



AGENDA – College Representative Council (CRC) 3 2020
Wednesday, 26 May 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 2, 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

- 4.1 Class Summaries discussion

Item: 5: Other Business

Item 6: Meeting Close

Expected close of meeting 7.30pm.

Reference A

See President's Report from SRC 3.

Reference B

See Vice-President's Report from SRC 3.

Reference C

See General Secretary's Report from SRC 3.

Reference D

College of Engineering and Computer Science Representative Reports

School of Engineering Curriculum Development Committee Meeting 2 (11th May 2021)

- Sandy was in attendance for the first half of the meeting - :(class
- SOEN is currently in planning and design phase for what Semester 2 will look like given timetabling returning to 100% room capacity, and continued enthusiasm with on campus teaching and learning. (Remote participation will be in place until all students can return to campus)

Students affected by COVID-19 situation

- CECS reiterates that a compassionate and consistent approach will be adopted when responding to students impacted by the pandemic.
- Please let your convenors know if you are affected by the COVID situation - they will not be able to help you unless you make your situation known. Students affected by the situation in India and any time zone issues with exams should let their convenors know ASAP - if your convenor is unresponsive, please let us know at sa.cecs@anu.edu.au, we will help reach out and escalate if need be.

CECS Professional Development Framework

- On 29th of April, Sandy met with Janelle Ireland (Senior Services Consultant – Student Employability). A productive discussion occurred and initial planning for a possible Professional Development Project has been initiated. We are hoping to introduce career and professional development support for CECS students - mock interviews, resume reviews, etc.
- If any students have any thoughts or ideas, please let us know at sa.cecs@anu.edu.au. Even if it's to express your enthusiasm for or against this project, we would love to hear it!

Student Feedback and Learning concerns

- As always, we are open to hearing any concerns within CECS. We are always happy to pass on course feedback directly to convenors anonymously. ANUSA is here to assist in expressing or escalating any concerns.

Reference E

CASS Representative Report CRC 3 - Yasmin Kirk and Aryanne Caminschi

Executive Summary:

2 CASS Courses with Issues

1.CASS Courses with Issues

1. BIAN3124

1. A student experienced medical issues the day of a quiz and received a 6 hour extension which they adhered to and still completed the quiz that day. The student felt that the extension was not sufficiently long, but only raised the issue 3 weeks after the quiz date. The course convenor declined to administer another quiz, but offered to pass on the details for the Associate Dean if the student wished to escalate further.

2. ITAL2005

1. The hybrid class system was not working for those who had to attend class online. For instance, sometimes there was no audio or the students had to ask for the class recordings repeatedly. This needs to be fixed for this semester, but also next semester where at least 4 students in that language stream would be continuing online.
2. The class reps met with the course convenor to discuss how to improve the learning environment, but have not yet let us know how that went.

3. SOCY2038

1. A student was only informed after the due date of an assessment that the assessment was a hurdle one. The student ultimately decided to unenrol from the course so the issue was not escalated further.

4. DEMO2002

1. A student felt that marks were distributed unevenly in an assessment. Appeals for individual assessments are considered after the course is over, so this matter will be revisited then.
2. Students who took the mid-semester exam in person were given extra time and help from the course convenor, than online students did. This provision was announced over Wattle prior to the exam so students knew their options, but that still excluded students unable to attend in person. The examination conditions were generally unfair because of this. The appeals will be considered following the end of the course.
3. The final exam was released as being on the 5th of June in the official final examination timetable, but the course convenor independently moved it forward to the 26th of May. It currently looks like the date has been fixed at the earlier one, but the convenor is open to extension requests.
4. The same issue for the final exam is being faced as with the mid-semester exam, students taking it in person have the option of extra time without penalty. This is unfair for remote students who do not have the option. We have emailed the course convenor about it.
5. In general this course has had various issues that have also reached the CASS Student Office and the CASS Associate Dean of Students and Learning (Lucy Neave). The various chains of involvement has resulted in us being a bit out of the loop at times, especially in regards to the final solutions, but this report should contain accurate information about the issues.

Reference F

College of Law Representatives' Report

Lily Henke and Isabel Marsh

CRC 3 - 26/05/2021

Summary

1. Introduction
2. Program Wattle Sites
3. Late Penalties for Extensions
4. **Upcoming Exam Period**

1. Introduction

We have had a relatively quiet period since presenting our report at CRC 2, but have continued to meet with staff from CoL Student Administration Services to receive updates. The team has provided us with much of the information we will share below and has given us ample opportunity to raise student concerns.

2. Program Wattle Sites

The College of Law is considering phasing out Program Wattle sites; for example, the 'Bachelor of Laws' page that all LLB students are automatically enrolled into. The College has told us that it has collated data which outlines that the LLB, LLM, and JD Wattle sites are each accessed and used by a very small number of students.

Previously, the College has used Program Wattle Sites as a place to provide updates as well as hold information. However, since 2020, it has put in a place a communication strategy and expanded its website. That means that any information on the Program Wattle Sites is essentially a duplicate of what is contained on the website.

At this stage there is no concrete timeline to phase out the Program sites, nor has the final decision been made as to whether this will occur. The College has been very eager to gain students' thoughts and opinions about this proposed change.

We know that some students are concerned that they will miss job opportunity postings if they don't receive an automated email from Wattle, and instead must regularly check the website. However, the College seems receptive to the idea of providing a link to the job opportunities section of the website on each law course Wattle page.

We encourage any law students with thoughts, questions or concerns about his proposed change to reach out and let us know so that we can pass this feedback on through the appropriate channel.

2. Late Penalties for Extensions

We have received several questions about late penalties when students have received an extension on a particular assessment task. The College has clarified that, ordinarily, late penalties apply per 'working day'. However, if students' have been granted an extension, then the 5% penalty will apply for any late submissions, no matter what day it is. The policy can be found here: <https://law.anu.edu.au/extensions-late-submission-and-penalties>.

Since CRC 2, we have been successful in our request for the College to more clearly communicate this policy to students.

The College has accordingly amended its template and will directly stipulate the above policy in the communications every law student receives when granted an extension. This is likely to be a great help in ensuring students are no longer caught off guard by late penalties in regards to extensions.

4. Assessment Time Adjustments

We received some enquiries regarding assessment time adjustments for students living overseas and have discussed policies surrounding time-zone differences for assessments with College of Law Student Admin staff.

The College has confirmed that the relevant policy is as follows: for students completing examinations, quizzes or take-home assessments in a different time zone other than Australian Eastern Standard Time (AEST) an application must be submitted at least two weeks prior to the scheduled assessment piece to allow sufficient time for processing and setting up in WATTLE.

A link to this specific policy is below. This webpage also provides the link for students to apply for a time adjustment:

<https://law.anu.edu.au/current-students/assessment-time-adjustments>

We note that the College of Law appears quite cognisant of the challenges faced by students in different time zones, and willing to support these students by providing time adjustments. Students do however need to be sure to apply for this provision two weeks in advance.

5. Upcoming Exam Period

As we approach the final exam period for this Semester, we are cognisant that this can be a particularly stressful and difficult time for many students. We encourage law students with any academic issues or concerns to reach out to us at sa.col@anu.edu.au as we are always willing to lend a helping hand and point students in the right direction to receive support.

Reference G

CRC 3 JCOS Report

ANUSA Science Representatives: Metta Chalapati & Sai Campbell

1. Updates regarding Eccles Institute of Neuroscience

We are delighted to report the proposal to dissolve the Eccles Institute for Neuroscience has been reversed. We regret that this development has come at the cost of several positions across the John Curtin School of Medical Research, however, we are pleased that the university has come to recognize the value of this institute for its students. We applaud the efforts of the Eccles student committee in organizing a petition and ensuring that this issue received the media attention it deserved which would have certainly contributed significantly to the university's decision-making process. We were pleased to be able to support the campaign through disseminating the petition as well as drafting a formal submission to the university against the Institute's dissolution. We would like to extend our thanks to ANUSA Vice President Christian Flynn for assisting us with our statement.

2. Updates regarding Change Management Process

On Thursday 13th May, we were contacted by Organizational Change to bring to our attention the release of the Change Implementation Plan. We encourage students to read the plan here: <https://www.anu.edu.au/covid-19-advice/recovery-plans/change-management-process-anu-college-of-health-and-medicine-chm>.

This document outlined the aforementioned information regarding the future of the Eccles Institute. Sai attended the JCSMR School Forum where the Director of JCSMR, Prof Graham Mann, and the Dean of CHM, Prof Russell Gruen, detailed the implications of the plan. At this forum, Prof Elizabeth Gardiner brought to our attention that the plan, as it currently exists, would result in a significant decrease in the number of women-identifying academics in CHM from 20% to 7% with no women-identifying Level E academics. We, the ANUSA Science Representatives, are deeply concerned by this statistic as the representation of women in STEM is already dire enough. The significance of having women-identifying role models in CoS and CHM cannot be understated and we are concerned about the downstream implications of this change on young students' participation in CHM, particularly in the field of research. We are interested in further investigating options to support the representation of women and other minorities in CHM. We are also interested to know what structures and committees are currently in place in CHM and CoS that address women's issues and wider diversity in the colleges and whether these stakeholders were appropriately consulted during the consultation phase.

We are also interested in what changes will occur with the establishment of the Education Support Unit (ESU) which combines the JCSMR and NCEPH teaching units. The Management Plan argues that a consolidated teaching support unit will 'deliver better support for education programs and academics'. There are, however, no additional resources to support the Science Teaching and Learning Centre (STLC) which will be working in conjunction with ESU.

3. National Science Week Funding Application

We are delighted to report that we were successful in obtaining a grant from the ACT National Science Committee of \$925. This grant was drafted in collaboration with the ANU Science Society. We also have \$1,045 that has transferred on from the previous year. This places us in a good position to run another of events for National Science Week as well as potentially fund ventures by other science societies at ANU.

4. General Student Welfare Concerns

We received a complaint regarding communication and assessment guidelines for the course PSYCH1003. More concerningly, we were told that extension requests were not being treated with the appropriate degree of attention. We relayed these concerns to the ADE who contacted the School Director and ADE for RSP.

We were also contacted by students from BIO3161 with urgent concerns regarding EAPs and medical certificates. These were immediately relayed to the ADE who contacted the course convenor. Students also raised concerns regarding the grade distribution, however we would like to remind students that the college runs statistical analysis and moderate marks across courses if there appears to be a systematic discrepancy in the marks obtained in a course. Every student has the right to appeal the final result in a course, and the college takes every appeal seriously and weighs up the evidence presented.

5. TELRG and TELUG

Sai and Metta have continued to be involved in TELRG and TELUG work. We will be attending a number of workshops over the coming year which examines ACODE benchmarking. We would like to thank Madhu and the ANUSA Communications Officer for assisting us with distributing a survey on ASR in courses to undergraduate students.

6. Current financial position

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

Line Item	Credit	Debit
ACT National Science Week Grant 2021	925	
ACT National Science Week Grant 2021	1045	
Science Society Leaders Lunch		300
Net position		1670

Reference H

ANUSA CBE Representative Report for CRC 3

Summary

1. CBE Education Committee 03/2021
2. Following up on student concerns
3. Meeting with representatives from CBE clubs and societies

1. CBE Education Committee 03/2021 (27 April)

We attended CBE Education Committee 03/2021 on 27/04/2021. The most important items raised in the meeting are presented below:

- Final exams for international students

We raised the issue of inconvenient examination times for international students. Using the information collected in our forms posted to international students' groups, we inquired about potential changes to exam structures at CBE. Other committee members were understanding and planned to raise the concerns with EGAP.

- Privacy in tutorials

CBE has implemented several policies to maintain privacy in online tutorials that are recorded for later purposes. Students will now be notified of the recording by signs and will potentially have the option to remove their details from the Zoom participation list.

- Use of Proctorio for final exams

Proctorio was used to invigilate the mid-semester exams for four courses from the Research School of Accounting (RSA). CBE plans to invigilate six courses from RSA with Proctorio for the final exams. RSA claims to have responded to students' concerns regarding the use of the software program.

- Teaching mode for Semester 2

CBE encourages convenors to return to in-person lectures where feasible in Semester 2. As international students will not return in 2021, they will have access to Echo360 recordings and an additional interactive session each week.

2. Following up on student concerns

We have been actively following up on concerns raised by students. There have not been any significant major concerns related to one course in specific. The issues have been largely found in later year courses with smaller cohorts.

3. Meeting representatives from CBE clubs and societies

We met with representatives from CBE clubs and societies on 14th May via Zoom. We discussed our roles, our goals as ANUSA representatives and their goals as clubs and societies for 2021. The meeting was introductory in purpose; however, we raised the opportunity for a potential collaboration later in the year.

Reference I

CRC Report 3

ANUSA CAP Representatives

Meg Billson & Andre Kwok

Andre apologies for this absence. He has work commitments every Wednesday evening.

Table of Contents:

1. CAPEC meetings and Student Centre updates
2. CAP Roundtable discussion:
3. Coombs Working Group:
4. Student Concerns
5. Expenditure

CAPEC Meetings and Student Centre Updates:

CAPEC Meetings have returned to an in-person format, with Zoom being a secondary option for those unable to attend in-person. Agenda items discussed at the two previous CAPEC meetings have included: Language specialisations and language minors in master's degrees, the creation of a framework for maintaining high standards in online learning and a new Teaching Awards Process and Academic Integrity in a post-Covid world. An agenda item discussed of particular interest was the creation of six month 'Industry Project' course. The Course would provide an opportunity for students to engage in real world industry/ workplace project relevant to The Asia Foundation. This was inspired by not only concerns about the lack of experience-based learning within CAP, but also an invitation by the Asia Foundation to partner with them to create such a program. Whether this will happen has not yet been decided. Another interesting development has been the results of a survey conducted by the CAP Student Centre into student satisfaction with teaching methods and whether online or in-person learning is preferred. Of the students who responded, a majority of students surveyed will be based in Canberra for Semester 2 2021 and many of those favoured a mix of online and in-person learning. In our meetings with the CAP Student Centre, we discussed the recent change to the CRS/CRN system and the change of the Withdrawal without failure date to June 2. The Student Centre informed us that they were not consulted on these changes and did not find out about them until they were implemented. They were unable to provide us more information about the circumstances in which students can apply for CRS/CRN and, if they are eligible, how they should apply.

CAP Roundtable discussion:

The objective of this meeting was to discuss issues related to: Room Bookings, Clubs and Societies and the International Experience. Those present at the meeting included: Dr Roald Maliangkaj (Associate Dean of Student Experience), the CAP Student Centre, ANUSA International Students Department, College of Asia and the Pacific Students Society (CAPSS) etc. This meeting was highly effective in identifying opportunities to better engage CAP Students and areas for improvement.

Such areas included CAP room bookings procedures and centralisation of information on the CAP website. Actional Items included developing a centralised, step-by-step room booking process on CAP's website and social media. This meeting was very helpful and received positive feedback from attendees. A List of actionable items was produced which can be viewed by emailing sa.cap@anu.edu.au

Coombs Working Group:

An informal working group has been created with the goal of the establishment of a common room. Common area for CAP Students in the Coombs building. Andre has been spearheading this project with Associate Dean of CAP Student Experience, Roald Maliangkay. We expect there be solid developments before semester two midsemester break.

Student Concerns:

The major student concerns highlighted in the last month by CAP students have been:

- How the new CRS/CRN system will be implemented- is it on a case-by-case basis? What documentation is required?
- Requesting an extension from a Course Convenor- How is this done?
- Exam times for Remote and International Students- Can international students request to sit an exam at a different time?

Bush Week Event

- Building upon the success of the CAP Language Expo, we will do something similar but slightly scaled down for bush week semester two. It will have a more social atmosphere instead of the previous course-enrolment focus. We plan to engage the School of Culture, History and Language in this.

Expenditure:

No expenditure to report.