



# University of Toronto Quality Assurance Process (UTQAP) Cyclical Review: Final Assessment Report and Implementation Plan

<b>Programs Reviewed:</b>	Anthropology, BA (Hons): Specialist, Major, and Minor Anthropology, BSc (Hons): Specialist and Major
<b>Unit Reviewed:</b>	Department of Anthropology, University of Toronto Mississauga (UTM)
<b>Commissioning Officer:</b>	Dean and Vice Principal Academic, UTM
<b>Reviewers (Name, Affiliation):</b>	1. Professor John Barker, Department of Anthropology, University of British Columbia 2. Professor Barbara J. Mills, School of Anthropology, University of Arizona
<b>Date of review visit:</b>	February 22 – 23, 2018
<b>Date reported to AP&amp;P:</b>	November 1, 2018

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

## 1 Outcome

The Committee on Academic Policy and Programs (AP&P) concluded that the Decanal response adequately addressed the review recommendations.

## 2 Significant Program Strengths

- Cutting-edge curriculum with its breadth and balance; especially strong in biological anthropology
- Courses align well with stated learning outcomes; commendable curriculum maps
- Significant student growth since the 2010 review, especially in the BSc program
- Remarkable curricular and research breadth with the addition of new faculty
- Impressive comradery and enthusiasm for the department from faculty, staff, and students
- Excellent, effective departmental leadership

- Upgraded faculty laboratory facilities since the move to the Health Sciences building

### **3 Opportunities for Program Enhancement**

The reviewers recommended that the following be considered:

- Reviewing undergraduate advising procedures and resources and considering adding a faculty member to the advising team
- Prioritizing Indigenous course content and developing a strategy that aligns with this commitment, such as a working group
- Addressing a curriculum gap in the area of cultural resource management, and a shortage of courses in collaborative health and environmental studies
- Increasing the rotation of faculty teaching introductory courses, and increasing the visibility and appeal of first year courses
- Introducing a statistics course required for B.Sc. students and recommended for B.A. students; creating a common fourth year course for B.A. and B.Sc. students; and introducing a fourth year thesis option
- Expanding experiential learning opportunities for B.A. students and ensuring all experiential opportunities reflect current provincial principles, and providing students with career related information earlier in the program
- Expanding the expertise in the Anthropology of Health area and considering if this would be an opportunity hire an expert in Indigenous health and medicine
- Addressing students' needs in basic reading and writing skills
- Encouraging the Department to expand collaborative relationships, through teaching, research, student and faculty recruitment, with Indigenous peoples and the local community
- Increasing collaborations with cognate units, including Historical Studies
- Ensuring appropriate staffing levels to respond to Departmental growth
- Removing the administrative responsibility for the Forensic Science programs from the Department

# 4 Administrative Response & Implementation Plan



UNIVERSITY OF  
**TORONTO**  
MISSISSAUGA

OFFICE OF THE DEAN

October 5, 2018

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

Dear Professor McCahan,

I am writing to provide an administrative response to the External Review of UTM's Department of Anthropology, which was held in February 2018. The Anthropology, Hons. B.A. (Specialist, Major) and Anthropology, Hons. B.Sc. (Specialist, Major, Minor) programs were reviewed. The reviewers noted that the curriculum balanced breadth and depth effectively and praised the detailed learning outcomes and curriculum map. The reviewers also cited the interdisciplinary environment cultivated in the department and the high morale of faculty, staff, and students. The Department is well positioned to adjust to changes in the discipline and, with support, will continue to provide outstanding programs. An implementation plan with timelines can be found at the end of this letter.

## **Curriculum**

*The reviewers recommended reviewing undergraduate advising procedures and resources and to consider adding a faculty member to the advising team.*

The Department has already made a number of changes to address this recommendation, including the creation of an Associate Chair position with responsibility for undergraduate advising, the creation of online resources, and the establishment of drop-in advising hours. The advising teams are making use of recently introduced *program plans* that provide an overview of academic, co-curricular and academic opportunities available to UTM students. Program plans are available for both the Anthropology HBA and HBSc programs. Going forward, further improvements will be coordinated by the Associate Chair, assisted by a recently approved 50% Communications and Outreach Officer.

*The reviewers supported the prioritization of Indigenous course content and emphasized developing a strategy that aligns with this commitment; the reviewers suggested a working group might be helpful to coordinate course content and syllabi.*

The Department is committed to incorporating Indigenous perspectives and content into courses, and will seek to emphasize Indigenous scholarship in future hires. Over the last few years, the Department has already begun delivering courses with indigenous content and experience, several of which were not captured in the self-study (ANT101H5, ANT340H5, ANT368H5, and ANT463H5). In addition, three members of the Anthropology Department (two faculty and one graduate student) are members of UTM's Indigenous Action Group and are leading efforts to

obtain SSHRC and LEAF grants to support the creation of equitable partnerships between the Mississaugas of the New Credit First Nation (MNCFN) and UTM.

*The reviewers highlighted a curriculum gap in area of cultural resource management, and a shortage of courses in collaborative health and environmental studies.*

The Dean has recently approved a new tenure-stream Sociocultural Anthropology position focused on Environmental Anthropology. We expect that the new hire will join the Department in the summer of 2019. The new hire will develop courses focused on the environment that will complement existing courses. Going forward, the Department will assess faculty complement needs annually and will look for opportunities to add expertise in the Anthropology of Health and in Archaeology with a focus on Cultural Resource Management.

*The reviewers suggested increasing the rotation of faculty teaching introductory courses, and increasing the visibility and appeal of first year courses.*

Enrollments in the first-year undergraduate courses (ANT101H5 and ANT102H5), as well as other introductory service courses (ANT210H5, ANT211H5 and ANT214H5) are very healthy and have grown over the past five years. The Department will implement a rotation of faculty in ANT102H5 and will continue to monitor both enrollments and learning outcomes in the introductory courses.

*The reviewers listed several recommendations for the curriculum: introducing a statistics course required for B.Sc. students and recommended for B.A. students; creating a common 4th year course for B.A. and B.Sc. students; and introducing a 4th year thesis option.*

The Department recently introduced an optional, fourth year statistics course for B.Sc. students (ANT407H5 - Quantitative Methods in Archaeology and Biological Anthropology). Both faculty and students have indicated interest in the introduction of a required introductory statistics course, and the Department will investigate implementation of such a course in conjunction with broader efforts at UTM, driven by UTM's Academic Plan, to support the development of foundational numeracy skills.

The Department will explore opportunities for introducing a common course for 4<sup>th</sup> year B.A. and B.Sc. students. The newly created Anthropology of Health focus would be a natural area for this course. The Department already has two advanced optional courses for undergraduates to carry out independent reading and research (ANT498H5 and ANT499H5, respectively). Adding a full-year thesis option to these offerings is not currently of interest.

*The reviewers suggested expanding experiential learning opportunities for B.A. students and ensuring all experiential opportunities reflect current provincial principles, while also cautioning that “departments have to maintain a careful balance between such activities, which tend to be far more demanding of faculty time and resources than lecture and seminar courses.” The reviewers added that it would be beneficial to provide students with career related information earlier in the program.*

As discussed in their self-study, the Department already offers a broad range of courses including experiential learning opportunities in the B.Sc. program, and a number of B.A. courses also incorporate experiential learning opportunities (ANT241H5, ANT335H5, and ANT364H5). The Department will explore ways to expand available activities in the B.A. program.

## **Faculty**

*The reviewers suggested expanding the expertise in the Anthropology of Health area and to consider if this would be an opportunity hire an expert in Indigenous health and medicine.*

The Anthropology of Health is a priority area for the Department in terms of faculty complement. Adding faculty in this area would complement the research of existing faculty, could emphasize Indigenous scholarship, and would enable an expansion of undergraduate course offerings in Anthropology Health Stream, potentially including a joint B.A. and B.Sc. fourth-year offering. The Department will look for opportunities through the normal faculty complement process to add expertise in this area.

## **Students**

*The reviewers noted that faculty expressed concerns with students' basic reading and writing skills.*

UTM has committed, in its Academic Plan, to supporting the development of students' foundational writing and numeracy skills. The Department is participating in these efforts and, in addition, is actively seeking to better support students as they develop reading and writing skills in Anthropology courses. Some examples include:

- In collaboration with the English Language Learners (ELL) specialist at the Robert Gillespie Academic Skills Center (RGASC), implementing six workshops for ELL in ANT101H5 during the Winter 2019 term.
- Introducing support, in class and in tutorials, for an essay assignment in ANT204H5.
- Including course-specific writing workshops, jointly taught by the instructor and experts from the RGASC, to ANT313H5 and ANT402H5.

The Department commits to continuing to encourage these efforts and to look for other opportunities to provide writing instruction, for example by introducing tutorials to ANT102H5 to provide time and space for activities that enhance reading and writing skills.

## **Relationships**

*The reviewers encouraged the Department to expand collaborative relationships, through teaching, research, student and faculty recruitment, with Indigenous peoples and the local community.*

The Department is currently working with the MNCFN to support a symposium on “*The Importance of Indigenous Education in Ontario Classrooms*” to be held at UTM in December

2018 and to develop a course on “Anthropology and Indigenous Peoples of Turtle Island.” The Department is committed to building a relationship with Indigenous peoples and the local community and will actively seek future opportunities for collaboration.

*The reviewers suggested increasing collaborations with cognate units, including Historical Studies.*

The Department of Anthropology is already involved in numerous collaborations with cognate units. A detailed description of past collaborations was provided in the “Internal and External Relationships” section of the self-study. More recently, Department faculty have become involved in the recently created Centre for Urban Environments, been awarded “XSeed: Expanding Our Research Impact Through Inter-Disciplinary Collaboration” funding for collaboration with faculty in Civil Engineering and Geography, and are collaborating with faculty from Geography, Sociology, and OISE to support the MNCFN symposium, “*The Importance of Indigenous Education in Ontario Classrooms.*” The Department will continue to engage in future opportunities for collaboration, in particular with the Department of Historical Studies.

### **Administration**

*The reviewers made some recommendations around staffing levels to respond to Departmental growth.*

The Office of the Dean has recently approved two staff positions for the Department: a Department Manager to be shared with the Forensic Science Program and a 50% Communications and Outreach Officer.

*The reviewers recommended removing the administrative responsibility for the Forensic Science programs from the Department.*

The Department fully supports the Forensic Science program’s plan to apply for EDU-B status in the near term and for EDU-A status once the program is fully capable of supporting itself. The Department also supports the relevant changes in the appointment status of faculty hired for the Forensic Science Program that will be required to create the proposed EDU.

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### **Implementation Plan - Department of Anthropology, UTM**

The Department and the Office of the Dean, in consultation, will undertake the following approaches to enact positive changes:

## Immediate Term (6 months)

### Curriculum

- Improve career advising support by adding online resources, incorporating career advice into first- and second-year courses, and establishing drop-in advising hours with the Associate Chair and other faculty. *[Department]*
- Support a symposium on “*The Importance of Indigenous Education in Ontario Classrooms*” initiated by the Mississaugas of the New Credit First Nation (MNCFN), to be held at UTM on December 7, 2018. *[Departments of Anthropology and Geography with funding from the Dean’s Office]*

### Students

- Collaborate with the Robert Gillespie Academic Skills Centre (RGASC) to support writing instruction in ANT101H5, ANT204H5, ANT313H5, ANT402H5, and other writing-intensive courses. *[Department with support from the Dean’s Office]*

### Administration

- Hire the recently approved Department Manager and Communications and Outreach Officer positions. *[Department with funding from the Dean’s Office]*

## Medium Term (1-2 years)

### Curriculum

- The Associate Chair and a new Communications and Outreach Officer to collaborate with faculty and UTMAS (the Department’s student society) to continue improving career advising resources and to make career and graduate studies workshops available. *[Department]*
- Implement a rotation of faculty in ANT102H5 and other introductory courses. *[Department]*
- Assess curriculum needs and opportunities annually, including: *[Department]*
  - o Offering a new course on “*Anthropology and Indigenous Peoples of Turtle Island*” in collaboration with the MNCFN.
  - o Developing or adopting an introductory course in statistics for Anthropology in conjunction with a broader UTM effort to improve foundational numeracy skills.
  - o Creating a shared course for 4<sup>th</sup> year B.A. and B.Sc. students in the area of Anthropology of Health.
  - o Including additional experiential learning opportunities into B.A. courses.

### Faculty

- Hire a new tenure-stream Sociocultural Anthropologist in the area of Environmental Anthropology. *[Department with funding from the Dean’s Office]*
- Assess faculty complement needs annually, including an emphasis on Indigenous scholarship and in the areas of the Anthropology of Health and Cultural Resource Management. *[Department with funding from the Dean’s Office]*

#### Students

- Identify additional opportunities to provide reading and writing support in writing-intensive courses, including introducing tutorials to ANT102H5. *[Department with support from the Dean's Office]*

#### Administration

- Support the Forensic Science Program's efforts to create an EDU-B in order to begin to separate the administrative responsibilities of the Anthropology and Forensic Science programs. *[Department with support from the Dean's Office]*

#### Long Term (3-5 years)

##### Curriculum

- See medium term goals above.

##### Faculty

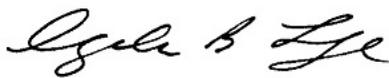
- See medium term goals above.

#### Administration

- With the Forensic Science Program, explore the feasibility of creating EDU-A in order to fully separate the administrative responsibilities of the Anthropology and Forensic Science programs. *[Department with support from the Dean's Office]*

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

Sincerely,



Angela Lange  
Acting Vice-Principal, Academic & Dean

## 5 Executive Summary

The reviewers identified the programs' strengths as the cutting-edge curriculum with its breadth and balance, and strengths in biological anthropology; courses align well with stated learning outcomes; commendable curriculum maps; significant student growth since the 2010 review, especially in the BSc program; remarkable curricular and research breadth with the addition of new faculty; impressive comradery and enthusiasm for the department from faculty, staff, and students; excellent, effective departmental leadership; and upgraded faculty laboratory facilities since the move to the Health Sciences building. The reviewers recommended that the following issues be addressed: reviewing undergraduate advising procedures and resources and considering adding a faculty member to the advising team; prioritizing Indigenous course content and developing a strategy that aligns with this commitment, such as a working group; addressing a curriculum gap in the area of cultural resource management, and a shortage of courses in collaborative health and environmental studies; increasing the rotation of faculty teaching introductory courses, and increasing the visibility and appeal of first year courses; enhancing the curriculum; expanding experiential learning opportunities for B.A. students and ensuring all experiential opportunities reflect current provincial principles, and providing students with career related information earlier in the program; expanding the expertise in the Anthropology of Health area and to consider if this would be an opportunity hire an expert in Indigenous health and medicine; addressing students' needs in basic reading and writing skills; encouraging the Department to expand collaborative relationships, through teaching, research, student and faculty recruitment, with Indigenous peoples and the local community; increasing collaborations with cognate units, including Historical Studies; ensuring appropriate staffing levels to respond to Departmental growth; and removing the administrative responsibility for the Forensic Science programs from the Department. The Dean's Administrative Response describes the Campus, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result. The Committee on Academic Policy and Programs (AP&P) concluded that the Decanal response adequately addressed the review recommendations.