



AGENDA – College Representative Council (CRC) 1 2020

Wednesday, 10 March 2021

Zoom – 6:15pm

<https://anu.zoom.us/j/86425562594?pwd=ZFAweTgrTIVUMHZPMUgwdDRNYjIDdz09>

Meeting ID: 864 2556 2594

Password: 315831

Item 1: Meeting Open and Apologies

- 1.1 Acknowledgement of Country
- 1.2 Apologies
- 1.3 Passing of previous meetings minutes (CRC 8 2020)

Item 2: Executive Reports

Motion: To suspend the standing orders.

Mover: Madhu

Outcome: passes

2.1 President's Report (M. Janagaraja) [Reference A]

- SPA didn't end up going ahead so work is now happening to try and figure out a 3 year agreement
- DVC is now happy to coordinate some more Winter and Autumn courses provided that a list is given to them of the courses that students would want

Q (Aryanne): How would we decide what courses would go on the list to be given to the DVC?

A: A lot of things will need to be negotiated within the College. This would just be a provisional assessment of what courses have been popular in the past (whether this be through a form, College Reps or by past enrolments).

2.2 Vice President's Report (C. Flynn) [Reference B]

- Refer mainly to the SRC report
- Some of the work done by Taylor on ACQUAC last year has panned out well – CECS things have turned out better than hoped and many unsuitable propositions didn't get voted through
- Course Rep induction happening next Monday, 6.30pm (in person and online)
 - o Some information will be handed out as follow up to improve accessibility

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]

- Sandy spoke to the report
- Waiting on turnover for Associate Director of Education for the College
- Disestablishment of the Software Engineering program
- Issues with staff cuts and the plagiarism policy but this has all subsided
- Looking into collaboration between CECS focused societies

3.2 College of Arts and Social Sciences [Reference E]

- Yasmin addressed that there were proposal for making a CASS related video where students talk to academics about where their research influences the world and handing out VISA cash prizes
- CASS College Education committee – mandatory automated transcription
 - o Felt that this would be a good accessibility addition
- Student survey working group – SELT reviews have become confidential which means that details of responders can be accessed by higher up staff (for mental health or security concerns)
- International Relations Theory wasn't run this year but other options were given
- BPPE has an overall issue with course availability but some substitutability has been offered

- POLS1002 – had a cap on attendance and lectures won't be uploaded immediately
 - o This has been fixed now by removing the cap on live Zoom lectures

Q (Sai):

A: The course convenors/teachers would never have access to individual SELT responses.

3.3 College of Law [Reference F]

- Some concerns about the recording of COL lectures/teaching content
 - o Policy is now that all things should be recorded
 - o Please flag with the reps if course content isn't being recorded
 - o Arguing in favour of this policy being maintained beyond COVID period
- Plans to increase the number of on campus tutorials, provided that the pandemic subsides
- Specialisations now being introduced

3.4 College of Sciences, Health and Medicine [Reference G]

- Sai spoke to the report and introduced Metta
- Addressed some carry over issues from her term last year
- Main issue has been the college's response to financial trouble
 - o Wanted to cut many important staff who had a key role in supporting undergrads
 - o A letter was written to oppose the cuts but it was not well received
- Starting to plan National Science Week
- Organising a lunch next week for all of the Presidents of the science related societies to build connections and get a grasp on the diverse range of issues amongst the different disciplines
 - o This will be cohosted with the CECS reps

3.5 College of Business and Economics [Reference H] (not currently provided)

- Riley spoke to the report
- Met with the Director of Student Learning and Experience and Associate Dean to discuss issues with CBE and so far have been very constructive
- Common issue areas:
 - o CBE lecturers have been uploading MP4 files which has issues for accessibility and automated transcripts
 - o Remote learning students have only had recorded content and no tutorial content. They have a drop in session which isn't the same as a tutorial
 - CBE hasn't given a great response to this issue but working to resolve it
 - o CBE is looking at doing multiple choice exams in future on bring your own computers which raises considerable equity issues
 - Won't happen this Semester

3.6 College of Asia Pacific [Reference I]

- Andrew spoke to the report
- Meg has been attending CAP meetings and Andre has been addressing student engagement
- Following up on the Echo360 issues, similarly to CBE, mp4 files have been uploaded raising accessibility issues
- Exploring the feasibility of alternative participation options for students in different timezones
- Meg and Andre will be running a weekly drop in session with a Zoom option
- CAP Language Expo – students societies came together and it was a wonderful community building exercise
 - o Feedback form showed that societies and the CAP faculty were keen to collaborate more
 - o Aim is to run more events like this
- CAPEC meetings – discussion about online vs in person tutorials
 - o Different schools have had different approaches – eg: Coral Bell has done online and in person while other schools have done hybrid tuts
 - o CAP is struggling to find rooms that have the tech for this model

Motion: To pass the reports.

Mover: Andre

Secunder: Aryanne

Outcome: Passes

Item 4: Discussion Items

4.1 Staffing and funding cuts

- Madhu - A lot of discussion has been about TeachUp plans and trying to facilitate the staffing and funding cuts to make sure it affects students as little as possible
- Christian – A lot of these things are currently coming through AQUAC
 - o Many courses are established and disestablished but some of these courses are really important
 - o Asked that if the College Reps are hearing things about courses being phased out, they contact himself or Madhu so that they can be raised at the relevant committees and as high as Academic Board
 - o Very unclear what things will be cut so this will be an important tool for lessening the impact of course cuts
- Madhu – Maddie will be a good person to contact about running campaigns about particular cuts
 - o Important to keep in mind that there was a bit of information fatigue about the cuts
- Aryanne – asked whether there was any level of historic document or indication of handovers

- Never received one and hard to get in contact with old reps
- Madhu – noted that we don't have an established system for this
- Meg – highlighted that she's working on a Sharepoint for sharing this kind of thing
- Sai – contacted older reps to get handovers eg: In 2020, she had one from 2017.

Item: 5: Other Business

5.2 Confirming the appointment of the JCOS Rep

Motion: That the CRC confirms the appoint of Metta Chalapati as the second JCOS College Representative.

Mover: Christian

Seconder: Sai

Outcome: Passes

5.3 Winter and Autumn Courses

- Madhu – suggested creating a spreadsheet for each College and compiling lists. Comms Officer will be brought in to assist in the media/graphics for this
- Aryanne – do we have any final list of when Winter courses will be coming out?
 - Madhu – hoping to submit the list by mid-April to get a list back by May.

5.4 Remote Learning Experience

- Sandy – does the ANU have any policy or guidelines about the remote learning experience that colleges have to follow?
 - Madhu – they aren't allowed to deliver old content and they have to put remote students on an equal footing.
 - Sandy – asked about whether there was any formal policy they could point to in questioning a course convenor about using old lectures.
 - Madhu – suggested going to the Dean but also said she would have a hunt.
- Meg – is there a policy on not doing tutorials? Eg: an introductory course only offering 5 questions for the Semester as participation
 - Christian – believed that there was some requirement for interactive learning in a remote environment. Wasn't sure whether this kind of approach was within this framework but said that he would follow up on that.
 - Madhu – each course is meant to give students the opportunity to ask questions and get feedback and it might be hard to facilitate this in that particular format.
- Madhu – increase in academic misconduct cases in a remote learning environment. Recommended that if any such cases pop up, they should email sa.assistance@anu.edu.au to be assisted in building a case.

- Should also note that late withdrawal may be important given everything going on in the world – can be applied for up to 12 months after the course (or even later if requisite documentation could be supplied)
 - Could be a good point of recommendation for those who perhaps were not able to access CRS/CRN

5.5 CRS/CRN

- Madhu – has been particularly relevant for international students.
- Aryanne – said that a few people have been particularly passionate about this.
 - Said that the view had been that if your course didn't have an in person component you should be able to access it
- Andre – said he supported it if it could be done again.
 - What would CRS look like in relation to courses with grade average requirements or for Honours etc.?
 - Madhu – Lily and Isabel might have more information but said that her understanding was that some courses might stipulate a max number of CRSs that can be used. Raw marks would also still be available for use in calculation.
 - Lily – if you're seeking First Class Honours etc. You have the option to discount 4 courses which could include CRS/CRN marks but beyond this, those marks would have to start counting. Said that this is relevant in considering whether we extend it – need to consider options for extending it (especially for international students) in ways that don't compromise the requirements that people need for their Honours.
- Madhu – would people support prioritising CRS/CRN for particular groups eg: international students and first year students? Might be more achievable.
 - Lily – wasn't sure that the optics of this approach or morals wouldn't justify it. Said she'd have to talk to more law students about this and see what their preference would be.
 - Yasmin – felt that this would be a good approach. Could be good for students based in different time zones or not able to come on campus.
 - If you have access to in person learning, CRS/CRN wouldn't make sense if it were available when learning conditions have returned to relative normalcy
- Madhu – said that if College Reps wanted to raise any concerns about CRS/CRN they should flag them with herself or Christian so they are able to communicate that feedback.

Item 6: Meeting Close

Expected close of meeting 7:20pm

The next meeting of the College Representative Council (CRC) is to be held on Wednesday, 28 April 2021 at 6:15pm.

Reference A

Please refer to the President's SRC 1 report.

Reference B

Please refer to the Vice President's SRC 1 report.

Reference C

Please refer to the General Secretary's SRC 1 report.

Reference D

CRC 1 - College of Engineering and Computer Science report

Hello :) We are Swatantra (she/her) and Sandy (she/her) and we are your CECS Reps this year! We are very excited to have been given this opportunity and thank Sophie and Kriti for their immense work last year.

Bachelor of Software Engineering - Disestablished

We were both in attendance at the last CEC (CECS Educational Committee) meeting where the discussion of curriculum changes in CECS took place. A major part of the discussion was surrounding the proposed disestablishment of the Bachelor of Software Engineering program. All teachout plans and alternative curriculum are manageable and provide a reasonable standard of education. If anyone has any concerns regarding their degree or majors, please reach out to us and we will relay that to the schools.

CECS Professional Staff cuts

During December, it was also announced that CECS would be cutting a large portion of their academic and professional staff. An internal restructuring was also announced. We have yet to see whether this has deteriorated standards of teaching, however if any student has any concerns, please reach out.

COMP3600 - Algorithms

In December 2020, the COMP3600 cohort found out that there was a blanket penalisation over their assignment 3 results. This action was announced after semester results had been released, prompting many students to be disappointed in the lack of transparency as many had been affected disproportionately. Students were also disappointed by the reasoning behind the decision being that there was an overwhelming amount of academic misconduct detected, and this blanket 30% penalty was used in place of an investigation.

Following student and media pressure, the RSCS promptly amended the decision and returned students' marks. We would like to thank the academic staff for being open to student voices and acting promptly in the students interests.

Cross-society Discord

In December, we also established a Discord server to serve as a more standardised platform for committee members in student clubs and societies to communicate and plan events together. We are aiming this at clubs and societies that host CECS students - primarily STEM focused student clubs. If you believe that your society fits this description and would like to join this Discord server, please contact us.

Reference E

CASS Representative Report CRC 1 - Yasmin Kirk and Aryane Caminschi

Executive Summary:

- 2 Meeting with CASS Associate Dean of Student Experience and Integrity
- 3 CASS College Education Committee
- 4 Student Survey Working Group
- 5 CASS Student Drop-In Sessions
- 6 CASS Courses with Issues

1. Meeting with CASS Associate Dean of Student Experience and Integrity

1. Met with the Associate Dean of Student Experience and Integrity on 18/02/2021
2. Attended by: Yasmin Kirk, Dr Lucy Neave (Associate Dean of Student Experience and Integrity), and Rebecca Pope (Project Officer for CASS Student Experience and Integrity)
3. Discussed student concerns dealt with so far by CASS reps, and were recommended to direct them to the CASS student office.
4. Dr Neave requested we make a Facebook post directed to students who failed courses in 2020, encouraging them to seek help from the CASS student office.
 1. Provided an email that was sent to all students in that position which Yasmin rewrote and posted in the Facebook group CASS Students @ ANU.
 2. Included details on what the office can do for students, and encouraged them to reach out.
5. Dr Neave asked if students would be interested in a video-making competition in which students ask their professors how studies in humanities subjects make an impact on the world. Also, whether students would be interested in a mentorship program with academics.
 1. Please contact CASS reps if you are interested in and have thoughts on this so we can pass it on to Dr Neave.

2. CASS College Education Committee (8th of March)

1. First CEC meeting, attended by Yasmin.
2. Discussed the issue of mandatory automated transcription of lectures.
 1. Most academics present were against the requirement to be placed on CASS. Primary fear was that students would engage less in the course. There was also the issue that the transcripts were ineffective for teachers with accents, and in language courses.

2. Spoke up in favour of the transcripts. They are good for Accessibility and Inclusion issues (especially for students who have either undiagnosed issues that can't get official help from the uni, and those that don't feel comfortable reaching out). Also pointed out that the transcripts are not clear enough to use them on their own, so students probably will not come to rely on them.

3. Student Survey Working Group

1. First Survey Working Group meeting on 23/02/2021.
 1. Attended by Yasmin, Jason Mazanov (ANU Evaluations Manager), Anna Cowan (Deputy Dean of Education for the Joint College of Science), and Naomi Otoo (PARSA Vice President)
2. Discussed the move of SELT Reviews from anonymous to confidential (only several individuals high up in each college can tell who wrote the review - teachers cannot).
 1. This was done for safety reasons for both the students and the teachers.
3. Confirmed use of ANU Students reviews in a public dictionary that would allow identification of messages that use abusive and discriminatory language.
 1. All reviews would be made completely unidentifiable so privacy would not be an issue.

4. CASS Student Drop-In Sessions

Drop in sessions were held both online and in-person every week on Thursdays from 11-12pm, with Yasmin and Aryanne alternating online or in person attendance depending on weeks.

One student approached Aryanne in the first week asking how federal government changes to fees will affect returning students who are undertaking degree transfer. Another two approached how degree transfer works and can be undertaken in first-year. Otherwise, no students attended drop in sessions. We will look to workshop how we can increase visibility for these in the future, and anticipate that closer to census date these sessions will see increased attendance.

5. CASS Courses with Issues

1. POLS3017 - International Relations Theory
 1. A mandatory course for the completion of the Bachelor of International Relations (commenced prior to 2021) is not being run this year (despite being run yearly previously).

2. Concerns that students would not be able to graduate if they were not able to do this course. Also concerns that students were not getting the same consistency of education that had been afforded to their fellow students earlier
3. Solutions developed with the BIR degree convenor:
 1. Three alternate course being run this year were provided to the students (they would still have to apply for course substitution, but understanding that it would be approved). Alternatively, students could choose their own course with similar learning outcomes to the cancelled one and apply for that to be counted as a substitution instead.
 2. Students could swap into the 2021 version of the degree from their earlier one.
2. Bachelor of Politics, Philosophy and Education limited course availability
 1. The lists of POLS/PHIL/ECON courses that students had to complete a minimum of 12 units from were composed mostly of courses that are no longer being run, giving students a very limited list to choose from.
 2. Solutions developed with the BPPE degree convenor:
 1. Students could find other courses offered by the respective schools that aligned with the intended learning outcomes of the BPPE, and apply for course substitution to have that counted towards their overall degree.
 1. Note: to be approved, students wanting to get courses approved need to demonstrate that it aligns the PPE program, it has the same learning outcomes of a cancelled course. It is also beneficial if you can demonstrate it contributes to your career goals.
 2. Students could swap into the 2021 version of the BPPE to have a slightly more updated list of courses to choose from.
3. POLS1002 - Introduction to Politics
 1. There was a 300 person cap on the Wednesday Zoom live lectures, the recordings of which would only be uploaded within 72 hours after it was filmed. The issue arose with the fortnightly quizzes falling on a Thursday meaning that some students would not be able to watch one of the relevant lectures prior to taking the quiz. Although the quizzes only covered the content in the readings and the lecture slides, there was anxiety that some students would get an unfair advantage.
 2. This was fixed mostly without intervention, the course convenor had not been aware that there was a cap on the lectures that was less than the course enrolment and had managed to fix that issue. Also, he was uploading the lectures as soon as physically possible, the 72 hour condition was merely to account for any issues that might arise.

Reference F

College of Law Representatives' Report

Lily Henke and Isabel Marsh

CRC 1 - 10/03/2020

Summary

1. Introduction
2. Updates from Student Administration Services
3. Updates from College Education Committee
4. First Year Welcome
5. Summer Courses
6. Mandatory Facebook Participation

1. Introduction

Hello everyone! Our names are Lily and Isabel and we are very excited to be your ANUSA College of Law representatives for 2021. We are here to help with any academic issues you may face. We can be contacted at sa.col@anu.edu.au or on our Facebook page 'ANUSA College of Law Reps' and encourage you to reach out at any point throughout the year. We have had a productive start to the year, having set up a regular meeting time with staff from CoL Student Administration Services. The team has provided us with much of the information we will share below and has given us with ample opportunity to raise student concerns. Additionally, we attended the first College Education Committee for the year on the 4th of February and have become well acquainted with our key points of contact from the College.

2. Updates from Student Administration Services

We have met with Elaine and Nicolas from Student Administration Services twice this Semester and they have provided numerous useful updates. These include:

- LLB Review: One of the key changes to the LLB introduced last year via the LLB review is the requirement for students commencing their law degree in 2021 onwards to complete a new compulsory subject, [LAWS2248](#) - Legal Research and Writing (available 2022). This subject is not compulsory for those who commenced

their law degree prior to 2021. The LLB Review also introduced the opportunity for law students to complete a specialisation in an area of law. The College has clarified that students who commenced their law degree prior to 2021 may also elect to specialise in an area of law through ISIS and will need to complete subjects in the corresponding area. Please feel free to contact us with any questions regarding these changes, as we are happy to seek further information from the College.

- On-campus tutorials: Due to challenges posed by COVID-19, approximately 50% of law tutorials offered this Semester take place on-campus, while the remaining 50% are taught online. The College has heard a number of complaints and understands students' desire for more on-campus tutorials. It is currently prioritising on-campus tutorials for first year subjects but aims to significantly increase the number of on-campus tutorials next Semester, depending on how COVID-19 restrictions progress.
- Careers Fair: The College plans to host a Careers event for ANU law students this year. We will share further details as we receive them.

3. Updates from College Education Committee

The College plans to contribute to a university-wide review of policy regarding publishing transcriptions of course content. We aim to encourage the College to also consider adopting a more comprehensive, standardised policy regarding the audio recording of law courses, in order to enhance accessibility for students even once we have resumed predominantly on-campus learning.

4. First Year Welcome

Earlier this Semester, we each made a written contribution to the LSS First Year Guide, introducing ourselves and our role and providing advice to first year law students. We also took part in a video recording which formed part of the College's 2021 Induction Sessions for new students.

5. Summer Courses

This Semester we also worked with the College to respond to several concerns regarding summer courses. Students studying LAWS4279 and LAWS4257 expressed concern that lecture content would not be recorded. In liaising with the College, we highlighted accessibility concerns relating to this policy, in particular for students who would be unable to attend class in person due to work commitments and the need to financially support themselves. We were ultimately able to confirm to students that all three on campus summer

courses would definitely be recorded. We thank the College for their responsiveness to these concerns.

We have escalated a complaint to the College Executive regarding the conduct of a summer course lecturer. We will continue to liaise with the ANUSA BIPOC officer, Chido while the complaint is being actioned by the College and will communicate with affected students once we receive a response.

6. Mandatory Facebook Participation

We advocated on behalf of students who expressed concern regarding mandatory Facebook participation as an assessment requirement for LAWS4245 - Information Technology Law. After communicating with the College regarding notable privacy and equity concerns raised by this assessment item, the policy was changed and the issue has been resolved. Facebook participation is not mandatory and students choosing not to participate will not be penalised.

Reference G

CRC 1 JCOS Report

Joint College of Science Representatives: Sai Campbell and Metta Chalapati

1. CHM/COS Managing Change Proposal and Change Implementation Plan Response

The CHM/COS Managing Change Proposal and Change Implementation Plan were consecutively released and distributed to students in CoS late 2020 and early 2021 with input from Sai regarding how this material should be distributed. Sai received a number of responses from students regarding several significant changes which she highlighted to students using Facebook and via emailing science-related student societies. With assistance from several concerned students and ANUSA President Madhu, Sai composed the following letter which details the potential impact of such changes on students.

Please find below Sai and Madhu's joint response to the CHM/COS Managing Change Proposal and Change Implementation Plan which was passed onto the Dean of Science Kieran Kirk, the Associate Dean of Education Anna Cowan, and the Organisational Change Feedback Group on 8th December 2020:

ANUSA Joint Colleges of Science Representative Response

To whom it may concern,

This letter represents the response of the ANU Joint Colleges of Science (JCOS) Representative and is informed by the feedback that I have received from students in the College of Science. I would like to first acknowledge the time and effort that has been directed towards the synthesis of the ANU Recovery Plan and recognize that difficult decisions have been made to ensure the sustainability of the University's financial position.

The feedback presented by this letter is in line with ANU Student Association's dedication to ensuring that the future wellbeing of our students is safeguarded and that the University upholds its commitment to ensuring excellence in teaching and support for students here at the ANU as outlined in the CoS Managing Change Proposal.

I would like to outline two concerns that have been brought to me by undergraduate students over the past few weeks:

- 1. Disestablishment of the Undergraduate Convenor at the Research School of Chemistry**
- 2. Disestablishment of (1) Level C continuing academic position at the Centre for the Public Awareness of Science**

The following responses have been adapted from feedback that I have received from members of the undergraduate community and includes the position of ANUSA to the proposed changes.

- 1. Disestablishment of the Undergraduate Convenor at the Research School of Chemistry**

The undergraduate chemistry community at the ANU was disappointed to learn that the Undergraduate Convenor position is proposed to be disestablished by the end of this year. This redundancy as proposed in the document raises several key concerns for the future of teaching and learning at the RSC.

Undergraduate study in chemistry is hallmarked by the acclaimed level of support provided to students throughout their studies. The disestablishment of the Undergraduate Convenor role seriously undermines this support into later years of study, leaving students without a reliable point of contact for the remainder of their degrees. It is our belief that the outstanding level of support provided to undergraduate chemistry students at ANU through both the First Year Coordinator and Undergraduate Convenor positions, in conjunction with a rich culture at the RSC, leads to better outcomes in terms of both student wellbeing and engagement.

The position has been filled by two accomplished academics, Dr Jas Ward and Dr Tristan Reekie, who have each made the role their own and enriched the learning experience at the RSC for its students. The current Undergraduate Convenor, Dr Reekie, has demonstrated how effective this position can be during his tenure of the past two years with the majority of the current undergraduate cohort. In what has been a challenging year for all, Dr Reekie has coordinated the later year chemistry courses to ensure an effective curriculum is offered, despite the difficulties in transitioning to online learning. Dr Reekie has exemplified the role of Undergraduate Convenor through providing support for students a day-to-day basis in several key ways:

Dr Reekie assists students through one-on-one drop-in sessions where he offers advice on all manner of things related to chemistry and study at the RSC, which notably assists students in planning for their future. His coordination of Educational Access Plans across the RSC has eased this process for students, ensuring that students needs are met by providing a third-party position to mediate with both course convenors and students. Dr Reekie has also overseen the demonstrator program in undergraduate laboratories, in which are undergraduate students are often employed by the RSC. Lastly, the Undergraduate Convenor meets with student course representatives to ensure feedback is received and applied appropriately to the relevant courses to maximise their effectiveness. Again, the Undergraduate Convenor role has provided key support to students by ensuring the smooth operation of the program across all courses provided by the Research School of Chemistry.

The justification supplied by the Change Management Proposal is that *'the proposed reduction in the number of...later year courses means that there will no longer be a requirement for a position dedicated to supporting their delivery'* (page 4). We do not agree with the conclusions of this statement as we believe it is likely that student numbers in later year courses will not change considerably. We suspect that students will shift to existing courses to fulfill the requirements of their majors and degree programs and hence the Undergraduate Convenor is still required to support these students.

In all respects, the Undergraduate Convenor position has made very real differences to both the academic careers of students and their engagement in chemistry courses at the ANU, ensuring more students continue with their studies in chemistry past the first year of their undergraduate program.

Loss of the Undergraduate Convenor will no doubt diminish this high level of support, particularly for later year students. We hope that you seriously reconsider the proposed disestablishment of the Undergraduate Convenor position at the Research School of Chemistry as we, the students, believe that the role is highly valuable to our learning and that teaching at the RSC will significantly suffer as a direct result of this proposal.

2. Disestablishment of (1) Level C continuing academic position at the Centre for the Public Awareness of Science

Students in the Centre for the Public Awareness of Science (CPAS) have reported to attribute much of their academic success to the supportive, engaging, knowledgeable and deeply committed CPAS staff. AS such, students are profoundly concerned by the proposed disestablishment of a continuing Level C academic position. This proposal holds gravely significant consequences for both the individual whose position is under proposed disestablishment and for

each and every CPAS student whose educational journey is yet to be enriched by the invaluable teaching efforts of this individual and the CPAS community.

Students have reported that the individual concerned was particularly pivotal in their wellbeing due to their pre-emptive action in providing support to students with an Access and Inclusion Plan. It is regrettable that the care, compassion, and forethought shown by such individuals, and the flow on effects of such actions on student wellbeing, should be overshadowed by budgetary constraints. The loss of this individual from the ANU community may, too, threaten the retention of otherwise committed ANU students currently considering pursuing further studies at this institution.

As the ongoing pandemic poses significant challenges to the mental health and wellbeing of students here at the university, it is regrettable to see that individuals with a demonstrated history of exemplary student support and compassion would be lost from our community and we hope that this decision may be reconsidered.

Concluding Remarks

The CoS Managing Change Proposal has emphasized the College's commitment to maintaining the ongoing sustainability of the College and to ensuring that it is meeting the current, and future, needs of its students. We strongly believe that the above changes will compromise the College's ability to support undergraduate students here at the ANU. It is of integral importance that we are able to maintain our excellence in teaching as students continue to face increasing personal and academic challenges in the immediate future. We hope that the College will reconsider the above changes in response to our feedback.

Unfortunately, our letter and a petition put together by an undergraduate student against these cuts were not able to make any tangible changes to the Change Management Plan and we were extremely disappointed to see the above changes implemented. We suspect that these changes will significantly impact the experience of undergraduate students in the affected research schools.

2. College Education Council 15/02/2021

Sai attended the College Education Council (CEC) meeting on 15 February 2021. Sai passed on feedback she had received from students regarding the quality of online labs in 2020. General Representative Isha Singhal had emailed Sai late 2020 and again in January/February 2021 detailing complaints from students that they *'felt they weren't getting their value for money and that the sessions were a complete waste of time. Issues highlighted include lack of*

engagement with remote students (“boring”), information asymmetry regarding course content and in some cases poor communication’. The Associate Directors requested more detail about which particular courses or research schools were problematic and Sai has since reached out to Isha requesting that information and is awaiting her response as of 8 March 2021.

Another issue brought up by Isha was the unfairness of assessment due dates being the same for all students, particularly those that are located in different time zones. This is problematic as course material may be delivered while some students are asleep or otherwise not able to study and hence would have a shorter window of time to learn material and complete the necessary assessment items. The Council agreed that due date times ought to be adjusted for assessment items that had a quick turn around time (i.e. 24 hour quizzes) while for assessment items stretching over a week or so, changes to the due date are less justifiable. This information is to be communicated to the convenors in each research school.

3. Appointment of Second JCOS Representative

Sai Campbell (JCOS Representative), Madhu Janagaraja (ANUSA President) and Christian Flynn (ANUSA Vice President) formed the JCOS Representative Selection Committee. Expressions of interest forms were emailed to students in the College of Science. Promising candidates were then interviewed over zoom and were selected on the basis of their potential to commit the necessary amount of time to the role, their prior experience and their knowledge of issues within the College of Science. We would like to congratulate Metta Chalapati on successfully being selected for the role in late February and are very excited to have her on board.

4. CECS and JCOS Reps Meeting 31/01/21

Sai (2021 JCOS rep) and Sandy (2021 CECS rep) were able to meet on 31 January 2021 to discuss our plans for the year. This was a very fruitful discussion and we agreed that CECS and JCOS definitely have a lot of overlap and hence opportunities for collaboration, especially with National Science Week 2021. We were interested in running a student societies lunch which is detailed in the next report point (5). We also found that we had a mutual interest in diversity and equity in STEM. We are interested in potentially investigated whether the current admissions system is discriminatory against students from minority and low-SES backgrounds.

5. 2021 Initiatives and Election Commitments

We are in the preliminary stages of National Science Week planning and intend on appointing our event director by the end of Term 1. It seems that, at the moment, we would be able to hold events in person which would make for a more engaging and interactive National Science Week. Seed grants (our primary source of funding) do not appear to have opened up for applications yet but we have a substantial sum of money (\$745) that has run over from the previous year although we do need to confirm that with the ANUSA Treasurer. One of Sai's election commitments was to actively communicate with student societies to maintain mutual understanding of events within the College of Science. We were delighted to see that the ANUSA CECS representatives have taken the initiative to set up a discord server which we think is a great idea. The JCOS Reps are interested in co-hosting with the CECS Reps a student societies lunch in the immediate future to facilitate communication between different disciplines which should encourage cross-disciplinary events as well as gives us an opportunity to meet the leaders of various student societies here at ANU and find out how we can better work with them.

6. Diversity in STEM Initiatives

The ANUSA JCOS representatives are proud to endorse the work of the Youth Leading in STEM initiative which aims to support and empower prospective STEM students from underrepresented backgrounds. Sai also played an active role in distributing information to students in the College of Science regarding the inaugural Women in STEM conference which is being coordinated by the inspiring Tegan Clarke. We look forward to supporting this initiative meaningfully with whatever resources we have.

Reference H

College of Business and Economics report not currently provided.

Reference I

CRC 1 Report

ANUSA CAP Representatives

Meg Billson & Andre Kwok

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1. CAPEC and Student Centre 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. In the first CAPEC meeting, 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. CAP Education committee members made it clear that with difficult choices are being faced by CAP this year. This includes whether to have larger in-person tutorials or smaller online tutorials.

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.