

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1 Review Summary

Program(s) Reviewed:	<ul style="list-style-type: none">• Criminology, Law & Society (HBA): Specialist, Major• Sociology (HBA): Specialist, Major, Minor
Unit Reviewed:	Department of Sociology, University of Toronto Mississauga
Commissioning Officer:	Vice-Principal Academic & Dean University of Toronto Mississauga
Reviewers (Name, Affiliation):	<ul style="list-style-type: none">• Prof. Jennifer Bair, Department of Sociology, University of Virginia• Prof. Annette Burfoot, Department of Sociology, Queen's University
Date of Review Visit:	April 27-29, 2022 (conducted remotely)
Review Report Received by VPAP:	July 20, 2022
Administrative Response(s) Received by VPAP:	September 26, 2023
Date Reported to AP&P:	October 24, 2023

Previous UTQAP Review

Date: February 2-5, 2014

Summary of Findings and Recommendations

Significant Program Strengths

- Current curriculum
- Students are positive about their experiences in the Department
- Productive, energetic faculty with impressive research profiles
- Deep faculty commitment to delivering a first-rate educational experience for both graduate and undergraduate students

Opportunities for Program Enhancement

- Engaging in critical evaluation of the curriculum to address redundancy in course content
- Analyzing factors influencing program graduation and retention rates
- Examining possible tension between continued enrolment growth and overall program quality
- Developing a hiring plan that balances undergraduate program needs with tri-campus graduate priorities
- Enhancing the program's location at the University of Toronto Mississauga (UTM) campus as a locus for faculty and graduate students

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of Reference; Department of Sociology Self-Study, 2022; Previous Review Report and Administrative Responses; UTM Degree Level Expectations 2016; UofT Facts & Figures, 2020; UTM Divisional Academic Plan, 2017; UTM Vision Statement, 2017; UTM Academic Calendar 2021-22; UTM Viewbook, 2021-22; Tri-Campus Framework (Framework for a New Structure of Academic Administration for the Three Campuses); Access to all course descriptions; Access to the curricula vitae of faculty.

Consultation Process

As determined by the Commissioning Officer, the reviewers met with the Vice-Principal, Academic and Dean and Vice-Dean Teaching & Learning; Chair of the Department of Sociology, UTM; Associate Chair of the Department of Sociology, UTM; Interim Tri-Campus Graduate Chair; Undergraduate students; Graduate students; Junior and Senior Tenure Stream faculty members; Teaching Stream faculty members; Contractually Limited-Term Appointment faculty and Sessional Instructors; UTM Librarian Staff, and Administrative Staff in the Department of Sociology, UTM.

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

Unless otherwise noted, all bulleted comments apply to all programs reviewed.

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ The Department “is home to a productive and collegial set of world-class faculty delivering five strong undergraduate programs”
- Objectives
 - ▶ Programs are consistent with the University’s mission and the Department’s academic plans
- Admissions requirements
 - ▶ Department is praised for admissions requirements that prepare students for the rigours of a specialist program, while also serving to keep enrolment numbers manageable
- Curriculum and program delivery
 - ▶ Department’s commitment to creating a diverse and inclusive environment for teaching and learning is impressive.
 - ▶ Program requirements are clear and appropriate with well-structured and comprehensive curricula
 - ▶ An increase in faculty hires has enabled the Department to expand its course offerings to allow for greater variety that reflects faculty research interests, and minimizes long waitlists
 - ▶ The Department has worked hard within existing constraints to meet student demand, “while ensuring that curriculum is delivered primarily by continuing faculty (tenure and teaching-stream)”
 - ▶ Program seminars provide valuable opportunities to engage with faculty
 - ▶ Upper year undergraduate students benefit from the “transfer of research into the curriculum” through tenure stream faculty teaching, with some students taking an active role in research through the Research Opportunity Program and independent research courses
- Accessibility and diversity
 - ▶ Reviewers recognize the Department’s leadership in the area of Equity, Diversity, Indigeneity and Inclusion at multiple levels, particularly in curricular development
 - ▶ “The arrival of faculty with expertise in the areas of Indigeneity Studies and Canadian Black Studies is a positive development, and one which could enable UTM to deepen its profile as a distinctive department within the broader University of Toronto system”
- Student engagement, experience and program support services
 - ▶ “Students reported few problems accessing faculty”

- Quality indicators – undergraduate students
 - ▶ The quality of students is generally high, particularly for the specialist programs that attract well-prepared and high-performing students as demonstrated by the high GPA cut-off for admissions
- Quality indicators – faculty
 - ▶ The Department has an impressive number of teaching awards both internal and external to the University
- Student funding
 - ▶ The Department assists students with work-study grants, RAships, as well as assistance from the Department’s Discretionary Fund

The reviewers identified the following **areas of concern**:

- Admissions requirements
 - ▶ Reviewers question what effect admissions requirements are having on student demographics and overall diversity for the specialist programs
 - ▶ Overall GPA requirements for admission fluctuate annually; it is not clear what impact this is having on students’ ability to plan their course of study or make contingency plans
- Curriculum and program delivery
 - ▶ The Sociology and the Criminology, Law & Society (CLS) programs appear to operate as self-contained entities without detectable synergies or faculty cross-overs
 - ▶ Though reviewers note the learning outcomes as appropriate they are also very general, with a substantial overlap between Sociology and CLS programs
 - ▶ The Peel Research Lab is highly valued by students as a unique opportunity to work directly with faculty and gain research experience, but it is very labour-intensive and requires a sustained commitment from the Department; unclear who is responsible for maintaining and presumed to be the responsibility of individual faculty
- Assessment of learning
 - ▶ “Effective and comprehensive assessment of student learning is a challenge, given resource constraints”
 - ▶ Reviewers raised concerns over the limited availability of TA support in the context of student assessment, which impacts the quality of feedback and assessment
- Student engagement, experience, and program support services
 - ▶ Students raised concerns over TA marking and a system that creates “a disconnect between the TA and professor”
 - ▶ There is a comparatively low percentage of students reporting a “high impact practice” at UTM Sociology in contrast to Sociology students at other U15 Canadian universities, though reviewers acknowledge this data is out of date and doesn’t reflect recent departmental growth
 - ▶ Students desire more social events with other students and faculty
- Quality indicators – undergraduate students
 - ▶ Estimated graduation rates for both Sociology and CLS students appears to be increasing, but the relatively high percentage of students not completing their programs of study (around a third) is worrying

The reviewers made the following **recommendations**:

- Admissions requirements
 - ▶ If available, it would be beneficial for the Department to collect data on the effects of admissions requirements by examining the number of intended majors and specialists vs. the number of declared majors/specialists, as well as program pathways for students that are unable to meet the requirements
- Curriculum and program delivery
 - ▶ Add a seminar requirement for all majors and specialists to support development of critical skills such as effective oral expression, communicating disciplinary knowledge and insights, how to engage in respectful debate and deliberation
 - ▶ Expand access to enrichment courses (“Group C”) to facilitate the addition of Group C requirement for undergraduate major and specialist programs
 - ▶ The Department should avail itself of resources in the Dean’s Office – specifically its Experiential Education Officer (if it hasn’t done so already) – to expand experiential opportunities for students
 - ▶ Create connections and opportunities for collaboration between Sociology and CLS programs to build a more active departmental community
 - ▶ Elaborate on learning outcomes and objectives for all five programs; include questions of application and how disciplinary training can be applied to ‘real world’ concerns
 - ▶ Reflect on the degree to which CLS programs are “making maximal use of relevant faculty resources in other Departments” given the interdisciplinary nature of the program
- Accessibility and diversity
 - ▶ Consider hiring a staff person to provide EDII support to the diverse set of students within the Department
 - ▶ Reviewers note student suggestion of considering additional nighttime courses to assist students that must work during the day
- Assessment of learning
 - ▶ Reviewers strongly endorse the Department’s suggestion for increasing TA support and recommend a review of the Department’s policies and expectations for TAs
- Student engagement, experience, and program support services
 - ▶ Look into modified teaching assistant roles in first-year courses for undergraduate students interested in experiential types of learning and the opportunity to interact with faculty
 - ▶ Monitor NSSE scores and the percentage of students reporting a high impact practice, though reviewers agree with the Department that the available data is out of date and does not reflect recent course expansions and faculty hires

2. Graduate Program(s) n/a

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ The Department's wave of hires since its last review, growing from 16 in 2014 to 27 in 2021, has allowed the expansion of research areas from 6 to 10
 - ▶ 40% of all permanent faculty self-identify as BIPOC with a growing expertise in Law & Society, Indigenous Studies and Canadian Black Studies, indicating pathways for future program development
- Research
 - ▶ There is a widespread scope of research among the Department faculty and an impressive amount of collaboration both within and external to the University
 - ▶ Quality of research is consistently high across the two main programs as well as across rank
 - ▶ Faculty are published in very highly valued academic presses, journals, and garner extremely high rates of recognition and citation of research
 - ▶ Ten research awards (all but one international) among the faculty, and funding participation in tri-council granted research is above the University's overall social science rate
 - ▶ "The Department has attracted two Canadian Research Chairs, both of which have international reach: one in migration and race and the other in Indigeneity and gender."
 - ▶ Many faculty members draw significant international attention, extending their research reach through service on editorial boards, community, and university-based anti-racist groups, and are sought out in the public sector
- Faculty
 - ▶ "UTM Sociology has a robust faculty complement with high-level performing faculty in both research and teaching."
 - ▶ Department has reduced reliance on sessional instructors by maximizing teaching by tenure- and teaching-stream faculty
 - ▶ No issue arose regarding the flow between research and teaching for tenure stream faculty; faculty reported being well supported in their research and felt satisfied with their ability to create courses according to their research interests
 - ▶ "Junior faculty felt properly supported in their research, and for the most part, protected from excessive service obligations."

The reviewers identified the following **areas of concern**:

- Research
 - ▶ Collaborative work, especially in cases where significant leadership roles are taken up, is not always recognized in the annual reporting process

- ▶ Alleged inability to build graduate student cohorts in research areas including EDII areas due to limited access to graduate student admissions within the tri-campus structure
- Faculty
 - ▶ Reviewers observe that not all teaching-stream faculty are aware of their eligibility for research and study leaves
 - ▶ “What, if any, university support is available to support the research of teaching-stream faculty is unclear.”
 - ▶ Faculty raised a “lack of acknowledgment of the extra responsibility, especially for junior faculty, to work in leadership roles with research groups and institutes, both on and off campus.”
 - ▶ Sessionals reported feeling excluded from the Department in terms of their contribution to program development, receiving minimal feedback on their course content or design

The reviewers made the following **recommendations**:

- Faculty
 - ▶ Reviewers recommend hiring additional teaching-stream faculty and reducing their teaching load from seven half-credit courses to six
 - ▶ Discuss research supports for teaching-stream faculty, including access to PI roles on external grants, and improve clarity regarding their relationship to the tri-campus graduate program
 - ▶ Consider what role advanced graduate students may play in undergraduate teaching in order for the Department to expand its offerings, while providing valuable teaching experience for graduate students
 - ▶ Contemplate inviting teaching-stream faculty who conduct research to contribute to Group C Seminar courses to facilitate their expansion given the high student demand
 - ▶ Consider providing teaching releases for faculty taking on leadership roles with research groups and institutes, especially those that are pre-tenure
 - ▶ Reviewers recommend that specific attention be paid to ensure faculty work beyond the Department, including with other units on campus, is made visible and valued in the new form for annual review that is currently in the works
 - ▶ Junior faculty need to be protected from over extension and supported, especially those who identify as BIPOC

4. Administration

Note: Issues that are addressed through specific University processes and therefore considered out of scope for UTQAP reviews (e.g., individual Human Resources issues, specific health and safety concerns) are routed to proper University offices to be addressed, and are therefore not included in the Review Summary component of the Final Assessment Report and Implementation Plan.

The reviewers observed the following **strengths**:

- Relationships
 - ▶ “The formal structure of the Department appears strong and effective; interviews indicate supportive leadership at UTM, especially for new and BIPOC faculty”
 - ▶ Highly collegial Department environment between faculty and staff
 - ▶ Junior faculty feel well-supported, with no concerns expressed about the tenure and promotion process
 - ▶ The Collaborative Digital Research Space is “an excellent shared resource for faculty and graduate students”
 - ▶ Reviewers complimented the effective library supports for both Sociology and CLS and collaboration between Library staff and faculty on course assignments and websites, information literacy, and provision of materials
 - ▶ There is enormous potential for development of Black Studies and Indigenous programming in the Department following its recent growth, including at the graduate level
- Organizational and financial structure
 - ▶ Faculty praised departmental leadership and in general feel well supported by their colleagues, including staff and administration
 - ▶ Unit-level management appears to be highly functional
 - ▶ Strong overall commitment to building a diverse and inclusive department, with ongoing efforts being led by the Department’s anti-racist taskforce
 - ▶ “Non-academic staff seem to be well-appointed to support the programs with redundancy built into each appointment, except for the in-house academic advisor.”
 - ▶ The Department uses what available funds it has to enhance programs through experiential learning support and undergraduate research positions. Graduate Expansion Funds are directed to RAs and graduate student travel
 - ▶ “The Department’s independence in controlling enrolment ensures well-informed decisions in maintaining the entire program”
- Long-range planning and overall assessment
 - ▶ The Department’s substantial curricular revamping has addressed previous overlaps between courses in both Sociology and CLS, with many students expressing interest in pursuing a double major
 - ▶ UTM Sociology is “focused on bolstering EDII programming and enhancing the BIPOC profile of Sociology at U of T, including at the student level”
- International comparators
 - ▶ The Department is strong and compares favourably with national and international peers as a research institution
 - ▶ Reviewers discerned faculty to be “world-class” and placed UTM Sociology “among the top U15 Ontario and all Canadian comparators and high on a list of international comparators in terms of publication and citation rankings”

The reviewers identified the following **areas of concern**:

- Relationships
 - ▶ Reviewers surprised to learn UTM Sociology does not have a separate colloquium series outside of the tri-campus series held downtown
 - ▶ Reviewers found it odd that annual reports are not discussed with faculty once they are assessed, and wondered if it was a timing issue
 - ▶ Some concerns expressed regarding the relationship between UTM and St. George, and the environment downtown “particularly for junior faculty of colour.” Reviewers speculated if tensions may be exacerbated by the complex governance challenges of the tri-campus departmental structure
 - ▶ “Faculty we spoke with expressed the view that the research foci of newer faculty at UTM are not reflected in the graduate students that are being admitted into the Department”
- Organizational and financial structure
 - ▶ “Teaching-stream faculty tend not to teach at the graduate level, nor are they encouraged or in some ways allowed to research; given their heavy workload, they would be challenged in doing such”
 - ▶ “The graduate program raises challenges for the unit in terms of accessing graduate students for both general TA support and the reinforcement of nascent EDII programs especially in Canadian Black Studies and Indigeneity through graduate student recruitment”
 - ▶ The self-study indicates that the Department has technically outgrown its allotted space
- Long-range planning and overall assessment
 - ▶ Faculty have indicated that low level of TA hours “hampers” their ability to develop more experiential learning techniques and varied modes of assessments
 - ▶ “There has been a 13% decrease in graduation from all programs between 2017 and 2020.”
- International comparators
 - ▶ Reviewers note that compared to similar American university programs, UTM Sociology has a “low rate of TA hours available that impedes quality program delivery.”

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Expand opportunities for in-person engagement at UTM, such as through seminar series, to benefit both faculty (teaching- and tenure-stream alike) and the undergraduate student experience
 - ▶ Ensure graduate student admissions reflect the research profiles of all tri-campus faculty; this will be critical as junior faculty move up in the ranks and become more active in advising and training graduate students
 - ▶ “Graduate-level development will require increased access to processes controlling graduate student intake and graduate program development”

- Organizational and financial structure
 - ▶ Undertake a review of the teaching assistance system to address TA supports for program delivery, pedagogical development for TAs, and TA assignment processes
 - ▶ Consider if more teaching-stream faculty appointments may be warranted in order to balance their teaching load and allow for more research-based Group C enrichment courses
 - ▶ Reviewers are supportive of a proposal for an additional staff member to provide EDII student support; this role could also provide needed resiliency for the in-house academic advisor role
 - ▶ Revisit the question of graduate instructorships “to reflect on how they can be used to further the twin goals of filling curricular needs and providing professional and pedagogical development opportunities for senior graduate students”
 - ▶ “Given the recent hires, it seems likely that more space is required in the Department’s current building”
- Long-range planning and overall assessment
 - ▶ Explore the possibility of developing specialized MA programs in areas of campus strength to increase graduate student presence at UTM, and possibly create a pool of ‘local’ TAs
 - ▶ “We agree with the authors of the Self Study that more up-to-date data and more useful data is required to get a handle on graduation rates in the Department.”
 - ▶ The Department should reflect on its enrolment strategy and consider the ideal size for each of the five programs as a focal point for post-review discussion



2 Administrative Response & Implementation Plan

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UNIVERSITY OF
TORONTO
MISSISSAUGA

OFFICE OF THE DEAN

September 23, 2023

Professor Susan McCahan
Vice-Provost, Academic Programs
Simcoe Hall
University of Toronto

Dear Professor McCahan:

We are writing to provide an administrative response to the External Review of UTM's Department of Sociology and its programs, which was held in April 2022. This Department includes programs in Sociology, HBA: Specialist, Major, Minor; and Criminology, Law & Society, HBA: Specialist, Major. Overall, the reviewers highlighted that the Department is home to a productive and collegial set of world-class faculty delivering strong undergraduate programs, and compares very favourably to top-ranked programs both nationally and internationally. They commended the Department's leadership in the area of Equity, Diversity, Indigeneity and Inclusion (EDI) at multiple levels, including curricular development; and were deeply impressed by the Department's "commitment to creating a diverse and inclusive environment for teaching and learning." They observed that the curriculum appears well-structured and comprehensive, and has been revised to reflect input from the previous review; and the Department has worked hard to ensure a robust faculty complement, in which teaching-stream faculty are critical to the success of programs. Finally, the reviewers praised the department for fostering a highly collegial environment among tenure-stream faculty, teaching-stream faculty, and staff.

Enclosed you will find a brief discussion on specific recommendations made by the external reviewers in a table that outlines the Department's response, the Decanal response, and an Implementation Plan identifying action items and timelines (short, medium, and long term). This response was developed in consultation with the Department, through a Town Hall held on April 20, 2023, as well as from a Chair's Administrative Response submitted by Prof. Phil Goodman, Chair of the Department of Sociology. Progress checks and monitoring of the implementation plan will occur through the Chair's Annual Report to the Dean. The next external review of the Department of Sociology is scheduled to occur in the 2028-2029 academic year, with a midway report submitted to your Office in 2025-2026.

Please let us know if you have any questions about this response.

Sincerely,



Tracey Bowen
Vice-Dean, Teaching & Learning

Encl: 2021-22 UTQAP Review of the Department of Sociology, University of Toronto
Mississauga - Review Recommendations (table)
Department of Sociology, Chair's Administrative Response

CC: Nicholas Rule, Vice-Principal, Academic & Dean, University of Toronto Mississauga
Phil Goodman, Chair, Department of Sociology, University of Toronto Mississauga
Yen Du, Manager, Academic Programs, Reviews & Quality Assurance, University of
Toronto Mississauga
Amanda Pullan, Research Analyst, Academic Programs and Curriculum, University of
Toronto Mississauga

2021-22 UTQAP Review of the UTM Department of Sociology - Review Recommendations

Please do the following for each recommendation in the table:

- If you **intend** to act on a recommendation, please provide an **Implementation Plan** identifying actions to be taken, the time frame (short, medium, long term) for each, and who will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.
- If you **do not** intend to act on a recommendation, please briefly explain why the actions recommended have not been prioritized.
- In accordance with the UTQAP and Ontario's Quality Assurance Framework, "it is important to note that, while the external reviewers' report may include **commentary** on issues such as faculty complement and/or space requirements when related to the quality of the program under review, **recommendations** on these or any other elements that are within the purview of the university's internal budgetary decision-making processes must be tied directly to issues of program quality or sustainability" (emphasis added)
- You may wish to refer to the [sample table](#) provided by the Office of the Vice-Provost, Academic Programs

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>(verbatim from the review report)</i>	Program Response	Dean's Response	Implementation Plan
The reviewers observed that "the Department reports a consistent slight decrease in enrolments" and that, as a result, "[t]he ideal size for each of the five programs should be a focal point of post-review discussion".	1	"Given stabilization in majors and enrolments after a period of dramatic expansion, the Department has an opportunity to reflect on the ideal size of its undergraduate programs, particularly in light of the growth it has experienced in tenure- and teaching-track faculty." (p. 2)	<p>Approximately four years ago the department engaged in a major overhaul of its two specialist programs – Sociology (SOC) and Criminology, Law and Society (CLS). These changes are detailed in our self-study and praised by the reviewers as a set of positive developments. The department believes it managed to create two distinguished specialist programs with unique program outcomes and goals.</p> <p>Central to these specialist programs are our year-long, intensive, thesis courses in which specialist students engage in research and analysis under the very close supervision and guidance of an expert instructor. These courses (Soc. 439 and Soc. 440) are each capped at 15 students, in order to give specialist students a high-quality experience and to uniquely situate them for graduate study and other employment after degree completion.</p> <p>The department believes that the ideal size of each specialist program is therefore generated by an annual cohort of just under 15 students, so that all students will</p>	<p>See Department Response (beside). The Office of the Dean agrees with the reviewer's recommendation and sees great benefit in making these determinations for the Department of Sociology. The unit's enthusiasm for increasing program sizes while maintaining their commitment to the quality of the student experience is commendable.</p> <p>The Department has indicated that the major limiting factor to increasing program size in the Specialist programs are the required Research Project (thesis) courses, which are currently capped at 15 students each. (Noting here that students enter these Specialists programs in their third year of study, so a program size of 30 students per specialist would be inline with an annual intake of approximately 15 students.) While it is understandable that these two courses would be limited in size due to resource constraints, the Dean's Office would strongly encourage Sociology to examine their other 400-level research and project-based courses to determine if</p>	<p>Short Term:</p> <ul style="list-style-type: none"> - (SOC) Increase size and/ or number of offerings of SOC100H5, including in the summer term, to initiate growth in the major programs; with assistance from the Academic Policy & Planning unit - (SOC) Review the minimum CGPA cut-off for the minor program to determine if a reduction to 1.8 could increase program enrolment while still maintaining high quality student experiences; propose changes via curriculum review process; with assistance from the Divisional Research, Analysis & Assessment Team (if requested) and PCU (if needed) - (SOC) Continue to monitor program enrolment and admission data to determine trends, needs, and opportunity for growth in major programs; with assistance from the Divisional Research,

			<p>be able take the required thesis courses. Given that students typically will join the specialist program as they transition from their second to third year of study, this means an ideal program size of each specialist program of approximately 30 students.</p> <p>The department, however, plans to revisit the size of the specialist programs during the 2024-2025 academic year. At that point, we [will have] the experience, data, and resources needed to better evaluate whether it might be possible to grow the size of these two specialist programs. For instance, at that time the department can consider whether it might offer two sections each of Soc. 439 and Soc. 440 (as well as other courses required by the specialist program), and thereby create the possibility of doubling the size of each specialist program to a total of about 60 students in each of the specialist programs.</p> <p>After considerable consultation, the department believes that there is some room for modest increases in the size of its two major programs. We plan to facilitate this growth by adding additional sections of Soc. 100, including during the summer terms. Furthermore, department leadership and staff will continue to study closely program admission requirements, which can be adjusted on a rolling basis as desired in order to facilitate some growth in the size of the majors. The department would also like to work with senior administrators on the UTM campus to begin brainstorming a new program that would involve directly admitting into SOC and CLS programs cohorts of students who</p>	<p>and how they can be modified to create a comparable experience to the required Research Project (thesis) courses and, thereby, creating additional capacity. These courses could become additional options for Specialist students in place of the limited enrolment Research Project (thesis) courses. The intent would be to make minor modifications to these courses, such as to current assessment methods; introducing more independent learning/ autonomy/ student choice into assignments/ projects; or incorporating opportunities for students to do more reflection in these courses. Such minor changes can be implemented relatively quickly and may allow these existing courses to fulfill similar course objectives to the Research Project (thesis) courses and help students achieve the same program learning outcomes. In particular, their Research Opportunity Project (ROP) courses seem well placed to accomplish this with minimal updates or changes.</p> <p>Additionally, Sociology is encouraged to consider how experiential education courses, such as their Internship course, could also fulfill the objectives of the Research Project (thesis) course requirement. These types of partnership-based experiences could prove to be of greater advantage to some students than a research-based experience.</p> <p>Before any changes to their Specialist programs can be made, Sociology will need to also examine the impact such changes could have to their other courses (at all levels of instruction) and programs. This, we are confident, will be part of the unit's upcoming examination of their Sociology</p>	<p>Analysis & Assessment Team (if requested)</p> <ul style="list-style-type: none"> - (SOC) Initiate discussions around a new admit post targeting Black, Indigenous, and/ or first-generation students; with the Dean's Office, PCU, Registrar's Office <p>Medium Term:</p> <ul style="list-style-type: none"> - (SOC) Revisit and review program size of specialist programs during the 2024-2025 Academic Year, with specific attention to expanding the size of their Research Project (thesis) courses and utilizing existing enrichment courses as additional options to the Research Project (thesis) course requirement; with assistance from the PCU, EEU, IEC (if requested/ needed) - (SOC) Monitor program enrolment data of majors and minors to determine if recently implemented changes have had a positive impact on program size; with assistance from Divisional Research, Analysis & Assessment (if needed) - (SOC & PCU) Develop proposal for new admit post targeting Black, Indigenous and/ or first-generation students <p>Long Term:</p> <ul style="list-style-type: none"> - (SOC) Monitor program enrolments across all five programs to ensure optimal size has been achieved and is maintained
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			<p>self-identify as Black or Indigenous and/or first generation scholars.</p> <p>Through these various mechanisms, we believe it will be possible to increase modestly the size of our two majors. Our target goal would be a ten to twenty percent increase in the size of each of our major programs as we believe we have the resources, expertise, and complement to support such an increase.</p> <p>Based on data provided to the department (and discussed in our self-study), the minor program in sociology has decreased considerably from a peak enrolment of 659 students during the fall 2015 term to 417 students during the fall 2019 term. Again, after consultation, the department would like to attempt to increase the size of this minor program. In particular, we are currently developing a number of courses that will have fewer prerequisites that will, we hope, boost summer term enrolment (which we understand to be of particular interest to the UTM Office of the Dean). These new courses will also offer more course options to those enrolling in the minor. Additionally, the program requirements for the minor program state that “The Department of Sociology determines the CGPA requirement each admission period in relation to the number of applicants and it is never below 2.00.” The department will consider lowering this CGPA number from 2.0 to 1.8 which it believes it has the capacity to do, while still helping students enrolled in the minor meet learning outcomes.</p>	<p>and Criminology, Law & Society Specialists in the 2024-2025 Academic Year.</p> <p>In relation to the two majors and one minor. Again, the Dean’s Office supports and encourages the Department’s efforts to find an ideal target size that balances teaching resources, student interest and demand, as well as quality student experiences. Continued examination will be helpful in helping to understand these trends. The Divisional Research, Analysis and Assessment Team (now within the Office of the Vice-President & Principal) can assist with gathering some of this data and the Program & Curriculum Unit (PCU) within the Office of the Dean can help with evaluation and recommend best practice options.</p>	<ul style="list-style-type: none"> - (SOC) Implement new admit post targeting Black, Indigenous, and/or first-generation students and monitor uptake; with assistance from the Registrar’s Office.
The reviewers made a number of observations and potential	2	“Access to enrichment classes should be expanded to facilitate the addition of the Group C requirement for undergraduate	After considerable discussion, the department does not believe it currently has the resources needed to require every	See Department Response (beside). The Dean’s Office always welcomes and supports expansion and increased access	Short Term: <ul style="list-style-type: none"> - (SOC) Review teaching resources within the unit to determine

<p>recommendations related to modifying the undergraduate curriculum, with a focus on enhancing the student experience, and making opportunities to engage in research, internships, experiential learning and seminar courses available to a greater number of students, including those in the major programs.</p>	<p>3</p>	<p>major and specialist programs in Sociology and CLS.” (p. 2)</p> <p>“We also specifically recommend the addition of a seminar requirement for majors and specialists in both areas, as seminar-style courses provide skill-development opportunities (e.g. engaged listening and oral expression) not available in other course formats.” (p.2) ... “we also emphasize the importance of working towards the goal of requiring all specialists and majors to take at least one small enrollment seminar. Seminars are critical for developing effective oral expression, communicating disciplinary knowledge and insights, and learning how to engage in respectful debate and deliberation.” (p. 7)</p>	<p>student enrolled in one of our two major programs to take a group C course.</p> <p>Seminar courses, for example, must for pedagogical reasons remain capped at 15 students, and in order to offer enough of them, we would have to cut back considerably our current offerings of non-seminar courses or receive approval for something like half a dozen growth faculty hires. As such, the department does not believe it is feasible to require every major student to take a seminar course at this time.</p> <p>In terms of internships, the department has already increased considerably the number of spaces available in its year-long internship course, Soc. 480. During the 2022-2023 academic year, 39 students were enrolled in Soc. 480, a marked increase from 2019-2020, during which enrolment was 9. We propose continuing to offer two sections (capped at 25 each) of Soc. 480 per academic year.</p> <p>[T]he department believes it can improve the student experience by increasing enrolment in Research Opportunity Program (ROP) courses and growing its offerings of Study Abroad. It will achieve the former through more concerted efforts during department meetings to explain to relatively recently hired faculty some of the advantages of the ROP program for their research and teaching and mentoring of talented undergraduate students. In terms of the latter, department leadership has already identified several faculty members who are interested in offering Study Abroad courses, based on the already very successful model of Soc. 485, Investigations Through Study Abroad, in</p>	<p>to enrichment experiences, including the referenced “Group C” courses for Sociology, seminar courses, internships, and ROPs. Understanding that these are also resource-intensive experiences, it is important to closely monitor these offerings to ensure optimal balance between resource demands, student interest, and faculty/ instructor availability.</p> <p>As the Department has pointed out in their response, they are not in a position to expand these offerings to require every student in the major programs to complete an enrichment-type course at this time. However, they have noted faculty interest in increasing ROPs, internships, and Study Abroad opportunities. The Experiential Education Unit (EEU) in the Office of the Dean (for ROPs and internships) as well as the International Education Centre (IEC) (for Study Abroad) can support the Department in these efforts. It should be noted that Study Abroad opportunities are costly for students, which limits the number that can participate. Departmental resources used to develop these opportunities could reach more students through enrichment and/ or seminar courses or ROPs. It will be important to strike and maintain a balance across these opportunities.</p>	<p>optimal balance of research project, seminar style, internship, ROP, and Study Abroad course types for the unit and its students</p> <ul style="list-style-type: none"> - (SOC) Initiate conversations with the EEU, IEC, and PCU, to discuss these increases <p>Medium Term:</p> <ul style="list-style-type: none"> - (SOC) Propose course and program changes through curriculum review process, if needed; with assistance from PCU <p>Long Term:</p> <ul style="list-style-type: none"> - (SOC) Monitor changes and adjust as needed; with assistance from PCU (as appropriate)
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			which students travel during the term for about ten days as part of a broader scholarly investigation into one or more international issues. We envision building over the next several years to a point at which we would offer at least two sections of Soc. 485 each term, travelling to various countries and regions, as appropriate.		
4	“More teaching-stream faculty appointments may be warranted to both equalize their teaching load across the teaching spectrum and to allow for more research-based Group C course spaces to open up (these courses are highly demanded by students).” (p. 17)	[I]f the department does receive approval for one teaching-stream growth hire (in CLS) and timely approval of replacement hires for resignations and retirements, we will prioritize creating new Group C courses (including seminars) and increasing the offerings of existing Group C courses. The goal will be to offer the opportunity (but not requirement) for major students to take one or more Group C courses during their undergraduate careers at UTM.	See Department Response (beside). Sociology is encouraged to incorporate this recommendation into their departmental complement plans. Strategic use of CLTAs and part-time faculty are also encouraged. As faculty growth slows in the immediate and near future, growth positions may be difficult to secure and the Department is encouraged to explore creative alternatives to expand these offerings. Incorporating more graduate students as course instructors could be one such option to free up faculty capacity so they can offer research-based opportunities (see Recommendation #21).	Short Term: <ul style="list-style-type: none"> - (SOC) Submit growth teaching stream position in annual departmental complement plans; include possible requests for CLTA and part-time faculty, as appropriate - (SOC) Determine which courses may be well-suited for graduate students to teach; post and hire for these, as appropriate and with approval; with assistance from the Office of the Dean Medium Term: <ul style="list-style-type: none"> - (SOC) If approved, launch search for new growth hire; with assistance from Vice-Dean, Faculty - (SOC) Monitor effectiveness of graduate student instructors via student surveys and feedback - (SOC) Continue to find opportunities to incorporate graduate students as instructors in undergraduate courses - (SOC) Review impact to faculty teaching resources due to graduate student teaching; increase enrichment and research-based course opportunities, as appropriate 	
5	“we would encourage some elaboration or sharpening of the learning	See Dean’s Response (beside).	The Office of the Dean acknowledges the comments of the reviewers in this area	Short Term:	

		<p>objectives...The learning objectives might more explicitly center questions of application—in other words, students’ ability to bring their academic disciplinary training to bear on ‘real world’ concerns.” (p. 6)</p>		<p>and encourages regular review of program design and curricular content beyond cyclical program reviews. A critical element of this is maintaining up-to-date curriculum maps with clear program learning outcomes. With a new divisional academic plan under way, all academic units will be asked to develop their own unit-specific academic/ strategic plan to clearly articulate and focus their priorities for the upcoming 5-7 years. This will be an opportunity for Sociology to review and update their curriculum maps and program learning outcomes in tandem with the development of their academic plan, ensuring strong alignment of both. One of their considerations during these exercises should be how well their current learning outcomes address application of knowledge, especially outside of an academic setting. Program and course modifications may be warranted as a result. The Associate Dean, Pedagogical Development & Scholarship can support curriculum mapping projects and the PCU can assist with resulting curriculum change proposals.</p>	<ul style="list-style-type: none"> - (SOC) Review curriculum map and program learning outcomes of programs; with Associate Dean, Pedagogical Development & Scholarship (if needed) <p>Medium Term:</p> <ul style="list-style-type: none"> - (SOC & PCU) Propose program changes based on departmental review
6		<p>“Presumably, one objective for CLS specialists and majors is to integrate or synthesize the different approaches and/or lenses that they are exposed to throughout their interdisciplinary course of study. We were therefore surprised by the absence of any references to interdisciplinarity in the learning criteria for the two CLS programs.” (p.6)</p>	<p>See Dean’s Response (beside).</p>	<p>The Office of the Dean agrees with the observations of the reviewers, noting additionally that there has been impressive growth from other UTM academic units in areas that relate and connect to CLS programming. This presents an exciting opportunity for collaboration that could yield innovations in the form of joint courses, new interdisciplinary ROPs, thesis projects, etc. The PCU can assist with facilitating some of these connections as well as support any curricular or academic change proposals that may come from these interactions.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> - (SOC) Reach out to units also working in CLS area to discuss opportunities for collaboration; with assistance from PCU (if requested) <p>Medium Term:</p> <ul style="list-style-type: none"> - (SOC & PCU) Propose related changes to courses and programs <p>Long Term:</p> <ul style="list-style-type: none"> - (SOC) Monitor impact of changes, adjust as needed; with assistance from PCU (if requested/ needed)

	7	<p>“We understand that some departments at UTM have undergraduate students serve in a kind of modified teaching assistant role in first-year courses. While this may not work well in all course contexts, we would strongly encourage Sociology to consider such a model. Given undergraduate interest in more experiential types of learning that entail opportunities to interact with faculty, we anticipate there would be strong interest in such a role”</p>	See Dean’s Response (beside).	<p>There is certainly precedent for this type of initiative at UTM and it is a great opportunity for undergraduate students and instructors. Other academic units have utilized undergraduate students in this capacity and created opportunities for teaching and leadership training within their programming to great success. The Dean’s Office encourages Sociology to connect with these units to learn about their approach. Our Institute for the Study of University Pedagogy (ISUP) may also be a resource and partner in this venture. As the reviewer’s have noted in their recommendation, this may not be an advantageous approach for all courses and academic situations. Modifications to courses may be required to facilitate this. The PCU can assist with these changes.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> - (SOC) Consult with cognate units, including ISUP, to examine their approach to utilizing senior undergraduate students in a teaching assistant-type role for 100-level courses - (SOC) Determine if this is appropriate and ideal for Sociology courses and programs; proceed with necessary curriculum changes, as needed; with assistance from PCU <p>Medium Term:</p> <ul style="list-style-type: none"> - (SOC) Implement approved changes and monitor impact to students and programs; adjust as needed
<p>The reviewers raised questions around the possible impacts of the Department’s admissions requirements on the demographic composition of the students in its various programs, as well as students’ ability to plan their courses of study. They recommended further exploration and consideration of these issues.</p>	8	<p>“we would raise two questions about [admission] requirements. First, what is the effect of admissions requirements on the demographic (racial, socioeconomic, etc.) composition of the students in the various programs? Is there any reason to be concerned that the admissions requirements for the specialist programs might affect the diversity of the student population? Second, the overall GPA required for admission can and does change from year to year; what effect might this have on the ability of students to plan their course of study? Are they able to make contingency plans should they find that they are unable to pursue their chosen major?” (p. 5)</p>	<p>The department would [like] to work with senior administrators on the UTM campus to begin brainstorming a new program that would involve directly admitting into SOC and CLS programs cohorts of students who self-identify as Black or Indigenous and/or first generation scholars.</p> <p>We propose that the department hire one or more work study students to gather and analyze administrative data that could help answer these questions, as well as to liaise with the department’s Peel Social Lab which routinely surveys past and present students enrolled in one or more of our five undergraduate programs. As such, we will investigate this question, and then deliberate as a department in terms of what, if any, actions might be appropriate.</p>	<p>In Sociology’s departmental response (beside), they have suggested early stage work on an idea to develop a new sociology admit post for Black, Indigenous, and/ or first-generation applicants. This will directly address the concerns of the reviewers while also working toward reducing access barriers for these student groups.</p> <p>Additional data is required to fully understand the situation and impact that our admission and completion requirements have on the ‘demographic composition’ of the students. Some of this data has only been tracked in recent years or is not yet available, so comprehensive data might still be years away. In the meantime, the Divisional Research, Analysis and Assessment Team can assist with providing data that is available and the PCU can support evaluation,</p>	<p>See Implementation Plan for Recommendation #1 (above). In addition ...</p> <p>Short Term:</p> <ul style="list-style-type: none"> - (SOC) Review available admission data, in relation to demographic composition of students; with assistance from Peel Social Lab and Divisional Research, Analysis & Assessment Team - (Office of the Dean) Continue to explore and consult across the division, opportunities for alternative academic pathways for students who do not qualify for their first choice of program (such as SOC or CLS); this could include minor modifications, major modifications, and/ or targeted student advising strategies <p>Medium Term:</p>

				<p>assessment, and planning for next steps in this area.</p> <p>Alternative academic pathways for students are already being explored at the divisional level. This exploration and planning will continue as our understanding of student needs improves.</p>	<ul style="list-style-type: none"> - (SOC) Determine if additional action is required by the Department; with assistance from PCU (if required) - (Office of the Dean/ PCU) Determine if any curriculum changes or major modifications are required to establish alternative academic pathways for students who do not qualify for their chosen program of study; develop and submit these proposals, as needed <p>Long Term:</p> <ul style="list-style-type: none"> - (SOC & Office of the Dean/ PCU) Monitor approved and implemented changes to determine efficacy; adjust, as needed
	9	<p>“We also support the hiring of a staff person to provide EDII support to what we understand to be an ever more diverse set of UTM Sociology and CLS students.” (p. 3)</p>		<p>Requests for funding for new initiatives and staff at UTM should go through the newly established funding request process overseen by the Strategic Planning Advisory Committee (SPAC). Funding opportunities for staff positions that align with UTM’s Strategic Framework are available on a one-year, five-year, or continuing basis.</p> <p>In the interim, staff are encouraged to make use of EDII training opportunities within U of T’s Centre for Learning, Leadership & Culture (LLC) and build connections through UTM’s Equity, Diversity & Inclusion Office (EDIO) to help support colleagues and students and share knowledge and resources.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> - (SOC) Submit SPAC application for growth position in EDII support - (SOC) Encourage current staff in unit to engage in EDII training opportunities available through LLC and make connections through EDIO <p>Medium Term:</p> <ul style="list-style-type: none"> - (SOC) Hire EDII staff, if approved
The reviewers observed some lack of clarity among teaching-stream faculty	10	<p>“We have two discrete recommendations [related to teaching stream faculty]: 1) the hiring of an</p>	[T]he department indeed strongly recommends – something affirmed during department-wide consultation after	See Dean’s Response above, for Recommendation #4. Sociology is encouraged to incorporate this	See Implementation Plan for Recommendation #4 (above).

<p>regarding their roles with respect to research and funding opportunities, as well as processes for annual review and promotion. They made recommendations around policy clarification and other supports. (In developing your response, you are encouraged to consult with the Office of the Vice-Provost, Faculty and Academic Life.)</p>		<p>additional teaching-stream faculty; and..." (p. 6)</p>	<p>receipt of the external reviewers' report – [a] growth teaching-stream hire. Such a hire could focus principally, but not exclusively, on teaching courses in our Criminology, Law and Society major and specialist program. This would, as explored in the previous section as well, significantly enhance the quality of our undergraduate programs and the student experience.</p>	<p>recommendation into their departmental complement plans. Strategic use of CLTAs and part-time faculty are also encouraged. As faculty growth slows in the immediate and near future, growth positions may be difficult to secure and the Department is encouraged to explore creative alternatives to balance teaching load. Incorporating more graduate students as course instructors could be one such option (see Recommendation #21).</p>	
	11	<p>"2) the reduction in the teaching load of teaching-stream faculty from seven half-credit courses to six." (p. 6)</p>	<p>[T]he department continues to support a workload policy in which faculty appointed to the teaching-stream have a normal teaching load of 3.0 HCE courses per academic year. This number is in line with teaching-stream appointed faculty in sociology on our other two campuses (UTSG and UTSC), as well as other social science departments at UTM. Furthermore, this modest reduction in the teaching load will allow teaching-stream faculty to offer excellent courses at a variety of levels, including experiential learning and other Group C high-impact courses.</p>	<p>See Department Response (beside). The Office of the Dean acknowledges the recommendation of the reviewers and notes that Sociology has already submitted their new workload policy for review and approval through the Office of the Vice-Dean, Faculty (with input from the Office of the Vice-Provost, Faculty & Academic Life). It is expected that Sociology will be advised of the outcome before the end of the 2023 calendar year.</p> <p>It should also be noted that a reduction in teaching load in the unit would likely mean an increased reliance on sessionals (at least in the immediate short term) if comparable course offerings were to be sustained. This would certainly be counter to the reviewer's recommendations to expand the enrichment and experiential opportunities for students (see Recommendations #2 and #3, above). A balance between these two recommendations will need to be found.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> - (SOC) New workload policy proposing reduction of teaching load for teaching-stream faculty submitted to Office of the Dean (Vice-Dean, Faculty) - (Office of the Dean) Review and respond to proposal <p>Medium Term:</p> <ul style="list-style-type: none"> - (SOC) If approved, implement changes; with assistance from Office of the Dean (Vice-Dean, Faculty), if needed <p>Long Term:</p> <ul style="list-style-type: none"> - (SOC) Monitor impact of this change to teaching load on students, programming, and teaching resources within Department
	12	<p>"There should also be discussion of research support (including access to PI roles on external grants) for teaching-stream faculty and greater clarity about their relationship to the tri-campus Department graduate program." (p. 6)</p>	<p>[T]he reviewers note in several places a concern about campus and university support for teaching-stream faculty to engage in world-class research. This is almost entirely beyond and outside the control of the department. Department</p>	<p>See Department Response (beside). As noted by the Department, these considerations require larger tri-campus discussions, most especially with the Vice-Provost, Faculty & Academic Life. The Dean's Office will continue to be engaged</p>	<p>Short Term:</p> <ul style="list-style-type: none"> - (SOC & Office of the Dean) Consult with Vice-Provost, Faculty & Academic Life; consultation with the School of Graduate Studies (SGS) may also be needed

leadership can, however, continue to both advocate for shifts in policy (which we believe are already happening at the campus and tri-campus level) and local department-level support for teaching-stream research. The last includes writing letters of support for teaching-stream faculty to be able to serve as investigators on external grants and recognizing research and pedagogical professional development in terms of PTR awards for teaching-stream faculty. In addition, we have regularly provided departmental funding to all our teaching-stream faculty to enable them to hire Research Assistants (RAs).

[T]he reviewers call for greater clarity regarding the relationship of teaching-stream appointed faculty to the tri-campus graduate program. Again, this is almost entirely out of the control and purview of the UTM sociology department. The role and involvement of teaching-stream faculty in teaching, mentoring, and supervising MA and PhD sociology students is a decision of the Graduate Chair in consultation and deliberation by members of the tri-campus sociology department. We do have some insight into the challenges here, however, given that the UTM sociology chair is one of four chairs that comprise the leadership team of the tri-campus department.

Unfortunately, we can note current allotments of international and domestic student quotas (among the lowest in North America of any R1) mean that the tri-campus graduate department has exceedingly low numbers of students relative to faculty, which has the

in these conversations and advocate for UTM faculty, as needed and appropriate. The Vice-Dean, Faculty and Vice-Dean, Graduate Studies & Postdoctoral Affairs will support and assist.

			downstream effect of limiting the ability of faculty to teach graduate courses. As such, the position of the current Graduate Chair and consensus of the tri-campus program is that teaching-stream faculty will not normally teach or supervise graduate students. Any change on this front would have to come from the graduate chair, tri-campus graduate program, and the School of Graduate Studies (SGS). And it would likely require considerably higher allotments to sociology of graduate student admissions.		
The reviewers highlighted that the arrival of new faculty with expertise in areas such as Indigeneity Studies and Canadian Black Studies has the potential to enhance UTM Sociology's distinctive profile within the U of T system. They made several recommendations related to enhancing supports for early career and BIPOC faculty, and ensuring the visibility of their work beyond the department.	13	“Another issue raised in interviews included lack of acknowledgement of the extra responsibility, especially for junior faculty, to work in leadership roles with research groups and institutes, both on and off campus. Consider providing such faculty, especially those pre-tenure, with teaching releases when they engage in this type of work. It is also important to ensure that such work is both visible and valued in a faculty member’s workload expectation report and annual assessment.” (pp. 14-15)	See Dean’s Response (beside).	While the Office of the Dean is in agreement that the work of faculty, in and outside the classroom, should be appropriately acknowledged, there are concerns around offering teaching release for this purpose. Given the reasons limiting the Department’s ability to expand enrichment and experiential opportunities (see Recommendations #2 and #3, above), it would be expected that teaching release for service work would further exasperate the situation (see also, Recommendation #11, above). Nevertheless, a fair and transparent policy to acknowledge the important work that faculty engage in is needed. Sociology is encouraged to explore options and examples from cognate units on how they manage service work of faculty, The Office of the Vice-Dean, Faculty may be able to offer assistance and advice on best practices.	Short Term: - (SOC) Consult with other UTM academic units to determine how they have acknowledged service/ additional work of faculty; the Office of the Dean (Vice-Dean, Faculty) can assist, as needed Medium Term: - (SOC) Determine, as a unit, a fair and transparent policy to acknowledge service work of faculty; Vice-Dean, Faculty to assist, if needed
	14	“With regard to the assessment of faculty performance, we understand that there is a new form for annual review in the works; we recommend that specific attention be given to junior and BIPOC	See Dean’s Response (beside).	The Dean’s Offices strongly agrees with this recommendation. Other academic units at UTM have recently engaged in equity and belonging-based revisions in their PTR evaluation criteria. Sociology is	Short & Medium Term: - (SOC) Review and update PTR guidelines to reflect the Department’s commitment and priorities around EDII; with

		faculty concerns, and care be taken to ensure that the work faculty do beyond the Department, including with other units on the campus and in the greater UT system, is visible and valued.” (p. 21)		encouraged to also review and update their guidelines to ensure it appropriately reflects the unit’s priorities around EDII and addresses concerns of junior and BIPOC faculty. The Office of the Vice-Dean, Faculty can support this initiative.	assistance from the Vice-Dean, Faculty Medium & Long Term: - (SOC) Monitor impact and effectiveness of these changes; adjustments may be needed; with assistance from the Vice-Dean, Faculty
	15	“Recent hires that amplify the Department’s impact in EDII provide significant program development opportunities but these junior faculty need to be protected from over extension and supported in their responsibilities, especially those who identify as BIPOC (some of whom have experienced racism on and off the campuses) and/or work in EDII areas.” (p. 14)	In a constructive critique, the reviewers’ note in various places in their report that more can continue to be done to ensure that BIPOC faculty are supported at every level and that their research and teaching is made visible within and beyond the university. At the department level, we will continue to use the Peel Social Lab (PSL) and other department initiatives to highlight this important work. Other changes will have to be done at the tri-campus graduate program level and beyond and are largely not within our control.	This is another recommendation that the Dean’s Office strongly supports. It should be noted that, similar to Recommendation #14 (above), other units at UTM have recently engaged in work to both acknowledge and protect their BIPOC faculty. For example, establishing an Anti-Oppression Task Force, updating their PTR evaluation criteria, developing a departmental anti-racism/ EDII statement, prioritizing the funding of EDII initiatives (such as guest speakers and cultural events). Sociology is encouraged to explore these ideas to address this recommendation. The Office of the Vice-Dean, Faculty can provide support and assistance, as appropriate.	Short & Medium Term: - (SOC) Review and identify opportunities to support BIPOC faculty; if needed, consult with other UTM units; with assistance from Vice-Dean, Faculty (if needed) - (SOC) Implement actionable items that were identified in departmental review (i.e. updating PTR evaluation criteria, developing a departmental EDII statement, etc.); with assistance from Vice-Dean, Faculty (if needed) Medium & Long Term: - (SOC) Monitor impact and effectiveness of these changes; adjustments may be needed; with assistance from the Vice-Dean, Faculty
The reviewers made some suggestions for the Department related to Teaching Assistant support, including exploring strategies to clarify and communicate unit-level expectations for TAs, and reflecting on the role that faculty play in	16	“A substantial review of the teaching assistance system is needed...Though the issue of TA hours is presumably one that extends beyond the Department, some changes, such as more clearly setting and communicating expectations for TAs (e.g. class attendance), can be and should be made by the Department. We also encourage reflection on the role that faculty play in co-grading or	Any increase to the department’s TA budget would certainly directly support teaching and enhance the quality of our courses. Beyond the TA budget, the reviewers note that faculty could do more to grade papers and also communicate to TAs more clearly expectations regarding how to mark student work, how to participate in the	See Department Response (beside). As acknowledged by the reviewers, this is a complicated matter that requires work at the unit, divisional, and institutional level. Sociology has noted efforts to implement some of the reviewer’s recommendations, such as a dedicated faculty meeting to discuss TA support. These developments are supported by the Dean’s Office. If a	Short Term: - (SOC) Dedicate one faculty meeting a year to review TA concerns, specifically communication of expectations to TAs and best practices in supporting TAs - (SOC) Review and submit updated TA rationales for courses, as needed; with assistance from

supporting TAs working under their supervision.	17	<p>otherwise supporting the marking done by TAs under their supervision.” (p. 3)</p> <p>“Presumably, the availability of TA hours is an issue that cannot be resolved at the Department level, though we strongly endorse their suggestion for increasing TA support. We also recommend review of the Department’s policies and expectations for TAs.” (p. 8)</p>	<p>course (including in-person attendance in lectures and other course meetings), etc.</p> <p>We will dedicate the majority of one faculty meeting during the 2023-2024 academic year to these and the other suggestions made by the reviewers regarding making the most of existing TA support.</p>	<p>more optimal TA allocation is determined for Sociology, there is an established process to update TA rationales. The Academic Policy & Planning Unit within the Office of the Dean can provide support.</p>	<p>Academic Policy & Planning Unit (if needed)</p> <p>Medium & Long Term:</p> <ul style="list-style-type: none"> - (SOC) Continue to dedicate one faculty meeting per year to discuss TA matters
The reviewers encouraged campus and departmental leadership to explore the possibility of expanded UTM Sociology offerings in areas of UTM’s strengths.	18	<p>“we would encourage the UTM faculty, together with campus leadership, to explore the possibility of developing specialized MA programs in areas of campus strength.” (p. 3)</p>	<p>Many of these suggestions require action and resources well beyond the scope of the department, so our department’s deliberations and this chair’s administrative response is of limited usefulness.</p> <p>A few concrete suggestions, however, may be helpful. First, we recommend supporting the department’s efforts to hire diversely in the coming years (something we have considerable expertise in, but which does require the approval of replacement hires). Additionally, the campus can provide financial and administrative support for a forthcoming proposal from the department to create a program for BIPOC and first-generation students. Lastly, the department will explore the possibility of having a staff member work closely with the tri-campus program to enhance communication and coordination.</p>	<p>Research-based graduate programming has been identified as a UTM priority. The Office of the Vice-Dean, Graduate Studies & Postdoctoral Affairs has been working closely with academic units to explore graduate opportunities. A process to submit an Expression of Interest to signal interest in graduate programming has been established. The Department is encouraged to work with the Vice-Dean, Graduate Studies & Postdoctoral Affairs and submit an Expression of Interest if there is enthusiasm within the unit for graduate programming. The PCU will also support the development and approval of the program proposal.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> - (SOC) Determine, as a unit, if graduate programming is an interest and/ or priority for the Department - (SOC & Office of the Dean) If there is sufficient interest in developing research-based graduate programming at UTM, engage in conversations with the Vice-Dean, Graduate Studies & Postdoctoral Affairs to explore options <p>Medium Term:</p> <ul style="list-style-type: none"> - (SOC) Submit an Expression of Interest to confirm interest in developing graduate programming options at UTM; with assistance from Vice-Dean, Graduate Studies & Postdoctoral Affairs and PCU, as needed - (SOC & Office of the Dean) If appropriate, begin work in developing a new program proposal for a research-based graduate program at UTM
The reviewers observed opportunities for UTM Sociology to build a more active departmental community at the campus level, and strengthen	19	<p>“[synergies and cross-over between the department’s two program streams] were not clear to us, and we would encourage the Department to reflect on the degree to which they may be unclear to students as well. Could these</p>		<p>The Office of the Dean always supports and encourages efforts to strengthen the academic community. The Department of Sociology appears to be already engaged with their student society (the UTM Sociology and Criminology Society),</p>	<p>Short Term:</p> <ul style="list-style-type: none"> - (SOC) Continue to work with Sociology and Criminology Society and promote departmental communication engagement

<p>connections between programs, noting that “expanding opportunities for in-person engagement at UTM may not only generate rewards for faculty (teaching- and tenure-stream alike); it could positively impact the undergraduate student experience as well.”</p>		<p>connections be strengthened by efforts to build a more active departmental community at the campus level? For example, by creating opportunities for collaboration between the Sociology and CLS student associations?’ (p. 4)</p>		<p>participating in regular social events and community engagement activities (cited examples include their ‘Coffee and Conversations’ series, ‘Career and Further Education Panels’, and their ‘What to do with your Degree’ series). Additionally, the Department has a staff and faculty liaison for the Society.</p> <p>While there appears to already be impressive collaboration between the unit and the student society, the observations of the reviewers are noted and we would encourage the Department to look for further opportunities, with particular attention to when disciplinary connections between SOC and CLS can be further emphasized and/ or in-person participation is possible.</p>	<p>Medium Term:</p> <ul style="list-style-type: none"> - (SOC) Continue to work with Sociology and Criminology Society and promote departmental communication engagement <p>Long Term:</p> <ul style="list-style-type: none"> - (SOC) Continue to work with Sociology and Criminology Society and promote departmental communication engagement
<p>The reviewers made a number of observations and suggestions related to enhancing communication and coordination across the tri-campus graduate Department of Sociology, including considering expanding the role of graduate students in delivering undergraduate courses at UTM, and exploring strategies to ensure “that graduate student admissions reflect the research profiles of all faculty in the tri-campus Sociology department”.</p>	21	<p>“...we believe there may be an important role to play for graduate student instructors in teaching in-demand small format classes. Having advanced graduate students more regularly teach their own courses might allow the Department to expand undergraduate offerings (including the seminars we suggest below) while also providing graduate students with valuable teaching experience.” (p. 2)</p>		<p>The Office of the Dean agrees with this recommendation and encourages the Department to explore opportunities where this can be implemented. The Dean’s Office supports these beneficial opportunities to enhance the graduate and undergraduate student experience wherever possible and (as noted above for Recommendations #4 and #10), with faculty growth opportunities slowing, this could be a strong strategy to manage instructor resources for the Department.</p>	<p>See Implementation Plan for Recommendation #4 (above).</p>
	22	<p>“A concrete recommendation we have is ensuring that graduate student admissions reflect the research profiles of all faculty in the tri-campus Sociology Department.” (p. 3)</p>	<p>See Dean’s Response (beside).</p>	<p>The Office of the Dean agrees with this recommendation as well; however, oversight of the Sociology graduate program lies with the tri-campus graduate unit on the St. George campus. The Dean’s Office encourages the Department to engage with the graduate chairs of their respective graduate units to discuss these concerns.</p>	<p>Short Term:</p> <ul style="list-style-type: none"> - (SOC) Department to engage graduate chairs of their tri-campus graduate programs to discuss concerns around graduate student admission; with assistance from Vice-Dean, Graduate Studies & Postdoctoral Affairs, if needed

	23	“Given the recent extraordinary growth in the Department particularly in EDII areas with BIPOC faculty, there is an enormous potential for development of Black Studies and Indigenous programming, including at the graduate level. Especially graduate-level development will require increased access to processes controlling graduate student intake and graduate program development.” (p. 14)	The department would [like] to work with senior administrators on the UTM campus to begin brainstorming a new program that would involve directly admitting into SOC and CLS programs cohorts of students who self-identify as Black or Indigenous and/or first generation scholars.	See Dean’s Responses to Recommendations #8 and #18 (above). The Dean’s Office, once again, agrees with and supports this recommendation. The Vice-Dean, Graduate Studies & Postdoctoral Affairs and the PCU will assist and support, as appropriate.	See Implementation Plan for Recommendations #8 and #18 (above).
Other recommendations not prioritized in the Request for Administrative Response	24	“We agree with the authors of the Self Study that more up-to-date data and more useful data is required to get a handle on graduation rates in the Department.”(p. 18)	See Dean’s Response (beside).	This is a long-standing issue across the division and institution as a whole. Great advancements in how we track and map student life cycles have occurred in recent years and significantly more and better information is now available. In order to fully understand the data, we need more time at this level of data gathering and tracking. Currently, however, the Divisional Research, Analysis and Assessment Team can assist with assembling and evaluating the available data and offer creative solutions on how to answer questions around graduation rates, completion rates, etc.	Short & Medium Term: - (SOC) Review data around student retention, graduation rates, and time to completion to determine if there is a cause for concern here and any action needed; with assistance from the Divisional Research, Analysis and Assessment Team
	25	“the relatively high percentage of students not finishing (around a third) is worrisome. We would encourage the Department and the University to collect data to better understand what may be complex and varied reasons for this outcome; it does not appear student access to required courses is a significant factor, but additional and more detailed data to confirm that hypothesis would be welcome.” (p. 9)	See Dean’s Response (beside).		
	26	“we would encourage greater reflection on the degree to which the CLS programs are making maximal use of relevant faculty resources in other Departments.” (p. 6)	See Dean’s Response (beside).	See Recommendation #6 (above). As noted above, there has been much development and innovation in cognate units at UTM, especially in areas around CLS. There are many opportunities to collaborate and partner with these units and faculty to develop new and exciting academic initiatives for UTM students. The PCU can assist and support, as needed.	See Implementation Plan for Recommendation #6 (above).

3 Committee on Academic Policy & Programs (AP&P) Findings

The spokesperson for the reading group reported that the review summary accurately described the full review and found the review to be positive, noting the external review team's commendable mention of the department's commitment to fostering a diverse and inclusive environment. The reading group reported that the Dean's administrative response had adequately addressed issues identified by the review, however, identified two points on which they requested further clarification beyond what was covered in the Dean's response. This included space allocation to accommodate new hires and the perceived lack of feedback related to course development and exclusion from the activities of the department expressed by Sessional Lecturers.

Tracey Bowen, Vice-Dean, Teaching & Learning responded that the Department of Sociology's office space was at capacity at UTM. The Office of the Dean recognized that there were potential constraints if faculty returned from leave, or faculty that retired or resigned were replaced, noting that UTM was on a hiring slowdown. The department developed creative strategies to help with the space issues; one was sharing office space as this was a common practice in other units at UTM. Second, leveraging office spaces efficiently in terms of study and research leaves. Finally, any further space considerations would be discussed with the UTM CAO.

Phil Goodman, Chair, Department of Sociology commented that the perceived lack of feedback related to course development and exclusion from the activities of the department expressed by Sessional Lecturers was due to the small cohort of Sessional Lecturers, and a circumstance of a number of years where the department grew rapidly resulting in program delivery struggles, which had since stabilized. He noted that for the current 2023 term, they had five instructors serving as sessional instructors, and four of them developed one to two courses. He reported that the department worked hard to foster community integration, and would continue to advocate for LTA and other types of positions during the normal processes, noting the structural advantages of program integration. Finally, he concluded that the associate chair actively responded to questions from sessional lecturers related to teaching and feedback, and was open to formalizing processes and feedback, and that they would be reaching out to the sessional lecturers.

No follow-up report was requested.

4 Institutional Executive Summary

The reviewers highlighted that the Department is home to a productive and collegial set of world-class faculty delivering strong undergraduate programs, and compares very favourably to top-ranked programs both nationally and internationally. They commended the Department's leadership in the area of Equity, Diversity, Indigeneity and Inclusion (EDI) at multiple levels, including curricular development; and were deeply impressed by the Department's

“commitment to creating a diverse and inclusive environment for teaching and learning.” They observed that the curriculum appears well-structured and comprehensive, and has been revised to reflect input from the previous review; and the Department has worked hard to ensure a robust faculty complement, in which teaching-stream faculty are critical to the success of programs. Finally, the reviewers praised the department for fostering a highly collegial environment among tenure-stream faculty, teaching-stream faculty, and staff.

The reviewers recommended that the following issues be addressed: “the Department reports a consistent slight decrease in enrolments” and that, as a result, “the ideal size for each of the five programs should be a focal point of post-review discussion”; number of observations and potential recommendations related to modifying the undergraduate curriculum; possible impacts of the Department’s admissions requirements on the demographic composition of the students in various programs; some lack of clarity among teaching-stream faculty regarding their roles with respect to research and funding opportunities, as well as processes for annual review and promotion; enhancing supports for early career and BIPOC faculty, and ensuring the visibility of their work beyond the department; exploring strategies to clarify and communicate unit-level expectations for TAs, and reflecting on the role that faculty play in supporting TAs working under their supervision; explore the possibility of expanded UTM Sociology offerings in areas of UTM’s strengths; build a more active departmental community at the campus level, and strengthen connections between programs; considering expanding the role of graduate students in delivering undergraduate courses at UTM, and exploring strategies to ensure “that graduate student admissions reflect the research profiles of all faculty in the tri-campus Sociology department.”

The Dean’s Administrative Response describes the division and unit’s responses to the reviewers’ recommendations, including an implementation plan for any changes necessary as a result.

5 Monitoring and Date of Next Review

Progress checks and monitoring of the implementation plan will occur through the Chair’s Annual Report to the Dean. The next external review of the Department of Sociology is scheduled to occur in the 2028-2029 academic year, with a midway report submitted in 2025-2026.

The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than the 2025-2026 Academic Year on the status of the implementation plans.

The next review will be commissioned in the 2028-2029 Academic Year.

6 Distribution

On June 30, 2024, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Vice-Principal, Academic & Dean of UTM, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit/program leadership.