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**MINUTES- COLLEGE REPRESENTATIVE COUNCIL 5 2012**

**Wednesday 15<sup>th</sup> August 2012**

**6pm, ANUSA Boardroom**

**Executive**

Dallas Proctor – President of the Association  
Alice McAvoy- Vice President of the Association  
Tom Barrington Smith- Education Officer  
Tara Mulholland- General Secretary

**Faculty Representatives**

Yasmin Masri  
Jack Hobbs  
Junyan Tan  
Justin Steele  
Roseanna Bricknell  
Tom Brazier  
William Gort  
Matthew Birtwistle  
Vaibhav Sagar  
Sascha Silberstein  
Ali French

**General Representatives**

Lillian Ward  
Charmaine Yong  
Jeff Sun  
Samantha Teong  
Alex Clark

## **Item 1: Meeting Opens and Apologies**

Meeting Opens: 6:11pm

I would like to show my respect and acknowledge the traditional custodians of this land, of elders past and present, on which this event takes place.

I have received apologies from: Maea Lenei Buhre.

## **Item 2: Minutes from the Previous Meeting including Matters Arising Questions:**

**MOTION:** That the minutes from the CRC4 2012 be accepted.

Moved: Tara Mulholland

Seconded: Vaibhav Sagar

**Motion passed**

## **Item 3: Executive Reports and Matters Arising**

### **3.1 President's report (D. Proctor) [Reference A]**

- Holiday length: The university want to shift the whole semester forward by 2 weeks, shifting from 13-12 weeks. We would get less class time. All the other universities are on 12 weeks, 2 weeks holiday is great so we're going to fight really hard on this.
- SELT, need to make a proper campaign, better campaign- posters, going to classes
- CBE had a meeting with the Deans, they flagged that the next round of structuring will be around CBE
- Complaining that no students hang around CBE- social issues, engagement in CBE is bad.

#### *Questions*

- **William Gort: In relation to CBE**, people are heavily involved within the schools. Economics students involved in the school of economics, not involved with the college at all.
- **Alice McAvoy:** Did they say they were going to reduce course content if they are going to reduce the semester to 12 weeks. Content should be reduced if the term is shorter
- **Junyan Tan:** 13 to 12 weeks is a big change we should engage through facebook to see how you can get your students from your college involved.

**MOTION:** That the President's Report be accepted.

**Moved:** Vaibhav Sagar

**Seconded:** Tom Barrington-Smith

**Motion passed**

### **3.2 Vice President's report (A. McAvoy) [Reference B]**

- Carl Reinecke, proposal for alternate course guide
- Internal education matters internet site
- Penny Oakes, work on that

- Later year events
- First year guide, course guide, SELT results, strongly welcomed by the university said they would like to do it.

#### *Questions*

- **Justin Steele:** Maea and I are trying to use the notes page on our facebook to compile course information

**MOTION:** That the Vice President's Report be accepted.

**Moved:** Vaibhav Sagar

**Seconded:** Dallas Proctor

**Motion: passed**

### **3.3 Education Officer's report (T. Barrington-Smith) [Reference C]**

- Clare Moore. Can run events that are inclusive and safe for everyone there ACT Election scorecard, really positive

**MOTION:** That the Education Officer's report be accepted.

**Moved:** Vaibhav Sagar

**Seconded:** Tom Brazier

**Motion: passed**

## **Item 4: College Representative Reports**

### **4.1 College of Arts and Social Sciences [Reference D]**

- Aimed at all CASS students arts night 6<sup>th</sup> September, Arts combined degree, event on Facebook, promoting that more
- School appeals, Art School ignores university wide policies. The only way you get your results is on ISIS, only feedback next semester by which time the 30 day period has lapsed
- Articulate a clear expectation for students

#### *Questions*

- **Alice McAvoy:** I have you spoken to Gordon Bull, art school is really hard as they run assessment during STUVAC. I had an art school appeal, the student did it within 30 days for honours
- **Yasmin Masri:** Some of the appeals links aren't even working, the one from the fotm just took you to an error page.
- **Jack Hobbs:** The school of music has gone through the meetings about the new degree. There will be a review of all courses at the end of semester 2 next year.

**MOTION:** That the College of Arts and Social Sciences report be accepted.

**Moved:** Vaibhav Sagar

**Seconded:** Dallas Proctor

## **Motion passed**

### **4.2 College of Asia and the Pacific [Reference E]**

- I have been using the SELT data to evaluate language courses across the college. Chinese later year courses are getting worse, less people are doing them than 3 years ago. Suggestions were taken to the emergency meeting.
- When AQF comes in you will no longer be able to get a diploma from the Year in Asia
- Interesting that the China Centre has the worst student rep system- maybe that's why their courses are doing so poorly
- School of culture, history and language, individual course only 5% of courses had student rep details on wattle.
- We want to use our faculty money for a Year in Asia related event

#### *Questions*

- **Jack Hobbs:** Have you had any luck on the class rep front?
  - **Justin Steele:** It's tough with CAP. The Japan Centre meets every two weeks and has one student from each course. It's really hard to get consistency from across the different languages. A lot of work needs to be done around this issue.

**MOTION:** That the College of Asia and the Pacific Report be accepted.

**Moved:** Vaibhav Sagar

**Seconded:** Lilly Ward

**Motion: passed**

### **4.3 College of Business and Economics [Reference F]**

- Met with Jane Godfrey
- Some courses have low enrolments because they are specialist
- They keep cancelling CBE Board meetings
- Trying to engage students groups by getting a wattle page set up for next year.

**MOTION:** That the College of Business and Economics Report be accepted.

**Moved:** Vaibhav Sagar

**Seconded:** Yasmin Masri

**Motion passed**

### **4.4 College of Engineering and Computer Science [Reference G]**

- Next ed com is on the 16<sup>th</sup> of August
- 1730 the lecturer was pretty difficult, they have revamped the entire course
- Paul Melloy is appointing a first year experience manager

**MOTION:** That the College of Business and Economics Report be accepted.

**Moved:** Ali French

**Seconded:** Dallas Proctor

**Motion Passed**

#### 4.5 College of Law [Reference H]

- AQF
- Stephen framed it as a discussion paper
- LSS made some really good points, in regards to exchange
- Research requirements that the AQF will enforce so the LLB might have to consider students having to do certain research things within the degree
- Electives, our argument is that it will restrict a student's choice
- Students may have to choose between honours and exchange
- Currently entry into honours is a low credit. They want to move it up, this would reduce the amount of students. Students are currently struggling with being able to get honours supervisors.
- If there are changes that there be strong system of notification, from first year the importance of their GPA. Onwards a readily available document
- In my first year of Arts they sent you a letter (so student's felt like they're on the right track).
- The end of the committee meeting ended with the argument that the law degree is that it's already worked in
- Class rep proposal, sent your email on to Stephen Bottomley
- Special consideration, emailing them about special consideration and it seems quite arbitrary, how they decide who receives consideration and who doesn't.

#### *Questions*

- **Alice McAvoy:** What's the problem with bricks?
  - **Ali French:** paper and ISIS problems.
- **Alice McAvoy:** In regard to special consideration, Miriam got told that she was being too lenient; there might have been a change, consistent precedent. It's usually when it's a borderline mark that they will take extenuating circumstances into consideration
- **Tom Barrington-Smith:** I thought that AQF was being phased out under the actual guidelines of TEQSA?
  - **Sascha Silberstein:** none of the law schools can agree 100% where they're going. Is the LLB being assessed to a higher standard, how well the market knows that coming out of an ANU law degree means that you have been subject to more difficult assessment.

**MOTION:** That the College of Law Report be accepted.

**Moved:** Vaibhav Sagar

**Seconded:** Tom Barrington-Smith

**Motion Passed**

#### **4.6 College of Science [Reference I]**

- Science hates 13 weeks down to 12, Richard is writing up a proposal for university education committee
- Huge problems in scheduling pair classes on public holidays, stuff like that when you have 3-4 hour wet labs per week.
- ANU offers more field work, really hard to offer courses where you take people away during term time so they usually do it during the holidays
- Everyone got up in arms because of moving it because of graduations, April/October, other g8 universities have overseas graduation universities.

**MOTION:** That the College of Science Report be accepted.

**Moved:** Vaibhav Sagar

**Seconded:** Tom Barrington-Smith

**Motion Passed**

#### **Item 5: Discussion Items**

##### **5.1 Draft Research Guidelines**

- Guidelines for research will be circulated and we will be asked to comment

##### **5.2 Holiday Length**

- All the college reps write a paragraph why it's such a bad idea for your college
- The period between exams finishing and results being released is too short. They don't want to move to April/October graduations
- A lot of interstate and international students attend ANU and they use the holidays to go home.
- In terms of time frame get it to us by Friday 100-200

#### **Item 6: Other Business**

**Dallas Proctor:** Thanks to Tom Nock and Alex Bell-Rowe for the reports they submitted.

#### **Item 7: Date of Next Meeting and Close**

The next meeting of the College Representative Council is scheduled to be held on Wednesday the 26<sup>th</sup> of September at 6:00pm in the ANUSA Board Room.

Meeting closed: 7:12pm

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**PRESIDENT'S REPORT**

Dallas Proctor

**Holiday Length**

UEC has proposed to reduce mid-semester holidays to 1 week and reduce semesters to 12 weeks to lengthen the amount of time available for marking. A proposal to shift graduations back by ~4 months in line with other Unis has also been put forward. We will have to prepare a submission for UEC to stop this happening. College reps will be involved in discussions at CEC level.

**Consistency of marking and late penalties across the University**

Alex Bell-Rowe has been working on this.

**SELT**

A long term campaign needs to be formulated – response rates did not increase enough. Results from Semester 1 surveys are currently being processed in CECs.

**CBE**

I met with Prof Godfrey and Associate Prof Jones to discuss issues at CBE – they were really unresponsive and unwilling to go above and beyond their basic obligations in teaching and learning. Examples discussed included internships, social justice programs, etc. The next round of restructures will take place in CBE's schools – subject choice may decrease as a result.

**VICE PRESIDENT'S REPORT**

Alice McAvoy

**First Year Guides**

Carl Reinecke has met with me to discuss his proposal for first year guides for all the academic colleges. He did the SASS one for Arts this year, and is keen to collaborate with ANUSA Fac Reps to get info for these books. He and myself will be meeting with Marnie Hughes-Warrington to discuss funding.

**Appeals**

After a number of academic appeals this year, I have identified a number of areas which seem to need improvement in the area of internal education: - more awareness of the college appointments that graduating students can have before their final semester. - Stronger guidelines around Honours and what is required of a supervisor - Need for ensuring that all academic advice is written down - Greater awareness of the basic appeals process I will be creating a relevant section on the ANUSA Website – as always, if anyone wants to help just let me know.

**ANUSA Survey**

If Fac Reps are keen to put questions in the 2012 ANUSA Survey on general internal education issues could they please email me by the end of this week.

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## **EDUCATION OFFICER'S REPORT**

Thomas Barrington Smith

Welcome back from the break everyone! I hope everyone can be as amazing in semester 2 as they were for the first half of the year!!!

### **Bush Week**

I'd like to take this opportunity to congratulate Fee, Tas, Emma, ABR, Hannah and everyone who helped out on running the most successful Bush Week ever!

### **Safe Events Respectful Clubs and Societies**

Over the break I attended the "Safe Events, Respectful Clubs and Societies" launch at Parliament House. The initiative was launched by Senator Claire Moore in conjunction with The National Union of Students, the South Eastern Centre Against Sexual Assault, the Equality Rights Alliance, the National Women's Alliance and the Australian Women Against Violence Alliance.

Independent student-run clubs and societies form some of the most important parts of university life. The initiative launched is a manual for clubs and societies to run safe, inclusive events on campus, as well as for ANUSA to help encourage respectful attitudes amongst clubs.

This is achieved through reasonably simple guidelines centering on the responsible promotion and running of events as well as some basic guidelines to help clubs and societies ensure they are fundamentally sound and respectful to women.

Senator Moore has agreed to come and launch the resource here at the ANU if we decide to do so. I'll be working with Phoebe once all the Bush Week mayhem has subsided to help implement aspects of this resource. I'd be happy to sit down with anyone who's interested in discussing this further.

### **Education Conference**

See Appendix.

### **ACT Elections**

In conjunction with UCSA (and hopefully CITSA and SSA, if they jump on board) we will be releasing a scorecard for the ACT Elections detailing how to vote for student issues. The questions have been compiled with help from each of the departments and cover a broad range of issues with the 2 main ones being housing and transport (no surprises there).

Over the next few weeks we will be meeting with each of the party leaders and they will have the chance to make their case.

## **Flora and Fauna**

Thanks largely to the hard work being done by Connor Drum the Education Committee will be holding a series of panel discussions throughout semester 2 focusing on human rights issues within the law. The first panel will be held on August 8<sup>th</sup> and will include Lawyers, Pollies and various other spokespersons. There will be free food and wine and I'd encourage everyone to come along. More details will be made available closer to the date.

**Most of the other things I've been doing are relevant to the Education Conference or stem from that, so read that report for more details.**

**COLLEGE OF ARTS AND SOCIAL SCIENCES REPORT**

Yasmin Masri & Jack Hobbs

**ARTS Night**

On Thursday 6th of September we will be running ARTS NIGHT, an evening of visual, performing and written creative works accompanied by wine and cheese. The theme is pocket-sized. We are now looking for submissions from any students enrolled in courses within the College of Arts and Social Sciences, so your help in spruiking this even would be greatly appreciated

**ART WORKS:** Open to any medium, must be smaller than 20cm<sup>3</sup>

**CREATIVE WRITING:** 200 words or less

**MUSICAL AND THEATRICAL PERFORMANCES:** Shorter than 5 minutes

**Class Representation across CASS**

Our efforts to increase class representation across the college are ongoing, however in schools that do not have a culture of representation at the school level this seems surprisingly hard to foster. Class reps are possibly the best way we have of communicating with students across the scattered college.

In addition to this, we wish to raise (again?) with Toni the possibility of having our fac rep email on all wattle pages. we have received very few emails to this address.

**Appeals process at the School of Art**

Currently the appeals process for marks in practical areas of the School of Art is very difficult for students. Often 100% grades are only given for a course (normally worth 12 units) at the end of the semester through ISIS, with no prior indication of how the student is going. Comments explaining the grade are often not able to be accessed until the next semester (after the 30 day cut off for appeals in CASS). The process of appealing is also further complicated by the ephemeral and subjective natures of art assessment (ie, you put all your work up - talk about it for 10 mins and then take it all down with no real way of showing what was there, and almost any grade can be justified).

We would like to try to introduce some reforms, including:

- A clear outline of expectations of students
- Giving students the chance to get some marks before the end of the semester or giving them a mock grade during review (held in week 7 or 8)
- Formalised way of recording what work a student had at their assessment - maybe receipt system and photographs
- Email Students Assessment Comments on the same day as marks are released on ISIS

**School of Music Update**

After an extensive campaign, we have admitted defeat. Although some small changes were achieved, such as a increase to the PDA and a legal process of redundancies, this case seems to suggest that ultimately the university is not accountable to student opinion, so long as it can provide financial rationale for its actions. Our role seems now to be simply to assist existing students who are having difficulties finishing their degree

in a meaningful way.

**General Notes Coursework School of Music Meeting:**

NB. meeting held in winter break, and due to a admin error on the College's part we were only given 24hrs notice

- proposing 35 new school of music courses - mostly these were approved
- Distinct lack of core subjects specialising in aural and theory.
  - o Yasmin raised student concerns about this and these subjects will be included in the review.
- CEC meeting will be where changes to the School of Music, and the removal of some courses will be endorsed.
- Yasmin raised that consultation period during examination period and timeline less than ideal
- Yasmin also raised that additional student feedback processes should be introduced. As a result:
- Additional student feedback to SELT - a mid-semester one feedback form, and at the end of each semester for the first couple of years of the course
- School of Music to provide a formal report to this committee with student feedback on the new range of courses – report to be presented at a CCC Meeting at the end of semester one 2013.
- Royston thought that Simon Hukin is an ANUSA representative – not really an issue unless he is trying to say things on our behalf

## COLLEGE OF ASIA AND THE PACIFIC REPORT

Justin Steele and Maea Lenei Buhre

### **1. Improving Chinese language courses**

We have been working to improve the quality of Chinese language courses in School of Culture, History and Language (CHL), through distributing a report to all Chinese language teachers as well as the Director of CHL and the Deputy Dean of CAP, which summarised the results of SELT data from the past 5 semesters. The China Centre staff were quite alarmed by the report, and organised an emergency meeting to discuss it, which Justin attended on the 27th July. Following that, Justin sent all the China Centre staff a short document outlining how Chinese language courses could be improved, based on feedback from half a dozen Chinese language students as well as from discussions at the emergency meeting. While most staff seemed interested in the report and taking onboard suggestions for improvement, we have received some negative feedback, including a demand for apology based on the perceived inaccuracy of the reports from one China Centre staff member. Andrew Walker fortunately is behind us to continue our efforts to improve the language courses, but it is clear that any change is going to be slow. We will keep working on this project throughout the semester.

### **2. Year in Asia review**

Back in late April we attended the official CAP program review of the Year in Asia, presenting our findings on student experiences while on their Year in Asia programs. The College has just released their report on the session, and our written report was included as an appendix as well as our suggestions making the list of recommendations in the official report. Our suggestions included better pastoral care assistance for students while on their Year in Asia; better point-of-contact procedures for when issues arise and improved funding for students. The official CAP report contains 26 recommendations, so there is considerable work to improve the program and we are looking at how we can work with CAP to implement some of these recommendations. We are also keen to organise a Year in Asia Information / Cocktail Evening, with past Year in Asia students, future students and prospective students all to be invited.

### **3. Including student rep details on Wattle**

Andrew Walker, our man on the inside, has begun the effort of making sure our details are included on every Wattle course page in CAP. This is a big issue, as only 5% of CAP wattle course pages included student representative details in semester 2, 2011. We have also met with Peter Hendriks of CHL to get him to email all Course Convenors to include our details on their pages, so we hope to see some progress on this soon.

### **4. Establishing class rep system**

Also in that meeting with Peter Hendriks we spoke of establishing a better class rep system, as currently it is very *ad hoc* and organised by each of the language centres in CHL (eg the Japan Centre has a very good class rep system, but the China centre has no system at all). We have also brought this up as one of our recommendations in our discussions with the China Centre. This looks like it also going to be an on-going effort throughout the semester.

### **5. Request for comments on 2013 Academic Calendar proposal**

The upcoming CAP Education Committee meeting (Monday next week) plans to discuss the proposal to amend the academic calendar from next year and to provide comments. We would like to know whether ANUSA student reps are to have a consistent view on this, or whether it is up to us. Perhaps this is a matter for discussion at the end of the meeting, but it is our view that the mid-semester breaks should not be shortened to 1 week, owing to the large number of interstate and overseas students at ANU who use this opportunity to go home. The university is also looking at shortening the semester to 12 weeks (from 13), which we think is a good idea as this is consistent with other Go8 universities. Finally the mid-year break would be extended to 6 weeks, with the reason being to allow conference attendance and participation in the Global Summer Program. The GSP only takes approximately 30 students, and while the exact number of students who would use the break to attend conferences is unclear, the total number would still be far fewer than those who go home during the mid-semester breaks. We believe the proposal needs re-thinking, but would like to hear from other CRC members before Monday's EdCom meeting.

## Reference F

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### COLLEGE OF BUSINESS AND ECONOMICS

William Gort and Matthew Birtwistle

#### **New CBE Representative**

Please welcome Will Gort as the new CBE ANUSA Representative. Will is a third year Economics student.

#### **Meeting with the Dean of CBE – Jayne Godfrey**

Dallas and I both met separately with the Dean to discuss a variety of issues. Of main concern is CBE's long term plan to phase out courses that have low enrolments. The Dean insists she will consult with ANUSA and the student body during this process. I (Matt) personally don't believe this to be of huge concern because CBE courses that have low enrolments tend to be so because of unpopularity rather than special interest (as may be the case with CAP or CASS courses). Regardless, Will and I will be checking the circumstances surrounding each course proposed to be phased out by the CBE as they are presented to us.

#### **CBE Board Meetings**

Have been continuously cancelled by the CBE which is frustrating. Currently chasing them up as to why.

#### **CBE Wattle Community**

We are currently working on setting up a CBE Wattle Community page. Proposals are being received by student groups at the CBE to be compiled in a report to be sent to the faculty.

**ENGINEERING AND COMPUTER SCIENCE REPORT**

Vaibhav Sagar and Junyan Tan

I'd first like to welcome JY, and I look forward to working with him over the semester. I was unable to make the last two CECS Educational Committee meetings on the 28th of June and the 12th of July as I was overseas. I'm happy to note that COMP1730, the subject of much negative feedback over the years, has been revamped. I ran into Paul Melloy, the CECS Manager of Student services, and he seemed more than happy to discuss us having a first year camp next year. We'll see how that goes.



## COLLEGE OF LAW REPORT

Sascha Silberstein and Ali French

### **1. Response to COL's LLB Discussion Paper AQF Submissions**

Much of last weeks LLB Committee meeting was spent looking at the COL's Discussion Paper regarding LLB Honours Program and AQF Requirements that was drafted by Stephen Bottomely. This was a *discussion* paper and in no way suggests the final outcome regarding AQF requirements.

In a nutshell, the proposal aims to keep the LLB Honours program within 5 years, and to meet the AQF research requirements, the proposal suggests building in the required research training into later-year electives. See our response below [Appendix One]

The Committee raised an interesting point regarding AQF requirements and one member argued that ANU COL could submit that the LLB currently meets the required research requirements. This was an interesting and fresh perspective on the requirements and the Committee is going to discuss this further at the next meeting.

### **2. Class Reps Proposal**

We are going to write a proposal regarding class representatives system for COL. The LLB Committee meeting would like to know how the system works in other Colleges. We will circulate this proposal at the next LLB meeting.

### **3. Services Office Brick Payments**

Currently the services office makes students pay online for their bricks and bring in the printed receipt. This is unnecessary and Dallas wrote an email to the Dean to this effect. We raised this issue at LLB Committee. We are sending the email to Stephen Bottomly and he will consider further options.

### **4. Special Circumstances**

We are wanting to look into how, why, when students are recognised as having qualified for "special circumstances" for exams, assessments etc. We have heard some conflicting stories from students and thus would like to investigate what circumstances are actually "special circumstances" and how this is administered both in COL and throughout the university.

### COLLEGE OF SCIENCE REPORT

Tom Brazier and Roseanna Bricknell

#### Undergraduate Coursework

##### **4th June**

Current 3-unit third year chem courses to be combined in lab-theory couplets to form 6-unit courses. 3 unit courses will continue to run until 2014 to allow current students to fill units as required.

Looking at a new Science minor "Philosophy of Science". There already exists a "Philosophy and Science" minor under CASS, look into accepting the arts minor for Science degrees.

##### **23rd July**

CASS minor "Philosophy and Science" has two science courses added and can now be accepted as a minor for B. Sc.

Discussion paper on 12 week semesters with 1 week mid-sem holiday. General reception was overwhelmingly negative. If something has to be done, most would prefer delaying graduations by a couple of months in preference to the teaching/holiday reduction by 1 week each.

SELT scores, less 'danger zone' instances in Science. University wide - bad scores on providing feedback. Smaller science courses (by number of students enrolled) are getting higher rates of response and higher review ratings than courses with large class sizes.

Reviewing courses with high fail rates and low HD rates. Comparing by individual students and how their grades match up between all subjects in their program.

#### Education Committee

##### **6th August**

- Aidan's position (Director of Science(Education)) being advertised this week, expected to be filled very soon
- Richard recently attended the Australian Council of Deans of Science, which launched a report of 'what your science degree has enabled you to do': this could be worth publishing to ANU students regarding possible careers from Science. The report is downloadable from [www.acds.edu.au](http://www.acds.edu.au)
- It was flagged that recruitment should be focussed upon as HECS costs for science students are about to significantly increase as secondary school enrolments in science subjects are decreasing.

##### **Program reviews:**

- Each convenor must review the program and submit a report (not for individual courses but for programs, eg Bachelor of Genetics) to demonstrate complicity with the university's and with the Colleges of Science's strategic objectives,

including contribution to research-led education. They must also demonstrate academic merit.

- The ANU by 2020 plan is important in determining how each program aligns with the strategic objectives.
- Every single program must be reviewed in this manner in accordance with a proforma over the next three years.

#### **New academic calendar:**

- See notes from the UGCW Committee Meeting, at which this was also discussed.
- Science is strongly objecting to both the 12-week semester and the reduction in the mid-semester break from 2 to 1 week.
- Several arguments are already formulated and Richard will be writing up a report for submission at the university Education Committee but he has also called for any additional arguments people have.
- The purpose of the change is ostensibly to free up time between exams and graduation for exams to be marked – argument against moving graduation back is the viability for international students to stick around for the ceremony.
- Primary arguments include that the changes are particularly unviable for science courses, particularly regarding the planning of practical laboratory classes (sign-ups and administrative organisation, the paired classes that occur over two weeks, issues with rescheduling as required by public holidays in a shortened term) in addition to the reduction in the availability of intensive fieldwork as an integral part of courses.
  - o We have significantly more fieldwork components in science courses than the bigger universities which is one of the main draws of ANU to some of the people undertaking those degrees
- Basically the change is the equivalent of taking two courses out of a full degree
  - o Makes the ANU education look comparatively lesser in quality
- The 2 week break is also important to interstate and international students
- Other G8 universities have overseas graduation arrangements for international students – is this something that the ANU could investigate?
- Will this also impact Stuvac?

#### **Science Planning Day:**

- Responding to the ANU by 2020 document as well as a variety of other things
- Student participation in the planning day is desirable: will we open it up to anyone who wants to come, how will this be capped, will we utilise the class representatives?

#### **Student feedback to the Science department:**

- How can we increase communication but also the engagement of students and the way in which they understand the purpose of and uses to which the feedback is being put.
  - Small increase in SELT responses but definitely want to increase what is going on there.
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## Appendix 1

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### LLB Honours Program and AQF

1. The Australian National University Students' Association (**ANUSA**) welcomes the discussion of the AQF requirements for the award of the LLB Honours degree and thanks the LLB committee for the chance to respond to the discussion paper.
2. A key concern of ANUSA is to maintain the current timeframe for the award of the LLB Honours degree. ANUSA is against any proposal that would see the honours program extend to a separate year-long program.
3. The second key concern is the need for a strong system of notification with regards to the requirements and options available for Honours. Students should be made continually aware from the beginning of their degree of the requirements of the program so that they can plan their academic pathway accordingly. The standards and requirements should be clearly set out in a document that is readily available from the College of Law website. Students should be notified by email and by the document of the proposed research courses if and when they are made available, as well as the requirements for qualification into such courses. .
4. ANUSA welcomes the discussion paper's plan to keep the LLB honours degree within 5 years and allow students to pursue honours
5. ANUSA agrees that clarification is needed with respect to the requirement for entry into honours, whether it is a distinction or credit average, as this is quite a significant determining factor in students' qualification for the program.
6. ANUSA suggests that at the completion of first year, students who look likely to meet the entry requirement should be sent an automated letter inviting them to consider pursuing honours.
7. There is a concern as to how and which electives will be selected to have the "research intensive" component. If this component does not apply to all subjects, this may limit the choices made by students, therefore not allowing them the same breadth of choice available to non-honours students.
8. ANUSA suggests the possibility of allocating "research training" options to later year compulsory courses, subject to the consideration of the College of Law. Noting that this could potentially raise issues of undue burden on lecturers, or problems with grading students work.
9. ANUSA suggests the possibility of holding equivalent summer or winter courses, which would include the required research component in order to give students the opportunity to catch up on such requirements, or select other electives during the semester. Offering the summer or winter course options would provide a greater sense of flexibility for students looking to pursue the honours program.

10. ANUSA requests further clarification in relation to staffing. The concern is particularly related to whether an additional staff member would be required to oversee the research components of the course, or whether this will be an additional responsibility of the course convenor.
  
11. A concern of ANUSA's is the marking of the Honours Thesis, particularly the weighting of the student's GPA in the overall Honours grade. Further discussion would be recommended as to the reasoning behind the marking criteria

## Appendix 2

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### ANU's Academic Exclusion Policy

**Alex Bell-Rowe**

ANU's academic exclusion policy is listed in the Program and Awards Statute, under the heading Academic Progress Rules 2012. This statute dictates the policy for failure, the delegation of authority, re-enrolment in courses, and all the rules relating to the appeal process.

The rules dictating academic exclusion are located in sections 14, 15 and 16. Section 14 states that someone who fails more than 50% of their course load in 1 semester can be regarded as being on probation, and someone who has failed more than 50% in two separate semesters is considered to fail to maintain the standard of the degree program is liable for academic exclusion. The statute repeatedly uses the word may, which implies that the delegated authority, explained in complicated terms early in the statute. The statute also expresses the necessity for swift reporting of the failure to meet academic standards.

It also sets out the procedure for appeals, which is that appeals must be lodged within 20 days (or within a different time period on behalf of the Academic Progress Committee) to the aforementioned committee. This must show material demonstration as to why the student should continue in the program. It references that non-award courses can be a contributing factor, but should not be treated as concrete evidence as to why the student should remain in the course.

The Academic progress committee is comprised of the registrar as its head, and a delegate (not involved in the matter) appointed by the Deans of each of the colleges of ANU. This Committee has the power to (a) exclude the student from the award program permanently or for a period determined by the Committee; or (b) determine that the student transfer to another award program; or (c) determine that the student vary his or her load to take account of the impact of external pressures on his or her academic studies; or (d) determine that the student take leave of absence from the award program for a period determined by the Committee; or (e) impose conditions on the student's re-enrolment in the award program; or (f) refer the student to academic and professional staff for advice and support; or (g) determine other strategies as appropriate. Again this statute grants an open power to the delegates in question with the use of the word may. So whether or not they use this power responsibly, is something that cannot be ensured.

The final course of appeal is in section 17, which is to appeal the decision to the Deputy Vice-Chancellor on purely procedural grounds. The DVC may either affirm the decision, or set aside the decision to be remade by the Committee, in light of new information, gathered by the DVC, to the extent that they see fit. That said, the decision of the DVC is final, and the DVC does not possess the power to remake the decision.

## Appendix 3

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### Uniform Policies and Standardization

#### Thomas Nock

I have been investigating ways in which ANU can have uniform academic policies across all Colleges. ANU already has uniform policies/requirements in regards to academic honesty and plagiarism, academic progress rules, examinations including supplementary assessments. However, a lot of day to day academic decisions are left up to the individual academic Colleges. For example, disparities in late penalty:

- CASS 2% per working day
- LAW 5% per working day
- CBE Can be up to 20% depending on course/lecturer.
- Science/Engineering/Comp are up to lecturer

(Colleges Reps please correct me if these are wrong, some of the pages I got these numbers off were from a few years ago).

One of the biggest disparities is in the distribution of grades. Each College uses a common grade scale. However not all Colleges have equal proportions of grades.

Again, this info is a bit dated, so would love advice as to if steps have been taken to correct this:

- CBE (2009) – HD – 2031 (11.85%), D – 3716 (21.87%), CR – 4884 (28.75%), P- 4855 (28.5%), N – 1216 (7.1%) (Total – 16987)
- LAW (2009) HD – 286 (5%), D – 1259 (21.97%) , CR – 2462 (42.9%), P – 1428 (25%) , N -177 (3%) (Total – 5730)
- CASS (2009) HD – 3035 (16%), D – 6393 (34%), CR – 5571 (30%), P- 2460 (13%), N – 219 (1%) (Total – 18589)
- CAP (2009) HD – 657 (21%), D - 1114 (36%), CR – 790 (26%), P – 353 (11%), N – 62 (2%)

Unfortunately could not find any published data from Science, Com Sci and Engineering.

This disparity is not very equitable. The main concern developed from this, I think, is access to certain opportunities that are dependent on GPA – the most obvious being exchange opportunities. Possible solutions could include a universal mean, cross-university moderation ect.

Would love feed back on this info!! Plus any other policies that you think need to be universal!