

## AGENDA

### A. Attendance

Title	Name	Proxy	Attendee
President:	Leroy Van Schellebeck		Present
Secretary:	Nick Fallaw		Present
Treasurer:	Lana Abdelhalim		Present
Education (Academic Affairs):	Ruby Paul		Present
Education (Public Affairs):	Madi Curkovic		Present
Activities:	Naty Gebremedhin		Present
Creative & Live Arts:	Eowyn Judge		Present
Welfare:	Carla Hundadi		Present
Indigenous:	Nanjera Pender		Absent
Environment & Social Justice:	Anushka Sharma		Present
Women's:	Mehreen Khan		Present
Queer:	Ethan		Present
Disabilities & Carers:	Olivia Ried		Present
People of Colour:	Rofida Arnaout		Present
Residential Community:	Lily Rose		Present
MUISS:	Ishaan Puri		Absent
MAPS:	Alex Self		Absent
Clubs & Societies:	Jay Davis		Present
Radio Monash:	Noah Martin		Present
General Representative:	Monty Richardson		Present
General Representative:	Dominique Amad-Corson	Penelope Scacciante	Proxy
General Representative:	Jorgie Rainbird		Present
General Representative:	Quinney Brownfield		Present
General Representative:	Diyara Jaswar		Present

**Observers**

Angus Duske, Alessandro Papaleo, Nhan Nguyen, Mehreen Khan, Malak Ababneh, Jacob Livingston, Oli Downing, Goya Banden

A quorum was established.

Leroy Van Schellebeck assumed the chair.

**The meeting opens at 11:13AM**

**B. Acknowledgment of Country**

This MSC acknowledges and pays respect to the Bunurong peoples of the Kulin nations as the original and ongoing owners and custodians of this land. The MSA commits itself to actively fight alongside Indigenous peoples for reconciliation and justice for all Indigenous Australians.

**C. Confirmation of Agenda Order**

Confirmed

**D. Confirmation of Previous Minutes****Motion #1:**

This MSC confirms the minutes of MSC [2/26](#) to be the true and accurate recording of the proceedings.

**Moved:** Nick Fallaw

**Seconded:** Jay Davis

**For:** 16

**Against:** 0

**Abstain:** 0

**MOTION PASSED**

[Nick Fallaw waives speaking rights as does Jay Davis.](#)

**Motion #2:**

This MSC confirms the minutes of MSC [5/25](#) to be the true and accurate recording of the proceedings.

**Moved:** Nick Fallaw

**Seconded:** Jay Davis

**For:** 4

**Against:** 0

**Abstain:** 7

**MOTION PASSED**

[Nick Fallaw waives speaking rights as does Jay Davis.](#)

[Leroy Van Schellebeck clarifies attendees to MSC 5/25 with the intention to clarify voting members.](#)

## E. Reports

Department	Names	Report Type	Submission Compliance
MUISS	Ishaan Puri	March Report	Report Submitted on time
MAPS	Alex Self	March Report	Report Submitted on time
President	Leroy Van Schellebeck	April Report	Report Submitted on time
Secretary	Nick Fallaw	April Report	Report Submitted on time
Treasurer	Lana Abdelhalim	April Report	Report Submitted on time
Education (Academic Affairs)	Remus Brasier Ruby Paul	April Report	Report Submitted on time
Activities	Natnael Gebremedhin John Lavanya	April Report	Report Submitted on time
Creative & Live Arts	Eowyn Judge Linden Wareing	April Report	Report Submitted on time
Welfare	Carla Hunaidi Rafiad Ruhi Jewel	April Report	Report Submitted on time
Clubs & Societies	Jay Davis	April Report	Report Submitted on time
Radio Monash	Noah Martin	April Report	Report Submitted on time
Lots Wife Editors	Tyra Jones Josh Chauh Alessandro Papaleo	April Report	Report Submitted Late (10/04/2026)

### Motion #3:

This MSC accepts the MUISS & MAPS March Reports all submitted Office-Bearer & Division April Reports en bloc.

**Moved:** Nick Fallaw

**Seconded:** Jay Davis

**For:** 17

**Against:** 0

**Abstain:** 0

**MOTION PASSED**

Nick Fallaw acknowledges the omission of MUISS and MAPS March reports and reminds the MSC that they were submitted on time.

Jay Davis waives speaking rights.

Leroy notes that as preambles are projected on the screen, he will no longer read these to the MSC for the duration of the MSC.

## F. 2026 Academic Affairs Committee

### Preamble:

The Education (Academic Affairs) department is appointing its 2026 Academic Affairs Committee, as prescribed in Section 14 of the Committee Regulations.

The role of the body is academic advocacy, where members act as representatives of their society and cohort; a conduit between the student body and the MSA.

In terms of specific outcomes, members will contribute by developing academic policy and advocacy campaigns that the MSA can escalate to Student Council, Academic Board, University Council and the Vice Chancellor.

Nominated representatives are those selected by the committees of the faculty student societies. Ancillary representatives are those who applied to the Committee from the broader community. All members hold the same attendance, voting and contribution rights regardless of this distinction.

With these appointments, the AAC will have representatives from all but one faculty, being the School of Music. In line with s14.4, EdAc will appoint additional representatives throughout the year as need and opportunities arise.

### **Motion #4:**

That this MSC appoints the following nominated representatives to the 2026 Academic Affairs Committee:

1. Law - Tom Hall (LSS)
2. Engineering - Alex Latham (MESS)
3. Nutrition & Dietetics - Matthew Wong (MNDS)
4. Biomedicine - Dylan Crossley (MBS)
5. International Students - Gwyneth Garlinghouse (MUISS)

**Moved:** Remus Brasier

**Seconded:** Nick Fallaw

**For:** 13

**Against:** 0

**Abstain:** 1

**MOTION PASSED**

### **Motion #5:**

That this MSC appoints the following ancillary (non-voting) representatives to the 2026 Academic Affairs Committee:

1. Law - Zoe Wilkinson
2. Information Technology - Andy Ma
3. Education - Jane Kim,
4. Education (IS) - Hyeonjin 'Jin' Chang

5. MNHS (Medicine) - Adriel Apparathui
6. MNHS (Spec Medicine) - Alex Sarossy
7. MNHS (Paramedicine) - Prabhjeet Gill
8. Science - Nivethika Muthukumar
9. Biomed - Anusha Bhowmik
10. Business/Commerce - Tej Trivedi

**Moved:** Remus Brasier

**Seconded:** Lana Abdelhalim

**For:** 13

**Against:** 2 (Madi)

**Abstain:** 1

**MOTION PASSED**

Remus Brasier acknowledges that should the motion pass, it would represent the first complete appointment of the Academic Affairs Committee before Semester two in over ten years. Remus explains parts of the application process to the MSC and endorses the nominated committee members.

Nick Fallaw commends the early resolution of the committee and the nominated representatives, while thanking Remus Brasier for the time taken on his part organising the vetting and interview process that has preceded the MSC.

Malak Ababneh raises concerns that nominee Tom Hall has participated in work as a political staffer for the Victorian branch of the Liberal Party. The concern is expressed on the basis that such employment indicates a subscription by the nominee to values that contravene those of the MSA. Malak poses the question as to why the MSA would be willing to endorse someone who is employed in another capacity to promote said values, characterising the endorsement as shameful.

Remus replies to Malak by first outlining in detail the application process, highlighting that precedent would see that MSA reaches out to faculty societies and requests that they return with a nomination. Remus highlights that Tom was the recipient of such a nomination from the Law Students Society, of which he is the President, and that it is his belief that it would be inappropriate for the MSA to deviate from this allowance of autonomy. Remus explains that he and co-office bearer Ruby Paul feel comfortable with Tom's nomination in spite of the concerns raised and that this is because the role of the Academic Affairs Committee is strictly academic, and that furthermore, Tom's extensive involvement in Academic issues within the faculty of Law position him as a legitimate and capable candidate to elicit positive change within the committee.

**Josiah Downey is named by the chair.**

Josiah speaks to Remus's reply, and attempts to describe the assertion that academic issues are apolitical as incorrect. Josiah reaffirms a belief that MSA should have serious qualms about appointing someone who represents a political party that has in the past threatened the viability of student unionism on University campuses. Josiah states that it is his belief that any Liberal party staffers should be excluded entirely from engaging in student unionism.

Madeline Curkovic expresses disagreement with Tom's nomination and describes the appointment of Tom as flippant and ignorant to certain ideological beliefs that may threaten the MSA and its capacity to advocate for progressive change. Madi counters Remus's assertion that the Academic Affairs committee is apolitical in nature. Madi condemns the motion.

Olivia Reid condemns the notion of exclusion on the basis of personal political belief, and the notion that the MSA could or should dictate the legitimate nomination of the Law Students Society.

**Procedural Motion:**

This MSC will consider motions #4 and #5 en bloc

**Moved:** Monty Richardson

**Seconded:** N/A

**For:** 11

**Against:** 0

**Abstain:** 0

**MOTION PASSED**

[Lana Abdelhalim moves a procedural to take motions 4 and 5 to a vote](#)

**Procedural Motion:**

That the bloc be put.

**Moved:** Lana Abdelhalim

**Seconded:** N/A

**For:** 15

**Against:** 2

**Abstain:** 0

**PROCEDURAL PASSED**

[Leroy notes that those who interrupt the chair repeatedly will be named.](#)

**G. Monthly Financial Summary Statement****Motion #6:**

This MSC accepts Financial Statement Summary for [February 2026](#).

**Moved:** Lana Abdelhalim

**Seconded:** Nick Fallaw

**For:** 18

**Against:** 0

**Abstain:** 0

**MOTION**

[Lana waives speaking rights. Nick encourages those in attendance to review the material in question.](#)

[Josiah again raises disagreement with the appointment of Tom to the Academic Affairs Committee, highlighting that the Liberal party is an organising body and that giving anyone involved in such a consultative power is reckless. Josiah continues by questioning whether the same indifference would exist should an individual in question hail from a more readily recognised or extreme right wing branch of politics.](#)

[Jay Davis speaks to the motion and thanks the MSA finance team for preparing the statement. Jay briefly returns to the discussion over Tom Hall's nomination, and condemns any assertion that the MSC should dictate the Law Students Society representation on the Academic Affairs Committee, finishing by contending that it is Tom's right to represent his constituency unrestricted regardless of his political affiliation.](#)



**For:** 17**Against:** 0**Abstain:** 0**MOTION PASSED**

Nick outlines the fundamental nature of the AGM in remaining compliant as an organisation and reminds the MSC that notice will now be sent out soon.

Jay waives his speaking rights.

**Procedural Motion:**

That this MSC proceeds up to but not including general business in formal debate.

**Moved:** Jay Davis**Seconded:****For:** 17**Against:** 1**Abstain:** 0**PROCEDURAL PASSED**

Josiah raises a point of clarification on what is entailed in formal debate, and Jay responds making reference to the Standing Orders. Leroy then provides an in depth summary of formal debate procedures.

## I. Continuity of Sexual Assault Support Services at Monash Health Centre

### Preamble:

Access to timely, trauma-informed sexual assault support services is essential to student safety and wellbeing, particularly for women and gender-diverse students who are disproportionately impacted by sexual harm.

The Monash Health Centre has recently discontinued on-campus South East Centre Against Sexual Assault (SECASA), with the intention of appointing in-house counsellors and/or social workers. This transition is reportedly being undertaken in part to align with the Australian National Higher Education Code to Prevent and Respond to Gender-based Violence, which encourages universities to strengthen internal response capabilities and internal support structures. The in-house roles are expected to be filled by the end of May. In the interim, students may be referred to external services, including 1800 RESPECT, or to SECASA through a General Practitioner referral pathway.

While these services provide valuable support, accessing external services may present additional barriers for some students, including navigating unfamiliar systems, delays in appointments, or challenges accessing off-campus care. SECASA services have reportedly operated without significant negative feedback according to the Monash Health Centre and the change is happening due to “logistical” issues.

**Motion #9:**

This MSC:

1. Notes the importance of continuity in sexual assault support services and requests that Monash University and the Monash Health Centre to provide clarification on the transition from SECASA to in-house counsellors and/or social workers and confirm the expected timeline for appointment of in-house staff and outline interim support arrangements available to students during this period.
2. Supports the Women’s Department in engaging constructively with Monash Health Centre regarding continuity of sexual assault support services and work with relevant departments and stakeholders

to promote awareness of available support services

**Moved:** Mehreen Khan

**Seconded:** Lana Abdelhalim

**For:** 19

**Against:** 0

**Abstain:** 0

**MOTION PASSED**

Mehreen speaks to the motion and explains the impetus for the motions raising at this MSC. Mehreen explains that the intention of the motion is to ensure the transition to in-house counsellors occurs in a timely fashion. Mehreen raises particular concerns about any systematic failure that is putting an undue pressure on students to source their own appointments externally.

Lana seconds the motion and thanks the Women's department for their work on the topic. Lana particularly highlights the importance of advocacy to Monash Health Centre and encourages other MSA departments to assess ways in which they may be able to become more involved in calls for a sustainable university health system.

Jay speaks to the importance of the motion and thanks the Women's department for tabling it. Jay notes that University Health Services and the people who run it are doing their best, the senior management at Monash lags behind in its support and provision of funding. Jay encourages any meetings with University senior management to actively advocate for the adequate funding and resources to be provided to the health services on campus.

## **J. Incorporating Make My Degree Fossil Free campaign in the NUS divestment campaign**

### Preamble:

The Make My Degree Fossil Free campaign, launched this year, represents a significant and timely development in student led climate advocacy.

Its emergence reflects a growing demand among students for universities to take meaningful action in addressing the climate crisis, particularly through divestment from fossil fuels.

Given the campaign's alignment with the broader goals of the NUS Environment national divestment campaign, it seems necessary to incorporate this campaign into the national one.

By doing so this would strengthen our reach across Australian campuses and build greater momentum for our movement to ensure that institutions are moving away from fossil fuel companies.

### **Motion #10:**

This MSC supports this incorporation of the Make My Degree Fossil Free campaign into the NUS national divestment campaign.

**Moved:** Anushka Sharma

**Seconded:** Nick Fallaw

**For:** 18

**Against:** 0

**Abstain:** 0

**MOTION PASSED**

Anushka introduces the Make My Degree Fossil Free Campaign at Monash and the idea to merge the two campaigns. Nick recognises Anushka's efforts and commends the momentum that remains behind the campaign, citing the importance of continued pressure especially after major wins including the distancing of Monash from the Woodside partnership.

Penelope requests a clarification on what plans are afoot regarding the two relevant campaigns and highlights that the MSC should be stepped through such if they exist. Anushka invokes a right of reply and outlines the strategy behind the merger, speaking to the fact that the phrase 'Make My Degree Fossil Free' represents a catchy monica and represents an empowered movement that will propel the national divestment campaign forward.

Lana commends the work of Anushka and the ESJ Department on the campaign.

## K. Bring back undergraduate teaching assistants

### Preamble:

In response to Monash's ongoing TEQSA renewal process, several faculties have been reviewing and restructuring their internal policies to ensure compliance with new standards in the tertiary sector.

While this is normal practice and a generally positive exercise, some changes in the School of Engineering risk severely impacting the quality of student life and academic standards across a range of units.

The most prominent example of this is the Faculty's decision to stop hiring undergraduate teaching assistants and in the process removing a respected upskilling opportunity and beloved form of community service.

Nhan Nguyen, President of the Society of Monash Electrical Engineers, presents clear evidence that this change was directly against student wishes; surveys of SMEE members show this is a deeply unpopular change, which limits student's professional development to the dismay of the many who had been looking forward to applying, and risks causing inferior academic performance as students regard undergrad TAs as a 'silver bullet' for academic engagement and improved understanding of coursework.

Universities should err towards giving students the chance to demonstrate academic competence and to do so by passing knowledge onto younger students is the best possible way to facilitate it. By moving to end a long-standing hiring scheme for arbitrary and unclear ends with no readily identifiable communication to the student body as to why is disappointing, and leaves students and staff alike out in the cold.

### **Motion #11:**

This MSC:

1. Condemns the decision of the Engineering faculty to end their practice of hiring undergraduate teaching assistants
2. Calls on the University to reverse the decision and to engage more closely with students and staff on hiring policies in future
3. Directs the Education (Academic Affairs) Office Bearers to advocate for the above policy positions in collaboration with relevant stakeholders

**Moved:** Remus Brasier

**Seconded:** Nick Fallaw

**For:** 18

**Against:** 0

**Abstain:** 0

**MOTION PASSED**

Remus acknowledges the President of the Electrical Engineers society Nhan Nguyen. Remus invites stakeholders from across the university to engage in fact-finding and collaboration with the MSA in order to oppose the cuts.

Nick thanks Remus for his work compiling the motion and condemns the assertion by the university that undergraduates are unequipped to teach. Nick contends to the contrary, that relatable and easily accessible teaching resources are valuable and should not be discounted, especially since the students in question exist at the top of their respective disciplines.

Madi condemns the actions of Monash University in culling the undergraduate staffing program, especially in light of the institution's \$320 Million profit as most recently reported. Madi also raises the point that it is of equal importance to ensure that teaching assistants in the event that they are employed by the University are provided with adequate remuneration.

Jay condemns the decision by the University as purely a cost saving measure and suggests that any MSA collaboration with the NTEU would be of value.

Nhan Nguyen adds further context to the motion, stating that the removal of teaching assistants has been replicated elsewhere in Australia including the University of Sydney. Nhan explains that the overwhelming feedback from affected faculties and universities is that teaching quality has decreased with the arrival of new postgraduate teaching assistants and removal of undergraduate ones. Nhan labels this as the primary issue being experienced by affected students in terms of their course and studies.

## L. Ensuring Consistent Accessibility Standards for Digital Learning Materials

### Preamble:

Monash University has a responsibility to ensure that students with disabilities are able to fully access their education. Students who are Deaf or hard of hearing, students with auditory processing difficulties, and students who rely on assistive technologies depend on captions, transcripts, and accessible document formats to meaningfully engage with lectures and course materials. When these supports are missing or inconsistent, students are effectively prevented from accessing the same learning opportunities as their peers.

Accessibility is not only a disability issue. According to Monash University's own enrolment data, the University is home to more than 22,000 international students, many of whom are studying in a second language. Student surveys indicate that many second-language learners understand content more effectively when they can read transcripts alongside lectures, particularly where accents, speed of delivery, or technical terminology create barriers to comprehension. Providing transcripts and accessible materials supports learning outcomes for a significant portion of the Monash student community.

Despite this, accessibility across units remains inconsistent. Some lectures provide captions and transcripts, others provide captions only, and some provide neither. Similarly, academic materials are sometimes uploaded as screenshots or image-only documents that cannot be highlighted, searched, or used with screen readers or text-to-speech software. These practices create avoidable barriers to learning and place students at an unnecessary disadvantage.

Access to education should not depend on which faculty a student is enrolled in, which unit they take, or whether individual teaching staff choose to provide accessible materials. No student should feel unable to complete their coursework or fully participate in their education because essential accessibility measures are missing. If Monash is committed to being an inclusive and globally leading institution, minimum accessibility standards must apply consistently across all units and all learning materials.

### **Motion #12:**

This MSC calls on Monash University to:

1. require all teaching staff across every faculty to use approved lecture capture platforms such as

Panopto or Echo360 for all lectures and videos provided on Moodle, ensuring consistent accessibility functionality across the University.

2. ensure all lecture recordings include accurate closed captions and written transcripts as a minimum accessibility standard.
3. ensure all podcast-style and audio-only teaching materials provided to students include written transcripts as a minimum accessibility standard.
4. ensure all externally sourced teaching videos, including those embedded from platforms such as YouTube, include accessible captions and transcripts where used as required learning materials.
5. prohibit the uploading of screenshots or image-only files as academic materials, and to require that all readings and documents be uploaded in selectable, text-based formats compatible with screen readers and third-party text-to-speech software.
6. **Staff will be paid for all extra hours worked in implementing the above listed action points where the systems don't currently exist, require extra hours or are not accessible to all staff.**

**Moved:** Oliva Reid

**Seconded:** Ruby Paul

**For:** 17

**Against:** 0

**Abstain:** 0

**MOTION**

Olivia thanks the Education Academic Affairs team and Mehfooz Khan for their work on the motion. Olivia explains the significance of consistent accessible learning across units. Ruby commends the motion and speaks to its importance for a wide variety of Monash students.

Madi requests clarification of the motions action points and Olivia invokes a right of reply, clarifying that the motion largely applies to recorded lectures which do not offer closed captions or transcriptions. Josiah raises a point of clarification, then retracts this in favour of speaking against.

Josiah recommends that the motion be amended to reflect instances where staff may not wish to record lectures for political reasons, or where the request places a work burden on staff who are potentially going without pay for this facilitation no matter how reasonable.

Olivia responds by proposing the onus lies with the university. Jay speaks in favour of the motion also and replies to Josiah by highlighting that the motion simply requests utilisation of already provided captioning services and that as a consequence the additional work on teaching staff is unnecessary.

**Amendment to Motion #10:**

Add an action point 6 that: "Staff will be paid for all extra hours worked in implementing the above listed action points where the systems don't currently exist, require extra hours or are not accessible to all staff.

**Moved:** Madi Curkovic

**Seconded:** N/A

**For:** 18

**Against:** 0

**Abstain:** 0

**AMENDMENT PASSED**

**M. Improving Access to Unit and Assessment Guidance Across Monash University**

Preamble:

Understanding what is expected in an assessment is a basic requirement for students to succeed at university. When assignment instructions are unclear or explained primarily through verbal discussion in class, students who miss those explanations or require additional clarification are placed at an avoidable disadvantage. Students miss classes for many legitimate reasons, including illness, disability, caring responsibilities, employment commitments, and unforeseen personal circumstances.

For many students with neurological disabilities or learning differences, formally written instructions alone are genuinely insufficient for comprehension. This is not a matter of preference, for these students, verbal or visual explanation of assessment expectations is a functional necessity. When assessment guidance is delivered primarily through written briefs or in-class discussion that is not recorded or made available afterwards, these students are structurally excluded from the same understanding of expectations that their peers are able to access.

Despite this, essential assessment information continues to be shared primarily during lectures or tutorials in many units. Where key clarification about expectations, structure, or marking criteria is only available to students who are physically present in class, those who cannot attend (through no fault of their own) are placed at a significant disadvantage. Clear and consistent access to assessment expectations should be treated as a baseline requirement for equitable participation in university learning, not as something contingent on attendance.

When assessment expectations are unclear or difficult to interpret, many students (particularly those who struggle with written instructions and cannot access in-class clarification) turn to artificial intelligence tools simply to understand what is being asked of them. This is frequently not an attempt to gain an unfair advantage, but a response to overwhelming confusion and feelings of failure in the absence of accessible guidance. As a result, unclear and inaccessible assessment instructions are contributing to AI misuse, late submissions, and students disengaging from assessments altogether, outcomes that better guidance could prevent.

Monash University has committed significant investment to improving teaching practice and student outcomes. These commitments create a clear opportunity for the University to strengthen the accessibility and clarity of assessment guidance so that all students are better supported to understand expectations and engage confidently with their coursework.

### Motion #13:

This MSC calls on Monash University to:

1. require all unit coordinators to provide a recorded video explanation for each major assessment, including a clear breakdown of the task, expectations, and marking criteria, as well as responses to common questions raised by students during class, so that students who cannot attend in person have access to the same guidance and clarification as those who do, **with all staff will be paid for any extra work undertaken.**
2. ~~direct~~ **encourage** all tutors to make themselves available for online consultation sessions during the week prior to major assessment deadlines, a structured grace period, so that students who have missed classes or require additional clarification can access support before submitting their work, **with all staff will be paid for any extra work undertaken.**
3. ensure that any in-class discussion of assessment expectations, clarifications, or marking guidance is recorded and made available to all enrolled students through Moodle, so that students unable to attend due to illness, disability, or unforeseen circumstances are not disadvantaged by missing that content, **with all staff will be paid for any extra work undertaken.**
4. hire additional teaching staff to offset any increased demand for tutor support..

**Moved:** Oliva Reid

**Seconded:** Ruby Paul

**For:** 13

**Against:** 0

**Abstain:** 0

**MOTION**

Olivia speaks to the motion and underscores the intention of the motion to give students accessible teaching materials especially where they carry substantial weighting. Ruby seconds the motion and commends any steps taken to increase explanatory steps with regard to assignments and rubrics therein. Lana commends the motion.

**Amendment to Motion #13:**

~~Strike action point 2 and add to end of Action point 1 that "All extra hours worked are to be paid", and then to action point 3 "all extra hours worked are to be paid".~~

**Moved:** Penelope Scacciante

**Seconded:**

**For:**

**Against:**

**Abstain:**

**AMENDMENT LAPSED**

Penelope states that this amendment seeks to centre criticism upon the university rather than the teaching staff themselves.

Olivia states that they are amenable to any addition that requires payment be made out to staff who work further hours in the completion of the motions request, but communicates that the striking of action point 2 will not suffice on the grounds that access to tutors is material. Olivia suggests a possible workaround in the addition of an action point 4 which could demand the hiring of more staff.

**Amendment to Motion #13:**

1. Add to end of all action points: "with all staff will be paid for any extra work undertaken."
2. Replace "directs" in action point 2 with "encourage"
3. Insert of an action point 4 to "hire additional teaching staff to offset any increased demand for tutor support."

**Moved:** Jay Davis

**Seconded:** Nick Fallaw

**For:** 15

**Against:** 0

**Abstain:** 0

**AMENDMENT PASSED**

Olivia speaks in favour of Jay's foreshadowed amendment.

Josiah cites appreciation for the insertion of action point 4, though raises concern with action point 2 still especially as it relates to wage theft though also the directive to make staff make themselves available, labelling such as anti worker.

Lily Rose speaks in favour of the foreshadowed amendment.

**N. Motion to support the Weapons off Campus campaign run by Environment and Social Justice and Education (Public Affairs) Offices**

Lana requests to foreshadow Motion #15 in place of Motion #14 which is accepted from the chair.

Josiah requests clarification from Leroy as to whether he has explicitly done so under S21.4 of the standing orders. Leroy rules that the motion is foreshadowed therein.

Madi moves dissent in the chair, Lana assumes the chair.

Madi explains that she believes the two motions are not mutually exclusive and can coexist on the basis that they are separate matters.

Leroy uses his right of reply and argues that the intent of the two motions are contradictory and that therefore foreshadowing is made out validly.

Madi requests a point of clarification whether or not the MSA supports weapons off campus campaigns. Jay raises a point of order that the procedural must be put to a vote.

**Josiah is named for a third time and is directed to leave by the chair**

Josiah refused to leave and was filming on his phone. The chair notes he has been asked to leave and this is in breach of the standing orders. Nick reminds members that it is the purpose of MSC minutes to reflect the happenings of the MSC. Josiah was ejected from the meeting at the direction of the chair.

Procedural Motion		
That Motion #15 not be foreshadowed.		
<b>Moved:</b> Madi Curcovic	<b>Seconded:</b> N/A	
<b>For:</b> 2	<b>Against:</b> 11	<b>Abstain:</b> 0
<b>PROCEDURAL FAILED</b>		

Leroy resumes the chair, with his previous ruling standing.

Leroy declares motion 14 officially foreshadowed and that the MSC will continue to formal debate on motion 15.

Preamble:

~~Universities all across Australia have ties to weapons companies. Whether it be in investments, partnerships, by funneling graduate students into jobs, or conducting the research for weapons production, most Australian universities have ties to the weapons industry.~~

~~The genocide in Gaza, recent attacks and occupation of Lebanon, and war on Iran have shown us how these weapons are used; to displace and murder thousands of people.~~

~~Monash University receives funding from the US Department of War – the biggest war machine in the world that has been carrying out a war in the Middle East for weeks. In the last 5 years, Monash has received over \$50 million from US defence related organisations to conduct military research. These ties make Monash University materially complicit in the US’ war.~~

~~We have a responsibility to challenge these connections. It means confronting the role our universities play in the global war machine and Australia’s alliance with US imperialism.~~

~~The Education (Public Affairs) and ESJ Offices have already thrown their weight behind this campaign via social media, and have pulled off a successful public forum jointly with Monash Staff for Palestine. During an ongoing~~

~~genocide, and escalating brutality across several countries at the hands of the United States and Israel, student unions have a responsibility to stand against their universities' ties to war.~~

**Motion #14:**

This MSC:

- ~~1. Supports the Weapons off Campus campaign at Monash.~~
- ~~2. Commends the work of the Education (Public Affairs) Officers and Penelope from the Environment and Social Justice Office on this campaign.~~
- ~~3. Invites other MSA Offices to participate in this campaign.~~

**Moved:** Madeline Curkovic**Seconded:** Dominique Amad-Corson**For:****Against:****Abstain:****MOTION LAPSED****O. Opposing Military and Weapon-Linked Partnerships at Monash University**

Recent large-scale military escalation across Palestine, Lebanon and the wider region, including sustained United States and Israeli bombing campaigns, has resulted in mass civilian casualties and the widespread destruction of homes, hospitals, universities and essential infrastructure. Reports from Lebanon describe approximately one hundred airstrikes taking place within minutes across civilian areas, demonstrating the scale and intensity of the violence currently unfolding across the region. Hundreds of thousands of civilians continue to bear the consequences of this escalation.

Universities that maintain financial or institutional relationships with industries producing weapons or military technologies used in active conflicts cannot reasonably be understood as neutral spaces in practice, regardless of institutional intent. These relationships raise serious ethical concerns for students and are inconsistent with expectations that campuses remain civilian learning environments rather than sites connected to military research and weapons development.

Many students, and student organisations representing significant sections of the student body, have expressed concern that weapons development partnerships and military-linked research relationships should not be supported through university institutions, particularly during periods of active armed conflict resulting in large-scale civilian harm.

Monash University maintains partnerships and research relationships connected to defence-related industries and military technologies. However, the limited public disclosure surrounding the scope and nature of these relationships prevents students from fully assessing the extent to which university research activity may intersect with defence contracting or military-linked applications. This lack of transparency itself contributes to student concern.

Student-led advocacy on this issue has been sustained and community-driven. The Monash Arab Society (MARS), the Monash University Islamic Society (MUIS) and Monash for Palestine (M4P) have been at the forefront of this work and have been the visible face of advocacy on campus in response to the violence affecting Palestine and the wider region. These student organisations have raised concerns about defence-linked partnerships and institutional responsibility at the ground level with students, at the university level through direct engagement

with university decision-makers, and at the student union level through representative structures and formal advocacy channels.

Alongside supporting impacted students and raising awareness across campus, these groups have contributed to securing meaningful outcomes for their communities, including institutional recognition of the impacts of international conflict on students and improved access to Special Consideration support. Their work reflects sustained leadership from affected student communities and demonstrates that calls for greater accountability around defence-linked partnerships are not new concerns, but part of ongoing and consistent student advocacy.

**Motion #15:**

This MSC calls on Monash University to:

1. publicly disclose all current research partnerships, institutional agreements and engagements with defence-linked companies involved in weapons development, military technologies or surveillance systems.
2. ~~review partnerships with defence sector organisations and if they are found to be involved in weapons production or military technologies contributing to ongoing regional conflicts and mass civilian harm suspend these partnerships.~~ **end all partnerships with defence-related organisations and companies, including the US department of defence.**

**Moved:** Lana Abdelhalim

**Seconded:** Rofida Arnaut

**For:** 16

**Against:** 0

**Abstain:** 0

**MOTION PASSED**

Lana speaks to the motion and the broad support that the relevant campaigns enjoy among Palestinian grassroots movements.

**Amendment to Motion #15:**

Replace action point 2 with “end all partnerships with defence-related organisations and companies, including the US department of defence.”

**Moved:** Madi Curcovic

**Seconded:** N/A

**For:**

**Against:**

**Abstain:**

**AMENDMENT ACCEPTED**

Rofida speaks as seconder to the motion, highlighting as Lana also did, the importance of the motion in that its premise is supported by grassroots Palestinian representative bodies.

**Amendment to Motion #15:**

1. Add point 3: “ Supports the weapons off campus campaign run by MSA ESJ and EdPub office”
2. Remove “calls on Monash Uni to...” from the beginning of the motion, and inserting into the beginning of both action point 1 and action point 2.

<b>Moved:</b> Penelope Scacciante	<b>Seconded:</b> Madi Curkovic	
<b>For:</b> 2 (Madi + Penelope)	<b>Against:</b> 14	<b>Abstain:</b> 0
<b>AMENDMENT FAILED</b>		

Penelope talks to the motions intention broadly, but raises disagreements with the foreshadowing of motion 14 as well as late notice of 15 therein.

Lana speaks to what she describes as a disingenuous nature of the previous motion and highlights a lack of productive action points.

<b>Procedural Motion</b>		
That the amendment be put to a vote.		
<b>Moved:</b> Lana Abdelhalim	<b>Seconded:</b> N/A	
<b>For:</b> 14	<b>Against:</b> 2 (Madi + Penelope)	<b>Abstain:</b> 0
<b>PROCEDURAL PASSED</b>		

Madi requests a point of clarification. Leroy rules that a procedural has already been moved and must be put to a vote.

<b>Procedural Motion</b>		
That the motion be put to a vote.		
<b>Moved:</b> Monty Richardson	<b>Seconded:</b>	
<b>For:</b> 16	<b>Against:</b> 0	<b>Abstain:</b> 0
<b>PROCEDURAL PASSED</b>		

Madi is named for the second time

## P. General Business

Madi puts an open invite to support the weapons divestment campaign and expresses frustration at an allegedly partisan handling of the foreshadowing.

Jay notes the most recent standing orders are now updated on the website

## Q. Next Meeting

The next regular MSC, 4/26 will be held on Day Wednesday 6 May 2026 at 11:00 AM in S12 Lecture Theatre Floor 1, Eastern Science Lecture Theatre, Clayton.



**MEETING CLOSED AT 1:20PM**

**Appendices:**

1. MAPS and MUISS March Reports
2. April Regular Report Submissions
3. 2025 Financial Statement & Auditor's Report
4. February 2026 Financial Statement Summary