

Meeting 3/25

19 September 2025

For general publication

**Present:** Jacob Stead (Chair), Alice Hawkesby, Annalise Kerr, Ben Lu, A/Prof Marloes Nitert Dekker, Ben Smith (Minutes), Sanjuktha Vinayrai Menon

**Apologies:** Neyra Ashri, Luca Donald, Colby Marinic, Catherine Mungkaje, Chloe Nielsen, Daniel Valles, Dr Simon Worrall

**Absent:** Nil.

**ACTION**

**1. Welcome and apologies:**

Jacob Stead volunteered to chair the meeting. Jacob welcomed members to the third CSAG meeting of 2025 and noted the apologies.

**2. Recognition:**

An Acknowledgment of Country was spoken by the Chairperson, in recognition of the traditional owners of the land on which the meeting was taking place.

**3. Confirmation of the minutes of the meeting held 29 May 2025:**

The minutes of the meeting held 29 May 2025, having been circulated to group members were taken as read and were confirmed by Alice Hawkesby and Jacob Stead who had been present.

**4. Membership changes:**

Ben Smith reported that Angrisa Piamrojanaphat had completed all SCMB courses for her program, so she had stepped down from her role as the Year 3 – Molecular Biosciences Majors representative. Colby Marinic was welcomed as the incoming Year 3 – Molecular Biosciences Major representative.

**5. Art of Science Competition:**

Ben Smith reported that entries for the 2025 Art of Science competition were due to close on October 7. New promotional materials had been placed in buildings 68 and 76, and a final call out for entries would be sent to all students with the CSAG minutes.

Ben added that as agreed in CSAG meeting 1 Agrisa Piamrojanaphat would act as the CSAG representative on the judging panel as her final duty for the group.

**6. Tutor Feedback:**

Ben Smith reported that following a successful trial in semester 1 2025 all SCMB tutor surveys for lab activities in semester 2 2025 would be completed via physical paper surveys conducted in class. Workshop surveys would be conducted via online surveys.

Annalise Kerr noted that completing physical surveys was more engaging than completing online surveys.

Jacob Stead agreed that physical surveys were appreciated but raised concerns that completing physical surveys in the final practical classes of the semester might pose challenges because the time needed to complete the surveys could disrupt the practicals.

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Ben Smith noted that the physical surveys were organised and administered by SCMB staff directly, so there was a possibility of conducting assessments earlier in the semester if this was more suitable. Ben resolved to speak with the staff administering the surveys to determine the best weeks to conduct surveys for individual courses.

Ben

#### 7. Other business/open discussion

Annalise Kerr shared feedback from the cohort of BIOC3003 from semester 1 2025. Students in the course had reported that the course coordinator had been difficult to contact, and insufficient guidance and materials had been provided to complete some assessment. Annalise gave an example of an assessment task sheet only being made available less than a week before an assessment item was due.

Ben Smith recommended SECaT surveys as the ideal avenue for course and staff feedback.

Annalise responded that a SECaT response had been submitted.

Marloes Nitert Dekker asked the group what they thought about the SECaT rollout.

Annalise responded that it would be ideal if SECaT surveys were open until after end of semester examinations were completed.

Ben Lu agreed that SECaT surveys were open when the majority of students were focussed on studying for end of semester examinations, which made it difficult to find the time to complete the surveys.

Jacob Stead shared some feedback on the assessment structure of BIOC2052. Jacob stated that the Science Communication Assignment required pairs of students to complete an article review and submit a video component the following week. The consensus was that students would benefit from a greater length of time between the article and video due dates. The video component of the assessment is stressful because students feel they have inadequate time to complete the video.

Marloes resolved to share this feedback with the course coordinators.

Marloes

Alice Hawkesby stated that all of her current courses contained Science communication assessments instead of reports.

Marloes stated that there was a focus on moving away from reports to provide students more engaging and varied assessment types. Marloes queried if the group felt that there was an overemphasis on these types of assessment items.

Alice noted that Science communication focussed assessment items presented unique challenges.

Jacob stated that a few Science communication focussed assessment items were interesting, but they were time consuming so can become overwhelming if students were required to complete too many.

Alice noted that assessment items of this nature were not necessarily beneficial for students looking to pursue some career paths.

Annalise added that some disciplines maintained a heavier focus on reports and traditional assessment items.

Marloes stated that there was a University focus on improving assessment integrity which had resulted in different types of assessment items being incorporated into courses.

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Ben stated that his experience with the CHEM1200 workshops in semester 2 had been positive. Ben noted the workshops were engaging with opportunities for interaction and ample supplementary materials provided to students.

Ben noted that public transport to and from the University presented problems for early morning or late evening examinations, noting that public transport options during these times were limited or sometimes non-existent.

**8. Next meeting:**

Members noted that Ben Smith would contact members regarding availability for a meeting in week 12 of semester 2.

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