

School of Energy Set Rep Meeting
October 20, 2021
Minutes

Chair: Amanzhan Duisek – Chair, School of Energy

Staff: Philip Cheung – Career Specialist
Crystal Man – Administrative Coordinator
Gurleen Mann – Wellness Advocate

Set Reps:

Anton Babiy	Laurel Kinahan
Ophir Barzilay	Taylor Lee
Bradley Bowell	Nathan Leithner
Sawyer Caspa	Peter Masztalow
Mike Chen	John Murchie
Alex Fajardo	Riley Offert
Sha Gilani	Sobhan Salehi
Daniel Gombosi	Regina Shakhnazaryan
Tyler Greenwood	Anmol Sidhu
Carter Hudson	Frances Skulj
Cameron Jupp	Brayden Smith
Omar Kebedar	Gabrielle Svoboda
Zulqarnayn Khondoker	Vincent Van Aert

1.1 Meeting Called to Order

The Chair, Amanzhan, calls the meeting to order at 14:30.

1.2 Welcome and Staff Introductions

- The chair and staff introduce themselves and go over Career Services and Wellness & Advocacy.

1.3 Set Rep Introductions

- Set Reps introduce themselves.

1.4 General Responsibilities and Expectations of the Chair

- The chair explains his own responsibilities.

1.4 General Responsibilities and Expectations of a Set Rep

- The chair explains the responsibilities involved with being a Set Rep.

1.5 Discussion

- Due to having online classes last year, two years of ECET students were not able to build power supply units. Students were told that they may be able to build them in person or have parts shipped to them, but students have not heard anything yet.
 - Email the program head to inquire as faculty may have put this on the back burner.
- There is a similar scenario with Mechanical Engineering students. A Set Rep has been in contact with the lab teacher and were told that a few students could get together after classes in the lab, so try contacting the lab teacher.
 - Was there supervision?
 - No, students only knew theoretical knowledge and not practical knowledge, so there were some safety issues.
- Another Set Rep spoke to their lab instructor, but the program head wanted to be involved and have a more formal process for scheduling lab time.
- Set had a hard time transitioning to in-person exams to the point where the fail rate is very high, as online exams were open book, but in-person exams were not, and the difficulty remained the same.
 - There were many one-on-one conversations with instructors, but they were told that the instructors thought that the exams were fair.
 - The set got together to come up with concerns and suggestions and sent in an email. Conversations were dismissed but email was received well, and things appear to have changed.
 - Did instructors mention that exams were not supposed to be open book?
 - Instructors specified that online exams were open book but may have forgotten to adjust expectations when open book was not permitted for in person exams anymore.
- Math exam average was very low. Another class received sample midterms, but the rep's class did not. Instructor was adamant that the exams were fair.
 - Advocacy recommends speaking to the instructor first and then bring it up with the program head if needed.
- Students were given formulas without explanation and had insufficient time to complete questions on midterm. The class average was 47%. Students from multiple classes tried to speak to the instructor but were not met with satisfactory replies. An exam with fewer questions was offered for next time and grades adjusted.
 - Please follow up with Gurleen and she can bring it up with the associate dean anonymously as students have already attempted to speak to the instructor.
 - Set Reps would like to bring it forward with Advocacy.
 - Come forward sooner than students think they need to, as associate deans often say they wish that students came forward sooner.

- Some third-year students attempted to bring the issue forward but were met with hostility; other third-year Set Reps said this was not their experience.
- Try to bring forward concerns in an organized approach rather than one-on-one.
- How much are instructors allowed to adjust weighting after the exam?
 - Gurleen can check with the grading policy and update the chair to share with Set Reps. Instructors likely have some leeway.
- Instructor sent out a poll to gather feedback after students brought up concerns. Talking to instructors works.
- Students feel that they are not able to request accommodation from Accessibility Services, due to how backed up the system is and the deadlines for extended time being 10 days before the exam. Students are often only told about exams 10 to 12 days in advance.
 - If instructors do not give 10 business days' notice, it is not the students' fault, and they are still entitled to accommodation if required.
 - The 10 days' notice requirement is new this semester, so instructors may not be aware yet. Set Reps can advocate on behalf of their sets to instructors to make them aware.
 - Some instructors are happy to provide extra time if requested if students are unable to request accommodation in time.
- Instructor only provides two hours of instructional time per week. Is there any way students can get more instructional time with this instructor? Students feel they are not learning enough in the time given.
 - Instructors can provide optional instructional time in the form of office hours to provide additional elaboration on the core concepts taught.
 - Due to the structure of certain courses and the number of credits per course, instructors are restricted to a certain number of instructional hours.

1.6 Reminders

1.6.1 Next Meeting: November 10th or 17th at 2:30 pm in Council Chambers

1.7 Meeting Adjournment

The meeting was adjourned at 16:00.