

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1. Review Summary

Program Reviewed:	African Studies, HBA: Specialist, Major, Minor
Division/Unit Offering Program:	Program housed in New College
Commissioning Officer:	Dean, Faculty of Arts & Science
Reviewers (Name, Affiliation):	<ul style="list-style-type: none">• Souleymane Bachir Diagne, Director of the Institute of African Studies, Professor of French and Philosophy, Columbia University• Khalid Mustafa Medani, Chair, African Studies Program, Associate Professor, Political Science Department and the Islamic Studies Institute, McGill University
Date of Review Visit:	June 15, 2021 (conducted remotely)
Date Reported to AP&P:	February 16, 2023

Previous UTQAP Review

Date: February 3, 2012

Summary of Findings and Recommendations

Significant Program Strengths

- “Impressive” faculty including “many of the top Africanist faculty in Canada”
- “Exceptionally able and committed” students
- International reputation as a strong centre for African studies
- Development of students’ critical thinking, reasoning, communication skills, and breadth and depth of knowledge
- Strong Swahili language program

Opportunities for Program Enhancement

- Improving coordination with cognate departments, extra-departmental units and divisions, and governance structure to strengthen the program and facilitate student access to African-content courses
- Increasing the number of humanities courses to support multiple ways of understanding African social worlds
- Developing an international dimension to the program that enhances opportunities for student learning beyond the classroom
- Stabilizing the Program’s faculty positions and finding additional resources to support its future development

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

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

Consultation Process

Reviewers met with the Dean, Faculty of Arts & Science, Vice-Dean, Academic Planning, and Associate Dean, Unit-Level Reviews; Principal and Vice-Principal, New College; Program Director; Program faculty; Undergraduate students; Senior doctoral fellows; College and Program administrative staff; Chairs and Directors of cognate units: Anthropology, History, English, Political Science, Critical Studies in Equity and Solidarity, and Caribbean Studies.

Current Review: Findings and Recommendations

1. Undergraduate Program(s)

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

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ Very impressive faculty, lecturers, and students with a level of enthusiasm and commitment that “represents a model for other African Studies Programs in Canada and North America”
- Objectives
 - ▶ Reviewers observed the mission of the African Studies Program to be more relevant than in any time since its foundation given world events and the University’s recent reaffirmation of its mission to promote equity and diversity
 - ▶ The Program “is grounded in the New College’s original and long-standing vision and mission to promote social justice, equity, and diversity and, more recently, the crucial commitment on the part of the University to address systemic racism.”
- Curriculum and program delivery
 - ▶ Its degrees complement other concentrations, providing support and resources for faculty and students focusing on Africa, including the very strong African Studies collection in the New College Library
 - Students remarked on the quality of course offerings and expressed strong support for the program and the unique opportunities and perspectives it affords students
- Innovation
 - ▶ The program has innovative and creative pedagogical practices that promote breadth of knowledge of the study of Africa and related fields
- Accessibility and diversity
 - ▶ Reviewers remarked that the program not only promotes academic excellence but has the related benefit of addressing social or cultural issues that may stand in the way of students’ paths to professional success
- Student engagement, experience and program support services
 - ▶ Reviewers commented that students are provided with a collegial, safe, and nurturing social and intellectual environment that ensures they excel in their studies and enjoy professional success upon graduation
 - ▶ The program engages and works closely with the African Studies Course Union (ASCU) and the Black Students Association (BSA), adding to the collegial social and cultural environment for students
 - ▶ Students exhibit enthusiasm and strong interest in the program’s mission
 - ▶ Students feel supported by faculty and staff of the program and are assisted with career planning, offered regular mentorship, and build networks with alumni

- Quality indicators – faculty
 - ▶ Faculty Quality Indicators suggests students benefit from a rich academic environment credited to faculty with high research impact across a wide range of disciplines, which supports equity and meaningful diversity while promoting excellence and social responsibility

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

- Curriculum and program delivery
 - ▶ Limited course offerings with students remarking on an imbalance of social sciences over humanities offerings
 - ▶ The “less than regular curriculum” has contributed to a decline in the number of students majoring or minoring in African Studies despite large course enrolments
- Accessibility and diversity
 - ▶ Reviewers observed a reduction in outreach services that the program was able to provide to the larger community linked to resource challenges
- Student engagement, experience and program support services
 - ▶ Students view the promotion of the African Studies program as weak, voicing that incoming University students do not learn of the program’s existence until later in their academic careers
- Student funding
 - ▶ Reviewers noted that the reduction in financial support from the Ontario government has adversely affected racialized, immigrant and mature students, and that the program is limited in its ability to generate support for them

The reviewers made the following **recommendations**:

- Overall quality
 - ▶ Reviewers remarked that it is imperative to strengthen the program in order to meet its important objectives as well as its cultural and social benefits to the University
- Student engagement, experience and program support services
 - ▶ Reviewers highlighted the need for a more effective recruitment strategy to increase student awareness of the program and grow enrolments in the Major and Minor programs
- Student funding
 - ▶ Reviewers recommended an increase in financial resources and funding for undergraduate students

2. Graduate Program(s) n/a

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ Reviewers noted the high quality of course offerings, impressive research and teaching effectiveness of the core faculty despite a shortage in resources
- Research
 - ▶ Program is attuned to scholarly and public debates on and in Africa including relevant debates on the history of Africa and the African diaspora, politics of gender in Africa, African philosophy, transnational economic networks and Africa's domestic politics
 - ▶ Supports advanced graduate students who have received doctoral fellowships to pursue their research in African Studies through the New College Senior Doctoral Fellows program that provides intellectual resources and the opportunity to present research in progress
 - ▶ There is an aggressive research grant strategy with the program organizing several conferences and seminar series
- Faculty
 - ▶ Faculty conduct cutting-edge research working on “new ideas pertaining to Africa that are not self-evident with a focus on the new, fast-paced changes on the continent”

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

- Overall quality
 - ▶ While the program possesses exceedingly strong attributes in both its teaching and research capacity, reviewers observed a clear shortage of resources
- Research
 - ▶ Limited opportunities for program faculty and students to develop meaningful research collaboration with other academic units and facilitate the supervision of undergraduate and doctoral students working on Africa across the disciplines
- Faculty
 - ▶ Lack of available faculty to teach relevant foundational and capstone courses; contributes to challenges in finding regular faculty supervision for students
 - ▶ Reviewers noted the major challenge facing the program is its lack of permanent staffing, since, as a college program, it is unable to hold tenure appointments

The reviewers made the following **recommendations**:

- Overall quality
 - ▶ Reviewers recommended more resources and funding support for African Studies, including the hiring of permanent faculty
- Research
 - ▶ Transform the program into an ‘Extra-Department Unit’ (EDU) to gain a more supportive infrastructure, establish a master’s program and better enable collaboration with other faculty and students working on Africa across the disciplines

- Faculty
 - ▶ Appointment of permanent tenured and/or tenure stream faculty to provide students with additional resources

4. Administration

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

The reviewers observed the following **strengths**:

- Relationships
 - ▶ The program has strong relationships with other programs and departments at the University, with faculty from various departments attesting to the program’s vital role at New College
 - ▶ Program engages in outreach activities that includes hosting lectures, workshops, and African scholars, as well as collaborating with alumni to conduct public service initiatives for the larger community
- Organizational and financial structure
 - ▶ The Director, faculty, and administrative staff have an inspiring commitment to serving the academic and extra-curricular needs of students within the program despite limited budgetary resources and permanent faculty availability
- Long-range planning and overall assessment
 - ▶ Faculty and staff work tirelessly to ensure that the program continues to maintain course offerings that are of the highest and rigorous caliber

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

- Organizational and financial structure
 - ▶ A lack of ‘dedicated’ resources is noted as an overarching challenge that impacts course offerings, enrolment strategies, financial aid as well as the program’s management
 - ▶ Limited resourcing has impacted the number of courses being offered in recent years despite great demand
 - ▶ Reviewers commented on African Studies not being a stand-alone program and how its budget continues to be determined by the [College] Principal. “The lack of budgetary, programmatic, institutional, and administrative autonomy has diminished the important role that the program plays in serving not only the students associated with the Program but the entire University and College more broadly.”
- Long-range planning and overall assessment
 - ▶ The Program suffers from a lack of visibility and is seen by students as being “shadowed by the College”

- ▶ Several respondents indicated that the weaknesses of African Studies has to do with “a history of systemic racism” which has limited the program’s growth and prevented it from developing into a stand-alone unit

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Reviewers encouraged devising new ways to enhance collaboration with faculty in other units to fully prepare doctoral students for teaching and research on Africa
- Organizational and financial structure
 - ▶ That the University and College “provide financial and administrative autonomy to African Studies... Absent the latter, it will be very difficult for the unit to determine effective priorities for funding, space and faculty allocation in ways that would lay a solid foundation for improvement and enhancement”
 - ▶ The University should find ways to provide additional financial aid and student funding supports to African Studies, particularly for first generation students, through merit-based awards, financial needs scholarships, supports for travel and study abroad opportunities, field research and diaspora safe return educational visits (for refugees and students living in exile)
- Long-range planning and overall assessment
 - ▶ Develop the program into an EDU so that it can hold academic budgetary appointments, establish a master’s degree option in African Studies in collaboration with other Departments, generate University and external/private financial sources, and include post-doctoral fellowships
 - ▶ Reviewers emphasized the urgent need to stabilize the program’s faculty positions and regularize the teaching complement for courses, as well as find additional sources of funding to support future developments
 - ▶ Commit to strict timelines as well as targets for tenure stream hires pre-planned with other departments and searches
 - ▶ Conduct a curriculum review as part of the transformation to an EDU, establishing funding priorities from the outset
 - ▶ Establish a masters-level graduate degree program in African Studies in collaboration with other units that would offer a contribution to all of Canada by expanding the scope, quality, and relevance of the program’s research activities as well as course offerings

2. Administrative Response & Implementation Plan



UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

December 12, 2022

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

Re: UTQAP cyclical review of the African Studies Program

Dear Professor McCahan,

Along with the faculty, staff, and students of the African Studies Program, I am pleased with the external reviewers' assessment of the undergraduate programs: Hons. BA, African Studies, Specialist, Major, Minor. The reviewers complimented the program, acknowledging "*a level of enthusiasm and commitment to African Studies*" that "*represents a model for other African Studies Programs in Canada and North America more generally.*"

The quality of this program notwithstanding, as per your letter dated July 15, 2022, 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 and as outlined in the attached table of Review Recommendations. 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 Director of the African Studies Program and Acting Principal of New College to develop the following implementation plan incorporating the reviewers' recommendations.

Implementation Plan

The reviewers recommended enhancing support for the African Studies programs by establishing an Extra-Departmental Unit within the Faculty of Arts and Science, observing that the lack of financial and administrative autonomy is an underlying cause of several other challenges and concerns raised in the report.

**We note that this was the last point in the request for response, however, we wish to address it first because it provides context for responses to all the points that follow.

Immediate- to medium-term response: A&S is committed to the long-term success of African Studies. The Dean's office is currently working collaboratively with the Unit and College on a proposal to change the status of African Studies from a program within New College to an EDU: B. This very significant change will provide the unit with significantly more autonomy over budget, staffing, and complement planning, and will significantly increase the unit's visibility and status within A&S. The Dean is committed to providing the resources needed to ensure the new EDU's success.

The reviewers noted concerns regarding the limited and unstable roster of courses offered, observing that this contributes to the issue of low enrolment in African Studies programs despite large enrolments in African Studies courses.

Immediate-term response: Over the 2021-22 Arts & Science governance cycle, the African Studies Program (ASP) saw several new courses approved. There are now several new permanent courses offered at the levels of Years 2 through 4, including AFR290H1: The Idea of Africa; AFR365H1: Art, Media and Politics in Africa and the African Diaspora; AFR370H1: Anticolonialism, Radicalism and Revolutions in Africa), AFR389H1: The Geopolitics and Debates on Africa-China Economic Relations; and AFR499: Advanced Topics in African Studies.

Following the reviewer site visit, 3 jointly appointed faculty were hired, which is described in more detail below regarding faculty positions. These new faculty members have already begun to provide additional stability to the roster of course offerings.

Medium- to longer-term response: ASP intends to expand curricular collaboration with cognate units (e.g., a joint AS/Anthropology 3rd year course entitled Black Radical Theory from the Global South: Anthropological Perspective) and with units across A&S (e.g., Centre for Drama, Theatre and Performance Studies).

We expect that the new courses available in the immediate- and medium to long-term will support increased enrolments in African Studies programs.

The reviewers recommended devising and implementing more effective recruitment strategies to attract students to African Studies programs.

Immediate-term response: ASP has begun pursuing several new recruitment strategies. They have reinvigorated their interdisciplinary and multidisciplinary teaching through connecting with other A&S units to cross-list courses in other programs so that more students can access ASP courses. For example, there are several cross-listed courses with the Ethics, Society, & Law Program (AFR 351Y1 African Systems of Thought; AFR352H1 International Organizations, NGOs, Development and Change in Africa; AFR453Y1 Language and Postcolonial Education in East Africa). As well, there are multiple cross-listed courses with [Rotman Commerce](#) as part of their focus on managing in diverse economies (4 AFR courses- AFR250Y1 Africa in the 21st Century: Challenges and

Opportunities, AFR352H1: International Organizations, NGOs, Development and Change in Africa, AFR353H1: International Relations of Africa, AFR454H1: African Cultures and Development). These cross-listed courses may encourage pursuing at least a minor in ASP. As well, the program director is working to enhance the visibility and profile of African Studies through increasing representation at university-wide orientations and fairs and enhancing its social media presence with the aim of attracting new students. In support of ASP's recruitment efforts, the Faculty recommends that the program director work with A&S Student Success Programs regarding events such as Program Exploration Days and also with A&S Student Recruitment & Admissions regarding outreach such as the Ontario Universities Fair and Fall Campus Day. As well, to support the program in its reputation-building, A&S Communications & Public Affairs will work with ASP to help promote their news and events within the University community and beyond.

Medium- to longer-term response: ASP will seek more dedicated funding opportunities, scholarships, and awards for students in high financial need, discussed below, which should attract new students to the program, including high school students and those from equity-deserving groups. ASP will also work to satisfy students' demand for more African language offerings in Amharic or Igbo, Yoruba, Twi, Lingala, for instance, by 2024 that would serve to attract a new pool of students to the program. Likewise, the program has initiated discussion in the College about launching a new first-year foundation course: "Africa in Toronto" that would appeal to local students and could take advantage of local communities and organizations to introduce potential new students to African Studies as an option they may not have previously considered. As well, ASP intends to launch a cross-sectoral speaker series to sustain ASP's intellectual and cultural life and foster more community engagement opportunities that will likewise attract potential new students to the program.

The reviewers note a crucial need to expand student financial aid and scholarships, including for refugees and first-generation students; they also note the need for additional support for travel and study abroad opportunities.

Immediate-term response: Arts & Science is committed to helping students in need. The Faculty provides a significant amount of bursary support via the College Registrar's Office, which then distributes it to students individually and independently. The Advancement office in A&S has begun working with ASP to pursue the creation of dedicated scholarships for ASP students.

Medium- to longer-term response: In 2019, Arts & Science created the role of Experiential Learning Officer, Research and International, to sustain and expand students' opportunities for international field research. The EL Officer will work with the ASP to support travel and study abroad opportunities. For example, EL Officer, Research and International, can work with the program leadership to support ASP's longstanding contributions to International & Indigenous Course Modules (IICM) to Cameroon, Kenya, and Ghana. The ELOS office is also consulting with the ASP Director to explore ways to introduce more experiential learning elements into the program.

The reviewers noted the urgent need to stabilize faculty positions and regularize the teaching complement for African Studies courses, attributing the limited and unstable roster of course offerings to the absence of permanent faculty in the program; they also noted comments from cognate units in support of additional tenure-stream faculty with joint appointments to African Studies.

Immediate- to medium-term response: A&S allocated 3 new joint appointments between the College and cognate units, including History, English, and Anthropology, with all three newly appointed faculty starting in 2022. In addition, there is an on-going search for a joint position in the area of “Climate Change and Sustainability in Africa” with the School of the Environment. These appointments have helped to regularize the teaching in the program, resulting in an expanded roster of courses offered on a permanent basis. The new joint appointments will also bolster the program’s ties to cognate departments in A&S.

Medium- to longer-term response: As noted earlier, A&S is committed to assisting ASP with becoming an EDU: B. This transformational change will provide the unit with significantly more autonomy over budget, staffing, and complement planning, and will significantly increase the unit’s visibility and status within A&S. The Dean is committed to providing the resources needed to ensure the new EDU’s success.

The reviewers recommend establishing a master’s degree program in African Studies, noting that this would “enhance the student experience and offer a contribution to all of Canada by expanding the scope, quality, and relevance” of the program’s research activities and course offerings.

Medium- to longer-term response: As an undergraduate program, African Studies is not yet in a position to develop a graduate program. However, as noted earlier, ASP will be in an excellent position to begin conversations about establishing a graduate program once it has become an EDU: B.

The reviewers observed a lack of resources as a significant issue, noting challenges around visibility within the context of New College, and relating comments that a history of “systemic racism” has limited the growth of these programs.

Immediate- to longer-term response: As noted above, the Dean’s office has supported the program’s substantial expansion of courses over the past year. A&S is working toward establishing ASP as an EDU: B. Doing so will raise the profile of ASP across the Faculty and University more broadly. In the 2020-2025 A&S Academic Plan, the Dean has made a commitment to EDI, which states “A&S is committed to a community in which we recognize and celebrate the multiplicity of voices in the Faculty. By promoting equity, diversity, and inclusion, we can provide an enriched environment for our faculty, staff, and

students.” In line with that commitment, A&S hired a Director of EDI who is working with leadership across the Faculty to address issues around systemic racism.

The Dean’s office will monitor the implementation of recommendations through ongoing meetings with the Chair, as well as the A&S unit-level planning process. An Interim Monitoring Report to the Office of the Vice-Provost, Academic Programs, midway between the June 15, 2021, 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 2028-2029 review cycle.

To conclude, we appreciate that the external reviewers identified the African Studies Program’s strengths and noted a few areas for development. African Studies 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, Faculty of Arts & Science
Professor, Department of Cell & Systems Biology

cc.

Marieme Lo, Director, African Studies Program, Faculty of Arts & Science

Dickson Eyoh, Acting Principal, New College

Alison Chasteen, Acting Associate Dean, Unit-Level Reviews, Faculty of Arts & Science

Daniella Mallinick, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs

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

2020-21 UTQAP Review of FAS African Studies - Review Recommendations

Please do the following for each recommendation in the table:

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

Request Prompt <i>verbatim from the request</i>	Rec. #	Recommendations from Review Report <i>verbatim from the review report</i>	Program Response	Dean's Response
The reviewers noted concerns regarding the limited and unstable roster of courses offered, observing that this contributes to the issue of low enrolment in African Studies programs despite large enrolments in African Studies courses.	1	"students emphasized that there simply is not a stable roster of course offerings in the Program in ways that would encourage incoming students to major or minor in the Program... Limited course offering in African Studies... explains the discrepancy between the large enrollments in African Studies classes and low numbers of Majors and Minor in the Program."	Immediate/short-term response: The ASP has expanded its course offerings to further stabilize its curriculum and attract more students, and added "Autonomy and Professional Capacity" on the degree expectations to satisfy all the six-degree level expectations. A fulsome curriculum review and revitalization conducted in the last two years, and with its new cohort of faculty, has led to a suite of new permanent courses at 2nd, 3rd and 4th year levels added to our innovative curriculum and offered the first time in 2022.	Immediate-term response: Over the 2021-22 Arts & Science governance cycle, several new permanent courses were approved in the African Studies Program (ASP), offered in Years 2 through 4. Following the reviewer site visit, 3 jointly appointed faculty were hired, who provide additional stability to the roster of course offerings.
The reviewers recommended devising and implementing more effective recruitment strategies to attract students to African Studies programs.	2	"...students voiced several key concerns and pointed to several recommendations shared by the faculty that require attention... [including] Devising and implementing more effective recruitment strategies so that more students come to know about the program hence increasing the number of majors or minors in the program."	Immediate/short-term response: ASP has been working to enhance its representation at university-wide orientations and fairs after the COVID-19 pandemic hiatus. ASP is currently relaunching class visits, working to enhance the visibility and profile of our program and alumni and to formalize our ambassadors program for community outreach.	Immediate-term response: The Faculty recommends that the program director work with A&S Student Success Programs regarding events such as Program Exploration Days and also with A&S Student Recruitment & Admissions regarding outreach such as the Ontario Universities Fair and Fall Campus Day. To support its reputation-building, A&S Communications & Public Affairs will work with ASP to help promote their news and

			<p>Medium- to longer-term response: Providing more dedicated resources and expanding funding opportunities, scholarship and awards for our students in high financial need are crucial to sustaining the program’s academic mission and inclusive excellence. We will also explore more opportunities for FAS competitive research opportunities and field courses, satisfy students’ demand for more African language offerings (e.g., Amharic or Igbo, Yoruba, Twi, Lingala) by 2024 as also intrapreneurial revenue stream; enhance our convening power of real-time generative conversations and launch a high profile and cross-sectoral speaker series to sustain ASP’s intellectual and cultural life; foster more community engagement opportunities; and establish a first year foundation course: “Africa in Toronto” designed a few years ago.</p>	<p>events within the University community and beyond.</p>
<p>The reviewers note a crucial need to expand student financial aid and scholarships, including for refugees and first-generation students; they also note the need for additional support for travel and study abroad opportunities.</p>	<p>3</p>	<p>“Crucially, what is needed for students is to expand financial aid support and scholarships recognizing academic excellence for African Studies students including refugees and first-generation students: merit-based awards and financial needs scholarships. In addition, there needs to be more support for students in terms of travel and study abroad opportunities for students to pursue their studies in Africa, supporting field research and diaspora safe return educational visits for (refugees and students living in exile).”</p>	<p>Immediate/short-term response: Expanding students’ financial aid and scholarships and providing more access and opportunities for largely racialized, immigrant, first- in-family, first-generation and mature students for outbound mobility and international field research are high priorities already identified in the ASP and FAS/University advancement priorities and strategies in 2021 and ongoing advancement efforts. Affording more dedicated merit-based and financial need-based scholarship and awards to ASP’s vulnerable students will equalize chances, further actuate and expand FAS and the university institutional initiatives and the Anti-Black racism initiatives’ impacts. In particular, it will incentivise students and alleviate the financial burden, barriers and many opportunity costs relative to</p>	<p>Immediate-term response: The Faculty Arts & Science is committed to helping students in need and provides bursary support via the College Registrar’s Office, which then distributes it to students individually and independently. The A&S Advancement office has begun working with ASP to pursue the creation of dedicated scholarships for ASP students.</p> <p>Medium- to longer-term response: In 2019, Arts & Science created the role of Experiential Learning Officer, Research and International, to sustain and expand students’ opportunities for international field research. The EL Officer will work with the ASP to support travel and study abroad opportunities.</p>

			<p>educational access, attainment and enrichment opportunities.</p> <p>Medium- to longer-term response: ASP will reach out to the FAS/ELOS office to further incite, support, sustain, and expand access and opportunity for a range of international field research, inbound and outbound mobility opportunities for students and fully develop the international dimension of the program building on our longstanding contributions to these initiatives with successful FAS supported ICM to Cameroon, Kenya, Ghana and the most recent faculty-led international field course in Kenya (summer 2022).</p>	
<p>The reviewers noted the urgent need to stabilize faculty positions and regularize the teaching complement for African Studies courses, attributing the limited and unstable roster of course offerings to the absence of permanent faculty in the program; they also noted comments from cognate units in support of additional tenure-stream faculty with joint appointments to African Studies.</p>	4	<p>“There is an urgent need to stabilize insecure positions and to stabilize and regularize the teaching complement for courses currently taught on a short-term and insecure basis... The absence of permanent faculty in the Program that make it difficult for students to find a regular roster of courses to apply to their concentration and difficulty in finding regular supervision.”</p>	<p>Immediate/short-term response: ASP has made faculty stabilization a high priority and submitted a request for a permanent 100 per cent teaching stream position through FCC processes in 2022, and one limited contract faculty is currently undergoing reappointment review. With support from FAS and cognate departments, the ASP has augmented its professional faculty complements with 3 joint appointments to History (49%), English (49%) and Anthropology (25%) since July 2022.</p>	<p>Immediate- to medium-term response: A&S allocated 3 new joint appointments between the College and cognate units, including History, English, and Anthropology, with all three newly appointed faculty starting in 2022, which will help to regularize the teaching in the program, resulting in an expanded roster of courses offered on a permanent basis.</p>
	5	<p>“several faculties in the ‘traditional’ disciplines noted that increasing the number of permanent and joint-appointed tenured and tenure-tracked faculty in ASP would be of great benefit to their own departments”</p>	<p>Immediate- to medium-term response: There is an on-going search or a joint position in the area of “Climate Change and Sustainability in Africa” with the School of the Environment. We will explore more opportunities for joint and/ or fulltime appointment to further stabilize faculty positions and achieve an incremental net increase in fulltime teaching faculty capacity.</p>	<p>Immediate- to medium-term response: There is an on-going search for a joint position in the area of “Climate Change and Sustainability in Africa” with the School of the Environment. The new joint appointments will also bolster the program’s ties to cognate departments in A&S.</p> <p>Medium- to longer- term response: A&S is committed to assisting ASP with becoming an EDU: B, which will provide the unit with significantly more autonomy over budget,</p>

			<p>Medium- to longer-term response: The ASP will seek opportunities for joint positions with cognates units and forge new relations with the Centre for Drama, Theatre and Performance Studies, Cinema Studies, Music, Economics, Department of Spanish and Portuguese, among others to reduce reliance on short-term contracts and further strengthen one key area of concentration, “African Popular Cultures” in an effort to balance ASP humanities and social science strengths.</p>	<p>staffing, and complement planning, and will significantly increase the unit’s visibility and status within A&S. The Dean is committed to providing the resources needed to ensure the new EDU’s success.</p>
<p>The reviewers recommend establishing a master’s degree program in African Studies, noting that this would “enhance the student experience and offer a contribution to all of Canada by expanding the scope, quality, and relevance” of the program’s research activities and course offerings.</p>	6	<p>“The establishment of a master’s Program in African Studies... would enhance the student experience and offer a contribution to all of Canada by expanding the scope, quality, and relevance of the ASP’s research activities as well as course offerings.”</p>	<p>Immediate/short-term response: The EDU- B proposal for the establishment of the Centre for African Studies is currently in progress for a July 2023 launch date, as a first step (See Edu: B section). Consultation and outreach to various units have already been initiated along with efforts to build a critical mass of faculty.</p> <p>Medium- to longer-term response: We will explore more systemically a range of graduate programming in African Studies building on strong collaborative relations with units and with tenure stream joint appointments</p>	<p>Medium- to longer-term response: As an undergraduate program, African Studies is not yet in a position to develop a graduate program. ASP will be in an excellent position to begin conversations about establishing a graduate program once it has become an EDU: B.</p>
<p>The reviewers observed a lack of resources as a significant issue, noting challenges around visibility within the context of New College, and relating comments that a history of “systemic racism” has limited the growth of these programs.</p>	7	<p>“They noted that the African Studies Program (ASP) was a flagship unit of New College but became “buried” in the context of the expansion of the College. The budget stagnated, few resources were made available to ASP and, consequently, fewer courses have been offered to students in recent years.</p>	<p>Immediate- to longer-term response: With astute and strategic use of limited resource, ASP has enhanced its social media presence with its Twitter and Facebook accounts and appears as the number 1 African Studies Program on google searches and will continue to find creative means to profile more prominently its collective academic achievements and endeavors as a vibrant intellectual hub of academic excellence. With the Edu: B status, we</p>	<p>Immediate- to longer-term response: The Dean’s office has supported the program’s substantial expansion of courses over the past year. A&S is working toward establishing ASP as an EDU: B. Doing so will raise the profile of ASP across the Faculty and University more broadly.</p>

			will seek dedicated resources and enhanced capacity to sustain its academic mission, meet programs-centric communication priorities, boost public-facing, community engagement and outreach with wider publics and showcase its historic record of innovative teaching, research and community engagement.	
	8	“It is important to note that several respondents indicated that the weaknesses of African Studies and Caribbean studies has to do with a history of “systemic racism” which has limited the growth of these programs”	Immediate- to longer-term response: In particular, given ASP’s historic mission and contributions, enhanced support for African Studies students’ wide diversity, its faculty and cutting-edge research and pedagogy is timely to further actuate equity, inclusion and anti-racism initiatives and commitments across FAS and the university at large. With such investment, African Studies could also play a pioneering role in advancing decolonizing and anti-racism work within higher education at a global scale.	Immediate- to longer-term response: In the 2020-2025 A&S Academic Plan, the Dean has made a commitment to EDI, which states “A&S is committed to a community in which we recognize and celebrate the multiplicity of voices in the Faculty. By promoting equity, diversity, and inclusion, we can provide an enriched environment for our faculty, staff, and students.” In line with that commitment, A&S hired a Director of EDI who is working with leadership across the Faculty to address issues around systemic racism.
The reviewers recommended enhancing support for the African Studies programs by establishing an Extra-Departmental Unit within the Faculty of Arts and Science, observing that the lack of financial and administrative autonomy is an underlying cause of several other challenges and concerns raised in the report.	9	“The transformation of African Studies Program into an EDU and the Building and Expansion of a Supportive Infrastructure... would allow for the Unit to make appointments, seek grants, get more supportive infrastructure, meet the great demands for courses by the students, establish a master’s program as part of a stand-alone Institute or department of African Studies, enable collaboration with other departments, institutes, and centers, and encourage research partnerships and collaborations with the many faculties and students working on Africa across the disciplines on Campus.”	Immediate/short-term response: ASP is currently working on the EDU- B proposal following a series of milestone and consultations to actuate this longstanding academic priority with an expected launch date of July 2023. It is foundational, incremental institutional transformation and first step in mounting collaborative graduate courses supporting a graduate collaborative specialization with cognate units and departments. Medium- to longer-term response: Following the establishment of the new unit, we will work on a range of graduate programming	Immediate- to medium-term response: A&S is committed to the long-term success of African Studies. The Dean’s office is currently working collaboratively with the Unit and College on a proposal to change the status of African Studies from a program within New College to an EDU: B. This very significant change will provide the unit with significantly more autonomy over budget, staffing, and complement planning, and will significantly increase the unit’s visibility and status within A&S. The Dean is committed to providing the

			including designing collaborative graduate courses with collaborative units in 2023 and then on a master and or doctoral program in African Studies in the long-term and before the projected UTQAP review of 2027.	resources needed to ensure the new EDU's success.
Other recommendations not prioritized in the Request for Administrative Response	10	"students voiced several key concerns and pointed to several recommendations shared by the faculty that require attention [including] ... An imbalance of the courses available. Specifically, there are far more social science courses available to students than courses in the humanities."	<p>Immediate/short-term response: New courses: AFR290H1: The Idea of Africa; AFR370H1: Anticolonialism, Radicalism and Revolutions in Africa.</p> <p>Permanent special topics courses: AFR365H1: Art, Media and Politics in Africa and the African Diaspora; AFR389H1: The Geopolitics and Debates on Africa-China Economic Relations; AFR455H1: Conflicts, Negotiations and Peacebuilding in Africa.</p> <p>Cross-listed courses: Ethics, Society, & Law (AFR 351Y1; AFR352H1, AFR453Y1). Urban Studies (AFR250: African in the 21st Century) Rotman Commerce (4 AFR courses- AFR250Y1, AFR351Y1, AFR352H1, AFR453Y1) Centre for Entrepreneurship (IMC200H/ ENT200H1 F - Innovation and Entrepreneurship course).</p> <p>Medium- to longer-term response: The ASP will seek opportunities for joint positions with cognates units and forge new relations with the Centre for Drama, Theatre and Performance Studies, Cinema Studies, Music, Economics, Department of Spanish and Portuguese, among others to reduce reliance on short-term contracts and further strengthen one key area of concentration, "African Popular Cultures" in an effort to balance ASP humanities and social science strengths.</p>	Immediate-term response: The Faculty notes the variety of new courses created for, or cross-listed with, the program since the review that span humanities and social sciences disciplines and programs.

			<p>ASP will continue to foster and expand curricular collaboration with cognate units (e.g., a joint AS/Anthropology 3rd year course: Black Radical Theory from the Global South: Anthropological Perspective).</p> <p>We will also explore more opportunities for FAS competitive research opportunities and field courses, satisfy students' demand for more African language offerings (e.g., Amharic or Igbo, Yoruba, Twi, Lingala) by 2024.</p>	
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3. Committee on Academic Policy & Programs (AP&P) Findings

Reading Group members found the reviewers' comments to be generally supportive of the program. The members found the summary to accurately reflect the full review. The responses provided by the Dean and the Unit addressed many of the issues raised in the review.

Several areas of concern were raised by the reviewers including the limited course offerings and the regularity of these offerings, student funding, the low number of faculty in the program, and the low profile of the program within New College.

Professor Melanie Woodin, Dean, responded that:

- Completion of the governance process to transition the program to an EDU-B would be completed in the Spring.
- Faculty members would hold joint appointments and would be part of the African Study Center that is physically located in New College.
- Students of the program had access to a full array of bursaries and scholarships, and applications could be made through the Registrar's Office with additional funding supports to be considered.

Finally, given that major changes are required to address the recommendations and given the transitioning of the program into an EDU, a one-year follow-up report was requested.

4. Institutional Executive Summary

The reviewers praised the program's "exceedingly strong attributes in terms of both its teaching and research capacity as well as in its commitment to the larger University community", noting clear strengths in creative and innovative pedagogical practices, with an awareness of the importance of African Studies as a field of interdisciplinary learning. They highlighted the faculty's high research impact across a wide range of disciplines, commended the director, faculty and administrative staff for their tireless work and dedication to students, emphasized the program's excellent relationships with other University departments and programs, and its commitment to equity, meaningful diversity, and social responsibility.

The reviewers recommended that the following issues be prioritized: addressing the unstable roster of courses offered; devising and implementing more effective recruitment strategies; expanding student financial aid and scholarships, including for refugees and first-generation students; stabilizing faculty positions and regularizing the teaching complement; establishing a master's degree program in African Studies; addressing ongoing challenges related to limited resources and lack of visibility within the context of New College; and enhancing support for the African Studies program by establishing an Extra-Departmental Unit within the Faculty of Arts and Science. The Dean's Administrative Response describes the Faculty, College, 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 planning process. An Interim Monitoring Report to the Office of the Vice-Provost, Academic Programs, midway between the June 15, 2021, 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 2028-2029 review cycle.

6. Distribution

On June 30, 2023, 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 unit/program leadership.