



September 2014 Academic Advocacy Committee Meeting

Teresa proposes making the academic advocacy meetings more public

Ryan says he contacted the reps and none of them were available right now.

Ryan sets meeting agenda: picking the rest of the standing committee reps and also wants to pick up the slack on course evaluations

Teresa: the provost has a set of priorities right now, and one of those priorities include integration of technology with teaching methods, and another priority is course evaluations (end of course evaluations). The faculty has no incentive to mandate our professions in our faculty to have mid-course evaluations. Any mid-course evaluations are on a voluntary basis.

Ryan: Just building off of that, that's why a really big incentive as to why we should be doing it on our own as part of EngSoc. What we're trying to do is have a system that's student run. At the end of the day it's up to the professors if they want to take our advice.

Praneet: I personally don't think it's an obstacle at all.

Teresa: Professors are paid for their research and not for their teaching. The results they need to produce is their research and publications. That's why it's an obstacle for us to motivate the faculty to partake in mid-course evals.

Ryan: I think what you're trying to say is that professors and faculty don't have incentive to work with us.

Teresa: Very bluntly said, but yes. But for the most part they do want to work with us.

Ryan: That strengthens the argument as to why EngSoc should step up and do this.

Teresa: Did anyone have any thoughts on the sustainability of mid-course evals?

Praneet: Put it in the bylaws. Put it in the policies, under the VP academic portfolio at least.

Teresa: the OC had to provide a monthly report to student life and it didn't happen. What's the mechanism, and how do you combat that?

Praneet: Was Cory still checking in with Amanada? Yes. It's not a formal report but you're still following through with it aren't you.



Ryan: I would argue that a better way than putting it in the bylaws is to use feedback from this year. The anti calendar was really loved by the frosh, and it creates a soft pressure to keep on doing that.

Ernesto: I think results is a key thing here. But unlike a first year calendar, but the results for the course evaluations are out of our control. How ready are the students for the midterm course evaluation system?

Ryan: Right, so one of the things we have to decide as a committee is whether or not we want to pursue this online. The benefits to paper is that were making sure that most people are replying, is that were actually giving them a piece of paper.

Ernesto: But even if it's in paper, people still write down things when they don't care.

Marissa: What are the feedback results for end of the year course evaluations.

Teresa: It was about 58%. Apparently 1T5s were just extremely low on responses and everyone else was extremely different,

Oghosa: I think midterm course evaluations tend to be better, because they can see changes be implemented in the classrooms.

Teresa: This advocacy committee report that I'm working on. People that are aware about it right now, Micah Stickel and Susan McCahan. How do we get this report to produced annually, as our report card for the faculty. In Rishis year, he ceased EngSoc's membership in ESCO, which is basically the provincial form of EngSoc. But ESCO is basically looking to re-generate their advocacy power, and before they can do this, they need U of T to come back. It's an opportunity for us to tell them what we want them to do advocacy wise, and what they should do with their partnership with PEO. A lot of p.eng's that are teaching right now, don't actually have industry experience, and PEO is removing them.

Ryan: It wouldn't eliminate them, it just would prevent from hiring new teachers like those people. The people currently working right now as teachers wont be affected.

Teresa: Back to this report. Another way to institutionalize mid-course evals in the report. It would also be great if the committee reviewed the report, and hopefully this would address the issue if are students ready and informed enough to partake in course evaluations. Hopefully this document will be easy

Praneet: What is it exactly do you mean by if the students are ready for the mid-course evaluation?

Ernesto: if students are not ready, if they don't know the extent that we can do, they will just complain.



Ryan: I understand what you're saying and I agree, I think another way to prevent complaints from coming is how you're phrasing the questions. The questions that Praneet provided were really good and it prevents complaints.

Praneet: Part of the solution to that problem is getting out there and showing that this committee exists, its open to all students, bring your complaints in. We've never advertised the committee enough and we've never given good enough results. On an EngSoc scale, we really need to advertise this committee and the reach it has with faculty.

Ryan: What do you guys think of what Teresa said about the report?

Praneet: I'm all for the report.

Teresa: It's a complete report on how EngSoc does academic advocacy, right now my understanding is that they can view this committee as the complaining committee. We are future engineers and the faculty, they're engineers and engineering curriculum is still growing and fluctuating. In the 80s the curriculum actually plateaued and got too theoretical. This can be linked with first year calculus. This is where the curriculum defines what is appropriate. This report does a complete overview and defines the advocacy landscape. Ultimately by the end of it, it should make recommendations to the next EngSoc. I hope this will become a really public document as well not that ESCO and PEO has their eyes on this document. Something that I want to bring aware to this committee is that we need to be well versed for is CEAB. They define the curriculum and there's about 12-16 graduate attributes. If we are able to speak in terms of these graduate attributes, we would be able to talk to faculty a lot easier. One of the parameters needs to be discussed and brought up in conversation. Have I lost anyone here?

If we get really well-versed in this we will be on a whole different playing field with the faculty. They won't be able to turn away from us because were speaking in their language.

Ryan: how about we pivot to the last thing we have on our agenda. We still have many committees open.

Oghosa: You said the most successful evaluations are in chem. Why?

Praneet: It was successful in chem because they had a backing of a professor but he was willing to take our results and distribute them. With his blessing I guess you could say we just conducted all of our evaluations., we got the booklets printed, and from there we distributed the booklets out and we had a great results.

Ernesto: When you're working in the same department it's easy to get people to be engaged. We had focus groups in civ and there was a lot of vocal feedback, and it was most effective in involving students.

Oghosa: We can do the same thing and go department by department.



Ryan: For ex. If we wanted to go the paper route, and idea we can do to try to make distribution easier like hey class rep how about to distribute these papers in your classes because you know when they are. We can't just look at this from an EngSoc top down level because it just won't work.

Oghosa: we can also work with the department chairs.

Ryan: It depends there will be various levels of engagement.

Teresa: We can also go to the associate chairs. And they're probably our go to person

Praneet: Something we can have for an action item for the next meeting is a list of people who we can contact – key people in each department that would be willing to help out.

Ryan: We need to go about selecting people. Basically what we did was we put out an open call for people to apply and that was how we solicited people and we also reached out to people who would be good applicants. We also got people from the digest. We interviewed in pairs, and we tried to mix and match that pairing as much as possible. One thing we have to keep in mind is not to run this in tandem with the class rep elections. I'd like to have everyone elected by the end of September.

Oghosa: The UCC meeting met twice.

Teresa: Wait what they brought it up again? Who brought it up? Who brought it up?

Oghosa: Neha said someone brought it up.

Praneet: I personally had a conversation with Norval with this program. The only reason he wants a program like that he wants to formalize the process of taking those courses in other campuses.

Ryan: I wanna make sure they have people on these committees.

- put it in the digest, digest goes out on Monday, deadline on the Friday
Okay that sounds good! So we talked about midterm evaluations, we talked about the report and the CEAB and ESSCO and faculty council meeting. Was there any other issues we had to cover? Any other issues we had to talk about?



Attendance

Officer		
VP Academic	Ryan Gomes	X
Directors of the Board		
At-Large	Praneet Bagga	X
At-Large	Marissa Zhang	X
Civil Representative	Ernesto Diaz Lozano Patino	X
Standing Committee Representatives		
Standing Committee Rep #1	Oghosa Igbinakenzua	X
Standing Committee Rep #2	<i>Absent</i>	
Standing Committee Rep #3	<i>Absent</i>	

A – Absent

AwR – Absent with Regrets

P – Proxy