

# UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

## 1 Review Summary

<b>Programs Reviewed:</b>	<p>Anthropology — General, BA (Hons): Major, Minor</p> <p>Anthropology — Society, Culture &amp; Language, BA (Hons): Specialist, Major</p> <p>Archaeology, BA (Hons): Specialist, Major, Minor</p> <p>Environmental Anthropology, BA (Hons): Minor</p> <p>Anthropology — Evolutionary, BSc (Hons): Major</p> <p>Anthropology, MA</p> <p>Anthropology, MSc</p> <p>Anthropology, PhD</p>
<b>Unit Reviewed:</b>	Department of Anthropology
<b>Commissioning Officer:</b>	Dean, Faculty of Arts and Science
<b>Reviewers (Name, Affiliation):</b>	<ol style="list-style-type: none"> <li>1. Richard L. Burger, Department of Anthropology, Yale University</li> <li>2. Thomas J. Csordas, Department of Anthropology, UC San Diego</li> <li>3. Laurie A. Wilkie, Anthropology Department, UC Berkeley</li> </ol>
<b>Date of Review Visit:</b>	October 28 & 30, 2020
<b>Date Reported to AP&amp;P:</b>	October 26, 2021

# Previous UTQAP Review

Date: January 12-13, 2012

## Summary of Findings and Recommendations

### 1. Undergraduate Programs

The reviewers observed the following **strengths**:

- Well conceptualized undergraduate programs

The reviewers made the following **recommendations**:

- Ensuring that BSc students have the same exposure to issues around knowledge production and ethics as students from other program options

### 2. Graduate Programs

The reviewers observed the following **strengths**:

- Excellence in graduate education; “incredibly high” rates of competitive external funding for graduate students

The reviewers made the following **recommendations**:

- Finding ways to foster stronger links within doctoral cohorts
- Reviewing the major research paper requirement for the master’s programs

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Top tier status of Department relative to others in Anglophone anthropology
- Excellence in research; “incredible growth” of faculty research funding

The reviewers made the following **recommendations**:

- Ensuring that permanent faculty are teaching substantively at the undergraduate level

### 4. Administration

The reviewers observed the following **strengths**:

- “Impressive” array of international learning opportunities for students
- High morale

The reviewers made the following **recommendations**:

- Ensuring that the student funding model is aligned with the program’s goals for students and faculty, and international student enrolment
- Exploring ways to enhance Tri-Campus communication and collaboration

# Current Review: Documentation and Consultation

## Documentation Provided to Reviewers

Terms of reference; Self-study; Previous review report including the administrative response; Access to all course descriptions; Access to the curricula vitae of faculty.

## Consultation Process

Dean, Acting Vice-Dean Academic Planning, Associate Dean Unit-Level Reviews, Faculty of Arts & Science; Department Chair, Associate Chairs Undergraduate and Graduate; Tri-campus Chairs; Department Faculty; Undergraduate and Graduate students; Administrative staff; Chairs of relevant cognate units: School of the Environment, Near and Middle Eastern Civilizations, Study of Religion, Art History, & History

# Current Review: Findings and Recommendations

## 1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Admissions requirements
  - ▶ Admission requirements for the learning outcomes of the programs are appropriate
  - ▶ Recent efforts to attract more majors by creating more inclusive requirements seem appropriate
- Curriculum and program delivery
  - ▶ Faculty have paid significant attention to curriculum and pedagogy as result of 2012 review
  - ▶ Major seems to be appropriately structured to develop student learning at appropriate levels
  - ▶ Course sequencing for the evolutionary and social cultural emphases demonstrate logical intellectual ordering, and build upon lower-level courses in appropriate ways
- Innovation
  - ▶ Experiential learning, different modes of delivery and experimentation with alternate formats part of ongoing, sustained efforts to keep curriculum current
  - ▶ Particularly impressive access to hands-on experiential learning for students in sociocultural track

- ▶ Parallel courses in medical anthropology taken from a sociocultural and evolutionary perspective noted as unique and exciting
- Accessibility and diversity
  - ▶ Commendable addition of new courses and re-vamping of existing courses to examine impacts of settler colonialism and centre Indigenous perspectives, and strive to meet demands for anti-racist approaches
  - ▶ Recognition of anthropology's role in Canada's Reconciliation efforts noted as guiding the development of new courses and reimagining existing courses
- Assessment of learning
  - ▶ Methods used for evaluating student achievement of defined learning outcomes and degree level expectations are effective and appropriate, especially in students' final year of the program
- Student engagement, experience and program support services
  - ▶ Undergraduates very appreciative of faculty attention to pedagogy, and innovative delivery modes in courses
  - ▶ Students appreciate undergraduate advisor's efforts on their behalf

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

- Curriculum and program delivery
  - ▶ Specialist and major programs in Archaeology identified as having inherent delivery issues:
    - Some concerns raised that goals of specialist are unclear, and that program may not be necessary, given existence of major and minor
    - Issues arising in Archeology major from classes offered outside the department having differing course numbering systems, making it difficult to sync course progressions appropriately
- Student engagement, experience and program support services
  - ▶ In COVID context, students expressed concern that there was no longer an appropriate balance between course expectations and time spent on coursework, noting that remote course delivery and coordination of group projects can be difficult and time-consuming
  - ▶ Some students report experiences of climate difficulties in certain classrooms

The reviewers made the following **recommendations**:

- Curriculum and program delivery

- ▶ Students express desire for a clearer footprint for some course offerings, in particular related to the Archaeology major, where courses are housed within other departments with different disciplinary demands for language proficiency from anthropology
- ▶ Students and some faculty feel the theory course in social anthropology track could come earlier
- ▶ An upper division course that might serve as useful capstone for all graduating seniors could be on ethics/anthropology in the world
- ▶ Courses that build on Indigenous ways of knowing and alternate historical narratives/perspectives are likely to find growing audiences

## 2. Graduate Program(s)

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

The reviewers observed the following **strengths**:

- Admissions requirements
  - ▶ Admission requirements for learning outcomes of the programs are appropriate
  - ▶ Admission statistics indicate that very competitive students come to U of T
- Assessment of learning
  - ▶ Qualifying exams appear to be appropriate benchmarks, and doctoral defense provides a final assessment of work
- Student engagement, experience and program support services
  - ▶ Students pleased by department's greater attention to professionalization, and commended recent workshops supported by the department, which also emphasize possible career opportunities outside of academia
  - ▶ Graduate students generally report an engaged and dedicated core of faculty who appreciate them and are concerned about their well-being, and positive relationships with staff
- Quality indicators — alumni
  - ▶ Placement in academic positions is extremely impressive, and a number of graduates are now tenured in some of the best departments in the world
- Student funding
  - ▶ Department appears to have been extremely creative and fair in their distribution of available graduate funds

- ▶ Students appreciative of graduate program's quick financial response to issues arising from COVID pandemic

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

- Admissions requirements
  - ▶ Overall numbers of applicants have declined, though reviewers note that this has been experienced by Social Sciences broadly on an international level
- Student engagement, experience and program support services
  - ▶ Students express frustration that while subsidized housing is available for married students, there is no access to affordable housing for younger single students
  - ▶ Graduate students report instances of neglectful mentoring, with faculty sitting on dissertation chapters for long periods without providing feedback
  - ▶ Students also report some unequal treatment of mentees advised by some faculty members, and instances of student bullying, noting "a hostile climate for some students"
  - ▶ Archaeology program flagged as space where women felt vulnerable, particularly in field settings, with deliberate microaggressions and sexism
  - ▶ "Constant fear about one's financial security...negatively impacts student experience, no matter how fine a program is"
- Quality indicators — graduate students
  - ▶ Doctoral time-to-completion has increased since last review; though reviewers assess this issue as interconnected with high cost of living in Toronto, rather than indicative of problems with program curricula or expectations
- Student funding
  - ▶ Archeology faculty noted that increased time to completion for their students could be related to students taking contract positions to supplement pay
  - ▶ Most significant factor shaping doctoral completion rates is economic vulnerability associated with living in Toronto
  - ▶ Reviewers felt strongly that, "Compared to other programs of the same caliber, that the funding package was simply not competitive with peers"
  - ▶ Different financial models between the three campuses "seems to put the St. George campus at a disadvantage"
  - ▶ Paying tuition while on research leave seems an undue burden on grad students

The reviewers made the following **recommendations**:

- Student funding

- ▶ To remain competitive, U of T will need to find ways to improve housing situation for unmarried students, and reduce tuition fees for students no longer taking courses as they complete research and writing phases of their degrees

### 3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▶ Department clearly energetic, impactful and competitive with top programs in North America and beyond
- Research
  - ▶ Tri-campus model for graduate program provides scope and quality of faculty research that is difficult to compete with for single-campus graduate programs
  - ▶ Faculty are highly productive and successful in getting external funding
  - ▶ Faculty frequently publish in high-impact journals and well-respected university presses; citation indices compare with best departments in the world
- Faculty
  - ▶ Hiring of new and increasingly diverse generation of scholars across campuses has brought new energy to graduate programs, created new synergies around discussions of decolonization, restitution and EDI, and introduced an exciting emergent strength in medical anthropology

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

- Faculty
  - ▶ St. George component of graduate faculty facing upcoming retirements of key members in areas of archaeology and linguistic anthropology
  - ▶ Some concern among faculty subgroups that social cultural group vastly outnumbers others and could, if they wished to, override needs and proposals of other groups, although it was acknowledged that social cultural group has been a supportive collaborator
  - ▶ Mentoring for junior faculty is very uneven, with some members noting they had been assigned disinterested or neglectful mentors

The reviewers made the following **recommendations**:

- Faculty

- ▶ To remain successful at the undergraduate and graduate level, there must remain critical mass of faculty in archaeology and linguistic anthropology subfields, while maintaining appropriate distribution among professorial ranks
- ▶ Consider whether recruitment of mid-career faculty would be appropriate in units that experience the loss of very senior members to retirement

## 4. Administration

The reviewers observed the following **strengths**:

- Relationships
  - ▶ Generally very collegial relationships among tri-campus graduate faculty members, within and between subgroups; “it is impossible to overstate what a welcome and rare state of affairs this is within the discipline of anthropology”
  - ▶ Reviewers very impressed with the breadth and depth of collaborations with cognate faculties, departments and units
  - ▶ Department staff are outstanding, work well together and exhibit high morale
  - ▶ Strong and advantageous relationship with the Royal Ontario Museum
  - ▶ “The anthropology department and faculty are clearly deeply integrated into the broader university fabric”
  - ▶ Publication and research records of faculty (and list of adjunct faculty) indicate broad range of associations and networks that enhance department’s teaching programs
  - ▶ Some faculty are coordinating with government on truth and reconciliation efforts, and a number serve on boards and in governance of professional organizations
- Organizational and financial structure
  - ▶ Chair has done excellent job of balancing conflicting interests and demand for resources between the St. George undergraduate programs and across the tri-campus graduate program
  - ▶ Department appears to be doing a great deal with available resources
  - ▶ Additional course offerings in medical anthropology have been rewarded with growing enrolments
  - ▶ Noteworthy absence of concerns around space allocations; evidence of well-tended and furnished spaces designed to facilitate research, study and community-building among department members
- Long-range planning and overall assessment



- ▶ Programs under review have rich history of excellence in training of undergraduate and graduate students by world-class faculty whose cutting-edge research spans breadth of anthropological theory, method and topics
- ▶ Department is a thriving place of undergraduate and graduate learning, research and teaching
- ▶ Broad array of quickly rising junior and mid-level faculty who demonstrate great leadership potential
- ▶ Department advantaged by being situated within world class university with impressive library and research holdings, further enhanced by resources of tri-campus consortium
- ▶ All programs are consistent with the University's mission and Faculty/unit's academic plans
- International comparators
  - ▶ Graduate and undergraduate placements are impressive and compare very favorably to the most competitive and highly ranked anthropology departments
  - ▶ Department is clearly the top-rated program in Canada, consistently in the top 10 to 12 in North America and the world

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

- Relationships
  - ▶ Quality of the graduate program largely dependant on willingness of the three campuses to take into account each other's needs; some faculty expressed frustration at ways other campuses were perceived as going in their own directions in recruitment, at the detriment of the broader cohesive program
  - ▶ Graduate students report lacking sense of belonging to broader departmental community, due to spread out nature of campuses and difficulty of travelling between them
  - ▶ Undergraduates report frustration with departmental conflict resolution processes, noting lack of transparency and that resolutions overwhelmingly favour faculty
- Organizational and financial structure
  - ▶ Department sometimes hampered by large number of outstanding faculty citizens who are drawn into administrative work for the broader university — at cost of work within the department
  - ▶ Reviewers noted complex, challenging, obstacles that come with Chair role, and that it would be easy for an inattentive leader to precipitate the demise of an outstanding set of programs

- ▶ With upcoming retirements, department may face challenges around enrolment, and maintaining high levels of excellence achieved in grant and contract generation

The reviewers made the following **recommendations**:

- Relationships
  - ▶ Some institutional arrangement warranted to bring leaders of tri-campus graduate programs together, to explicitly discuss long-term strategy and strategic recruitment plans
  - ▶ Building committees that can oversee and respond to climate issues in department would be helpful
  - ▶ Greater transparency regarding conflict resolution processes would be helpful
  - ▶ Explore further deepening relationships with Environmental Sciences, as the department continues to develop area of medical anthropology
  - ▶ Capitalize on and amplify complementary strengths with the Department of Religion
  - ▶ Further strengthen relationship with ROM, and explore possibility of greater participation in teaching by curators, and development of more museum-based courses, internships and research opportunities for students across all levels
  - ▶ Reviewers note importance of productive community building across ranks through mentoring for department, and that it is essential for diverse junior faculty to be supported towards tenure
- Organizational and financial structure
  - ▶ Future success of the programs depends on smooth leadership transition and careful attention to who will next serve in this role
- Long-range planning and overall assessment
  - ▶ Decision-making about resources, and composition of faculty hires will critically shape the department's ability to provide continued leadership in anthropology
  - ▶ Modifications to mentoring practices for graduate students and junior faculty will ensure success of University EDI initiatives
  - ▶ Growing strength in medical anthropology (and current discussions around a proposed minor) is an exciting and potentially generative space for new research and teaching synergies among department faculty; inclusion of a Global Health component could add to this generative potential
  - ▶ A plan for addressing potential retirements in key areas is crucial to maintain program excellence in coming years

- ▶ “The financial precarity of living in Toronto on current stipends that negatively impacts student experience is an ongoing structural problem that needs to be decisively addressed at a level of administration above the department”
- ▶ Department has many researchers doing outstanding and exciting research which University Advancement could work to promote
- ▶ “[T]he department deserves to be provided the resources it needs to continue [its] high level of excellence as it faces a period of faculty transition and rising costs of graduate education over the next 5 to 10 years”



## 2 Administrative Response & Implementation Plan

UNIVERSITY OF TORONTO  
FACULTY OF ARTS & SCIENCE

September 14, 2021

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

### **Re: UTQAP cyclical review of the Department of Anthropology**

Dear Professor McCahan,

Along with the faculty, staff and students of the Department of Anthropology, I am pleased with the external reviewers' assessment of the Department and its undergraduate and graduate programs: Anthropology – General, H.B.A. (Major, Minor); Anthropology – Society, Culture & Language, H.B.A. (Specialist, Major); Archaeology, H.B.A. (Specialist, Major, Minor); Environmental Anthropology (Minor); Anthropology – Evolutionary, H.B.Sc. (Major); Anthropology (M.A., M.Sc., Ph.D.). The reviewers noted the Department's programs' "rich history of excellence in the training of undergraduate and graduate students by a world-class faculty whose cutting-edge research spans the breadth of anthropological theory, method and topics as represented in the broader discipline."

The quality of these programs notwithstanding, as per your letter dated May 4, 2021, the review report raises a number of issues and challenges. I am writing to address the areas of the review report that you identify as key. The responses to these items and implementation plan are separated into immediate- (six months), medium- (one to two years), and longer- (three to five years) term, along with who will take the lead in each area. Where appropriate, I have identified any necessary changes in organization, policy, or governance; and any resources, financial and otherwise, that will be provided, and who will provide them. The Dean's office has discussed the reviewers' comments through consultation with the Chairs of the Department of Anthropology to develop the following implementation plan incorporating the reviewers' recommendations.

### **Implementation Plan**

*The reviewers recognized that innovation in curricular content and delivery will be vital to the Department's future success; they recommended continued development of course content in medical anthropology, global health, alternate historical perspectives, and Indigenous ways of knowing, and highlighted experiential learning and experimentation with alternate instructional formats as part of ongoing efforts to keep curriculum current.*

**Immediate- to Medium-term response:** The Faculty approved a joint tenure-stream position in Indigenous Archaeology in 2020 to be shared between Anthropology and the Centre for Indigenous Studies. A search is currently underway. The addition of this faculty member will enable Anthropology to develop new courses in Indigenous ways of knowing and alternative historical perspectives at both the undergraduate and graduate levels.

The Faculty also has approved a job search in Biocultural Medical Anthropology, which will empower Anthropology to expand their offerings in medical anthropology and global health. This search will be conducted in 2021-2.

In conjunction with the anticipated expansion of faculty in this area, the Department is also drafting a proposal for a new minor program in Medical Anthropology. The establishment of this minor program will allow students to focus on medical anthropology and global health courses.

Enhancing student experience through the expansion of experiential learning is one of the key strategic initiatives in the Faculty's 2020-25 Academic Plan. To expand opportunities, we established the Experiential Learning & Outreach Support (ELOS) office, which provides administrative, pedagogical, and partnership development support for experiential learning activities. We have also recently appointed a Faculty Advisor on experiential learning. The EL Faculty Advisor is working closely with ELOS to provide strategic guidance and support to academic units interested in expanding or launching experiential learning programming.

The Department of Anthropology is actively engaged in the experiential learning landscape (for example, in 2020, just prior to the pandemic, it ran an International Course Module on North American Archeology and it also provides hands on field work experience through its intensive Summer Archeology Fields School program). The Dean's office has also connected the Department of Anthropology with ELOS to explore new opportunities in experiential learning as part of the Faculty's larger commitment to enhancing the student experience in this area.

*The reviewers noted comments that the Archaeology Specialist program goals are unclear, and that the Specialist "may no longer be necessary" given other offerings within the Department.*

**Immediate-term response:** The Department will review the Specialist program to assess the program learning outcomes and consider its value within the spectrum of Anthropology programs to determine whether to restructure or close it.

**Medium- to Longer-term response:** The Department has begun the process of undertaking a comprehensive review of all archeology undergraduate programs, which they anticipate will be complete in one to two years. The Dean's office will also connect the Department with the Curriculum Development Specialist, based in the Office of the Vice-Provost, Innovations in Undergraduate Education, and support this curricular review with additional resources offered by the Teaching and Learning Office within the A&S Office of the Dean.

*Students in the Archaeology Major expressed confusion regarding the progression of courses in the program, particularly with courses offered in cognate departments.*

**Immediate-term response:** The Department will review the Major program to ensure that progression through the program is clear to students. The Department will also work with the Department's Communications Assistant to create a schematic diagram that will help students navigate program requirements and pathways.

*The reviewers observed that current graduate funding packages are not competitive with peer institutions, and noted the link between increased Ph.D. time-to-completion and students' need for supplementary income while in school.*

**Immediate-term response:** The Dean's Office has paid considerable attention to graduate funding packages in recent years and has focused particularly on elements of graduate student income that are independent of work hours (such as base funding and award top-ups). Effective 2021-22, extra funds given to Departments for successful student external awards *must* be passed directly on to awardees. Increasing the benefits that accrue to high-value awardees raises the likelihood that they will opt out of TA and RA work and progress more rapidly on their research.

In addition, since the Department of Anthropology recently separated the St. George Chair position from the Tri-Campus Graduate Chair positions, the Tri-Campus Graduate Chair can focus more attention on graduate students' learning experience and funding.

**Medium- to Longer-term response:** The Vice-Dean, Graduate Education (VDGE) will communicate with the incoming Tri-Campus Graduate Chair of the Department of Anthropology to ensure that they are aware of, and implementing, funding mechanisms that best support student success. To that end, the office of the VDGE recently developed guidelines for departments on best practices to support graduate funding and has begun communicating these best practices at department-specific workshops. The Dean's office will schedule a workshop with Anthropology in the coming year.

*The reviewers raised concerns regarding mentoring of graduate students and junior faculty, noting that effective mentoring for these groups will contribute more broadly to the success of equity, diversity, and inclusion missions of the University.*

**Immediate- to Medium-term response:** As a strategic priority of the Faculty's five-year plan (2020-2025), the Faculty is firmly committed to improving equity, diversity and inclusion among students, staff and faculty. Facilitating progress through the ranks is an important plank in this strategy. To that end, the Faculty added new training for chairs and directors in 2020-21 to ensure that EDI is supported within departments. Furthermore, as a new component of the annual activity report, chairs and directors are now evaluated on their progress in enhancing EDI within their unit. Many units, such as the Department of Anthropology, established EDI committees.

As part of the Anti-Black Racism Task Force recommendations (received and accepted by the University March 31, 2021), the Faculty of Arts and Science is conducting a search for a senior lead on Equity, Diversity and Inclusion. In the coming year, senior leadership within the Faculty will work with the EDI Standing Committee, which includes broad representation from across the Faculty, to review and recommend modifications to policies and procedures to facilitate progress through the ranks for underrepresented faculty.

In terms of mentoring more generally, the Dean's office is launching a new Massey Junior Faculty Fellowship program for faculty new to Arts & Science in the past two years (2020 and 2021). Through an array of programming, from social to career-oriented, we will nurture a diverse cross-disciplinary community of junior faculty, who will benefit from peer-to-peer mentoring, in addition to the designated mentor they are assigned within their department. In addition, we are creating a new position within academic HR to support faculty professional development, including support for mentorship. When filled, that person will work with units like Anthropology to support effective mentoring.

Within the Department, all junior faculty are assigned a senior faculty mentor. To offer more lines of support, both the Chair and Graduate Chair plan to meet individually with all pre-tenure faculty to help ensure they are receiving effective mentoring.

The Dean's Office will also ensure that the Department connects with the School of Graduate Studies' new Centre for Graduate Mentorship and Supervision, which is launching this Fall. The Centre's mandate is to act as a "focal point for supports, learning, and outreach aimed at promoting excellence in graduate mentorship and supervision to supervisees, supervisors, and other members of the graduate community."

*The reviewers conveyed comments from graduate and undergraduate students regarding climate difficulties in some classrooms, with reports of bullying, micro-aggressions, and sexism; they noted that the Archaeology program was singled out as being a space where women felt vulnerable, particularly in field settings. Undergraduate students commented that departmental conflict resolution procedures were opaque, and that resolutions overwhelmingly favour faculty members.*

**Immediate-term response:** The Dean's office has connected the Department with the Director, High Risk, Faculty Support & Mental Health in Arts & Science to ensure that students and faculty are aware of the University's policies and processes on dispute resolution. The Director can, for example, hold a workshop on complaints and concerns and how they should be addressed.

The Department has recently developed guidelines for best practices in field settings, with the input of its graduate students. The Graduate Chair will consult with the Director, High Risk, Faculty Support & Mental Health in Arts & Science, seeking feedback on these guidelines and further resources to ensure best practices are firmly entrenched in the culture of the department. Furthermore, the Chairs will be convening meetings with student leadership to better understand the nature of the conflicts that the reviewers identified.

*The reviewers commented that faculty complement planning and strategic decision-making about resources will be critical in shaping the department's ability to continue to provide leadership in the areas of Archaeology and Linguistic Anthropology.*

**Immediate-term response:** The Faculty instituted a new layer of Unit-Level Academic Planning this past year, in which Departments produce a five-year academic plan in the year following the completion of the UTQAP review process. The Department of Anthropology will undertake this planning process in 2021-22. The unit-level academic plan is a forward-looking document that both articulates a department's academic plans over the following five years and also highlights progress made on the implementation plan identified in the UTQAP administrative response. Complement planning and resource allocation are two key elements addressed in the unit-level academic plan. Senior academic and administrative leadership within the Dean's Office will meet with the Department's leadership to discuss their unit-level academic plan and provide guidance and feedback. This exercise will be especially valuable for Anthropology as it develops its five-year complement plan across all of its sub-disciplines.

The Department sought approval for a tenure-stream linguistic anthropologist position through the Faculty Appointments Committee (FAC) this past winter (2021), but it was unsuccessful. The FAC includes representation across the three sectors (Humanities, Social Sciences and Sciences) and from the Colleges. The FAC reviews all requests for new positions once per year and makes recommendations to the Dean regarding which requests should be granted. The FAC's broad perspective is important as it is necessary to consider all requests relative to the needs of the entire Faculty, not a single department on its own.

The Department did successfully hire a 2-year teaching-stream CLTA (starting July 2021), who will offer a variety of undergraduate linguistic anthropology courses.

**Medium- to Longer-term response:** The Department is optimistic that the current search for a senior Indigenous Archaeologist will help provide leadership in the area of Archaeology.

*The reviewers note that the quality of Anthropology graduate programs is dependent on informal tri-campus communication and cooperation, and recommend a more formal arrangement between the campuses to coordinate recruitment plans and long-term strategy.*

**Immediate-term response:** The Department's recent split of the St. George Chair and the Tri-Campus Graduate Chair positions offered an opportunity to also change the structure of communication between the campuses. The four Chairs (Graduate Chair, and St. George, UTM, and UTSC Chairs) plan to meet monthly to confer on a range of topics, including complement planning, to ensure that each campus's hiring plan contributes to the coherence of the graduate program.

The Faculty's new Unit-Level Academic Planning process is also expected to have a positive effect on communication flows, as consultation among all stakeholders is a necessary component of the exercise.



The Dean's office will monitor the implementation of recommendations through ongoing meetings with the Chair, as well as the A&S Unit-Level Academic Planning process. A brief report to the Office of the Vice-Provost, Academic Programs, midway between the October 28 & 30, 2020 site visit and the year of the next site visit, will be prepared.

The year of the next review will be no later than the 2027-28 review cycle.

To conclude, we appreciate that the external reviewers identified the Department of Anthropology's strengths and noted areas for development. The Department has already begun to move forward with plans to address the recommendations as presented by the reviewers.

Sincerely,

A handwritten signature in black ink that reads "M Woodin". The signature is written in a cursive, flowing style.

Melanie Woodin  
Dean and Professor of Cell and Systems Biology

cc.

T. Max Friesen, Graduate Chair, Department of Anthropology, Faculty of Arts & Science  
Holly Wardlow, St. George Undergraduate Chair, Department of Anthropology, Faculty of Arts  
& Science

Gillian Hamilton, Acting Vice-Dean, Academic Planning, Faculty of Arts & Science  
Daniella Mallinck, Director, Academic Programs, Planning & Quality Assurance, Office of the  
Vice-Provost, Academic Programs

Andrea Benoit, Academic Review Officer, Office of the Dean, Faculty of Arts and Science

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

The spokesperson for the reading group reported that the summary accurately covered the full review. The group agreed that the administrative responses fully addressed the issues identified.

No follow-up report was requested.

### **4 Institutional Executive Summary**

The reviewers noted the programs as the top-rated in Canada and competitive internationally; they praised the department's rich history of excellence in training students; the world-class, highly productive faculty; the scope and quality of research facilitated by the graduate tri-campus model; the renewed energy and discussions around EDI; the emergent strength in medical anthropology; the addition and modification of courses to centre Indigenous perspectives and adopt anti-racist approaches; the curriculum adjustments in response to the previous review; the impressive experiential learning opportunities; the outstanding staff and high morale; the Chair's excellent leadership; the remarkable faculty collegiality; the relationships and collaboration with cognate units and community partners; and the well-designed and maintained departmental space. The reviewers recommended that the following issues be addressed: prioritizing innovation in curricular content and delivery; addressing concerns regarding both a lack of clarity in the goals of the Archaeology Specialist, and progression within the Archaeology Major; addressing concerns around graduate funding packages; prioritizing effective mentoring of graduate students and junior faculty; addressing student reports of climate difficulties in some classrooms; making strategic decisions regarding resources and faculty complement planning; and pursuing a more formal arrangement between campuses to coordinate recruitment plans and long-term strategy. The Dean's Administrative Response describes the Faculty, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result.

### **5 Monitoring and Date of Next Review**

The Dean's office will monitor the implementation of recommendations through ongoing meetings with the Chair, as well as the A&S Unit-Level Academic Planning process. A brief

report to the Office of the Vice-Provost, Academic Programs, midway between the October 28 & 30, 2020 site visit and the year of the next site visit, will be prepared.

The year of the next review will be no later than the 2027-28 review cycle.

## **6 Distribution**

On January 15, 2022, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of the Faculty of Arts and Science, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Chair of the Department.