Biomedical and Electrical Engineering, Communications Engineering, Computer Systems Engineering, Software Engineering
Update on Unit Response to External Reviewers' Report & Action Plan
Programs Being Reviewed: Undergraduate Programs
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Note: This document is made available for public posting on the Vice- Provost's website.

*** Denotes items that SQAPC would like the unit to pay particular attention to based on their past review of the original action item.

External Reviewer Recommendation	Original Action Item	Owner & Timeline	Progress Update (Date)	Will the action described require calendar changes? (Y or N)
1. Review the role of the Program Coordinator to determine whether the scope of this role should be increased to ensure there is clearly identifiable leadership for each program. This may include formal responsibility for curriculum improvement and coordination, engagement with student leaders for ongoing feedback, planning for lab equipment needs and renewal, etc. (Concern)	*The role of the program coordinator is already defined. A document better clarifying that role, including more leadership, is being drafted. The new role will be in effect starting with 2022-23 academic year*	*Department chair*	*The role of the program coordinator has been revised to include more formal responsibilities and reporting to the department as well as annual engagement with the student body.*	N
2. Establish a mechanism(s) for regular feedback from students at the program level. This could involve regular meetings between student leaders and/or student "focus groups" from each program and the Program Coordinator (or alternatively, the Department Chair/Associate Chair). (Opportunity)	*The role of the program coordinator will include engagement with the program student representative. The document clarifying the role of the program coordinator will include this task.* *The chair already meets on a monthly basis with the department student association.*	*Department chair (updating program coordinator "job description")* *Program coordinator (acting on task)*	*Program coordinators are now asked to annually engage with students in their program and report to the department academic planning committee.*	N
3. Undertake an enrolment planning exercise to determine realistic enrolment expectations for each program over the next several years. This could include undergraduate program enrolment, as well as demand for professional graduate programs (MEng) in each of the department's areas of expertise. Target future faculty recruitment to support the teaching needs identified in this enrolment plan. (Concern)	*The role of the program coordinator will include the monitoring and planning of program enrollment. The document clarifying the role of the program coordinator will include this task.* *Enrollment expectations are not solely the decision of the department; for instance, experience over the last 10 years shows*	*Department chair (updating program coordinator "job description")* *Program coordinator (acting on task)*	*Enrollment planning exercises have always been part of the tasks of the department, especially as this relates to the capabilities of undergraduate laboratories and the availability of hardware and software equipment in laboratories. Planning also informs hiring priorities; One additional assistant professor, teaching stream, will join the department in January 2025 to support courses will high demand.*	N

	that despite repeated requests to stabilize enrollment, the University decided to increase first year enrollment. *The department is currently hiring for two teaching positions and two faculty positions in the two leading (in terms of enrolment) programs.*	*Faculty recruitment*	*We note that, even when enrollment targets have been identified by the department, negotiated with the Dean and communicated to recruitment services, the Ontario environment and recruitment services practices do not guarantee targets are met.*	
*4. Explore the feasibility of other sources of teaching support for large classes, including the involvement of upper-year undergraduate students to supplement graduate teaching assistants in large classes. (Concern)	*The department already relies on upper-year undergraduate students as Teaching Assistants for early year courses. This, however, has limitations since we should not overload upper-year students at the expense of their studies* *The department started to split larger early years classes into several sections, starting Fall 2022: e.g, we are increasing the number of sections for ECOR1041, ECOR1042, SYSC2006, SYSC2310, SYSC2004.* *Collective agreements make it very hard to investigate other kinds of involvements to provide additional support in large classes; we are considering alternatives anyway.*	*Department chair*	*The department continues to explore alternatives to better support students in large classes, especially in first and second-year courses. Recently approved calendar changes will further help. For instance, the department has dedicated the equivalent of one 0.5 credit of teaching load in ECOR1041 and ECOR1042 to specifically and only deal with student interactions and TA duties and interactions, which allowed the instructors of several lecture sections of the courses to focus on delivering the material and producing course material (e.g., laboratory work and assessment, midterm and final examinations).*	*N*

*Ensure that it is noted what alternatives were investigated.