AGENDA

MEETING: RSCS CONVENOR MEETING
NUMBER 3: SEMESTER 2 2015

VENUE: N101 CSIT BUILDING

DATE: 9 October 2015, 1-2pm

CONTACT: BINDI MAMOUNEY

1. Formal Items (all items are confidential)
   1.1 Minutes from the previous meeting (attached)
   1.2 Matters arising
   1.3 Academic Misconduct Procedure Documentation (for noting)
   1.4 CECS Code of Conduct for Tutors (for noting)
   1.5 SRC Report (2.10.2015)

2. Reports and policy matters
   2.1 Course convenor reports
Research School of Computer Science

Course Conveners Meeting

28 August 2015

12.00 – 1.30 (N101)

Chair: Ramesh Sankaranarayana, Associate Director (Education)

MINUTES

1. Apologies: Tom Worthington, Tom Gedeon, Raj Gore

Attendance: Shayne Flint, Uwe Zimmer, Jochen Trumpf, Peter Christen, Steve Blackburn, Eric McCreath, Steve Gould, Patrik Haslum, Ramesh Sankaranarayana, Mark Reid, Jeremy Dawson, Qing Wang, John Slaney, Bindi Mamouney

2. Agenda Items

2.1 Updates to Academic Misconduct Procedure (Associate Dean Education)

- A change in ANU policy has led to some changes in how CECS handles cases of poor academic practice and academic misconduct.
- CECS email templates must be used for communicating with students suspected of misconduct.
- All emails should be cc’d to CECS Student Services, to ensure that the process is being correctly followed.
- Convenors must send an email (using the CECS email template) to a student before having a meeting or discussion with them regarding academic misconduct.
- Convenors need to be able to make a judgement on whether the offence is noted as ‘poor academic practice’ or ‘academic misconduct’. Student Services will advise after the first email is sent by the convenor if it is a repeat offence. Students who already have one poor academic practice recorded will automatically have their next offence dealt with as academic misconduct.
- It is important that all assignments submitted use a correct cover sheet.
• If there is any doubt, please consult Jochen Trumpf or the CECS Student Services team.

2.2 Interim Grade Definition and Appropriate Application (Associate Dean Education)
• Interim grades are defined as grades that will be replaced by a final grade. These are given when a student has an approved extension to submit an item of assessment. These grades are DA or PX.
• Unresolved grades are defined as where the academic needs more time to finalise the grade. This is an RP.
• A KU is only awarded in a course that is ongoing in the next semester.
• When a grade falls between 45 and 49%, a supplementary exam must be offered unless they have failed a hurdle requirement.
• The NCN grade is complicated and advice should be sought on when to use it.

2.3 Tutoring Code of Practice
• Convenors were advised that this document relates not only to tutors but also to convenors.
• It was recommended that having a PDF in an archive is not helpful and a central location would be better. Ramesh will look at this once Drupal is being used.

2.4 SRC Report (Associate Director Education)
• Ramesh will send emails to each convenor regarding feedback from the SRC for their course. It was mostly positive feedback.
• Suggestions were sought on how to best close the loop for the SRC in providing feedback to them. Possibly providing a slide at the next lecture.

Action: Ramesh to email course convenors

3. Other Business
Year Coordinator Meetings
It was suggested that RSCS restart the year level course coordinator meetings that ran several years ago. Steve Blackburn described how they fostered an understanding of what is taught in other courses, provided help in critiquing
exams and assignments, exchanging ideas and coordinated assessment deadlines.

It was agreed that it would be useful in ‘rebooting’ communication between academics and their courses.

**Action:** Ramesh to schedule the meetings

**4. Date of the next meeting**

TBA
Important Information - Change to Academic Misconduct Rules (2014)

Dear Convenors,

As of December 2014, the Academic Misconduct Rules (2014) and corresponding notification and reporting requirements have changed. This will have implications for you in managing allegations of Academic Misconduct and Poor Academic Practice in your courses.

To ensure that we are compliant with the new requirements whilst causing minimal disruption to your current practices, CECS Student Services has put together the following suite of information to assist you.

*You suspect / are advised that a student has engaged in Academic Misconduct or Poor Academic Practice*

**Step 1:** Collect all appropriate information and invite the student to attend a meeting with you (including student.services@cecs.anu.edu.au in CC) using the attached email template “Alleged Academic Misconduct – Notification of Initial Review”. Please use the student’s official email account (uXXXXXXX@anu.edu.au) and your ANU email address for all correspondence.

**Step 2:** Before your meeting with the Student, CECS Student Services will let you (and where appropriate, the Associate Dean (Education)) know whether or not this student has been found to have engaged in Academic Misconduct/Poor Academic Practice in the past (as this may impact on how your case is subsequently managed).

**Step 3:** Following the meeting with the student, you may decide between the following options:

**A)** There is no substance to the allegation/not enough evidence to support claims made against the student and the matter is concluded.

You: Notify the student (with student.services@cecs.anu.edu.au in CC) of the outcome using the attached email template “Outcome of Academic Misconduct Initial Review - Decision: Termination of Review”.

**B)** The student’s conduct constitutes Poor Academic Practice (Rule 9) and you take action under Rule 21 (see the linked full text of the rules above or the excerpt provided on the next page).

You: Notify the student (with student.services@cecs.anu.edu.au in CC) of the outcome and the penalties to be applied using the attached email template “Outcome of Academic Misconduct Initial Review - Decision: Poor Academic Practice”.

**C)** The student’s conduct may constitute Academic Misconduct (this is a mandatory finding for repeat offenders under Rule 9.3b).

You: Notify the student (with student.services@cecs.anu.edu.au in CC) of the decision that the case is being referred to the Associate Dean (Education) for further review using the attached email template “Outcome of Academic Misconduct Initial Review - Decision: Potential Academic Misconduct”.

If in doubt, get advice from your Associate Director Education!
6 Academic misconduct
6.1 It is academic misconduct if a student:
   (a) in relation to an assessment:
       (i) cheats;
       (ii) engages in plagiarism;
       (iii) improperly colludes with another person;
       (iv) acts, or assists another person to act, dishonestly or unfairly in or in connection with an examination;
       (v) takes a prohibited document into an examination venue;
       (vi) fails to comply with examination or assessment rules or directions;
       (vii) engages in other conduct with a view to gaining unfair or unjustified advantage; or
       (viii) submits work that is not original;

9 Poor academic practice
9.1 For the purposes of these Rules, it is not academic misconduct if a person’s behaviour constitutes only poor academic practice.
9.2 Subject to subrule 9.3, it is poor academic practice to fail to conform to the academic integrity principle [i.e. engage in any of the activities in Rule 6.1a] where that failure is:
   (a) excusable due to mitigating circumstances (including personal, emotional, or healthrelated circumstances);
   (b) due to unintended, careless, inadvertent or uninformed behaviour which is excusable.
9.3 Subrule 9.2 does not apply where:
   (a) the failure to conform to the academic integrity principle is severe; or
   (b) there has been repeated similar behaviour.

21 Action to be taken if poor academic practice is found
21.1 If a review officer [i.e. You] decides that a student’s conduct constitutes poor academic practice, the review officer must, after giving the student opportunity to be heard in relation to penalty, take one or more of the following actions:
   (a) direct the student to resubmit one or more assessment items;
   (b) counsel the student;
   (c) request that the student make an undertaking to attend academic or other counselling;
   (d) reprimand the student;
   (e) direct that the student’s marks or grade be changed for the assessment.
Re: Alleged Academic Misconduct - Notification of Initial Review

Dear <Student>,

Notice under Rule 13 of the Academic Misconduct Rules 2014
I have received a report alleging that you may have engaged in academic misconduct as per the ANU Academic Misconduct Rules (2014), see http://www.comlaw.gov.au/Details/F2014L01785. The allegations have been made in relation to <specify details here> e.g. Assignment 1 for ENGN3226: Digital Communications and was detected by the <insert detection method here> e.g. Stanford Copy Analysis Mechanism (SCAM).

Pursuant to Clause 13 of the Rules, I consider there are reasonable grounds for believing that you may have engaged in academic misconduct and therefore intend to hold an Initial Review of the allegation under Rule 15.

Allegation of academic misconduct
It is alleged that your behaviour may constitute academic misconduct pursuant to Sub-Clauses 6.1(a) (i) – (viii) of the Rules in that you are alleged to potentially have:

- <Detail specifics of the allegation> e.g. (ii) engaged in plagiarism

Notification of Initial Review
This email is notice given to you specifying the nature of the alleged academic misconduct and advising you that you are entitled to appear at a meeting that I propose to hold at <Insert time, date and location>.

The purpose of the meeting is to investigate whether there is substance to the allegation and if there is substance to make a finding as to whether your alleged behaviour constitutes Poor Academic Practice or Potential Academic Misconduct. The meeting will be held in an informal manner.

You are entitled to appear in person at the meeting. If you do not so appear, the Initial Review may proceed in your absence. If you have reasonable grounds for not being able to appear at the above time, please contact my office immediately <insert your preferred contact details here> so I can consider that ground and, if I consider it appropriate, make alternative arrangements.

You may present oral or written statements (whether made by you or another person) at the meeting.

You may, in addition to, or instead of, appearing in person at the meeting, furnish to the Initial Review a written statement (whether made by you or another person) in relation to the alleged academic misconduct.
You are entitled to be accompanied at the meeting by another person who may observe the proceedings but not act as an advocate unless expressly invited by me to do so.

At the meeting, I will consider at least the following material:

- **Specify any material submitted as evidence of misconduct allegation** e.g. marking report for the assignment

You are also free to seek advice from ANUSA or others to help you prepare for the meeting.

Kind Regards,

**Your name and signature (electronic)**
Date:
Course:
Convenor Name:
Student ID:
Student Name:

Re: Outcome of Academic Misconduct Initial Review -
Decision: Termination of Review

Dear <Student>,


The Initial Review was held to investigate behaviour of yours that occurred in relation to <Describe Incident>, e.g. Assignment 1 in ENGN6S12 Optical Physics.

My email to you sent on <Insert date of Original Email> outlined my intention to investigate this matter and offered you the opportunity to respond.

I note that you <chose to attend the meeting / chose not to attend the meeting or otherwise respond>.

As a result of the Initial Review, I have found that the allegations made against you have no substance and have therefore decided to conclude the matter without taking further action against you.

<Further advice to student, if applicable> e.g. “Some advice: I appreciate that it is useful to work together to develop your understanding of the subject matter of courses, and working in study groups is encouraged as an effective way to learn. But you need to be aware of the difference between working on the subject matter in the course, and working on the assessable assignments. I hope you now understand that you need to make a careful separation here. It is important that the university is able to certify that the work assessed for each student does in fact come from that student, otherwise the integrity and value of every graduate’s degree is diminished.”

Kind Regards,

<Your name and signature (electronic)>
Re: Outcome of Academic Misconduct Inquiry -
Decision: Poor Academic Practice

Dear <Student>,


The Initial Review was held to investigate behaviour of yours that occurred in relation to <Describe Incident> e.g. Assignment 1 in ENGN6512 Optical Physics.

My email to you sent on <Insert date of Original Email> outlined my intention to investigate this matter and offered you the opportunity to respond.

I note that you <chose to attend the meeting / chose not to attend the meeting or otherwise respond>.

As a result of the Initial Review, I have found your conduct to be consistent with a ruling of Poor Academic Practice (as per Part 9 of the Rules, as well as the Code of Practice for Student Academic Integrity, see https://policies.anu.edu.au/ppl/document/ANUP_000392) by <give specific reason here> e.g. excessively close collaboration, shown in your answers to Assignment 4, COMP2600.

I have decided that this matter does not constitute the more serious allegation of Potential Academic Misconduct.

As per Part 21 of the Rules, the following penalty applies:

<Choose one or more of the following actions>
(a) direct the student to resubmit one or more assessment items;
(b) counsel the student;
(c) request that the student make an undertaking to attend academic or other counselling;
(d) reprimand the student;
(e) direct that the student’s marks or grade be changed for the assessment.

e.g. Your marks for this assignment have been reduced to 0 and this will affect your final mark in this course.

Any future conduct that constitutes a breach of the Rules or the Code of Practice may result in the application of academic penalties or disciplinary consequences under the Discipline Rules (2014).
Please note that a file notation will be made on your university record to document the outcome of this Initial Review. The file notation does not constitute a record of academic misconduct on your part but rather serves as confirmation that you have received education and counselling on this matter. No record of this breach appears on your official Academic Transcript.

The Academic Skills and Learning Centre offer a number of workshops and seminars that you may find useful for your studies. Details on upcoming courses that may be relevant to you are available from https://academicskills.anu.edu.au/courses/listing.

If you are struggling with issues of a medical nature the ANU offers a free counselling service to current students. Information on the University Counselling Centre is available from http://counselling.anu.edu.au/. All matters discussed with the counselling centre remain confidential.

If you believe that you have grounds, you may appeal this decision to the Associate Dean (Education) of the College.

Kind Regards,

<Your name and signature (electronic)>
Date:
Course:
Convenor Name:
Student ID:
Student Name:

Re: Outcome of Academic Misconduct Inquiry -
Decision: Potential Academic Misconduct

Dear <Student>,


The Initial Review was held to investigate behaviour of yours that occurred in relation to <Describe Incident> e.g. Assignment 1 in ENGN6512 Optical Physics.

My email to you sent on <Insert date of Original Email> outlined my intention to investigate this matter and offered you the opportunity to respond.

I note that you <chose to attend the meeting / chose not to attend the meeting or otherwise respond>.

As a result of the Initial Review, I have found that your conduct may constitute Academic Misconduct and in accordance with Part 20 of the Rules, I have now referred this matter to the Associate Dean (Education) for inquiry and decision.

You can expect to be contacted by the Associate Dean (Education) in the coming days.

Kind Regards,

<Your name and signature (electronic)>
CECS Code of Conduct for Tutors

INTRODUCTION
This code of practice outlines the expectations and responsibilities of tutorial and lab demonstration staff (henceforth known as tutors) in courses in the College of Engineering and Computer Science (CECS). It should be read along with the ANU Code of Practice for Teaching and Learning https://policies.anu.edu.au/ppl/document/ANUP_000726

The purpose of this document is to establish a consistent approach to working with tutors across the College.

All staff assigned as course convenors, who assume the role of course convenor through the offering of special topics, or who teach any CECS course, should also follow this code of practice.

The Associate Dean of Education (ADoE) has primary responsibility for ensuring that there is adherence to this code. However, the Directors of the Schools (Engineering and Computer Science), respective program convenors, the College Educational Developer and the student administrators will also be involved in ensuring that the code of practice is followed.

Course convenors

Access to Course Materials
The Course convenors should:

- provide tutors with access to the online course web site and discuss expectations for the tutor’s contribution to the website. This may consist of marking, facilitating and moderating discussion boards, adding content etc;
- if the online content is on Wattle, all tutors should be given appropriate access, usually Tutor access. Occasionally this will be Lecturer access;
- provide all tutors with a copy of, or access to, the course description on Programs and Courses, including assessment item due dates; and
- ensure tutors have access to computing facilities (normally the CS student systems).

Class Preparation
The Course convenors should:

- prepare a semester-long per-tutor budget for approval by the Director of the School at the start of semester;
- negotiate with each tutor on the nature and extent of all of their duties, and the associated hours of payment. This includes meeting times, Teaching Quality Program times, preparation time and marking;
CECS Code of Conduct for Tutors, 2015

- set up a regular meeting time with the tutors.
- meet with tutors weekly to discuss class progress, changes to content or assessments, receive feedback from the class;
- agree with tutors on a schedule of tutorial, lab and, if appropriate, lecture running responsibilities;
- provide tutors with guidance on the running of tutorials and labs, including specific weekly content, including solutions;
- provide tutors with fully worked solutions to all tutorial and lab problems, for classes they will be taking;
- ensure that each tutor attends all TQP sessions; and
- ensure that tutors gather formative feedback from students about their experience during tutorials to improve their tutoring.

Assessment
The course convenor should:

- Obtain the availability of each tutor with respect to assessment marking dates;
- Make all tutors aware of the University late policy on assessment items. That is, 5% of the possible total marks for that assessment item is deducted per day, or part thereof, that the item is late;
- provide tutors with timely access to any student work to be marked;
- provide tutors with guidance on the marking of assignments or other student work to be assessed by the tutors. This will include a detailed marking guide and sample solution;
- Provide tutors with fully worked solutions for any assessment items required to be marked by the tutors;
- Make tutors aware of the plagiarism guidelines and what to do in cases where such an issue is detected.
- Make tutors aware of the College policy of returning marked assessment items within 2 weeks of submission;
- Make tutors aware of the level and type of feedback acceptable for each assessment item they will be marking; and
- Request feedback from tutors about the overall performance of the class on each assessment task, including common mistakes, so that the course coordinator may feed this back to the students and revise any weak areas.

Tutor Hours and Payment
The course convenor should:

- Provide all tutors with a schedule of all lecture, tutorial and lab times for the course;
- Provide the tutorial, lab, lecture and marking schedules of each tutor to the relevant School office for entering onto timesheets;
- Ensure that each tutor meets with the relevant School office staff to have timesheets and payment details set up;
CECS Code of Conduct for Tutors, 2015

- Allow time in the tutoring budget for preparation time, as agreed with tutors. This would be 1-2 hours per tutorial or lab, depending on the skill or knowledge levels required, including group tutor meetings for this purpose;
- Allow for other potential student contact eg online discussions, student hours as appropriate, and as agreed with tutors;
- As a guideline, timetable one tutor for up to 25 students in a tutorial or lab class; and
- sign timesheets for each tutor for any work done in each pay period.

Pastoral Care
Course Convenors should:

- give support and advice to tutors for any problems or issues related to tutoring the course;
- teach tutors how to look out for issues of mental health, harassment, bullying in students and know how to report them or where to direct students for help; and
- oversee the engagement of the tutor with the students, the course and their own professional development. This includes encouraging their participation in the Teaching Quality Program, college events, CHELT seminars and educational events within the ACT.

In cases where a tutor has not met their responsibilities in a course, it would be appropriate to meet with them initially to confirm their role description, address any issues and ensure they are aware of what is involved. If the tutor continues to not fulfil their role, or there is a case of gross misconduct, it is important to follow this up with the ADoE.
Tutors

Access to Course Materials
Tutors should:

- Familiarise themselves with the course website content and contribute as required by the course coordinator eg entering grades or responding to forum posts; and
- Familiarise themselves with the course description on Programs and Courses and Wattle, including assessment item due dates.

Class Preparation
Tutors should:

- Spend the allotted time on preparation for tutorials, labs or lectures;
- Attend all TQP sessions;
- Be familiar with the ANU Code of Practice for Teaching and Learning;
- Be familiar with the CECS Code of Conduct for Tutors;
- be familiar with all relevant aspects of the course (assessment scheme, small-group learning activities and assignments) and the associated course materials, and be familiar with where the course is up to (including lectures);
- attend all meetings with the course convenor;
- if an emergency occurs preventing you from attending your class, contact the course convenor as early as possible, so that alternate arrangements (ideally a swap with another tutor) may be made.

In tutorials
Tutors should:

- arrive at all classes promptly and conduct them to an appropriate standard of teaching and professionalism. This includes not criticizing other course staff or members of the University;
- Small group practices and strategies, as provided in the TQP sessions should be utilised;
- Engage with the students and use collaborative approaches – a tutorial should not just be a tutor working through problems on the board or giving out answers. Students respond well to enthusiastic and engaging tutors;
- Provide opportunities for the students to give constructive formative feedback during the semester and use this feedback to reflect on and improve their tutoring;
- Give feedback to the course coordinator on the state of teaching facilities including equipment and the number and adequacy of rooms.

Assessment
Tutors should:
be aware of the College policy of returning marked assessment items within 2 weeks of submission (earlier in some instances);

Provide feedback on all assessment items to the level and type feedback acceptable for each assessment item, as directed by the course coordinator;

 Clarify any lack of understanding of fully worked solutions for any assessment items required to be marked with the course coordinator, prior to marking;

 Make sure that a rubric is provided by the course coordinator and used for marking.

 record any marks associated with each assessment item in the courses Learning Management System (Wattle), and return marked work within the given timelines.

 provide feedback to the course convenor about the overall performance of the class on each assessment task, and the state of the teaching facilities.

**Tutor Hours and Payment**

Tutors should:

- Agree with the course coordinator, prior to the start of semester, on the hours they are willing and able to work, and tasks they are willing and able to do;
- Only change agreed hours or tasks during semester if agreed to by the course coordinator. Any absences need to be filled by the tutor, in agreement with the course coordinator. (i.e. if you can’t make a lab or mark some assignments, you need to find someone to cover for you that the course coordinator has agreed to);
- submit timesheets to the course convenor for each pay period with hours worked. Only change the agreed hours or tasks during semester with the agreement of the course convenor;
- See the relevant School Administrator to have timesheets and payment set up.

**Professional Development**

Tutors should:

- Make sure they have been added to the TQP Wattle site
- attend Teaching Quality Program (TQP) sessions - [http://cecs.anu.edu.au/tutors](http://cecs.anu.edu.au/tutors);
- engage with available CHILT sessions;
- Becoming an Associate Fellow of HEA (AFHEA) - [http://chelt.anu.edu.au/staff-education/anu-educational-fellowship-scheme](http://chelt.anu.edu.au/staff-education/anu-educational-fellowship-scheme)
- engage with educational events and groups around the ACT.
- provide opportunities for the students to give constructive formative feedback during the semester and use this feedback to reflect on and improve their tutoring.