

AGENDA – College Representative Council (CRC) 1 2023

Thursday, 24 February 2023
Graneek room and 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 7 2022)

Item 2: Executive Reports

- 2.1 President's Report (B. Yates) [Reference A]

BY: great productive meeting space, strategise across colleges, hearing how fellow college reps/exec approach issues is really good. Congrats all to O-Week, super exciting. On academic policy front, I have the first meeting of Academic Board next week. Nothing particularly exciting for this –exception is discussion about entry requirements but ultimately at a high level not necessarily for this committee. Really want to highlight return to campus being discussed across uni. CEC will talk about it. Really important for us all to go into committees – to denormalise return to campus. Can sound like RTC is something that was always going to happen but it's actually a policy choice to make education less accessible to disabled intl students. More sympathy for intl students – monetary incentives. I think it's important that you ask hard questions – to be honest you're not going to stop RTC in CEC –

they're very set on this for big reasons but you can prevent them feeling like there's no student opposition to it. Ask qs like how disabled immunocompromised students will join or fare, mask wearing, thought about working students. Qs like that denormalise RTC and create the space for these discussions. You'll prolly be shut down. Purpose isn't win in these committees – but you might find it'll show the contours of these committees and really keen to hear about that as it comes through. Key thing – implementation of UCR will follow through this year, will allow Bea to talk in detail, if you can share what you're doing there that would be great. Last thing is procedural – bring discussion items to this space! Way better space. You don't just have to report on it, bring to committee and ask for advice, really productive space.

2.2 Vice President's Report (G. King) [Reference B]

Hi everybody! Few things to highlight – starting tomorrow I'll be working on class rep training, something that VP takes a lead on and does w college reps w logistics. Historically in wk 4 and it's held every sem, really useful time to a) meet class reps and speak to them b) communicate info from you guys/ANUSA generally about what ANUSA does and how to escalate things, college rep role. Do check your emails for that. Sad news that African/Afro descendants history course wasn't going to be running. They sent a lot of emails to the school of history and now it is running again! Just letting people know a course was not cut – power of students! Only course about African history or anything to do with it at ANU which is fucked. Last thing to say is that I'm the ANUSA rep on the recording of learning and learning activities. First one is tomorrow but I personally think it's really important. There is a move to not record anything anymore or to record less I'm really against it happy to speak about reasons, inaccessible. I will report back on slack if there's anything particularly interesting that comes out of it.

2.3 General Secretary's Report (P. O'Neill) [Reference C]

2.4 Education Officer's Report (B. Tucker) [Reference D]

The URC to explain – last year there was a WG put together by the uni in June – 4 sections of the URC had the associate deans. 3 WG attached to it – KPIs every student needs to leave uni with these three attributes. Will explain them and you can decide what you think.

- 1- Critically think
- 2- Have students be able to apply their disciplinary knowledge in trans-disciplinary ways

For anyone who has done inter- or trans- - trans means above disciplinary, so that definition does not 100% make sense.

- 3- Applications of indigenous knowledge and understanding how indigenous knowledge

is woven throughout the university in every subject.

I sat on the transdisciplinary WG and was an observer on the main group. No academic that sat on the WG was part of the central, core team putting it all together. A lot of the recommendations of the WGs was that you can't use transdisciplinary by having just 1 subject to tokenistically tick it off, you have to sprinkle it through every subject. Same w Critical thinking and tokenistic to say one course w indigenous knowledge and not sprinkle throughout. Also means they don't have to have a commitment to hiring Indigenous staff across the board - not a uni wide commitment, just for the major. The paper drafted is that they want a comp minor for all students in all degrees that aren't [fix later]. Implementation in 2025. I see that and I think it's a bums on seats exercise, profit maximizing, takes away choices from UG degree, less specialization afforded to students in UG study, we saw in last year's CASS cuts processes – degree cuts reduce specialization in UG study to make people have to do PG study, PG students pay more. I know it's a lot of info. Feel free to come up to me later to talk about it more in depth. Don't have PP to show whole thing – usually show it while stalling. I'm thinking a lot about this review. That kind of stuff might come into your inboxes from CEC. [Fix up later]. And we have time to think about how we want to face it – 2025 – it affects all students studying now I think bc it will mean a reduction of courses overall so they can move to that system regardless of if we start at 2025 or not. Seen at usyd, melbourne that when these things are brought in major cuts in lead up to and later as well. CRC is a funny space – we bring things from emails, advocacy work students coming to you about lecturers etc but I think we can bring some activism into here but I encourage you all to come to EAG on Mondays every odd week at 1pm good thing to ensure your knowledge can be brought to all students – if u have spoons would be nice to see all of u there. Ed officers only come to CRC is new – last two years – it's good that we're where we are. Working out relo btwn my role and all of your roles, can forge those how we'd like to. If you ever want a hand reach out and hang out

Harrison: lots of info I was gonna ask today bc I saw it mentioned in the CECC CEC if you will. Clarification – it wasn't going to be compulsory for accredited degrees – does that mean law or engineering

BT: things that need specific things to be qualified – psychology

BY: engineering is one

HO: would that eat into electives or would they seek to leave out

BY: I think a single degree it would go into your electives if you do double w non accredited it would go into your other degree, what I don't know if you do two accredited degrees

BT: they said that's the only circumstances where you don't have to

HO: advanced computing – only has the standard 8 elective spots – within degree structure you don't do major unless you fill a major w your elective spots so doing this minor you wouldn't be able to do a major

BT: ouch. Let's chat. Also a weird type of info to share. How do you share this bureaucracy in an easy way. That's also part of it. If you have ideas on strategies to tell people, share it. Share it quickly doesn't need to go to CRC

HO: would they seek to retrospectively apply

BT: definitely don't want to, don't want us to go protest about it. Very intense about "it's not going to effect you!" but that's not true, it does effect us - doesn't look like it, language around cuts from last year was you can complete your program, not the same thing as having all the courses offered and running. Archaeology had 17 in 2014 and now they have 7.

BY: evenm if didn't effect us directly – we're not just here for ourselves, generations of students

MT: the CASS powerpoint was named graduate attributes so if you hear that phrase keep your ears out

HO: that's what I heard

BT: not calling it teach less better after the shirts – they trademarked it, thought it was cool

BT: I reckon enviro is on the chopping block – JCOS reps keep in mind. Saw that you cant enrol in a flexi double w enviro anymore, not on the website

MT: its been like that for a couple months, tried to look up my degree and couldn't find it.

BT: they always do that first. Fun fact – rly relevent to URC – they pretend it's a consultative process, have meetings in june, the moment that we spoke out as ANUSA to say we disagreed, the next week they said 'lets have 1 on 1 meetings, meetings as a group are too hard to manage' - second ADE wrote the PP three months before the working groups were made to create the structure, and they didn't include anything from WGs.

Item 3: College Representative Reports

3.1 College of Engineering, Computing and Cybernetics [Reference E]

Harrison: just me atm, excited to be here, taking report mostly as read but I did make note that I would do an oral report on the first CEC which I had today. So there was a lot of discussion around ChatGPT as I noticed in other reports, interesting in CECC is theyre not doing a blanket rule towards using them and critiquing them as that's what they do in industry, conveners have to have a good reason to say why it cant be used. Like resources you use. As long as you cite it its chill. Sem 2 they're moving back to invigilated in person exams to prevent its use. Questions around formal midsem exam period. Worryingly there's a distinct lack of lab space available within the school of computing, computer labs and other labs are completely fully booked, result of a greater than expected number of students returning to campus. In terms of continuing recording lectures it was observed theyre seeing

really low attendance to lectures – 10-15% of people showing up. 12 people in person, 5 online for 200 person course. Will trigger a review of methods to get students to turn up – interesting particularly if we’re trying to make sure we can keep things accessible for students, esp working students., course cuts are esp from systems specialization being cut bc they don’t have the teaching expertise which is concerning. Something else I wanted to quickly sort of flag. Other day members of the CSSA committee – full disclosure in a gen rep on this committee, but I was there in my capacity as CECC rep, attended meeting w CECC [fill in] discussed and tried to push for improvement to permission system bc it’s been absolutely slammed w people trying to get into courses. Having tute times that cater to working students. Hailed as a solution by pushing times later by having computer labs booked. Trying to push hybrid learning still and increasing support for new tutors. Not a lot of historic support for them. Something we were very interested in trying to push. Have to say it’s really good – work with discipline clubs – have quite a few people wqho have fingers oin pulse – in my capacity I attended URC Committee on Wednesday.

HO: talking to members of CSSA who have tutored, have seen a lot of churn in tutorials – without that support network it’s making everyons lives as tutors much harder, making our teaching standards much lower. Nice to get in room, going to need to be a lot more work behind the scenes to try to make sure they follow thru, combined w wider working review

BT: do you know, or is it politically useful, how many of the CECC staff were cut? In cass they were saying that the staff are no longer here

HO: will talk to CSSA and dig up through previous minutes, has been discussed by them and will get back here

BT: if you ever need to ask a hard question ask how many staff they cut, itll tell you everything you want to know. Can totally use it down the track

BY: CHECH – is that objectively wrong? [laughter]

HO: I really do not know. Everyone is not particularly keen on the name ill say that much

PO: no oxford comma

HO: what?! Most disappointing. Oh well its their style guide, we can do what we want

3.2 College of Arts and Social Sciences [Reference F]

Lara: big thing was our CEC as well – we also had ChatGPT come up but in a diff capacity, CASS are not looking at integrating it, its more of a ban, couple concerns with it. Changing assessments, got rid of a quiz and chatgpt, removed from other assessments. I personally love

quizzes but it's making – in person exams, oral presentations, all sort of things inaccessible for students

Mickey: just gonna add for that part, something talking to DSA about seeing that in person exams are very linked to dual delivery

Lara: other thing came up was the new EAP system, staff are having problems w that, students are having problems w that if you hear anything about it they had a freak out over the upcoming audit all of the staff have access to personal info and made the system without testing at all, didn't consult anyone. Feedback on that, if it comes up. Other thing was I don't know if other colleges are looking at course reaccreditation, process currently is every 3 years, if it hasn't been taught cant be accredited, trying to change it to 2 years, has a whole thing about fraud, its prob;ematic for lots of reasons, realistically lots of reasons why courses arent taught, not all that people have gone on leave/.research scholarship. If it comes up, let us know. All about programs and courses. Last thing was we had lots of convos about the new curriculum we have concerns bc of the burden on our college bc bother critical thinking and indigenous studies come under our courses and would burden staff and theyre not looking at expanding staff or another college so...

HO: can I just ask – you mentioned an issue w the EAP where staff had access to all details?

Lara; old process was you emailed it to a staff member, was just there on their computer and realistically that has a lot of personal, medical info. The way they've gone about it is completely bad – been a problem for a while

HO: how long they've known about this issue

Lara: came out yesterday at SRC that last disabilities officer wasn't told, they rushed process bc realistically don't think they put the time in. Realised you needed to do this

PO:

Lara: impression they gave me, personal medical detail on it – just impression they gave

Mickey: for further context we had coffee w them yesterday, that's where further explanation was from.

Lara: came from jeff as well, lucy wanted feedback, do email, whether they'll use it or not, they want it apparently

Mickey: us knowing they have feedback will give a lot of room to do stuff from there

BT: last yr I went abc canberra radio about 3 yr accreditation stopping so maybe we should go on to ABC about 2 year bc they loved it, fed me ANU's line

Lara: just remembered other thing about chatgpt, other concern is because they've tried and tested it, they said that the essay that produced wont be that high quality, will just be a pass, if you've done poor referencing or run out of time and written it in a day, lecturers may think that was chatgpt so I'd keep that on radar that it could cause more academic conduct

BT: adhd

HO: turnitin

Lara: was it not until april?

HO: don't know about it

IH: had it for years but theyre introducing a new better version

GK: in my lecture today they told me that chatgpt will produce fake references, as students sometimes produce fake references [laughter], they may use that as evidence of chatgpt, many of my courses are not doing essays, personal reflection from our own lives. Theyre so worried in cass specifically, I think that's very interesting in how theyre gonna play out this year.

MT: two of my courses this sem – they are just doing a weekly learning reflection portfolio and then reports so clearly they are starting to do that

HO: what type of subjects are they not doing essays in bc that's so concerning

GK: a significant rate of cass subjects, I.e. theyre not wanting us to do a poem

HO: political science or history?

GK: in social sciences they've been moving towards reflexivity and the voice is not objective – doing more personal things for a while – maybe you could write an essay but it would be obvious if I wrote a story about my life that's not true so wanting increasingly personal or unfakable assignments

HO: how will it affect tutors

GK: itll be crazy

MT: lots of emotional baggage.

HO: that's what im concerned about – thinking about our tutors or staff – trauma dumping

GK: cass likes

CC: two hours for tute, hour of tute plus two hours plus [fix this later]

MT: some people are payed to mark

People are unsure

CC: doing a 3000 level advanced ethics course that's on the subject of AI, talked about chatgpt, did say that theres a weekly reading response before lecture, saying that they reallocated most of the marks directed towards it to chatgpt though they admitted that its quite fallable, not worth it. College made us

Lara: question for anyone had marks redistributed – they make it out to seem like it was a convo or choice bc they have to have a convo with you but not very good but it is meant to be an agreement between students and staff after a certain date.

GK: no they just tell us

IH: what day

Lara: after 2 weeks in

MT: if they changed it in 0 week is that chill

Lara: 0 week first week second week you can change it, prior to that you can change it without - I would guess enrolment date

BT: jeff mentioned this about also running a course that if the course passes the first date. [missed this fix it up] week and a half before sem starts

Lara: but theyre not really doing that theyre just coming in and saying that they are

BT: two eyars ago at schoo lof art and design we ran a campaign bc they refused to give us a grad exhibition, referenced uni by laws to them, dropped – maybe that’s a fun email for someone to send if you can find the line

HO: seeing that weve gone into a bit of a de facto discussion I was going to ask where to from here, cohesive uni wide policy on the use of AI? What ive heard is theyre still working in the CECC dean of academic misconduct was saying its still being updated within university

PO:

HO: same here tbh which is why I asked

Lara: I do think what I found non surprising when this came up it was saying students cheat bc theyre lazy – when actually there's a lot of reasons and those are very personal reasons and actually not going into roots of issues villainizing students again and again

Mickey: on that same note would that mean that – do we think as a group that fixing the extension process and giving people more time and giving accommodations and making it easier, a) less people meaning to cheat and meaning

PO:

GK: another thing that is a part of all of this is cost of living crisis – extensions is good, but also people need more money, more structural and fundamental than just extensions, can eople afford to live is going to be no now, no next this week, so on, even more a root of the problem

BY: two things - I put the relevant section I think in slack. Second bit to step back from q of academic integrity, we need to ask why they care SO much when you start thinking about it its not in our interest to be pro enforcement. Why do academics give a shit? Because ‘grade creep’ if grades on average go up it means ANU could be seen as a less prestigious uni in the eyes of industry and philanthropists so forth – it’s a profit making exercise. Ultimately I think it’s a punitive system that is in the first instance designed to advance uni interests. That argument will be shot down like a lead balloon [giggles] but we shouldn’t be out there like yay punish students – but that goes to why students treat. edu is actually about fulfillment and growth

GK: colonial idea, not real, idea we're all indivls who do our own thing doesn't exist, cheating is just one particular concept, if we call it collaboration, cooperation its completely different and completely fake. I take indigenious studies as a major, we're not learning,. We're not individuals. Why its so interesting in terms of AI as a concept why we're also concerned w the individual

BT: important to see contradiction in the systems here – chatgpt we all graduate and can use it as much as we want, it will be a tool we can use, industry don't care and it's the uni themselves that care, clash of different capitalists to use the word, contradiction

Mickey: ask that we readdress harrisons q of what we do from here

3.3 College of Law [Reference G]

Will: basically we had CEC yesterday so after sent report thru so nothing so after discussion. A lot of the same topics being raised that I guess are quite diplomatic so in general highlight a few things in terms of college of law. Good meetings between PARSA, LSS, parsa informed us that theres only 8 course reps in the college of law which is rly bad in terms of getting students involved. A lot to improve on difference in a lot that they do spotlight in participants, grace we may chat w you more. May want to do something college specific and give them some good training upskill if we can get people feeling like tis a worthwhile opportunity. Diversifying the supplementary content you get in courses esp when it comes to connecting things w services and general info happening at uni so we've had a bit of a chat w anusa lawyers to start w having proper chat soon how to engage in col to start. Telling people about anusa lawyers, theyre underutilized, platforming more. Happy to discuss at CEC in detail on us to give more shape. To me raised q of if there's other ways we can incorporate these services among more of the colleges. Want to find students where they are which was my big mindset on engaging anusa lawyers in course capacity and something we're working on im keen dunno how many lawyers are asking for more work lovely another thing had discussion w jcos rep Shriya last year

Everyone: WE LOVE SHRIYA

Will: opt in study groups more of an option something JCOS tried to engage in, talking to societies more while I think that's practical when we brought it up in CEC response we got was like 'oh well this already exists just do this' dunno how easy it is to change things on wattle pages. Seen a diverse range of custom wattle pages – raise with the right IT people or with conveners. Note on policies we have. In general we havent had much outreach from students, need to promote ourselves to students. Another thing I wanted to field w people is we talked to the deans EA bc he knew, not sure if people have developed repor or have discussed w deans and hopefully developing relationship. Generally that's everything

Suzie: other thing ab policy is we tried to talk about greater textbook access and something that's interesting to note is the ebook is really expensive and is paid ona per year basis for license so they said they wouldn't be able to get more than 3 bc for each 3 user access –

preference is to get hard copy, seemed really perceptive, did end up running out of time but going to have another meeting with wayne morgan – he was very – general vibe I got from COL CEC is that academics knew what student activism is and had engaged in their time and were very – very encouraging of us to speak out and ask questions – CEC and actual substance, spoke about chatgpt. Col's policy is that they think student use of service is inevitable so they just want people to reference it, but if you reference a too substantial amount that's when academic integrity will come into play, so in discussions if you want to bring it up.

Will: if anything they were happy to do that while turnitin become more reliable

Suzie: other thing about this – talked about – turnitin and especially in context of AI – can mark the essays and work of people whos second language is english as produced by AI bc it 'reads weird' bc it's not as fluent as a native speaker something interesting to bring up. CoL's plan is to be more vigilant towards that and to adjudicate it on an individual basis and other thing return to in person learning, col is trying to move anything back in person but that means there will still be recorded sems and lectures but tutes will be non-recorded, have to return in person, for this sem only some will be online bc the tutors are stuck overseas or isolating or things like that. In terms of exams all first year exams starting with sem 1 and then theyre going to transition to in person handwritten in sem 2. the people on committee were unhappy bc it's hard for everyone, its hard to mark it, its hard for students to adjust back to that, their recommendation to us is that it would appear strong if we across colleges advocated for in person online exams or using some kind fo typing software, online submission,

Will: ANU has no license – logs screen and submits something digitally. Felt like they were encouraging student activism to push in terms of uni

Mickey: few points back now, can you send us what the college of law specifically said. ChatGPT

IH: chuck it on slack?

Will: I think that's the reasoning behind it, another thing in itself, a why arent we promoted b put that money towards physical textbooks for the library, a lot of money sitting there

HO: in terms of opt in study groups – something you might consider is going directly to conveners, don't know what CSSA does, good relo w conveners and the conveners will agree to supply tutors, book rooms, book pizza. May be similar to what scisoc does. I think that's a good way to go around it, takes a bit more burden off you guys and actively promoted thru wattle pages during lectures bc its seen as an activity

CC: cute that they think hand cramps is what students are worried about - I mean yes its important that tutors are able to grade more effectively, stacks of paper to take home is not effective - I think you should make it clear that the thing about in person exams that's concerning isnt writing by hand – it's not accessible to disabled students, working students, not the way the world works there

Suzie: I think the crux of what theyre saying is that its going to be implementation from a uni level not a college level

Lara: I was wondering if this came up, in ours the uni is not paying for in person exams its on a college level, they have to pay for your exam and staff and college said no you don't want that

PO: people observing?

Lara: I was confused but they said if you have an in person exam the college has to fund it

HO: I heard that

BY: on the same point maybe an argument you could mount is that COL has one of the lowest levels bc they allow all of their exams to be open book , not really a major issue there so I think you could just say why ... tell me why and I think most of them would probably get around that – did you get the impression they wanted to

Suzie: impression forced to by mandate

Will: did kind of say they really did want first years to be, did seem to be preferring if we can make it happen then first years will be adjusting

Suzie: my take away is bc theyd been told we're being moved that they thought well we don't want first years to acclimate to online and in second sem have to do in person. They said they had to fight hard to push it into second semester and ANU was gonna start it in sem 1. the compromise was to have first years do it

GK: would encourage them to put it in their EAP bc a doctor can write it – makes it way more difficult for them, have to put in several options, they'll usually do it all online all typing definitely encourage disabilities discrimination if they deny that which is way scarier for them to face. If they can, if they have an EAP. Also coercive to have a mass amount of students actually opposing the ability of the uni to do fucked things that are unfair so make sure if can be fair for everyone so do tell people that they can put all kidns of things as long as a doctor puts it in

Suzie: my impression is that wayne made it explicit that the college was seeking student activism as a way to combat this.

HO: a couple more thoughts around this – first of all ew spyware, I don't particularly want software to allow someone to lock down. Not everyone runs windows or mac OS. There is overheads to run softward in the first place. Not everyone can afford the latest chip or whatever if you do have to run PCs theres going to be stark differences in how people can type on machines, to my knowledge we wont have enough labs available for people to have standardized machines. In courses in terms of invigilation, zoom invigilation is quite big – theyd get you to hand write it on your tablet so they could see it and scan it on phone and goes directly into the cloud off to where. In comp courses they ended up – self invigilation, screen recording device, strongly recommended, screen recording doesn't take up a huge burden. Ways and means of still having integrity built into process without having to sit students in a dark cold lecture hall to do their exam.

PO:

BT: would highly recommend you both going to meetings

CC: agree – the way we divvied it up is that I didn't go and one of the reasons we didn't hear about course cuts is because I didn't go and the other rep didn't know what to look out for.
Stronger in numbers

Suzie: one more thing – new extenuating circumstances policy what we got from it is that special consideration that process is now going to be focused on helping students to complete coursework rather than giving them additional marks – speccon used to be at the conveners discretion and could be for a wide range of reasons and the convener could do as they saw fit and now its going to be administer thru a similar process thru deferred exams where you need a specific fit of circumstances, a centralised body

GK: centralised system will be one piece of paper, academics I think are more happy w it. In terms of circumstances, wider than meant to be. A lot of people withdraw and fail, hopefully less of that. When the website works we can test how the new portal is. The hope w centralization is less biased.

Mickey: two questions, one being – is it the govt

GK: TEQSA – regulatory body for uni, do a wide range of things

Mickey: question what sort of losses

GK: flexibility and individualism that may have been advantageous – one lecturer who's super nice and gave it to a bunch of students. Wins are things like for religious events, one off events, longer time

Will: quick thing on interest – colleges have talked about – extensions – they may reweight assignments, that doesn't usually work bc we only have two assessments

GK: instead of allocating marks they can do things like, reweighting from other semesters

Suzie: rewording the scaling system, col has an in built scaling system – previously redid scaling system, always upwards not downwards, in terms of small courses w less than 50. Reaccreditation for col is 5 years.

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

3.5 College of Business and Economics [Reference I]

3.6 College of Asia Pacific [Reference J]

IH: take report as mostly read except for a few little bits. Lots of common themes of what uni has gone to colleges with. Educational committee – good opportunity – went into it a bit blind but we did come w open ears and eyes and trying to figure out what they were focusing on. In terms of the main things that came up – use of web cams. They said uni is gonna go fully in person but some members of committee were really warm to concept of having in person tutorails but what should we do regarding web cams and all leaned towards asking students to use their webcam but through discussion we figured that if student doesn't need to state an explicit reason to get an exemption from that. Class cancellations – one discussion was realigning college [fix later] and chatgpt – CAP is approaching similar to CASS that theyre going to anti-ai their assessments.

Tess: didn't seem as progressed w their policy as CASS and open to it being a powerful learning tool – not racing to outlaw it – more meetings w Crawford school to come up w policy going forward. Difference between colleges, lots more were a lot into it than others. Sounded like a lot of professors weren't happy w current forms of examination another big thing was first year engagement, really bad recognition of CAP reps. Really looking to push for it, have a lot of ideas. Have many done newsletters? Good potential idea to maintain contact

PO: advertise in Anusa newsletter

IH: asking if we can just get access to mailing list

Tess: wanted to add on EAPs its interesting what they said, had an induction w new staff and new staff were really concerned w EAPs and students using them as a get out of jail free card.

IH: want to strike a balance where students and teachers could understand each other

Mickey: visibility wise we did stalling for o-week and submitted a video for all first year courses! Also printed out pamphlets

BT: when you stall its important to do it in a consistent manner

GK: been planning to do w DSA a bit of a meeting about EAPs – ill do it tomorrow

Item 4: Discussion Items

HO: has anyone noticed certain lecturers ranting about not continuing recording lectures – will make sure its in person

GK: will get back to you on it, have a WG on it. I will let you know what I talk about tomorrow

IH: had a similar discussion with CAP – going to continue w recording of lectures

HO: did we want to go back to ChatGPT

BT: do we want to watch this space and come back next time and rediscuss

GK: will make a chatgpt thread can drop stuff as learning

ACTION: phi make this item next meeting

Mickey: are there any other big ones we want a similar thread about?

GK: think about it more

BT: UCR

Item: 5: Other Business

Item 6: Meeting Close

Expected close of meeting 7pm

Reference A

See SRC report.

Reference B

See SRC report.

Reference C

See SRC report.

Reference D

See SRC report.

Reference E

CECC Representative's Report

CRC 1

Harrison Oates

Report submitted 22 February 2023

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Item 1: Introduction

Hello everyone! I'm Harrison (he/him), and I'm excited to be your College of Engineering, Computing and Cybernetics Representatives for 2023. If you need help or have concerns about anything to do with the college or my role as College Rep please do not hesitate to reach out at sa.cecc@anu.edu.au.

Item 2: Student enquiries

As the University has been in summer break, I've responded to just one student enquiry. I anticipate this will pick up as the semester gets into full swing.

I've been CCed into a few emails from potential Class Representatives to convenors, which has been nice to see. I'd encourage everyone to consider applying for Class Rep and being the first line of defence for students - you will make this Council's advocacy far more effective!

Item 3: CEC and CDC meetings

At the time of submission of this report, the first CECC CEC meeting was yet to occur. I'll deliver an oral report on anything of note, as it is scheduled to occur a few hours before CRC1.

I attended the first School of Computing CDC meeting on the 2nd February.

Item 4: Other meetings

CSSA committee members and I attended a meeting with the School of Computing Director and the School of Computing Associate Director Education on Tuesday 21st February. We discussed many issues, including the permission code system, having tutorial times that cater to working students and hybrid learning options available as we return to campus, and increasing support for new tutors.

In my capacity as the Undergraduate Representative on the University Research Committee, I attended URC1 on Wednesday 22nd February.

Item 5: First-year course visits

I have organised to visit the combined COMP1100/1130 lecture on Thursday 23rd February. As a compulsory course for first-year computing students, and one of two compulsory computing course choices for engineering students, this will reach most students within the college.

Reference F

CRC Report 1 – CASS

Mickey Throssell and Lara Johnson

1. Introduction

Hello! We're Lara (she/her) and Mickey (they/them) and we are very excited to be your College of Arts and Social Science representatives this year. We look forward to working with the other college representatives and ANUSA more broadly.

2. Acknowledgements

We would like to thank Phillip and Charlotte for their support during the handover process and their continual advocacy. We would also like to thank everyone who has assisted us in the first few months of our term.

3. College Education Committee (08/02/2023)

Lara attended the first College Education Committee meeting.

The meeting covered discussions surrounding

- Chat GPT and the College's response to AI and academic integrity.
- The new system for EAPs (it was mentioned that the process was rushed and completed without consultation – the college is asking for any feedback from both staff and students.)
- Course accreditation (changing the reaccreditation process from every three years to every two years)

4. Issues with Courses

As the semester has yet to commence, we have not received any communication regarding concerns with courses.

5. Other Activities

- We set up a stall on university avenue on the Thursday and Friday of O-Week to introduce ourselves to students studying a CASS degree.
- We filmed a video introducing ourselves and sent it to all the first year CASS course

convenors, to distribute among students.

6. Upcoming events

- We are having coffee with Lucy Neave (Associate Dean of Student Experience and Integrity) on the 22nd of February.
- We will publish our office times and location for students.

Reference G

Hey all! We are Will (he/him) and Suzie (she/her), the ANUSA College of Law Representatives for 2023. Our main points of contact are our Facebook page (still under construction) and our email (sa.law@anu.edu.au). There are a number of policies we are working toward this year, outlined below; however, we are also open to general feedback from Law students and will pursue suggestions/complaints raised with us accordingly.

Initial policy recap

1. Standardized tutorial structure and handouts
2. Alternative feedback mechanisms to consultations
3. Optional post-submission student reflections
4. More digital textbook access (and less carbon footprint!)
5. Practice exams with answers
6. Diverse supplementary content (interviews, past seminar/event recordings, niche sub-topics, etc.)
7. Opt-in study groups in all courses
8. Reinvigorated course-representative roles
9. Continued hybrid learning

Course rep progress (policy #8)

- Inconsistency among convenors
- Not always implemented to begin with
 - CoL last year had 8 CA: 7 undergrad and 1 postgrad

We are focusing on two key factors in improving this program:

1. UPTAKE

Incentives might include:

- Connecting with academics

- Regular meetings and feedback
- Social aspect (either mass events or SHARED rep positions)

Expecting convenors would still run sign ups through Wattle

2. TRAINING

College-specific training with reference to ANU Policy and Procedure

- Different reporting guidelines across Colleges creates opportunities for training
 - Ie. Progress will often depend on who you're emailing, who is progressing your complaints or queries
- PARSA says these could ideally take place in **Week 4**

Initial discussions w ANUSA Lawyers re platform in CoL (policy #6)

Meeting planned to liaise re:

- Possible inclusion as interviewee/speaker in LJE
- Presentation for first years in some more immediate capacity?

Interested in how we might integrate this, and other ANUSA services, into Colleges ...

Preliminary questions planned for CEC1

- Pre-recording and hybrid learning status (exams - in person, typed/handwritten)
- Reasons for limited practice exams, lack of tutorial handouts/consistency, more resources for consolidating knowledge (ie. models of past exam answers)
- Procure for taking stock of required readings and textbooks
 - Do convenors request library to just put them up? Are there more procedural layers re budgets/access to materials?
 - Extent of free eBook textbook access (number of concurrent users) and promotion of these resources for students to use

- CoL textbook culture is uniquely expensive and onerous at ANU
- **Introductory scans** of required readings allowing students to get initial access, especially with new editions arriving/people starting the course
- What other meetings are happening? We have heard of Curriculum Development Committees etc at other colleges - is CEC just an amalgam?

Discussions re logistics of opt-in study groups

Conversation with Shriya (2022 JCOS rep, similar policy):

- JCOS reps ended up partnering with science societies given their platform ...
- We think this is practical, but it would be better to see more integration with the courses themselves and sign-up more centralised on something like Wattle

Other comments

No complaints or questions received from students so far.

Thinking of possible events for raising our profile and retaining Facebook page engagement.

Meeting scheduled with the new CoL Dean Connolly – we don't think previous reps have engaged on this level and hope to build an ongoing report. We are interested in if other reps have had similar communication, and what the focus of this may have been.

Reference H

Reference I

Reference J

College of Asia and the Pacific Report

Tess Northcott & Ioan Hastie

CRC 1 23/02/23

Summary

- 1 Introduction
- 2 Updating Communications
- 3 Updates from CAP Education Committee
- 4 First-Year engagement

1 Introduction

Hello everyone, we are Tess (she/her) and Ioan (he/him), and we're very excited to be the College of Asia and the Pacific Reps this year. We're hoping to have a successful and productive year and further the interests of CAP students. We can be contacted via our email sa.cap@anu.edu.au, and our facebook page 'ANUSA College of Asia and the Pacific Reps'. We also run the CAP students at ANU facebook group, which we'd recommend all CAP students to join.

2 Updating Communications

We are currently working on updating our facebook page with a new photograph and biography, so that we can communicate with CAP students. We have also been discussing ways we could more effectively communicate with students, and are planning a newsletter, which we are aiming to discuss with the CAP student centre in the coming weeks.

3 Updates from CAP Education Committee

The first CAPEC took place on Monday the 20th February, and was a fascinating view into the inner workings of CAP. The main items discussed were:

- The use of webcams during online classes, and privacy concerns around this.
- Thresholds for class cancellation, i.e. minimum amount of students required for a class to run.
- We raised concerns around Programs & Courses sites not being updated or displaying inaccurate information.
- There were also brief mentions of other developing issues such as ChatGPT academic misconduct policy.

4 First-year engagement

In order to raise awareness around the role of CAP rep, we have organised to visit some lectures and introduce ourselves to the student body. We've chosen STST1001, STST2001, and ASIA1025, as these courses have significant enrolment numbers.

We also participated in the CAP first-year induction last week, which was organised by the College. We gave a short presentation and explained our advocacy role to the 1st-year students there.

We are also planning a time and day for our regular office hours, which we hope to use for dealing with student queries and problems, whilst also collecting ideas and feedback to bring up at CAPEC meetings.

5 Moving Forward

Further thoughts on student engagement include:

- Future events – already in discussion with engagement with the US embassy for a potential event through the CAPSS
- Newsletter – what an idea! Circulated all around to lots of people
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