

## Item 7.1

### President's Guild Council Report May

**Prepared by:** Jesse Naylor Zambrano

**Covering Dates:** 19/5/21 - 10/6/21

**Submitted to:** June Guild Council

**Leave:** N/A

#### 1. Meetings

##### 1.1 University Meetings

Date	Meeting	Comments
20/5	Academic Board Executive	
21/5	Student as Partners Meeting	Providing suggestions to <a href="#">SAP Pilot</a>
24/5	Vice Chancellor and President Monthly Meeting	Discussion: Asking for LFT Strategy updates, promoting benefits of SAP inspired feedback structures, advocating to return second tuition free weeks, Curtin counselling wait times/funding, campus culture, changes to research units and lack of consultation in Health Sciences
25/5	MD Feedback Meeting	Meeting with university stakeholders as part of Managing Director Appointment/Reappointment Procedure
28/5	Academic Board	Advocated for Curtin Counselling wait time to be addressed urgently. Asked UAB to consider the effect of their learning and teaching strategy on students' mental health. Advocated for paying teaching staff for front line support for students.
1/6	Respect. Now. Always. Steering Committee	
9/6	Bentley Campus Activation Working Group	Channelled feedback from Club Committees and Student Experience team on supporting clubs. Advocated for university to provide funding to Guild to boost clubs and activities Semester 2. Raised parking and SAP initiatives to activate campus.

## 1.2 Guild Meetings

Date	Meeting	Comments
19/5	Guild AGM	All motions from 2019 and 2020 passed.
20/5	Guild Exec	
20/5	Representation Board	
24/5	Grok and President	Catching up with editors for discussion about Sem 2 plans
26/5	Marketing Coordinator Decision	Decided on successful candidate for Marketing Coordinator role
27/5	Curtin Union Taskforce Meeting	Catching up on Sem 1 news and preparing for University Academic Board
27/5	Guild Council	
3/6	Exec Committee	
8/6	Activities Committee	

## 2. Items of Significance

### 2.1 Learning for Tomorrow Consultation

I met with the Vice Chancellor 24/5/21 and requested an update on the LFT Consultation timeline and the next iteration. The VC said there would be another round of thorough consultation for the next iteration. We recommended that consultation happen towards the end of the holidays/start of semester 2. Based on the information gathered, I issued an [update on LFT Consultation](#) to students on 26/5/21.

I did not hear from the VC over the next 2 weeks. I followed up 9/6/21 with specific questions: when will the updated version be available, will students be able to read it, what is the timeline of next steps, let's start organising consultation and where will the pilot be conducted.

### 2.2 Semester 2 Learning Mode

I have been requesting information on the degree to which students can expect learning to be online in semester 2. The university starts planning semester 2 academic calendar in April. When I asked on 20/4/21 whether in-person lectures would return, they said they couldn't answer until the timetable was ready 4 weeks before semester 2.

I have been reinforcing the importance of students having in-person options for every part of their learning on the committees I attend, including my VC Meeting, Bentley Campus Activation Working

Group and University Academic Board. Lack of in-person learning has implications for not only our studies, but campus life and student wellbeing.

Through my enquiries with the DVC Academic, I have gained the following information: Curtin is “able to return to a full face to face/blended timetable for smaller and larger classes”. All smaller group sessions will be face to face and Workshops in Science and Engineering are returning face to face. Some academics have changed lectures to deliver material via sessions labelled ‘Large Group Collaborative Sessions’.

I met with the managers that report to DVC-A ([Curtin organisational chart](#)) on 10/6 and learned that of 7000+ activities scheduled in the timetable, 7% are online. Managers have consistently avoided the question of what proportion of lectures will return in-person, but this sounds promising. There will be 227 ‘Large Group Collaborative Sessions’, which are ‘debates, industry engagement, interview panels, immersive and interactive experiences’ etc.

We will have more information when the timetable is released Monday 14/6. I have requested for the Guild to receive a copy of the timetable.

## 2.2 Bentley Campus Activation Working Group

I have been really going hard on the importance of community and connections between students at Curtin. My biggest focus has been clubs, and the vital role they play in organising spaces and events where students can bond over common interests and form relationships. I spoke about this in my [speech at the Vice Chancellor’s investiture](#) (51:20). This turned out to be a great space to preach about clubs and community, because there were a lot of university staff present.

The emerging theme of this activation group is to kickstart the culture of coming to campus. Campus culture is one of the primary roles of the Guild, so I have been advocating for the university to give the Guild resources and support to improve existing initiatives and carry out new ones. I have been trying to guide the discussion in terms of 1. Getting students to campus (parking and transport), 2. Getting students to make friends (Clubs and collectives) and 3. Getting students to stay on campus (campus activation).

Lachy and I reached out to club committees and the Student Experience to gather feedback to relay to the working group. The main themes were: improve the room bookings system, more dedicated clubs spaces, grants to support events.

## 2.4 Return Tuition Free Week

Students were calling for the return of the second tuition free at the time of semester that it was missing. As semester progressed the impacts began to become clear. Students had less time to catch up, more assignments due and less time to do them in. This has impacted students academics, their mental health and campus life. I raised this with the VC on 24/5.

**TUITION FREE  
WEEKS!**

The Guild is advocating for the second tuition free week to be returned as soon as possible.

Complete and share our short feedback form  
[bit.ly/curtin-tute-free](http://bit.ly/curtin-tute-free)

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CURTIN  
STUDENT  
GUILD

We are now gathering information as to the impacts of the loss from students and staff in preparation for my next meeting with the VC on 23/6. A [short feedback form](#) was released 10/6 and at the time of writing has 327 responses.

## **2.5 Curtin Counselling**

I raised the issue of Curtin Counselling wait times with the VC, as well as the fact that students on Leave of Absence could not access Curtin Counselling. The VC said we would never be able to meet capacity, but she would look at how we could squeeze more out of the system.

The VC has said that she'd be interested in implementing a more holistic approach to student mental healthcare and wellbeing. This would involve having not only clinical psychologists, but mental health nurses, social workers and pastoral care available for students. This was apparently done at her old university. I am working with the Accessibility Officer to investigate how this went at University of Otago and if it was beneficial.

At University Academic Board on 28/5 I spoke to the room about the urgent need to address wait times and ensure care is available for students that need it. In our conversations with Curtin Counselling there has been discussion of managing students expectations around what care can provide. I reframed the issue to the board in terms of - how is Curtin's teaching and learning either exacerbating or mitigating students mental health outcomes? I advocated for in-person options for all learning, for the university to pay teaching staff appropriately to create and deliver engaging content, and for staff to be paid for hours providing front line support and pastoral care to students they work with.

Since this meeting, the university has reached out to us about the development of a Health and Wellbeing area.

## **2.4 First Nations Representative**

First, I must acknowledge that the First Nations Representative role has remained vacant for too long. We are now turning our attention to ensuring the role and collective is filled as best as possible, and the department given a running start.

We have finalised changes to the role based on feedback given to us by the previous First Nations Representative and our consultation with Ingrid Cumming, Curtin's Nyungar cultural advisor. This includes increasing paid time and improving structure for the role, improving support to the representative through a mentorship from Ingrid Cumming, and organising cultural training for Guild staff and reps.

Expressions of interest for the role have been opened and publicised via posters, social media posts and an all student email. We will not be able to open the ballot until week 1 of semester 2, so at the moment our focus is on engaging interested parties and getting the word out about the role/department.

I am currently in the process of organising cultural training for Guild staff and reps, hopefully for the end of the holidays/start of semester.



## 2.5 Assorted Guild Work

- **Guild Executive Support:** The Guild Executive met to discuss our work practices and developed a set of principles we can work by to work more efficiently and sustainably. These include being ruthless with time and energy, saying no to requests if we don't have capacity for them, and making decisions that result in action. As we have SSAF underspend, there is funding capacity to hire a staff member to directly support the Guild Executive. The role has been created and a member of staff hired who will begin over the next month. This role will help provide some of the support provided by the Research Officer, a role removed in 2019, which handled admin and research tasks and worked more closely with the exec.
- **Guild AGM:** At the AGM, we had to pass motions from 2019 as well as 2020 because there was no AGM in 2020 due to Covid. Luckily, the AGM was well attended and we had no issues with quorum. All of the motions passed. I noted feedback about Curtin Counselling wait times and completing election promises, and have been trying to act on these.
- **Curtin Union Taskforce:** Reconvened CUT and started laying plans for semester 2 advocacy.
- **Beakers Cafe to Chemistry Kitchen Pipeline:** I organised for Guild Councillors Rachel Taylor and Luke Brosnan to work with the Managing Director to prepare a proposal to repurpose the Beakers Cafe premises to be a student and staff kitchen area.
- **Managing Director Appointment/Reappointment Process:** I completed the extensive consultation process and prepared a report for the Guild Executive. Based on this report, the Guild Executive will put a motion to Guild Council regarding the Managing Director's contract.
- **Grok:** I wrote my fourth President's Column for May, discussing tuition frees, the new VC, LFT Consultation and Curtin Counselling. You can read my [May 2021 President's Column](#) here!
- **Marketing Director:** I participated in interviews to hire a new member of staff for the Student Experience team. This staff will support the team in running social media accounts and securing member benefits for Guild members.

## 3. Use of Delegated Powers

- **6.19 Matters Relating to Creating, Appointing, Changing, Dismissing or Redundancy of Employees or Employment Positions Under the Employee Collective Agreement**  
Used this delegated power to establish 6 month 4 day per week contract for one member of staff to support the Executive
- **8.10 Power to Approve Policy**  
At Guild Executive on 3/6 the Exec approved a Drug and Alcohol policy for Guild Staff. This policy falls under Human Resources.

## Item 7.1.1

### Guild 2021 Key Performance Indicator Mid Year Review Matrix

*Representative:* Guild President

*Date:* 11/6/21

*Date for KPI Mid Year Review completion:* June Representation Board

This document is to be attached and provided to the reviewed representative.

Key Performance Indicator	Status	Comments
1. Representation		
Attend all meetings to which I've been invited, where possible. Where it is not possible for me to attend a meeting, arrange a proxy, and always send apologies.	Ongoing	Had a few hiccups where I didn't realise my attendance was required, now corrected.
Ensure representatives are attending their meetings in line with their KPIs.	Ongoing	
Endeavour to prepare adequately, follow up on actions created during meetings, and report back relevant information to the Exec.	Ongoing	I am good at preparation but follow up is my weakness. Have been trying hard in this area.
2. Improve Guild Reps Training and Resourcing		
Review handover process. Make it easier for reps to provide handover information and facilitate each rep getting an adequate handover.	Ongoing	Initiated start of year, requires completion
Provide resources for navigating the Guild's governance to ensure reps are equipped to fulfil their roles and hold each other accountable.	Completed	Sent information about Guild Governance documents to Guild Councillors
Provide clear guidelines for key rep tasks to ensure reps can provide consistent information and assistance across portfolios.	Pending	
3. Improve information available to students about the Guild's function and activities.		
Populate the website with more information about the Guild's representative roles, boards and committees.	Ongoing	Need to action consistent uploading of documents to website. New website will provide opportunity for greater information about reps.
Provide students with clear pathways to contact their reps or get involved with the Guild.	Pending	
Regularly update students on campaign progress.	Completed	

4. Consultation		
Run a Guild stall/event for reps to talk to students at least three times a semester.	Completed	
Kick off the implementation of the Student Partnership Agreement to set a precedent of strong student consultation in University decisions.	Ongoing	Student Partnership Agreement is developing fantastically. The main focus is building community and empowering students to have greater say.
Ensure robust Student Consultative Committees run in each faculty and are attended by a Guild representative.	Ongoing	Working on improving student consultation in different faculties. Student Partnership Agreement very helpful in this regard.
5. Rebuilding campus culture and creating a strong sense of community.		
Run a campaign advocating for structural change to Curtin's parking system.	Ongoing	Parking Proposal is being prepared, and a team of representatives has been formed to execute a campaign
Create a diverse range of opportunities for students to connect with each other and the Guild.	Completed	
Push for more Curtin student focused communications, such as from Grok and the Guild's channels.	Ongoing	Would like to promote more student events on campus, ex: theatre shows by students
Ensure clubs are well supported and resourced.	Ongoing	Advocating for increased support to clubs
Get Equity Collectives up and running.	Ongoing	Equity collectives are popping off, investigating opportunities to provide more funding, resources and support. Investigating ways to make more accessible.
6. Activism and advocacy.		
Run at least one Education campaign focusing on staff cuts and quality of education at Curtin.	Completed	
Continue to push the university to declare a climate emergency and to transition away from investments in the fossil fuel industry.	Pending	
Participate in at least one national campaign from the National Union of Students.	Completed	Participated in NUS National Day of Action against staff cuts, course cuts, restructures and forced online learning
Run at least one initiative contributing to Aboriginal and Torres Strait Islanders activism and advocacy in	Ongoing	Curtin Student Guild is signed on to endorse Social Reinvestment WA's <a href="#">'Raise the Age'</a>

WA.		campaign. Throughout the year we have promoted their fundraiser, socials, information about the campaign and campaign launch. I hope to activate this on campus in semester 2.
Collaborate with the Curtin NTEU to push for better quality of education at Curtin.	Completed	
7. Revamp the Guild Precinct with better spaces for students to spend time and study in.	Ongoing	
8. International students		
Strengthen the Guild's interaction with and advocacy for International Students	Ongoing	Paid particular attention to IS angle during Education campaigns. Hope to run campaign with ISC around fees and support.
Run at least two events catering to International Students	Pending	
9. Hold the NUS accountable to our NUS KPIs throughout the year.	Ongoing	
10. Push the University to improve its enrolment portal and processes.	Ongoing	Had organised with Curtin Connect to collaborate on a consultation survey start of semester 2. They have now backed out. Must decide how to proceed.

Thanks for reading!

Kind regards,

Jesse Naylor Zambrano  
President  
Curtin Student Guild

# Vice President – Education

## Representation Board Report #5

Bridge Truell

Meeting date: 17/6/21

Date submitted: 10/6/21

### 1. University Meetings

Date	Meeting	Comments
28/5/21	Academic Board	This meeting of Academic Board was the first attended by new Vice Chancellor Harlene Hayne, who spoke to her report. We received the Faculty of Science & Engineering Strategic Update, including efforts to promote gender equity within the Faculty. We then received a presentation on Curtin’s foreign interference management and the current development of a relevant governance framework by the DVC-R. This was also sadly May’s last meeting on Academic Board, but a great chance to celebrate all her incredible contributions.
1/6/21	Courses Committee	
1/6/21	Respect. Now. Always. Steering Committee (RNA SteerCo)	This was the fourth meeting of the RNA SteerCo and my first time attending. During this meeting, Cassidy presented the feedback she’d compiled on the Respectful Relationships module as it stands currently. Jon Yorke provided the Annual Report and Julie Howell spoke to the SteerCo’s action plan and work plan.

## 2. Guild Meetings

Date	Meeting	Comments
20/5/21	Representation Board	
27/5/21	Guild Council	
26/5/21	Higher Education Meeting	

## 3. Other Meetings/Activities

Date	Meeting	Comments
21/5/21	Students as Partners Meeting with Jacqueline and Michael	Jesse and I met Jacqueline Boaks and Michael Baldwin through the SaP Community of Practice and we arranged to meet with them to discuss the pilot SaP program they're running in their respective units. Their model sees a couple of SaP reps selected at the start of semester who run a short feedback session (with teaching staff out of the room) which are then turned into a set of actionable requests that are addressed by staff and uploaded to Blackboard each week (to a separate Students as Partners tab) with a resolution or note on the actions that have been taken. These requests have ranged from things like WiFi connectivity to structural changes of an upcoming assessment. During this meeting, we discussed a few potential improvements to the program (particularly around ensuring diversity among SaP reps) and addressed some student feedback that had arisen from these units.
25/5/21; 27/5/21	Student Voice Australia 2nd National Symposium	The 2 <sup>nd</sup> annual SVA Symposium ran over two days this month. This event brought together leaders in student partnership from across

		Australia, New Zealand and the UK to present case studies, panels, educational sessions, and share resources. Kat Clements and I presented Curtin's Students as Partners case study on the first morning.
3/6/21	Assessment & Student Progression Manual (ASPM) Review	After the feedback we provided on the ASPM at the start of the year, a new draft has been completed and circulated for feedback. To assist with this process, I ran a meeting with Jo-Ann, the Fac Reps, and any other reps who were particularly interested to compile feedback and ask any questions. We submitted our review on June 8 <sup>th</sup> .

#### 4. Other Projects/Developments:

- A couple of groups of us distributed fresh fruit, lollies and good vibes around campus during study week.
- Our mid-year KPI review has been undertaken, please find my review attached to this report and don't hesitate to contact me if you have any questions or concerns.

#### 5. Travel: N/A

#### 6. Leave: June 8<sup>th</sup>-11<sup>th</sup>

Item 7.2.1

Guild 2021 Key Performance Indicator Mid Year Review Matrix

*Representative: Bridge Truell*

*Date: 10/6/21*

*Date for KPI Mid Year Review completion: June Representation Board*

This document is to be attached and provided to the reviewed representative.

Key Performance Indicator	Status	Comments
(Number of the KPI & KPI Title)	<p><b>Completed</b> (KPI has been met and no further work is required)</p> <p><b>Ongoing</b> (KPI is continuing but is being actively practiced.)</p> <p><b>Pending</b> (KPI has not been completed and is not under progress)</p> <p><b>Incompleted</b> (KPI is no longer applicable/was not completed for set task)</p>	Insert any comments on the KPI for updates, to ensure that you can reach your KPI objectives by the end of your term.
<p><b>1. Continue building a culture of authentic consultation and collaboration with the wider student body.</b></p>	Ongoing	<p>I'm extremely happy with the consultative work I've been able to achieve so far this year (in particular, throughout the consultation process for the Learning For Tomorrow Strategy, in working directly with students from Health Sciences and Humanities to lobby their Schools, and the stalls and other on the ground efforts we've made to engage students). This KPI will be ongoing though and I'm excited to see what I can achieve in Sem 2.</p>
<p><b>2. Continue building an activist presence at Curtin.</b></p>	Ongoing	<p>While activism takes many forms, wider efforts to engage the student body like rallies have been relatively minimal this year. This is a KPI</p>



		I'll be focussing on next semester and seeing what I can do to progress with it.
<b>3. Investigate and launch a health &amp; wellbeing survey by students for students.</b>	Ongoing	While much of Semester 1 was taken up by the Blended Learning campaign, a well-being campaign and this survey are being devised currently as my next step moving forward for next semester.
<b>4. Continue building union solidarity and supporting the NTEU.</b>	Ongoing	Last year's establishment of the Curtin Union Taskforce has been a vital resource this year for information and skill sharing, building solidarity, and preparing more effectively for upcoming University meetings. I will continue sitting on this taskforce and exploring more ways to strengthen the relationship between our two unions.
<b>5. Promote understanding and communication between students and staff.</b>	Ongoing	While some of this has KPI has been addressed through the LFT student consultation (ie. Ensuring students were aware of aspects of their education experience their teaching staff had little or no control over etc) and Students as Partners efforts, I'll be continuing to explore ways to work on this area (whether it be through an informational campaign, an organised solidarity day or other

		similar means).
<b>6. Compile a readily accessible resource for students on academic misconduct, general misconduct, and academic record fraud.</b>	Pending	I've yet to commence this KPI but given the recent ASPM review, this would be an ideal time for me to get started on this resource and looking into past options we've provided.
<b>7. Promote rural, regional &amp; interstate (RRI) student involvement.</b>	Ongoing	At the end of week 1 in first semester, I organised and ran the RRI student sundowner as part of the Guild's Orientation activities. If possible, I will do so again in Semester 2 and continue exploring ways to engage with this student demographic and explore ways to improve their University experience.
<b>8. Assist the VP-A in the delivery of Stress Less Week(s) and Rad Sex &amp; Consent Week.</b>	Ongoing	I have assisted with both the planning and delivery of Stress Less weeks (still ongoing at this stage) this Semester and will do so again in second Semester. I will begin planning for Rad Sex & Consent Week as soon as possible. I will continue to explore ways to ensure these events are as suitable, enjoyable, and accessible as possible.
<b>9. Support our new Equity Collectives.</b>	Ongoing	Our Equity Collectives have been set up and are beginning to form and start on their activities. I'll continue to explore ways to support the Equity Officers and their new

		Collectives through this year and will try to take a more active role in this space, as it's been primarily taken up by the Secretary and President.
<b>10. Continue improving the culture of student partnership within the University.</b>	Ongoing	I'm extremely happy with the steps we've been able to take in the student partnership space this year. The University have employed a new Students as Partners project lead who Jesse and I have been working closely with as she develops a new SaP continuum and governance structure for the University. We have been actively ensuring the Student Partnership Agreement is upheld on both the Guild and the University's parts. Upskilling of our student representatives has been ongoing and I will continue to explore new upskilling opportunities throughout the year.

Item 7.3.1

Guild 2021 Key Performance Indicator Mid Year Review Matrix

*Representative: Business & Law*

*Date: 10/06/21*

*Date for KPI Mid Year Review completion: June Representation Board*

<b>Key Performance Indicator</b>	<b>Status</b>	<b>Comments</b>
Improve communication and functioning of clubs within the faculty.	Ongoing	Created a club's chat, have attended and participated in planning and delivering president's meetings. Attended club events and meetings. Distributed information via email to all B&L clubs.
Ensure that a Guild Representative is on all relevant University Committees and Panels.	Ongoing	Attended or proxied to all meetings of committees and panels. Have been added as a member or other groups relevant to the portfolio.
Be accessible, available and approachable to students and staff.	Ongoing	Have remained active on social media, promptly replied to all communications. Further need has been identified to better communicate my availability to students in sem 2.
Improve the transition between study and industry.	Pending	Have shared occasional material. Still needs to be completed.
Fight for more authentic assessment design.	Ongoing	Have performed this role in courses committee and discussion with faculty staff.
Improve the communication and relationships with other Representatives.	Ongoing	Convened fac rep meeting, need to further improve in sem 2.
Fulfill the specific duties and responsibilities under 25(1) of the by-laws.	Ongoing	Completed as much as able at this point.





# STUDENT CONSULTATIVE COMMITTEE REPORT

Faculty of Business and Law (FBL)  
Undergraduate and Postgraduate Coursework  
Semester 1, 2021 | Feedback Report #2 – May 2021



# STUDENT CONSULTATIVE COMMITTEE (SCC)

## SEMESTER 1, 2021 REPORT #2

### UNDERGRADUATE (BACHELOR OF COMMERCE) AND POSTGRADUATE COURSES PERTH CAMPUS

The SCC is a program where student representatives consult with their peers about topics relating to the undergraduate & postgraduate coursework degrees, offered by the Faculty of Business and Law and the Curtin Student Experience. The majority of undergraduate representatives are recruited from the Bachelor of Commerce, with some reps also studying double degrees, such as the Bachelor of Laws / Bachelor of Commerce. The Postgraduate reps are from a range of FBL coursework degrees.

Students present feedback at meetings and have direct involvement in assessing and shaping their experience at Curtin. The SCC is run by the FBL Student Engagement Team and the feedback is shared with the Curtin community and implemented where possible, to enhance the student experience.

**This report focused on the following topics, which were compiled from consultation with the Faculty Directors of Learning & Teaching and L&T Committee membership:**

- *What's going well?*
- *Assessments*
- *Class delivery*
- *Student experience for those on conditional status*
- *Alumni: What do you know about it?*
- *First year student experience*
- *General feedback*

### KEY FACTS ABOUT THE REPORT:

- Student feedback was received throughout weeks 7 - 12 of Semester 1, 2021.
- Information within the report was collected by Student Representatives consulting with their undergraduate and postgraduate peers.
- The Reps consulted with a total of approximately 200 students, a majority of whom are studying full time, face-to-face, with a fairly balanced representation of both domestic and international students.
- The most popular method of consulting was face-to-face or after class, followed by Google forms and surveys, Facebook group chats and email.

### OVERVIEW

The first report for Semester 1, 2021 was compiled and circulated on 21 April 2021 with a focus on the new common core units, Assurance of Learning (AoL), skills development, internships and career opportunities.

Of the **70** Faculty of Business and Law students registered to be Reps, **53** are undergraduate students and **17** are Postgraduate students across a broad range of disciplines and at many different stages of their degree.

The Reps not only consult with their peers and gather feedback but also support students through these uncertain times with crucial information, e.g. certain support services or opportunities that students may be unaware of.

Several feedback channels are open and accessible to Reps, including a unit specific feedback channel and overall student experience channel. Reps meet twice a semester with the option to attend a face-to-face meeting or via WebEx. Reps were also invited to share feedback to GroupMap. You can [view the GroupMap here](#).

The FBL Student Engagement team also offers a drop-in option for Reps to come to the office and discuss feedback they have collected. Any urgent feedback is encouraged to be communicated directly to Hannah Wilkinson or Arun Raj throughout the semester, either in person, by email or phone call.

Sentiment this semester is positive overall as students enjoyed returning to campus and are looking forward to more face-to-face tutorials and activities coming back to campus.

The Action List for this Report can be viewed below:

- [Curtin Law School](#)
- [School of Accounting, Economics & Finance](#)
- [School of Management & Marketing](#)
- [Non-school specific areas](#)

## KEY TOPICS

### What's going well?

Students have appreciated the return to campus as well as the commencement of events run by the Guild as well as Explore Curtin. Lots of positive feedback was provided for unit coordinators and tutors who were responsive and approachable so students felt they relied less on each other for advice.

In particular, students appreciated:

- **Return of events on campus** –Students notably **enjoyed** the Faculty's **Lunch and Learn sessions** and the **Explore Curtin pop up events/stalls** with giveaways. There was hope for the return to campus of food trucks and more such events next semester.
- **Continuous improvement to class delivery** – lots of praise for units that provided **flexibility for assessments with exemplars and a progressive model** to learning. In particular MKTG5006 students praised the weekly assessments that were conducive to learning; BLAW1002 students liked how well the core units were taught.
- **Staff are generally understanding and approachable** – students commented on how staff were generally on top of assessment extensions and have been responsive to student queries.
- **New course structure** – there was general consensus that students appreciated the options now available to them because of the new course structure giving them more flexibility (both UG and PG with electives, optional units and the Capstone Suite)

*"I definitely prefer the blended option, however as long as the classes are run well, I do not mind the online option at all."*

*"The wellness fair was great! It was good to see not just Guild but the variety of external vendors and Curtin Stadium stalls."*

*"Take home exams were a good option to have and provided flexibility for students who had to work and balance university life/studies."*

### Assessments

The majority of students reported **issues with assessment feedback** and the time it is taking to receive grades and feedback. Reps commented generally on this, saying there was a lack of feedback, especially in a timely manner, from tutors or assessors - it was felt that this is an ongoing issue and **greatly disadvantages** the learning process. Students commented that it is rare that you can use the feedback from a previous assessment item prior to working on and submitting the next, thus missing the opportunity to learn from the feedback and improve outcomes for the subsequent learning items.

It was greatly appreciated that extensions were granted by UCs because of the delay on assessment marking, however, students then report that they ended up missing tutorials/ work etc so that they can complete assignments.

Students stressed that the learning outcomes were not easily understood and they would benefit from more detailed feedback. The use of exemplars in some units were also praised and students felt that more units should use them for ease of understanding of what was required of them.

A suggestion was for UCs to provide information via a Blackboard post detailing when feedback could be expected to manage students' expectations.

**ACTION:** Pg 6 ASPM requires all feedback to be received within 15 working days from the submission date. (2.2.1) and that feedback that is used to directly support a scaffolded future assessment task will be provided in sufficient time for it to be effective (2.2.2)

*"I think the feedback has been quite generic and minimal. The Marking rubric never seems to help too much."*

## Student experience for those on conditional status

Feedback received from students stressed that for those who were placed on conditional status, many were unsure as to why that was the case and what they had to do. They ended up putting undue pressure on themselves; especially due to the perceived pejorative connotation that speaking with the Student Wellbeing service had with many students. That they had to deal with it as a wellbeing issue rather than an academic one when it might not be the case.

One student mentioned that once they were on conditional they decided to defer or take time off instead of trying to rectify the situation as they felt overwhelmed by it all and decided to prioritize their work and other needs over academic progression.

*"I had students asking why they were on conditional status; they were not clear why it was that way. Being sent to Student Wellbeing advisors made them feel that something was wrong."*

## Class delivery

Although there have been many students who've enjoyed staff who have made lessons engaging, there were a few who suggested that more could be done to include content that was not readily available online. Some tutors were praised for including tools for discussion as well as breaking down long workshops.

*"Self-learning means that you could find the content on your own – so what is the added value to attending uni? I can find all the information online so there is a lack of motivation to attend face to face sessions that don't provide anything more."*

*"A three-hour long workshop is rather long without breaks so it would be good to change it up a bit and use collaborate which is more interactive with polls and breakout groups."*

*"Not as many people watched it (lectures) online after the first few weeks – people were either watching it later on didn't find it engaging. In its current form it's hard to engage with lectures, but is good for when you are time poor and can skim through online quickly."*

There was a suggestion for teaching staff to have training to aid in creating content that is engaging – it would also give them the technical skills to assist with navigating the online lesson delivery.

Offshore students were hoping for more "live" or interactive sessions with their tutors so that they can ask questions and get immediate responses as well as group discussions on theories to aid their learning. A suggestion was to provide a weekly collaborate session to allow for interaction as some units had that students found very useful.

## Alumni

There was a mixed response from students on what the Alumni program was and the events and benefits were to being a part of the Curtin Alumni community.

Students were largely interested in taking part in events and would be interested in ones that were tailored to their industry or if they were heralded by a prolific speaker.

*"I have heard about Curtin Alumni and their events from ads on LinkedIn that seemed quite engaging but didn't think it was related to my course or interests"*



*“It does feel that most of the events are too corporate which could be daunting for some like me especially as they are often held in the city. If there were ad-hoc events held at Curtin or at the tavern I would probably feel more comfortable to attend and meet new people and expand my network.”*

## First year student experience

There was a general consensus that students were given a lot of valuable information during the lead up to Orientation and after especially from their mentors (UG) in the first few weeks. However, after the first four weeks of semester, they felt that they were struggling to get any communications that helped them.

The feedback from **online orientation** was that it **was an overwhelming experience** and students **missed the in-person guidance** that they felt would be more beneficial. Students also suggested that **mentors** could be matched more closely rather than just faculty specific ones as their mentees might be doing double degrees and there might be opportunities in other courses or faculties that could benefit their mentees and mentors alike. i.e. BLAW students mentor BLAW first years

*“Even using Blackboard was a challenge. It would be good to have a quick run through or tour of Blackboard during the lecture so that students know how tutors would be using it for the semester”*

*“There are lots of opportunities and programs offered but perhaps more awareness could be raised with new students”*

The Curtin Law School was highlighted as having an engaging and useful face to face Orientation session that was tailored for the cohort.

Students also commented that it would be good to have a standardised unit outline with a calendar that detailed when assessments were due. There was also a suggestion that students should know that they are able to talk to their Unit Coordinators and tutors – could be reiterated during the first lecture and tutorial for new students; and, consultation hours reminded throughout the study period.

## General Feedback

### Communications to students

Students who are interested in **student mobility and internships** suggested **using OASIS** as a mode of communication as it is where they go for most of their university specific information.

Postgraduate students in particular felt that their supervisors and tutors are trying their best to push engagement opportunities but believe that **more could be done from a student engagement perspective** to provide them or inform them of available opportunities.

Students also commented that there were too many surveys without having a tangible outcome – it was suggested that they be streamlined or targeted rather than having so many different ones with similar questions and that they would like to know if their responses enacted change as well.

### Scholarships

A few students were not aware of their eligibility and existence of relevant scholarships and felt that more could be done to raise awareness of the available opportunities – one suggestion was to have a short video or workshop on scholarships and how to apply for one.

International students find that most of the available scholarship opportunities are limited to domestic students and citizens.

## Item 7.4

### Science and Engineering Faculty Representative - Representation Board Report

For the Representation Board #5 to be held on Thursday, 17/06/2021.

#### Summary of Meetings

Meeting	Date	Type of Meeting	Comments
Mechatronic Engineering Feedback Group	14/05/2021	University x Guild	This is part of the series of feedback sessions I am running as part of the Curriculum Course Review for the Bachelor of Engineering (honours).
UG/PG Science Suite	17/05/2021	University	This a part of the ongoing renewal process and there is nothing significant to note.
Representation Board Meeting	20/05/2021	Guild	Nothing to note.
EECMS: Industry Advisory Board Meeting	25/05/2021	University	Nothing to note. I am still trying to find my role within this committee. It was a lot of updates from the school to industry and industry advising of any updates too.
Student Consultative Committee (Science, Engineering and First Year).	26/05/2021	University	I was sick and had to cancel last minute. Unfortunately, the turn out wasn't the best as it was the first time we've ran it all year but I was involved in the organisation of it all.
SDP	28/05/2021	University	Nothing to note.
CCR BEng(Hons)	01/06/2021	University	Just updates – everyone is super busy with the end of semester coming up.
Learning and Teaching Council.	02/06/2021	University	Nothing significant to note. Faculty just trying to improve staff culture through a bunch of initiatives.

#### Other Events

None.

#### Final Notes

The past reporting period has been significantly briefer in terms of meetings. There are two reasons for this:

1. Faculty staff were becoming increasingly busier as the end of the teaching semester drew nearer and as such the number of meetings were becoming scarcer.
2. I was sick for a period of 2 weeks and had a lot of overlapping meetings and as such had to prioritise the meetings that I could attend with consideration of my health.

In terms of specific issues that I have been working on:

- Significant workload in a science unit. I have been made aware of a unit that has a significantly high assessed workload in MLS. They have gotten around it with very questionable wording around assessments in their unit outline. This matter has been resolved with no further negative impacts on student grades. A meeting will be scheduled at the end of semester to look for more sustainable solution to a deeply rooted issue within MLS.

- An engineering unit was falling behind in their lecturing pattern due to a guest lecturer which pushed things super close to a test. I communicated promptly between the student and faculty and ensured there would be non-negative impacts to students.
- Another engineering unit had a non-compliant assessment pattern. This was raised with the faculty, and they acknowledged their mistake. The faculty worked very hard with the Guild (student assist) to rectify the situation. However, owing to the time of semester, students were not in favour of the proposed changes and so the unit was left as non-compliant and will be re-evaluated next semester onwards.

As we are nearing the end of semester, I am also nearing half of my term as Science and Engineering Representation. It has been a useful milestone to reflect on the feasibility of my Key Performance Indicators (KPIs) that were submitted to representation board at the start of the year. There is still a lot of work to be done before I am ready to hand over this position and I am looking forward to the second teaching semester and using the teaching break to prepare adequately for the latter half of my term.

Item 7.4.1

Guild 2021 Key Performance Indicator Mid-Year Review Matrix

*Representative: Science and Engineering Representative*

*Date:07/06/2021*

*Date for KPI Mid-Year Review completion: June Representation Board*

This document is to be attached and provided to the reviewed representative.

<b>Key Performance Indicator</b>	<b>Status</b>	<b>Comments</b>
1. When attending various board/panel/committee meetings, be punctual, ensure I read the agenda and ask questions.	Ongoing	Representatives will complete the KPI once they attend all their meetings.
2. Submit punctual, accurate, and comprehensive reports for committees when submissions are due.	Ongoing	This has mostly been ok with a few late reports due to high workloads. These have not been more than 1 day late at most but most of the time my reports have been on time.
3. Work on increasing communications with club representatives to make myself aware of academic club related issues.	Ongoing	I thought this would be an issue when I first stepped into this role, but so far academic clubs have had no issues getting in contact with me. I have gone around to a lot of engineering clubs for other things I am doing in this role. Next semester I will work on getting in touch with some of the smaller clubs.
4. Communicate with academic staff to abolish handwritten coding exams.	Completed	This was pretty much done as soon as COVID came into place and there is no expectation for computing to return back to this old system.
5. Communicate with academic staff to create a universal	Ongoing	I am working on it and are in discussion with my faculty to make it happen.

11:59 PM submission time.		
6. Works on systems to have Ecosia set as the default search engine on all computers at university.	Incomplete	I have done everything I could and passed it up to Guild executives for consultation.
7. Work on systems to have closed captions included in all online learning material (e.g.: iLectures) regardless of if students are on a CAP or not.	Incomplete	This is redundant now that echo360 is being ruled out. We are transitioning to new systems (e.g.: collaborate) and it can bring forth these capabilities. However, this will not be happening until my term ends, so I have no means of doing it.
8. Liaise with faculty staff to streamline the process to get logbook approval for networking events run by students/ clubs.	Ongoing	We are getting there. It is a long process and I have been in conversations with faculty before. It has been set as low priority but slow and steady.
9. Bridge the sci-eng gap through a science and engineering event.	Incomplete	Have not started.
10. Host at least one networking event during the year for science and engineering students.	Incomplete	Realised that this is outside the scope of my role, and I will be clashing with a lot of clubs if I go ahead with this so I am retracting this from my KPI.

I wish everyone the best for the holidays.

Thanks for reading my report and stay nifty!

Regards,



**JASON KIM**  
 HE/HIM [learn about pronouns](#)  
 SCIENCE AND ENGINEERING REPRESENTATIVE  
 E [SCI-ENG@GUILD.CURTIN.EDU.AU](mailto:SCI-ENG@GUILD.CURTIN.EDU.AU)  
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[GUILD.CURTIN.EDU.AU](http://GUILD.CURTIN.EDU.AU)

I acknowledge that Curtin University is on the lands of the Whadjuk people of the Noongar nation. This land is stolen land and was never ceded. I pay my respects to their elders past, present and emerging.

**Faculty of Health Sciences Report**  
**Lucy Rohl (she/her)**  
**Representation Board – June**



## HEALTH SCIENCES

Health Sciences students, we've got you back!

Lucy Rohl | Faculty of Health Sciences Rep

Pronouns: She/Her

[health@guild.curtin.edu.au](mailto:health@guild.curtin.edu.au)

[Join our Facebook group](#)

### ***Guild and University meetings***

14 May	Meeting with student from CANPAMS about Nursing
17 May	Queer Education in Health Sciences meeting with Bridge + Dax
17 May	Research Methods in Health Sciences discussion
19 May	Research Methods in Health Sciences discussion
19 May	Fortnightly meeting with Dean of Learning and Teaching and Manager of Student Engagement
21 May	Research Methods in Health Sciences discussion
21 May	Health Sciences Sundowner
24 May	Health Sciences Mentor-Mentee Meet Up
24 May	Interview for Director of Innovation and Scholarship of Learning and Teaching
25 May	Research Methods in Health Sciences discussion
26 May	Interview for Director of Innovation and Scholarship of Learning and Teaching
27 May	WAPSS – Curtin and Curtin Physio School history lesson with Lachy + Shelley
2 June	Fortnightly meeting with Dean of Learning and Teaching and Manager of Student Engagement
3 June	Queer Education in Health Sciences meeting with CAMS Queer Rep
3 June	ASPM Review 2
9 June	Fac Rep Meeting

## ***What am I up to?***

### **Research Methods in Health Sciences**

A few weeks ago, a staff member reached out to me, concerned about some teaching decisions being made in the Faculty without a student present. Since then, I've been meeting with many staff members for more opinions and perspectives on this issue. For context, in Health Sciences there are 20 research methods and statistics units, shared amongst the 26 disciplines. These units are tailored to the specific needs for each discipline – Social Work, for example, only needs one research methods unit which teaches at a basic level, however Psychology needs five high-level research methods units, to ensure graduates have a wide and thorough understanding of statistics.

There was an idea to combine these 20 research methods units into 4, so there isn't as much duplication of teaching across the Faculty. Whilst there is some merit to this idea, there were concerns about how quickly the Faculty wanted this done (Semester 1, 2022), the execution of it and how it would affect the different needs of different disciplines.

This idea has apparently been discarded, and the current strategy is to have an online "hub" of learning materials for certain concepts, however I'm unclear as to what this will look like. I've been told that, under this idea, students should experience no change in how they learn statistics. I'm currently negotiating sitting on the working party for this project.

### **Queer education in Health Sciences**

I'm still in the planning phase of this project. I've consulted with other people around the Faculty about queer education, and have a better idea of how I'm going to approach this.

### **Health Fusion Challenge**

The Health Fusion Challenge lines up nicely with my idea of running an interprofessional workshop, so I'm currently working with the Faculty on this project. This will take place in Semester 2, likely during the tuition-free week.

### **Health Sciences Sundowner**

I ran a sundowner at the Tav on the 21<sup>st</sup> May. Although not many people showed up for the sundowner itself, many Health Sciences students were in the Tav at the same time, and graciously accepted my offer to join the event. Next time, I will put out a poll in the Facebook group to determine which week to run an event.

***Thanks for reading x***

***Lucy***

Item 7.5.1

Guild 2021 Key Performance Indicator Mid Year Review Matrix

*Representative: Lucy Rohl – Health Sciences Faculty Representative*

*Date: 10<sup>th</sup> June 2021*

*Date for KPI Mid Year Review completion: June Representation Board*

This document is to be attached and provided to the reviewed representative.

Key Performance Indicator	Status	Comments
(Number of the KPI & KPI Title)	<p><b>Completed</b> (KPI has been met and no further work is required)</p> <p><b>Ongoing</b> (KPI is continuing but is being actively practiced.)</p> <p><b>Pending</b> (KPI has not been completed and is not under progress)</p> <p><b>Incompleted</b> (KPI is no longer applicable/was not completed for set task)</p>	Insert any comments on the KPI for updates, to ensure that you can reach your KPI objectives by the end of your term.
1. Attend all relevant Guild and Faculty meetings where possible.	Ongoing	So far I have attended every meeting I've been invited to, and have sent apologies where I cannot make it.
2. Submit all reports and documents before the deadline and with sufficient detail.	Ongoing	I've been submitting all reports and documents before the deadline wherever I have documents to submit.
3. Continue to use the Facebook page to engage with students online.	Ongoing	I've been keeping the Facebook page active with Guild events, information, activities and memes. A few students have reached out to me using this platform, which goes to show its effectiveness at bringing me, as a Guild rep, closer to the students I'm representing.



<p>4. Maintain a strong and collaborative relationship with staff within the Faculty and the Guild.</p>	<p>Ongoing</p>	<p>I've been having fortnightly meetings with the DLT and MSE, as well as sat on many selection panels for a variety of positions within the Faculty. I'm continuing this KPI further by working with the Faculty on the Health Fusion Challenge.</p>
<p>5. Continue to develop the interactive interprofessional workshop within Health Sciences.</p>	<p>Ongoing</p>	<p>This idea has changed somewhat since Jeru, the previous Health Sciences Rep, encouraged me to pursue it. Instead of planning and running it by myself, I am working with the Faculty to engage students through the Health Fusion Challenge, which will run in Semester 2. The HFC is essentially the same as the interactive interprofessional workshop Jeru devised, in that students from different disciplines work together to plan a strategy to help a fictitious patient.</p>
<p>6. Push for educational materials regarding queer identities and health to be provided to Health Science students.</p>	<p>Ongoing</p>	<p>I'm just finishing up the planning phase for this project, and am excited to bring it to staff and gauge their interest. I'm planning on taking this to the Psychology course coordinator first, and go from there.</p>
<p>7. Host at least one event for Health Science students and/or clubs.</p>	<p>Complete</p>	<p>I've ran two events this semester – a meet 'n greet and a sundowner.</p>

Faculty of Humanities Report  
Madison Ainsworth (she/her)  
Representation Board  
14/05/2021 to 10/06/2021

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## HUMANITIES

Humanities students, you're in safe hands!

Madison Ainsworth | Faculty of Humanities Rep

Pronouns: She/Her

[humanities@guild.curtin.edu.au](mailto:humanities@guild.curtin.edu.au)

### Meetings

20/05/2021	SDP
26/05/2021	Meeting with Nicole Slatter (Dean of Teaching and Learning)
26/05/2021	GEDIC
27/05/2021	SDP
02/06/2021	Meeting with Accessibility Officer
03/06/2021	SDP
03/06/2021	ASPM
08/06/2021	Meeting with Accessibility Officer
09/06/2021	Faculty Representatives Meeting

### Current Tasks

#### **Graded Attendance**

A quick run down of what has happened so far; I opened a Google form to record student responses on if their units use attendance for assignment marks. I put this form up on the Humanities Facebook page, had an email sent to humanities students via the Guild Email, and asked the Equity Departments

to share the form through their channels.

I feel that this is an important issue as it goes against the current Assessment and Student Progression: Policy and Procedures handbook, and hope for the result of Curtin offering reasonable alternatives to allocating grades to collaboration that currently requires attendance where possible (i.e. labs and practicals are needed in person for students to demonstrate and learn practical abilities, while collaboration and peer feedback can be easily done out of class.)

Update:

I will be reporting on my findings during Learning and Student Experience Committee on 17/06 (was originally planned for 03/06 and then 10/06 but both meetings were cancelled).

Upon closing of my Google form on the 2<sup>nd</sup> of June, I received 70 student responses, and recorded 36 unique unit submissions for the faculty of Humanities.

In terms of how students found out their unit was assigning a percentage of an assignments mark to attendance, students reported finding this information:

- Lecturer (29 responses)
- Marking Rubric (5 responses)
- Unit Outline (14 responses)
- Blackboard (9 responses)
- Other (5 responses—told during O-Week, was scolded in class for not attending, Unit Coordinator, Email, Oasis)

### Item 7.6.1

#### Guild 2021 Key Performance Indicator Mid Year Review Matrix

*Representative: Madison Ainsworth*

*Date: 10/06/2021*

*Date for KPI Mid Year Review completion: June Representation Board*

This document is to be attached and provided to the reviewed representative.

Key Performance Indicator	Status	Comments
1. Submit all documents on time and at an acceptable level.	Ongoing	This has been occurring successfully this far, and will be set to complete at the end of my term.  Insert any comments on the KPI for updates, to ensure that you can reach your KPI objectives by the end of your term.

<p>2. Continue to have a positive social media presence that informs students of events, workshops, changes to the University, and other opportunities, as well as providing a fun and open space for students to discuss and ask questions.</p>	<p><b>Ongoing</b></p>	<p>This has been occurring successfully this far, and will be set to complete at the end of my term.</p>
<p>3. Maintain a positive working relationship with staff and students.</p>	<p><b>Ongoing</b></p>	<p>This has been occurring successfully this far, and will be set to complete at the end of my term.</p>
<p>4. Work with other Universities and higher education institutions to make clear the importance of Humanities degrees and courses by showing what jobs are made from them, what impact they have on society, and how many people pursue them.</p>	<p><b>Pending</b></p>	<p>I need to discuss this issue with Jesse first, as it deals with collaboration among universities and my goal is for it to be a large and highly impactful project.</p>
<p>5. Work on a mental health campaign that reduces stigma</p>	<p><b>Pending</b></p>	<p>This issue has been brought to Bridge, and I am waiting for feedback on the specifics I want to focus on in this issue (targeting high school students who may not be looking to attend University due to fear of not being successful due to their mental health and the stigma that surrounds it). I hope to begin this campaign early into next semester.</p>
<p>6. Begin working toward a greener campus that has recycle bins in each classroom</p>	<p><b>Pending</b></p>	<p>I have not looked as far into this issue as needed yet, but plan to look into the possibility, fiscal ability and impact of implementing recycle bins in each classroom.</p>

## Item 7.7

### Student Assist – Representation Board report – June 2021

The year-to-date case statistics for Student Assist is as follows:

	Jan	Feb	Mar	April	May
Academic sessions	226	136	96	108	129
Financial Counselling sessions	20	27	26	8	35
LifeHacks	89	192	164	58	74

Academic sessions in the month of May were mainly focused on academic misconduct allegations and appeals.

#### Emergency Relief

Student Assist provided emergency relief to 7 students during the month of May. Of these students, 1 was given \$500 to help towards childcare, 4 were given food vouchers, and 2 were given food from Student Assist's Foodbank stock.

#### Academic Misconduct cases

Student Assist saw a number of academic misconduct cases in late May following TEQSA's shared intelligence about commercial cheating services with Australian higher education providers.

On 7 May 2021, TEQSA released a dataset to the Australian higher education sector which identified students who were alleged to have accessed commercial contract cheating services between 2015 and 2019. Based on this dataset, Curtin initiated 106 allegations of academic misconduct for contract cheating.

The vast majority of accused students have either graduated from their degrees or have gone AWOL without graduation. If it is determined that misconduct has occurred, the likely penalty for these students will be a grade of ANN (Annulled) for the relevant unit and award rescission, if applicable. Curtin has indicated that they will allow the students to redo the units in the coming year.

Student Assist assisted a number of these students with preparing responses to the allegation, and stands by to further assist these students when they receive determinations. Student Assist has also referred students to Curtin's Counselling services, where appropriate. Curtin Counselling has indicated that they will allow former students to access their services in relation to these allegations.

#### Meeting with Curtin Connect

The Student Assist team met with the staff at Curtin Connect on 31 May for the purposes of sharing information about Student Assist's services and encouraging Connect staff to refer students.

## PSC PRESIDENT'S REPORT

SUBMISSION DATE: 10<sup>th</sup> June 2021

FOR MEETING DATE: 17<sup>th</sup> June 2021



**NAME:**

David Jorritsma

**POSITION:**

PSC President (Commenced from the 28<sup>th</sup> May 2021)

**SUMMARY:**

It's been a wild ride getting into the swing of things with getting access to the emails and M-files, completing the HR forms, and settling back into the new format of the office. Only starting from the 28<sup>th</sup> of May, I haven't had a whole lot of opportunities to go to guild and university meetings as it goes into the tail end of the semester, however, this hasn't stopped me from getting some good engagement with university staff and guild representatives.

My current direction moving forward with the PSC group is to:

- Re-engage with the university committees so there is student representation on those committees;
- Build collaborative relationships between the undergraduate and postgraduate faculty representatives; and most importantly,
- Communicate and engage with the postgraduate student community.

I'm excited to get going with these initiatives and I'm open to collaboration from my colleagues from the Representation Board and Guild Council.

**GUILD MEETINGS:**

Nil

*Upcoming:*

10<sup>th</sup> June 2021: PSC Committee Meeting 2/21

**UNVIERSITY MEETINGS:**

9<sup>th</sup> June 2021: Research Committee

*Upcoming:*

15<sup>th</sup> June 2021: Learning and Student Experience Committee

**ONGOING PROJECTS:**

KPI Review – Previous PSC President's KPIs

University Committee Re-engagement

Postgraduate Student's Community Engagement

Item 7.9.1

Guild 2021 Key Performance Indicator Mid-Year Review Matrix

*Representative: PSC President – David Jorritsma*

*Date: 10 June 2021*

*Date for KPI Mid-Year Review completion: June Representation Board*

<b>Key Performance Indicator</b>	<b>Status</b>	<b>Comments</b>
<p>1. Fill all positions on the PSC to ensure appropriate representation and advocacy. Introduce the PSC to the broader Guild community, particularly Faculty representatives.</p> <p>a. Additionally, plan induction sessions so all members of the PSC are well equipped to carry out their roles.</p>	Ongoing	<p>We have successfully filled all positions except:</p> <ul style="list-style-type: none"> <li>- PSC Vice President – Coursework</li> <li>- PSC Secretary</li> <li>- PSC Humanities Faculty Representative</li> <li>- PSC Science and Engineering Representative</li> <li>- PSC Councillors</li> </ul> <p>Put of the strategic action plan I have developed involves building collaboration between the undergraduate and postgraduate faculty representatives.</p> <p>Induction session have not yet been planned or delivered for the new committee members.</p>
<p>2. Work with the Guild Exec to make positive changes to the Blended Learning Model.</p>	Pending	<p>No meetings/discussion have been had with the current Guild Executive regarding the BLM.</p>
<p>3. Work with Faculties to ensure there is HDR student representation at relevant committees.</p>	On going	<p>I am in the process of getting the list of university committees that need/should have postgraduate representation. I have had positive responses from University executives and Secretaries on their willingness to assist in this process.</p>

<p>4. Facilitate meet &amp; greets so HDR reps are integrated in the Guild and they are comfortable to bring matters to my attention.</p>	<p>Pending</p>	<p>This KPI will be up for discussion at the next PSC meeting.</p> <p>I would like to see faculty specific meet and greets to introduce members to the representatives.</p>
<p>5. Formulate and disseminate a quarterly bulletin from the PSC to all postgraduate students, which will detail highlight the PSC efforts to advocate postgrads.</p> <ul style="list-style-type: none"> <li>a. This is in direct response to a 2020 University-wide postgraduate survey that revealed the need for greater communication and transparency from the PSC.</li> <li>b. This KPI was not met last year, due in part to changes online and less engagement with the postgraduate student community. I am eager to revive this bulletin in 2021.</li> </ul>	<p>Pending</p>	<p>This KPI will be up for discussion at the next PSC meeting.</p>
<p>6. Attend meetings to represent the agenda of Curtin postgrads in broader conversations and decision-making processes.</p>	<p>Ongoing</p>	<p>I have attended the June University Research Committee as deputy for the PSC Vice President – Research.</p>



<p>7. Manage the implementation of Mental Health initiative: Providing postgraduate students from all Faculties Mental Health First Aid. Work with the Accessibility Officer to investigate wait times for counselling services.</p> <p>a. Again, this is a 2020 KPI that was pushed aside due to the pandemic and redirection of efforts towards a COVID response.</p>	<p>Pending</p>	<p>This KPI will be up for discussion at the next PSC meeting.</p> <p>As someone who has completed a Mental Health First Aid qualification, I can attest to the value of the training, especially with the report high incidence of mental health problems in young people and those undertaking university level education.</p>
<p>8. Organise a social event to foster a social culture and support system, as expressed by students in the aforementioned survey and confirmed by those who attended the 2019 Spring Mixer.</p>	<p>Pending</p>	<p>This KPI will be up for discussion at the next PSC meeting.</p>
<p>9. Present information to postgrads and introduce them to the PSC at the beginning of both semesters. Attend orientation presentations.</p>	<p>Ongoing</p>	<p>I have been in contact and booked for the upcoming intake of HDR students. An updated PowerPoint presentation is needed and has been assigned to my task list.</p>
<p>10. Attend the Annual Council Meeting (ACM) and Special Council Meeting (SCM) to carry on the strong partnership between Curtin and CAPA; to ensure that our specific needs are included in CAPA's agenda.</p>	<p>Pending</p>	<p>I have not yet attended an ACM/SCM as an affiliated CAPA University.</p>

## Item 7.10

### QUEER OFFICER'S REPORT – JUNE 2021 REPRESENTATION BOARD

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I have been extremely busy in the period since the last Reps Board, with finishing off final assessments for the semester, being sick, and moving house; thusly I don't believe I did as much work this month as I would have liked, however I still managed to achieve some key tasks.

I met with 2/3rds of the Equity Collective recently, as the last member has not yet responded after my initial contact with them. We had a good discussion about goals and ideas for the year, as well the things I had queued up for the next few months that I would like their assistance with. It was a productive meeting, and I plan to meet with them again after exams period has concluded to organise what we do next.

I recently met with Dr Fiona Coombes the Director of Curtin Health Services to discuss queer and transgender healthcare at Curtin. Dr Coombes has been an invaluable asset to the queer community here at Curtin, and news of her intention to retire after 20 years as the Director of CHS made some students concerned about their ability to access affordable, competent, and safe healthcare when she left Curtin. Dr Coombes reassured me that she had no plans to leave without upskilling other GPs at the Centre with trans and queer healthcare information, so I am now in the process of compiling some "essential information" with the community to assist her in this process. In addition, we will be organising a series of Ally Training sessions for the administrative and reception staff that work at the Health Centre, as there have been some reports that they are occasionally failing to provide appropriately sensitive care for transgender and gender diverse students. I have reached out to Sheldon Smith of the Ally Network to discuss co-ordinating these sessions, and I hope to have more news by next Representation Board.

On the 26<sup>th</sup> May, I successfully ran the second QD PowerPoint Party. It was a great event with 7 different presentations being given, however due to the rescheduling and subsequent conflict with the last week of semester, we had many people cancel last minute – hopefully we will be able to prevent this next time, as there has been a lot of interest in running these events online, in order to enable more people to attend. Despite that however, people enjoyed themselves and we had a great time.

I also recorded an interview with Postgraduate Journalism student Charlie Mills about digital safety for queer people, especially with regards to online dating or hookup apps. The story those quotes will be featured in will be available soon. My quotes for the article are as follows:

"There should absolutely be more safe spaces for queer folk"

"For a lot of queer folks that are not publicly out in their everyday lives, those sorts of anonymous one night stand hookups can be the only way that they can really access their sexuality and feel like they are part of the community in that way."

"When it comes to Grindr and apps closer to that sort of kind, there's definitely a focus towards hooking up, which is part of a left over from earlier queer culture in terms of, it's been very difficult for queer folk to be able to find places that they can safely access their sexuality."

I have continued to be in consultation with various groups across campus, especially in the lead-up to Pride Month. I recently dropped off a large pile of queer-friendly support materials to the School of Electrical Engineering, Computing, and Mathematical Science – a process which also informed me that it was time to replace the older info materials in the QD, as it was very difficult to find a large amount of up-to-date materials. I'll be looking into doing this during the break.

Finally, I am currently figuring out a date that we can roll out a new batch of bathroom stickers. This will have to wait until after the exam period, but I should have a date locked down by next Representation Board.

Dax Jagoe  
Queer Officer, Curtin Student Guild  
They/them

Item 7.10.1

Guild 2021 Key Performance Indicator Mid Year Review Matrix

*Representative:* Dax Jagoe – Queer Officer

*Date:* 10/06/21

*Date for KPI Mid Year Review completion:* June Representation Board

This document is to be attached and provided to the reviewed representative.

<b>Key Performance Indicator</b>	<b>Status</b>	<b>Comments</b>
1.) Provide peer counselling and community support to the members of the Queer Department, including referring people to Student Assist or other support networks or services (such as Transfolk of WA, SHQ, etc) if they are required.	<b>Ongoing</b>	There have been a number of issues that have occurred over the last semester that have required referral to Student Assist for further help, and I have helped a number of students in accessing resources related to their general issues and needs.
2.) Collaborate with the other Equity Departments on various projects, especially on issues and events where the Queer Department has concerns and interest that overlap with another department, such as Mental Health Awareness Week and Rad Sex & Consent Week. There has been a lot of interest in running collaborative events between the Queer Department and the Women's and Accessibility Departments, due to significant intersections between our communities.	<b>Pending</b>	Planning on collaborations between departments has stalled, largely due to my own difficulties in adjusting to sudden lockdowns and rescheduling planned activities. I still plan to collaborate with the other Equity Departments for Rad Sex & Consent week activities, as well as a possible inter-department movie night.
3.) Organise and run a major social event for the Queer Department during second semester. We hope to encourage more new students to come along by planning it in the second semester. This could take the form of a disco or garden party like in previous years, or something entirely different.	<b>Pending</b>	It's not second semester yet, but I plan to start organising this before second semester starts, if possible.
4.) Organising and hosting smaller events for the Queer Department each semester to encourage community & friendship building.	<b>Ongoing</b>	I managed to organise and run two Meet & Greet events, a PowerPoint party, and a collaborative event between the QD and Curtin Card Games, which were all varying levels of successful. Organising of events was impacted by spontaneous lockdown, and the subsequent restrictions placed on events after lockdown was lifted. I hope to organise more frequent, smaller activities during semester 2.

<p><b>5.)</b> Increase the Queer Department's presence on campus, by:</p> <ol style="list-style-type: none"> <li>1) Having more of an involvement as a department in on-campus activity</li> <li>2) Having more of an activism platform on campus as a department</li> <li>3) Collaborating with students from the John Curtin Leadership Academy on a project designed to facilitate allies from the student body to assist the Queer Department with activism efforts</li> </ol>	<ol style="list-style-type: none"> <li><b>1) Ongoing</b></li> <li><b>2) Ongoing</b></li> <li><b>3) Incompleted</b></li> </ol>	<ol style="list-style-type: none"> <li>1) See above; difficulties in event organisation have largely prevented this from occurring so far.</li> <li>2) Currently organising consultation sessions with QD members and various areas of Curtin, as well as rolling out more bathroom stickers across campus.</li> <li>3) The QD's JCLA project was not selected by any students, so this will not be going ahead. I am currently in discussions with Sheldon Smith to organise a network of allies through other means.</li> </ol>
<p><b>6.)</b> Continue to manage the Queer Department's social media presence on the Facebook page and Facebook group, as well as the QD Discord server, to provide a forum for queer students to talk to each other and share information, including research opportunities and events. This includes responding to queries and comments from the community in a timely manner.</p>	<p><b>Ongoing</b></p>	<p>The QD Discord is largely self-sustaining at this point, only occasionally requiring minor upkeep or moderation. The social media pages have been less active than I would have liked, however there has not been a huge amount of things occurring requiring posting, due to aforementioned disruptions this semester. However, I have continued to respond to semi-frequent student enquiries promptly, as well as getting important information out.</p>
<p><b>7.)</b> Attend relevant meetings with the Curtin Student Guild and other groups on campus.</p>	<p><b>Ongoing</b></p>	<p>Meetings continue. A large number of my meetings have been poorly scheduled or cancelled and rescheduled last-minute, so attendance on working groups has been lower than last year, however I believe many of these meetings were similarly disrupted by the process of snap lockdowns in the middle of semester.</p>
<p><b>8.)</b> Collaborate with the UWA Pride Department on events and cross-promotion throughout the year.</p>	<p><b>Ongoing</b></p>	<p>Currently in talks with UWA Pride Department and LGBTQIA+ Equity Departments from other WA universities with regards to organising a large queer university picnic between the semesters. More collaboration hopefully to come next semester.</p>

## WOMEN'S OFFICER Report REPRESENTATION BOARD 2021 – 17/06/21

Submitted 10/06/21

### GUILD MEETINGS

<b>18/5</b>	Women's Collective <ul style="list-style-type: none"> <li>The first meeting of the Women's Collective</li> </ul>
<b>3/6</b>	ASPM Review
<b>8/6</b>	Activities Committee
<b>10/6</b>	Event Debrief with Jess (Events Manager) and Lachy (VP-A) <ul style="list-style-type: none"> <li>About the Pottery Painting event</li> </ul>

### UNIVERSITY MEETINGS

<b>22/4</b>	Representation Board
<b>1/6</b>	Respect. Now. Always. Steering Committee <ul style="list-style-type: none"> <li>Attended with Jesse (President) and Bridge (VP-E)</li> <li>Looked at the Respectful Relationships module, and collectively came up with a list of actions with which to proceed.</li> </ul>

### PROJECTS

#### Respectful Relationships

- I finished an extensive report which criticised the Respectful Relationships module.
- It came to about 10 pages and 1,500 words, including screen captures from the module itself.
- This report was submitted for consideration to the Respect Now Always Steering Committee, which works to prevent sexual assault and harassment at university.
- The report was one of the main points of discussion at the RNA SteerCo meeting on 1/6.
- From this, the committee will be organising an overhaul of the module, and will work closely with the Guild.

#### Women's Equity Collective

- The collective had its first meeting on Thursday, the 18<sup>th</sup> of May.
- It was attended by four of the six collective members and went for roughly an hour and half.
- It was also attended by Fatma (Secretary), who took minutes.
- The minutes for this meeting are set to be approved at our next meeting on 22<sup>nd</sup> June, after which they will be submitted to Representation Board.
- From now on, we will be focusing on getting the Equity Collective operating in a similar capacity to a club

#### Facebook Group

- The Facebook group is still being maintained.
- As of 13/5, we have 125 members.

#### Forgotten Figures (*social media campaign*)

- Have continued posting Forgotten Figures profiles.
- Have been posting them less frequently due to the study period, as I had to work on assignments.

## EVENTS

- Planning for Pottery Painting Night, the June community catch-up.

### Pottery Painting Night (Community Catch-Up)

6pm-9pm  
03/06

- A pottery painting event was held at The Painted Teapot in Subiaco.
- Beforehand, we sold tickets through Eventbrite.
  - We closed ticket sales a week before the event.
- The cost for the event was a \$10 studio fee, and a minimum spend of \$30 on pottery.
- 8 people attended overall, including myself.
- The duration was 3 hours overall.
- All who attended seemed to have a great time, and one attendee even asked if it was going to be held again in the future.

## OVERALL COMMENTS

The Respectful Relationships module review was something I'd been working on for a couple months, so completing it and submitting the RNA SteerCo was great. Furthermore, the meeting in which we discussed was very productive and the report was very well received. The co-chairs of the committee committed to working on an overhaul of the module, and will be staying in contact with myself, and the Guild as a whole.

It was great to meet with the Women's Collective and have a discussion in person. We talked about how we'd like the Collective itself to run and how much the individual members would like to contribute to the Women's Department. Over the semester break, we aim to communicate a lot and get the collective running as smoothly as possible.

Lastly, I will be going out of state for three weeks from 28<sup>th</sup> June to 19<sup>th</sup> July. I plan to still fulfil all the duties I can remotely but will be unavailable in person for the time period.

It's been a great six months in the role so far, and I look forward to the second half of my term.

**Cassidy Pemberton**  
*Women's Officer 2021*

## Guild 2021 Key Performance Indicator Mid-Year Review Matrix

*Representative: Cassidy Pemberton, Women's Officer*

Date: 10/06/21

Date for KPI Mid-Year Review completion: June Representation Board (17/06)

KPI	STATUS	COMMENTS
(Number of the KPI & KPI Title)	<p><b>Completed</b> (KPI has been met and no further work is required)</p> <p><b>Ongoing</b> (KPI is continuing but is being actively practiced.)</p> <p><b>Pending</b> (KPI has not been completed and is not under progress)</p> <p><b>Incomplete</b> (KPI is no longer applicable/was not completed for set task)</p>	Insert any comments on the KPI for updates, to ensure that you can reach your KPI objectives by the end of your term.
<b>Promote intersectionality appropriately in any possible circumstance.</b>	<b>Ongoing</b>	
Co-host at least one event with every other Equity Department.	<b>Ongoing</b>	So far, I have co-hosted an event with the Accessibility Department. I have loose plans with the Queer Department, and plan to catch-up with the other departments.
Maintain a close relationship with the other Equity Departments.	<b>Ongoing</b>	I'm good terms with all of the Equity Officers, and follow the actions and initiatives of their departments.
<b>Maintain and grow the Curtin Women's Community.</b>	<b>Ongoing</b>	
Establish and run the Curtin Women's Collective.	<b>Ongoing</b>	Elections were run, and 6 people nominated themselves, and were subsequently elected unopposed to the Women's Collective. We have met together and are continuing to work on how exactly the Collective can assist the



			Women's Officer role and run as its' own body.
	Host an off-campus community catch-up at least once every six weeks throughout the year.	<b>Incomplete</b>	Due to different circumstances such as lockdown, focus on on-campus events and my own mental health issues, I've been able to have these events within the six week timeframe.  The off-campus catch-ups which have been held so far this year took place on the following dates:  Jan 17 <sup>th</sup> , April 10 <sup>th</sup> , June 3 <sup>rd</sup>  However, overall, there has been an event or adjacent (i.e. on-campus stall) every month.
	Create and maintain a Facebook group.	<b>Ongoing</b>	The Facebook group was created in early December and is still running. As of 10/6, it has 125 members.
	Post at least once a week on social media.	<b>Ongoing</b>	This objective has been met so far and should continue to be for the rest of the year.
	Post a survey link at least once every two months to receive direct feedback from the community.	<b>Ongoing</b>	This is ongoing and has been successful so far.
	<b>Create informational content focused on women and their issues.</b>	<b>Ongoing</b>	
	A social media series, Forgotten Figures, which focuses on little known women and non-binary people in history who achieved memorable feats.	<b>Completed</b>	I have been doing this consistently since the beginning of my term and will phase it out for the end of this semester, so I can take on another project next semester.
	A database or series of pamphlets with accurate information on serious issues, such as pregnancy, assault and sexual health.	<b>Pending</b>	As I focused on the Forgotten Figures series in the first semester, I will be looking into doing this for the second semester.

<b>Strongly support and advocate for the rights of Curtin staff and students.</b>		<b>Ongoing</b>	
	Attending and supporting all relevant rallies and campaigns about women's issues and beyond.	<b>Ongoing</b>	I attended and spoke at the Peth Women's March4Justice on behalf of young women earlier this year, and continue to support relevant rallies.
	Fighting Curtin staff cuts.	<b>Ongoing</b>	I have attended relevant rallies in regards to this issue, and will continue to do so if there are more this year.
	Fighting parking and university cost hikes.	<b>Ongoing</b>	I have begun to get involved in a parking campaign led by Dylan, and also attended a rally against cost hikes earlier this semester.
	Promoting and fostering an activist culture on campus.	<b>Ongoing</b>	Through the Women's Department, I have shared links and information about protests and activist causes, and have also personally attended relevant rallies and protests.
<b>Aim to make as many aspects of Curtin student life as adaptable and accessible to students as possible.</b>		<b>Ongoing</b>	
	Shaping Curtin Counselling to be more catering to students' individual needs.	<b>Pending</b>	I plan to reach out to Bridge regarding the chance to get involved in improving Curtin counselling.
	Introducing a student feedback channel for Guild outlets.	<b>Pending</b>	I will have to work on this in the second semester.
<b>Maintain a strong relationship with the Women's Department of close universities.</b>		<b>Ongoing</b>	I have a strong relationship with the Women's Department of UWA, having planned an event with them (which was unfortunately cancelled), and plan to reach out to ECU and Murdoch in the last six months of this term.



## Accessibility Department

### June Report

#### **Centralised Curtin Access Plan distribution**

- Amy Currie has HEP funding to pursue a project that would centralise CAP distribution.
- Currently students distribute their CAP to their unit coordinator for each unit at the beginning of each semester. They can request that AccessAbility sends it on their behalf, but they still have to find all the contact details themselves and provide this to AccessAbility.
- Some undesirable outcomes of the current process is students feel uncomfortable or awkward contacting their UCs, or they forget to until they realise they need the accomodations later in semester. UCs are more likely to reject reasonable adjustments if they receive CAPs late.
- Sometimes UCs don't respond to students to confirm the adjustments, they confirm they received the CAP but they don't explain how the adjustments will be actioned, or they respond to the student that they will not be making the adjustment but they do not explain why they can't.
- This project aims to address these issues:
  - It will remove the personal aspect of sending the CAP
  - It will automatically send the CAP at a uniform time to every UC (students will have the option to opt out)
  - UC's will respond to students through this system, and if they want to reject an adjustment they will need to explain why, at minimum selecting a reason from a drop-down menu.
  - The system will create a database of how adjustments are being made which will serve as a resource for making adjustments in the future.
- We have raised these concerns:
  - Students' private information should not be sent to UCs
  - Students should be able to choose which units they use their CAP for
- Jo-Ann Naidu and I have consulted with Amy about this project. We have reviewed a survey that Amy is going to send out to students with CAPs or who have had CAPs in the past, this will get some information on how students feel about current and proposed CAP distribution.

## **Curtin Access Plan support and escalation**

- In the meeting with Amy Currie and Student Assist it was flagged that a UC has ultimate control over whether they make the reasonable adjustments recommended in a CAP, and there aren't safeguards for UCs that are ableist, and there is not support for UCs who aren't sure how/whether adjustments can be made.
- Following this meeting I investigated the processes that can be followed, and determined that the only place a student can escalate is to the Integrity and Standards Unit. Anecdotally I have been told that this usually means that the UC still gets to decide, but now they're angry.
- AccessAbility Officers often deal with this issues but they don't have authority to get the UCs to comply, and they also don't have the requisite knowledge of the unit and whether the adjustments are possible or not. Students are referred to AccessAbility if they have this problem, but AccessAbility don't have the knowledge (i.e. they have not been trained or briefed on the units, nor should they be) or authority to handle it.
- I'd like for something to be put in place that is more appropriate than the ISU for these problems to be resolved through. I envision a committee or working group with representatives from AccessAbility staff, faculty staff and student reps. This body would be able to provide support to UCs who are unsure how to make an accomodation and an escalation point for students who feel a UC is refusing to make adjustments that they could reasonable make.
- Future actions on this for me would be to meet with AccessAbility and/or discuss it at the next meeting of the UDWP.

## **Accessibility of Prac Placements in the School of Education**

- I'm trying to follow up with the School of Education on how they put reasonable adjustments in place for Prac placements, what their policy is, what problems they regularly encounter etc.
- My goal is to help them establish a really good practice and then use that framework to tackle pracs in other schools.
- I've met with and discussed with:
  - A student who flagged the issue with me following a problem they had with one of their pracs
  - AccessAbility Advisors
  - Student Assist
  - The Guild's VPE and Humanities Fac Rep, to keep them updated
  - The ECU Guild Equity Officer and ECU Equity, Diversity and Disability Office (via email only) because they also have Education students that go on pracs.
- Future actions on this are to meet with the Humanities Faculty Rep (Guild), and staff within the Faculty of Humanities to determine who to contact in the School of Education.

## **Peer Disability Network**

- Student Equity and AccessAbility Services has expressed they really want to support the Accessibility Department Community
- I am still struggling with engagement from students.
- My plan going into Semester 2 is:
  - Get a solid events calendar locked in before the beginning of Semester
    - Meet and Greet,
    - Collab with QD
    - Mental Health Week
    - A networking event
  - Let students think the Accessibility Department is something they can sign up to
  - Make a sign up form to get their details
  - Start a Discord Server to replace the Facebook Group which currently gets no engagement

## **ACROD Parking at Curtin**

There's reduced ACROD parking on campus at the moment due to construction which has caused problems for at least one student. I'm following up with AccessAbility about a change in policy last year that meant students with ACROD passes could no longer park in other bays such as thirty minute or courtesy bays. Allegedly AccessAbility approved this so I want to check in and learn more about it.

## **Curtin Counselling**

- We are trying to organise a meeting with Sean Murray and Ariane Cummins
- We are waiting to hear back on their availability

## **May Meet and Greet 26/5/21**

- This was the meet and greet that was rescheduled from April.
- The date wasn't ideal due to Cat Cafe, but the other options for common free time would clash with the wellbeing fair or the Guild AGM
- There was significantly more interest for the April event that didn't translate to the May event
- Two students attended throughout the event

## **Social Media Update**

Current posts are doing reasonably well. See Collaboration with Grok.

## Collaboration with Grok

I've started a new initiative with Grok. The goal is to raise awareness for various disabilities but instead of just research, it would be based around an interview from a student.

This project is in early stages but Grok is keen and I've had some interest from students.

Would you be interested in being interviewed to help me get the ball rolling? Please get in touch with [accessibility@guild.curtin.edu.au](mailto:accessibility@guild.curtin.edu.au) (if you identify as having a disability).

## TL;DR

I'm really digging into Curtin Access Plans from a few different angles. I'm following up a problem with ACROD parking on campus, and have plans for events, community building and social media.

Do you have a condition that affects your ability to focus or do you just find reports really difficult to process? Have you found the TL;DR on my reports useful? Please send me feedback at [accessibility@guild.curtin.edu.au](mailto:accessibility@guild.curtin.edu.au)



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**Accessibility Officer: Clare Metcalf**

## Guild 2021 Key Performance Indicator Mid Year Review Matrix

*Representative: Accessibility Officer*

*Date: 8/6/21*

*Date for KPI Mid Year Review completion: June Representation Board*

Key Performance Indication	Status	Comments
(Number of the KPI & KPI Title)	<b>Completed</b> (KPI has been met and no further work is required) <b>Ongoing</b> (KPI is continuing but is being actively practiced.) <b>Pending</b> (KPI has not been completed and is not under progress) <b>Incompleted</b> (KPI is no longer applicable/was not completed for set task)	Insert any comments on the KPI for updates, to ensure that you can reach your KPI objectives by the end of your term.
Be an effective representative within the Guild	<b>Ongoing</b>	I am currently attending all of my meetings and including a TL;DR in my Reps Board reports
Promote the availability of Curtin Access Plans and other accessibility services on campus and defend against any breaches of these accomodations or attempts to remove or reduce their availability or potency.	<b>Ongoing</b>	I am promoting CAPs at events and through social media. I am helping students when I hear of problems and working overall to improve accountability to CAPs
Promote and assist the delivery of one campaign by the National Union of Students or another disability specific organisation	<b>Pending</b>	I am not aware of any campaigns by the NUS Disability Officer. I will seek out campaigns by other organisations
Foster a community within the department	<b>Ongoing</b>	I am meeting the conditions but student engagement is low! See my June report for my plans on how to increase engagement
Engage with students through regular communication via the Accessibility Department Facebook Page, Group and Instagram Page	<b>Incompleted/Ongoing</b>	I missed the fortnightly posting requirement when I reconsidered the kind of campaign I was running but I am on track to post fortnightly in semester 2.
Uphold a culture of intersectionality within the equity departments	<b>Ongoing</b>	I have run a collab with the Womens Department and am planning one with the Queer Department. I am considering how I can run an event for the intersection of Accessibility/ First Nations without a First Nations Officer.
Take a strong stance against governmental and structural changes that disproportionately impact students within the department	<b>Ongoing</b>	I supported the My Fees My Future Campaign on facebook and advocated in UDWP for return of in person lectures

## **Higher Education Report**

### **Representation Board Meeting June 2021**

#### **QS World rankings**

Curtin University achieved its best performance in a decade in the rankings by global higher education analysts Quacquarelli Symonds. Curtin broke into the top 200 for the first time since 2006, leaping 23 places to 194th

As well Curtin received a QS Five Stars Plus rating. This result followed a comprehensive evaluation by QS across a range of areas including research, employability, teaching, facilities, internationalisation, inclusiveness and innovation. A Five Stars Plus institution must achieve five stars across all categories.

#### **WA universities want uniform approach for returning international students** **Kate Purnell. The West Australian**

WA universities want to see a uniform approach for the return of international students, amid concerns the State will face a significant economic loss if it trails behind the national guidelines.

Curtin University vice-chancellor Professor Harlene Hayne said WA would be disadvantaged if it did not reopen its borders to international students at the same time as other states and territories.

“International students will be critical for our universities to continue delivering high quality education and research and they will help WA’s post-pandemic economic recovery,” Prof Hayne said.

International education was Australia’s third largest export prior to COVID-19, worth about \$40 billion a year to the economy.

Curtin, UWA, Edith Cowan University and Murdoch University have been working with StudyPerth and State and Federal agencies to develop the return plan for international students.

Prime Minister Scott Morrison has announced the Federal Government would prioritise a plan to allow foreign students to return to Australia before international tourists

#### **UWA offers early university places based on Year 11 grades causing concerns students will not achieve ATAR. Bethany Hiatt The West Australian**

The University of WA has already fired the first shots in the battle for next year’s share of domestic undergraduate students.

Year 12s are already being encouraged to apply for a place next year at UWA with a predicted Australian Tertiary Admission Rank based on their Year 11 results.

The university was the first to throw open early offers last year because of the stress and uncertainty caused by the COVID pandemic.

That strategy paid off, with preliminary figures revealing a 30 per cent surge in undergraduate enrolments at UWA compared with last year

#### **Minister of Education Speech to Universities Australia conference**

<https://ministers.dese.gov.au/tudge/our-priorities-strengthening-australias-universities>

#### Main areas of note

- The Minister wants universities to focus on enhancing the classroom and learning experience of Australian students. This must start with a return to the previous face-to-face learning, where COVID rules allow.



### Freedom of Speech

- 33 universities were either considered to be fully or mostly aligned to the Model Code.
- If it became apparent that universities remained unable or unwilling to adopt the Model Code, the Government would examine all options available to enforce it - which may include legislation.
- Universities would be expected to report annually on how freedom of speech issues were being managed against the Code. The expectation was that it would be included in annual reports each year.
- International Education
- The Government is interested in diversifying our international student population in Australia, which was reliant on just two countries for 55 per cent of our enrolments in Australia.
- Government was pushing to diversify the education delivery model so international students could study for Australian qualifications online, in-person or via hybrid models.
- The UK was already firmly down this path, with 58 percent of its international enrolments studying offshore. Our comparable figure is 22 percent.

### Research commercialisation and industry collaboration

The Minister said this was his top priority.

- The research commercialisation agenda aimed to work with businesses and governments to translate research into breakthrough products, new businesses and ideas to grow our economy and strengthen our society.
- The Government had received over 170 submissions in response to its consultation paper.
- The Minister was critical that only one of the four major global rankings, which drive much behaviour, recognises commercialisation — at 2.5 per cent of the overall methodology.

### New Government Review

- The Minister announced a new review at the undergraduate level to develop ideas to create closer university-industry collaboration in teaching and learning and to ensure future graduates are work-ready.
- The review would consider how more students could undertake industry experience, and potentially count that experience as credit towards their qualification.

### **Education Minister tells universities to specialise.**

Education Minister Alan Tudge has signalled his desire to change the three-decade-old model of comprehensive universities, saying it was time to start a conversation about more “differentiation and specialisation”.

Mr Tudge told the Universities Australia conference that the current arrangements – under which all 39 public universities teach similar courses and engage in research in nearly all academic areas – “may not be an optimal model for the quality of teaching or research in this country”.

Those remarks coincide with new higher education regulations, starting on July 1, that will establish a new category of “university colleges” that do not have to meet the research standards that apply to universities.

University colleges can choose to be teaching-focused, thus introducing more diversity into the higher education system.

Mr Tudge’s comments have divided vice-chancellors, with some warning that specialist universities are impractical because most students in Australia choose to study at an institution near their home and want it to offer a full range of courses.

## **Second National Student Safety Survey**

Universities Australia will embark on a Second National Student Safety Survey in September.

The higher education sector's peak body will ask hundreds of thousands of randomly selected students about their experience with sexual misconduct on campus and their thoughts on how universities can better protect them from harassment and assault.

Universities Australia's 2021 National Student Safety Survey comes in the midst of allegations from female former students at UQ, who say the university failed to take seriously their allegations that a male student stalked and assaulted them on campus.

The first survey in 2016 – run by Universities Australia and the Australian Human Rights Commission – found only 4 per cent of university students felt their universities provide enough support to alleged victims.

## **Cultural change at Adelaide after UQ drama**

University of Adelaide vice-chancellor Peter Hoj has promised there will be procedural and cultural improvements in tackling sexual harassment and assault complaints from students after he was engulfed in controversy over the handling of complaints received at the University of Queensland when he was VC.

Two former female students made complaints of sexual harassment and assault against a male student in the period 2017 to 2019. Isabel Martins discussed her complaint in *The Weekend Australian* on Saturday but the second complainant has chosen to remain anonymous. The former male student, via a legal representative, has vehemently denied all allegations.

The revelations embroiled not only Professor Hoj, but also the incumbent UQ VC, Deborah Terry, who took over from him last year, and sector regulator the Tertiary Education Quality and Standards Agency, which has acknowledged its 17-month investigation of a complaint about UQ's handling of the matters was "protracted". It cleared UQ of failing to comply with basic standards in handling the complaints

## **University watchdog sex assault probe anger**

The Tertiary Education Quality and Standards Agency is facing a Commonwealth Ombudsman investigation because it took more than two years to respond to allegations the University of Queensland seriously mishandled sexual assault and harassment complaints.

The UQ allegations were first referred to TEQSA after End Rape on Campus Australia wrote to the then education minister, Simon Birmingham, in June 2018 over the case of UQ student Isabel Martins – who alleges she was stalked and harassed by the male student.

The regulator finalised its report in October – 17 months after End Rape on Campus filed its complaint.

TEQSA told government investigators it struggled to deal with the UQ matter because it was not used to dealing with student complaints, in particular the handling of disciplinary proceedings against an individual student.

## **Australian National University will be carbon negative by 2030**

The Australian National University has committed itself to achieving negative carbon emissions by 2030, in an effort to "walk the talk" on its commitment to tackle climate change.

Vice-chancellor Brian Schmidt told staff on Wednesday that the university was "committed to not only reducing and offsetting our emissions, but also taking more carbon out of the atmosphere than we put in".

"We will transition from being a source of greenhouse gases to a sink for atmospheric carbon dioxide," he said.

Professor Schmidt said ANU's "below zero" initiative made it the first university in Australia, and the first of its size in the world, to commit to such a goal.

The initiative is being led by Mark Howden, director of the ANU's Institute for Climate, Energy and Disaster Solutions.

Professor Howden said part of the university's strategy was to phase out gas and move to electrical power as much as possible.

The university will source its electricity from zero carbon generators, which will take care of the ANU's single largest consumer of energy, the Gadi supercomputer, recognised last year as the 24th most powerful in the world.

### **University of Sydney is doing its bit for sustainable investment**

The University of Sydney has committed itself to ensuring the whole of its more than \$1bn endowment is placed in investments aligned with the UN's Sustainable Development Goals by 2030.

"We have reduced the carbon footprint of all those investments by 70 per cent in the last six or seven years, but we want to go the next mile," Professor Garton said.

"That means from 2021 to 2025 we'll be looking at a transition pathway initiative: if companies haven't articulated a clear transition away from fossil fuels towards renewables, we will be instructing our funds managers — we have about 40 of them — to start removing those companies from the pool and replacing them with other companies."

### **Curtin's new humanities chief to foster research, collaboration, creativity**

Curtin University has appointed Richard Blythe as the new pro vice-chancellor of the humanities faculty, succeeding Alan Dench, who has retired after five years in the role.

Professor Blythe, who will join the university later in the year, said he would focus on fostering research, collaboration and creativity.

### **UWA cuts staff in \$40m shake-up**

UWA has flagged staff redundancies that will be rolled out without any "overarching announcement" as part of \$40 million in structural cost cuts.

In an email leaked to *WA today*, the University of Western Australia said heads of schools and professional service directors would decide job losses as part of their area's structural reforms, which would be phased in across the year "to ensure continuity of teaching, research and professional services".

The university email said the remaining deficit had reduced to \$40 million (from \$58 million) after a 22 per cent increase in the equivalent full-time student load compared to last year, as well as a high retention of international students.

### **Murdoch Uni spends millions on pay rises and new logo as staff 'circle the drain**

According to *WA Today*, Murdoch University has spent \$1.8 million to change the university's logo to make it appear a "modern university for the future",

As well Vice Chancellor Professor Leinonen has recently sought to internally promote two people loyal to her [transformational education agenda](#).

The newly created positions of Deputy Vice Chancellor Education and Equity and Deputy Vice Chancellor Colleges will report directly to Professor Leinonen and the Provost, respectively. The new positions replace the roles of Pro Vice Chancellor of Education and PVC of Colleges, with both parties intended to apply in the six-day window for the new roles, which closed May 16.

PVC jobs already pay mid-tier six-figure sums but deputy vice chancellor positions command half a million-dollar salaries. Murdoch VC the highest paid in the State.



### **Annual survey reveals the stress levels and stressors of students in 2020 – podcast**

Research commissioned by [Studiosity](#) revealed that 38 per cent of students were feeling stressed due to their studies at least *once a day* during 2020.

A further 40 per cent of respondents said they were stressed about their studies *every week*, and only one per cent of students said they never felt anxious about studying. To discuss these findings and their deeper implications, I spoke to Professor Judyth Sachs, chief academic officer at Studiosity.

According to the annual Student Wellbeing Survey, key stressors included not having enough time to prepare for assessments and exams, subject workloads that were too high, and the inability for students to experience practicums in areas like medicine and teaching. The survey, which is now in its sixth year, is critical Sachs believes, "as any discussion about student success is really a conversation about student wellbeing".

Studiosity's chief academic officer added there was value in universities following up with their 2020 graduates to see how they are coping with their sense of confidence.

National Wellbeing Study has been running for 6 years.

<https://soundcloud.com/campusreview/annual-survey-reveals-the-stress-levels-and-stressors-of-students-in-2020-podcast>

### **Supporting students mental well-being**

<https://campusmorningmail.com.au/news/on-the-radar-supporting-students-mental-wellbeing/>

A major finding of a recent [NCSEHE Equity Fellowship](#) investigating student mental wellbeing found that of central importance of teaching and learning. Students' everyday interactions with their course content, assessment tasks, lecturers, tutors, support staff and their peers can make a real difference. A survey conducted with 1,800 mature-aged students in, and from, regional and remote Australia revealed these "everyday" interactions (on-campus or online) impact on students' mental wellbeing.

[https://www.ncsehe.edu.au/wp-content/uploads/2021/04/Crawford-Equity-Fellowship-Report\\_FINAL.pdf](https://www.ncsehe.edu.au/wp-content/uploads/2021/04/Crawford-Equity-Fellowship-Report_FINAL.pdf)

<https://www.ncsehe.edu.au/publications/nicole-crawford-equity-fellowship-mental-wellbeing-mature-students-regional-remote-australia/>

**OTHER**

Review of the Higher Education Provider Category Standards

<https://www.dese.gov.au/higher-education-reviews-and-consultations/resources/final-report-review-higher-education-provider-category-standards>

## Item 7.15.1

### Guild 2021 Key Performance Indicator Mid Year Review Matrix

*Representative: Chair or Representation Board*

*Date: 10/06/21*

*Date for KPI Mid Year Review completion: June Representation Board*

<b>Key Performance Indicator</b>	<b>Status</b>	<b>Comments</b>
Promote engagement with Representation Board.	Completed	Guide for reps has been created, additional information made available online and non-exec motions have increased this year.
Assist in running successful campaign that mobilises and engages ordinary students.	Ongoing	Have contributed where required. Parking campaign coordination.
Keep the Executive Committee members accountable to the views of the Representation Board.	Ongoing	For most Representation Boards have created specific action lists and have reviewed 2020 motions that haven't been completed. Have promptly ensured actions of representation board are completed appropriately.
Make Representation Board accessible to students.	Ongoing	Material now available online, recordings are now made and distributed. Further work needed focused on engaging ordinary students.

**Title: Making Traditional Place names part of mailing addresses**

**Motion:** That the Representation Board recommends the Curtin Student Guild adopt the practice of including Traditional Place names in our postal address and in the postal address of mail that is sent by the Guild.

Moved: Clare Metcalf

Seconded: Madison Ainsworth

**Background:**

[This article](#) goes into depth about this movement. The practice of including the Traditional Place name in the second address line (a line that is already included on official forms) was started by a First Nations Women named Rachel McPhail and is supported by Australia Post.

For example, the Guild's address could look like this:

**Curtin Student Guild**

Building 106F, Curtin University

Wadjuk Country

Bentley WA 6102

Australia

This practice could be further adopted by including the Traditional Place name in the postal address and return address of mail sent by the Guild in the course of its operations.

**Confidentiality:**

Open