

President's Guild Council Report April

Prepared by: Jesse Naylor Zambrano

Covering Dates: 16/4/21 - 18/5/21

Submitted to: May Guild Council

Leave: N/A

1. Meetings

1.1 University Meetings

Date	Meeting	Comments
20/4/21	Senior Executive Team Discuss Sem 2 Plans	SET told me that they want to return to full capacity and in person next Semester. When pressed they would not commit to returning lectures.
21/4/21	SaP Continuum	Bridge and I contributed to how Students as Partners should be conceptualised at Curtin. I stressed that building community amongst students and embedding SaP in class time was important.
23/4/21	Academic Misconduct Meeting	Met with Tara Felton to discuss Academic Misconduct proposed changes
26/4/21	COVID-19 Critical Incident Meeting	Discussing Curtin's response to lockdown. Advocated for campus access for students without computers/wifi/research requirements.
27/4/21	Students as Partners Community of Practice	
28/4/21	VC & Guild President Monthly Meeting	Introduced to new VC.
28/4/21	COVID-19 Critical Incident Meeting	
3/5/21	Global Positioning Committee	
10/5/21	MD Feedback Meeting	Meeting with university stakeholders as part of Managing Director Appointment/Reappointment Procedure
11/5/21	VC Investiture	I spoke at the VC's investiture, emphasising the importance of campus

		culture and in person learning
12/5/21	MD Feedback Meetings x4	
13/5/21	Bentley Campus Activation Working Group	Meeting about reactivating Curtin campus and getting students back and engaging in campus life. I emphasised not cutting lectures/on-campus hours, supporting clubs and improving parking, amongst other points.
14/5/21	Boorda Wongi Meeting	Meeting with Kath Nelly to discuss setting up Boorda Wongi workshop to consult on the FN Department structure with First Nations students. Established plan for moving forward with FN Officer role.
14/5/21	MD Feedback Meeting	
17/5/21	Interim Provost Interview/Selection Panel	

1.2 Guild Meetings

Date	Meeting	Comments
16/4/21	LFT Survey Discussion and Analysis	LFT = Learning for Tomorrow
19/4/21	Survey Feedback Strategy	
20/4/21	Campaign Planning Meeting	
22/4/21	Representation Board	
29/4/21	Exec Meeting	
29/4/21	Guild Council	
5/5/21	Higher Education Meeting	Receive latest media on higher education
6/5/21	Feedback Meeting	Meeting with Guild Portfolio Managers as part of Managing Director Appointment/Reappointment Procedure
6/5/21	Exec Meeting	
7/5/21	MD Feedback Meeting	

10/5/21	MD Feedback Meetings x3	
11/5/21	Vice Chancellor Visit Guild	The VC came to the Guild and met faculty and equity representatives. Key discussions were around defunding of Curtin Counselling and Wellbeing services and the Education campaign. I took the VC around the Guild facilities and briefed her on the Guild's operations, governance, activities and services.
13/5/21	Exec Meeting	
13/5/21	Exec and MD Meeting	The Guild exec met with David to discuss how we could work more efficiently and sustainably, to prevent burnout.
13/5/21	Exec and Portfolio Managers Meeting	Updates from different areas of the Guild
14/5/21	MD Feedback Meeting	
18/5/21	Marketing Manager Interviews x5	

2. Items of Significance

2.1 My Fees, My Future: Education Campaign

On the 20th April I met with the Curtin Senior Executive Team to hear about their plans for semester 2. They indicated they want to go back to full capacity and get students back on campus. When pressed, they would not say that lectures were coming back.

Learning for Tomorrow Strategy (formerly Blended Learning @ Curtin)

We wrapped up the consultation process having run 3 consultation workshops and received over 2000 responses on the consultation survey. From the data gathered, we prepared the Learning for Tomorrow Student Consultation Summary. This report summarised the feedback from the workshops and consultation survey and made a series of recommendations. You can find the report and recommendations at <https://www.guild.curtin.edu.au/myfeesmyfuture>.

The survey was submitted to the consultation process. We informed students through social media posts and stalls. The information was received well by students, who particularly engaged with the posts about [accessibility concerns](#) and the [international student perspective](#). Thank you to Ginny from the International Student Committee for helping me write the latter!

The VP Education spoke to the student consultation on the Blended Learning Taskforce and Learning and Student Experience Committee, two university committees. The survey report was

picked up by the media. The West Australian ran [an article](#), and I spoke to it on 6PR radio. The public seems to support the student stance of maintaining lectures. This was great publicity for our campaign, and the new VC responded in the article '[Curtin Uni stands by traditional lectures](#)'.

Our goal was to make sure students were aware of the student feedback, that university managers were aware of the feedback, and knew that students were watching and waiting.

The new VC has responded by saying she would like to consider staff and student feedback first, before going any further forward with the strategy. She has also decided not to follow the original consultation timeline. We are currently seeking information about the next steps/timeline to communicate to students.

2.2 Bentley Campus Activation Working Group

The university senior executive have created a new working group with the focus of organising activities and events to bring students back onto campus in semester 2. I am using this forum to advocate for:

- Increased support to clubs: Clubs are already running excellent communities and events so I'm advocating for extra resources/training/money for clubs. I'm also advocating for improvement of the room bookings process and more dedicated clubs spaces.
- Parking: I'm advocating for improved access to campus through further subsidies to bus routes to Curtin, addressing neighbourhoods with low public transport access, cheaper parking for carpooling and cheaper parking.
- Education: Advocating against the removal of lectures or pushing of any part of learning online. I'm also advocating for the uni to invest in making classes more engaging and interactive, to build community between students on the ground.

2.3 Assorted Guild Work

- **Managing Director Appointment/Reappointment Process:** I have been organising and carrying out meetings to evaluate the Guild Managing Director's performance.
- **Grok:** I wrote my third President's Column for April, discussing the results of student consultation on LFT. You can read my [April 2021 President's Column here!](#)

Kind regards,

Jesse Naylor Zambrano
President
Curtin Student Guild

Vice President – Education

Representation Board Report #4

Bridge Truell

Meeting date: 20/5/21

Date submitted: 14/5/21

1. University Meetings

Date	Meeting	Comments
22/4/21	Blended Learning Taskforce	
26/4/21; 28/4/21; 30/4/21	COVID-19 CI LSE Sub-Group Meeting	These emergency critical incidence meetings were set up throughout this week to provide updates on restrictions as they came through and allow staff from across the university to ask questions and provide their own updates or feedback as needed.
27/4/21	Student Services & Amenities Fee Expenditure and Allocation Committee (SSAFEAC)	During this meeting, we received an update on 2021 SSAF expenditure to date and the projected budget for the remainder of the year. We received a report from the Library on their four current SSAF funded activities (24/7 staffing, peer academic mentoring, UniPASS, and Studiosity), noting an increase in student participation and uptake of Library services across the board. There was discussion of the current COVID restrictions and SSAF-funded events that had needed to be postponed. I was also given the opportunity to complete the meeting evaluation for the first time.
4/5/21	Courses Committee	

11/5/21	Learning and Student Experience Committee (LSEC)	Due to a group presentation, I was only able to enter this meeting half way through, but was able to catch the discussion about the planned phasing out or alteration of self-certification for assessment extensions (will continue to monitor and update on this situation), Julie and Kat gave reports from the Student Success portfolio, and I spoke to the LFT Student Consultation Survey which had been submitted to the committee for noting.
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2. Guild Meetings

Date	Meeting	Comments
29/4/21	Guild Council	
22/4/21; 13/5/21	Guild Executive Committee Meeting	
22/4/21	Representation Board	
13/5/21	Exec & Portfolio Managers Meeting	

3. Other Meetings/Activities

Date	Meeting	Comments
21/4/21	SaP Continuum Follow-Up Meeting	After previous meetings with Jesse and I, Kat Clements compiled our feedback and has finalised a draft continuum to represent the different levels of student involvement at a university level and the level we aim to work towards. A link to the current continuum can be found at: https://students.curtin.edu.au/experience/students-as-partners/

22/4/21	Curtin International Student Leaders Working Group	Deputy Vice Chancellor – International Seth Kunin set up this working group with student representatives from each of Curtin’s global campuses, including Curtin College. After introductions and laying out the intended purpose of the group, Seth passed over to me to chair and we discussed how things are going at each campus, particularly with regard to COVID-19 and related restrictions, and then moved on to discussing Seth’s goal of hosting a global summit out of Curtin Mauritius. We discussed what we’d like such an event to look like, potential topics, and how to ensure this event could be primarily student led.
23/4/21	Meeting with Nicole Slatter re: LARIS issues	After Madison was approached by students from the Curtin’s Library, Archives, Records & Information Studies (LARIS) degrees about their undergraduate Information Studies course (Librarianship & Corporate Information Management) being phased out and the postgraduate offering being shifted to fully online delivery. While this decision has already been finalised, Madison and I met with Nicole Slatter (Humanities Dean of Learning & Teaching) to discuss student concerns that had been raised with us, how these students can be best supported through this transition, and suggested improvements for the way this process has been carried out so far.
27/4/21	Introductory meeting with Health Sciences First Year Equity Student Engagement Coordinator	Rindala Hadzic has recently joined the Student Engagement team in Health Sciences as their First Year Equity Coordinator so Lucy and I met with her to introduce ourselves and the Guild. Her portfolio is primarily looking at first year engagement among First Nations, low SES, and rural & regional students so we touched base to outline the role of the Guild and services we provide to equity groups.
27/4/21	Students as Partners Community of Practice (SaPCoP)	
29/4/21	Meeting with Law School & Curtin Student Law Society (CSLS)	Dylan, Lachy and I met with Robert Cunningham (Dean of Law) and the President of the Curtin Student Law Society to discuss strengthening the relationship between the Bentley campus and the CBD’s law school. These meetings will reoccur quarterly moving forward.

30/4/21	Student Voice Australia (SVA) Operational Group	
12/5/21	Student Voice Australia (SVA) Student Network Meeting	

4. Other Projects/Developments

- On Friday April 23rd, another snap lockdown was announced, which saw us primarily working from home for two weeks and students unable to attend campus in person for the week of the 26th-30th of April.
- Much of the last couple of weeks of April were dedicated to compiling the results from the LFT student consultation workshops and survey. This document was submitted on April 30th and has since gone through LSEC for noting. Results are being communicated back to students via stalls and a digital campaign.
- On Tuesday May 11th, Jesse and I attended Harlene Hayne's investiture as Vice Chancellor.
- On Thursday May 13th, Kat and I presented to the WA Peer Programs Network (PPN), a group made up of representatives from all five WA universities and provides an information and resource sharing network for peer-based student initiatives being delivered at each university.

5. Travel: N/A

6. Leave: 30/4/21

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



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

[Join our Facebook group](#)

Guild and University meetings

- | | |
|------------------------------|---|
| 27th April | Introductory meeting with Rindala Hadzic, the new Student Engagement Coordinator (First Year Equity) |
| 29th April | Interviews for Director of Innovation and Scholarship of Learning and Teaching
Meeting with Nursing Head of School |
| 11th April | Vice Chancellor Visit |
| 12th April | Wellbeing Fair |
| 13th April | Faculty Courses Committee |

What am I up to?

Queer education in Health Sciences

I'm currently working towards my goal of integrating education surrounding queer identities and health into Health Sciences courses. I'm starting with the Psychology course, and will branch out to other courses if it goes well. At the time of writing, I'm organising a preliminary meeting with Bridge and Dax to speak about what we'd like to see. Following this, I'll arrange for us three to meet with the Course Coordinators for Bachelor of Psychology and for a Masters of Clinical Psychology, and go from there.

Interactive Interprofessional Workshop

I'm currently working with the University to see if we can combine my idea of running an interprofessional workshop with the Health Fusion Challenge they would like to run. The Faculty wants to run the Challenge in Sem 2 and for it to be a big event, and I think that we could work together to make it something special. By roughly the 19th I should know if it's possible to combine my workshop idea with the Challenge.

Nursing campaign

The Nursing staff have lodged requests to book rooms for their classes next semester, so they seem to be following up on their promise to return to face to face in Sem 2. At the time of writing I'm planning for a meeting with the Curtin Association of Nursing, Paramedicine and Midwifery Students to ask for what they would like to see from the School.

Unit Outline Publish Date

I've send an email and now a follow-up email to LITEC (Learning Innovation Teaching Excellence Centre) asking for why unit outlines are published when they are, and if they could be moved forward. I'll wait a few more days for them to respond, and if they don't I might call or visit them in person.

Health Sciences Sundowner

I'm running a sundowner at the Tav on the 21st – come on down for free drinks, food and chats!

Thanks for reading x

Lucy

Faculty of Humanities Report
Madison Ainsworth (she/her)
Representation Board
23/04/2021 to 13/05/2021



HUMANITIES

Humanities students, you're in safe hands!

Madison Ainsworth | Faculty of Humanities Rep
Pronouns: She/Her
humanities@guild.curtin.edu.au

Meetings

23/04/2021	Meeting with Bridge and Nicole
06/05/2021	Learning and Student Experience Committee
06/05/2021	SDP
11/05/2021	VC Visit
13/05/2021	Courses Committee
13/05/2021	SDP

Events

12/05/2021	Wellbeing Fair
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Items of note

Survey Stall

11/05/2021

I believe this stall was a great success, many students came up wanting to discuss without even wanting a donut, so it sounds like the purpose of the stall was discussed by students.

Wellbeing Fair (stall collaboration with Women's Officer)

12/05/2021

Huge success!

I created goodie bags with a lollipop, mintie, tea bag and sugar (shout out to Accessibility Officer for the donation), some information on my position as the Humanities Faculty, some information on the Women's Officer position before the fliers ran out, and a colouring in sheet.

These items were to promote awareness of our positions in the Guild and to promote rest and relaxation. We chose to focus on how art can help decompress and relax, as well as the importance of this.

On the stall itself I also printed out four additional designs with a QR attached and a QR code for people to find the artist so that the Fair's attendants could find these designs in their own time and print them off—this was an effort to save paper.

We ran out of our goodie bags at approximately 12.30 and closed the stall at around 1.40.

Current Tasks

Graded Attendance

Goal:

Receive as many responses as possible by 01/06 and submit the information to the HUM Learning and Student Experience Committee on 03/06

Have L&SEC re-examine these units specifically, but hopefully reach out to more units to ensure this practice stops

Steps:

- Continue updating the excel sheet (where I am recording the responses) as answers come in
- Have the form distributed through various channels (see distribution for more details)
Post about the form once a week to keep up awareness (05/05, 12/05, 19/05, 26/05, and an extra for that week on 28/05 as it is the last full week the form will be open for)
- Update students about the outcome on facebook (04/06)

Distributions:

- Mentors (done)
- Clubs (need to ask Lachy which clubs are official yet)
- Humira to student engagement team
- Guild email (send request through Bree)
- Send requests to Equity Departments

Progress

Initial Post on FB	Done
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Message Lachy and Clubs support for list of HUM clubs to request link distribution	Done
Message Humira in the Student Engagement Team	Message has been sent
Message clubs in request for the link to be distributed	
Message Equity Departments and request for the link to be distributed	Done
Message May and request for the link to be distributed	Message has been sent
Message Cristian and request for the link to be distributed	Message has been sent
Message Bree and request the link be sent in a via the Guild Email	Done
Send request to Mentor Leader to distribute to mentors and mentees	Done

Post Schedule

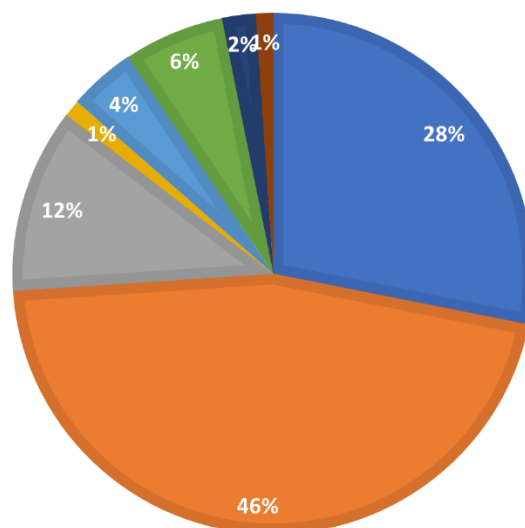
12/05	Done
19/05	
26/05	
28/05	
UPDATE on 04/06	

The following information is up to date as of 13/05/2021

HOW STUDENTS FOUND OUT MARKS WERE ALLOCATED TO ATTENDANCE

■ Unit Outline
 ■ Lecturer
 ■ Blackboard
 ■ Oasis
 ■ Tutor
 ■ Rubric
 ■ Email
 ■ UC

Responses	Numbers
Unit Outline	27
Lecturer	44
Blackboard	11
Oasis	1
Tutor	4
Rubric	6
Email	2
UC	1



There have been 34 unique unit responses from students thus far.

Below is a table of the unit code, name, which assignment is affected, and how many reports have occurred for each unit.

Unit Code	Unit Name	Assignments	Reports
ANTH3006	Understanding Social Research A	A.3	1
ANTH3005	Social Inequality: Possibilities for Change	A.1	1
ARCH3006	Environmental and Technological Systems in Architecture	All	3
ARCH3009	Architecture, Theory and Critique	A.1	1
ARCH2005	Architectural Histories of Illusion, Power and Imagination	A.2 & A.3	2
BLAW1002	Markets and Legal Frameworks	A.3	1
COMS1003	Culture to Cultures	A.3	1
COMS1010	Academic and Professional Communication	Overall participation	2
CWRI3010	Writing Genre Fiction	All	1
CWRI2002	Writing Short Fiction	A.1 & A.3	8
CWRI3005	Writing Long Fiction	A.1 & A.3	2
CWRI3011	Writing for Children	All	5
CWRI2001	Writing Poetry	All	1

CWRI3002	Travel Writing	All	3
CWRI3018	Creative Writing Supervised Project	All	1
EDUC1023	Introducing Language, Literacy and Literature for Educators	A.2 & A.3	1
EDUC1027	Educators Inquiring About the World	A.2	1
EDSC1009	Literacy and Numeracy across the curriculum	Overall participation	1
EDSC5029	Secondary Professional Experience 2: Assessment and Reporting		1
GRDE1027	Advertising Design	All	1
HIST2001	Democracy and Dictatorship	A.1	1
INDH1006	Indigenous Cultures and Health Behaviours	Overall Participation	1
INTR2002	Conflict and Diplomacy in the Asia Pacific	A.1	1
MGMT1003	Strategic career design	A.3	3
MGMT1002	Communication, Culture and Indigenous Perspectives in Business	A.3	1
PSYC2001	Social Psychology	A.2	1
PUBR2001	Public Relations Techniques	A.1 & A.2	2
PWRP3010	Writing Creative Non-Fiction	All	4
SCWR2000	Introduction to Screenwriting	A.1	1
THTR2004	Voice for the Actor	A.3	2
URDE4004	International Perspectives	A.3	1
URDE3000	Regional Planning	A.2	1
URDE3001	Professional Practice in Urban and Regional Planning	A.2	1
URDE2005	Landscaping Heritage and Planning	A.2	1

After the google form is closed, I plan to go through all responses and confirm the units presence in 2021, that assignments are being affected, and that all responses are units within the Humanities faculty—any units outside of the Humanities faculty will be forwarded to their respective faculties.

Summary:

34 units thus far have been reported to put a percentage of assignment marks towards attendance, which goes against the Assessment Policy in section 2.9, page 9.

My goal with this project is to present my findings to Learning and Student Experience and petition that these units should be changed to fit the policy, and for them to further search and

make sure that any additional units are changed as well.

LARIS

The LARIS degrees are being phased out, and this was not adequately communicated to students.

There is now one University teaching LARIS as an undergraduate (Charles Sturt) and three Universities teaching LARIS as a postgraduate (Charles Sturt, University of South Australia, and Curtin University).

CURTIS released a survey and an open letter on this matter, which in short equated to students are unhappy about this phase out, the profession will become more elitist and unobtainable with these changes, students are unsure of their position as students and distressed about their job prospects given Curtin's feedback.

Students were being transferred to OUA, where Curtin was planning on teaching out LARIS. I reached out to potential employers of LARIS and only had one response, which was to inform me that they were unable to answer my questions and did not reply when I further inquired.

For the purposes of gaining insight in the matter from staff, I attended a meeting with Bridge and Nicole. Below are the notes from this meeting:

- Confirmed that students can transfer to Charles Sturt and have credits brought over, as far as Nicole was aware they were "selling the book" for Charles Sturt and is unaware of where the information mix-up occurred
- Nicole stated that they have people looking into the trends in hiring before they make any decision to cut courses in favour of putting more funds into post-graduate, and as I have not heard back from any of the sources I reached out to (bar one which informed me that they would not be able to supply any information and when I continued contact to find out why they did not reply) I have received no replies
- We began discussion on holding a conference-like meeting for students and staff to ask any questions they may have about this degree phase-out, and discuss how they want things to progress from here, which was confirmed during Courses Committee on 13/05/2021

Student Assist – May Representation Board

Here is an overview of what Student Assist has been up to:

	Feb	Mar	Apr
Academic and personal sessions	136	96	107
Financial counselling sessions	27	26	8

	Feb	Mar	Apr
LifeHacks participants	192	164	58
Emergency relief	10	1	1
Laptops on loan	15	11	15

During the COVID restrictions in April Lifehack courses had to be rescheduled. We saw a slight increase in demand for loan laptops during this time.

ISC president Report
Representation board May 2021
Submission date May 16th, 2021

COMMITTEE AND INTERNAL MEETINGS

- Global positioning committee meeting
- Learning and student experience meeting
- ISC restructuring and role descriptions
- Student Assist general support

Events

- Upcoming event: Examination week food support
- Upcoming event: Pinguin Island
- Upcoming event: Paintball – end semester activity.
- Upcoming event: Pasar Malam
- Upcoming event: UWA, Murdoch University and Curtin University collaborative event

Future meeting

- May 12, 2021. To officially recognize the positions of the new ISC

Discussion and Backup

- International students' scholarships
- Counselling and mental health

Cristian Moreno

ISC PRESIDENT
PRONOUNCE HE/HIM
ISC.PRESIDENT@GUILD.CURTIN.EDU.AU

Backup and executive meeting notes

1. Student Assist general support

- a. Financial support
 - Financial advisor available with relevant info on financial help for international students, with funding mostly community based like St Johns and Red Cross
- b. Legal support
 - Student Assist directs students to external free legal community services (community legal aid)
 - also helps with negotiating payment supports (eg. accidents)
 - collaboration with Fair Work for support on work-related issues
 - **ACTION:** social media posts with information on car insurance and minimum wage
 - third-party car insurance only covers death and not damages and injuries
 - increase awareness on minimum wage entitlements and work rights
 - existing info and infographics available from Student Assist financial advisor Margo(?)

2. Counselling and mental health

- Long waiting times to get counselling services
- Especially important as there is no medicare for international students, hence free counselling on campus is the only affordable option for most international students
- Need to set up a support system especially with a shared struggle of being homesick and unable to return home without sacrificing on university education for an indefinite amount of time due to the pandemic and travel restrictions
- **ACTION:** survey about experience of international students
- **ACTION:** discussion to restructure International support group
 - Current operation includes 6 week classes with no additional intakes after commencement of each 6-week session and requirement to commit for all 6 classes
 - Very technical in teaching and in conversation, unable to provide the fun and sense of home
 - Aim to have more personalised services to support the well-being and mental health of international students

3. UWA, Murdoch University and Curtin University collaborative event

- **ACTION:** contact person between guilds
- probably no communications and marketing team from other guilds; keep that in mind when planning this event
- **ACTION:** send proposal to Bec's team
- StudyPerth is likely to organise and fund the event
- mainly marketing on our end (MaryannE's team) to promote the event to students

- f. UniLodge collaboration
 - Speed friending cards to encourage conversation between residents

- Advertising to international students

4. Social media

→ **ACTION:** introduction of the committee

(who we are, our country, what we miss, tips to get through the current situation)

→ update on what the guild is doing about online learning

g. Strategy for academics

→ Global Positioning Meeting

→ Request for the tuition and housing scholarships

(show criteria, assessment procedure, process of funding)

→ request to work together with them

→ **how can we engage students in the survey happening now?**

→ **what are the motivations?**

→ **look into translating into bite sized chunks and casual language**

How does this impact international students? How can we grab the attention of these students?

Cristian Moreno

ISC PRESIDENT

PRONOUNCE HE/HIM

ISC.PRESIDENT@GUILD.CURTIN.EDU.AU

QUEER OFFICER'S REPORT – MAY 2021 REPRESENTATION BOARD

This last month has been a bit of a mess, unfortunately. Due to the surprise lockdown and associated uni absences and uncertainty, we ended up having to postpone our Powerpoint party event until the 26th May, and there were substantially less attendees at the Meet & Greet on the 28th April due to the disruptions. I also had to delay my first meeting with the Equity Collective, however this will now be taking place within the next week, and I am very excited to report back how it goes.

As a result of some discussions I have been recently having with LGBTQIA+ equity representatives at other universities in WA, I have reached out to a number of people at Curtin to discuss a few proposals for changes that could really help the queer community here at Curtin, such as:

- Professional development/Ally training for counselling and medical centre staff
- Preferred names being printed on student IDs
- Streamlining document updating process for students

as well as several other concepts that still require some work before being properly announced.

I have also recently been meeting with people from Curtin's social media team in relation to producing appropriate queer-supportive content for their social media pages, and responding appropriately to bigotry that occurs in the comments sections on these posts in a way that satisfies their reputational responsibilities to Curtin (especially with regards to topics such as free speech, etc) while remaining genuine and still adequately protecting our queer students on social media.

I have been highly impressed with their understanding of the queer community and our needs, and I have extended a request from them to meet the Guild, as they want to try and help promote the Guild's services and events on the university's pages as much as is possible and appropriate. I have hopes that this can help improve the Guild's visibility and image among students who would otherwise miss our messaging, as well as improving our connections to Curtin's professional staff.

In the leadup to June, which is considered "Pride Month" in many countries around the world, I have also been helping to create some content for various of Curtin's social media feeds, talking about the Queer Department and the work that the Guild does, as well as inviting other queer students to be interviewed about their experiences. I really believe this sort of positive content can help encourage people to understand and empathise with the LGBTQIA+ community, even if they do not have any sort of proper understanding of us.

I will also be organising another mass sticker run to occur during the uni break, so we can get more of the "We All Need To Pee" stickers out to replace ones that have been damaged over the year, and get more coverage in areas that we missed last time.

I'm looking forward to the next few weeks, and then to the break!

WOMEN'S OFFICER Report REPRESENTATION BOARD 2021 – 20/05/21

Submitted 13/05/21

GUILD MEETINGS

6/5	Meeting w/ Breanna from Student Engagement <ul style="list-style-type: none"> • Concerning social media, and how to improve the process of communication between reps and the SE team.
11/5	Vice-Chancellor Guild visit
11/5	Activities Committee

UNIVERSITY MEETINGS

22/4	Representation Board
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PROJECTS

Respectful Relationships

- Due to student communications about the content of this unit, I went through the Respectful Relationships module and wrote a review of it.
- I furthermore consulted with Bridge on the module and compiled the report together.
- I also received feedback from members of the Women's Collective, as a couple of them wanted to help as well.

Facebook Group

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

Forgotten Figures (*social media campaign*)

- Have continued posting Forgotten Figures profiles.
- Didn't post during lockdown week.

Women's Equity Collective

- I have been in contact with the Women's Collective over our Messenger group chat at least a couple of times a week.
- So far, they have helped me with research information for campaigns, generating ideas and generally providing support.
- We have scheduled our first meeting for Tuesday 18th May.

S.A.A.M Social Media Campaign

- I started the campaign, posting one set (enclosed below, in the order they are posted)
- I'm going to post this campaign sporadically, due to the heavy subject matter, so as not to overload the viewers of this account.
- I plan to continue this campaign until we can run a related event, preferably the Solidarity Sit-In event.



EVENTS

- Planning for Solidarity Sit-In
 - (this event was unfortunately cancelled)
- Planning for Guild Wellbeing Fair
- Planning for May/June community catch-up

Soroptomist International Public Speaking Event

6pm-8pm
21/04

- This event was co-planned with Soroptomist International, which is an international volunteer organisation that acts in the interest of women.
- Anyone who's part of the Women's Community could enter for free and were asked to do a 4-to-6-minute speech. The speech was created from given prompts.
- The prize was \$250, and direct entry into the next round of competition.
- SI supplied food and drink, the prize money, and hosted the event.
- There were 4 entrants into the competition overall.
- It was mainly attended by members of SI, as well as the family members of the entrants. There were at least 20 attendees.
- Overall, it was a successful event.

Guild Wellbeing Fair – Stall w/ Humanities

11am-3pm,
12/05

- The WD has a joint stall with the Humanities Rep, Madison.
- We had 200 small relaxation packs, consisting of colouring-in sheets, lollies, and some tea and sugar.
- This was done to promote de-stressing and taking a break, through colouring-in/artistic pursuits.
- I also had a small basket of period products to give out to those who wanted them.
- All the packs were given out within the first hour and a half, after which we printed out some more colouring-in sheets to hand out by themselves.
- The students who received the packs all seemed happy to get them, and many said it was a lovely gesture.

OVERALL COMMENTS

Most likely due to lockdown and further restrictions, meetings were less frequent this month, and a couple were pushed back to later dates.

We also had to postpone our joint event with the UWA Women's Department, as we weren't able to hold the event properly online. As final assessments and exams are coming up, the event won't be able to be re-organised until Semester 2.

The first Women's Collective should be great, as I'll be filling on the members on as many things as possible and answering any questions they will have. It's my hope that they'll be more involved in the Women's Department, in terms of planning initiatives, events etc.

I also keep getting ideas with things I can do in the Women's Department, and I would love to be able to do these with the help of the Collective.

I look forward to seeing what further I'll be able to achieve in my role.

Cassidy Pemberton
Women's Officer 2021



Accessibility Department

May Report

Curtin Counselling

- We met with Bridge, Maryanne and Joanne to prepare for a meeting with Curtin Counselling.
- The meeting with Curtin Counselling should provide some clarity on the services that Counselling offers and how the Guild can best connect students with those services

Equity Collective

- We've discussed with Fatma the way we'd like Collective nominations to run and how the constitution for the Collective may need to change to allow this.

Future Events

- The April Meet and Greet planned for the 28/4/21 was postponed due to lockdown, and has now become a May Meet and Greet planned for the 26/5/21.
- Early discussions around collaborating with the Queer Department during Rad Sex and Consent Week

Social Media

- The new social media campaign is still in the works
- The Accessibility Social Media has mostly been sharing the Guild's posts

TL;DR

Not a very eventful month due to the lockdown cancelling the Meet and Greet.

A handwritten signature in black ink, appearing to read 'Metcalf', written over a thin teal horizontal line.

Accessibility Officer: Clare Metcalf

Higher Education news prepared for May Representation Board Meeting

Push for overseas students to return. The Australian

NSW will begin accepting international students within months and act without the commonwealth to revive its ailing education industry, after police and health officials signed off on a plan to accept arrivals using a quarantine system likely to be paid for by the university sector.

The proposal, accepted by the NSW Department of Premier and Cabinet, will permit overseas students to enter NSW and quarantine in Sydney using purpose-built housing, as vaccinations begin to ramp up across the general population.

UK universities forced to protect freedom of Speech. The Australian

New legislation to be introduced in the UK will force university student unions to protect freedom of speech on campus and see them fined if they “cancel” speakers or gag academics.

Under the Higher Education (Freedom of Speech) Bill, responsibility for freedom of speech will be placed on student unions for the first time. Visiting speakers, academics or students will be able to claim compensation if a university’s duty to freedom of speech is regarded as having been breached

Breaches would include gagging speakers for voicing controversial opinions and withdrawing speaker fees after cancelling them.

A spokeswoman for Universities UK (UUK) told the BBC: “Universities are (rightly) already legally required to have a code of practice on free speech and to update this regularly.

Social media was also targeted by the new legislation, which will require them to safeguard freedom of expression.

The measures will mean that companies such as Facebook and Twitter must provide people with “routes of appeal” if their messages are removed.

No money and not much hope in Budget for unis Campus Morning Mail

The government will provide **\$26.1m for 5000 more short course places**. Plus there are **\$150 000 grants for ELICOS providers** (English languages courses) to transform their operating models.

And that is the upside.

The downside is a **decline in HE expenditure** from \$10.628bn this financial year to \$10.2 bn in 23-24, before rising to \$10.339bn in '24-25.

It’s a bit better for **VET**. **Direct expenditure** is a straight-line down, from \$2.022bn now to \$1.644bn in '24-25 but there is \$506m over two years for the **Job Trainer programme** and \$2.7bn over four years for **more apprentices**.

And don’t expect many **international students this year**, “small phased programmes for international students will commence in late 2021 and gradually increase from 2022.”

As for **science**, there’s \$117m over for years for an “**Artificial Intelligence Action Plan**,” \$66m for **cyber-security workforce skills** and a “science and technology diplomacy fund” (without specified funding).

And last year’s emergency injection of **\$1bn research funding**, to compensate for the loss of international student fees is not continued.

Short Courses funding. The Australian

The Morrison government has taken a step towards funding private higher education colleges on the same basis as universities, giving both types of institutions the same funding for short courses.

Students enrolled in short courses at non-university higher education institutions this year have part of the cost of their course funded by the commonwealth and can borrow to pay their fees through HECS-HELP, just like public university students.

It means that private and other education colleges are competing in a sector of the higher education market on a level playing field with universities.

Last week Education Minister Alan Tudge announced 5,000 more short course places at non-university institutions would be funded by the commonwealth this year at a cost of \$26.1m, adding to the 2500 already announced.

The current funding for 7,500 short course places in non-universities is only for this year.

Public universities have been funded for 50,000 short course places this year and many are hoping this will be extended in the 2021-22 federal budget to be announced next Tuesday.

\$54m for education providers hit by the pandemic. The Australian

The Morrison government will help out independent higher education colleges and English language colleges and which have been hit by the loss of international students with a \$54m assistance package.

Non-university higher education providers — that is private and independent colleges which teach university level courses — are the biggest winners in the government announcement, gaining \$26.1m to offer 5,000 more short courses to domestic students.

Until the end of this year the government will also exempt students from paying loan fees on FEE-HELP loans and pause a planned increase in regulatory fees and charges for non-university higher education providers and English colleges. Together both measures will cost \$17.1m.

Mr Tudge also said \$9.4m would be put into an innovation fund that would offer grants of up to \$150,000 to boost the delivery of courses online.

Budget 2021: International students won't return in force until 2023, says Treasury

Universities will have to wait until at least 2023 for a full scale return of international students, and face years of revenue losses, if the assumptions used by Federal Treasury in putting together this year's budget are borne out.

Budget Paper No 1 says a key assumption in its economic forecast is that a return of international students in 2021 will be limited to "small phased programs" and student numbers will only "gradually increase" from 2022. This means that universities and other education providers who teach international students, cannot expect to have a year of uninterrupted enrolments until at least 2023.

TEQSA sharpens its claws to fight academic cheating

The first case to be brought under academic cheating legislation is on its way to the federal court after the higher education regulator received information about thousands of cases of potential breaches in 78 Australian institutions between 2015 and 2019.

The Tertiary Education Quality and Standards Agency showed education institutions 2628 instances where "substantially similar assignments" were submitted via the company they licensed to detect plagiarism – Turnitin — over those five years.

The 34 universities, 27 other higher education providers, two non-higher-education providers and 15 other providers were identified as victims of commercial academic cheating services after researchers from an unnamed Australian institution worked with Turnitin to collect the data and bring it to TEQSA's attention.

University chancellors back vice-chancellor salary code

University chancellors have got behind a plan to govern the salaries of vice-chancellors and other senior university staff and are expected to approve a new code to formalise their position later this year.

The document is titled The Vice-chancellor and Senior Staff Remuneration Code and also covers the numerous deputy vice-chancellor positions as well as senior managers such as chief operating officers of universities. It was commissioned by the University Chancellors Council last year.

Curtin University students reject plans to abandon face-to-face lectures. The West Australian

Students at Curtin University have rejected plans to abandon face-to-face lectures and shift them online permanently.

A survey by the guild found most students wanted to keep in-person lectures, with 84 per cent reporting they would spend less time on campus if they were all online and 69 per cent believing it would not increase their preparedness for employment.

Of more than 2000 respondents who took part in the survey, 82 per cent said they would object to paying the same fees if more of their learning was delivered online.

Curtin released a draft proposal late last year to scale back face-to-face lectures and replace them with shorter videos and podcasts.

The guild surveyed students and ran three consultation workshops to provide feedback on the university's "learning for tomorrow" strategy.

Guild president Jesse Naylor Zambrano said she hoped Curtin would listen to students now they had concrete data.

"I think it's been made very clear that we want lectures to stay," she said. "What we're hearing from students is we really need lectures to be made more engaging and more interesting — and to come back, rather than to be taken away entirely."

Ms Naylor Zambrano said one of the reasons students came to university was to learn from professionals, and a podcast or online video could not replace that two-way engagement.

"They are aching, after COVID, to come back to campus to see their lecturers and their peers, to have the university experience that they signed up for, as much as possible," she said.

A high proportion of students with ADHD or autism believed the move would make learning more difficult for those who were already struggling.

A university spokeswoman said it would consider the survey results, along with all other feedback, before releasing an updated strategy in July.

"Curtin's aim is to provide students with more, not fewer, and richer face-to-face learning opportunities, through interactive and higher value learning experiences on-campus, whether that be in seminars, labs, workshops, clinics, studio sessions or work-integrated learning opportunities," she said. "We envisage that, over time, students will ... spend less time in a lecture hall or listening to recorded lectures and more time in these higher-value, more dynamic face-to-face learning settings."

Curtin Uni stands by traditional lectures. The West Australian

Curtin University vice-chancellor Harlene Hayne says face-to-face lectures will not be abandoned, despite plans to move more learning material online.

Curtin released a draft proposal late last year to scale back face-to-face lectures and replace them with shorter videos and podcasts.

A survey by the university's guild found most students wanted to keep in-person lectures, with 84 per cent reporting they would spend less time on campus if they were all online and 69 per cent believing it would not increase their preparedness for employment.

Of more than 2000 respondents who took part in the survey, 82 per cent said they would object to paying the same fees if more of their learning was online.

But Professor Hayne, who was in Kalgoorlie-Boulder yesterday visiting Curtin's WA School of Mines, said while there would be more provision of materials and experiences online, it would not be "at the expense of hands-on classroom experience".

"Right now students at Curtin, as are students all over the world, have been forced into emergency online learning," she said.

"What's happened to a whole generation of university students is that we've had to take a standard traditional talk-and-chalk experience and literally film it and provide it online.

That is absolutely not the best way to learn and that's what students are referring to as online learning, and I would agree with them.

"So I think what students are doing in this survey is reacting quite understandably, negatively, to an experience that they've been forced into — we've all been forced into — and it is not optimal, it is not the future of Curtin."

Guild president Jesse Naylor Zambrano said this week it had been made very clear students wanted lectures to stay.

Fewer international students. The Australian 5 May

New federal government data shows that 79,000 students commenced courses in January and February this year, 38 per cent less than the 127,000 who started courses in the same period in 2020.

Calls to axe the FEE-HELP surcharge (loan fee) for students studying VET and non- unis

The Independent Tertiary Education Council Australia (ITECA) is calling on the Government to permanently end the loan fees when students study with an independent provider. (ie SAE)

When a student decides to borrow funds from the government for their higher education studies or a vocational education and training (VET) program with an independent provider, the Australian government compulsorily increases their total debt obligation by levying a student loan tax in addition to the amount they have borrowed. It's referred to by bureaucrats by the slightly less offensive term "loan fee".

This tax is highly discriminatory as the student loan tax is not levied on students who access FEE-HELP loans at public universities or TAFE colleges, nor at any of the four private universities being Bond University, University of Notre Dame Australia, University of Divinity, and Torrens University Australia.

Under the Job Ready package, the Government reduced the student loan tax on FEE-HELP loans from 25 per cent to 20 per cent on 1 January 2021.

At the moment there is a temporary suspension of the student loan tax on both FEE-HELP loans and VET Student Loans until 30 December as part of COVID assistance.



Student Guild of Curtin University

Representation Board - Meeting #5

To be held at 6pm on Thursday the 20th of May 2021

In Council Chambers (100.301)

Title: Condemning Higher Education Cuts in Federal Budget 2021

Motion: That the Curtin Student Guild condemns the Liberal Governments failure to provide the necessary funding to universities and TAFEs in the Federal Budget 2021 and that the Curtin Student Guild make the funding cuts and potential impact known to students.

Moved: Jesse Naylor Zambrano

Seconded: Dax Jagoe

Background:

The federal budget is a document where the Australian government outlines its income and expenditure. This includes tax and budget for spending in different areas.

On Tuesday 11th May the Federal Budget 2021 was announced. There will be a 10% reduction in university funding over the next 3 years, and TAFE funding will decrease by 24%. The emergency \$1Bn grant for research handed out during 2020 was not renewed.

Due to funding cuts and lack of support during the height of Covid-19, universities suffered over 17,000 job losses in 2020. With funding only further decreasing, this will continue to cause effects such as course cuts, staff cuts and forced online learning.

Lack of government funding to higher education results encourages the corporatisation of universities. This has negative impacts on accessibility and quality of education.

Confidentiality:

Open