

Start time: 5:55 pm

- Welcome + intros of advocacy and Chair
- Land acknowledgement
- Take 5 min to talk to the person next to you; learn basic info
- Simran shares about her background and involvement in SA, studies and values, projects and objectives
- Simran is the primary point of contact for the set reps in school of business and media
- Applying conflict resolution techniques just learned in the training session and applying them to real life scenarios

Q: returning set reps – what did you learn (from last year)?

- Nobody contacted them; communication needs to be improved

Q: What's the best way to communicate with the set?

- Discord, email

Q: What did set reps learn during training?

- Who to go to depending on the issue

Q: Do most of the set reps have online classes?

- Mostly 2nd years
- Feedback: people are struggling with online learning because some people learn and absorb information differently
- In person classes are better
- Some feel flexibility is better (for the schedule)

Q: Any changes during training they would like to see?

- Better announcement & communication from the teacher to students
- How to use Learning Hub at the beginning of studies
- Better instructions for this tool

Q: what resources and support do set reps need that they don't have?

- None

One of the set reps has a basketball team and would like to attend games at the rec center, but intramurals don't allow it

- They should ask the rec center staff for support

Someone had an issue with a bus stop

- This issue needs to go to the city of Burnaby

Q: individual assignment grading – 25% is too much weight, and group assignments don't have enough weight.

- Should ask Program Head (especially when it affects most students)
- Reach out to Advocacy for support, and to help resolve it

Q: when group projects are assigned, but one person doesn't participate or contribute enough – how do you deal with that?

- Talk to instructor, earlier is better
- Don't be afraid to bring this to instructor who can change the group or grade differently

Q: what to do when there's a language barrier?

- Bring it up to the person who has difficulties, suggest a communication course they can take
- Reach out to Accessibility Services for support – they can negotiate with instructor and for example get more time to complete a quiz/test.

Q: when someone is fresh out of high school and is younger - how to sort out between "childish" complaints and actual real concerns/complaints?

- Age gap complication
- Communicate in a clear sense
- For general things, when they complain because they don't pay attention – then it's not a valid concern

Q: Instead of calling in sick – person (with covid, for example) came to class, made others sick. How to approach this?

- Go to the person first, (ask them to stay home), going forward – not come sick to class
- Go to the teacher so they can ask them to stay home
- Or program head if instructor doesn't act on this

Q: if there's an issue in class but the instructor won't deal with it?

- Talk to the Dean
- Book an appt with advocacy specialist for help to navigate the issue resolution

Q: set rep brought up a concern about people who have undiagnosed mental health issues, how do they get help and support?

- It's an issue because people with diagnosed mental health can get support from Early Assist at BCIT, there's a psychologist on site at BCIT
- Ask advocacy if uncomfortable to tell them in person
- If you need accessibility services – this gets people more time on exams, for example.
- One issue is that diagnosing is expensive, so those people may be left out of the system