
MINUTES OF THE AUSA STUDENT COUNCIL MEETING WEDNESDAY 22 SEPTEMBER 2021



Zoom: | 6pm - 8pm

Present: Anamika Harirajh (President, AUSA), Alan Shaker (EVP, AUSA), Ashkreet Singh (President, SAMS), Nikita Turoa (President, AUPHSA), Makayla Muhundan (EnVP, AUSA), Vira Paky (President, AUGSS), Blake Scanlen (President, SOMSA), Hannah Colquhoun-Petherick (President, SciSA), Holly Mace (President, ALES), Jessica Kim (APSA), Kevin Guo (ISO, AUSA), Lavi Abitol (QRO, AUSA), Rishi Khattar (President, OPTOM), Sam Robertson (President, AUMSA), Tanuvi Garimella (President, AULSS), Te Rina (Co-Tumuaki, Ngā Taura Maori) Vivien Whyte (WRO, AUSA), Yashri Patel (co-President, AUCSA), Lucy Collier (President, ESSA), Jade (President, SUPA), Ishie Sharma (WVP, AUSA), Alofa So'olefai (President, AUSA)

Apologies: Emma Cooper-Williams (PGO, AUSA), Jessica Kim (President, APSA)

In attendance: Nissa Anderson, Heather Merrick, Temitope Adelekan (Student Voice Manager), Jessica Hopkins (Craccum), Bridget Kool (Pro-Vice Chancellor Education), Anne-Marie Parsons (Associate Director, Campus Life), Liz Hosking, Chloe Swarbrick (Auckland Central MP)

Meeting opened at 6:05pm

1. PRELIMINARY MATTERS

1.1. Welcome and Check-ins

The Chair greets and welcomes the membership and the attendees.

1.2. Declaration of Interest

No declarations of interest were noted.

2. APPROVAL OF MINUTES

CHAIR

THAT the AUSA Student Council minutes of the previous Student Council Meeting held on Wednesday 4 August be taken as a true and accurate record.

Carried unanimously

3. LEARNING AND TEACHING SURVEY

Nissa opens by congratulating those who were re-elected into AUSA for 2022. She looks forward to working with the team next year.

Nissa presents the Learning and Teaching survey to the Student Council which is purposed to provide feedback to faculty and service leaders regarding learning and teaching to assist in the planning of annual priorities.

Feedback from 2020 includes academic and non-academic feedback where the most prominent piece of feedback was around the lack of motivation from students and the barriers to be a part of a learning environment whilst online. From this, the university are looking at a more flexible way of teaching and learning which is where the Curriculum Transformation has also come from.

In addition to the survey, the University is also conducting an Academic Audit which happens every 7-8 years. They are currently seeking student feedback on the audit. Heather informs the Student Council that they are welcome to get involved with the audit by signing up to meet with the panel or by applying to sit on a panel for another tertiary provider.

Nissa asks what the best way to get in contact with student groups is? The Chair responds that the most effectively way is by sending out templates of social media posters and blurbs that associations can post on their individual pages.

Craccum and Lucy Collier entered 6:17pm

The AUSA ISO wishes to clarify whether this survey would distinguish between faculties? Heather and Nissa both answer that the survey is the same across faculties, but the results are filtered to the relevant people in the faculties. In addition, students who are undertaking conjoins receive a survey for the faculty that is most relevant at that time i.e., the faculty where their papers are more prominent.

4. NOTICES

4.1. AUSA Exam Seminars

The EVP and the EnVP have been conducting interviews for tutors for the AUSA Exam Seminars. The student body isn't as it used to be, and students needing help aren't exactly reaching out, so the Officers implore the Student Council to promote the initiative to their cohorts to encourage the student body. The Social Media pages will be up next week for the SC to share.

4.2. Student Council 2022

Given that some clubs are already going through the process of electing their new executives, the EVP ask the current Presidents to pass on the necessary information onto their new executives as well as updating the EVP and or the President-elect about the succession for the next year. This is to help prepare for Student Council training and to ensure that communication is up to par.

5. STUDENT ENGAGEMENT AND SUPPORT FUNCTION REVIEW

Liz Hosking and Anne-Marie enter at 6:27pm

Liz begins the discussion by disclosing that the university has been looking at how the Proctors office works and are trying to get a bigger working group together to help deal with misconduct better at the university. They are also thinking about the involvement of the Discipline Committee and whether this is the appropriate medium for processing Bullying and Sexual Harassment cases amongst other non-academic misconducts.

Liz presents some statements that they have pieced together regarding the misconduct and has asked for feedback from the AUSA SC. The points include the following:

- The role and dealings of general misconduct: Currently students are disadvantaged by a process which is not designed to handle misconduct and is not tailored to their needs and concerns.

- Designed for University vs Individual whilst the general misconduct coming through involves multiple people.
- Although DC members are experts in academic misconduct, they aren't necessarily experts at general misconduct.
 - The Chair highlights that this is a good point as over the past years that she has been a part of the DC, this is a problem that stands out the most with members of the DC panel leaving the meeting feeling worse off.
- Range of penalties available generally doesn't fit what is needed or wanted however the University must be cautious in the wording of their penalties.
 - The AUSA WRO speaks to the point where the outcome has not always catered to the students involved in the case.
- The resolutions aren't necessarily within the power of the Proctor to exert.

A member of the SC reflects on her experience going through this system and her feedback would be about the communication processes. There were many people involved and the lack of consistent communication made it difficult for her. Liz acknowledges this.

The President of NTM points out that as seen in the discussion, the most important thing to take is that there is an information barrier between students and the system; they don't know what it is, what is considered misconduct, and where they are able to find support. Simplifying what the Proctor and DC do is helpful for students. Likewise, also promoting the services and other ways that students can prevent misconduct as many cases coming through DC are from students feeling pressured to plagiarise due to factors within and beyond their control.

Jade Boyle enters 6:50pm

Anne-Marie presents the Student Support Function Review to the SC and informs them of what is currently taking place and how they can be a part of the consultation process. The review is of the services that help students overcome personal barriers

to success. Discussions around what would be considered student support and engagement has been extensive, however, this review will not consider all these factors.

The goals of student support and engagement are as follow:

- Develop and maintain a sense of belonging at the university
- Ensure students will feel comfortable and supported
- Equip students with tools and information required to curate their university experience
- Enable the students to leave the university as global citizens.

The Four key areas that will be focussed on in this review include:

- Wellbeing and safety
- Retention and success
- Co-curricular and social engagement
- Social spaces

Ishie Sharma entered at 7pm

When questioned about the Social Spaces and whether Queer Space, Womxnspace, C-Space and Hineahuone would be prioritised, Anne-Marie confirmed that this was the case. However, it is more than just ensuring that they are clean. It was ensuring that they were fully functional to achieve the goals stated above. In addition, this review would allow the University and its different departments to understand their roles in delivering health and wellbeing services to students. In terms of the Mental Health services, this is not about adding more counsellors to the team but about refining the entire system to work more efficiently.

Bridget Kool enters at 7:02pm

Anne-Marie will send the slides and will await any recommendation from the SC or thoughts about the review. The goal for tonight was to introduce the review which will be happening throughout the rest of the year and into next year as well. Anne-Marie herself will be leading the review of the Wellbeing and Health section. In terms of student consultation, they have made the skeleton out of what student have been saying and further consultation can be in the form of focus groups, working groups, or simply Anne-Marie providing updates at the Student Council meetings.

Anne-Marie Parsons and Liz Hosking leave the meeting 7:08pm

6. CURRICULUM TRANSFORMATION UPDATE

Bridget is here to provide an update on the Curriculum Transformation that is taking place at the University. As stated before, this will perhaps be implemented over the course of time from 2022-2024.

Where they are at now:

- The University had spent July and August working on gathering the Task Force. Currently there are over 40 people involved who gather on Thursdays to talk about how they are going to make Taumata Teitei come to life and what it would look like.
- They are looking at refreshing the Graduate Profile to make it meaningful to students.
- They have taken into consideration the involvement of faculty associations which should be happening soon.
- The Chair will be working with them on communication and how this will go out to students.
- After a while, Budget Kool and Valerie Linton will be making their way through the faculties to work with them.

Bridget Kool, Nissa Anderson, and Heather Merrick leave the meeting 7:18pm

Chloe Swarbrick enters at 7:20pm

7. UNIVERSITY COVID RESPONSE

The Chair brings up the letter that was sent to the Uni and their response around this. Given that not much was achieved with the requests, AUSA needs to continue focussing on their next actions. The Chair opens the floor to the membership to raise faculty-specific concerns that AUSA can continue to advocate for on a wider scale:

Currently AUSA will continue to advocate for the following:

1. Pushing for no fees on aegrotat and compassionate consideration applications. The University's response showed their want to discourage students from applying for something that would obviously benefit them.
2. Bookable spaces on campus for students to use for their exams. Last year this was used but the University claims that it was taken up as much as they thought therefore it will not be offered again this Semester.
3. Flexible deadlines for assessment in this half of the semester.
4. Fees free retake of papers failed.

Open discussion:

- Urban Planning: The President of SUPA has been in contact with the Head of School trying to advocate for the ability to book spaces for 3D modelling on campus for students. This happened last year and was quite successful with staff supervision and with cleaners cleaning often. However, this year they are not as open to doing this again and when asked for a reason why, they would not provide an adequate reason. The President also informs the membership that this is not just a space issue but rather an issue for accessibility to resources required for assignments that are worth a significant amount of their overall grade. Some students are also required to present their work to a panel through a virtual medium which demeans the hard work that they have done over the past couple of months. Being able to have the flexibility to do this in person would be ideal. The same story is also heard in Fine Arts.
- Music: The President of SOMSA states that they are working with the Music School and should receive a response shortly. The AUSA WRO claims that although some of their lecturers were able to post some resources, there are things that they need for rehearsals and assignment purposes that they do not have access to. The lecturer can only do so much and has resorted to asking the students to purchase items that

aren't able to be posted. It is simply not feasible to achieve the same level of output and quality with inaccessibility to resources.

- Science students are currently waiting to hear about their labs as there is no response about accessibility.
- The ALES President acknowledges the lack of accessibility to resources for other faculties, but for her and her cohort, some of them have laptops and internet but do not have the space to sit quietly to do their exams.
- At Grafton the Presidents of SAMS has informed the SC that the lecturers are lenient with their marking given that those labs are being conducted online. They have offered compensation to host labs in person at level 2 or 3, but they will not be marked. The only other pressing issue facing students at Grafton is the compassionate consideration mentioned above.
- At Epsom, students have had their placements cut short which they are worried about as this might build the stigma that they have not had the proper training when they go out into the workforce. There is currently no feedback from Tai Tokerau even though they might be in a better position given they are in level 2. Regardless, they are also limited to what they can do as their libraries close at 4-4:30pm whilst the space allocated for study is minimal.
- AULSS has been fighting for more information around the online examinations and at SCG last week, the President was able to clear many uncertainties. The problem facing students at the Law School seems to be the communication of information. Information is not streamlined and seems to be accidental at times. This is a problem as students are awaiting information about core courses that are vital to future enrolment or career pathway.

Online examinations for courses that have exceptions are currently set to be conducted through Inspera Smarter Proctor which will record students as they take their exam.

There was no student consultation around this, but the Chair wishes to hear the thoughts of the membership about the Invigilation system:

- The co-Tumuaki of NTM shares the thoughts of the taura who find the invigilation system intrusive. They believe that this will cause further anxiety for students are more than happy to take the exam within the comfort of their own home needing to appropriately prepare for invigilation. The feedback is

overwhelmingly negative, and they believe this to be an invasion of privacy. This was echoed by many others in the SC.

- Temi brings up factors that lie outside the invasion of privacy and draws the SC's attention to the issues that may occur during the exam e.g. the change in settings may cause harm to student's devices. On this note, the Treasurer-Secretary highlights that the criteria for the Invigilation system requires a specific set of software and equipment i.e., a webcam and a microphone. Does the university have the propensity to provide software and devices for students who currently do not have these?
- The Co-Tumuaki brings up that a big part reason why student cheat is because there is no support. Currently it seems as if the University is working on making cheating harder rather than supporting the students.
- From the Business School, those being invigilated are those doing a CA requirement, yet they are not willing to be invigilated as some are doing the paper as part of their degree but not necessarily as part of the CA requirement.
- The question is posed: At what cost are we invigilating our students? The mental health of the student body is already detrimental. The SUPA President states that her ADHD causes her to dose off and her mind does wander. She has the tendency to gaze into empty spaces and she fears others will be caught up for something that they do not have any control over because it may seem like they are cheating.
- In terms of extensions, Campus Care are taking too long to respond to students that need extensions. The Chair acknowledges that this is inconsistent between faculties, but AUSA will advocate for a streamlined process. Regarding this point, the Co-Tumuaki has informed the SC about a taura who was forced to reschedule her surgery as the lecturers would not allow her to miss the exam. The problem with extensions is something that has been an issue for a long time that has never been fully solved. This is a systemic issue and should be treated as one.
- The WRO agrees and highlights that not everyone is willing to disclose the reasons as to why they require an extension, and a member of the SC shares her experience with this. Lecturers tend to be more focussed on having the hard evidence although she acknowledges that this isn't necessary their job to do so. This is something that Campus Care needs to look after.

- The President of AUPHSA has provided notes from her cohort that they believe would be beneficial:
 - A compromised of a 2.5% grade bump
 - Plusage for exams and assignments due later this semester
 - Consideration for assignments extended where possible.
- The President of AUMSA asks for a tailored approach as for those in the medical field, it is more about safety as they will most likely be dealing with patients in the near future. Without the practical side of learning, this becomes a Health and Safety issue in the future.

Chloe addresses the SC and informs them that she has been in contact with Anamika and Ishie for the past month regarding RA's, Dawn's response to AUSA, and about the Learn Hardship Fund. She acknowledges the work that the SC have done and implores them to continue making noise.

The Chair has delegated the writing of a one-pager to the EVP.

8. OTHER MATTERS

Ash advertises the Bake-Off between associations and informs the SC to get in contact with either Makayla or him to partake in this event.

Meeting closed at 8:13pm

SIGNED AS A TRUE AND ACCURATE RECORD

A handwritten signature in black ink, appearing to read 'Anamika Harirajh', is written over a horizontal line.

Anamika Harirajh, Chair of AUSA Student Council 2021