**Welfare Cell**

NUSSU-BUS Updates
7th April 2012

1. Assessment and Feedback to Students
2. Development Programs for Faculty Members
3. Call for transparency
   a) Selection of teaching staff
   b) Polytechnics Curriculum
   c) Module info during CORS bidding
4. Follow up – Broad-based learning

# Assessment of Students

CDTL has a course on constructing good assessments
(attendance is 135 in the last 4 PDP)

Problems pertaining to assessments have surfaced, such as
- Exams are emphasized over continual assessments
- Team projects end up being individual projects (little interactions within team)
- Lab questions are repeated for several years
- Multiple-choice questions with many right answers

# Feedback to Students

CDTL has a course on providing good feedback to students
(attendance is 131 in the last 4 PDP)

NUSSU has requested for feedback on assessments
- Specific feedback for small classes
- Summary feedback for big classes and exams

NUSSU wants to work with the university to instil a culture of sustained learning among the student body (beyond just focusing on grades)

## **Potential Remedies**

1.  Reduce weightage of exams relative to continual assessments or do away with exams (especially for higher level modules)

2.  Design good assessments with good feedback for modules with 100% continual assessments

3.  Conduct team peer reviews or student interviews for modules with 100% team-based continual assessments

4.  Liberalize grading curve for modules with 100% team-based continual assessments

*NUSSU could help to identify those Faculties offering modules with high examination weightage. The respective Faculty Clubs could then provide feedback and work with the relevant Faculties to explore ideas to increase the CA weightage for these modules.

| AY 2010-11 modules | CA at 100% | CA at 80-99% | CA at 60-79% | CA at 40-59% | CA at 20-39% | CA at 0-19% | No CA info | Total |
|---|---|---|---|---|---|---|---|---|
| Level 1000 | 140 | 2 | 77 | 158 | 42 | 8 | 7 | 434 |
| Level 2000 | 177 | 5 | 142 | 266 | 76 | 7 | 9 | 682 |
| Level 3000 | 337 | 5 | 151 | 258 | 84 | 7 | 18 | 860 |
| Level 4000 | 338 | 2 | 108 | 237 | 98 | 44 | 6 | 833 |
| Total | 992 | 14 | 478 | 919 | 300 | 66 | 40 | 2809 |
| Percentage | 35.3% | 0.5% | 17.0% | 32.7% | 10.7% | 2.4% | 1.4% | 100% |

| AY 2009-10 modules | CA at 100% | CA at 80-99% | CA at 60-79% | CA at 40-59% | CA at 20-39% | CA at 0-19% | No CA info | Total |
|---|---|---|---|---|---|---|---|---|
| Level 1000 | 136 | 0 | 80 | 156 | 38 | 11 | 7 | 428 |
| Level 2000 | 167 | 3 | 123 | 274 | 77 | 6 | 11 | 661 |
| Level 3000 | 277 | 5 | 143 | 259 | 86 | 13 | 16 | 799 |
| Level 4000 | 323 | 5 | 116 | 244 | 85 | 68 | 4 | 845 |
| Total | 903 | 13 | 462 | 933 | 286 | 98 | 38 | 2733 |
| Percentage | 33.0% | 0.5% | 16.9% | 34.1% | 10.5% | 3.6% | 1.4% | 100% |

MOE conducted a review in 2010, one of the outcome was for NUS to put in place a teaching quality project for teaching staff.

## Quality Improvement Project

1. Develop a system to identify faculty members in need of assistance in terms of their teaching performance

2. Design and implement development programmes to help these faculty members improve their teaching performance

3. Monitor and review these faculty members for progress in terms of their teaching performance

4. Communicate to the student body the efforts taken by the university to improve teaching performance of faculty members

# Identifying Faculty Members

1. Categorize modules according to module level.

2. Identify faculty members at the bottom 5% in each category based on their teaching ratings

(e.g., at Level 1000, those at the bottom 5% would have a score of 3.3 and below, and for Level 6000, those at the bottom 5% would have a score of 3.97 and below)

3. Flag faculty members with repeat appearances at the bottom 5% within each AY and across the two AY

4. Check the qualitative feedback for these faculty members to identify potential problems in pedagogy, language, or motivation

# Designing Development Programmes

**CDTL:**
1. Developing good teaching techniques
2. Designing authentic learning environments
3. Developing good presentation skills
4. Providing good feedback to students
5. Constructing good assessments
6. Writing learning outcomes
7. Enhancing science and engineering lessons using interactive demonstrations

**CELC:**
8. Keeping an academic audience "conscious"
9. Introduction to the sounds of English
10. Working towards clarity in oral communication

## **Monitoring Progress**

1. Identify a mentor for each faculty member (e.g., colleague, CDTL/CELC instructor, or TA Fellow)

2. Attend classes taught by faculty member to assess and verify problems in pedagogy or language

3. Advise faculty member on possible remedial actions to improve teaching performance

4. Track progress of faculty member across modules over a few semesters

5. Report challenges that need PVO attention

## **Communicating with Student Body**

1. Share the overall approach with student body through BUS-NUSSU and BGS-GSS meetings

2. Share the overall approach with student body through TA teaching-learning club activities

3. Highlight successful cases (with the permission of faculty members involved) when these cases are available after a few semesters

# **Call for greater transparency**

1. Selection of Teaching Staff (TAs)

CDTL highlighted that all TAs are required to attend teaching courses. Acknowledged that some TAs may not have good language foundation in English.

2. Polytechnics Curriculum

OAM has dialogue with Polys every year from Oct-Dec known as the "**Diploma Accreditation Period".** Polys are invited to present their new diplomas for accreditation and highlight changes to existing diplomas.

3. Module info during CORS bidding

Issue of how much information to be available on IVLE dependent on faculty / department.
**Faculty clubs to assist in highlighting selected departments / faculties with inadequate module info.**

# **Call for greater transparency**

| | AY2010/2011 | AY2009/2010 | AY2008/2009 | AY2007/2008 |
|---|---|---|---|---|
| **Total students** | **32,874** | **32,606** | **31,492** | **30,350** |
| Undergraduate | 24,785 | 24,546 | 23,822 | 23,330 |
| Graduate | 7,864 | 7,784 | 7,163 | 6,631 |
| Graduate diploma | 225 | 276 | 507 | 289 |
| | | | | |
| **Teaching staff** | **2,609** | **2,402** | **2,207** | **2,103** |
| | | | | |
| **Student-to-staff ratio** | **12.6** | **13.57** | **14.27** | **14.43** |

# **Follow up on broad-based learning**

1. No clear-cut solution / consensus on issue.

2. BUS has asked NUSSU for feedback on state of General Education, suggests more dialogue on this issue.

# 4th NUSSU Council Meeting

7th APRIL 2012

Agenda

1) BUS Meeting and Academic Issues Update
2) Campus Accommodation Fees
3) Constitutional Review
4) NUSSU Funding Updates and Conclusion
5) AOB

# Campus Accommodation Fees

• average fees of S$100 per week for a single is needed for existing hostels to be run in a financially sustainable manner

• cyclical works costs about $50 per week and average running cost about $57 per week. (translate to $2,000 per student per year after amortization)

• MOE provides capital costs, NUS has to run and maintain

• Sinking fund – responsibility to be shared by residentsng conditions of the halls

• different items come on board each year because of varying conditions of the halls

• OSA, OED and OFS to draft out a plan and send to UCI for approval before retrofitting

# Campus Accommodation Fees - RCs

• no cross subsidy (e.g. for USP, all money resides within USP cost centre)

• rental covers all buildings except building that staff resides in

• all meal plans reside within the meal system and surpluses given back for special events

• different streams for activities and maintenance (two sources of income – rent and PVO)

# Follow-up

1) NUSSU raised the point about the disparity between Halls/RCs and students staying in the residences. OSA to review and look into having funds to help students from PGPR, RVR and KFH as well as to build communities, not loose groups

2) Revised Rates for NUS Facilities for Student Groups: disseminated to all Con Clubs on 30th March

3) Transparency: PVO acceded to the student leaders' request for greater transparency with regard to the breakdown of cost elements (except manpower). To follow-up with PVO for JCRCs and student leaders to sit in the annual budget meetings.

4) Hall Masters Feedback/Assessment System: NUSSU EXCO to work with JCRCs to craft out a template to be submitted to PVO

5) December Vacation Stay and Storage Schemes for Halls and RCs: NUSSU EXCO to work with USC, Tembusu and OHS separately

# Follow-up

6) Subsidy for Holiday/Conference Rates for Camps (NUSSU Con Clubs)

• rates will not be lowered but assistance will most likely come in the form of a subsidy (for the differences of S$4/night/room) for Constituent Clubs

• NUSSU has argued on the premise of insufficient and untimely dissemination of information, leading to unreasonable addition cost incurrence's

• Con Clubs to submit budget breakdown to me, showing that they have budgeted based $15/night. OSA will rectify the differences of $4/night/room.

• For Con Clubs who are unable to do so or do not submit on time, the difference of $4/night/room will be co-shared by OSA and the particular Club(s)

• NUSSU to follow-up on what is perceived as 'unreasonable' charges (linens)

# Follow-up

6) Subsidy for Holiday/Conference Rates for Camps

|  | Hall Utilized | No. of Rooms |
|---|---|---|
| Business | Kent Ridge Hall | 250 |
| Computing | Eusoff or Sheares Hall | 100 |
| Engineering | Raffles Hall | 200 |
| Arts | Temask Hall | 275 |
| Law | Tembusu or Cinnamon | 190 |
| Science | Raffles or King Edward VII | 100 |
| Sschool of Design and Environment | Eusoff Hall | 100 |
| University Scholar Club | Cinnamon | 250 |
| Sports Club | Raffles Hall | 100 |
| Cultural Activity Club | Raffles Hall | 200 |
| Community Service Club | Temask Hall | 100 |
| Union Camp | Sheares and Kent Ridge Hall | 260 |
| **Subtotal** | | **2125** |

# Revised Rates for Student Groups – indoor facilities with air-con

| S/No | Facility* | New Hourly Rates for Student Groups |
|---|---|---|
| 1 | YIH Training Room 2 & 3 (65 Sq M) | $3/Hr |
| | YIH Training Room 4 & 5 (78 Sq M) | $3/Hr |
| 2 | YIH Discussion Room 1 (18 Sq M) | $1/Hr |
| | YIH Discussion Room 2 (16 Sq M) | $1/Hr |
| | YIH Discussion Room 3 (13 Sq M) | $1/Hr |
| | YIH Discussion Room 4 (35 Sq M) | $2/Hr |
| 3 | YIH Study Room Lower Floor (271.50 Sq M) | $12/Hr |
| | YIH Study Room Upper Floor (201 Sq M) | $10/Hr |
| 4 | SRC Conference Room (46 Sq M) | $2/Hr |
| | SRC Conference Room Extension (34 Sq M) | $2/Hr |

# Revised Rates for Student Groups – MPSH

| S/No | Facility | New Hourly Rates for Student Groups (w/o Air Con) |
|---|---|---|
| 1 | MPSH 1 (2488 Sq M) | $30/Hr |
| 2 | MPSH 2 (2488 Sq M) | $30/Hr |
| 3 | MPSH 4 (406 Sq M) | $12/hr |
| 4 | MPSH 5 (1112 Sq M) | $20/Hr |
| 6 | MPSH 6 (1026 Sq M) | $20/hr |

| S/No | Facility | Hourly Rates for Air Con |
|---|---|---|
| 1 | MPSH 1 & 2 | $40/Hr |
| 2 | MPSH 5 & 6 | $30/Hr |
| 3 | MPSH 4 | $20/Hr |

# Revised Rates for Student Groups – Dance Studios

| S/No | Facility* | New Hourly Rates for Student Groups |
|------|-----------|-------------------------------------|
| 1 | YIH Dance Studio (85 Sq M) | $4/Hr |
| 2 | SRC Dance Studio (187 Sq M) | $8/Hr |

# Revised Rates for Student Groups – Outdoor Areas

| S/No | Facility | New Hourly Rates for Student Groups |
|------|----------|-------------------------------------|
| 1 | Plaza @ YIH   (861 Sq M) | $18/Hr |
| 2 | Open Space Outside YIH Canteen (119 Sq M) | $2/Hr |

**NUSSU Executive Committee**
Constitution Review
7 April 2012

# Overview

- Rationale
- Key Features
- Public Consultation
- Adoption Procedure

# Rationale

- Age
- Language
- Structure
- Ease of amendment
- Future-proofing

# Rationale - Age

- Current Constitution drafted in 1978
- Originally that for a registered society
  - Apparent from Objects portion - no such need for our current situation
- Need to take into account recent developments in the University
  - Halls and Residences
  - Residential Colleges
  - Multi-disciplinary courses

# Rationale – Language & Structure

- Spelling mistakes
- Not a unified structure
  - Arranged by organ instead of by function
- Inconsistency in usage of terms

# Rationale – Amendment & Future-proofing

- Objective of a Constitution
  - Supreme document that shouldn't be amended frequently
- Current structure necessitates frequent amendments
  - Amendment required for every change in procedure
- Future-proofing
  - How do we ensure that the Constitution can remain relevant in the future?
  - How to provide for new changes?

# Background

- The NUSSU Constitution is subjected to other regulations
    1. Constitution of Singapore
    2. Statutes of Singapore
    3. Articles of Association of NUS
    4. Statutes of NUS
    5. Regulations of NUS
    6. Constitution of NUSSU

# Key Features

- Splitting of Constitution into Constitution and Regulations
  - Regulations will be subordinate to the Constitution – Article 10
  - Regulations easier to amend (50% or more) while Constitution requires 2/3 majority
  - Regulations mainly govern procedures
  - Constitution incorporate elements that are more 'permanent'

# Key Features

- Associate Bodies
  - Framework to bring Halls and Residential Colleges into the Union decision-making process – Article 14
  - Circumscribed by NUS Regulation 9
    - 14 recognised Constituent Bodies
  - Article 16 – to give recognition of Cinnamon College being part of USP
  - Residences not included – lack of student representative body

# Key Features

- Moving of Exco positions into Executive Committee Officers Regulations (ECOR)
  - Ease of amendment
  - Gives flexibility to shape the structure of the Exco
    - No need for 2/3 majority, just need simple majority to amend ECOR

# Key Features

- Adjudication Committee – Part V
  - Idea from Council Trip 2012
  - To adjudicate any disputes arising:
    - Between Union and its member(s)
    - Between Union and its Constituent/Associate Body/Bodies
    - Between Constituent/Associate Body/Bodies
  - Interpretation of Constitution
  - Hearing Appeals from Disciplinary Actions by Council

# Key Features

- Referendum – Part VI
  - Allows Union members to have a direct say
  - Thresholds:
    - Call referendum – 5% of total Union membership (around 1200+ based on 25000)
    - Pass referendum – at least 50% approval and at least 10% of total Union members voted
    - To block Constitutional amendment – at least 67% approval + at least 50% of total Union members voted

# Key Features

- Constitutional Amendment – Article 11
  - Give effect to 'supreme law of NUSSU' status
  - Previous regime – at least 2/3 of the Council
  - New regime
    - At least 2/3 of the Council
    - All Constituent Bodies must have at least 1 vote saying Yes
    - At least half of Exco must agree

# Key Features

- ## Constitutional Amendment – Article 11
  - ### Referendum – Article 11A – blocking only
    - Within 28 days of amendment
    - Need 67% approval among at least 50% of total Union members voting
    - Any action by Union within that 28 days relying on the amendment shall be valid notwithstanding the subsequent blocking

# Public Consultation

- Public Consultation period of at least 3 weeks to 1 month
  - Suggested period: 10 April to 9 May
  - Open to all NUS students to suggest changes/amendments
  - Solicit views that may hitherto been missed out
  - Reflecting the will of the Union members

# Adoption Procedure

- After Public Consultation period, Council to decide whether to adopt the new Constitution in the next Council Meeting

- To revoke current Constitution – 2/3 majority

- One more proposed requirement – every Constituent Body's MC must ratify the new Constitution

# Adoption Procedure

- If Council adopts the new Constitution
  - Submit to Dean of Student Affairs
  - Subsequent approval by Board of Trustees

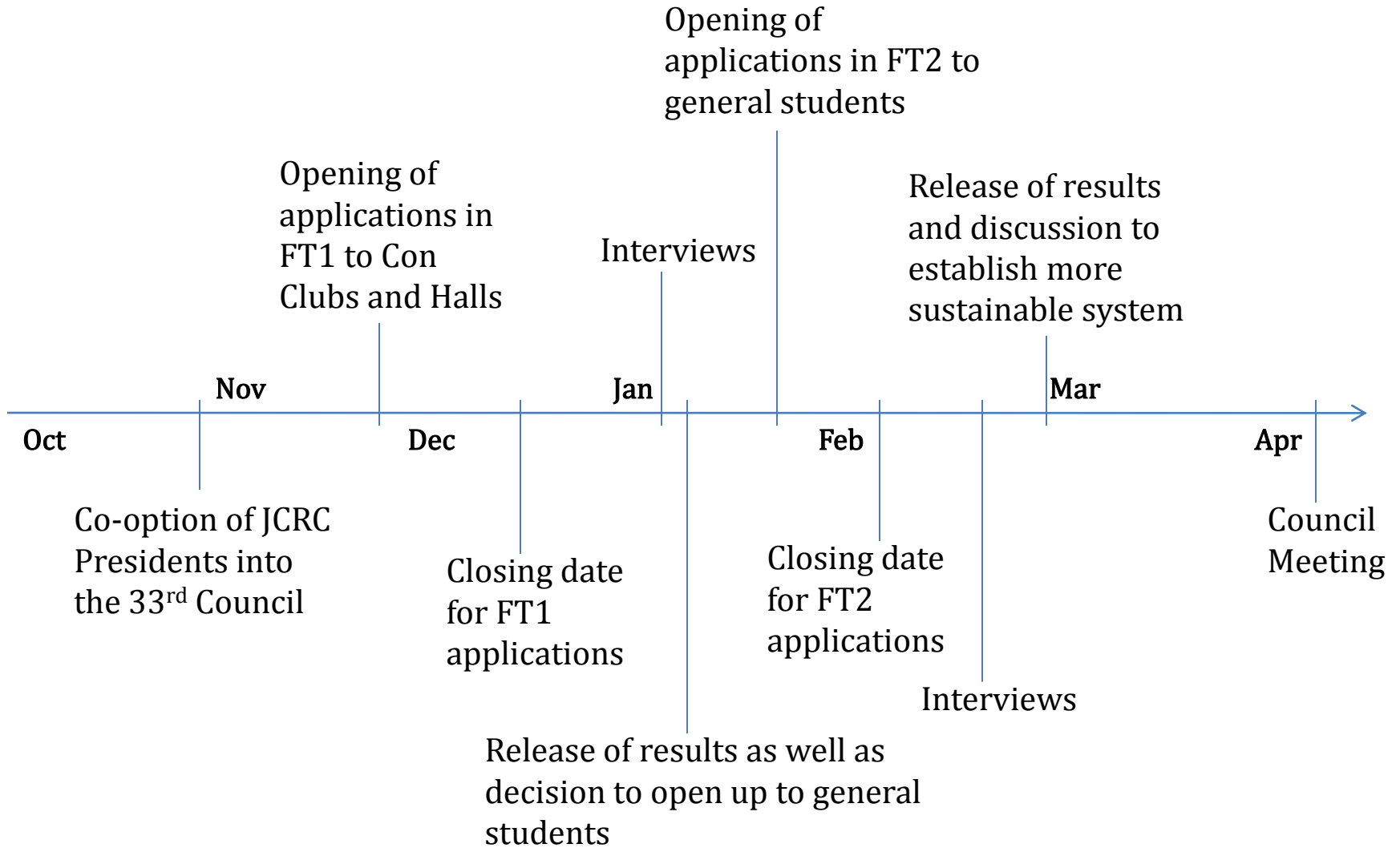# Question & Answer

# Thank You

# Finance Standing Committee

33rd NUSSU Council Meeting
07 April 2012

1. General Updates

2. Summary of Proposals received in FT1

3. Refinements to the Guidelines

4. Summary of Proposals received in FT2

5. Recap - Objectives of NUSSU Council Funding

6. Point System

o majority of applicants from Halls (60%)

o total of 15 applied, 9 projects obtained financial support (55% Halls, 45% Con Club), e.g. all Productions, KE VII Hall XQRJ Song Writing Competition, CAC's CAC+US

o misinterpretation of the purpose of NUSSU Council Funding

*"NUSSU Funding is **open to all students** who have ideas or initiatives to start projects that could bring about benefits, no matter tangible or intangible, to the general student population in NUS or farther"*

*"This funding scheme is **not intended as a safety net** for projects but an indication of support from the NUSSU Council and a form of encouragement for other NUS students to be involved in student-led activities."*

*" ... criteria:*
- *Concept and objectives of project*
- *Target audience*
- *Publicity*
- ***Collaboration with other student groups in NUS***
- *Benefits to NUS undergraduates"*

o total of 10 applicants (60% general students, 30% Con Club, 10% Hall)

o 5 awarded the funding (80% Con Club and Hall, 20% general student), e.g. Engin Beach Carnival

o KR Dance Uncensored*

o student's project - "Live It Up Without Lighting It Up"

1. NUSSU Funding ≠ Sponsorship

2. Increased collaboration amongst students groups in NUS

3. Increased outreach and tangible benefits for NUS population

o elimination of the arbitrary scoring system

o implementing a detailed point system based on the 3 main objectives

o kick start point system from next term onwards

Thank you for your attention!

All the best for finals!