

COLLEGE REPRESENTATIVE COUNCIL (CRC) 2 2018

Tuesday 26 March 2018

6:00pm ANUSA Boardroom

Item 1: Meeting Opens and Apologies

- . 1.1 Acknowledgement of Country
- . 1.2 Apologies
Antonia Wayne-Boyle, Annabelle Nshuti, Lachy Day, Isabelle Lee, Tess Masters, Nick Douros, Yaya Lu, Campbell Clapp, Edan Habel, Lily Pang

Item 2: Minutes from the previous CRC meeting

Motion: That the minutes from the previous CRC meeting (CRC 1) be accepted.

Moved: Janet

Seconded: Harry

Status: Passed

Item 3: Executive Reports

- 3.1 President's report (E.Kay) [Reference A]
- 3.2 Vice President's report (T.Masters) [Reference B]
- 3.3 Education Officer's report (H.Needham) [Reference C]
- 3.4 General Secretary's report (E.Lim) [Reference D]

Item 4: College Representative Reports

- 4.1 College of Arts and Social Sciences [Reference E]
- 4.2 College of Engineering and Computer Science [Reference F]
- 4.3 College of Law [Reference G]
- 4.4 Joint College of Sciences Representatives [Reference H]
- 4.5 College of Business and Economics Representatives [Reference I]
- 4.6 College of Asia Pacific Representatives [Reference J]

Procedural Motion: to suspend standing orders to allow for all reports to be passed together after a 15 minute question time.

Moved: Elle

Seconded: Victor

Status: Passed

Standing orders suspended

(A) Questions for reports

JCOS:

Q: what is note takers for classes?

R: idea because pixelated and recordings hard to follow

C: interesting to discuss and talk with Tess

R: Some honours courses that don't have recordings and have them in other universities

C: instead of using whiteboard, they use piece of paper to project onto it therefore there is a clearer recording

Q: PHB College committee and progression committee

R: Evie happy to have a chat with Janet regarding the committee.

CASS:

- Restructured meetings to mirror how university works. AQAC committee and Academic, learning and teaching development committee - associate dean of student experience
- These meetings had similar discussions regarding academic misconduct
- Revision of system for special consideration - has this come up with other colleges?
- How Special Consideration could be made easier for lecturers - specialised role divorced from academics?
- Two new meetings - ATLDC - different - just focuses on innovation in education. Committee includes distinguished educators.

Q: Why cass doing their own thing?

R: University asking for feedback - it was a discussion

COL:

- Partnering up with LSS and ALSA with Anthony Hopkins to bring a statement forward to get more indigenous content in law degree - how should this be done? Each compulsory or one one compulsory unit.
- Campbell went to international students law event

CAP:

Q: Review of uni courses and SELT Review - is there structural change we need to be talking about?

R: SELT 70% metric. More courses reviewed - room for improvement. Concerns with 5 years - students should be involved in this. Beyond SELT. If interested bring paper to next CRC or contact Elle.

Motion: To accept all reports

Moved: Jess

Seconded: Mali

Status: Passed

Standing orders resumed.

***Procedural motion:** to suspend standing orders during 5.1 and any other motions in other business (Amy, Eleanor's) with a 20 min discussion allowed for each topic.*

Moved: Victor

Seconded: Eleanor

Status: Passed

Item 5: Discussion Items/Motions on Notice

5.1 A Vision for Teaching and Learning (E. Kay) [Reference K]

What big, blue-sky, "bolshy" (to use Marnie's word!) ideas can we come up with for how this could be implemented in the future? What ideas do we have for how to take teaching and learning forwards at ANU? The university wants to enhance the student experience, and to innovate our teaching. How do you wish you were taught? Would love to hear the ideas you come up with!

If you want to hear Marnie reflect on this..... you can listen to her and Royston have a chat about it here! <https://www.youtube.com/watch?v=Wi8TpyHoKwA&feature=youtu.be>

Eleanor statement: TLDR: Quality assurance and innovation committee's - video agendas - if anyone interested please give feedback. 2 agenda items. Exciting because have chance to change things. Document attached had no student consultation at all. Wellbeing included. Probably going to come to CEC or AQAC. Helpful to be collective voice.

a) *Raise it and say that document should be owned by student - how do we go about this and what consultation?*

Ben:

- Came up in college meeting - pushing for further support for directors and heads of school.
- More resourcing from ground level.
- Inspiring academics was well received.

Harry:

- What professional development is there for colleges?

(R) Eleanor: Not heaps, but some people are recognised as distinguished educators. SELT collaborate learning.

Angela:

- Sub-dean of the COL raised importance of lecturer wellbeing.
- New dean of education has read research on how the way convenors organise the curriculum is linked to wellbeing.

Amel:

- How do you help new starters.
- Inside and Outside the curriculum.

Jessica:

- Pillar 4: CECS fixing communities - is there a strategy that colleges could get qualitative and quantitative data? Proper audits and proper reviews. Before assumptions.

Janet:

- CECs audit - how effective was it?

Jess:

- Sample size was too small.
- Wasn't as effective but did have some impact.
- A work in progress.
- Actual report has not been released to public.

Janet:

- Do you recommend the cultural audit?

Jess:

- Could be chance to focus on specific issues.

Eleanor - *what would make a world of difference?*

Amy:

- Accessible technological designs - microphones at desks, captioning on lecture recordings.

Eleanor:

- Still future consultation - how do we get what we want?

Victor:

- Including tutors and teaching them properly. Less casualisation.

Jess:

- Enriching environment - need teaching and study spaces.
- Engineering spaces and software needed but not accessible. CASS, CECS, CBE, JCOS.

Mali:

- Can we post the question?

Janet:

- Study space is important (e.g Physics) - creating community

Eleanor:

- Needs to be ongoing - take back to communities, think about how students can give us these ideas and pass it through either CEC or to Elle.
- Next TLDC is W 2 of break.

Amel:

- Can course reps fit in?
- Careers and outcomes in university is missing
- Engaging students in curriculum building.

b) Next committee meeting - what big blue sky ideas for future of teaching and learning could be implemented?

Item 6: Other Business

6.1 Student's with disabilities: EAP's

Amy Bryan

- Students with disabilities are facing discrimination with the university - and issue with every college. Applies in different ways.
- Did have EAP report and review
- Access and Equity committee - no college commenting on what they're doing regarding students with a disability. Important to find ways of how we can address this in each individual college. Cultural message that is discriminatory. Happy to talk and facilitate how we can address some of these issues?

Comment:

There is definitely a burden on students to fix things.

Amy:

- Knowledge gap and accessible course design and how that fits into it.
- Significant issues in all colleges. Who are the best people to talk to. We have data here to share but how can we use that data most efficiently.

Eleanor:

- UEC: Working group with staff members and students from all colleges.
- Development on resources for staff and students. Fell through and now because Access and Inclusion has changed management and under resourced can't be as much of a significant voice. Still a good way forward but can't be putting pressure forward.

Mali:

- Few courses in CAP that said you can't hand things in late

Eleanor:

- Can say late submissions in the course guide and extensions still granted.
- There is a division between EAP and Wellbeing.

Amy:

- To email all colleges and chat individually to people regarding EAP report.

Amel:

- There is a disconnect with giving effect to EAP's and need their own guides on where they can go.

Angela:

- EAP's are things that academics must consider - happy to bring up with college.

Amy:

- Innovative ways to accommodate for students.

6.2 What is the relationship between research and learning? Should we care about that?

Eleanor Kay

- Why are we not asking the question and where can we find it out?

Mali: Find it weird in courses without a research component.

Evie: Meaningless question - did you feel that you gained this skill?

Eleanor: Do you as students care about innovative research?

Ben: Yes with electives

Victor: It does influence with Business and Economics because the field is quick to change

Janet: Research skills development? If you don't know the toolkit how can you be interested?

Harry: Yes if based on personal research - real plus if they have done intensive research in things

Angela: Honour are in built - necessary for a law degree to learn how to research. Research of lecturers are important in learning outside the classroom.

Jess: CEC's is similar to Law in regards to engrained thesis. Some lecturers talk about their research. Computer Science have option to do thesis - more relevant for some disciplines than others. Bias research?

Eleanor: Should we be doing more to get feedback on this issue?

Amel: Conversation to be had in Innovations space

Victor: Should remain separate to SELT'S because SELT is course as whole and research inclusion is a separate question. Could be incorporated but just a general feedback.

Amel: Specific questions regarding research components.

Janet: Is Mid term SELT a thing?

(R) Eleanor: Hopefully trial by Semester 2.

Item 7: Date of Next Meeting and Close

The next meeting of the College Representative Council is scheduled to be on Tuesday, 24 April 2018 at 6pm in the ANUSA Boardroom.

Expected Close of Meeting: 7:30pm

Released: 26 March 2018 by Eden Lim

7:42 pm meeting closed.

PRESIDENT'S REPORT

Eleanor Kay

Executive Summary

1. Course Reps
2. Ramsay Centre for Western Civilisation
3. Future of Teaching and learning

Further Information

1. Course Reps

Course Rep training is all done! Thanks to those of you who came along.

I'll be circulating a feedback form to reps who attended training, but if you hear feedback of ways it could be better, please let me know.

I'll also be putting reference to course reps on the ANUSA website.

2. Ramsay Centre

ANUSA and PARSA have submitted demands to the university regarding the Ramsay Centre, asking them to delay this process and undertake meaningful consultation with students and consider how this centre undermines some of the key aspects of the strategic plan.

Thanks to Mali, Evie, Ben and Amel for giving feedback, and to Braedyn, Jharna and Mina for helping to lead the drafting process.

I'll keep you all informed if the university responds.

3. Future of Teaching and Learning

Just flagging it so it's on all your radars – as part of the Student Partnership Agreement, we'll be doing a review into the future of teaching and learning this year with the university. I'm super excited by this because I think it will help us to explore some interesting things – the future of the lecture, the place of wellbeing in the curriculum, innovating approaches to textbooks, learning spaces etc. The university is hoping to get consultants in to help the process. I'll keep you all updated.

VICE PRESIDENT'S REPORT

Tess Masters

No CRC report was received.

EDUCATION OFFICER'S REPORT

Harry Needham

Please see SRC 2 Report.

GENERAL SECRETARY'S REPORT
Eden Lim

Please see SRC 2 Report.

College of Arts and Social Sciences

Benjamin Lawrence & Amel Saeed

Executive Summary

1. Committees
2. Course Rep Training Sessions
3. Social Media Update
4. General Notes

Further Information

1. Committees

Amel attended the first CASS Academic Quality Assurance Committee on Monday March 9. She will be attending the first CASS Teaching and Learning Development Committee on Monday March.

To clarify, on 5 March 2018 the CASS Coursework Sub-Committee and the CASS Education Committee were disestablished by the college and replaced by the aforementioned committees which we, as ANUSA College Representatives continue to attend in the same manner. The committee restructure was to reflect the structure of the university-level committees, and the new committees handle very similar matters.

Additionally, Ben will be attending the first committee the School of Art & Design Student Representative Meeting on Tuesday 27 March.

2. Course Rep Training Sessions

Since last CRC, the two CASS course representative training sessions have occurred, both of which were attended by Ben. The first session was quite small, due to short notice of advertisement, but well attended considering; whilst the second one was significantly larger. The presentation was valuable and thorough, and thanks must go to Tess Corkish from PARSA for preparing and running both sessions. Additionally, the ANUSA course rep guide is very practical and thorough. In future greater notice of the time and place of the sessions is essential.

3. Social Media Update

Following from our previous report where we noted that we will be making a concerted effort to improve the CASS Rep online presence. Adding to our previous report, our post introducing ourselves and the CASS rep role in the Facebook group New @ ANU received the most reactions of any college rep, and indeed any ANUSA rep.

We have released on the CASS rep Facebook page an anonymous questions, concerns and feedback form, which will be converted in the coming weeks into physical form to be placed with a feedback box in the CASS student office in the Beryl Rawson Building.

On a number of occasions we have been contacted by the CASS administration office, other ANUSA representatives, and members of clubs and societies to assist in advertising their various events and posts. We are happy to continue doing this as we think there is value in providing a

broad range of information for CASS students. We encourage anyone interested in utilizing our social media structures for event and information dissemination to reach out to us by messaging the ANUSA CASS Rep page or by emailing us on sa.cass@anu.edu.au.

We have engaged with the Clubs Council to assist us in increasing collaboration and communication with CASS-related clubs. As a result of this we have recently launched a CASS Clubs Collaboration Group, with members of clubs' executives joining. This group will also be used as another avenue for consultation with key stakeholders and students leaders in matters arising.

4. General Notes

- Attended the student and staff forum for the recently announced Bachelor of Western Civilisation, which will fall within CASS should it move forward. Have been involved in consultations with members of ANUSA to present a letter to the university with proposed changes to alter the structure of the agreement between the Ramsey Centre and the university, and the proposed degree structure – thanks must go to Eleanor Kay for spearheading this process.
- We have been engaged in some confidential student advocacy on behalf of individual students. These issues tend to be resolved easily by referring students to the appropriate person to handle their issue. Our institutional knowledge, and connections are useful in ensuring that matters are resolved in a timely fashion, and aids in developing further relationships between us and members of academic and administrative staff.
- Amel was asked to be the student representative on the panel deciding the CASS recipients of the Student Experience Grants. These grants go towards projects proposed by staff to enhance student experience. She's submitted to the Associate Dean (Student Experience) an assessment of the applications received in the first stage.
- We had a meeting with Anton Symons, President of ANU Society for Arts and Social Sciences regarding future collaborations, information sharing and support.
- We have begun preliminary planning and stakeholder engagement for Arts Day(s).

COLLEGE OF ENGINEERING AND COMPUTER SCIENCE REPRESENTATIVES'S REPORT

[Jessica Kennedy and Yaya Lu]

Executive Summary

- No academic grievances have been experienced within CECS (that have come to the attention of the CECS Reps) since the last CRC in February
- ANU Innovation Challenge ran successfully, however, the event may struggle to run in future years without a student-body willing to take charge of the event. This may be an opportunity for ANUSA to run this event, or a similar event, in future years
- The Computer Science Students' Association (CSSA) committee has elected a new President, and the CECS Reps will provide assistance to the new committee when required.

Further Information

Social Initiatives and other Agendas

Agenda	Further Information	Rep	Hours Spent
2018 ANU Innovation Challenge	<ul style="list-style-type: none"> • The ANU Innovation Challenge ran for 24 hours over 16-17th March. • Event ran smoothly, total budget was effectively utilised (with just over \$100.00 remaining). • 87 ANU Students and 17 students from local ACT Colleges (yrs. 11&12) registered to attend. Attendance on the day was closer to 90 students (ANU + Colleges) • This event had previously been led by CECS Clubs and Societies (in addition to some clubs external to CECS)– I believe it is unlikely that these clubs and societies will take charge to run this event again. Subsequently, I would recommend that ANUSA considers running this event (or a similar style academic event) in future years. 	<p style="text-align: center;"><u>Jess</u></p> <p style="text-align: center;">(acting event director)</p>	50+
		<p style="text-align: center;"><u>Yaya</u></p> <p style="text-align: center;">(member of organising committee)</p>	5+
CSSA Committee	<ul style="list-style-type: none"> • The Computer Science Students' Association (CSSA) recently had a resignation of their President – leaving a very young committee. • We have reached out to the new committee's President, and executive, and will continue to shadow them and provide guidance and support as they get their feet off the ground 	Jess and Yaya	4 (each)

Future Initiatives

Initiative	Further Information	Rep
Formal Collaboration Between CECS Clubs and Societies	<ul style="list-style-type: none">• To Start: Beginning of Term 2• In response to the cultural audit, I would like to facilitate the formal alliance of CECS Clubs and Societies to address audit and insure our College is a safe and inclusive space for all students	Jess
CECS Notice Board	<ul style="list-style-type: none">• To Start: Beginning of Term 2• I would like to create a succinct notice board where students can view what is going on the college in a concise and organised manner (essentially creating a large calendar). This would not only benefit students, but also clubs and societies when they're thinking about what events they'd like to run and when.	Jess
Addressing Mental Health Within CECS	<ul style="list-style-type: none">• To Start: Beginning of Term 2• We would like to collaborate with professional and academic staff as well as student leaders within our college to address the mental health of students.	Yaya and Jess

Reference G

College of Law

Angela Chen and Campbell Clapp

No CRC report was received.

Joint College of Sciences Representatives

Janet Zhong and Shoshana Rapley

First Year Camps

Lower turnout than previous years for both JCOS and CECS. We think this is because JCOS is normally first to go in week 1 whereas by week 3 they have a lot of tutorials and labs on the Friday. Many classes had clashes, chemistry convenor had to organize a few refunds and noted that camp should not affect academics. It happened to be the long weekend for this camp, so potentially could even leave on the Saturday next year if the long weekend is in Week 3. Worth considering for next year. Of the students that came, camp went really well and was lots of fun. Feedback from mentors is that the higher mentor ratio actually worked well in engaging students and that alcohol played a very small role in the camp for the Bar Night, also that perhaps we should put more focus on integrating domestic and international camp goers. The mentor session was received well and students already started engaging with ANUSA services. Many thanks to our mentors Rosie, Yiechang, Claire, Liam, and Lewis as well as Shani and Harry.

First Year Guide

Following the good feedback from the mentor sessions we bulk emailed all first year science students with a First Year Guide and a few other documents 'ANUSA 101', 'International Students Guide to Science at ANU', Extracurriculars at ANU, Study Advice and Summer Research Opportunities.

PhB Committee Meeting

We both attended the first of two PhB Committee meetings for the year. We noted a few things for follow up, the variabilities in difficulty of ASE's across different disciplines (some of them are much easier to use to boost your grade, which shouldn't be the aim of ASE's), the accessibility of ASE's for students not in PhB and also admissions - while the ATAR cut off will remain the same with the new admissions process next year, they will be trying to engage with rural or disadvantaged students. Not clear yet how this will pan out, but something we both will be pursuing as we strongly support this idea. Other things for follow up is including a Batyr session in the PhB induction as this was well received at First Year Camp and would be beneficial for the culture within PhB.

STEM Diversity

We reached out to RSPE Diversity Chair Jodie Bradbury, who is extremely supportive and gave really helpful advice and contacts in order for us to create some sort of scholarship within JCOS. We have not yet made more progress after catching up after camp but are drafting a more formal plan. We were to meet with the Dean to discuss but this meeting got cancelled.

Accessibility of Lecture Recordings

We noted that some colleges have arranged note-takers for classes. This seems like a really good thing re accessibility so we are investigating the possibility of something like this in science. This is because many science classes require whiteboards which comes up really poorly on many recordings.

Reference I

College of Business and Economics Representatives

Victor Sukeerth Munagala

First Year Camps

First Year Camps were a success, though we were not able to achieve as many numbers as we had expected – I was able to see many friend groups form and I see these people hang out even today. In fact, there is a massive facebook six-a-side football chat that spawned as a result of it.

Students enjoyed the talks, especially pertaining on how to select courses and the tips and tricks.

CBE Education Committee Meeting

The first CBE Education Committee of the year was pretty alright, nothing really much to note. Employability week was a roaring success, and students thoroughly enjoyed the experience, however anecdotally talking to a lot of the international students they wished there was more diversity amongst the companies present. It was mainly the big 4, and they have a bad track record of accepting international students.

CBE is launching strong exchange programs like the up and coming “Financial Leaders of Tomorrow” exchange to Tsinghua University, which grabbed the attention of many students.

However, near the end professors complained about the fact that remarking papers has been an very time-consuming and arduous for them and they expressed the need for making it more restrictive – by for example asking students to pay for a remark. The CBE Associate Dean of Education – Dr Bronwen, quickly struck that down.

Flood effects

The flood may have caused an electrical outage at the CBE, affecting tutorials causing them to move around. Tutorial room 8 was shut, and as a result tutors had to shift their tutorials to odd locations such as the mezzanine floor of the CBE. However, upon asking the CBE scheduling system, they promised me it was very temporary and they were just not prepared whatsoever.

The Billboard Project

After talking to several ANU CBE societies, they are looking for a united platform on which they can market their events and the communities that they have respectively created. I will be talking with student engagement officer, Janelle Ireland, to get a large billboard either in the CBE or in Arndt, so that I as CBE rep can put up information about ANUSA and CBE reps there, and allow all the societies to post their event posters up there.

MomentuM

I have been talking to students about the program that CBE launched in 2017 to address poor employability amongst CBE students. Students stated that the program started out strong, however the new convener for it has been condescending and rude. I’ll be talking to Dr Vinh Lu to address the concerns students have had with regards to accessibility and the difficulty of staying in the program.

ISD Meeting

Had a successful meeting with the international student officer with regards to how we can market ISD's services a lot better at the CBE – allowing them to be a part of email blasts and letting them distribute information in the CBE lobby. Furthermore, they suggested that CBE has a problems with regards to tutor training and how tutors who may not come from non-English speaking backgrounds are unable to access proper training which causes difficulty for tute-taking students.

I will be working with them to construct a proper training program at the CBE where they can effectively communicate and teach.

College of Asia Pacific Representatives

Evie Sharman and Mali Walker

Executive Summary

1. College Education Meeting
2. CHL Impact and Engagement Committee
3. Bachelor of Pacific Studies and Bachelor of Asia-Pacific Studies (Year in Asia) reviews
4. Security Studies - student-led review
5. Dealing with lots of strange messages from men on facebook
6. Attended talk with NUS president
7. SRC 2
8. Upcoming plans
9. Expenditure

College Education Meeting (CAPEC 2)

The main CAPEC discussion was around reviews of courses that are taking place.

We raised important points at this meeting:

- The committee was discussing training for lecturers on dealing with issues of academic misconduct.
 - We raised that it is also worth considering training for all lecturers on things like assessment requirements etc. This is in response to a feeling amongst students that some lecturers in CAP are unprepared for teaching and not aware of basic assessment/teaching rules (e.g. 5 min break in 2 hr lectures, how much assessment can be worth, when assessment deadlines can be changed). This is likely because they have not received adequate training. We will follow up on this to see what is being developed.
- In a discussion surrounding program rules we highlighted the confusion facing students from later years about what courses they can do (e.g. Can I do a course listed on a later year's programs list?). Unfortunately the committee responded that there was no easy answer to this and issues would have to be dealt with on a case by case basis (students should attend the CAP Student Centre).
 - Interestingly, an email was sent since this CAPEC (Friday 16 March) by the Security Coordinator stating '...that it is possible to change to a later year's program orders. I should have added, for the sake of clarity, that this change does not happen automatically. If you do wish to change to a later year's program orders, then you need to get in touch with the CAP Student Centre, discuss it with them, and fill out the required paperwork. They will have some helpful advice for you, and it may not be necessary for you to actually change into the later year's program orders if I can instead approve a simple modification to your study plan.'
- A list of all the courses that CAP needs to review this year was circulated. A few were up for review due to low SELT scores.
 - We were concerned to see that a low SELT score seems only to be below 70% in one metric. We expressed concern about this threshold and also suggested courses that

see a significant change in SELT scores (decrease or increase) should also be reviewed.

- There are a few courses that we have received very negative feedback about that did not fall below the SELT threshold and are thus not being reviewed (yet SELT satisfaction has fallen considerably).
- They also suggested that perhaps SELT is not a good measure and should not dictate reviews. This concerned us as, while we recognise SELT is not perfect, is currently the only significant means for student feedback on a course.

CHL Impact and Engagement Committee

Neither us were able to attend, so Harry kindly agreed to go along - a big thanks for taking three hours out of your time for these meetings!

Here is a statement from him:

“I attended the CHL impact and engagement committee and a later working group on the renaming of CHL. At these meetings, the main issue relevant to students was the renaming, with all present agreeing that it should represent the diversity and excellence of ANU's academic output and student body.”

Bachelor of Pacific Studies and Bachelor of Asia-Pacific Studies (Year in Asia) reviews

These two degree are being reviewed this year, which Mali and I will sit on the committees for. Timelines and progress through this process will be updated at future CRCs when we have more information.

Security Studies - student-led review

The Bachelor of International Security Studies, as CAP's major degree, is due for review next year. To make things easier for next year's reps and to also gather feedback, we are going to spearhead a student-led review into security studies to gauge strengths and weakness from a student perspective, not just course-specific but across the entire degree and major structure. We're meeting with Tess on Thursday morning about this, and encourage any preliminary feedback to sa.cap@anu.edu.au

Dealing with lots of strange messages from men on facebook

Not sure if anyone else is dealing with this, but in the past month we have gotten like 5-10 random messages from random men who are obviously not ANU students. Some funnier ones include people sending photos of themselves to us.

Attended talk with NUS president

We both attended the Tuesday afternoon talk with this year's president of the NUS and found it really insightful and helpful in terms of learning about the NUS more generally and what the KPIs are actually trying to accomplish.

SRC 2

We both attended SRC 2 and voted for both affiliation and accreditation with the NUS. If anyone has any questions about this and why we voted this way please feel free to get in touch with us.

Upcoming plans

- Yoga @ Menzies around exams in Week 7
- Gathering student feedback on security studies changes

Expenditure

None since previous report.

Reference K

A Vision for Teaching and Learning (E. Kay)

The university is wanting to develop a document that outlines their vision for teaching and learning at ANU.

This is the draft they've got to at this point. Problem is, this is the first time students have given feedback or been consulted at all.

I would love to discuss with you all - what's good about this? What's missing? How can we ensure students have a meaningful part in developing the future of teaching and learning at ANU?