Minutes

THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

School of Economics

Student-Staff Liaison Committee

Date	23 March 2026	**Chairperson**	Dominique Leong
Time	12:30pm – 1:30pm	**Notetaker**	Nishay Bhikha
Venue	R629, School of Economics Boardroom, Colin Clark Building		

Attendees:

Name	Position
A/Prof Antonio Peyrache	Acting Head of School
A/Prof Jeffrey Kilne	Director of Teaching & Learning
Joe Symons	Manager, Student and Academic Administration
Vera Iushina	Principal Learning Designer
Metin Uyanik	Deputy Director of HDR programs
Dominique Leong	Chair, Student-Staff Liaison Committee
Nishay Bhikha	Secretary, Student-Staff Liaison Committee
William Ilka	Student Representative Member
Megan Wu	Student Representative Member
Yinuo Chang	Student Representative Member
Sam Taylor	Student Representative Member
Daniel Ho	Student Representative Member
Milad Jamalkhani	Student Representative Member
Lachlan Armstrong	Student Representative Member

Apologies:

Name	Position
Eric Eisenstat	Director of HDR programs
Carlos Oyarzun	Employability Officer
Albert Kim	Student Representative Member
Afeefa Fareed	Student Representative Member
Aunima Chowdhury	President, UQPPES
Aryan Nouri	President, UQES

Item	Description	Action
1.	**Welcome** Dominique welcomed all to the first SSLC meeting of the year.	
2.	**Acknowledgement of Country**	
3.	**Minutes of the previous meeting held in November 2025 were taken as read and confirmed.**	

The University of Queensland
Brisbane QLD 4072 Australia
E n.bhikha@uq.edu.au
W uq.edu.au

ABN: 63 942 912 684
CRICOS Provider 00025B
TEQSA PRV12080

4.	**SSLC Student Representative Recruitment 2026** Dominique welcomed the newly appointed student representative members to the committee. She shared an updated on the recenty completed recruitment process for student representative members. There were a total of 30 applicants, with a break down of 53% being postgraduate students, 60% being international students, 12 students being first in their family to attend university and 18 students from a culturally and/or linguistically diverse background. Of these applicants, 12 were shortlisted for interviews with seven (7) chosen as student representatives.	
5.	**Items for Discussion/Consideration** **5.1 ECON3340 Student Feedback** Lachlan shared feedback that he received from some of his peers, along with a peer who is a tutor regarding various aspects of ECON3340. He noted that he is not currently, nor has he ever taken this course. Concern was raised regarding the alignment of weekly quizzes with the taught course content, and around the clarity of assessment expectations, particularly where terminoilogy or concepts may not have been explicitly covered by lectures. Moreover, students and tutors noted that the quizzes this year had been revised from previous years, due to a consolidation in number of assessment pieces. It was noted that the revised quizzes may be placing too many concepts within each quiz, with previously separate concepts appearing to be combined in single quizzes without apparent cohesion. Terminology used within the course also seemed to deviate from industry standards, with some students raising concerns about employability gained. There was also concern regarding current assessment weighting and structure, along with the pace of content delivery which may sometimes create pressure for students and tutors. Lachlan noted that these concerns are both historical, and current as the course is currently running in semester one. Jeffrey noted that he would talk to the course coordinator and find out what changes could be made for improvement. He also noted that assessment structures most likely could not be changed now, given the current time in the semeseter. Vera noted that the structure of the quizzes is something worth looking, particularly from a learning design perspective. Daniel shared that he is currently taking the course, and that he believes some of the concerns raised are valid. He agreed that there are concerns about deviations from industry standards and about the content and structuring of quizesses. He recognised that assesments structures can no longer be changed at this point in the semester, but suggested that it could be worth looking at the content assessed in later, upcocming asessments. Milad shared that he is also currently taking the course, and noted that the course coordinator has a different way of teaching compared to other coordinators he has had in other courses. Milad also	Jeffrey to share

expressed concern regarding communication from the course staff regarding assessment timelines, particularly as there were no communication regarding upcoming quizzes. Moreover, he noted that content would sometimes be added to certain tutorials or assessments quite late, making it hard to both teach and learn as a student.	feedback with course coordinator and look into any potential resolutions.
5.2 Business arising from previous meeting minutes	
5.2.1 Follow up on ECON1050 feedback	
Jeffrey noted that he had shared feedback about ECON1050 with the appropriate course coordinator. He noted that this course coordinator is not currently undertaking the semester one offering of the course. Jeffrey asked if there were any concerns for this semester, or whether previous concerns had been resolved.	
Nishay shared that he is tutoring ECON1050 this semester, as he had in previous semesters. He noted that some of the past issues, particularly regarding organisation and communication between tutors and the senior tutor, are still present. An ECON1050 tutorial had been cancelled/missed recently due to poor communication. Nishay suggested that reminders could be administered regarding senior tutor and tutor communication, particularly around unavailability for tutorials.	
Lachlan suggested that there could be a group chat made for the course, and that it is a suggestion made to senior tutors at the beginning of semester to organise tutoring group chats.	
Samuel seeked clarification on the role of a senior tutor.	Jeffrey to follow up with ECON1050 staff.
Joe noted that there are a broad list of tasks and duties within the scope of a senior tutor, which are often dependent on the course size and course coordinator. He shared that it is a role that has been introduced in the last few years, and all feedback regarding tutors is very welcome by the admin team.	
5.2.2 Follow up on BPPE honours capstone	
Jeffrey noted that he had shared concerns regarding the uncertainty of the content and structure within the new BPPE honours capstone course with the program lead. He shared that decisions had been made regarding course coordinators for the course, and there are some things happening in the background for course development.	
Dominique noted that it would be well appreciated by the BPPE cohort for some communication regarding this, particularly as some students are considering an early exit due to the lack of clarity.	Jeffrey to follow up with BPPE (Hons.) program lead.
Jeffrey agreed to let the program lead know that there should be communication with students regarding the capstone course as soon as possible.	
5.3 Tutorial time lengths	
Dominique shared that some concerns had been raised to her regarding the timing of some ECON coded tutorials, particularly around some courses consistently going over the allocated time. This	

then impacts students in the tutorial, and students and staff in the following tutorial as they are not provided with sufficient time to set up in the room. She noted that this is not for all tutorials but is quite consistent in some.

Jeffrey shared that timing allocated for tutorials is complex, and that ECON coded courses for the BAFE program have been allocated 90 minute tutorials as a result of need. He noted that it has seemed to be a much better model, and would look into increasing tutorial times for other courses.

Vera noted that time management is often one of the biggest, and most common challenges amongst tutors, particularly with larger class sizes. She shared that tutor training this year placed a focus on time management and how to manage larger class sizes. She also noted that training and capability uplift of tutors should be continuous and not just a once off event at the beginning of the year.

Joe noted that there was an upcoming tutor training follow up, and that the concern could raised to the chair of the tutor panel to address in the upcoming follow up.

Members currently tutoring ECON coded courses shared that they had no knowledge of the upcoming tutor training follow up, and that it had not been communicated with them.

Samuel shared that he tutors an ECON coded course, and is provided with run sheets that note suggested timings for each question to ensure that tutors stay on time. He noted that this is very helpful, and recognised that this may be something that goes beyond standard expectations.

Vera noted that this is something done by Carl Sherwood, and is actually something that should be standard practice, particularly from a learning design viewpoint.

Jeffrey also noted that the use of consultation time seems to wane throughout the semester, with some consultations getting too large for the room it is held in, in the lead up to large assessment items. He shared that during these busy periods, he books a bigger room for his tutors to prevent over-crowding, and allow for a better consultation experience. He suggested that this could be something to explore for other courses, in a way to potentially mitigate tutorial timing.

Jeffrey to follow up with course coordinators regarding tutorial timings.

5.4 Clarification on the role of the SSLC and tutor feedback

Dominique shared that during tutor training day, the tutor chair raised that they would be starting a casual academic feedback committee for concerns from tutors. Therefore, she requested clarity on the role of the SSLC in gathering tutorial and tutor feedback, as there seems to be strong overlap in the purpose of the two committees.

Joe noted that the casual academic committee is something they has in past years when there was an increased number in casual lecturers, however it has since been abolished due to having very little to no casual lecturers.

	Jeffrey and Antonio noted that they could raise this concern with the tutor chair and gain some clarity.	
6.	**Items for Information** **6.1 Student Q&A panel for economics experience day** Dominique shared that Carl Sherwood and the BEL faculty were seeking economics students to sit on a student Q&A panel for high school economics experience days. She noted that the dates would be 24 June, 10:45am to 11:45am, and 15 July, 12:45pm to 1:45pm. They would both be on the St Lucia Campus. She also clarified that this would be a volunteer role. She requested for members to please reach out to her if they were interested.	
7.	Meeting closed 1:28pm	