

Academic Advocacy Committee 2016-2017

Meeting #8 Agenda

Thursday October 20th, 2016 | 6:10 PM - 7:30 PM | FG 129

1. Mid Course Feedback Update: (10 minutes, 6:10-6:20)

- Class Representatives Onboarded
- Second feedback collection deadline tomorrow
- Feedback to be reviewed in detail by appropriate representatives within the next week
- Will be presented again at the October Faculty Council Meeting

2. Discussion Item: Undergraduate Curriculum Committee Summer Thesis Credit (20 minutes, 6:20-6:40)

- There is a new course for summer thesis credit (essentially analogous to summer research for credit rather than pay) being proposed
- Student representatives have concerns about professors leveraging the course to remove paid summer research positions in favour of taking a “free” thesis student
 - i. Milan:** Potential NSERC for pay - confirm the implications with pay. Is there a rule that thesis students cannot be paid? NSERC has minimum pay.
 - ii. Omar:** Summer research and thesis are different markets. In general, positive opinion about going through.
 - iii. Betty:** Doubt that profs will change their existing mechanisms immediately.
 - iv. Jenn:** People need things done - demand for students.
 - v. Eric:** Ministry of Labour - unpaid internships
 - vi. Billy:** Potential opposition from professors, could be stretched thin during the year
 1. Don't see the paid vs not paid element being a problem
 2. Ideal: don't change dynamic of summer research, pay a nominal admin fee, show something that you've done the work.
 3. **Next steps:** Sam to talk to Ben & Nataliya and encourage the course to move forward.
 4. **Nataliya:** UCC saw the potential to sabotage summer positions, MIE said they will monitor it.
 5. Disciplines involved: MIE and Chem

3. PEY Advocacy Updates from previous action items (30 minutes, 6:40-7:10)

- YNCN in attendance

- Verbal updates from:
 - i. Deb - Report skeleton, defining the “ideal PEY” with Farheen
 1. Did the skeleton - to meet with Farheen later
 2. Having an overview of professional developing ecosystem at UofT
 3. Other career centres that are stakeholders
 4. Map out career network to understand how ECC is operating
 5. Looking into ECC itself/history/why did it start
 6. Looking into Staff side
 7. Current Offerings what do they say that they do
 8. Measuring how much impact they currently have
 9. Gap analysis - areas for improvement
 10. Defining the PEY experience
 11. The Portal Itself
 12. Transparency
 13. Recommendations:
 14. Link to Deb’s skeleton:

<https://docs.google.com/document/d/1goBJMUjRLRFmSNm3JnUKSCNEpECegkhnovvwcAxz720/edit?usp=sharing>
 15. YNCN - Annual survey that goes out to students, have historical data, primarily feedback for YNCN, they measure by benchmarking, have a few questions about other career centres.
 16. **Milan:** wouldn’t worry about historical data because Faculty has a base case of 10 years of issues.
 17. **Billy:** ECC is majorly being refactored/PEY as a whole, what possible involvement do you see YNCN having?
 18. **Daksh:** In theory, 5 years from now YNCN shouldn’t exist because we have a great career centre! For now, working together and sharing best practices. In some cases, transitioning organizations. Marketing channels, etc. How does everyone work together to solve problems together.
 19. **Daksh:** Why are we focusing on PEY? Is that really what we want most students to be doing? E.g. some students focused on summer internships. If we can provide good experiences in first and second year, it might change the demand for PEY.
 20. **Deb:** Her and Farheen to look into what the “ideal” PEY is - this to happen. Revisiting PEY philosophy and see if it applied today.
 21. **Daksh:** if you want to do anything beyond 12 month, you have to technically drop out of school.
 22. **Billy:** be careful about scope creep. Easy to change the existing program once we have good management, however

potentially ambitious given that we are also accommodating a management change. Hammer home management points.

23. **Daksh:** Consider career services revamp vs PEY. Note that PEY service is much greater than ESIP.
24. **Deb:** More emphasis needs to be placed on ECC professional development
25. **Milan:** Part of the whole process is stakeholder engagement, e.g. YNCN, Faculty does not want to be provide duplicate services, however see how they also fit
26. **Billy:** if Faculty said to YNCN, we'll give you \$Xk and management of one or two full time staff, YNCN comes up with a revised portal that is used as the new ESIP portal, is that within your capabilities?
27. **Daksh:** As of yesterday, YNCN has launched a jobs portal - ESIP has ridiculously less jobs - so created a new portal. If given the resources, e.g. full time staff, most impact. Would benefit.
28. **Jenn:** YNCC? Could imagine an ECC with students working there as work-studies.
29. **Billy:** Logistics of radical plan, EngSoc has the ability to hire full time staff, it could be coordinated to have YNCN staff management through EngSoc.
30. **Daksh:** Looking at competing schools, waterloo, stanford, harvard, MIT, their career services have 30-40 staff members. Looking at competing schools could be a good benchmark for best practices.
31. **Betty:** adding on to what was previously done, look into other Canadian and US schools
32. **Nataliya:** Not necessarily the best solution to make YNCN the new career centre. We're not trying to turn U of T into exactly Waterloo.
33. **Eric:** Two concerns with occupation - really it is the University's job, regardless of who can provide it more effectively, it should be the institution's responsibility. (2) Continuity. YNCN has strong leadership and legacy, however the legacy is as strong as the current executive. Hope to create a system that will outlast us - e.g. the university.
34. **Milan:** Much easier to keep the University accountable. Be careful with preconceived notions and jumping to solutions.
35. **Daksh:** Agree with everything that's been said. YNCN has been trying to tackle how/why we can target all groups of students vs a few. This is dependent on relationships. ECC could build a lot more relationships in niche programs. Work

on improving both aspects - better career centre + good research.

36. Betty: Next step to look into more universities, and analogous long-term coop programs.

ii. Jenn - Survey

1. ~115 Responses, people took the survey seriously
 - a.
2. Positive:Negative ratio is as expected
3. YNCN to spam - **Sam to follow up with promotion**
4. Keeping survey archived for future
5. Milan - touch base with DC about mailing list
 - a. Go for something that goes directly to 3rd/PEY/4th year
6. Avoiding Facebook Spam until last resort

iii. YNCN - Survey Promotion & Career data from past surveys

iv. Billy - Structural changes beyond ECC

v. Reem & Betty - Points about best practices other groups

1. Mostly looked at U of T career learning network, U of T career centre, EWB, WISE, YNCN, Waterloo, Rotman,
2. Looking into US Schools and converting into a benchmarking section
3. Main points:
 - a. ECC has 9 staff (~2 counsellors, 2 directors), others have more, and more positions (e.g. student experience measurer)
 - b. Rotman bridge - looking for people who are interested in developing websites

vi. Andrew - YNCN input on forum of career centres

vii. Zhenglin & Namya - Cannon article

1. Great that the article is released.
- 2. Link to the ECC survey in the article**

viii. Eric - FIPPA & Phone tag

1. Dropped off the \$5 and the form - should hear back in the next couple weeks.
2. Would release the past 5 years of financials of the ECC.

ix. Sofia - research about Outreach, what works in general, and midterm/final exam petitions

x. Interaction with Alumni: could be in gap analysis.

xi. YNCN Note: questioning the notion of PEY, and showing diversity in services, more than the nitty gritty, show overall ECC experiences. (e.g. resume hackathons, etc other services like this should be provided by ECC)

1. Could be in Benchmarking for YNCN

2. YNCN knowledge transfer to ECC - specific practices that YNCN has learned over the years in professional development.
 3. Incorporation with PD points etc with ECC - Alumni Engagement.
- **Today:** Assign next steps to work towards compiling a report
 - i. **Action Items:**
 1. **Deb:** To *manage* report writing. Sam to delegate sections.
 - a. Currently in midterm hell, but work on fleshing out a first draft of fluffier components.
 - b. **Deb:** To finish background research in ~2 weeks. Daksh made a great point about questioning ECC/PEY, looking into wider background.
 - c. **Betty and Reem** - doing reference design (Look into other career centres in 2 weeks/PEY look-alikes).
 - d. **Survey Data** - currently collecting hopefully done collection by next meeting. (~2 weeks). Jenn to review after collection. Jenn to look into initial analysis.
 2. **YNCN:** Survey on mailing lists, and Facebook
 - a. Send us your previous survey data & presentation
 - b. YNCN to send us “lessons learned”

4. Faculty’s Appeal Process Next Steps (20 minutes, 7:10-7:30pm)

- **Most realistic areas of focus based on last meeting were:**
 - i. Amending the 8 month withdraw policy - aim to get in for the second or third Faculty Governance cycle this year.
Amendment Previously Discussed:
 1. Change 8 month withdrawal to a reduced course load of 2 courses, with the option of adding more given support from an academic *and* an accessibility counsellor.
 - ii. **Eric:** particularly dangerous if we consider this in one particular case, there’s a lot of god awful things about alternative processes. Careful looking through the lens of one anecdote.
 1. Difficult to also look through the lens of 8 month withdrawal - there are others that are “well-intended but pave the road to hell.”
 2. Believes we should be looking at things at a broader scope.
 3. Recap:
 - a. 1) appeals process is SO SLOW.

- b. Not uncommon for exam petitions to go through a long and dirty process (3 months - 1 year). (Exams committee, AAB, University Tribunal & Academic Appeals, lawyers, etc.)
- iii. **Deb:** is there any online tool to keep a waitlist of the petitions etc.
- iv. **Eric:** very paper heavy system, submitted through engineering portal. Past Exams Committee it's all paper.
- v. **Sam:** Determine a scope of what we can achieve.
- vi. **Deb:** Easy first step - collect more data & scope. Enough voices out there that we could create a compelling narrative beyond one voice. A lot are not as persistent as Billy and Jenny. (10-15 Narratives).
- vii. **Eric:** Three comments to make:
 - 1. Incredibly important to get narratives. (Even on the board, no clue what happens after they leave the room)
 - 2. In some cases, he does know, and doesn't always feel good on the conscience.
 - 3. It's an incredibly opaque process - the entire engineering community to work to understand.
- viii. **How to hold the Faculty accountable in terms of "Dirty Legal Tricks"** The stress of having to go through a legal process in order to stay in school.
 - 1. Note: Difficult to hold them accountable if we have no data to support what we are holding them accountable for.
 - 2. This is a very high level action item we do not necessarily have the data to support advocating right now.
- ix. Getting feedback from Faculty on the appeals process.
 - 1. Consider: November Town Hall, "Ask me Anything" table.
- x. **Providing resources from EngSoc for students & support.**
 - 1. **Actionable Goals:**
 - a. **Making an FAQ/Graphic for Faculty Appeals - Eric & Jenn & Andrew to look into for the next meeting.** (2 weeks).
 - i. Eric - set up an appointment ADFG to learn more about what the University does.
 - ii. Will receive FIPPA for next meeting.
 - b. **Collecting student narratives for Level 2 Probation**
 - i. This might be difficult due to levels of comfort
 - ii. One-on-one interviews - Jenny as a liaison

- iii. Post it, and say email this person if you're in the category - maintain privacy.
- iv. Finding their exact dates when they submitted their paperwork and got it back.
- v. **Next Step:** Sam to contact Jenny about this project, and see if she knows anyone who would be interested in taking this on.

5. Other Standing Committee Updates?

6. Other Business

10. Next Meeting: in ~ 2 weeks, When2Meet to come

Attendance

Board Members		
VP Academic	Samantha Stuart	
Board Member	Oghosa Igbinakenzua	
Board Member	Billy Graydon	
Board Member	Apurv Bharadwaj	
Discipline Representative		
Chemical	Omar Hamdy	
Civil	Sneha Adhikari	
Computer	Sofia Tijanic	
Electrical		
Engineering Science	Deborah (Inioluwa) Raji	
Industrial	Benjamin Leung	
Materials Science	Jennifer Dixon	
Mechanical	Rachel Mandel	
Mineral	Marina Remy	
Faculty Standing Committee Representative		
Community Affairs and Gender Issues	Marina Remy	
Community Affairs and Gender Issues	Namya Syal	
Community Affairs and Gender Issues	Zhenglin Liu	
Community Affairs and Gender Issues	Cuilian Fang	
Examinations	Vele Tosevski	
Examinations	Peter Singh	
Scholarships and Awards	Betty Liu	
Scholarships and Awards	Simo Pajovic	
Teaching Methods and Resources	Deborah (Inioluwa) Raji	
Teaching Methods and Resources	Omar Hamdy	
Teaching Methods and Resources	Reem Tawfik	
Teaching Methods and Resources	Trevor Gauthier	
Undergraduate Curriculum	Samantha Stuart	
Undergraduate Curriculum	Benjamin Leung	
Undergraduate Curriculum	Nataliya Pekar	
Undergraduate Curriculum	Farheen Ahmed	
Academic Appeals Board	Eric Bryce	
Academic Appeals Board	Jennifer Dixon	
Academic Appeals Board	Gokul Kaushik	
Academic Appeals Board	Andrew Kidd	

Guests

P – Present

A – Absent

R – Absent with Regrets