

TWO (2) YEAR POST CYCLICAL PROGRAM REVIEW FOLLOW-UP REPORT

PROGRAM OVERVIEW

PROGRAM	IQAP REVIEW DATE	SENATE APPROVED
Sociology -Four Year B.A. in Sociology	March 5, 2019	September 13, 2019

This report was approved by Senate on March 11, 2022

PROGRESS OF RECOMMENDATIONS

RECOMMENDATION	% COMPLETE	RESPONSIBLE MEMBER/UNIT	STATUS IF NOT COMPLETED, PLEASE PROVIDE PROJECTED COMPLETION DATE
#3 - Address faculty renewal through academic planning	100%	VPAR with Dean of A&S and Unit.	Ongoing. The Unit has identified priorities for faculty renewal and has submitted requests for faculty positions in the Unit's annual Academic Plans.
#4 - Map opportunities for curricula collaboration at NU	100%	Unit	Ongoing. The Unit has undertaken a systematic review of our program to identify opportunities for curricula collaboration. The Unit is collaborating in the development of interdisciplinary degrees in Health Studies, Environmental Studies, and Liberal Arts. The Unit will prioritize expanding opportunities for curricula collaboration with Indigenous Studies. The Unit is also working to facilitate college/Indigenous-Institute pathways into the Sociology degree program.
#5 - Identify institutionally shared	100%	Unit with Dean of A&S and Dean of Teaching	Ongoing. The Unit offers numerous online courses in Sociology and blended, and

resources for expanding blended and other formats

online formats have been expanded in response to the COVID-19 pandemic. The Unit works closely with the LTS team, Dean of A&S, and the Teaching Hub to support and expand innovative pedagogical approaches.

#6 - Examine best practices for EL in sociology in Canada	100%	Unit with the Dean of A&S	Ongoing. The Unit has identified and implemented opportunities for students to engage in EL throughout their degree. Students engage in applied research in second, third, and fourth-year courses, and through faculty research programs. The RDC provides unique opportunities for experiential learning, though this has at times been limited by the physical and IT infrastructure in the RDC. Faculty have secured CFI funding to expand physical and IT infrastructure within the RDC beginning in the summer of 2022. The Unit is working with Statistics Canada to expand experiential learning opportunities and placements.
#7 - Develop a resource document for teaching large classes	75%	Unit with the Dean of Teaching	The Unit has adopted innovative and interactive pedagogies for large classes and for assessing students including digital and creative projects (multi-media, podcasts, digital stories, games, etc.), applied primary research projects, as well as written and oral assignments and tests. The Unit will work with the Dean of Teaching to document resources available to faculty for incorporating innovative and interactive pedagogies and assessment strategies into course planning.
#8 - Explore the possibility of interdisciplinary capstone courses	100%	Unit	The Unit has explored the possibility of an interdisciplinary capstone course. The Unit has reviewed our degree architecture and course offerings and has

			developed a plan to cycle our fourth-year seminar courses. In effect, our fourth-year seminar course will serve as a capstone course, providing students with the opportunity to develop and apply methodological and theoretical skills to a specific area of study.
#9, 10 - Review of degree architecture	100%	Unit with Registrar's Office	The Unit has undertaken a systematic review of our current course offerings and degree architecture. The review has resulted in 49 curriculum changes. The Unit has developed a course cycling plan to provide predictability in course planning and to open opportunities for developing and offering more elective courses in Sociology.
#1, 19 - Review needs for faculty	100%	VPAR with Dean of A&S and Unit	The Unit has identified priority areas for faculty hires in our annual Academic Plans.
#18 - When next hiring, the department should clearly identify their strategy for fulfilling EDI expectations	100%	PVPAR with Dean of A&S and Unit	The Unit has identified priority areas for fulfilling EDDI expectations in faculty hiring in our annual Academic Plans.

SUMMARY OF PROGRESS TO DATE

In May and June 2021, the Unit held a series of retreats in response to the recommendation by the external reviewers in the 2019 Sociology IQAP review (Recommendation 1). The Departmental retreats had a number of specific objectives including a) to engage in a review of current course offerings to assess their contribution to the Sociology program with the opportunity to modify, bank, or re-name courses currently offered by the Department; b) to assess any gaps in current course offerings and potential for the development of new courses; c) to engage in a review of the Sociology degree architecture including a review of the number of required courses, and potential "streams," certificates or micro-credentials that might draw students to Sociology; d) to explore student pathways (for example college-university pathways, pathways for double-degrees, or BA. to MA. pathways) that could lead to Sociology degrees; e) to explore opportunities for innovative programming that could enhance community-based engagement, experiential learning, or applied skills. The outcomes of the retreat included the following curricula changes: modifications of pre-requisites for 26 courses, title changes for 12 courses, revised course descriptions for 3 courses, banking or deleting 4 courses, and adding 4 new courses. The Unit has also developed an internal committee to explore student college/Indigenous Education Institute pathways that could lead to Sociology degrees at both the undergraduate and graduate level.

The 2019 IQAP review indicated that recruitment and retention of majors could be enhanced by the development of new courses and a greater offering of electives. Historically, the Unit has not been able to offer a full array of electives because faculty have been engaged in teaching required courses. The Department has reduced the number of sections of required courses and has developed a course cycling plan that will allow for increased capacity to offer a breadth of

elective courses in a predictable way. The Unit has worked with the Office of the Registrar to communicate our course cycling plan to students so that they can plan their courses accordingly.

The Unit has liaised with Institutional Planning and conducted our own assessment to better understand Sociology student demographics. In comparison to the general student population at NU, Sociology has a high percentage of Indigenous students, mature and transfer students, and students who identify as male. The Department has identified a number of opportunities for re-organizing curriculum that might facilitate student pathways for Sociology degrees including collaboration in the development of programs in Health Studies, Environmental Studies, Liberal Arts, and deepening our collaboration with Indigenous Studies. Further, the Unit sees opportunities for generating college-university pathways and pathways with Indigenous Education Institutes that may include advanced placements for students. The Unit will liaise with the Dean of Teaching to explore opportunities for advanced placements further. The unit is also working to develop BA-MA pathways that would identify strong students in the early years of their BA and streamline their admission to the MA program.

The Unit has continued to advance opportunities for experiential learning. The RDC has and will continue to provide many real-world data analysis experiences. Both undergraduate thesis as well as graduate students have had the unique opportunity of acquiring data analysis skills while at the same time working with Statistics Canada's confidential data files. We currently have only two workstations in the NU RDC. As a network (Canadian Research Data Centre Network), we have successfully been awarded CFI IF funding to update all of the computers and additional IT infrastructure in all of the RDC's across Canada. As part of this rejuvenation process, we are going to expand the number of workstations in the NU RDC to 8 in the summer of 2022. This will enable both our 4th advanced statistics as well as our graduate level statistics courses to hold their classes within the RDC. These will be unique training opportunity for our students, as they will gain extensive experience working in a secure data lab with many of the same data sources that are used in the research and policy sectors upon graduation. The NU RDC includes a Statistics Canada employee that must be present at all times when the centre is open. This position has been awarded to numerous students in our undergraduate and graduate programs. This opportunity of real employment in the federal government is incredibly unique and sets the stage for more permanent work once our students graduate. These RDC experiential learning opportunities have been successful - two of our RDC Statistical Assistants have gone on to secure full-time employment with Statistics Canada, and postdoctoral researchers have secured full-time analyst and researcher positions with Statistics Canada. The Unit is keen to further leverage our working relationship with Statistics Canada (via the RDC and many faculty connections) to continue to explore options about how we can create experiential learning opportunities with Statistics Canada at the undergraduate and graduate levels. Discussions took place in the Winter of 2020, but their face-to-face nature have meant that they have been put on hold during the pandemic. These initiatives include giving students hands-on experience working with the CATI (computer-assisted telephone interviewing) equipment alongside Statistics Canada interviewers at the Sturgeon Fall's Statistics Canada Regional Office.

The Unit also builds experiential and applied learning opportunities into course curricula and assessments. For example, students in SOCI 3036, 3226, 4217 and 5217 develop their own original research proposals and gain practical skills on how to analyze data through their own projects. Students also learn how to disseminate the results of surveys and data analysis to wider audience by practicing presentation in public. Additional experiential learning courses/activities include supervising students' research in IND and Thesis courses. In these courses, students learn proposal writing, literature review, data analysis, writing research report and manuscripts, and dissemination of the results to scholarly communities and policy makers. For example, one of our students completed an Undergraduate thesis with Dr. Erfani, where the student's findings appeared in a public hearing session of the Ontario Parliament regarding changing the lighting system of school bus in Ontario to prevent accidents. We have also placed graduate students with the North Bay Parry Sound District Health Unit to evaluate data on opioid addiction during the COVID-19 pandemic and to explore obstacles to postnatal care. These experiential learning opportunities and community outreach result in enhanced opportunities for students, strengthened relationships with community partners, and the ability to meaningfully address unique regional and northern needs in research and policy development.

The Unit takes seriously the Truth and Reconciliation Commission of Canada's Calls to Action and our responsibilities in the post-secondary sector to foster spaces of inclusion and anti-racism. The Unit is committed to Indigenizing and decolonizing the academy through decolonial and anticolonial approaches to teaching and research, the inclusion of Indigenous knowledges in pedagogy, increased recruitment of Indigenous faculty and staff, students, and fostering

relationships between students, faculty, Indigenous knowledge keepers, and community. The Unit continues to develop curriculum and pedagogical approaches that promote inclusion, diversity, and anti-racism in multiple forms.

LIST OF ACTION ITEMS LEADING UP TO NEXT REVIEW

- a) Strike an internal working group to explore opportunities for generating college-university pathways and pathways with Indigenous Institutes to facilitate the transfer of students from colleges/institutes into the Sociology program. The Department will also strike an internal working group to explore the creation of a BA-MA pathway for students in the undergraduate Sociology and Anthropology programs into the MA in Sociology – Applied Social Research.
- b) Proceed with increasing experiential learning opportunities through the Research Data Centre (RDC) and Statistics Canada as well as through increased partnerships with community organizations such as the North Bay Parry Sound Health Unit, the North Bay Police Service, the Indigenous Hub, and others.
- c) Continue to diversify Sociology curriculum by expanding the number of elective courses and working to further incorporate EDDI content throughout the Sociology curricula.
- d) Continue to work with the Teaching Hub and the Dean of Teaching to enhance opportunities for innovative technology and pedagogies throughout our program.
- e) Enhance student engagement through the revival of the Sociology and Anthropology student club, and by fostering opportunities for community-building within our program.

CONCLUSIONS/RECOMMENDATIONS/NEXT STEPS – PLEASE ADD CONCLUDING SUMMARY REGARDING NEXT STEPS

With the above listed action items, the Sociology program looks forward to strengthening and expanding student recruitment and retention, and to continue to our work to develop innovative learning opportunities for students.