Note: this report only includes recommendations made in the cyclical review of the undergraduate programs in Geography and Environmental Studies. Graduate programs offered jointly with the University of Waterloo, were reviewed separately.

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<td>Recommendations #5 and #11: Persist with aligning the Physical Geography program with the requirements of APGO. These two identical recommendations reinforce the usefulness of moving towards this accreditation. Since the Department is already making efforts to create such an alignment it should continue doing so, in partnership with the University of Waterloo if necessary.</td>
<td>Department Chair</td>
<td>August 31, 2017</td>
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☑ Completed ☐ In Progress ☐ Other

2017 Unit Comments:

We have completed implementation of this recommendation by aligning with the requirements as much as is currently possible. We cover the first year level, have a large gap at second year level but courses from the University of Waterloo (Mineralogy, Petrology, Stratigraphy and Structural Geology) can be used for the 2nd year Compulsory Geoscience, courses from WLU Chemistry (Geochemistry) courses can be used for 2nd year Additional Foundational Geoscience. At the third and fourth year levels, we can meet the requirements using our electives or Geochemistry courses from Science. However, some of these courses we either have on the books but cannot offer (e.g. GG380 Field Techniques), or we need to redevelop them to meet the requirements (e.g. GG383 Sedimentation needs to be revamped as Sedimentology and include facies models concepts). We are unable to do this at the present time because of reduced limits to the numbers of courses being offered, or limited faculty time available to make the changes.

2017 Decanal Comments: As described in the Department’s response this recommendation is “Completed” because the Department is unable to achieve the accreditation. It would appear, therefore, that any advice to “persist” in pursuing this goal is unlikely to be successful, since at this point additional resources are unavailable. I am less clear about how “limited faculty time” plays a role in the issue. If the Department was seriously committed to achieving the recommendation I assume that sufficient time would be found to make the required course adjustments.

2017 PRS Comments: The PRS concurred that this recommendation had been completed, noting an error in the original reviewers’ recommendation that the APGO is not an accrediting body but an opportunity for the program to align its
curriculum with a body of knowledge. The committee recognized the value of providing students with the appropriate prerequisites for professional registration after graduation.

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<td>Recommendation #12: Complete the development of the Co-op Water Science Program. The BSc in Applied Water Science received MTCU funding approval in November 2015, and anticipates enrolling its first cohort of students in September 2016.</td>
<td>Department Chair</td>
<td>Program has been approved by MTCU and will commence in September 2016.</td>
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☑ Completed □ In Progress □ Other

2017 Unit Comments:

This program launched in September 2016. See also: [https://navigator.wlu.ca/co-op/resources/programs/undergrad/waterscience.htm](https://navigator.wlu.ca/co-op/resources/programs/undergrad/waterscience.htm).

In our last meeting on this program (March 2, 2017, with Karen McCargar, Scott Ramsay, Sean Doherty, Ken Maley, Angela Krueger), it was noted that the first 2 students (plus a few 2nd year transfers) began the program in Winter 2018, with their first work term to take place Winter 2019. It is expected that 10-15 students will be admitted on an ongoing basis as number of admissions to the academic program increase.

2017 Decanal Comments: I concur with the Department that this recommendation has been achieved.

2017 PRS Comments: Congratulations on the approval of the Water science program. There is no need to report further on this recommendation.

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<td>Recommendation #3: The experiential education component of the Environmental Studies programs should be enhanced. Since experiential learning is one of the main themes of the new Strategic Academic Plan (2015-2020) this recommendation, like Recommendation #12, is part of the institution’s wider goals, and will need to be pursued by all departments and programs in the Faculty of Arts.</td>
<td>Department Chair Dean of Arts</td>
<td>August 31, 2017</td>
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☐ Completed ☑ In Progress □ Other
2017 Unit Comments:

Experiential learning is a top priority in our department, and our faculty have long taken the lead on innovative ways to accomplish this, including especially incorporation of labs, field studies, research, and community engagement at all levels (1st year on up). For instance, we have 30 combined weekly lab sections in all our first-year courses (Environmental Studies, Human Geography, Physical Geography, and Geology), all conducted in lab rooms that exist in our department, and can accommodate up to 28 students each (fire code limitations), representing a hands-on and intense experiential learning capacity for over 900 students per term. Students deal with real-world issues, problems, and concepts throughout these labs, including directly in the field, acquiring critical skills, know-how, and experience. As another example, in third year, the department invests considerable resources into an overnight 3rd year field studies experience for students, wherein students conduct their own research projects.

Enhancing experiential learning requires financial investment in these types of activities, as labs and fieldwork require instructors, need dedicated space, use materials, and involve travel and other costs. Unfortunately, there has been no new investment in this infrastructure or resources to support this critical experiential learning opportunity; in fact, the opposite has occurred, as for example, lab instructor hours for first year courses has been cut over the past year. A request to re-instate these hours by the Chair to the Dean, and to obtain a lab instructor for the two first year environmental courses with labs, has not been able to be addressed. We continue to attempt to fill lab environmental studies lab instructor positions with graduate student TAs, but this is much less consistent and difficult to maintain and supervise, versus a full-time lab instructor. It also takes considerable time away from the faculty instructors, who must devote more time to training and supervision each year.

Faculty and staff in GES would welcome the opportunity to further enhance experiential learning, especially as we have the lab space and intellectual capacity, but this will take a re-commitment to providing financial resources, especially for full-time lab instructors and for field costs.

2017 Decanal Comments: The Department demonstrates a serious commitment to experiential learning as described in its comments, and is to be commended on the types of EL it provides. However, in a time of shrinking resources it is not sufficient to simply insist that more funding be provided to continue/expand on already existing initiatives. It will be necessary for GES, and all departments and programs in the Faculty of Arts, to determine methods of providing experiential learning within existing constraints, and this will require different and innovative approaches beyond those already in place. These efforts will be ongoing, since it is always possible to advance EL further into FoA’s academic offerings.

2017 PRS Comments: The committee appreciated the detailed comments provided by the unit and dean in response this recommendation. While the exploration and implementation of experiential learning is an ongoing initiative, the committee did not feel that it needed further updates on it, and considers it to be completed for reporting purposes.

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<td>Recommendation #6: Curricular changes are recommended to enable the Environmental Studies students to feel part of a distinctive cohort earlier in their educational experience (during first and second year). This recommendation should be implemented in order to increase the sense of “place” that students feel in</td>
<td>Department Chair</td>
<td>January 1, 2018</td>
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Environmental Studies, but it should also be part of the wider strategy to demonstrate how the different elements of Geography contribute to an overall field of study.

Completed    In Progress    Other

2017 Unit Comments:

We accomplished this by making a wide range of changes to the course requirements in the program over the past year. All Environmental Studies (ES) majors now take courses identified as ES and GESC. There are fewer GG courses required. The Geography students also take GG courses and GESC courses. So there are uniquely identifiable ES courses, identifiable GG courses and then courses that they share. The ES students begin with introductory courses and then take courses in Environmental Concepts and Approaches (GESC290) and Introduction to Sustainability (ES296). An additional change was made to a third year course, redesigning it for second year (GESC291 Development and the Environment). Socio-ecological systems (formerly ES293, now ES393) moved to third year and Environmental Thought (formerly ES298, now ES498) was moved to fourth year. There is now more of a match with the intellectual maturity of the students and the course material that they are required to master along with a logical flow to the progression of the degree requirements.

Completed

2017 Decanal Comments: I concur that the changes to the curriculum made by the Department address the issue raised by this recommendation.

2017 PRS Comments: The committee considered this recommendation to be completed and there is no need to report on it further.

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<td><strong>Recommendation #4:</strong> Consider bolstering its relationship with Balsillie School of International Affairs in the areas of migration and environmental studies. Interactions with the BSIA can be productively enhanced in certain areas, and need to be balanced with an equal priority to maintain excellence in the undergraduate programs offered by GES.</td>
<td></td>
<td>December 1, 2017</td>
<td>The Department should focus on how best to balance its BSIA partnerships with its undergraduate program priorities.</td>
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Completed    In Progress    Other

2017 Unit Comments:

The relationship and interactions between BSIA and GES has been bolstered and enhanced successfully by a range of activities, including graduate courses, student employment, research interactions, and conferences/workshops.
With respect to graduate courses, many GES students taking IP (International Policy) graduate courses offered by BSIA faculty Alison Mountz, Jonathan Crush and Simon Dalby.

Opportunities for GES students to work with faculty at the BSIA on funded research projects include most recently by K. Williams, B. Cullen, M. Moniruzzaman.

Notable research interactions that have gained good publicity for the GES department and capitalize on our faculty expertise in migration and environment, include:


- Margaret Walton-Roberts worked on the HEQCO project on international students with one BSIA student (G. Williams), 1 GES undergrad (Amy Arbuckle) and 1 GES PhD (Kira Williams). This student led team worked very effectively and we produced a report for HEQCO that was well received and gained a great deal of interest. The student role was central and they all gained important professionalization experiences [http://www.heqco.ca/en-ca/Research/ResPub/Pages/International-Students-in-Ontario%E2%80%99s-Postsecondary-Education-System-2000-2012.aspx](http://www.heqco.ca/en-ca/Research/ResPub/Pages/International-Students-in-Ontario%E2%80%99s-Postsecondary-Education-System-2000-2012.aspx)

- "A tale of three communities: Syrian refugee resettlement and the role of local immigrant partnerships in Ontario, Canada" is a SSHRC funded project that Margaret Walton-Roberts is PI on that includes students from GES (Blair Cullen PhD student), and BSIA students. The ability to combine the research skills of GES students with the policy focus of the BSIA students has enhanced this work. The BSIA will be presenting a report on the project to Global Affairs Canada this June, and we will be submitting a special issue to the Canadian Geographer later this year [http://imrc.ca/comparative-evaluation-of-local-immigration-partnerships-lips-and-their-role-in-the-syrian-refugee-resettlement-process/](http://imrc.ca/comparative-evaluation-of-local-immigration-partnerships-lips-and-their-role-in-the-syrian-refugee-resettlement-process/)

And finally, the BSIA hosts several conferences and workshops funded through various funding agencies and GES students are involved. For instance, a recent health care worker migration student summer institute workshop run by Simon Dalby and Margaret Walton-Roberts involved 1 GES undergrad (Guanglong Pang), 1 MA student (Hector Golder), and 1 PhD student (Sheri Adekola) who between them made 4 presentations. The audience was impressed with their work and it again allowed us to profile the quality of our GES students in grad and UG programs.

2017 Decanal Comments: I concur that the Department has met the requirements of this recommendation.

2017 PRS Comments: The committee appreciated the specific examples given of how the department was collaborating with the BSIA. The intent of this recommendation has been completed and there is no need to report on it further.

PRS Comments: The committee wishes to congratulate the department on the successful implementation of all recommendations that came out of the 2014-2015 cyclical review. While some initiatives are ongoing ones, they are considered completed for reporting purposes. No further implementation reports will be required in advance of the department’s next cyclical review, currently scheduled for 2021-2022.

Subsequent Report Required? Yes [ ] No [x]