School of Computing and Academic Studies
Set Rep Meeting Agenda

October 28th, 2020

1. Welcome and Staff Introductions

2. Set Rep Introductions

3. Set Rep Role

   3a. General Responsibilities and Expectations

4. Set Rep Updates / Open Forum

5. Reminders

6. Meeting Adjournment

Set Rep Meeting Attendance List

October 28, 2020

Name	Present?
Gyephel Tenzin	yes
Kevin Baumann	yes
Charm Julia C. Batilo	yes
Mazin Marwan	
The Bach Le	yes
Quan Ta	
Max Korchagov	yes
Kathleen Sukkau	
Samuel Iarkov	yes
Scott Reid	yes
Karel Chanivecky García	yes
Taylor Voth	
Brian Duong	yes
Alexis Siobhan Douglas	yes
Nathan Leithner	
Shayan Tanba	yes
Mahdad	
Yun Ju Chen	
Shayan Tanba	yes
Thompson DeLair-Dobrovolny	
Houman Gholami	
Mohammad Asjad	
Matthias Henders	yes
Vincent Wong	yes
Melody Oh	yes
Sean Clayton	yes

Total: 16 / 26

5:36 : Self-introduction and ice breaker
- 19 people are present. Meeting commences
- Chair, Sean Green, introduces Danielle from BCITSA Advocacy and himself
- Chair thanks the participants for stepping up for the role, as it is not an easy task, and understands that each of the participants are taking time out of their lives to assist their set mates
- Chair discusses the meeting agenda and the rules for the online session
    - No one is expected to turn their cameras
    - There is a text chat in Microsoft Teams; should not be used for banter/unrelated topics
    - Be respectful to one another
- Chair starts the scavenger hunt Icebreaker

5:42 : Set Rep Roles and General Responsibilities
- Chair briefs the responsibilities of being a set rep
    - Set reps must relay important feedback between the students and the instructors to improve their education environment
    - Chair recognizes that the online format has made it more difficult to interact with the rest of the peers, so the role is tougher than before
    - Chair hopes that everyone has established a set communication for engagement with their set
    - Chair explains that while it is important assist their classmates, not all of the burden should be on the set rep, especially if it is taking a toll on the set reps themselves
        - Certain scenarios can be recommended to advocacy

5:47 : Set Rep Updates
- Chair checks on the status of the current set reps by allowing participants to raise their hand
    - Done via Microsoft Teams symbol function

Order of Participants During the Update:

5:47 : Participant asks what counts as an issue that should be addressed as a set rep
- Chair asks to expand on that question
- Participant explains:
    - Instructor is moving through the slides too quickly; some students are having trouble keeping up
    - 15-20 students are in the class and only a few have stepped up regarding the pace
- Chair advises that the set rep should relay the message for the students, rather than having each individual student go to the instructor
    - This ensures that the instructor isn't cluttered with complaints, and the representative is able to control the discussion in a way that is respectful

5:49 : Students in the participant's class are having multiple issues with their instructor; these issues have already been brought up to the chair

- First issue:
    - In one lab submission, 3 students received a 47%, despite seemingly following all the instructions and passing 100% of the unit tests
    - After emailing the instructor, the instructor sent a screenshot to show that the assignment was incomplete; however that was not the correct version that was pushed into the repository for submission
    - Participant proceeded to send the zip to the instructor with the right commit version
    - 10 days after the zip was sent, the instructor responded that the assignment he marked was not what was in the zip
    - Participant tried to prove that the version he sent as a zip was the same assignment that was in the remote repository by submission time via git logs
    - Participant has not heard back since that discussion
    - Participant is now wondering what the next steps should be

- Danielle responds that:
    - She can see that the Participant has already taken the necessary initial protocols to handle the situation, which is communicating with the instructor
    - The next step would be to take it to the program head/chief instructor
    - The participant should keep in mind of what the ultimate resolution is when relaying the message to the higher person
    - An alternative option would be to have his marking feedback appealed, which means the assignment will be marked by a different instructor

5:54 : Participant asks if Proctorio is necessary for open-book exams
- Participant finds the software to be more troublesome than practical for their learning experience because it kicks the participants if the user changes their browser tabs or moves their head to a certain extent
- Participant would rather use Zoom to facilitate their open-book quizzes
- Danielle responds that:
    - There are future plans in BCIT for the winter semester to monitor academic integrity, besides Proctorio
    - She recognizes that it is not the best tool as it breaches people's privacy and many are uncomfortable with the software
    - She suggests that the participant gets more clarity on what is permitted in the exam so that it can be brought up to the instructor when the software prevents it, such as:
        - How much head-movement is allowed?
        - Can students traverse between tabs in an open-book exam?

5:57 : Participant has issues of not receiving feedback from the lab instructors
- This does not relate to the instructors who teach in lectures
- Participant is unsure of when feedback should be expected, as this is their first semester in BCIT

- Danielle responds that:
    - Feedback should be given within a timely manner, which is when the students are receiving marks where it would benefit them
    - If there is no feedback by midterms, and the actual labs/assignments are based around the exams, it is reasonable to approach the instructors about this
    - To reiterate, feedback can be more than just grades, but actual comments that will help the students improve
- Participant responds that actions have been taken, and the instructor promised to have it marked before the exams, but kept pushing back the due date
    - It was supposed to be marked on the lab before midterms, but was pushed to the next lab, and then the Sunday before the exams
    - It was finally received on October 28th (the day of the meeting, about a week after the exams)
- Danielle has stated that that doesn't sound like a reasonable timeframe
- Chair has asked to discuss this further with the participant after the meeting; he was not aware of such problems

6:03 : Participant has issues of not receiving feedback within a timeframe that he feels is appropriate; he wonders if it should be brought up to the program head
- Danielle explains that:
    - If set reps are unsure of where to proceed when conflicted, they should go through the following procedures:
        a) Communicate with the instructor in a recorded environment
            - If the discussion doesn't go well, there is a track record, which can possibly be used as a leverage for further actions
        b) Talk to the program head
        c) Talk to associate dean (go to Danielle's office)

6:05 : Participant asks for an archive of previous known complaints/issues of their instructors
- Chair responds that such request is not possible, as there are no records that can be shared to students
- Participant suggests that the Student Association keeps a public reference, in case something similar happens for a different class
- Participant also mentions that there is no information that can warn students of such scenarios
- Danielle has responded that online resources like "Rate My Profs" can be one source as a reference
- Chair warns that:
    - "Rate My Profs" is not a reliable source of information
    - Treat it like Yelp. Take it with a grain of salt
    - Students should be careful when criticising as some of these can come up as a personal attack on the instructors
- Participant recommends Samuel's proposition from the chat, "Common Law style issue resolution, could be useful in the future"
- Danielle mentions that:

- While SA does not list down the names of students who report it, they do take notes if there is a series of complaints for a certain instructor; however it is not a public record
- Even if it will not be public, it is still useful for SA to know in order to keep track

6:13 : Participant has two issues:
- The set is already in assignment 2, but no feedback for assignment 1 and labs
- There is a shared slack channel amongst the set, but the communication with certain instructors is minimal
- Chair says that:
    - First issue should be brought up to the instructor, and see how it proceeds from there
    - Second Issue can be resolved by finding the instructors' preferred method of communication
        - It is important to reach an agreement with the instructor on how to reach out to get the quickest response
- Danielle adds that:
    - Being a student online is difficult so it is important to create a working relationship with the instructors to communicate
- Participant had not taken action since he was a new set rep, so he was unsure of the set protocols
- Participant asks how much the issue has to accumulate, in order to reach out to SA/Chair of Computing
- Danielle responds:
    - Be mindful that if students are coming for the set reps for every little nuance, those are small things that they can be communicated with their instructors
        - It helps build their relationship and communication skills as well
    - If there are a pattern of issues, then they should consider reaching out
- Chair adds that:
    - It is not the number of students that dictates the threshold for reporting an issue, but based on the importance
    - If one student is having the problem, other sets can be having it too
- Danielle suggests to not be afraid of being the middle person who pretends that they do not have all the info to the situation to see both sides of the situation
    - More people will be lenient to help

6:23 - Participant is not speaking for the set, but for himself. Participant finds that it is too difficult to format their quizzes/exams to meet their math instructor's specifications
- For context, it is a written exam that must be digitally formatted and exported as pdf by the due time
- Danielle recommends the participant to figure out what the instructor is expecting
    - If the criteria and instruction has already established, it should be fair
    - However, if there are any conflicting instructions from the outline, it should be brought up

- Chair mentions that this issue has been brought up to the same instructor already, and the instructor has approved that the photo of the student's answers just has to be pasted where the document would be; no formatting is necessary
- Participant still believes that the copy/paste process is time-consuming, disadvantageous for students without tablets they can write on
- Chair has asked to move on to the next topic, as there has already been some form of agreement and it can be further addressed between the two of them

6:33 : Participant wants to reaffirm that problems that should be brought to the SA/Chair is not based on how many people have come forward with the issue, but by their importance
- Participant recounts that only 3 students had the problem that he shared previously

6:35 : Participant asks how other people manage to pay attention in class as online learning has made learning drastically more difficult
- Chair responds that:
    - This is a difficult problem, and is not sure of the best way to address it
    - Chair share some of his anecdotal experience trying to deal with this himself, as well as how his set mates are responding to it
- Danielle adds that this is not a CST issue, but a global issue

6:39 : Participant asks if there is a way to get the lectures recorded, as he feels that the information on the slides are minimal
- Danielle responds there is no existing policy that the instructors must record; it is up to the instructors to decide that
- Chair adds that:
    - He has discussed with Erik Ram and BCIT they have been encouraging instructors to record their lectures during the online semesters
    - Additionally, since the course is web-development, many of the concepts can be learned by googling/w3schools or asking questions via lecture
- Karel reiterates the chairs point, suggests an ongoing dialog with the teacher about the issue

6:43 : Participant has noticed that people are dropping courses due to the online transition; they want to know how to encourage people, especially if they stop communicating
- Chair responds that:
    - Engagements are tough during the online semester, but the set reps should not feel responsible if the students stop communicating
    - If anyone feel that someone is about to drop out, they can be forwarded to "Early Assist"
- Danielle explains "Early Assist" further:
    - It is used when a person notices a student is having personal concerns that are affecting their education
    - Before filling out the form, the person should let the student know that they are being referred
    - If the students feel that they are not learning, the set reps can also let them know that they can drop their course now and return when they feel that are ready

6:51 : Participant feels that their instructors are using too many different learning tools to assign work (Bongo, D2L, Pearson, Zoom, etc.)

- In one instance, participant have had to submit their solution to Khan Academy
- Danielle responds that there are no policies at the moment to help with that, but students can submit a student complaint form
  - https://www.bcit.ca/files/judicial/pdf/bcit_student_complaint_processes.pdf

6:54 - Concluding the Meeting
- Chair thanks the set reps and closes the meeting
- Chair hopes to have a meeting in a month from today
  - November 25th
- Chair announces that there is a set rep award
- Chair allows a member of Women in Computing to promote an upcoming event
- Meeting is adjourned

Minutes recorded by Melody Oh.