



AGENDA – College Representative Council (CRC) 6 2021

Wednesday, 29 September 2021
Zoom – 6:15pm

Item 1: Meeting Open and Apologies

- 1.1 Acknowledgement of Country
- 1.2 Apologies
- 1.3 Passing of previous meetings minutes (CRC 5 2021)

Item 2: Executive Reports

- 2.1 President's Report (M. Janagaraja) [Reference A]
- 2.2 Vice President's Report (C. Flynn) [Reference B]
- 2.3 General Secretary's Report (M. Malone) [Reference C]

Item 3: College Representative Reports

- 3.1 College of Engineering and Computer Science [Reference D]
- 3.2 College of Arts and Social Sciences [Reference E]
- 3.3 College of Law [Reference F]
- 3.4 College of Sciences, Health and Medicine [Reference G]
- 3.5 College of Business and Economics [Reference H]
- 3.6 College of Asia Pacific [Reference I]

Item 4: Discussion Items

Item: 5: Other Business

Item 6: Meeting Close

Expected close of meeting 7.00pm

Reference A

Reference B

Reference C

Refer to General Secretary's SRC 6 report.

Reference D

College of Engineering and Computer Science Representative Reports

Education Matters sessions:

- The CECS ADE has launched “Education Matters”, a regular meeting where academics, professional staff, and students can meet to discuss ways of improving student and staff experiences within the College. During lockdown, this has been moved online from 9-10am every Friday.

Join Zoom Meeting

<https://anu.zoom.us/j/88641270633?pwd=ZU9paE1nUzJ0SU90c1krRnBJMWpGUT0>

9

Meeting ID: 886 4127 0633

Password: 070639

- Sandy attended the last session on 24th of September, themed around Academic Integrity. It was a productive session but would really benefit from a wider student voice. This week's session (1st October) is on remote learning! If you have thoughts and opinions on themes but are unable to attend, feel free to email us at sa.cecs@anu.edu.au or directly to the ADE at assoc.dean.edu.cecs@anu.edu.au

Committee Meetings:

- On the 7th of September, Sophie and Sandy were both in attendance for the School of Engineering Curriculum Development Committee.
- On the 8th of September, Sophie and Sandy were both in attendance for the School of Computing Curriculum Development Committee.
- We welcome Prof Steve Blackburn into the chair position of this committee in their role as interim Associate Director of Education for the School of Computing.
- On the 16th of September, Sandy attended the CECS Education Committee.
- The committee saw special presentations from external bodies regarding the University wide work in Academic Integrity, and the unique space CECS is in in terms of methods of committing and detecting misconduct.

College Staff Changes:

- Last week it was announced that Professor Elanor Huntington will be stepping down as Dean of CECS in early October, and Professor Nick Birbilis would be appointed Interim Dean of CECS.

Mid-semester/lockdown/everything else that is going on:

- There's been a lot going on, aye. We hope all students are taking care, and seeking help if needed. Please note that the CECS ADE has reiterated a philosophy of kindness and empathy towards students during this time. If students are having difficulties with convenors with regards to extensions, documentation, special considerations, please reach out to us via email at sa.cecs@anu.edu.au.

Reference E

CASS Representative Report CRC 6 - Yasmin Kirk and Aryanne Caminsci

Executive Summary:

1. CASS CEC 5
2. Courses with issues
3. CASS transfer credits
4. Canberra and COVID

1. CASS CEC 5

€ CRS/CRN

- ∅ CRN doesn't count towards your fail rate, which courses often monitor and if it gets too high can see you getting put on academic probation or excluded from your degree. If you are worried about reaching that threshold, CRN is a good option.
- ∅ There is the additional concern for some regarding how other higher level institutions will interpret them, but that goes for our usual marking scheme anyway. (i.e. some other universities may convert your HDs below 85 into Ds.)

€ Academic integrity online module

- ∅ Discussion on how to make this mandated for all future students.

€ Online feedback forms on all Wattle pages

- ∅ These have been added this semester for all CASS courses. They are on the right side of the Wattle page in the admin column. By clicking on this, students are taken to a general form where they are asked what course they are leaving feedback for, and then given space to write their comment.
- ∅ Please note for this one that the process is confidential meaning that students' details are recorded (just as with SELT) but they are not given out to course convenors. They are only accessible by the uni if the comment suggests the student is in danger, or if the comment is derogatory or otherwise personally charged. Keep it respectful and any criticisms will be passed fine!

2. CASS Courses with Issues

€ GEND2023 Gender, Sex and Sexuality: An Introduction to Feminist Theory

- ∅ There have been readings that are transphobic and otherwise bigoted assigned for the class. The lack of guided critical discussion around these issues have led to outdated and offensive language being used by students and teachers, particularly towards the transgender community.
- ∅ This course is compulsory for the Gender, Sexuality and Culture Major so students are feeling trapped in needing to do this course.
- ∅ I have been working with the ANU Queer Department to bring this issue up with the head of the School of Literature, Languages and Linguistics.

3. CASS Transfer Credits

- € A student reached out regarding a CASS breach of conduct on an ongoing basis. CASS failed to inform this student of their successful credit transfer application on

three separate occasions since 2018, resulting in their degree program being extended by 6 months. This is in contradiction with CASS policy.

- € A letter of appeal has been drafted, which includes avenues for recourse in addition to a specific and measurable way in which CASS has not followed their policy.

4. Canberra and COVID

- € I've only had a couple of complaints since the lockdown started which suggests that our CASS course convenors have been successful in their shift to online. If this is very wrong, remember to email us at sa.cass@anu.edu.au so we can make sure your issues are being heard.
- € I'd lastly like to reiterate that any CASS students experiencing difficulty in the current outbreak should reach out for support. If you are having difficulty completing coursework or attending class at this time, let your course convenors or tutors know, and I'm here to provide any back-up you might need! Also you only need a personal statement for an initial extension at the moment, so no need to stress about applying for one.

Reference F

College of Law Representatives' Report

Lily Henke and Isabel Marsh

CRC 6 - 29/09/2021

Summary

1. Introduction

2. CRS/CRN Grades and Honours Calculations

3. LAWS4319 Concerns

4. Mid-Sem Exams

1. Introduction

We have had a busy period since presenting our report at CRC 5, but have continued to meet with staff from CoL Student Administration Services to receive updates. The College staff has provided us with much of the information we will share below and has given us ample opportunity to raise student concerns.

2. CRS/CRN Grades and Honours Calculation

Recently, we have responded to a number of concerns from students regarding changes to the College of Law's policy on the use of CRS/CRN grades for Honours calculations. We have received substantial assistance from Vice President, Christian in communicating with the College, and the University more broadly, to clarify this policy. Thank you, Christian for all of your hard work and support!

We understand that last week the College of Law circulated communications which stated that for courses in 2020/2021 that law students used CRS/CRN for, the underlying grade would be used to calculate Honours. This was in contradiction to communications produced in 2020.

We are now able to confirm that for students enrolled in LLB (Honours) that used CRS/CRN for law courses in 2020, the underlying grade you received for those courses will not be used for your Honours calculation. That means very explicitly that the **policy of including grades from CRS/CRN subjects in Honours calculation will not be applied retrospectively for 2020 grades**. An email will be going out next week from the College of Law to confirm this.

For 2021, the new change will apply. This means that if a law student uses CRS/CRN for an undergraduate Law course, there are three major effects:

- Your GPA will not be affected by the underlying grade
- Your academic transcript will not show the underlying grade
- Your Honours calculation will include the underlying grade

We understand that this new policy of including CRS/CRN in Honours calculation might be distressing or concerning for many students, considering their personal circumstances. In the first instance, we would recommend going to <https://law.anu.edu.au/student-administration-services> and meeting with a CoL advisor who can explain how CRS/CRN, exchanges etc. will affect your degree path (press "Book an Appointment" to find the link).

If students find that unhelpful or have circumstances that they find particularly confusing, then we recommend they contact us at sa.col@anu.edu.au or Christian at sa.vicepres@anu.edu.au and we can put them in touch with either ANU or ANUSA services that can assist further depending on the circumstances.

3. LAWS4319 Concerns

We were recently notified via Facebook of concerns regarding unfair and potentially discriminatory marking of a *LAWS4319 - Rhetoric: The Art of Persuasion in the Ancient and Modern Worlds* assessment. We have encouraged affected students to reach out to us via email and are in the process of collating these responses. We intend to advocate that the College takes these complaints seriously and investigates the equity of this course. We are aware that there is a similar assessment task for this course later in the semester, and it is our intention to prevent similar problems from occurring later in the year.

We will keep students updated as we hear back from the College and garner a better understanding of how these issues are being addressed.

We note that some students have successfully resolved concerns relating to this assessment by contacting the course convenor directly. We would encourage those that feel comfortable doing so to contact the course convenor in the first instance. Should students wish for us to communicate on their behalf, please email us at sa.col@anu.edu.au. We are also more than happy to relay concerns confidentially and maintain students' anonymity.

Should students wish to appeal their grade, the ANUSA Assistance Officers are a great first port of call. They are contactable at sa.assistance@anu.edu.au

4. Mid-Sem Exams

With most mid-semester examinations and assessment tasks now complete, we'd like to say a huge congratulations to all students for their efforts thus far this Semester. It's been a particularly challenging year, so please take time to look after yourselves, and reach out if you need support.

Reference G

CRC 6 JCOS Report

ANUSA Science Representatives: Sai Campbell & Metta Chalapati

24th September 2021

1. College Education Committee Meeting September 20th 2021

Sai attended the College Education Committee meeting on 20th September 2021. We thanked the committee members for the recent accommodations for students in response to the extended lockdown in the ACT and wider Australia. Students have benefited from more lenient extensions and support that has been extended by course convenors. We also communicated that students will likely continue to struggle as they are hit with lockdown fatigue and exams edge closer. The ADE also wanted to communicate that convenors would also be struggling and feel the effects of lockdown fatigue and as such, compassion and patience is appreciated from both sides.

We also praised the introduction of the extension portal for JCOS which was a fortuitously inclusion for Semester 2 and has likely alleviated some stress for students who have required extra support during the lockdowns.

We also raised interest in investigating the value of a staff-academic mentoring program. We have a personal interest in improving support for students from traditionally underrepresented backgrounds in JCOS including, but not limited to, CALD, low-SES and female-identifying. We clarified that we wanted to gain feedback from staff who would have experience and potentially data on how such programs have historically fared. There is significant evidence to show that mentoring for underrepresented groups has significant positive effects for such students. We were kindly directed by A/Prof Elizabeth Rieger to get in touch as it was mentioned that a recently approved orientation policy for new students might cover some aspects of this discussion. Following the meeting, we did contact A/Prof Rieger who advised us to communicate with ANU Engagement and Success. We aim to further investigate this policy and see where our proposal might fit into the current programs here at the university.

Another concern that was also raised at the CEC was the new exam timetable which currently has exams scheduled outside of business hours. This was of some concern to the committee as students with Education Access Plans (EAPs) would potentially be sitting exams until very late which puts pressure on staff to be awake until potentially 11pm to assist students. This decision was apparently not communicated to staff. Furthermore, IT support would not be available during these hours which further burdens staff. It was, however, acknowledged that IT support is typically not suitably responsive during exams that are held inside business hours which have caused distress for students. We have been asked to inquire with ANUSA as to whether similar concerns are shared and being investigated.

It was also raised in the committee meeting the emphasis of research-led teaching in the ANU 2025 plan.

2. Student-Academic Mentoring Program Proposal

One of our election policy aims was to evaluate and then investigate how we could improve the experience and accessibility of JCOS and the ANU more broadly for students from underrepresented backgrounds. This includes, but is not limited to, students that identify as low-SES, culturally and linguistically diverse, first-generation, and more.

We believe that an intersectional approach to this issue is critical to meaningfully improving the experiences of students and fostering a representative student culture here at the university. We firstly examined data on student demographics to examine the makeup of the current student body. Whilst there was a relative dearth of data on CALD students, we discovered several in-depth investigations on the proportion of low-SES students across Australian universities. It was found that approximately 4% of ANU students may be categorized as low-SES compared to a Group of 8 average of 10% and a national average of 16%.^[1] A more comprehensive analysis that we conducted is available in Woroni Edition Five 2021.^[2]

In collaboration with Youth Leading in STEM, Sai also conducted a preliminary literature review of factors that impede individuals identifying as coming from underrepresented backgrounds from attending university and what impact their identity might have on their experiences in the tertiary education system. This study found that, largely, a lack of financial and cultural capital were critical factors that determined the accessibility and experience of such students at elite institutions such as the ANU.^[3] For a more detailed breakdown of this review, please email youthleadinginstem@anu.edu.au.

In response to informal feedback from ANU VC Brian Schmidt (yes I really am going to cite a tweet), we decided to focus on examining programs in place that provide support students from underrepresented backgrounds from the onset for their journey in the tertiary education system.^[4]

As previously mentioned, Sai voiced the idea of a student-academic mentoring program that might target students from underrepresented backgrounds to address gaps in 'social capital' that might make it difficult for such students to navigate university and academic life. We are aware of several wonderful and impactful peer-to-peer mentoring program but wanted to investigate the value of a program that pairs students with an academic mentor rather than a peer.

In response to feedback from the College Education Committee, Sai contacted the Director of University Experience, Dr. James Brann and was kindly directed to ANU Engagement and Success. On September 27th 2021, Sai met with various staff members and academics to examine how this might fit within the current Orientation and Transition Framework that was recently approved. We have heard that there has been a reasonable amount of enthusiasm for this program in recent years from the university executive. We will be conducting more research and evaluating the effectiveness of other mentoring programs that have existed here at the university between staff and students. Sai will be drafting a proposal which we hope to present to staff and the university executive by November 2021. If successful, we intend to run a pilot program in February 2022 that will target first year students. If anyone reading this is interested in helping formulate the proposal, please do get in touch through sai.campbell@anu.edu.au. We would also love to run an inter-college mentoring program and would greatly value feedback from the other college representatives as to what value this might have for their respective colleges.

3. **Examining the accessibility of undergraduate research opportunities outside of specialized degree programs**

Undergraduate research is a rewarding experience for many students here at ANU and provides a unique opportunity to develop skills that are difficult to obtain in a typical classroom environment. It was brought to our attention that accessing and receiving support during undergraduate research projects appears to be difficult for students outside of programs such as the Bachelor of Philosophy. In collaboration with the ANU Undergraduate Research Society, we formed a working group that conducted an investigation into the current experiences of students and the barriers that they might face. We conducted a survey and interviewed a number of students about their experiences. For a detailed background of our findings, please email urs@anu.edu.au. Summarily, we found that certain language and administrative hurdles on ANU websites might appear to preference certain groups of students. The working group is still in the process of addressing these concerns and will report back at the next CRC.

4. **ADE/TERLG Forum 2**

Metta and Sai attended the second ADE/TERLG Forum on 14th September 2021.

Dr. Maryanne Dever outlined the National Priorities and Industry Linkage Fund (NPILF) framework submitted by the ANU. In particular, work surrounding the ANU employability framework looks at increasing opportunities for students through, for example, building closer relationships with industries and employers. Student representatives noted the importance of consulting with diverse student groups in this process, given the magnitude of the scope of this learning and teaching investment.

Benchmarking of key areas of Technology Enhanced Learning at the university has also been completed. Most notably, we raised the issue of the paucity of training for IT services across colleges for students. Information from these benchmarks will be used to inform the development of the TEL Framework.

5. **National Science Week**

National Science Week has unfortunately been severely affected by the current COVID lockdown situation in Canberra. Many events have been moved online or postponed. We do not expect this to impact our funding, however, we are required to seek permission to use the funds to run events outside of the designated time period.

More details about these events can be found here: <https://www.scienceweek.net.au/>

We do still have access to a substantial amount of funds which have carried over from the previous year. Our preference is to use the funds to run in-person events however it is unclear when the current lockdown might end. We may have to carry over funds to next year as well for the future JCOS representatives to use.

6. **Current Financial Position**

The JCOS College reps currently sit with a surplus of \$2170.

The following table excludes the funding provided by the College Representative Budget.

Line Item	Credit	Debit
ACT National Science Week Grant 2020	925	
ACT National Science Week Grant 2021	1045	
Science Society Leaders Lunch		300
ANUSA College Rep Pool	1000	
Donation to Student Assistance Fund		500
Net position		2170

^[1] Koshy, P. (2019). *Equity Student Participation in Australian Higher Education: 2013 – 2018*. National Centre for Student Equity in Higher Education (NCSEHE), Perth: Curtin University.

^[2] Campbell, S. Braithwaite, A.K. (2021) *Who Gets to Come to ANU? Woroni*. https://issuu.com/woroni/docs/woroni_ed_5_full/s/13391388

^[3] Lamb, S. Jackson, J. Walstab, A & Huo, S (2015). Educational opportunity in Australia 2015: Who succeeds and who misses out, Centre for International Research on Education Systems, for the Mitchell Institute, Melbourne: Mitchell Institute.

^[4] Schmidt, B. Accessed via Twitter. <https://twitter.com/cosmicpinot/status/1439461812555055107?s=20>

Reference H

ANUSA CBE Representative Report for CRC 6

Summary

1. CBE Education Committee 07/2021
2. Following up on student concerns

1. CBE Education Committee 07/2021 (30 August)

We attended CBE Education Committee 07/2021 on 30/08/2021. The most important items raised in the meeting are presented below:

- Online exams

Pro Vice-Chancellor (Education & Digital), Professor Maryanne Dever joined the CBE Education Committee and discussed upcoming projects across the Academic and Education Digital Portfolio. Professor Dever noted the creation of the Exam Working Party, established to address the issues that face course convenors and subsequently the students. In particular, the exam timetabling to accommodate for international students was emphasised and the option for late afternoon exam sessions was mentioned.

- Flexibility from the CBE faculty

Committee members were informed that CBE would increase flexibility for student assessments for the rest of the semester. The requirements for medical documentation have been relaxed for those unable to obtain them and convenors have also been informed to have special consideration for Senior Residents who are under additional stress.

2. Following up on student concerns

We have been following up on a steady flow of student concerns since CRC 5. These include issues with transitioning to online learning in ECON2091 and ECHI3009, and assessment and course delivery in EMET1001. CBE is investigating these concerns and preliminary progress has already been made. CBE Director of Student and Learning, Dr Jenni Bettman, has informed us that the college is overwhelmed with student concerns but is making steady progress.

Reference I

CRC 1 Report
ANUSA CAP Representatives
Meg Billson & Andre Kwok

Table of Contents:

1. CAPEC MEETINGS [INSERT NUMBER] and Student Centre
2. Student Concerns
3. Consult Hours
4. Social Media
5. CAP Language Expo
6. Expenditure

1. CAPEC Meetings

In our most recent meetings with the CAP student Centre, we have been given a few updates. Firstly, while in Semester 1 2021 course convenors were given the option of whether to host in-person tutorials or not. No college-wide surveys were done and so both the student centre and course convenors were unsure about how many students would be on campus for the first semester (especially due to the five-day lockdown in Melbourne). Many CAP course Convenors were cautious about offering in-person tutorials (particularly in the school of Culture History and Language). While having not formalised the idea yet, the CAP Student Centre is considering mandating that Convenors must offer at least one in-person tutorial per semester. They are also encouraging convenors of language courses to offer additional in-person activities. Methods of hybrid learning were also discussed. The Coral Bell school has decided to offer both in-person and online tutorials while the other schools have chosen a hybrid learning approach. However, funding for the technology upgrades needed and decreased room capacities have been raised as potential issues with expanding the 'hybrid learning model' in CAP courses.

2. Student Inquiries:

We have had several enquiries in the last month. In particular, students who are studying online from outside Australia have asked about whether the 10% participation mark can be waived due to differing time-zones. This has been passed on to the CAP student Centre. We have also received feedback from students that several convenors are recording lectures on just a standard MP4 file as opposed to Echo360 which features automated transcript. We are in the process of following this up with the Associate Dean of Student Experience.

3. Consult Hours

We are organising weekly drop-in consultation hour at Marie Reay. We hope that this is a good opportunity for students to chat about their experience and discuss any issues that need to be addressed. We are currently looking at Tuesdays 12pm – 1pm.

4. Social Media

We have actively engaged with social media channels that span CAP including CAP faculty and student societies. Our Facebook analytics data showed consistent clicks and a solid increase in terms of social media tractions. We plan to continue an active social media presence through co-hosting events and cross-posting content.

5. CAP Language Expo

The CAP language expo was a great success. We would like to thank the ANU Society for the United Nations, ANU College of Asia and the Pacific Students' Society, ANU ASEAN, ANU Japan Club, ANU Za Kabuki, ANU Association for Defence and Security Studies, ANU Korean Pop Culture Club, ANU History Society, Australia Indonesia Youth Association and ANU Careers for coming to the event.

This was the first time CAP language convenors and student societies were brought together for a single event during O-Week. Students appreciated the opportunity to ask questions about language courses and proficiency tests in person while also being able to talk to students who have studied languages in CAP signing up for student societies. It was a positive community building event and we also had the chance to introduce ourselves to the broader CAP community.

The CAP Student Centre have expressed a desire to organise a similar event in 2022.

6. No expenditure to report.