



**MINUTES OF THE GENERAL MEETING OF THE SYDNEY
UNIVERSITY LAW SOCIETY INCORPORATED
ABN 49 844 560 526
20 OCTOBER 2021 6:30PM ON ZOOM**

Chair: Wendy Hu
Minute taker: Alison Chen

Meeting opened: 6:37pm

Present:

Wendy Hu	President
Sinem Kirk	Vice President (Education)
Tiana Dumonovsky	Treasurer
Alison Chen	Secretary
Felix Wood	Competitions Director
Georgia Watson	Socials Director
Sofia Mendes	Campus Director
Eden McSheffrey	Equity Officer
Mahmoud Al Rifai	Ethnocultural Officer
Arasa Hardie	Design Director
Michelle Chim	SULS Member
Cooper Gannon	SULS Member
Ben Hines	SULS Member
Dane Luo	SULS Member
Khanh Tran	SULS Member

Late:

Onor Nottle	Socials Director
Andrew Shim	SULS Member

Absent:

Sophia Semmler	Vice President (Social Justice)
Gretel Wilson	Sponsorship Director
Bru Hammer	Queer Officer



Nathan Allen

First Nations Officer

Apologies:

Cameron Jordan	Vice President (Careers)
Caroline Xu	Competitions Director
Calvin Kwong	Sports Director
Justin Lai	Publications Director
Sissi Xi Chen	International Student Officer
Nora Takriti	Women's Officer
Sarah Purvis	Marketing Director

MINUTES

1 Welcome and Apologies

The Chair welcomed attendees to the meeting and delivered an acknowledgement of country.

2 Apologies and leaves of absence

Apologies were received from Cameron Jordan, Caroline Xu, Calvin Kwong, Justin Lai, Sissi Xi Chen and Sarah Purvis.

3 Minutes of previous meeting

The minutes of the previous meeting (General Meeting, 11 August 2021) were made available [online](#) on the Society's website after the previous meeting.

Motion: That the minutes of the General Meeting held on 11 August 2021 be accepted.

Moved: Wendy Hu

Seconded: Sofia Mendes

The motion was carried unanimously with zero abstentions.

4 Business arising from the minutes

All business from the General Meeting on 11 August 2021 is to be considered at the Special General Meeting to be held later in the year. No correspondence was received from the previous meeting.

5 Motions on notice

The motions on notice were circulated to all members via email on Tuesday 5 October. The motions as proposed and as passed are included in Appendix A.



a. Amending Part 2: Definitions

Motion: To open discussion on the proposed amendment to cl xx of the Constitution

Moved: Wendy Hu

Seconded: Alison Chen

Dane asked Alison whether a vote was required to open discussion on motions and stated that in previous years, chairs of SULLS General Meetings have held that a vote is required to open discussions on motions on notice. Alison confirmed that only a mover and a seconder is necessary to open discussions on substantive motions and a vote is not required.

Wendy noted that throughout the consultation process, it was suggested that the definition be expanded and more inclusive language should be used. She noted that identity-first language rather than person-first language is generally preferred in the disability advocacy sector, but both have been included in these definitions as this is not a settled debate.

Dane noted that he had circulated a number of amendments beforehand to some members of the Executive. Regarding the definitions, he suggested four amendments (which were moved as a block) to be made to the proposed motion:

- Definition of “autonomous”: - Dane noted that the current motion defines ‘autonomous’ according to cl 5C and 5D, however these sections do not define the term. He moved the following amendment:
 - Omit: “autonomous” shall have the meaning given by sections 5C and 5D.’
 - Substitute: “autonomous positions” means Queer Officer, Women’s Officer, Ethnocultural Officer, and First Nations Officer, and Disabilities Officer.’
- Definition of “disabled member” - Dane noted that he discussed this amendment with members of the Executive as well as Andrew regarding how the definition will be used in the body of the Constitution. Dane moved the following amendment, noting that it is an all-encompassing provision and the examples inform the meaning itself, rather than merely examples in a list:
 - Omit: “disabled member” shall mean a member with long-term physical, mental, intellectual, and/or sensory impairments. For example, a member with a disability can be a blind, d/Deaf, neurodivergent member, a person with a psychosocial disability, and/or a person with a persistent chronic illness. This provision provides for an inclusive definition of Disabled Members and Members with Disabilities.’
 - Substitute: “disabled member” or “member with a disability” shall mean a member with long-term physical, mental, intellectual, and/or sensory impairments. This is inclusive of a member with a disability can be a blind, d/Deaf, neurodivergent member, a person with a psychosocial disability, and/or a person with a persistent chronic illness.’
- DSO needed to have inverted commas as it is a defined term. Dane moved the following amendment:
 - Omit ‘DSO’. Substitute “DSO”.
- Definition of member: Dane suggested removing the definition of member from clause 2 to avoid a circularity of interpretation and as the term is already defined in the Constitution. Dane moved the following amendment:



- Omit “member” shall mean a student in the Faculty of Law (whether undergraduate, postgraduate, Juris Doctor or Honours student) who applies to be and then, pursuant to Part 4, is taken to be a member of the Society.’

Andrew stated that he had initially approached Wendy and Eden with his proposal to introduce a Disabilities Officer role to the SULLS Executive and recently spoke to Dane regarding his amendments. Andrew was one of authors of the proposed motions, along with Wendy, Eden and Alison and consulted extensively with Melbourne Law Students Society,

Wendy noted that Andrew had played an instrumental role in helping develop and draft these Constitutional amendments being proposed at this General Meeting.

Motion: To amend the proposed motion to amend Part 2 of the Constitution.

Moved: Dane Luo

Seconded: Wendy Hu

The motion was carried unanimously with zero abstentions.

Motion: To amend Part 2 of the Constitution as amended.

Moved: Wendy Hu

Seconded: Andrew Shim

The motion was carried unanimously with zero abstentions.

b. Creating a Disabilities Officer appointed position

Motion: To open discussion on the proposed amendment to cl 5B of the Constitution

Moved: Wendy Hu

Seconded: Dane Luo

Wendy summarised the background statement distributed to members with the notice of meeting and provided in Appendix A. She also noted that the consulting body had consulted 13 organisations while developing these Constitutional amendments..

Andrew noted it was 14 organisations that had been consulted, including law student societies from Monash University and UTS. Australia has one of the lowest levels of disability rights out of OECD countries. Andrew stated that 45% of all discrimination claims which reach the Australian Human Rights Commissioner are disability discrimination related and that at the University of Sydney (USyd), disabled students only have a 30% satisfaction rate with their university experience. He emphasised that the SULLS Equity Officer has done a good job in their role but more could be done for disabled students, and that other universities and organisations are seeking to also implement similar changes. He also noted that SULLS has a history of advocacy for students and should make progress in this area.

Dane supported Andrew’s comments.

Motion: To amend cl 5B of the Constitution.

Moved: Wendy Hu

Seconded: Eden McSheffrey



The motion was carried unanimously with zero abstentions.

c. Amending cl 5C

Motion: To open discussion on the proposed amendment to cl 5C of the Constitution

Moved: Wendy Hu

Seconded: Eden McSheffrey

Wendy stated that the amendment to cl 5C aimed to streamline selection conditions of appointed executive members with new Part 2 definitions already accepted

Motion: To amend cl 5C of the Constitution.

Moved: Wendy Hu

Seconded: Dane Luo

The motion was carried unanimously with zero abstentions.

d. Amending cl 5D(d)

Motion: To open discussion on the proposed amendment to cl 5D of the Constitution

Moved: Alison Chen

Seconded: Wendy Hu

Alison summarised the background statement distributed to members with the notice of meeting and provided in Appendix A.

Dane noted that this clause is under consideration by the Constitutional Review Committee and moved an amendment, which retains the original reference in the Constitution to the Senior Executive and the outgoing office bearers'

Andrew believed that the selection of the Disabilities Officer should be the same as the selection process for the other appointed positions. He emphasised the need for the Disabilities Officer to be a separate role, as the Equity Officer is not necessarily someone with a disability and therefore does not necessarily represent those interests. He also encouraged attendees to read the recommendations made by the Disability Royal Commission.

Motion: To amend cl 5D(d) of the Constitution by omitting the sub-clause and substituting the following: 'For **the** autonomous positions (Queer Officer, Women's Officer, Ethnocultural Officer **and** First Nations Officer **and Disabilities Officer**), the final selection panel should comprise the Senior Executive, the office bearer from the outgoing executive (if applicable), and other members of the Executive that identify with that portfolio. **If these persons do not exist or are not available, the Executive should consult with other identifying individuals. The Executive may also consult with other identifying individuals.**

Moved: Dane Luo

Seconded: Andrew Shim

The motion was carried unanimously with zero abstentions.

Sofia asked Dane to clarify whether the amendment would mean that the Executive could consult with anyone that identified with a particular autonomous portfolio and not only someone in the



Executive. Dane noted that prior to 2013, the old clause this was strictly followed, for example, where female identifying people on the Executive would be on the final selection panel for Women's Officer and non-Executive members who identified the portfolio could be consulted. Dane foreshadowed that he would bring a motion in general business to require the Executive to review the procedure for appointed Executive members.

Motion: To amend cl 5D(d) of the Constitution as amended.

Moved: Dane Luo

Seconded: Andrew Shim

The motion was carried unanimously with zero abstentions.

e. Duties of the Vice President (Education)

Motion: To open discussion on the proposed amendment to cl 9 of the Constitution

Moved: Wendy Hu

Seconded: Dane Luo

Wendy outlined that the amendment attempts to clarify the goals of the advocacy work of the Vice President (Education) and their relationship with the autonomous office bearers and summarised the background statement distributed to members with the notice of meeting and provided in Appendix A.

Andrew shared the following resources: [Honi Soit Article 1](#), [Honi Soit Article 2](#), [Honi Soit Article 3](#). He noted that he had a meeting with Professor Susanna Scaparo (Pro Vice Chancellor (Student Life)). He emphasised that the Law Faculty has one of the lowest satisfaction rates regarding disability matters. In particular, he noted that Sydney Law School has fewer assessments that are more heavily weighted, as opposed to smaller but more frequent assessment tasks, and that this is an exception even among sandstone universities, as other universities have moved away from the model of fewer assessments that are more heavily weighted.

Andrew highlighted that the Vice President (Education) is one of the few students who sits on the faculty committees which inform the curriculum in the Law School. He noted that under the current model, vulnerable students and those going through crisis points in their lives around exam times are unfairly disadvantaged, regardless of how well they have studied during the semester. He stated that more assessment tasks with lower individual weightings and more assessable outcomes improves the morale of not only disabled students, but all students, which also helps improve student satisfaction.

Andrew also provided a list of disability law electives from UNSW, UTS, University of Melbourne and emphasised the fact that Sydney Law School is one of the only law schools that does not have a dedicated disability law elective. The closest ones are [Medical Law](#) and [Discrimination Law](#). He stated that In order for Sydney Law School to introduce a Disability Law elective, the Vice President (Education) needs to advocate for this curriculum diversification, as it is different from other electives currently offered including Health Law and will encourage students to consider practicing in this area once admitted. He noted that this amendment will not only benefit disabled students, but also benefit all students.



Dane echoed and supported Andrew's comments. He noted that in even in Sydney Law School's LAWS5111 (Anti-Discrimination Law) course, disability discrimination is not extensively covered.

Dane moved three amendments:

- Clause 9(c) - Omit "especially the autonomous office bearers (Queer Officer, Women's Officer, Ethnocultural Officer, First Nations Officer, and Disabilities Officer)". Substitute "and the autonomous positions".
- Clause 9(g) - Omit "pedagogical"
 - Dane noted that although the word is relevant in the context of the Vice President (Education)'s work, it could be used as a word of limitation in the future and believed it was best to leave the provision broad.
- Clause 9(g) - After "such", insert "as".

Motion: To amend the proposed motion to amend cl 9 of the Constitution.

Moved: Dane Luo

Seconded: Wendy Hu

The motion was carried unanimously with zero abstentions.

Motion: To amend cl 9 of the Constitution as amended.

Moved: Wendy Hu

Seconded: Eden McSheffrey

The motion was carried unanimously with zero abstentions.

f. Duties of the International Student Officer

Motion: To open discussion on the proposed amendment to cl 20(e) of the Constitution

Moved: Wendy Hu

Seconded: Alison Chen

Wendy noted that this amendment was to rectify a grammatical error.

Motion: To amend cl 20(e) of the Constitution.

Moved: Wendy Hu

Seconded: Andrew Shim

The motion was carried unanimously with zero abstentions.

g. Duties of the Equity Officer

Motion: To open discussion on the proposed amendment to cl 21 of the Constitution

Moved: Eden McSeffrey

Seconded: Andrew Shim

Eden noted that with the introduction of the Disabilities Officer role, the Equity Officer's role needs to be clarified to reflect the current duties, including addressing structural barriers and overseeing code of conduct.

Dane moved four amendments cl 21:

- Clause 21(e) - Omit paragraph (i). After "addressed", insert: ". These issues include, but are not limited to, advocacy for students and members of the Society:



- (i) Experiencing financial hardship or in need;
 - (ii) From regional Australia and other remote places;
 - (iii) Experiencing severe disruption (including the death or severe illness of a family member or friend; divorce or separation involving the member or their parents or carers; ongoing criminal or legal matters, including coronial inquiries, medical tribunals or police investigations; abuse towards a family member, friend or the member; impacts from natural disasters);
 - (iv) Experiencing extraordinary or high family or caring responsibilities (including as a parent or carer of children; carer of siblings; providing support to vulnerable family members; excessive responsibility for care of self with no family support); and
 - (v) Who are refugees or seeking asylum.”
- Clause 21(h): Omit the sub-clause and substitute: “Addressing the structural barriers of students in need when navigating university education and the legal profession, including further study; and”
 - Clause 21(i): Omit “Overseeing”. Substitute “Subject to this Constitution, overseeing”.

With regards to the amendments to cl 21(e), Dane believed the original amendment did not represent the broad and wide scope of the Equity Portfolio, and instead proposed adding the five categories of disadvantage and equity outlined in the amendment. With regards to the role of the Equity portfolio in dealing with people who are experiencing financial hardship or in need, Dane stated that the term ‘In need’ is a broad term which encompasses anyone who requires assistance with equity and that the term ‘low SES’ which was in the original amendment has been disfavoured in the literature and in population economics as it is considered offensive. Instead, the preferred term is to say someone ‘in need’. He noted that examples of what may constitute “severe disruption” and “caring responsibilities” were included to inform the interpretation of each of those provisions.

With regards to the amendment to clause 21(h), Dane favoured using wide encompassing terms such as ‘students in need’ as this does not limit the ambit of the Equity Officer’s role to those who wish to enter the legal profession. He also noted that Sydney Law School is the only university school or faculty in the University of Sydney that does not have a targeted equity scholarship for postgraduate students. He stated that the amendment to the provision would ensure a wide scope and clarify the ambit of the role to future Equity Officers.

With regards to the amendment to cl 21(i), Dane noted that there are certain existing provisions in the Constitution regarding member conduct and that the amendment was designed to ensure that the Equity Officer’s role in overseeing the Code of Conduct is consistent with those Constitutional provisions.

Andrew expressed support for Dane’s amendments and stated that the amendment was initially drafted using the term ‘low-SES’ as this is the term used by the federal Department of Education, however he recognised that this term has fallen out of favour. He noted that Regional and remote students are already encompassed by the Equity portfolio, as evidenced in SULS’ Footnotes interview with the Equity Committee. Furthermore, he stated that the University receives funding



from the government based on the number of enrolled students from regional and remote Australia, as well as First Nations and disabled students.

Eden thanked Dane for proposed amendments as he believed the amendments will clarify and improve the Equity Officer's role. He also foreshadowed Dane's motion to request the Executive Consultation regarding these terms

Motion: To amend the proposed motion to amend cl 9 of the Constitution.

Moved: Dane Luo

Seconded: Eden McSheffrey

The motion was carried unanimously with zero abstentions.

Motion: To amend cl 21 of the Constitution as amended.

Moved: Eden McSheffrey

Seconded: Dane Luo

The motion was carried unanimously with zero abstentions.

h. Duties of the Disabilities Officer

Motion: To open discussion on the proposed amendment to cl 21B of the Constitution

Moved: Wendy Hu

Seconded: Andrew Shim

Wendy summarised the background and rationale for the role of the Disabilities Officer with reference to the outline distributed to students and in Appendix A of the minutes.

Andrew noted that this clause was constructed after multiple rounds of consultation with disabled student and disability advocacy groups. Cl 21B(a) is phrased in recognition of Australia's ratification of Convention of Rights of People of a Disability (CRPD). Noted that Melbourne University Law Students Society recommended bringing it back to the CRPD as it intrinsically acknowledges that advocacy is specifically in line with public international law. The clause was initially drafted with reference to the language and structure of the Equity and International Student Officer as the Disabilities Officer will face difficult issues regarding the appropriate disclosure of information and participation of activities, similar to the issues already faced by these Executive members. Additionally, people with disabilities and international students already both need to liaise with University Departments as well as Faculty members. Students with a disability often have to liaise with members of Faculty (including Faculty Disability Liaison Officers) and the University (including Disabilities Student Officers). Andrew emphasised that the onus of advocacy and awareness raising rests with students, and disabled people report that having to self-advocate is the number 1 source of stress. Andrew believed that SULLS should ensure that alongside advocating to Faculty, SULLS internally needs to ensure that it has adequate training processes for its Executive members in areas such as competency and anti-discrimination.

Motion: To amend cl 21B of the Constitution.

Moved: Andrew Shim

Seconded: Dane Luo



The motion was carried unanimously with zero abstentions.

6 General Business

Dane proposed to move two motions, noting that there was a comprehensive Disabilities Officer consultation process but a similar process should be carried out for the Equity Officer position.

Motion:

(1) That the General Meeting directs the Executive, before the Annual General Meeting in 2022, to:

- (a) Conduct a review of the duties of the Equity Officer in cl 21 of the Constitution, particularly sub-cl (e);
- (b) Consult with members of the equity and autonomous communities; and
- (c) Propose any amendments for the consideration of the General Meeting.

Moved: Dane Luo

Seconded: Wendy Hu

The motion was carried unanimously with zero abstentions.

Dane noted that the issues in the second motion are currently being considered by the Constitutional Review Committee, comprised of Wendy Hu, Alison Chen, Felix Wood, Dane Luo and Casper Lu. In particular, he highlighted the need to ensure transparency of the appointments process and ensuring SULLS upholds its mandate to have the best people on the Executive and to select people on the basis of merit. He also raised an issue with the lack of procedure regarding unfilled appointed Executive positions, noting that there were issues in previous years where the First Nations Officer role was unfilled, and that other societies with autonomous portfolios have also had periods when those positions were unfilled.

Dane emphasised the harms of an unfilled autonomous Executive position to the dynamics of Executive in considering intersectional issues and the harm to the affected portfolio without an Executive member to spearhead initiatives, foster community and publish publications for that portfolio. He noted a suggested model is the model currently adopted by the USU, where a current Board member identifying with the portfolio also taking on the unfilled autonomous position, but recognised that there may be issues with the workload of that Executive member.

Motion:

(2) That the General Meeting directs the Executive, before the Annual General Meeting in 2022, to:

- (a) Conduct a review the appointments process of appointed members of the Executive, including the impact on the Society and the portfolio if an appointed position is unfilled;
- (b) Consult with former members of the Executive and members of the Society; and
- (c) Propose any amendments for the consideration of the General Meeting.

Moved: Dane Luo

Seconded: Wendy Hu

The motion was carried unanimously with zero abstentions.

Motion: To accept the amended SULLS Constitution giving effect to the changes above.



Moved: Wendy Hu

Seconded: Eden McSheffrey

The motion was carried unanimously with zero abstentions.

Andrew thanked Wendy, Alison and Eden for facilitating the process of introducing the Disabilities Officer. Wendy, Eden and Alison thanked Andrew for his research, consultation and work in proposing these amendments. Dane also thanked Andrew for his work, Wendy for her willingness to consider amendments and Eden and Andrew for workshopping the amendments proposed by him.

Meeting closed: 8:07pm



APPENDIX A - MOTIONS ON NOTICE

Organisations consulted: Accessible Arts, Autism Spectrum Australia ('Aspect'), Beyond Blue, Melbourne University Law Students' Society ('MULSS') (of which much of the definitions are [modelled off](#)), Roses in the Ocean, Switchboard Victoria, Sydney Arts Students Society ('SASS'), Sydney University Postgraduate Representative Association ('SUPRA'), The Domestic Violence & Assault ('DVA') Team at ACON, The International Association for Suicide Prevention ('IASP'), People with Disability Australia ('PWDA'), Your Story Disability Legal Support ('YSDLs'), USYD Centre for Disability Research and Policy ('CDRP').

1. Amending Part 2: Definitions

Background/Rationale

Recommendations from the consultation process using the [definition of disability](#) from the UN Convention on the Rights of Persons with Disabilities ('CRPD')¹ in order to affirm the Human Rights approach to disability rights and to underscore the PIL stance on disability rights. As Australia is a CRPD signatory, disability rights — in Australia's purview of international law — is a human rights issue. **1 in 6** Australians — or about **4.4 million** — are estimated to have a disability², and of those, **1 in 3** have reported experiencing discrimination on the basis of their disability, with **1 in 10** Australians with disabilities formally filing an allegation of disability discrimination. In fact, **44%** of all complaints received by the Australian Human Rights Commission are about disability discrimination³.

Recommendations also included expanding the Definitions section (as other societies have done) to define key terms such as DSO and the autonomous portfolios will not only enable an inclusive reading of who is eligible for these autonomous portfolios but also preemptively thwart any bad faith claims.

Throughout the proposed changes, Identity First Language (IFL) is preferred to Person First Language (PFL) (ie Disabled Students vs Students with Disabilities). Broadly speaking, IFL is preferred in the disability advocacy sector. However, there is no definitive consensus on this point, so at certain points the proposed changes utilise both IFL and PFL. SULS prefers IFL throughout the document, as it serves to affirm disability pride and de-stigmatise understanding disability as an element of identity. The SULS Executive considers it of high importance that students do not feel excluded by their own preference in language, and understands that linguistic preferences in this space are still developing.

Summary of the proposed changes:

- Insert the following definitions in alphabetical order:
 - "autonomous" shall have the meaning given by sections 5C and 5D.
 - "disabled member" shall mean a member with long-term physical, mental, intellectual, and/or sensory impairments, in accordance with international law and the definition of disability therein⁴. For example, a member with a disability can be a blind, d/Deaf, neurodivergent member, a person with a psychosocial disability, and/or a person with a

¹ *Convention on the Rights of Persons with Disabilities*, opened for signature on 30 March 2007, 2515 UNTS 3 (entered into force 3 May 2008) ('CRPD').

² <https://www.aihw.gov.au/reports/disability/people-with-disability-in-australia/contents/summary/>

³ <https://www.aihw.gov.au/reports/dis/73-1/people-with-disability-in-australia/contents-1/justice-and-safety/disability-discrimination/>

⁴ CRPD (n 1) art 1.



persistent chronic illness. This provision provides for an inclusive definition of Disabled Members and Members with Disabilities.

- Arising from the ongoing **Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability** (*'Disability Royal Commission'* — or *'DRC'*), recent findings regarding stigma and systemic ableism have highlighted psychosocial disabilities as a particular area of concern in Australia.
 - These findings included the statistic that only a **third** of all Australians with a psychosocial disability were employed, compared with Australians with a non-psychosocial disability — of whom almost **two-thirds** had employment⁵.
 - Discrimination and the lack of disability advocacy remain particular areas of concern regarding Australians with psychosocial disabilities⁶: wellbeing campaigns and mental health awareness alone seemed insufficient⁷, necessitating a disability-specific portfolio or instrument — such as the DRC — to address these institutionalised issues⁸.
 - For these reasons, both *CDRP* and the Disability Representatives at *MULSS* have recommended the explicit mention of 'psychosocial disabilities' within the definition and purview of a SULS Disabilities Officer.
 - DSO shall mean a Disability Support Officer employed at the Inclusion and Disability Services ("IDS") team (or equivalent administrative unit) belonging to the University of Sydney.
 - "FDLO" shall mean a Faculty Disability Liaison Officer (or equivalent administrative unit) belonging to one of the Faculties of the University of Sydney, including the Faculty of Law.
 - "First Nations member" shall mean any member who is First Nations, Indigenous, Aboriginal, and/or Torres Strait Islander. This provision provides for an inclusive definition of First Nations Members.
 - member shall mean a student in the Faculty of Law (whether undergraduate, postgraduate, Juris Doctor or Honours student) who applies to be and then, pursuant to Part 4, is taken to be a member of the Society.
 - "person of colour" shall mean any member who belongs to a non-white, Indigenous, and/or mixed-race ethnocultural background. This provision provides for an inclusive definition of People of Colour.
 - "queer member" shall mean any member who is LGBTIQ+, which includes, inter alia, lesbian, gay, bisexual, transgender, intersex, queer, genderqueer, and asexual identities. This provision provides for an inclusive definition of Queer Members.
 - "woman" shall mean any member who identifies as a woman. This provision provides for an inclusive definition of Women as Female-identifying Members.
- Change "The Bylaws" to "Bylaws"

Old Clause	New Clause
Part 2: Definitions	Part 2: Definitions

⁵ <https://www.abs.gov.au/articles/psychosocial-disability#employment/>

⁶ https://nmhccf.org.au/sites/default/files/docs/nmhccf_psychosocial_disability_booklet_web_version_27oct11.pdf

⁷ https://mhaustralia.org/sites/default/files/docs/submission_-_royal_commission_into_violence_abuse_neglect_and_exploita.pdf

⁸ <https://disability.royalcommission.gov.au/system/files/submission/ISS.001.00468.PDF>



2. In this Constitution, except where a contrary intention appears:
“ALSA” shall mean the “Australian Law Students’ Association”.
“Campus” shall mean the Camperdown Campus of the University of Sydney.
“The Bylaws” shall mean the Bylaws of the Society.

2. In this Constitution, except where a contrary intention appears:
“ALSA” shall mean the “Australian Law Students’ Association”.
~~“autonomous” shall have the meaning given by sections 5C and 5D.~~ means Queer Officer, Women’s Officer, Ethnocultural Officer, and First Nations Officer, and Disabilities Officer.
“Bylaws” shall mean the Bylaws of the Society.
“Campus” shall mean the Camperdown Campus of the University of Sydney.
~~“disabled member” shall mean a member with long-term physical, mental, intellectual, and/or sensory impairments. For example, a member with a disability can be a blind, d/Deaf, neurodivergent member, a person with a psychosocial disability, and/or a person with a persistent chronic illness. This provision provides for an inclusive definition of Disabled Members and Members with Disabilities.~~
“disabled member” or “member with a disability” shall mean a member with long-term physical, mental, intellectual, and/or sensory impairments. This is inclusive of a member with a disability can be a blind, d/Deaf, neurodivergent member, a person with a psychosocial disability, and/or a person with a persistent chronic illness.
“DSO” shall mean a Disability Support Officer employed at the Inclusion and Disability Services (“IDS”) team (or equivalent administrative unit) belonging to the University of Sydney.
“FDLO” shall mean a Faculty Disability Liaison Officer (or equivalent administrative unit) belonging to one of the Faculties of the University of Sydney, including the Faculty of Law.
“First Nations member” shall mean any member who is First Nations, Indigenous, Aboriginal, and/or Torres Strait Islander. This provision provides for an inclusive definition of First Nations Members.
~~member shall mean a student in the Faculty of Law (whether undergraduate, postgraduate,~~



	<p>Juris Doctor or Honours student) who applies to be and then, pursuant to Part 4, is taken to be a member of the Society.</p> <p>“person of colour” shall mean any member who belongs to a non-white, Indigenous, and/or mixed-race ethnocultural background. This provision provides for an inclusive definition of People of Colour.</p> <p>“queer member” shall mean any member who is LGBTQIA+, which includes, inter alia, lesbian, gay, bisexual, transgender, intersex, queer, genderqueer, and asexual identities. This provision provides for an inclusive definition of Queer Members.</p> <p>“woman” shall mean any member who identifies as a woman. This provision provides for an inclusive definition of Women as Female-identifying Members.</p> <p>*Motion amended at General Meeting</p>
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2. Creating a Disabilities Officer appointed position

Background/Rationale

Throughout the course of 2021, the SULLS Executive have received correspondence relating to issues, rights and capabilities affecting disabled students and people with disabilities within the Law School, and the legal profession at large. The individual experience of a disability can be met with varied access and inclusion barriers. Reflecting on this, and the crucial role other SULLS autonomous positions play, we propose that a new appointed position, a Disabilities Officer, be added to the SULLS Executive from 2022.

While the SULLS Equity Portfolio currently provides support to students with a disability in the form of Faculty advocacy and awareness raising, there are several reasons to favour the creation of a new portfolio. The expansion of the Equity Portfolio and associated administrative burden means that the portfolio’s focus on disability may fall short. An autonomous portfolio would significantly expand SULLS’ capacity to assess and improve the accessibility of our events, raise awareness of potential ableism facing current students and graduates, and advocate for structural reform within the University and beyond. Furthermore, the SULLS Executive believes that an autonomous office bearer will be better equipped to advocate for, and provide support to, students with a disability.

Organisations consulted: Sydney University Arts Student Society

Summary of the proposed changes:

- Insert new clause 5B(viii) “The Disabilities Officer”

Old Clause	New Clause
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<p>5B. The appointed members of the Executive shall consist of:</p> <ul style="list-style-type: none"> i. The Equity Officer; ii. The Women’s Officer; iii. The Queer Officer iv. The Design Director; v. The Marketing Director; vi. The First Nations Officer; and vii. The Ethnocultural Officer 	<p>5B. The appointed members of the Executive shall consist of:</p> <ul style="list-style-type: none"> i. The Equity Officer; ii. The Women’s Officer; iii. The Queer Officer iv. The Design Director; v. The Marketing Director; vi. The First Nations Officer; vii. The Ethnocultural Officer; and viii. The Disabilities Officer
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3. Amending s 5C

Background/Rationale

Clause 5C concerns the selection of appointed Executive members. The amendments below are intended to streamline the selection conditions with the proposed definitions above.

Summary of the proposed changes:

- Amend clause 5C by changing “seven” to “eight” and changing “these” to “the autonomous”
- Amend clause 5C(a) by changing “queer-identifying” to “queer members”
- Amend clause 5C(b) by changing “female-identifying” to “women”
- Amend clause 5C(c) by changing “First Nations students” to “First Nations members”
- Amend clause 5C(d) by changing “students who identify as persons of colour” to “members who are people of colour”
- Insert new clause 5C(e) “Only disabled members — that is, members with disabilities — may be considered for the Disabilities Officer position.”
- Re-letter clause 5C(f) and (g) and amend cross-reference in new clause 5C(g)

Old Clause	New Clause
<p>5C. The elected members of the Executive shall appoint SULS members to the seven abovementioned positions as soon as reasonably practicable after their election, following notice to all members that applications are being received for these positions as per 5D below.</p> <p>a) Only queer-identifying students may be considered for the Queer Officer’s position.</p> <p>b) Only female-identifying students may be considered for the Women’s Officer position</p> <p>c) Only First Nations students may be considered for the First Nation’s Officer position.</p> <p>d) Only students who identify as persons of colour may be considered for the Ethnocultural Officer position.</p>	<p>5C. The elected members of the Executive shall appoint SULS members to the eight abovementioned positions as soon as reasonably practicable after their election, following notice to all members that applications are being received for the autonomous positions as per 5D below.</p> <p>a) Only queer members may be considered for the Queer Officer’s position.</p> <p>b) Only women may be considered for the Women’s Officer position</p> <p>c) Only First Nations members may be considered for the First Nation’s Officer position.</p> <p>d) Only members who are people of colour may be considered for the Ethnocultural Officer position.</p>



<p>e) In the event that the elected members of the Executive deem there to be no suitable applicant for an appointed position, they may re-advertise the position as per 5D below. Appointed positions may be left unfilled at the discretion of the Executive</p> <p>f) Without limiting section 5C(e), if there is no suitable applicant for Women’s Officer, the responsibilities of Women’s Officer should be allocated to a female-identifying member of the elected executive.</p>	<p>e) Only disabled members — that is, members with disabilities — may be considered for the Disabilities Officer position.</p> <p>f) In the event that the elected members of the Executive deem there to be no suitable applicant for an appointed position, they may re-advertise the position as per 5D below. Appointed positions may be left unfilled at the discretion of the Executive</p> <p>g) Without limiting section 5C(f), if there is no suitable applicant for Women’s Officer, the responsibilities of Women’s Officer should be allocated to a female-identifying member of the elected executive.</p>
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4. Amending s 5D(d)

Background/Rationale

Clause 5D(d) concerns the selection of appointed Executive members. The amendments below are intended to streamline the selection conditions with the proposed definitions above. Additionally, as there is no definition for “Senior Executive” in the Constitution and to reflect current practice, the people to be on the mandated selection panel has been modified.

Summary of the proposed changes:

- Amend clause 5D by
 - Inserting “the” before “autonomous positions”;
 - Striking out “and” before First Nations Officer;
 - Inserting “and Disabilities Officer” after “First Nations Officer”;
 - Striking out “and other members of the Executive that identify with that portfolio.”; and
 - Replacing “If these persons do not exist or are not available, the Executive should consult with other identifying individuals.” with “The Executive may also consult with other identifying individuals.”.

Old Clause	New Clause
<p>5D</p> <p>d) For autonomous positions (Queer Officer, Women’s Officer, Ethnocultural Officer and First Nations Officer) the final selection panel should comprise the Senior Executive, the office bearer from the outgoing executive (if applicable), and other members of the Executive that identify with that portfolio. If these persons do not exist or are not available, the Executive should consult with other identifying individuals.</p>	<p>5D</p> <p>d) For the autonomous positions (Queer Officer, Women’s Officer, Ethnocultural Officer, and Disabilities Officer), the final selection panel should comprise the Senior Executive and the office bearer from the outgoing executive (if applicable) and other members of the Executive that identify with that portfolio. If these persons do not exist or are not available, the Executive should consult</p>



	<p>with other identifying individuals. The Executive may also consult with other identifying individuals.</p> <p>*Motion amended at General Meeting</p>
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5. Duties of the Vice President (Education)

Background/Rationale

The amendments to clause 9 attempt to clarify the role of both the VP Education and the autonomous office bearers, by ensuring that the voice of minority, disadvantaged, and vulnerable students is included into discussions about the curriculum and how the Faculty currently delivers content and support students.

These amendments will also help benefit internal advocacy from the SULLS Executive to Faculty to streamline communications about the concerns raised by various portfolios to Faculty. Additionally, the VP Education may not have the lived experience as a disabled person, the lived experience as a queer person, or the lived experience as a POC to accurately convey the specific concerns of those autonomous portfolios. Hence, this amendment would solve this issue by allowing the VP Education to facilitate direct lines of communication between them and the Faculty.

Summary of the proposed changes:

- Insert “especially the autonomous office bearers (Queer Officer, Women’s Officer, Ethnocultural Officer, First Nations Officer, and Disabilities Officer)” at the end of clause 9(c).
- Insert new clause 9(g) “Collaborating with the autonomous office bearers, Equity Officer and International Student Officer (ISO) to consistently communicate to the Law School the specific concerns of vulnerable and/or disadvantaged students on pedagogical matters such course design, content, and delivery; and”
- Re-letter clauses g and h accordingly.

Old Clause	New Clause
<p>9. The duties of the Vice-President (Education) shall include:</p> <p>a) Taking responsibility for matters affecting legal education;</p> <p>b) Liaising with the undergraduate and postgraduate Faculty representatives;</p> <p>c) Liaising with student members of Faculty committees;</p> <p>d) Where the Executive decides to send one or more councillors to attend ALSA conferences or council meetings, representing the interests of members of the Society at ALSA conferences or council meetings;</p>	<p>9. The duties of the Vice-President (Education) shall include:</p> <p>a) Taking responsibility for matters affecting legal education;</p> <p>b) Liaising with the undergraduate and postgraduate Faculty representatives;</p> <p>c) Liaising with student members of Faculty committees, especially the autonomous office bearers (Queer Officer, Women’s Officer, Ethnocultural Officer, First Nations Officer, and Disabilities Officer) and the autonomous positions;</p> <p>d) Where the Executive decides to send one or more councillors to attend ALSA conferences or</p>



<p>e) Liaising with the President in relation to submissions to and matters raised at ALSA conferences or council meetings;</p> <p>f) Receiving complaints, comments, submissions and recommendations from members and ensuring they are passed on to student representatives, Executive members or the relevant Sydney Law School staff member as is appropriate in each case; and</p> <p>g) Assisting the President in lobbying the Faculty and other relevant committees and organisations.</p>	<p>council meetings, representing the interests of members of the Society at ALSA conferences or council meetings;</p> <p>e) Liaising with the President in relation to submissions to and matters raised at ALSA conferences or council meetings;</p> <p>f) Receiving complaints, comments, submissions and recommendations from members and ensuring they are passed on to student representatives, Executive members, or the relevant Sydney Law School staff member as is appropriate in each case;</p> <p>g) Collaborating with the autonomous office bearers, Equity Officer and International Student Officer (ISO) to consistently communicate to the Law School the specific concerns of vulnerable and/or disadvantaged students on pedagogical matters such as course design, content, and delivery; and</p> <p>h) Assisting the President in lobbying the Faculty and other relevant committees and organisations.</p> <p><i>*Motion amended at General Meeting</i></p>
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6. Duties of the International Student Officer

Background/Rationale

This amendment is to rectify a grammatical drafting error in the Constitution.

Summary of the proposed changes:

- Insert “and” at the end of clause 20(e)

Old Clause	New Clause
<p>20. The duties of the International Student Officer shall include:</p> <p>a) Creating awareness of international students’ needs within the Law Faculty;</p> <p>b) Serving as a representative figure to International Students in the Law Faculty;</p> <p>c) Facilitating interactions between international students and domestic students through SULS programs;</p> <p>d) Working closely and liaising with the relevant Associate Dean of the Law Faculty by:</p>	<p>20. The duties of the International Student Officer shall include:</p> <p>a) Creating awareness of international students’ needs within the Law school;</p> <p>b) Serving as a representative figure to International Students in the Law school;</p> <p>c) Facilitating interactions between international students and domestic students through SULS programs;</p> <p>d) Working closely and liaising with the relevant Associate Dean of the Law school by:</p>



<p>i. Submitting an annual report to the Associate Dean on international students-related developments and proposals which are relevant to the Law Faculty; and</p> <p>ii. Providing support to the Law Faculty’s international students orientation/bridging programs</p> <p>e) Liaising with the International Student Office, International Student Support Unit and Careers Centre on behalf of SULS, with the view to improving and supporting the general welfare of international students;</p> <p>f) Facilitating the organisation of international students-related programs, events or activities.</p>	<p>i. Submitting an annual report to the Associate Dean on international students-related developments and proposals which are relevant to the Law school; and</p> <p>ii. Providing support to the Law school’s international students orientation/bridging programs</p> <p>e) Liaising with the International Student Office, International Student Support Unit and Careers Centre on behalf of SULS, with the view to improving and supporting the general welfare of international students; and</p> <p>f) Facilitating the organisation of international students-related programs, events or activities.</p>
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7. Duties of the Equity Officer

Background/Rationale

This amendment is to clarify the role of the Equity Officer, especially in light of the introduction of the Disabilities Officer role. This proposed amendment includes changing the previous reference to 'disability access' to 'student equity, socioeconomic inequity, and financial access' in order to broaden the subsection's meaning and to better reflect its current role in providing crucial financial aid. The amendments also align the language of the Constitution with syntax commonly used by government departments such as the Australian Government Department of Education, Skills and Employment and other organisations. It also ensures that both the needs of low socio-economic groups and rural and regional members are recognised and addressed by the Equity Portfolio.

Summary of the proposed changes:

- Amend clause 21(e) by striking out “disability access are addressed” and inserting student equity, socioeconomic inequity, and financial access are addressed;
- Add subclause 21(e)(i) Including, but not limited to, advocacy for students experiencing financial hardship and students from a low socio-economic background (SES), as well as students from regional and remote Australia;
- Insert new clause 21(h) “Addressing the structural barriers that could potentially affect low SES students, as well as students from regional and remote Australia when navigating the legal profession; and”
- Insert new clause 21(g) “Overseeing the various Codes of Conduct of the Society and investigating any complaints or disputes pursuant to the Society’s Bylaws.”

Old Clause	New Clause
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21. The duties of the Equity Officer shall include:

- a) Implementing and overseeing the Equity Grants policy;
- b) Fostering an atmosphere of equal opportunity, equal access and equal representation;
- c) Providing information about scholarships and grants available to law students;
- d) Providing information about Sydney University Student Support Services;
- e) Working with the Faculty to ensure that issues of disability access are addressed;
- f) Producing the Equity Handbook; and
- g) Managing the Society's Equity Textbook Loan Scheme.

21. The duties of the Equity Officer shall include:

- a) Implementing and overseeing the Equity Grants policy;
- b) Fostering an atmosphere of equal opportunity, equal access and equal representation;
- c) Providing information about scholarships and grants available to law students;
- d) Providing information about Sydney University Student Support Services;
- e) Working with the Faculty to ensure that issues of **disability access are addressed student equity, socio-economic inequity, and financial access are addressed**. These issues include, but are not limited to, advocacy for students and members of the Society:

- (i) Experiencing financial hardship or in need;
- (ii) From regional Australia and other remote places;
- (iii) Experiencing severe disruption (including the death or severe illness of a family member or friend; divorce or separation involving the member or their parents or carers; ongoing criminal or legal matters, including coronial inquiries, medical tribunals or police investigations; abuse towards a family member, friend or the member; impacts from natural disasters);
- (iv) Experiencing extraordinary or high family or caring responsibilities (including as a parent or carer of children; carer of siblings; providing support to vulnerable family members; excessive responsibility for care of self with no family support); and
- (v) Who are refugees or seeking asylum.

i) Including, but not limited to, advocacy for students experiencing financial hardship and students from a low socio-economic background (SES), as well as students from regional and remote Australia;



	<p>f) Producing the Equity Handbook; g) Managing the Society's Equity Textbook Loan Scheme; h) Addressing the structural barriers that could potentially affect low SES students, as well as students from regional and remote Australia when navigating the legal profession; and Addressing the structural barriers of students in need when navigating university education and the legal profession, including further study; and i) Subject to this Constitution, overseeing Overseeing the various Codes of Conduct of the Society and investigating any complaints or disputes pursuant to the Society's Bylaws. *Motion amended at General Meeting</p>
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8. Duties of the Disabilities Officer

Background/Rationale

The duties of the proposed Disabilities Officer are framed in affirmation of the Social and Human Rights Models of Disability. In order for disabled members and students with disabilities to fully participate, the physical, attitudinal, communication and social environments must be suitably adapted. SULS recognises the sensitive and personal nature of disability, and is committed to respecting the privacy and confidentiality of students. This role is to be created with these objects in mind.

- The role will share some similarities with the current duties of the Equity Officer, International Officer, Women's Officer, Queer Officer, Ethnocultural Officer and First Nation's Officer.
- Dedicated position of support and advocacy-stemmed directives that provides an approachable point of contact between disabled students and the Law School, SULS and the Law Faculty.
- Create awareness of disabled students' rights and capabilities within the Law School via the dissemination of information congruent to the UN Convention on the Rights of Persons with Disabilities ('CRPD') and its espousal of not only the Social Model of Disability but also the Human Rights Model of Disability.
- Serve as a representative figure for disabled members, with synergic recognition that every member's disability, lived experience, attitudes and any specific concerns are unique, and to organise disability-related programs, events or activities that further foster this and the abovementioned awareness.
- Address the potential ableism facing current students and graduates within the Law School; and when entering the legal profession.
- Advocate for the accessibility requirements of disabled members at both SULS activities and Faculty-organised activities so that disabled students may always fully participate.
- Additionally, liaise with not only the University's Disability Services (with which disabled students must register in order to be eligible for "reasonable accommodations") but also with disability-involved departments at the University of Sydney ('USYD') (including the relevant



departments within the Office of the Pro Vice-Chancellor) on behalf of SULS, with the view of improving and supporting the general welfare of disabled students.

- Similar to existing portfolios, events and initiatives may vary year upon year in accordance with the ideas and interests of the appointed Disabilities Officer.

Summary of the proposed changes:

- Add new clause 21B as detailed below

Old clause	New Clause
No previous clause	<p>21B. The duties of the Disabilities Officer shall include:</p> <p>a) Raising awareness of disabled students’ rights and capabilities within the Law School by:</p> <p style="padding-left: 40px;">i. Disseminating information congruent to the UN Convention on the Rights of Persons with Disabilities (‘CRPD’) and its espousal of the Social and Human Rights Models of Disability; and</p> <p style="padding-left: 40px;">ii. Organising disability-related programs, events and/or activities;</p> <p>b) Serving as a representative figure for disabled members;</p> <p>c) Addressing the potential ableism facing current students and graduates;</p> <p>d) Advocating for the accessibility requirements of disabled members at both SULS activities and Faculty-organised activities so that disabled students can fully participate;</p> <p>e) Liaising with FDLOs and the relevant Associate Deans of the Law School, which includes working on disability-related developments and proposals which are relevant to the Law School; and</p> <p>f) Liaising with the DSOs and disability-involved departments at the University of Sydney (including the relevant departments within the Office of the Pro Vice-Chancellor) on behalf of SULS, with the view to improving and supporting the general welfare of disabled students.</p>