



AGENDA - COLLEGE REPRESENTATIVE COUNCIL (CRC) 3 2018

Tuesday 24 April 2018

6:00pm ANUSA Boardroom

Item 1: Meeting Opens and Apologies

. 1.1 Acknowledgement of Country

We acknowledge the Ngunnawal and Ngambri people as the Traditional Custodians of the land on which ANUSA operates. We recognise the continuing connection to lands, waters, and communities of all Aboriginal and Torres Strait Islander people. We pay our respect to Elders, past and present, and commit to standing with our first nations people.

. 1.2 Apologies

Amel

Item 2: Minutes from the previous CRC meeting

Motion: That the minutes from the previous CRC meeting (CRC 2) be accepted.

Moved: Janet

Seconded: Victor

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

Campbell: Exemption from SELT review - how are exemptions from education policy happening?
Who should it go to after the fact? TLDC, AQAC or College Associate Dean for approval?

Angela - how strictly will it be monitored as to whether this exemption will be in place?

R - If going to TLDC students have a voice

Mali - Support committee

Campbell - Support 2 levels of approval

Tess: If there are question about mental health symposium - focussing on wellbeing in the academic curriculum send to Tess.

Simone: Are there intentions to post flyers?

Tess: Yes but need to be followed up. Come grab if you want some, but uni would have the main responsibility. Events for UMHD to bring stuff to the people.

Janet: Diversity scholarship - there are some in CEC's so aiming for JCOS.

Tess q: How did school review focus group for CBE go?

Victor: Didn't succeed. Would recommend getting more involved with marketing. Online feedback form.

Simone: Promote it for students. LSE negotiations to get proper exchange set up through CBE Experience. Student experience - full time role for social events in the college. Doesn't involve student consultation. Also looking at how coursework can change given that Exams aren't workplace ready.

15 minutes finished, standing orders resumed.

Motion: That all reports listed in CRC 3 be accepted.

Moved: Harry

Seconded: Tess

Status: Passed

Item 5: Discussion Items/Motions on Notice

5.1 Motion on Notice

Motion 1:

The CRC requests all college reps to find out the details of the Access and Equity Committee, or any other movement focusing on educational access and equity within their college. College Reps should find out who in their college is responsible for overseeing this, and should ensure their email address is added to any contact list. College reps should report back to CRC 4 regarding what they find out.

Moved: Mali

Seconded: Tess

Mali:

- Not huge commitment, just emailing somebody who could give you information
- Up to you to go to committee and finding a student to sit on the committee.

Tess:

- Sit on university access and equity committee, it's important.

Eleanor:

- People at the university and students both engage with this. If we can demonstrate that students in the college feel passionate about actioning this.

Ben:

- Bit more clarification on why?

Mali:

- Potential to nominate another rep to sit on the committee

Eleanor:

- Absolutely need to engage others.

Moved: Mali

Seconded: Tess

Status: Passed

[Procedural motion for standing orders be suspended to allow 15 minutes for each discussion item.]

Moved: Harry

Seconded: Victor

Status: Passes

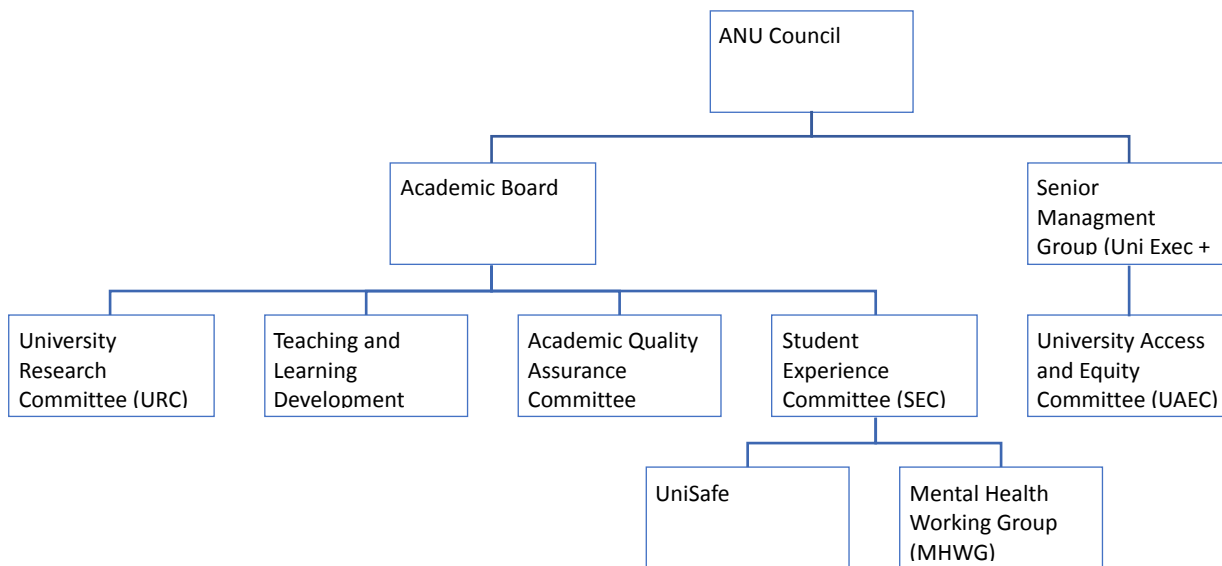
5.2 Discussion Items

Discussion Item 1: Governance Structures of the ANU

Eleanor Kay

At the past few CRCs there has been some discussion about how communication goes around this university between the colleges and the central university. This paper is my attempt to make it clearer for everyone! I caveat this with – I may have some of this wrong (for example, the MHWG is a bit misc and no one really knows where it reports). Please don't circulate this document as anything official – this is my (late night) attempt to explain the convoluted ways that ANU works. However, hopefully this will give you a clearer picture of ANU's structures and where ANUSA fits into the picture!

Below I've given you a rough diagram of the central university committees, and then I go through the purpose of each committee and who sits on it that's relevant to you.



1. ANU Council

Highest decision making body of the uni, responsible for strategic direction and governance for the whole institution. There are 15 members of Council, including one Dean or Head of Research School, two academic staff representatives, one professional staff representative, one undergraduate student representative (me!) and one postgrad student representative.

2. Academic Board

Responsible for academic governance of the university, and ensuring a high standard of teaching, scholarship and research. AB has a few key responsibilities:

- a. Facilitating information flow and debate of big ideas in higher education
- b. Discussing and reviewing academic policy recommendations
- c. Approving degrees and other awards, and accrediting/reaccrediting programs

AB has about 50 members. Each academic college has several academic staff representatives on AB, including your Deans. There are two undergraduate student representatives (Mina and I), and two postgraduate student representatives.

3. URC

URC focuses on Higher Degree Research (HDR). I sit on it, but there is little that is closely relevant for undergrads. Occasionally I get to do advocacy on Honours issues in this committee, but it is chaired by the Deputy Vice Chancellor (Research) and honours is under the DVC(Academic)'s portfolio.

4. TLDC

This is the committee that talks about I N N O V A T I O N. Ideas/questions generally come to the committee, then go back out to the colleges for consultation, before coming back to the committee for decision or action. The following are the people from your colleges who sit on it:

- a. Bronwen (CBE)
- b. Susanna (CASS)
- c. Judith Jones (COL)
- d. Anna (JCOS)
- e. Adrian Lowe (CECS)

- f. Carol (CAP)
- g. Eleanor (ANUSA!!!)

Marnie (DVCA) chairs the meeting, and Royston (CASS ADE) is the deputy chair. There is a bit of fear that this committee might be all talk and no action, so it will be interesting to see if we ever implement any of these interesting innovative ideas we talk about. There is also some controversy about whether we should innovate for innovations sake, or if innovation needs to be driven by something deeper.

5. **AQAC**

This committee does your academic policies, your academic standards framework, entry standards, and accreditation/reaccreditation of programs. Generally, AQAC receives program changes from colleges and then makes recommendations to the Academic Board, who ultimately has to approve accreditation/reaccreditation requests. Policy changes will go out from AQAC to the colleges, for discussion and consultation, then back to AQAC for approval. Your people are:

- a. Bronwen
- b. Royston
- c. Wayne Morgan
- d. Anna and Sue Cosetto
- e. Adrian
- f. Stephan
- g. Tess from ANUSA!!!!

Tess can tell you if I got any of this information wrong.

6. **Student Experience Committee**

Tess sits on SEC and can give you further information. It's chaired by Richard Baker and there is far less academic representation on this committee.

Tess also sits on the subcommittees, and can give you an update on these.

7. **Senior Management Group (SMG)**

SMG is all the University Exec (VC, Provost, DVCs, PVCs, Vice Presidents) and the Deans of every College. These people do the managing of the day to day operations of the university, under the oversight of Council.

8. **University Access and Equity Committee**

This committee is supposed to help inform SMG about issues with Access and Equity at the university. Because it reports straight to SMG, it should have more operational power, but it's not often well attended by the colleges and doesn't meet regularly. Tess and Amy are the ANUSA reps to UAEC.

Hopefully, this gives you a bit of a clearer idea of what happens to agenda items after they're discussed at your CEC's.

Campbell: Will they consult Students on everything?

Eleanor: On most, yes

Tess: If you ever want to know how any of these committees work/what they look like, send me or Elle an email to come along as an observer.

Janet: In CEC they mentioned 'Central' - seemed like decisions from Central couldn't be refuted.

Eleanor: Would have come through AQAC and Academic Board. Each college has their own sub structures.

Janet: How can I refute it?

Eleanor: You can come to Tess or I

Campbell: How vocal are representative from colleges in these committees?

Eleanor: I think people do represent their college. It should say in your paper where it is going. If you are unsure they will pass it on, let Tess and Eleanor know.

Angela: Question about the Innovation report, is that final?

Tess: Until May 3rd to give feedback on three offered approaches.

Discussion item 2: Beyond SELT

Eleanor Kay

At the last CRC, you all asked for a paper regarding the Beyond SELT project.

Essentially, a project is underway to develop a new framework for course evaluations and the associated services that support teaching and learning enhancement at ANU. This includes a review of Student Experience of Learning & Teaching (SELT) survey instruments and processes.

To do this, they did a big literature review, benchmarked us against the sector, and are using all that information to write new questions and create a better system.

The main changes are going to be:

- A new summative tool for Semester 2, 2018. Summative means the surveys at the end of the semester that sum up your experience across the entire semester (essentially, the same as we have now, but with new questions)
- A new formative tool for Semester 1 2019. A formative tool means a survey in the middle of the semester, which will ensure lecturers can action on student feedback and those same students will see the results.
- Students will participate in the surveys pseudonymously, where responses can be matched to respondents if issues related to serious concerns for student well-being or breaches of policy are identified (eg. if a student made a racist or sexist comment about the lecturer). Clear communication outlining the conditions under which a student can be re-identified will be required.
- We re-wrote the questions, and the new questions are now undergoing independent psychometric testing with students (apparently whether you use 'and' or 'or' can be the topic of like, 30 minutes of conversation in a committee meeting). A second round of psychometric testing will involve ANUSA representatives specifically. I would really

appreciate if you could be those representatives – as college reps, you are well placed to give this feedback

- We're possibly renaming SELTs to something more "fresh". Hit me up if you have feels on this
- They're going to do a big communication campaign to lecturers about how to engage with SELTs, why the feedback is important, and how to implement changes. Hopefully this will mean student feedback is better utilised by lecturers to make change!

If you want more details about this project, take a read of this document which explains the problem and the solution that is trying to be achieved: <https://services.anu.edu.au/files/project/Beyond%20SELT%20v1.3.pdf>

Eleanor:

- I am presenting the requested paper on University SELT review
- Quite technical and is a review of the instruments themselves
- New tool for semester 2 - summative tool (summary): Formative - middle of Semester.
- Hoping to establish formative tool for semester 1 2019
- ANUSA reps potentially to do testing
- Changing them to pseudo anonymous so students data still tracked but not by the lecturer and only if the comment is completely inappropriate.

Simone

- SELT's great way to get student engagement but still disengagement where students don't feel involved in the process
- Are there other ways to give feedback?

Eleanor

- Also about how to respond better to the feedback. About helping teachers improve their teaching and respond to feedback.
- Making students feel empowered: Course Reps, ANUSA

Janet

- Isn't that point of mid year selts?

Eleanor

- Yes theoretically but has to be done well.

Campbell

- Any chance of running formative one as a trial next sem?

Eleanor

- Meeting soon but the issue is that some courses and policy is lacking

Item 6: Other Business

- Simone Richardson: University avenue is going to close - will effect CBE. How can we best assure students as College Reps?
- Tess:
 - I sit on KAMBRI PCG group.

- Regularly meet Amanda Cox and my position on comms has been that they need to be doing the communication.
 - Haven't been responsive regarding accessibility.
 - Access and Inclusion are in Copland.
 - There isn't much we can do to stop it but what we can do is communicate to comms.
 - The Observer article had inaccuracies and haven't updated with new map.
 - Also send students this google form to give feedback for substantial feedback, people who genuinely want to engage.
- Eleanor: Frustrating but not as bad as was misrepresented in the student media

Jessica: What is general possibility of the Innovations challenge being an ANUSA run event?

Eleanor: Look into the history of it because we did engage in the Innovation Challenge? Did we hand it on to CEC's?

Jessica: Problems with people hesitant to volunteer

Evie: College support?

Jessica: Significant amount

Eleanor: Bring paper to next CRC to say what the event entails, history and what the purpose is and what it requires. This would be good for the committee to look at it.

Mali: We run Asia-Pacific week, it was course credit

Item 7: Date of Next Meeting and Close

The next meeting of the College Representative Council is scheduled to be on Tuesday, 15 May 2018 at 7pm in the ANUSA Boardroom.

Meeting closed: 7:22pm

Reference A

PRESIDENT'S REPORT

Eleanor Kay

Executive Summary

1. Honours Roll
2. Mental Health Symposium
3. Vision for Teaching and Learning update
4. Welcome to Simone!

Further Information

1. Honours Roll

I'm running my first seminar for Honours Roll on 1st May 12-2pm. Fb event should be up by the time of the CRC! If you can please share in your networks, I'd appreciate it – our support is cross-disciplinary ☺

2. Mental Health Symposium

I'm working with Amy, Richard Baker, and Alex Culloden (Wellbeing Project Coordinator) to plan a symposium for Academics and students about the effect of curriculum and academics on student mental health. It's happening on 4th May 11-1pm. I'd LOVE to see some of you there and to get your feedback. Please also invite key lecturers from your college – we can only engage academics in the topic of student mental health if we're inviting them to join the conversation.

3. Vision for Teaching and Learning Update

Remember last CRC and we looked at the Teaching and Learning Vision and were pretty disappointed that this was the first time ANUSA people had seen it? I went back to the committee it came from (TLDC) and got angry at them for not seeking student consultation when they wrote the vision. I think they got the message loud and clear and are clarifying going forward how student voices can be more central in the vision.

Regarding your great ideas for innovative things the ANU could be doing in regards to teaching... I got told that our ideas weren't blue sky enough. I told them that the fact that the main things students want is an accessible education from someone with some training in teaching demonstrates they're not ready for grand innovative ideas – they need to improve the current situation first. I'm not sure how well that went down but hopefully as a consequence we'll see a bit of both – some improvement in teaching standard but also some interesting innovative changes. We shall see !

4. Welcome to Simone!

Very excited to have our new CBE rep on board! Welcome to your first CRC!

Reference B

VICE PRESIDENT'S REPORT

Tess Masters

Executive Summary

1. Introduction
2. Academic Quality Assurance Committee (AQAC)
3. University Mental Health Day (UMHD)
4. School Reviews

Further Information

1. Introduction

Hi all! Big welcome to SIMONE RICHARDSON our new CBE rep!

Hope you've had a lovely few weeks. The end of the semester is honestly approaching really fast! I'm going to be reaching out to you all soon to check in with your goals and progress in the role so far. If you have projects you have wanted to get started on but haven't had the time/knowledge/skills, please reach out to me for support. I can help you with your projects if you let me know where you're at!

Thank you for taking the time to read my report, I really appreciate it. I encourage questions and feedback – in person or via email at sa.vicepres@anu.edu.au. Always happy to meet up and chat over coffee etc – and I can come to you! Love a good trip to CBE ;)

2. Academic Quality Assurance Committee (AQAC)

You're all experts in your academic colleges – please reach out and get student's thoughts on a lot of proposed changes!

Grade distribution between the colleges. Is it fair? What are your perceptions? This is particularly relevant for students doing double degrees, or degrees that are contingent on your marks. I strongly believe that the perception a student holds of the fairness of an institution will deeply influence their study ethos, so this is an important issue I'd like feedback on.

I'll soon be circulating the new Admissions policy and procedure, as well as the policy and procedure on admission and welfare of under 18 international students. I'll need feedback on these documents by the end of April. These documents will be emailed to you this week so please continue checking your university emails!

IMPORTANT: The ANU is encouraging innovation in education by allowing teachers to send in a 60 second video outlining a fun new idea, and then deciding whether or not to grant an exemption from education policies. I have significant concerns on this, specifically the ability for staff to

circumvent EAPs and student rights. There are three proposed models for applying for an exemption:

Approval Process – Approach 1

1. Request for approval is submitted on a form that includes:
 - The policy document to which the exemption request relates;
 - The course and semester the exemption will apply to;
 - What will be done that is different (e.g. why is the policy exemption being sought);
 - Why are the potential benefits?
 - What are the potential risks?
2. The request is submitted to the College Associate Dean (Education) for endorsement.
3. The request is submitted to the Deputy Vice-Chancellor (Academic) for approval.
4. The central register of exemptions is updated to include the approved policy exemption.
5. The course outline is updated to inform students of the policy exemption.
6. Within 3 months following the end of teaching, a report is provided to the Academic Quality Assurance Committee (AQAC) advising how the policy exemption went.
7. AQAC determines whether the university policy framework requires updating, based on the report received.

Approval Process – Approach 2 (preferred approach)

1. Brief presentation (no longer than 60 seconds) to the Teaching Learning and Development Committee (TLDC) addressing the following points:
 - The policy document the exemption being sought from;
 - The course and semester the exemption will apply to;
 - What will be done that is different (e.g. why is the policy exemption being sought);
 - Why are the potential benefits?
 - What are the potential risks?
2. Requests are preferred by 60 second video, to allow consideration outside of formal meetings and to be better aligned with semester dates. The video can be recorded using an iPhone, the one button recording studio, or an alternate method, with an emphasis that professional video recording is not desired.
3. The requested is considered by TLDC for approval.
4. The central register of exemptions is updated to include the approved policy exemption.
5. The course outline is updated to inform students of the policy exemption.
6. Within 3 months following the end of teaching, a report (preferably another short video) is provided to TLDC advising how the policy exemption went.
7. The Committee determines whether the university policy framework requires updating, based on the report received.

Approval Process – Approach 3

1. A request for exemption is submitted to AQAC by way of a proposed new policy that covers the particular policy exemption request. The proposed policy relates only to the course and semester that the policy exemption is sought for.
2. The request is considered by AQAC for approval.
3. The central register of exemptions is updated to include the approved policy exemption.
4. The course outline is updated to inform students of the policy exemption.
5. Within 3 months following the end of teaching, a report is provided to the Academic Quality Assurance Committee (AQAC) advising how the policy exemption went.
6. AQAC determines whether the policy should be incorporated into the existing policy document, based on the report received.

I will be sending out a text version of these approaches along with prompts for feedback soon, so in the meantime please read over the different approaches and have a thought about any concerns.

3. University Mental Health Day (UMHD)

May 1st! How exciting! We have a packed day of events with Batyr and ANU Wellbeing and others. I'll be doing a call out soon for volunteers to the whole SRC so please help. If you have any last minute ideas there is still scope to include so get in touch with me ASAP.

4. School Reviews

I've sent out schedules for school reviews happening this year, and information on how to be involved. I'm currently working with the lovely CASS and CBE reps to coordinate responses to the school reviews happening. Very happy to help organise focus groups, surveys etc.

Reference C

EDUCATION OFFICER'S REPORT

Harry Needham

Please see SRC 3 Report.

Reference D

GENERAL SECRETARY'S REPORT

Eden Lim

Please see SRC 3 Report.

Reference E

College of Arts and Social Sciences

Benjamin Lawrence & Amel Saeed

Executive Summary

1. Committees
2. Course Rep Meeting
3. School of Art and Design Consultations Update
 - a. SOAD Student Representative Meeting
 - b. Bachelor of Visual Design Student Input
4. General Notes

Further Information

1. Committees

ANU's Teaching and Learning Vision

Concrete programs and improvements the CASS TLDC can implement. Some of things that have been discussed include: working on diversifying assessment tasks, embedded academic literacy in assessment schemes for first years, more flexible and better funded educational infrastructure (wattle etc.) to support innovation, getting opinions on what innovation already is being used and forming a site of exemplars to give lecturers more guidance.

Education policy exemptions to test education innovation - as proposed by the university. This proposal would expand the list of one-off exemptions you can get for a course (say, an exemption from publicising SELTS) to promote more innovation and a less risk-averse culture.

**The next AQAC will be held after this report is submitted, we're happy to provide an update of any key developments at CRC 3. **

2. CASS Course Rep Meeting

A meeting between Associate Professor Susanna Scarparo, the CASS Associate Dean (Student Experience), and the semester 1 course representatives is scheduled for Monday 30th April (Week 9). We will be attending that with Eleanor Kay and it is expected to be a forum to give direct feedback, raise concerns and present ideas on issues faced by CASS students. We're very excited to see the communication lines open in this space!

3. School of Art and Design (SOAD) Consultations Update

a. SOAD Student Representative Meeting

The School of Art and Design has four Student Representative Meetings a year, one in each teaching period, which course representatives and other student representatives are invited to attend. The meeting on Tuesday 27th March was attended by Ben, and had students from all

areas of the school including animation, visual art, history & curatorship, honours, masters, sculpture, painting, etc.

Smaller items discussed included efforts to make subjects more accessible to enable students who do not necessarily specialise or do a SOAD degree to take subjects offered by the school as electives. This is an ongoing process of reviewing courses and practices and will be a major component of the Education Committee's work in looking at the Bachelor of Visual Design (see below). The school's centre for art history and curatorship continues to grow in both enrolments and course offerings and can be considered a highly successful degree. The school also noted that whilst they receive many opportunities for students, they often cannot promote them because many of them are somewhat exploitative, or one-sided. Furthermore, the school simply doesn't have the resources to facilitate external match-making, as they have no marketing team of their own.

Much of the discussion then focussed on the results of, and the responses to the school review which occurred towards the end of 2017. A general outline was the majority of Denise Ferris', the head of school, report. It was the first review the school had had in ten years, and they reviewed everything. There was a lot of commendation and support for the direction of the school, but made fourteen recommendations, mainly stating that the school needs to allow its staff to focus on research and highlighting the excessive workloads of staff.

A key finding of the report was that students are very engaged in the school, but have very high, potentially unrealistic, expectations for it. The staff student ratio is currently 1:11 (compared to other schools of art around Australia which have an average staff/student ratio of 1:17) which, combined with the fact that SOAD has higher contact hours comparatively, means that the school is in a financially difficult situation. From this position of financial necessity, the school is looking at shifting its teaching and learning model. They are going to reduce the number of course offerings but will also hold over some of the more important small disciplines supported by money from the big disciplines. There is a limit on expansion due to the cap on Commonwealth Supported Places, so this is the only means of reducing the school's discipline.

b. Bachelor of Visual Art Student Input

The Bachelor of Visual Art is currently being redesigned to allow prospective students greater flexibility in their degree and make it more compatible in a flexible double degree combination. It will allow for enrolled students to take a specialist or a generalist approach by making the rules on building majors and on enrolments more flexible. Ben will be sitting on an education committee the business for which will be predominantly process based – getting the necessary paperwork completed for the relevant deadlines. The work for staff (and the Ed Comm) is in organising courses and delivery to support more conventional enrolment through ISIS. The school has relied on permission codes to control admission to courses. The process is inefficient, unsustainable and often extremely confusing for students, thus the move to a conventional enrolment process. We are really optimistic about what this seemingly simple change will bring to the school. It should improve access and mobility for all students. We are currently actively consulting with individual students in this degree and if anyone is interested in attending those discussions, send EOI with topic 'school of education committees' to soa.administrators@anu.edu.au or message Ben or Amel individually.

4. General Notes

- We continue to be engaged in some confidential student advocacy on behalf of individual students.
- We are continuing planning and discussion with stakeholders for Arts Day.

- CASS Club Collaboration Facebook group has been created and is up-and-running.
- We are beginning to develop connections with some of these clubs through the creation of the group and personal contact.
- Continued focus on our communication strategy: regular posts, being responsive to messages, encouraging first years to join the page through other forums etc.
- Multiple incidents of students needing personal advocacy were successfully handled
- Successfully released the online Ask CASS feedback form and upcoming release of the physical version in the CASS student office.

Reference F

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 March
- A meeting was held on the 4th April with the new ANU Computer Science Students' Association (CSSA) executive committee to discuss their plans going forward.

Further Information

Social Initiatives and other Agendas

Agenda	Further Information	Rep	Hours Spent
CSSA Committee discussion	<ul style="list-style-type: none">• The CSSA recently elected a new president, and the two of us had an hour-long discussion with them about expectations before the next AGM.• Topics that were discussed:<ul style="list-style-type: none">o The role of Clubs Councilo Mental health within the committeeo What ANUSA can provide for the societyo Fundingo Communication mechanisms• We will continue to shadow them over the coming term and be an avenue for advice	Jess and Yaya	3 (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

Funding Allocation – Spent

- We have spent \$17.21 of our allocated budget. This money was spent on the 9/3/2018 to buy snacks for the 1st year camp for the information sessions – recommended by Shani.

Item	Cost
Natural Confectionary Snakes	\$3.99
Natural Confectionary Dinosaurs	\$3.99
Allen's Frogs Alive	\$2.49
Cheezels Single	\$3.99
Doritos C/Chip CHSE Nacho	\$2.75

RECEIPT
 DATE: 11/20/16
 TIME: 10:55:52 AM
 APPROVED BY: christine

SAT/CONG BREAD	1.00	\$1.00 GST
ALLIUM FROGS RICE	1.00	\$2.45 GST
CHEESE SINGLE	1.00	\$3.99 GST
NO OILS O/HP CHEE	1.00	\$2.75 GST

UB TOTAL \$17.21
 GST Included 1.56
TOTAL \$17.21
 Master \$17.21
 Fee Count: 5
 11/20/16

Thank you for shopping at
Hughes Friendly Grocer
 Your Locally Owned
 Family Supermarket

System Supplied By: Gap Solutions
www.gapsolutions.com.au

Reference G

College of Law

Angela Chen and Campbell Clapp

Summary:

1. Indigenous Law
2. Assessment
3. Law for Humans
4. First Year Camps
5. Course Reps
6. Advocacy Issues/Complaints
7. Surveys/Polls
8. LSS: Practical Legal Writing Skills Workshop
9. CEC - Report Back

We apologise for not submitting our report last CRC so we have included our last report into this CRC 3 report. We had it all written up but we forgot to send it – apologies, this will not happen again.

1. Implementation and incorporation of Indigenous Law into curriculum within the College of Law

- Angela and Lauren (VP Edu LSS) engaged in discussion with Professor Anthony Hopkins that is leading this motion at the law school.
- Lauren will be taking this to ALSA (Australian Law Student Association) and aiming to gain a collective voice from all the law students societies around the State to put forward a statement in regard to this.
- We are planning to hold a consultation event to allow students who have experience in this area or passionate about this area contribute and pool their ideas to enhance the effectiveness of advocacy on this issue going forward.
- The ANUSA and PARSA Indigenous Officers will also be attending this event.
- We are currently looking to have this consultative event on the Monday of Week 9 at 5pm in the Phillipa Weeks Library.

2. Assessment

- Assessment clashes
 - College of Law is somewhat unique in the sense that all students in the same cohort takes the same subjects at the same times. Despite this we have had several issues brought to our attention about clashes with assessment.
 - Moving forward we are attempting to ensure that Convenors of the courses that run concurrently discuss any proposed assessment or assessment changes with each other to eliminate the impact on wellbeing for law students in our CECs.

Assessment Weighting Caps

- This is a suggestion that came out of the Wellbeing in Law Week that was run last year by the Law Students' Society.
- We are hoping to take this suggestion to the CoL CEC as they appear to want to keep Student Wellbeing at the forefront of their policy decisions.
- In particular Anne MacDuff is keen to work with us and the LSS on matters of wellbeing.

We have released a survey for both of these topics and returned the data to the CEC so we can begin working on a resolution to the problems that have arisen.

o Because the College of Law has compulsory scaling, both of these factors can have a huge impact on students' marks, and the College has shown their desire to improve student wellbeing.

o If anybody wants access to the results of this survey we are happy to send them to you, and they are discussed further in sections 6 and 8.

3. Law for Humans

- This is an event partly run by us and partly run by 2 members of staff (both PhD candidates) and sponsored by the Law School.
- It intends to teach students how to write a law style essay, which is not generally officially taught in our classes.
- This event was very successful!

4. Course Reps

- We are attempting to get in contact with course reps. As this was the first semester we've had course reps there was some delay, particularly in courses that have 'alternative' class styles, such as seminars.
- In general, we think the Course Reps model has worked well so far and are looking forward to working with the college to evaluate it at the end of semester.
- We were disappointed that the College of Law chose not to take part in the training for course reps that the other colleges did take part in.

5. Advocacy Issues/Complaints

- We've had great cooperation from the staff when bringing up complaints from students. The sub-dean was very helpful in stepping in to assist us and students who complained to her.

6. Surveys/Polls

- We put out two polls last week to collect data and feedback from students after complaints and concerns were raised about assessment clashes between admin, corps and property and also the lack of summer/winter elective options available at the law school
- The first survey was on Assessment clashes (Please refer to Appendix 1). A majority of student expressed concern about the closeness of exams between subjects that the law school recommends us to complete (corporations and admin law). It was noted that this made them "extremely stressed in the lead up to the overlap of corps and admin," or that it caused them "unnecessary anxiety".

o Response from CoL: This report was shown to the CoL College Education Committee and they received our concerns and feedback. They understand that having exams so close together burdens students but also noted that marking schedules are also tight for these convenors who all have huge cohorts. A compromise was made by the Sub-Dean that she will encourage these convenors not to schedule future exams so close together and consider suggesting a 3 day gap.

- The second survey was on student's thoughts on summer/winter electives

(Please refer to Appendix 2). A large amount of students were unhappy with the lack of summer/winter elective options they had. 200 students, at the time the data was collected, wanted to see more summer/winter electives that were compulsory courses. 234 students states that they would like a comprehensive list in advance so they could plan their year. 0 students stated that they thought that we had a good range to choose from.

o Response from CoL: This report was also shown to the CoL College Education Committee and they received our concerns and feedback. The Head of Law School is in charge of Summer/Winter electives and states that he found our report helpful to his work and agreed that there should be more holiday electives. He stated that he has tried hard to request lecturers to teach a summer/winter course but he could not get many responses. We will need to follow up on this comment and hopefully aim to work together with him to come up with better strategies to effect student concerns on this matter.

7. LSS: Practical Legal Writing Skills Workshop

- The LSS after engaging in student consultation about the lack of legal writing skills we are actually taught in the classroom is in the process of working with the CoL Sub-Dean to bring about this change. Currently she has already organised legal writing workshops in specific courses to be ran in the following weeks, which is absolutely amazing and the CoL should be applauded for taking on this initiative.
- The LSS VP Education is currently looking into whether to further expand on this initiative by running it's own workshop to further supplement the CoL run ones. (Please refer to Appendix 3).
- We as CoL Reps fully support the proposal found in Appendix 3 and would like to congratulate Sebastian King for bring this concern turned idea to the LSS.

8. CEC Report Back

- Other than discussion the surveys we presented, our CEC discussed three main issues: 1) academic literacy and English language support; 2) course review; 3) education policy exemptions to test education innovation.
- Academic literacy and English language support
 - o CoL CEC seemed to be receptive of the recommendations made by AQAC on this matter.

o The only course the CoL offers in relation to this matter is English in a Legal Context and this is taught all year round and available to students until the beginning of the 2nd year (if need be). It is a course that requires a course requirement satisfied for the student to be able to continue further study of the law degree. It is 6 unit course load where there is no grading and there is no fee to it.

o CoL would like student representatives to better advertise this course to all students because this course is advertised to all international students but not to domestic students who don't speak English at home and may benefit from this program.

o CoL also acknowledges that domestic students have trouble understanding content so can understand how difficult this is for international students. Lots of investment will need to go towards this for this issue to be alleviated.

o More constructive strategies and programs to support these impacted students are still being discussed.

- Course Review

- o There was discussion about how to better receive and analyse student feedback from SELT Reviews, which is one of the triggers for courses to be reviewed.

- Education Policy Exemptions to test education innovation

o The practicalities of how these exemptions will be effected are still being

understood and discussed by the law school.

o The Dean of Education assured us that students will be informed by these exemptions in the course guide and that we should still be allowed to contest these exemptions within the 10% teaching period frame as per CoL Policy.

Reference H

Joint College of Sciences Representatives

Janet Zhong and Shoshana Rapley

No report was received.

Reference I

College of Business and Economics Representatives

Victor Munagala and Simone Richardson

No report was received.

Reference J

College of Asia Pacific Representatives

Mali Walker and Evie Sharman

Student led report into the Bachelor of International Security Studies

- Met with ANUSA Vice President Tess to discuss this
- PPM- Planning and performance measurement divisions
- This can take a while to set up. We may not be able to get it going for this year but could look at setting it up for next years CAP reps
- We plan to raise our plan for this report soon with Carol (Associate Dean Student Experience) and Stephan (Associate Dean Education)
- Once we have spoken to them we need to prepare an agenda item to submit at CAPEC
- Engaging relevant stakeholders: we want to ensure that all staff in the college are on board with our review, so it doesn't seem like a surprise and is widely supported
- Also planning on meeting with Nich Farrelly to discuss this
- Question for CRC3- what is the best way of gaining student feedback in your college?

Ramsay Centre for Western Civilisation

- Provided feedback to Eleanor on the ANUSA+PARSA letter re the proposed Bachelor for Western civilisation.
- As CAP reps we see the proposal as a threat to ANU's unique commitment to Asia Pacific studies.

CAP community

- CAP Student Space
- Advertised the CAP student space on our facebook page and in the clubs and societies facebook group. Set up a booking sheet so CAP Clubs and Societies can book the space
- If more CAP Clubs and Societies and CAP students in general know about it as a space that they can easily access and book for small scale events it can play a part in fostering a closer CAP community.
- Have already had a lot of interest in this.
- Advertising CAP mobility programs on behalf of the CAP Mobility team on our facebook page.