

School of Business and Media Set Rep Meeting Agenda

DATE (weeks of October 26th to November 6th)

TIME (varies)

Microsoft Teams (online)

1. Call to Order (5 minutes)
 - a. Greetings and Ice Breaker (5 minutes)
2. New Business (35 minutes)
 - a. Discussion about the Set Rep Program (10 minutes)
 - i. Reminders to officially sign up as a set rep using this form
<https://app.smartsheet.com/b/form/d8dcb8ba8b36435a9cc1bc30e15e7f30>
 - ii. Thank you for taking part in the set rep program
 - iii. Changes to set rep/student Council relations during online school
 - iv. What has been your experience as a set rep? How/why did you become a set rep?
 - b. Discussion about Set Culture (15 minutes)
 - i. How is your set culture? Do you have a class chat?
 - ii. Identifying set culture
 - iii. Fostering set culture
3. Open Forum (20 minutes)
 - a. May continue on about set culture
 - b. How has the online setting been for your set?
 - c. How has the quality or style of teaching changed?
4. Reminders (5 minutes)
 - a. Please feel free to reach out to me or your Councillor directly
 - b. Don't forget to refer your own set mates to advocacy if they have a question about BCIT policy
 - c. Next Meeting: just before finals? Early next term?
5. Meeting Adjournment
 - a. Thanks for coming!

Set Rep Meeting – Tuesday October 27, 2020 Minutes

5 in attendance

5:05 pm start

Set rep experience

- Fostering good communications
 - o Class chat
 - o Target 70% engagement
 - o Respond to feedback from set
 - Allow for anonymous feedback?

- Organize in small groups to build friendships
 - o Some in-person classes or get togethers help build cohesion
 - Programs with rotating subsets have scheduling issues because of accelerated timetable to use the machinery and not getting enough feedback in time for the next assignment
 - Adjust schedules in consultation with sets and program head

- Holding regular check-ins with program heads

Set Culture

- Sets are still supportive of each other
 - o For example, helping remind each other about due dates
 - o Fixated on smaller inside problems
 - o Program heads say get over it

- Encouraging introverts to participate
 - o Don't let extroverts run the show
 - o Pair up introverts and extroverts to increase mindfulness and consideration

Open Forum

- International students
 - o Can we expect reduced fees for online school?
 - Probably not
 - o How does taking part time studies work?
 - You can take PTS for credit in applicable classes but it costs more and you need approval from your program head

Set Rep Meeting – Wednesday October 28, 2020
Session 1 Minutes

8 in attendance

2:35 pm start

Set rep experience

- Mostly first time set reps
 - o No trouble with course load (because of online learning?)
 - o Questions asked in group chats are answered by everyone. Good engagement

- Second years
 - o Pleased with set culture
 - o Introverts feel more comfortable online
 - o Online makes class feel less “cliquey”

Open forum

- Marketing
 - o Having a problem with ECON
 - Lectures are online videos and they do not get enough time with their teacher to ask questions
 - Lecture comprehension homework is too long, and they don’t get any feedback
 - Recommend working together to help each other and ask common questions in office hour

Set Rep Meeting – Wednesday October 28, 2020
Session 2 Minutes

6 in attendance

4:30 pm start

4:35 – Call to Order

4:38 – 1st Year Set Rep Feelings

- Has been difficult. Fielding a lot of complaints about lack of hands-on studies. Has spoken to program heads to no avail. “It’s been tough.”; “lack of accountability (among teachers)”; has spent a lot of personal time staying on top of teachers, which has had negative effect on personal progress. Program as a whole is struggling. Program heads are aware.
 - o Multiple meetings with program head / associate dean. 5x emails repeating same issues.

- **Charles** – encouraging contact with associate dean. Ask for grace in regards to time spent dealing with issues. “are they (teachers/program head/AD) trying? Or are they resisting?”
 - Two conflicting sides. How much time + energy is worth putting in with program director?
 - How can majority think there is a problem, yet PH+AD siding with ‘silent minority’
 - Other side of issue is some students not taking advantage of available resources (teachers’ office hours etc.)
 - Content not being shared in an efficient manner
 - There isn’t a cohesive feeling with the students across the board. Double-sided issue.
 - **Charles** – “Not fair to say we’re (talking as student) not using resources, if you (teachers) aren’t holding up your end of the bargain”
 - Re: advocacy “feels like we’re being told hurry up and wait”
 - **Charles** – How is class culture?
 - Negative overall. Morale is low. Students are at a point that they don’t care, creating general apathy.
 - Program has been an issue since 1st year. Lack of communication / organization.
 - **Charles** – Offers his attendance to meetings w/ program heads.
 - Frustrated w/ the amount of time this has all taken. Value for money/tuition is not being felt.
- Good. Calm so far.
 - Has gone fairly well. Open communication. Econ classes have been difficult. 2 hour pre-recorded video lectures not effective.
 - Students complain to the set rep but have also been taking the initiative to contact teachers themselves.
 - There have been a few incidents w/ off-topic chats (in-class Zoom, Whatsapp, Discord) that have made things uncomfortable. Has been addressed by teachers
 - **Charles** – Issues w/ younger students prevalent. Whatsapp vs Discord. Relaxed vs professional.

5:12 – Change in way set reps operate within School of Business (contact w/ councillors)

5:16 – Open Forum

- Questions about summer programs. Re: overwhelming course load. Issues with econ
 - **Charles** – tuition costs are not by class, but rather program. Entitled to take 2 classes off per term. Talk to program heads about what classes to take in part-time studies.

- Econ has always been a problem
 - o **Charles** – econ is an ongoing issue. Online videos are not great for online learning.
- Different experiences with different teachers. Some great and seem adaptable, others not the case.
- Financial obligations not being shared clearly (student in housing who had to pay housing fees before it was made clear whether or not they had to be on campus)
 - o **Charles** – BCIT position – What should be done? vs what can be done?
Impossible to change teachers collectively as a whole, but can affect teachers individually by speaking out. Suggests group study sessions / zoom groups.
- Wasn't made aware of previous set rep meetings last year

**Set Rep Meeting – Thursday October 29, 2020
Minutes**

- Having a problem with their program head/instructor
 - o The class is already hard
 - o Test taking has changed, now required to use invigilating software and no longer allowed to use Excel
 - o Teacher is disrespectful and does not answer questions or offer feedback
 - o Students considering dropping out and taking the class in PTS
-

**Set Rep Meeting – Friday October 30, 2020
Minutes**

6 in attendance

5:05 pm start

5:08 – 1st yr Set Reps

- Pretty good. Quiet set. Hard to get to know each other, but things seem okay.
- Has an independent set. Has fostered individual relationships vs big team groups
- Created open, honest communication with set
- Class chat unanimous for all Set Reps: Discord / Facebook Messenger / Whatsapp
- 2nd yr. Set is making online learning work for them, and is glad that they had the opportunity last year to get to know each other in-person.
- **Charles** – re: cliques, overall cohesion among sets
- Only using Discord
- **Charles** – business vs casual chats
 - o Positive. Incredible. Balancing professional / social

5:20 – Changes in how School of Business is operating this year

5:25 – Set Rep registration form

5:26 – Open Forum

- Despite great start is thinking about how to effectively engage students, and how to be a 'good' set-rep
 - o **Charles** – Marketing programs seem more connected. Keep frequent engagement open with teachers. Time Management. Identify personalities within your subsets, and utilize their individual strengths.

- Re: platforms business vs casual
 - o **Charles** – Marketing association. To bring issues to advocacy – cohesive message.

5:40 – End of meeting

Set Rep Meeting – Tuesday, November 3, 2020
Minutes

2 in attendance

9:34 am start

9:34 – Introductions / Icebreaker

9:35 – Set rep culture / differences in set rep program in School of Business

- Discord chat within program / Facebook Messenger
- Each set has its own chat. Whatsapp / Discord
- Business vs casual chats

9:43 – Reminder to officially register as a set rep.

9:45 – Open Forum

- Should alternates sign up on registration forms?
 - o **Charles** – wise to sign up, so that they are included in the emails
- “Split terms”, 3 classes/term. Has been going well. Feedback relayed in reasonable time. Main issue – fast turnaround between when assignments are assigned vs when they are due. “Resolved, sort of” because of shortness in terms it’s hard to see if it has been taken to heart.
 - o **Charles** – rendezvous with 2nd year set reps.
- Trying to create a chat with both 1st year + 2nd year group chats
 - o **Charles** – engaging with “quieter students”, deliberately pair up quieter + louder students
 - o Actively engaging with quieter students in programs
- Feels better about online learning because they were able to get to know each other last year.
- **Charles** – Online breaking down ‘cliques’
 - o Discord homework group, “study parties”

9:56 – End of Meeting

Set Rep Meeting – Thursday November 4, 2021
Minutes

4 in attendance

- In-person component is good
 - Online is harder, low contact and low engagement for first years
 - Can we try to meet in person?

- Trying to get more set engagement
 - Start small and aim for even a little bit of engagement
 - How is your Backpack Game going? (Marketing first)
 - A good opportunity to build new teams and learn each others' strengths
 - Try to limit the amount of competitive behavior in your class.
 - Trying to start a book club
 - To find similar interest and engage in a low-threat activity