



## Cyclical Program Review Final Assessment Report and Implementation Plan for Sociology Programs

### Programs Reviewed:

Sociology: BA, BA (Hons) Major, Joint Honours, Minor.  
MA, PhD.

In accordance with Queen's University Quality Assurance Processes (QUQAP), this final assessment report provides a synthesis of the external evaluation, internal responses, and assessment of the above programs. This report identifies the significant strengths of the programs, and opportunities for program improvement.

An implementation plan is attached that identifies:

- who will be responsible for acting on and monitoring progress on the recommendations,
- any resource or governance implications resulting from the recommendations, and
- timelines for implementation of the recommendations.

### Final Assessment Report: Executive Summary

#### Summary of Review

- 1) The Sociology department produced a self-study document that was reviewed by the Dean (Faculty of Arts and Science), Vice-Provost and Dean (Graduate Studies and Postdoctoral Affairs), and the Vice-Provost (Teaching and Learning). The self-study was approved on July 17, 2023.
- 2) The review team visit took place on September 25-26, 2023. The review team members were:
  - i. Dr. Neil Gerlach, Associate Professor, Department of Sociology and Anthropology, Carleton University.
  - ii. Dr. Helga Kristin Hallgrímsdóttir, Deputy Provost and Professor, School of Public Administration, University of Victoria.
  - iii. Dr. Elaine Power, Professor, School of Kinesiology and Health Studies and Department of Gender Studies, Queen's University.

- 3) The visit included meetings with
  - i. Undergraduate and Graduate Students.
  - ii. Faculty members
  - iii. Staff
  - iv. Heads of Cognate Departments
  - v. Librarian
  - vi. Vice-Dean and Associate Dean (Teaching and Learning), Faculty of Arts and Science
  - vii. Vice-Provost (Teaching and Learning)
  - viii. Vice-Provost and Dean, School of Graduate Studies and Postdoctoral Affairs
- 4) The review team reported on October 17, 2023. The Department Head, Faculty Dean and Associate Dean (Teaching and Learning), and Vice-Provost and Dean (Graduate Studies and Postdoctoral Affairs) responded to the review team report.
- 5) The Senate Cyclical Program Review Committee considered all the documentation, and a draft Final Assessment Report and Implementation Plan, at its meeting on May 6, 2024. The Report and Plan was approved via electronic vote on June 12, 2024.

**The following strengths were noted:**

- The programs benefit from insightful planning that focuses teaching on faculty members' core strengths. The teaching program is closely linked to faculty members' areas of research expertise, creating an excellent student learning experience.
- Program level learning outcomes align with Degree Level Expectations at undergraduate and graduate levels.
- Evidence of some exemplary approaches to effective pedagogy.
- PhD students find the professional development course extremely valuable.
- Strong sense of collegiality in the department. Undergraduate and graduate students feel supported and mentored by faculty members. Faculty members' commitment to positive mentorship is especially evident for graduate students. Indigenous graduate students are supported in developing community links.
- Students, faculty and the programs are very well supported by highly experienced and dedicated staff members.
- The reviewers found that values of inclusion, belonging and equity are threaded through departmental life: in course content, student recruitment, and faculty hiring.

**The following opportunities for enhancement were noted:**

- Expanding the innovative pedagogical approaches already present in the programs. Consider identifying some key third-year undergraduate courses to incorporate team-based learning, community-embedded learning and smaller group discussions, and place smaller class caps on these classes.
- In the undergraduate program, consider the introduction of third- and fourth-year required courses that build more depth and advanced knowledge in theory and methodology, and provide a capstone experience for students. Consider whether courses provided by other FAS units could meet these needs.

- Recognizing that the department has tried to attract Indigenous faculty members to new positions and has not yet been successful, the department should explore other ways to develop strengths in Indigenous scholarship, perhaps through partnerships with other programs.
- Consider developing a professional development module for MA students based on the successful PhD seminar, including preparation for careers outside academia.
- Assess the outcome of recent and upcoming changes to the MA program – thesis option and experiential learning option. Monitor completion times, student uptake, and the department’s ability to identify and engage responsibly with community partners. Conduct exit interviews with graduating students.

**Summary of Review Team Recommendations**

The reviewers made four recommendations:

1. Assess more explicitly and actively how the program is performing against its Program Level Learning Outcomes and Degree Level Expectations.
2. Work to improve and deepen engagement with the local community, neighbouring First Nations, and globally.
3. Develop more collaborations with other Faculty of Arts and Science units in order to support the department’s teaching needs, integrate experiential learning modules and approaches throughout more of the department’s program and develop a mechanism for continuous improvement of teaching and pedagogy.
4. Staffing and other support to improve accessibility supports for students and for faculty members.

**Status**

The programs offered by the Department of Sociology have been approved to continue.

Dates monitoring report due:	March 2026, Sept 2028
Date of next review:	2029 - 2030
Prepared by Vice-Provost (Teaching and Learning)	April - May 2024
Approved by the Senate Cyclical Program Review Committee	June 12, 2024

### Implementation Plan: Sociology Programs, Faculty of Arts and Science

Recommendations	Proposed Follow-up	Responsibility for Leading Follow-up	Resource or Governance Implications	Timeline for Addressing Recommendation
<p>1. Assess more explicitly and actively how the program is performing against its PLOs and DLEs.</p>	<p>i. Revisit and revise PLOs in the context of course learning outcomes updated in 2022-2023.</p> <p>ii. Convene meeting of instructors at end of each semester to</p> <p>a. reflect on teaching strategies and their effectiveness in relation to achievement of learning outcomes.</p> <p>b. examine other mechanisms to assess student performance in relation to learning outcomes more systematically, including annual exit surveys of graduating students and analysis of student research assignments.</p>	<p>Department Head, with Undergrad and Graduate Studies Committees.</p> <p>Department Head, with course instructors</p>	<p>Faculty members' time.</p>	<p>By end of 2025-2026 academic year.</p> <p>Annually from 2024-2025.</p>

Recommendations	Proposed Follow-up	Responsibility for Leading Follow-up	Resource or Governance Implications	Timeline for Addressing Recommendation
	iii. Consult with the Centre for Teaching and Learning on ways of assessing whether the programs are performing against the PLOs and DLEs.			Fall 2025
2. Work to improve and deepen engagement with the local community, neighbouring First Nations, and globally.	<p>i. Consider launching a visiting scholars program: identify best practices and fundraising mechanisms.</p> <p>ii. Investigate feasibility of a graduate student exchange program. Review existing programs at Queen’s, explore potential partner universities.</p> <p>iii. Explore possibility of developing a public speaker series alongside existing speaker series.</p> <p>iv. Work with Office of Indigenous Initiatives on building stronger connections with local First Nations.</p> <p>v. Invite Indigenous visiting speakers to speaker series.</p>	<p>Department Head</p> <p>Graduate Chair</p> <p>Head with Convenor of speaker series.</p> <p>Department Head</p>	<p>Department Meeting</p> <p>Graduate Studies Committee</p> <p>Financial resources would be needed for i. and ii.</p> <p>All proposed follow-ups involve faculty, head and in some</p>	<p>i-iii: Completion of scoping in 2025-2026 academic year.</p> <p>iv-vi: Initial discussions by April 2025</p> <p>Proposals developed by April 2026.</p>

Recommendations	Proposed Follow-up	Responsibility for Leading Follow-up	Resource or Governance Implications	Timeline for Addressing Recommendation
	<p>vi. Work with Indigenous Studies program to further build connections with community members, and explore potential collaborations.</p> <p>vii. Develop a framework for civic engagement beyond the university that includes the above elements and engagement with the local community.</p>		cases, staff time.	<p>Implementation during 2026-2027.</p> <p>vii. April 2026</p>
<p>3. Develop more collaborations with other Faculty of Arts and Science units in order to support the department's teaching needs, integrate experiential learning modules and approaches throughout more of the department's program and develop a mechanism for continuous improvement of teaching and pedagogy.</p>	<p>i. initiating greater collaboration across units including cross-listing of select courses.</p> <p>ii. evaluate collaborations and develop next strategies.</p> <p>iii. Undergraduate Committee to work on developing appropriate proposals for 300 and 400-level changes in the degree plans, including examination of 400-level class types.</p> <p>iv. initial development of any new experiential learning initiatives.</p>	Department Head and Undergrad Chair	<p>For most items: none.</p> <p>Potential resource implications for implementation of experiential learning initiatives.</p>	<p>i. 2023-25</p> <p>ii. 2024-2025 curriculum retreat</p> <p>iii. 2024-2025</p> <p>iv. 2025-2026</p>

Recommendations	Proposed Follow-up	Responsibility for Leading Follow-up	Resource or Governance Implications	Timeline for Addressing Recommendation
	<p>v. second curriculum retreat to evaluate and implement appropriate changes.</p> <p>vi. research and implement development of a mechanism for continuous improvement of teaching and pedagogy.</p>			<p>v. 2025-2026</p> <p>vi. 2025-2026</p>
<p>4. Staffing and other support to improve accessibility supports for students and for faculty members.</p>	<p>i. Examine and, if appropriate, modify the Program Associate position description.</p> <p>ii. Work with the Centre for Teaching and Learning to develop a set of suitable Universal Design practices for the department.</p>	<p>Department Head and Department Manager.</p>	<p>Time and potentially financial resources, depending on staffing solution adopted.</p>	<p>i. 2024-25 academic year.</p> <p>ii. Begin work in 2024-2025 academic year. Make initial report in 18-month progress report.</p>

The Dean, Faculty of Arts and Science shall be responsible for monitoring the implementation plan. The details of progress made will be presented in a monitoring report submitted to the Senate Cyclical Program Review Committee for approval and to Senate for information. Monitoring reports are posted on the Provost's Office web site.

**Final Assessment Report & Implementation Plan**

**Approved by SCPRC June 12, 2024**

**Vice-Provost (Teaching and Learning)**



**Signature**

**Dean, Faculty of Arts and Science**



**Signature**

**Vice-Provost and Dean, Graduate Studies and Postdoctoral Affairs**



**Signature**

**Final status of Sociology programs**

**Approved to Continue**

**Date of next program review**

**2029 – 2030 Academic Year**



## **Next Steps for School**

Monitoring Reports on progress implementing the recommendations of the cyclical program review to be submitted:

- i) 18 months after receipt of the signed Final Assessment Report, in March 2026.
- ii) Four years after receipt of the Report, in September 2028.

The provost's office will remind the department of the deadlines nearer the time and provide a template for the reports.