4.31 - No National Interest Test for Research**

Preamble
In 2017, then Education Minister, Simon Birmingham, blocked 11 Australian Research Council (ARC) grants for humanities related research. Birmingham claimed that the $4 million approved for the grants were a waste of taxpayers’ money. This was a blatant attack on academic freedom.

Current Education Minister, Dan Tehan, has announced a “national interest test” for all research grants. In the future, academics need to articulate how their research “will advance the national interest” in order to receive funding. The narrowing of academic inquiry allows for governments and corporations to further interfere in education.

Platform

1. NUS condemns Simon Birmingham’s vetoing of the 11 ARC grants, and demand its immediate reversal.

2. NUS condemns the “national interest test” for research and calls for no restrictions on academic freedom.

Action

1. NUS will work alongside the NTEU to fight against restrictions on research rights.

Moved: Con Karavias (NUS Education Officer, UTS/Monash/La Trobe/ANU Student)  
Seconded: Angus Clarke (Flinders University)

**EDU 4.32 - Sever ties with the fossil fuel industry**

Preamble
Universities like to spruik environmentally sustainable credentials, even while most have significant ties to the fossil fuel industry. Despite ongoing campaigns, most universities have millions invested in the fossil fuel industry.

The connections are not just measured in terms of direct investment of university money. Tens of millions of dollars each year are also poured into universities to fund research projects, and Fossil Free Universities has found at least 12 instances of university governing board members who have direct ties to the industry, as current advisors or former employees.

Universities around Australia also regularly host events which promote the fossil fuel industry to students. AECOM, the corporation designing the rail transport system for the Adani Carmichael coal mine, did a tour of universities around the country to promote itself to students this year, which was met with protests at many universities.
Platform

1. NUS supports campaigns which call for universities to sever ties from the fossil fuel industry.
2. NUS believes that university research funding should come from the government, not the fossil fuel industry.

Action

1. NUS office bearers will support actions called to oppose the connections between the fossil fuel industry and universities.
2. The NUS president will write a statement calling on all universities to divest from the fossil fuel industry, and seek comment from relevant student clubs on campuses.

Moved: Beth Jackson (Monash University)
Seconded: Angus Clarke (Flinders University)

EDU 4.33 - No Monash Arts Cuts

Preamble

In 2018, Monash University management attempted to make sweeping cuts to the arts faculty.

This took the form of cutting funding from the budget line which pays for sessional (casual) teaching staff.

Casual teaching staff are key to teaching tutorials, marking work, and are a fundamental part of the University.

The cuts resulted in:

1. Instructions not to hire any PhD qualified tutors
2. Less face time
3. Bigger class sizes
4. Subjects cut
5. More unpaid marking work for tutors

While the university refused to acknowledge there were any cuts, and attempted to keep them a secret, it was admitted by Dean of Arts Sharon Pickering that the university had decided to spend less on the sessional teaching budget after pressure from students.

When news of the cuts came out, student activists formed a campaign called No Arts Cuts Monash.

The aims of the campaign were to first get the word out about the cuts (since management was covering them up) and to organise student opposition to expose them to the media and force the university to wind them back.

The campaign was successful in exposing the cuts.

180 students & staff came to an on campus public meeting and demonstration against the cuts.

Over 30 students (notably, they were not predominantly from existing student factions) attended an organising meeting to plan the next actions in the campaign.

Over 300 students took photos in their lectures showing opposition to the cuts.

Over 100 students attended a second protest against the cuts.
Throughout all this the Monash Student Association helped management to cover up the cuts and attempted to quash the campaign, meeting with management secretly and refusing to release the results of these meetings to students. They refused to acknowledge that any cuts existed, toeing management's line, and refused to attend a single event during the campaign.

Instead, left wing office bearers in NUS used their positions to assist the campaign, and the USYD SRC provided support. A student union in another state was far more helpful than the actual campus student union.

As the MSA (the official campus student body) refused to support the campaign, media largely refused to report on it.

The campaign won important concessions from management by putting pressure on them. In the social sciences department, class sizes were wound back to 25 (from 30) where those classes were held outside of the teaching and learning building. PhD sessionals would be hired.

These concessions could not have been won without applying pressure to management, and demonstrating to them that they would look bad in the eyes of thousands of students if they did not concede some ground. The concessions came just after the campaign got its first article in the press.

There is still room to push back against the cuts in the coming year.

Platform:
1. NUS opposes the arts cuts at Monash
2. NUS commends and supports the No Arts Cuts Campaign
3. NUS holds the Monash Student Association 2018 leadership in contempt for their refusal to actively support the No Arts Cuts Campaign
4. NUS directs the Monash Student Association 2019 leadership to actively support the No Arts Cuts Campaign through funding and printing resources
5. NUS sees the No Arts Cuts Campaign as a model for how student unions should fight back against cuts to courses and faculties

Action:
1. The 2019 NUS Education Officer will put funding and printing resources into all campaigns against campus cuts which require them
2. NUS will publish a statement attesting to the work of the No Arts Cuts Campaign

Moved: Beth Jackson (Monash University)
Seconded: Jasmine Duff (NUS LGBTI officer)

EDU 4.34 - Weapons manufacturers are not the friends of students.

Preamble:
Across Australia universities prioritise the interests of the government, businesses, and private institutions over the interests of students. There are increasingly more overt links between universities and corporate bodies than funnel public money and resources into private industries such as marketing, finance, and the military industrial complex. Students and taxpayers are funding projects benefiting only the elite in society. This dynamic further entrenches privatisation in the university sector by increasing the reliance that universities have on corporations.
There are significant connections between some of the key universities and leading weapons manufacturers. Lockheed Martin directly funds research conducted at Melbourne University. BAE Systems created and funds the aerospace engineering degree at RMIT University. UWA is participating in a “Maritime Domain – Littoral Operations” project through the Government’s Defence Cooperative Research Centre (CRC) with leading French arms manufacturer, Thales. These weapons manufacturers are complicit in war crimes and genocide. Lockheed Martin’s weapons have been used during Operation Cast Lead, airstrikes in Yemen and to supply the Australian and Israeli militaries.

Privatisation and deals with for-profit companies means universities are no longer primarily places of education but are rather institutions producing research and resources for these companies.

Platform:
1. NUS rejects the privatisation of universities and condemns Vice Chancellors who engage in deals with private firms, guaranteeing them subsidised access to and control over research.
2. NUS condemns the allocation of student fees and public funding to support the imperialist ventures of the Australian government and its allies.
3. NUS calls for universities to divest from all arms manufacturers.
4. NUS unequivocally supports the rights and interests of students against those of private for-profit institutions.
5. NUS stands in solidarity with those suffering and resisting military assault, as well as ordinary citizens whose standard of living is depressed by the siphoning of funds away from public services.

Action:
1. The NUS National Education Officer will produce and publicise materials condemning the relationships between private firms and universities, particularly those engaged in military research.
2. The NUS National Education Officer will support in all possible ways campaigns against the corporatisation of universities and for publicly funded higher education.
3. NUS will endorse and give active support to campus-level campaigns calling for divestment, including ‘Disarm Uni’s’ and ‘Books Not Bombs’.

Moved: Con Karavias (National Education Officer)
Seconded: Lily Campbell (USyd Delegate)

EDU 4.35 - Lockheed Martin off Our Campuses

Preamble
Lockheed Martin, recently listed as the world’s largest arms dealer, is responsible for war crimes and other scandals. It is an enemy of social justice and an advocate for destructive war. It crimes include, but are not limited to, the following:

- Complicity in contemporary war crimes: Earlier this year, a 227kg laser-guided bomb destroyed a school bus in Yemen, killing 50 people, 41 of whom were school kids. This weapon was one of many thousands sold to Saudi Arabia by Lockheed Martin. While Yemen is devastated by Saudi onslaught, Lockheed Martin has raked in over $29 billion from the US-Saudi weapons deal.
- Upholding the nuclear arms menace: Lockheed Martin is a major manufacturer of nuclear weapons, and currently plays a key role in the US government’s nuclear arsenal modernisation program. The company is responsible for producing and modernising Trident
nuclear missiles for the US and UK. In August 2017, Lockheed received a $900 million contract to develop warheads for the US Air Force’s bomber fleet. Disturbingly, earlier this year, the corporation secured a patent for its compact fusion reactor, with the potential to fit on board a fighter jet.

- Australia’s mad military build-up: Australia is spending $17 billion on 72 Lockheed F-35 jets, to be ready in 2020, in the continuation of collaboration program that began in 2001 and has been plagued by delays and cost blowouts. In January 2018, the federal government gave Lockheed Martin Australia a $700 million contract to design the weapons system for the Navy’s new submarine fleet, with a primary focus on torpedo capacity.

- Reckless environmental destruction and corruption: the Project on Government Oversight lists 85 instances of misconduct and $767 million in penalties for Lockheed Martin since 1995. Cases of misconduct include toxic contamination of groundwater, a series of nuclear safety violations, using federal funds for lobbying and federal election law violation, securities fraud and whistle-blower retaliation.

Lockheed Martin has formed partnerships with various Australian universities. From these ties, the company hopes to promote military research from which it can profit. Some examples are:

- Melbourne Uni: The company has established their first R&D facility outside the US – the $13 million STELaRLab at Melbourne Uni – in collaboration with the Defence Science and Technology Group. They are researching drones, hypersonic research systems and more.

- Adelaide Uni: In October this year, Adelaide Uni announced Lockheed Martin its “foundation partner” in the Australian Institute of Machine Learning. Both Lockheed and the Uni have stated that their priorities are to develop Artificial Intelligence with military application.

- UQ: Lockheed Martin is investing in the research and development of nanotechnology for aerospace industry.

- Curtin Uni: Curtin and Lockheed Martin have a R&D partnership in a project called FireOPAL. Its purpose is to improve the tracking of satellites in orbit.

- ANU: Partners with Lockheed Martin, who are interested in drone and aerospace research.

Lockheed Martin is an enemy of students, and shouldn’t be welcome at universities. They are among the most sinister corporations in the world, whose profitability necessitates complicity in war and war crimes. They therefore do not care about creating a decent education system for students, staff or society at large. Instead they wish to exploit the education system for their own private interests, increasing universities’ reliance on arms industry and assuring that militarism dominates research priorities.

Platform

1. NUS condemns Lockheed Martin, and the militaries with which it collaborates as a purveyor of mass violence.
2. NUS opposes the privatisation of universities, and will name and shame Vice Chancellors who form partnerships with arms companies.
3. NUS calls for the complete cutting of ties between higher education and weapons dealers like Lockheed Martin.
4. NUS stands in solidarity with the victims of western war crimes.

Action

NUS National Conference Policy Document 105
1. NUS will continue to support campaigns that target Australian universities’ ties with Lockheed Martin and other military corporations.

2. The National Education Officer will endorse and give active support to campus-level campaigns against Lockheed Martin at various universities. This should include printing, social media, and press releases.

Moved: Beth Jackson (Monash University)
Seconded: Vinil Kumar (USyd)

EDU 4.36 - No to the Ramsay Centre for Western Civilisation

Preamble
The Ramsay Centre for Western Civilisation is attempting to establish itself at Australian universities, currently at the University of Sydney and the University of Queensland. It plans to offer a degree in ‘Western Civilisation’, a contested and controversial term generally associated with the racist right.

The Ramsay Centre is part of the corporatisation of higher education. In the face of government cuts, universities are increasingly looking towards private donors to make up the difference. Meanwhile staff and students are constantly seeing their conditions undermined with increased fees, larger class sizes, streamlined courses and pay cuts. All of this can be attributed to the scrapping of free, publicly funded education by the Hawke Labor government, but has been continued by every government since, both Labor and Liberal.

The Ramsay Centre’s political project is fundamentally racist. The inclusion of ex-Prime Ministers John Howard and Tony Abbott on the board is indicative of the politics of the Centre, as both attacked rights for students and people of colour while in government. Further, the very naming of the course indicates that it will ignore the legacy of colonialism, militarism and oppression that the West has imposed across the world. While clearly there are things to be studied from the ‘West’, this degree is not designed to be a balanced assessment but blatant propaganda.

There are also concerns that the Ramsay Centre will erode academic freedoms, with staff unable to determine course content or teach the idea of the West critically. At ANU, the Ramsay Centre wanted to have the right to perform “health checks” and monitor classes so that students and academics adhere to the dogma of the course.

As such, the NTEU, 13 departments, 2 programs and 200 individual staff members have publicly expressed opposition to the Ramsay Centre at USyd. There have been collaborative efforts to fight against the Centre by staff and students and both USyd and UQ.

Platform

1. NUS opposes the Ramsay Centre for Western Civilisation on the grounds that it is a transparent attempt to construct a propaganda degree in white supremacy.

2. NUS opposes the Ramsay Centre for Western Civilisation on the grounds that we oppose all corporate intervention into Higher Education; both in relation to funding and the shaping of curricula.

3. NUS opposes the Ramsay Centre for Western Civilisation being established on any campus in the country.
4. NUS calls on the government to massively increase funding to universities so that they are in no way reliant on corporate donations.

Action
1. NUS will support activist campaigns against the Ramsay Centre where possible.
2. The NUS President will put out statements calling on relevant universities to reject offers made by the Ramsay Centre.

Moved: Lily Campbell (USyd)
Seconded: Vinil Kumar (USyd)

EDU 4.37 - Why We Need Free Education

Preamble
In December of last year the Liberal government announced their plans for higher education in 2018: a $2.2 billion funding cut to universities in Australia, to be enacted mainly through a two-year freeze on commonwealth grants. This came at the end of an already dismal year for education funding, including a 7.5% fee increase, $2.8 billion in funding cuts and the HECS repayment threshold being lowered to $42,000 a year.

This freeze on commonwealth grants has meant an estimated 10,000 Australian students have been prevented from attending university in 2018.

Continuous attacks on education funding over the past decades have also seen an increasing encroachment of private corporate interests on campuses. This has been illuminated by the nationwide Books Not Bombs campaign among other investigations.

In November, Federal Education Minister Dan Tehan attempted to save face with a $134 million cash injection into regional campuses. This amount nowhere near approaches the amount of money that has been cut by the government.

With one in seven students often going without food, penalty rates and welfare under attack, housing prices rising and national student debt projected to reach $200 billion by 2025, it is clear that the government are determined to carry on their economic attack on young people.

Universal free tertiary education is the only funding model that ensures accessible higher education for all. HECS was implemented to allow the government to spend less on education while students steadily pay more, a transition that has been moving forward since 1989.

Free education is not a pipe dream, though it would require economic overhaul. Most estimates project that free education would cost the government $8 billion a year. 380, or 1 in 5, of Australia’s biggest companies have not paid corporate tax for three years. The government also spends $36.4 billion every year on the Australian Defence Force, a number they are fervently hoping to increase. This is money that could easily be used to subsidise higher education.

The NUS Make Education Free Again campaign has been a successful start in drawing attention to the need for free education in order to allow students from all economic backgrounds to access higher education. NUS needs to keep up activist pressure, building the cause on campus and alongside workers, to demand that the government rearrange its priorities.

Platform
1. NUS commits to campaigning against attacks on higher education and student welfare, no matter which party is enacting them.

2. NUS stands unequivocally for free education as the only funding model that ensures accessible higher education for students of all financial backgrounds.

3. NUS recognises that a commitment to activist campaigning is the only viable way to achieve this goal.

Action

1. NUS commits to resourcing and building the fight for free education in Australia.

2. NUS will mobilise its office bearers and members to attend any actions focusing on free education.

3. NUS will publicly support free education as the only funding model that can ensure accessible higher education for all.

Moved: Tess Dimos (Monash)
Seconded: Lily Campbell (USyd)

EDU 4.38 - Thales off campus

Preamble

Thales is a major weapons company with links to international war crimes. It is the 10th largest “defense contractor” in the world and 55% of its total sales are military sales. To give an example: Thales UK has a $1.6 billion contract with the Israeli arms company, Elbit, which funds one of Israel’s most widely deployed attack drones. Elbit openly pitches their drones as being perfected and ‘field-tested’ on Palestinians in Gaza.

Under the Gillard Government’s $8 million upgrade program, Thales Australia manufactured F88 rifles to enhance the lethality of ADF troops in Afghanistan.

As stated in the “2017-18 Australian Defence portfolio budget”, Thales Australia has produced 30,000 Enhanced F88 rifles, 2,277 Grenade Launcher Attachments, repair parts and training aids for the Australian army. It has also produced the “Bushmaster”; an armored four wheel drive, deployed by the ADF in Afghanistan and Iraq.

Thales Australia is gaining influence within our universities. Thales Australia has research partnerships with all major universities in Australia, including universities in Melbourne, Adelaide, Queensland, South Australia and Sydney.

The University of Sydney’s Chancellor, Belinda Hutchinson, is the chairperson for Thales Australia and in July 2017 the university created a Memorandum of Understanding (MoU) with Thales: "to work closely together over the next five years to develop new technologies and capabilities".

Flinders University also signed an MoU with Thales and the French engineering school ‘ENSTA Bretagne’ in May 2018. The MoU promises to increase the research linkages between Australia and France in order to contribute to the future submarine program in Australia.

The CEO of Thales Australia, Chris Jenkins, is an alumnus of the University of New South Wales and is part of a mentoring program between Thales and UNSW.

Platform
1. NUS stands directly opposed to the influence of Thales in our universities.
2. NUS condemns universities that agree to partner with Thales, especially in the instances of the development of weapons.
3. NUS recognises and condemns the destruction that weapons companies produce and profit from.

Action
1. NUS will actively promote the campaign ‘Books Not Bombs’, and any other campaign which calls for the end of Thales’ influence, in Australian universities.
2. NUS will support protests against Thales where possible, which includes but is not restricted to the printing of material and putting out statements.
3. NUS will make all efforts to mobilise its OB’s and members in these campaigns.

Moved: Tess Dimos (Monash)
Seconded: Lily Campbell (USyd)

EDU 4.39 - No to CADMUS!

Preamble
Cadmus is a new Google Docs style program that the university wants students to complete their assignments in. The program tracks the student’s personal data such as keystrokes, session times, and location in order to monitor against potential cases of plagiarism.

Cadmus is a breach of student privacy. The constant monitoring of students while they work is intrusive. The university has not been transparent about how the program's data will be collected, who can access it, what it will be used for, and how long the data will be stored.

Students must be online in order to use Cadmus. This means students must be connected to the internet in order to work on and complete their assignments. Cadmus makes completing assignments more difficult and inaccessible for students who do not have regular access to the internet.

Assistive technologies such as specialised keyboards or screen readers are not compatible with Cadmus. Students who require these technologies in order to complete their assignments have not been consulted and will be put at a disadvantage.

The Cadmus program was developed through the Melbourne Accelerator Program which the university has a financial interest in. Despite overwhelming negative student feedback during trial runs of the program in 2016 and 2017, the university is trying to push through Cadmus for 2019. This is a clear case of the university prioritising making money over students’ rights to privacy and flexibility in their studies.

Platform
1. NUS is opposed to the intrusion of students’ privacy by the university. The Cadmus program is invasive and assumes that all students are cheating.

2. The university should strive to increase the accessibility of university for all students of different needs rather than limiting it and putting some students at a disadvantage.

3. The university should not put financial interests over delivering quality education and student wellbeing.
Action

1. NUS directs the education officer to support campaigns run by UMSU against Cadmus.

2. NUS directs the education officer to write a statement against Cadmus and similar applications being used in other campuses.

3. NUS will campaign against Cadmus including promoting petitions on campus and social media channels.

Mover: Eleanor Morley (USyd)
Seconder: Vinil Kumar (USyd)

EDU 4.40 - PROTEST WEAPONS EXPOS

Preamble

Weapons companies globally are making exhaubinant profits as countries seek to militarize their borders and expand their military capacities.

Universities across Australia have seeked to aid and in return benefit from this expansion of the industry; investing in research grants, memorandums of understanding, scholarships, or partnerships with some of the largest weapons companies in the world.

During 2018 the National Union of Students Education Officer has ran a successful campaign called Books Not Bombs which has taken up the question of war profits and higher education being run as a business.

This campaign wasn’t just limited to University campuses however with the campaign targeting any expo or get together of these companies when they took place across the country. This included in Canberra, Adelaide, and twice in Melbourne.

This campaign connects with calls from university students across the world who are calling for divestment from the industry. Many students who have taken up similar tactics to out the corporations involved.

Platform

1. NUS has an anti-war position and stands in the tradition of past student movements who campaigned against war.

2. NUS opposes the ties Universities seek to make with weapons companies as listed in point 2 of the preamble

Action

1. Through the Books Not Bombs campaign, the 2019 Education Officer will call protests against any gatherings or expos of major weapons companies with ties to Universities in Australia.

2. The NUS education officer will continue to organise with, or aid and support student group or community campaigns against weapons companies on campus. This may include speaking at protests, organising stunts or campus actions, or planning public forums for students to get involved in.

3. The NUS Education Officer will make Books Not Bombs a priority campaign for 2019

Mover: Lily Campbell (USyd)
Seconder: Tess Dimos (Monash)

EDU 4.41 - No donations from Dow

Preamble:
Dow Chemicals was the exclusive manufacturer of napalm for the United States, deployed during the Vietnam War. Dow also was a large manufacturer of Agent Orange, a toxic defoliant, which resulted in high rates of cancer, birth defects, and widespread ecological destruction, which affects countless people in Vietnam to this day. Dow refuses to accept any responsibility for the effects of Agent Orange and disputes the scientific evidence of the health effects of its defoliant.

Former CEO and Chairman of Dow Chemicals, Andrew Liveris, a fervent Trump supporter, lobbied to the Environmental Protection Agency to overturn a ban on carcinogenic pesticides in the US.

In 2001, Dow Chemical’s took over the Union Carbide Corporation, responsible for the 1984 Bhopal gas leak, the world’s worst industrial disaster. The UCC refused to pay adequate reparations, and Dow’s takeover has presented more obstruction to victims receiving compensation.

The University of Queensland already has a ‘Dow building’ on campus. This year, Andrew Liveris, approached the University of Queensland this year with a $40 million donation for the purpose of constructing a new chemical engineering building named after Liveris. This building has been hypocritically marketed as a centre for “addressing sustainability issues”.

Dow’s donation is blood money. Their profits were accumulated by manufacturing chemicals that have disastrously impacted the lives of countless numbers of people around the world.

The fact that any university would accept a donation from Dow Chemicals, and construct a new building in their honour, is an expression of the close ties that universities around Australia have with weapons manufacturers. No university should be able to market itself as a pioneer of sustainability and progress, while accepting donations from, and maintaining ties with, companies involved in the manufacture of arms and chemicals.

Platform:
1. NUS condemns UQ’s acceptance of donations from Dow Chemical Company and/or its representatives.
2. NUS condemns any ongoing collaboration between any university and Dow Chemical Company.
3. NUS recognises that napalm and Agent Orange were weapons of war, and expresses solidarity with those whom are still affected by the destructive impact of chemical weapons in Vietnam.
4. NUS supports the direction of donations from Dow Chemical towards reparations for those affected.
5. NUS supports efforts by students and student unions to campaign against the presence of the Dow Chemical Company.

Action:
1. The NUS President and Education Officers will support campaigns responding to donations from Dow Chemical and other companies associated with the manufacturing of weapons where possible. This will include but not be restricted to sending out press releases, organising the printing of posters, and sharing petitions on social media.

Moved: Vinil Kumar (USyd)
Seconded: Beth Jackson (Monash)

EDU 4,42 - Books not Bombs

Preamble
In 2018 the NUS Education Office launched the Books not Bombs campaign. This campaign seeks to combat the growing ties between universities and the arms industry, as well as fighting for greater investment into higher education and against the increasing militarism of Australian politics.

These are significant issues for university students. Arms spending has gone up astronomically at the expense of higher education over the past 12 months, with billions of dollars in handouts going to private arms produces. It’s an outrage that weapons companies are warping the curriculum to serve their own agendas.

The campaign has involved the construction of several campaign collectives across different universities campuses, information stalls and campus rallies and forums. Protests targeting arms dealing expos have been organised and ongoing work as part of the Disarm Universities network. The campaign has been endorsed by the National Tertiary Education Union and drawn the support of a number of academics and political figures.

Major weapons manufacturers, particular BAE Systems, Lockheed Martin, Thales and Boeing, have continued to expand their involvement with higher education in Australia. This makes continuing a campaign which combats their influence and fights for an education system which is free from corporate influence paramount.

Platform
1. NUS opposes all ties between universities and arms manufacturers.
2. NUS condemns the federal government for its increasing funding of private arms manufacturers and the military at the expense of higher education
3. NUS supports the Books not Bombs campaign and broader activism which fights for a university system free from corporate influence.

Action
1. The National Education Officer will continue to organise the Books not Bombs campaign in 2018. This will involve
   a. Supporting and helping to resource the Disarm collectives in different campus based initiatives across the country
   b. Finding events that promote the arms industry to target and organise demonstrations against
   c. Furthering collaboration with the NTEU, Disarm Universities and other progressive organisations interested in supporting the campaign
   d. Putting out media releases and writing articles to promote campaign events
   e. Organising potential national or state-wide demonstrations against the arms industry’s interference with higher education at times when feasible
2. The National Education Officer will work with other National office-bearers, particularly the National Ethnocultural Officer, to involve as many students as possible in Books not Bombs.

Moved: Con Karavias (Education Officer, NUS)
Seconded: Tess Dimos (Monash)

EDU 4.43 - Oppose the Liberal's funding freeze

Preamble:
In December of 2017 the Liberal Government announced a freeze on funding for higher education, capping it at 2017 levels. This freeze is an effective funding decrease of $2 billion dollars over two years as the level of students studying increases.

This funding freeze disproportionately affects small and regional universities that have less full-fee paying students.

In response, Vice-Chancellors have threatened to decrease the amount of subsidised university places being offered to students.

Platform:

1. NUS opposes any attempt to reduce funding for higher education.
2. NUS supports fully-funded, free, and accessible higher education.
3. NUS opposes students paying upfront fees, particularly international students, being used as cash-cows by universities.
4. NUS supports students in small and regional areas having access to higher education.

Action:

1. The NUS Education Department will continue to campaign against all funding cuts to higher education.
2. The NUS Education Department will continue to campaign for fully-funded, free, and accessible higher education.

Moved: Lily Campbell (USyd)
Seconded: Tess Dimos (USyd)

EDU 4.44 - What we can expect under a Shorten Labor Government?

Preamble

The Australian Labor Party in Government has always run the higher education sector in the interests of Australian capitalism, not in the interests of students. The changing needs of Australian industry, their need for skilled labour to exploit, the sectional interests of Vice Chancellors who see education as a lucrative export market and the overall profit rate of Australian business are the key influences on policy - Labor have been happy to expand higher education when necessary, cut funding when it’s not, privatise areas of research and abolish free education. For that reason, since the ALP ushered in the turn to neoliberal policies under Hawke and Keating, the Labor Party has often been more effective than the Liberals in pushing a user-pay higher education system.

Compulsory fees were reintroduced under Bob Hawke in 1989. The Labor Party succeeded where Fraser and the Liberals had failed, establishing HECS loans first at a flat 20% rate that could later be expanded to transfer more of the costs of education onto students. They also pushed to corporatise research, encouraging universities to restructure their teaching and research in line with the interests of Australian business and raise their productivity by increasing class sizes and eroding teaching conditions.

The Gillard Labor Government helped to pave the road for the marketisation of universities in 2009 with the “demand driven system”. This policy was not driven by a desire to expand access to education for marginalised and working class people, but rather a desire to open up competition between universities and further push more of the costs of education onto the individual “consumer”. The uncapping of places was not matched by adequate funding. The proposed cut came on top of
$1Billion cuts in 2008 from university research and the proposal to convert the start-up scholarship into a loan, increasing the debt burden of the poorest students.

The National Union of Students can expect the same logic to drive the Shorten Government approach to education. Australian business want to see an increase in Government investment in higher education but if this funding is restored we can expect it to happen along the same neoliberal lines as past Labor Governments. Wayne Swan, architect of Gillard’s $2.3Billion cuts and the demand-driven system tried to argue that his Government increased net funding to universities. In reality Gillard and Swan oversaw a Government which eroded learning conditions at universities, entrenched anti-worker KPIs in schools and helped lay the groundwork for the Universities Australia push for deregulated fees. The National Union of Students should not be satisfied with a small increase in net funding - we need to fight to roll back decades of neoliberal policy, and most importantly fight to make education free again.

Shorten has repeatedly reaffirmed his commitment to the user-pays HECS-HELP funding model. He has argued that a demand-driven system will put a downward-pressure on prices despite this system leading to a push by universities for deregulated fees and $100,000 degrees. He has argued for a “system that puts productivity at the centre of universities” this is a signal to big business and Vice Chancellors that Labor are happy to “rationalise” university research investment to meet business needs rather than community needs. We’ve seen what this translates to: restructures, job cuts, subject cuts, and the intervention of business, right-wing think-tanks and weapons manufacturers into the research priorities of universities.

The student movement, both in Australia and globally, can fight back against the corporatisation of our education by mobilising our members through protest. There is already overwhelming public support for higher education funding and a significant portion of the population support free higher education with polls showing 45% want tertiary education to be free despite decades of fees. Free education cannot be made a reality by tying the student union movement to a political party which has demonstrated time and again the subordination of education to profit, and an increasingly regressive funding model that pushes the cost onto individual students rather than corporate taxes. Free tertiary education has been won in places that have mobilised significant student protest to win or defend their rights such as Chile and Germany.

Platform:

1. The National Union of Students is committed to fighting for a free and fully funded education system.
2. The National Union of Students recognises that the Shorten Labor Party is committed to a user-pays higher education system. If Labor win Government NUS will continue to campaign against the user-pays, market-driven model of higher education.
3. The National Union of Students is committed to campaigning for the abolition of student fees and an expansion of student welfare regardless of who is in Government.
4. NUS recognises the critical importance of protest politics in past victories and commits to a protest based campaign in response to future attacks

Action:

1. The NUS Education Officer will lead a protest based campaign that demands a fully funded free tertiary education sector through progressive taxation, regardless of who wins the next election.
2. The campaign for free tertiary education will include but not be limited to:
   a. A demonstration prior to the election in each city
   b. Online material
   c. Posters and leaflets to be distributed promptly to all affiliate campuses
   d. Actions against MPs where possible
3. The NUS Education Officer will also campaign against funding cuts, restructures, and other attacks by state governments and Vice Chancellors. Local neoliberal attacks should be connected to the broader framework of demanding a free higher education system.

Moved: Tess Dimos (Monash)
Seconded: Lily Campbell (USyd)

EDU 4.45 - Against the corporatisation of higher education

Preamble:
Since free education was abolished by the Hawke Government in 1989, higher education has been the subject of severe neoliberal reform. Hawke’s education minister, John Dawkins, championed the ‘user pays’ neoliberal logic that saw students transformed into customers. Students became burdened with making up for the decreased public funding, and were saddled with ever rising debt. This restructure of the 1980s, directed by Labor, created an overworked and increasingly casualised teaching staff and began to shape universities into the highly corporate bodies they are today.

Education has become Australia’s third largest export, only after iron ore and coal. Students take on tens of thousands of dollars of debt in order to afford a degree, whilst staff working conditions continue to be undermined

Universities resemble private corporations in all aspects of their operation. Similar to CEOs and corporate boards, the executive bodies and chancelleries that govern universities have six figure salaries, and many are closely connected to other corporations. University of Sydney vice chancellor, Michael Spence, earns over $1.4million per year. The chancellor at the same university, Belinda Hutchinson, is the chairperson of Thales Australia, an international weapons manufacturer.

As government funding for education has dwindled, universities seek increased funding from the private sector. Modern universities have multi billion dollar investment portfolios and seek financial relationships with a range of private corporations. These include major weapons manufacturers and Howard and Abbott’s Ramsay Centre which seek to gain influence over the curriculum and research.

The best defence against private influence over universities is a state owned and publicly funded education system.

Platform:
1. NUS opposes the corporatisation of Australian universities and calls for a free, fully funded, public education system.
2. NUS opposes the reliance of universities on private institutions for funding.
3. NUS recognises that university management are committed to reducing the conditions and security of work for staff as universities are run as for-profit businesses, and commits always be on the side of staff.
4. NUS calls for the salaries of University Vice Chancellors to be limited to $100,000p.a.

Action:
1. NUS will continue to run the Books not Bombs campaign that seeks to sever the ties between weapons manufacturers, international military forces and universities.
2. NUS will support activist campaigns against the corporatisation of universities across the country, such as the campaign against the Ramsay Centre for Western Civilisation.

Moved: Tess Dimos (Monash)
Seconded: Lily Campbell (USyd)

EDU 4.46 - No arbitrary changes of university calendars without student consultation

Preamble
There have been a number of recent examples of universities making significant changes, with wide-ranging consequences for students, without any consultation with the student body, or consideration of the views of students.

At UTS and UNSW, trimesters were introduced without warning, shortening the length of the two main semesters and depriving students of valuable class time. The scale to which students opposed the decision was most apparent at the 2016 UTS Student Elections, when a joke ticket called ‘End Trimesters Now’ broke quota twice on a 10 member council without any campaigning.

At the University of Sydney, the decision was made to streamline a number of degrees within the Arts Faculty under, more generally, the Bachelor of Arts. This was undertaken despite significant opposition from the SRC and USU.

University administration is shrouded by bureaucracy, and accessibility to students is limited. Retaining dialogue with students, and acting for their benefit, should be the paramount goal of university administrations. Decisions made without student consultation are fundamentally contrary to their purpose.

Platform
1. National Union of Students believes strongly in the principle that decisions that affect students should be made only after having consulted the student body.
2. National Union of Students condemns any university decision altering the structure of semesters/classes being taken without extensive student consultation.

Action
1. National Union of Students will organise campaigns against decisions that are made without student consultation, and which have detrimental effects on students.
2. National Union of Students will work with universities to ensure the retention of a consistent dialogue with students, and that consideration of the needs of students remains at the forefront of their work.

Moved: Mackenzie Waugh (UTS Delegate)
Seconded: Humaira Nasrin (UNSW Delegate)
EDU 4.47 - Ending Night and Weekend Exams

Preamble:
Exam periods are stressful enough as it is, but holding night and weekend exams places extra unnecessary pressure on students. Students should be able to use their time in the evenings and on the weekend to study and rest.

Weekend and night exams force students who commute to university to either stay late or trek in on a weekend. For students who live 1 or 2 hours away, this is simply not possible.

Many students work part time, and rely on their weekend and evening shifts to get by. Students rely on their saturday penalty rates, and many students who study full time only have time to work on the weekends. Evening and weekend exams can cause unnecessary financial stress to students.

Platform:
1. NUS understands the issues with night and weekend exams, and firmly believes that they shouldn’t exist.

Action:
1. The NUS Education and Welfare departments will work with Universities to start campaigns to end night and weekend exams.

Moved: Adriana Malavisi (USYD SRC Delegate)
Seconded: Max Kennedy (UNSW Delegate)

EDU 4.48 - Accessible Career Counseling

Preamble:
1. For many universities in-person Career Counselling is not easily accessible.
2. Like psychological counseling, which at most Universities is extremely accessible and provides six free sessions, Career Counseling should be given more funding and an on-campus platform.
3. Universities should provide one-off tests for each student which not only provide a list of personal attributes that lead to certain workplaces, but a list of specific job options (see: Morrisby Test).
4. This could potentially lead to a more certain career future for many students and less students dropping out due to a lack of passion in their education.

Platform
1. NUS recognises that Universities should provide one-off tests for each student which not only provide a list of personal attributes that lead to certain workplaces, but a list of specific job options (see: Morrisby Test).
2. NUS recognises the vital importance of a solid and expansive understanding of a student's future career.

Action
1. The NUS Education Officer will lobby to the Education Minister for government supported quality career counseling.
2. The NUS Education Officer will assist Student Unions to advocate for better career counseling on campus.

Moved: Emily Sagolj (DUSA Delegate)
Seconded: Braedon Waddell (DUSA Delegate)

EDU 4.49 - NUS Supports Graduate Engineering Jobs

Preamble:
As a vital part of a graduates degree, universities have partnered with large engineering firms such as BAE Systems to offer students internships.

Several groups on campus, however have been campaigning against graduate jobs and internships especially in the defence industry.

NUS as an organisation that represents students and student issues also supports all and any opportunities for students to gain internships to further their education.

Platform:
1. The NUS supports Universities partnering with large engineering firms such as BAE systems to offer graduate jobs.
2. The NUS condemns any group that would seek to reduce the number of graduate internships and jobs available.

Action:
1. The NUS supports strong university industry partnerships at our universities to support strong employment outcomes for students.

Moved: Eamonn Pinnuck (RUSU)
Seconded: Daniel Hoogstra (RUSU)

EDU 4.50 - No Assessments during Full time placement

Many students from a number of different schools (e.g Education, Nursing) are required to conduct full-time placement blocks where the students work full-time within their given field with the support of a mentor or facilitator.

These students often have limited free time with travel, placement work, as well as some required out of hours work (e.g lesson plans, grade student work for teaching students).

Sometimes these students are given assessment work that is not directly related or applicable to the placement work.

These pieces of assessment can have some serious negative impacts on students by adding extra unnecessary stresses on these students, which affects the outcome for the given assessment and their placement performance.

Platform
1. NUS recognizes that students face many financial and emotional stresses while on full time placement.
2. NUS believes that students should not be burdened unnecessarily by being given extra work that is not relevant to the assessment of placement performance.

Action
1. The NUS Education Officer will lobby universities to ensure students on full-time placement are not given any assessment work that does not evaluate placement performance or is not directly related to the placement.

Moved: Daniel Hoogstra
EDU 4.51 - Stop hogging our study spaces.

Preamble:
Many students within non regional campuses choose to study in universities that they are not enrolled in.

This makes students who are enrolled unable to use the facilities their fees pay for.

This is a result of drastically reduced funding allocated towards facilities within universities, despite fees being much higher.

This has greatest impact on students who may have longer travel times or go to lengths to study.

Platform:
1. Universities are for those who pay fees to that university.
2. NUS opposes cuts to facility funding such that students who pay fees may study in peace.
3. The NUS believes that properly funded facilities decrease the need for non-student use of spaces.

Action:
1. The NUS will lobby universities to increase funding towards facilities.
2. The NUS will work with campus security to remove non-students from campus if they are using study areas.

Moved: Daniel Hoogstra (RUSU)

Seconded: Eamonn Pinnuck (RUSU)

EDU 4.52 - Minimum campus requirements for regional and non-central lecturers

Preamble:
Regional and non-central students often pay the same student fees as those who study in centralised campuses whilst receiving less facetime with lecturers.

Many of these students only study at non-central campuses due to housing, or personal hardship in studying.

Therefore students are paying the same for less benefit.

Platform:
1. The NUS condemns universities that provide substandard education to regional and non-central campuses.
2. The NUS will lobby universities to create a minimum requirement for lecturers who teach non centralised and regional campuses.

Action:
1. The NUS through the small and regional department will lobby universities to provide minimum face to face requirements from lecturers who teach at 2 or more campuses.
2. The NUS will launch a national campaign on minimum requirements for regional and non-central campuses.

Moved: Aditya Sharma (RUSU)
Seconded: Eamonn Pinnuck (RUSU)
EDU 4.53 - Universally Transcribed Lectures.

Preamble:
Various universities such as Swinburne university have been adopting transcription services for their lectures, provided in text and subtitles. Not only do these transcribed lectures provide a convenient learning space for students, they also improve students access to learning opportunities and overcome learning barriers such as physical disabilities.

Platform:
1. That the NUS supports the prevalence of lecture transcriptions, but it must continue until it is standard practice in every university.

Action:
1. For the Education officer to work with other education officers to promote the prevalence of transcription services, create promotion packages for education officers to take to their universities and other efforts to promote transcribed lectures until all universities support transcription.

Moved: Darcy White (Deakin University), on behalf of Nick O’Neill (Deakin University)
Seconded: Braedon Cowan (Deakin University), on behalf of Jean-Marc Kurban

EDU 4.54 - Against the French Review

Preamble
1. In November 2018, Dan Tehan announced a review into “freedom of speech” at universities. He appointed High Court Chief Justice Robert French to conduct it

2. Tehan has a history of attacking the right to freedom of expression on university campuses, attacking protestors. Tehan has proposed that student protestors be made to pay any security costs deemed necessary. This would effectively result in fining protestors, an attack upon a basic form of freedom of expression.

3. Tehan and other right wing politicians and commentators have increasingly begun to attack left wing protests by painting them as an assault upon freedom of speech. They are, in fact, the expression of freedom of speech.

4. These same right wing politicians & commentators have led a slew of attacks upon freedom of speech. Some examples:
   a. In October 2018 Education Minister Simon Birmingham used his ministerial discretion to veto eleven successful Australian Research Council grants in the Humanities area. The grants had all gone through an extensive vetting and peer review process, and were among a small minority which were successful in this process.
   b. After a long campaign against her in Rupert Murdoch’s press and by right wing politicians such as Matthew Guy, Roz Ward was suspended by LaTrobe University in 2016.
   c. Labor MP Greg Donnelly called for a usyd student to be disciplined for protesting outside an anti-abortion stall at O-week 2018. She was subsequently suspended for a full semester. Her suspension was overturned after media coverage.

5. Tehan’s supposed support for freedom of speech is a hypocritical device used to attack his political enemies.

6. The French Review is an attempt on his part to more fully crack down upon freedom of speech on campuses- despite the fact that it purports to be the opposite.
Platform

1. NUS understands that Dan Tehan has looked for opportunities over the past year to attack freedom of speech
2. NUS understands that the French Review is a cynical attempt to crack down upon protests on university campuses, stifling the freedom of speech of those who participate
3. NUS opposes the French Review
4. NUS supports free speech on campuses
5. NUS opposes consistent attacks upon freedom of speech by right wing politicians and commentators

Action

1. NUS will campaign against the French Review by
   a. Printing posters
   b. Publishing information
   c. Organising actions where needed
   d. Raising in Education Action Groups

Moved: Jasmine Duff (NUS LGBTI Officer)
Seconded: Elly Morely (University of Sydney)
Welfare Policy

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WELF 5.1 - More Training = More Jobs

Preamble:
A large proportion of students work casual jobs in restaurants, bars or cafes. Most of these jobs require qualifications such as RSA, food handling and/or first aid training.

These qualifications ensure proper service while also ensuring that risk of contamination is reduced and in case of emergency, basic first aid skills can be applied.

Many student unions offer a number of opportunities for students to take these courses for a greatly reduced cost or free of charge. However the number of spaces available for students during the year is limited.

Platform
1. NUS believes that students should be provided with the opportunities to undertake these essential courses due to their impact on job opportunities.
2. NUS believes that all student unions should offer these courses to students either free of charge or at a greatly reduced cost.
3. NUS applauds student unions that already allow students to undertake these courses, due to their positive impact on employability.

Action
1. NUS will encourage and work with student unions to offer students a range of courses that assist with employability such as RSA, food handling and first aid training.

Moved: Abood Shehada (La Trobe University)
Seconded: Michael Iroeche (La Trobe University)

WELF 5.2 - Increase Emergency Funding

Preamble:
Currently, students at universities across the country are able to access a number of different resources in case of emergency. This includes emergency housing, food packages and emergency funding. As it currently stands, emergency funding is given as a once-a-semester resource with only the possibility of receiving a loan from the university thereafter. While universities do not publicly disclose the amount of emergency funding they provide per student, at institutions such as La Trobe University, emergency funding is $200 per student - well below the amount needed to even pay weekly rent.

Platform:
1. NUS believes that the amount of emergency funding currently available to students is extremely low and does not meet the amount needed to survive short-term.
2. NUS believes that universities should work to improve the emergency resources available to students due to the impact a financial crisis can have on a student’s academic progress.
3. NUS believes that emergency funding for students should be increased.

Action:
1. NUS will work with affiliate bodies to collect information on the current emergency funding available to students.
2. NUS will work with student union presidents to push universities to a minimum of $500 with further amounts available if necessary without the further amount should not be in the form of a loan.

Moved: Abood Shehada (La Trobe University)
Seconded: Michael Iroeche (La Trobe University)

WELF 5.3 - Child Care Centers

Preamble:
The number of parents returning to study is increasing year by year, while at the same time funding for childcare services on campus is either stagnating or decreasing. In addition, universities do not have adequate information on how many students have children, especially young children.

Platform:
1. NUS will encourage universities to improve support for students with children.
2. NUS believes that universities should collect information on students with children.

Action:
1. NUS will work with student union presidents and universities to help increase funding for child care centers.
2. NUS will work with student union presidents and universities to help improve policy areas and special consideration to assist students with children.
3. NUS will work with student union presidents and universities to improve data collection.

Moved: Michael Iroeche (La Trobe University), on behalf of Liam McConnell (La Trobe University)
Seconded: Abood Shehada (La Trobe University)

WELF 5.4 - Youth Wages

Preamble:
In Australia: the idea to encourage employers to take on younger staff comes by paying employed junior workers a percentage of the adult wage according to how many years they are under 21.

In theory: by providing an incentive to hire junior staff that may be less experienced or mature than a person who has reached the age of 21, the idea is that younger laborers most likely need more training and are generally less experienced – therefore in this way encourages employers to take on young workers.

In practice: employers attempt to discourage the participation of adult staff through the reduction of rostered hours and weekend shifts who are replaced with said junior staff in a continuing cycle for the financial benefit of the business. Instead of encouraging employers to employ young people as equals, it just allows them to use young people as cheap labour. It’s making young people lose out on much needed income and making them pay for businesses poor practices. And in any case if this measure was introduced to increase employment among young adults, it clearly failed since underemployment, casualization and unemployment are rife.

Many young people today find themselves facing significant financial difficulties whilst being dependant on their wage as a primary source of income. With a denial of any form of bonus rates such as public holidays, overtime and weekends – the current structure of junior rates is a
Students have to deal with this lump-sum payment as they simply do not have the option to pay for their permit in instalments.

For example, students at Deakin University have to pay a lump-sum payment of $365 for a one-year permit.

Platform
1. NUS urges that universities provide students with more flexibility regarding payment of permits to ensure students are not financially burdened by the lump-sum payments of permits.
2. NUS recognises the importance of flexible parking options for students to ensure easy access to their respective universities, in turn encouraging the attendance of classes.

Action
1. The 2018 National Welfare Officer will work with welfare officers from different unions to promote flexible parking and come up with an information package to present to universities in order to properly support students.
2. The 2018 National Welfare Officer will request to universities to uniformly support a parking policy which includes flexible parking payments to introduce payment plans where students and staff can pay in various instalments, such as fortnightly, monthly or per trimester.

Moved: Emily Sagolj (DUSA Delegate)
Seconded: Darcy White (Deakin University Delegate)
WELF 5.6 - Relocation Scholarship

Preamble
Students who move from a regional or remote area for higher education study and are eligible for Youth Allowance are entitled to a once a year payment of a Relocation Scholarship. The Youth and Students Assistance Services Department set eligibility requirements that students must meet in order to receive a Relocation Scholarship from Centrelink.

As students from all backgrounds apply for their Youth Allowance, if students intend to move to a new address for their study term, they are encouraged to tell Centrelink – however, students don’t need to apply for the Relocation Scholarship as Centrelink’s criteria for payment is to be studying full-time and be in approved enrolment for 35 days after their term starts or is continued from.

The 35-day study rule is a measure to ensure that the Relocation Scholarship is only paid to students still in their course of study as a full-time student in an approved scholarship course.

This 35-day mechanism to the Relocation Scholarship neglects students who come from unique backgrounds whom suffer from long-term disadvantaged financial circumstances – students whose daily lives are affected by economic hardship or poverty.

Food, water, clothing – rent, bond and textbooks – these are the necessities all students need to budget for during their university life, and for some their study is the variable that ensures a paid fortnightly Youth Allowance. However, there are more variables other than study that of which during the first 35-days could make a student have to defer from university.

Ensuring the nature of financial disadvantage does not become a variable to deferment for a relocating regional or remote student would be the outcome of changing this 35-day rule.

Platform
1. NUS acknowledges the vital importance that student support payments have on ensuring that students can survive and cope with university study adequately.
2. NUS recognises the unique difficulties that students from regional and remote areas face and that these difficulties are further exacerbated by financial disadvantage.

Action
1. NUS proposes to change the period of time to have started a course, or to be continuing a course, in order to qualify for a relocation scholarship payment from 35 days to 14 days after the qualifying date.
2. NUS will lobby the Government and Department of Human Services by writing to the Minister and Shadow Minister for Human Services to enact this change in their respective 2019-20 budget.

Moved: Braedon Waddell (Deakin University Delegate)
Seconded: Darcy White (Deakin University Delegate)

WELF 5.7 - Increased university funding of free food initiatives

Preamble:
Australia has a well-documented youth homelessness problem and figures released in April show tertiary students represented nearly 10 percent of all homeless Australians.

The majority of university students work in casual work - casual work is irregular and inconsistent, and students can go for long periods without receiving shifts. As a result, student incomes fluctuate, making students unable to save or budget.

Furthermore, students often find it difficult to afford food - the little they can afford is often unhealthy, processed foods.

Free food initiatives by student unions are invaluable in easing the strain felt by these students.

The recent attempt by the Morrison government to cut funding to food bank is a cause of concern. This highlights the significance of this issue.

**Platform:**
1. The NUS acknowledges the challenges facing University students regarding affordability
2. The NUS supports initiatives which take care of the vulnerable and disadvantaged.

**Action:**
1. At present, free food initiatives at University are the dominion of student unions. However, there’s only so much that student unions can afford to continue. Universities should also contribute
2. The student unions and the NUS will lobby the university to financially support these initiatives, rather than making the student union the sole funder of these policies.
3. Universities should increase the regularity of free food giveaways

Moved: Braedon Waddell (Deakin University Delegate)
Seconded: Darcy White (Deakin University Delegate)

**WELF 5.8 - Student Residential Pricing**

**Preamble:**
The pricing of on campus residential accommodation is too high for students to reasonably live in long term.

These prices can make it difficult for students from regional areas who are forced to move away from family to go to University.

On average prices on University campuses are much higher than those available off campus around Universities. (The lowest price at Deakin University is $280 a week, the lowest at Latrobe being $210 a week. Both of these minimum prices are for subpar and small individual rooms. The highest prices reach $339 at Deakin University and $329 at Latrobe University for services which could be obtained off campus for a much lower price.)

Standard Youth allowance for a student is $222.9 a week, which below the cheapest prices at Deakin University and only leaves roughly $13 a week for a University student in the cheapest Latrobe room.

Prices of accommodation must be lowered so that students who come lower socioeconomic can afford to move to University.
Platform:
1. The NUS believes that the prices of on campus accommodation must be lowered so as to not disadvantage students who come from regional areas and/or lower socioeconomic backgrounds.
2. The NUS condemns private companies charging extremely high prices for residential services to exploit students as a way of increasing profits.

Action:
1. The NUS Welfare and Small and Regional Officers of 2019 will remain committed to the lowering of residential pricing for students.
2. The NUS Welfare and Small and Regional Officers of 2019 will lobby universities to lower pricing of student accommodation for the betterment of Students.
3. The NUS Welfare Officer and Small and Regional Officer of 2019 will work with student unions in order to negotiate with the companies who own and run residential areas on campus.
4. The NUS Welfare and Small and Regional Officers of 2019 will run a campaign in conjunction with this policy to lower prices of accommodation.

Moved: Braedon Waddell (Deakin University Delegate)
Seconded: Darcy White (Deakin University Delegate)

WELF 5.9 - Deakin Sausage Fest!

Preamble
At present, Deakin University has a Food Charter which prevents DUSA as well as Clubs and Societies from being able to cook and distribute barbequed goods (sausages, rissoles and vegetarian alternatives) for the enjoyment of members and the general student population.

This food charter is used as way to encourage healthier eating for the students of the University but prevents Deakin students to participate in a classic Australian Past Time of having a barbeque.

This is a cheap easy way for clubs to run events and the Food Charter is a barrier preventing these events

Platform
1. The NUS recognises that the Food Charter at Deakin University prevents students and club leaders from participating in an Australian tradition spanning back many generations.
2. The NUS condemns the Deakin Food Charter’s restriction of barbequing on campus.
3. The NUS believes that all students should be able to participate in and organise sausage sizzles for student union and club events.

Action
1. The 2019 National Welfare Officer will coordinate petitions along with the Deakin University Student Association (DUSA), which will be given to the University to provoke change of the Food Charter.
2. The NUS will also lobby the University to make changes to the Food Charter to allow students to enjoy barbeques on Deakin University's campus’.

Moved: Braedon Waddell (Deakin University Delegate)
Seconded: Darcy White (Deakin University Delegate)
WELF 5.10 - Bystander Training for Student Union/SRC Student Reps and Staff

Preamble:
The Change The Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities (2017) provided a damning insight into the prevalence of sexual assault and harassment on Australian campuses.

It is imperative that universities, along with Student Unions/SRCs, should ensure that campuses are safe from sexual assault and harassment.

Bystander intervention is a type of training that is formulated to prevent sexual assault or rape, and other forms of harassment. Individuals supplied with this training are equipped with the ability to recognize and intervene in potentially harmful situations to de-escalate problematic behaviour.

To ensure that university campuses are safe and inclusive spaces for all students, it is essential that student representatives and Student Union/SRC staff are equipped with the ability to recognise and prevent sexual assault and harassment on campuses.

Platform:

1. The National Union of Students values and recognises the importance of bystander intervention training and believes that all student union representatives and staff should be equipped with such training.

2. The National Union of Students believes that allowing for such training will enable student representatives and staff to better recognise situations in which a student may be in any uncomfortable situation and work towards ending sexual violence on campus.

Action:

1. The 2019 NUS Welfare Officer and the 2019 NUS Women’s Officer will partner with the MATE Bystander Program created by Griffith University to determine whether the program can be brought out to all Australian university campuses.

2. The 2019 NUS Welfare Officer and the 2019 NUS Women’s Officer will lobby universities to provide bystander training to their relevant Student Union/SRC student representatives and staff.

Moved: Darcy White (Deakin University)
Seconded: Michael Iroeche (LTSU Delegate)

WELF 5.11 - Lights, Camera, Action

Preamble:
Lighting on campus is an important part of infrastructure, not only this but studies have shown that crime can be reduced up to 39% with an increase of lighting.

Dark places cause many students to feel unsafe and unsure of their surroundings, this can be quite a stressful and fear provoking to people.

Studies have been conducted that highlight well lit areas provide comfort and improve the feeling safety on campus.
Safety on campus is an important issue that universities should have at the forefront of their agenda.

Platform:
1. NUS believes that lighting on campus is important to make students feel safer.
2. NUS believes that safety on campus is something universities should have at the top of their agenda.
3. NUS supports universities in investing more in lighting on campuses.

Action:
1. The NUS Womens and Welfare officers will run a campaign to improve lighting on campuses.
2. NUS will support student organisations on their attempts to improve lighting for all students on campus.

Moved: Paige Wiles (La Trobe Student Union Delegate)
Seconded: Michael Iroeche (La Trobe Student Union Delegate)

WELF 5.12 - More crisis housing for students in need

Preamble:
An increasing amount of students have found themselves in need of emergency or crisis housing in university.

Current university provided crisis accommodation has proven inadequate due to lack of available rooms.

As more students enrol in university more crisis accommodation is needed to compensate.

Platform:
1. The NUS recognises the need for crisis housing and its importance in university accommodation.
2. The NUS believes in increasing the access to, and amount of Crisis housing for students in need.

Action:
1. The NUS Welfare Officer will Lobby Universities to increase the amount of crisis housing available to students in need.
2. The NUS supports any university action to increase crisis housing, or access to crisis housing.

Moved: Aditya Sharma (RMIT University Student Union Delegates)
Seconded: Daniel Hoogstra (RMIT University Student Union Delegates)

WELF 5.13 - Students Job Guarantee

Preamble:
Youth unemployment is currently 11.3%.

This affects many students who must work in order to keep studying at university.

Universities at most major campuses control many commercial operations which could provide a sustainable source of employment for students.
Platform:
1. NUS believes that all university based commercial operations should be staffed by a minimum of 50% students.

Action:
1. The NUS will support student unions to negotiate with their universities to reach the minimum 50% student employment at all on campus businesses.

Moved: Eamonn Pinnuck (RMIT University Student Union Delegate)
Seconded: Daniel Hoogstra (RMIT University Student Union Delegate)

WELF 5.14 - Domestic Violence in the Student Population

Preamble:
Domestic violence (violence experienced in domestic settings (i.e., share houses, family and relationships) has been recognised as a major issue in Australia.

Alarming statistics about domestic violence peaking during competitive sports in New South Wales reveals a toxic trend that undoubtedly harms university students.

Victims of domestic violence often feel they have no options for escape from these situations, and emergency housing across Australia is often in short supply.

Many universities lack proper systems to support students who experience domestic violence, especially lacking emergency housing.

There is no proper data on rates and incidence of domestic violence for university students.

Platform
1. NUS recognises the impact that domestic violence has on students wellbeing and ability to complete studies.
2. NUS believes that state governments need to work with universities to ensure that students have options to escape domestic violence.

Action
1. The NUS Welfare Officer will contact state ministers for crisis and emergency housing (ie. Minister for Health Jill Hennessy in Victoria, and her counterparts in other states and territories) to lobby for funding to be allocated to emergency housing for university students who have been subjected to domestic violence, preferably close to university campuses and;
2. NUS will organise for a survey into domestic violence on and off campus for university students.

Moved: James Atkins (SSU Delegate)
Seconded: Aditya Sharma (RUSU Delegate)

WELF 5.15 - Expand bulk billing | e y e s | t e e t h |

Preamble:
Optical and dental healthcare occupy a large cost to consumer at approximately 421$ (average cost of recommended amount of dental and optical checkups) per year.
Large amounts of health services are not listed under being bulk billable on the medicare benefit schedule, including most dental work and some optical work. This results in a large disparity between high and low socioeconomic backgrounds with 4/5 Australians rating their dental health as good but 30% of low SES people rating theirs as poor.

students are some who require bulk billable optical dental with the majority of optical and dental work done teen years but also remain the lowest affording groups.

The Australian government has the ability to do this as they are expected to return to surplus 2019 and has many ways to start earlier by either increasing corporate taxation or cutting other programs.

Platform
1. NUS supports expanding bulk billing for dental and optical to students.
2. NUS Supports the increased funding to healthcare providers for handling bulk billing services.

Action:
1. NUS will campaign for the expansion of bulk billing to the Australian government.
2. NUS will campaign for an increased amount of funding provided to Medicare and healthcare providers to handle the increased service.

Moved: Eamonn Pinnuck (RUSU)
Seconded: Daniel Hoogstra (RUSU)

WELF 5.16 - Legalise it!

Preamble:
Legal advice in Australia (on average) costs between $350 to $650 an hour. This puts legal advice well out of the price range for most students, many of whom are under the poverty line.

Summary offences (such as public transport fines and parking fines) are a common occurrence in Australia and can create unnecessary financial hardship on students.

Platform:
1. The NUS believe that students should not be financially punished for accessing legal advice for minor summary offences.
2. The NUS should provide students with basic legal advice for fines and other common legal issues.

Actions:
1. The NUS Welfare officer will undertake a survey to determine common legal problems that students face. Based on the results of the survey the NUS Welfare Officer will produce a booklet outlining basic legal advice for students.
2. In addition, the NUS Welfare Officer will create a new section on the NUS website, where students may find information about where to find state legal advice.

Moved: Daniel Hoogstra (RUSU)
Seconded: Aditya Sharma (RUSU)
**WELF 5.17 - Concessions for all Students**

Preamble:
Currently, International and postgraduate students are not eligible for public transport concessions, and as such must pay double that of their local counterparts. In Victoria for example, a single tram, bus or train journey into or out of the CBD costs $2.05 on a concession, and $4.10 full fare. Over the course of an academic year, this will cost these students approximately an additional $750, and that’s assuming they live within the metropolitan area.

International students pay colossal tuition fees to attend university in Australia, often more than 4 times that of domestic students. As such, they are often already struggling financially, and not being eligible for concession unfairly disadvantages them further.

Many Postgraduate students rely upon their grants funding and/or Centrelink to sustain themselves financially, therefore they are entirely reliant on their status as a student, and as such it is bizarre that they are not entitled to the same benefits of other students.

The additional transport costs incurred by Postgraduate and International students is not adequately justified for students with the same workload, and often living circumstances, as Undergraduate students, and therefore their ineligibility is fundamentally unfair.

Platform:
1. NUS believes that International and Postgraduate students that are studying full-time should be eligible for public transport concessions, provided all other criteria are met.
2. NUS believes that the current restriction on international and Postgraduate students acquiring transport concessions is unfair and will refuse to support any attempt to restrict students from accessing concessions.
3. NUS urges all State and Territory governments to reverse the ineligibility of international and postgraduate students for public transport concessions.

Action:
1. The NUS International and Welfare officer shall write to the national Minister for Transport Michael McCormack MP, and all relevant State and Territory transport ministers urging them to lift ineligibility for international and postgraduate students accessing public transport concessions.

Moved: Aditya Sharma (RUSU)
Seconded: Eamonn Pinnuck (RUSU)

**WELF 5.18 - A National Welfare Week**

Preamble:
Earlier this year The University of Sydney Students Representative Council ran it’s very first Week Week. Although it may not be the first of its kind in the nation, it was in NSW. The program was a 3-day event where the student union held stalls and events to engage with students and advertise essential services available to them both in and out of campus. The union invited organizations such as Headspace, Twenty10, Rape and DV NSW, Unions NSW and many, many others to attend an O-Week style
day and hand out information and answer students question. The union also had office bearers and casework staff handing out information and helping students.

The program was successful, as it achieved its main purpose-helping students.

Platform:
1. NUS believes fully in providing welfare services and help to all students in need.
2. NUS must do everything in its power to reach out to students and offer resources and services they may need.

Action:
1. The NUS Welfare Department will organize a National Welfare week, and encourage campuses to run welfare weeks during this time. The Welfare department will facilitate the running of these programs by providing campuses with help finding resources and contacts.

Moved: Adriana Malavisi (USYD SRC Delegate)
Seconded: Connor Wherrett (NSW SBP)

**WELF 5.19 - NUS Stands Against Cashless Welfare**

Preamble:
A large number of Australian students rely on welfare programs for support throughout their universities, including students of disadvantaged, and particularly regional backgrounds. Access to the welfare state is a right of the people, not a privilege to be played with by conservative governments for political point-scoring. In keeping with the NUS’ raise-the-rate campaign, the National Union of Students should also campaign against the trial rollout of Cashless Welfare Cards in regional areas. The idea of cashless welfare is borne out of dog-whistling, classist denigration of welfare recipients and marginalised communities, and the restriction of personal freedom and control leads to further issues down the track. Whilst some communities may choose to opt-in, and self-determination and autonomy should be recommended, the historic analysis of Cashless Welfare has seen no discernable positive outcome and continued the suffering of disadvantaged communities.

This is particularly pertinent as the latest rollout of Cashless Welfare trials is occurring in Hervey Bay, home to a campus of the University of the Sunshine Coast. Students should not have their freedom reduced and be forced onto cashless welfare and the National Union of Students should stand against it.

Platform:
1. The National Union of Students stands against and vehemently opposes forced roll-outs of Cashless Welfare in all situations
2. The National Union of Students recognises the right of students to rely upon welfare for support when attending university.
3. The National Union of Students will continue to campaign for raises in newstart and access to welfare for students.

Action:
1. The National Union of Students will make known to the Minister for Human Services their opposition to forced cashless welfare.
2. The National Union of Students will include in their ongoing raise the rate campaign messaging around the opposition to cashless welfare.

3. The Small and Regional Officer of National Union of Students will play an active role in campaigning against Cashless Welfare rollouts around regional campuses.

Moved: James Callow (NUS Small and Regional Officer)
Seconded: Jake Cripps (NUS General Secretary)

WELF 5.20 - Improve Centrelink accessibility and eligibility for students

Preamble:
Australian students face long waiting times and difficulty in meeting eligibility criteria for Youth Allowance and Austudy which leaves many students without the financial assistance needed to be successful in their courses or to study full time.

Since 2017, around 2750 Centrelink call centre workers have had their jobs outsourced. The Department of Human Services and the LNP government have refused to release the report which shows these actions have improved Centrelink call centre performance.

Senate estimate hearings in October, 2018 found that 47.9 million calls to Centrelink had gone unanswered in the last financial year and that the average waiting time was 15 minutes and 58 seconds.

The waiting time for Youth Allowance and Austudy was significantly higher than the national average for general waiting times sitting at 37 minutes on average.

Students are actively discouraged by Centrelink and universities from contacting Centrelink centres directly in person and instead are required to call (with long waiting times) or apply online without assistance or advice from qualified Centrelink workers.

Centrelink has a two tiered system for Youth Allowance approval. Independence is determined by factors such as your parents income, distance from home, and familial relationships. Otherwise, students are barred from access to Youth Allowance, until the age of 22, regardless of their personal circumstance if they cannot fit the often arbitrary guidelines that Centrelink applies.

Whether a student is currently supporting themselves through paid income without financial assistance from their parents is not considered a criterion for being considered independent for Youth Allowance.

Students who live out of home cannot currently receive Rent Assistance unless they also receive Youth Allowance. Youth Allowance cannot be received by part-time students, many of whom study part-time due to other commitments, the necessity of work to afford tertiary studies and/or other health and accessibility related personal issues.

Platform:
1. The NUS recognises the many different pressures young people face while studying part and full time which require them to access vital financial support to complete their tertiary studies.
2. The NUS condemns the Department of Human Services and LNP government for the outsourcing of Centrelink call centre jobs and the removal of Youth Allowance and Abstudy specialists from Centrelink centres.

3. The NUS demands the Department of Human Services release the report into the performance of outsourced Centrelink call centres.

4. The NUS condemns the Department of Human Services for not providing adequate support to students and young people in Australia and demands improvements to wait times.

5. The NUS urges the Department of Humans Services and LNP government to rethink current Youth Allowance eligibility criteria in order to allow students living away from home whose parents wage is less than the national median to receive payments and to reconsider 22 as the blanket age of independence for all young people.

6. The NUS believes students should be eligible for Rent Assistance if they are paying rent from their own income without receiving Youth Allowance of Abstudy payments.

7. The NUS urges the Department of Human Services to offer Youth Allowance to part-time students who otherwise meet the Youth Allowance criteria.

Action:

1. The National Welfare Office Bearer will organise national campaign to improve Youth Allowance and Abstudy eligibility as well as improve access to Rent Assistance for young people living away from home.

2. NUS will campaign to allow part-time students to access Youth Allowance if they otherwise meet the necessary criteria.

3. NUS lobby to lower the age of independence in the case of students who do not live at home.

4. NUS will continue to publicly criticise the Department of Human Services for the outsourcing of Centrelink jobs and the outrageously long wait times faced by those seeking advice and assistance on Youth Allowance and Abstudy.

Moved: Desiree Cai (University of Melbourne) on behalf of Georgia Walton Briggs

Seconded: Sophie Kerrigan (University of Melbourne)

WELF 5.21 - Free pill testing kits now!

Preamble:

Drug use happens. The use of recreational drugs is occurring at high levels within the student body and those that actively dismiss it are contributing to uninformed, dangerous drug use.

Compared to other countries, Australia has impure drugs. Recreational drugs (i.e MDMA, Ketamine etc) are often cut with dangerous impurities (i.e glass), other recreational drugs (i.e methamphetamines) or toxic chemicals that have directly caused overdose and death (i.e NBOMe). Within a non-regulated industry users are also unaware of the purity of the drugs they have bought. This often means that they are unable to determine the dose, and risk dangerous levels of consumption or adverse drug interactions.

Harm reduction is not a conversation about condoning drug use. It is a matter of safety. In recent memory there has been a spate of overdoses and deaths due to this issue, and while we cannot stop students from buying drugs, we can encourage them to be aware and be measured in what, where and how they are taking them. Information booklets and reagent testing kits are a positive step towards harm reduction.
However, it is important to note that reagent kits are a blunt instrument. Chemist grade equipment such as GC-MS and FTIR machines are able to determine the exact makeup and purity of drugs. University of Melbourne Student Union research has made clear that students would prefer access to GC-MS/FTIR testing sites in metropolitan areas (i.e. in Norway and Portugal) and on-site at festivals (i.e. those used at Spilt Milk in 2017).

Basic reagent kits are cheap, and gives users a general reading as to the content of the drugs they are taking. This, coupled with information booklets surrounding the effects of these drugs and important contact numbers means that users are informed of their actions and how to respond if something goes wrong. These things must be provided to students by student unions as a means of prevention and enhancing student welfare.

Student Union’s must push for an attitude of safer partying and full drug regulation, rather than operating in the prohibitionist approach towards substance use. The University of Newcastle Student Union ran a brief and successful program where single-use reagent kits and information booklets were given to students. University of Melbourne Student Union (UMSU) has pioneered the platform that drug testing kits and information are a positive first step in keeping students safe in this issue. In 2018, the UMSU Welfare Department ran 2 workshops in partnership with Students for Sensible Drug Policy (SSDP), Harm Reduction Victoria and Dancewize where 3 multi-use reagent kits were made available alongside expert direction from harm reduction practitioners.

In the past there have been issues of self-incrimination and organisational responsibility if something were to occur. This, however, has not yet occurred and does not take away from the fact that it is a positive method to curb overdose and untimely death in the student body.

Platform:
1. NUS endorses a harm reduction approach to drug use, and believes that we should not be punishing or stigmatising drug users. We should be reducing harm and supporting programs to make student drug use- a reality in our society, safer.
2. NUS believes that the safe, informed, use of illicit drugs is paramount to student welfare
3. NUS does not endorse the use of illicit drugs by students, but understands that it is occurring within the student body, and that its use should be as safe and informed as possible
4. NUS believes that the most achievable way to do this in the short term is through accessible reagent testing kits provided at no to little cost by student organisations
5. NUS supports moves by student and youth organisations such as Student for Sensible Drug Policy (SSDP) and NUS member organisations, in making drug use safer and more informed.

Action:
1. The national welfare officer, in conjunction with the national president, will issue an immediate media release calling for the implementation of harm reduction principles, and the availability of reagent testing kits and information booklets at universities as a matter of student safety
2. Aforementioned national office bearers will coordinate with organisations, such as the SSDP and like organisations, to develop a national policy and procedure for making available reagent testing kits and information booklets available at member organisations.
3. NUS will work in conjunction with its members to shape and roll out a national campaign on harm reduction to our member organisations.

4. The NUS condemns the statements of the NSW state government and its continued opposition to harm reduction practices, general pill testing and disregard of scientific fact.

Moved: Molly Willmott (University of Melbourne)
Seconded: Desiree Cai (University of Melbourne)

WELF 5.22 - Youth homelessness and its intersections

Preamble:
The most recent census data has shown that there has been a 40% increase in tertiary student homelessness. The 2017 NUS and Anglicare study found that students are living through adverse predicaments where the threat of homelessness has become a reality, as students struggle to survive on youth allowance or Austudy. News reports detailed students sleeping in libraries and their student union buildings because of their dire financial situation.

International students are at an increased exposure to homelessness due to stringent laws that put them at risk of deportation. They cannot decrease their study load and therefore must work unreasonable hours, on top of university, to pay rent and have reasonable living circumstances.

The 2017 NUS and Anglicare study also found concerning trends in the 1-in-3 of Indigenous students who reported experiencing homelessness, in comparison to 1-in-5 at the national average. While strong conclusions may not be drawn from this study, the Australian Housing and Urban Research Institute argues that residential mobility is attributed to increased rates of homelessness among Indigenous and Torres Strait Islander people.

Queer spaces on campuses nationwide have been found to be exploited for the use of discreet accommodation, as crisis housing becomes rarer. For those already struggling, crisis housing either does not exist or are found by organisations that maintain outdated and homophobic discourse.

Students from regional or rural areas face social barriers to higher education through the hyperinflation of homelessness rates in media discourse, throughout the nation. Regional students, who are also usually of a lower SES background, don’t need to be disincentivized by a crisis that is poorly supported by the government.

Platform
1. NUS demands the increase of government-funded financial support, to alleviate financial pressures from students in order to foster positive work-life and study balance.
2. NUS supports the easing of visa requirements for international students, to prevent the vicious cycle of these students being exploited for labour.
3. NUS condemns the corporatisation of on-campus and off-campus living opportunities for international, interstate, rural and lower SES students. And, believes that this profiteering has a direct impact on students’ quality of life.
4. NUS believes that universities should provide adequate welfare services that administer progressive systems of crisis housing for students in need.

Action:
1. NUS will campaign and continue to lobby for the government to increase the income support amounts of youth allowance, Austudy, Abstudy, and Newstart.

2. The NUS Welfare Department will audit the current state of student crisis housing in Australia and make policy recommendations to the government and student unions across the nation.

3. NUS Welfare will create an education campaign to educate students and other organisations on what constitutes homelessness and its impact on the student body and the wider community.

4. The NUS Welfare Officer will work collaboratively with other autonomous NUS departments for their input and direction in constructing the campaign in order to ensure intersectionality.

Moved: Desiree Cai (University of Melbourne) on behalf of Reece Moir
Seconded: Noni Bridger (University of Melbourne)

**WELF 5.23 - Student Housing**

**Preamble**

Housing in Australia has been increasingly unaffordable across all sectors of society. Students in particular, are feeling more financial pressure than ever with the rising cost of rent in capital cities and regional centres surrounding universities, expensive course equipment and textbooks, and the rising cost of utilities, groceries, and other necessities.

Student housing options are largely limited to the private market, share house arrangements, expensive and often unsafe colleges, and exploitative student housing companies that provide students with small rooms at steep prices. There is also a shortage of crisis housing for students who may find themselves suddenly without accommodation.

Many students lack education on their renting rights. Many universities provide some tips, but largely defer to external agencies such as the Residential Tenancy Board, rather than providing their own

A national student housing campaign that addresses key areas of affordability, access, and student interests will help bring more attention to the issues surrounding student housing; will provide the opportunity for NUS to help create campus specific asks of their universities and allow NUS to link up with other organisations that deal with the multifaceted aspects of access to housing.

In 2017, NUS released the results of their student housing survey, with 49% of students reporting some form of rental stress. NUS requires some form of campaign to being light to the issues raised and a national campaign would heighten knowledge of the issues around student housing and also promote education about differing state housing rights. It would also put pressure upon universities to offer cheaper on campus housing and more financial assistance for those under rental stress.

**Platform**

1. NUS supports the rights of students to access safe, affordable housing, without exploitation.

2. NUS believes in the provision of either fiduciary assistance to students struggling to find accommodation and the need for universities to provide safe and affordable housing on or near campus.

3. NUS recognises the struggles of students searching for affordable housing and affirms its belief in strong rental regulations to prevent exploitation and overcrowding.
4. NUS recognises the difficulties for international, interstate, rural and regional students in finding safe and affordable housing.

Actions
1. NUS will coordinate a national campaign on the issue of student housing, comprising both activism campaigns, lobbying and the production of educative materials catering to all students.
2. NUS will campaign for all universities to offer accommodation that is accessible with the income level of Centrelink Youth Allowance.
3. The NUS Welfare officer will conduct an audit of universities to establish the affordability of on campus accommodation as well as any partnerships universities have with external colleges, and student housing companies such as Urbanest, Student Lodge and other similar organisations.

Moved: Noni Bridger (University of Melbourne)
Seconded: Desiree Cai (University of Melbourne)

WELF 5.24 - Creating a Student Health Care Card

Preamble:
Currently in Australia, the Department of Human Services provides a range of different health care concession cards to people such as pensioners, single parents, carers and low-income earners. These cards allow benefits such as bulk billed medical services (although this remains at the discretion of the doctor), discounted medicine under the Pharmaceutical Benefits Scheme and discounts on other bills such as gas and electricity.

No health care concession exists specifically for students in Australia at present.

Students are unable to obtain a general Health Care Card and can only receive a Low-Income Health Care Card if they meet a financial means test of earning no more than $4,448.00 in an 8 week period.

Furthermore, the Low-Income Health Care Card can only be obtained by people over the age of 19, unless the person under 19 is considered independent.

Currently Low Income Health Care Cards must be applied for in order for young people to receive them. As a result, many eligible students will not have a Low-Income Health Care Card. The exception to this is for recipients of Youth Allowance and Abstudy who are sent a Low Income Health Care Card upon having their payments approved.

Platform:
1. The NUS believes all full-time, Domestic and International, students under the age of should receive a Student Health Care Concession Card. Full-time students will not need to apply for this card, they will be automatically sent a Student Health Care Card upon enrolment/re-enrolment. Full-time students over the age of 25 can still apply for the general Low Income Health Care Card if eligible.
2. The NUS recognises the important need for a distinct health care concession card for students which is not dependent on income. As the current card students can receive, the Low Income Health Care Card, is dependent on income, students who work more hours over university holiday breaks can lose their health care concession card or be barred from applying from one. The student
specific concession cards allows students to work more hours during university holidays while recognising they may be working significantly less hours over the university semester.

3. The NUS believes part-time students should still be able to access the Low Income Health Care Card concession if they are eligible.

4. The NUS recognises the vital role strong health care plays in ensuring students are able to complete their degrees successfully and in the wider Australian community.

5. The NUS urges the Department of Human Services and LNP government to legislate for a Student Health Care Card concession.

6. The NUS believes these Student Health Care Cards should entitle students to discounted medicines, bulk billed medical services and other general discounts for bills. The card should be recognised as a concession card. Like with student concessions for public transport, the Student Health Care Concession Card will entitle students to discounts on basic, important services. Students will not be able to receive this card once they complete their tertiary studies or if they are unenrolled for the upcoming semester.

7. The NUS requests that otherwise the Low Income Health Care Card remains unchanged and can be accessed by young people who are not studying, job seekers and low income workers as it is currently.

Actions:
1. The National Welfare Officer and the NUS President will campaign in 2019 for the introduction of a Student Health Care Card concession and continue to lobby the Department of Human Services and government for these changes to the health care concession system.

2. The NUS and the campus representatives will help to organise campaigns at each university campus promoting a Student Health Care Card system and educating students on their current financial support service and Centrelink options.

3. The NUS and the National Welfare Office Bearer will continue to support the existing Low Income Health Care Card for non-students.

Moved: Noni Bridger (University of Melbourne) on behalf of Georgia Walton Briggs
Seconded: Molly Willmott (University of Melbourne)

**WELF 5.25 - Adequate services for students on campus: Counselling and Psychological Services**

Preamble
The 2016 NUS Welfare Student Wellbeing Survey found that 33.30% of respondents waited up to a week for their first appointment at an on-campus counselling service. 14.66% of respondents waited between 5-7 days for this.

On-campus counselling services at different universities differ in levels of funding and accessibility for students. At some campuses, students have had to wait weeks to get an appointment, counselling services are only available at limited times throughout the week, and are crowded due to high demand.

At many universities, the level of service provision and funding for counselling and psychological services has remained stagnant despite the increase in student populations and the need for mental health services on campus.
For some interstate students, regional students, those who live on campus and international students, services provided by the university are often the most, and sometimes only, accessible places to get health assistance, and counselling and psychological services.

Platform

1. NUS believes that universities have a responsibility to provide adequate mechanisms to support the mental health of students.
2. NUS recognises the importance of vital services on campuses like counselling and psychological services for student welfare and wellbeing.
3. NUS acknowledges that the pressures of being a university student and young person are higher than ever, and this has an impact on the mental health and well-being of students, and the demand for services like counselling and psychological services.
4. NUS believes there should be a multi-faceted approach to student wellbeing and welfare at universities, including adequate provisions for extensions and special consideration and adequate preventative strategies for wellbeing. We recognise that having well-resourced counselling services is just one part of the welfare picture for students.

Action

1. The NUS Welfare officer and NUS Disabilities officer will work with individual welfare and disabilities officers and campus presidents to target university actions about the mental wellbeing and welfare of students.
2. In particular, NUS will work to target those universities and campuses where counselling and psychological services are not adequate for the students at that campus.
3. NUS will also assist and work with affiliates to lobby campuses where other provisions around well-being and mental health support are inadequate, including provisions for extensions and special consideration.
4. The NUS welfare and disabilities officers will endeavour to connect campus representatives up and knowledge-share best practice at universities on this issue.

Moved: Desiree Cai (University of Melbourne)
Seconded: Molly Willmott (University of Melbourne)

WELF 5.26 - Student Renters and Exploitation, a Perfect Match (Tenant Rights)

Preamble

Students are one of the most vulnerable groups to exploitation within our economy not only at work but also in their homes. Students are too often unaware of their rights as a tenant and the legal avenues which exist to protect them leading to exorbitant fees being charged by agents and landlords, atrocious living conditions within their residences all of which can impact their mental health as well as academic performance.

Additionally, the 2017 NUS/Anglicare ‘Student Housing Survey’ found that 38% of students are living in a property they deem ‘not well maintained’ while 20% deemed their ‘properties were not clean’ and 49% believed they were paying too much rent.

Furthermore, international students are especially at risk of exploitation by opportunistic agents and landlords.
Platform

1. The National Union of Students recognises both the complexity of the problem due to the state-by-state nature of renter’s rights as well as the importance of a stable, comfortable home life for students during their studies.
2. The National Union of Students recognises that students lack of experience in the renting market leaves them open to exploitation by agents and landlords alike and that international students are left particularly vulnerable in this situation.
3. The National Union of Students shall put forward resources to ensure that students throughout the country are aware of their rights as a tenant as well as what avenues are in place for recourse should their rights be infringed.

Action

1. The National Welfare Officer will work to produce state tailored information packages to distribute to universities who can then implement them through their own student unions. These packages will focus on basic tenancy rights and landlord/agent obligations as well as recourse options for tenants on a state by state basis.
2. The National Welfare Officer will contact Union Welfare Officers throughout the country to see that these packages are acted upon.
3. The National Welfare Officer will visit campuses throughout the country and draw attention to the issue of tenancy rights.
4. The NUS Welfare Officer will write to relevant state and territory ministers on the subject of student tenancy rights, and lay out the NUS policy platform in this space.

Moved: Sam Morris (Deakin University)
Seconded: Desiree Cai (University of Melbourne)

WELF 5.27 - Supporting a Universal Student Income

Preamble:

Many of the problems and challenges facing students derive from their reduced capacity to work whilst undertaking full, or even part time, studies. Almost every student struggles to support themselves throughout the duration of their studies, based upon their income level prior to beginning study.

The following details the basic problems that emerge for tertiary students while studying under financial stress:

1. Student poverty and homelessness
2. Issues that arise from working while studying such as reduced academic performance, mental health issues from overwork and stress, longer degree duration due to being forced into part time study in order to work.
3. Attrition from financial and health issues due to academic performance.
4. Students from disadvantaged backgrounds with falling attendance rates due to the need to work to support themselves.

Government policies and university initiatives have failed to address the financial stress placed upon students. Domestic welfare programs are woefully inadequate, and international students rarely have forms of financial redress to assist them when in financial distress. A new policy approach is therefore required, to mitigate these issues and provide a long-term solution, to ensure accessibility to education and address student poverty.

The above issues would be resolved by the introduction of a Universal Student Income (USI) and would ideally operate as follows:

1. Operate like a Universal Basic Income.
2. A yearly guaranteed payment to all.
3. Replace existing forms of student welfare payments.
4. Sufficient to live upon without working, but flexible enough so as to not reduce their USI payment when they are working.

Similar systems exist elsewhere, such as Sweden which has both free education and a yearly student payment and thus has precedent in other areas of the world, as well as providing a successful model for Australia to emulate.

Families who cannot afford to support their children through university should not feel required or compelled to do so. Students on part time status, doing graduate or diploma coursework, and mature age students should not be forced into poverty because of the status of their enrollment and should be entitled to the same rate of payment under this system.

Platform
1. NUS supports the introduction of a USI.
2. NUS believes and affirms the rights of every person to access tertiary level education unimpeded by their personal financial situation.
3. NUS supports financially accessible education, including the provision of a livable income while studying.

Action
1. The NUS Welfare department will campaign for the introduction of a Universal Student Income.
2. The NUS Welfare department will write letters to relevant ministers, such as the Human Services minister, encouraging the re-evaluation of the student welfare system, explicitly advocating for the introduction of a USI.

Moved: Desiree Cai (University of Melbourne) on behalf of Jesse Stevens

Seconded: Noni Bridger (University of Melbourne)

WELF 5.28 - Student’s rights at work- why are we still being underpaid?

Preamble
Students and young people are often unaware of their rights at work, and are among the most likely to be exploited and have their wages stolen at work.

Often students are overrepresented in jobs and industries that involve insecure work including hospitality and retail. It is particularly in these industries where rampant wage theft is prominent.

International students are particularly at risk of being taken advantage of at work. A 2017 report about wage theft in Australia from the findings of the National Temporary Migrant Work Survey showed that 25 percent of international students were paid $12 per hour or less, and 43 percent were paid $15 or less in their lowest paying job. Often the threat of visa cancellation if these instances are reported mean that these students are even more vulnerable.

Students are particularly vulnerable to the effects of wage theft and being underpaid. Often students work long hours as well as studying full or part time to make ends meet. A 2017 Universities Australia study showed that 58% of students were worried about their financial situation, and that 14% of students regularly go without food and other necessities because they cannot afford them.

Platform
1. NUS reaffirms the right of all people, including students, to being paid adequately at or above the legal minimum wage.

2. NUS recognises the benefits of trade union membership, and the vital role that they play in defending workplace rights. NUS strongly encourages all students to learn their rights at work and join their union.

3. NUS condemns the practice of wage theft that is all too common in many of the industries students work in.

Action

1. The NUS Welfare Officer will run campaigns to promote student awareness of their rights at work, and assist in proliferating this campaign and its message on affiliate campuses.

2. This campaign will also involve proliferating information about trade unions, encouraging students to know their union and join up to their relevant trade union.

3. NUS encourages campuses organisations and groups across the country to raise awareness through their student population about workplace rights and connect with unions relevant to their students

4. NUS will support calls to criminalise the practice of wage theft

Moved: Desiree Cai (University of Melbourne)
Seconded: Noni Bridger (University of Melbourne)

WELF 5.29 - All the Students, Independent - Lowering the Centrelink Age for Independence

Preamble:
Centrelink currently classifies students as independent if they are 22 years or older, or if they can prove their independence through full time work.

Dependant students are those 21 or younger and consequently assumed they receive financial support from parents or guardians.

The criteria to gain independence through work, requires students to work full time for at least 18 months within any 2 year period, an average of 30 hours a week. Alternatively if you are a rural or remote student, you are eligible for independence if you have worked at least 15 hours a week for at least 2 years, factoring in your parents income rate for the past financial year.

This directly affects full time students under the age of 21 with no financial support from parents. It is unrealistic for students to manage a full time study and work load, without detriment to their physical and mental wellbeing.

Platform:

1. NUS recognises the hardship and struggle that students face, when trying to balance full time study and work, and how detrimental it can be to student wellbeing.

2. NUS believes all students over the age of 18, should be eligible for independent status for Centrelink, and consequently its full benefits.

Action:

1. The NUS Welfare Department will nationally campaign for Centrelink’s age of independence for financial support to be lowered to 18 years.

2. The NUS Welfare Department will call for support from Headspace, campus Welfare Officer (or equivalent) and other relevant community organisations in this action, and work with them to promote it.
Moved: Maddie Hedderwick (UWA Delegate)
Seconded: Megan Lee (UWA Delegate)

WELF 5.30 - Mental Health First Aid at Events
Preamble:
Mental Health First Aid is the help provided to a person developing a mental health problem or in a mental health crisis. The first aid is given until appropriate professional treatment is received or until the crisis resolves.

Mental Health First Aid training provides an understanding of common mental health problems and practical strategies to support someone experiencing a mental health problem. This can be undertaken by any individual with specific courses available.

Most universities offer the training course to staff, and some to students. According to Mental Health First Aid Australia, over 2.6 million people have been trained across the country.

It is a requirement of Event Management Plans that University run events of specific purpose and size have designated First Aid officers as precaution for any case that medical assistance is needed.

In 2016, the National Tertiary Student Wellbeing Survey found that 65% of young adults report high or very high psychological distress. Additionally, it was found that about two-thirds of students (68.1%) reported some form of substance use, ranging between alcohol, tobacco, non-medical and illicit drugs.

For alcohol specific events and/or events with triggering content, students with high psychological distress would benefit from the presence of a Mental Health First Aid Officer in attendance.

Platform:
1. The NUS recognises the negative impact that social pressure, alcohol, illicit drugs and substances can have on student’s mental health, and that these factors are of high risk at university events.
2. The NUS believes alcoholic events should be required to have Mental Health First Aid on site in the same capacity that regular First Aid is available if required.
3. The NUS recognises the need for Mental Health First Aid at university events that may contain triggering information and content, such as lived experience panels or mental health awareness events.

Action:
1. The NUS Welfare Department will develop Mental Health First Aid support packages and programs to deliver to campus welfare officers (or equivalent) with the end goal for such programs to be rolled out across campuses

Moved: Maddie Hedderwick (UWA Delegate)
Seconded: Lincoln Aspinall (UWA Delegate)

WELF 5.31 - Raise centrelink and give it to all students
Preamble
Centrelink has not been raised in real terms for over 20 years. Centrelink payments remain below the poverty line, and inaccessible to most. The Liberal Party in government has sacked and outsourced over 1500 call
centre staff and harassed welfare recipients with largely fake “robo-debts”. This year, more than 35 million calls to Centrelink have gone unanswered, and the average waiting time for claims exceeds 16 minutes. The move to privatise Centrelink call centres has been criticised by the CPSU as an “absolute disaster” which will downgrade the quality of social services.

Due to the punitive and highly selective standards of Youth Allowance, only few students qualify to receive the inadequate maximum income of $222.90 a week. But this is not enough. Basic living expenses for students like rent, food, bills and other expenses cost a single person a minimum of $433 per week, according to a University of NSW study from 2017. A national financial survey of over 18,500 students revealed that one in seven university students regularly go without food and other necessities because they can’t afford them.

According to Anglicare’s survey of 1,985 Australian students, 85% of students found that Centrelink benefits were not sufficient to cover the costs of living and studying. And one in five students worked more than 20 hours a week. Students who study part-time mostly do so to fit in time to work, which for students is often low-paid, insecure and casual.

Low and stagnant Centrelink allowances and poor accessibility disproportionately affect working class students, and those in other disadvantaged groups who cannot rely on parental income or regular work, which in turn affects their access to education.

Successive Liberal and Labor governments have overseen the hollowing out of the welfare system, whilst simultaneously cutting taxes to big businesses, many of which pay no tax anyway.

Labor Left Gillard’s prime-ministership saw around 60% of people who applied for the Disability Support Pension (DSP) rejected. Labor has merely promised to review Newstart. There is no need to review or investigate what is widely accepted to be an appallingly under-funded and under-resourced system.

This is happening in the context of 26 years of uninterrupted economic growth in Australia.

Platform
1. NUS supports a substantial increase to Centrelink, including Newstart, to the Henderson Poverty Line.
2. NUS supports Centrelink payments to be available to all students on enrolment.
3. NUS opposes the neoliberal privatisation of social services like Centrelink, carried out by successive Liberal and Labor Governments.

Action
1. The National Welfare Officer will organise protests in opposition to cuts and to proactively advocate for our platform.
2. NUS publicly states its support for an increase to Centrelink payments and its accessibility to all students.

Moved: Natalie Acreman (RMIT University)
Seconded: Anneke Demanuele (University of Melbourne)
WELF 5.32 - Fining protestors is an attack upon freedom of speech

Preamble
After recent protests against Bettina Arndt at the University of Sydney, Federal Education Minister Dan Tehan has begun pushing legislation that would see protesters be fined the security costs of demonstrations, known as "you protest, you pay." Tehan has cited the protection of free speech on campus as the reason for calling upon protesters to be forced to bear the exorbitant costs of security at demonstrations. His calls were supported by several wings of government and university administrations, such as then Prime Minister Malcolm Turnbull under the same reasoning, and among the Group of Eight Universities.

"You protest, you pay" directly targets and seeks to destroy the ability of students to exercise their democratic right of opposing reactionary ideas being celebrated on campus. The citing of the need to 'protect and bolster free speech on campuses' by Tehan and others is hypocritical and cynical, instead the policy seeks to demobilize progressive students and organisations on campus from being able to openly oppose and organise against the right wing trajectory of campuses and politics.

Platform
1. NUS opposes any move toward legislation that fines protesters for protesting
2. NUS rejects the notion that protesting is an infringement on free speech and upholds it as a democratic right

Action

WELF 5.33 - Defend public housing in Victoria

Preamble
The Daniel Andrews state government is Victoria is currently in the process of selling off at least 9 inner city estates to private property developers in a process ironically titled the “Public Housing Renewal Program.” A majority of the land on these estates will be privatised completely, with a smaller portion left for ‘social housing’.

The phrase ‘social housing’ is used to confuse the difference between privately run community housing and public housing. Unlike public housing, social housing leaves tenants with fewer rights, higher rents and a less secure tenancy.

The 'social mix' approach of incorporating private and social housing as currently exists in North Carlton and Kensington is a way of selling public housing to property developers and in practice, it has meant social segregation. These estates were designed to keep private and social tenants (many of whom are from migrant or refugee backgrounds) as far away from each other as possible. They have separate car parks, entrances and playgrounds. There is even a big wall separating them.

Although promising a net increase of 10% in units, plans released by the
government for of the 4 estates show there will be a decrease in the
number of bedrooms available (30% on the Walker St estate in Northcote).
This means families who require 3 or 4 bedroom units will not be able to
return to their homes, even if it were practical for them to do so after
uprooting their lives for years during the redevelopment. The legal
agreements the Department of Health and Human Services have made a
majority of tenants sign have not guaranteed them the right to return.

None of this meets the demands of the community for an increase in public
housing. The waiting list for public housing in Victoria is already 37,000
applications long (many of whom are families). Homeless has increased by
30% in the past few years and and increase of 1,100 units (what the 10%
amounts to) falls well short of what’s required to address this. Public
housing stock needs to be dramatically increased. This requires the
purchase, rather than the sale of more land by the government.

Platform
1. NUS acknowledges that many students and young people are
   likely to experience homelessness or struggle to afford private rent
   NUS acknowledges that an expansion of public housing is
   required to address the homelessness crisis
   NUS rejects the Victorian government’s attempts to sell off public
   housing

Action
1. NUS will oppose the privatisation of public housing in Victoria
Moved: Natalie Acreman (RMIT University)
Seconded: Tess Dimos (Monash University)
Women’s Policy

Women’s Policy

WOM 6.1 - #METOO
WOM 6.2 - Burn Down the Colleges
WOM 6.3 - Taking on the March for Men
WOM 6.4 - End privatisation of women’s services
WOM 6.5 - NUS supports the right to choose
WOM 6.6 - Free Childcare for All
WOM 6.7 - Defend Free Speech – Defend the right to protest against Bettina Arndt
WOM 6.8 - Equal Pay Now
WOM 6.9 - The far-right hate women: why misogyny is making a comeback
WOM 6.10 - F*** the Proud Boys!
WOM 6.11 - Everyone’s Responsibility - Training Our Student Leaders
WOM 6.12 - Supporting the Be A Better Human Campaign
WOM 6.13 - Reporting Transparency and Stopping Repeat Offenders
WOM 6.14 - Holding Universities Accountable - Prioritising the Sexual Assault Taskforce
WOM 6.15 - Anonymous Reporting for Sexual Misconduct in Residential Communities
WOM 6.16 - Seeya Sexual Assault Task Force
WOM 6.17 - Giving Birth to Inclusive Campuses for Student-Parents
WOM 6.18 - (Skill)Sharing is Caring and We Care About Women’s Departments and Collectives
WOM 6.19 - Free tampons and pads for all those who bleed
WOM 6.20 - Non-binary people belong in women’s spaces
WOM 6.21 - Perpetrators Out of Parliament
WOM 6.22 - Translators are needed for sexual assault and harassment reporting
WOM 6.23 - TEQSA Standards NOW!
WOM 6.24 - Stop protecting perpetrators in political parties
WOM 6.25 - Let’s Talk About (it) Colleges!
WOM 6.26 - Close Down the Colleges
WOM 6.27 - F*** Fred Nile - NUS says No to Zoe’s Law
WOM 6.28 - Consent Matters - Student Safety over English Proficiency
WOM 6.29 - NUS Women’s Officer Summit
WOM 2.30 - We’re all* a bunch of hypocrites (*Maybe not all of us but most of us)
WOM 6.31 - Bye Bettina!
WOM 6.32 - Last to the Post - Decriminalise Abortion in NSW
WOM 6.33 - Providing Rape and DV Services for Students on Campus
WOM 6.34 - More! Free Sanitary Products
WOM 6.35 - Remembering August 1
WOM 6.36 - #LetHerSpeak
WOM 6.37 - Including Non-Binary people in the conversation
WOM 6.38 - AHRC - Continuing to Change the Course
WOM 6.39 - Mandatory Sanitary Items etc etc
WOM 6.40 - Women in Sport
WOM 6.41 - National Sexual Assault Taskforce now!
WOM 6.42 - Women in Higher Education Week
WOM 6.43 - Pap Smears and (yo)Unions
WOM 6.44 - Supporting and Encouraging Women in STEM
WOM 6.45 - Mandatory Consent Modules & Consent Training

NUS National Conference Policy Document
**WOM 6.1 - #MEETOO**

Preamble
The widespread #MeToo movement demonstrates how the rich and powerful are able to act with impunity and feel untouchable engaging in deeply misogynist acts.

The resistance of those who exposed perpetrators such as Harvey Weinstein and the President’s Club acted with staunch determination in the face of overwhelming power disparity and should be supported and encouraged in their acts.

Platform
1. NUS opposes all forms of sexism, sexual assault and violence against women and men.
2. NUS recognises the positive step forward for women’s rights and challenge to sexism that #MeToo represents.

Action
1. NUS will support women who come forward with allegations against men in positions of power.

Moved: Tess Dimos (USyd)
Seconded: Lily Campbell (USyd)

**WOM 6.2 - Burn Down the Colleges**

Preamble
Australia’s residential colleges are a hotbed of misogyny, racism, hazing rituals, anti-semitism and sexual assault.

The “Red Zone Report”, published in 2018, details the depraved nature of college rituals that include sadistic drinking games, public defecation, instances of men ejaculating into body wash bottles and returning them to female bathrooms, and countless cases of rape and sexual assault.

These hazing rituals are not new phenomenon but have been present in colleges since their inception. One of the most horrific Australian cases took place in 1977 at St Paul’s college, where a woman’s body was found on the grounds. She had been rapped and murdered. At the same college, just five days after the body was found, four male students accused of gang-raping another female student were given a prize by the other male students: the Animal Act of the Year trophy.

At Mannix College more recently, a woman was taunted by male residents who targeted her due to her veganism. They climbed through her window at 3am and threw raw meat on her.

At Adelaide Universities St Mark’s College, students dressed in Ku Klux Klan robes, wore ‘Jewish noses’, and painted their faces in black face.

Universities with colleges have the highest rates of sexual assault. College students were seven times more likely than non-college students to have been raped or sexually assaulted on campus.

At Sydney University protests were held against sexual assault in the colleges.

During the election campaign, the women’s officers were criticised for running this campaign and ‘Reboot’ made overtures to the colleges. The
letter explicitly said that it was only the actions of a few at the colleges that was the problem, but we know that these activities are systematic and widespread.

Platform
1. NUS believes that colleges are institutions that are breeding grounds for anti-social behaviour and need to be reformed or removed.
2. College hazing rituals are violent, racist and sexist and need to be stamped out from campus life.
3. NUS supports campaigns against colleges, including protests with slogans such as ‘burn down the colleges’.

Action
1. The NUS women’s officer will support any future campaigns against college hazing rituals

Moved: Lily Campbell (USyd)
Seconded: Eleanor Morley (USyd)

WOM 6.3 - Taking on the March for Men

Preamble
This year prominent figures of the far right organised a ‘March for Men’ in the Melbourne CBD. These included Trump fanatic Sydney Watson and self-proclaimed nazi Avi Yemini. The rally attempted to tap into the growing misogyny of far right movements globally. It was attended by noxious organisations such as the ‘Proud Boys’.

In response a number of National NUS office bearers, including the Women’s, Education and LGBTI Officers, called a counter-demonstration in collaboration with anti-racist group Campaign Against Racism and Fascism. This rally mobilised hundreds of people, including well over 100 university students, against the far right rally.

This was an important stand for NUS to take. Not only did the rally demonstrate opposition to the far right, but NUS’s active involvement helped raise the confidence and draw others who would otherwise be intimidated or feel unsure about opposing the right into protesting. Greens politicians and Victorian MP Fiona Patten joined the rally after it was called by NUS, serving to further broaden the base of people willing to protest against organised fascists.

Platform:
1. NUS supports counter-protests when misogynistic rallies are called by the far right

Action
1. NUS will actively participate in future demonstrations against gathering of far right misogynists
2. NUS will work with groups such as the Campaign Against Racism and Fascism to build and promote such counter-demonstrations

Moved: Tess Dimos (Monash)
Seconded: Jasmine Duff (LGBTI Officer)

WOM 6.4 - End privatisation of women’s services

Preamble
In all states and territories except South Australia and the Northern Territory, the only way to access an elective abortion from a public healthcare provider is if you fit the “deserving patient” criteria of the
hospital, which generally only covers very few of the lowest income women.

95% of elective abortions in Australia are done through the private health sector.

Abortions in the private health sector can cost anywhere between $275 and $3065 depending on the state that it is performed in, whether it is rural or urban, how far it is into the pregnancy, whether it is medical or surgical, and other medical complications. This does not include the cost of medication needed, travel and accommodation to get to the clinic, childcare costs or the cost of taking time off work.

The Brisbane-based organisation Children by Choice grants no interest loans to women who cannot afford an abortion. In their 2017 annual report, almost half the loans granted were to women living with domestic and/or sexual abuse and 34.7% went to women where the man involved in the pregnancy was abusive. None of these women had access to public sector abortions.

Last year the rape and domestic violence helpline 1800 Respect was privatised, resulting in 70 trauma specialists being sacked and replaced with untrained “first responders” some of whom are working from home without any access to support for vicarious trauma. In the first three months after privatisation there were 60 complaints about the helpline compared to 79 in the two years prior to privatisation.

Platform

1. The NUS opposes the privatisation of women’s services.

2. The NUS supports abortion clinics and domestic violence services being publically funded, and accessible to any woman who wishes to access them.

3. The NUS demands that 1800 Respect be placed back into public hands and supports the rehiring of trained trauma specialists as first responders.

Action

1. The NUS will protest against the closures or privatisation of abortion clinics or domestic violence services if they happen in the next year.

Moved: Lily Campbell (USyd)
Seconded: Eleanor Morley (USyd)

WOM 6.5 - NUS supports the right to choose

Preamble

Access to abortion is a matter of health and autonomy. Women and other people with uteruses cannot have full control over their bodies or lives without the ability to safely terminate unwanted pregnancies.

There has been broad popular support for legal abortions for decades. In 2004, a poll found 83% support for legal abortion, and a 2017 poll yielded similar results. Approximately one third to one quarter of all women in Australia will have an abortion in their lifetime.

Politicians lag behind public opinion and accessibility needs. For instance, despite their recent change of heart QLD Labor have long been an obstacle to abortion rights in the state. They have held government for most of the period since the 90’s and refused to decriminalize abortion despite the
popular support. As recently as 2016, Labor blocked a decriminalization bill proposed by Independent Cairns MP Rob Pyne.

Abortion remains on the criminal code in NSW. People seeking an abortion, doctors or anyone assisting face ten years imprisonment for accessing abortion. Abortions are legal only in circumstances where a pregnant person’s mental or physical health is in danger. Abortion was decriminalized in Tasmania in 2013, and Queensland earlier this year. Even where abortion is legal, barriers to access remain.

In Tasmania, despite abortion being legal, the last clinic that provides abortions was closed in 2018.

Abortion is not fully subsidized by Medicare. In Queensland, women can face out of pocket costs of between $250-4000 for terminating a pregnancy, depending on the gestation period.

Very few abortion providers exist. In QLD, only two abortion clinics, one in Cairns and one in Blacktown, exist to service abortions for the whole of regional Queensland. People can have to travel thousands of kilometres to access a clinic, with all the costs and exposure that implies.

QLD Labor’s 2018 decriminalization bill contained a clause allowing doctors to conscientiously object to providing abortions. This measure is a free kick to conservatives. It will disproportionately affect regional women who are already subject to bigoted health professionals denying access to abortions and may not have any alternative. This measure also denies women autonomy, as third-party health practitioners get to choose what somebody does with their body, and not the pregnant person themselves.

The barriers of cost and accessibility put lives at risk. In the previous five years, more than 150 women in Queensland attempted, or seriously considered, self-inducing abortions. Abortions will take place whether the procedure is legal or not. Legalising and improving accessibility to abortions is about ensuring people are safe.

Platform
1. NUS supports free, legal abortion on demand.
2. NUS demands the decriminalization of abortion in New South Wales.
3. NUS condemns anti-abortion outfits, recognising that they champion a conservative and sexist morality that disregards women’s health and autonomy.

Action
1. The National Union of Students will support campaigns demanding the decriminalization of abortion, through, amongst other things, issuing press releases, printing posters, and sharing posts on social media.
2. The National Union of Students will support mobilisations against conservative measures seeking to restrict access to abortion, such as the proposed introduced of Zoe’s Law in New South Wales.

Moved: Eleanor Morley (USyd)
Seconded: Lily Campbell (USyd)

WOM 6.6 - Free Childcare for All
Preamble
Parents rank affordability as the most important factor in selecting childcare, yet surveys of families indicate that affordable childcare
remains a struggle for many parents. Day-long childcare in Australia is on average $70-$190 per day and the average wage per day for Australian workers is $170.

Childcare fees in Australia have been growing well above inflation. Across all childcare types, hourly fees increased on average by 20.7% in real terms between 2011 and 2017. Out-of-pocket costs have increased for parents, growing by 48.7% in real terms (or 6.8% annually) from 2011 to 2017.

Recent ABS data indicates that nearly a third of children aged 12 and under receive some type of informal childcare — with grandparents accounting for most informal care. A government study on childcare participation concluded that maternal employment is not necessarily associated with using formal childcare; with many employed mothers relying on family members to provide unpaid childcare.

Qualified childcare workers tend to earn less than their counterparts in other child-centred occupations like primary school teaching and other service sectors, like healthcare. This predominantly impacts women. A survey in 2016 showed one in five early childhood educators planned to leave their job within the next 12 months.

Childcare is increasingly privatised, and used not to be a service, but another section of the market. Services are mostly delivered by non-government providers on a fee-for-service basis. Private, for-profit providers operate nearly half (47%) of all approved childcare services in Australia, with the remainder comprising various not-for-profit and community-based services. Only around 8% of childcare services are directly managed by state and local governments.

In 2013 the Gillard government cut single parent benefits, leaving the mostly female recipients $80 to $140 per week worse off, resulting in many single mothers being even more unable to pay for childcare.

Platform
1. The NUS opposes the privatisation of childcare.
2. The NUS supports campaigns for more rights for childcare workers, such as the Big Steps campaign by United Voice.
3. The NUS supports childcare being publicly funded, free, and accessible for any parents that require it.
4. The NUS demands single parent benefits be increased immediately.

Action
1. The NUS women’s department will support and promote any protests or industrial actions that are part of the Big Steps campaign.
2. The NUS women’s department will demand free, fully funded public childcare, and will refuse to campaign for any political party that does not fulfil this demand.

Moved: Eleanor Morley (USyd)
Seconded: Lily Campbell (USyd)

WOM 6.7 - Defend Free Speech – Defend the right to protest against Bettina Arndt

Preamble
Earlier this year right-wing commentator Bettina Arndt toured campuses around the country on her ‘Fake Rape Crisis’ speaking tour. The tour name
in and of itself makes transparent what Arndt stands for and why her views need to be challenged.

An Australian Human Rights Commission report revealed 1 in 10 female university students have been sexually assaulted. And the Red Zone Report into university college culture revealed the extent of disgusting and depraved misogynistic behaviour inside the colleges, and that campuses with colleges have the highest rates of sexual assault.

Arndt thinks the AHRC report results are overblown, and that in the era of #metoo and calling out men’s behaviour, men ‘are the real victims.’ She argues that if a woman is sexually assaulted whilst drunk it is her own fault, that women in marriages have a duty to submit to their husbands libidos, and that ‘the right to say “no” needs to give way to saying “yes” more often.’ Unsurprisingly, Arndt is a seasoned ally of MRAs and hard right conservatives, as she backs up the sexist state-of-affairs that lets these misogynists feel entitled to women’s bodies.

Student activists at La Trobe and Sydney University met Arndt’s tour on campus with protest. Activists gathered outside her event to show that right-wing sexists can’t just air their bigotry unchallenged. Arndt and her attendees were met by protests calling out their sexism and standing with victims of sexual assault.

The concept that students might vocally air their criticism and outrage at Arndt’s right-wing sexist views proved too much for her, and for a handful of other right wing commentators. In the Murdoch press Andrew Bolt called for the discipline of protestors, and for blacklisting of student journalists who published articles critical of Arndt. Arndt launched a social media campaign and a gofundme that included singling out five student activists at Sydney University to be expelled for taking part in the demonstration. Amongst their calls for censorship and discipline – Arndt and co. tirelessly complain about the lack of ‘free speech’ on campuses.

Arndt and Bolt’s claims are part of the growing trend of right-wing figures hijacking the concept of free speech and using it as a weapon against the left. To shield themselves from criticism of their noxious views, the right claim that protests against them are shutting down ‘free speech’.

By cynically hijacking the idea of ‘free speech’ – the right are pushing ahead with serious attacks on civil liberties. Education Minister Dan Tehan has backed a government inquiry into left-wing protests ‘shutting down’ events on campus, and has advocated new policies to force protesters to pay for security at functions they disrupt.

Platform

1. NUS supports student activists organising protests to challenge the views of the hard right.
2. NUS acknowledges the cynicism with which the right brandish the claim that their ‘free speech’ is under threat.
3. NUS recognises that as much as ‘free speech’ is an issue on university campuses – it appears as an issue when progressive groups are censored or disciplined for expressing their views at the behest of the right.
4. NUS opposes any moves by the government or university administration to punish or discipline people involved in protest demonstrations on campuses.

Action

1. NUS will support and assist campus activists where required to organise protests against hard right figures.
2. NUS will campaign against any moves by the government or university administrations that attempt to punish people for being involved in political demonstrations.

Moved: Lily Campbell (USyd)
Seconded: Vinil Kumar (Usyd)

WOM 6.8 - Equal Pay Now

Preamble:
1. The Workplace Gender Equality Agency found that the gender pay gap in Australia currently stands at 14.6% among full-time workers. When part-time and casual work is included, this figure jumps to 35%.
2. There has been little research on how ethnic background further impacts pay discrepancy in Australia, but by looking at a few key statistics it can be assumed that women of colour are paid substantially less in this country. For example, a 2017 NITV report showed that Indigenous women earn on average $349 less per week than non-Indigenous men. Additionally, research from the Australian Bureau of statistics found that women from migrant backgrounds are nearly 11.9 percent less likely to be employed than white women.
3. After age 20, the pay gap steadily grows, reaching a peak of 21% among workers over 45.
4. Women are undervalued in the workplace, with female-dominated industries such as childcare having the some of the lowest pay rates.
5. Disparity in pay adds up over a lifetime. On average, women earn $27,000 less than men in a year. The impact on superannuation is staggering: the ACTU found that women are retiring with an average of 47% less superannuation than men.
6. This makes it harder for women to retire and increases poor and working class women’s reliance on meager welfare payments.
7. All this means women are more likely than men to leave the workforce or work fewer hours to perform unpaid labour in the home, such as taking care of children and doing domestic work.
8. Today in Australia, there are more women than men studying at university. As many students work weekends to get by, cuts to penalty rates have disproportionately affected women. Cuts to education and welfare further exacerbate the economic stress women at university are under.

Platform

1. NUS acknowledges that the gender pay gap puts economic strain on women, and that this impedes women’s ability to pay for childcare, seek higher education and achieve economic independence.
2. NUS acknowledges that the government and employers both perpetrate and benefit from paying women less, and that this institutional sexism reinforces the structural oppression of women.
3. NUS condemns attacks on welfare, education and penalty rates, which aggravate financial strain on women and contribute to oppression in the workplace.

Action

1. The NUS Women’s Officer will campaign for equal pay for all women
2. NUS will challenge any attempt to defund essential services for women in the workplace or at university via statements and actions where appropriate.

3. NUS will organise to pressure the incoming Labor government to make good on its promise to reinstate Sunday penalty rates in its first 100 days in office.

Moved: Lily Campbell (USyd)
Seconded: Angus Clarke (Flinders)

**WOM 6.9 - The far-right hate women: why misogyny is making a comeback**

**Preamble**
1. The far right is on the rise around the world, bolstered by the presidency of Trump. The far right have made electoral advances across Europe, and are building their organisations in the US and Australia. Groups like the Proud Boys, the Lads Society, and True Blue Crew, are organising street presences, and far-right groups have infiltrated the LNP.

2. There is an increasing intersection between the “Men’s rights” movement, and the far-right. Misogyny is often the “gateway drug” for right-wingers into fascism. Men from online misogyny forums, and followers of sexist d-list academics like Jordan Peterson and Bettina Arndt, are recruited by the far-right to a more hardened fascistic worldview.

3. Misogyny is essential to far-right politics. The ethno-nationalist, hierarchical worldview of fascists, where strong nations are necessary to ensure dominance and racial purity, necessitates a role for women in submission to men. Along with the rise of racist ideas, demands for immigration control, and success of far-right political groups, comes a rise in misogyny.

4. Far-right figures use “protection of women” as justification for anti-immigrant campaigns. This is a joke - the far-right want to control and degrade women in the service of their authoritarian worldview.

**Platform**
1. NUS opposes all forms of misogyny and bigotry.
2. NUS recognised misogyny is deeply embedded in the ideology and political practice of the far-right.
3. NUS is committed to being part of, and building, protest campaigns against the far-right both on and off campus.
4. NUS recognises that fighting the rise of misogyny will entail taking on the right generally, and the new far-right groups.

**Action**
1. NUS will participate in campaigns to mobilise students against the threat of the far right, including local protest campaigns against the far-right and visiting far-right or “men’s rights” figures.
2. NUS Office Bearers will assist with local protest campaigns against the far-right.
3. NUS will encourage and work with campus women’s collectives to campaign against far-right misogynists should they appear on campus.

Moved: Eleanor Morley (USyd)
Seconded: Kim Stern (LGBTI Officer)
**WOM 6.10 - F*** the Proud Boys!**

Preamble
Founded by Gavin McInnes, the Proud Boys are an American & Canadian far right group cohered around the ‘protection of Western values’, misogyny, and violence. They allege that Western culture is under attack, and so promote rigid ideas about the role of women both in society and the family, white nationalism, and racism. One of their core platforms is “venerating the housewife,” and the group perpetuates extremely sexist views on women, objectifying them sexually and painting them as essentially servants to men.

Founder Gavin Mcinnes has argued that “We need to close the borders now and let everyone assimilate to a Western, white, English-speaking way of life.” The group is based predominantly in the US & Canada, but a chapter exists in Australia. Mcinnes plans to visit the country early next year, in part to assist the growth of the Australian chapter.

A protest has been called for outside the event in most cities, to demonstrate that there is opposition to the growing current of active fascists in Australia.

Platform

1. NUS acknowledges that the poisonous ideas held by groups such as the proud boys are catching hold, and internationally the far right is on the rise.
2. NUS recognises that the far right will continue to grow if they are not opposed proactively by unions and left wing organisations.

Action

1. NUS will oppose the Proud Boys & Gavin Mcinnes when they visit Australia, and help to organize and support counter protests by:
   a. Producing media releases
   b. Publishing promotional posters
   c. Organising contingents
   d. Providing speakers
   e. Assisting with funding

Moved: Tess Dimos (Monash)
Seconded: Lily Campbell (USyd)

**WOM 6.11 - Everyone’s Responsibility - Training Our Student Leaders**

Preamble:
The Change The Course Report identified that 21% of students who reported being sexually assaulted, were assaulted at a university or residential college social event. 14% of students harassed were harassed on University grounds, and 8% harassed in University social spaces. This evidence demonstrates that our campuses, and in particular our events are not safe, especially considering these results do not take into account mass under reporting.

The Red Zone Report from End Rape on Campus identified that in particular orientation is a time that students are most likely to be assaulted whilst at university.

The reality is that many student events run on campus are run by other students from clubs and societies that are either directly affiliated to their campus student organisation, or work closely with other student reps.
These student reps are often equipped and poorly trained to run safe and inclusive events.

University campuses, clubs and societies and residential colleges will continue to be dangerous for students without rigorous training for student leaders not only into running safe and compliant events, but also understanding the risks of sexual assault and harassment and what they can do to prevent it.

Platform:
1. The NUS condemns all acts of sexual assault and harassment on all university campuses, and in every university related environment it occurs.
2. The NUS recognises that in addition to pushing universities and Government to take survivor allegations seriously; student organisations need to also take responsibility for the role they play in creating safer spaces for all.
3. The NUS understands that mismanaged events and poorly informed student leaders can create environments that are unsafe for students, and where students cannot be heard if something does go wrong.
4. NUS recognises the need to inform students leaders about sexual consent and sexual violence as well as educate them on how to mitigate these risks and create safe and inclusive events for all.

Action:
1. The NUS Women’s Officer will develop an open source guide for student organisations across the country to roll out to their student leaders about sexual violence, responding to disclosures and safe student event practices.
2. The NUS will research and create a basic student leadership training module based off current university sexual consent modules, student leadership training packages and other guides for student organisations to implement as a base model.
3. The NUS will support student organisations in making this compulsory training for student leaders running events for their peers, wherever possible.

Moved: Megan Lee (UWA)
Seconded: Maddie Hedderwick (UWA)

WOM 6.12 - Supporting the Be A Better Human Campaign

Preamble:
The Change the Course Report identified that 1 in 5 students experience sexual harassment at university, and 1.6% of students had been sexually assaulted in a university setting.

In response to the recommendations, the Flinders University Student Union and their University created an initiative from the ground up, to reflect on campus culture and what people need to understand - consent, respect and empathy. The campaign is called Be a Better Human, and it works to educate people not only on what not to do, but what we need to understand and change about society, and what we can do to improve ourselves.

The Be a Better Human campaign was made open source and was rolled out, for free, at a number of other campuses included the University of Newcastle and the University of Western Australia.

Platform:
1. The NUS supports educational campaigns around consent, respect and empathy and stipulates that these campaigns must be inclusive of a number of intersections such as race, sexual orientation and gender identity to name a few.

2. The NUS supports open source programs on sexual assault, harassment and rape culture, and encourages campuses to roll out the program.

3. The NUS supports and believes survivors and recognises that we all have a part to place in ending rape, sexual harassment, sexual assault and rape culture on campus.

Action:
1. The NUS Women’s Officer with the support of FUSA, provide the access to this fantastic free open resource to all women’s officers around the country.
2. The NUS Women’s officer will include the research, materials and teachings in this campaign in other campaigns about sexual violence awareness.

Moved: Megan Lee (UWA)
Seconded: Maddie Hedderwick (UWA)

WOM 6.13 - Reporting Transparency and Stopping Repeat Offenders

Preamble:
The Change The Course Report identified that 21% of students who reported being sexually assaulted, were assaulted at a university or residential college social event. 14% of students harassed were harassed on University grounds, and 8% harassed in University social spaces. This evidence demonstrates that our campuses, and in particular our events are not safe, especially considering these results do not take into account mass under reporting.

The survey results revealed that an overwhelming majority of students did not know that they could report sexual assault or harassment to their university, did not know how to report to their university or did not feel comfortable reporting to their university. Sexual violence crimes are notoriously under reported, and perpetrators often do not stop at one instance.

University’s long have reported that there are no reported incidents of sexual harassment or sexual assault at their campuses or in their residential colleges, creating the illusion of completely safe campuses. The national survey proves that this is not the case and that the issue of sexual violence is extremely underreported.

The Callisto Project aims to overcome the issue of under reporting through the Callisto Campus platform - an online, trauma informed reporting platform for survivors. The platform is also designed to detect repeat perpetrators and empower victims to make reporting decisions that feel right for them. Survivors can document their experiences securely, and decide when that report is to be released to their institution.

Platform:
1. NUS recognises that sexual violence survivors are unlikely to report what happened to them, and that to overcome this reporting needs to be low barrier. This includes but is not limited to online and anonymous reporting that is easy for students to use, understand and engage with at their own pace.
2. NUS recognises that perpetrators often, do not only act once and that accurate reporting and data collect can assist in identifying students with patterns of concerning misconduct.

3. NUS endorses anonymous, secure, online and trauma-informed reporting platforms for students.

Action:
1. The NUS Women’s Officer will engage with the Callisto Project in order to lobby universities into implementing the platform and work to customise their platform to the Australian Higher Education sector.

2. The NUS Women’s Officer will prepare research and guides for campus women’s officers and collectives to assist in their understanding of the platform and how to effectively campaign and lobby for its implementation on their campus.

Moved: Megan Lee (UWA)
Seconded: Maddie Hedderwick (UWA)

WOM 6.14 - Holding Universities Accountable - Prioritising the Sexual Assault Taskforce

Preamble:
Education Minister Dan Tehan announced the shelving of a planned taskforce that would scrutinise university responses to sexual assault and harassment on campus. Mr Tehan has instead prioritised an inquiry into freedom of speech at universities.

This taskforce means universities and residences would be held accountable to report on their progress to prevent sexual violence, discipline perpetrators and improve the reporting process for victims.

For too long issues of sexual violence have only been addressed due to media coverage of horrible true stories from forthcoming students. This taskforce will take the pressure of students and hold universities and residences accountable for taking action.

While some universities have taken action on this issue, the majority of institutions who are yet to make change, largely outweigh those that have tangibly progressed. Without this taskforce, the pressure on universities will cease to be enough to maintain this immediate issue as a priority.

The Fair Agenda petition is a collaborative project between End Rape on Campus Australia, NUS Women’s and The Hunting Ground Australia Project. It calls on Minister Tehan to once again prioritise the development and installment of the taskforce for Australian universities and residences.

Platform:
1. The NUS believes that the issue of sexual assault and harassment on campus must maintain a priority for all universities and residences in an efficient manner.

2. The NUS recognises that it is not the responsibility of survivors to instigate change, but rather the government’s responsibility to hold universities accountable for their actions towards a positive culture shift on this issue.

3. The NUS believes the proposed taskforce by the Education Minister, will have a positive effect on Australian Universities and be crucial to the ongoing management and oversight of sexual misconduct on campus.
Action:
1. The NUS Women’s Officer will continue to work with support of Fair Agenda, EROC and The Hunting Ground Australia to lobby the government to reinstate this taskforce as a priority.
2. The NUS Women’s Officer will work with campus women’s officers (or the like) to promote the Fair Agenda petition and mobilise action to protest the government’s decision to shelve the taskforce.

Moved: Maddie Hedderwick (UWA)
Seconded: Megan Lee (UWA)

WOM 6.15 - Anonymous Reporting for Sexual Misconduct in Residential Communities

Preamble:
The results of the Australian Human Rights Commission’s National Survey revealed 94% of students who were sexually harassed and 87% of students who were sexually assaulted did not make a formal complaint or report to their university.

The Survey identified residential communities as a location with a relatively high prevalence of sexual assault and harassment. Of students sexually assaulted in a university setting in 2015 or 2016, 10% experienced the most recent incident at a residential college or university residence. Furthermore, while on 7% of students who completed the survey were living in a residential community, they represented 34% of the students sexually assaulted in a university setting.

The nature of residential communities imposes further barriers on the decision to report sexual misconduct. Perpetrators may be in a position of power, reducing the likelihood a survivor will report. Furthermore, submissions to the Commission indicated a fear they would not be believed because the perpetrator was popular within the college community, and a fear of being victimised as they lived with their perpetrator at the time. More must be done to support survivors of sexual assault in residential settings. In particular, reporting procedures must address these barriers to provide trauma-informed and survivor-oriented processes.

Platform:
1. The NUS recognises the higher prevalence of sexual misconduct within residential communities, and heightened barriers to reporting that face these survivors.
2. The NUS supports trauma-informed and survivor-oriented reporting processes for survivors of sexual assault.
3. The NUS supports the introduction of anonymous reporting of sexual misconduct in residential communities.

Action:
1. The NUS Women’s Officer will advocate for anonymous reporting policies for sexual misconduct on campus.
2. The NUS Women’s Officer will work with campus Women’s Officers and Residential Student Clubs to ensure universities and residential communities take genuine action.

Moved: Maddie Hedderwick (UWA)
Seconded: Amy Hearder (UWA)
WOM 6.16 - Seeya Sexual Assault Task Force

Preamble:

The Education Minister (Dan Tehan) has shelved a planned task force that would scrutinise university responses to sexual assault and harassment on campus. This task force would have held universities across Australia to account following reports of ongoing sexual assault, harassment and humiliating hazing rituals at residential colleges. Despite, in Tehan’s words, coming ‘so close’, to launching the task force, the new intake of students will be stuck in the same position as students have been in for the past 50+ years.

Platform:

1. That the NUS stands with survivors, and supports the effort to stop sexual assault and harassment on campus, and the hazing rituals carried out at many residential colleges across Australia
2. That the NUS continues in the effort to hold universities accountable for the reports they receive regarding hazing and sexual assault and harassment

Action:

1. The NUS condemns the Education Minister for shelving the Sexual Assault Task Force

Moved: Nicola Gulvin (Curtin)
Seconded: Maddie Hedderwick (UWA)

WOM 6.17 - Giving Birth to Inclusive Campuses for Student-Parents

Preamble:

Tertiary students with children, especially infant and school-aged children, are an often neglected demographic in both discussions about students and childcare affordability generally.

There is a serious lack of data about student-parents, which only enables governments and student organisations to neglect this small but important demographic.

Women take on a disproportionate amount of domestic work, especially related to childcare, so unaffordable childcare disproportionately hurts women and bars them from completing, or even starting, their tertiary education. This is hinders progress towards gender equality.

Expensive and unaffordable childcare is a major barrier to parents with young children wishing to start or complete their tertiary education as it means many face sacrificing their studies so they can look after their children or work to be able to afford Australia’s expensive childcare.

Platform:

1. The NUS supports the right for everyone to be able to complete their tertiary studies should they wish to and having children should not restrict this.
2. The NUS recognises that subsidised, or free, childcare on or near all tertiary education campuses is crucial to creating an accessible and inclusive tertiary education system.
3. The NUS recognises that a lack of data regarding student-parents only works to further hurt this demographic.

Action:
1. That the NUS will lobby for greater subsidies for on or near campus childcare services.
2. That the NUS will work with campus student organisations to conduct a nation-wide survey about student-parents to establish important data regarding student-parents nationally and include recommendations to tertiary education institutions to make campuses more inclusive and accessible.
3. That the NUS Women’s and Welfare Officers will work with campus student organisations to enable them to work with their education institutions to create free student-parent emergency kits on campuses to support student-parents on the ground.

Moved: Amy Hearder (UWA)
Seconded: Megan Lee (UWA)

WOM 6.18 - (Skill)Sharing is Caring and We Care About Women’s Departments and Collectives

Preamble:
Starting one’s tertiary education can be incredibly daunting for first-year students, especially those that are women-identifying or non-binary. Becoming involved in on-campus activities can make being on campus less intimidating and allows students to feel more at-home while studying. A lack of understanding about the various student-run departments and collectives, as well as and their function and the ways to engage with them becomes a significant barrier for students wishing to get more than just a degree. This applies especially to campus women’s departments and collectives.

Women’s organising on campuses around the country is at an all-time high, with these departments and collectives providing support for women-identifying students, non-binary students, and survivors, often in unparalleled ways.

There are many women’s departments and collectives nationwide that are underfunded and under-resourced, bestowing upon the NUS the duty to support these departments and collectives.

Women’s departments and collectives at tertiary education institutions have a large role, from organising social events to supporting individual survivors to providing safe spaces on campus, and it is crucial that women and non-binary students, especially those in their first year of study, are engaged effectively and are aware of the support they offer.

Platform:
1. The the NUS recognises the inherent value of autonomous women’s departments and collectives at tertiary education campuses.
2. The the NUS supports women and non-binary students in leadership roles, especially those leading autonomous departments and collectives.
3. That the NUS understands the difficulties women and non-binary students in leadership face and will work to combat this by providing assistance with institutional knowledge and resources.
4. That the NUS supports women’s departments and collectives in their activities on their campuses by providing crucial resources
and much needed support so that these departments and collectives can run effective and engaging campaigns, effectively organise on campus, and provide women and non-binary students the support they deserve to thrive during their time at a tertiary education institution.

5. That the NUS acknowledges the importance and value of skill and knowledge sharing as an effective way of supporting women’s departments and collectives.

Action:

1. That the NUS Women’s Officer update and redistribute across the country to affiliated organisations a ‘Women’s Officer Handbook’ that contains key resources of use, various contacts, and generally helpful information regarding running an effective and engaging autonomous women’s department or collective.

2. That the NUS Women’s Officer consults and works alongside Women’s Officers from affiliated organisations, as well as the student population, in order to determine the best way to engage women and non-binary students, especially first-years, and increase their understanding of, and engagement with, their campus' women’s department or collective.

Moved: Amy Hearder (UWA)
Seconded: Maddie Hedderwick (UWA)

WOM 6.19 - Free tampons and pads for all those who bleed

Preamble:

Tampons and pads are an important part of people who bleeds health. They are a necessary part of people's lives and as such should be freely available.

It should be recognised that not all women bleed, men bleed, non-binary people bleed, and as such everyone should have access to free tampons and pads.

Platform:

1. The NUS shall develop and run a campaign to encourage universities to stock free tampons and pads in all bathrooms.

Action

1. The NUS Women’s Officer will run a free tampons and pads campaign.

2. This campaign will include gender-neutral language and emphasis that all bathrooms should have free tampons and pads, as well as sanitary items disposal bins.

Moved: Aesha Awan (University of Newcastle)
Seconded: Maddie Hedderwick (UWA)

WOM 6.20 - Non-binary people belong in women’s spaces

Preamble:

Non-binary people belong in women’s spaces. They are subject to patriarchy in the same way women and and face similar disadvantages.

While women's spaces, such as women’s collectives and women’s rooms, should be open and welcoming of non-binary people.
Non-binary people are at the forefront of anti-abortion and pro-survivor movements and need to be recognised as integral to feminist movements.

Platform:
1. The NUS supports non-binary people as participants in women's spaces.

Action:
1. The NUS Women’s Officer will continue to include non-binary people as a cohort covered by their activities.
2. That NUS Women’s Officer will use gender neutral language to recognise that non-binary people form an integral part of women’s spaces.
3. That NUS encourages all affiliated student unions to recognise that non-binary people belong in their women’s collectives and should be able to run for women’s officer positions.

Moved: Aesha Awan (University of Newcastle)
Seconded: Finlay Nolan (Curtin University)

WOM 6.21 - Perpetrators Out of Parliament

Preamble:
Over the last year several allegations have come forward of NSW MPs who have been accused of sexual assault and harassment.

In the Greens, Jeremy Buckingham has been accused of sexual assault by Ella Buckland. He continues to occupy be third on Greens NSW MLC ticket for the 2019 NSW State Election, and also continues to hold office.

He has taken several defamation actions against people who have indicated their support for Ella Buckland.

In the ALP, Luke Foley faced allegations of sexual misconduct by Ashleigh Raper and has moved forward with suing the survivor. He has refused to resign from NSW Parliament.

People who come forward with their stories of sexual assault and harassment should be believed. Perpetrators have no place in political parties or Parliament.

Everyday that goes by with a perpetrator having the support of a political party, is another day that party tells survivors who are members, survivors who are in the wider community, that we will not stand up for you. This is a disgusting message to put forward.

Survivors should be believed. Their voices matter, and they deserve a place in politics. Perpetrators have no place in political parties or Parliament.

Platform:
1. The NUS supports survivors and iterates that perpetrators have no place in parliament.

Action:
1. The NUS support both Ella Buckland and Ashleigh Raper in their allegation and wholeheartedly believes them.
2. The NUS calls for both Luke Foley and Jeremy Buckingham to resign from NSW Parliament.
3. The NUS calls on the Greens NSW to remove Jeremy Buckingham from their ticket for the 2019 NSW State Election.
Moved: Aesha Awan (University of Newcastle)
Seconded: Megan Lee (UWA)

WOM 6.22 - Translators are needed for sexual assault and harassment reporting

Preamble:
Reporting sexual assault and harassment is can be a re-traumatic process. For those who English is not their native language, it makes the process more difficult. There is often a cultural and language barrier that can prevent people from reporting.

Currently, most universities do not offer extensive translator services when making sexual assault and harassment reports to the university.

For all survivors to be able to report, all must be able to access services and speak to counsellors in the language that they feel most comfortable.

It is therefore paramount that universities began to readily offer translators for survivors to avoid any language barriers.

Platform:
1. The NUS calls on all universities to provide translators for any students wishing to make sexual assault and harassment reports, so they may do so in the language they feel most comfortable using.

Action:
1. The NUS Women’s Officer working with the NUS Ethno-Cultural Officer and NUS International Officer will run a campaign pushing for translation services to be offered at all universities to all students when they access sexual assault and harassment reporting mechanisms and trauma counsellors.

2. The NUS Women’s Officer will work to help campus women’s officers to run campaigns on their own campuses and investigate which university currently do or do not offer translation services and the breadth of such service where they do exist and prepare a report for presentation at 2019 Education Conference.

Moved: Aesha Awan (University of Newcastle)
Seconded: Amy Hearder (UWA)

WOM 6.23 - TEQSA Standards NOW!

Preamble:
In order for universities to be accredited, they are required to abide by the various regulations and standards of the Tertiary Education Quality and Standards Agency outlined in Tertiary Education Quality and Standards Agency Act 2011.

Currently at Higher Education Standards Framework (Threshold Standards) 2015 2.4, there are standards pertaining to handling of student complaints and grievances.

There are no specific standards to how universities are expected to handle sexual assault and harassment complaints, reporting standards, disciplining standards, or basic counselling that they are required to provide.
Universities should have minimum standards on how they handle sexual assault and harassment on campuses. Failure to doing so has the potential to greatly harm the welfare of survivors.

Platform:
1. The NUS recognises the current TEQSA standards and regulations present the bare minimum that universities are required to do. These bare minimum standards should include specific standards around reporting, handling, and disciplining of sexual assault and harassment complaints
2. The NUS believes in a push for these new standards to be developed and implemented

Action:
1. The NUS Women’s Officer will work with relevant stakeholders such as End Rape on Campus, the Hunting Ground Australia and Fair Agenda, and campus womens officers/converners will work to develop specific standards around the reporting, handling and disciplining of sexual assault and harassment complaints to also include in TEQSA regulations.
2. The NUS Women’s Officer will organise campaigns to push the government to implement these standards in consultation with campus women’s collectives to implement these minimum standards.

Moved: Aesha Awan (University of Newcastle)
Seconded: Maddie Hedderwick (UWA)

WOM 6.24 - Stop protecting perpetrators in political parties

Platform:
With the global spotlight on sexual harassment and sexual assault, we have seen an increase in survivors coming forward to share their stories in this country.

On a student level, this has contributed to the national campaigns to end sexual violence on campuses and within residential colleges.

We are also seeing many incidents of survivors speaking out about workplace harassment and assault.

It’s disappointing to see that this behaviour is also occurring in our country’s parliaments. In 2018, we haven’t gone more than a few weeks without a news story exposing the behaviours of our politicians. This year alone, we’ve seen:

a. Senators and Members of Parliament screaming sexist phrases and slurs across the chamber at their women colleagues;
b. Women politicians accused of sexual promiscuity;
c. Sexually suggestive comments in Parliament;
d. The covering up of sexual harassment and assault allegations within political parties;
e. The mishandling of sexual harassment and assault allegations within political parties;
f. Sexual harassment and assault allegations against election candidates;
g. Sexual harassment and assault allegations against sitting members of parliament; and
h. The failure of political leaders to take action against known perpetrators of sexual misconduct.

These actions have involved almost all major and minor parties in both state and federal politics including but not limited to the Liberal Party, the National Party, the Labor Party, the Greens, One Nation and the Victorian Socialists.

Preamble:

1. NUS condemns state and federal politicians who perpetrate or fail to act against those who perpetrate sexual misconduct.
2. NUS reaffirms a person’s right to work or be in an environment free from discrimination, bullying and sexual harassment or assault.
3. NUS will not support any candidate or politician who has been substantiated allegations of sexual misconduct against them.

Actions:

1. The 2019 National Women’s Officer will ensure that candidates or sitting members who have allegations of sexual harassment or assault against them, are not asked to speak, present or attend any NUS rally, conference or event.
2. The 2019 National Women’s Officer will ensure that NUS is not endorsing or collaborating with candidates or politicians who have allegations of sexual harassment or assault.

Moved: Molly Willmott (University of Melbourne)
Seconded: Maddie Lucre (University of Technology Sydney)

WOM 6.25 - Let’s Talk About (it) Colleges!

Preamble:

The prevalence of sexual harassment and assault at universities is finally on the national agenda because survivors, women’s officers and activists have worked hard for decades to finally have their voices heard by universities, governments and the public. While we continue to see some long awaited leaps forward, they are often slow, disingenuous or littered with mistakes. The National Union of Students has a crucial role to play in continuing the work to end sexual violence at universities.

The ability to continue this campaign relies strongly on up-to-date data, statistics and accounts of the ongoing incidents that students face on campuses. The NUS Talk About It survey, launched in 2010 and repeated in 2015, finally put the spotlight on the prevalence of sexual violence in higher education institutions and led to a nationwide survey of over 30,000 university students.

However, the data from these surveys does very little to expose or document the experiences of sexual violence and hazing at university residential colleges. The information that we know from residential colleges is mostly from brave survivors and whistleblowers who are willing to come forward with their stories despite fears of repercussion.

Platform:

1. NUS recognises the importance of having up-to-date information on the experiences of students at residential colleges, to enable NUS to represent and stand up for students.
2. NUS recognises that college students face sexual violence and hazing at alarming rates and that colleges are failing to keep their students safe.
3. NUS recognises that the campaign to end sexual violence and hazing on university campuses and residential colleges is not solely the job of the National Women’s Officer and commits to
working collaboratively with the entire office bearing team to work towards ending sexual violence.

Action:

1. The 2019 National Women’s Officer, alongside the NUS research officer, will conduct the ‘Talk About (It) Colleges’ survey to gain data on the prevalence of sexual violence and hazing at residential colleges.
   a. The survey should be made in collaboration with organisations such as End Rape on Campus, Fair Agenda and affiliate organisations as well as a potential collaboration with the National Association of Australian University Colleges.
   b. The survey should use behavioural questions to obtain the most accurate data on the prevalence of sexual violence and hazing at residential colleges.
2. The Talk About (It) Colleges survey shall be run throughout the whole of 2019 with help from all National office bearers to ensure the highest possible response rate. The data should be collated at the end of 2019 to be released in a report in 2020.
3. The survey should be ready for roll out by semester 1 O-Weeks and should be solely focused on residential college students.
4. The National Women’s Officer will receive advice from the National Queer/LGBTI, Ethnocultural, International, Aboriginal and Torres Strait Islander and Disabilities Officers to ensure that the survey is inclusive.

Moved: Kate Crossin (National Women’s Officer)
Seconded: Sarah Tynan (Adelaide University)

WOM 6.26 - Close Down the Colleges

Preamble:
In 2017, the Elizabeth Broderick & Co review into USYD Colleges found that 12% of all attempted and completed sexual assaults occurred during a single week: Orientation week. In March 2018, End Rape on Campus (EROC)’s the ‘Red Zone’ report highlighted almost 100 years of incidents at residential colleges involving sexual violence and hazing. Each year we see more and more reports from students who have been sexually harassed, sexually assaulted or are victims of vile hazing rituals. Unfortunately despite decades of whistleblowing, survivor stories, reports and media coverage, universities and residential colleges have taken little action to end and prevent this behaviour.

Most residential colleges have long histories, many tied to religion, with many traditions and cultures that have grown over their lifespan. One of these common traditions is the ‘Old Boys’ cultures of students and alumni from those residential colleges, many of who go on to become prominent members of society within the church, politics or in corporations. This old boys club allows these young students (mostly men) to spend their years on college getting up to whatever they like, no matter how illegal or immoral that may be, with the comfort of knowing that their reputations will be protected and their futures will not be affected by their actions in their youth. This has resulted in hundreds of college alumni across the country having their misconduct throughout university covered up or ignored and their reputations left unscathed until brave whistleblowers come forward and risk their own reputations against the might of these institutions.

While residential colleges are allowing cultures of sexual violence and hazing to continue, many students are struggling to afford to pay their rent
or are being priced out suitable housing. It creates unnecessary stress and barriers to success when students are worried about whether or not they will be able to afford their rent or whether they will be able to find somewhere to live. For many prospective students, lack of affordable housing is also a barrier to accessing higher education in the first place. There is a serious lack of affordable housing options exclusively for university students.

Platform:

1. NUS recognises that residential colleges are failing to prioritise the safety of their students and the heads of colleges around the country are complicit in allowing the continuation of cultures of sexual violence and hazing.

2. NUS is committed to working with residential colleges to see the end to the ‘old boys’ cultures that breed unsafe living environments and is committed to working with universities and residential colleges to ensure the safety of all students.

3. NUS believes that residential colleges that fail to take serious and substantial action to end sexual violence and hazing should be closed down and repurposed into affordable housing and emergency accommodation for university students.

Actions:

1. In 2019 the main NUS Women’s department campaign shall be a continuation of the 2018 ‘We Will Not Be Silent’ campaign, with a heightened focus on residential colleges. This campaign shall focus on demanding that residential colleges take action and also focus on closing down residential colleges that continue to fail students with inaction on sexual violence and hazing, and will call for these buildings to be controlled by state/federal governments to be used as affordable public housing for students. This campaign will also include;

   a. Calling for residential colleges to be included in any further national surveys into sexual violence.

   b. Calling for residential colleges to be investigated by TEQSA and by any potential national taskforce that is set up to investigate sexual violence prevention at higher education institutions.

   c. Working with Fair Agenda, End Rape on Campus and The Hunting Ground Australia on ensuring that residential colleges are independently reviewed and are taking appropriate steps to end and prevent sexual violence and hazing.

Moved: Kate Crossin (National Women’s Officer)
Seconded: Sarah Tynan (Adelaide University)

WOM 6.27 - F*** Fred Nile- NUS says No to Zoe’s Law

Preamble:
The bodily autonomy of women and people with uteruses is the site of constant attack by right wing anti-choice groups and crusty old white men. 135 in every 1000 women in Australia will have an abortion at some point in their lives. As a pro-choice organisation we must stand up to attacks on people’s bodily autonomy which seek to strip them of their rights and place the life of a fetus above the rights of person with a uterus.

Fred Nile MP 84 year old, crusty white dude and member of the Christian Democrats has once again sort to take people with uteruses reproductive rights and autonomy back to the dark ages with his ‘Foetal personhood’ bill or Zoe’s law. This bill seeks to give personhood rights to fetuses over 24 weeks gestation, making it a crime to cause serious harm or death to a fetus - punishable by up to 10 years imprisonment.
Shamefully, the NSW premier Gladys Berejiklian has given the green light if re-elected next year to enact this draconian anti-choice law or reintroduce this legislation for debate in 2019. This legislation places people with uteruses at odds with doctors and the law. NSW as a state is seemingly becoming increasingly conservative in its attempts to control people’s bodily autonomy and reproductive rights. NSW is the last state to still have abortion listed as a crime. Legislation such as this places the state on a right-wing, conservative trajectory and sets a precedent to creating murkier and more restrictive abortion legislation the likes of which we have seen emerge in Trump’s America.

The NUS Women’s department and NUS as a whole has a role to play in continuing fight for reproductive rights which continue to be under attack even in 2018. Bodily autonomy and reproductive rights are still a relevant issue and thus must be a priority for NUS to continue to fight.

Platform:
1. NUS affirms that it is a pro choice organisation.
2. NUS condemns right wing attempts to strip away bodily autonomy, particularly through watered down attempts such as legislation to reclassify the legal status of a foetus.
3. NUS condemns Fred Nile and Gladys Berejiklan’s conservative anti-choice government and in their blatant attempt to control the bodies of people with uteruses.
4. NUS recognises that all right wing attempts to remove bodily autonomy must be opposed and fought against.

Action:
1. The 2019 National Women’s officer 2019 and NSW State Branch President will dedicate resources to supporting campus women’s officers and collectives throughout 2019 in their campaigns against this legislation.
2. The 2019 National Women’s officer and National Welfare officer, alongside other office bearers, will aid in the grassroots organizing against this bill and will coordinate NUS contingents and rallies to support legalising abortion in NSW.

Moved: Maddie Lucre (University of Technology Sydney)
Second: Sarah Tynan (University of Adelaide)

WOM 6.28 -Consent Matters- Student Safety over English Proficiency

Preamble:
The 2017 Human Rights Commission’s ‘Change the Course’ report found that 5% (or 7665) of international students in Australia are sexually assaulted each year, with more than a quarter of incidents happening in a university setting.

Consent Matters a UK created consent module has been rolled out in various universities across Australia as part of an attempt for universities to appear proactive on the findings of the AHRC survey. The implementation of ‘Consent Matters’ at universities around Australia has been a mixed bag, with some implementing it as mandatory, other voluntary and some not at all.

Australia has over half a million international students, and has many domestic students also come from culturally and linguistically diverse backgrounds where English may not be the language they feel most comfortable using or learning in when talking about sensitive subject matter such as consent, sexual assault and sexual harassment. Yet time and
time again when student advocates in university consultative groups have pushed universities to offer ‘Consent Matters’ in a variety of languages up front and without the need for a translation service many universities have flat out refused, stating that the english level of ‘Consent Matters’ is the expected english proficiency level of every student attending university.

Clearly the true priorities of university management are not about student safety, with english proficiency levels outweighing the importance of CALD students understanding important concepts like consent and sexual harassment in their preferred language and english level competency outweighing the safety of students.

NUS through the Ethnocultural, Women’s, Welfare and International departments have a great opportunity to engage in a united campaign to lobby the universities to be inclusive of all ethnic backgrounds and language groups through the push for universities to make Consent Matters easily accessible in multiple languages. NUS should also lobby for all universities to create comprehensive and accessible resources about the support services, university protocols and Australian legislations about sexual assault, harassment and consent and make these available in multiple languages.

Platform:
1. NUS recognises that international students are one of the most affected groups when it comes to the issue of sexual assault and harassment and yet were one of the most under reported and under examined statistics in the AHRC survey.
2. NUS believes that universities have a responsibility to uphold the safety of all students making sure that they understand and are aware of the nature of Australian drinking culture and college culture which sees disgusting acts of hazing, sexual assault and online bullying.
3. NUS is committed to ending sexual violence for all students at Australian post-secondary education institutions and residential colleges.

Action:
1. The 2019 National Women’s officer will continue to fight towards ending sexual violence experienced by international students by ensuring that all campaigns have a focus on the experiences of international and CALD students.
2. The National Women’s officer will work with the National International officer and the Council of International Students Australia (CISA) to run a campaign to ensure that all education and information in regards to student safety on campus is provided in languages other than english and is made and presented in ways that are consider different cultures and traditions.

Moved: Maddie Lucre (University of Technology Sydney)
Seconded: Kate Crossin (National Women’s Officer)

WOM 6.29 - NUS Women’s Officer Summit

Preamble:
NUS every year hosts the President’s Summit bringing together student association presidents from around the country from NUS affiliated universities to skillshare and build cross-campus connections. NUS President’s summit offers campus presidents an opportunity to criticise and direct the campaigns of NUS for the upcoming year as well as train them up with necessary skills for their office bearer positions.
In light of the Change the Course report by AHRC, women’s officers around the country have been engaged in lobbying efforts, actions and committees to change university sexual assault and harassment policies and university culture.

Many women’s collectives operate in hostile anti-student union, anti-activism universities which makes action on these campuses increasingly difficult. Women’s Officers face a number of problems both internally and externally when attempting to contribute to their universities response to the Change the Course findings and also in their attempts to organise on campus rallies and protests.

The introduction of a Women’s Officer summit will allow for Women’s Officers to share the successes and conflicts with working with and against university management to improve universities response to sexual assault and harassment. This means that we are changing the culture of universities as a whole, tackling this issues as a broad spectrum issue rather than in little pockets of universities.

University management have the luxury of being able to network and skillshare with NGOs, Universities Australia and other universities chancellors and boards working on their university’s response to the Change the Course report. Women’s officers, especially those at regional or isolated universities do not have the luxury of relying on other women’s collectives networks and do not have the ability to openly skillshare across the country.

This results in a lack uniform responses from student representatives and university policies that are mismatched and that differ in response from universities across the country with some implementing strong survivor centric policies, while others install more lights on campus for women’s safety.

Platform:
1. NUS believes that the best way to ensure student wellbeing across the country is for student representatives to be well equipped and have a uniform response to strategies to end sexual violence on campus
2. NUS supports skill sharing and encourages university student reps to come together and work collaboratively on issues as widespread as sexual violence

Action:
1. The 2019 National Women’s Officer will establish and run the first Women’s Officer Summit in February 2019, reaching out to all Women’s Officers on campuses to attend.
2. The desired outcome of the Women’s Officer Summit will be to provide training, information and support to Women’s Officers across the country and to coordinate the next steps in the NUS We Will Not Be Silent campaign
3. The summit will include:
   a. Workshops from relevant organisations (such as end rape on campus) about the history of women’s issues on campus
   b. First responder training for all women’s officers to ensure they are equipped in their roles to hear and be exposed to disclosures of sexual violence
   c. Skill sharing sessions in which Women’s Officers can share the relevant issues on their campuses and their strategies to combat issues
d. A feedback session in which campuses can give feedback to NUS about what direction they would like to see from the campaign to end sexual violence on campuses.

Moved: Kate Crossin (National Women’s Officer)
Seconded: Sarah Tynan (Adelaide University)

WOM 2.30 - We’re all* a bunch of hypocrites (*Maybe not all of us but most of us)

Preamble:
The 2017 NUS National Conference saw very little discussion or debate on policies from the Women’s Policy chapter. Debate on Women’s Policies lasted no longer than 45 minutes, resulting in only a very small amount of policies being passed or discussed.

Policies discussing the results of the AHRC Change the Course report into Sexual Assault and Harassment at Australian Universities were not given time for discussions on conference floor. This is largely due to certain factions filibustering on policies in the Queer chapter and another faction pulling quorum during the day. 2017 was one of the most crucial years for feminist activism in student unions and shamefully these factions deplorable tactics prevented the experience of survivors to be heard.

The findings of the AHRC report play a crucial role in how NUS as an organisation will lobby and protest universities to push for improving campus culture, university policies and how as a the National Union of Students we can support survivors on campuses all around the country.

Findings in the report found that in 2015/16, 166 students are assaulted per week in a university setting. This is something that should have been on the agenda of the National Union of Students and it is a disgrace that it was not once discussed.

In February 2018, Universities Australia held a national conference and failed to include the issue of sexual violence on their agenda. NUS put out a media statement condemning this huge oversight and how it is a slap in the face to those survivors who deserve to have this issue addressed. The actions of the National Union of Students and its delegates in 2017 are no better. This Union has many great activists and our national conference is a great platform to debate student issues, but it has failed to do its job when we are no better than the universities who prioritise financial interests over students safety.

For all those who decided it was more important to sleep in because you were hungover so we didn’t make quorum and for all those who decided that it was more important to reiterate the same policy over and over again, you silenced important discussion on how to support survivors as a student movement and as a Union, for that you should be ashamed of yourselves.

Platform:
1. NUS condemns the actions of its delegates and attendees of the 2017 National Conference for failing to prioritise key issues on conference floor
2. NUS recognises that the campaign to end sexual violence is one of the biggest campaigns in regards to student safety that our student movement has ever been a part of
3. NUS commits to prioritising the issue of sexual violence at all future national conferences and will do its best to ensure that issues of this kind are given the appropriate time on conference floor
Action:
1. The National Union of Students will prioritise the discussion of timely issues and issues of national importance at all further national conferences. In the future, if there are significant milestones to be discussed (such as the release of the Change the Course report), national conference will endeavor to prioritise these discussions.

Moved: Maddie Lucre (University of Technology Sydney)
Seconded: Kate Crossin (National Women’s Officer)

WOM 6.31 - Bye Bettina!

Preamble:
The prevalence of sexual violence on Australian campuses is no longer a question or a debate. It is a fact, backed by leading research and accepted by universities, governments, students and advocates, that sexual violence occurs at an alarming rate on university campuses and at residential colleges. There is no other common destination at which students are at most at risk of experiencing sexual harassment or assault.

Sex therapist Bettina Arndt claims that these statistics are false and that universities, the government and feminist activists are using them to promote a fake rape crisis on campuses with a purpose of demonising men. Arndt has made outrageous claims that women send mixed signals about sexual consent and that ‘no does not always mean no’ and she strongly believes that consent courses in universities should teach ‘don’t get raped’ as well as ‘don’t rape’. Arndt has embarked on a campus tour to speak to students about her beliefs (read: conspiracy theories) and ‘expose’ activists. Arndt is currently touring university campuses across the country to promote these theories.

Platform:
1. NUS condemns Bettina Arndt for belittling the experiences of survivors and making damaging claims about consent.
2. NUS stands with survivors and stands against all sexism and victim blaming.
3. NUS recognises that Arndt’s campus tour may have a harmful impact on the mental health of survivors and that these theories should be counteracted with evidence and sense.

Action:
1. The 2019 National Women’s Officer will provide campus Women’s collectives and activists with support to counter-protests against Bettina Arndt to ensure that these destructive theories are not continued without clear opposition.
2. The 2019 National Women’s Officer will continue to support and work with campus Women’s collectives to ensure that universities address sexual violence and the importance of consent.

Moved: Maddie Lucre (University of Technology Sydney)
Seconded: Sarah Tynan (University of Adelaide)

WOM 6.32 - Last to the Post - Decriminalise Abortion in NSW

Preamble:
NSW is currently the only state (or territory) in Australia where abortion is still a part of the Crimes Act from 1900. To legally obtain an abortion in NSW you must have a doctors support that indicates a baby would negatively affect your life through economical, social or medical reasons.
Without the permission of a doctor to obtain an abortion, a person accessing this medical procedure could face up to 10 years imprisonment.

NSW has the biggest population of any state in the country of 7,317,500 people. Statistically, people with uteruses make up 51% of that population and ⅓ of those will need to access an abortion at some point in their life. It is horrific that in 2018 we have a state where people with uteruses are being forced to require the permission from a doctor in order to ensure their life is lived how they want. It is reported on that doctors can and do say no. Forcing people to repeatedly source and relive potential trauma by telling multiple people about the pregnancy, to hopefully find a doctor who will let them have an abortion.

Platform:
1. NUS affirm it’s stance that every person should have a choice about what they do with their own body.
2. NUS maintain that abortion is a medical procedure that should NOT a criminal act.
3. NUS support women and gender diverse people and find it deplorable that people with uteruses continue to be patronised by a patriarchal culture that removes choice.

Action:
1. The NUS Women’s Officer will work with NSW campus Women’s Officers to give students appropriate information about how to access abortion safely, legally and affordably in NSW.
2. The NUS Women’s Officer will assist NSW campus Women’s Officers in organising actions around decriminalisation of abortion in this state. This support may include:
   a. Providing materials for actions.
   b. Organising an NUS contingent to actions.
   c. Assisting in logistic organisation.
   d. Liaising between campus Women’s Officers.
3. The NUS Women’s Officer will write to the NSW Minister for Women and express the need to decriminalise abortion in NSW.

Moved: Maddie Lucre (University of Technology Sydney)
Seconded: Sarah Tynan (University of Adelaide)

WOM 6.33 - Providing Rape and DV Services for Students on Campus

Preamble:
Every day, students and young people across the country become survivors of sexual assault and domestic violence. For many students, University becomes their only network of support and access to services. Many universities and student unions provide a lot of support for their students, but there is a lack of understand for students facing dire situations at home. We should be pushing for universities and student unions to provide access to thing such as a minimum amount of emergency housing places, emergency help loans people for escaping domestic violence, and specialized counselling for survivors.

Platform:
1. NUS is committed to providing adequate and comprehensive support to students who have experienced sexual assault and domestic violence.
2. NUS recognises that student unions and universities need to be doing more to help these students.

Action:
1. The NUS Women’s and Welfare department will work with universities, their student unions, welfare and women’s collectives to establish ways of implementing these services across campuses.

Moved: Adriana Malavisi (USYD SRC Delegate)
Seconded: Connor Wherrett (NSW SBP)

**WOM 6.34 - More! Free Sanitary Products**

Preamble
The Daniel Andrews Labor Government in Victoria, this year, announced that free sanitary products will be available in all female, gender neutral and accessible toilets in state school across Victoria. This is a vital step in removing stigma around menstruation felt by school aged children.

The idea behind this new policy is so that those who experience periods have the accessibility to menstrual products that before wasn’t there. Children who are embarrassed, or feel awkward asking office staff for products now no longer have to feel that discomfort and instead can have the products when and as they need it.

The importance of these products also being put in gender neutral bathrooms cannot be forgotten as it is not only women students who experience menstruation.

This kind of initiative needs to be taken into universities also, as university aged students also face challenges when it comes to menstruation, whether that be financial stress, or the times when you are simply unprepared.

Platform

1. NUS commends the important step taken by the Victorian Andrews Government for school aged children.
2. NUS believes that all students - primary, secondary, and tertiary - have the right to access free sanitary products within their bathrooms, and that these bathrooms not be restricted to women’s bathrooms.
3. NUS recognises that this is not just a women’s issue as it is not only women who experience menstruation.

Action
1. NUS will lobby all university student organisations to provide free sanitary items in all women’s and gender neutral bathrooms as well as queer and women’s autonomous spaces across their campuses.
2. NUS Women’s and Welfare departments will work on a campaign lobbying for universities to supply free sanitary items in all women’s and gender neutral bathrooms on campus.

Moved: Kate Crossin (National Women’s Officer)
Seconded: Alice Smith (University of Melbourne)

**WOM 6.35 - Remembering August 1**

Preamble:
On August 1st 2017, the Australian Human Rights Commission released the ‘Change the Course’ report, a collation of data, testimonies and recommendations arising from the national survey into the nature, prevalence and reporting of sexual harassment and assault at australian universities.

This day was a huge achievement for survivors, activists and advocates around the country as it represented the culmination of decades of work in
trying to expose the ongoing experiences of sexual violence on university campuses. With the release of this report, there is finally national research and statistics on the prevalence of sexual violence, which can be used to continue the fight on campuses.

Since the release of the report, sexual violence on campus has been put onto the national agenda. Each month there is a new story in the media, more whistleblowers and survivors are coming forward and universities are being held to account for their lack of action. But the work isn’t over.

A national day of action was held on August 1st 2018 with over 1000 students gathered at rallies and vigils across the country to commemorate students that have experienced sexual violence and to demand action from universities and residential colleges.

Platform:
1. NUS commits to continuing the fight to end sexual violence at universities and residential colleges
2. NUS acknowledges the need to commemorate survivors of sexual violence and pay respects to survivors, activists and advocates that have contributed to the decades long movement to end sexual violence on campuses.
3. NUS believes that August 1st should be a nationally recognised day to commemorate the fight to end sexual violence on campus
4. NUS would like to congratulate and thank all women’s officers, activists, advocates and survivors for their work in this area. Particularly those who helped make August 1st 2018 a successful day.

Action:

1. The National Union of Students will call and register August 1st as a National Day against Sexual Violence at Universities.
2. Each year on this day, the National Union of Students Women’s Department shall hold an event to acknowledge the history of the campaign and to further demand action from universities, residential colleges and governments. These events shall include, but not be limited to:
   a. National Day of Action
   b. Vigil
   c. Rally
   d. Lecture event with guest speakers
3. The National Day should be used to call out any universities or residential colleges who are failing to protect student safety and also to pay respects to the achievements of past campaigns in this area.

Moved: Kate Crossin (National Women’s Officer)
Seconded: Molly Willmott (University of Melbourne)

WOM 6.36 - #LetHerSpeak

Preamble:
The #metoo movement has seen survivors across the world find their voices and gain the courage to speak up about their experiences of sexual harassment and assault. We are continuously seeing women come forward with experiences in the workplace, at their universities or school. Survivors find the bravery to come forward and share their stories despite the potential public criticism, scrutiny and re-traumatisation they might face.
In Tasmania and the Northern Territory, it is against the law for a survivor of sexual assault to be named publicly. This law means that media outlets and journalists who include the name of a survivor, even with the survivors consent, can face prosecution. This law also extends to survivors themselves, preventing them from coming forward and sharing their stories. The maximum penalty carried for breach of this law in the NT is a fine in excess of $6000 or up to 6 months in jail.

Under existing law, survivors have to appeal for a special exemption by the Supreme Court in Tasmania so they can speak. This can cost in excess of $10,000 and there is no guarantee it will be granted. Survivors should not be financially penalised just so they can earn the right to speak.

In 2012, a Tasmanian publication was successfully prosecuted and fined $20,000 after publishing the name of a rape survivor, with the survivor's full consent.

Platform:

1. NUS stands with survivors of all forms of violence and believes in their right to share their stories
2. NUS condemns the TAS and NT parliaments for allowing this law to go unchanged and for silencing survivors
3. NUS commends Nina Funnell and End Rape On Campus for their continued work in the area of sexual violence especially their work to elevate and protect the rights of survivors to come forward and share their stories.

Action:

1. The 2019 National Women’s Officer will write to the relevant ministers and shadow ministers of both the Tasmanian and Northern Territory parliament, calling for these laws to be amended to say that no person or media outlet is entitled to reveal the identity of a sexual assault survivor, unless that survivor consents to waive their right to anonymity.
2. The 2019 National Women’s Officer will continue to work with organisations such as End Rape On Campus on campaigns like this one to ensure that survivors are not continues to be silenced.

Moved: Kate Crossin (National Women’s Officer)
Seconded: Molly Willmott (University of Melbourne)

WOM 6.37 - Including Non-Binary people in the conversation

Preamble:
Non-Binary and Non-Gender Conforming (NB) individuals are often shunned from womens spaces because they do not fit into the binary norms presented in society. Many NB people find themselves deeply uncomfortable in these spaces even though they are also oppressed by the patriarchy, and gender norms enforced by it.

It is further difficult for AMAB people (Assigned Male at Birth), because for a variety of reasons - they may be cis-passing, and feel ostracized and completely unwelcome in these spaces, regardless of the fact that they too are affected and oppressed by the patriarchy.

AFAB people (Assigned Female at Birth) also often find themselves uncomfortable in these spaces as well, because, while they have directly experienced the patriarchy, their gender is often forgotten and dismissed, especially if they are more fem/femme identifying, and misgendering is common.
There are certain circumstances across the country where non-binary people are excluded from women’s spaces, which is a troubling example of the rise in Trans Exclusionary Radical Feminism.

Platform:
1. NUS recognises Non-Binary and Gender-Non Conforming as valid genders
2. NUS recognises the difficulties that Non-Binary people can have, particularly in regards to acceptance from all aspects of community
3. NUS recognises that the best way to have a quality education, and the best way to have access to education is when students are comfortable at university. This is particularly important when students are participating in activist groups such as women’s collectives.

Action:
1. The NUS 2019 Women’s Officer will work directly with the NUS Queer Officer to investigate the best ways to make women’s spaces more welcoming to Non-Binary People
2. The NUS 2019 Women’s officer will create posters and fliers that are to be handed out to universities for their women’s spaces to show that non-binary people are welcome.
3. All affiliated universities will work to ensure that their women’s spaces and women’s collectives are inclusive of non-binary people and all women, regardless of their gender assigned at birth.
4. The NUS 2019 women’s officer is to remind all women’s officers on a campus level through their emails of the importance of pronouns, and use of ‘pronoun rounds’ at the beginning of meetings

Moved: Sarah Tynan (University of Adelaide)
Seconded: Molly Willmott (University of Melbourne)

WOM 6.38 - AHRC - Continuing to Change the Course

Preamble:
In 2015/16, the Australian Human Rights Commission conducted a national survey of university students on the prevalence of sexual harassment and sexual assault at universities. The results of this survey were collated into the Change The Course report, released on August 1st 2017.

Universities were asked to commit to a follow up national survey to be conducted within 5 years of the original survey, most of which have done so. Should this follow up survey happen on time, it is possible that it will be conducted in 2020, meaning the process of preparing this survey will begin some time in 2019.

The AHRC survey was given $1 Million in funding from Universities Australia, the peak organisation for universities in this country. This posed a massive conflict of interest, as universities have proved time and time again that they prioritise their reputations and financial interests over the safety and wellbeing of their students.

Universities Australia’s funding allowed them to have a disproportionate amount of control over the questions and direction of the survey.

Platform:
1. NUS supports a follow up national survey on the prevalence of sexual assault and sexual harassment at universities
2. NUS condemns Universities Australia on their overstep in the previous national survey
3. NUS will ensure that students are represented in the creation and rolling out of the next national survey

Action:
1. The 2019 National Women’s Officer will work with End Rape on Campus to;
   a. Call on the federal government to provide the funding for the next national survey
   b. Ensure that the survey is constructed and rolled out in a way that will ensure maximum and accurate responses
   c. Ensure that student voices are represented in the creation of the national survey
2. The 2019 National Women’s Officer will not support Universities Australia having a disproportionate roll in the creation and roll out of the next national survey.

Moved: Molly Willmott (University of Melbourne)
Seconded: Sarah Tynan (University of Adelaide)

WOM 6.39 - Mandatory Sanitary Items etc etc

Preamble:
For students who menstruate, pads and tampons are a necessity.

Considering that students are already in a vulnerable position, additional costs only place further financial burdens on students.

Platform:

1. The NUS believes that feminine hygiene products and sanitary items should be provided to students at no cost, given that it is a necessity.

Action:
1. The 2019 NUS Women’s Officer will lobby for universities to provide free sanitary items in university toilets and on-campus accommodation.

Mover: Annabelle Romano (La Trobe University)
Seconder: Lois Villar (La Trobe University
Supporting Women in Sport - Changing Facilities

Preamble:

WOM 6.40 - Women in Sport

Preamble
The South Australian Liberal Government has cut the $10 million commitment by the previous labor government in funding to provide more female change rooms throughout SA. There are 150,000 girls and women enrolled in sporting clubs throughout SA, but a lack of adequate changing rooms to support them.

This leads to the use of males change rooms or a deterrent from participation.

Given the success of the AFLW and the growth of women’s sport at both competitive and grassroots levels, a lack of support in facilities where women at professional levels get changed into their uniform in cars is simply outrageous.

Platform:
1. NUS condems the SA Liberal government cuts to the program.
2. NUS believes women should have access to change room facilities

Action:
1. That the NUS Women’s officer is aware and campaigns against these unjust cuts, and the women’s officers at universities to ensure that respective campuses have adequate changing facilities for women

Moved: Grace Dixon (UNISA Delegate)
Second: Annabelle Romano (La Trobe Delegate)

WOM 6.41 - National Sexual Assault Taskforce now!

Preamble:
Sexual assault, harassment, and hazing behaviour on campus and in residential colleges is a national crisis and many universities and colleges are either in denial about the seriousness of the issue or have been slow to act.

Earlier this year, the Federal Government privately indicated its support for a sexual assault task force which would oversee the response of universities and residential providers with the intent on ensuring they were responding adequately to this national crisis.

Platform:
1. The NUS stands with survivors of sexual assault, harassment, and hazing.
2. The NUS notes the critical importance of establishing a national taskforce into sexual assault and harassment in university settings as well as residential providers.

3. The NUS condemns cover ups and denial of this issue by many universities and residential providers.

Action:
1. The NUS will continue to call for a national taskforce into sexual assault in universities and residential colleges.
2. The 2019 National Women’s Officer will write to Education Minister Dan Tehan to request an urgent meeting to discuss the urgent need for a national taskforce.

Moved: Grace Dixon (University of South Australia)
Seconded: Kathryn Venning (Flinders University)

WOM 6.42 - Women in Higher Education Week

Preamble:
Bluestockings/Women in Higher Education Week aims to explore the experiences of women within tertiary education as well as celebrate the achievements made thus far.

The first generation of female university students were called ‘bluestockings’, bluestocking week celebrates the achievements of women in higher education who have paved the way for women today.

Bluestockings/Women in Higher Education Week has since then become a means to celebrate and encourage more women to become involved in higher education.
Unfortunately, a sad reality is that only very few universities acknowledge bluestocking/women in higher education weeks, thus there are a lot of women missing out on the true meaning of celebrating women’s success’ within higher education.

Platform:
1. NUS is committed to ensuring that campaigns which support women in higher education are acknowledged and appropriately advertised, in order to encourage the movement of more and more women into higher education.
2. NUS is committed to promoting women within fields which were previously male-dominated and adapting a culture where men and women are treated equally within their degrees, thus promoting this culture in their work places.
3. NUS believes that celebrating Bluestockings/Women in Higher Education Week positively promotes and encourages more women to become involved in higher education.

Action:
1. The NUS Women’s Department will continue to commit to running a campaign week centered around the Bluestockings movement and women in higher education.
2. That the NUS womens office will contact all womens officers across campus’ in Australia and assist them in organising and running bluestocking/women in higher education weeks.
3. The NUS womens department will run a national and active campaign on bluestockings week, and encourage a campaign at a university level, to encourage the growth of women within higher education.

Mover: Lois Villar (La Trobe University)
Seconder: Adriana Malavisi (USyd)

WOM 6.43 - Pap Smears and (yo)Unions

Preamble:
A Pap smear (cervical screening test) is a routine test given to women aged 18-69, every 2 years to help prevent cervical cancer.

In 2017 Cancer Council Victoria introduced the cervical screening test for women aged 25-74. Unfortunately a lot of young women are unaware of the importance of Pap smears, Pap tests or cervical screening tests and are not educated about the procedures, their differences and similarities, and what to expect

Platform:
1. The NUS believes in the importance of getting pap smears and/or cervical screening tests for women and their health for the purpose of early detection and/or prevention of several diseases.
2. The NUS encourages education around testing and understand the importance of these tests
3. The NUS encourages all Australian universities and Student Unions/SRCs to act on spreading awareness and making pap smears and/or cervical screening tests more available to students.

Action:
1. The NUS Women’s Department will run a campaign around the importance of getting regular Pap smears and/or cervical screening tests for women and their health.
2. The NUS Women’s Department will assist Student Unions/SRCs to partner with local clinics to help students book appointments for these tests and to help students understand what to expect when going in.
3. The NUS Women’s Department will assist universities with creating information sessions and/or booklets to educate young women on the importance of being tested and break the stigma that’s associated with getting tested.

Mover: Lois Villar (La Trobe University)
Seconder: Adriana Malavisi (USyd)

WOM 6.44 - Supporting and Encouraging Women in STEM

Preamble:
Many scholars have noted that fields of science, technology, engineering and mathematics have remained predominantly male dominated.

In higher education only 35% of all students enrolled in STEM-related fields are females.

There is a strong male dominated presence within STEM degrees and fields and there needs to be a recognition of equality by encouraging more females into STEM courses and careers.

Platform:
1. The NUS acknowledges that STEM degrees are male dominated and encourages women to get involved in STEM degrees and careers
2. The NUS is committed to ensuring that women in STEM fields are appropriately supported and encouraged in their respective fields.

Action:
1. The NUS will lobby vice chancellors of universities to introduce scholarship programs for females in STEM degrees, in order to encourage women within the courses
2. The NUS Women’s Department will run an active campaign encouraging women to take part in STEM degrees and work alongside student unions across Australia to promote STEM degrees to women, particularly in O-Week.
3. The NUS Women’s Department will run a campaign with Student Unions/SRCs surrounding education and awareness of STEM fields and the status of women in STEM fields.
Mover: Lois Villar (La Trobe University)
Seconder: Adriana Malavisi (USyd)

WOM 6.45 - Mandatory Consent Modules & Consent Training

Preamble:
Unfortunately, sexual assault and harassment on campus is still alarmingly predominant among Australian university campuses.

In 2016, Australia’s 39 universities supported the AHRC to conduct the survey into sexual violence, and the results found that 1 in 10 women had been sexually assaulted on campus.

Often female students living on campus who experience one or another form of sexual assault/harassment are reluctant to report their experiences, or do not have the proper means to do so. Further, there is currently no module in place for those who live on campus, in relation to behaviour, respect, and addressing these issues.

Platform:
1. The NUS believes that addressing sexual assault and harassment on Australian campuses should be on the top of the priority list, and that providing mandatory modules and training around consent is one important step towards addressing these issues.
2. The NUS strongly urges all Australian universities to act on ending sexual assault and harassment on campus.
3. The NUS strongly advocates for consent training across all Australian universities to aid in ending sexual assault and harassment on university campuses.

Action:
1. The NUS Women’s Department will work together with universities to ensure that consent modules are made mandatory for students staying on campus.
2. The NUS Women’s Department will work together with Student Unions/SRCs to promote education on campus assaults, and encourage people to speak out if they see/hear/know something.
3. The NUS Women’s Department will assist Student Unions/SRCs in organising consent modules and/or workshops for students, particularly those who live on campus, in relation to education around sexual assault and respect on campus.

Mover: Lois Villar (La Trobe University)
Seconder Adriana Malavisi (USyd)
LGBTI Policy

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LGBT 7.1 - Gender-Neutral Bathrooms Now!

Preamble:
This motion calls for a unity in the campaigning for Gender-Natural bathrooms and facilities across Australia. It calls for Gender neutral bathrooms to be implemented in Universities in every level in new buildings, and in old building on every second level. Accessible bathrooms won’t be taken away. Sanitary bins will be included in all bathrooms. AQSN and NUS will work on a campaign to ensure this is held as a standard. They will also look into legislative reform for the wider community, not just universities.

All-gender/Gender Neutral bathrooms are an important resource, because they allow Trans, Nonbinary and Gender Diverse individuals to use the facilities they need without contributing to their gender dysphoria. They can also serve as a haven from gender policing and transphobic violence — as gendered spaces can be physically unsafe for transgender, gender diverse, and gender nonconforming people

Platform:
1. AHRC Reports Queer, trans and gender diverse people are over represented in statistics around sexual assault and violence, along with other forms of queerphobic violence. The AHRC report into sexual violence on campuses found that: “…trans and gender diverse students were […] more likely than [cis] women or men to have been sexually assaulted (16.2%) in 2015 and/or 2016,

2. And also that: “…trans and gender diverse students were more likely to have been sexually harassed (72%) and more likely to have been sexually harassed in a university setting (45%) in 2016 than [cis] women or men.”

3. “Excluding incidents which occurred while travelling to or from university, 42% of trans and gender diverse students were sexually harassed in a university setting in 2016.

Action:
1. NUS Strongly recommends the implementation of gender-neutral bathrooms on every level of each new building or facility constructed by university administrations and student unions at all affiliated universities,

2. NUS strongly recommends the adaptation (by university administrations and student unions) of bathrooms with and without urinals on at least every second floor of each and every already-existing university building to gender neutral bathrooms,

3. NUS removes all gendered terminology from signage on facilities that are being adapted from previously gendered bathrooms,

4. NUS asks university administrations and student unions to ensure the bathroom facility closest to that university’s queer lounge or queer space, where one exists, is gender neutral,

5. NUS asks that these gender-neutral bathrooms created be:
   a. Multi-stall;
   b. Equipped with sanitary bins;
   c. And labelled as “all-gender” or “gender-neutral” in a clear and accessible manner.

6. NUS strongly recommends that sanitary bins be installed in all bathrooms, gendered, mobility accessible and gender-neutral bathrooms alike

7. NUS reaffirms and emphasises the importance of accessible gender-neutral bathrooms, noting the importance of not replacing mobility accessible toilets with gender neutral bathrooms,

8. NUS implements this structure as the national propositioned standard for universities Australia wide,
9. That NUS Queer/LGBTI Officers run a gender neutral-bathrooms/All-gender bathroom campaign as part of their term in 2019, along side the Australian Queer Students’ Network,

10. That NUS Queer/LGBTI Officers campaign for national legislative change to ensure that all buildings that are built and accessible to the public include a gender-neutral bathroom that is not also a mobility accessible bathroom, along side the Australian Queer Students’ Network.

Moved: Dashie Prasad (UTS Delegate)
Second: Kat Joans (Curtin Delegate – Proxy)

LGBT 7.2 - QO’s who have our backs!

Preamble:
Queer autonomy is really important for queer students to be adequately represented at student unions. This motion reaffirms the importance of self-determination for Queer Office bearers.

Action:
1. Reaffirms the importance of the autonomy and self-determination of campus queer collectives - particularly the autonomous determination of officer candidates by queer collectives or equivalent bodies,
2. Encourages that candidates for Queer representatives in student unions be endorsed or preselected on the basis of their prior involvement and experience within said queer collectives or equivalent bodies,
3. Where possible, endorses the election of candidates for Queer representative positions or offices through transparent processes that place a central importance upon autonomy of queer collectives or equivalent bodies.

Moved: Dashie Prasad (UTS Delegate)
Second: Kat Joans (Curtin Delegate – Proxy)

LGBT 7.3 - Ace-Aro people are Queer too!

Preamble:
Asexual, Aromantic and people on the spectrum have had discourse about those identities excluding them from being involved in queer communities and even being erased in their identities. Erasure of these experiences creates a hegemonic experience of what queerness is and further also means that their struggles aren’t addressed and recognised as similar ones to those of other queer people.

Platform:
That the NUS notes:
1. Ace/Aro people have been systematically erased from the queer community
2. Ace/Aro people are oppressed in similar ways to other LGBTQAI+ people
3. According to the 2017 report on Sexual Assault and Harassment on University campuses by the Australian Human Rights Commission, Asexual people made up the 2nd highest sexuality-based identity group (at 15%) for being more likely to be sexually harassed in 2015 and/or 2016.
4. Ace/Aro people are the targets of corrective rape and assault at similarly high rates to other people within the LGBTQAI+ community.

Action:
1. That the NUS reaffirm the position of Asexual, Aromantic and people on the Ace/Aro-spectrum as being members of the Queer Community,
2. That NUS actively includes Asexual, Aromatic, asexual-spectrum and aromantic-spectrum people under the NUS Queer/LGBTI Portfolio and seeks to organise and build campaigns around their concerns,
3. That NUS includes asexual-spectrum and aromantic-spectrum people in their Equal Health Now campaign and all future relevant campaigns.

Moved: Dashie Prasad (UTS Delegate)
Second: Finlay Nolan (National Executive), on behalf of Kat Joans (Curtin Delegate – Proxy)

LGBT 7.4 - Queer Collaborations- not unrepresentative

Preamble:
Queer Collaborations (QC) is the national Australian queer student conference for tertiary students. It is a platform for queer student leaders to come together and collaborate on advocacy projects and campaigns, share knowledge and resources and devise national policy with the aim to help connect queer students across Australia.

Platform:
That the NUS notes:
1. That Queer Collaborations has been an annual conference since 1991
2. That Queer Collaborations is the only annual conference for queer students in Australia
3. That Queer Collaborations have affirmed itself and has asked for better recognitions from NUS

Action:
1. That NUS Asserts Queer Collaborations is the largest and most representative queer student conference in Australia
2. That NUS acts accordingly to recognise the recommendations, policies and endorsements put forward by Queer Collaborations
3. That NUS recognises that there has been continued disregard for policies, recommendations and endorsements of candidates put forward by Queer Collaborations by the NUS as a direct neglect and feeds into institutional Queerphobia
4. That NUS Queer/LGBTQAI officers in 2019 will assist and wherever possible give financial aid in organising Queer Collaborations 2019

Moved: Dashie Prasad (UTS Delegate)
Second: Kat Joans (Curtin Delegate – Proxy)

LGBT 7.5 - Let’s End Queer Youth Homelessness

Preamble:
The Australian Queer Student Network’s (AQSN’S) Ending Queer Youth Homeliness campaign (EQYH) was launched at Queer Collaborations 2015 with a photo petition and action at the Australian Parliament House.

Since then, content has been written for a website supporting on-campus campaigns for queer spaces, crisis accommodation and queer/LGBTQIA+ scholarships and to link people in need with resources on and off campus.

The campaign saw a “Homes for All” stall run by AQSN and the NSW & ACT Queer Student Network for the 2016 Mardi Gras Fair Day in Sydney, as well as a “Homes for All” float in the Sydney Mardi Gras Parade.

Last year, the EQYH campaign helped draft a motion for the Australian Senate to call for national research to be compiled on this issue, and to integrate specific action plans for queer/LGBTQIA+ people into state and territory-based homelessness and crisis living plans. This motion resulted in a tie, meaning it was narrowly defeated in Parliament.

This year, some queer collectives across the country joined together to make EQYH their theme for this year’s International Day Against Homophobia, Biphobia, Intersexism and Transphobia (IDAHOBIT), resulting in new partnerships between uni staff, students and external organisations, raised awareness of the issue and over $500 worth of fundraising for the campaign.

Since this work began, the housing situation in Australia has worsened, with public housing selloffs by state governments alongside a marked increase in forced evictions of homeless people from cities and the closure of public services.

Platform:

1. Rates of queer youth homelessness are disproportionately high according to the limited research conducted in Australia and the more comprehensive studies conducted internationally. These rates are even higher for young trans people.
2. Many queer collectives face issues of members becoming homeless or requiring crisis housing support services on an annual basis, with some having no easily-accessible option for those students affected.
3. Homelessness and crisis housing situations can lead to increased rates of anxiety, depression, suicide, isolation and other harmful impacts on mental health, in addition to detrimental effects on study, work and relationships.
4. Homelessness disproportionately impacts other intersections of identity such as Aboriginal and Torres Strait Islander people, international students, people with disabilities and women to name a few.

Action:

1. That NUS endorses AQSN’s EQYH campaign, and encourages queer collectives, queer officers, NUS and other organisations nationally to get involved with the campaign through volunteering and offering resources where able.
2. That NUS instructs the LGBT Officer to collaborate with peak student representative bodies and other willing organisations to share knowledge and resources and to organise joint actions/events on homelessness and AQSN actively.
3. That NUS calls on all universities to work with queer collectives and student representatives to organise accessible and queer-friendly crisis accommodation and queer/LGBTQIA+ scholarships for vulnerable students.
4. That NUS calls on all universities to work with queer collectives and representatives to work towards providing safe, 24/7 queer spaces on all campuses.
5. QC18 calls on all universities to provide training on queer issues for counsellors, psychologists and other support staff.
6. That NUS calls on all levels of government in Australia to provide safe, accessible and queer-friendly homelessness and crisis support services nationally, including domestic violence centres.
7. That NUS calls on the federal and state/territory governments to collaboratively produce research on queer/LGBTQIA+ homelessness to assist them and non-government organisations in addressing the issue.
8. That NUS rejects the selling off of public housing by state governments in recent years. Further, QC18 calls on all levels of government to end the practice of “designing-out” homeless populations from urban areas, and from forced evictions of homeless populations. Instead, QC18 advocates for a greater level of affordable and public housing in Australia.
9. That NUS recognises and thanks the great activists that have worked tirelessly for the EQYH campaign, particularly Dylan Lloyd as the convenor of this campaign over the past 3 years.

Moved: Dashie Prasad (UTS Delegate)
Second: Kat Joans (Curtin Delegate – Proxy)

LGBT 7.6 - Safe Schools: Why Won’t Anyone Think of the Children?

Preamble:

Following the Federal Liberal Government’s decision in 2017 to axe the Safe Schools programme, several State Governments carried the program on independently of the Federal Government. In South Australia, Safe Schools funding was continued under the Labor Government, but was axed following the March 2018 election which saw a Liberal Government elected. Safe Schools promotes inclusion, understanding and empowered queer youth, and a non-specific anti-bullying programme does not fill the gap for young queer students.

Statistics surrounding queer youth mental health in Australia are bleak. Beyond Blue found that 61% of queer young people reported experienced verbal abuse, and 18% reported physical abuse. Queer youth also experienced higher risks of anxiety, depression and suicide. The National LGBTI Health Institute reported that these statistics were even worse among trans youth.

Years of generic anti-bullying programmes have failed to adequately address these concerning statistics among queer young people. Specific programmes, targeted directly at education and reducing the causes of bullying, are vital in reducing abuse and saving lives.

Platform:

1. NUS believes in the safety, health and education of all students, regardless of sex, gender identity or sexual orientation.
2. NUS recognises that children learn best when they are in safe, inclusive environments.
3. NUS accepts the importance of educating young people and the wider community on issues of sexual orientation and gender identity in reducing bullying and discrimination, and promoting the safety and wellbeing of queer people.
Action:
1. NUS stands in solidarity of inclusive education regardless of one’s gender or sexuality.
2. NUS supports the re-implementation of Safe Schools funding throughout the country at State and Territory levels until a national programme can be re-implemented.
3. The NUS LGBTI Department will campaign for the reintroduction of Safe Schools programmes across Australia, and for the promotion of queer-focussed sex education materials on university campuses.

Moved: Sarah Tynan (University of Adelaide)
Seconded: Andrew Sanders (La Trobe University)

LGBT 7.7 - Gay Conversion Therapy

Preamble:
Founded by fundamentalist churches in America in the early 20th century, gay conversion therapy has been used to oppress and terrorise members of the queer community for decades. Gay Conversion Therapy relies on the incorrect idea that sexuality is something that can be chosen, shaped or changed at will.

While extreme practices such as chemical castration, lobotomies and electric shock therapy have faded out due to the LGBTQIA rights movement, insidious and non medical conversion therapy remains alive and well in Australia under the guise of “counselling” run through churches and other organisations.

While these practices are less physically invasive than the original conversion methods, they are exceptionally destructive and widespread. All credible medical and psychological organisations in Australia who have formed policy regarding gay conversion therapy agree that it does not work and that it may cause long-term damage in those subjected to it. Gay Conversion therapy is abusive, and is often used on minors.

Platform:
1. NUS condemns Gay Conversion therapy and all forms of counselling, non-medical and medical intervention intended to change a person’s sexual orientation as inherently homophobic.
2. NUS believes that Gay Conversion therapy intended to ‘correct’ a person’s sexual orientation should constitute a criminal offence.

Action:
1. The NUS Queer Department will campaign for the criminalisation of gay conversion therapy throughout Australia in 2019.

Moved: Sarah Tynan (University of Adelaide)
Seconded: David Elliott (University of Adelaide)

LGBT 7.8 - Training for Staff and Student Counsellors

Preamble:
The Australian Human Rights Commission has found that queer identifying people face higher than average levels of discrimination and abuse throughout their lives. It found that 6 in 10 will experience verbal homophobic abuse; 2 in 10 will experience physical homophobic abuse; 1 in 10 will experience other forms of homophobia and that rates for transgender men and women are significantly higher compared with the rest of the queer community.
Despite this, according to the Australian LGBTI Guide, a majority of Universities do not have queer specific policies to protect queer-identifying students from harassment. There is a lack of staff training in how to respond to instances of discrimination and harassment, and a lack of queer-specific counselling services for students. Some University’s counselling services are contracted through an external company, and are not subject to the same rules as employees directly employed through the University or Union.

Platform:
1. NUS recognises that queer identifying students may face different, specific issues when attending University, and that University staff must be equipped and understanding of these issues.
2. NUS recognises that Universities must be safe and inclusive for all students, including queer identifying students.

Action:
1. The NUS Queer Department will campaign with and assist relevant affiliate student unions for queer specific training for University Staff.
2. The NUS Queer Department will campaign with and assist relevant affiliate student unions to introduce or improve queer specific training for University Counselling staff, queer specific counselling services and improved policy against harassment and discrimination.
3. Where affiliate campus counselling staff are employed externally and are not held to the same rules and training specifications as other University Staff, the NUS Queer Department and the NUS Welfare Officer will assist the relevant campus student representatives in investigating alternatives routes for staff to receive the appropriate training.

Moved: David Elliott (University of Adelaide)
Seconded: Sarah Tynan (University of Adelaide)

LGBT 7.9 - Queer Officers and Queer Spaces 24/7

Preamble
Queer students face many unique issues in their lives due to their sexual orientation and gender identity. Harassment and discrimination are not uncommon on and around campus.

Because of this, it is vital to ensure Queer students are represented within their Universities through their Queer Officers, Queer Spaces, Departments and Collectives, and that Queer students are able to access these resources easily and readily.

However, some NUS affiliate organisations do not have specific representation for queer students and are lacking a Queer Officer, a queer space or both. Among even more affiliate organisations; queer rooms are inaccessible after certain hours, or generally inaccessible- excluding queer students with disabilities. Privacy of queer spaces is also paramount- students should not have to ‘out’ themselves to access these spaces- queer spaces should not require sign up and swipe card access to use.

Platform
1. NUS recognises the importance of representation of oppressed or marginalised groups and acknowledges the importance for these groups to organise autonomously.
2. NUS affirms the need for affiliates to create autonomous Queer Office roles.
3. NUS affirms the need for Universities to provide accessible, adequate, privacy and privacy conscious spaces for autonomous queer rooms on campus.

Action:
1. NUS Queer Officers will assist affiliate student organisations in creating autonomous queer representatives within their structures.
2. NUS Queer Officers will assist affiliate student organisations in campaigning to their University to dedicate space for accessible and adequate space for autonomous queer rooms on campus.
3. NUS Queer will assist affiliate student organisations in campaigning to their University for improved and more accessible queer spaces, where current spaces exist but are not adequate ie not accessible, not 24 hour, requires sign up.

Moved: Joshua Steele (UniSA)
Seconded: Sarah Tynan (University of Adelaide)

LGBT 7.10 - Queer Collectives Should Be Activism-Oriented

Preamble:

Many student unions across the country host queer collectives, which are autonomous groups of queer/LGBTI students. These queer collectives undertake a variety of activities such as activism, social events, operating safe spaces, and the provision of resources (e.g., safe sex supplies).

Most queer collectives are funded wholly or predominantly by SSAF contributions to their student union. And owing to the fundamental inadequacy of SSAF, many of these collectives operate on highly limited budgets. Collectives thus must choose which of the above activities to direct their limited funding to.

The extent to which individual collectives focus on activism or social events, and the proportion of their time and funding allocated to each, varies between collectives. Some collectives are almost exclusively committed to activism whereas others are predominantly social groups. In many collectives, their orientation in terms of activism vs socialising changes over time with changes in membership, and a collective’s priorities may be hotly contested by members.

In some collectives, the issue is further complicated by intervention from university management, who use methods such as actual or threatened withholding of funds, any constitutional powers they may have over a given student union, and refusal to officially recognise queer collectives as they do other student groups, to stifle activism by queer collectives. With queer collectives as with student unions generally, universities are often hostile to activism and prefer student organisations to either function as service providers or not function at all.

Queer/LGBTI students still experience multiple disadvantages and forms of marginalisation at university. These include prejudiced behaviour by staff and other students, inadequate or non-existent queer/LGBTI inclusive sex education, refusal to recognise their gender identities and expressions,
and many others. There is a substantial need for ongoing activism by students on these and related issues.

Platform:

1. NUS believes queer collectives should be oriented primarily towards activism. While queer/LGBTI specific social events can have positive impacts on queer/LGBTI students’ wellbeing and do fall within collectives’ purview, socialising is a secondary purpose of collectives, which exist primarily to engage in activism that improves the lives of queer/LGBTI students.

2. NUS understands that SSAF contributions paid by students should ultimately be spent on meaningful activism, advocacy, and other activities befitting a union. Spending disproportionate amounts of student money on social events for small numbers of students in specific social circles is politically and ethically dubious. Money thusly spent is money withheld from the meaningful activism which queer/LGBTI students require.

3. NUS recognises that spending student money on substances such as alcohol for small numbers of students is especially questionable. There is no compelling argument that alcohol purchases for individual students improves outcomes for a university’s queer/LGBTI community at large.

4. NUS rejects all attempts by university management to undermine activism by queer collectives and student unions more generally and demands that universities recognise all queer/LGBTI student groups on their campuses.

Action:

1. The National Queer/LGBTI Officers will contact and work alongside all campus queer/LGBTI officers to foster an activist orientation among their queer collectives and implement the platform of this motion.

Moved: Lachlan Barker (UTS) on behalf of Will Edwards (USyd)
Seconded: Joshua Steele (UniSA)

LGBT 7.11 - Marriage Equality One Year On - The Fight Is Not Over!

Preamble:

From 12 September to 7 November 2017, queer Australians were subjected to a nationwide vote on their civil rights and the legitimacy of their relationships.

Despite the Senate rejecting a proposed plebiscite on marriage equality, the Liberal/National Federal government conducted a nationwide ballot by postal survey, conducted by the Australian Bureau of Statistics (ABS), on the question of “should the law be changed to allow same-sex couples to marry?”

The voices of Queer advocates and community groups were ignored and their warnings of the impact such a nationwide debate and vote would have on the health and wellbeing of queer people in Australia were disregarded.

Many queer people experienced an increase in queerphobic abuse throughout the survey campaign, including cases well-publicised in the media.
Many binary and non-binary transgender people felt particularly targeted by “No” campaigners, and not adequately supported by others in the queer community.

Despite the incredible challenges faced by the queer community, the “Yes” campaign was an enormous success in achieving marriage equality.

A huge range of individuals and community groups joined together to mobilise support and encourage Australians to fill out and post their survey forms.

Protests, doorknocking, phone canvassing, social media campaigns, personal network campaigning, and a range of other methods were highly successful in building support for a “Yes” vote and encouraging supporters to return their survey forms.

61.6% of respondents voted “Yes”, with a response rate of 79.52% - far higher than was anticipated for an optional survey by post.

133 of the nations then 150 Federal electorates recorded a majority “Yes” vote.

No State or Territory recorded a majority “No” vote.

The Federal Parliament passed legislation to amend the Marriage Act and implement marriage equality on 7 December 2018.

More than 5000 same-sex couples have been married since the passage of Marriage Equality legislation.

Despite this, significant issues continue to face the queer community, including the ongoing impact of the survey campaign.

Platform:

1. NUS reaffirms its long-standing and unwavering support for marriage equality, in Australia and around the world.
2. NUS acknowledges the discrimination and abuse faced by queer people, and that these factors were exacerbated by the nationwide vote on queer civil rights.
3. NUS stands in solidarity with queer people who felt neglected and abandoned during the survey campaign, including by their own community, and commits to ensuring the voices of all queer people are heard in ongoing activism and advocacy.
4. NUS recognises that the survey has had an ongoing negative impact on the lives of many queer people, and that the survey has permanently changed the day to day nature of queerness.
5. NUS understands that queer people continue to face discrimination and oppression in Australia, and that the achievement of marriage equality is by no means the end of the road to the equality and liberation of queer people in this country.

Action:

1. NUS will oppose any attempt to hold unnecessary nationwide public votes that enable the majority to enforce their will upon any minority or oppressed community, or subject the rights of said communities to degrading public debates without their consent.
2. NUS will work to mitigate the ongoing negative impacts that have resulted from the survey, while endeavoring to build on the great organisational and societal change that was brought about during the “yes” campaign.
3. The NUS LGBTI Department will continue to fight for the advancement of queer rights in Australia.
LGBT 7.12 - Safe Sex Education and Resources

Preamble:
The majority of safe sex education focuses on penetrative penis-vagina sex, often excluding other safe sex practices. There is a distinct lack of education regarding safe sex for same-sex attracted people including how to reduce their risk of contracting STIs during fellatio, cunnilingus, analingus, and other forms of sex.

By and large universities don’t provide any formal safe sex education to their students. While many schools do provide some safe sex education, the state of safe sex education within the school system is fundamentally inconsistent and in many schools woefully inadequate. This means many university students have not received an adequate level of safe sex education when they start their degrees or even by the time they graduate.

The lack of education on dental dams and the perception that queer women are at “low-risk” for STIs leads couples to believe that there is no point for this safe sex practice. But any risk for an STI is a risk people should be informed of.

Platform:
1. NUS recognises and understands the importance that safe sex education and the provision of safe sex resources can provide to all people who engage in all types of sexual relationships.
2. NUS believes student unions and universities should actively promote safe sex education which is inclusive of and relevant to queer students, as well as the provision of safe sex resources inclusive of and relevant to queer students.

Action:
1. NUS Queer/LGBTI Officers will campaign to universities to provide accessible, queer-inclusive safe sex education for students.
2. The NUS Queer/LGBTI Department and NUS Women’s Department will work alongside campus Queer and Women’s Officers in affiliate student unions to have safe sex resources including dental dams freely accessible in queer and women’s spaces.

LGBT 7.13 - Lift the Blood Donor Ban on MSM (Men who have sex with men)

Preamble:
In Australia, men who have had sex with men (MSM) in the last 12 months are banned from donating blood by the Therapeutic Goods Administration (TGA).

The current bans are not based on scientific evidence but skewed statistics to justify a position based on fear that perpetuates stereotypes of gay and bisexual men and the stigma associated with gay sex.

While it is true that MSM represent the majority of newly diagnosed HIV/AIDS cases, a blanket ban on all sexual behaviour between two men and anyone who has had sexual contact with a man who has sex with men...
fails to see the complexity of this issue. For example, gay and bisexual men who use condoms and/or are in committed monogamous relationships are still banned. Whereas, heterosexuals who engage in unprotected high-risk sexual activity are allowed to donate at any time.

A one year ban makes little sense with the new generation of HIV testing, which is used in Australia. These tests are conclusive for HIV at 3 months and appropriate screening should be applicable to all high risk groups.

Men who have sex with men (and anyone who has had sexual contact with a man who has sex with men) are discriminated against by a 12 month ban on blood donation.

It should be noted that both the Kirby Institute and the Red Cross Blood Service have called for this deferral period to be reduced to 6 months. However, this was not accepted by the TGA.

Internationally, Spain and Italy have both repealed the outdated 12 month ban and replaced it with a high-risk screening process for everyone (of any orientation) where deferrals are given case by case. At least another 13 countries do not have a mandatory deferral process for MSM. The UK (excluding Northern Ireland) have reduced the deferral period to 3 months.

The Australian Red Cross blood service is the sole blood collection/donation organisation in the country and is always in shortage of blood supply. Around 1 in 3 people need a blood transfusion at some point in their life, but only 1 in 10 donated (A.R.C 2012)

Platform:

1. NUS opposed the ban on men who have had sex with men (MSM) and people who have sex with MSM in the last 12 months to donate blood.

2. NUS supports the creation of new rules for blood donation that take into account whether someone (of any orientation) has engaged in high-risk sexual behavior and the creation of case by case deferral periods.

Action:

1. NUS Queer Department will call on the Therapeutic Goods Administration (TGA) to end its ban on men who have had sex with men (MSM) and people who have sex with MSM in the last 12 months to donate blood.

2. The NUS Queer Department will actively oppose the current ban and seek to educate and engage the public and the TGA on why the ban is unjustified.

3. The NUS Queer Department will engage with government, the Therapeutic Goods Administration, the Red Cross and other stakeholders to review and rewrite rules in regards to blood donation which unfairly and unjustifiably discriminate against MSM and people who have sex with MSM.

Moved: Andrew Sanders (La Trobe University)
Seconded: Lachlan Barker (UTS)

LGBT 7.14 - Corrected Name and Pronouns at University

Preamble:
For binary and non-binary transgender, and intersex students, the use of their pronouns is a way to show that they are accepted within a community and accepted within society.

Due to Australian society being heteronormative and cisnormative, many people assume gender based on appearance, which for many binary and non-binary transgender, and intersex people can lead to being misgendered.

Deliberate or repeated accidental misgendering binary and non-binary transgender, and intersex people can create a hostile environment which directly impacts an individual’s ability to access and continue education.

Most Australian universities currently only allow students to enrol as male or female, and link a student’s enrolled sex to their title, which directly contributes to misgendering.

Students who change their name and/or sex, and wish to update their name at university face processes and requirements which vary considerably across universities; ranging from a statutory declaration to providing an updated birth certificate and other documentation. However, several universities refuse to update students name and sex for reasons such as software limitations, federal laws regarding higher education student details, and only allowing name changes as a result of marriage.

As a result of inflexible administrative policies, binary and non-binary transgender, and intersex students often are unable to be recognised for who they are, and are at increased risk of not continuing with their studies.

Platform:

1. NUS believe in access to quality education regardless of one’s gender.
2. NUS recognises the importance of recognising one’s pronouns, and the inclusive environment this can create from all binary and non-binary transgender people.
3. NUS recognises that not all binary and non-binary transgender people are comfortable being out in a university setting and that decision must be respected.

Action:

1. The NUS LGBTI/Queer Officers compile a briefing on the importance of using a person’s pronouns in an educational setting.
2. The NUS LGBTI/Queer Officers create a brief training model for allies in regards to pronouns, through a collaboration with trans-specific organisations, such as The Gender Center in NSW.
3. The NUS LGBTI/Queer Officers work with Campus collectives to encourage schools to introduce an option box for pronouns when filling out university forms.
4. All NUS affiliated organisations begin all meetings with pronoun rounds in order to ensure that NUS is an accepting, welcoming and non-hostile environment.

Moved: Kirra Jackson (UTS) on behalf of Natrydd Sigurthur (UniSA)
Seconded: Sarah Tynan (University of Adelaide) on behalf of Tamsin Anspach

LGBT 7.15 - Mardi Gras - Liberals are not welcome here

Preamble:
Mardi Gras, a yearly festival of celebrating queer identités and pride was not always just a celebration. The origins of the Sydney Mardi Gras are
firmly ground in its protest and activist roots, not be corporatised link dollar grabbing of the modern parade.

Of the 2000 people that participated in the 1978 parade/protest, 58 were arrested by NSW police. Many of these people lost their jobs, their friends, and their families after being outed in the media as public perception of LGBTI+ individuals was extremely conservative.

The festival has progressed over the years to move away from these protest and activist roots, and in the recent decade has become extremely corporatised and pink-washed.

In 2016, the group “No Pride in Detention” was forced to move parade number in order to “avoid clashing” with the Australian Liberal Party float. A move that was seen as silencing the groups purpose.

Platform:
1. NUS recognises the bravery and importance of the 78’ers at the original Mardi Gras. Without their actions on the night, the Queer/LGBTI+ movement in Australia would not have progressed to the point it has today.
2. NUS acknowledges that the NSW police have had an extremely precarious and divided relationship with the Queer/LGBTI+ community, but should be held accountable for their past and ongoing treatment and brutality against queer/LGBTI+ individuals.
3. NUS holds the same view as the group Pride in Protest, that both the Australian Liberal a party, and NSW Police force should not be invited nor permitted to march in the Parade.

Action:
1. NUS stands with Pride In Protest and their move to bring Mardi Gras back to its roots of protest and activism.
2. NUS holds the view that the Australian Liberal Party and segments of the NSW police have been extremely damaging to the lives and voices of the queer/LGBTI+ community. And as such do not see any apology as a way to undo past damage.
3. NUS will hold a contingent to the 41st Annual Mardi Gras Parade, liaising with the Australian Queer Students Network (AQSN)

Moved: Andrew Sanders (La Trobe University)
Seconded: Lachlan Barker (UTS)

LGBT 7.16 - Sanitary Products for Men who Menstruate

Preamble:
Not all women menstruate, and women aren’t the only people to menstruate. A lack of facilities in male bathrooms requires transgender men to invalidate their gender if they are menstruating in order to safely and hygienically dispose of sanitary products, and potentially face harassment of violence for being in these spaces. Non-binary transgender people face similar concerns if gender-neutral bathrooms do not have appropriate sanitary disposal. Transgender students continue to face discrimination on and off campus. Introducing sanitary bins to male and gender-neutral toilets can reduce one of the stresses they face. Transgender men should have the ability to go to the bathroom that aligns with their assigned gender regardless of if they are menstruating.

Platform:
1. NUS believes in the right to safe bathroom access, and access to hygienic waste disposal.
2. NUS recognises the positive impact that having access to bathrooms that both fit one’s gender and fill their needs (such as access to sanitary bins) can create a positive and safe learning environment.

Action:
1. The NUS Queer Department collaborates with Queer Officers or equivalent at affiliated campuses with the goal of adding at least one sanitary bin per male bathroom within their University.
2. The NUS Queer Department will encourage student unions to provide sanitary items within their offices.
3. NUS condemns the use of the terms “feminine hygiene bins”, “feminine sanitary bins”, “feminine hygiene products” and “feminine sanitary products” (and all other similar descriptions) when describing these objects and suggest “sanitary product bins” or “hygiene products” in its place.

Moved: Kirra Jackson (UTS)
Seconded: Sarah Tynan (University of Adelaide) on behalf of Tamsin Anspach

**LGBT 7.17 - We (Still!) All Need To Pee**

Preamble:
Binary and non-binary transgender people may face distress and discomfort due to lack of access to accessible toilets that align with their gender. Binary and non-binary transgender people face an increased threat of violence in gendered bathrooms, and often have to choose between their physical well-being and their mental health and wellbeing.

During an NUS Education Conference workshop, students discussed and resolved that: Gender neutral bathrooms on University campuses are essential in ensuring the safety and well being of binary and non-binary transgender students. Often, Universities slap labels on Accessible toilets, doubling them up as Gender Neutral toilets. While in some cases this may be appropriate, it is highly encouraged that there be both gender-neutral disabled bathrooms as well as gender-neutral, non-disabled bathrooms due to the stigma and belief that “transness” is a disability or a mental illness, while still recognising that there are trans and non-binary people that are disabled.

From 2013-2015 The NUS Queer Department participated in an awareness campaign (We All Need to Pee) to address discrimination in bathrooms, as well as to put pressure on universities to implement gender neutral bathrooms within universities. This campaign was widely successful and lead to a variety of universities offering at least one gender neutral bathroom, however there is still more work to be done.

Platform:
1. NUS believes that all students should feel safe on campus, and that bathroom facilities are available for them at their discretion.
2. NUS believes that it is all students right to safe bathroom access and the right to access gender neutral bathrooms.
3. NUS recognises that access to safe bathrooms that match people’s gender creates a positive learning environment that fosters better mental health and safer, more accepting campuses.
4. NUS remembers the NUS “We All Need To Pee” campaign ran in previous years and acknowledges its need to expand.

Action:
1. NUS continues and expands a campaign like “We All Need To Pee” in 2018, through collaboration with on campus queer departments and officers, queer collectives, and other relevant bodies.

2. NUS Queer Department will contact affiliate universities queer departments, queer officers and other relevant student representatives to distribute materials, share ideas and collaborate on this and similar campaigns.

Moved: Sarah Tynan (University of Adelaide)
Seconded: Erin Dalton-Graves (UTS) on behalf of Tamsin Anspach

LGBT 7.18 - PrEP

Preamble:
PrEP (Pre-exposure Prophylaxis) has been heralded as a major breakthrough in the eventual elimination of HIV/AIDS. It is a daily course of antiretroviral drugs to assist in boosting the immune system in case of contact with someone who has HIV/AIDS. It has been shown in clinical trials to be effective 99.99% of the time.

Previous to April 2018, PrEP (Pre-exposure Prophylaxis) was extremely difficult to obtain in Australia. The drug, although approved for use as a medical device in Australia received no government subsidy, and thus the only option was to either have it dispensed by a local supplier at upwards of $10,000 per year, or import from a generic supplier at costs upwards of $3,000 per year. Many many students, these costs made PrEP completely inaccessible.

Although now approved to be on the PBS, many people are still experiencing issues accessing PrEP and Truvada through their local healthcare provider. Some GP’s are being extremely resistant with prescribing the medication for reasons that are not clear. In addition to this even though costs have been lowered, unless the individual has a healthcare card a 3 months supply is still relatively high at $118.50.

Platform:
1. NUS supports PrEP being approved by the Australian government for listing on the Pharmaceutical Benefits Scheme

2. NUS recognises that the eventual elimination of HIV/AIDS is closer than ever before, and thus NUS supports the use of any medical device that assists ending HIV/AIDS.

3. NUS recognises that even though cost of PrEP has been reduced by its listing on the PBS, it still remains relatively high for students and those on low incomes

4. NUS recognises that there is both community health and social benefits from the introduction of PrEP in Australia, and it’s wider use should not be discouraged.

Action:
1. The 2019 NUS Queer/LGBTI Officers will put out a fact sheet via social media explaining the benefits and ways to access PrEP around Australia, and the difference between PEP and PrEP.

2. The 2019 NUS Queer/LGBTI Officers will lobby the Australian Government to lower the cost of PrEP for non-concession card holders, as not every student/person on a low income is necessarily eligible for a concession card.
3. The 2019 NUS Queer/LGBTI Officers will liaise with campus Queer officers to educate the wider queer student body about PEP and PrEP’s benefits, uses, and availabilities.

Moved: Andrew Sanders (La Trobe University)  
Seconded: Lachlan Barker (UTS)

LGBT 7.19 - Supporting Intersex and Non-Binary Students

Preamble:

The Sex Discrimination Act makes it unlawful to discriminate against someone because of their sexual orientation, gender identity or intersex status. However, most Australian universities do not recognise intersex and non-binary students, forcing such students to choose between the options of enrolling as male or female, or not enrol at all. Such students are also not recognised at a federal level. Binary transgender students also report difficulties in having universities recognise their gender identity and updated birth certificates.

The Australian Government Guidelines on the Recognition of Sex and Gender released in 2013 stated that “individuals may identify and be recognised within the community as a gender other than the sex they were assigned at birth or during infancy, or as a gender which is not exclusively male or female” and should be recognised and reflected in their personal records held by Australian Government departments and agencies. In the 5.5 years since the release of the guidelines, Centrelink remains one of the few government departments that only recognises people as being either male or female. This has resulted in cases where students who identify as intersex or non-binary and attend universities that recognise this, have had payments of Youth Allowance and Austudy cut due to their sex not matching Centrelink’s data.

Intersex, and binary and non-binary transgender students have in some cases been prevented from undertaking placements due to their gender identity not matching their enrolled sex. Some universities and health care institutions require medical and allied health students to wear gendered uniforms, resulting in intersex, and binary and non-binary transgender students being forced to either wear uniforms that do not match their identity, or not undertake placements which then prevents the completion of degrees. Such students often do not report incidents, resulting in there being no repercussions for perpetrators of such discrimination.

Platform:

1. C3.2(a) of the NUS constitution states that one of the specific objects of the NUS is to work for the rights of all people to a quality education on an equal basis, and this is includes intersex people.
2. NUS recognises that due to intersex people facing stigma, discrimination and harassment, it is difficult for them to have equal access to education.
3. NUS recognises that intersex status is different to sexual orientation and gender identity, and has distinct human rights issues.
4. NUS supports the demands of the Malta Declaration (2013), a declaration also supported by Intersex Human Rights Australia - Australia’s peak organisation for intersex people.

Action:

1. NUS Queer Officers will raise awareness of the specific issues faced by non-binary and intersex students by running a national
campaign targeting the Federal Minister for Education, Universities Australia, and the Minister for Human Services.

2. NUS will support universities and Centrelink reviewing an update to online data forms and systems to enable options beyond male and female, especially students who are legally non-binary, intersex, intermediate or unspecified.

Moved: Kirra Jackson (UTS) on behalf of Natrydd Sigurthur
Seconded: Erin Dalton-Graves (UTS)

**LGBT 7.20 - Scrap the Gay Panic Defence!**

Preamble:
The Gay Panic Defence is a legal argument used as an unconventional form of the provocation defence, which allows courts to downgrade charges of murder to those of manslaughter if a defendant can prove that they were in some way provoked by the victim. In the case of “gay panic”, a defendant may have their charges downgraded by proving that they had been subject to a “homosexual advance” by the defendant. South Australia remains the last jurisdiction nationally to have not taken legislative action to remove gay panic from operation.

In 2018, a review of the law of provocation was released by the South Australian Law Reform Institute (SALRI). It outlined several options for review of the law of provocation, which included ways to remove the archaic gay panic defence. The State Government now has all the tools it needs to deal with this anachronism in South Australian Law.

Homophobic laws continuing to exist tells queer people that their existence is less valid and that their actions, perceived actions and being itself can cause anger and repercussions that are justified by law. It is time for South Australia to join the rest of the nation in removing “gay panic” from SA law.

Platform:
1. NUS acknowledges the discrimination and injustice inherent in the “gay panic” defence for murder.
2. NUS believes that the existence of the gay panic defence is archaic and inherently homophobic.
3. NUS supports swift legislative action to remove “gay panic” from operation wherever it exists as a defence.

Action:
1. The NUS Queer Department will write to the Premier and Attorney General of South Australia, outlining NUS’ beliefs on this issue and calling for immediate change to legislation.
2. The NUS Queer Department will support Queer Officers and other elected representatives in South Australian student unions in creating pressure for change on this issue.

Moved: Sarah Tynan (University of Adelaide)
Seconded: David Elliott (University of Adelaide)

**LGBT 7.21 - Ranking Australian Universities on Queer Student Inclusion and Support**

Preamble:
Experiencing queerphobia on and off campus can have significant impact on students’ mental health, safety and general wellbeing. These
experiences can undermine students’ ability to successfully undertake study at University.

When young people consider which University they may want to attend, queer prospective students may research which Universities have particular support services, queer presence, or queer friendly events on campus.

Updated and complete guides for University’s queer rankings exist in several countries including the United States of America, and the United Kingdom.

closer to home, the Australian LGBTI Uni Guide ranks Universities against a checklist of measures, including but not limited to;

a. Policy protecting LGBTI students from discrimination and bullying;
b. Health support for LGBTI students;
c. Events for LGBTI students;
d. Dedicated clubs/societies for LGBTI students;
e. Support for transitioning students;
f. Support for students who identify as non-binary.

However, this Guide is lacking in certain details that may be of specific importance to prospective queer students.

Platform:

1. NUS recognises how important it is for queer students when choosing which university to attend which services and support will be offered to them by the University and student organisations, what facilities and services will be available to them, and if there are policies in place to protect them from discrimination.

2. NUS believes there should be a system that publically rates universities and student organisations, no less than annually, based on the level of services, support and respect that is offered to queer students.

3. NUS appreciates the work of the Australian LGBTI Uni Guide, but acknowledges that this Guide is not proficient as it could be when ranking Universities in this way.

4. NUS believes an up to date, comprehensive guide or ranking system on queer services, policies and facilities would give queer students the ability to select Universities that will best meet their needs, ideally improving their overall university experience.

5. NUS demands that Universities with poor ranking on the Australian LGBTI Uni Guide improve the services they offer to queer students to improve their safety and wellbeing if they have not already done so. NUS recognises that improvements can always be made and calls on Universities and student organisations to improve their facilities and to support queer students in any and all ways they can.

Action:

1. The NUS Queer Department will research information from Australian Universities by liaising with student unions and any other relevant bodies, to compile a ranked Guide on the University facilities, services and policies each University provides. The information shall include but not be limited to:

   a. Infrastructure:
      i. Queer space(s) provided by the University and/or the student organisation. Further information should include autonomy, location and accessibility and hours.
      ii. Gender neutral bathrooms: how many, location and accessibility, sanitary bins etc.

   b. Policies:
i. Special consideration policies; clauses for queer students, recognition for queer student needs in general clauses.

ii. Queer student involvement or consultation and inclusion of queer student needs.

iii. Gender and pronoun options on university documents and student rolls regardless of ID documents, including non-binary option.

iv. Queer specific training for staff and counsellors regarding queer issues.

c. Programs:
   i. Staff allyship programs
   ii. Affiliation to positive queer organisations, liaised with in a meaningful way.
   iii. Student involvement or consultation.

d. Financial Help:
   i. Queer specific scholarships.
   ii. Inclusion of queer students in financial hardship general policy.

e. Student representation:
   i. Student representation for queer students, including a Queer Officer and student representatives on relevant sub committees, including whether or not these positions are elected or not, or reimbursed in any way.
   ii. Queer departments, collectives, clubs or societies, if these are affiliated to the student organisation, if and how funding is accessed. Whether or not these collectives, clubs or societies allow and encourage activism.

f. Education:
   i. Gender and or sexuality courses available consistently and recently updated.
   ii. Education and information on queer student issues, including sexual health and mental health.

g. Activities:
   i. Student campaigns run on queer student issues within the last 3 years.
   ii. Events for queer students (with or without allies) that are safe and inclusive, social or networking events.
   iii. Events surrounding queer education.

2. The NUS Queer Department will investigate how best to compile information gathered through Action 1, whether this be through an NUS compiled guide or supporting and assisting an already existing independent guide.

3. After the completion of Actions 1 and 2, the NUS Queer Department will
   i. Prepare a document for campus Queer Officers or equivalent and Student Presidents on presenting the guide to their student organisations and or universities.
   ii. Distribute the guide to universities, student organisations, high schools and other interested parties.
   iii. Assist student representatives in campaigning and lobbying to their Universities to introduce and or improve services for queer students on campus.

Moved: Sarah Tynan (University of Adelaide)
Seconded: David Elliott (University of Adelaide)
LGBT 7.22 - “We would be killed there” Students must be a part of the international struggle for queer liberation.

Preamble
Internationally the lives, existence and rights for queer people are being re-shaped. In parts of the world, the queer liberation movements are breaking new ground especially with regard to intersex, and binary and non-binary transgender people. However, the rise of the far right globally along with religious extremism sees the establishment and continuation of concentration camps, torture, imprisonment, social exclusion to name a few.

Many international students seeking a safe life in more accepting countries face extreme social and judicial persecution, harassment and death upon them returning home and often must remain secretive about themselves in the communities they exist in within Australia.

Student solidarity and direct action have historically played an important role within the queer movement in Australia, especially our major cities, and it’s important that the fight extends internationally with no queer person being left aside in our global fight for queer liberation.

Too often the plight of queer people internationally is forgotten and ignored by the queer community, especially with the rise of rainbow capitalism and western focused social democracies.

Platform
1. The NUS rejects the rise of the far right and the discrimination, prejudice and hate they use to divide the working class for social and electoral gain
2. The NUS stands in solidarity with all queer people internationally who face death, harassment and persecution under the social and political tyranny of states and regimes who deny queer people there right it exists.
3. The NUS, without discrediting the amazing work of local queer activists, calls for more action within local queer activist groups in the fight for an equality for all queer people internationally.

Actions
1. NUS LGTBQI+/ QUEER officers will produce a campaign that educates and agitates queer people and allies as a call for action to support queer people everywhere
2. NUS LGTBQI+/ QUEER officers will pressure governments and organizations to abandon relationships with governments and regimes with disgusting, anti-queer records
3. NUS LGTBQI+/ QUEER officers will give support to all organisations that seek to bring awareness to the issues of queer people globally

Moved: Steven Blacker (Swinburne University of Technology)
Seconded: Andrew Sanders (La Trobe University)

LGBT 7.23 - Save Amyl

Preamble:
On the 10th September 2018, Therapeutic Goods Administration (TGA) published an interim decision to reschedule Amyl Nitrate (and other similar inhalants such as Alkyl Nitrate) into schedule nine of the Poisons Standard, the same category in which it classifies drugs such as Heroin. This interim decision was open to public submissions until October 11th, with a final decision to be published on November 29th. The rescheduling,
if approved, would take effect on February 1\textsuperscript{st} next year and would legally ban the production, sale, and use of amyl (also known as poppers) in Australia as a criminal offence.

Amyl is a popular recreational drug which provides users with a brief recreational high and relaxes muscles across their bodies, making it popular as a sexual aid. It’s particularly associated but not limited to gay and bisexual men, many of whom use amyl to significantly enhance their sexual health and comfort.

There are risks associated with the use of amyl nitrate and other associated inhalants, however it is not addictive, and has an extremely low toxicity leading it to be considered to be one of the least harmful recreational drugs. Only when used incorrectly does this change (such as ingestion). Amyl nitrate and other associated inhalants are not considered to lead to any long term damage to the body.

Banning amyl will criminalise a large amount of the queer community and demonstrates a homophobic double standard. 20 years ago, the TGA legalised Viagra, a drug predominantly used as a sexual aid by heterosexual men and which is known to have much more dangerous side effects than amyl. The TGA legalised Viagra on the basis that criminalising it would not reduce demand and users would be safer if the drug was properly regulated instead of banned and pushed underground, the same argument sexual health activists are now prosecuting against the amyl ban.

Platform:
1. NUS condemns the Therapeutic Goods Administration’s interim decision to reschedule amyl nitrate and similar inhalants into schedule nine of the Poisons Standard, thereby banning the sale and use of amyl nitrate and similar inhalants. NUS considers this ban wholly unjustified, damaging to amyl users, and homo/queerphobic.
2. NUS will condemn any decision by the Therapeutic Goods Administration that results in a permanent ban or further restriction of Amyl Nitrate and other associated inhalants.
3. NUS holds the view that the low toxicity and low harm risk of the use of Amyl Nitrate and other associated inhalants do not warrant a classification as a Schedule 9 Drug.

Action:
1. The NUS Queer/LGBTI Officers will share Paul Gregoire’s article ‘Calls to Stop Baseless Ban on Amyl Nitrate’, published by Sydney Criminal Lawyers on September 28\textsuperscript{th}.
2. In the case where the Therapeutic Goods administration makes a decision that results in the reclassification being approved, the 2019 Queer/LGBTI will organise a day of protest action, as well as lobbying the TGA to reverse the decision.

Moved: Andrew Sanders (La Trobe University)
Seconded: Lachlan Barker (UTS) on behalf of Will Edwards (USyd)

\textbf{LGBT 7.24 - Queer in Colour}

Preamble:
Queer people of colour, First Nations and ethnoculturally diverse people are marginalised at much higher rates compared by their white counterparts. As such, it is really important for Queer People of Colour to be in need of better visibility and also targeted campaigning around them.

Platform:
1. That various Aids Councils have realised that Gay Asian Men communities are seeing a rise in HIV rates
2. That various Aids Councils have realised that First Nations communities are seeing a rise in HIV rates
3. That the only two community groups where HIV rates are rising are POC groups
4. Asian, Indian and other POC identities are excluded or fetishes in queer communities

Action:
1. That NUS recognise that Queer People of Colour have a unique struggle that systematically oppressed in queer communities
2. That the NUS runs a QPOC visibility campaign
3. That the NUS ensure that Queer First Nations visibility is considered highly as part of this campaign

Moved: Dashie Prasad (UTS Delegate)
Second: Kat Joans (Curtin Delegate – Proxy)

LGBT 7.25 - Homos against Scomo - Bigot in Chief

Preamble
Liberal Prime Minister Scott Morrison is a virulent homophobe and transphobe.

In 2016, Morrison was a key attendee of the Australian Christian Lobby’s conference. The ACL is a hard-right Christian group that is actively opposed to all LGBTI rights. Morrison defended the organisation’s comparison of gay rights to rise of Nazism in Germany.

In 2017 during the marriage equality postal survey, Morrison campaigned hard for a “No” vote. After a resounding win for marriage equality, Morrison alongside other Liberals attempted to amend the Marriage Equality Act to enshrine homophobic discrimination in schools and wedding ceremonies.

Throughout 2018, Morrison has ramped up his homophobia and transphobia. When pressured to take a stance on gay conversion therapy he stated that “it's just not an issue for me and I'm not planning to get engaged in the issue”. Morrison has also slandered gender diverse teacher training programmes when tweeting: “we do not need ‘gender whisperers’ in our schools. Let kids be kids”. His initial support for the Ruddock report’s recommendations (religious school exemptions) has given room for further discrimination of LGBTI teachers and students.

Morrison’s evangelical Christian ideas are in the minority as was decisively shown last year with the marriage equality victory. This year as Prime Minister he has been able to give undue social weight to these fringe anti-LGBTI ideas. Therefore it is important to continue to protest against homophobic and transphobic initiatives from the Prime Minister and other right-wing politicians.

Platform
1. NUS recognises Scott Morrison as a homophobic and transphobic bigot.

Action
1. The NUS LGBTI department will organise against Scott Morrison’s attempts to give weight to the homophobic and transphobic religious right. This includes sending media releases, organising protests or supporting actions against Morrison’s homophobia organised by other progressive organisations.
LGBT 7.26 - In Support of Safe Schools

Preamble
The Safe Schools program was introduced to Victorian schools in 2010. In 2016 the federal government ceased funding for the program in the context of a homophobic and transphobic campaign by the Australian Christian Lobby and the right of the Liberal party. By 2017 NSW, ACT, QLD and SA had ceased to be involved with the program, the Victorian Education Department has taken control of the program, and 54 schools in WA, NT, and Tas have been nominated to participate in the Safe Schools Program.

The Safe Schools program is focused on encouraging safe and inclusive schools for LGBTI children. This is especially important given the high rates of homophobic and transphobic bullying in schools.

Scott Morrison is a homophobe and transphobe who wants to undermine LGBTI rights in schools. He has stated that “we do not need ‘gender whisperers’ in our schools” and has previously supported the Ruddock review which recommends giving religious schools the “right” to discriminate against LGBTI staff and students.

Platform
1. NUS recognises the need for LGBTI inclusive education in schools.
2. NUS supports the introduction of the Safe Schools program to all schools in Australia.
3. NUS supports the right of LGBTI students and staff to not be discriminated against in public and religious schools.
4. NUS stands in solidarity with LGBTI students and staff.

Action
1. The NUS LGBTI department will work alongside teachers unions to defend LGBTI staff and students.
2. The NUS LGBTI department will campaign in support of the Safe Schools program and against any homophobic attempts to undermine the rights of LGBTI students and staff. This will be done through media statements, working alongside other progressive organisations and organising/supporting protests for LGBTI students and staff.

Moved: Kim Stern (LGBTI Officer)
Seconded: Lily Campbell (USyd)

LGBT 7.27 - We All Need To Pee

Preamble
The extraordinary amounts of transphobia and bigotry towards non-binary people in society adversely affects students on and off campus. It is therefore the responsibility of NUS to actively fight anti-LGBTI bigotry wherever it manifests.

Discrimination, bullying, and bigotry towards trans people occurs in gendered bathrooms. The “we all need to pee” campaign, initiated by NUS in 2013, is designed to take up this manifestation of oppression and fight for the right for everyone to feel comfortable in public spaces regardless of their gender identity.
The 2018 NUS LGBTI Officers continued this campaign by producing and sending out stickers to every campus that requested them, handing them out for activists to take back to their student unions at the 2018 NUS Education Conference, and encouraged students to put them up in bathrooms at their universities.

Platform

1. NUS supports the right of trans and non-binary students to feel accepted on campus and opposes every form of discrimination and oppression they face.
2. NUS recognises the role it can play in addressing this issue on and off campus.

Action

1. NUS will continue to produce and distribute ‘we all need to pee’ stickers in 2019.
2. NUS will make posts on social media advertising this to encourage student unions and anyone interested to put them up in bathrooms.
3. NUS calls on universities to provide an adequate amount of gender neutral bathrooms for students.

Moved: Jasmine Duff (LGBTI Officer)
Seconded: Kim Stern (LGBTI Officer)

LGBT 7.28 - Let LGBTI commonwealth athletes stay

Preamble:
After the Commonwealth Games in April over 200 athletes sought protection in Australia, some of whom were outed as LGBTI in countries where homosexuality is illegal. They are faced with the prospect of having to endure “corrective” rape if they return. Peter*, one of the athletes who has chosen to remain anonymous to protect his identity, said “I don’t think I will survive if I go home.”

Peter Dutton, as the head of Home Affairs, has said the athletes should be “rounded up as quickly as possible” and deported. The government conceded that it is legitimate to fear persecution for being gay in their home countries, but rejected the athletes claims that they were LGBTI because they did not receive enough photographic proof.

This year the NUS LGBTI officers have fought the humiliating treatment the government has subjected these athletes to. The current LGBTI officers have, and will continue to work with the Canberra Refugee Action Committee and the athletes’ lawyers to appeal the department’s decision.

In both Canberra and Melbourne the NUS LGBTI officers have organised numerous solidarity photos at different campuses and workplaces. Protests and speak-outs were organised through the LGBTI office to pressure the LNC to reverse the decision.

Platform

1. NUS condemns the racist campaign of Peter Dutton to deport the Commonwealth games asylum seekers.
2. NUS calls on immigration minister David Coleman to grant refugee status to every single Commonwealth Games athlete seeking asylum.
3. NUS endorses the work of the 2018 LGBTI officers in fighting for the rights of the athletes.

Action:
1. The NUS LGBTI office will support the campaign for the LGBTI Commonwealth games athletes launched by the Canberra Refugee Action Committee in assistance with the LGBTI officers this year.
2. NUS LGBTI officers will continue to reach out to the ANU Queer Department in order to work collaboratively on the campaign.
3. NUS LGBTI officers will contact members of local, state, and federal parliament to sign the open letter calling for the athletes to be granted asylum.

Moved: Jasmine Duff (LGBTI Officer)
Seconded: Kim Stern (LGBTI Officer)

LGBT 7.29 - No Religious Exemptions! Defending Our Victory

Preamble
In the wake of the successful campaign for marriage equality in 2017, the Liberals commissioned the ‘Religious Freedom Review’ as a concession to their homophobic right wing. The full review is not yet publicly available but a leaked recommendation calls on the federal Sex Discrimination Act to be amended to allow religious schools to discriminate against students and teachers on the basis of sexual orientation, gender identity or relationship status. While religious schools can already discriminate on the basis of gender and sexuality in some states, the proposal would enshrine the right in federal law.

While the review is claimed by its authors and supporters to be about religious freedom, it is clear from the leaked recommendations that it’s purpose is nothing but an attempt to extend and legitimise homophobic and transphobic laws and claw back the gains won by a successful LGBTI rights movement.

The immediate response to the leaked recommendations from both the Liberals and Labor was a disgrace, with both major parties refusing to support changes to existing homophobic laws, only shifting their positions when faced with public backlash to the report.

Marriage equality was a hard-fought victory, won through a 13-year protest campaign that transformed minority support into an overwhelming majority. Today 4 in every 5 Australians oppose laws allowing discrimination against gay and lesbian students and teachers at religious schools. In the wake of this success, the conservatives are determined to undermine the majority of public opinion by attacking the rights of LGBTI students and teachers.

Platform
1. NUS recognises the ‘Religious Freedom Review’ was a disgraceful attempt by the Liberals to placate religious conservatives upset by the successful campaign for marriage equality
2. NUS condemns the public response of Liberal and Labor MPs who refused to support the overturning of existing laws allowing religious schools to discriminate on the basis of gender and sexuality
3. NUS supports the rights of LGBTI students and staff to not be discriminated against in public and religious schools, and calls on all exemptions to the discrimination act in relation to staff and students to be repealed.

Action
1. The NUS LGBTI department will campaign alongside LGBTI students and teachers to defend their rights to not be discriminated against based on their gender identity, sexual orientation or relationship status.

2. The NUS LGBTI department will continue to defend the victory we won through a hard fought campaign for equality by fighting against any attempts by conservatives to undermine the rights of LGBTI people.

Moved: Jasmine Duff (LGBTI Officer)  
Seconded: Kim Stern (LGBTI Officer)

**LGBT 7.30 - Oppose Trump's Transphobia**

**Preamble**

The election of Donald Trump to President of the United States has opened up a dramatic shift in global politics, reflected primarily in a polarisation between the mass opposition to him in the US and around the world, and a global far-right that has been emboldened by Trump’s presidency.

The Trump administration is deeply reactionary and has centred its activity around instituting neoliberal economic policy and entrenching social conservatism, most notably racism, sexism, and homo/transphobia.

The trans community make up one of the most marginalised and oppressed groups within society. There is lack of adequate health care for transgender individuals, serious lack of inclusive education, over-representation of trans people in prison and homeless populations. Transphobia remains a widely utilised tool of discrimination.

Some of the instances of transphobia from the trump administration include:

a) Last year Trump announced that "the United States Government will not accept or allow Transgender individuals to serve in any capacity in the U.S. Military.". This year The Trump Administration announced an implementation plan for its discriminatory ban on transgender military service members.

b) The Justice Department released a memo instructing Department of Justice attorneys to take the legal position that federal law does not protect transgender workers from discrimination.

c) The Bureau of Prisons in the Department of Justice adopted a policy of almost entirely housing transgender people in federal prison facilities that match their sex assigned at birth.

d) The Department of Education announced it will dismiss complaints from transgender students involving exclusion from school facilities.

e) The Department of Health and Human Services proposed a rule that encourages religious refusals in health care targeting trans people, people who need reproductive care, and others. The department opened a division dedicated to promote the denial of healthcare by practitioners who can cite religious/moral reasoning.

**Platform**

1. NUS opposes and condemns the transphobia of the Trump Administration.

2. NUS stands in full solidarity with trans people against all transphobia and oppression.

**Action**

1. NUS will release a statement condemning the transphobia of the Trump Administration.
2. NUS will call relevant actions that may include rallies, speakouts, solidarity photos etc in response to new developments in transphobia by the Trump Administration, and any transphobic moves they inspire in Australia.

Moved: Jasmine Duff (LGBTI Officer)
Seconded: Kim Stern (LGBTI Officer)

LGBT 7.31 - Resisting Bolsonaro

Preamble
Far right Brazilian politician, Jair Bolsonaro, has been elected on a campaign of fascistic politics, attacking the left, minorities, LGBTI people and women. Bolsonaro is an open advocate of military dictatorship, nostalgic for the Pinochet regime of Chile, as well as Brazil’s own dictatorial past.

Bolsonaro’s campaign has included an extreme “tough on crime” platform that threatens the lives of minorities throughout Brazil. In a country where 5,000 people were killed by police and young black men are nine times more likely to be killed than their white counterparts, Bolsonaro’s base of support in the military and police are set to be given free reign as he aims to further militarise the country.

On every social question, Bolsonaro has expressed abhorrent views towards indigenous Brazilians, women and LGBTI people. He has remarked previously that he would prefer if his son was “dead rather than gay”, that a female legislator was “not worthy” (of being raped) and that Afro Brazilians are “not even good for procreation”.

Bolsonaro, and his army of supporters, have also unleashed a war on workers, students and unions. Following his election, Bolsonaro called on students to film lecturers promoting left wing ideas, where the military were then brought onto campuses across the country. His campaign has also unleashed a tirade of racism targeted towards black Brazilians on the campuses.

Regarding the Brazilian environment, Bolsonaro is threat a time when the planet hasn’t been in worse shape. He has vowed to go further and faster than previous presidents, in regards to deforestation. Aside from aiming to abolish the Ministry of Environment, he also wants to abolish indigenous reserves. When questioned on this, Bolsonaro commented that “Where there is Indigenous land, there is wealth underneath it”.

Bolsonaro’s victory follows the rising tide across the world of far right politics gaining a foothold. Not only have we seen the election of Trump, far right parties in Europe and now, successive right wing governments in South America, but they also feel emboldened to mobilise on the streets and target the oppressed.

Platform
1. NUS has an opposition to any political movement which advocates dictatorship, the persecution of minorities, women or LGBTI people.
2. NUS recognises that Bolsonaro’s election represents a current trend of far right politics becoming normalised across the world, and that it must be opposed.

Action
1. NUS will extend solidarity where practical to workers, students and activists in Brazil who are organising the resistance to Bolsonaro and his supporters.
2. NUS will continue to support those seeking to combat the far right here in Australia.

Moved: Jasmine Duff (LGBTI Officer)
Seconded: Kim Stern (LGBTI Officer)

LGBT 7.32 - Queers for Refugees - Bring Them Here!

Preamble
Refugees have been tortured by successive Liberal and Labor governments, with refugees on Manus and Nauru being held there for over six years. These refugees have fled to Australia to seek asylum for various reasons, including persecution based on their sexuality.

There are currently at least 20 LGBTI refugees locked up in these island prisons overseen by Australian authorities, in a country where being gay is illegal. If a person is found guilty of homosexuality on Manus Island, they can be imprisoned for up to 14 years.

A 2010 report by Stonewall found that 98% of refugees who were claiming asylum because of their sexuality and gender were rejected. LGBTI Asylum seekers generally do not come out in refugee camps, for fear of further persecution.

The LGBTI community and the union movement have a long history of solidarity for all oppressed minorities, and we should uphold this tradition.

Between 19 to 100 Commonwealth Games Athletes have refused to travel back to their home countries. Many of these athletes are LGBT and refuse to go back for fear of being targeted because of their sexuality. NUS LGBTI officers have led the Let Them Stay campaign in solidarity with the athletes.

The campaign to let the Commonwealth Games Athletes to stay has been endorsed by Unions ACT, The Maritime Union of Australia Division of the Construction Forestry Maritime Mining and Energy Union and I-View/Ipsos National Union of Workers delegates, as well as multiple student unions around the country.

Platform
1. NUS stands in solidarity with all refugees including LGBTI refugees fleeing persecution based on their sexuality and gender identity.
2. NUS condemns the bipartisan support which both the Liberal and the Labor party have given to the continued torture of refugees in offshore and onshore detention.
3. NUS calls for the immediate closure of all detention camps on Manus and Nauru and to bring every single refugee on those islands to Australia.
4. NUS calls upon the government to accept refugees regardless of how they arrive when seeking asylum. This includes athletes fleeing persecution in their countries who have sought asylum while competing in Australia.

Action
1. NUS will support and endorse all campaigns to bring all refugees off of Manus and Nauru
2. NUS will continue to financially support the Let Them Stay campaign.

3. NUS will provide materials including posters and leaflets to build protests and actions for campaigns around refugee rights.

4. NUS directs the LGBTI Office Bearer/s to produce posters highlighting the plight of refugees - including but not restricted to LGBTI refugees - which call for an end to mandatory detention.

Moved: Jasmine Duff (LGBTI Officer)
Seconded: Kim Stern (LGBTI Officer)
Aboriginal and Torres Strait Islander Policy

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INDIG 8.1 - No Nuclear Waste Dump in South Australia

Preamble
The Federal Government is proposing that South Australia host a national nuclear waste dump, the location of which is being scouted for by Liberal Resources Minister Matt Canavan. The two sites currently proposed are Kimba (in the Flinders Ranges) and Hawker (on the Eyre Peninsula).

The majority (88%) of Adnyamathanha people in the Flinders Ranges are being excluded from the proposed consultation vote. The dump is proposed on land on high cultural importance.

The vote has been delayed by the Barngarla people on the Eyre Peninsula, the majority of whom were also excluded from the vote, who applied for an injunction against it.

The ‘consultation process’ has been manipulative in other ways. In the lead-up to the since-delayed community ballot, Canavan announced an incentive package of $31 million for the community that accepts the dump. This has been denounced by many community members as bribery.

This nuclear waste will be hazardous for centuries, which is dangerous given the proposed Flinders Ranges site is an alluvial floodplain and seismically active.

To establish a nuclear waste dump in Australia would be a step toward normalising the entire nuclear fuel cycle. It would make it much easier to carry out Scott Morrison’s proposal to legalise commercial nuclear energy generation in Australia. Apart from being highly dangerous and waste-producing in its own right, nuclear industry across the world is closely intertwined with the development of extremely destructive military hardware.

Platform

1. NUS recognises that the actions taken by the Federal Government are undemocratic, that withholding the support that towns need until it can be used as incentive is bribery, and that excluding Indigenous people from voting against the use of their land is racist.
2. NUS supports actions against the national nuclear waste dump; supports campaigns against the nuclear waste dump; condemns the government’s disregard for the Adnyamathanha people and the people of the Kimba and Hawker communities; and stands in solidarity with anti-nuclear and Indigenous rights activists.
3. NUS rejects nuclear industry altogether, and opposes the Australian hard-right’s efforts to lift the ban on commercial reactors. Instead NUS advocates a transition to 100% renewable energy.

Action

1. NUS endorses the Don’t Dump On SA campaign and promotes the protests that it calls.

Moved: Hersha Kadkol (NUS Ethnocultural)
Seconded: Marie-Clare Harrald (UNISA)

INDIG 8.2 - Abolish youth detention

Preamble:
Indigenous Australians are the most incarcerated people on Earth
In June this year it was revealed that 100% of incarcerated children in the Northern Territory were Indigenous.

More than two years since a Four Corners report broadcast footage revealing the abuse and torture of Indigenous youth such as Dylan Voller in Don Dale Youth Detention Centre, and a year since the Royal Commission into youth detention in the Northern Territory, nothing has changed.

Once again in the state’s 2018 budget, more funding was allocated to law and order than education, and the Northern Territory Government has just introduced police into 10 schools, which will increase the criminalising of Indigenous children.

Platform:
1. NUS stands calls for the abolition of youth detention
2. NUS stands in solidarity with incarcerated youth and resistance to youth detention
3. NUS condemns youth detention, and the extremely disproportionate incarceration of ATSI youth as one of the worst forms of state violence and institutional racism in Australia

Action:
1. NUS will provide resources for rallies against youth detention, police brutality and Aboriginal deaths in custody, as well as publicly support and share events on the NUS Facebook page
2. The NUS entho-cultural and ATSI officers will promote such demonstrations

Moved: Hersha Kadkol (Ethnocultural Officer)
Seconded: Vinil Kumar (USyd)

INDIG 8.3 - Abolish Australia Day

Preamble
NUS recognises there is nothing to celebrate on Australia Day. January 26th marks the date that the First Fleet landed in Sydney Cove and thus the beginning of colonisation. The following 230 years have seen Indigenous people subjected to genocide, systematic oppression and institutional racism. Mass killings, forced resettlement, slave labour and removal of children have all been foundations for the construction of the Australian state. Indigenous people were only counted in the census as people, not flora and fauna, after the successful 1967 referendum.

Genocidal policies still exist today. In more recent years, the Howard Government implemented the Northern Territory Intervention which was then renamed and extended by Gillard until 2022. This allowed the degradation of Native Title and increased removals of Aboriginal children from their families and away from their communities. Adding to this, welfare payments were cut and underpayment at levels below the minimum wage increased. Along with this a re-emergence of segregation has seen businesses refusing service or entry to Aboriginal people. The army was sent in to reoccupy Aboriginal communities in a brutal display of state-suppression.

10 years after Kevin Rudd’s apology to the stolen generations, the situation facing Aboriginal and Torres Strait Islanders is remains appalling. Despite comprising less than 3 percent of the total population, Aboriginal Australians make up more than a quarter (27 percent) of the imprisoned population; they are the most imprisoned people in the world. Currently every child imprisoned in the Northern Territory is Indigenous. Since the Royal Commission into Aboriginal Deaths in Custody in 1991, at least 400 Indigenous Australians have died in custody.
Aboriginal and Torres Strait Islander people have led campaigns, strikes, protests and mass movements for land rights, for voting rights, to desegregate towns, to save public housing and to demand justice for community members murdered by the police. The current Invasion Day protests have continued for decades since the original 1938 “Day of Mourning” marches.

Platform

1. NUS continues to acknowledge the traditional owners of the land and supports the sovereignty of Aboriginal people. NUS recognises that this land was stolen and sovereignty was never ceded, it always was & always will be Aboriginal Land.

2. NUS recognises the ongoing struggle for Aboriginal rights, in particular, the Invasion Day marches and the campaign to abolish Australia Day and stands in solidarity with the Aboriginal and Torres Strait Islander community.

3. NUS condemns Australia Day as a disgusting insult to Aboriginal and Torres Strait Islanders - particularly when held on January 26th - and condemns all other alternative days that celebrate the racist history of Australia.

4. NUS condemns all past governments and their role in creating the inequality and oppression experienced by Aboriginal and Torres Strait Islander people.

5. NUS condemns the government’s inaction on issues of land reform, compensation and deaths in custody: issues that are critical for the advancement of Aboriginal and Torres Strait Islander people.

Action

1. NUS will endorse the Invasion day protests and the wider movement to abolish Australia day.
2. NUS will endorse the campaign on social media.
3. NUS will release statements in support of these campaigns and delegates will attend organising meetings, and where possible, speak at these rallies on January 26th.
4. NUS will provide funding and resources for the promotion of this campaign.
5. NUS will make “No Pride in Genocide” stickers in the lead-up to the January 26th rallies and distribute them in promotion for the campaign.
6. NUS will endorse leaflets and educational material to tell students why they should support this campaign.
7. NUS delegates will petition and connect with students who want to get involved with the campaign and form contingents to the rallies.
8. NUS will continue to denounce Government attacks on Aboriginal and Torres Strait Islander rights as well as politicians who speak in favour of Australia Day.
9. NUS will support all further campaigns for the advancement of Aboriginal and Torres Strait Islander rights.

Moved: Vinil Kumar (USyd)
Seconded: Jasmine Duff (LGBTI Officer)
INDIG 8.4 - Solidarity with the Wangan and Jagalingou people – against the Adani coal mine

Preamble
A recently published IPCC report on climate change warned that humanity has until 2030 to significantly reduce greenhouse gas emissions lest we risk environmental collapse.

The Carmichael Coal Mine is an attack on the environment and indigenous land rights. This mine was made possible by subverting the right of the Wangan and Jagalingou people to their land.

Since 2012, the W&J people have rejected deals with Adani on three separate occasions. Adani’s Indigenous Land Use Agreement (ILUA) is widely seen as illegitimate, and Indigenous representatives have revealed that Adani attempted to bribe signatories into accepting the mine.

The Wangan and Jagalingou Family Council states: ‘If the Carmichael mine were to proceed it would tear the heart out of the land. The scale of this mine means it would have devastating impacts on our native title, ancestral land and waters, our totemic plants and animals, and our environmental and cultural heritage… It would literally leave a huge black hole, monumental in proportions, where there were once our homelands. These effects are irreversible. Our land will be “disappeared”.’

Despite continuing protest from indigenous traditional owners, the government and Adani are pushing ahead. This is an indictment of the native title legislation that has dominated land rights law since 1993; it does not adequately protect indigenous land rights.

Platform

1. NUS opposes Adani’s Carmichael coal mine as a serious threat to the environment and a recent project that puts corporate interests before indigenous land rights.
2. NUS stands in solidarity with the Wangan and Jagalingou people in their struggle against the mine.
3. NUS supports indigenous land rights.

Action
1. The National Union of Students condemns the Federal Government and Queensland State government for disregarding Indigenous land rights, and proceeding with the Carmichael coal mine without the consent of the Wangan and Jagalingou people.
2. The National Union of Students will actively support campaigns against the Adani coal mine, through actions including but not limited to issuing press releases, sharing information material in hard and soft copy, and distributing details of any protests.

Moved: Kim Stern (LGBTI OFFICER)
Seconded: Hersha Kadkol (Ethnocultural Officer)

INDIG 8.5 - Aboriginal or Torres Strait Islander Voice to the Student Union

Preamble:
The 2017 Uluru Statement of the Heart stipulated that the preferred form of recognition for Aboriginal or Torres Strait Islander People (ATSIP) or First Nations peoples was an enshrined voice to Parliament.

1. NUS opposes Adani’s Carmichael coal mine as a serious threat to the environment and a recent project that puts corporate interests before indigenous land rights.
2. NUS stands in solidarity with the Wangan and Jagalingou people in their struggle against the mine.
3. NUS supports indigenous land rights.

Action
1. The National Union of Students condemns the Federal Government and Queensland State government for disregarding Indigenous land rights, and proceeding with the Carmichael coal mine without the consent of the Wangan and Jagalingou people.
2. The National Union of Students will actively support campaigns against the Adani coal mine, through actions including but not limited to issuing press releases, sharing information material in hard and soft copy, and distributing details of any protests.

Moved: Kim Stern (LGBTI OFFICER)
Seconded: Hersha Kadkol (Ethnocultural Officer)
As the peak representative body for students across Australia, the Student Union has a responsibility to ensure ATSIP have the representation needed to help shape policy and legislation that affects them as students.

Ensuring an ATSIP voice to the Student Union will support:
   a. the path to reconciliation with Australia’s first peoples
   b. the momentum for an ATSIP ‘Voice to Parliament’
   c. the enrolment rate for ATSIP in University

Platform:
1. The NUS recognises the importance of representation within a Student Union in order to best support all students.
2. The NUS acknowledges that ATSIP are underrepresented in the student body.
3. The NUS endorses the constitutional need for an ATSIP voice to a universities Student Union organisational board.
4. The NUS condemns the denial by the Federal Government for an ATSIP voice to Parliament.

Action:
1. The NUS will audit member universities to ensure an ATSIP voice is constitutionally appointed to the organisational board
2. The NUS ATSI Officer will contact relevant ATSI officers to highlight any gaps in representation and ascertain progress towards closing gaps.
3. The NUS will support the calls for an ATSIP voice to Student Unions as well as to Parliament in their national campaigns.

Mover: Emily Sagolj (DUSA Delegate)
Seconder: Braedon Waddell (DUSA Delegate)

**INDIG 8.6 - ATSI-ya Later**

Preamble:
The contraction ‘ATSI’ is considered by many First Nations people as an outdated term.

The term ‘First Nations’ encompasses a broad range of Indigenous nations across ‘Australia’ and the surrounding areas.

The term ‘Aboriginal’ can have conflicting meaning to many First Nations people. It is often used to lump all First Nations people together, without recognising their different cultures and history.

Many universities now use the term ‘First Nations’ when referring to Indigenous people.

Platform:
1. NUS recognises the importance of respecting the cultural differences of First Nation’s people.
2. NUS understands that issues relating to Indigenous students from one area are not always universal.
3. NUS supports the use of the terms ‘Indigenous’ and ‘First Nations’ when referring to First Nations people

Action:
1. The National ATSI Officer and NUS Administration will explore the possibility of bringing constitutional amendments to National Conference in 2019 to change the position of ‘National ATSI Officer’ to ‘National First Nation’s Officer’

Moved: Alfred Lowe (Flinders University)
Seconded: Jordan Mumford (University of South Australia)
**INDIG 8.7 - The Union of Aboriginal and Torres Strait Islander Students (UATSIS).**

**Preamble:**
The Union of Aboriginal and Torres Strait Islander Students (UATSIS) was commissioned in 2017 by the national indigenous students conference, held in at the time Canberra.
From July 2017 to the present, UATSIS has grown to be respected and recognised by Members of Parliament, Government bodies and student unions as the peak representative body for Aboriginal and Torres Strait Islander undergraduate students in Australia.

**Platform:**
1. As demonstrated by the Spring Agreement (2017) – the NUS believes in recognising and working with other peak bodies to ensure that all students in Australia are adequately represented.
2. The NUS recognises UATSIS as the peak representative body for Aboriginal and Torres Strait Islander undergraduate students in Australia.

**Action:**
1. The NUS Aboriginal and Torres Strait Islander officer will work with UATSIS to deliver campaigns, programs and events that benefit Indigenous university students.

Moved: Aesha Awan (University of Newcastle Delegate)
Seconded: Dashie Prasad (UTS Delegate)

**INDIG 8.8 - Stop Saying “ATSI”**

**Preamble:**
Do not say the acronym “ATSI” – it is disrespectful to not completely say “Aboriginal and Torres Strait Islander”.

If you need a shorter word, say First Nations.

**Platform:**
1. A large number of Aboriginal and Torres Strait Islander students find the word “ATSI” offensive.
2. The NUS believes in listening and following the direction of Aboriginal and Torres Strait Islander people when it comes to Aboriginal and Torres Strait Islander affairs.

**Action:**
1. NUS condemns the saying of “ATSI”.
2. NUS Office Bearers will cease saying “ATSI”.
3. The NUS will not us “ATSI” in any of its published material.

Moved: Aesha Awan (University of Newcastle Delegate)
Seconded: Dashie Prasad (UTS Delegate)

**INDIG 8.9 - End the high incarceration of Indigenous Youth**

**Preamble:**
Indigenous Australians are the highest incarcerated people in the world.
Aboriginal and Torres Strait Islander women and men make up 27% of incarnated people while only making up around 3% of the population.

The incarnation rate of Indigenous people has also jumped 41% from 2006-2016.
Indigenous children are 25 times more likely to be in detention than non-Indigenous children.

According to the AIHW report 59% of youth in detention were Indigenous, with 57% being unsentenced meaning they were in remand on bail.

Indigenous children spend on average 2 weeks longer in detention than non-Indigenous children. As a result of the abuse uncovered in Don Dale Youth Detention centre, Malcolm Turnbull called for a Royal Commission to investigate into juvenile detention in the Northern Territory. Six months after the investigation it was released that all 38 of the youth in detention were Aboriginal. The Royal Commission released the results in November 2017 stating that the systems in NT failed to comply with the basic binding human rights standards in the treatment of young people. Despite this no formal charges were ever laid by NT police for the treatment of Indigenous youth in Don Dale.

Platform:
1. NUS stands in opposition of racism against Indigenous people and all other forms of oppression and discrimination.
2. NUS acknowledges the discrimination that Indigenous people face, and the disproportionate rates of incarceration Indigenous Youth face.
3. NUS condemns the Northern Territory Government’s treatment of Indigenous Youth in detention centres.

Action:
1. The NUS Aboriginal and Torres Strait Islander Officer and the NUS President will write to the Chief Minister of the Northern Territory expressing the NUS’ position on the disproportionate rate of incarceration for Indigenous youth, and it’s concern that the closure of Don Dale, recommended in the Royal Commission, has not begun.

Moved: Kynesha Temple (University of Adelaide Delegate)
Seconded: Madeline Lucre (University of Technology Sydney Delegate) on behalf of Yaritji Green (Flinders University Student Association)

**INDIG 8.10 - End deaths in custody**

Preamble:
There is a lack of media representation of the abuse suffered by First Nations youth in Australia. Many cases have not been brought to light or have not held anyone accountable for the abuse or deaths of Indigenous people in custody.

In Western Australia it is estimated roughly 1000 people are jailed each year due to unpaid fines.

Dylan Voller is one example of a young Indigenous man who was strapped to a chair with a hood over his head and left for two hours in the Don Dale Youth Detention centre. There are many more cases of abuse or death in custody that are not reported. This is not the first time we have seen a lack of action to bring justice to Indigenous Australians.

The 1991 Royal commission into Indigenous deaths in custody resulted in exactly zero recommendations being implemented, with 80 per cent of the youth in Don Dale being held were in remand without a conviction. Since the Royal Commission in the 1991 over 400 indigenous people have died in our justice system.

Platform:
1. NUS condemns the appalling treatment that Indigenous people often face in custody.
2. NUS believes that there is a systemic issue within our justice system that is causing Indigenous deaths in custody and that drastic steps need to be taken to stop this ongoing tragedy.
3. NUS condemns our governments for not stepping up and making the drastic changes to the justice system that are needed.

Action:
1. The NUS Aboriginal and Torres Strait Islander Officer and the NUS President will reach out to Indigenous and Human Rights organisations involved in the fight to stop Indigenous deaths in custody. Where possible the opportunity to support and run joint campaigns will be explored.

Moved: Kynesha Temple (University of Adelaide Delegate)
Seconded: Madeline Lucre (University of Technology Sydney Delegate) on behalf of Yaritji Green (Flinders University Student Association)

INDIG 8.11 - National Aboriginal and Torres Strait Islander Officer to be paid

Preamble:
The work undertaken by National Officer Bearers is significant in both time and emotional labour.

As the other National Officers are paid a wage, so should the ATSI Officer be remunerated for their work with wages or at the very least an honorarium.

The work of indigenous people is often undervalued, and the additional barriers faced by indigenous activists not acknowledged.

The volume of people advocating for other office bearing positions is reflected in the remuneration these other office bearers receive. In this way the ATSI Officer was disadvantaged in this debate as we know that indigenous people are much less likely to attend universities or be proportionally represented in these forums.

By paying an NUS Aboriginal and Torres Strait Islander Officer, Indigenous students would have more capacity to take on a roll in which they were reimbursed for.

Platform:
1. NUS believes that Officer Bearers should be reimbursed financially for the work they do for the Union.
2. NUS believes it is especially important to promote the voices of marginalised groups. NUS acknowledges that Indigenous people face significantly lower levels of enrolment in tertiary education, and lower socioeconomic levels.

Action:
1. NUS will investigate the possibility of paying the Aboriginal and Torres Strait Islander, to whatever extent this may be possible.

Moved: Kynesha Temple (University of Adelaide Delegate)
Seconded: Madeline Lucre (University of Technology Sydney Delegate) on behalf of Yaritji Green (Flinders University Student Association)
INDIG 8.12 - Increase the number of Indigenous teachers teaching Indigenous knowledge

Preamble:
Recently the Indigenous courses run by the Indigenous faculties around the country have been discontinued. Now the courses that are taught are done so outside of the faculty with Indigenous advice where there should be a class taught by Indigenous people to share perspectives and viewpoints that are different.

Action:
1. NUS believes that those with lived experience as Indigenous are the best educators on Indigenous classes.

Platform:
1. The NUS Aboriginal and Torres Strait Islander Officer and the NUS President will identify Universities where this problem exists, and write to the Universities outlining the NUS position on this issue, urging the University to employ more Indigenous people to teach Indigenous knowledge.
2. The NUS Aboriginal and Torres Strait Islander Officer will assist campus Aboriginal and Torres Strait Islander (or Student President where relevant) to campaign to their Universities to reform this issue

Moved: Kynesha Temple (University of Adelaide Delegate)
Seconded: Madeline Lucre (University of Technology Sydney Delegate) on behalf of Yaritji Green (Flinders University Student Association)

INDIG 8.13 - NSW new adoption laws

Preamble:
The Berejiklian government’s change to the adoption system has legalised adoption without parental consent.

Around 5% of young people in NSW are Aboriginal, yet Aboriginal young people make up 37% of young people in care.

An estimated 800 Aboriginal children are currently subject to guardianship orders.

All these children can now be adopted without parental consent if these changes go ahead.

Platform:
1. NUS believes that this law change will contribute to an increase in children being taken from their parents and lead to another Stolen Generation of Aboriginal children.

Action:
1. The NUS Aboriginal and Torres Strait Islander Officer and the NUS President will reach out to NSW Indigenous and legal organisations keeping the Berejiklian government accountable as the impact of these laws come about. Where possible the opportunity to support and run joint campaigns will be explored.

Moved: Kynesha Temple
Seconded: Madeline Lucre (University of Technology Sydney Delegate) on behalf of Yaritji Green (Flinders University Student Association)
INDIG 8.14 - Nothing for us without us: Indigenous voices are needed in complaint resolution

Preamble:
Institutionalised racism is pervasive at Universities. It is particularly important that we acknowledge and attempt to mitigate the resulting racism for Indigenous students face because of this.

A lack of understanding of the struggles of Indigenous people leads to non-Indigenous people exerting the white privilege of unconscious bias to perpetuate institutionalised racism. This also occurs in the mechanisms that are supposed to achieve justice for those who have been wronged.

Dispute resolution can perpetuate an Indigenous student’s experience of institutionalised racism if their lived experience is not recognised. The person who is facilitating a grievance needs to have an adequate understanding of racism and address the lived experience of Indigenous students to address the situation properly, otherwise it can be difficult to have a genuine and fair resolution.

Platform:
1. NUS acknowledges the institutionalised racism that is embedded in university complaint procedures, and that they do not involve Indigenous voices.
2. NUS supports the Indigenous people who have the courage to make these complaints in the knowledge that their perspectives are not well understood, and whose accounts are scrutinised through the lens of white privilege.

Action:

1. NUS Aboriginal and Torres Strait Islander Officer will work with campus representatives to achieve diversity in complaint administration and assistance, and on tribunals who make rulings on such disputes.

Moved: Kynesha Temple (University of Adelaide delegate)
Seconded: Katt Hatzi (Flinders University delegate) on behalf of Yaritji Green (Flinders University Student Association)
Disability Policy

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DIS 9.1 - Fully-Fund and Fix the NDIS and Mental Healthcare System

Preamble:
Since its rollout, the National Disabilities Insurance Scheme (NDIS) has faced many issues including:

a. Over-the-phone planning through NDIA staff with limited training and expertise in the area leading to poor quality plans;

b. No or reduced funding support under the NDIS for transport support, housing and employment assistance, advocacy services, guide dog assistance, and speech therapy among other things;

c. The price setting of disability services at prices that are too low to cover the cost of the services - meaning disability service providers are either having to cover the cost, cancel the service, or make their clients pay up front, as well as struggle under limited resources for staff training and expansion

d. Privatisation of disability services due to limited resources and funding under the NDIS, leading to cost-cutting such as reduction of staff and services;

e. Not enough NDIS staff per NDIS participant which is leading to delays in approved plans;

f. Lack of clarity for the kind of support the NDIS will provide for mental health services, leading to huge gaps in the mental healthcare sector where services are facing cuts or closures due to lack of funding;

g. In the wake of the NDIS rollout funding for mental health services has been progressively withdrawn, even though only 5-25% of participants in mental health services being transitioned to the NDIS under provider estimates. The loss of these services will drive mental health patients into emergency health services and the justice system.

h. A report by the Commonwealth Ombudsman found some people seeking a review of their National Disability Insurance Scheme plans are waiting nine months. At July 2018 least 10% of NDIS recipients had claims stuck in backlog - or 14,000 claims backlogged to December 2017. For now the Government has accepted the 20 recommendations handed down by the Ombudsman - but we need an NDIS that's not torn down by bureaucracy.

In the 2018 Federal Budget, the National Disabilities Insurance Scheme (NDIS) was only assured temporary funding, not long-term funding certainty. With the announcement that the Medicare levy would not be increased to add $8 billion to the program, this leaves a $4 billion gap - or accumulating to $58 billion by 2028 - as the scheme needs $22 billion per annual budget to be fully realised. While the Medicare Levy increase isn't necessarily the way to go, we need long-term funding security and we're not getting that from the 2018/19 Federal Budget. We need a fully-funded free public health system for everyone.

The mental healthcare system is facing significant barriers to accessibility under the loss of services under the NDIS. Further, students at university campuses are seeing long wait times, and a cap on the number of annual counselling appointments they can access, amid the context of limited resources and funding. This is despite the National Union of Students (NUS) Wellbeing Survey in 2016 finding that 35% of students were impacted by poor mental health and suicidal ideations. In the community, people are only able to access 10 Medicare sessions per year for counselling and psychological services. The mental healthcare system cannot afford further cuts and loss of resources under the NDIS.
In 2018 the NUS Disabilities Department campaigned on campus and put forward a submission in collaboration with campus disabilities officers calling for a fully-funded NDIS.

Platform:
1. NUS supports a fully-funded NDIS.
2. NUS calls on the Federal Government to improve on the administrative issues faced by the NDIS that is leading to long delays in NDIS plans being approved.
3. NUS calls for long-term, legislated funding for the NDIS.
4. NUS calls on the Federal Government to remove the cap on staff under the NDIS and implement holistic training for NDIA workers.
5. NUS calls on the Federal Government to address the gaps in mental healthcare as a result of the rollout of the NDIS.
6. NUS acknowledges that the NDIS was intended to be complementary to the mental health system, not a replacement.
7. NUS believes that every Australian should have access to the mental health care they need, when they need it.
8. NUS calls on the Federal Government to commit to full and proper funding of mental health services both on university campuses.
9. NUS calls on the Federal Government to commit to full and proper preventative community mental health services including step-up / step-down community residential mental health services.
10. NUS calls on the Federal Government to end the privatisation of disability services and condemns the capitalisation of disability support services.

Moved: Kayla Dickeson (NUS Disabilities Officer)
Seconded: Joshua Steele (University of South Australia)

DIS 9.2 - NDA for Campus Counselling and Disability Services

Preamble:
The National Union of Students 2016 Wellbeing Report found that two thirds of young people rated their mental health as only fair or poor, while 35% reported that suicidality impacted on their ability to study. Despite this, campus counselling services are frequently under-funded and under-resourced, with long wait times, poor experiences with campus counselling services and the general stigma of seeking help impacting services. Some universities still do not have access plans for physical or mental health, or they are under-marketed or under-promoted on campus. Universities need to treat counselling and disability services as important aspects of their duty of care to students and fund them adequately.

In September 2018 the Federal Government announced that they have invested $9 million into Orygen’s National Centre for Excellence in Youth Mental Health. Further, that they will provide $660,000 to support the development of a new National University Mental Health Framework. The National Union of Students Disabilities Department has conducted
surveying and focus groups at its Disability and Accessibility Conference 2018 on university campus counselling and disability services.

Feedback from students and office bearers about campus counselling and disability services in 2018 has found that:

a. There is not enough counselling and/or disability staff per student ratio to keep up with the demand that students need. Students believe that services are under-resourced and so staff are over-stretched with the amount of students that they have to see.

b. Students reported that they can wait for a counselling appointment for anywhere up to three weeks to two months depending on the time of year. This puts extra stress on students having to wait for an appointment when they could be at a crisis point.

c. On some campuses such as the University of Western Australia and the University of New South Wales only walk-in appointments are available for a first-time appointment, with scheduled appointments only available for returning students.

d. There are often no specialist counselling services and counsellors tend not to be trained according to what students need. This includes but is not limited to sexual assault; trauma; the range of psychological conditions beyond depression and anxiety; chronic illness; queer or gender diverse friendly staff; culturally and linguistically diverse staff. At Curtin University, for example, students have reported that students with personality disorders were turned away from counselling services as they “could not be fixed in ten sessions”.

e. Services are inconsistently promoted to students on campus. At some universities they may be promoted during orientation or at peak exam times, but not at others. Furthermore, the promotion seems to be targeted at first year students, rather than re-emphasised throughout a students’ degree. UNSW in particular reported that international students have often misunderstood that they are able to access campus counselling services, as they believe that they require a Medicare card to access services.

f. Individual counsellor availability is also inconsistent. At the University of Sydney, students are not guaranteed the same counsellor. At Monash University, it is difficult to change a counsellor once a student has had an appointment with one. At the University of Western Australia, students are not allowed to access the same counsellor twice. Overall, students report having a lack of rights in selecting a counsellor that is appropriate for them and changing a counsellor if they have had a negative experience. Furthermore, it is difficult to report an experience that a student has had with a counsellor in an effective and anonymous way.

g. Universities particularly in Victoria and New South Wales have caps on the amount of counselling sessions that students can access per semester or year. At the University of Sydney there is a cap on 3 counselling sessions per semester. At the University of Melbourne there is a cap on 6 sessions per semester. This means that if students reach the capped level of sessions they are locked out of mental health support from the university.
h. University counselling services in particular are viewed as temporary services for students to access. Students are told that the university cannot provide long-term or ongoing support. However, since the mental health system overall is under-funded and under-resourced, students want increased support on campus particularly for people with chronic illness.

i. There is a lack of understanding from students about Disability Access Plans (DAPs) and what they can provide. Guides to DAPs are often hidden away in hard-to-find or bureaucratic documents that are not student-friendly. Staff are not universally trained in what a DAP is or how to administer one. Students report that while there are often policies in place about how a DAP is supposed to be administered, the way that this is carried out in practice differs from tutor to tutor, or lecturer to lecturer. Some tutors or lecturers are supportive and compassionate, while others are not. At the University of Melbourne, tutors have the right to refuse access to accommodations even if it is in a students access plan. At Curtin University the system is transitioning to a more centralised system, rather than the previous program where students need to have an appointment with a doctor, then disability services and then individually speak with teaching staff.

j. Special considerations or accommodations are also inconsistent across universities. At Monash University, most average students are not aware of what qualifies as special consideration or how to get an accommodation. At the University of Sydney, the system has been centralised although this now means there are long wait times and backlogs. There is also now an “end-date” on chronic illness or disability, which is not appropriate for students experiencing long-term or on-going conditions. At the University of Sydney, University of Western Australia, University of Newcastle all services have been moved online. At the University of New South Wales, services begin online and then students must attend in-person. Monash University in particular does not offer special consideration for exams. There is a stigma at universities that students accessing extensions for assignments are “lucky” or are rorting the system. This leads to students feeling guilty about utilising the services that they need.

k. Across universities, there is often immense pressure to get DAPs, special considerations or accommodations approved as early as possible. This is not always possible for students due to a vast array of extenuating circumstances that are often out of their control. For example, waiting times on general practitioners or psychologists to get required documentation; waiting times on campus counselling and disability services; miscommunication between different services leading to back-and-forth appointments; universities not conveying students rights or timelines adequately; health flare-ups; family or personal situations among others.

l. Students reported that course content and curriculum are not accessible for students with disabilities. Overall there is no guarantee that lectures will be recorded, will have closed captioning, or have braille options. Accommodations are left to the discretion of lecturers or tutors rather than enforced in formal policy.
m. University wellbeing or stress-less events focus on neurotypical students and are not aimed at students with a lived experience of disability or mental illness. Therapy dogs, colouring, yoga or meditation is not helpful for students with disability or mental illness. Universities are essentially promoting the message “don’t get mentally ill” and do not go beyond that. This demonstrates a lack of understanding of disability and chronic mental illness.

Recommendations for improvements on campus counselling and disability services has included that:

n. Information should be readily available to people attending counselling about their rights around changing counsellors and reporting negative interactions with the counsellor both anonymously and not. Counsellors should be trained and licensed and universities should try to provide a range of counsellors experienced with a range of psychological conditions and backgrounds including:
   i. Lived experience of disability or illness;
   ii. Culturally and linguistically diverse backgrounds;
   iii. Queer or gender diverse backgrounds;
   iv. Aboriginal or Torres Strait Islander backgrounds;
   v. Training for psychological conditions that goes beyond depression and anxiety.

o. There should be easier reporting mechanisms for students, such as online feedback forms based on counselling sessions.

p. Universities need to have a minimum standard of counselling and disability staff available tied to the student population at each specific university. Students reported the need to increase counselling and disability staff available across all universities surveyed at the conference. Students reported that the biggest issue in experiencing long wait times for services was the lack of staff available, so this would assist in addressing this issue in particular.

q. Counselling and disability staff should be hired on a full-time basis, rather than on a casual basis. This will assist students in being able to attend sessions with the same counsellor each time, rather than having to start from scratch at each appointment.

r. Counselling and disability services should implement online booking systems across all universities. In some cases such as at the University of South Australia this has helped to reduce wait times for appointments and streamlined the process.

s. Universities need to better inform students with disabilities about their rights and the necessary evidence they are required to provide prior to disability service appointments. This would reduce ‘back-and-forth’ appointments.

t. Universities need to recognise their duty-of-care in providing adequate mental health support for students. Counselling and disability services need to be more proactively promoted on campus for students to access, however, this must be met with increased resourcing and staffing of services. Universities need to hire dedicated and ongoing psychological support staff and remove caps on counselling services.

u. Universities need to adequately train staff such as tutors and lecturers in administering DAPs and understanding academic policy for this area. There is too much
inconsistency between individual teaching staff, faculties, and university campuses.

v. Academic and provision of services policy and guiding procedures needs to be made more student-friendly and accessible. For example, not using unnecessary jargon, providing all documentation in an easy-to-find manner and relaxation of timelines. Policy and procedures must stress the duty-of-care that universities must take and remove the conditions that allow students to be stigmatised as “rorting the system”.

w. Universities need to ensure that all teaching materials are accessible for students with disability and implement universal design, rather than having them in on-request accommodation or special consideration services. This includes:
   i. Universal lecture recordings and notes/powerpoints available;
   ii. Closed captioning for lectures;
   iii. AUSLAN interpreters;
   iv. English language interpreters;
   v. Braille options;
   vi. Large-text options;
   vii. Screen reader access;
   viii. The removal of attendance requirements;
   ix. Universal web design for online materials;
   x. Audio loops available for lectures and tutorials;
   xi. Class layouts being more accessible;
   xii. Not excessively using group discussion in groups larger than 25, which can be overstimulating and loud;
   xiii. Adequate warnings before videos being played and keeping microphone volumes at a reasonable level;
   xiv. Accessible seating.

x. The National Union of Students Disabilities Department endorses Vision Australia’s report “Online, But Off Track”, in aiming to make online university services more accessible for students who are blind or vision impaired.

In 2018 the NUS Disabilities Department campaigned on campus and put forward a submission to the Federal Government based on these issues and recommendations.

Platform:
1. NUS believes that campus counselling and disability services should be adequately resourced and funded to meet student needs.
2. NUS recognises that campuses are not meeting student needs as services are often underfunded, under-resourced, understaffed and under-promoted on campus.
3. NUS calls on universities to:
   a. Implement holistic training for all staff on training for disabilities, chronic illnesses, medical conditions and access conditions
   b. Implement universal training on disability, accommodation and special consideration policies
   c. Implement training for counsellors and disability staff on about diverse student backgrounds and experiences
   d. Review and implement improved policies on disability access plans, accommodations and special considerations with the view to making them more student-centric and accessible
e. Ensuring that all teaching materials are accessible in line with the recommendations as set out by students with disabilities

f. Increase the number of staff for counselling and disability services in line with student demand

g. Integrate promotion of counselling and disability services within degrees and proactively promote services at campus events

h. Ensuring that students are informed about their rights when it comes to accessing counselling and disability services

Action:
1. The 2019 NUS Disabilities Department will continue to campaign to improve campus counselling and disability services.
2. The 2019 NUS Disabilities Department will hold a National Day of Action on funding campus counselling and disability services, supported by the NUS Welfare and Education Departments. This can take the form of rallies, stalls, social media, et cetera.

Moved: Kayla Dickeson (NUS Disabilities Officer)
Seconded: Joshua Steele (University of South Australia)

DIS 9.3 - Accessible Activism

Preamble:
Accessible Activism should be Activism 101. Activists are workers, activism is our labour, and protests and campaigns grounds are our workplaces. A safe and accessible workplace environment is a natural right

Accessible Activism is a union issue. In this increasingly interconnected and globalised world, activism and unionism has become 24/7. Essentially this means that the 8-hour work day, weekends for rest and leisure and leave entitlements - hallmark achievements of the trade union movement - are deteriorating in activist spaces. Social media and the 24-hour media cycle mean that as activists we receive real-time updates on social, economic and political movements across the globe. While this provides us with important access to information, data and mobilising tools, it also means that as activists we are expected to be ready at any given moment in time to respond immediately to events of the day - regardless if it’s 2pm on a Sunday afternoon or 2am on a Tuesday morning.

Accessible Activism is a welfare issue. Not only are activists expected to work and campaign long hours across all seven days of the week, we are often expected to take up unpaid or underpaid roles while doing so - and this is particularly true of student activists. At the same time as student activists are fighting for increased funding for welfare and working rights, they do so often under conditions where they have to rely on Centrelink, part-time or casual work, or tightened budgets to get by. At any given time student activists will be studying, volunteering, taking on part-time or casual work, and doing often unpaid internships, work experience or placements - in addition to their activism.

Accessible Activism is a mental health issue. In our 24/7 activist environment, there is often no way to fully `switch off” from activism and take care of ourselves and our own mental health or personal wellbeing. Activist burnout is a major issue and cause for concern, and is again a symptom of deteriorating working standards under neoliberal capitalism. Not to mention the second-hand trauma that activists experience. When there are so many causes to fight for it can often feel selfish to take a night off, or to give ourselves a little breathing space, or even to *gasp* take a
holiday. But it’s important to remember that taking care of ourselves and our well-being only makes us stronger activists because we’ll be all the more capable of standing up and fighting back when we’re ready to do so.

Accessible Activism is an equity issue. To effectively build our union movement, we need to ensure that the way we organise is accessible - that includes protests and rallies, campaigns, conferences, and other events. As the infamous saying goes, respect existence or expect resistance. As those on the side who have pledged to fight for a better world, none of us are free until all of us are liberated and emancipated - so we must fight a movement that is inclusive of everyone. Revolution and rebellion against the status quo comes in all shapes and sizes.

Accessible protests look like:

a. Having a pre-planned route with a map;
b. Having a contactable liaison person available from within the protest organisers;
c. Having a structured leadership team that can look after protest attendees i.e. if a protest becomes violent, if someone wants to be taken to a safe space/location;
d. Ensuring march routes are wheelchair and bathroom accessible;
e. Having an optional safe space;
f. Taking into consideration accessible times of day i.e. not too early, not too late if avoidable;
g. Ensuring earplugs are available for people who are overstimulated by noise;
h. Having AUSLAN interpreters on-site for translating purposes;
i. Having reserved spaces at the front for people with disabilities;
j. Having people on-site who are trained in first aid, mental health first aid responders, disclosures to sexual violence or vicarious trauma;
k. Having people on-site who are second-language speakers;
l. Safeguarding against police and having allies to deal with the police i.e. to protect people in a marginalised background;
m. Having safe exit points for the protest;
n. Having an avenue for people who can’t physically attend the protest to engage in the day i.e. social media, blogs;
o. Giving people with disabilities a chance to be visible in the protest.

Accessible conferences look like:

p. Breaks in between workshops and presentations, which gives people a chance to have more of a breather in between events;
q. Having options to take a mental health break and de-stigmatise this occurrence;
r. Ensuring the physical space of the conference is an accessible venue. This includes:
   i. Taking into consideration if venues have stairs or elevators
   ii. Having clear, accessible guides about where elevators and accessible routes are
   iii. Audio loops are available
   iv. Ensuring that people can easily get up out of seats on the conference floor or reserving seats
s. Having accessible quiet spaces;
t. Having available counsellors on-site;
u. Ensuring that people are reminded about content and trigger warnings;
v. Enforcing codes of conduct against bullying behaviour
w. Grievance Officers should be responsible for:
   i. Taking people to safe spaces
   ii. Being flagged if they need to take people out, or if people block the doors
   iii. Shutting down conference floor or ending sessions if people are engaging in bullying behaviour
   iv. Making the conference aware of what’s happening through announcements to the conference floor

An accessible campaign looks like:
x. Ensuring that organising spaces and meetings are held in accessible venues;
y. Including a diverse range of people in the organising
z. Consulting people holistically across the whole process for:
   i. Access requirements;
   ii. Language requirements;
   iii. Ensuring that autonomous collectives are involved in relevant campaigns; among other ways.

aa. Use of inclusive language, as language can be a barrier to some people
bb. Preventing activist burnout and supporting those with activist burnout. For example:
   i. Being empathic with people who appear to be struggling

   ii. Starting a conversation with people about their wellbeing
   iii. Community care – not alienating people if they leave the cause for some reason
   iv. Awareness that it’s okay to clock in and clock out
   v. Be aware of the workloads that people have taken on, as it can wear people down even if they’re not openly complaining
   vi. Asking people how you can help
   vii. Knowing how to ask people for assistance and learning how to offer help
   viii. Self-care – don’t be afraid to delegate
   ix. Self-advocacy – allies should step up and help support people. There is an emotional labour of self-advocacy and it can be traumatic.

cc. Ensuring that activists are adequately trained and supported. This includes:
   i. Mental health first aid
   ii. Grievance training
   iii. Disclosure training
   iv. Organiser campaign training
   v. Vicarious trauma training
   vi. Anti-racism, sexism, ableism, bigotry training
   vii. Consent training
   viii. Carer training
   ix. Upskilling as many people as possible
   x. Sensitivity training

In 2018 the NUS Disabilities Department is releasing a guide on accessible activism.

Platform:
1. The NUS believes that all activism should be as accessible as possible for everyone involved.
2. The NUS recognises that some forms of activism are less accessible than others.

Action:
1. Office-bearers and activists will work to ensure that the accessibility recommendations are incorporated into NUS and campus campaigns.
2. The NUS Disabilities Department will work with campus student unions and NUS National Office Bearers to ensure that the accessibility recommendations are incorporated into future campaigns.

Moved: Kayla Dickeson (NUS Disabilities Officer)
Seconded: Kirra Jackson (University of Technology Sydney)

DIS 9.4 - Safe and Accessible Spaces for Students With Disabilities

Preamble:
Not all student unions have safe spaces for students with disabilities.
Safe spaces are important to ensure that students learn in an inclusive environment and have access to the services they need.

Platform:
1. NUS recognises the importance of autonomous spaces on campuses for students with disabilities as integral to community, activism and as a safe space.
2. NUS recognises that any student spaces for office-bearers and students with disabilities must be accessible for these students.
3. NUS calls for affiliated student unions to ensure all SSAF funded services and spaces are accessible to all students regardless of ability.
4. NUS calls on all affiliated student unions to prioritise provision of accessible and resourced autonomous spaces.

Action:
1. The NUS Disabilities Department will continue to support student unions in getting and improving safe, autonomous and accessible spaces for students with disabilities.

Moved: Louise Nixon (Flinders University)
Seconded: Joshua Steele (University of South Australia)

DIS 9.5 - Disability Officers In Student Unions

Preamble:
The following university campuses do not have disability or access officers in their student unions:

   a. Charles Darwin University
   b. Griffith University
   c. Central Queensland University
   d. Australian Catholic University
   e. University of Southern Queensland
   f. Queensland University of Technology
   g. James Cook University
   h. University of the Sunshine Coast
   i. Bond University
   j. Charles Sturt University
Disability and access officers play important roles in student unions advancing the rights of students with disability and illness on campus.

Where these office-bearers do exist, disabilities or access officers are often unpaid in their student unions.

These officers often have the lowest budgets in their student unions.

Furthermore, some officers do not have the same voting privileges as their other autonomous peers.

Platform:
1. NUS recognises that all student unions must have disabilities or access officers.

2. NUS recognises that all disabilities or access officers should be paid and at the same level as other paid office bearers and have voting privileges at parity with autonomous peers.

Moved: David Grover (University of Technology Sydney)
Seconded: Katt Hatzi (Flinders University)

DIS 9.6 - NUS Disability and Accessibility Conference 2019

Preamble:
The 2018 NUS Disability and Accessibility Conference was a productive conference to be able to discuss causes specific to students with disabilities and access conditions. This was the first national conference held specifically for students with disabilities. There should be future conferences held to discuss student causes.

Platform:
1. NUS recognises the importance of autonomous national conferences for students to organise and share community ideas about issues and campaigns on campus.

Action:
1. The NUS Disabilities Department will hold a 2019 conference in collaboration with a campus student union.

2. The NUS Disabilities Department should ensure that:
   a. The conference is held in an accessible venue with accessible rooms and eating areas
   b. The accommodation is held in an accessible venue and in close proximity to the conference venue
c. The conference is financially accessible

Moved: Lachlan Barker (University of Technology Sydney)
Seconded: Louise Nixon (Flinders University)

DIS 9.7 - Full Time Status for Students with Disabilities

Preamble:
Many students with disabilities study part-time for reasons including, but not limited to, their experience and management of disability. While some students with disabilities are able to study full-time, for some this would either exacerbate their negative experiences of disability or be outright impossible.

Yet by studying part-time students with disabilities are locked out of accessing student Centrelink payments, concession transport fares, health funds, and other student benefits and forms of support. These important forms of support are restricted solely to students who are studying full-time.

Further, many students with disabilities pay exorbitant amounts of money to manage their disabilities and complete their studies, such as on pharmacological treatments, surgeries, physical therapies, mental health services, etc. This exacerbates the challenges experienced in particular by students with disabilities from low SES backgrounds, who need the benefits of full-time status most.

Platform:
1. NUS acknowledges that some students with disabilities are unable to study full-time because of the inaccessibility of university to students with disabilities, and that losing access to full-time benefits because of this exacerbates the inaccessibility of university to students with disabilities.
2. NUS believes students with disabilities should be able to access all the benefits of full-time status (including but not limited to Centrelink payments, concession transport fare, and health funds) if they are compelled to study part-time on the basis of their experience and management of disability.

Action:
1. The NUS Disabilities Department will campaign to change the rules around full-time status and part-time status to extend full-time status to students with disabilities in accordance with the above platform.

Moved: Kirra Jackson (University of Technology Sydney) on behalf of Mia Carey (University of New South Wales)
Seconded: Lachlan Barker (University of Technology Sydney) on behalf of Will Edwards (University of Sydney)

DIS 9.8 - Mental Health Care Plan

Preamble:
Currently, Medicare covers a maximum of 10 free or subsidised counselling sessions subject to various different criteria per year with a Mental Health Care Plan.

According to a 2016 Headspace and NUS survey, a majority of students experience significantly high levels of stress, anxiety and/or depression. These things, among others, have the ability to greatly affect their academic performance.
In 2018 the NUS Disabilities Department ran a national campaign to expand Medicare support for the Mental Health Care Plan and put forward a submission to the Federal Government based on these aims.

Platform:
1. NUS believes that students benefit from Counselling when suffering from mental health concerns.
2. NUS believes that students mental health concerns may not be resolved within 10 sessions, and students should be able to access further sessions should they wish or need to. NUS acknowledges the financial hardships students often face and the struggle, both financially and emotionally, students face paying for expensive mental health care.
3. NUS believes that University Services should be expanded to include uncapped visits to campus mental health services.
4. NUS recognises the impact untreated mental health can have on students throughout their degrees and believes that all students should have access to mental health services.

Action:
1. The National Disabilities Officer will continue to lobby and campaign to the Federal Government for increased community mental health care support including the Mental Health Care Plan to uncap the number of visits allowed for students.
2. The National Disabilities Officer will continue to lobby or campaign universities where appropriate, to include uncapped mental health care services for all students on campus.

Moved: Sarah Tynan (University of Adelaide)
Seconded: Katt Hatzi (Flinders University)

DIS 9.9 - Return to Study - Consideration of Time

Preamble:
Students who have significant mental health concerns, disabilities or chronic illnesses may choose to postpone their studies for the sake of their health and wellbeing.

Many Universities have a cap on how long a degree can take to be completed. Because of this, students with mental illnesses, disabilities or chronic illnesses are forced to choose between their health and wellbeing and their academic pursuits.

Platform:
The National Union of Students believes that students with mental illnesses, disabilities or chronic illnesses should not be disadvantaged because of time off they may need to take to look after themselves and potentially improve their positions.

Action:
1. The National Disability Officer along with other relevant National Office Bearers, including the National President and the National Welfare Officer, will contact the Federal Education Minister and State Education Ministers committing the National Union of Students’ position on the time cap on university degree completion dates and explaining the effect that these caps may have on students with disabilities or chronic illnesses.
2. The National Disability Officer will write to affiliate campuses, committing the National Union of Students’ position on the time cap on university degree completion dates and the effect that these caps may have on students with disabilities or chronic illnesses.

Moved: Sarah Tynan (University of Adelaide)
Seconded: Katt Hatzi (Flinders University)
and requesting that these time caps be reviewed for students with disabilities or chronic illnesses.

Moved: Sarah Tynan (University of Adelaide)
Seconded: Hamish Richardson (National Executive)

DIS 9.10 - Autism Speaks

Preamble:
Autism Speaks is a US organisation that promotes the idea that vaccinations cause autism and that autism is a disease that needs to be “cured”.

Autism Speaks frequently runs campaigns and articles on social media promoting these ableist ideas.

Platform:
1. NUS condemns Autism Speaks.
2. NUS recognises that vaccinations do not cause autism.
3. NUS recognises that autism is not a disease that needs to be “cured”.

Action:
1. The NUS Disabilities Department will put out a statement condemning Autism Speaks.

Moved: Kayla Dickeson (NUS Disabilities Officer)
Seconded: Joshua Steele (UniSA) on behalf of Natrydd Sigurthur (UniSA)

DIS 9.11 - Accessible University Spaces Resource

Preamble:
In 2018 Data for Inclusion (DFI) is launching a national website that is a free resource for people with disabilities to access.

The website will be for the purpose of including what is currently present in restaurants, businesses, schools and universities in terms of how accessible they are.

The NUS Disabilities Department has been working with DFI specifically in mapping out the accessibility of university campuses. This is the first step in ensuring that campuses are accessible for all students.

Platform:
1. The NUS recognises the importance of campus accessibility for all students.
2. The NUS calls on all universities to review and implement improvements to ensure that campuses are physically, sensorily and otherwise accessible for students.

Action:
1. The NUS Disabilities Department will continue to work with DFI to ensure that:
   a. The national survey into campus accessibility is rolled out to university campuses in 2019.
   b. The website is promoted as a free resource for students to use and effectively includes access conditions necessary for students.

Moved: Kayla Dickeson (National Disabilities Officer)
Seconded: Joshua Steele (University of South Australia)
DIS 9.1 - Allowable Time for Centrelink

Preamble:
Students receiving Youth Allowance are permitted the following allowable time to complete their degree depending on the length of their course:
   a. 1 year or less: up to twice the course length
   b. More than 1 year with no year-long subjects: the minimum time required to complete the course plus 1 semester
   c. More than 1 year with at least 1 subject in the current year being a year long: the minimum time required to complete the course plus 1 year

Students receiving Austudy are permitted the following allowable time to complete their degree depending on the length of the course:
   a. Up to 1 year: The minimum time it takes to finish the course
   b. More than 1 year with no year-long subjects: the minimum time required to complete the course plus 1 semester
   c. More than 1 year with at least 1 subject in the current year being a year long: the minimum time required to complete the course plus 1 year

Many students with disabilities require more time than these limits permit to complete their degrees, owing to the varied and serious impacts which disability can have on ability to study. Yet when students with disabilities are also financially dependant on Centrelink to study, these arbitrary limits force them to choose between their financial security, their health and wellbeing, or finishing their degree at all.

Platform:
1. NUS believes all students who need financial, medical, and/or psychological support while studying their degrees have a fundamental right to this support; this includes students with disabilities.
2. NUS acknowledges that Centrelink’s limits on allowable time to complete a degree negatively and disproportionately affect students with disabilities, who may need more time to complete their degrees due to the impacts their disabilities have on their studies.
3. NUS demands that the federal government reform Centrelink’s allowable time restrictions to better accommodate the diverse needs of students with disabilities.

Action:
1. NUS Disabilities Department will campaign for additional considerations of allowable time under both Youth Allowance and Austudy for students with disabilities to complete their degrees.

Moved: Sarah Tynan (University of Adelaide) on behalf of Amy Sonia Huepaauff (Flinders University)
Seconded: Lachlan Barker (University of Technology Sydney) on behalf of Will Edwards (University of Sydney)

DIS 9.12 - Accessible Student Accommodation

Preamble:
There are a diverse array of reasons why students choose, or may even need, to live in on-campus accommodation or other student-specific accommodation while they study. Students with disabilities are no different in this regard.
However not all student accommodation is accessible to students with disabilities. In some cases, this is because of physical barriers to entry or movement within accommodation which face students with mobility impairments, such as no alternatives to stairs preventing wheelchair users from accessing rooms or buildings as a whole. In other cases, poor design or faults in accommodation can harm students with disabilities, such as inadequate temperature control exacerbating the symptoms of students with disabilities involving heat sensitivity (eg multiple sclerosis).

In some instances, students have been encouraged by senior figures of university management to leave their on-campus accommodation in order to seek relief from heat or cold due to the buildings not having adequate heating, cooling or ventilation. Students pay significant amounts of money in order to access this accommodation and it is unacceptable that they are compelled to suffer or leave.

Often students with disabilities are unable to live in student accommodation because of these inaccessibility issues.

Platform:
1. NUS believes all students have a right to affordable and accessible student accommodation, including students with disabilities, and condemns providers of student accommodation who fail to make accommodation accessible.

Action:
1. The NUS Disabilities Department will campaign to ensure all new student accommodation built is built to contemporary accessibility standards and caters to the diverse needs of students with disabilities.

2. The NUS Disabilities Department will campaign for universities to renovate all existing student accommodation to meet contemporary accessibility standards where possible.

Moved: Lachlan Barker (University of Technology Sydney) on behalf of Will Edwards (University of Sydney)
Seconded: David Grover (University of Technology Sydney)

DIS 9.14 - Disability Support Pension

Preamble:
The Disability Support Pension (DSP) is a Centrelink payment available for people with disabilities.

Currently there are many issues with access to the DSP. Centrelink themselves have declared there is a six to eight month wait on claiming for the DSP.

The criteria for being eligible to the DSP is also heavily restricted. In 2012, the rules were changed in favour of stricter criteria and ‘cracking down’ on DSP recipients. This was coupled with a budget measure to review 90,000 DSP recipients. Under the review pensioners are being targeted for a ‘risk assessment’, however just 0.45% have been found to be ineligible in the past two years of the review.

The 2018 ‘Cost of Living’ report by Anglicare Australia found that the wealthiest 20% are receiving up to $68 billion in tax exemptions, more than double that of the amount that people receive from the DSP per year at $31.7 billion. This is the equivalent of $17 per week.

Platform:
2. The NUS recognises that people with disabilities do not deserve to be treated as though they are ‘rorting the system’ when they are trying to access the legitimate assistance that they need.

3. The NUS condemns the Federal Government for the treatment of people with disabilities under the current DSP.

4. The NUS calls on the Federal Government to increase the payment amount that people on the DSP receive.

5. The NUS calls on the Federal Government to review and relax the criteria of claiming for the DSP to make it more accessible.

Action:

3. The NUS Disabilities Department will campaign and lobby for a better DSP.

4. The NUS Disabilities Department will put forward a submission to the Federal Government calling for an improved DSP.

Moved: Kayla Dickeson (NUS Disabilities Officer)
Seconded: Joshua Steele (University of South Australia)

DIS 9.15 - Student Carers

Preamble:
While previous surveys like the Australian Bureau of Statistics show student carers are among some of the lowest scoring on national wellbeing and life satisfaction statistics, not much research has been completed recently in Australia.

From the limited recent surveys and statistics available, we know that student carers are likely to face specific and unique barriers when accessing higher education.

Student carers are likely to experience the same or similar barriers as students with disabilities in higher education, and are also likely to have their mental health impacted during this time. There is a lack of understanding surrounding help and allowances student carers may need during their time studying, and student carers are subject to patchwork or sometimes no policy within universities designed to assist them.

Platform:

1. NUS recognises that student carers face specific and disadvantages while navigating university and higher education.

2. The National Union of Students Recognises that the work student carers do contributes to the quality of life and wellbeing of those with chronic/debilitating illness or disability.

3. The National Union of Students recognises the disadvantages that student carers face while trying to navigate university and higher education.

Action:

1. The NUS Disability Officer will compile a list of which student unions currently advocate for student carers through their welfare, education or disability departments.

2. The NUS Disability Officer will engage with affiliate students unions to determine whether their University accommodates student carers with special consideration and changes for assessments. If no policy or accommodation exists, the NUS Disability Officer will assist student representatives in campaigning to their University to introduce policy.

Moved: Sarah Tynan (University of Adelaide)
Seconded: Katt Hatzi (Flinders University)
**DIS 9.16 - Accessible Public Transport**

**Preamble:**
Student accessibility issues aren’t just restricted to the university campus, getting to and from university can be a constant struggle for those with mobility issues, especially in regards to train stations. Whilst the NSW Government has made a list of 100 platforms that are in urgent need of accessibility upgrades, only 5 have been upgraded since 2013.

This is just a small snippet of a Government, both State and Federally, that continually refuse to support not only disabled students, but also the elderly and parents with prams, making it incredibly more difficult to simply study.

**Platform:**
1. That NUS recognises the accessibility issues for students with disabilities travelling to and from university
2. NUS recognises these significant disadvantages that the current train network places on students

**Action:**
1. The NUS Disabilities Department will campaign and lobby for improved services.
2. The NUS Disabilities Department will put forward a submission to the Federal Government and State Governments calling on them to fully upgrade all stations that do not have accessibility exits and entrances.

Moved: David Grover (University of Technology Sydney)
Seconded: Louise Nixon (Flinders University)

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**DIS 9.17 - F*** Your Straws**

**Preamble:**
In 2018 there was a large push from the environmental movement to ban straws across the country. This was majority touted as a positive thing, however in many cases failed to take into account the effect it had on people with disabilities.

The argument for banning straws has stemmed from the movement surrounding ocean pollution, however it fails to take into account the fact that there are many other things that can be attributed to ocean pollution (such as fishing nets from commercial fishing), and personal use straws only take up 0.03% of ocean plastic. It also ignores the fact that straws already fall apart in water (Albeit slowly), but it is microplastics that stick around forever.

Not only does this debate, and response from subsequent businesses, ignore the greater issue, it has an extremely large, negative affect on people with disabilities. This push does not seem to consider the necessity for the single-use tools for people with disabilities. Plastic straws (especially compared to other types of straws) are the most effective for the most amount of people. They are cheap and accessible (unlike a large amount of reusable straws), flexible and can bend (which metal or glass aren’t), can be used multiple times over long periods (which paper can’t), able to stand hotter temperatures (Which biodegradable can’t), are not a choking hazard (which bamboo, acrylic and pasta is as well) and able to be moved into an appropriate position from person to person (which silicon, and many other types of straws can’t).

It is essential that all movements are inclusive of disabled people and unfortunately the push to ban straws, rather than a push to introduce cost
effective biodegradable straws that are safe for the environment and disabled people, is not.

Ensuring that people either have to ask for a straw, or are unable to access straws at all, completely others and isolates disabled people that rely on them to hydrate. While plastic straws are a luxury for some, it is a necessity for others. This push fails to engage with, and listen to disabled people in regards to this issue.

Platform:
1. NUS Recognises that the environmental push for the banning of straws is putting the blame of pollution on the individual rather than encouraging them to engage in activist that targets the real cause - those surrounding big business and capitalism.
2. NUS recognises that straws are important for accessibility to disabled people, and it is essential to listen to marginalised people when pushing for policy changes that affect their lives.

Action:
1. NUS stands in solidarity with disabled people that are affected by a straw ban, and commends the tireless work of disabled activists on this, and many other issues.
2. NUS will not engage with any campaign or movement in regards to the “ban the straw” campaign, unless it is in conjunction with disability activists.

Moved: Kirra Jackson (University of Technology Sydney)
Seconded: Katt Hatzi (Flinders University)

**DIS 9.18 - STUDENT CARERS**

**Preamble**
The latest released Survey of Disability, Ageing and Carers by the Australian Bureau of Statistics in 2015 indicated that 13.6% of non-primary carers and 2.4% of primary carers are under 24, with 40% of these studying. This would indicate that there are around 108,000 carers in Australia at university or in their final years of high school.

Student carers suffer the brunt of Australia’s attacks on the poor and students, with lack of financial resources and access to adequate professional care being the primary reason for someone to take on the role of carer. They frequently score among the lowest demographics for national wellbeing and life satisfaction surveys.

Taking on a caring role affects the ability of students to study and work, with more than half of primary carers reporting that their main source of personal income is government allowance. Student carers are less likely to hold down a reliable job or finish their degree.

This is exacerbated by the diminished state of welfare and disability support in Australia. In May, a [damning ombudsman’s report into the NDIS](https://www.ombudsman.gov.au) found that people were waiting up to nine months for a review after complaining of errors or inadequacies with their support plan. Some were waiting months for a simple callback from the NDIS, the ombudsman found. Further, Centrelink payments such as Newstart, Austudy and Youth Allowance are significantly lower than living costs, which only continue to rise.

This situation is worsened by the lack of specialised counselling, financial and academic support available to student carers at Australian universities.

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Platform

1. NUS recognises the role played by and difficulties associated with being a student carer in Australia.
2. NUS recognises that these difficulties stem from the continuous neoliberal attacks of both major parties: welfare cuts, education cuts and the under-resourcing and privatisation of disability services.
3. NUS commits to campaigning for measures that would improve the lives of student carers: free education, a decent welfare system and a nationalised disability service.

Action

1. NUS will publicly condemn the addressed state of affairs for education, welfare and disability services which disadvantages student carers.
2. NUS will resource and support any actions organised by and for student carers campaigning for better services from their universities and government.

Moved: Erin Russell
Seconded: Natalie Acreman

DIS 9.19 - Congratulating disability access protesters

Preamble

At Redfern Station on Friday October 26, protesters organised by the University of Sydney Disabilities Collective and People With Disabilities Australia demanded action on the dire state of public transport accessibility. Redfern Station currently has one lift available for wheelchair users, which services the Inner West Line despite the Western and Eastern Suburbs lines being the most used. This lift was only installed in 2015, after years of campaigning by disability activists, and is totally inadequate for disabled students and workers who use Redfern Station to get to Sydney University and nearby workplaces.

NSW shares the worst rate of inaccessibility in Australia, with almost half of the Sydney train network inaccessible to wheelchair users. Though the Disability Standards for Accessible Public Transport have been federally mandated, there are doubts that upgrades will be compliant by the 2022 deadline. The Public Interest Advocacy Centre, in a submission to Transport for NSW, describes Transport for NSW’s proposed actions as “significantly short of what is required under the Disability Standards”.

Recent government cuts have seen station guards at Sydney Trains under threat, and drivers and maintenance staff under increasing strain. Station guards are a vital part of accessible transport, aiding people with disabilities, including wheelchair users and the visually impaired.

Platform

1. NUS commends the University of Sydney disabilities collective protest to improve transport accessibility held on October 26.
2. NUS recognises that public transport is a right for all people, and should be freely accessible regardless of disability, wealth or any other factor.
3. NUS opposes the ongoing privatisation of public services that disproportionately harms disabled people.

Action

1. NUS disabilities department commits to organising future protests around transport accessibility.
2. NUS commits to organising against future attacks on public services.

Moved: Natalie Acreman
Seconded: Tess Dimos

DIS 9.20 - National Disability Insurance Scheme: We Deserve Better!

Preamble
The National Disability Insurance Scheme (NDIS), brainchild of former PM Julia Gillard, is an attempt to apply free-market principles to disability support services. People with disabilities are considered “consumers”, who through the NDIS are given purchasing power via vouchers in the social services market - as opposed to universal healthcare. The key idea underpinning the NDIS is that people with disabilities are best facilitated in having choice by the power of the market.

The free market doesn’t help people with disabilities - it denies essential care when their vouchers aren’t enough to cover it, and facilitates predatory for-profit healthcare providers motivated by money.

Many news stories have recently emerged revealing the problems people have in accessing necessities under the NDIS. The application process is fraught with difficulty, and people are denied care. In April 2018 a Flinders University review of the NDIS found that 10% - 20% of people feel worse off under the scheme, despite increases in funding. They found the NDIS was particularly bad for those with intellectual disabilities.

In addition to being bad for people with disabilities, the NDIS is bad for workers. Public services are being gradually defunded, with public sector workers fired or transferred to the private sector. Mental Health Victoria estimates that in Victoria alone, 1000 jobs will be lost over the next 12 months in community mental health, as services are defunded and money redirected to the NDIS.

Platform
1. NUS supports universal healthcare.
2. NUS believes that healthcare is a right, and that all individuals should have access to free healthcare on demand.
3. NUS recognises that the NDIS is the antithesis of platform points 1 and 2, a voucher system where people are “consumers” rather than patients, and where people are given a finite amount of vouchers to spend on their health.
4. NUS recognises the NDIS as the latest installment of the privatise-by-stealth plan instituted by governments intent on selling-off essential services, and cutting welfare and healthcare spending.
5. NUS condemns the NDIS as a neoliberal alternative to universal healthcare.

Action
1. NUS will support any campaigns that may emerge from those with disabilities and/or health and disability sector workers fighting the harm caused to them by the NDIS.
2. NUS will support campaigns for full, free, universal healthcare - including the free public provision of all additional support services that those with disabilities require.

Moved: Hersha Kadkol
Seconded: Jasmine Duff
DIS 9.21 - Make the Disability Support Pension More Accessible

Preamble
The Disability Support Pension (DSP) has been subject to changes that have resulted in around 60% of people who apply for the DSP getting rejected. In 2012 the Gillard Government overhauled the eligibility criteria for the DSP and added the Job Capacity Assessment, which tests whether the person is capable of working rather than reviewing their medical diagnosis.

With this lead, in 2014 the Coalition government increased the requirements for eligibility further, making it so that a person must prove they have a permanent disability that prevents them from working more than 15 hours a week. The Coalition government also brought the eligibility of recipients of the DSP aged under 35 who were granted the DSP prior to the introduction of these changes under reassessment. Along with this if you are under 35 and have been assessed as having a work capacity of 8 hours per week you will be forced into compulsory work. These policies have forced many disabled people formerly on the DSP on to Newstart. Newstart is considered a below-poverty wage for the unemployed, let alone those with additional medical expenses.

Platform
1. NUS supports the right of all disabled people to have access to a DSP that is enough for people to live comfortably.
2. NUS opposes the policy changes to the DSP that have led to thousands of people being denied access to the DSP.
3. NUS opposes compulsory work measures that force people into work in order to access welfare payments.

Action
1. NUS will actively campaign to make the DSP more accessible, and to raise the level of funding.

Moved: Lily Campbell
Seconded: Vinil Kumar
### International Policy

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INT 10.1 - Support for Students with Low IELTS

Preamble:
An ABC investigation has uncovered an abundance of international students who describe struggling to communicate effectively in English, participate in class, or complete assignments adequately.

Students have gone through entire first years of their degrees without the ability to speak English.

For international students to study at Australian universities, they must first pass an industry recognised language test — there are at least five, but by far the most common is the International English Language Testing System (IELTS). The IELTS test returns a score of 1-9 in reading, writing, listening, and speaking, with a final score based on an average the four.

Students receiving an IELTS as low as 4.5 are being accepted into university degrees even though the ‘acceptable’ level of understanding in reading, listening and speaking is 6.5 – 7 at minimum in order to actually pass.

These students are receiving little to no support in improving their English language proficiency following enrolment.

Platform:
1. NUS recognises that international students are being used as commodities by universities with little regard for their wellbeing by being set up to fail without the continuous support required to improve their English language understanding.

2. NUS condemns the current lack of support for international students in improving their English skills and universities exploiting them as cash cows being set-up to fail.

Action:
1. The NUS International Officer will campaign for increased support in Australian universities for students who have a low IELTS score.

Moved: Grace Dixon (University of South Australia)
Seconded: Jordan Mumford (SA State Branch President)

INT 10.2 - English Requirements for International Students

Preamble:
In light of the recent article by ABC (https://www.abc.net.au/news/2018-11-25/poor-english-no-jobs-little-support-international-students/10513590), universities across Australia are being scrutinised for allowing International Students into courses even when they are unable to converse let alone finish assignments. According to the Victorian Auditor General Reports since 1993 until now, this is to offset the budget cuts in the higher education sectors by using the International Students as "cash cows" to generate an average revenue of 700 million dollars just in Victorian universities. This also sets up an international student for failure, despite the large amount of fees they pay, either in the University and/or when they are unable to communicate effectively in the workforce.

The International English Language Testing System (IELTS), developed in 1989 had the purpose to assess a candidate's ability to read, write, speak and listen. The Federal government accepts a minimum score of 5.5
(modest user) to get a student visa while Universities generally accept a score of 6 to 7 (competent user), out of 9. If they score lower than that, Universities Australia said that about 25 percent of students coming to Australia used a 10-20 weeks of intensive English lessons and assessments i.e. English Language Intensive Courses for Overseas Students (ELICOS) for less proficient students.

This has put pressure on the government and universities to either increase the English Proficiency Requirements or provide equitable support services like the translators identifies in the article.

Leads to negative experiences with students of lower English proficiency and hence, prejudice and stereotyping of certain nationalities.

The main business and education communication language is English in Australia.

Platform:

2. NUS recognises that charging international students more for the same degrees while limiting their access to financial support and work is racist and reinforces inequality.

3. NUS condemns the system which allows international students to be exploited for profit.

4. NUS rejects the broader orientation that universities and the government have towards higher education, as profit making degree factories.

Action:

1. The NUS will push for the Tertiary Education Quality and Standards Agency (TEQSA) and Universities to have a strict proficiency requirement that students and migration agents cannot use a loophole around especially for higher linguistic courses

2. The NUS will push for TEQSA and Universities to provide support services such as communication, English language, writing and research skills to further bridge the gap in those students who are borderline passing the IELTS test

3. Push for the IELTS test to be more accessible by reducing the price of it.

4. NUS shall consult the Council of International Student Australia on possible further action regarding English Proficiency Policies.

Moved: Sugandha (UWA Delegate)
Seconded: Aesha Awan (University of Newcastle Delegate)

INT 10.3 - Wellbeing of International Students

Preamble:

1. In University of Western Australia, 1-2 units per semester is considered a part-time study load while 3-4 units per semester is considered a full-time study load for a Domestic student. This provides flexibility to the students who usually work at the same time and is equitable to disabilities, emergencies and mental wellbeing.

2. On the other hand, according to the student visa requirement, all International Students are supposed to maintain a full-time study load. However, international students were only allowed to do 4 units per semester even though 3 units per semester is considered full time for domestic students. This causes immense stress to International students due to pressure to do well; not being able to respond to events back home; dealing with mental health concerns; and working to support the high cost of complementary products and services.

3. The UWA Student Guild pushed the University to accept 3 units per semester as a full time study load for international students which has received a positive feedback and enhanced student experience.
Platform:
1. NUS represents these students and is tasked with standing up for them.
2. NUS demands that International students be given same welfare opportunities.

Action:
1. The NUS will work with all the Universities to acknowledge the stress that International students face in having a full time study load without any flexibility.
2. The NUS will work with all the Universities to allow International students to take on a reduced full time study load where needed in their degree.

Moved: Sugandha (UWA Delegate)
Seconded: Dashie Prasad (University of Newcastle Delegate)

INT 10.4 - International Departments for all!

Preamble:
1. Each student association, union or guild has the main purpose of representing all the students in the University. As international students are increasingly contributing to the student population, they deserve to be well represented and supported by the student associations, student unions or guilds. Most Universities see a 30% ratio of international students to domestic students and some even have a ratio of 50% international students.
2. The experience that an international Student has from consideration, enrolment, studying and graduating is significantly different from a domestic student. Therefore, the various student associations, unions or guilds should have an international student take up the role of an international officer or department to be a point of contact for all international students.

Platform:
1. NUS represents these students and is tasked with standing up for them.
2. NUS demands that International students be given similar welfare opportunities.
3. NUS rejects racist measures that aim to oppress a large section of the student population.
4. The NUS recognises the value that the international student community has in the Australian higher education sector.
5. The NUS will fight to protect the rights of all students and include international students in their campaigns.

Action:
1. The NUS will work with all the student associations, unions or guilds to ensure that they have an international student officer or department.
2. The NUS continues to work with the Council of International Students (CISA) to ensure that the International officers or departments are well supported by CISA and the NUS.

Moved: Sugandha (UWA Delegate)
Seconded: Aesha Awan (University of Newcastle Delegate)

INT 10.5 - Work Opportunities for all!

Preamble:
1. International students are restricted to a 20 hour per week work limit because they are meant to maintain full time study. However, this is a restriction on them as they are unable to earn and save enough money to support their high education fees, high accommodation fees and other miscellaneous fees.

2. Moreover, it is very difficult for international students to get employed in the first place. Due to the Australian Immigration making more difficult provisions for companies to hire international students. Therefore, there is indirect discrimination to an International student who is very proficient and may have done better than a domestic student. Firms will reject anyone who is not a permanent resident or an Australian Citizen.

3. About 700 million students are allowed admissions into universities so that they can be exploited as cash cows and they are forced to return home due to such discriminatory provisions and not being able to be employed.

Platform:
1. NUS represents these students and is tasked with standing up for them.
2. NUS demands that International students be given similar work opportunities.
3. NUS rejects racist measures that aim to oppress a large section of the student population.
4. The NUS recognises the value that the international student community has in the Australian Economy.
5. The NUS will fight to protect the rights of all students and include international students in their campaigns.

Action:
1. The NUS will work with all the student associations, unions or guilds to ensure that there are international students career expo’s.
2. The NUS continues to work with the Council of International Students (CISA) to ensure that the immigration offices are contacted to remove such discriminatory provisions.
3. The NUS work with all the Universities, student associations, unions or guilds to make students aware of immigratable pathways, their working rights and the potential challenges they will face and advise them on potential solutions.

Moved: Sugandha (UWA Delegate)
Seconded: Dashie Prasad (University of Newcastle Delegate)

INT 10.6 - End the Exploitation of International Students

Preamble:
1. International students face hyper exploitation at the hands of the Australian government and university Vice-Chancellors.
2. International students are denied access to HECS loans and must pay deregulated fees upfront. On average, international students pay $29,235 for one year of study, triple the amount of a Commonwealth supported student in the same course.
3. Higher education is Australia’s third most profitable export. In 2015, student fees equated to $6 billion to university funding, a fifth of the total funding, and international students contributed $4.3 billion towards this. Universities, particularly at G08’s, seek to increase international student enrolments to boost profitability.
4. In addition to paying extortionate fees, international students are also ripped off when it comes to accessing resources such as
welfare services, student concessions, adequate housing. They also face discrimination in the workplace.

5. In NSW, international students are not entitled to travel concessions, having to pay Adult opal card fees.

6. International students face discrimination in the housing market, where landlords charge overpriced rent for overcrowded and unsafe properties, expecting that students do not know their rights. In February and March in 2018, the Guardian uncovered more than 50 overcrowded properties targeting international students, 10 of which were fire hazards.

7. In 2012, two Chinese international students, Yinuo “Ginger” Jiang and Pingkang “Connie” Zhang died after jumping from a fifth floor apartment in Bankstown, which caught fire due to unsafe conditions. Ginger was seriously injured and Connie was killed.

8. International student visa conditions only allow for twenty hours of work per week, which puts extreme financial strain and makes them susceptible to wage theft and unsafe working conditions. In 2018 it was reported that one in three foreign workers in Australia, including international students, have been receiving less than half the minimum wage at work.

Platform:

1. NUS condemns the exploitation of international students
2. NUS stands in solidarity with international students facing exploitation in the university, workplace, or housing market.
3. NUS calls on the government to scrap deregulated fees for international students.
4. NUS calls on the government to lift work restrictions on international student visas, and encourages international students facing exploitation at the workplace to join their trade union.

5. NUS condemns the greedy practices of landlords who take advantage of international students by charging overpriced rent for poor facilities.

6. NUS rejects the orientation that universities and the government have towards higher education, as profit and degree factories, which involved pumping as much money out of international students as possible.

7. NUS supports free education for all students including international students.

Action:

1. The NUS Education Officer will highlight the exploitation of international students in protests against neoliberal attacks on higher education.
2. The NUS Education Officer will collaborate with student unions around the country to campaign against campus-specific issues relating to the rights of international students.
3. NUS will campaign for the rights of international students and against the injustices they face both on and off campus, and against any further attacks on their rights.

Moved: Vinil Kumar
Seconded: Eleanor Morley
**Ethnocultural Policy**

- ETHNO 11.1 - One year of an activist office
- ETHNO 11.2 - Solidarity with Abdullah Qaiser
- ETHNO 11.3 - ‘It’s okay to be white’ is a fascist slogan
- ETHNO 11.4 - Fighting Anti-Semitism
- ETHNO 11.5 - Fighting the far right
- ETHNO 11.6 - Oppose the racist law and order campaign in Victoria
- ETHNO 11.7 - Oppose the embassy move
- ETHNO 11.8 - Bring them here: for refugees’ right to come to Australia
- ETHNO 11.9 - Solidarity with Kamer Nizamdeen, victim of Islamophobia and anti-terror laws
- ETHNO 11.10 - Immigrants should live where they want
- ETHNO 11.11 - Tackling Antipodean Resistance on campus
- ETHNO 11.12 - F**k Fraser Anning: the institutionalised far right
- ETHNO 11.13 - Condemn Kimberley Kitching’s western civilisation faction
- ETHNO 11.14 - Make Consent Modules Multilingual
- ETHNO 11.15 - RACISM. Does it stop with you?
- ETHNO 11.16 - Student Politics is Very White
- ETHNO 11.18 - F**k You, Fraser Anning
- ETHNO 11.19 - It has ALWAYS been OK to be White.
- ETHNO 11.20 - Food Requirements
- ETHNO 11.21 - Freedom of Religion and Belief
- ETHNO 11.22 - Cultural sensitivity training for all staff
- ETHNO 11.23 - Mental health aint a white issue
- ETHNO 11.24 - Christmas and Easter aren’t the only holidays that exist
- ETHNO 11.25 - Get and Ethnocultural Department

**ETHNO 11.26 - Racial Discrimination and Violence**
**ETHNO 11.27 - Condemning the Shift of the Australian Embassy in Israel to Jerusalem**
**ETHNO 11.28 - Creating a National PoC/Ethno-cultural Officer Network**
**ETHNO 11.29 - Equal Access to Higher Education for Refugees**
**ETHNO 11.30 - Islamophobia (What Race is a D*ckhead?)**
**ETHNO 11.31 - 2019 NUS National Ethno-Cultural Student Conference**
**ETHNO 11.32 - Access to interpreters for Indigenous and International Students**
**ETHNO 11.33 - Solidarity Now: Genocide Awareness**
ETHNO 11.1 - One year of an activist office

Preamble

1. The NUS Ethno-cultural Department in 2018 has stood with refugees, Indigenous people, Muslims, Palestinians, and Sudanese youth against a continuing racist onslaught by the LNP government and ALP opposition, far right groups, and the conservative media.

2. The Ethno-cultural Department has done this by:
   a. setting up social media outreach to publicise an anti-racist message;
   b. organising demonstrations against Scott Morrison, against far right figures like Milo Yiannopoulos and Pauline Hanson, to demand the right of return for Palestinians, and solidarity photos for student victims of racism;
   c. promoting existing activist campaigns and events through the media and online, for example to get kids off Nauru, to demand Qantas stop deportations of asylum seekers, to end racist scapegoating of African youth, and to stop forced adoptions of Indigenous children, to name a few.

3. The Department in 2018 has been a break from previous years in three respects:
   a. *Standing in solidarity with targets of racism*: The Department has taken a political stance of solidarity with targets of racial discrimination and has sought to involve other students, ethno-cultural or otherwise.
   b. *Critical of major parties*: The Department has not hesitated to criticise the Labor Party as well as the Liberal-National and hard right parties, since Labor’s support for racist policy and talking points is crucial for reinforcing the climate of anti-refugee and anti-immigrant racism.
   c. *Activist orientation*: The biggest impact NUS can have is by involving as many students and others in active solidarity with victims of racism and in opposition to the government. Protest shows that the government cannot expect to continue with racist measures without contest. Demonstrations against racist figures and groups can turn away their supporters. Rallies often gain media coverage (as did many this year) and public support, thereby raising awareness of the issues and putting pressure on racist forces.

   This has also raised the profile of the Ethno-cultural Department among students.

4. NUS can make its largest contribution to the fight against racism by continuing this approach into 2019.

Platform

1. NUS commits to vocally campaigning against racism and in solidarity with the targets of racist hatred.
2. NUS condemns the racist policy decisions and approach of the major parties the LNP and the ALP on refugees and asylum seekers, immigration numbers, law and order campaigns targeting African youth, and discrimination against Indigenous people.
3. NUS recognises the critical importance of activism to challenging the bipartisan racist consensus and commits to promoting and participating in protest actions in future.
4. NUS commits to working with activist groups organising demonstrations against racism and global solidarity campaigns.
5. NUS endorses the approach of the 2018 NUS Ethno-cultural Department on these fronts and recommends this approach for the Department in 2019.

Action
1. The NUS Ethno-cultural Department will continue to use the profile of NUS to promote an anti-racist stance through:
   a. media releases
   b. articles in mainstream and student media
   c. social media posts, graphics and statements.
2. The NUS Ethno-cultural Department will assist existing anti-racist protest campaigns.
   a. The Department will liaise or join where appropriate with existing activist groups to organise and promote demonstrations.
   b. The Department will publicise existing anti-racist campaigns through social media and media releases.
   c. The Department will provide resources to such campaigns where possible, including funds for posters, leaflets, social media boosted posts, and materials required for demonstrations.
   d. The Department will promote anti-racist demonstrations to the student body through student publications, social media groups, and on-campus postering, leafleting and petitioning.
3. The NUS Ethno-cultural Department will organise anti-racist demonstrations in response to political developments in Australia and elsewhere or in response to far right figures.
   a. The Department will initiate campaign groups of students and others where appropriate to organise such demonstrations.
   b. The Department will use social media, the press, and any other avenues to publicise such protests.

Moved: Hersha Kadkol
Seconded: Vinil Kumar

ETHNO 11.2 - Solidarity with Abdullah Qaiser

Preamble
1. Pakistani international student Abdullah Qaiser was viciously bashed unconscious at Newcastle University on the night of Saturday 4 August, subsequently requiring facial surgery. During the assault his attackers punched him with a knuckle duster, shouting, “Go back to your fucking country, you don’t belong here.”
2. The attack follows the disturbing discovery of far right propaganda at the UoN Callaghan campus, and reports of recruitment to white supremacist organisations in the Hunter region.
3. In Australia there has been a surge in racist harassment and violence, causing the UN Committee for the Elimination of Racial Discrimination to issue a warning in December of 2017.
4. This violence is sadly unsurprising considering the public racism espoused by both the conservative media, and politicians of the LNC and ALP against refugees, the Indigenous community, immigrants and African youth.
5. The bashing of Abdullah Qaiser reminds NUS that campuses are not immune from these developments; in particular, institutional discrimination against international students makes them a target for racist hatred.
Platform

1. NUS stands unequivocally for the rights of international students to study in Australia free from violence, harassment, and discrimination in fees, transport, and housing.
2. NUS stands in solidarity with Abdullah Qaiser and all victims of racist attacks.
3. NUS recognises that instances of racist violence on campus are part of a broader racist climate that must be challenged.

Action

1. NUS will condemn all instances of racist violence on university campuses through press releases and social media.
2. NUS will organise solidarity actions, for example photos or demonstrations, for victims of racist violence.
3. NUS National Conference 2018 will take a solidarity photo with Abdullah that will be posted on the national page immediately.
4. The NUS Ethno-Cultural officer will continue to organise anti-racist campaigns to challenge the political climate that invites such attacks.

Moved: Hersha Kadkol
Seconded: Vinil Kumar

ETHNO 11.3 - 'It's okay to be white' is a fascist slogan

Preamble

1. On 15 October 2018 Pauline Hanson proposed a motion named ‘It’s Okay to be White’ that called on the Senate to acknowledge the “deplorable rise of anti-white racism.” This was only narrowly defeated with the shameful support from the Liberal Coalition senators.
2. The claim that white people experience racism is not only preposterous, but it also is part of a white supremacist worldview, held most famously by the Nazi Party, which views society primarily as a struggle between races to dominate each other and champions whiteness over other races.
3. The slogan originated with and is championed by the alt-right, which is an incredibly dangerous fascistic movement on the rise in the world at the moment.
4. Posters with this slogan have been put up around cities and campuses, clearly emboldened by those in parliament showing support for their views, and further emboldening other white supremacists.
5. NUS cannot be passive around this issue when people with such violently bigoted views are becoming more confident, we need to actively make anti-racists feel more confident to beat back this growing far right.
6. In some cities, students have put up anti-racist posters directly responding to the slogan, an important response that gained popularity online. Shamefully, Flinders University removed these anti-racist posters. This shows we cannot rely on Universities and authorities to take up the fight against the far right.
7. Simply removing racist posters will not halt the momentum of the alt-right. They must be politically confronted in action that involves and gives confidence to anti-racists.
1. NUS condemns all senators who voted up Hanson’s ‘It’s Okay to be White’ motion and the racist posters being put up around campus.
2. NUS encourages and will be giving an anti-racist response to the growing confidence of far right bigots.

Action

1. The NUS Ethno-cultural department will encourage and promote action against the alt-right and racism on campus, through social media and any other means.

Moved: Vinil Kumar
Seconded: Tess Dimos

ETHNO 11.4 - Fighting Anti-Semitism

Preamble

1. Anti-Semitism is on the rise in Australia, with a sharp increase in anti-Semitic incidents taking place in 2018.
2. This increase is linked to the growing confident of extreme far-right and fascist organisations.
3. These far-right groups are seeking to influence student life. Fascists and Nazi sympathisers recently attempted to infiltrate the NSW Young Nationals. They identified the establishment of university campus clubs as a short-term goal. The Nazi organisation Antipodean Resistance frequently targets universities and high-schools in order to attract attention from students who they aim to recruit.
4. International trends prove that the growth of the far-right goes hand-in-hand with the revival of anti-Semitism, even when the most prominent figureheads of the far-right are not explicitly anti-Semitic. Conspiracy theories about George Soros, “cultural Marxism”, and other shadowy figures are common in extreme conservative politics. They lay the basis for more extreme and explicit anti-Semitic theories.
5. Far-right politics is on the rise in Australia. It is increasingly represented in parliamentary politics, and international far-right leaders are touring Australia more and more frequently.
6. As shown by the terrorist massacre of Jews in Pittsburgh, preventing the growth of the far right and the revival of anti-Semitism is a matter of life and death.
7. Isolating and combating far-right politics is therefore a necessary part of fighting against all forms of racism, including anti-Semitism.

Platform

1. NUS is an anti-racist organisation.
2. NUS opposes anti-Semitism.
3. NUS therefore stands against the far right, and supports the development of coalitions that will stand up to far-right and fascist politics.
4. NUS considers that these matters are urgent for Australian students, and for student unions.

Action

1. NUS commends and offers its support to those who organise publicity, research, educational forums, campaign meetings, and protests aiming to combat the resurgence of far-right politics.
2. NUS calls on all affiliate organisations to support anti-fascist organising on campus, and the construction of activist coalitions that can unite students and staff against far-right, fascist, and Nazi politics.

Moved: Kim Stern
Seconded: Eleanor Morley

ETHNO 11.5 - Fighting the far right

Preamble
1. Far right and fascist political movements are growing globally. In the last year far right Governments have been brought to power in countries such as Brazil, Austria and Italy. Neo-nazi mobilisations have taken place in Britain and Germany on a scale not seen in a generation. In the United States Donald Trump has continued to stir up a growing extreme right base, as demonstrated in his hysterical attacks against migrants during the midterm elections.

2. These developments have serious consequences. On October 27 fascist Robert Bower murdered 11 Jewish people in the Tree of Life Synagogue in Pittsburgh. In August, thousands of neo-Nazis in Chemnitz, Germany attacked immigrants in mobs. Italian Deputy Prime Minister Matteo Salvini has called to create a registry of the country’s Roma minority, a shocking callback to the 1930s. Anti-semitic conspiracy theories, most prominently targeting Jewish businessman George Soros, having shockingly become a feature of mainstream politics in many countries.

3. Australia is not immune from these developments. A large section of the Liberal government is forcefully pushing a far right agenda while the Nationals recently undertook mass expulsions to deal with a large group of Nazis in its ranks, some of whom remain members. Far right groups continue to organise demonstrations against Muslims, LGBTI people and women.

4. There is a pressing need for progressive institutions such as student and trade unions to organise to combat these developments. The political status quo cannot be trusted to stop the rise of the far right. In fact, mainstream parties, including social democratic parties, have been responsible for normalising the racism that the far right feeds off. The Blair Labour Government’s support for the Iraq War played an enormous role in normalising Islamophobia, while in Australia Labor’s ongoing support for racist refugee policies has helped make anti-refugee racism a rallying call for fascists.

5. It is therefore extremely important to build a grassroots anti-racist movement in Australia, which orients to building collective resistance against the far right. Mass anti-racist protests stopped the rise of the fascist National Front in Britain in the 1970s. In Germany this year, after the Nazi protest in Chemnitz, over 250,000 people demonstrated against the far right, significantly intimidating the Nazis out of mobilising again.

6. Such mass movements have been effective because they have sought to organise the largest possible number of people who are prepared to oppose the far right. Importantly, they have emphasised solidarity and shared interests amongst oppressed groups. They were also prepared to confront the far right and directly march against them.

7. These movements should inform the strategies that are adopted in opposing the far right today. Activists should seek to organise the largest number of people who are prepared to oppose the far right and organise demonstrations that are not timid, but are proud and defiant in their opposition of fascists. When the far right
mobilises, they should be met with the opposition of all those who oppose their reactionary and bigoted ideas.

8. Collective grassroots organisation is the only effective and principled means by which to oppose the far right. Anti-racist and left-wing activists should not appeal to figures of authority, whether they be the Government, University Administration, the courts, or other powerful institutions, to ban or censor right-wing political groups. In the first place such an approach does nothing to prevent the rise of the far right, which is fed by the racism, authoritarianism and other oppressive ideas that pervade mainstream society. In the second place, empowering these institutions to decide which political views are permissible is unacceptable from a left-wing point of view. Universities should not be able to discriminate who can and cannot attend a campus based on their political views. Similarly, governments should not be able to withdraw fundamental rights, such as the right to political expression, based on the views of citizens.

9. Opposing official censorship does not mean opposing the right of people to express their disagreement with particular political ideas. Everywhere the far right attempts to spread racism it should be challenged. Protesting is not an incursion on freedom of speech but an expression of it.

Platform:

1. NUS recognises the need for grassroots activism to oppose the growth of the far-right and affirms that such activism should be centred on the building of a mass protest campaign and other forms of collective action.

2. NUS stands in solidarity with those in America, Europe and elsewhere internationally who have organised large demonstrations to resist the far right.

3. NUS opposes any censorship of political groups or speakers by campus administration.

Action:

1. NUS will look to work with anti-fascist organisations to assist in the promotion of rallies, forums, and other events as part of the campaign against the far right in Australia. This collaboration will include the promotion of such events through social media and other means, and where possible assistance in the production and distribution of materials promoting such events.

2. NUS will publish statements of solidarity and support for those resisting the rise of the far right internationally.

3. NUS will assist campus activists in campaigning against the far-right on campus. The ethno-cultural officer and other national office bearers will donate funds for materials and events, and will provide political support for campus campaigns by publishing statements, press releases, and speaking at campus demonstrations.

Moved: Hersha Kadkol
Seconded: Tess Dimos

ETHNO 11.6 - Oppose the racist law and order campaign in Victoria

Preamble
1. Crime in Victoria is at record lows. Figures from the Crime Statistics Agency show that the number of criminal incidents per 100,000 have decreased by nearly 8% between June 2017 and June 2018. The types of offenses that have received sensational media coverage in this period - burglary, break and enter and property damage - have all recorded double digit percentage declines. The June 2018 rate is below that of 2008.

2. You wouldn’t know this based on the hysterical racist campaign waged by the state and federal Liberal party and the tabloid press, epitomised by Home Affairs Minister Peter Dutton’s claim earlier this year that Victorians were too afraid to go out to restaurants in Melbourne - a statement which was widely ridiculed.

3. Building on the 2016 hysteria around the so called “apex gang” (which even Victoria police had to admit was not a gang and not just composed of Africans), African kids, particularly those from South Sudanese backgrounds, have been increasingly targeted and demonised over the past few years.

4. People born in Sudan are overrepresented among those accused of crimes, not those charged or found guilty. Sudanese youth are systematically racially profiled by the police. For instance, they’re 8 ½ times more likely than any other ethnic group to be subject to an arbitrary “stop and search”.

5. According to the Federation of Community Legal Centres, all of this has led to a 50% increase in the amount of hate crime complaints received by community law groups, ranging from verbal abuse to physical attacks. And these are only the incidents that are reported.

6. Recently, the South Sudanese Australian National Basketball Association has struggled to find somewhere to host the Summer Slam because of the racist media coverage.

7. The Andrews state government has failed to stand up to these attacks. His response has been to support the creation of a national gangs database, which will only further victimise and intimidate African youth.

8. The state government has also overseen the single largest expansion in police numbers and funding in Victorian history. Police now have an array of new high tech weapons including semi-automatic rifles, which even the chief commissioner of police admits is “confronting”.

9. This has been accompanied by serious attacks on civil liberties, with children particularly affected. For example, in September the government’s anti-association laws - the Justice Legislation Amendment (Unlawful Association and Criminal Appeals) Bill - passed the lower house. It gives police the right to issue anti-association orders to children as young as 14 and operates retrospectively. It will prevent children from being able to socialise, connect with their family, play sport and talk online. They can be given to children and adults with no prior offenses and anyone caught defying them can be jailed.

Platform

1. NUS rejects the idea that there is an African gang or crime problem in Victoria.

2. NUS stands in solidarity with young African kids who have been impacted by this rhetoric and the spike in hate crimes it’s led to.

Action

1. NUS will condemn the law and order campaign waged by the Liberal and Labor parties as racist. The NUS Ethno-cultural Officer will actively promote demonstrations organised against it, such as the one called by the African community earlier this year.

NUS National Conference Policy Document
Moved: Hersha Kadkol
Seconded: Con Karavias

ETHNO 11.7 - Oppose the embassy move

Preamble

1. During the Wentworth by-election in October, Prime Minister Scott Morrison announced his government would consider moving the Australian embassy in Tel Aviv, Israel to Jerusalem, the occupied territory of Palestine which Israel runs de facto under military control and collaboration with the Palestinian Authority. While this announcement came in the context of the Liberal Party attempting to shore up its conservative vote by parading its Zionist credentials ahead of the election, it’s a move that gives a nod to Israel’s hard right Netanyahu government. It sends the message that Australia acknowledges Jerusalem is the rightful property of Israel and should be considered it’s capital, erasing the ongoing colonial project of dispossession of Palestinians from their land.

2. Morrison is following in the footsteps of Donald Trump, who moved the American embassy to Jerusalem earlier this year. This reflected a more aggressive foreign policy position which no longer bothers to preserve the fig leaf of a ‘two state solution’. This move sparked huge peaceful protests in the West Bank and Gaza which were met with lethal gunfire from the Israeli army.

3. This should be seen in the broader context of Australia’s support for Israel’s ongoing ethnic cleansing, apartheid regime, and war crimes. The Australian government has consistently defended Israel in the United Nations, voting down motions condemning Israel’s illegal settlement expansions in the West Bank, and indiscriminate bombing campaigns in Gaza.

4. Student unions have a long and proud tradition of standing up against our government’s support for apartheid and racist endeavours overseas. From the campaign against South African apartheid, to protesting against the war in Vietnam, students have extended their solidarity to national liberation movements and played an important role is building opposition to regimes backed up by our government.

Platform

1. NUS opposes all forms of racism and stands against the Australian government lending support to colonial settler states.

Action

1. NUS recognises Jerusalem is the capital of Palestine.

2. NUS condemns the moving of the Australian embassy from Tel Aviv to Jerusalem and any recognition that Jerusalem is the capital of Israel.

3. NUS will put out a statement to this effect.

4. NUS commits to showing support and campaign for Palestinian rights.

Moved: Kim Stern
Seconded: Eleanor Morley
ETHNO 11.8 - Bring them here: for refugees' right to come to Australia

Preamble

1. Scott Morrison is no stranger to harsh refugee policies. His desk features a self-congratulatory trophy for record as Abbott’s Immigration Minister - a trophy shaped like a boat engraved with the words “I stopped these.” The current transferral of refugee children and their families from Nauru is not a humanitarian effort breaking with these past actions, but involves various human rights violations.

2. Of the 135 people brought to Australia since mid-October, 86 required legal intervention by way of actual or threatened court actions. Since the start of the 2018-2019 financial year, the government has spent $480,000 on legal fees fighting applications to enter Australia on the basis of urgent healthcare needs.

3. Furthermore, any individuals with outstanding issues with the Nauruan police force cannot be removed from the island, including people charged with attempted suicide.

4. The Australian government has declared that the minute number of refugees that allowed access to Australian healthcare will not be resettled here after their treatment, but be shipped off to one of the two countries that Australia has made an agreement with. This completely disregards the fundamental right to seek asylum without fear of persecution, and Australia’s obligation to offer sanctuary for those fleeing war-torn countries.

5. In a recent interview, Peter Dutton, head of Home Affairs, has conveniently claimed that resettlement in New Zealand is no longer an option due to “increased chatter” of illegal smuggling opportunities.

6. Other than New Zealand, the only country that Australia currently has a deal with to resettle refugees is the United States. The current travel ban discriminates against individuals coming from countries with Muslim majority populations, including those fleeing Iran, Somalia, and Yemen, severely limiting the refugees that can settle in the US.

7. Even if these flaws are ignored, the resettlement arrangements are inherently unfair, with refugees being forced into countries unknown to them, or going back to the horrid life-threatening conditions they first fled.

8. On the off chance that someone is granted settlement in Australia, their prospects are still bleak, with welfare assistance cuts to more than 13,000 refugees in Australia last year, threatening up to 80 percent of them with homelessness and destitution. The government is also removing access to trauma and torture counselling services and case management support, and shifting the responsibility to NGOs and state governments.

Platform

1. NUS opposes the Australian government’s treatment of refugees as a breach of international human rights

2. NUS extends solidarity to refugees and migrants both still on Manus and Nauru island, and those who are awaiting final decision of their resettlement.

3. NUS supports the the right of refugees, who have been languishing on Manus or Nauru, to settle and live in
Australia with the full rights accorded to Australian citizens.

Action
1. NUS will publish statements condemning the treatment of refugees as the issue arises in the media.
2. The Ethno-cultural department endorses petitions trying to obtain signatures from students around the country.
3. The Ethno-cultural department will call and/or support solidarity rallies when appropriate.

Moved: Vinil Kumar
Seconded: Erin Russell

ETHNO 11.9 - Solidarity with Kamer Nizamdeen, victim of Islamophobia and anti-terror laws

Preamble
1. Kamer Nizamdeen is a Sri Lankan national and UNSW postgraduate student who in August this year was wrongfully arrested and detained for four weeks in Goulburn supermax prison after being accused of plotting a terrorist attack.
2. The case against Nizadeem relied on one piece of evidence, a notebook containing a list of landmarks, which was discovered to be written by someone else by handwriting experts within days of Nizadeem’s arrest.
3. Following a month of humiliation in the mainstream press, in addition to supermax imprisonment, Nizadeem was released without charge. He received no compensation or apology from the Australian Federal Police (AFP).

Platform
1. NUS supports Kamer Nizamdeen in his simple demand for an apology and compensation for the damage caused by the AFP and media.
2. NUS condemns anti-terror laws, which are used primarily to surveil and wrongfully target and imprison Muslims, and propagate Islamophobia and racism.

Action
1. NUS will publicly condemn the actions of the AFP and media campaign against Nizamdeen and support his call for compensation and an apology.
2. NUS will be prepared to provide support (in the form of written statements, solidarity actions, and so on) in the event of another similar use of anti-terror laws against university staff or students.

Moved: Vinil Kumar
Seconded: Hersha Kadkol

ETHNO 11.10 - Immigrants should live where they want

Preamble
1. In October, Scott Morrison announced that the Liberals plan to force migrants to live in regional and rural areas of Australia for five years, during which time they will be banned from major cities like Sydney and Melbourne.
2. Migrant support groups recognise that isolating migrants in the most underfunded and under-resourced areas of Australia could create “ghetto towns”.

3. Bill Shorten offered no opposition to the policy, instead emphasising that the Labor party will work with the Liberals to ensure that this segregation is properly enforced.

4. The policy is an extension of the Liberal Party’s usual racism, seeking to justify binding migrants to agricultural businesses; centres of rampant hyper-exploitation, racism and abuse. Working class migrants should be able to live where they want, not only where wealthy bosses of agribusinesses need them.

5. Migrants are not to blame for congestion in major cities. Congestion could be easily solved if Governments redirected just a small part of the annual defence budget of $35 billion towards public transport. It is not only the most effective way to transport large numbers of people, but also has the highest usage in Sydney and Melbourne. Efficient and reliable public transport would attract new users who currently drive, and reduce pollution.

6. Infrastructure in major cities is decrepit not because of “population pressures”, but because Liberal and Labor have consistently cut and privatised public transport, and refused to adequately fund planned infrastructure.

Platform

1. NUS supports the right of immigrants to live wherever they want without restriction or segregation.

2. NUS condemns both Liberal and Labor for scapegoating migrants to cover for their own failure to invest in infrastructure and housing.

Action

1. The National Ethnocultural Officer will organise protests in response to attempts to curtail the rights of migrants.

2. NUS will publicly oppose Scott Morrison’s plan to force migrants to live in rural areas for five years.

3. NUS will publicly condemn Liberal and Labor for the racist scapegoating of migrants.

Moved: Hersha Kadkol
Seconded: Erin Russell

ETHNO 11.11 - Tackling Antipodean Resistance on campus

Preamble:

1. For over a decade the far right has been making gains across the globe and Australia is not exempt from this. Since 2015 there has been an increase in far right organisations popping up across the country. One of them in particular, the Antipodean Resistance, has made university campuses its focal point.

2. Antipodean Resistance is a neo-Nazi group. It is anti-Semitic, white supremacist, homophobic and against non-white immigration. The group expresses veneration for Adolf Hitler and espouses Nazism as an ideology. It is hostile to all people they consider to be non-Europeans.

3. In an interview on the Daily Stormer (21 February 2017), a U.S.-based Nazi website, a member of Antipodean Resistance stated that: “Our immediate goals are to gather all fanatical Nazi young Australians into one youth movement, and not only be politically active, but also embody our worldview as Nazis ... We'll continue doing what we're doing now, which is mainly poster...
stickering, and physical activities, but will move on to rallies and demonstrations in the future.”

4. Racist posters and stickers put up by Antipodean Resistance have been popping up on campus around Victoria, Queensland, and New South Wales. Some of them reading “Nazi Youth organising on your campus”, “Gay Marriage enables paedophilia” and “Reject Jewish poison”.

5. One of the most insidious incidents happened at Monash University last August when Antipodean Resistance put up Nazi propaganda on campus. They produced fake Monash Student Association posters in Mandarin threatening the arrest and deportation of Chinese students, and calling for a whites-only Australia.

6. More recently Antipodean Resistance added its support to the “Free Tommy Robinson” campaign creating stickers and putting them around La Trobe University.

7. It is of extreme importance that there is an organised response to groups like these on campus especially under today’s political climate when the far right is on the rise around the world gaining more and more political traction.

Platform:
1. NUS opposes all forms of racism and reactionary politics.
2. NUS supports protests and actions called by anti racists and anti fascists on campus to oppose the vile racism Antipodean Resistance espouses.
3. NUS does not view the actions of anti racist and anti fascist students to oppose Antipodean resistance as a denial of free speech.

Action:
1. NUS directs all its national office bearers to support actions on campus that expose the fascistic nature of Antipodean resistance.
2. NUS will organise campaigns against Antipodean resistance if they come onto campus
3. NUS will work with groups like Campaign Against Racism and Fascism to oppose these organisations from mobilising and growing on campuses.
4. NUS will support anti fascist and anti racist campaigns which seek to expose and demobilise organisations like these.

Moved: Kim Stern
Seconded: Tess Dimos

ETHNO 11.12 - F**k Fraser Anning: the institutionalised far right

Preamble:

1. In August, the One Nation turned Bob Katter’s Australia Party Senator Fraser Anning used his maiden speech in Parliament to proclaim the need for a “final solution” on Muslim immigration. Invoking the White Australia policy, he blamed Muslims for crime and housing shortages. He also attacked international students, arguing to cut student numbers and impose more oppressive restrictions on their visa and living conditions in Australia. 20 Parliamentarians hugged or shook hands with Anning after his speech.

2. In October Pauline Hanson put a motion to the Senate that the government believes “it’s okay to be white”. 23 government senators from the LNP voted up this blatant white supremacist
motion and claimed that they oppose “all forms of racism” – another code for the far-right idea that “anti-white racism” exists.

3. In October, 16 members of the NSW Young Nationals, some holding senior positions, were expelled from the party due to their direct links with neo-Nazi ideology and connections with the white supremacist, homophobic hate group Antipodean Resistance.

4. These developments show that Australia is not immune from the international growth of the far right in institutions of power, spurred on by Donald Trump’s election two years ago and spreading throughout Europe particularly, but also in Latin America and Asia, represented by figures such as Bolsonaro, Duterte and Modi. Far right racism is a real and growing international problem.

5. In Australia, the far right’s growth has been aided and abetted by mainstream political parties. Both the LNP and ALP have normalised racism by invoking extreme Islamophobia to justify offshore processing, increases in police power, crackdowns on civil liberties, not to mention the continuing wars in the Middle East.

6. The media has given air-time and legitimacy to far-right views, for example by printing Fraser Anning’s maiden speech to parliament in full and inviting Pauline Hanson to regularly rant on morning television shows.

7. There is a pressing need for organisation against the forces of the far right. NUS can and should seek to organise students against racism. Racism is union business.

Platform

1. NUS condemns Fraser Anning’s racist maiden speech to parliament, and all the ministers who congratulated him afterwards.

2. NUS condemns Pauline Hanson’s One Nation for the racist ‘It’s okay to be white motion’ and all members of Parliament who voted for it.

3. NUS does not believe the LNP’s defence that voting for the measure was an ‘administrative error’.

4. NUS opposes the racist policies carried out by the ALP and LNP, including bipartisan support for the so-called ‘War on Terror’ that has laid the basis for the far right to grow.

5. NUS stands in solidarity with Muslims, refugees, Indigenous people, migrants, Sudanese people and all who are demonised and dehumanised in Australia.

6. NUS recognises the extreme racism growing in Australia and internationally, and the need to organise against it.

7. NUS supports all efforts against racism, such as the refugee rights campaign, Invasion Day demonstrations and anti-fascist campaigns, and supports people organising solidarity actions, rallies and speakouts for these campaigns both on and off campuses.

Action:

1. The NUS Ethnocultural department will speak out against racism in press releases, articles in the media and whatever forms available.

2. The NUS Ethnocultural department will show support for existing anti-racist campaigns.

3. The NUS Ethnocultural department will publicise anti-racist campaigns and demonstrations through its social media, press releases, articles in the media and whatever forms available.
Moved: Tess Dimos  
Seconded: Vinil Kumar

**ETHNO 11.13 - Condemn Kimberley Kitching’s western civilisation faction**

**Preamble**

1. Kimberley Kitching, federal Labor senator for Victoria and close factional ally of Bill Shorten, plans to form a bipartisan parliamentary group for the purpose of “defending Judeo-Christian, western liberal democracy from internal and external threats”. The proposal has been vocally supported by various conservative and far-right politicians, including Eric Abetz, George Christensen, and Cory Bernardi.

2. Western civilisation is a controversial term used by the right to perpetuate the ideology of Western supremacism, implying a relative backwardness of other, non-western ‘civilisations’. For example, in October Pauline Hanson moved a motion in the senate denouncing the “deplorable rise of anti-white racism and attacks on Western civilisation”. The term has been used by those seeking to attack Indigenous rights by portraying the genocidal colonisation of Australia as a civilising mission.

3. Kitching claims that the politics of ‘western civilisation’ represent the “quiet wisdom of the working class”, implying that her racism is an honest reflection of the ideas of Australian workers. The western civilisation faction is not being formed because of demands from workers, but is an attempt by Labor party conservatives to cohere a right-wing body to combat perceived ‘threats’ posed by recent progressive victories, such as the same-sex marriage victory.

4. Kitching and the other conservatives within the faction are united by their long standing opposition to abortion rights, same sex marriage legislation and euthanasia legislation.

5. It is disgraceful that the Australian Labor Party, claiming to be the party of workers, would countenance such conservatism from its own parliamentarians.

**Platform:**

1. NUS condemns Kimberley Kitching’s call for a parliamentary group that defends “Judeo-Christian” and “western” values.

2. NUS recognises that the politics of ‘western civilisation’ have nothing to do with a defence of democratic rights or freedoms, but that ‘western civilisation’ is instead a constructed historical and social narrative used to justify racist, sexist, anti-working class, conservative politics.

**Action:**

1. NUS publicly denounces Kitching’s attempt to establish a parliamentary group for the defence of ‘western’ values as a disgraceful promotion of racist, conservative ideology.

Moved: Lily Campbell  
Seconded: Vinil Kumar

**ETHNO 11.14 - Make Consent Modules Multilingual**

**Preamble:**

1. Consent modules should be mandatory for all universities across Australia.

2. While most universities have consent modules, these are largely only available in the English language, thus making it either...
3. Consent modules should be universally understandable for every university student and staff.

Platform:
1. NUS recognises the importance of ensuring that all students and staff are accounted for in understanding consent.
2. NUS urges all Student Unions/SRCs to act on ensuring that consent modules have multilingual options to cater for every staff and student.

Action:
1. The 2019 Ethnocultural Officer will ensure that consent modules across all universities are available in different languages.

Mover: Lois Villar (La Trobe University)
Seconder: Annabelle Romano (La Trobe University)

ETHNO 11.15 - RACISM. Does it stop with you?

Preamble:
The ‘Racism. It Stops With Me’ Campaign is a cookie cutter campaign that is both endorsed by and targeted at corporations to sell diversity and the concept of inclusivity. With over 400 big businesses supporting this campaign, it does nothing to actually address the concerns of racism, racial justice and POC inclusion in any capacity, neither societally nor corporately. This tokenistic, subpar, cooperate swill should never be supported by universities, and student money should not go towards a campaign that only allows universities and university figure heads to look inclusive.

With many universities paying money to affiliate itself with this campaign, it is important for the NUS to have a position on this and make sure that universities start taking the matter of Racism seriously!

Platform:
NUS Notes that:
• Racism does not simply stop by paying large amounts of money to a corporation
• The ‘Racism. It Stops With Me’ campaign affiliations by universities across Australia is a tokenistic gesture,
• Many organisations that affiliate to this campaign are complicit in the everyday and systemic forms of racism that People of Colour face,
• That the ‘Racism. It Stops With Me’ does nothing to empower First Nations people, People of Colour and people from Ethnocultural backgrounds, and neither does it center them as those who have historically made change and will continue to be the driving force for racial justice in Australia

Action:
1. That the NUS condemns the tokenistic ‘Racism. It Stops With Me’ Campaign
2. That the NUS Ethnocultural officer runs a campaign that actually empowers People of Colour, First Nations and Culturally and Linguistically diverse people to lead movements of change
3. That the NUS ensures that affiliated universities recognize that the ‘Racism. It Stops With Me’ campaign does not actually make racism stop.
4. That the NUS supports the aforementioned affiliated universities in leading and effective anti-racism campaign on campus.

Moved: Dashie Pardash (UTS Delegate)
Seconded: Aesha Awan (University of Newcastle Delegate)
ETHNO 11.16 - Student Politics is Very White

Preamble:
Student politics, student activism and leadership positions are highly inaccessible for People of Colour and First Nations people. NUS and student unions have come to fail to break down the systems of oppression, racism and disempowerment of ethnoculturally diverse people that exists in all other facets of the world around us. Student organisations should be a place where we encounter and help to take active steps to building the voices of People of Colour and First Nation’s people. Here, white students, usually of privileged backgrounds, hold positions and portfolios and are even encouraged to participate over students of Colour. Particularly Indigenous students, Women of Colour and Queer People of Colour students are disengaged with and bared from these organisations.

Platform:
1. The NUS recognizes that student politics is really white.
2. That NUS recognizes that POC participating in student politics are the exception and the students you may have in your organisations are the minority within it.

Action:
1. That the NUS condemns how white student politics is
2. That the NUS and members involved promote POC participation and encourage POC to take positions other than those key holed just for them.

Moved: Dashie Pardash (UTS)
Seconded: Aesha Awan (University of Newcastle)


Preamble:
The former NSW Labor leader Luke Foley early in May of 2018 made horrifically racist comments about western Sydney. Foley made out migrants in Wester-Sydney to be parasitic- as if they were taking over the area. His comments around ‘white flight’ from Western-Sydney acted as a warning for ‘many Anglo Families’ who are supposedly forced out of their homes and areas because of hard working migrants and People of Colour in Sydney’s west. Sydney’s West is known for its vibrant culture, migrant communities and unity. Without it, Australia would cease to function. We must remember that these hard working migrants, people of colour are what keep Australia moving every day.

Platform:
1. The NUS notes that Auburn, for which Luke Foley was the MP, is the most culturally diverse part of Australia.
2. The NUS notes that in the 2016 census it was found that the community of Auburn were respectively from majority Chinese (18.2%), Turkish (9.0%), Lebanese (7.3%), Nepalese (6.1%) and Indian (5.7%)
3. The NUS notes that over 70% of people living in Auburn are in fact immigrants, according to the 2016 Census,
4. The NUS notes that according to the 2016 census, 84.6% of Auburn residents are the first generation of many families to be born in Australia

Action:
1. That the NUS condemns Luke Foley
2. That the NUS actively makes it clear that there is no space for racism in Australia
3. That the NUS recognizes that hard working, immigrant families from a working class background - particularly those in Auburn - are integral to modern Australia’s building and movement forward.

Moved: Dashie Pardash (UTS Delegate)
Seconded: Aesha Awan (University of Newcastle Delegate)

ETHNO 11.18 - F**k You, Fraser Anning

Preamble:

Former Katter party member Fraser Anning is a far right wing, white nationalist conservative that was recently elected as a Queensland Senator. As part of his maiden speech in the senate, Anning made several racist and Islamophobic remarks, including a ban to Muslim immigration and a return to ‘European Christian’ immigration systems.

What Anning suggested in his maiden speech was in fact the White Australia policy! His statement about ‘those who come here need to assimilate and integrate’ feeds into a White Nationalist rhetoric around Australia. It is utterly shameful that he got into parliament because of those who support the Katter party.

Platform:

1. That the NUS notes that the White Australia policy is cemented into the fabric of Australia
2. That the NUS notes this has always been and always will be Aboriginal land, not white land

Action:

1. That the NUS condemns the racism, bigotry and right wing white nationalism Fraser Anning has spewed in the Senate
2. That the NUS condemns Fraser Anning and everyone who has aided in getting him into the Senate
3. That the NUS makes it clear that it does not support the white Australia policy and any policies of its kind
4. That the NUS reaffirms support for immigrants and POC in Australia
5. That the NUS Ethnocultural Officer and President of 2019 will write a public to the Minister and Shadow Minister for Citizenship and Multicultural Australia to express its concern in this matter

Moved: Dashie Pardash (UTS Delegate)
Seconded: Aesha Awan (University of Newcastle Delegate)

ETHNO 11.19 - It has ALWAYS been OK to be White.

Preamble:

In mid-October, Right wing conservative and acclaimed racist Senator Pauline Hanson moved a motion proposing that ‘it’s OK to be white’. The senator motioned a condemnation of ‘anti-white racism’ and ‘attacks on western civilization’. Her motion only narrowly failed to pass, with a 31 - 28 vote.

Platform:

1. That the NUS notes that the phrase ‘It’s OK to be White’ is a racist slogan used to instigate and build a white supremacist movement
2. That the NUS notes that it has ALWAYS been okay to be White.

Action:

1. That the NUS reaffirm that you cannot be racist to white people
2. That the NUS reaffirms that reverse racism doesn’t exist
3. That the NUS realise that Western Civilisation comes with many grave injustices of stolen lands, stolen people and mass murder and genocide.
4. That the NUS condemns senator Pauline Hanson for moving the ‘It’s Okay to be White’ Motion in the Senate
5. That the NUS condemns senator Eric Abetz for supporting the ‘It’s Okay to be White’ Motion
6. That the NUS condemns senator Cory Bernardi for supporting the ‘It’s Okay to be White’ Motion
7. That the NUS condemns senator Slade Brockman for supporting the ‘It’s Okay to be White’ Motion
8. That the NUS condemns senator Matthew Canavan for supporting the ‘It’s Okay to be White’ Motion
9. That the NUS condemns senator Richard Colbeck for supporting the ‘It’s Okay to be White’ Motion
10. That the NUS condemns senator Fraser Anning for supporting the ‘It’s Okay to be White’ Motion
11. That the NUS condemns senator Simon Birmingham for supporting the ‘It’s Okay to be White’ Motion
12. That the NUS condemns senator David Bushby for supporting the ‘It’s Okay to be White’ Motion
13. That the NUS condemns senator Michaelia Cash for supporting the ‘It’s Okay to be White’ Motion
14. That the NUS condemns senator Richard Colbeck for supporting the ‘It’s Okay to be White’ Motion
15. That the NUS condemns senator Linda Reynolds for supporting the ‘It’s Okay to be White’ Motion
16. That the NUS condemns senator Jonathon Duniam for supporting the ‘It’s Okay to be White’ Motion
17. That the NUS condemns senator Anne Ruston for supporting the ‘It’s Okay to be White’ Motion
18. That the NUS condemns senator Concetta Fierravanti-Wells for supporting the ‘It’s Okay to be White’ Motion
19. That the NUS condemns senator Mitch Fifield for supporting the ‘It’s Okay to be White’ Motion
20. That the NUS condemns senator Peter Georgiou for supporting the ‘It’s Okay to be White’ Motion
21. That the NUS condemns senator Lucy Gichuhi for supporting the ‘It’s Okay to be White’ Motion
22. That the NUS condemns senator Jane Hume for supporting the ‘It’s Okay to be White’ Motion
23. That the NUS condemns senator David Leyonhjelm for supporting the ‘It’s Okay to be White’ Motion
24. That the NUS condemns senator Nigel Scullion for supporting the ‘It’s Okay to be White’ Motion
25. That the NUS condemns senator Zed Seselja for supporting the ‘It’s Okay to be White’ Motion
26. That the NUS condemns senator James McGrath for supporting the ‘It’s Okay to be White’ Motion
27. That the NUS condemns senator Bridget McKenzie for supporting the ‘It’s Okay to be White’ Motion
28. That the NUS condemns senator Jim Molan for supporting the ‘It’s Okay to be White’ Motion
29. That the NUS condemns senator Barry O’Sullivan for supporting the ‘It’s Okay to be White’ Motion
30. That the NUS condemns senator Dean Smith for supporting the ‘It’s Okay to be White’ Motion
31. That the NUS condemns senator Amanda Stoker for supporting the ‘It’s Okay to be White’ Motion
32. That the NUS condemns senator John Williams for supporting the ‘It’s Okay to be White’ Motion
ETHNO 11.20 - Food Requirements

Preamble:
1. Being in a Multicultural Society, universities should be equitable to the various needs of every student. For example, there are gluten free, lactose free and vegan options available for students according to their dietary and ethical requirements.
2. Similarly, universities should cater for cultural food requirements such as Halal, Kosher, Vegetarian and No Beef options based on the diverse ethnocultural population.

Platform:
1. NUS represents these students and is tasked with standing up for them.
2. NUS demands that ethnocultural students be given similar welfare opportunities.
3. NUS rejects racist measures that aim to oppress a large section of the student population.
4. The NUS will fight to protect the rights of all students and include ethnocultural students in their campaigns.

Action:
1. The NUS will work with all the Universities and student associations, unions or guilds to ensure that the food restrictions of various cultures are respected
2. The NUS will work with all the Universities and student associations, unions or guilds to ensure that there is awareness and education regarding these food restrictions.
3. The NUS will work with all the Universities and student associations, unions or guilds to ensure that such provisions are well promoted to the student population to create awareness and acceptance of these food requirements to create an inclusive student experience.

ETHNO 11.21 - Freedom of Religion and Belief

Preamble:
1. Being in a Multicultural Society, universities should be equitable to the various needs of every student i.e. to allow the freedom of Religion and Belief. According to Article 18 in the Australian Human Rights Commission (AHRC), not only the ‘traditional’ religious beliefs of the major religions are protected, but also non-theistic and atheistic beliefs, as well as the right not to profess any religion or belief. As such an individual or a collective is allowed to practice their faith internally and externally (with some restriction under Article 18(3).
2. In July 2005, the AHRC formulated a National Plan about the practical implications of the freedom of Religion and Beliefs in the 21st Century. This National Plan aims to create an "understanding by Australian governments that a free and tolerant society, which respects, protects and ensures the human rights of its diverse people will be a more resilient and cohesive society."
3. For example, the Muslim student community are given an appropriate praying space in accordance to their religion, as they have to pray 5 times a day and break fast with the wider student
community every night especially during Ramadan. Similarly, the Hindu community is allowed to celebrate their various festivals such as Diwali and Holi with the wider student community.

Platform:
1. NUS represents these students and is tasked with standing up for them.
2. NUS demands that ethnocultural students be given same welfare opportunities.
3. NUS rejects racist measures that aim to oppress a large section of the student population.
4. The NUS will fight to protect the rights of all students and include ethnocultural students in their campaigns.

Action:
1. The NUS will work with all the Universities and student associations, unions or guilds to ensure that there are Safe Spaces in the Universities for different ethnic groups to practice their religious and cultural beliefs.
2. The NUS condemns any racist acts or discrimination that occur to students and these safe spaces and appropriate disciplinary actions will be taken against anyone who does so.
3. The NUS will work with all the Universities and student associations, unions or guild to ensure that students are able to celebrate their culture's festivals and traditions safely.
4. The NUS will work with all the Universities and student associations, unions or guild to ensure that the wider student community is aware of the various cultural practices and festivals and educates them on the history and relevance of said traditions.

Moved: Sugandha (UWA Delegate)
Seconded: Aesha Awan (University of Newcastle)

ETHNO 11.22 - Cultural sensitivity training for all staff

Preamble
1. Our universities, just like the wider community, is very diverse. People from various different racial and ethnic background coverage together with the goal of educating themselves.
2. Unfortunately racism and a lack of cultural sensitivity make its way into classrooms everyday across campuses.
3. POC student deserve to be able to attend classes without racism perpetuated in their classrooms.
4. The easiest way to begin to tackle this is with cultural sensitivity training across campuses.

Platform
1. Racism doesn’t belong in the classroom, it doesn’t belong in our society and it’s time to educate ourselves and our educators to eradicate it.

Action
1. The National Ethno-Cultural Officer working with the National Education Officer, will liaise with the National Tertiary Education Union to develop a plan on how to implement mandatory cultural sensitivity training amongst university staff.
2. This training will be paid for by universities, and staff who attend will be paid for attending this training.

Moved: Aesha Awan (University of Newcastle)
Seconded: Dashie Prasad (UTS)
ETHNO 11.23 - Mental health aint a white issue

Preamble:

1. Mental health is an issue that affects all students.
2. Unfortunately not all students are able to access counselling services due to cultural and language barriers.
3. Language barriers can play a huge role in the quality of care someone can access.
4. Cultural barriers can include Muslim women being unable to seek mental health care from male counsellors and general cultural barriers mean that mental health is often not recognised and stigmatised in certain communities.

Platform:

1. Mental health should be accessible for people from culturally and linguistically diverse backgrounds.

Action

1. The National Ethno-Cultural Officer working with the National Disabilities Officer will run a campaign to increase cultural sensitive mental health service around campuses.
2. The National Ethno-Cultural Officer working with the National Disability Officer will run a campaign to ensure all universities make translation service for the purpose of accessing counselling available to all students who may need it.
3. The National Ethno-Cultural Officer working with the National Disability Officer will consult that National Tertiary Education Union to ensure that these changes include staff being paid for training and new staff hired to implement these services have decent pay and working conditions.
4. The National Ethno-Cultural Officer working with the National Disability Officer will run a campaign to destigmatize mental health issue and provide resource to access mental health care amongst students of colour.

Moved: Aesha Awan (University of Newcastle Delegate)
Seconded: Dashie Prasad (UTS Delegate)

ETHNO 11.24 - Christmas and Easter aren't the only holidays that exist

Preamble:

1. In Australia, we recognise Anglo-Christian holidays such as Christmas and Easter with people getting days off as they are culturally significant days.
2. Beyond Anglo-Christian holidays there are other cultural and religious significant holidays that occur throughout the year Eid for Muslim students, various Hindu festivals such as Diwali, Hanukkah and Shabbat for Jewish students and many others.
3. Many students who are not Christian and Anglo find that these holidays can fall during the semester or even during their exams.
4. While many universities offer adverse circumstances for students, these are not heavily advertised and there is no culture to take adverse circumstances so you can participate in your cultural and religious holidays.

Platform:
1. The NUS recognises that people from all backgrounds should be able to participate in their cultural and religious holidays without it adversely affecting their education.

2. Universities should work towards making this known and advertising to students that they are able to participate in cultural and religious holidays by applying adverse circumstances without affecting their studies.

Action:

1. The NUS Ethnocultural Officer working with the NUS Education Officer will investigate which universities currently do or do not offer adverse circumstances which allows people to participate in cultural and religious holidays.

2. The NUS Ethnocultural Office working with the NUS Education Officer will run a campaign to push for universities to make this more widely available, through more openly advertising these forms of adverse circumstances or implementing them at their universities where they do not currently exist.

Moved: Aesha Awan (University of Newcastle)
Seconded: Sugandha (UWA Delegate)

ETHNO 11.25 - Get an Ethnocultural Department

Preamble:

Ethnocultural departments fill an important gap in representation by representing ethnically and linguistically diverse students.

Some student organisations already have People of Colour departments - these are often serve the same purpose and are fine too.

Platform:

1. The NUS believes that ethnically and linguistically diverse students, as well as students of colour, should be represented within their respective student organisations via a department and/or elected representative.

Action:

1. The NUS ethnocultural officer will encourage and place pressure on university student organisations to create an ethnocultural or People of Colour department;

2. The ethnocultural officer will offer advice and resources to student organisations to assist with the establishment of an ethnocultural or People of Colour department.

Moved: Dashie Prasad (UTS)
Seconded: Aesha Awan (University of Newcastle)

ETHNO 11.26 - Racial Discrimination and Violence

Preamble:

1. The prevalence of racial discrimination towards young Australians, both non-Indigenous and Aboriginal and Torres Strait Islander has created systemic barriers for ethnocultural people to undertake tertiary education.
2. Such racial discrimination has resulted in an increase in the prevalence of racial violence, exacerbated by the coalition government’s media attack on the supposed ‘real concern about Sudanese gangs’ (Turnbull, July 2018), despite the Sudanese community only accounting for 1.1% of violent offences. However, the Australian Human Rights Commission found that 77% of South Sudanese survey respondents experienced racial discrimination.

3. This vilification of ethnocultural people often results in problems faced by individuals such as enrolling and staying in tertiary education, due to racial discrimination and violence experienced by international students, indigenous students and Australian-born people of colour alike at universities. Such systematic targeting of ethnocultural people on campus contributes to an underrepresentation of people of colour at universities, more specifically seen by Aboriginal and Torres Strait Islander students only comprising 1.7% of all domestic students.

Platform:
1. The NUS recognises that the Australian student cohort, as well as the NUS itself, is made stronger through its diversity.
2. A commitment to a diverse NUS cannot come without an effort from the NUS to ensure that the tertiary student population reflects Australia’s diverse society.

Action:
1. Call on Tertiary education bodies and student university unions to increase targeted anti-discrimination/anti-racial violence campaigns and compulsory education modules in order to tackle racism with educative solutions.
2. That the NUS create a sub-committee specifically targeted at creating strategies for not only fighting cuts and caps by the Liberal government as at present, but specifically working with the Education Department to fight racial discrimination of all categories of ethnocultural students on campuses and keep universities accountable.

Moved: Desiree Cai (University of Melbourne) - on behalf of Zoe Ranganathan (ANU)
Seconded: Shreeya Luthra (Monash)

ETHNO 11.27 - Condemning the Shift of the Australian Embassy in Israel to Jerusalem

Preamble:
1. Prime Minister Scott Morrison and defence minister Christopher Pyne’s consideration to move the Australian Embassy in Israel from Tel Aviv to Jerusalem demonstrates a blatant anti-Islamic sentiment within the coalition government.
2. This stance only proliferates negative attitudes towards the Muslim community in Australia, including racial discrimination faced by Muslim students.
3. Further, this anti-Islamic stance adopted by the government will, and already has, antagonised our relationship in the international forum, particularly with regional trading partners Indonesia and Malaysia. Endangering these partnerships will only have negative effects not only for Muslim students but the ability for students to study about and in the region.

Platform:
1. NUS should be committed to the interests and beliefs of all of its diverse members, including those whose beliefs are strongly tied to the religious and historical importance of Jerusalem.
2. By ignoring the government’s plans to move the embassy to Jerusalem, the NUS would fail to represent Australia’s student population, and in non-action become complicit in preferencing the beliefs of some students over others.

Action:
1. That the NUS respect the views of all of its constituents by condemning the Morrison government’s plan to move the Israeli embassy to Jerusalem.
2. That by condemning the embassy shift, the NUS recognises the ongoing genocide of the Palestinian people and the importance of the region to more than one religion/faith.

Moved: Desiree Cai (University of Melbourne) - on behalf of Zoe Ranganathan (ANU)
Seconded: Shreeya Luthra (Monash)

ETHNO 11.28 - Creating a National PoC/Ethno-cultural Officer Network

Preamble
1. As more Student Unions across the country are able to create POC/Ethno-cultural officers in their Unions, it is vital that we link-up and skillshare into these new departments.
2. There are a range of issues that POC and Ethno-cultural officers from different Student Unions can collaborate on.
3. Skill and information sharing has the potential to make the planning of a cohesive national campaign and NUS POC department events easier. These events may include a POC/Ethno-cultural conference, or campaign against racism on uni campuses.
4. There have been similar networks created for other NUS departments and their counterparts in campus student organisations. These have been effective in keeping student unions up to date with the activities of NUS, as well as in providing support for campus departments.

Platform
1. NUS recognises that POC/Ethnocultural departments in Student Unions benefit when they are able to share skills, information and resources and work together.
2. NUS supports the creation of networks and communication channels for POC/Ethno-cultural departments across the country.

Action
1. That the NUS Ethno-cultural Officer create a network to connect POC and Ethno-cultural officers by creating an Ethno-cultural/POC Officers Facebook group and mailing list.
2. This network will also connect through phone link-up where appropriate.
3. The NUS Ethno-cultural Officer will endeavour to support POC/Ethno-cultural officers and collectives across the country regardless of whether they are affiliated to NUS or not.

Moved: Desiree Cai (University of Melbourne)
Seconded: Shreeya Luthra (Monash)
ETHNO 11.29 - Equal Access to Higher Education for Refugees

Preamble:
1. Access to accredited quality higher education for refugees is an integral part of UNHCR’s protection mandate and included in its strategic directions for 2017-2021.

2. There are currently thousands of asylum seekers waiting to have their claims processed. If found to be refugees, they will be granted either a Temporary Protection Visa or a SHEV instead of permanent residency and that does not provide them same services and entitlements as permanent protection visa holders, or refugee and humanitarian entrants resettled from overseas.

3. Refugees on temporary visas and thousands people in Australia awaiting processing of their refugee status applications are effectively being denied tertiary education without having access to Commonwealth Supported Place and Federal Loan Schemes, and are charged as overseas students ranging from $20,000 to $46,000. Many of them cannot work and often live on about $30 a day.

Platform:
1. NUS believes that education is a right and should be accessible to everyone, regardless of nationality and citizenship status. Education is the best tool for them to gain qualifications and contribute to Australia.
2. NUS recognizes that current funding system leaves Further and Higher Education out of reach for many refugees and asylum seekers.
3. NUS affirms that putting international students (who have self-funding, family support or often receive funding from their governments and choose to study in Australia), and people who were forced to leave their countries, due to war or persecution, in the same category goes against common sense.
4. NUS recognizes the effort of Student Unions and student societies across the country for successfully campaigning for scholarships and bursaries for refugees and asylum seekers which is commendable but this is just a temporary solution and make learning possible only for few.

Action:
1. NUS president, education officer and ethno cultural officer will collaborate to run a nationwide ‘Equal Access’ education campaign, and make it a priority to ensure people in Australia seeking refugee protection have the right to higher education.
2. NUS Ethno-cultural officer will work with student unions around the country, advocacy groups like MYAN, RCOA etc. to push for the federal government grant people seeking refugees on TPV access to CSP and Higher Education Learning Scheme, and state government grant concession rates TAFE and other vocational courses which can be easily funded by progressive taxation.
3. NUS Ethno-cultural officer will encourage the Student Unions and activists to lobby institutions to adopt Equal Access policy and to mitigate barriers that prevent refugees from enrolling in university.

Moved: Desiree Cai (University of Melbourne) on behalf of Bir(USyd)
Seconded: Shreeya Luthra (Monash)

ETHNO 11.30 - Islamophobia (What Race is a D*ckhead?)

Definition & Explanation: The word "Islamophobia" is used to describe the irrational fear, hatred of, or prejudice against, Islamic religion or Muslims generally, especially when seen as a geopolitical force or the
source of terrorism that leads to discrimination or acts of harassment or violence.

Preamble:
1) Islamophobia, a huge global phenomenon, was given a massive boost by the campaign and then, election of Trump, and few terrorist attacks around the world in the past few years. Recent Melbourne incident in Australia has created a climate of fear and insecurity in the Muslim community, and the general atmosphere has led verbal attacks on Muslims.
2) In Australia, the federal Liberal government, Pauline Hanson’s One Nation etc. have continued their demonization of Muslims domestically and internationally.
3) Muslim women wearing hijabs are most likely to be targeted and often bullied in the community.
4) NUS has a responsibility to oppose Islamophobia and take a stand for the rights of Muslim students by challenging the discrimination they face in society at large.

Platform:
1. NUS condemns Islamophobia and all forms of systemic racism and religious discrimination, and opposes any measures that infringe upon the freedoms and rights of Muslims living in Australia, and condemns the bigotry.
2) NUS reiterates that over 1.5 billion Muslims are by no means accountable for the actions of infinitesimal number of the community, and the practice of holding all Muslims accountable, especially the trial by the media, must be stopped.
3) NUS also believes that the notion that religion clashes with a culture is a misunderstanding of what religion is, but, more specifically, the idea that Islam clashes with Australian culture is just foolishness, bigotry, and lies.
4) NUS reaffirms that the clashes we see are created by people, not by culture or religion. When people say Islam doesn’t fit in with Australian culture, what they really mean is that it does not fit with their sense of self and their conception of themselves as Australians.

Action:
1) NUS Ethno-Cultural officer will stand against the growing tide of Islamophobia in Australia by publicly criticizing the government's anti-Muslim policies and racist scapegoating, publishing press releases to the effect.
2) NUS ethno-cultural officer recognizing the need to quell the increasing public climate of hate and fear will write a letter to the relevant Standing Committee of the Australian Parliament that it undertakes a study on how the government could develop a whole-of-government approach for reducing or eliminating systemic racism and religious discrimination including Islamophobia and direct the government to act on it.
3) NUS Ethno-cultural officer with the help of student bodies will conduct a survey to collect data of the hate crimes faced by Muslim students, and run a campaign so that the authorities take action to bring the offenders to justice.
4) NUS Ethno-cultural officer will run a nationwide campaign to help clear the misperception about the Islam and Muslims, and to pressurize the parliament to pass a motion condemning Islamophobia like the one passed by Canadian Parliament. In order to achieve so, NUS will lobby the minded MPs and Senators.

Moved: Desiree Cai (University of Melbourne) on behalf of Bir (USyd)
Seconded: Shreeya Luthra
ETHNO 11.31 - 2019 NUS National Ethno-Cultural Student Conference

Preamble:
1. Students that identify as ethnocultural often have difficulty engaging in the student movement. Often they feel isolated or disengaged from other student activists.
2. For several years the NUS Ethnocultural department has been inaccessible for ethnocultural activists to genuinely engage with and look to for support.
3. Previously organised Ethnocultural conferences, such as in 2016, gave activists the ability to come together to discuss and collaborate on ideas and begin plans to create more ethno-cultural spaces for students throughout the country.
4. In 2017, no widely publicised Ethnocultural conference was organised. So, 2017 NUS National Conference passed a motion to ensure that the NUS Ethnocultural officer for 2018 does not show the same lack of commitment of his/her/their predecessor towards this important conference.
5. Despite this issue being brought in 2017 national conference, no Ethnocultural conference was held in 2018 which was a loss for many POC activists within Student Unions across the country. For two consecutive years, ethno-cultural students were deprived of the only platform that could give them the opportunity to come together, network and better organise.

Platform:
1. NUS recognises that experiences of racism for students of colour are fundamentally underrepresented at a student activist level.
2. NUS affirms the importance of supporting a student conference to promote and foster POC activism that is relevant to the Ethnocultural NUS portfolio.
3. NUS believes that providing opportunities for skill and knowledge sharing between students identifying as people of colour will improve their participation and engagement in student activism and NUS.

Action:
1. That the NUS Ethnocultural officer will work alongside ethnocultural activists and PoC state branch and campus office bearers to organise an ethno-cultural student conference in 2019 to provide knowledge and skill sharing for students of colour across Australia.
2. That the NUS Ethnocultural officer works to ensure that the conference is widely publicised and works to mobilize the support and attendance of the conference.
3. The National Executive must ensure the conference is held in 201, and NUS will also help with materials, funds and other resources.
4. The National President and The National Welfare Officer should assist with the conference where appropriate.

Moved: Shreeya (Monash) on behalf of Bir (USyd)
Seconded: Desiree Cai (University of Melbourne)

ETHNO 11.32 - Access to interpreters for Indigenous and International Students

Preamble
1. Access to caseworkers, counsellors and legal advice is often a goal of student councils. As a services based body, the ability to
provide support and advice when students need it the most should always be of utmost importance.

2. Access, however, becomes extremely difficult for those students for whom English is a second language. Having to navigate through the legal system, or a difficult time, or a university complaints process, is often traumatic and exhausting, and having to do so in another language just amplifies it.

3. Language barriers, which contribute to a lack of understanding of how the legal system or university processes would operate, often make Indigenous and international students particularly vulnerable to such processes.

4. It is imperative that the language that a student is brought up with does not affect their ability to access the services that universities provide for them.

Platform

1. National Union of Students supports policies aimed at improving access to services for students.

2. National Union of Students acknowledges and emphasises the need for greater focus on improving access for Indigenous and international Students.

Action

1. National Union of Students will fight for universities to install, on a permanent part-time basis, interpreters of the most common international and Indigenous languages, and on an as-required basis, interpreters for less common languages, to ensure that all students have adequate access to services at university.

Moved: Mackenzie Waugh (UTS Delegate)
Seconded: Alexi Cassis

ETHNO 11.33 - Solidarity Now: Genocide Awareness

Preamble:
This motion is submitted on behalf of the Union of Aboriginal and Torres Strait Islander Students (UATSIS) Armenian Youth Federation (AYF) Australasian Union of Jewish Students’ (AUJS) Susan Wakil Fellowship program and the Darfur (Sudanase) community in Melbourne.

We come together as one, seeking NUS’ support on behalf of each of our communities experience of genocide with the aim to educate and raise awareness for the wider student body of our shared experiences facing persecution, discrimination and genocide.

By sharing our stories of current and intergenerational trauma, we aim to raise awareness to the wider student movement of what happens when wide scale racism and marginalisation politics occurs, in order to prevent similar atrocities and crimes against humanity from ever occurring again.

The campaign will be driven by a digital social media campaign launching in semester one 2019, consisting of survivor and youth testimony from each community. In addition to educational content the campaign will consist a relevant call to action for each community participating on preventing, acknowledging or seeking justice on their respective genocide.

We acknowledge that this campaign will be organised on the stolen lands of Aboriginal and Torres Strait Islander people and we are committed to centering First Nations voices in this campaign.

Motion:
1. NUS supports the Solidarity Now/Genocide Awareness campaign as supported by four Australian student communities.

Action:
1. NUS will actively support the *Solidarity Now/Genocide Awareness* campaign by committing to share social media posts and encourage members to participate with the aims of the campaign.

2. The NUS, in consultation with the *Solidarity Now/Genocide Awareness* campaign, will delegate one or more people as a liaison/point of contact to facilitate working together effectively.

**Moved:** Desiree Cai, University of Melbourne  
**Seconded:** Jessica Evans, Monash University (Clayton)
Small and Regional Policy

S&R 12.1 - They’re Gone Country
S&R 12.2 - Engage with your Satellite Campuses!
S&R 12.3 - Small and Regional students use social media too!
S&R 12.4 - Up the Regions
S&R 12.5 - Liberal Cuts Hurt Regional Students
S&R 12.6 - Scholarships for Relocation
S&R 12.7 - Regional Representation on Student Unions
S&R 12.8 - Equal Access to Courses on Regional Campuses
S&R 12.9 - Better Transport for Regional Students
S&R 12.10 - Equal Access to Counselling for Regional Students
S&R 12.11 - Regional Campus Opening Hours
S&R 12.12 - Jobs for Regional STEM Graduates
S&R 12.13 - Priority access to timetable selection for regional students
S&R 12.14 - Stop Funding Cuts to Regional Campuses
S&R 12.15 - Ban Fracking in WA
S&R 12.16 - Country Students and City Universities
S&R 12.17 - Small Universities, Regional Universities.
S&R 12.18 - Scholarships, a student’s best friend
S&R 12.19 - Face-to-face, not facetime.
S&R 12.20 - The purpose of an institution, the role of an office.
S&R 12.21 - Fair Dunkum Mental Health Support for Regional Students
- We Deserve a Fair Shake of the Sauce Bottle
S&R 12.22 - Subsidised PTV for Regional Students
**S&R 12.1 - They're Gone Country**

Preamble:

1. Many Universities have multiple campuses across the country, often in rural areas.
2. Regional students do not have access to the same support services that other students do.
3. Regional students have lower retention rates and are in need of greater support.
4. Student unions do not always have enough funding to offer adequate services on rural and regional campuses.

Platform:

1. The NUS supports all regional student’s right to have student services available to them.
2. The NUS acknowledges that more university funding is needed to support regional and rural student services.
3. The NUS believes that all universities should provide in-person support for students on rural and regional campuses.
4. The NUS encourages all student unions to visit their regional campuses and learn firsthand the issues and concerns of rural students.

Action:

1. The 2019 Rural and Regional Officer will encourage student unions to provide better support services to their rural and regional campuses.
2. The 2019 Rural and Regional Officer will work with student unions to ensure more funding is provided from universities to offer these services.

Moved: Alfred Lowe (Flinders University)
Seconded: Jordan Mumford (University of South Australia)

**S&R 12.2 - Engage with your Satellite Campuses!**

Preamble:

1. Many universities in Australia have many separate campuses where some are bigger and more city centric, whilst others are smaller and regional.
2. It’s important that although the smaller and regional campuses have less students, that they are still given fair representation by their student union and the NUS.
3. Many students in these campuses can feel like they are ignored and not represented fairly as compared to their counterparts in larger, city campuses.
4. It is also important that these students have a voice at the universities representative body, as it should be recognised that issues arising from these satellite campuses can be different in nature to those arising in larger, city campuses.
5. Lots of events organised by student unions and larger societies at universities can often leave out students from satellite campuses due to inaccessibility or significant inconvenience.

Platform:

1. The NUS recognises that students that attend satellite campuses are often forgotten about in terms of both representation and events.
2. The NUS encourages student representative bodies to have an elected student member be part of their student body and for
meetings to be made accessible for them to attend through means such as video conferencing.

3. The NUS encourages student unions to ensure students attending satellite campuses have opportunities to attend events throughout the year, ensuring they are not left out.

Action:

1. The small and regional officer to make an emphasis on visits to satellite campuses.
2. The small and regional officer to conduct a survey to find out which campuses have inadequate representation and/or events and encourage those student unions to adapt fairer and more inclusive policies.

Moved: Aidan Johnson (University of Adelaide)
Seconded: Jordan Mumford (University of South Australia)

S&R 12.3 - Small and Regional students use social media too!

Preamble:

1. Being geographically isolated means it is often more difficult for students on small and regional campuses to engage with NUS campaigns.
2. Most of the NUS Departments including Women’s, Welfare, and Disabilities have their own Facebook pages to promote their campaigns easily and engage with students.

Platform:

1. The NUS recognises that students on small and regional campuses are often disconnected from the campaigns and activism of the NUS, and has an important role to play in minimising this disconnect.

Action:

1. NUS directs the 2019 Small and Regional Officer to create a Facebook page for the NUS Small and Regional Department.
2. NUS directs the 2019 Small and Regional Officer to run an awareness campaign about the NUS and its campaigns with specific importance placed on how they impact students on small and regional campuses.

Moved: Jordan Mumford (SA State Branch President)
Seconded: Jordon O’Reilly (National Welfare Officer)

S&R 12.4 - Up the Regions

Preamble:

1. NUS Office Bearers spend a lot of time running NUS campaigns at wealthy and privileged Go8 Universities.
2. It is important that as a national union, NUS Office Bearers ensure they are also promoting campaigns and issues that affect students on small and regional campuses.

Platform:
1. As the National Union of Students, the NUS recognises the importance of engaging with and supporting students on all campuses, including small and regional campuses.

   **Action:**

   1. NUS directs the entire 2019 Office Bearer team to ensure they spend time on small and regional campuses to promote their campaigns and engage with students from a wide range of backgrounds.

   **Moved:** Jordan Mumford (SA State Branch President)
   **Seconded:** Jordon O’Reilly (National Welfare Officer)

   **S&R 12.5 - Liberal Cuts Hurt Regional Students**

   **Preamble:**

   1. The Federal Liberal Government cannot be trusted to fund Australian universities after they cut $2.2bn from higher education funding in the Mid-Year Economic and Fiscal Outlook (MYEFO).
   2. These budget cuts impact country communities and disadvantaged families most.
   3. These funding cuts lead to the University of New England cutting programs which were aimed at encouraging students from low socio-economic backgrounds to study.

   **Platform:**

   1. The NUS acknowledges that the Liberals can not be trusted with higher education.

   2. The NUS supports moves to encourage low socio-economic students and students from regional backgrounds into higher education such as the introduction of HECS by the Hawke Labor Government.

   **Action:**

   1. NUS directs the 2019 Small and Regional Officer to run a campaign on the impact of Liberal funding cuts on students studying at small and regional universities.

   **Moved:** Jordan Mumford (SA State Branch President)
   **Seconded:** Jordon O’Reilly (National Welfare Officer)

   **S&R 12.6 - Scholarships for Relocation**

   **Preamble:**

   1. Financial barriers and relocation costs are a massive impediment for students relocating from regional campuses to study at university in the city.
   2. For those who relocate, cost of living expenses are a major barrier and are shouldered by communities where wages are on average lower and capacity to pay is constrained.
   3. In 2018 the Liberal government cut funding to the Relocation Scholarship which supports students who are relocating for study.

   **Platform:**

   1. The NUS supports moves to remove barriers to higher education that impact regional students.
2. The NUS supports university scholarships and access schemes that specifically target students from regional and low socio-economic backgrounds.

Action:

1. NUS directs the 2019 Small and Regional Officer to run a campaign to increase the Relocation Scholarship.
2. NUS directs the 2019 Small and Regional Officer to work with student unions to lobby their universities to introduce targeted scholarships and access schemes for students from regional and low socio-economic backgrounds.

Moved: Jordan Mumford (SA State Branch President)
Seconded: Jordon O’Reilly (National Welfare Officer)

S&R 12.7 - Regional Representation on Student Unions

Preamble:

1. Many student councils and unions across the country are responsible for representing regional students who are often located on satellite campuses.
2. It is important that students on regional campuses are able to have a say in the affairs of their student councils and unions to ensure they are relevant and in touch with the specific needs of the regional student cohort.

Platform:

1. The NUS supports the inclusion of regional student representative positions on student unions and councils.
2. The NUS supports providing transport options for regional campus representatives to attend meetings of student councils or unions to ensure that regional students can adequately participate in decision making.

Action:

1. NUS directs the 2019 Small and Regional Officer to work with student unions and councils with satellite campuses to ensure that they have adequate representation of the regional student cohort.

Moved: Jordan Mumford (SA State Branch President)
Seconded: Grace Dixon (University of South Australia)

S&R 12.8 - Equal Access to Courses on Regional Campuses

Preamble:

1. Many courses which are offered on regional campuses are hybrids of courses that are offered on the main campuses of universities.
2. This leads to instances where students on regional campuses who are paying the same course fees as all other students having to engage with online-only content and have less face time with lecturers and tutors than their city campus counterparts.

Platform:
1. NUS supports the equal access to education of all students including those on regional satellite campuses, including equal access to lecturers and tutors.
2. NUS does not believe that online-only education should be the only way to access higher education for regional students.

Action:

1. NUS directs the 2019 Small and Regional Officer to work with student unions with regional campuses to ensure that course offerings are consistent with those being offered on larger city campuses.

Moved: Jordan Mumford (SA State Branch President)
Seconded: Grace Dixon (University of South Australia)

S&R 12.9 - Better Transport for Regional Students

Preamble:

1. Many regional students who undertake study face considerably higher transport costs.
2. A report by the National Centre for Vocational Education recommends replacing public transport subsidies with fuel subsidies for regional students where there are no public transport options. This would provide more equitable support for transport.
3. Public transport is the only viable method of transport between home and university for a large portion of students.

Platform:

1. NUS recognises the importance that public transport plays in a student’s life at university.
2. NUS supports investment in public transport to and from regional university campuses.

Action:

1. NUS directs the 2019 Small and Regional Officer to run a campaign about the importance of access to public transport for students based on regional campuses.
2. NUS directs the 2019 Small and Regional Officer to write to all State Governments expressing concern over the lack of adequate public transport to and from universities in regional areas.

Moved: Jordan Mumford (SA State Branch President)
Seconded: Grace Dixon (University of South Australia)

S&R 12.10 - Equal Access to Counselling for Regional Students

Preamble:

1. One of the largest mental health surveys of Australian students has revealed that mental health issues are worryingly high amongst students.
2. The alarming results found that close to 70 per cent of students rated their mental health as poor or fair, while two-thirds of students experienced high or very high psychological distress in the last year.
3. When asked what mental health issues affected their studies, stress was the most prevalent problem, with 83.2 per cent of respondents believing this impacted their studies.

4. Most universities in Australia have counselling services to support students who are struggling with their mental health but often on regional campuses these services are not provided in house and are outsourced to private counselling providers.

5. This creates issues whereby the external services are often not linked back into other university support services, as well as issues discussing certain issues such as LGBTI+ students raising issues with religiously supported counselling services.

Platform:

1. The NUS acknowledges the importance of well-funded counselling services which are free at the point of use for university students to access.

2. The NUS believes that regional students should not be disadvantaged by having access to inferior quality counselling services.

Action:

1. NUS directs the 2019 Small and Regional Officer to conduct an audit into the counselling services offered on regional campuses.

Moved: Jordan Mumford (SA State Branch President)
Seconded: Grace Dixon (University of South Australia)

S&R 12.11 - Regional Campus Opening Hours

Preamble:

1. Facility opening hours for study spaces on libraries are often restricted on regional campuses.

2. Many students studying in the regions are mature aged students or have family care responsibilities meaning that it is important that they can access study spaces and libraries around family and work commitments.

Platform:

1. The NUS acknowledges that regional students have unique study needs which should be accommodated for by education providers.

2. The NUS does not believe that students studying that are studying on regional campuses should have less access to study spaces than those studying in the city.

Action:

1. The 2019 NUS Small and Regional Officer will work with campus student unions to push to extend access hours for study spaces and libraries on regional campuses.

Moved: Jordan Mumford (SA State Branch President)
Seconded: Grace Dixon (University of South Australia)

S&R 12.12 - Jobs for Regional STEM Graduates

Preamble:

1. The benefits of economic growth are not being spread evenly, and young people in the regions are particularly impacted.
2. The Brotherhood of St Laurence has released a report revealing the worst hotspots for youth unemployment, with Queensland’s outback region topping the list at 67.1 per cent.

3. The solution to this crisis is through education for young people in regional Australia, as well as working with employers, businesses, schools, and community to spread opportunity.

4. In November this year, Adani announced it would begin construction on its Carmichael coal mine in regional Queensland within weeks, a project which will create thousands of jobs, of which at least 7% of the workforce will be Indigenous people.

Platform:

1. The NUS acknowledges the work of the 2018 Small and Regional Officer in his advocacy for STEM graduate jobs in regional Australia, and in particular his ability to convince Adani to self-fund the Carmichael coal mine.

2. The NUS does not support new coal projects for Australian use, but acknowledges the importance of India transitioning from their reliance on dirty brown coal to the relatively cleaner black coal which will be exported from the Carmichael coal mine.

Action:

1. The 2019 Small and Regional Officer will continue to encourage investment in regional Australia to create jobs for STEM graduates.

Moved: Jordan Mumford (SA State Branch President)
Seconded: Grace Dixon (University of South Australia)

S&R 12.13 - Priority access to timetable selection for regional students

Preamble

1. Timetable selection is a chaotic process often characterised by frantic logging on to university websites. A single misstep could result in 4 or 5 days a week spent travelling to uni for classes.

2. Students who live far from campus and who have to travel long distances to classes are most affected by a bad timetable. When 4-5 hours are taken up each day travelling to university, the prospect of doing so most days in the week is not only hugely inconvenient, but more importantly deprives these students of valuable time to work, study and enjoy life.

3. Steps must be taken to ensure that regional students have the opportunity to thrive and prosper at university: forcing them to travel long distances for a 1 hour tutorial creates a clear discrepancy in the university experience, and puts them at a significant disadvantage, simply because of where they live.

4. Giving regional students priority access to timetable choice would allow them to design their timetable so that travel time is minimised and a good balance between university study, work, and leisure time is achieved.

Platform

1. National Union of Students supports measures that aim to narrow the gap in quality of experience at university between inner city and regional students.

2. National Union of Students acknowledges the greater need for regional students to be able to choose timetables that work for them. For regional students this is not about mere convenience; but about the organisation of their life.

Moved: Jordan Mumford (SA State Branch President)
Seconded: Grace Dixon (University of South Australia)
Action

1. National Union of Students will campaign for universities to introduce staggered timetable selections that prioritise those who live furthest from campus.

Moved: Mackenzie Waugh (UTS Delegate)
Seconded: James Callow (Small and Regional Officer)

S&R 12.14 - Stop Funding Cuts to Regional Campuses

Preamble:
1. In the recent Liberal budget, a swathe of funding cuts hit universities across the country, with the government freezing tertiary education funding by $2.2 billion.
2. These cuts will overwhelmingly impact regional universities. Reports compare the brunt of the funding freeze between members of Group of Eight universities sitting at 3.5% with members of the Regional Universities Network facing 7%, and up to 15% in some cases. The University of Wollongong will see a 5% decrease, freezing $60 million worth of funding. The University of Tasmania will see an 11.4% decrease, freezing $177 million worth of funding. Central Queensland University will see a 15% decrease, freezing $147 million worth of funding.
3. The funding freeze to the Commonwealth Grants Scheme has meant an estimated 10,000 students will miss out on university education.
4. Vice Chancellors respond to funding cuts by attacking students and staff through restructures and course cuts. An example of this is La Trobe University in Melbourne, which cut 350 jobs as part of a restructure, disproportionately affecting its regional satellite campuses.
5. Protests and snap actions are the central way student unionists can confront funding cuts. WUSA representatives and student activists protested against Simon Birmingham, then the Education Minister, in May when he visited the University of Wollongong targeting the funding freeze to higher education.

Platform:
1. NUS condemns all cuts and funding freezes to education.
2. NUS stands for free and fully funded higher education, available to all urban and regional students.

Action:
1. NUS will promote campus-based activist campaigns targeted at specific cuts and re-structures to university courses enabled by the funding freeze. NUS will provide materials and coordination for these campaigns, particularly from the Education Department and the Small and Regional Department.
2. NUS will work to incorporate regional universities in the education campaigns, like Make Education Free Again and Books not Bombs. Regional campuses can get more reach in our campaigns against campus-based and federal attacks with greater organisation and support from NUS. This includes posters, leaflets and where possible visits from national office bearers.
3. The Small and Regional Department will assist small and regional campuses with printing materialists for campus-based campaigns related to federal and campus-specific education cuts, course cuts, restructures, funding freezes etc.

Moved: Jasmine Duff
Seconded: Lily Campbell

S&R 12.15 - Ban Fracking in WA

Preamble
1. Since the late 2000s, the extraction of unconventional gas in Western Australia has gradually increased. This procedure involves injecting a water-chemical into shale and tight rocks, which in turn releases high amounts of methane. In a 2018 report, Climate Analytics...
estimated that if WA’s Kimberley Canning Basin’s reserve was fully exploited carbon emissions would double Australia’s carbon budget as outlined in the already insufficient Paris Agreement. If all gas reserves in WA were exploited this would exceed the budget by three times!

2. In 2017, the McGowan Labor government placed a one year statewide moratorium on fracking. During this period an independent scientific inquiry was made into the viability of fracking.

3. In 2018, the McGowan Government accepted the recommendations of this report which allowed for 2% of the state to continue fracking. This 2% accounts for more than 5 million hectares of land! In other words, fracking continues in the same regions of WA with the exception of one. The McGowan government has proved to rule for the big gas corporations.

4. Aside from its environmental destruction, fracking has serious impacts on Indigenous rights. In the Kimberley, Buru Energy has undermined the sovereignty of the Indigenous Yawuru people through its fracking sites. Despite popular disapproval of fracking in the region, the company has continued to build new sites each year. This also poses dangers to health with the serious possibility of water contamination.

Platform
1. NUS opposes fracking and condemns the WA state Labor Government for allowing fracking.
2. NUS calls for an immediate 100% ban on fracking in WA.
3. NUS recognises the dangers of climate change, which are contributed to by fracking.

Action
1. NUS West will support and organize anti-fracking efforts in WA by endorsing protests, encouraging uni students to attend, sending out media releases, planning demonstrations, and running campaigns to halt the onset of climate change.

Moved: Jasmine Duff
Seconded: Kim Stern

S&R 12.16 - Country Students and City Universities

Preamble:
1. Students from rural backgrounds, that enrol to study at metropolitan campuses, face a transitional period that is often more complex than students from an urban background. This cohort of the student body often find themselves struggling to find accommodation and employment, whilst rarely having a support base so far from home.

2. Often the services provided by universities, at their metropolitan campuses, do not meet the needs of all students, and for rural students in particular. It is important for universities to properly fund and run services, such as accommodation and employment assistance, to ensure that studying so far from home is viable.

Platform:
1. NUS acknowledges the difficulties that rural students face transitioning to a metropolitan campus, and recognises the importance of making higher education as accessible as possible.

2. NUS reaffirms Its role to represent all students seeking to study in higher education, and will undertake action to remove barriers preventing students from accessible and affordable education.

Action:
1. The NUS Small and Regional Officer, of the 2019 period, will investigate and identify the major difficulties that rural students face during their transition to study at metropolitan campuses.

2. The NUS Small and Regional Officer, of the 2019 period, will review the services provided by metropolitan campuses, and
provide recommendations on how to implement or improve these services to assist rural students.

Moved: Alice Smith (University of Melbourne) on behalf of Xzavier Kelly
Seconded: Daniel Ryan (Newcastle University)

S&R 12.17 - Small Universities, Regional Universities.

Preamble:
1. Students, studying at a small or regional campus, often find the services provided by their universities to be underfunded and ineffective

Platform:
1. NUS acknowledges the difficulties that students face studying at a small or regional campus, and recognises the importance of making higher education as accessible as possible.
2. NUS reaffirms Its role to represent all students seeking to study in higher education, and will undertake action to remove barriers preventing students from accessible and affordable education.

Action:
1. The NUS Small and Regional Officer, of the 2019 period, will investigate and identify the major difficulties that students studying at a small or regional campus face during their studies.
2. The NUS Small and Regional Officer, of the 2019 period, will review the services provided by small and regional campuses, and provide recommendations on how to implement or improve these services to assist students.

Moved: Alice Smith (University of Melbourne) on behalf of Xzavier Kelly
Seconded: Daniel Ryan (Newcastle University)

S&R 12.18 - Scholarships, a student’s best friend

Preamble:
1. Financial support is one of the most crucial factors affecting the feasibility of pursuing higher education in australia, and as a result institutions such as charities and universities provide scholarships, many of which directly target students studying at a small or regional campus campuses, or who are from a rural background.
2. Due to the lack of publicity around their availability, many students miss the opportunity to apply and receive these scholarships.

Platform:
1. NUS reaffirms Its role to represent all students seeking to study in higher education, and will undertake action to remove barriers preventing students from accessible and affordable education.

Action:
1. The NUS Small and Regional officer, of the 2019 period, will collate information on scholarships available specifically to students studying at a small or regional campus, or who are from a rural background, and present them on the NUS website.
2. The NUS Small and Regional officer, of the 2019 period, will assist in any effort to collate information on scholarships conducted by any of the other NUS office bearers.
3. The NUS Small and Regional officer, of the 2019 period, will encourage and assist affiliate organisations in collating their own list of university-specific or local scholarships available to students, and include links to these lists on the NUS website.

Moved: Alice Smith (University of Melbourne) on behalf of Xzavier Kelly
Seconded: Daniel Ryan (Newcastle University)
S&R 12.19 - Face-to-face, not facetime.

Preamble:
1. Students, studying at a small or regional campus often receive less face to face contact during their studies, specifically at campuses that are satellites of larger institutions.
2. This is as a result of the demand driven model, where cost saving methods and high student enrolments provide large revenues for institutions, directly at the expense of the quality of education.
3. This causes many subjects to be taught through online mediums only, such as skype, lecture recordings, and digital modules, rather than in-person and through practical exercises with the relevant equipment.

Platform:
1. NUS reaffirms Its role to represent all students seeking to study in higher education, and will undertake action to improve the quality of education provided to students.
2. NUS acknowledges that the demand driven model of education currently being implemented by the Australian federal government is flawed, and will continue to degrade the quality of our education, and any action taken to improve the quality of education under this policy is a band aid solution, which must be followed up by meaningful action to improve the national education policy.

Action:
1. The NUS Small and Regional officer, of the 2019 period, will investigate the teaching methods present at small and regional campuses, primarily around the amount of face-to-face contact hours offered to students.
2. The NUS Small and Regional officer, of the 2019 period, will provide updates of their investigation prior to the 2019 NUS educational conference and the 2019 NUS national conference, developing a course of action that will be submitted as policy for the NUS Small and Regional officer and NUS Education officer of the 2020 period, with the intention to improve the quality of educational practices of small and regional campuses.
3. The NUS Small and Regional officer, of the 2019 period, will take action to improve the quality of education at small and regional campuses if possible, unless the action jeopardises the office bearer’s ability to conduct their investigation.

Moved: Alice Smith (University of Melbourne) on behalf of Xzavier Kelly
Seconded: Daniel Ryan (Newcastle University)

S&R 12.20 - The purpose of an institution, the role of an office.

Preamble:
1. Students, studying at a small or regional campus, are often underrepresented on a national level, often having no interaction with NUS at all.
2. It is the purpose of NUS to be the peak representative body of students studying in higher education, and the role of the Small and Regional office to engage and represent students studying at a small or regional campus.
3. All campuses need support from NUS to prevent the stripping of funding and the gutting of services, especially small or regional campuses.

Platform:
1. NUS acknowledges past failings in representing small and regional students, and resolves to engage student unions, guilds, associations and representative bodies present on these campuses, or to take action in the creation of one if there are none present.
Action:

1. The NUS president and the NUS Small and Regional officer, of the 2019 period, will attempt to establish contact with students at small and regional campuses with no student body, to assist in the establishment of a student body.

2. The NUS president and the NUS Small and Regional officer, of the 2019 period, will contact non-affiliated student bodies on small and regional campuses, to engage and affiliate them with NUS.

3. The NUS president and the NUS Small and Regional officer, of the 2019 period, will contact all affiliated student bodies on small and regional campuses, to assist and support them with any on campus actions.

4. The NUS Small and Regional officer, of the 2019 period, will contact all small and regional campuses that are affiliated with the purpose of facilitating the creation of both a small campus network and a rural campus network. These networks will meet every quarter, and be open to any student or representative from these campuses. The purpose of these meetings should be to discuss issues each campus are facing and to provide support in taking action to represent students. The time and dates of these meetings will be announced over NUS social media pages and via email to engaged students and representatives.

Moved: Alice Smith (University of Melbourne) on behalf of Xzavier Kelly
Seconded: Daniel Ryan (Newcastle University)

S&R 12.21 - Fair Dunkum Mental Health Support for Regional Students - We Deserve a Fair Shake of the Sauce Bottle

Preamble:

1. Psychological distress has been found to be significantly higher for rural and regional students due to the stresses of relocating, in order to access higher education. A 2017 study reported that regional Australians were 66% more likely to die of suicide than their respective metropolitan counterparts - with suicide being the leading cause of death in those aged 15-24.

2. Distance for rural and regional students has also proven to create complexities with provision and coordination of mental health services - regional students are shown to be less engaged with on-campus services, and encounter challenges with maintaining their mental health care between usual places of residence in and out of semesters.

3. In 2015 it was published that student location significantly impacts university attrition rates, with 30.2% of these regional students leaving their courses.

Platform

1. NUS urges Australian Universities to actively engage in supporting regional and rural students mental health throughout their stay at university, not merely when they begin.

2. NUS recognises that these students are high-risk and are more likely to endure large mental and financial struggles which are unique to regional and rural students, and need to be actively engaged with by University staff.
3. NUS recognises that many regional and rural students are less likely to pursue and engage with mental health support services due to the heightened stigma of mental health.

**Action**

1. The 2018 National Welfare Officer and Small and Regional Officer will campaign and lobby Australian Universities to engage regional and rural students upon being accepted to University, and continuing to contact those students during peak periods and at the beginning of each semester. This initiative needs to engage students who have had academic difficulties, and actively offer engagement to those students.

2. NUS will incorporate regional and rural students into their Welfare campaigns to reduce the stigma of mental health among these students.

3. NUS recognises that regional students undergo different psychological difficulties in comparison to their metropolitan counterparts and supports programs tailored to these difficulties.

Moved: Eamonn Pinnuck (RUSU Delegate)  
Seconded: Aditya Sharma (RUSU Delegate)

**S&R 12.22 - Subsidised PTV for Regional Students**

**Preamble:**

1. Students that cannot afford to move out of home have to resort to commuting to University from regional Australia.

2. Often students have commitments, such as being their parents caretakers, which prevents them from leaving the country permanently.

3. Due to these limitations regional students have to commute into the city from these regional areas many times a week

4. Vline options are often expensive and inconvenient, and burden a students ability to have access to quality higher education when depended on.

5. It costs $32.60 per day to travel to university for these students from places such as Bendigo. With rural students, on average, are $16,000 worse off than students in capital cities, this highlights a divide in equity.

**Platform:**

1. The NUS recognises the importance that higher education plays in upward mobility.

2. The NUS believes that all Australians deserve access to education regardless of their financial situation.

3. The NUS believe that Regional students should get access to Transport at the same rates as Metropolitan students

**Action:**

1. The NUS Small and Regional officer along with the NUS Welfare officer shall lobby state governments to increase subsidies to regional students for public transport

Moved: Eamonn Pinnuck (RUSU Delegate)  
Second: Braedon Waddell (DUSA Delegate)
Miscellaneous Policy

MISC 1.1 - Nick Douros Did Nothing! Selfies are NOT illegal.
MISC 1.2 - Supporting the ALP’s actions on the TPP
MISC 1.3 - We must take action on Ligma !!!!!!!111!!
MISC 1.4 - That’s Plane Wrong, Mr. O’Neill
MISC 1.5 - Taking a stance on the environment
MISC 1.6 - Fossil Free Universities
MISC 1.7 - Universities leading the way on renewable energy
MISC 1.8 - Green Ethical Jobs For a Just Transition
MISC 1.9 - Stop Adani
MISC 1.10 - Students back the CSIRO
MISC 1.11 - NUS Budget Breakdown and the Environment
MISC 1.12 - NUS engagement with the Student Environmental Movement
MISC 1.13 - Carbon Neutral NUS
MISC 1.14 - Change to recycled paper
**MISC 1.1 - Nick Douros Did Nothing! Selfies are NOT illegal.**

Preamble:
1. At NATCON 2017 Nick Douros (The last ACT Branch President) was named by noted tyrant President Sophie Johnston for simply taking a selfie of his extremely rough head. Johnston incorrectly assumed that Douros was videoing the proceedings of conference when in fact he was taking a photo of his own face. This is a clear example of unfair persecution of a man who simply wanted to share with the world his gelled back hair and manicured facial hair. In heartbreaking circumstances the exact same thing happened at the first ANUSA SRC of the year, an example of how systemic this issue has become.

Platform:
1. The NUS condemns persecution of Unity soft-bois who just want the world to see how pretty they are.
2. The NUS reaffirms its commitment to standing up for ALL students in the face of adversity.

Action:
1. The NUS incoming executive will force Ex-President Johnston to deliver a written apology to Douros.
2. NUS Natcon will take a Solidarity selfie video to send to Douros. Fists will be placed in the air and conference will chant “Free, free, Nick Douros!”

Moved: Niall Cummins (ANU)
Seconded: Jordan Mumford (SA State Branch President)

**MISC 1.2 - Supporting the ALP’s actions on the TPP**

Preamble:
1. Free trade ultimately benefits workers all over the world, and industrialisation lifts people in poor nations out of poverty and extreme poverty
2. However, the union movement in Australia must fight for the workers of Australia, and flooding the Australian labour market with cheap labour does nothing but degrade the working standards for everyone
3. Support the ALP’s decision to introduce market testing into the TPP, as it strikes the balance between protecting Australian workers, and lifting the workers in poorer countries out of poverty

Platform:
1. The NUS will not accept any TPP agreement that does not include Labour market testing

Action
1. If the TPP agreement lacks these actions, then the NUS will campaign against it

Moved: Max Kennedy
Seconded: Alexi Cassis

**MISC 1.3 - We must take action on Ligma !!!!!!!!111!!**

Preamble:
1. Ligma is a terrible disease that ravishes students. Ligma results in high amounts of pain, suffering and also ball-saliva contraction.
2. The leading policy institute on this area, the BOFA institute, has failed to take the necessary steps

Platform
1. NUS condemns Ligma, and all who spread it - especially the effects on the Sugandese population.
2. NUS wants to help all those who have it - especially by offering Holma to those in need

Action
1. The NUS will condemn any students who don’t know what Ligma is - especially those who say “What’s Ligma?”
2. NUS will hold a memorial for Ninja

Moved: Connor Wherrett (NSW State Branch President) on behalf of Itma
Seconded: Max Kennedy (National Executive)

MISC 1.4 - That’s Plane Wrong, Mr. O’Neill

Preamble:
1. In 2017, Curtin Student Guild President and member of the NUS National Executive, Mr Liam O’Neill, upgraded his flights NUS National Conference to business class using Velocity points garnered from incessant conference attendance. This is not in the spirit of the NUS or unionism and Mr O’Neill should be ashamed of himself. In his memory (God bless), this motion seeks to prevent this from ever happening again.

Platform:
1. The NUS is fundamentally opposed to office bearers taking business class flights.
2. The NUS believes that business class flights are pretty rubbish in general and only exist to prop up the financial viability of what should be a fully nationalised air travel industry in Australia.

Action:
1. The NUS condemns Liam O’Neill for his past air travel transgressions.
2. National office bearers shall share their aeroplane journeys with regular working people and relegate themselves to no more than Economy Plus™ seating purchases.
3. Any national office bearer taking business class flights shall be publicly shamed.

Moved: Dylan Heywood (Curtin Delegate)
Seconded: Nicola Gulvin (Curtin Delegate)

MISC 1.5 - Taking a stance on the environment

Preamble
1. In 2018, the UN Intergovernmental Panel on Climate Change (IPCC) released the ‘Special Report on Global Warming of 1.5C’ outlining the dire state of global warming on our planet, and the ways that we have perpetuated climate change.
2. The 2018 report outlines that global greenhouse gases must be cut to zero by 2050 in order to keep global warming at an acceptable 1.5 degree Celsius temperature rise. Scientists have warned that reaching warming at or above 2 degrees would risk hitting a tipping point that would lead to uncontrollable temperature rises and devastating environmental events. The risks of severe drought, floods, sea level rise, extreme heat and poverty for millions more people will be significantly increased without urgent action to limit temperature increases to less than 1.5 degrees.
3. The report also highlights that at the current rate of action and commitment by global governments, the world is on course for a disastrous 3 degrees Celsius of warming. The commitments made under the Paris agreements are not good enough.
4. The effects of climate change and greenhouse gas emissions are long-lasting and will continue long into this and next century. The
effects of these changes include, and are not limited to sea level rises, increased climate-related natural disasters. These impacts have a significant human impact.

5. The threat of climate change is not just an issue for the future, impacts are already being seen today. There have already been record droughts, hurricanes and extreme climate events around the world. People living in certain areas are already finding themselves displaced by the effects of climate change, just the beginning of what may become a climate change refugee crisis.

6. The Australian government continues to refuse to take action on environmental issues despite scientists’ advice and UN warnings about the consequences of inaction. The LNP Government in particular have continued to hold onto coal as a key energy source, despite calls to invest in renewables and transition away from coal.

7. Putting a price on carbon has been one suggested strategy to reduce carbon output. In 2014, the LNP Government repealed the carbon tax initiative that had been introduced through the Clean Energy Act in 2011.

Platform

1. NUS believes that environmental issues, in particular, climate change and global warming, will unequivocally be one of the biggest issues that this generation of young people will face in their lifetimes.

2. NUS commits to using its voice to speak out on important issues that relate to students, including environmental issues.

3. NUS recognises the IPCC 2018 report and its warning that greenhouse gas emissions must be reduced to zero before 2050.

4. NUS acknowledges that there will be horrific impacts if there is no significant effort to urgently address the climate change issue.

5. NUS condemns the inaction of world leaders, and the Australian government in particular, for ignoring the reality of the consequences of climate change, and taking too little action on the issue.

6. NUS urges the Australian government to recognise that inaction on environmental issues will only make the situation worse. While there are expected to be many technological advancements that may make dealing with environmental issues easier, it is not enough to wait around for this technology and expect it to solve everything in the future.

7. NUS encourages universities to invest and fund programs into climate change research rather than in negative, destructive industries such as arms manufacturing.

Action

1. Recognising the significant impact of environmental issues and climate change on students and young people in particular, NUS will use its platform to speak out on environmental issues where appropriate.

2. NUS will establish an environment policy chapter for policy submission and discussion at National Conference every year. Policy passed from this chapter will be enacted by the relevant office-bearer or the NUS President.

3. NUS will partner with other student and youth-led organisations to work on ensuring young people’s voices are heard on climate change and other environmental issues.

4. NUS will consider its impact on the environment in all operations, and endeavour to offset environmental impact as much as possible. Affiliate organisations are encouraged to do the same.

Moved: Desiree Cai (University of Melbourne)
Seconded: Molly Willmott (University of Melbourne)

**MISC 1.6 - Fossil Free Universities**

Preamble:

1. Go Fossil Free is a global movement with the aim to divest from fossil fuels with a fair and just transition to renewable energy.
2. In the current climate – where there are 100 companies that contribute to 75% of pollution every year, it is an essential call for all organisations to cease their investments in dirty energy, and support renewables - a market that is quickly expanding and steadily decreasing in its “risk factor” for investments.
3. Historically it has been proven that divestment works - from Darfur and Tobacco to the South African Apartheid, in which 155 campuses in the US divested from companies that did business in South Africa. This along with 26 US State Governments, 22 counties and 90 cities which helped break the back of the Apartheid government.
4. The Go Fossil Free campaign is calling on institutional leaders to immediately freeze any new investment in fossil fuel companies and divest from direct ownership and any commingled funds that include fossil fuel shares and bonds within 5 years.
5. The strength of this campaign is that it recognises that it takes more than just stopping one mine, coal plant or fracking well to solve climate change, it is a larger, industrial issue in which companies that profit off dirty energy must be held accountable.
6. Furthermore, this campaign highlights the divestment isn’t just an economic strategy (highlighting that a few universities might not make an economic difference), rather it is a moral and political strategy as well, as it is causing climate change to become a moral issue, and forces the nation’s more prominent institutions and individuals (many of whom sit on university boards) to choose which side they’re on. It gets prominent media attention and causes action in terms of climate change - something that is urgently needed.
7. This campaign has expanded to a large variety of universities across Australia under the campaign fossil free x (i.e. Fossil Free: UTS, Fossil Free UNSW)

Platform

1. NUS Commends the work of activists in the following universities for pressuring, and succeeding in making management divest
   - La Trobe University
   - Queensland University of Technology
   - University of Sydney (Partial)
   - Australian National University (Partial)
   - Monash (coal only)
2. NUS Commends the work of activists in all other universities pushing to divest from fossil fuels, and recognises that all actions occurred by university management is due to grassroots activism like theirs.

Action

1. NUS Publically stands in support of Go Fossil Free and the Fossil Free Universities campaign.
2. NUS Pledges to ensure that any investments done are fossil free, and any current investments are divested from dirty energy.

Mover: Kirra Jackson (UTS)
Seconder: Molly Willmott (University of Melbourne)
Universities leading the way on renewable energy

Preamble:

1. In October, 2018, the United Nations Intergovernmental Panel on Climate Change (IPCC) released their “Special Report on Global Warming of 1.5°C”. This report warned of the devastating effects we face as a planet if we do not take greater action to prevent global warming.
2. The report outlined the absolute need to cut global greenhouse gas emissions to zero by 2050 and the need to stop using resources such as coal for energy production.
3. The threat of global warming is incredibly pressing and must be addressed for ourselves presently as well as future generations who are all at risk from the effects of climate change.
4. Despite these dire warnings and previous international action on climate change such as the Paris agreements, the Liberal National government refuses to acknowledge the dangers of global warming and has remained inactive in taking steps to prevent it.
5. Several high profile LNP Members of Parliament, such as former Prime Minister Tony Abbott, have publicly dismissed the dangers of global warming and continue to avidly support the burning of coal to produce Australia’s baseload power.
6. The LNP government continues to refuse to commitment to a timeline for implementing renewable energy across Australia.
7. A report from researchers at the Australian National University in September, 2018, found that Australia was capable of a renewable energy transition which would see 100 per cent of all energy being sourced from renewable sources such as hydroelectricity, wind and solar by 2030.
8. The report also found that an increase of renewable energy sources in the market would have a downward effect on electricity prices.

Platform:

1. NUS believes that the threat of climate change and research into its prevention should be a priority within Australian universities where much of this work can be undertaken.
2. NUS encourages Australian universities to promote studies which focus on the development and implementation of renewable energy as well as climate change to students.
3. NUS condemns all Australian universities which offer scholarships, internships, subjects or any other program which promotes companies, individuals or projects who/which produce dirty, non-renewable energy.
4. NUS believes that as institutions of innovation, research and development, Australian universities should lead the country in the push for 100 per cent renewable energy.
5. NUS urges all Australian universities to commit to 100 per cent renewable energy by 2025 at the latest.
6. NUS encourages universities to involve students in the process on implementing these energy changes as the students will be able to be leaders in the wider Australian community in the transition to renewable energy.
7. NUS urges all Australian universities to take all steps possible to ensure they are highly sustainable organisations with no energy and water wastage.

Action:

1. NUS will establish a campaign to pressure Australian universities to committing to 100 percent renewable energy usage by 2025.
2. NUS will demand more subjects and courses at Australian universities focus on teaching about climate change and renewable energy resources and infrastructure.

3. NUS will discuss the direct involvement of students in the process of transitioning to 100 per cent renewable energy at all Australian university campuses.

Moved: Desiree Cai (University of Melbourne) on behalf Georgia Walton Briggs
Seconded: Molly Willmott (University of Melbourne)

MISC 1.8 - Green Ethical Jobs For a Just Transition

Preamble:
1. Vulnerable communities dependent on fossil fuel extraction and other harmful industries deserve a just transition. Protecting these jobs and communities is not mutually exclusive to phasing out fossil fuels and other harmful industries such as weapons manufacturing.

2. NUS should not subscribe to arguments that prioritising education and social justice over fossil fuels and other harmful industries is anti-worker. The NUS should support transitioning people into green and ethical jobs, because jobs and the environment are not mutually exclusive.

3. Too often our universities are supporters of these harmful industries. The NUS should work with university staff to remove these corporate influences from our universities and prioritise ethical and public partnerships and investments instead.

Platform:

1. Jobs and the environment are not mutually exclusive. Jobs and ethics are also not mutually exclusive. The NUS supports a just transition for workers in these industries.

2. The NUS is committed to cooperating with unions and workers in the development of campaigns related to these industries, and to prioritising students, the working class and marginalised identities.

Action:

1. In its campaigns the NUS will promote a just transition for workers. NUS campaigns will put forward the argument that jobs and the environment are not mutually exclusive in its campaigns.

Moved: James Newbold (USYD)
Seconded: Desiree Cai (University of Melbourne)

MISC 1.9 - Stop Adani

Preamble

1. The proposed Adani Carmichael coal mine is set to become the largest open cut coal mine in Australia's history, built to tap into the approximate 250 square kilometres of thermal coal in Queensland’s Galilee Basin.

2. The Adani Carmichael mine poses one of the greatest threats to the Australian environment in history. Away from the destruction of local ecosystems in the Galilee Basin, the mine is projected to expel 128 million tonnes of carbon dioxide into the atmosphere every year. If the Adani mine goes ahead, Australia will enter the 15 largest greenhouse gas emitters in the world. This will irreversibly change the environmental makeup of the state, and
will take decades, if not centuries, to fix. The rising sea temperatures alone will only accelerate the

3. The coral bleaching epidemic in the Great Barrier Reef saw a third of corals in the north and central reef die in 2016 alone. On a government level, Adani will undermine every clean energy initiative at state and federal levels.

4. Furthermore, The Adani Group has a history of environmental mismanagement. In India, the ventures of The Adani Group have led to groundwater becoming saline, and dozens of hectares of protected mangroves vital to local water purification destroyed. When building the Munda Station Cargo Port, Adani dredged the ocean, blocked waterways, and flattened sand dunes in a way that destroyed the local fish population, in turn, crippling local fishing - reliant villages and the local economy. We should not trust such a group with our fragile ecosystems.

5. The Adani group also has a documented history of human rights and labour abuses. There have been numerous reports of worker deaths at many of their global ventures, with injuries being common and not acted on. Further, reports of slave-like conditions, child labour, and rampant wage theft have followed the group, with some cases seeing workers live on site in conditions so unsanitary that there have been outbreaks of cholera.

6. Support for the mine largely centres around the Queensland economy and job growth in the state. However, while the Adani group promised 10000 jobs in the area, legal rulings as of this year have uncovered that the real figure is a quarter of that (2600 approx., some figures saying as low as 1400). Not only are Adani’s job figures shaky, industry employment is shrinking in the mining sector globally, as seen in coal reliant energy industries such as China. Where are these jobs though? Renewables. The projected ceasing of new coal ventures, a push towards a 50/50 clean energy target, plummeting prices, and increasing state government support around the country means that renewables are accelerating in the market and will dominate the Australian energy sector within the next 3 decades. Job growth in renewables is only set to rise, therefore, a move to green energy means long term, sustained job growth. Coal isn’t a long-term investment anymore, merely a quick fix with an irreversible environmental impact.

7. Not only is the mine itself a band aid solution, allowing such a mine to go ahead would act to green light future coal ventures in the area. Australia’s energy future should be away from fossil fuels and new mines that reap our natural resources, and towards green alternatives.

8. Students deserve a say in their future, and with this mine being the single greatest threat to the Australian environment that we face, we should have a voice in the fight against it.

Platform

1. NUS believes that environmental disaster is the greatest challenge that young people will have to face in their lifetime
2. NUS believes that the road to a sustainable and healthy energy future is in renewables, not new fossil fuel ventures.
3. NUS believes that the Adani Carmichael Coal mine is a major threat to local ecosystems and Australia’s emissions as a whole, and that due to this, the mine should not be dug.
4. NUS believes it is imperative for students to fight alongside environmental justice groups with the aim of stopping this mine from being dug.

Action

1. NUS National Conference calls for the reinstatement of the National Environment Office, which upon its reestablishment will
run a campaign with relevant activist groups in Queensland and nationally (namely the AYCC) against the Adani mine
2. In the meantime (or if action point 1 cannot be completed), NUS will work alongside other environmental activist organisations, including ASEN and AYCC, in their campaigns to Stop the Adani coal mine
3. That NUS National Conference compel that the 2019 NUS President release a media statement on the union's position with the Adani mine, that includes the platform and action of this policy.

Moved: Molly Willmott (University of Melbourne)
Seconded: Desiree Cai (University of Melbourne)

MISC 1.10 - Students back the CSIRO

Preamble

1. The Liberal Party, the cucks of Australian politics, have once again tabled a budget with no vision for the future of science in this country, and with that, have let our world-class climate science field barely hanging on.
2. Under the Abbott government, the CSIRO was cut to its bones with funding dropping $110 million dollars. Throughout his term, he repeatedly denied and delegitimised climate and environmental science, and his successor(s) haven't been much better.
3. Last year's budget saw the Turnbull government follow suit, with thousands of jobs axed from the science sector. As of this budget, no funding has been restored, and the sector has suffered. The CSIRO have pioneered our interactions with the climate and environment. The basis of our knowledge regarding the Australian environment and its changing climate comes from CSIRO reports and recommendations, and our world-class climate sector has been able to develop key technologies that have revolutionised the renewable energy industry.
4. While Labor has promised to restore the cut funding when they win government at the next election, in our current social and environmental climate (lol), a flourishing environmental and climate science sector is needed now, and restoring cut funding simply isn’t good enough. They need more funding on top of this restoration.
5. In terms of what this means for students, outside of the fact that the world is dying and we live on it, there are less opportunities for emerging environmental scientists and engineers in this country to develop technology once regarded as the future of climate science. Less money, means less opportunities. Less opportunities means that students aren't able to use their degrees to the highest potential.
6. This lack of funding and lack of opportunities for students is especially interesting when looking at the investment universities have made into unethical industries as a means to develop research opportunities for students. Holistically, universities should be striving for research opportunities that improve the world, not warmongering pursuits of profit. Backing up the CSIRO opens the door to more innovative research and technology that can save our very sick planet.

Platform

1. That NUS unconditionally supports the role that CSIRO has in developing new technology and research in the field of environmental and climate science, namely in environmental sustainability and infrastructure.
2. That NUS believes that funding towards such initiatives is imperative to reversing the effects of climate change.
3. That NUS believes that university funding needs to be directed away from unethical industries and towards industries, such as climate science, in the pursuit of research and technology.
4. That NUS believes that climate change is real and that Liberals are scabbing off the environment.

Action

1. That NUS condemns the Liberal government for yet another federal budget that provides no vision or support for science in this nation, especially in regard to environmental and climate science.
2. That NUS run a national environmental justice campaign in 2019, in coalition with groups such as ASEN and AYCC, encompassing the demands of this year’s environment policy - including a demand for a dramatic increase into the funding of the CSIRO and Climate Science university research funding.

Moved: Molly Willmott (University of Melbourne)
Seconded: Desiree Cai (University of Melbourne)

MISC 1.11 - NUS Budget Breakdown and the Environment

Preamble

1. Every year, NUS travels to Canberra for the federal government’s budget announcement
2. Every year, NUS outlines how the budget affects students, and how the budget leaves students behind in particular areas. These issues normally surround education, welfare, housing, and public services (i.e. Centrelink). This trip is often used to shape the actions of the union for the next year.
3. One thing that this recap often omits is the federal government's action on climate change - the greatest threat to the lives of students in the future. This needs to be a priority of the union, and adequate reporting of this is vital to changing perceptions that NUS doesn't care for the environment - something that many of our constituents care about

Platform

1. NUS believes that climate change is as important of a student issues as many others pursued by the union
2. That NUS believes that it is important for the union to be distributing information about issues of climate change to the student body
3. That NUS believes it should be shaping our campaigns to encompass environmental justice

Action

1. That the NUS President and other office-bearers will collate information on the federal government's action on climate change, as prescribed in the 2019 federal budget, and disseminate them alongside all other relevant information to the student body about how the budget is affecting them
2. That NUS will disseminate this information to campus presidents following the budget.
3. That NUS will use the federal budgets plans on climate change to mount a campaign for environmental justice.

Moved: Molly Willmott (University of Melbourne)
Seconded: Desiree Cai (University of Melbourne)
**MISC 1.12 - NUS engagement with the Student Environmental Movement**

**Preamble**

1. Historically the student environmental movement has been extremely strong. Working hand in hand with educational movements and other student based movements, activists from both sides of grassroots activism allows for both movements to grow exponentially, and become more influential.

2. Unfortunately, since the disbanding of the Environment Portfolio in 2016/2017, many student activists that are passionate about the environment have shunned the National Union of Students for not representing their values and recognising that environmental issues are student issues.

3. There are many strong Student organisations that surround environmental activism, with many members that otherwise do not engage with student politics or other forms of student activism. These are active and activated people that have passions which could only be positive to the student movement as a whole.

**Platform**

1. NUS Recognises the good work that many environmentally focused grassroots activists do to fight climate change and other environmental issues on and off campuses.

2. NUS Commends the work of ASEN, 350.com (Fossil Free Universities) and all other Student and Environmental Activist based groups.

3. NUS Recognises that climate change is one of the biggest issues affecting young people today, and one of the things that young people are most worried about.

4. NUS Reflects on its sordid history with the Environmental Movement, and pledges to reconnect those previous bonds that have been destroyed in the past.

**Action**

1. The 2019 President of NUS will reach out to ASEN - the Australian Student Environmental Network, which is the largest student environmental collective in the country. A union wide campaign surrounding climate change/ the environment will be run in conjunction with ASEN.

2. NUS will pledge to support any future campaigns run by ASEN and support them with contacts to different universities.

3. The National Convenors (or an alternative representative of the organisation, as elected by the National Convenors) of ASEN will be invited to president summit, and all members of ASEN will be invited to Edcon for 2019.

Moved: Kirra Jackson (University of Technology Sydney)
Seconded: Desiree Cai (University of Melbourne)

**MISC 1.13 - Carbon Neutral NUS**

**Preamble:**

1. Carbon dioxide is a heat-trapping gas, the heat-trapping effects of carbon dioxide cause a “greenhouse effect”. The greenhouse effect, which has caused a global increase in temperature and is linked to increased cases of extreme weather events, is widely accepted to be caused by human activities, such as deforestation and use of fossil fuels, which lead to excess carbon being released into the atmosphere. A safe CO2 level is considered to be 350ppm, the latest measure of atmospheric carbon (as of October 2018) was 409ppm.
2. The burning of fossil fuels for air travel made up 2.5% of all carbon emissions in 2017 and was projected to reach 22% of all emissions by 2050.

3. NUS National Office Bearers regularly use air travel to travel between campuses and states, and produce numerous campaign materials, all which have a significant environmental impact. There are many strategies to offset the impact of carbon emissions omitted by NUS.

Platform:
1. NUS commits to taking actions to become carbon neutral by 2023
2. NUS urges members to consider their carbon emissions and take steps to reduce emissions.
3. NUS urges affiliated campuses to consider their own carbon emissions and move towards carbon neutrality.
4. NUS will ensure that all campaigns run have the lowest carbon emissions, are environmentally conscious and produce only sustainable materials

Action:
1. NUS will conduct an audit of the carbon emissions produced by NUS and look into strategies to reduce carbon emissions in all aspects of the union’s functioning.
2. NUS will actively offset emissions where possible through energy saving practices, using lower emission travel alternatives where possible and minimising waste.
3. NUS will organise its annual conferences (Education Conference and National Conference) to produce the least emissions possible through offering group travel methods, producing minimal (biodegradable where possible) waste and reducing the energy usage of the conference as far as is reasonable.
4. All campaign materials produced by NUS will be biodegradable and made from recycled materials where possible.

5. NUS office bearers will purchase emission offsets for all flights taken.
6. NUS will purchase carbon offsets for any emissions that it’s not reasonably able to offset.

Moved: Sophie Kerrigan (University of Melbourne)
Seconded: Desiree Cai (University of Melbourne)

MISC 1.14 - Change to recycled paper

Preamble:
1. Many universities have made the step to move towards using a percentage of recycled paper in their printing services or/and have made the move to mixed recycled paper.
2. For every tonne of paper recycled, thirteen large trees are saved. Recycled paper also uses half the energy and water in production compared to paper made from virgin fibres.
3. This has reduced the consequences of logging, and continued to create sustainable resources for use.

Platform:
1. NUS recognises the benefits of using recycled paper over non-recycled paper on the sustainability of forests and energy resources.
2. NUS understands the need for ethical resources for students to use within their studies.

Action:
1. The NUS will lobby to universities to change their current paper statuses from paper made from virgin fibres or/and mixed recycled paper to 100% recycled paper by 2023.
2. The NUS will do this through promoting to universities to immediately change to exclusively mixed-recycled paper if they are using paper made from virgin fibres and allow the transition period to occur until 2023.

3. The NUS will also promote the mix of mixed recycle paper through the transition period until 2023.

Moved: Braedon Waddell (Deakin University Delegate)
Seconded: Darcy White (Deakin University Delegate)