

**Sociology**  
**Update on Unit Response to External Reviewers' Report & Action Plan**  
**Programs Being Reviewed: Undergraduate and Graduate programs**  
**Completed by: Bernhard Leistle (Professor and Chair)**  
**Approved by Dean: November 11, 2025**

Note: This document is made available for public posting on the Vice- Provost's website.

\*\*\* Denotes items that SQAPC would like the unit to pay particular attention to based on their past review of the original action item.

External Reviewer Recommendation	Original Action Item and Unit response	Owner & Timeline	Progress Update June 30, 2025	Have calendar changes been initiated or completed (Not applicable/Yes/No), if Yes, when
1. Develop human and textual resources, with material support from senior administration, and a communications strategy for recruitment at the undergraduate level. <b>Concern.</b>	<p>1- Agreed to unconditionally</p> <p>1) Continue work of Joint Undergraduate Fall and First Year Orientation and Recruitment Committee (JUFFORC)</p> <p>2) Develop Life Long Learning course with Kathleen Moss for high school teachers who teach the Sociology, Anthropology and Psychology Class in grade 11/12</p> <p>3) Continue to work with FASS on recruitment initiatives. Participate in FASS Ambassador program and recruitment events like FASS Open House</p>	<p>1) Chair of JUFFORC Committee</p> <p>2) Chair of Department and Kathleen Moss</p> <p>3) Chair of JUFFORC and Sociology Undergraduate Committee Chair/ 1) Ongoing</p> <p>2) FW 23/24</p> <p>3) Ongoing</p>	<p>1) JUFFORC has continued to organize events in 2023/2024, like movie nights and "Pint with a Prof", which were well received by students. It has become clear that responsibility for recruitment activities fell disproportionately on one faculty member and we will make efforts to distribute them more equally for the rest of the monitoring period, e.g. by getting the undergraduate coordinator and committee more involved.</p> <p>To enable the current undergraduate coordinator to invest more time into recruitment, a 0.5 teaching release was negotiated with FASS. The coordinator has made good use of the release by liaising with teachers, present in high schools, participate in faculty and university recruitment activities and programs (e.g. university outreach program through which school classes can book faculty presentations for campus visits), see also 3).</p>	N/A

			<p>2) The course has been developed and funded by the department. Unfortunately, despite advertising through Dr. Moss and Life Long Learning, the offer failed to attract enough interest among teachers and therefore had to be canceled.</p> <p>3) Undergraduate and graduate coordinators have consistently participated in FASS recruitment activities. Facilitated by a teaching release, the undergraduate coordinator was such a prominent presence that she is offered an extension of the release for becoming a “FASS super-recruiter”.</p>	
<p>2. Consider making both qualitative and quantitative method required within BA and BGInS programs. However, to address math phobia, the quantitative method course should be designed in a way that maximizes its relevance to undergraduate sociology students, very few of whom will become social statisticians. The course should emphasize numeracy and the practicalities of working with quantitative data. The course could be delivered in a hands-on mode using accessible spreadsheet software, fostering critical thinking on the uses and abuses of statistics. <b>Concern.</b></p>	<p><b>3- Agreed to in principle</b></p> <p><i>1) Continue work of the departmental Spirit Committee.</i></p>	<p><i>1) Chair, Spirit Committee/ 1) FW23/24, FW 24/25</i></p>	<p>We have created a new course (Data Literacy for Social Sciences) to introduce Data literacy/ quantitative methods within BA and BGInS programs in a practical and hands-on mode. We also changed the program requirements so that students in the BA and BGInS program would be required to take the Data Literacy course and the introduction to qualitative research methods course (both courses are at the second year). Those in the sociology Honours program would additionally be required to take either the Data Analysis course or the qualitative research course (both at the third year)</p>	<p><i>Yes, the changes are currently being entered into course leaf</i></p>
<p>3. Continue efforts to restore and build community in the wake of the pandemic and increased on-campus activity, within undergraduate and graduate programs. <b>Concern.</b></p>	<p><b>1- Agreed to unconditionally</b></p> <p><i>1) Continue work of the departmental Spirit Committee.</i></p>	<p><i>1) Chair, Spirit Committee/ 1) FW23/24, FW 24/25</i></p>	<p>Efforts were made to revive the student associations on both undergraduate and graduate levels. Requested support, financial and in terms of faculty time, was provided. The undergraduate association (SASA) has been applied for and been granted “university club” status which opened further funding sources to them.</p> <p>A new lounge for graduate students was provided from departmental funds. The current graduate coordinator has devoted time</p>	<p>N/A</p>

			to cohort building in the first part of the doctoral seminar. Efforts to bring students back onto campus and engage them in the life of the department are ongoing and show tender signs of success.	
4.Keep grad programs at current size, do not expand them if that would mean reducing funding commitments to incoming students. <b>Concern.</b>	<p><b>1- Agreed to unconditionally</b></p> <p><i>We do not have plans to expand our graduate programs.</i></p> <p><i>No action required.</i></p>	N/A	N/A	N/A
5. Develop explicit protocols for online or remote participation in activities related to the graduate program, including whether students can hold their guaranteed funding if they are not on campus and whether in-person attendance is necessary for program requirements. The graduate program may drift towards being de facto hybrid; faculty and students should decide whether this is what they want. <b>Concern, Opportunity.</b>	<p><b>2- Agreed to in principle</b></p> <p><i>We currently host many of departmental meetings and activities in a hybrid format.</i></p> <p><i>Sociology Caucus will make more explicit guidelines for online or remote participation for graduate activities.</i></p>	1) Chair, Sociology Caucus/ 1) FW 23/24	Our graduate courses are back to being in-person courses only. While a couple of faculty members might allow remote participation in their courses, this is usually the exception. Graduate students are required to be in-person for teaching assistant positions unless alternative accommodations have been approved by Labour Relations/ HR	N/A
6. Develop ways for early-career faculty to supervise graduate students (where this does not contradict institution-wide rules). <b>Concern, Opportunity.</b>	<p><b>3- Agreed to in principle</b></p> <p><i>As per university policies, pre-tenured faculty are only permitted to supervise MA theses and to co-supervise PhD theses together with a tenured faculty member.</i></p> <p><i>1) Sociology Graduate Chair will work towards introducing graduate students to a broader array of faculty</i></p>	1) Sociology Graduate Chair/ 1) FW 23/24 and ongoing	This has been accomplished with the most recent hires, one of whom, has already achieved tenure and promotion to associate professor, and the other, whom is also well on-track to tenure and already active in supervision.	N/A
7. Create a space to be a graduate student lounge, even if it means reducing the space for individual offices. <b>Opportunity.</b>	<p><b>1- Agreed to unconditionally</b></p> <p><i>1) Consult with graduate students and faculty about converting an existing graduate student office into a graduate student lounge.</i></p> <p><i>2) If approved by graduate students and faculty, convert a student office into a lounge.</i></p>	<p>1) Departmental Chair</p> <p>2) Departmental Chair/ FW 23/24</p>	This has been accomplished in May 2025 by repurposing one of the graduate student/TA offices into a social space, complete with sofa, two chairs, coffee table, lighting and wall decoration. Funds came from the departmental budget.	N/A

8. Develop a way to acknowledge or recognize the work that faculty members do in supervising graduate students – this could take the form of course release or being awarded a semester of research assistance or some other resource when a faculty member has achieved a benchmark in terms of the number of students supervised. <b>Opportunity, Concern.</b>	<b>1- Agreed to in principle</b>  <i>1) Consult with Dean's office about securing teaching releases for Faculty with heavy supervisory loads.</i>	<i>1) Departmental Chair/ FW 23/24</i>	Due to the current financial crisis the university finds itself in; this initiative, while eminently desirable, was not regarded as realistic. We plan to revisit this as soon as the financial context becomes more favorable.	N/A
9. Encourage faculty members to write graduate assistants into their external grant applications wherever possible, in order to add more research assistant positions to the mix of graduate student funding. <b>Opportunity.</b>	<b>1- Agreed to in principle</b>  <i>Discuss within Sociology Caucus of developing a practice of writing graduate students into external grant applications.</i>	<i>Chair, Sociology Caucus/ FW 23/24 and ongoing</i>	This has and continues to be done by various faculty members applying for external grant funding.	N/A
10. Track the whereabouts of alumni. <b>Opportunity.</b>	<b>1- Agreed to in principle</b>  <i>1) Continue the work of the alumni committee</i>  <i>2) Meet with Carleton's Alumni Office</i>	<i>Alumni Committee Chair/ FW 23/24 and ongoing</i>	An alumni committee is in place and has organized two well attended events, one in 2024 and one in 2025, making use of existing information on alumni of the department. We plan to invigorate these activities in the coming years.	N/A