



## **AGENDA - COLLEGE REPRESENTATIVE COUNCIL (CRC) 7 2018**

Tuesday 2 October 2018

ANUSA Boardroom

6pm

### **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

### **Item 2: Minutes from the previous CRC meeting**

Moved: Amel

Seconded: Victor

Status: Passes

**Procedural Motion that standing orders be suspended for 15 minutes to allow questions on reports before all reports are passed together.**

Moved: Mali

Seconded: Campbell

### **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 F]

4.2 College of Engineering and Computer Science [Reference G]

4.3 College of Law [Reference H]

4.4 Joint College of Sciences Representatives [Reference I]

4.5 College of Business and Economics Representatives [Reference J]

4.6 College of Asia Pacific Representatives [Reference K]

The CRC noted that the Respectful Relationships google site and ambassador interviews have occurred. It was also noted that the healthy university strategy is a living document. The VP mentioned that she would be presenting to TLDC regarding EAPs. The VP also flagged that micro-credentials were being looked into. Changes to the fail grade system and the resolution of the CASS Extension was noted. CASS announced PAL for specific courses and are looking for student feedback. Discussion was had regarding Shut Up and Write sessions. It was determined that even informal Honours writing session facilitated by ANUSA would be useful.

**Motion: To pass all Exec and College Representative reports**

Moved: Amel

Seconded: Tess

Status: Passed

**Item 5: Motions/Discussion Items**

**Procedural Motion: To suspend standing orders to allow for 15 minute free discussion on the discussion item: Year in Asia expansion across colleges.**

5.1 Year in Asia expansion across colleges (Mali and Evie) [Reference L]

The Year in Asia was outlined as 50% language and 50% cultural program. It was also noted that the Year in Asia added an extra year onto ones degree however, it is restricted to Asian Studies students. It has been discussed that it would be offered in other degrees in the future. Language requirements were flagged, however there remained questions about native language speakers.

**Item 6: Other Business**

**CECS reps inquired about funding for science trip to Sydney. The President flagged that discussions about this with Student Assistance would be useful, particularly regarding risk.**

**Meeting Closed at 6:53pm**

**Expected Close of Meeting: 8pm**

**PRESIDENT'S REPORT**

Eleanor Kay

**Please see SRC 7 report.**

**VICE PRESIDENT'S REPORT**

The Vice President's report was not received.

**EDUCATION OFFICER'S REPORT**

Please see SRC 7 Report.

**GENERAL SECRETARY'S REPORT**

**Eden Lim**

Please see SRC 7 report.

## College of Arts and Social Sciences

Amel Saeed and Seren Heyman-Griffiths

### Executive Summary

- i. Committees
- ii. Arts Day
- iii. Diploma of Languages
- iv. PhB - Future Directions
- v. Tutoring Apps Survey - Vygo
- vi. New CASS extension process
- vii. General Notes

### Further Information

#### 1. Committees – Highlights

- TLDC 4
  - At TLDC 4, we were asked to have an in depth consultation with students about lecture attendance, including the reasons they do not attend lectures, how they felt about the educational value of lectures, and what strategies would encourage them to attend lectures more often (discussion of which at the TLDC included attendance marks for lectures, and making lectures more engaging). This was in response to concerns about dropping lecture attendance within ANU and the negative effect which this could have on student learning as well as on lecturer morale.
  - We have since developed a survey to collect information on the above topics. The survey has received more than 400 responses, and we are currently in the process of collating the survey responses in an appropriate format to present at the next TLDC.
- AQAC 6
  - No major news.
- Course representative meetings with CASS will take place from 4pm - 5pm on October 9th. We have so far received good engagement from our course reps, and hope to further work with them to develop CASS courses in a way which benefits students.

#### 2. Arts Day

- We are holding a series of events for ‘Arts Day’. These will be held on October 4th (next Thursday), and will be free and open to all students, with the aim of fostering college wide collaboration and friendship.
- Current schedule:

- 12 - 2pm  
Universal lunch hour in conjunction with the Science Society
- Afternoon  
Unconfirmed - Performance by the Shakespeare Society
- 4pm - 5pm  
Cross-school debate
- 5pm - 7pm  
Trivia night and dinner @ the Food Coop
- 7pm - 10pm  
Movie night in conjunction with Society for Arts and Social Sciences
- Budget has been approved by Tess and Mariah for food, prizes and venue hire.

### 3. Diploma of Languages

We continue to be involved be in the Diploma of Languages Working Group with the CAP reps. The next meeting will be held on Wednesday the 10th of October at 12pm. For more information, feel free to contact any of us or check out the report of the CAP's rep.

Check out the factsheet we made here!

[https://lookaside.fbsbx.com/file/DIPLOMA%20OF%20LANGUAGESFACTSHEET.docx?token=AWxumP3r5Ts8nU1Q5Q17rIPA71t5ZgZZ9i8NU7u6vkLVxIdY62JWt1pNDf8MUyq5shIPLkriIy1tNCvQIHxNAbvAZ32qa72Ov3mNvht6UscbYsY7\\_WEhiGyLMb4kcYxRR\\_zZw\\_v708xJeSWGQsdWkNpIdzSD6GhDSToCNb1mocMRQD6WzX7Je3jdFIGG9Z5TK7c](https://lookaside.fbsbx.com/file/DIPLOMA%20OF%20LANGUAGESFACTSHEET.docx?token=AWxumP3r5Ts8nU1Q5Q17rIPA71t5ZgZZ9i8NU7u6vkLVxIdY62JWt1pNDf8MUyq5shIPLkriIy1tNCvQIHxNAbvAZ32qa72Ov3mNvht6UscbYsY7_WEhiGyLMb4kcYxRR_zZw_v708xJeSWGQsdWkNpIdzSD6GhDSToCNb1mocMRQD6WzX7Je3jdFIGG9Z5TK7c)

### 4. PhB - Future Directions Consultations

- CASS is starting to consult on the shape and direction of the new degree(s) that will replace the CASS PhB degrees which have been disestablished.
- We're beginning to consult with CASS regarding the timeline and framework for that process. We'd love current PhB students to contact us with their thoughts, plus students can expect to see us in their communities actively looking for feedback.

### 5. Tutoring Apps Survey - VYGO

- We released a survey on Peer to Peer tutoring in conjunction with CBE Rep Simone Richardson.
- That survey has had a decent response and is currently still open. It's already been provided to Mariah among other SRC members. We're happy to share or show the preliminary findings to anyone at CRC who is interested.

### 6. New CASS extension process

- Quick note here, happy to provide more information if people are interested. We engaged in consistent advocacy after the system came into force to make sure that CASS made all students and staff aware of the new process and expectations.
- No huge issues currently. Watch this space.

### 7. General Notes

- We have continued to respond to individual student concerns about their student experience.



- Continued focus on our communication strategy: being responsive to messages, encouraging students to join the page through other forums etc.
- Multiple incidents of students needing personal advocacy were successfully handled.

**COLLEGE OF ENGINEERING AND COMPUTER SCIENCE REPRESENTATIVES'S REPORT**

[Jessica Kennedy and Yaya Lu]

## College of Law

Angela Chen and Campbell Clapp

### Executive Summary

1. **CEC Meeting**
2. **Indigenous Cultural Competency (ICC) in the ANU Legal Curriculum**

### Report

#### 1. CEC Meeting

We had our final CEC meeting for the meeting and it was great that Stella, our new COL Rep could join us at the meeting to see how it works. There was nothing really contentious in this CEC. The committee approved some minor program and course changes and approved the Healthy University Strategy and Action Plan.

There was also some great discussion on the volume of learning guideline, which was drafted by Judith Jones, Director of Teaching and Learning that sought to provide the committee an in-depth understanding of law student's study load per course. The university requires each student to complete 150 hours of study per course and it was calculated that law students use up around 160 hours of study per compulsory course. It was discussed how that report/table (refer to below) could be used for the benefit of lecturers and students.

**Table 4: Example: Compulsory LLB(Hons) course [UNNAMED]  
Calculation of Hours of Study**

<b>General Description</b>	Compulsory LLB(Hons) course offered to LLB(Hons) on-campus students as 3 hours of lectures per week (recorded) and a tutorial for 10 weeks. The course has a text book with small, densely collated print. <b>Assessment</b> is a 2 500 word assignment and a 2 hour final exam (open book). It is assumed that students will need 1 hour before and 1 hour after each lecture of reading/summarising (alternatively as 2 hours after each lecture).		
<b>Activity</b>	<b>Quantum</b>  <b>PER SEMESTER</b>	<b>The basis for calculation of hours of study</b>	<b>Hours of study for each activity in hours/minutes</b>
<b>Original 'contact hours'</b>			
<b>Attending lectures (recorded)</b>	3 hours lectures x 12 weeks	12 weeks x 3 hrs x 50 mins	1 800 minutes
<b>Attending seminars and tutorials (not recorded)</b>	1 hour seminar x 10 weeks	10 weeks x 50 minutes	500 minutes
<b>Directed hours of study</b>			

<b>Listening to duplicate recordings of lectures (eg, ECHO 360)</b>	3 hours lectures x 12 weeks	12 weeks x 3 hrs x 50 mins	(Duplicate) DO NOT COUNT TWICE
<b>Self-directed hours of study</b>			
<b>Completing recommended readings (Max: 15 pages per hour)</b>	1 hour reading for each hour of lecture time	1 hr x 3 lectures x 12 weeks x 60 mins NB: 45 pages of complex & densely presented case law/week Maximum total of 550 pages per semester course.	2 160 minutes
<b>Attempting tutorial problems</b>	1.5 hours x 10 tutorials	1.5 hrs x 10 tutorials x 60 mins	900 minutes
<b>Independent hours of study</b>			
<b>Preparing summary for open book exam</b>	3 hours per week of lectures	3 hrs x 12 weeks x 60 mins	2 160 minutes
<b>Researching assignment</b>	Using legal databases	8 hours x 60 mins for 2 500 words (Lower than recommended as the research aspect is relatively straightforward for this task)	480 minutes
<b>Reading, writing and finalising assignment</b>	3 days @ 8 hours per day	24 hours x 60 mins Exam covers the whole semester.	1 440 minutes
<b>Completing practice exam papers</b>	2 papers	2 papers x (2 hours + 1 hour review) = 6 hours	360 minutes
<b>Attending exam</b>	2 hour exam		120 minutes
<b>Total Estimated Hours of Study: (150 hours = 9000 minutes of study)</b>			<b>9 920 minutes or 160 hours</b>

Student representatives at the CEC stated that it would be useful to give lecturers an idea of how much readings to give out etc. It can also give students an idea of what is expected for them and how they could organise their time. There was discussion on possibly placing this in course guides but this idea was not completely agreed on as it was also discussed by student representatives that this table represents an ideal that all students would love to achieve but is probably a pipe dream as many of us have jobs and extra-curricular activities that we participate in outside of the classroom that take time away from the 160 hours of expected study time. Adding this in a course guide could be beneficial to student learning but it can add stress to those who can't meet this ideal.

## 2. Indigenous Cultural Competency in the ANU Legal Curriculum

Lauren Skinner, LSS VP Education is currently at ALSA and has presented the survey that Angela, Christie Gardiner (ANU Staff) and Lauren formulated together to send out to ANU law students hopefully in week 9 to ask them about their thoughts about ICC in the ANU Legal Curriculum. Lauren has told us that ALSA received this survey positively and is willing to support it.

The current survey looks like this: <https://docs.google.com/document/d/16wOVNRWXAUCwvXtFF6lAnT1w-jwXAa79SumQjNxByNU/edit>.

## Joint College of Sciences

### **College Education Meeting 5**

- **New Curriculum Management System**

There was a Q&A session about the new Curriculum Management System. From what I could garner, it is the system where course convenors get a template to upload course outlines which will now be put up on programs and courses (so not just wattle) and be made publicly available.

We think publicizing course outlines is a great idea because it allows students to make educated choices about what courses they pick. However, the execution of this new system seems quite messy. Many of the committee members expressed concern about having to have finalised assessment items up so early and potentially being chased up on it in case they have to change assessment items (for example after student feedback at the beginning of classes). There was concern about the wording of indicative assessment and the sentiment that convenors would have a “if in doubt, don’t include it,” attitude which would undermine the point of the course outline anyway. Most committee members predicted that a lot of course convenors might not fill it out. The Deputy Dean Education also has to manually approve every course. On the whole, the process seems inefficient.

- **2019 admissions (Diploma of Health and Medical Science)**

Discussion about 2019 admissions came up when talking about the new Diploma of Health and Medical Sciences. The university-wide cap on student numbers next year of 20,000 with 10,000 undergraduates and 10,000 postgraduates was brought up.

This has been known for a while but there was concern raised by committee members that the 2019 admissions is using a first in, first served basis for applications if the cap is reached for accepted applications and if we may be missing good students that apply later.

Anna stated that the effects on science will not be significant. Lilia Ferrario raised concern about whether there would be enough interest that early for the new Bachelor of Mathematical Sciences degree. Anna stated that the caps have not been put on degrees with higher entry requirements but have been put on the Bachelor of Science which has an 80 ATAR requirement and if anything is in a slight downward trend on enrolments.

Lilia Ferrario also (quite seriously) raised the concern whether maths students would meet the extra-curricular requirements because “there are maths students that are good at maths and nothing else and are quite introverted. There are some that do extremely well in our

maths program and go on to great universities but they may not do much extra-curriculars and would only do maths.” Anna Cowan assured her that this would not be the case.

There was also concern about the caps with transfers between colleges as they had to take this into consideration when figuring out if there should be a cap on Diploma’s since they will affect the cap the following year. Michael Platow argued questioned whether this would undermine the notion of flexible learning if the cap created restrictions on transfers.

It was acknowledged that 2019 would be an anomaly and that 2020 would be very different with the new admissions process.

- **Curious Minds Mentoring Opportunity**

Presentation from Australian Science Innovations executive director and program director Ruth Carr and Vanessa Kates. JCOS and CECS have agreed to support camps for year 9 and 10 girls and a presentation was given on the fact that mentoring opportunities are open. (Janet actually worked for Curious Minds and it was an incredibly powerful and transformative camp for the students, so highly recommend spreading the word). I’ve forwarded to all research school admin offices in JCOS.

- **Janet Elpsbeth Crawford Undergraduate and Postgraduate Leadership Prize**

Anna Cowan has made two \$2000 prizes for leadership in JCOS, with a preference (but not a requirement) on students who are female and are in under-represented areas of science or who have done work on gender equity.

This seems really cool. We asked Anna about both a community leadership award and a scholarship on diversity earlier on the year and it seems that they have been meshed into one with this prize. I’m not sure how much our earlier discussions were the motivation of this award as Anna goes out and just does things but I think it is a great idea. I have questions on the nomination process. We think it would be good if ANUSA reps can provide input on students who have been very involved, as this forces ANUSA JCOS reps to have an eye on the community, but a nomination process from students is probably best. I’m no longer actually particularly sure about award culture being the incentive for culture change (my views have changed over the year) but the benefits of this award will largely be positive for the community.

## **Small Group Learning**

- Attended small group teaching feedback session organised by Tess.

### **National Science Week SSAF bid**

- Met with next year's JCOS rep Jacob McMullen for SSAF bid draft as National Science Week is ineligible for SEEF next year (max two consecutive years).

**College of Business and Economics**

Victor Sukeerth Munagala and Simone Richardson

No report was received.



## **College of Asia Pacific**

**Mali Walker and Evie Sharman**

### **Curriculum committee**

Once again flagged the issue of the change from 13 week to 12 week semesters without reducing course hours from 130hrs to 120 hrs. Apparently this is a policy at the university-wide level that will be reviewed soon.

### **Diploma of languages**

Have had working group 2 and 3. Both went well with good attendance. In the last working group we brainstormed a list of demands to make to the University and the Federal Government. We are hoping to get this passed at the next SRC.

If you're interested in getting involved in this campaign, join the Organising group below:

<https://www.facebook.com/profile.php?id=1831626313592122>

### **CAPEC 6**

We were both unavailable to attend this CAPEC but were lucky to have Kai and Alison attend on our behalf.

### **Wattle Award**

Evie and I are running a Wattle Award. Read about it below! This is an award looking to reward lecturers who use their Wattle site to support learning, use technology well, or promote accessibility. We will have a student committee to judge this award based on criteria developed last year. Read about it below!

'Introducing the 2018 College of Asia and the Pacific (CAP) Wattle Awards! Have you had a course this year (semester 1 or 2) that has made outstanding use of Wattle? Now is the time to nominate that course.

This is a student-led award designed to acknowledge lecturers who put energy into ensuring their Wattle page adds value to the learning experience of the course. It may be a wattle page that made exciting use of technology, one that was exceptional in its organisation and clarity, or one that paid extra attention to accessibility. Alternatively, it may be a wattle page that you believe deserves an award for a whole range of other reasons! We want to see them!

Students in CAP courses are encouraged to nominate a course by completing the nomination form by Monday 1 October.'

### **CAP Gender Equity and Diversity Committee**

Attended this meeting which was an insightful and interesting discussion. It seems that CAP is willing to make some gains in this space and work hard to make sure structures are put in place to ensure that this is a long term initiation. We've reached out to the Women in Security FB group for their thoughts, anyone is welcome to give feedback on the direction of this committee through [sa.cap@anu.edu.au](mailto:sa.cap@anu.edu.au)

### **Monthly meeting with Jennah and Suzy**

In this meeting, we discussed the upcoming Security Review and have set up some more meetings as a result of that. We also discussed the Year in Asia program, and how its expansion across all Colleges needs support – how it's not reinventing the wheel but removing administrative burdens!

### **Year in Asia Program**

See agenda item and attachment.

### **Meeting with Nich Farrelly**

We met with Nich again in his role as acting Dean to discuss issues facing the College. As always Nich was very generous with his time and gave us a lot of insight and direction as to some of the big picture issues.

### **Budget**

Spent \$18 on Coffee from Diploma of Languages Working Group event

## Reference L

Note from Jennah Robichaud, Deputy Manager of Mobility within CAP

In early 2017, CAP embarked on a project to expand the number of ANU undergraduate degree programs that include “Year in Asia” as an optional supplementary year. Year in Asia is one of the most well established student mobility programs in the country, having run for more than 20 years to some destinations. The program is currently only available through the Bachelor of Asia Pacific Studies (Year in Asia).

Year in Asia is available as a competitive internal transfer. It adds 48 units to student’s program requirements, enabling them to undertake a year of intensive language and contextual study in their target country with guidance from a dedicated academic program convenor. Students work towards the admission requirements (5.0 GPA, intermediate language proficiency in their chosen target language, and 12 units of Asia-related contextual courses) in their base degree program, before applying via competitive process to transfer to Year in Asia. Students provide a statement of purpose and 3 partner preference institutions from our 35 Year in Asia partners across Indonesia, Thailand, Vietnam, Japan, Korea, and China. Students undertake a year (48 units) of study at their partner institution which can be a mix of language (at least 50%) and contextual studies.

CAP has undertaken consultation with each ANU College to discuss which program structures will permit a Year in Asia option in order to remove current administrative barriers that prevent eligible students from participating. Our aim is to grow the program from current numbers (15-20 students a year) to 30 students across all 8 complying degree programs by 2022. Our intention is not to have the program grow substantially in numbers – it will always be a niche program. Our intention is to make the program of the highest quality that it can be, remove current administrative barriers for those students who are interested in participating, and to make deep engagement with Asia an option for students from a wider variety of academic backgrounds at ANU.

Following the discussion at CAAC, CAP embarked on consultations to discuss how the project may work for degrees in each of the Colleges at ANU. From those consultations, it became evident that we needed to do further work to understand the offerings of our partners in the region to ensure that the program would work for students from a variety of academic backgrounds who were likely to hold more diverse academic interests. As part of that, we did a program mapping of all of our partners in the region including meetings with several partners to discuss options in more detail. The summary of this is attached here, not for distribution please J, but will give you both an idea of how we’re approaching this. We mapped whether partners would have courses from different academic disciplines that students could take alongside their language study. We’re using this information to update all of the YIA brochures in the ANU Global Programs System and so that my team will be better able to advise students from different degree programs on which of the YIA partners may be the best fit for their academic goals.

At this stage, Engineering and Law need further work to explore how it might be possible to create YIA streams for their degrees (they have external accreditation requirements that make setting this up more challenging), but we have identified Bachelors across all other colleges that are suitable for inclusion in terms of program structure, and where there are suitable international partners available.

Program proposal paperwork was circulated in early September to College's for further consultation and discussion and it is our hope to submit program proposal paperwork to the final AQAC of the year (deadline of 4 October) to enable the expanded program to be available to students from 2020.

At this stage, the following programs are being discussed for the 2020 expansion:

Bachelor of Asian Studies

Bachelor of International Security Studies

Bachelor of Arts

Bachelor of Development Studies

Bachelor of International Relations

Bachelor of Languages

Bachelor of Science

Bachelor of International Business

The expansion was originally developed in response to students disappointment that the program was not available to degree programs outside of CAP. In the current round of consultations, one question that has come up is whether there is student interest of demand among the proposed degree programs. The original proposal was discussed within ANUSA in early 2017, and we wanted to update the CRC on the progress of the initiative and once again ask for input from College reps on whether there is student support for the initiative.