1. **Present:**  
   **Staff** – Professor Shazia Sadiq (Acting Head of School), Dr Stephen Viller, Mr David Reeves, Ms Karen Kinnear, Ms Lyn Howells  
   **Students** – As per attached attendance sheet  

**Apologies:**  
   **Staff** – Associate Professor Mithulan Nadarajah, Ms Hanna Kurniawati, Dr Marius Portmann, Dr Ben Matthews, Dr Helen Huang, Dr Mohamed Sharaf, Ms Jennifer Croud, Dr Phil Terrill, Ms Lorna Macdonald, Mr Richard Newport  
   **Students** – As per attached attendance sheet.

2. **Confirmation of Minutes – Meeting 1, 2018**  
The Minutes of the meeting held on 29 March 2018 were taken as read and confirmed.

3. **Business Arising from the Minutes**  
   **3.1 Hot/Cold Tap in 78-217**  
   This has been completed and the tap should now be functional.

   **3.2 ITLC Usage**  
   Members noted that the room was in high use by the Student Employability team. It was reported that space more generally is becoming limited and available space for Seminars/Workshops is becoming more difficult to find. It was agreed that the space was originally designed for use by ITEE students and that they should have primary usage.

   It was agreed that the School should approach EAIT Room Bookings with a view to the Coursework Studies team monitoring the usage by external areas of the School and booking out the space.

   **3.3 Increasing SCC Visibility amongst student cohort**  
   Desire to promote SCC meetings via poster/foyer displays. Content to be reviewed by ITEE admin.

   **3.4 Cohort Activities**  
   Item deferred due to the absence of Anna Truffet at this meeting.

   **3.5 Mental Health Awareness for ITEE Students**  
   The School has not received any formal feedback in regards to the slides that were distributed and posted at the beginning of Semester. The 2018 UQ Strategy on Mental Health Awareness will ensure that this issue is more visible.

   It was noted that materials need to be actioned early in the Semester in each Semester. Need to start thinking about Semester 2, 2018.

   **3.6 Report of ITLC Furniture (student feedback)**  
   The committee noted the following comments that have been received from 25 students who use the space:  
   - Nine students suggest leaving the space as is;  
   - There is strong support from all students to have chairs with backs;  
   - Increase in power outlets and/or purchase tables that have power outlets;  
   - Two female students have suggested having a small number of booths available.  
   - Purchase stools.

   It was agreed that Mr Sacha Borowski-Davies would forward an email to the School with the feedback.

4. **Matters for Consideration**  
   **4.1 Feedback Box/Facebook Page**  
   **4.1.1 ENGG7302 Feedback**  
   Evan Hughes wished to discuss ENGG7302 and ECP issues, however was unable to attend the meeting.
4.2 Items from Representatives

4.2.1 ITEE Student Drive and Facebook Group
Just a reminder that students on the Committee are encouraged to join the Facebook group and email list to stay updated. It should also be noted that a Google Drive has been set up and students should contact Evan, James and Sacha for details.

4.2.2 Access to Feedback Box in 78-217
The School Office has a key to access the Feedback Box.

4.2.3 Plagiarism
Student members reported that during discussions with students it had been identified that plagiarism is treated differently in courses; and particularly when students move from 1st year to 2nd year. Students seemed to lack awareness about the UQ policy on academic plagiarism and collusion and require more guidance.

Discussion between staff and student members ensued with the following points being made:

- when using specific tools, for example MOSS, plagiarism is quite clear;
- the School website is a source of information for students;
- from a teaching perspective, plagiarism and collusion are covered in depth usually in the first week of lectures;
- collusion (working together) appears to be the main concern;
- from a student perspective, students need to remember that if they are submitting work with their name on it, then they are signifying that this is their own work;
- the intention is that MOSS is used on all coding courses however, since enrolments have increased to more than 700 in CSSE1001, MOSS is unable to cope with the pairwise comparison;
- the student body and tutors suggest that there is no visible evidence in regards to addressing the issues.

At the conclusion of the discussion it was agreed that the School will need more information and specifics to further investigate the difference in approaches to plagiarism and collusion.

It was further reported by the School that they had recently made a submission to the Review Panel undertaking a review of the student disciplinary processes at UQ. Within that submission the School was suggesting that the ‘On-line Academic Integrity Tutorial’ be made mandatory for all students with the preference being that this training be undertaken prior to commencement or very early in the student’s first semester. At the School level, the School is considering which courses would be appropriate to incorporate the training as a pass/fail requirement.

Furthermore, the School will recommence distributing an email from the Head of School regarding academic integrity and misconduct early in each semester and prior to approaching deadlines for assessment items.

4.2.4 Electrical Part Disposing Vending Machine
It was reported that members have a proposal for the School to consider having a vending machine stocked with electrical components for
students to purchase. It was suggested that this run in collaboration with the clubs.

Following brief discussion the School requested a more formal proposal in writing outlining the objective; the practicality of how it would work; who would be responsible for stocking it and/or looking after it; the cost; etc.

4.2.5 Late Submission Disparities

Members reported that there is confusion amongst students in regards to the late submission policy in ECP’s as it seems to be enforced differently. As an example it was identified that two programming courses CSSE1001 and CSSE2002 have different practices in regards to late submission and generally the student cohort would expect the practices to be the same.

It was noted that there is a new process for on-line requests for late submission.

The Director of Coursework Studies reported that across the School/Faculty the approach is to standardise the practice and processes however Course Coordinators will always have to have some level of discretion. Standardisation is good, but practically there will always be discretion.

It was noted that James Stuart had a proposal for second semester 2018 and he was asked to raise this issue through Teaching and Learning.

4.2.6 Concurrent team project resourcing

Mr Matthew O’Meally raised the issue of ENGG2800 and ENGG3800 running concurrently in Semester 2, 2018 and the impact it will have on resources for example space, lockers, lab space and Altium licenses.

Dr Stephen Viller (Director of Coursework Studies) advised members that Course Coordinators are aware of this issue and the issues raised have been anticipated. However, at this time there are no solutions. It was reported that curriculum changes may reduce the numbers in team project courses but this will create other problems for DECO etc.

To summarise Dr Viller confirmed that the School is aware of the issue and that it needs to consider and address the problem. Any feedback to be sent directly to Dr Viller. Dr Viller advised that ENGG2800 was part of the course audit and he would include ENGG3800 too. The School recognises that students are concerned and if there is likely to be less crowding this will be communicated to students.

Other points raised during this discussion included the following:

- It would be beneficial if the School communicated with students how far in advance preparation is done for courses as students do not appreciate the time frames;

- James Stuart referred to ENGG7302 and raised the issue of an assessment item being due in exam time. It was noted that assessment items should not be due in the revision period as it is unreasonable to expect students to balance assessment due dates against preparing for exams.

Dr Viller confirmed that the practice around assessment deadlines has been changed as a result of a student appeal case. Course Coordinators cannot operate in isolation. Certain approvals are required depending on the nature of the change. The School will be setting guidelines around
changing assessment due dates for example it will have to be done at least one day before and not on the day. Other things to be considered will include but are not limited to:

- the structure across the School;
- if infrastructure and/or facilities are not supporting the assessment/course content.

4.2.7 Proposal of a feedback mechanism

It was reported that student course evaluations are not completed by the majority of students due to evaluation fatigue. It is suggested that tutors provide feedback to course coordinators or School staff to assist in this regard.

James Stuart highlighted that the SECaT is not structured well to get constructive feedback and that the student body has detached itself from this process. Something that may have a positive impact is to identify in the ECP how student feedback has affected the course to demonstrate that feedback is serious and taken into consideration. It was further noted that the requests for feedback come at a busy time and students have not had an opportunity to reflect on the course.

Professor Shazia Sadiq, suggested using a ‘check-in survey’ – a cut down version of SECaT that runs in mid-semester. Course Coordinators would have the discretion and would have to request this. Professor Sadiq confirmed that this is a good tool to get feedback ‘in the moment’, particularly if course coordinators are wanting to change the remainder of the course in the current semester.

Mr Stuart confirmed that students are more comfortable providing feedback to tutors as tutors engage more frequently with students. Tutors are probably more comfortable providing feedback to Course Coordinators.

Some of the key trainings/skills for tutors should include:

- collegial approach to teaching/learning;
- the ability to be responsible/responsive to feedback;
- empower tutors to have difficult conversations.

Members highlighted that a structure needs to be developed that enables and encourages regular student feedback. Students were requested to present proposals on how this may be achieved.

Dr Viller highlighted that we should be aiming for a continuous improvement process rather than addressing problems.

Karen Kinnear advised members that Course Coordinators are able to run ‘survey monkey’ at any time.

5 Other Business

5.1 School Review

Dr Stephen Viller provided an update on where the School is at including strategy documents, data, etc.