

Engineering Student Advisory Council Meeting Agenda

Monday, November 10, 2014

6:30 to 8:30 pm

Dinner available from 6:00pm; Meeting starts promptly at 6:30pm

KAIS 2020/2030

Meeting Called to Order: 6:30pm

1. Welcome and Introductions (*Carol Jaeger*) – 5 minutes

- a. Carol Jaeger - Associate Dean, Undergraduate Engineering Programs
- b. James Olson - Associate Dean, Research & Industrial Partnerships
- c. Alexander Harmsen - EWB
- d. Ruvie Eto - MECH
- e. Tiana Jihyung Im - ECE
- f. Kimia Yeganeh - CHBE
- g. Lawrence Law - MTRL
- h. Dorothy - EUS Secretary
- i. Robyn Starkoski - EUS Secretary
- j. Armin Rezaiean-Asel - EUS VP Finance
- k. Jeanie Malone - EUS VP Communications
- l. Alan Ehrenholz - EUS VP Student Life
- m. Nolan Ohmart - ENPH
- n. Suzanne King - EUS Associate Curriculum Coordinator
- o. Benjamin Le - EUS Curriculum Coordinator
- p. Nicholas Zeng - EUS VP Administration
- q. Xingyu Tao - First Year Academic Rep
- r. Peter Ostafichuk - First Year Chair (Faculty)
- s. Pierre Berube - ENVE (Faculty)
- t. Negin Tousi - EUS VP External
- u. Tom Willes - ENVE
- v. Alyssa Schultz - CIVL
- w. Bernard Laval - CIVL (Faculty)

- x. Carlos Penacerrada - GEO
- y. Victoria Camp - GEO
- z. Sareena Mohammad - GEO/EWB
- aa. Lindsey - GEO
- bb. Rachel Ambrus - GEO
- cc. Marc Parlange - Dean
- dd. Veronica Knott - EUS President
- ee. Mark Bancroft - EUS VP Academic Affairs
- ff. Graham Beales - Faculty of Applied Science Student Senator
- gg. Mary Murphy - ESS, Director
- hh. Sheldon Green - MECH (Faculty)
- ii. Jenny Reilly - Co-op and Professional Development
- jj. Pranav Manon - First Year
- kk. Daan Maijer - MTRL/IGEN (Faculty)
- ll. Davide Elmo - MINE (Faculty)
- mm. Jon Nakane - ENPH (Faculty)
- nn. Rehan Sadiq - School of Engineering Okanagan (Faculty)
- oo. Peter Englezos - CHBE (Faculty)
- pp. Robert Tadashi - MINE
- qq. Elizabeth Croft - Associate Dean, Education & Professional Development

2. Iron Pin Ceremony (EUS) – 15 minutes

- a. [Veronica]: Thank you to everyone who was involved in founding the Iron Pin Ceremony. At last year's SAC meeting, I had an opinion on the code of conduct and that started the idea of the Iron Pin.
- b. [Dean]: Again, thank you to everyone. I think that this is a great representation of the UBC Engineering student body. We are setting a great example.

3. Engineering Inclusion Initiative (EUS) – 10 minutes

- a. [Veronica]
 - i. Students came back from a conference feeling that they were not very welcome at the event
 - ii. Want to improve the inclusivity at UBC
 - iii. Approached Associate Dean Elizabeth Croft and Dean Parlange
 - iv. Janet was brought in to help improve orientation events and inclusivity in general

- v. Any departments that want to work along with us are welcome to
- vi. [Graham]: What is the difference between faculties?
 - 1. [Dr. Croft]: We have the best students and we have a desire to improve things. Other faculties did a good job too.
 - 2. Pete (First Year Chair): We are trying to embed inclusivity into the curriculum and introduce the mindset of an engineer

4. Faculty Priorities (*Elizabeth Croft*) – 15 minutes

a. Discussion:

- i. [Graham]: Pete, have you thought about going to EUS Councils?
 - 1. [Pete]: Been working with Mark. Would consider it.
- ii. [Victoria]: Are there specific outcomes you see in the undergraduate program for upper years?
 - 1. We have a great undergrad program already
 - 2. Link with Okanagan campus
 - 3. New buildings/labs
 - 4. Improve opportunities for scholarships
 - 5. [Pete]: Want to start looking at where we want students to be after first year and after graduation.
- iii. [Tom]: Any specific details regarding UNBC?
 - 1. At the beginning stages.
 - 2. Looking at a slightly different model.
 - 3. Slightly different schedule for when in UBC/UNBC
 - 4. Talking to the Danish
 - 5. Co-op experience based in Prince George, possibly coming to Vancouver during the summer.
 - 6. Looking at cold climate engineering
 - 7. Looking at spending time in Greenland instead.
 - 8. Discussions are ongoing.
- iv. [Lawrence]: Biomaterials want to be involved in Biomedical engineering. Any thoughts?
 - 1. Tissue engineering
 - 2. Want to go past traditional ideas
 - 3. Want to be the future of it
 - 4. Pre-med as part as your engineering degree.

- v. [Lawrence]: How will you be rating the success of the new first year curriculum?
 - 1. [Pete]: There is a long list for that. Includes graduation attributes, student development in those competencies. Retention rates in courses.
- vi. [Veronica]: International vs. Domestic enrollment? Will there be more international students applying now?
 - 1. [Dr. Croft]: We are hiring a new international advisor, hopefully have someone in place in early March
- vii. [Mark]: Bernard: I heard you tried getting professors to do the evaluations in class. How did that go?
 - 1. [Bernard]: Seems to be going well. Have not talked to the professors yet.
- viii. [Nicholas]: International exchange ?
 - 1. Looking at students having a different international experience and immersing into the culture.
- ix. [Negin]: Is there any support or mentorship for professors that are just starting?
 - 1. There is teaching mentorship for research and instructing.
 - 2. Lots of passing on of notes and wisdom.
 - 3. Always more we can do.
 - 4. Peer reviews
 - 5. Student evaluation of teaching and the Mid-term reviews as well. Get the feedback early to quickly solve minor issues.
 - 6. [Negin]: Maybe we could introduce more guidelines for how to use the feedback?
- x. [Graham]: About expanding summer terms, summer courses are not eligible for scholarships. Will that stop students from taking summer courses?
 - 1. Give the opportunity for other students (from UNBC, UBCO) to use our campus. It was more for providing more access to education.
 - 2. Maybe arts can solve that problem ;)
- xi. [Victoria]: I noticed a disconnect from the exchange office and the ESS
 - 1. Bring all parties together to make it right.
 - 2. We are going to work on what is good for engineers.

5. Engineering Student Services (EUS) – 10 minutes

- a. Comments or Questions:
- i. [Mark]: Details on improving general communication with students (Acceptance into UBC, minors)?
 1. We are looking at streamlining the whole communication system.
 2. [Lawrence]: Transfer students receive notice of their acceptance into departments are slightly late.
 - a. We have to look at enrollment rates so there will be some students who are notified later.
 - b. Some students do not have their credits/grades ready during the evaluation period so this delays their application.
 - ii. [Mark]: Any comments on STTs?
 1. [Dr. Croft]: ISC is really slow on our end too
 - iii. [Victoria]: Fourth year standing. Issues registering when I had taken some courses in the STT. Couldn't register.
 1. Any programs with science courses have issues with science. Their process causes errors in ours.
 2. [Negin]: I had a similar issue. Second fourth year.
 3. [Graham]: Cannot register in any course until they register in a STT. Can we look at removing that error?
 - a. [Mary]: Talk to our office if you want to register course by course.
 4. [Lawrence]: I didn't have any issues.
 - a. [Victoria]: It was only the science courses causing issues.
 - b. [Mary]: Strictly engineering should not cause issues.

6. Teaching Assistant Training (EUS) – 15 minutes

- a. [Mark]: Issues were brought by the differences in TAs between sessions.
- i. [Xingyu]: As a first year, the level of teaching assistance differs from tutorial sessions.
 - ii. [Alyssa]: Teaching assistants have some issues with communication, whether it be a communication barrier or just a lack of communication.
 - iii. [Ruvie]: Is there a possibility of making teaching assistant evaluations mandatory

1. It's on our radar but there is difficulty finding an efficient way of carrying out the evaluations and some teaching assistants may not need the evaluation.
- iv. [Negin]: Concerned about consistency in marking. Also if you deviate from the standard solution.
 1. Instructors are the ones to go to for consistency.
 2. There may not be time to backtrack your mistake (on midterms) and identify where you deviated from the presented solution
- v. [Dr. Croft]: Make sure you identify and nominate the good TAs for the TA award.
- vi. [Carol Jaeger]: Point out the minor issues immediately and don't wait until the last few weeks to point out the problem to TAs
- vii. [Armin]: There was dissatisfaction with the TAs of the course. Where is the association between the training the faculty provides vs. the instructor provides.
 1. [Carol Jaeger]: Each course is different so how a problem solution is delivered differs. Faculty is more the general guidelines (confidentiality, etc.)
- viii. [Nolan]: More engagement in tutorials. Online videos perhaps? I find writing problems down is usually a waste of time in my opinion.
 1. Its a two way street because it's also a student's responsibility to be prepared.
 2. [Pete]: Emphasis on more interactive learning.
- ix. [Graham]: TAs giving problems is just repetition. Math department TA training is very good. Senior TA and junior TA in a tutorial.
- x. [Nicholas]: What is the TA hiring process?
 1. Graduate students in most cases
 2. Application process differs from departments
 3. Professors have some input
 4. Look at the background of the TA (area of research, courses they have taken before, etc.)
 5. TAs have a union so past TAs have a priority over new TAs
- xi. [Mark]: Have any of the department heads run TA trainings that they could share?
 1. Institutes that provide additional training.

7. Engineering Co-op (EUS) – 15 minutes

- a. [Mark]: How does industry perceive co-op?
- i. [Alyssa]: From personal experience, respect lost toward co-op reports. First two are not very technical. People become complacent.
 1. [Jenny]: Used to have technical reports for all 5 terms. Added the first two non-technical to better transition into the workforce. Got feedback from industry and students and changed the fourth report to a technical memo. Last one was changed to an oral presentation.
 - ii. [Victoria]: Frustration of the employer evaluations. My last employer didn't get around to doing those evaluations.
 1. [Jenny]: Want the evaluations to be done during the time the student is on their work term. There is follow-up from the office.
 2. Sometimes the evaluation can be done online to make it easier for employers to complete it.
 3. Sent to the student instead of the employer for the evaluations.
 - iii. [Carlos]: Include a presentation as a requirement for an earlier work term?
 - iv. [Alyssa]: Confidential report was left to be marked. Got lost between the employer and the co-op program. Great if the co-op office could notify the student if they did not pass the co-op term.
 - v. [Ruvie]: It is not clear if students have completed co-op.
 1. [Jenny]: It is important for the student to be responsible for that.
 - vi. [Lawrence]: There is not an expectation laid out for students to check up after their co-op term
 1. [Jenny]: Have to bring in 4000 opportunities for 1800 students.
 - vii. [Veronica]: Employers are asking students for direct contact information.
 1. [Jenny]: Forward me the questions.
 2. Paying through SSC instead of EngCore.
 3. Want less emails to be sent out.

8. Hands-on Learning (EUS) – 10 minutes

- a. [Mark]: Not a lot of field work. Students would like to see more of it.

9. Software Training (*EUS*) – 10 minutes

- a. [Mark]: Should software training be done within the curriculum or in the student's own time.
- b. [Negin]: Matlab introduction would be extremely beneficial. Math course is very introductory.
- c. [Alyssa]: AutoCAD only has a half hour tutorial in CIVL 201.
- d. [Nicholas]: AutoCAD is an important software that is used across many departments and not only civil.
 - i. Program dependent. What should be learned independently. Online tutorials.
- e. [Robert]: Mining. Small program. Software is prohibitive. Curriculum issue. No time to use it in spare time.
- f. [Veronica]: Possibility of a bootcamp a week before the start of school. Difficult to fit learning software into schedule.
- g. [Graham]: Some licenses are not provided (eg. Matlab).
 - i. Students have to stay late to finish assignments.

10. Accessibility of Technical Electives (*EUS*) – 10 minutes

- a. [Mark]: Lots of conflicts for technical electives. Scheduling is difficult. There are some students who stayed back to take electives.
- b. [Veronica]: There is not enough space for electives that are very popular. Is it possible for more spaces to be provided?
 - i. [Carol Jaeger]: This is an issue that has been brought up before
 - ii. [Davide]: It is up to the instructor to decide the number of students they want to teach and their availability to teach the course
 - iii. [Victoria]: Many technical electives are backloaded.
 - iv. [Carol Jaeger]: I'm hearing that there are electives that are under high pressure in term 2
 - v. [Elizabeth Croft]: We could go back to faculty with the list of most popular electives
 - vi. [Graham]: Can you make a waitlist?
 1. Gives a false sense of possibility of getting into the course.
 2. However, we can do that for courses that already have waitlists
 3. Hard to serve everyone.

11. Closing Remarks (*Dean Parlange*) – 5 minutes



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

School of Engineering
Faculty of Applied Science

- a.* Tonight was great. Has a big impact on our thinking.
- b.* Student engagement at many levels is very helpful.

Meeting Adjourned: 8:33pm