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MEMORANDUM

ATTENTION: Senate	TEL
FROM: Jon Driver, Vice-President, Academic and Provost <i>pro tem</i> , and Chair, SCUP	
RE: External Review of the Department of Sociology and Anthropology (SCUP 19-29)	
DATE: November 13, 2019	TIME

At its October 23, 2019 meeting, SCUP reviewed and approved the Action Plan for the Department of Sociology and Anthropology that resulted from its External Review.

The Educational Goals Assessment Plan was reviewed and is attached for the information of Senate.

Motion:

That Senate approve the Action Plan for the Department of Sociology and Anthropology that resulted from its External Review.

c: D. Lacombe
J. Pulkingham



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MEMORANDUM

ATTENTION Jon Driver, Chair, SCUP
FROM Wade Parkhouse, Vice-Provost and
Associate Vice-President, Academic
RE: Faculty of Arts and Social Sciences: External Review of the Department of Sociology and
Anthropology

DATE October 11, 2019

PAGES 1/1

Attached are the External Review Report and the Action Plan for the Department of Sociology and Anthropology. The Educational Goals Assessment Plan is included, for information only, with the Action Plan.

Excerpt from the External Review Report:

"We found a strong department running seven programs that conducts nationally and internationally recognized research, as well as locally engaged work. It also contributes to engaged and scholarly work and service, such as taking on the editorship of major journals like Anthropologica and the American Ethnologist."

Following the site visit, the Report of the External Review Committee* for the Department of Sociology and Anthropology was submitted in May 2019. The Reviewers made a number of recommendations based on the Terms of Reference that were provided to them. Subsequently, a meeting was held with the Dean of the Faculty of Arts and Social Sciences, the Chair of the Department of Sociology and Anthropology and the Director of Academic Planning and Quality Assurance (VPA) to consider the recommendations. An Action Plan was prepared taking into consideration the discussion at the meeting and the External Review Report. The Action Plan has been endorsed by the Department and the Dean.

Motion:

That SCUP approve and recommend to Senate the Action Plan for the Department of Sociology and Anthropology that resulted from its external review.

*External Review Team:

Barry D. Adam, University of Windsor (Chair of External Review Committee)
Ellen Judd, University of Manitoba
George Rigakos, Carleton University
Jennifer Spear (internal), Simon Fraser University

Attachments:

1. External Review Report (May 2019)
2. Department of Sociology and Anthropology Action Plan
3. Department of Sociology and Anthropology Educational Goals Assessment Plan

cc Jane Pulkingham, Dean, Faculty of Arts and Social Sciences
Dany Lacombe, Chair, Department of Sociology and Anthropology

Department of Sociology and Anthropology

Simon Fraser University

External Review 2018/19

Committee Members

Barry D Adam, University of Windsor (chair)

Ellen Judd, University of Manitoba

George Rigakos, Carleton University

Daphne Winland, York University

The External Review Committee met with members of the Department of Sociology and Anthropology and administrators from March 27 to 29, 2019. We found a strong department running seven programs that conducts nationally and internationally recognized research, as well as locally engaged work. It also contributes to engaged and scholarly work and service, such as taking on the editorship of major journals like *Anthropologica* and the *American Ethnologist*. At the same time, the external review committee found that the Sociology and Anthropology programs at Simon Fraser University face many familiar challenges that are encountered by similar programs across the country.

We wish to acknowledge that the committee's work was greatly facilitated by the quality of the Self Study Report provided to us with its stance of self-critique and striving to improve in quantitative (metrics), qualitative (teaching, scholarship and engagement), and policy areas (interdisciplinarity, engagement and service).

While commending a good many strengths evident in the two programs, we also offer some recommendations on moving forward during a period of significant faculty turnover. The ability of the department to institute innovation and growth will depend on resources to replace retiring faculty and on the potential for growth during a period of FASS-wide declines in enrolment. Several of the suggestions we make about the future of Sociology and Anthropology hinge on an investment in full time research faculty, particularly in Sociology. As a number of faculty members noted, "we are stretched too thin" to engage in significant program renewal at this time.

The External Review Committee investigated a range of issues as set out in the Terms of Reference provided by the University:

1. ***The quality of the Unit's programs (graduate and undergraduate) is high and there are measures in place to ensure the evaluation and revision of the teaching programs. Some issues to consider include:***
 - *degree requirements, structure, breadth, orientation and integration of the programs including the cooperative education program and the course offering schedule of the graduate programs*
 - We note that Sociology and to a lesser extent, Anthropology, offer courses to many non-majors across FASS and therefore provide an important service to the Faculty as a whole. As well, two sets of core courses are offered for each discipline, Sociology and Anthropology. Furthermore, Sociology is consistently one of the most frequently declared minors in the Faculty for students majoring in Criminology, Communications, or Psychology.

- Degree requirements, specifically research methods and theory, are required courses in cognate disciplines and are well developed in the unit. Students expressed a need for more reliable delivery of courses in quantitative methods.
- There is a cooperative education program on campus but it is not well-subscribed by students in these programs.
- We note that plans are already underway to better rationalize and integrate online courses into the regular curriculum. We also note the careful thought being given to curriculum planning with the move toward flex courses and to reconsideration of curriculum, especially at the 200 and 400 levels.
- We understand that the Writing, Quantitative and Breadth (WQB) requirements need some rethinking and they are currently under review by the FASS Dean and the university at large. Dedicated quantitative methods courses (with a social science focus) need to be consistently made available to students in order to satisfy this requirement.
- *enrolment management issues, student progress and completion, and support for graduate students*
- We note that the decline of enrolment in Sociology and Anthropology during the period of the Self Study is occurring in the context of a demographic shift in British Columbia with a smaller cohort of secondary students graduating at this time. Enrolments in Sociology and Anthropology have not declined as rapidly as enrolments in FASS as a whole; the overall FASS-wide decline may be linked to the transition of much of the college system into university status across the Lower Mainland. Nevertheless, recruitment efforts cannot be neglected if a program is to survive and thrive into the future.
- The previous external review report recommended greater attention to student recruitment. Enrolment appears to continue to be declining. While this may be part of a larger faculty-wide decline, there appears to be a gendered aspect to the fall-off in undergraduate enrolment with male enrolment falling faster than female enrolment and falling faster than the faculty wide head count. The male undergraduate head count appears to be 67% of what it was five years ago; the female head count, 82%. This may not be unique to SFU but is nevertheless a warning signal and a clue in thinking about future recruitment.
- We commend the plan of the undergraduate advisor to work with university- and faculty-level counselors to attract college transfer students into Sociology and Anthropology. Transfer students are an important source of new enrolment and counselors can be important gatekeepers or facilitators in advising students in their course selection.
- We agree with the Self Study commitment that “our department recognizes the value of ensuring that core faculty teach core courses, including introductory gateway courses.” An important piece of student recruitment is putting the department’s “best foot forward” in introductory courses in order to attract majors. This is also consistent with the department’s student survey that found that students became more favourably disposed to majoring after taking a Sociology or Anthropology course but this realization often came late in their student careers.
- We acknowledge the improvement in undergraduate completion times since the last report.
- It is important that pro-active steps be taken to recruit well-qualified students into the BA-

MA transition stream. Reminders to faculty at the end of each semester to identify and cultivate their most promising students can help graduate recruitment efforts.

- There is inconsistent funding available for graduate students who often conduct field research and require potentially extended periods of research time. More consistent funding would allow students to plan their research program in advance. We welcome the new British Columbia Graduate Scholarship that may alleviate some of the funding concerns for students who are SSHRC eligible but it will not do so for others. The unit has done well in conforming to the university's commitment to the reduction of completion times, but more consistent funding for graduate students beyond teaching assistantships, would likely improve completion time.
 - At the graduate level, recognition of the time-consuming nature of field-based research and of collaborative and engaged research in Anthropology and Sociology points to a need to adjust time-to-completion expectations, especially at the doctoral level. We note that these discipline-based differences are recognized at the faculty level in the Collective Agreement (Article 28.18 Criteria for Assessing Non-Traditional Scholarship).
 - *educational goals that are clearly aligned with the curriculum and are assessable.*
 - Like many other Anthropology and Sociology programs, these programs contribute a great deal to the overall welfare of the university through service instruction, contributions to interdisciplinary programs, and multi-campus and distance education.
 - The "unique" 4-hour class system in Sociology and Anthropology is considered a strength in the Self Study Report, but student opinions are somewhat divided and are likely self-selective in that we cannot account for students who simply opt out of Sociology and Anthropology courses only to find out later that they might very well have taken a major or qualified for further courses. We recognize that 4-hour classes may be a pedagogical success in student engagement, but four-hour blocks may make scheduling classes difficult.
- 2. *The quality of faculty research is high, and faculty collaboration and interaction provide a stimulating academic environment.***
- Faculty in both the Sociology and Anthropology streams are well published in both mid-level and top-tier journals and with leading academic presses (e.g. Cambridge UP, Oxford UP, Duke UP) in both Sociology and Anthropology. With the exception of some Anthropology faculty (for example, co-editors of the *American Ethnologist*, editor-in-chief for *Anthropologica*), research collaboration among faculty members is not robust as faculty are engaged in projects outside the program, faculty, or university. This is not necessarily a deficit as multi- and cross-disciplinary collaborations (e.g. Michael Hathaway's directorship of the David Lam Centre for Asian Studies and faculty members affiliated with a number of schools at SFU) enrich the department and the educational experience for faculty and students. Anthropology has a stronger research focus and a more articulated sense of who they are as a socio-cultural unit compared to Sociology which is, according to one faculty member, "all over the place" and to another, a "catch all" for all areas of sociology.
- 3. *Unit members participate in the administration of the Unit. Some issues to consider include Unit size, adequacy and effectiveness of the administrative complement and facilities.***
- Given that the department supports seven programs, faculty are spread thin. The resources

available to the department appear to be comparable to programs with only one discipline. Administrative duties are further exacerbated by the fact some faculty are committed to administration in other programs (Gerontology, Labour Studies, and decanal secondment) which places a disproportionate burden on existing faculty to take on additional teaching and administrative responsibilities. There is, as well, an uneven distribution of graduate supervisions with several faculty members carrying the load, something that could be addressed with a method of crediting faculty who take on graduate supervision.

- We encourage the university to appoint search committees for department chair on a regular, rather than optional, basis (as allowed in Article 51.16 of the Collective Agreement), whether this is for the appointment of a new chair or for renewal of an existing chair. This practice would enhance regular faculty and student input and encourage mid-level and senior faculty to consider taking on administrative duties rather than relying too much on incumbency of current office holders.
- Finally, we note a concern regarding department members' participation in administration that is far from unique to these programs, but rather raises an issue of the current university system as a whole. The currently highly competitive nature of the academic job market results in selection of faculty with the strongest publication records and perhaps more single-minded focus on the development of credentials. The problem of the long-term prioritization of this metric in evaluating faculty is that there may be insufficient incentive for faculty to take on sometimes thankless tasks for the good of the department as a whole, as these tasks attract little reward or c.v.-worthy credit.

4. *The Unit's workplace environment is conducive to the attainment of their objectives, including working relationships within the Unit, with other University units, the community and the Unit's alumni.*

- The general sense the reviewers have is that the members of the department have long been collegial. The department has also developed good working relationships with other units including First Nations Studies and Labour Studies (the latter housed in the department). The department has had a long-standing relationship with First Nations Studies (beginning in 1988 with its engagement with the Secwepemc Nation to create a Kamloops based-branch of SFU), an asset in establishing the networks and resources to enhance commitment to indigenizing the university curriculum. As a commuter campus, there are challenges in having students and faculty generate and/or participate in department or faculty activities. Many students have to work in order to make ends meet in Vancouver, which takes them away from campus.

5. *Future plans of the Unit are appropriate and manageable.*

- We note the salience of interdisciplinarity as a value in the university plan. There is strong evidence that Sociology and Anthropology, perhaps more than other units in the university, has been institutionally and practically interdisciplinary both in its internal approach and external reach. This interdisciplinarity is embedded both in its current course offerings and in the number of cross-listed courses it offers. Moreover, the work of the faculty and the fact that both Sociology and Anthropology faculty jointly sit on thesis committees is further proof of this functional interdisciplinarity. The programs, then, are exemplary in achieving and sustaining interdisciplinarity through their effective integration of sociology and anthropology, with strengths in core areas of method, theory and engagement, and flourishing of distinctive strengths (for example, medical anthropology, anthropology of violence). There is, as well, a

strong contribution to other programs (for example, Labour Studies) and centres (David Lam Centre). One common theme expressed during the review was that the department has been a “very good player in the university” and an “incredible bargain” sometimes to its own detriment. There is ample evidence to support the observation that Sociology, in particular, provides a central “service function” to other programs but that this may leave little room for their “own curriculum needs.”

- Sociology and Anthropology, then, may provide a model for the university of the benefits and challenges of interdisciplinarity as these programs are already far along the road of realizing this goal. The experience of Sociology and Anthropology is that administrative structure can, at times, work at cross-purposes with the professed goal of interdisciplinarity. While the Sociology and Anthropology programs are relatively small in comparison to other units, their large service function and the fact that they administer seven programs create a particular administrative burden that the university ought to consider further. There is concern that disciplines are being dismantled in favour of interdisciplinarity and this results in reluctance to embark on new initiatives.
- Implementation of interdisciplinarity may be challenged by problems of accounting, accrediting, and rewarding interdisciplinary initiatives, through current metrics such as AFTEs. Interdisciplinarity may register as a cost or demerit if productivity measures are not right or if it is perceived as multiplying administrative and bureaucratic burden. For example, if cross listing courses is encouraged then how will sharing resources and administration of courses be streamlined to ensure that departments do not experience a loss of resources? If cross listing of courses results in loss of AFTEs, then university-level metrics become an impediment to the goal of interdisciplinarity. Faculty members tend to perceive the university administration as having a “gimlet eye” on “bums on seats” statistics and AFTEs, and that this priority may trump formally enunciated university program priorities. The focus of the university more broadly on interdisciplinarity needs to be made more legible to the department regarding how resources will be allocated.
- Future plans are currently hindered by the uncertainty of future faculty complement uncertainties. The department’s ability to plan is contingent on confidence in what lies ahead in terms of faculty renewal. The loss of faculty to transfers, retirements, and resignations is compounded by the fact that several hires have been spousal hires which, while valuable members of the programs, limit the capacity of the program to develop curriculum plans.

6. *Issues of specific interest to the University and/or the Unit that the Review Committee should consider during the review are:*

6.1. *Assess the current level of staffing and space allocation in the Department and provide recommendations for improvement.*

- We commend the Faculty and University’s support of the department through approving a communication specialist.
- There is need for renovation of the departmental office to partition and relocate mailboxes and the photocopy machine from the area of staff interaction with students and faculty.
- There is also need for a modest amount of space for the Sociology and Anthropology Student Union. The Union is an important asset for student recruitment and merits departmental support.

6.2. *Assess strengths and weaknesses of our educational goals and feasibility of our educational goal assessment plan.*

- The educational goals for students at both the undergraduate and graduate levels are clear

and well formulated. The commitment to “civic engagement” adds an additional dimension which is in concert with the university’s “engaged university” mandate and goals.

- It is commendable that the department keeps enrolment caps in seminar style classes to assure close student contact with faculty in upper years.
- It is also commendable that the student survey shows that the “majority of students state that SA classes have more discussion, fewer tests, more reading, critical thinking and writing” than other classes they have taken.
- Having a colloquium series is a welcome addition to the intellectual environment of the department.

6.3. *Provide recommendations for a revitalization of our MA and PhD programs.*

- The general position of the faculty seemed to be that the Sociology and Anthropology programs are robust enough, large enough, efficient enough, and doing more than its fair share in supporting other FASS programs. The unintended consequence, however, is the creation of a sort of stasis, which can also be the result of structural conditions and a lack of attention to the marketable aspects of the programs, independent of their service role in the university.
- There needs to be more focused attention on the strengths offered by the programs rather than simply the accomplishments and assets of individual faculty members. It would be worthwhile for faculty to conduct a self-survey to better identify their self-perceived specializations and then reflect as a department on areas of strength in the Sociology and Anthropology programs, keeping in mind current interdisciplinary links and patterns of joint majors. Whether conceptualized as clusters, themes, or areas of specialization, prospective students should be able to know the areas in which there are at least three faculty members who can make up PhD committees and support doctoral research. In the view of this committee, the Sociology and Anthropology programs do have considerable strengths but they are not well articulated or promoted. The programs should be able to answer the question, what are the research strengths of SFU that would draw students to SFU, rather than UBC, UVic, or universities farther afield? These areas of strength could then be used as assets to be advertised to attract students in and beyond the local catchment area. Some department members told the committee that their programs are “far more qualitative and theoretical” than competing programs at UBC. Other see their programs as “non-traditional,” “alternative,” and “socially engaged.” Nevertheless, identification of more substantive areas could help not only in student recruitment, but in assessing the direction that the Sociology and Anthropology programs ought to take as faculty retire over the next 3-5 years and in accordance with the university’s academic plan for a “a three-year faculty renewal planning process.”
- The department is well advised to take seriously the graduate student survey recommendation for a pathway to non-academic careers, particularly in the non-profit, research, and government sectors where many graduates already go. We note the concern of graduate students here and elsewhere with acquiring real and perceived expertise adequate for professional work in the field, especially following a terminal M.A. In addition to benefiting graduate students and expanding their options after graduation, this innovation would enhance the university’s commitment to be “Canada’s most community-engaged research university.” While coop programs, such as those often established in Social Work programs offer one model, this is just one possibility. Alternatives might include:
 - collaboration with the Faculty of Education to tailor a pathway to teachable credentials for high school teachers,
 - certification of program components (perhaps for example, in applied research methods or medical anthropology/sociology) within graduate programs, or

- certification of community-based research, grant writing, and reporting skills for NGOs. These are often skills taught in graduate Sociology and Anthropology programs but lack explicit credentialization and thus recognition by employers and even by graduates themselves. If the expertise for this kind of program innovation does not lie inside the department, the university should provide resources to consult with faculty in neighbouring departments or universities who have a foot outside academia, and with Sociology and Anthropology graduates who have gone into non-academic professions. It is also worth noting that the American Sociological Association has a Sociological Practice section that offers resources. The Canadian Anthropology Society and the American Anthropological Association also have numerous resources for students and recent graduates.
 - The department's reluctance to embrace a course-based MA may need to be re-thought. Students complain about the lack of course offerings in the graduate program. This could be ameliorated with a higher complement of graduate students who would be available to take these courses and might go some way to address graduate student concerns that the graduate programming is "a vague process." Moreover, a non-thesis stream could also alleviate pressures placed on faculty members who take on a large supervisory role. The rationale provided for not providing a course-based option appears to be two-fold: (1) that there is no demand given that there is no job awaiting a graduate with a course-based MA, and (2) there are not enough faculty to teach in the graduate program. Yet, there are a wide assortment of skills that are developed by students in a course-based graduate program, that may be undervalued by this line of thinking, and that many employers would find attractive, including organizational, leadership, management, and advanced writing and analytic skills. The committee notes, as well, the willingness of Graduate and Postdoctoral Studies to permit a 3-year piloting of a non-thesis option.
 - Thesis requirements for both MAs and PhDs are critical to the goals of social scientific research and practice. The length of the MA thesis could be reduced from 75 pages as it can be prohibitively lengthy and add unnecessarily to completion times. As well, the department should consider the trend toward a model of encouraging MA students to produce the equivalent of a publishable, peer-reviewed article as the final requirement of MA studies and for PhD students to organize thesis work around a format of three publishable, peer-reviewed articles.
 - The committee recommends the formation of a graduate-student-led committee, along with the graduate advisor, to revamp the graduate handbook to clarify issues of concern to graduate students and set parameters for student-faculty interaction. These might include:
 - Faculty and/or student mentors for members of the incoming class
 - Tips provided by senior students on how to overcome "drift" and succeed in the program.
 - Guidance on how to form a thesis committee and minimum expectations for faculty and student engagement with each other
 - Development of an individualized timeline and workplan with regular signposts and progress reports to be submitted to the graduate advisor
 - What to do in case of stalemate or conflict.
 - In accordance with overall university goals, the committee recommends that the university provide resources to introduce graduate program offerings and support for First Nations students.
- 6.4. *Provide recommendations regarding our plan to reinforce the 400-undergraduate level in our majors in order to develop a stronger Honours program (and possibly offer more combined undergraduate/graduate (400/800) courses).*

- The committee recommends that course offerings be organized around clusters or areas of strength as part of the department's self-reflection (6.3 above)
- We note that some 400 level courses have been moved to 300 level to mitigate the low numbers at the 400 level. This is not a permanent solution as students are finding that there are few available courses at the 400 level to choose from. We encourage the development of a stepped curriculum that builds from year to year, but without rigid requirements, leading to a fourth year capstone course.
- Cross-listed 400/800 courses may allow increased curriculum choices given limited resources but they have pedagogical limitations. No matter how excellent the 4th year students, their preparation, higher course load, and outside employment may place them differently compared with graduate students. Cross-listed 400/800 course offerings then should be used sparingly and on special topics.

6.5. *Provide recommendations regarding the creation of larger 200-level topics courses that would be designed to recruit students and support expanding ties with other departments.*

- One of the statistical drivers of the "efficiency" of Sociology and Anthropology has been online course delivery through CODE. It appears that the phasing out of this program and its transition to a so-called FLEX or blended model will have significant implications for the department including teaching load and enrolment numbers. It is for this reason that we believe that the department's initiative to participate in a pilot project to help shape the new model is wise for the long-term growth and viability of Sociology and Anthropology.

6.6. *Recommendations for Faculty Renewal. The University Academic Plan identifies faculty renewal as a key challenge. It invites units to "remove barriers," "seek ways to learn from and collaborate with each other," and "team up" to advance SFU's vision of being "the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research and far-reaching community engagement." Provide recommendations for faculty renewal in our unit that take into consideration the University's plan.*

- The committee commends the Faculty and University's support of the department through approving recruitment of a research faculty member in Anthropology.
- There is need for faculty renewal given impending retirements and losses of faculty to administration and neighbouring programs, in accord with the university's academic plan commitment to "a three-year faculty renewal planning process to permit faculty planning." Faculty renewal should be done in light of the "areas of strength" recommendation above (6.3) and recognizing the department's considerable contribution to interdisciplinary programs, multi-campus, and distance education. We note, as well, the need to have faculty available to teach introductory courses.
- The Self Study correctly identifies the history of spousal hires in the department as a challenge, not because the quality of appointments has diminished its capacity or reputation, but because they have impeded long-term planning.
- We recommend that new faculty positions be research stream and that associate level hires be considered given the age profile of the department.
- A targeted Indigenous research faculty member should be considered, either wholly in the Sociology and Anthropology department or jointly with another department.

EXTERNAL REVIEW – ACTION PLAN

Section 1 – To be completed by the Responsible Unit Person e.g. Chair or Director			
Unit under review	Date of Review Site visit	Responsible Unit person	Faculty Dean
Dept of Sociology and Anthropology	May 27 th -29 th , 2019	Dr. Dany Lacombe	Dr. Jane Pulkingham
<p>Notes</p> <ol style="list-style-type: none"> 1. It is <i>not</i> expected that every recommendation made by the External Review Committee be covered by this Action Plan. The major thrusts of the Report should be identified and some consolidation of the recommendations may be possible while other recommendations of lesser importance may be excluded. 2. Attach the required plan to assess the success of the Educational Goals as a separate document (Senate 2013). 3. Should any additional response be warranted, it should be attached as a separate document. 			
1. PROGRAMMING			
<p style="text-align: center;">a. <u>Action/s (description what is going to be done):</u></p> <p>1.1.1 Undergraduate:</p> <ul style="list-style-type: none"> • In a period of FASS-wide declines in enrollment and demographic changes in BC, <u>recruitment</u> is a priority. Reviewers note that enrolments in SA have not declined as rapidly as in FASS as a whole, and commend our efforts at recruitment: the work of the faculty undergraduate advisor to strengthen ties with programs at other BC universities and colleges to attract college transfer students into SA; our practice of having continuing faculty members teach core and introductory gateway courses to attract majors; our improvement with degree completion time; and the important service our core and introductory courses provide to FASS as whole, particularly in Sociology, which is the most consistently declared minor in the Faculty for students majoring in CRIM, PSYC or CMNS. We will continue to participate in FASS-related recruitment activities; include annual visits to high schools (Spring 2020) and consider offering a large 200 level team-taught course to provide lower-level students opportunities to learn about our fields. (2021) • Reviewers praise the “high” quality of our programs, which contribute “a great deal to the overall welfare of the university” through <u>interdisciplinarity</u>, <u>service instruction</u>, and <u>multi-campus and distance education</u>. They appreciate that we have put in place measures to evaluate and revise our programs. These measures have helped us streamline degree requirements, specifically introductory, theory and research methods courses, which are consistently made available to students to satisfy degree requirements. We intend to continue reviewing and revising our curriculum. 			

- Reviewers also praise us for keeping an enrolment cap in seminars that ensures “close student contact with faculty” and enhance the student experience, which they remark is expressed clearly in the student survey where “the majority of students state that SA classes have more discussion, fewer tests, more reading, critical thinking and writing” than other classes they have taken. We intend to continue to use these small seminars as central pieces to our curriculum, as they allow us to remain true to our pedagogical principles.
- Reviewers note the “careful thought being given to curriculum planning,” particularly regarding the CODE transition plan, as well as the reconsideration of 200 and 400 levels. They see our long-time involvement with the delivery of on-line CODE courses as a strength, anticipate the “significant implications” the CODE transition will have on our enrolment numbers, and note with approval that we are actively participating in the three-year pilot project towards this transition. Our plan is, first, to transition all CODE courses currently offered which are required for our programs. (Ongoing) Second, we will develop new blended modes of deliveries of our on campus courses, keeping in mind that we are likely to have to change our course scheduling pattern away from a 1x4-hour teaching block. (We await the new VPA scheduling policy.)
- We agree with the recommendation to develop a stepped curriculum that builds from year to year. To this effect, and in line with our educational goals, we will develop more courses at the 200 and 400 levels to complement existing options at the 100 and 300 levels. Revisions of degree requirements to include at least one 400 level course (Sociology) will be assessed. (Discussion of the Undergraduate Curriculum Committee plan for curriculum changes will begin in Fall 2019. Changes could be in place as early as Fall 2020.)

1.1.2 Graduate: The external reviewers make a number of cogent observations and timely suggestions which we are pleased to consider.

- Reviewers recommend that we convene a graduate student led committee to “revamp the graduate handbook” to include advice and student mentorship to incoming students. We endorse this proposal and will invite the graduate students to nominate 3 students (2 MA and 1 PhD) to work with the Graduate Chair and the Graduate Program Advisor to revise the handbook and establish a mentoring system. (This will be in place by Summer 2020.)
- To facilitate the recruitment of graduate students, reviewers urge us to clearly identify the unit’s areas of research strengths and funded projects, and to promote these on our website and in our communications with potential graduate students. We will identify our research strengths through a self-survey and discussions at departmental meetings and in caucuses starting in Fall 2019. We plan to upload these areas of research on our website by Summer 2020.
- Reviewers recommend that we address student desires to better understand the pathways to non-academic (alt-ac) careers. At the same time, they correctly observe that the majority of our MA graduates do find meaningful work in the non-profit, research, and government sectors. This calls for 3 related actions to address the uncertainties and anxieties of current students:

- 1) More consistently communicate to students how the networking, adaptability, negotiation, writing, analysis, and project design and management skills that they hone with thesis research and writing are the skills that alt-ac employers prize.
- 2) Implement a method to maintain contact with our alumni, by collecting stable contact details as part of the defence scheduling process and maintain regular contact through a semi-annual newsletter. This will enable us to more effectively collect data about alumni employment and career trajectories and, importantly, to encourage mentoring relationships between alumni and current students.
- 3) Pilot an annual employer-alumni-current student networking event and encourage the establishment of a department specific alumni association.

(1, 2 and 3 above will be in place by Summer 2020)

- We will not reconsider our position on a course-based MA. However, in line with the University's strategic priorities for interdisciplinarity we will look for ways to grow our current MA program, including partnering with other units, by completing the following actions before Summer 2020:

- 1) In collaboration with the Undergraduate Curriculum Committee, and in line with Graduate General Regulations, establish a 5-year BA Hons to MA process. We believe that this would strengthen and enhance the BA Hons while encouraging our top undergraduates to stay at SFU for their MA.
- 2) Develop new 400/800 level courses so that there will be a minimum of 3 possible electives for MA students to choose among during the Fall and Spring Terms. (This is in line with the stepped curriculum changes proposed for the Undergraduate Program.)
- 3) Investigate the feasibility of requiring students to complete a new course on thesis and professional writing to be taken in the 2nd year, once thesis data collection is completed. The course could be offered twice a year, alternating between thesis writing and other forms of professional writing, such as non-research grant applications, reports, policy briefs, peer-reviewed journal articles, op-eds, etc. Students would be permitted to enrol twice. If feasible, we will pilot this course in Fall 2020.

- a. Resource implications (if any):

1.3 Expected completion date/s:

2. RESEARCH

a. **Action/s (what is going to be done):**

- We are pleased that reviewers find the quality of faculty research “high,” noting that we publish in “both mid-level and top-tier journals and with leading academic presses” and that “collaboration and interaction provide a stimulating academic environment.” Reviewers emphasize our research strengths at the local, national and international levels. In particular, they note the success Anthropology has had in taking on the editorship of two major journals, *Anthropologica* and *American Ethnologist*. Our unit is grateful that FASS and the VPR provided generous course buy-outs to facilitate the work of the editors. We hope this practice will continue as prestigious editorships shed light not just on our unit but on SFU more generally.
- Reviewers observe that Anthropology’s research concentration in the socio-cultural sub-field gives it a much more focused identity than Sociology. In our self-study, we developed a mission statement that identifies *a common thread* in our unit’s research (as well as teaching and community engagement): **a fascination with people and their relationships to institutions. We tie historically durable structures to people’s habits, thoughts and actions, and in the process track emergent conditions—new forms of sociality and ways of imagining alternative futures.** Still, we agree that there is a need for the department as a whole to identify “substantive areas,” research “strengths,” “clusters” or “themes” that could be better articulated and promoted for recruiting graduate students and assessing future directions the department can take in accordance with the faculty renewal planning process.

We appreciate how reviewers underscore that our ability to strategize the future orientations of the department and plan ahead around specific areas of specializations is related to the fact that “faculty are stretched thin.” Indeed, **we have lost 3.0 CFL since the last external review.** Uncertainty about the future of our faculty complement, which has been intensified by transfers, retirements, resignations, service to the university and, lately, death, hinders our ability to innovate. Thanks to spousal hires we have been able to stay afloat, and while they are valuable members of the department, they have nevertheless affected our capacity to develop strategically our research specializations and curriculum plans. Only with a net growth in research faculty complement, particularly in Sociology, the reviewers indicate, will SA be able to “institute innovation.” SA is grateful for the recent CFL positions our Dean and the VPA have agreed to give us (1.0 CFL in Anth; 1.0 CFL in Soc to hire an Indigenous scholar; 0.5 CFL in Soc (with LBST); and 0.25 in Soc (with LBST)).

These new positions will help give direction to our department by carving a space for Indigenous Knowledge and developing further areas of expertise in Governance Studies and Social Policy, Global Labour and Migration, and ethnographic innovations, particularly sensory ethnography. They will also deepen our long-term commitment to interdisciplinarity, which reviewers praise as a model for the university. However, to be a true leader in advancing the university’s strategic plan to value interdisciplinarity in a way that aligns with its goal to Indigenize the curriculum and commit to Equality, Diversity and Inclusivity, we will need more resources.

We will need more resources also to implement the programmatic changes in our action plan (i.e. the development of a fully stepped curriculum by adding more 200 and 400 level courses; the offer of course by-outs for service work and editorial work on journals; the development of new and improved online courses; the implementation of a BA (Hons) to MA with more graduate elective courses, and the new proposed graduate writing course). To this effect, we would like to request 4.0 more CFL positions, 3.0 in Sociology and 1.0 in Anthropology.

a. Resource implications (if any):

b. Expected completion date/s:

3. ADMINISTRATION

3.1 Action/s (what is going to be done):

- Given that the Sociology and Anthropology Student Union is a significant recruitment asset, reviewers recommend that we provide modest office space to SASU. We currently support SASU by giving them access to our faculty lounge for their meetings. We have also allotted shelf space for their use, and we have a designated faculty liaison who meets and works with them on a regular basis. We expect that with the completion of the new Student Building, SASU will find the office space it deserves.
- Given our interdisciplinarity, large number of programs, and the administrative duties some faculty members have outside the unit, there is “a disproportionate burden on existing faculty” to take on administrative responsibilities. We will continue to provide course buy-outs to encourage faculty to take on administrative leadership roles.

a. Resource implications (if any):

b. Expected completion date/s:

4. WORKING ENVIRONMENT

4.1 Action/s (what is going to be done):

- We agree with the reviewers about the need “to partition and relocate mailboxes and the photocopy machine from the area of staff interaction with students and faculty” and will proceed to renovate the general office in 2020-2021.
- Reviewers find our unit collegial and see the colloquium series as having enhanced our intellectual culture. They remarked on our ability to collaborate and work well with other units. They see our long-standing relationship with First Nations Studies as an asset in establishing networks and furthering the Indigenization of the university. We agree and would like to continue developing networks through interdisciplinary teaching endeavours, cross-listing of courses and cross-appointments. (Current departmental networks include History, Labour Studies, Urban Studies, Gerontology, International Studies, First Nations Studies, and Gender, Sexuality, and Women’s Studies.)

4.2 Resource implications (if any): We will use departmental operating fund to renovate.

4.3 Expected completion date/s: 2021

5. (OTHER)

5.1 Action/s:

-
-
-

5.2 Resource implications (if any):

5.3 Expected completion date/s:

The above action plan has been considered by the Unit under review and has been discussed and agreed to by the Dean.

Unit Leader (signed)



Name

Title: Departmental Chair

Date

September 10, 2019

Section 2 - Dean's comments and endorsement of the Action Plan:

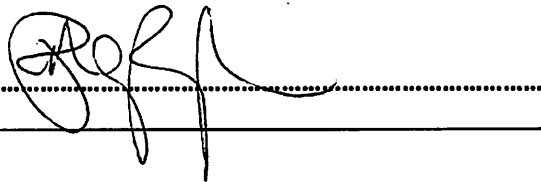
I met with Dr. Dany Lacombe, Chair of the Department of Sociology and Anthropology, on July 24, 2019 with Glynn Nicholls (Office of the VPA) to discuss the external review report prepared by Professors Barry Adam (Chair, University of Windsor), George Rigakos (Carleton University), and Daphne Winland (York University).

Close consideration has been given to the external review and to the detailed response from the Department of Sociology and Anthropology. The external reviewers have produced a very thoughtful assessment, capturing the strengths found in the Department, identifying opportunities for new initiatives building on the department's strengths, as well as some challenges.

As the attached Action Plan outlines, the Department plans to pursue a number of well-considered programming initiatives. At the undergraduate level, these include: building a stepped curriculum, including potentially requiring a 400-level course for the Sociology BA (already required for the Anthropology BA); adopting an accelerated BA/MA option (to enhance the learning opportunities for and pathways to an Honors degree); engaging in curriculum planning to effect the CODE transition initiative while also introducing blended course delivery of some existing non-CODE courses (anticipating the implementation of a new scheduling policy). The department's planning identifies competing pressures it will have negotiate as it strives to balance the priority to sustain, and even grow, enrollments through the CODE transition, while maintaining the more intimate seminar-style learning environment of 300-level courses capped at 30. At the graduate level, the department's focus is growing its MA programs and enhancing the learning environment. Initiatives include adopting the accelerated BA/MA option as a way to streamline admissions, improve rates of time of completion, as well as increase student numbers in the graduate programs. A corollary benefit of building a stepped curriculum at the undergraduate level is the opportunity to create more 400/800 courses thereby increasing the available array of scheduled course offerings, thus enhancing MA student learning opportunities. Experience-focused student initiatives include establishing a mentoring system; developing a more inclusive process for redeveloping and maintaining an updated graduate handbook; engaging in more effective communication with current students about their post-degree career and educational opportunities; and better connecting the unit, including graduate students, with alumni.

Following the recommendation of the external reviewers, the department also plans to develop, communicate and promote its research strengths in a more focused manner. This will position the unit more strongly for the future in terms of providing direction to accomplish aligned growth for its graduate programming, as well as strategic faculty renewal planning. The department identifies faculty renewal (resource implications) as a priority, identifying the need for an additional 4.0 CFL positions in order to fully deliver on the various programmatic initiatives at the undergraduate and graduate levels. Since the last external review, the unit's current CFL complement is marginally improved (1.75 FTE higher), taking into consideration CFL attrition (actual and planned retirements, death) and new CFL positions, including joint appointments (appointed and approved). The Office of the Dean will endeavour to support future faculty hiring while balancing renewal needs in FASS as a whole over the next three to five-year period during which time the CODE transition initiative will be a key consideration.

Faculty Dean



Date

OCT 10 2019

Appendix 6

EDUCATION GOALS

Sociology & Anthropology, 2019-2024

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PART 1: EDUCATIONAL GOALS BY PROGRAM AND LEVEL

1.1 By the end of an **Anthropology BA degree**, students will have developed:

1. Anthropological Imagination::			
Develop a deep and discerning appreciation of the relationship between personal experience and the larger society in time and space.			
	Specific goal at each level:	Ways of assessing:	Courses
100	Recognize how personal experience relates to larger society across time and space through the introduction of fundamental concepts in anthropology.	Written and oral assignments such as quizzes, exams, skits, presentations, reading summaries, journal entries	SA 100W, SA 101
200	Make connections between personal experience and the lives of others being read about/viewed/discussed through a broad-based exposure to specific fields of anthropological study.	Written and oral assignments such as quizzes, exams, skits, presentations, reading summaries, journal entries	SA 201W, SA 203, SA 218, SA 245
300	Put into practice anthropology's holistic and comparative approach to the analysis of a range of social issues and topics.	Written and oral assignments such as research papers, review essays, response papers, discussion leading, and presentations	SA 301 and 300-level topical elective courses
400	Create new knowledge and perspectives that draw on anthropology's unique approach to the study of culture and society through independent learning projects.	Written and oral assignments such as research papers, review essays, response papers, discussion leading, and presentations	SA 402, SA 418, SA 421, SA 451, SA 459, SA 472, SA 474

2. Effective Analytical Abilities and Practices:			
Engage with and critique complex evidence with the use of theoretical perspectives.			
	Specific goal at each level:	Ways of assessing:	Courses
100	Acquire a familiarity with social theory and how to operationalize it	Written and oral assignments such as quizzes, exams, skits, presentations, reading summaries, journal entries	SA 100W, SA 101

200	Use selected theoretical concepts to engage with ethnographic materials	Written and oral assignments such as quizzes, exams, skits, presentations, reading summaries, journal entries	SA 201W, SA 203, SA 218, SA 245, SA 255, SA 257
300	Situate concepts within their specific historical and cultural contexts	Seminar activities and written assignments such as research papers, review essays, response papers, discussion leading, and presentations	SA 301, SA 356W, and 300-level topical elective courses
400	Deploy a theoretically grounded, holistic and comparative approach to issues explored collectively and in independent learning projects	Seminar activities and written assignments such as research papers, review essays, response papers, discussion leading, and presentations	SA 402, SA 418, SA 421, SA 451, SA 459, SA 472, SA 474

3. Effective Social Science Research Skills:

Collect, filter, contextualize, and analyze data ethically through the use of quantitative, ethnographic and other qualitative methodologies

	Specific goal at each level:	Ways of assessing:	Courses
100	Identify what constitutes ethnographic data and how it is generated, collected, and analyzed	Written and oral assignments such as quizzes, exams, skits, presentations, reading summaries, journal entries	SA 100W, SA 101
200	Formulate significant research questions and explain how social science methods can be used to answer them	Computer lab activities; written and oral assignments such as quizzes, exams, skits, presentations, reading summaries, journal entries	SA 255, SA 257
300	Develop first-hand experience of data collection methods central to anthropology and the ethical and political issues that they raise	Research-related activities such as ethnographic fieldnotes, interviews, and data analysis; written and oral assignments such as research proposals, papers, and presentations	SA 356W
400	Experiment with and apply anthropological methods and forms of knowledge production through student-led research projects.	Research-related activities such as ethnographic fieldnotes, interviews, and data analysis; written and oral assignments such as research proposals, papers, and presentations	SA 402

4. Skills and Habits of Mind Valued beyond the Classroom:

Acquire disciplined reading, writing, research, and oral communication skills essential to the independent and collaborative tasks required in varied professional and community settings

	Specific goal at each level:	Ways of assessing:	Courses
100	Read and grapple with new and challenging scholarly texts and express ideas clearly and coherently in written and oral forms	Written and oral assignments such as quizzes, exams, skits, presentations, reading summaries, journal entries	SA 100W, SA 101
200	Develop an awareness of one's personal beliefs and a capacity to construct and evaluate claims in light of evidence	Written and oral assignments such as quizzes, exams, skits, presentations, reading summaries, journal entries	SA 201W, SA 203, SA 218, SA 245, SA 255, SA 257
300	Understand original scholarly materials on their own terms, articulate their meaning in one's own words, and relate them to real-world problems	Seminar activities and written assignments such as research papers, review essays, response papers, discussion leading, and presentations	SA 301, SA 356W, and 300-level topical elective courses
400	Lead and collaborate in crafting independent and group projects and communicate effectively to diverse publics	Seminar activities and written assignments such as research papers, review essays, response papers, discussion leading, and presentations	SA 402, SA 418, SA 421, SA 451, SA 459, SA 472, SA 474

5. Civic engagement and social responsibility:

Practice anthropological awareness through ethical engagement with different cultures

	Specific goal at each level:	Ways of assessing:	Courses
100	Consider carefully ethical questions of research and citizenship within a global economy	Written and oral assignments such as quizzes, exams, skits, presentations, reading summaries, journal entries	SA 100W, SA 101

200	Develop an awareness of current events and the role anthropology can play in understanding them	Written and oral assignments such as quizzes, exams, skits, presentations, reading summaries, journal entries	SA 201W, SA 203, SA 218, SA 245, SA 255, SA 257
300	Apply research, writing, and analytical skills to community settings and evaluate one's own perspective in light of learning	Research-related activities such as ethnographic fieldnotes, interviews, and data analysis; written and oral assignments such as research proposals, papers, and presentations	SA 301, SA 356W, and 300-level topical elective courses
400	Practice ethically and civically engaged anthropology that addresses social, political, and cultural problems and issues	Research-related activities such as ethnographic fieldnotes, interviews, and data analysis; written and oral assignments such as research proposals, papers, and presentations	SA 402, SA 418, SA 421, SA 451, SA 459, SA 472, SA 474

1.2 By the end of a **Sociology BA degree**, students will have developed:

Goal Area 1: Sociological Imagination:			
Develop a deep and discerning appreciation of the relationship between personal experience and the larger society in time and space.			
	Specific goal at each level:	Ways of assessing:	Courses
100	Recognize the relationship between individual and society and distinguish that from individualistic approaches through the introduction of fundamental concepts in sociology	Written and oral assignments such as quizzes, exams, skits, presentations, reading summaries, journal entries	SA 100W, SA 150
200	Differentiate among sociology's and other fields' approaches to basic categories such as quantitative/qualitative, descriptive/inferential, micro/macro (core courses) and acquire a broad overview of substantive areas of sociology (electives).	Written and oral assignments such as quizzes, exams, skits, presentations, reading summaries, journal entries	SA 210, SA 231, SA 250, SA 255, SA 257, SA 260, SA 275
300	Use sociological concepts to position oneself in others' subjectivities	Written and oral assignments such as research papers, review essays, response papers, discussion leading, and presentations	SA 350 and 300-level topical elective courses

400	Create and evaluate original research questions	Written and oral assignments such as research papers, review essays, response papers, discussion leading, and presentations	SA 410, SA 417, SA 420, SA 450, SA 460, SA 461
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Goal Area 2: Effective Analytical Abilities and Practices Engage with and critique complex evidence with the use of theoretical perspectives.			
	Specific goal at each level:	Ways of assessing:	Courses
100	Acquire a familiarity with social theory and distinguish between opinions and evidence-based, analytical arguments	Written and oral assignments such as quizzes, exams, skits, presentations, reading summaries, journal entries	SA 100W, SA 150
200	Use selected theoretical concepts to analyze concrete examples of social issues	Written and oral assignments such as quizzes, exams, skits, presentations, reading summaries, journal entries	SA 210, SA 231, SA 250, SA 255, SA 257, SA 260, SA 275
300	Situate concepts within their specific historical and cultural contexts	Seminar activities and written assignments such as research papers, review essays, response papers, discussion leading, and presentations	SA 350, SA 355, SA 356W, SA 357W and 300-level topical elective courses
400	Develop original research proposals that engage with sociological theories	Seminar activities and written assignments such as research papers, review essays, response papers, discussion leading, and presentations	SA 410, SA 417, SA 420, SA 450, SA 460, SA 461

Goal Area 3: Effective Social Science Research Skills Collect, filter, contextualize, and analyze data ethically through the use of quantitative, ethnographic and other qualitative methodologies			
	Specific goal at each level:	Ways of assessing:	Courses

100	Identify what constitutes sociological data and how it is generated, collected, and analyzed	Written and oral assignments such as quizzes, exams, skits, presentations, reading summaries, journal entries	SA 100W, SA 150
200	Differentiate methodological approaches and practice basic research and analytical skills	Computer lab activities; written and oral assignments such as quizzes, exams, skits, presentations, reading summaries, journal entries	SA 255, SA 257
300	Develop first-hand experience of data collection methods central to sociology and the ethical and political issues that they raise	Research-related activities such as ethnographic fieldnotes, surveys, interviews, data analysis, and statistical analysis; written and oral assignments such as research proposals, papers, and presentations	SA 355, SA 356W, SA 357W
400	Experiment with and apply sociological methods and forms of knowledge production through student-led research projects.	Research-related activities such as ethnographic fieldnotes, surveys, interviews, data analysis, and statistical analysis; written and oral assignments such as research proposals, papers, and presentations	Possibly some 400-level electives

Goal Area 4: Skills and Habits of Mind Valued beyond the Classroom

Acquire disciplined reading, writing, research, and oral communication skills essential to the independent and collaborative tasks required in varied professional and community settings

	Specific goal at each level:	Ways of assessing:	Courses
100	Read and grapple with new and challenging scholarly texts and express ideas clearly and coherently in written and oral forms	Written and oral assignments such as quizzes, exams, skits, presentations, reading summaries, journal entries	SA 100W, SA 150
200	Locate different types of sources and evaluate their relevance for specific topics and questions	Written and oral assignments such as quizzes, exams, skits, presentations, reading summaries, journal entries	SA 210, SA 231, SA 250, SA 255, SA 257, SA 260, SA 275
300	Understand original scholarly materials on their own terms, articulate their meaning in one's own words, and relate them to real-world problems	Seminar activities and written assignments such as research papers, review essays, response papers, discussion leading, and presentations	SA 350, SA 355, SA 356W, SA 357W and 300-

			level topical elective courses
400	Write literature reviews and apply them to specific empirical problems to identify research questions	Seminar activities and written assignments such as research papers, review essays, response papers, discussion leading, and presentations	SA 410, SA 417, SA 420, SA 450, SA 460, SA 461

Goal Area 5: Civic engagement and social responsibility: Practice anthropological awareness through ethical engagement with different cultures			
	Specific goal at each level:	Ways of assessing:	Courses
100	Consider carefully ethical questions of research and citizenship within a global economy and recognize the social nature of policy	Written and oral assignments such as quizzes, exams, skits, presentations, reading summaries, journal entries	SA 100W, SA 101
200	Develop an awareness of current events and the role sociology can play in understanding them	Written and oral assignments such as quizzes, exams, skits, presentations, reading summaries, journal entries	SA 210, SA 231, SA 250, SA 255, SA 257, SA 260, SA 275
300	Apply research, writing, and analytical skills to community settings and evaluate one's own perspective in light of learning	Research-related activities such as ethnographic fieldnotes, interviews, and data analysis; written and oral assignments such as research proposals, papers, and presentations	SA 350, SA 355, SA 356W, SA 357W and 300-level topical elective courses
400	Practice ethically and civically engaged sociology that addresses social, political, and cultural problems and issues	Research-related activities such as ethnographic fieldnotes, interviews, and data analysis; written and oral assignments such as research proposals, papers, and presentations	SA 410, SA 417, SA 420, SA 450, SA 460, SA 461

1.3 By the end of a **Sociology/Anthropology MA degree**, students will have developed:

Goal Area	Specific goal at MA level	Ways of Assessing	Courses/program requirements
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1. Sociological/ anthropological imagination	Attain mastery of a deep and discerning appreciation of the relationship between personal experience and the larger society in time and space	Written and oral assignments such as reading responses, literature reviews, research papers, discussion leading, and presentations	SA 840, SA 850, 870 and 800-level electives
2. Effective analytical abilities and practices	Develop excellent skills to interpret and evaluate complex sociological/anthropological evidence with the use of advanced theoretical perspectives	Written and oral assignments such as literature reviews, the formulation of a theoretically informed research question, research proposal, thesis writing	SA 840, SA 850, SA 856, SA 870, SA 875, SA 898 and 800-level electives, MA thesis prospectus
3. Effective social science research skills and practices	Develop excellent skills to ethically collect, filter, contextualize and analyze primary and/or secondary data, with the use of quantitative and qualitative methods	Research-related activities and writing such as field notes, interview transcripts, statistical analysis, ethnographic vignettes, oral history, and archival research	SA 856, SA 855, SA 875 MA thesis prospectus and research
4. Skills and habits of mind valued beyond the classroom	Acquire advanced skills in disciplined reading, writing, research and policy analysis, as well as oral communication essential to the independent and collaborative tasks required in varied professional and community settings	Writing and oral assignments such as reading responses, research papers, grant writing, research proposals, thesis research and writing discussion leading, presentations	SA 840, SA 850, SA 856, SA 898 and 800-level electives MA thesis prospectus, MA thesis and defence
5. Civic engagement and social responsibility	Practice advanced sociological/anthropological awareness through ethical engagement with diverse cultures and provide compelling ideas and concepts to interpret and further public discussion of issues and debates	Written and oral assignments such as reflection papers, research proposals, and presentations as well as thesis research and writing	SA 856, SA 855, SA 875, SA 898 MA thesis prospectus, MA thesis and defence

By the end of a **Sociology/Anthropology PhD degree**, students will have developed:

Goal Area	Specific goal at MA level	Ways of Assessing	Courses/program requirements
1. Sociological/anthropological imagination	Excel at uncovering the complexities of the relationship between personal experience and the larger society in time and space	Written and oral assignments such as reading responses, literature reviews, research papers, discussion leading, and presentations	SA 840 and 800-level electives
2. Effective analytical abilities and practices	Identify, review and meticulously analyze pertinent bibliographic sources within the context of the existing scholarly literature in the field and formulate a theoretically informed research question	Written and oral assignments such as literature reviews, the formulation of a theoretically informed research question, research proposal, thesis writing	SA 840, 897, and 800-level electives Qualifying exams and dissertation prospectus and defence
3. Effective social science research skills and practices	Ethically collect, filter, contextualize and analyze primary and/or secondary data through an original research project that furthers sociological/anthropological knowledge of a specific area	Research-related activities and writing such as field notes, interview transcripts, statistical analysis, ethnographic vignettes, oral history, and archival research	SA 897, SA 899 Dissertation prospectus and research
4. Skills and habits of mind valued beyond the classroom	Acquire advanced skills in disciplined reading, writing, research, and policy analysis and demonstrate the capacity to arrive an independent conclusions through verbal discussion	Writing and oral assignments such as reading responses, research papers, grant writing, research proposals, thesis research and writing discussion leading, presentations	SA 840, SA 897, SA 899, and 800-level electives Dissertation prospectus and defence, dissertation and defence
Civic engagement and social	Practice advanced	Written and oral assignments such	SA 840, SA 897, SA

responsibility	sociological/anthropological awareness through ethical engagement with diverse cultures and provide compelling ideas and concepts to interpret and further public discussion of issues and debates	as reflection papers, research proposals, and presentations as well as thesis research and writing	899, and 800-level electives Dissertation prospectus and defence, dissertation and defence
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1.5 Sociology/Anthropology minors

The Sociology Extended Minor, Sociology Minor, Anthropology Extended Minor, and Anthropology Minor program have the same educational goal areas as the Sociology/Anthropology BA degrees. The difference is that the minor has fewer opportunities for attainment of these goals (in so far as there are fewer course requirements for the minors). Therefore, the educational goals, as defined for the minors, are to:

1. Develop **some appreciation** of the relationship between personal experience and the larger society in time and space.
2. Acquire **some familiarity** engaging and critiquing complex evidence with the use of theoretical perspectives.
3. Develop **basic abilities** in collecting, filtering, contextualizing, and analyzing data ethically through the use of quantitative, ethnographic and other qualitative methodologies
4. Acquire **fundamental** reading, writing, research, and oral communication skills essential to the independent and collaborative tasks required in varied professional and community settings
5. Acquire **some experience** in practicing anthropological/sociological awareness through ethical engagement with different cultures

1.6 Sociology/Anthropology joint majors

The joint majors in SA (Sociology-Anthropology Joint Major, Anthropology-Archaeology Joint Major, Anthropology-Communications Joint Major, Anthropology-Criminology Joint Major, Anthropology-GSWS Joint Major, Anthropology-Linguistics

Joint Major, Sociology-Communications Joint Major, Sociology-Criminology Joint Major, Sociology-GSWS Joint Major) have the same educational goal areas as the Sociology/Anthropology BA degree. The difference is that they complement the educational goals of the joint degree program (of Communications, Criminology, etc.).

1.7 Honours programs

The Sociology Honours, Anthropology Honours, and Sociology-Anthropology Honours programs have the same educational goals as the Sociology/Anthropology BA degrees **with the addition** of a sixth goal:

6. Develop independent thinking and the use of advanced theoretical perspectives through a self-directed thesis project or written and oral assignments in an advanced social theory course. Courses that meet this goal include SA 450, SA 451, SA 499.

Part 2: ASSESSMENT PLAN

The assessment of Sociology & Anthropology's educational goals will proceed along the following three steps:

1. Assessment of educational goals in individual courses

At the end of each fall and spring semester in the years in which data is gathered, instructors of core courses will provide a brief report to the Educational Goals coordinator that presents their assessment of their students' success in achieving the program's specific educational goals, as specified above for the level of their course. They will include any changes that they are planning, in response to these findings. The "Course Level Assessment Report" template will be used at this step to guide and facilitate the process (see **Appendix A**).

2) Assessment of overall achievement of programs' educational goals:

The Educational Goals Coordinator will collate these reports and prepare an **overall report** at the end of the years in which data is gathered (i.e. a summary of the program's overall progress towards achieving its educational goals), which will be circulated to the faculty. The Coordinator's **overall report** will highlight potential changes in pedagogy or curriculum aimed at enhancing the achievement of SA's educational goals. This report will be discussed at a departmental meeting with a view to refining and deciding on any changes in pedagogy or curriculum at the program level, and these changes will then be implemented in the following fall

semester. Faculty members will update their courses' learning outcomes and assessment methods/procedures in ways that reflect the lessons learned from the overall assessment process and discussion (See **Appendix B**).

3) Preparation of report for mid-cycle External Review Update:

The Educational Goals Coordinator will prepare a 4th year report for inclusion in Sociology & Anthropology's mid-cycle External Review Update, as required by the Senate.

APPENDIX A: COURSE-LEVEL ASSESSMENT REPORT

Instructions:

Note the specific educational goals at the level (100/200/300/400) of your course, based on SA's tables of educational goals.

Identify the data sources (assignments) that your course is using to measure the achievement of these goals. Choose one or two data sources for each educational goal. (You can use the same assignment/data source to assess different educational goals.)

Randomly select [5-10] examples of each designated assignment type from among those completed by your students in the course. Review these assignments with a view to determining to what extent students succeeded in demonstrating the educational goals for that course level.

Describe your key findings, based on the assignments that you have reviewed. (To what extent, and/or in what ways, have your students demonstrated or failed to demonstrate the educational goals?)

What actions are you planning to take when you teach the course again to improve the students' achievement (and demonstration) of the educational goals?

Course Number: _____

Course Instructor: _____

Semester/Year: _____

Educational Goals	Specific goal at the course level (as outlined in SA's table of goals)	Data Source (Assignments)	Major Findings	Actions Resulting from Findings
1. Sociological/ Anthropological imagination				
2. Effective analytical abilities and practices				
3. Effective social science research skills and practices				
4. Skills and habits of mind valued beyond the classroom				

5. Civic engagement and social responsibility				
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APPENDIX B: PROGRAM-LEVEL ASSESSMENT REPORT

Instructions:

The Educational Goals Coordinator will collect course assessment reports from instructors of the courses that are being used in the assessment cycle.

Drawing on the information in these reports, the coordinator will fill in the table below.

The coordinator will prepare a brief statement of overall results and actions based on the findings in the course assessment reports. The purpose of this report is to evaluate how well the program has achieved its overall educational goals. The report will outline any areas of weakness along with the actions needed to remedy these weaknesses.

The coordinator will disseminate this report (including the above table) to faculty members.

The faculty will review and discuss the assessment results at a departmental meeting.

What actions is the program planning to take to improve the students' achievement (and demonstration) of its educational goals?

EG Coordinator: _____

SA Chair: _____

Date: _____

Educational Goals	Components/Definitions of Educational Goals	Course (Formative or Summative Data Source)	Data Source (Assignments)	Year/Semester of Data Collection	Major Findings	Actions Resulting from Findings
1. Sociological/Anthropological imagination	Develop a deep and discerning appreciation of the relationship between personal experience and the larger society in time and space					
2. Effective analytical abilities and practices	Engage with and critique complex evidence with the use of theoretical perspectives					
3. Effective social science research skills and practices	Collect, filter, contextualize, and analyze data ethically through the use of quantitative, ethnographic and/or other qualitative methodologies					
4. Skills and habits of mind valued beyond the classroom	Acquire disciplined reading, writing, research, and oral communication skills essential to the independent and collaborative tasks required in varied professional and community settings					

5. Civic engagement and social responsibility	Practice sociological/ anthropological awareness through ethical engagement with different cultures					
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