

Faculty of Arts Undergraduate Arts Student Forum

Meeting 2: Thursday 28 August 2025

Minutes taken by Nina King

Co-chairs: Beth Driscoll, Udhanka Saravanan, Dyumna Awasthi

Other staff in attendance: David McGinniss, Sonja Molnar, Jeff Garmany, Mathilde Lochert, Rachael Diprose, Andrew McGregor

Topic 1: Artificial Intelligence (AI)

Part 1: Overview and the UoM position

Question 1: What ways do you want to use AI, that still allow and enable you to learn? (Dyumna to lead)

- AI is helpful for referencing, especially for ensuring the correct formatting is used.
- Grammarly is helpful both to check for mistakes, and as a tool to learn to recognise and pick up on mistakes.
- Lecturers have started to use AI in lessons to compare what an AI response would be in comparison to a human response.
- Helpful to use AI as a starting point for their research, to help them with a draft, or to get a starting point. For example, if struggling to structure your thoughts you can put your thoughts and ideas on a topic into AI and ask it to propose a structure for an essay.
- Use it to check that what they're writing is actually relevant to the question, can highlight when on unnecessary tangents.
- Current AI guidelines are unclear. Students want clearer guidelines on how to use AI properly, especially when it comes to preparing for assignments. Some sort of awareness at the start of the semester where subject coordinators lay out to what extent you are allowed to use AI in that particular subject.
- Would be helpful to determine in guidelines exactly what counts as planning, and what counts as brainstorming, and whether these things are allowed to use AI.
- LMS learning module about how to use AI for your specific course at the start of the semester (perhaps created by Academic Skills) would be a way to make sure students are aware of all the issues and guidelines before they start working on their assignments.

Question 2: How would you feel about getting AI feedback on your online discussion topics? (Beth to lead)

- Would still need to validate feedback against subject requirements to check it is accurate.
- Would prefer teachers having the option to 'like' a discussion post to acknowledge receipt and then providing feedback later, over receiving an AI generated response.

Part 2: AI and Assessment (Anka to lead)

- UniMelb agreement with TEQSA to move to having 50% of assessment as 'secure' assessment within the next 3 years
- Piloting new assessment models in some subjects over the next year to see if they work for students
- For example, interactive orals connected to a written assessment. This would give students a chance to talk about what they have written for an assignment.

Question 1: What do we do with the other 50% of assessment?

- Keeping somewhat similar to current would be good so that it's still a familiar model.
- Hybrid assessment - for example a debate with a 500-word reflection – participation in the debate and being able to argue over it would show that they understand the topic.
- AI is used more easily when you are doing work on your own, as in group work students feel more obligation to do it themselves.

Question 2: How do you feel about teaching staff using AI to grade your work?

- Depends on the type of assessment – if student isn't allowed to use AI, then the teacher shouldn't be able to. There should be a balance between what the students and the markers are allowed to do.
- Reported experiences of students asking AI for feedback and it giving positive feedback, then this not being reflected in the final mark.
- It could be difficult to ensure that the AI mark aligns with the grading rubric and expectations of the assessment.
- Trying to meet AI grading expectations could influence students to produce more robotic work. Research shows people who use AI can tend to produce more average work.
- AI used to mark things like grammar and references could be a good option.
- If the uni is pushing students away from using AI then markers should also be directed not to.
- It would be okay to mark an assignment with AI if the answers are black and white. Assignments with more critical thinking and qualitative answers it would be preferable to get a more human, considered answer.
- AI could help in a situation where blind marking is used – AI could be used to compare the ways essays have been marked and ensure that it's actually fair.
- Students actually want to hear from their tutors, especially when they are topic experts.

Question 3: What ideas do you have around what could count as a 'secure' assessment

- Model UN – don't see how AI could possibly be used for this. Interactive assignments like this could be helpful.

- Turnitin doesn't do what it's meant to – knows people who have submitted very AI filled assessments that have made it through turnitin. More in person assignments would be more secure
 - Don't have tools at the moment to do digital assignments that have properly been checked against AI
 - Group assignments and presentations is a good way to be able to tell that the students know the topic.
 - Some students don't like presentations and just present like a script – don't know how to address this
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Topic 2: Industry Partners (Dyumna to lead)

Question 1: How would you like to connect with the Faculty's industry partners?

- It would be great to have something like a jobs board but for internships.
- Shadowing someone doing their work would be really helpful.
- Virtual internships can be equally helpful (access to recordings etc), however not many are available in the arts.
- If your work hits a certain grade then students are told it's basically at a publishable standard. Guidance on how to actually publish and who to contact would be really helpful.
- Would like to see more promotion of industry partners and opportunities, especially on social media as this is the most effective.
- Internships specifically for international students too as many current internships have PR or citizenship requirements.
- Generally a lack of representation from arts employers at uni careers fairs, most employers are from STEM or business/economics, would be nice if FoA contributed more to these events.

Where would you like Arts industry partners to have more presence? Question from David McGinniss (Deputy Associate Dean Partnerships & Student Opportunities)

- Would like to see arts industry partners at both arts specific, and more presence at uni-wide events. Could create our own space that's not dominated by other faculties.
- Arts students expect to not be included in careers fairs as past experience has told them there's not much point attending.
- Would be good to do an arts specific one first so that students can get that first intro and know that their interests will be catered toward.
- Good way to show students what sort of future pathways are available.

Input from Rachael Diprose (Associate Dean Partnerships and Student Opportunities)

- Even just knowing there's a career pathway in these fields is really helpful

- Even the more commerce focused employers are interested in arts students for their critical thinking
- Lots of our arts partner organisations have few employees, so having internships can be really time consuming for them. They might be more able to offer smaller ways to connect like presentations or workshops.
- Partners can often offer discounts to events that can help expose students to the types of things they offer, like last minute cheap or free tickets.
- The faculty is currently working with partners to try and come up with things that can be offered at scale.
- Some subjects connect to partners to get access to collections, exhibitions, spaces, or curator talks. Learning experiences that aren't actual internships. Assignments based on things you can access through industry partnerships.

How would you like opportunities to be promoted?

- Instagram is the preferred platform for communication.
- Faculty Instagram is not helpful to current students. Students want a Faculty of Arts Instagram for current students that can promote what is happening in the faculty and what opportunities are available to them.
- LinkedIn is a really great avenue to promote jobs and industry opportunities
- Student newsletter currently too long – would be good if it was more like UMSU's newsletter, had more sections and less text.

Dean's take aways and action items *(Beth standing in for the Dean)*

- Clear guidelines for students about how AI is allowed to be used for planning
- Guidelines around use of AI for grading. Quality assurance. In some situations AI use is more appropriate than others.
- Partnerships -
 - More visibility of arts partners in career fairs, events, social media, comms
 - More varied ways to connect
 - Guidelines and help on publications
 - Feedback on how to organise our comms
 - Instagram and LinkedIn the best ways to communicate with students