

Queen's University Quality Assurance Processes

Cyclical Program Review Progress Report

This form is for use by academic units and Deans to report on the progress made on Cyclical Program Review Implementation Plans. Progress Reports are important steps in the overall cycle of continuous improvement as they provide opportunity for reflection as well as for planning ahead to the next stage of the Cyclical Program Review (QUQAP 6.9.3.1).

Please complete the table below to report on progress made in the past 18 Months against the implementation plan.

Once the unit completes their section of the form, please return a signed copy to gugap@queensu.ca. The form will then be sent to the Faculty Dean and the Dean, SGSPA (if applicable) for their comments and signatures, then to the Vice-Provost, Teaching and Learning for review and signature. It will then be submitted to the Senate Cyclical Program Review Committee (SCPRC) for review and approval, then to Senate for information. **All monitoring reports will be posted on the Provost's Quality Assurance website**, and academic units are strongly encouraged to post the reports on their own websites.

Name of Program(s) under Review
Sociology: BA, BA (Hons) Major, Joint Honours, Minor. MA, PhD.

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1. Academic Unit Report

1.1 Recommendation 1: Assess more explicitly and actively how the program is performing against its PLOs and DLEs.

Proposed follow-up:	i. Revisit and revise PLOs in the context of course learning outcomes updated in 2022-2023. ii. Convene meeting of instructors at end of each semester to - reflect on teaching strategies and their effectiveness in relation to achievement of learning outcomes. - 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. iii. Consult with the Centre for Teaching and Learning on ways of assessing whether the programs are performing against the PLOs and DLEs.
Responsibility for leading follow-up:	Department Head, with Undergrad and Graduate Studies Committees. Department Head, with course instructors
Timeline for addressing recommendation:	- By end of 2025-2026 academic year. - Annually from 2024-2025. - Fall 2025
What is the current status of the follow-up?	In process
Include a completion percentage:	75%
Please provide a brief description of the current, completed or planned work:	We have developed several interconnected strategies here related to Recommendation 1. First, we have established a meeting of instructors (Faculty, TFs, Adjuncts) at the close of each semester since Winter 2024. This has involved a general discussion and considered reflection on assessments, especially newly developed assessments. More recently, this has involved discussions of AI, in terms of experiences, regulations, and reflections on the relationships between assessments and existing outcomes. We have also delivered many new courses during the period since the CPR assessment, and once these become established in the calendar we will need to examine the CLOs and PLOs. Second, the Unit Head has facilitated a meeting with TFs before the start of each semester (in addition to the one-on-one meetings about syllabi, expectations, responsibilities, and so forth) as a group to discuss strategies, experiences, learning outcomes, pedagogy, and so on.

	Third, stemming from our first Curriculum Retreat in May 2025, we have incorporated a regular item in our monthly Department Meetings to discuss (a) teaching strategies; (b) new assignments and ways of meeting and assessing PLOs; (c) UDL strategies and accommodations issues; (d) the shifting implications of AI in teaching and assessment practice. Fourth, the Department Head/UG Chair and Department Manager have met with the CTL to discuss these and other strategies in Fall 2025. We are now developing mechanisms for assessing student experience more directly, in terms of how they perceive the program level learning outcomes toward the end of their Plans. Our first step has been to engage in discussion with the SOCY DSC to establish a process for evaluating the student experience, especially in reflection on the skills they have acquired, in relation to the stated PLOs. A pilot series of Focus Groups with graduating students will be conducted during this 2025-2026 academic year, beginning with the DSC group and Undergraduate TA group. Our second strategy here will be to develop an instrument for surveying 4th year student reflections on the skills and knowledge they have gained toward the end of their Plan in the 2026-2027 academic year. Coupled with the Faculty and TF focused meetings, we will be able to develop a coherent method for evaluating student performance in relation to these outcomes.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	There are two major changes that have taken place between 2023-2026 shaping the Department's ability to respond and develop robust plans across many of the recommendations as swiftly as we would have liked, or in the way we would have liked. First, there has been a substantial reduction in staff support (22%), which has reduced capacity (i.e., attention now diverted to other administrative tasks) and required a great deal of time devoted to reorganization, organizational change, and so forth. Second, the reorganization of undergraduate degree plans to a modular system, which, while to our advantage in the medium term, has required a devoted attention that necessarily detracts from elsewhere. Moving forward, once these mechanisms have been established we anticipate being able to productively revise our PLOs in 2026-2027, simultaneously incorporating any related changes required (e.g., 'essential' learning outcomes; transferable 'methods' and 'skills' based outcomes, currently under discussion).

1.2 Recommendation 2: Work to improve and deepen engagement with the local community, neighbouring First Nations, and globally.

Proposed follow-up:	i. Consider launching a visiting scholars program: identify best practices and fundraising mechanisms. ii. Investigate feasibility of a graduate student exchange program. Review existing programs at Queen's, explore potential partner universities. iii. Explore possibility of developing a public speaker series alongside existing speaker series. iv. Work with Office of Indigenous Initiatives on building stronger connections with local First Nations. v. Invite Indigenous visiting speakers to speaker series. vi. Work with Indigenous Studies program to further build connections with community members, and explore potential collaborations. vii. Develop a framework for civic engagement beyond the university that includes the above elements and engagement with the local community.
Responsibility for leading follow-up:	Department Head Graduate Chair Head with Convenor of speaker series. Department Head
Timeline for addressing recommendation:	i-iii: Completion of scoping in 2025- 2026 academic year. iv-vi: Initial discussions by April 2025 Proposals developed by April 2026. Implementation during 2026-2027. vii. April 2026
What is the current status of the follow-up?	In process
Include a completion percentage:	>50%
Please provide a brief description of the current, completed or planned work:	We have engaged in many strategies here regarding Recommendation 2, some more fully developed than others: Visiting Scholars Program. We have invited three international visiting scholars in the Winter 2026 and Fall 2026 terms: Prof. Dr. Robel Abay, Visiting Professor of Disability

	Studies at Alice Salomon University of Applied Sciences, Berlin, Jan-July 2026, funded through the Good Family Visiting Faculty Fellowship. This visiting scholar has organized a full day symposium in March 2026. Prof. Dr. Azadeh Akbari, Professor of Critical Data & Surveillance Studies – 1st February – March 31st, from University of Frankfurt, working with colleagues in Sociology and Geography and Planning, with a public facing talk in March. Prof. Cordula Kropp, from the Institute for Social Sciences at Stuttgart University, September – December 2026, to work with colleagues in Sociology on new research. These scholars have been invited individually, and have been provided office space and access to all facilities. We are evaluating the success of these visits in order to think through what a ‘scholars program’ might look like and if and how it could be supported. Graduate Exchange Program. A review is underway from Winter 2026, determining whether there are existing comparable programs in FAS and beyond, and if so what kinds of resources are required to develop and maintain them, what are their benefits and outcomes, and so forth. Public Speaker Series. This is increasingly unfeasible with 9.0 FTE, but we have taken a different approach with similar goals. Firstly, we have maintained our Speaker Series, itself a challenging commitment with very limited resource to draw upon, but have publicized these talks more extensively and indicated their openness to the public. Secondly, we have begun advertising these as ‘HUB#1 events’, that are both directed to a larger group of departments but also, open to the public. There is a common poster and marketing design, a QR code that invites more public exploration and potential engagement with the event. Office of Indigenous Initiatives. This is behind schedule, with a commitment to discussions in Spring 2026. Indigenous Speakers. This is underway – our first Indigenous Speaker from McMaster University delivered a well-attended and engaging talk in Winter 2025. We will continue to invite Indigenous Speakers to our series, but also facilitate clearer communication about Indigenous speakers and events at Queen’s within the Department and across HUB1. Indigenous Studies Program. This is behind schedule, with a commitment to discussions in Spring 2026. While this is not appropriate for every faculty member in terms of their research, many faculty engage in a great deal of community engagement. We have a clearer picture now of just how much several faculty work with organizations and institutions outside the academic environment, so this has been a useful exercise. For example, Faculty regularly engage with the Canadian Civil Liberties Association, Department of Justice, Collins Bay and Correctional Services of Canada, Legal Aid Ontario, Criminal Lawyers Association, House of Commons, CBC (investigative reporting assistance), Canadian Association of Elizabeth Fry Societies, John Howard Society Canada,
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	Walls to Bridges National, Japanese Embassy, Williamsville Community Association, Just Futures Kingston, Coalition of Kingston Communities, Friends of The Kingston Inner Harbour, Building Kingston's Future, City Council. Along with a very high level of media engagement at the local, regional, and national levels, this recommendation for greater civic and public engagement as certainly being met.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	The context of the original CPR report recommending more Faculty engagement with communities is quite different from the current situation. While the CPR report recognized the challenges of operating with 11 FTE, and the unlikely addition of new FTEs, we are now at 9.0 FTE. Accordingly, we are thinking more collaboratively about many aspects of the recommendations above, and where appropriate developing events, engagement, and communication across cognate departments, rather than aiming to facilitate higher levels of public and other community engagement solely within Sociology as a comparatively small unit. It is also worth acknowledging that the Indigenous Studies Program is also navigating a period of significant change, and this should be taken into account as multiple departments seek to build relationships with Indigenous scholars or incorporate Indigenous pedagogies into their courses. It should be remembered that the burden of engagement should not fall disproportionately on a small number of people. Finally, we are in the preliminary stages of the creation of a Research Cluster on Global Fascisms and Anti-Fascisms, being developed by several Sociology and other faculty members across units, with the intent being to promote and support interdisciplinary research, public education, and scholarly debate in way that will be exemplary in the context of public engagement.

1.3 Recommendation 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.

Proposed follow-up:	i. initiating greater collaboration across units including cross-listing of select courses. ii. evaluate collaborations and develop next strategies. 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.
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	iv. initial development of any new experiential learning initiatives. v. second curriculum retreat to evaluate and implement appropriate changes. vi. research and implement development of a mechanism for continuous improvement of teaching and pedagogy.
Responsibility for leading follow-up:	Department Head and Undergrad Chair
Timeline for addressing recommendation:	i. 2023-25 ii. 2024-2025 curriculum retreat iii. 2024-2025 iv. 2025-2026 v. 2025-2026 vi. 2025-2026
What is the current status of the follow-up?	In process
Include a completion percentage:	>75%
Please provide a brief description of the current, completed or planned work:	We have pursued several strategies in relation to course collaborations. First, in the 2024-25 year, we negotiated with DEVS to arrange for four of their 300-level classes to provide 50 SOCY seats each, with SOCY providing a TA for each class, to ease the pressure on our 300-level enrolment and facilitate higher enrolment in those classes. This was a relative success, and as that immediate pressure is less acute, we have kept these listed as substitutions for our students. Secondly, in 2025-26 we have reevaluated, revised, and expanded our substitutions list across other plans, including courses in PHIL, POLS, DEVS, FILM, and GPHY. The 2026-2027 academic year will provide a robust test of these strategies as we see the final 60.0 Major students complete their final year. We are now developing proposals for collaboration at the graduate level. The graduate chairs in SOCY, POLS, DEVS, GPHY have initiated plans for limited course sharing, potential cross-listing, especially in the field of methodology and methods, but also with substantive courses that may be of interest across units. This will also extend to our graduate Professional development course (SOCY900). We have discussed options for 300 and 400-level changes in our first curriculum retreat in April 2025. We have pursued several strategies. First, we are now offering two to three 300-level courses at 150 seats, with the remainder at 100 seats. Instructors are experimenting with more participatory/discussion elements within those classes. Second, in the 2026-27 year, we are experimenting with two 60-seat

	400-level seminar classes, in active learning spaces that will enable a high degree of small group work with the larger cohort. Third, we are redesigning two 200-level classes as more interactive 300-level courses for the 2026-2027 curriculum, providing more options at the 300-level and larger but fewer core components at the 200-level, in ways that match the modular major and minor cohorts. Fourth, we are planning to develop two asynchronous online offerings (at the 200 and 300 level) of current popular courses for the 2027-28 academic year. The UG Studies committee has evaluated the ASCX401 experiential course, and this has been approved for inclusion in our 400-level options from 2026-27. The UG Chair has been in meetings about a proposed ASCX300 level cross-faculty course of a similar kind, and those discussions are ongoing. We have now had the first two years of teaching SOCY406 Walls to Bridges, a pivotal experiential course taught jointly with PHIL. We currently have our first MA students completing the newly established Experiential Pathway in our program, at the conclusion of which we will be able to evaluate its success and develop strategies for continued enrolment. Our second curriculum retreat is planned for April 17th 2026. We will be reflecting on and evaluating the strategies outlined. At this juncture, it is important to note that such evaluation can only meaningfully occur once the modular plans are in full effect (2027-28), and the new collaborations and varied course offerings fully underway. In terms of a continuous mechanism, we will evaluate the success of the proposed focus group and student experience survey ideas, plus the termly meetings and annual retreats that can maintain a strong curriculum focus, and evaluate whether a systematic process can be effectively developed.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	We have developed almost all aspects of these recommendations in concert with considerable reorganization occurring at the Faculty level with the new modular Plans. This will delay evaluation of our strategies, in terms of being able to parse all the different levers at work.

1.4 Recommendation 4: Staffing and other support to improve accessibility supports for students and for faculty members.

Proposed follow-up:	i. Examine and, if appropriate, modify the Program Associate position description. ii. Work with the Centre for Teaching and Learning to develop a set of suitable Universal Design practices for the department.
Responsibility for leading follow-up:	Department Head and Department Manager.
Timeline for addressing recommendation:	i. 2024-25 academic year.

	ii. Begin work in 2024-2025 academic year. Make initial report in 18-month progress report.
What is the current status of the follow-up? Include a completion percentage:	In process >75%
Please provide a brief description of the current, completed or planned work:	This position no longer exists. The program associate position was discontinued from Summer 2025, as part of the staffing reductions and hub development. Accordingly, we are currently working on reorganization all that work. The Unit Head and UG Assistant have absorbed TA and tutorial planning for the first-year courses, new HUB1 staff have assisted with the accommodations workload where possible. We have experimented with a new Head TA position 2025-2026, to incorporate the mentoring and organizational/administrative aspects previously completed by the program associate. On the first point, we have reorganized the staffing far more extensively than suggested in the CPR report. While driven by staff reduction across FAS, the Department has developed an entirely new model of staffing with four other units as HUB#1. On the second point, we have had a preliminary discussion with the CTL about how to proceed, with the timeline being behind the schedule above. We will likely plan a department meeting workshop with CTL to move this forward.
If the recommendation has not been fully addressed within the proposed timeline, please provide a rationale as well as a plan for moving forward:	The changes articulated in relation to the first point are, in part, what has prevented progress on the second point.

1.5 Add more sections as required.

1.6 Provide 2-3 examples of how the program(s) under review have improved as a result of the cyclical program review process.

It is especially challenging to discern how the CPR review itself has stimulated improvements, as there have been three major changes that have equally reshaped the program, namely: (1) A 2.0 FTE reduction; (2) A shift to Modular Degree Plans; (3) a 22% staffing reduction, and the concomitant formation of HUB1. There are areas or improvement that combine CPR review with these changes:

1. The Undergraduate Curriculum. The CPR process necessitates such self-reflection, and coupled with staff and faculty attrition in the Department post-CPR review, plus the major modifications to programming through modularization, this has precipitated more focused reflection and transformation than might be typical. As such, we have spent more time on this, with some of the changes recommended by the review along with those made in the context of resource depletion, now facilitating other substantial changes quite easily. For example, the new efforts at internationalization through 2+2 articulation agreements have been more easily achievable in terms of how our simplified, flexible pathway enables this. Beyond the mechanics of our programs, and how we have addressed the need to alter the seat numbers and design of some of our upper level courses, the quality of our programming remains very high despite such challenges. For example, Sociology continues to have very high demand as a program of choice for undergraduate students. So much so, that we have had to (again) raise the entry requirements and overall GPA for declaring Sociology plans as we do not have the capacity for teaching additional students. One key indicator of how valued our plans are is that the vast majority of students in our classes are Sociology concentrators. There is tremendous capacity to grow the program in terms of demand, should that be a possibility in the medium term.
2. The reflection on both the undergraduate and graduate curricula in terms of cross-listing and greater collaboration between relevant units has, in turn, stimulated some emerging ideas about other forms of collaboration in research and in speaker events, symposia, and so forth.

2. Decanal Response

2.1 Include any general comments on the Progress Report:

The unit appropriately situates its progress within a challenging institutional context, including a reported 22% staffing reduction, a decrease in FTE, the transition to modular degree plans, and the implementation of a new administrative (hub) structure. The reviewers' recommendations regarding program and curriculum review therefore undertaken alongside significant university-mandated changes. Despite these pressures, the report demonstrates that the unit was able to adapt, and continues to deliver programming of a very high quality. Notably, new opportunities are emerging in areas such as internationalization (e.g., through 2+2 articulation agreements) and interdisciplinarity.

The unit has made commendable progress on Recommendation #1 in consulting with faculty and students, in collaboration with the Centre for Teaching and Learning (CTL), on the evolving alignment of course assessments and materials with Program Learning Outcomes (PLOs) and Degree Level Expectations (DLEs). While the administrative demands associated with modular degree implementation

are acknowledged, this transition also provided an important opportunity to revisit and strengthen the alignment between Course Learning Outcomes (CLOs) and PLOs. The unit also rightly highlights the growing impact of AI on the assessment of achieved PLOs, and it is encouraging to note that regular discussions on this issue are ongoing.

Recommendation #3 encouraged the development of collaborations with other units across FAS in order to support the department's teaching needs, and the unit responded with concrete developments and new initiatives. For example, the arrangement with DEVS to reserve seats in four 300-level courses for SOCY students, in exchange for SOCY TA support, reflects a constructive and mutually beneficial approach.

2.2 Comment on any recommendations that have not been addressed within the proposed timeline:

In response to Recommendation #2, the unit's ongoing efforts to strengthen engagement with local communities, neighbouring First Nations, and global partners are noteworthy. The complexity and time required to build and sustain these relationships are appropriately acknowledged, as is the evolving context of the Indigenous Studies Program. The unit continues to engage meaningfully with community partners through faculty research collaborations (e.g., with the CCLA, Department of Justice, Legal Aid Ontario, and Walls to Bridges National), which is commendable. There are likely ways to explicitly connect these initiatives to student experience—whether through curricular integration, research assistantships, or other forms of engagement—and to communicate these opportunities clearly to prospective and current students.

The unit is encouraged to invite SASS and QSAS to speak with instructors and staff about challenges vis-à-vis accessibility. The CTL may also be of help if these concerns are connected with pedagogical challenges in accommodating a diverse cohort of students. Recommendation #4 around improving accessibility supports for students should therefore be a priority moving forward; the unit acknowledges this priority.

2.3 Comments on Recommendations Requiring the Dean's Action:

Demand for the program remains strong, and program growth is identified as an opportunity.

3. Decanal (School of Graduate Studies and Postdoctoral Affairs) Response

3.1 Include any general comments on the Progress Report:

I would like to thank the program for their diligent work on these important recommendations thus far. Internal and external resources, including the Centre for Teaching and Learning (CTL) and the Office of Indigenous Initiatives (OII), have been effectively leveraged to enhance teaching, learning, and the overall student experience. I would encourage the department of Sociology to continue utilizing these important supports, along with other shared services such as Student Academic Success Services (SASS) and the Queen's Student Academic Success (QSAS) program, as recommended by the Faculty Dean.

Besides, the Experiential Learning Hub within Career Services may prove especially beneficial, particularly in addressing Recommendation 3. I commend the program's willingness to adapt focus and strategies to achieve its goals, for instance, the adjustments made to the Public Speaker Series related to Recommendation 2. Such flexibility and reassessment are essential in navigating the program's current challenges, which I will elaborate on below.

I strongly encourage the ongoing collaboration across programs, which has already begun, to continue, expand, and evolve as needed to maximize access to resources and support in the future. These interdisciplinary connections enrich the learning environment and foster a strong sense of community among both students and faculty.

3.2 Comment on any recommendations that have not been addressed within the proposed timeline:

The Department of Sociology has clearly articulated the challenges it has faced in fully advancing the recommendations to date. Understandably, factors such as staffing reductions, the transition to a modular degree structure, loss of FTE allocations, and administrative changes (especially the adoption of the hub model) have caused disruptions and necessitated shifts in focus and priorities in FAS.

Also, it is important to recognize that meaningful community engagement, especially with Indigenous communities, requires time and sustained effort, making it an ongoing, long-term objective. Despite these challenges, the department has made significant progress and is encouraged to continue striving toward these recommendations by drawing on both internal and external expertise and support. Collaboration across cognate disciplines remains an important avenue for courses development, exploration of best practices, and community building.

I would also like to encourage the program to further explore opportunities to expand experiential learning and community engagement at the graduate level (particularly in relation to Recommendation 3), which may also support the objectives outlined in Recommendation 2. I look forward to witnessing Sociology's continued growth and development in the coming years.

Authorizations

Martin Hand

27th March 2026

Signature of Unit Head

Date

Bill Nelson

Bill Nelson, PhD

May 1, 2026

Signature of Faculty Interim Dean

Date

John Smith

May 14, 2026

Signature of Vice Provost and Dean, SGSPA

Date

Gara R. White

Signature of Vice-Provost, Teaching and Learning

May 28, 2026

Date

September 15, 2026

Date of Review and Approval by the Senate Cyclical Program Review Committee