



	MINUTES - CONFIRMED
MEETING	CHM/COS Education Committee
MEET NO.	2/2020
PRESENT	Anna Cowan (DDE) (Chair); Kiaran Kirk (Dean CoS – left meeting 14.30); Juliey Beckman (RSB/STLC); Brian Billups (JCSMR); Chris Browne (STLC); Sia Campbell (ANUSA); Libbie Dinn (SHM SA); Lilia Ferrario (MSI), Kathryn Glass (RSPH); Will Grant (CPAS); Joe Hope (RSPH); Susan Howitt (RSB); Mike Ireland (RSAA); Samantha Jackson (Library); David Kramer (ANUMS); Brianna Maclean (Marketing); John Mavrogenes (RSES); Ian McDermid (RSFAS –CBE); Megan O'Mara (RSC); Michael Platow (RSP); Emily Sisson (PARSA); Linda Stals (MSI); Vivien Silvey (ASLC); Craig Strong (FSES); Uwe Zimmer (CECS)
APOLOGIES	Mark Krumholz (RSAA); Andini Pramano (PARSA), Jacob McMullen (ANUSA)
IN ATTENDANCE	Caroline Chapman (STLC); Rowena Tayler-Henry (STLC)
VENUE	Via Zoom
DATE/TIME	Monday, 23 March 2020 @ 12.00pm
CONTACT	Caroline Chapman, E: Caroline.Chapman@anu.edu.au P: 6125 0495

Item 1 – Welcome and apologies

Welcome and apologies were noted as above. The Chair noted that the meeting is being held entirely via Zoom and upholds the principles of social distancing.

Item 2 – Previous minutes

Previous minutes from Meeting 1/2020 – 17 February 2020 were accepted as an accurate record.

Item 3 – Matters arising from previous minutes

Meeting 6/2019 Item 5.2	Report from Marketing and Communications – agent site visits	Brianna Maclean/Aq eeb Akram	Complete	Marketing team to report back to this committee 1/2020 in relation to Agent site visits and the marketing working groups so that there is time to organise a better showcase of CHM/COS facilities and experiences by including more academics. Update: Working Group has been formed. The next grouping of visits is on the 11th - 17th March, focussing only on Indian agents. A series of activities has been organised including a Gala dinner at the Boathouse. Both Deans and DDE have been invited.
Meeting 1/2020 Item 5.3	Report from Technology Enhanced Learning Reference Group	1. ADSEs/ course conveners 2. Rowena Taylor- Henry	1. Complete 2. In progress	1. ADSE/course conveners to notify Rowena if there is any boutique software used in specific courses that needs to be tested. 2. Rowena to investigate whether it is possible to close the loophole in relation to students dropping courses in ISIS but still having access to the course Wattle site. Update: Normally it is policy to allow students who withdraw after the census to access

				materials in Wattle for up to the end of the subsequent semester, because they have paid for their course.
Meeting 1/2020 Item 7.2	AQAC 1/2020 Item 15 Coursework Review Schedule 2020 (CHM/COS extract)	Caroline Chapman	In progress	Secretariat to request relevant program review data from PPM and liaise with ADSEs and program conveners. Update: PPM have provided the data. Secretariat in process of preparing information packages for distribution. Due date for review submission to be confirmed.
Meeting 1/2020 Item 7.3	AQAC 1/2020 Item 21 Course Representatives Policy and Procedure	Anna Cowan	In Progress	DDE to seek clarification regarding course rep training. Update: ANUSA training cancelled because of social distancing requirements.
Meeting 1/2020 Item 7.4	AQAC 1/2020 Item 28a Addressing admission requirements for programs to be brought in to the Student Planning and Selection Framework (SPSF) and application process	Caroline Chapman	Complete	Secretariat to clarify that the only statements being reviewed are those related to the SPSF default statements and therefore do not constitute amendments to the admissions statements. There will be an opportunity to amend program and admission requirements later in the year as per business as usual processes and timelines. These specific amendments will be approved out of session. Update: Confirmation received from ASQO and Admissions Office that the amendments only reflect the inclusion of the SPSF statements. The College can submit further changes as per business as usual processes. The final version of the admissions statements were approved by the DDE and returned to ASQO for out of session approval by AQAC and submission to AB 1/2020 (17 March).
Meeting 1/2020 Item 7.7	Teaching & Learning in response to the travel restrictions resulting from the Coronavirus	1. ADSE 2. ADSE 3. ADSE 4. DDE	1. Complete 2. Complete 3. Complete 4. Complete	1. ADSEs to inform DDE whether they want data reports to continue to be sent directly to them, or to another person in the School (eg School Student Administration). 2. ADSEs to inform DDE of any courses that require whiteboard capture by COB today. 3. DDE to investigate whether central guidelines addressing health concerns are being prepared. Also to check whether there will be any slides for training purposes. Update: Conveners did not request additional information. All information is published on the Central ANU website https://www.anu.edu.au/news/all-news/covid-19-advice . 4. DDE to follow up the concern related to the printed fliers that are being posted on buildings advising people on how to protect themselves. Update: This item is N/A as the situation has progressed and the fliers are now relevant.

Item 4 – Starring of agenda Items

Item 5 – Reports

1. Report from student representatives

The ANUSA representative reported that after the [teaching pause announcement](#), ANUSA has received many questions about assessments due this week.

The DDE re-confirmed the advice from the executive which is that no assessments are due this week except where there is an approved [course exception](#) to the pause. This teaching pause will cause inequities as students who have approved extensions for tasks due this week cannot be penalised if they fail to submit given the paused days are considered ‘non-teaching’ days.

The DDE also confirmed that work is in progress to approve the adjustments to courses. Information on the adjustments will be made available to students on the course Wattle site by conveners once they have been approved.

2. Report from Marketing and Communications

All STEM outreach activities cancelled due to the ongoing Covid-19 pandemic. No future solutions have been proposed. The DDE is to be kept informed of any developments.

3. Report from Technology Enhanced Learning Reference Group

Rowena stepped members through the [EdTech for Science Teaching Site](#) and encouraged the committee to use and share the link with staff. This page contains useful resources on how to effectively use Zoom including step by step instructions, demo videos, how to use the break-out room functionality, Cloudstor and how to use Zoom during lectures. Rowena is also available for consultation and training sessions on Zoom, Wattle and other support technologies. The Centre for Learning and Teaching has also created a Wattle site designed to assist conveners make a quick transition to remote teaching: [Teaching Remotely – Coronavirus Response \(COVID-19\)](#)

Item 6 – Minutes of other meetings

1. Joint Colleges of Science HDR Committee 6/2019

For endorsing

The minutes were endorsed.

Item 7 – New business

	Origin	Item	Action
1.	STLC - DDE	COVID-19 ongoing situation report Concerns raised by members for discussion: <ul style="list-style-type: none"> Evidence required for students missing activities or assessment tasks. SELTs evaluations in light of the unprecedented first half of semester 1, 2020 and in anticipation of last minute changes to required teaching to come. 	For discussion
		Update on recent developments: <ul style="list-style-type: none"> At the time of this meeting there are 19 identified cases of Covid-19 in the ACT. There appears to be limited spread in the community with most cases being imported from overseas. Due to the new travel restrictions we have had a number of students return to campus who are being supported in self-isolation (as per the advice from the ACT Department of Health for all in-coming travellers). Our response will continue to consider the on-going changes to the Government’s response which now has an expanded testing criteria and is also considering closure of state borders, schools and non-essential services. Mid Semester exams: Invigilated in-person Mid-Semester Examinations will not proceed. Students in residences were informed via email on Sunday that they were not required to stay. This decision has caused confusion and significantly impacts on any activities that were still going to be delivered face-to-face in smaller groups (eg mandatory labs or locally held in-person mid-semester assessments which were originally going to 	

proceed). The DDE will follow up with the DVC(A) in relation to the ramifications of this decision.

Priorities:

- **Course adjustments**

Course adjustments need to be finalised, approved and communicated to students this week. The mechanism to make the changes is for ADSEs to fill out the spreadsheet in the Microsoft Teams site (or email the Secretariat for assistance), send an email to the DDE who will review and approve. The convener will need to put up the Wattle block using the template that has already been distributed to ADSEs. A number of adjustments have already been submitted and approved. Changes that need to be approved by the DDE as the DA for late adjustment to class summaries include:

- Changing the weighting of assessment tasks.
- Substantive changes to an assessment task – eg from written exam to oral interview, especially where the task contributes more than 10% towards the final result [see [Policy: Student assessment \(coursework\)](#) and [Procedure: Class summary](#)]
- Retention of End of Semester in person invigilated exams. Wherever possible the DDE is recommending that conveners explore alternative solutions but acknowledges that in some cases this will not be possible. In these instances, the conveners are encouraged to inform students that a final decision on this activity is pending with information to be provided at a later date.
- Reasonable adjustments to assessment format will most likely be approved.

Action: All schools to submit their changes to the DDE by COB Wednesday 25 March. Once all Wattle blocks have been published, the Education Governance Officer will add this information to the “Other Information” field in the CMS class summary template and republish the summaries to P&C.

- **E-invigilated examination software – [Proctorio](#)**

It is quite likely that we will not be able to have End of Semester in-person exams, especially after the recent announcement that residential students can return home. In any event, the University has been exploring online exam invigilation options and, more specifically, an e-invigilated examination software called Proctorio. Juliey Beckman attended a one-hour demonstration of the software during which they ran through the various features. These include eye movement detection, content restriction, room scanning facility and others. It is possible this software might become an option for us by May but the preference may be to trial the software before adopting it on a broader scale. The main concerns raised in the demonstration were about the privacy.

Comments from the Committee:

- Students might still be able to find ways to cheat but they would need to know what they were doing on short notice. Should we assume that cheating is going to happen?
- Students have to accept and agree to the Proctorio terms and conditions before they can sit the exam. We may find that a large number of students will refuse to do this. If this happens we would need to have alternative options, eg a deferred exam.
- This is just one option that is available to use. Conveners still have time to redesign their end of semester assessment and are encouraged to think of other options to e-invigilated exams.
- Consider exploring other functionalities in Wattle.
- It is not possible to run exams through TurnItIn without student’s consent.
- For some courses an oral examination may be sufficient and can be recorded using Zoom as long as students express consent at the start of the recording. It might also be possible to combine take-home exams with a follow up oral exam to triangulate.
- How will students react to potentially radical changes to the End of Semester assessment? The ANUSA rep indicated that as long as the changes are fair the students will be understanding.
- The DDE has provided some alternative options to the Centre for Teaching and Learning to consider.

- **Grading basis of courses: graded vs pass/fail**

There have been conversations across campus on this issue. The University will make a decision in this regard this week therefore it is important we form a CHM/CoS point of view. The Chair is seeking feedback from the Committee in relation to changing the grading basis. Should we grade as normal or consider moving to pass/fail to recognise the difficulties encountered this semester?

The general consensus was that grades should be retained wherever possible. The most favourable response was as follows: Students to be awarded letter grades and have the choice to convert their grade to a CRS through a streamlined appeals process if they felt they had been adversely impacted.

Main discussion points included:

- Extra work for conveners during an already difficult time to redesign the assessment tasks again should CRS be the solution.
- Acknowledgement that conveners do a good job designing assessments and assessing students properly.
- Students generally care about demonstrating their achievement.
- CRS grades will adversely impact students in programs with progression hurdles, or considering applying to Honours or further postgraduate study (ie Med School) as well as their future careers.
- The knock on effect of assigning students CRS grades now will continue to have impacts for years to come. Any decisions made now should reduce this impact as much as possible.
- Some scholarships have GPA requirements that need to be maintained.
- If students are given the decision to choose what kind of grades they can get it will get very complicated.
- If students have the choice to nominate a preference to “opt-out” or “opt-in” of getting a CRS, this will result in more work for the convener who will have to cater for two cohorts.
- Is it possible to consider just using letter grades? This would have a lesser impact on students and still contribute towards the grading basis.
- Students who feel they have been adversely affected can use the normal appeals process (or possibly a streamlined appeals process) to have the grade amended to a CRS.
- How will this decision be made, ie will it be a Central decision applied to all courses? If so, this will not be well received.

Action: Anna to return this feedback to the **Teaching Continuity Group**.

- **SELT and SET for Sem 1 offerings**

The general consensus was that SELT and SET should still run, even though they will not be comparable with past or future iterations of the course, but the University should be careful about how/where they are published and used. Concerns included:

- It would not be appropriate to have information on individual courses.
- The focus should be on the qualitative data, not the quantitative data.
- SELT/SET are used in promotion panels, we need to protect young academics whose career might be jeopardised by negative feedback resulting from this unprecedented situation.
- We still need to have an on-going feedback mechanism so that individual students provide feedback during the course so that adjustments can be made as the course progresses. This is particularly important this semester so that we can apply any lessons learnt to Sem 2 if necessary.

Other concerns raised by Committee members:

- **Will the Sem 1 census date be extended for all students in the same way it has for the remote participants in China?**

Action: The Chair will raise this question with the DVC(A).

- **Is there a strategy for supporting “students at risk” in relation to students who are enrolled but not engaging?**

The Fenner School has been monitoring student engagement through Wattle and are considering a 'Student at risk' triage system:

1 week: course convenors contact student

2 weeks: as above + notify school education management team

3 weeks: as above + school register at college level.

FSES are also considering comparing Wattle interaction against the 'normal' interaction from previous courses for a given course. Would this be supported at the College level?

Action: This strategy would absolutely be supported at the College level, and would be encouraged as good practice in future semesters. Any students identified as being at risk can be referred to subdean.science@anu.edu.au.

- **How to address confusion in the student population**

Students are being exposed to information from a wide range of sources such as social media, misinterpretation of government messages about what are considered essential services, family and friends. We should be consistent in our messaging and refer students to the [Central ANU Coronavirus response pages](#) that contains the official University response to the pandemic and a copy of all emails that have been sent from Central to students. It is understandable that students will find this information confusing, especially in a situation that is as rapidly evolving as this one. We need to make sure that students are getting information from reliable sources and that they are aware that what is happening in one course may not necessarily be the same as what is happening in another course. We should consider working closer with ANUSA in this space as students are also turning to this support system for guidance.

- **Medical Certificates as evidence for extensions, deferred exams, special consideration etc.**

Students who ask for extensions should still provide reasonable justification and appropriate evidence. Doctors are currently offering phone appointments and can provide medical certificates via electronic means.

Alternatively, schools can explore the model RSPHys uses in some courses in which a convener can approve an extension without a medical certificate if is not going to compromise the course. However, in this instance the rules have to be made very clear to students: An extension will most likely be approved as long as there is reasonable justification, it is requested before the due date, and they can provide the new submission date.

- **Increase in staff (lecturer and tutors) unavailability when people start to become unwell/have carer duties.**

The spreadsheet circulated by the DDE in relation to the course adjustments also required convenors to detail their contingency plans.

- **Courses with essential practical components**

The decision made overnight that students could go home has impacted on us even thinking about running labs for the rest of this semester. For the larger first year courses some students may not be here, third year students in some of the smaller courses may still be on campus. We are going to have to manage this course by course. Options discussed included:

- Applying the same adjustments that have been planned for the remote participants in China (eg a deferred/delayed activity). Note: This will not work for the graduating students.
- Creating an intensive high quality lab/fieldtrip experience course that can be a co-requisite for other courses. This course can be modular in design and would be scheduled in the Spring/Summer session.
- Create an extra co-curricular bridging experience.

Action: The DDE will draft some ideas and circulate them to this group over the next 24-48 hours for feedback.

Item 8 – Curriculum proposals

1. New programs for endorsing

*The agenda incorrectly listed the program as for disestablishment.

The Committee endorsed the new program proposals for transmission to ASQO pending minor adjustments and final review by the CHM/COS Education Sub Committee.

Item Code	Item Name	School	Summary of request
MPSC	Master of Preclinical Science	MEU	Exit pathway from the 8950 MCHD Doctor of Medicine and Surgery

2. Courses proposals for feedback

The Committee endorsed the proposals for transmission to ASQO pending minor adjustments and final review by the CHM/COS Education Sub Committee.

Item Code and link to CMS	Item Name	School	Summary of request
SCNC2022	Special Topics in Science	JCOS	New course
SCNC3022	Special Topics in Science	JCOS	New course
SCNC8022	Special Topics in Science	JCOS	New course

Item 9 – Other business

1. Covid-19 response update from Professor Kieran Kirk, Dean of the ANU College of Science.

The Dean acknowledged all the hard work currently being done by the members of the Committee in response to the continuously evolving situation with which we are currently faced. Further to an Executive Meeting held early this day, Heads of Schools have been emailed a spreadsheet asking them to identify critical activities that support teaching and research that cannot be performed remotely, this is a top priority and will require careful consideration within Science due to our research facilities and labs. The situation is developing rapidly and the University is doing its best to keep up. Guidelines and a policy for working remotely will soon be available. Staff who want to work remotely should first seek advice from their supervisor. In the event University equipment is required to facilitate a work from home approach this should also be agreed with the supervisor and, if approved, a photograph taken and emailed to the supervisor to establish a visual record. Staff may also be asked to take photos of their remote work environment as a record that appropriate OHS and ergonomic requirements are being maintained.

The Dean also recognised that most of the work done has been in the coursework space and that there is still much to be done in terms of the Honours, Masters (Adv) and Research space where there is a greater amount of independent field work and travel which will be affected by Australian Government and ACT Department of Health restrictions.

Questions raised:

- Casual academic staff payments. The University has issued the statement “**If you are unable to participate in planned work due to building or campus closure**, you will be entitled to special ex-gratia payment for casual hours that you were due to work during this period.”, has there been any information about what the funding arrangements will be and where the money will come from?

Action: The Dean will return this enquiry to the DVC(A) for clarification as no formal decision has been made in relation to this matter.

2. Communications from Central to staff and students

All email communications approved by the University Executive are located on the Central [ANU Coronavirus Community Update](#) website. The Chair will circulate them more broadly to the ADSEs whenever possible.

Item 10 – Next Meeting

The next meeting is on Monday 25th May 2020.

Details for all meetings can be found on the Science Intranet at

<https://intranet.science.anu.edu.au/about/committees/joint-colleges-education-committee>

Summary of action items:

Meeting 1/2020 Item 5.3	Report from Technology Enhanced Learning Reference Group	1. ADSEs/ course conveners 2. Rowena Taylor- Henry	1. Complete 2. In progress	1. ADSE/course conveners to notify Rowena if there is any boutique software used in specific courses that needs to be tested. 2. Rowena to investigate whether it is possible to close the loophole in relation to students dropping courses in ISIS but still having access to the course Wattle site. Update: Normally it is policy to allow students who withdraw after the census to access materials in Wattle for up to the end of the subsequent semester, because they have paid for their course.
Meeting 1/2020 Item 7.2	AQAC 1/2020 Item 15 Coursework Review Schedule 2020 (CHM/COS extract)	Caroline Chapman	In progress	Secretariat to request relevant program review data from PPM and liaise with ADSEs and program conveners. Update: PPM have provided the data. Secretariat in process of preparing information packages for distribution. Due date for review submission to be confirmed.
Meeting 1/2020 Item 7.3	AQAC 1/2020 Item 21 Course Representatives Policy and Procedure	Anna Cowan	In progress	DDE to seek clarification regarding course rep training. Update: ANUSA training cancelled because of social distancing requirements.
Meeting 1/2020 Item 7.1	COVID-19 ongoing situation report Course adjustments Grading basis of courses: graded vs pass/fail Supporting “students at risk” and/or enrolled but not engaging? Courses with essential practical components	ADSE DDE ADSES DDE	Complete Complete On-going/Complete Complete	All schools to submit their changes to the DDE by COB Wednesday 25 March. Once all Wattle blocks have been published, the Education Governance Officer will add this information to the “Other Information” field in the CMS class summary template and republish the summaries to P&C. Anna to return this feedback to the Teaching Continuity Group. ADSES/schools to refer students identified as being at risk or not engaging can be referred to subdean.science@anu.edu.au . DDE will draft some ideas and circulate them to this group over the next 24-48 hours for feedback Update: Information circulated to ADSEs on 24 March 2020 with email subject: “First pass at an options paper on practical activities”.