MINUTES OF THE AUSA STUDENT COUNCIL MEETING · 21 FEBRUARY 2022

Zoom |18:00 - 20:00

PRESENT: *Alofa So'olefai (President, AUSA), Steven Wijaya (Treasurer-Secretary, AUSA), Alan Shaker (EVP, AUSA), Ishie Sharma (WVP, AUSA), Makayla Muhundan (EnVP, AUSA), Varsha Ravi (ISO, AUSA), Kelly Misiti (PGO, AUSA), Piripi Gordon (Co-Tumuaki/MSO, NTM/AUSA), Anipātene Biddle (Co-Tumuaki/MSO, NTM/AUSA), Hyunsang Lim (President, AULSS), Dania Shafiq (President, SciSA), Olympia Robb (President, ASO), Simran Wadhawan (Co-President, AUCSA), Joseph Nganu (President, ESSA), Danica Loulie-Wijtenburg (President, AUGSS), Angela Wong (President, SUPA), Rhea Colaabavala (President, APSA), Samantha Samaniego (President, AUPHSA), Georgia Cheng (President, NZOSS), Crystyn Pask (President, ALES)*

IN ATTENDANCE: *Temi Adelekan (AUSA Student Voice Manager), Peter Shand (Curriculum Transformation Academic Lead), Gemma Sinclair (Teaching and Learning Design Team), Benjamin Elwood (President, DSA) , Emma Cooper-Williams (Disabled Students Representative), Grace Thevenard (Vice President, NASA)*

LATE: *Jessica Chun (President, SAMS), Tom Swinburn (President, AUMSA)*

ABSENT: *Theo van de Klundert (QRO, AUSA), George Perry (President, AUES), Johnnie Wang (UoA Council Rep), Gareth Jones (AUSA General Manager)*

APOLOGIES: *Wilene Shen (President, MISA), Eilish Wood (President, NASA), Bridget Kool (Pro-Vice-Chancellor - Education), Folau Tu'inukuafe (WRO, AUSA), Seini Pua (PISO, AUSA/AUPISA)*

MEETING COMMENCED AT 18:03

1. PRELIMINARY MATTERS

1.1. Karakia & Welcome
The Chair welcomed each President and Peter Shand opened with a Karakia.

Gemma Sinclair introduces and presents the new lecture recording platform, Panopto, to the Student Council which is replacing the current lecture recording system. This software is much more advanced with some new features, most importantly the use of automatically generated captions.

The representative for AUDSA enquires how the Teaching and Learning Design Team made considerations to make this software accessible to students who might find online learning difficult to follow. Gemma Sinclair noted (later on in the presentation) that even though there are some holes in the system, using Panopto still holds a lot of benefits and further takes into account many considerations.

The AULSS President enquired how standardised is the use of Panopto in terms of uploading zoom recording/file to Panopto. Gemma Sinclair stresses that the Teaching and Learning Design Team has been trying to implement a certain standard when it comes to using such software, especially through training sessions with staff.

Gemma Sinclair further elaborates the features of Panopto and most noticeably highlights:

- That there have been concerns regarding the accuracy of closed captions as such captions use speech recognition technology which will not be 100% accurate (E.g., technical jargon, some accents) and editing such captions is overall time-consuming for academic staff
- Uploading MP4 files to Panopto does not enable them to fully utilize the software (including closed captions)
- The use of effective closed captioning could help students better comprehend the different accents, poor audio, and varying level of proficiency

The ASO President enquires whether lecturers could potentially see whether students are accessing Panopto. Gemma Sinclair clarifies that lecturers are able to gain tracked data (E.g. who has watched the video, how many times it has been watched etc). She further notes that it is something that the Teaching and Learning Design Team and University are transparent about.

THE SAMS PRESIDENT ENTERED THE MEETING AT 18:18

Gemma Sinclair elaborated that training sessions with staff will firstly cover how to use Panopto through Zoom which helps ease the transition for staff members.

Gemma Sinclair further notes that only a member of staff is able to edit the captions. The team is also looking at a project that crowdsources the caption editing process from students. It is a student project (started in Semester 2 2022) that involves students downloading a browser

extension that connects to Panopto which will pool the caption from the system, allowing students to make changes. Crowdsourcing is still in its early stages but could close the gaps for caption accuracy.

The Chair enquires what the turn-around time is for in-person lectures to be posted on Canvas. Gemma Sinclair replied that if lectures are on campus, there is a publishing delay of 24 hours to give staff time to edit although recordings can be published immediately and usually able to edit after 30-60 minutes.

Gemma Sinclair concludes that an information page regarding Panopto will be published later in the week and the team is also working with Temi Adelekan regarding check-ins with class reps about Panopto.

GEMMA SINCLAIR LEFT THE MEETING AT 18:29

3.	**CURRICULUM FRAMEWORK TRANSFORMATION (PETER SHAND)**

Associate Professor Peter Shand presents an overview of the Curriculum Framework Transformation (CFT).

Following conversations in 2021 and 2022 with student leaders, Peter Shand notes that they are in favour of a partnership model rather than just a representation model in terms of student engagement.

Further to this, it was noted that the AUSA EVP sits in a few of the working groups (among other student representatives) and ensures the best interests are upheld for students. Last year there were student consultation workshops with 50+ students

Key remarks regarding Curriculum Structure:

- Proposed changes and emerging recommendations to the Curriculum Structure is being confirmed on 22 February 2022

- In terms of transitions, the AUSA PGO enquires whether international postgraduates coming from different universities and different academic backgrounds are accounted for. Peter Shand clarifies that some qualifications do not necessarily match up with the University requirements and explained that bridging programs should be re-accounted.

- In terms of disciplinary studies, the University is looking to restructure and add further flexibility to the study programs provided in ensuring greater freedom for students looking for a particular set of career aspirations/courses and cutting down any unnecessary learning requirements.

Peter Shand elaborated regarding distinctive Waipapa Taumata Rau experience in which he further noted that "Te Reo Māori And Te Tiriti", "Mātauranga Māori" and "Kaupapa Māori Pedagogies" is combined under the direction of Māori colleagues into a specialist group that is working closely with the PVC Māori. In addition, there is a special advisory working with the PVC Pacific to ensure focus on learning and teaching delivery for Māori and Pacific Students.

Peter Shand continues on with his presentation and asks members whether they have heard anything about the University Graduate Profile. Not many comments were made by the members which indicate there is little or no knowledge about the matter on hand.

The AUSA PGO explains her experience regarding the matter. She recalls having a meeting in regards to the University Graduate Profile in which it was pointed out that a general concern a lot of post-graduate students have is the lack of structure/consistency. She asks whether there is post-graduate representation on the project. Peter replies that he does not sit in that particular working group although he notes that there are some results and recommendations that are now being formulated for consultation. This consultation process is open for everyone, however, Peter confirms he will take the AUSA PGO's question to the project lead on that work.

The Chair asks whether the University has anything altered in terms of structure/curriculum with everything being online. Peter Shand says that previously, the University has heavily relied on in-person lecture and study experience. He comments that there is a need for change in spite of the health emergency.

In regards to the feedback regarding the consultation part of the process, the AUMSA President AUMSA questions what the team envisages from the partnership of the consultation (with students) in terms of communication. Peter Shand clarifies that communication strategies, workshops, social media channels are in place although will take further steps to garner student engagement.

It is noted that Peter will be sitting in every Student Council meeting this year. This will be a standing agenda item for any Curriculum Transformation updates.

PETER SHAND LEFT THE MEETING AT 19:06

4. UNIVERSITY GRADUATE PROFILE

In regards to Peter's presentation and discussion on the University Graduate Profile, the AUSA PGO enquires whether there has been a postgraduate voice included in this work

Temi Adelekan notes that in his personal perception, the whole framework is focused mostly on undergraduate students and benefits solely undergraduate students. He further notes that

coming from the presentation, it focuses more on coursework rather than the research side of things.

The ASO President enquires what to do/who to reach out to when keeping up in terms of faculty news/events especially when it comes to post-graduate related discussions. The AUSA EVP suggests speaking to each respective Faculty Associate Dean (Teaching and Learning) specifically regarding how students are involved last year and how they will continue to be involved this year.

5.   DISCUSSION ON UNIVERSITY'S MOVE INTO ONLINE LEARNING

With Omicron circulating in the community and the University's recent decision to move teaching & learning online for the first half of Semester 1 2022, the Chair opened the floor the discussion regarding a few matters (through Padlet):

Student Feedback on Online Learning
Many members of the Council strongly pointed out that the students are not getting their money's worth when it comes to virtual learning.

The University should make better use of its online resources than just uploading past lectures and outsourcing resources from third-party platforms (Khan Academy, Youtube).

It also noted that it is more challenging for students to stay connected with other students and seek support. Some members of the council suggest advocating for a reduction in fees as students are not receiving enough benefits/facilities/proper education compared to the value they are paying.

Members of the student council point out that with the move to red light, there has not been much community involvement/engagement. Some members particularly expressed concerns around how students (especially first years) connect into their faculty communities.

It is further noted that it has been difficult for clubs (in general) to generate members and overall engagement, especially with the move to online. As online events are challenging to market and the attendance rate for events is very low, potential sponsors are very hesitant to sponsor as they may not receive the same benefits as they did before.

Additionally, the University is quite strict with the rule around in-person learning (ensuring students are equitably protected from potential outbreaks) but encourages clubs to have on-campus activities which could be confusing and would need to provide clearer guidance and updates.

Some members of the council are additionally concerned about University's Covid Plan and further propose that the University should be more transparent about its action plan.

General Discussion through Zoom
The AUSA PGO enquires whether the University's theoretical idea of in-person learning for 100 people includes labs/doctoral hubs and research spaces. It is understood that people are allowed in but it is generally 'discouraged'.

The NASA Vice President further noted that some faculties (like nursing) are almost impossible to learn online as such education requires a hands-on approach/experience and pushes for in-person learning.

Temi Adelekan notes that with the University pushing to online learning for the past 2 years, nothing much has been done by the University to improve/evaluate the digital experience.

The Chair reminded council members also sitting in the Student Consultative Group (SCG) to voice such concerns in the SCG Meeting as there are key staff present.

The AUMSA President suggested that moving forward, the council should collectively push for a constructive space with a University and come up with tangible/actionable solutions.

With unvaccinated students unable to enrol in some courses, the Chair also pointed out that with the shift to online learning, unvaccinated students are still unable to enrol; despite shifting to online learning. The Chair enquires the council to share their thoughts back to the AUSA President, EVP or Temi Adelekan if they have any regarding the matter.

6. OTHER MATTERS (CRACCUM, SUBCOMMITTEES)

6.1. *Subcommittees*

The AUSA EVP notes that starting from the next meeting, the council will be receiving news and updates from subcommittees to be up to date on some news, ongoing issues/concerns.

6.2. *Reminder about website headshots*

As not everyone is present at the president's training, the Chair reminds the council to provide a headshot to be put up on the AUSA website. Members are encouraged to send these photos to the AUSA EVP (evp@ausa.org.nz)

6.3. *Facebook Group/Chat*

The Chair reminds the council if anyone is not part of the Facebook group/chat to contact the AUSA EVP or herself to get it sorted.

7. NEXT MEETING

The next Student Council meeting will be held on **Monday, 21 March 2022 · 18:00 - 20:00.** Meeting format and venue will be confirmed at a later date. Our preference is for in-person meetings, however, we may need to meet via Zoom depending on the Covid situation

SIGNED AS A TRUE AND ACCURATE RECORD

Alofa So'olefai, Chair of the AUSA Student Council