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THE UNIVERSITY OF BRITISH COLUMBIA

School of Engineering
Faculty of Applied Science

Engineering Student Advisory Council Meeting Agenda

Thursday, March 26, 2015

6:30 to 8:30 pm

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

KAIS 2020/2030

Meeting Called to Order: 6:32pm

1. **Welcome and Introductions** (*Carol Jaeger*) - 5 minutes
2. **Faculty Updates** (*Dean's Office*) - 20 minutes
 - a. Minor in Science is available, Honors in Mathematics remains a separate program
 - b. Vantage College One Engineering Program is being reviewed by Senate
 - c. Updating students with the opportunity to register for coordinated international exchange
 - i. Finalizing courses, targeting 2nd year and first term of 3rd year
 - ii. Technical University of Munich, ETH, Glasgow
 - iii. International opportunities for ECE Students (Google: ECE Go Global)
 - iv. Peking University Globex program
 - d. Summer courses opening for Mechanical, Engineering Physics, Biomedical and electrical students
 - e. Strategic planning Document. Expected to be released in mid April.

- f. Working on curriculum revisions for First Year
 - i. 2 new courses that would replace APSC 150, APSC 122
 - ii. New modules added this year for APSC 150 and some changes were made with APSC 122
- g. Questions:
 - i. [Armin]: Are the dates for international exchange set for next spring?
 1. January 2016, except for Eng Phys September 2015

3. APSC 450 (EUS) - 15 minutes

- a. The format of the lectures are not engaging and not relevant to the departments
- b. With the exception of CIVL 402, which is going well
- c. [Carol] Many pieces of APSC 450 are part of accreditation requirement. There are pieces that should be introduced in first year (Ethics)
- d. [Lawrence]: There is no mingling between departments during class so that defeats the purpose of having multiple departments make up the class
 - i. [Kimia]: APSC 450 should be more discussion based with presentations and projects
 - ii. [Nicholas]: There is no point working on the report within the group. The quizzes do not reflect the learning in the course.
 - iii. [Carol]: Would you prefer online modules and discussions during class?
 1. [Ruvie]: People who do not show up are already self-studying.
Suggest having one lecture and one discussion section

2. [Alyssa]: The speakers have relevant experience with civil engineering and this helps students understand the class' concepts
3. [Nolan]: One week with lecture and one week with discussion
- iv. [Mark]: How did CIVL 402 split from APSC 450
 1. The same lawyer has been teaching the course for 20 years. It's been like this for a long time.
- v. [Ruvie]: I suggest having diverse case studies that cover multiple industry fields
- vi. [Satish] I don't see the points of this course. Could it be taught in online system instead? And can students learn about ethics from just a speaker?
 1. [Onjaree]: The more interesting guests come during the later part of course so maybe switch that around
 2. [Mike]: It is easy to lose attention when the lecture format is different but students still find the course useful and interesting. I think the main problem is with the lecture format.
- vii. [Lawrence]: I learned everything about ethics from the final take-home exam and that lesson resonated with me the most

4. ECE 365 - Applied Electronics and Electromechanics (EUS) - 10 minutes

- a. Taken by IGEN, MECH, MINE
- b. [Mike]: The main issue is time commitment, 3 credit course but students spend 10-15 hours before exams; Material is difficult and distracting students from other studies for other courses

- c. [Alex]: A better format would be to learn the material in class then watch videos on online modules then doing the quizzes
- d. [Mike]: Stressful to take the course during the last term at the end of the degree and only having one chance to pass
- e. [Carol]: Does the course start at a point so that you have the necessary background to understand it?
 - i. [Ruvie]: Students do not understand it and teaching assistants do not try to explain it
- f. [Satish] What's the main problem with the course? Style or material? We will have a different instructor (with different background) to teach this course in the first term. We are trying to find the purpose of this course in different program.
 - i. [Dusan] EECE 373 has the similar issue.
 - ii. [Mike]: Inefficient use of class time because we are expected to learn the material ourselves, do the quiz and then discuss. This doubles the workload

5. Capstone Courses (EUS) - 10 minutes

- a. Projects are not defined clearly and students end up choosing a project that they do not have the base knowledge for
- b. [Carol]: Projects are not always clearly defined in the real world
- c. [Nicholas]: Clear scope of the project at the beginning and the client/instructor may change the scope during the course

- d. [Alyssa]: Issue with communication between instructors. Some instructors have different projects than others
- e. [Nolan]: Students can choose any design project they're interested in and does not have to be specific to their program, students have the freedom to pursue something that interests them
- f. [Dusan]: Feedback sessions were more beneficial than the reflective assignments
- g. [Kimia]: I really enjoyed having a fair to showcase our work
- h. [Erik]: We are bringing in different industry representatives every year and it is difficult for the instructors to manage the communication between everyone
- i. [Ruvie]: In Mech, we can submit the project earlier and the supervisors communicate well
- j. [Lawrence]: How are the key design points in the design project being touched on since the projects are so open ended?
 - i. Takes a lot of people power and mechanical devotes more time to have the professor have individual time with students
- k. [Nicholas]: We are getting feedback during the process of the project which is good. Students appreciate bringing in a variety of instructors to work on the projects.

6. Returning assessed material - 10 minutes

- a. Midterms are not handed back in a reasonable time frame.
- b. [Dusan]: Final exams are not being returned in time for students to plan to retake them, especially for 4th year students

- c. [Jonathan]: The first lab report was returned after the second report was due.
There were issues with teaching assistants returning marks and there had to be substitute.
- d. [Mike]: I think it depends on the course and it is a problem throughout our degree.
The key to solving it is providing the course feedback.
- e. [Alyssa]: Depends on the professor and not a recurring issue with all courses.
- f. [Armin] It's ultimately the professor's responsibility for TA to mark and return the midterm back on time.
- g. [Lawrence]: Is it possible for there to be year end feedback for professors in regards to getting things back in time?
 - i. [Carol]: I will have to look into that

7. Instructor Feedback (Midcourse Feedback and Student Evaluations of Teaching)

(EUS) - 15 minutes

- a. Students do get opportunities to evaluate to courses. Some programs have these evaluations mandatory, some don't. How can we improve/create and framework of teaching evaluations.
- b. [Jonathan]: Students see the e-mail and put it to the side and often forget about it.
I like that professors spend the last 15 minutes to ask for feedback and it allows for students to actually think about it.
- c. [Alyssa]: Civil has been very successful with requiring all classes to have the last 5 minutes as a time for student feedback.

- i. [Perry Adebar]: We have taken the effort to inform all professors about the midterm evaluation. Of course, not all professors do it but many have enjoyed it
- d. [Mike] Mining has top-down scheme. Students bring evaluations to the department head and the department head talks to the professors.
- e. [Alyssa]: We did the beef and pizza a few weeks after the midterm evaluation to see if professors considered the feedback and made changes
- f. [Emily] The civil paper evaluations work really well.
- g. [Elizabeth Croft]: Doing the evaluation in class communicates to students that their feedback is important. If the professor asks students to bring in their laptops to do the evaluation next class, will they do it?
 - i. [Jonathan]: That may make students skip the class or they may feel that the class time could be spent on reviewing the course content
 - ii. [Dusan]: Students are very different. It is difficult to grab attentions from all these students.
- h. [Tom]: At UNBC, we had to do course evaluations at the end of class and nobody would leave and they fill in the evaluation form.
- i. [Ruvie]: The paper evaluation forms made students more compelled to filling it out
- j. [Graham]: Applied Science does not do teaching assistant evaluations.
- k. [Carol]: It is a very complex issue. TA's time are scheduled by the professors. Students might not have enough knowledge on the TA.

8. Registration Issues due to Prerequisites (EUS) - 10 minutes

- a. What are the issues we have with registration? Are prerequisites needed?
- b. [Alex]: With MECH 380, it said that I did not have the mech prerequisite but I had the CIVL equivalent prerequisite.
- c. [Lawrence]: There are no reserved spots for our students to register and it is not easy for us to register
- d. [Mark]: One solution is to have waitlist without prerequisite
- e. [Jonathan]: Is it possible to list the prerequisite equivalent for different departments?
 - i. [Carol]: That will be a curriculum change which will have to happen next year. Look into something in the system that is blocking students from registering.

9. Course & Classroom Scheduling (EUS) - 10 minutes

- a. Is there anything that could be done with moving the classroom locations for midterms in areas that have frequent noise?
- b. [Alyssa]: My class is in SCARFE and there are random construction noises that cannot be traced to a source
- c. [Carol]: With small classes, it is possible to book another room for a midterm, but with large classes, it may have to be scheduled to the evening.
- d. [Nicholas]: Is it possible for construction to pause during exam season?
 - i. [Carol]: I think there will be financial implications with that

- e. [Alex]: Issue with ECE 365 class scheduling that restricts registration with other courses
- f. [Kimia]: The CHBE labs are scheduled until 6pm but they often do not end at that time
- g. [Dusan]: Is there someone looking into schedules that have long classes during Mondays, Wednesdays, Fridays but no classes on Tuesdays and Thursdays.
 - i. [Carol]: There will be split in students who prefer and do not prefer that. If we see a problem, then we will try to fix it for next year.
- h. [Elizabeth Croft]: Some of these problems, we have to fix immediately but the people managing the schedules are doing the best they can
- i. [Alyssa]: There was a course conflict with the capstone course so there was no way students could take the course.
- j. [Elizabeth Croft]: Bring the attention of specific course issues to your department head

10. Improving SAC (EUS) - 10 minutes

- a. SAC has been going on for a few years. Is there any areas we can change SAC to make it more effective?
- b. [Veronica]: As an EUS representatives who sat on SAC for a few years, I would like to see department heads to bring their points and get feedback from us during SAC.
- c. [Erik]: A lot of the programs have beef and pizza and that is usually where we get the direct feedback.

- d. [Satish]: Is there an EUS facebook page because I think that is where you can get real-time student feedback.
- e. [Erik]: Student opinion on a go-global exchange and adding an extra half-year to your degree.
 - i. [Mike]: 10-15 mining students in 2nd and 3rd year who are interested and would not mind the extra years added to their degree.
 - ii. [Graham]: 4-5 engineering physics students are interested
- f. [Jonathan]: Experience with students who are on their international exchange at UBC: those who are taking core courses do not get as much out of the experience
- g. [Armin]: Possibility of having a faculty-driven component to SAC and have faculty issues bringing in issues that they want feedback for.
- h. [Veronica]: Department heads talking about how EUS can help with transitioning the culture from first year to second year. Concerns about EUS events and expectations of students.
- i. [Elizabeth Croft]: Did the e-mail about Iron Rings to professors early in the year help?
 - i. Yes it did
 - ii. [Alyssa]: There was only one professor who missed the e-mail
 - iii. [Graham]: There was a problem with a physics lab but that isn't within the control of APSC

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

Meeting Adjourned: 8:15pm