

AGENDA – College Representative Council (CRC) 2 2022

Wednesday, 22 March 2023

Zoom & Graneek Room – 6:15pm

Item 1: Meeting Open and Apologies

1. Acknowledgement of Country
2. Apologies
3. Passing of previous meetings minutes (CRC 7 2022 + CRC 1 2023)

1.4 PARSA Disabilities Hybrid

We considered this item before reports.

Ruth: I am PARSA disabilities officer and former staff member, worked on a project on accessibility. I am hoping with support from ANUSA and PARSA, we can put a very strong proposal to the university to push issues around hybrid learning and flexibility forward. Before I start to share I was wondering if you'd be willing to introduce yourselves, what college you're from, if there's been a conversation in your colleges about flexible learning.

We went around and introduced ourselves and stated where our colleges were at.

Ruth: That's really positive to hear, aligns with my experiences in the college of science that when you talk to teaching staff they are by and large really supportive.

We are looking forward to september when the disabilities royal commission will come up – will draw attention to disabilities across Australia, including higher education. I think there are two outcomes – it will become untenable for uni to ignore it completely - I mean management, not course conveners – something must be done. Looking at something like a Partnership agreement, something to support and sign up to and say those are the priorities ANU should be working on first. Best outcome for us is what can we do to make it more likely that that's going to happen.

The two strands to this campaign – one is focused around sensible, practical proposals with clear rationale and specific recommendations and writing them as discussion papers with arguments that can be discussed at all levels of the university. I wanted to share a few things and get your thoughts on how I'm trying to do that strategy. Other side is ANU community education campaign, part of the issue is that there's not a lot of awareness amongst the broader ANU community, even amongst people who would say there's an issue they don't know what should be done to address it. The more people who can champion these issues, the more pressure there will be on the Chancelry to do sensible things. This is why you all play such a crucial role as college representatives.

So that's the overall strategy of the campaign, in terms of what we're planning to do, I'm in the midst of writing the discussion paper – once it's ready I'll send it to Ben and Grace who will send it to you all. In the college of Science we pose the question of if Stephen Hawking wanted

to study at the ANU – but it's not accessible to him. If he can't get a science degree at the ANU, the problem is with the ANU. This is very much the sort of framing that is going to resonate with a lot of people and most likely to resonate with Brian.

Lara: I was wondering – this powerpoint, could we have it sent to us

Ruth: yes absolutely

Harrison: How should we distribute this and get the word out there?

Ruth: Grady has agreed to meet with us, so I want to talk it over with her first – I'm hoping that – she's not going to impose it from the top, but if she expresses an openness to hearing what the ANU thinks, that would give an encouragement and hope to teaching staff that this isn't a futile thing. I haven't got any plans beyond that, that's where I'm hoping you'll use your knowledge of what works best in your college. Share around internally in ANUSA and PARSA, would be good to have our college reps working together. If it goes to AD/CEC, you're the experts in your schools.

Harrison: I wasn't sure if we're targeting the school specifically or bringing students along

Ruth: Absolutely both, I think what would be a really good focus is to organise a teaching forum to discuss it in June, the idea being that if we're proposing a partnership it's not just all the different schools agreeing to work with us in partnership, it's all of the parts of the ANU working in partnership with each other, which I think is one of our biggest roadblocks. Teaching forum will bring them all together in a structured environment, get in some small group discussions, my target would be 30 students and 50 staff members where engaging students is really fantastic. 100 students and 100 staff would be way better, 30-50 is my minimum targets. A student discussion in your college would be totally brilliant.

Lara: My understanding is there's an Australian Law Student Association paper – is your work based on that paper?

Ruth: Read the paper, certainly a lot of commonality, the NUS paper covered a lot broader and I'm zooming in a lot more on the flexible learning topic, not the only topic the ANU should address but if it's going to start with bringing a lot of people together – beneficial to all students, all colleges. Really spun at the ANU context, all students will resonate with that but particularly resonates with ANU. Looking at the strategic plan for teaching and learning strategy which the NUS report

PO: Working students - how to engage?

Ruth: Other group is parents and carers, our officer is heavily involved, I think the more we can show that this is widely relevant the better we can make that argument. I am very much reliant on your contacts with different student groups. ANUSA is in many ways better set up to support these campaigns with students [than PARSA], because you have the seven collectives – in PARSA I'm the disabilities officer and if I want to organize an event it's a one-off event rather than a collective structure. I'm focusing all my effort on the advocacy campaign, my contacts with students is quite poor. Whatever you think I'm supportive of

The other idea ... Misconceptions about friendly teachers, I'm friendly and want to make adjustments, why don't students want to talk about it? Students ask why we can't just enrol in a class like everyone else, don't think they think about how much it takes for students to obtain an EAP.

Ruth brought us through a few reasons why it's difficult for disabled students to obtain EAPs and talk to teachers.

Ruth: Many people find EAPs useless or find that it's doing harm. This is the section that's about understanding the cost of not having a flexibility policy and requiring students to have

adjustments. I'd love your thoughts on examples of flexibility options that are most valuable in your college and who are they most valuable for.

PO: Teaching conditions are our learning conditions. 2020. Extensions are better than speecon.

Harrison: In CECC many people don't have late submissions at all, not sure how EAPs impact that, I'd be interested to see what adjustments you can make to that process, if someone's overwhelmed and you're not doing late submissions what options there are for people to put their best foot forward.

Ruth: On the teacher workload side, I'm trying to be very sensitive to that throughout, this section begins with we know that flexible learning has shit associations for teaching staff because of what happened in the pandemic. I'm also emphasizing that a lot of these things – if we do a thought through process in advance it makes it easier for course conveners during semester. If we have a flexible learning policy, less students will have to request adjustments. At the moment I am not planning to bring this up in the paper but on the question of extension requests, one issue from course convener perspective is that it's so vague and general that they don't know if it applies in that circumstance. It's kind of "if you can, do, but if you can't, what a pity." There's a concern in various degrees that students get that very general request have a legitimate need but will use that extension request in other circumstances when they didn't have a 'legitimate' reason. What I'm proposing is much more specific extension related requests on EAPs - I.e. this is episodic, this student has an episodic condition if they have a flare up they will be unable to do 80% of stuff for two weeks and have a slow recovery, if they have an episode please meet with them and develop a plan. It makes it easier to push back and advocate. I think it would be a better approach for students because you're getting an approach that is tailored to what the student actually needs. If you're a student that has epilepsy on the day that the assignment is due, that's a different situation. So far, sharing that with conveners they say that's much better.

BT: I have a question – I guess, I don't know the background, how does this intertwine with the DSA's hybrid campaign.

Ruth: Campaign has been working on a petition, close to 500 signatures now, Maddi and Mira are doing a lot of work working with students and gathering evidence there, I've been working on getting proposals and the behind-the-scenes advocacy strategy. As we've spoken more it's merging together, they're very supportive of what we're proposing here.

Lara: Follow up question, you said on the last slide the student partnership agreement, is that also the DSA's end goal

Ruth: I don't want to speak for Maddi and Mira, I think they know what hybrid looks like for them but hadn't broken it down into what we're actually asking for the ANU. The wording was continuing hybrid learning – very broad, question of what do we actually go to Grady and ask for her support to do because she's not going to be able to just press a keep hybrid learning button. In terms of putting it together as this strategy, this is where it's been. Short answer is their goal is much broader and what I'm proposing is more specific.

Mickey: clarifying question to do with timing – is this something you're planning on bringing to Grady after the campaign is successful at the height of it or right now or what sort of timeframe

Ruth: In sort of two weeks time or something, that will be the first discussion, I am not expecting an immediate victory after one discussion, I think that part of the reason for that is that a big goal of Maddi and Mira's was to present their petition and discuss its reasons with Brian and Grady so discussion with Grady is an opportunity to do that, our parents and carers officer is very keen to talk to Grady about impact on parents and carers. We have provided the critique of the DAP. I hope this will show that it can't be shut down completely. I think this proposal is difficult for ANU to publicly dismiss. Public statements will ensure ANU has to respond.

Mickey: this report comes out in September?

Ruth: Yes

Mickey: Public before then?

Ruth: I see slowly ramping up more and more public as we go, each time we do a public thing having a meeting with management and seeing what impact it's having and what response we get from it, adjust our strategy accordingly.

BT: just to confirm so it's straight in my mind, so in a way this is an accountability mechanism in the lead up to the report coming out in september... I'm confused where the public statement from the ANU comes from

Ruth: We would public statement

BT: about how the meeting went?

Ruth: I guess there are a lot of things to consider in how we might do the public statement, the one on the Disability Action Plan, we had a private conversation where we shared all private observations we wanted to air in public. Bad strategy to meet with management and release a public statement along the lines of 'management said this'. If management was outright dismissive and rude in the meeting we'd look at what we say in the statement, my gut feeling is they won't take this approach. I don't know is the short answer to all those questions, a lot to consider, see what happens, take stock, then decide on the best way forward. I think whatever we do it will involve discussions on the school and college level. So if it is the best scenario, ANU wants to do something.

BT: I like the idea of showing up the uni if they say no. From my understanding of campaigning around education at uni, and a hybrid campaign – they know the campaign is going on and they haven't made moves, a lot of the time they've been very anti it. I think my concern is that if we almost reward them for saying that they're contemplating it it won't cause the accountability effect we want, we can show that up later but it makes it a lot harder from a campaigning perspective with the messaging. If you go into a meeting with a union representative, you can say you're going to minute it for the union – publically so it's transparent – good strategy, without it

being loaded that it's a statement, I think I'm concerned that it'll look quite collaborationist with management when they could be lying

Ruth: When you see the discussion paper, you'll see the approach that I'm taking that I am very much pushing it from a we are concerned the ANU isn't going to meet the strategic plan angle. That's a very difficult position for them to argue against. Disagreeing with the strategic plan - that's not a position they can take.

Ruth pointed out various strategic plan points that are not being met in terms of hybrid learning

Ruth: I'll leave it there, been really helpful, appreciate all of your time. Hopefully will have good things to discuss when we come back next time.

PO: Can I put slides in minutes

Ruth: Yes, happy to send around the draft with the proviso that it's an early draft only half there if you have thoughts and suggestions.

[Link to slides here](#)

Item 2: Executive Reports

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

BY: Quick on academic side- I'm dealing with an ongoing course issue in CBE.

Suzie: CBE fails a lot of people – it's almost a hazing exercise

Will: They're making courses harder when people are already failing

BY: Besides CBE, Grace did an awesome job of class rep training

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

GK: One thing has been – I had another working group on recording of teaching and learning activities. So that's a pretty interesting space. Fortunately the uni in many ways is compelled to keep recording stuff because of accessibility requirements, talk a lot about – it's a very difficult thing to do – making a new policy or reviewing. It gets into semantics of all the things you need to define I.e. a lectorial so you can't get into the basics of what's going on.

I think I sent to the slack, got a vague verbal sense from the ANU that they won't be putting in bans on chatgpt. It's very stressful for students worried about plagiarism. Again, gets lost in semantics. Not going to be doing any outright bans in general. Will put out more info soon, if it becomes subscription only they probably will facilitate students having access

Major thing is class rep training, lots of resources in the class rep resource pack that I created, took a long time. Things have changed very substantially in the last few years. Maybe 70-ish people that ended up attending, awesome considering our amount of promotion and friday night. Discussion on return to campus being difficult, will be even bigger

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

BY: colleges have to justify keeping a course if they're not teaching it – often good reasons to disestablish if a teacher has moved on, or keeping something because someone was on sabbatical, they have to account for it. Good to have a look through and see if there's interesting patterns

Lara: staff are really concerned because they say they're going on a sabbatical, used to be a policy of a 'one in one out', worried that they won't let people coming back to keep teaching, real hesitancy, there's a push by jeff it's okay it'll be fine we'll let you keep your course but staff have not historically

BT: related to two years instead of three?

Lara: all comes back to programs and courses, jeff has a big thing about fraud, in the UK apparently unis can't advertise things that aren't running or they can be sued for fraud – seemingly not the case here but that's the line he's decided to take but a lot of staff have a lot of pushback

BY: CBE has course lists that have courses that haven't been run in years – economic degree have to do six list A courses and then you realise none of this is available and there's a dimension of staff not going on sabbaticals

Lara: don't understand how taking the course away from programs and courses directly relate to disestablishing – why can't they have it on the books but not advertise it

BY: you should say that phi

PO: I will

BT: what do people think knowing ADEs in other areas? Should say that CASS are trying to do 2 years instead of three? Don't know if that will go well or badly – they want to change it from 3yr to 2 in cass

BY: want to or have?

Lara: they want to – mentioned it at the last one. Many people were particularly unhappy with it. Don't know when it was planning on being implemented. Brought up at the start

Bea: UG Curriculum Review thesis was that there was too much choice. Previous AD(E) of Science argued that it was just a tech issue. It just needs to be clearer, not a content issue.

PO: couldn't find anything on UG Curriculum Review on a first pass.

Bea: all will know what it is.

PO: I will send anything I'm concerned about through.

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

BT: EAG got together, drafted a pamphlet – in the chat – handed out on Open Day. About the UCR if you want some easy info to talk about it in the chat but also AUKUS and ANU's alignment with AUKUS. If anyone's hearing whispers about more things towards a nuclear model of the uni or discussion I'd love to know about it. Working towards an anti-AUKUS campaign to get ready for it.

Item 3: College Representative Reports

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

Taken as read.

3.2 College of Arts and Social Sciences [Reference F]

Lara: Similarly to Bea's, we did a pamphlet but specifically did class rep training had convos afterwards about the new compulsory minor. A lot of people saw a connection between a compulsory minor and a reduction in choice and courses, a lot of support for us in that regard, getting our heads around it and having lots of convos about it so that's good.

Mickey: just going to ask – did you actively tell the class reps what to do next to be a part of the no cuts campaign

Lara: so for the class groups – we talked about what ANUSA's approach, they were super interested in that. Class reps, courses they're doing rn, what they're offering.

3.3 College of Law [Reference G]

Will: PARSA contacted us as LSS but we're not the LSS but they didn't get involved – it went well. Had a lot more turn up than before because college admin changed things to make it more common and on the wattle pages, CoL is really complacent when it comes to promoting these things, disappointing to hear people say 'people aren't signing up because the course is too good!' We want to try to organise to speak to CoL admin teams to have better policy moving forward to get more intake – tried asking them about why they did or didn't sign up and the barriers to getting involved, one that stuck with them was talking about in first lecture would you have gone and signed it if it was hyped up a bit, it would have been a lot easier. What a piece of paper could do.

Want to make our own surveys, a lot of information cases, admin law notoriously has issues but you look at the self issues, only 15% do the SELT. None of that feedback is used, but when I explained that more surveys would help, we were told it was overkill. In our last meeting they talked about wattle student feedback on the sidebar – we're still going to get class reps to try run more of this, they're the ones who can distill whatever complaints. They don't need to respond but getting info is important.

Also interesting talking about disestablishment, they were talking about how ANU – CoL said ANU wants to change the expiry date to two years but col is opposing it? Not sure? That was my understanding. They were upset, but for law especially it's impractical with masters courses that run year on/year off how does that work with expiry, with part time students how does that work, would make a lot more difficulty. Don't know about other colleges but it creates a big gap- they were saying it was the uni doing that.

PO: can question that policy

BT: could be a CASS idea that was adopted by management

Will: definitely finding out where that's coming from is important. And those are the big take homes. CoL is good with all of this, they're jovial about it, but generally will always try to get a course through and keep it there and know what has been disestablished. It was encouraging still. Only thing to comment on in terms of policy was I had a meeting with ANUSA lawyers, I love them I love the dog just amazing, was interesting to hear what they were doing in regards to human rights commission. I think its worthwhile pursuing – a challenge with CEC – is ways to diversify coursework to include things other than just the readings and questions. We have courses where we do interviews or other more interesting things, is great bc it exposes students and is engaging, was talking to them about how to do that with them. Getting them to talk in LJE, can advertise their services but also talk about their courses – contracts course, occupancy agreement. CEC was resistant but I know some is policy reasons but they're keen on getting somewhere with

Suzie: we met with the college dean and it wasn't particularly insightful, asked about return to campus chatgpt, not a lot of new info. Pretty much confirmed what we relayed last time we met.

Will: more compulsory textbooks in library – he's working on that.

Suzie: really great to hear, will keep you updated on how that's going – we're also looking to increase our student engagement by holding a BBQ on the law lawns!

BT: will you hand out fun flyers at BBQ

Suzie: yes!

Will: bring anusa lawyers and the dog!!

BT: make sure you have enough people with you to run a BBQ so you can get a lot of people – often only have enough for the BBQ.

Will: can get some sausage lackeys

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]

Item 4: Discussion Items

Item: 5: Other Business

Item 6: Meeting Close

Meeting closes at 7:55pm

Expected close of meeting 8pm

Reference A

Reference B

See SRC report

Reference C

See SRC report

Reference D

Reference E

CECC Representative's Report

CRC 2

Harrison Oates

Report submitted 22 March 2023

[Item 1: Meetings](#) [1](#)

[Item 2: New CECC Rep Recruitment](#) [1](#)

[Item 3: COMP Course Shenanigans](#) [1](#)

Item 1: Meetings

I have had no meetings since last CRC.

Item 2: New CECC Rep Recruitment

As has been communicated to the SRC, we have a vacancy for CECC Rep. The application form was uploaded to Schmidtposting and sent to various CECC societies. Applications are now closed and I hope to have a new partner for next CRC.

Item 3: COMP Course Shenanigans

I've had to deal / am dealing with the following courses and issues:[Text Wrapping Break]

COMP3710 - Compilers: Assignment spec was changed on the given due date (which was a public holiday) with changes announced 24hrs 02min from the unofficial deadline, given ANU's policies against having assessment on weekends and public holidays. These were substantial changes that required significant time from students to adapt already finished code. There are also concerns about lecture audio quality, and the time it is taking for lectures with audio issues to be re-recorded.

COMP2420 - Introduction to Data Management, Analysis and Security: Slides apparently hadn't been posted to Wattle and were only available via Echo360. This is an accessibility concern, which the convenors were quick to fix.

COMP3425 - Data Mining: Slides are embedded in Wattle's viewer and unable to be downloaded and viewed on other programs. This is hard to access or view. Proctorio is also back, which is surprising given every other COMP-coded course of which I am aware heavily encourages students to record their screen + webcam locally. This video can be shared to convenors if and only if they are accused of academic misconduct. Otherwise, it remains solely on the student's hard drive. This semester, some of the major courses like COMP1100 and COMP4300 are doing invigilated exams in ANU computer labs instead. Either of these options would be preferable to installing Proctorio on personal computers.

Reference F

CRC Report 2 – College of Arts and Social Science

Mickey Throssell and Lara Johnson

1. Introduction

Hi everyone! The semester has started to get a busier with assessments/work, so we hope everyone is doing well and a reminder that we are both here to help with any troubles that arise with courses. We acknowledge that this time of the semester can be more stressful for students especially when trying to navigate issues arising within their courses.

2. CASS CEC Meeting

The next CASS College Education Meeting is on the 3rd of April. This will be the first meeting that we are able to attend in person. We are looking forward to bringing student issues to the agenda and have begun some preliminary work in preparation for the meeting.

3. Issues with Courses

POLS2125 – Game Theory and Social Sciences

- An issue arose over a timetabling conflict where the student had a compulsory seminar at the same time as this course's lecture (where there is five minutes of participation mark)
- The email was passed on to the Associate Dean of Student Experience (Lucy Neave) and they have set up a meeting and will take the issue further.

4. ANUSA Events

- We both attended SRC 2 and OGM1
- Mickey attended the EAG meetings
- We both attended the National Day of Action Climate Protest on the 17th of March

5. Other Events

- We had an introductory coffee with Lucy Neave (Associate Dean for Student Experience) where we discussed the last CEC meeting, issues with the programs and courses, ChatGPT, implementation of the IHRA definition of antisemitism and the return to in person exams.
- We attended a CASS Course Cuts working group. From this group we contributed to a flyer which highlighted the current direction of the ANU in regard to courses cuts, degree disestablishment, the compulsory minor and AUKUS. These flyers were then distributed to students on Open Day.
- We attended class representative training. Lara attended in person and had conversations with the CASS class representatives surrounding the compulsory minor. The representatives were very interested in the minor and wanted to know more/asked lots of questions. We are more than happy to facilitate more of these conversations in the future.

Upcoming events

- We have the second CEC meeting on the 3rd of April.

Reference G

Reference H

COS Rep Report

7 March 2023

Prepared for CRC 2 and SRC 2 of 2023.

Contacts: Isha Singhal and Yasmin Osbourne

sa.science@anu.edu.au

isha.singhal@anu.edu.au

Inbox:

I have been monitoring the inbox since December. So far we haven't had many emails, beyond admin around the new JCOS Reps, course reps, ANUSA meetings and a few other meetings.

Meetings:

- Yasmin and I met Merryn (new COS ADE) on 6th March. She was super lovely to talk to and we are excited for the year ahead.
- We raised issues around pre-recorded lectures and recording issues which Merryn will look into.
- Merryn explained to us who the different Deans at COS are and what their role is.
- We plan to meet Merryn around once a month, with the help of Lillian who manages Merryn's calendar.
- The first COS Ed Comm for the year will be on the 27th of March and we look forward to meeting all the Research School ADEs then. Caroline from the COS has been in contact with us about this.

The Big News:

- JCOS has officially split into COS + CHM.
- They are both now going to have separate Education Committee meetings. With Psych moving into CHM, there will be a relatively large undergrad cohort in CHM too.
- At the moment there are separate postgrad reps for each, but combined undergrad reps.
- For the time being, CHM is still recruiting for a lot of key positions, so the transition will continue
- I have raised the possibility of having different ANUSA reps for both colleges and Ben (ANUSA Pres) and Phi (ANUSA Gen Sec) are looking into this for the AGM.
- Thanks to Ben and Phi for their promptness.

PostGrad Reps:

- Since COS degrees can be intense and have longer fieldwork/lab hours, we particularly hope to have a good postgrad representation to take care of PhD and HDR students.

- Yasmin is a resident at Yukeembrook (a currently very postgrad hall) and she plans to amplify ANUSA's post graduate structure survey via her channels.

Course Reps:

- We have shared details about course rep trainings to those schools that have reached out to us. Most schools have been very on top of sharing it with their course reps :)

Assessments:

Online accommodations: Merryn assured us that except for very large first year course all courses for this semester would give an online assessment option and would support remote learning where needed.

SELT Taskforce:

- SELT's can be discriminatory towards women and BIPOC lecturers and teaching staff.
- They can often not provide the required feedback about a course.
- COS is looking at implementing a new SELT Taskforce, and invites **ANY! COS student** to raise their hand to sit on this committee.
- If you're interested please reach out to us sa.science@anu.edu.au

New Spec Cons Policy:

Merryn informed us that this has been deferred to semester 2 for now. As of now we continue with the policy that has been in place.

ChatGPT & Assessment:

- Different course convenors have followed diff practices (embracing / banning).
- On the backburner as of now, but COS will soon be seeking feedback from students (and alumni!) on how to best incorporate AI into learning, in a way that it prepares students for the real world but doesn't make students dependent on them.

Reach Out!:

For any course and/or teaching feedback, feel free to approach us. We have processed a few points of student feedback and just want to reiterate that we are always happy to relay feedback anonymously. Reach out to us via email at sa.science@anu.edu.au!

Come to us with both college wide or teaching wide changes you'd like to see, or simple issues. We're here to help.

Reference I

Reference J