

SoCS Council Meeting

Mar 7, 2017

AGENDA

1. Approval of Agenda
2. Interim Director's Remarks — Pascal
3. Assistant Director's Remarks — Michael
4. Strategic Planning Committee — Dan
5. Graduate Curriculum Committee — Yang
6. Any other business

2. INTERIM DIRECTOR'S REMARKS

2. INTERIM DIRECTOR'S REMARKS: Graduate Program Assistant

- ☐ Last week: 7.5 staff
- ☐ This week: 8.5 staff
A warm welcome to Janice!
- ☐ Next week: 7.5 staff
We'll miss you, Jennifer!

2. INTERIM DIRECTOR'S REMARKS: Make-Up Exams

☐ Make-up exam AFTER regular exam

OR

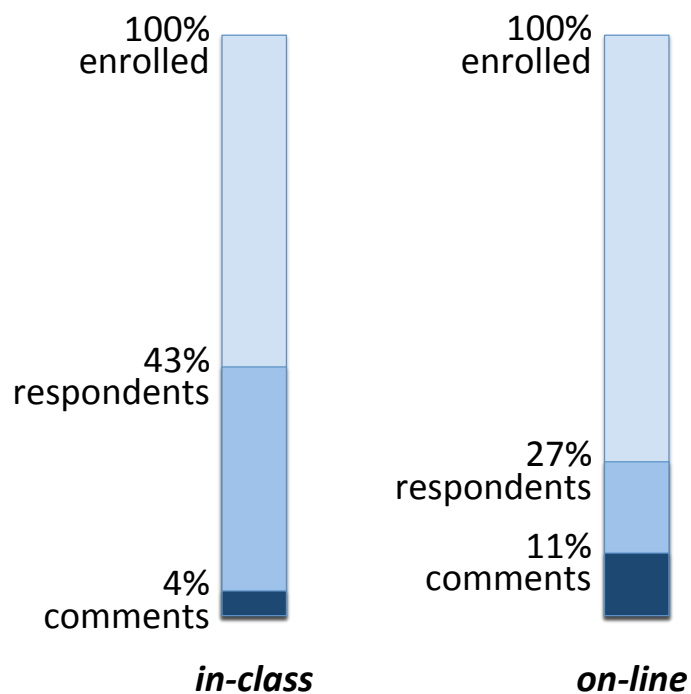
☐ Make-up exam DIFFERENT FROM regular exam

2. INTERIM DIRECTOR'S REMARKS: Course Evaluations

☐ All Faculty Members have the right to choose either on-line or in-class course evaluations.

☐ They are not obliged to explain or justify their decision.

2. INTERIM DIRECTOR'S REMARKS: Course Evaluations



2. INTERIM DIRECTOR'S REMARKS: Renaming of College

☐ CPES

College of Physical & Engineering Science

☐ CEPS

College of Engineering & Physical Sciences

☐ CSE

College of Sciences and Engineering

☐ CECPS

College of Engineering, Computing and Physical Sciences

☐ CCCEPMS

College of Chemistry, Computing, Engineering, Physics, Maths & Stats

☐ ECEPES(E)

Engineering College of Engineering
& Physical Engineering Science
(and Engineering)

2. INTERIM DIRECTOR'S REMARKS: CL Faculty Positions

Two-year teaching-focused positions:

- ☐ 112 applications received by the deadline
- ☐ Faculty Search Committee has selected 5
- ☐ Interviews in April

2. INTERIM DIRECTOR'S REMARKS: IQAP

- ☐ School submitted internal review document (Feb 2014)
- ☐ External Reviewers read the document, visited the School, wrote a report with 26 recommendations (Apr 2014)
- ☐ School (Apr 2014), Dean (May 2014), Provost (Jun 2014), wrote a response to the report
- ☐ Response was accepted *conditionally* by SCQA (Dec 2014)
- ☐ School asked to prepare follow-up report
(submitted Mar 6; will be reviewed by SCQA on Mar 20)
- ☐ School may be asked to submit mid-term internal review report
(2018 instead of 2022)

2. INTERIM DIRECTOR'S REMARKS: Meeting with the Provost



- ☐ Tenure-track positions
- ☐ Summer academic semester
- ☐ MSc in cybersecurity
- ☐ Provost's concerns about SOCS

3. ASSISTANT DIRECTOR’S REMARKS

Renos?

Renos?

- What's happening?
 - Fences have gone up. Demo?
 - 2 months behind schedule.
 - Issues with budget, design enhancements.

Survey results

Survey

- 14 responses
- Q1: Large 1st/2nd year classes have an impact on learning experience: **93% YES** (13/14)
- Q2: How many students in a first year lecture section? **60-180, mean of 123**
- Q3: Upper years less prepared? **75% YES** (9/12)

Survey

- Q4: No. students in a 4th year section?
0-50, mean 32
- Q5: How many senior electives per semester?
3-7 electives, most choices for 4/5
- Q6: Experienced problems delivering a 3rd/4th year class? **92% YES** (11/12)

Survey

- Q7: Has your workload increased over the past 5 years due to increased student numbers?
90% YES (9/10)
- Q8: Impact on work/life balance, increased stress?
90% YES (9/10)
"huge impact physically and emotionally"

Survey

- Q9: Increased workload causing other impacts?
"teaching too large classes in a semester, research is pretty much impossible"
"it is very difficult to get research done"
"less time for research"

4. STRATEGIC PLANNING COMMITTEE

Assumptions

- $40/40/20 = 2.1$ undergrad courses per year
- Renos completed by April, 2018
- New building is within the realm of possibility

	Undergraduate offerings	Faculty needed
Current	51	24
+ Splitting classes	65	31
+ Summer semester	70	33

SWOT

- Undergraduate
- Graduate
- Staff
- Faculty
- Lab & Teaching Space
- Other

Strengths

- Undergrad: **co-operative, experiential, excellent co-op**, some in-course scholarships, **socially conscious, extracurriculars, track record of undergraduate success**
- Grad: industrial collaborations (?), guaranteed funding, **interdisciplinary program**, TA awards, **track record of graduate success**
- Staff: dedicated, responsive

Strengths

- Faculty: some tri-council funding, awards, in the news, innovative teaching, innovative research
- Lab & Teaching Space: newly renovated Reynolds & new building (maybe), new lab computers with future upgrades coming
- Other: new website, strong social media presence, excellent outreach program, strong industry connections

Weaknesses

- Undergrad: increasing class size & high student to faculty ratio, increasing enrolment at cost of quality, poor gender ratio, insufficient electives, insufficient entrance & in-course scholarships, lack of communication of undergraduate success, poor alumni interaction
- Grad: low graduate numbers, insufficient graduate courses, research areas poorly advertised, no internal recognition for quality TAs, duration to complete degree is high, insufficient entrance & in-course scholarships, low to no travel funding, lack of communication of graduate success, poor alumni interaction
- Staff: more support needed for undergraduate counselling

Weaknesses

- Faculty: insufficient faculty to support previous growth and future growth, insufficient faculty to implement and spearhead new degrees, increased administrative loads, no internal opportunities for faculty to present research, low research output, low research funding, numerous retirements in the next 3-5 years, poor communication of faculty success
- Lab & Teaching Space: class sizes, challenges during the renovations, more dedicated lab space needed
- Other: despite industry connections, low levels of industry funding for programs, lack of communication of faculty research interests against industry needs

Opportunities

- Undergrad: recruitment for excellence & gender balance, improve student to faculty ratio by splitting classes and hiring more faculty, introduce new electives, **work with AA&D to develop new scholarships**, introduce summer academic semester
- Grad: develop faculty research clusters, targeted graduate recruitment events, **work with AA&D to develop new scholarships, increase social media presence for recruitment**, develop new grad programs
- Staff: increased training opportunities, hire to support increased counselling needs

Opportunities

- Faculty: **develop faculty seminar series**, replace retiring faculty with expertise that compliments existing research programs/groups or new programs, provide grant writing support, enable conference & collaboration travel, obtain & maintain research equipment
- Lab & Teaching Space: **work with AA&D to develop sponsorship/naming opportunities for labs & lab renewal**, and to support a new building
- Other: improve relationship with alumni, expand the tech showcase, increase industry collaboration

Threats

- Undergrad: **the new SMA is not growth based**, deterioration of education quality, insufficient co-op opportunities, no support for scholarships, 14 courses need to be split because of size, **limited faculty hires provided so far**
- Grad: deterioration of research programs, increased administrative load, slow or no growth in graduate numbers, lack of research focus, insufficient funding
- Staff: no new hires, no training

Threats

- Faculty: Insufficient faculty to manage programs, low research output, low funding
- Lab & Teaching Space: renovations take longer than expected, renovations will be affected by external budget issues (MacN?)
- Other: ???

Goals

- Undergrad: maintain 250 enrolment, targeted recruitment, **introduce new scholarships**, split courses, new electives, **disseminate stories of undergraduate success**
- Grad: increase enrolment, targeted recruitment, reduce duration of in-course students, **introduce new scholarships**, new courses/programs, **disseminate stories of graduate success**
- Staff: continue being awesome (?)

Goals

- Faculty: improve research funding, identify and advertise research areas, identify hiring priorities, establish bi-weekly/monthly seminar series
- Lab & Teaching Space: raise \$7,000,000 to support new build
- Other: increase attendance at seminars & defences, **increase non-academic awards** (leadership, community engagement)

Short & Sweet

- Tell more (and better) SoCS Stories
- Improve alumni & industry engagement
- Recruit for excellence & gender balance
- Improve educational experience (more faculty, more courses, smaller classes)
- Improve research funding & output

5. GRADUATE CURRICULUM COMMITTEE

Report by Grad Curr Cmt

Mar 7, 2017

- Grade-average for PhD admission
 - a) Tasked by the Director, Grad Curr Cmt considered the issue and formulated a recommendation on Feb. 14.
 - b) The recommendation was made to SoCS Council meeting on Feb. 21, and faculty comments were received.
 - c) Grad Curr Cmt discussed faculty comments on Feb. 28. To address the comments, a new recommendation is formulated.

1

The New Recommendation

- Recommendation
 - Revise calendar requirement from “a minimum B-average” to “a minimum 75% average” to match our MSc admission requirement. The PHD.CSCI Regulation on Admission Requirements will be revised accordingly.
- Merits
 - a) Encourage recruitment of stronger PhD students in order to meet interdisciplinary challenge and expected 3-year completion time.
 - b) It is comparable with related PhD programs.
 - c) Compared with last recommendation, there is no additional burden in admission processing by co-advisors and by Grad Cmt.
 - d) As the requirement matches our MSc, Grad Cmt can use the same procedure for students below 75%, which the faculty are already used to and understand.

2

UofG Graduate Calendar

Percentage Grade	Letter Grade	Description
90-100	A+	Outstanding. The student demonstrated a mastery of the course material at a level of performance exceeding that of most scholarship students and warranting consideration for a graduation award.
80-89	A- to A	Very Good to Excellent. The student demonstrated a very good understanding of the material at a level of performance warranting scholarship consideration.
70-79	B	Acceptable to Good. The student demonstrated an adequate to good understanding of the course material at a level of performance sufficient to complete the program of study.
65-69	C	Minimally Acceptable. The student demonstrated an understanding of the material sufficient to pass the course but at a level of performance lower than expected from continuing graduate students.
0-64	F	An inadequate performance.