

SoCS Council Meeting

September 19, 2017

AGENDA

1. Approval of Agenda
2. Approval of Minutes from Sep 5, 2017
3. Interim Director's Remarks — Pascal
4. School T&P Guidelines — Pascal
5. Learning Outcomes — ~~Judi~~ *pascal*
6. SoCS Teaching Award — Rozita
7. Any other business

3. INTERIM DIRECTOR'S REMARKS

3. INTERIM DIRECTOR'S REMARKS: CPES vs. CEPS vs. ceps

- College of Physical and Engineering Sciences (CPES)
- College of Engineering and Physical Sciences (CEPS)

3. INTERIM DIRECTOR'S REMARKS: Logos

Identifier:



Cornerstone:



Sub-brand logos:



**COLLEGE of ENGINEERING
AND PHYSICAL SCIENCES**

SCHOOL OF COMPUTER SCIENCE

<https://www.uoguelph.ca/brand-guide/>

3. INTERIM DIRECTOR'S REMARKS: Faculty positions

Assistant Professor position

- Welcome David Flatla!
(Associate Professor;
Jan 1, 2018)

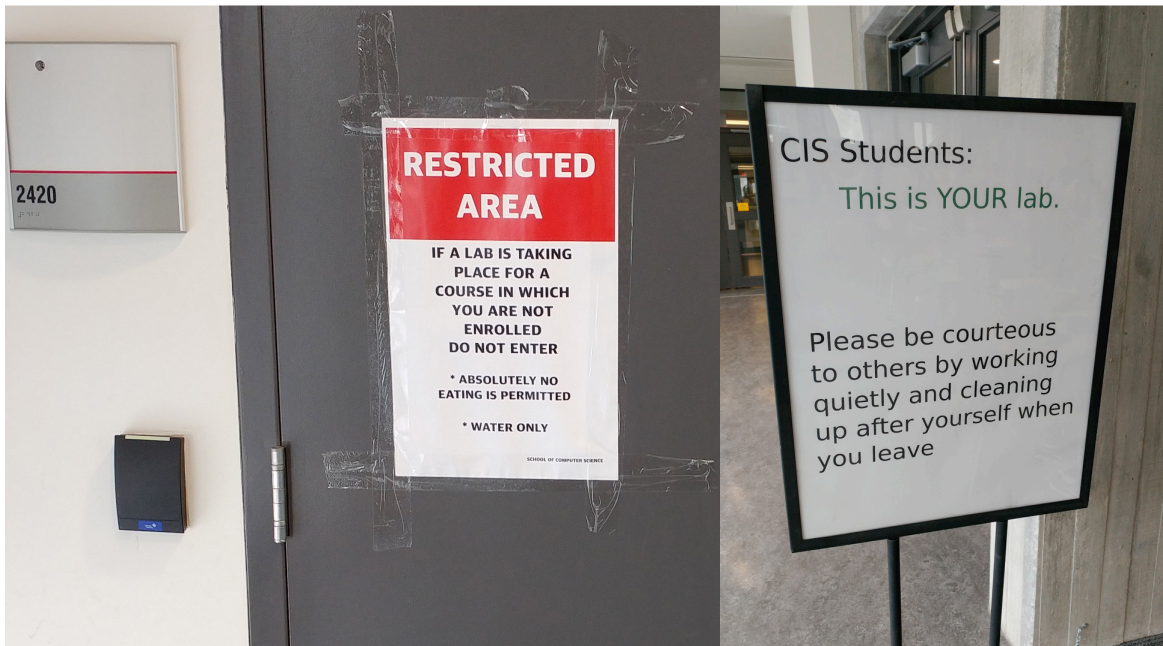
*Associate Professor position
(cyber security)*

- Welcome Ali Dehghantanha!
(Assistant Professor;
Mar 1, 2018)

*Two-Year Contractually-Limited Assistant Professor position
(cyber security)*

- Now forming Faculty Search Committee

3. INTERIM DIRECTOR'S REMARKS: Thornbrough



3. INTERIM DIRECTOR'S REMARKS: Reynolds



3. INTERIM DIRECTOR'S REMARKS: Reynolds



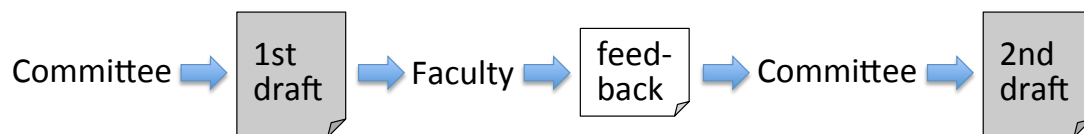
3. INTERIM DIRECTOR'S REMARKS: Reynolds



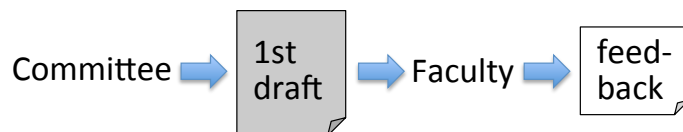
4. SCHOOL T&P GUIDELINES

4. SCHOOL T&P GUIDELINES: Revision process

Biennial Performance Review



Tenure and Promotion



Other Items



4. SCHOOL T&P GUIDELINES: Comments not leading to changes

Comment

Coaching student competitions is considered an internal non-committee service. However, what about an individual who guides the students in their research group in a research-based competition? Is this advising or service?

T&P Committee's response

“If a contribution is found to reasonably fall into two or more categories, then the faculty member may place it into any of these categories — but in only one of them (i.e., a contribution cannot be counted twice).”

4. SCHOOL T&P GUIDELINES: Comments not leading to changes

Comment

It is specified that: “All SCHOLARSHIP contributions during a leave with salary (e.g., study/research leave, maternity/parental leave) are rated G.” This does not encourage faculty to do research during study/research leaves. We should say instead: “will be rated at minimum G.”

T&P Committee's response

All contributions should be rated G, as confirmed by the Dean's Office. This has been CEPS' and other colleges' practice for years.

4. SCHOOL T&P GUIDELINES: Minor changes

The School T&P Committee assesses the contributions of each faculty member over the past two **academic** years in each of the three areas of responsibility: TEACHING, SCHOLARSHIP, SERVICE.

4. SCHOOL T&P GUIDELINES: Minor changes

The teaching of a course **section** (whether required/core or elective, classroom-based or E-learning, overload or not) is a typical example of teaching assignment.

4. SCHOOL T&P GUIDELINES: Most important changes

TABLE I – Areas of Responsibility and Contribution Categories

TEACHING	SCHOLARSHIP	SERVICE
<ul style="list-style-type: none"> • Teaching Recognition (+) • Research on Education (+) • Production of Teaching Materials • Teaching Workload (+) • Graduate Student Supervising • Undergraduate Student Supervising (+) • Graduate Student Advising and Examining (+) • Course Evaluations • Other Teaching Contributions (+) 	<ul style="list-style-type: none"> • Research Recognition (+) • Publications • Presentations • Funding • Other Scholarship Contributions (+) 	<ul style="list-style-type: none"> • Service Recognition (+) • Internal Committee Service • Internal Non-Committee Service • External Scholarly Service • Other Service Contributions (+)

4. SCHOOL T&P GUIDELINES: Most important changes

TABLE I – Areas of Responsibility and Contribution Categories

TEACHING	SCHOLARSHIP	SERVICE
<p><i>Regular categories:</i></p> <ul style="list-style-type: none"> • Course Evaluations • Production of Teaching Materials • Graduate Student Supervising <p><i>Positive categories:</i></p> <ul style="list-style-type: none"> • Undergraduate Student Supervising • Graduate Student Advising and Examining • Research on Education • Teaching Workload • Teaching Recognition • Other Teaching Contributions 	<p><i>Regular categories:</i></p> <ul style="list-style-type: none"> • Publications • Presentations • Funding <p><i>Positive categories:</i></p> <ul style="list-style-type: none"> • Research Recognition • Other Scholarship Contributions 	<p><i>Regular categories:</i></p> <ul style="list-style-type: none"> • Internal Committee Service • Internal Non-Committee Service • External Scholarly Service <p><i>Positive categories:</i></p> <ul style="list-style-type: none"> • Service Recognition • Other Service Contributions

4. SCHOOL T&P GUIDELINES: Most important changes

Course Evaluations

The faculty member:

O — Is very highly rated in course evaluations.

VG — Is highly rated in course evaluations.

G — Is satisfactorily rated in course evaluations.

IR — Is poorly rated in course evaluations.

U — Is very poorly rated in course evaluations.

NOTE: The same numerical score in response to the question about the overall effectiveness of the instructor may be considered a higher rating in some cases than in others. For example, teaching a required course with hundreds of students should not be penalized, even though it typically leads to a lower score than teaching a graduate course with a handful of students; teaching a course for the first time should not be penalized either, even though it typically leads to a lower score than teaching the same course for the tenth time.

4. SCHOOL T&P GUIDELINES: Most important changes

Research on Education

The faculty member has made:

O — An outstanding contribution to research on education.

VG — A strong contribution to research on education.

NOTE: (a) By default, education-based publications, presentations and funding are counted towards the categories *Publications*, *Presentations* and *Funding* in the SCHOLARSHIP section. However, the faculty member may choose to have them counted towards this category instead. (b) Other evidence of research on education includes the experimentation of teaching techniques and tools that the faculty member had never used before.

Internal Committee Service

The faculty member has made:

O — An outstanding contribution to internal committee service.

VG — A strong contribution to internal committee service.

G — A **reasonable** contribution.

IR — A marginal contribution.

U — No noticeable contribution.

NOTE: (a) The term “committee” is used to cover any bodies or small groups designed to advise, develop policy, provide consultative assistance, etc., whether or not such bodies have the formal title of “committee.” (b) The term “internal” refers to service within the University, whether it be at the Department/School, College or University level.

5. LEARNING OUTCOMES

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Motion

That the draft Learning Outcomes for CIS*1250, CIS*1500, CIS*1910, CIS*2030, CIS*2430, CIS*2500, CIS*2520, CIS*2750 and CIS*2910 (emailed to the Council on Sep 15, 2017) be adopted as official learning outcomes for those courses.

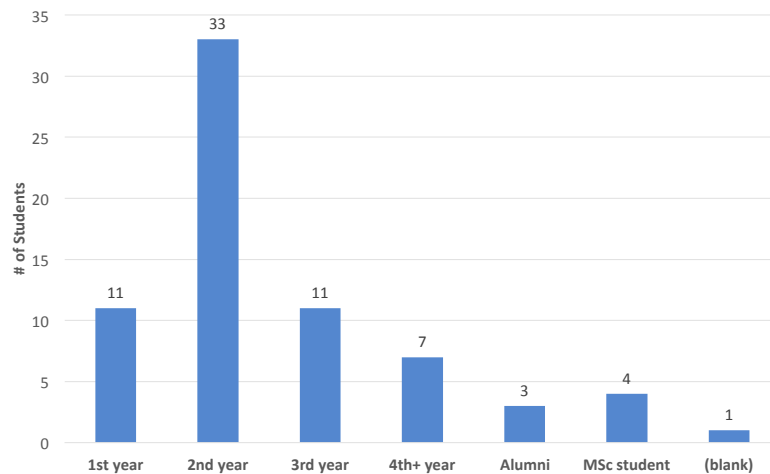
NOTE:

The Learning Outcomes must appear on the relevant course outlines and should be posted on the SoCS Wiki. The course outlines should be easily accessible, posted on AODA website.

6. SOCS TEACHING AWARD

Overview

- Survey was designed by Mark (with the help of Fei and others) for the 2015-2016 year
- Survey was made available to students and alumni in April 2017 on:
 - Moodle
 - Social media (thanks to Dan)
- We received 70 valid responses
- 3 out of 70 responses belonged to alumni and the rest were current SoCS students



Selection Criteria for 2016-2017

- # of nominations
 - First place: Award recipient (26%)
 - Second place: (13%)
 - Third place: (8%)
- In the future, we can improve the criteria by including
 - Class sizes
 - Variety of the courses offered by one instructor
 - ... and other factors

The Winner is ...

Gary Grewal