UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1 Review Summary

Program(s) Reviewed:	**Undergraduate programs:**
	• Evolutionary Anthropology, HBSc: Specialist, Major
	• Socio-Cultural Anthropology, HBA: Specialist, Major
	• Anthropology: Minor (Arts)
	• Combined Degree Programs with the OISE Master of Teaching:
	  ▸ Evolutionary Anthropology, HBSc: Specialist / MT
	  ▸ Evolutionary Anthropology, HBSc: Major / MT
	  ▸ Socio-Cultural Anthropology, HBA: Specialist / MT
	  ▸ Socio-Cultural Anthropology, HBA Major / MT
	• Certificate in Evolutionary Anatomy (Category 1)
	• Certificate in Bioarchaeology (Category 2)

Unit Reviewed:	Department of Anthropology
Commissioning Officer:	Vice-Principal, Academic & Dean, University of Toronto Scarborough
Reviewers (Name, Affiliation):	• Professor Rob Hoppa, Department of Anthropology, University of Manitoba • Professor Blair Rutherford, Sociology and Anthropology, Carleton University
Date of Review Visit:	April 6-8, 2022 (conducted remotely)
Date Reported to AP&P:	April 13, 2023

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

1. About the University and UTSC: UTSC Strategic Plan, 2020-25; UTSC Academic Plan (2015-20); UTSC Admissions Viewbook (2021-22); Campus Virtual Tour; Interactive Campus Map.
2. About the Review: Terms of Reference; Review Report Template; Remote Site Visit Schedule.
3. About the Department: Previous External Review Report (2013); Unit Self Study, February 2022.
4. About Programs and Courses: Description of all programs (2021-22 Academic Calendar); Description of all courses (2021-22 Academic Calendar); Self-Study Data; Curriculum Mapping
5. Course Syllabi (all courses).
6. Faculty CVs (all faculty).

Consultation Process

The reviewers met with the following:

1. The decanal group, including the Vice-Principal Academic and Dean; Vice-Dean Recruitment, Enrolment and Student Success; Vice-Dean Teaching, Learning and

Undergraduate Programs; Vice-Dean Graduate and Postdoctoral Studies; Vice-Dean Faculty Affairs, Equity and Success; Associate Dean, Experiential and Global Learning; Director, Office of the VP Academic and Dean; and Academic Programs Officer;

2. the Vice-Principal Research and Innovation;
3. The Chair of the Department of Anthropology;
4. Department of Anthropology faculty – tenure- and teaching-stream (all ranks);
5. UTSC Chief Librarian and Liason Librarian;
6. Departmental administrative staff;
7. Undergraduate students.

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
  - ▶ HBA programs are comparable to international peers
- Objectives
  - ▶ Programs squarely meet UTSC's mission of providing academic programs of excellent quality, and providing exceptional learning opportunities in areas of established and emerging strengths
  - ▶ Program requirements and learning outcomes are exceptionally clear, appropriate and nicely align with the relevant undergraduate degree level expectations
- Admissions requirements
  - ▶ The admission requirements for BSc, BA and Certificates appear appropriate
  - ▶ Requirements for combined degree with OISE also appropriate though more strict, geared towards exceptional students who meet a variety of scholarly and other thresholds required for a career in education
- Curriculum and program delivery
  - ▶ Curriculum reflects the current state of the relevant subdisciplines of anthropology
  - ▶ Courses cover key building-blocks for the subdisciplines and provide exposure to emerging topics
  - ▶ The structure, curriculum, length and mode of delivery of each program are appropriate to the learning outcomes and degree level expectations
  - ▶ HBSc programs have a faculty cohort across key sub-areas of the field
- Innovation
  - ▶ The programs combined with the OISE Master of Teaching and the two Certificate programs are unique and innovative.
- Accessibility and diversity
  - ▶ The [UTSC] student population reflects a diverse student body including both national and international students, a diversity of economic backgrounds, and many first-to-university students.

- Assessment of learning
  - Methods used for assessing student achievement of the defined learning outcomes and degree level expectations are highly appropriate, with effective scaffolding of the various learning outcomes through the program, such as familiarity with appropriate quantitative data collection methods or critical research
- Student engagement, experience and program support services
  - Students interviewed were very enthusiastic about their respective programs
  - Faculty research programs clearly lend themselves to experiential learning opportunities for students, in addition to those gained through curriculum paths
  - Specialist program in Evolutionary Anthropology provides opportunities for upper-level students to work in labs, co-publish, or be part of faculty research projects; many upper-level students do individual research projects as Directed Reading courses with a relevant faculty member
  - Socio-Cultural Anthropology has indicated plans to provide more ethnographic research equipment in the Centre for Ethnography, to facilitate students doing more ethnographic research through relevant courses
  - Strongly praised the Department for offering an interesting, welcoming and supportive educational experience
  - Staff provide a range of student supports through orientation, advising/mentoring
- Quality indicators – undergraduate students
  - A number of Anthropology students are accepted into various graduate or professional degree programs following degree completion
- Student funding
  - Department provides a range of additional funding to students, such as annual money given to the departmental student association, hiring work study students, and offering graduation prizes
  - Department embarking on offering substantial financial support to an Indigenous student

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

- Admissions requirements
  - Enrolment numbers are declining relative to the overall number of UTSC students
- Curriculum and program delivery
  - Socio-Cultural Anthropology capstone offering 'Advanced Fieldwork Methods in Social and Cultural Anthropology' has not been very popular with students recently
  - Evolutionary Anthropology faculty are stretched thin in terms of offering sufficient courses for the program; some professors have been teaching overload
- Innovation
  - Currently no Anthropology students in the Master of Teaching, or any students in the Certificate in Evolutionary Anatomy; 8 students in the Certificate in Bioarchaeology (all are new programs, operating in very difficult pandemic context)
  - Department has initiated two new Certificates with several others being considered; the reviewers recognize the evolving landscape of micro-credential programming in Canada, but also "caution the Department about the potential negative impact on

the discipline for students to feel they are being credentialed with 'expertise' that represents an introduction to an area that is less exposure than a typical Minor in a program"

- ▸ Promotion of programs remains a problem, and UTSC lacks a life-long learning strategy, which is key to successfully building Certificate programs
- • Student engagement, experience and program support services
  - ▸ While the co-op program is well established at UTSC, it has not been well integrated into departmental curriculum planning
  - ▸ Spectrum of experiential learning opportunities at UTSC continues to evolve, however "it remains a decentralized process at the university"
  - ▸ Survey data suggests that students do not see departmental website as a source of valuable information
  - ▸ Students note a lack of dedicated space to congregate

The reviewers made the following **recommendations**:

- • Curriculum and program delivery
  - ▸ Department is encouraged to continue to consider how best to rebuild the medical anthropology curriculum, broadly incorporating current strengths in biomedical and comparative evolutionary anatomy, in conjunction with culture and health expertise from the sociocultural side
  - ▸ Department may want to consider reducing D level requirement in the Specialist program in Socio-Cultural Anthropology to 0.5 credits in two courses
  - ▸ Department may want to consider Capstone offering in Evolutionary Anthropology
  - ▸ Department may wish to better communicate structure of Evolutionary Anthropology curriculum on website
  - ▸ Courses in the HBSc, and HBA programs officially designated as 'experiential learning' could be in labs or outside the university
  - ▸ Consider 'Introduction to Biology' as a possible prerequisite for some relevant second year Anthropology courses, that may be of interest to Biology majors
  - ▸ Consider increasing the overall number of faculty members contributing to the HBSc, to better align with international peers
- • Innovation
  - ▸ Monitor the popularity of new certificates and other forms of micro-credential more broadly, to inform stated plans to introduce more certificates
- • Assessment of learning
  - ▸ Ensure more students are involved in research at the fourth year to help ensure that they more fully achieve scope of learning objectives
- • Student engagement, experience and program support services
  - ▸ Information on the different roles of staff could be more clearly provided for students on the website
  - ▸ Program information sessions might be helpful to help enhance student support, and potentially recruit more majors
  - ▸ Department could enhance communications around different post-degree opportunities and career paths that Anthropology provides

- ▸ Digital communication (particularly the website), should be key portal between the Department and its publics, including current and prospective students
- ▸ Department may wish to consider strategies for enhancing student activities and spaces, and ensure that these are well communicated

2. Graduate Program(s) n/a

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
  - ▸ Faculty and teaching are focused broadly in Sociocultural/Linguistics and Evolutionary Anthropology streams
  - ▸ Quality of teaching is high; faculty have been recognized with various teaching awards
- Research
  - ▸ All faculty members demonstrate active research programs and are publishing regularly in recognized and often top-ranked venues
  - ▸ Faculty been recognized with a variety of research-related nominations and awards
  - ▸ Majority of faculty have had their research programs supported by grants from all three tri-agencies (SSHRC, NSERC and CIHR), as well as other international agencies; many have large, international collaborations
  - ▸ Faculty are active in regular conference and scholarly presentations of their work, and are regularly sought for their expertise for peer review and editorial duties
  - ▸ Centre for Ethnographic Research serves as a hub for scholarly exchange, and field-based training, offering access to specialized equipment to engage in local ethnographic projects
- Faculty
  - ▸ Teaching load for tenure-stream faculty is consistent with most Canadian programs
  - ▸ Teaching stream faculty feel very supported by the Department
  - ▸ Department's complement plan seems good, with 3 teaching-stream faculty and 15 tenure-stream faculty
  - ▸ Disciplinary coverage is strong in Sociocultural Anthropology and Biological Anthropology
  - ▸ Sociocultural tenure track position recently approved

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

- Faculty
  - ▸ "Teaching stream staff have experienced some challenges, in part because the rank is relatively new, with understanding their roles with respect to research and external and internal funding opportunities, as well as the processes for annual review, and for promotion, especially to full professor"

- ‣ Some regional deficiencies noted within Sociocultural Anthropology
- ‣ Department recognizes that demands within the fields of Archaeology Bioarchaeology are not being adequately met
- ‣ Many faculty members in Evolutionary Anthropology have been unable to make use of available research or administrative course release time because of an inability to attract appropriate sessional instructors to teach those courses

The reviewers made the following **recommendations**:

- Faculty
  - ‣ "UTSC should review and better promote policies and procedures to ensure the appropriate review and mentoring of teaching stream faculty for annual review, promotion, and eligibility for research related resources"
  - ‣ Linguistics and Archaeology is an identified area of future growth
  - ‣ Prioritize hiring a human biologist/biomedical anthropologist if possible, to support curriculum renewal and expansion of medical anthropology, and emerging opportunities with other units and programs, particularly the medical academy
  - ‣ Prioritize hiring a North American archaeologist to help alleviate pressure on archeology coverage needs, and potentially aid in developing partnerships
  - ‣ "[We] hope that the Department is able to hire an Indigenous archaeologist, which would also squarely fit within the UTSC Strategic Plan to hire more tenured and tenure track Indigenous (and Black) colleagues"
  - ‣ Important for the Department to understand the reasons for its inability to attract sessional instructors and try to address them

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
  - ‣ Meetings with all stakeholder groups reflected good levels of morale within the Department
  - ‣ All students had positive feedback about their experiences
  - ‣ Faculty across disciplines exhibit good morale
  - ‣ Current Departmental leadership appears strong
  - ‣ Department has put energy into collaborating with the undergraduate Student Association on a number of initiatives

- ▸ Centre for Ethnographic Research established as a core facility for training and scholarly exchange, and facilitates interactions between undergraduate and graduate students or postdoctoral visiting fellows
  - ▸ Links exist with a variety of cognate units including Biology, Clinical Psychology, Health Studies, and Environmental Sciences
  - ▸ Existing partnerships and faculty connections with the Rouge Valley National Park and Toronto Zoo, as well as museums, local and other organizations, and academic and professional associations
  - ▸ Plans underway for the development of an archaeology field-school in the Rouge Valley National Park, in collaboration with Indigenous stakeholders, as well as potential field schools in Asia and Africa (although progress on these has been impacted by the pandemic)
- • Organizational and financial structure
  - ▸ Department is operating well with its current structure
  - ▸ Chair has indicated intent appoint two Associate Chairs – one from SCL and one from Evolutionary Anthropology
- • Long-range planning and overall assessment
  - ▸ Department demonstrated serious engagement with recommendations from the previous review
  - ▸ Reviewers note no significant or substantial gaps or concerns; most of their suggestions "are recognized and in some instances being addressed already by the Department"
  - ▸ Department to be commended for its commitment to integrating an anti-racist agenda and decolonizing framework to "teaching, recruitment, retention, and hiring practices", and for its efforts to incorporate EDI principles into everyday departmental operations
  - ▸ "Department is well aligned with the UTSC strategic plan especially with respect to advancing a culture of leadership, promoting inclusion and healthy learning."
  - ▸ "The field of Anthropology is inherently global in its reach and perspective and the Department can clearly build on this component of its training and curriculum with an enhanced communication strategy"
- • International comparators
  - ▸ Programs are strong compared to Canadian and international peers
  - ▸ Tri-campus graduate Department of Anthropology "widely recognized as one of, if not the, best in Canada and is seen as an excellent department in North America"
  - ▸ UTSC Anthropology undergraduate programs appear strong compared to many undergraduate programs in Anthropology in Canada/North America, and beyond

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

- • Relationships
  - ▸ Students described the UTSC campus generally as being hard to foster a close Departmental community, which has been further exacerbated by pandemic disruptions

- ▸ Students report difficulty connecting with other students in the program, though reviewers note this could be lingering pandemic effect
- ▸ Pathways between courses in different units "are not as clear as they could be"; bottlenecks noted in early biology classes, and uptake of anthropology classes is often lower than might be expected
- Organizational and financial structure
  - ▸ Space noted a major challenge throughout the UTSC campus, including for Anthropology; core spaces for teaching and research labs are under pressure, with implications for future faculty hiring
  - ▸ Support staff often serving a function for multiple units, and are no longer based within a single space
  - ▸ Many staff noted how the pandemic has negatively impacted the dynamic of support units and how they worked together across units
  - ▸ Insufficient support available for revamping/maintaining departmental website
- Long-range planning and overall assessment
  - ▸ Some enrolment declines in recent years, particularly in relation to other social science units that have seen stability or growth

The reviewers made the following **recommendations**:

- Relationships
  - ▸ Department acknowledges significant need for enhanced communications strategy for its promoting programs and activities, including alumni engagement, refreshing web presence, and better integrating individual and department level engagement with research and teaching
  - ▸ Opportunities noted for department to play an important role with the planned Scarborough Academy of Medicine and Integrated Health, as it re-invigorates its Medical Anthropology program
  - ▸ Department may want to consider establishing more formal partnerships with local and other organizations, such as the Toronto Ward museum
  - ▸ "We anticipate that as existing partnerships (with the Zoo and Rouge Valley National Park) develop further, there can be a range of new teaching and research opportunities. Potentially the possibility for some type of revenue generation may emerge."
  - ▸ Unclear how service teaching for other units is managed with respect to resource allocation; there may be opportunities for Anthropology to leverage service teaching as a means of revenue generation
- Organizational and financial structure
  - ▸ Need identified to establish core funding for operation of the department's primary teaching and training labs, which require ongoing maintenance and periodic upgrades of facilities and equipment for training and research purposes
  - ▸ "UTSC will need to develop a strategy to ensure sufficient space for new hires (and their research lab needs) and look at possible solutions to ideally provide some contiguous space for support staff teams to work together or in proximity"

- "Faculty and staff agreed that reducing the number of units for which each staff member works would be beneficial to the Department"
  ▸ Identify a staff member to be responsible for providing ongoing maintenance for departmental website
  ▸ "Having an Associate Chair for each of the two main subfields may assist in two-way communication between the subfields and the larger Department"; consider providing these roles with course release (or equivalent research funding)
- Long-range planning and overall assessment
  ▸ Significant need for identified for a wide-ranging departmental communications strategy, which includes plans for website updates and maintenance
  ▸ "The Department is aware of the need to increase enrolment in their programs through better advertising, better communication, developing new programs, and resurrecting the reach-out to local high schools similar to what they did in 2019, before the pandemic"
  ▸ "A proposed renewal of the Medical Anthropology program as a Certificate, Minor or possibly Major, with more integrated links with Health Studies and the planned medical academy, is an opportunity for the Department going forward."
  ▸ Efforts that the Department is making to develop Archaeology and Medical Anthropology "are both exciting and relevant initiatives that should attract more students and other activities in the Department."
- International comparators
  ▸ Addition of a field school would also help to bring department in line with international comparators

UNIVERSITY OF TORONTO SCARBOROUGH

Office of the Vice-Principal Academic and Dean

March 13, 2023

Dr. Susan McCahan
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
University of Toronto

Dean's Administrative Response: External Review of the Department of Anthropology, University of Toronto Scarborough

Dear Susan,

Thank you for your letter of December 5, 2022 requesting my administrative response to the external review of the Department of Anthropology. I want to thank the review team – Professor Rob Hoppa, Department of Anthropology, University of Manitoba, and Professor Blair Rutherford, Sociology and Anthropology, Carleton University – for their consultation with us during the site-visit, which was held remotely from April 6-8, 2022, and for their Report, which was finalized on May 26, 2022, and shared with the Department.

We deeply appreciate the reviewers' overall positive assessment of the Department excellent quality of the undergraduate programs at UTSC, observing that the tri-campus model provides a scope and quality of research that is difficult to compete with elsewhere. They remarked on the high morale among faculty and students, student appreciation for the educational experience, and opportunities for experiential learning. They observed that the Department is well aligned with the UTSC strategic plan, and highlighted unique offerings such as the new certificates in Bioarchaeology and Evolutionary Anatomy, and the combined degree programs with OISE's Master of Teaching. Finally, the reviewers commended the high quality of faculty teaching and strong Departmental leadership, and the Department's strong commitment to integrating an anti-racist agenda and decolonizing framework to teaching, recruitment, retention and hiring practices, and incorporating Equity, Diversity and Inclusion principles into everyday operations.

The report from the review team identifies a number of areas for enhancement and development, including Departmental communications and outreach, integration of Co-op programming into curriculum planning, re-instating the Medical Anthropology program, introducing a field school, support for teaching-stream faculty and staffing and infrastructure. With this letter you will find below a table which summarizes the responses to the specific recommendations of the reviewers, and their anticipated timelines for implementation. In preparing their portion of the response, the Department was guided by conversations that took place at several Departmental meetings over the past academic year, and a half-day retreat which took place in September 2022.

Once again, I thank the review team for their insightful and valuable review of the Department. I look forward to supporting the Department in implementing their recommendations.

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the Chair of the Department of Anthropology. An interim report to the Office of the Vice-Provost, Academic

Programs will be prepared in the **Winter of 2026**. The next external review of the Department will take place in the **2029-30** academic year.

Sincerely,

William Gough

Vice-Principal, Academic and Dean

2021-22 UTQAP Review of the UTSC Department of Anthropology - 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 *verbatim from the request*	Rec. #	Recommendations from Review Report *verbatim from the review report*	Program Response	Dean's Response
The reviewers made a number of observations and recommendations around strategically enhancing Departmental communications and outreach with current and prospective students, with an eye to both encouraging increased enrolments and strengthening student supports. They also suggested some potential approaches for enhancing engagement with faculty and alumni.	1	"the Department recognizes that there is a need for a better communications strategy for its programs and activities, which includes alumni engagement, refreshing its web presence, and perhaps broader use of the research communications officer to integrate individual and Department level engagement with research and teaching."	**Short-term (1 year) and ongoing**: Over the past year, the Department has implemented numerous measures to drastically improve our communication and outreach with various constituencies. Perhaps most significantly, our website has been completely overhauled. It now provides detailed information concerning our different programs; past and current events; and opportunities that are available to our students (for example, work study positions, fellowships, experiential learning, etc.). The website also now includes profiles of faculty research, descriptions of new courses, and a section that is devoted to highlighting what some of our recent graduates have to say about their experiences in pursuing an Anthropology degree at UTSC. We are currently preparing a document that outlines what one can do with an Anthropology degree, along with a sample of responses from our recent student and alumni surveys which help to showcase what they see as being their most valuable lessons from the Department. In addition to revamping our website, our Communications Committee has also significantly expanded our use of social	The steps that the Department is taking are reflective of broader communications work that is happening at the campus level. An assessment led by the Marketing and Communications team is currently underway to assess the existing web infrastructure for UTSC and ensure better streamlining of resources and communications. This includes opportunities to better showcase faculty research across Departments. The Research and Innovation Office is also enhancing its communications related to faculty research, including through a searchable database of research profiles at UTSC.

			media platforms (including Instagram, Twitter, Facebook, and the like) as a means of disseminating to students and the broader community information about what is going on in the Department.	
	2	"The Department is aware of the need to increase enrolment in their programs through better advertising, better communication, developing new programs, and resurrecting the reach-out to local high schools similar to what they did in 2019, before the pandemic."	**Short-term (1 year) and ongoing**: Three faculty members made visits in Fall 2022 to local high schools to provide students with a sense of what Anthropology is and the different types of research that can be carried out under its' umbrella. Another faculty member contributed to the Saturday Scholars Program, which targets high school students, and spoke about personal experiences in studying Anthropology at UTSC and its influence on their career trajectory. Over the past year, in addition to alumni-focused events described blow, the Department held a workshop on 'tips' concerning time management and how to cultivate effective study habits. Moving forward, we intend to regularize these initiatives so that they happen on an annual basis. **Medium term (2-4 years):** We have several new programs currently being developed that should spark student interest and help to increase our enrolments. These include a Major and Minor in Medical Anthropology; a Minor in Ethnographic Research; a Certificate in Heritage Studies; and a Certificate in Public / Engaged Anthropology. We hope to have the programs in Medical Anthropology and Ethnographic Research up and running soon, with Minors established as early as Fall 2024. The two Certificates are more long-term plans.	The Dean's Office will be working closely with the Department on the development of the proposed new programs in Anthropology, which in the case of Medical Anthropology also align closely with goals for the Scarborough Academy of Medicine and Integrated Health. The recently established Vice-Decanal portfolio focused on recruitment, enrolment and student success is also bringing an intentional strategic enrolment management lens to the work of the Dean's Office in working with Departments on enrolment and recruitment planning. These recommendations also align with access priorities for the campus to ensure strong pathways with local high schools that support prospective students, particularly from underrepresented communities.

	3	"The Department talked about continuing some previous efforts in reaching out to alumni. We think it would be beneficial to do so, with support from the relevant UTSC Department, as that would be interesting to see what the data show about postgraduation employability; we do not have this data."	**Short-term (1 year) and ongoing:** The Department is working on several initiatives in this direction. In 2022 we held an event which brought together alumni and current students. Our current undergraduates learned what past students of our program have gone on to do with their Anthropology degree. We will continue with these and other events in the future. In 2022, we conducted a survey of our alumni to learn more about what they appreciated about our program and how it helped them in their current career path. We are currently in the process of going back through the survey and plan to post some of the results on our Departmental website. In the Fall of 2022, the Department sponsored several events – 4 in total – as part of UTSC's Homecoming Event. These initiatives were highly successful in bringing together faculty, students and alumni and helped to showcase all that the Department has to offer in terms of both teaching and research.	The Development and Alumni Relations Office is partnering with Departments to align unit-level alumni outreach with campus-wide initiatives such as the annual Homecoming event which was established in the Fall of 2022.
	4	"In the student survey in the Self-Study, over 58% of the respondents said they would like the staff to put on program information sessions. We are unclear whether these occur or occurred in the past but were frozen due to the pandemic, but this may be a helpful idea to help enhance student support."	**Short-term (1 year) and ongoing:** As a Department we regularly host a wide variety of recruitment events. These have been on hold during the pandemic, but we are back to staging them. These include student orientation events, along with "Choose your Program" sessions. Our next event is March Showcase Event which will take place on Saturday March 25th, and will feature faculty members, staff, and students from the Department.	The Dean's Office is partnering with the Office of Student Experience and Wellbeing to ensure enhanced communication about student supports, the need for which have become magnified as students have transitioned back to in person learning after multiple years of disruption to their studies. Events like March Showcase also complement Department-specific events and initiatives to highlight programs at a campus level.
	5	"Once the university (hopefully quickly) updates the Anthropology website, we suggest that a	**Short term (1-year)** This has been completed, with a staff member being assigned to the newly formed Communications Committee.	The Marketing and Communications Office is working to more strongly consolidate communications

				infrastructure across the campus, liaising with Departmental resources in this area.
		staff member's job description should include looking after the website."	He along with the other committee members update the website on a regular basis.	
	6	"the Department may want to consider ways to build up student activities and spaces, and ensure this is communicated more on the website, social media, and hopefully through word-of mouth, as this could also be a strategy to recruit more students to their programs"	**Short-term (1 year) and ongoing:** Last year we held several events for undergraduates including *What to do with a degree in anthropology* and *Cultivating good study habits in anthropology.* (See #3 above.) These were successful and we plan to continue them. As mentioned in #1 above, we are now making much greater use of social media. We also regularly make available the Centre for Ethnography space as a hub for students to meet and study.	
	7	"Having an Associate Chair for each of the two main subfields may assist in two-way communication between the subfields and the larger Department. Moreover, if Associate Chairs are given a course release (or equivalent funding for research expenses), it may allow them to focus on different Departmental priorities (such as recruitment, communications, etc.)."	**Short-term (1 year) and ongoing:** This has been completed. Two Associate Chairs have been appointed in 2022-23, Genevieve Dewar (from Evolutionary Anthropology) and Lena Mortensen (from Socio-Cultural Anthropology. This is proving to be highly successful and is allowing us to focus on a range of Departmental initiatives. The Department plans to have 2 Associate Chairs moving forward.	As noted by the Department, this has been completed.
The reviewers suggested that the Department consider strategies to better integrate the UTSC co-op program into their curriculum planning.	8	"Experiential learning has been a priority at UTSC for nearly 50 years. While the co-op program is well established at UTSC, this is a not an area that has been well integrated into curriculum planning in the Department."	**Medium-to-long term (3-5 years)** The Department of Anthropology once participated in the co-op program at UTSC, however this option was withdrawn in 2011. The main difficulty we had with the program was finding a continuing source of meaningful placements for our students. The Department is also in the process of reinstating our Medical Anthropology program which was closed just over a decade ago (see below). Once this program is available again it will be possible to put in place new co-op opportunities for our students in health-related organizations, which will also contribute to campus-	The Dean's Office is actively working with the Department and with the Arts and Sciences Co-op office to build Co-op pathways connected to SAMIH, which will include the proposed Medical Anthropology program. In addition to this, we are working with Departments to ensure appropriate supports for rapidly expanding experiential learning opportunities as we work towards our goal of having 100% of students engage in EL at UTSC.

| | | | wide efforts related to the Scarborough Academy of Medicine and Integrated Health (SAMIH).

Although we have not participated in co-op for the past decade, we have worked diligently to provide our students with experiential education opportunities. The following courses all incorporate significant experiential education components into our curriculum:

- ANTB66H3 *Spiritual Paths: A Comparative Anthropology of Pilgrimage*
- ANTC66H3 *Anthropology of Tourism and Placemaking*
- ANTB22H3 *Primate Behaviour*
- ANTD19H3 *Primate Conservation*
- ANTC47H3 *Human and Primate Comparative Osteology*
- ANTD20H3 *Culture and Community*
- ANTD71H3 *Community Engaged Fieldwork with Food*

ANTB64H3 *Are You What You Eat? The Anthropology of Food*. | |
|---|---|---|---|---|
| The reviewers recommended exploring options for reinvigorating the Medical Anthropology program, in order to support the mission of UTSC broadly while meeting the curriculum needs of the Department. They made some suggestions around possible approaches, including considering renewal as a Certificate, Minor or Major, as well as investigating opportunities for Medical Anthropology to contribute to other UTSC programs, and/or the planned Scarborough Academy of Medicine and Integrated Health. (In preparing your | 9 | "the Department is encouraged to continue to think about how best to rebuild the medical anthropology curriculum, broadly incorporating its current strengths in biomedical and comparative evolutionary anatomy (including medical primatology, and medical osteology which are unique in Canada) in conjunction with culture and health expertise from the sociocultural side. Significant opportunities for service teaching exist (if the financial model ensures an incentive for such) that could help support the core mission of the Department. These should be explored with respect to existing programs (including biology, | **Medium term (2-4 years):**

We have already begun work in this direction and to establish a Minor in Medical Anthropology as early as September 2024, and eventually Major.

We have had several meetings as a group and have determined that we currently offer enough topically relevant courses that it would be possible to launch Medical Anthropology as a Major. If our faculty complement increases (see #16 below), and if the program proves to be as popular with students as it once was, it will | Discussions for the proposed Medical Anthropology program are well underway and have been further galvanized by planning related to SAMIH. We are working closely with the Department to meet these program goals, including the identification, where appropriate, of Co-op pathways. A logical first step would be the creation of a Minor program to help establish need and demand, from which the Department could build toward a Major. |

response you may wish to provide additional context regarding cognate programs, such as Health Studies).		environmental science, health studies) and the newly announced medical academy, and to enhance pathways and synergies between and with other units, perhaps with cross listed, elective or even required anthropology courses in other programs."	likely be possible to offer Medical Anthropology at the Specialist level at some point in the near future. We have formed a working group (consisting of both evolutionary and socio-cultural anthropologists) and are in the process of thinking through the objectives of this program, including how it complements (but does not replicate) the offerings in Health Studies. As a Department, we have participated in several meetings that are related to planning for SAMIH and we will ensure that our Medical Anthropology program contributes to the broader aims of this campus-wide initiative.	
	10	"the need to continue to maintain and grow resources in Medical Anthropology broadly should continue to be developed, particularly in light of future retirements, and increasing opportunities with the newly announced medical academy as well as the current health studies program."		
	11	"A proposed renewal of the Medical Anthropology program as a Certificate, Minor or possibly Major, with more integrated links with Health Studies and the planned medical academy, is an opportunity for the Department going forward."		
The reviewers suggested that the Department may wish to monitor the popularity of its new offerings, and improve outreach where appropriate to encourage enrolments.	12	"As the Self-Study notes, there are currently no Anthropology students in the Master of Teaching or any students in the Certificate in Evolutionary Anatomy and 8 students in the Certificate in Bioarchaeology. All of these are new programs, operating in the very different and difficult context of the pandemic. The Department may want to monitor the popularity of these two certificates, and other forms of micro-credentials more broadly, particularly as it has plans to introduce more certificates."	**Short-to-medium term (1-3 years):** The two certificate programs in Evolutionary Anthropology were launched just before the COVID pandemic hit. Since completing these certificates rely on hand-on learning opportunities it did not make much sense to actively promote these programs until we could return to in-person learning. Now that we have returned to the classroom, we will make sure that students are aware of these opportunities. With respect to the Combined Degree Programs with OISE's Master of Teaching, many (if not all) of faculty members in the Department were familiar with these programs. To remedy this, we have ensured that information about them is presented on our Departmental website. We also intend	The Dean's Office supports the Department's plans to promote its two Certificates as well as its Combined Degree Program with the Master of Teaching offered by the Ontario Institute for Studies in Education (OISE). At the decanal level, we will work with our Combined Degree Programs and Certificates Coordinator to develop a communications plan with the Department to advertise these offerings and showcase them to students with the aim of increasing enrolments.
	13	"The newly launched Certificates yet have insufficient data to assess their impact. However, the Department should carefully		

		consider the potential audience being targeted by such programming, to ensure they facilitate building capacity within the Department."	to circulate information about these programs to students who are currently enrolled in our first- and second-year courses. Because students in the Combined Degree Program earn two degrees upon completion, it is essential that they learn about these opportunities early on in their academic career so that they can enroll at the appropriate time. We shall also make sure that all of the above programs are showcased at our different recruitment events that take place throughout the year. Our newly enhanced use of different social media platforms, described above, will also be another way to disseminate news of these opportunities.	
The reviewers recommended exploring the potential addition of a field school, as well as considering options to encourage expanded participation in research activities for fourth year students, in order to more fully support learning objectives related to research independence, scientific thinking and knowledge of methodologies.	14	"The addition of a field school would also bring them in line with most of their international comparators."	**Short term (1-2 years):** Since the retirement of Archaeology faculty Dr. Marti Latta and Dr. Bruce Schroeder well over a decade ago, the we have concentrated our efforts on two subjects within Anthropology: Socio-Cultural anthropology (which leads to an HBA) and Evolutionary Anthropology (which leads to an HBSc). More recently, and based in part on feedback from students, we have decided to reinstate Archaeology as a third subject within our program, first as a Minor, effective as early as Fall 2024. **Medium-to-long term (4-7 years):** In addition to serving as a 'bridge' between Evolutionary and Socio-cultural Anthropology, establishing the Archaeology program area will provide us with the opportunity of greatly enhancing the 'experiential education' opportunities that we can offer our students at UTSC. More specifically (and working in consultation with local First Nations communities) we plan to launch an archaeological field school in the neighboring Rouge Valley	At UTSC there is an active expansion of Experiential Learning opportunities campus-wide, which offers a mechanism to support the planned field school possibilities. We are also working with the International Student Centre and with the Office of the Vice-President International on the expansion of global mobility and global classroom opportunities. The Dean's Office will work in partnership with the Department in planning to ensure this is sustainable and appropriately built into the curriculum. The Dean's Office will work with the Department on the development of a new Minor in Archaeology, which will establish important groundwork for a potential future Major in this area.

			adjacent to UTSC. The Rouge Valley contains a range of important archaeological sites spanning from early hunter-gatherer millennia ago through Iroquois farming societies, to a range of historic sites inhabited by both Indigenous nations and newly arrived settlers. The Rouge Valley also contains Ganatsekwyagan – a 17th century Seneca village designated as a National Historic Site of Canada. The field school we intend to run, in collaboration with First Nations partners, will excavate sites that link Holocene climate change with changing Indigenous lifeways including the adoption of agriculture. Over the last two years, we have been making progress in realizing these aims. In 2021, Dr. Lisa Janz (an archaeologist) joined our Department, and we are currently in the process of recruiting a second archaeologist who we hope will join the Department in July 2023. With two faculty members in place along with the 50% hire of a Lab Technician (already approved by the Dean's office) we will have the necessary faculty and administrative support to make this goal a reality. As we work to launch this field school, we intend to work every step of the way in close collaboration with local First Nations stakeholders and to ensure that we get their input on how to best move forward and to learn what they may hope to get out of this initiative.	
	15	"we think that ensuring more students are involved in research at the fourth year would help ensure that they more fully achieve learning objectives like Research Independence, Scientific thinking, and Knowledge of Methodologies."	**Ongoing**: The Department has several current opportunities for students to engage in research, but we acknowledge these may not have been showcased as fully as they could have during the review. We have numerous courses, including ANTD19H3, ANTD20H3 and ANTD71H3 that offer students the opportunity to gain experience doing first hand research. Many of our undergraduates also work in the labs of our Evolutionary Anthropology faculty and often are	The Dean's Office will work with the Department on curricular planning in this area. The Research and Innovation Office is also a valuable resource for considering how campus-wide undergraduate student research opportunities can be leveraged in support of this recommendation.

			provided with opportunities to co-publish with them. I should also note that Genevieve Dewar regularly brings students with her on archaeological excavations to South Africa and Lisa Janz anticipates doing the same with respect to her field site in Mongolia.	
The reviewers recommended that the Department explore the possibility of increasing the overall number of faculty members contributing to HBSc offerings where opportunities permit, to better align with international comparators.	16	"in the HBSc programs, they have a faculty cohort across key sub-areas of the field, though they could increase the overall number of faculty members to be closer to the international comparators. "	**Short term (1 year):** The Department agrees that our current faculty complement is unbalanced and that our program would benefit by having more anthropological faculty who can contribute to our science-program offerings. Currently, we have 6 faculty members in the Evolutionary / planned Archaeological program and 11 faculty members in the Socio-Cultural program. The addition of the second Archaeologist (to be hired in July 2023) will add to our science-program offerings. Through the 2023 Faculty Complement Committee process (currently in progress), we are seeking two hires in Evolutionary / Biological Anthropology. In addition to seeking a replacement for Larry Sawchuk who retired in December 2022, we are requesting a growth position (teaching stream) in Human Biology. This growth position would provide further support for the re-introduction of Medical Anthropology into the curriculum and may allow us to offer Medical Anthropology not only as a Major but also as a Specialist program. The requested teaching stream position would buttress the range of science-based courses that we can offer in our program and would contribute to the goals of SAMIH. We will also request hiring one of our long term sessional instructors in Evolutionary Anthropology – Mariam Nargwala – on a part-time basis for the next two years while the aforementioned searches are underway.	At UTSC, faculty complement needs are considered annually with the support of the Faculty Complement Committee. The Department's needs will be assessed in this context, recognizing also the campus's commitment to ensuring support for programs that will be helping to advance undergraduate targets for SAMIH. Replacement lines for retirements are managed separately from the proposal process for new faculty hires.
The reviewers observed some lack of clarity among teaching-stream faculty, regarding their roles with respect to	17	"UTSC should review and better promote policies and procedures to ensure the appropriate review and mentoring of teaching	**Short-term (1-2 years) and continuing:**	The Dean's Office, in particular the Vice-Dean, Faculty Affairs, Equity, and Success, Jessica Fields, has been actively

	18			
research and funding opportunities, as well as processes for annual review and promotion. They recommended that UTSC review and promote existing policies and procedures for the support and mentorship of teaching-stream faculty, and their eligibility for research-related resources.		stream faculty for annual review, promotion, and eligibility for research related resources" "Teaching stream staff have experienced some challenges, in part because the rank is relatively new, with understanding their roles with respect to research and external and internal funding opportunities, as well as the processes for annual review, and for promotion, especially to full professor. We would urge the UTSC administration to continue to develop clear expectations and processes for members of the teaching stream."	Because teaching stream positions are comparatively new (not just within the Anthropology Department, but at UTSC more generally), there has been a bit of uncertainty / ambiguity concerning how these faculty members should be assessed for promotion purposes and the extent to which they are eligible to receive different forms of research funding. These questions have been brought to the attention of the Dean's Office and work is underway to address them.	working with Departments and with tri-campus colleagues to address these issues. There have been major steps taken in recent years to ensure clarity around promotions criteria and to support teaching-stream colleagues toward promotions. Eligibility for tri-agency research opportunities has also been clarified and barriers removed for teaching-stream colleagues. Vice-Dean Fields has been convening a working group on teaching-stream faculty experiences at UTSC, and a report is currently being finalized which will help to inform our response to this area of recommendation.
The reviewers recommended exploring options to enhance support for the maintenance of teaching and training labs.	19	"there is an identified need to establish core funding for the operating of the two primary teaching and training labs – the Evolutionary Anthropology teaching lab which requires some level of ongoing operational management, and the Centre for Ethnography which for all intents and purposes constitutes a lab in its mission and use. Both will require ongoing maintenance and periodic upgrades of facilities and equipment for training and research purposes."	**Short-to-medium term (1-3 years):** The Centre for Ethnography and the Evolutionary Teaching Lab are critical to maintaining the vibrant intellectual life of the Department and to support both our teaching and research goals. The Centre for Ethnography currently has an additional two years of support (at 40K a year). This allows us to bring in two to three fellows per year (who apply for the fellowship on a competitive basis), and to host a series of events and training workshops that are relevant to our undergraduate students. We are also working to develop a new Minor in Ethnographic Research which will be open to students from across UTSC; therefore the Centre will become even more important to the Department in the years to come. The Evolutionary Teaching Lab does not receive any funding on a yearly basis and we are constantly looking for sources of support to replace aging equipment and to purchase new items that are needed for both teaching and research	The Department's plan to request these needs as a part of the annual Planning and Priorities process is an appropriate step to shift the ongoing maintenance needs away from OTO or ad hoc funds.

		purposes. In the past, we have applied for (and received Departmental Research Funds from the OVPRI line), but this has been on an ad hoc basis. Because funding sources for these two critical labs remains ambiguous, it is difficult to make short term and long-term plans. The Evolutionary Teaching Lab needs approximately 10K annually to support its activities. The CE needs approximately 50K a year. The Department will request 60K in funding to be added to our base budget for these initiatives, but this requires support at the Decanal level.	
	20	"We support their efforts [of faculty in Evolutionary Anthropology] to have the same TA support as other Science program lab courses as their courses should be dealt the same, even if other courses in the Anthropology Department are part of Arts programs. Secondly, as noted in the Self Study, their labs do not receive sufficient technical support. The tech support person is only a 20% position, which is insufficient to attract and keep a high-quality tech person. We support their request for a 50% position and their request for a dedicated annual budget to supply and restock the labs (including the new archaeology lab). Such modest efforts will help ensure that their courses are fully supported with appropriate supplies and technical support to assist the student learning."	**Short term (1-2 years):** This has received approval from the Dean's office. As the Chair, I have met with many of the Chairs in other science-based disciplines to get a sense of what they receive by way of TA funding for lab-based courses. Our business office has this information in hand and will add it to our annual budget request. We will be requesting 2.5 hours per student in our lab-based courses. With respect to the 50% lab position, this has received approval from the Dean's office and we are currently working with HR to develop a job description which will soon be posted.	This recommendation has been prioritized and supported by the Dean's Office. A review was undertaken to compare Anthropology's TA resourcing in lab-based courses with Sciences units and adjustments made based on these findings. Support for the lab position has also been confirmed.
	21	"The Centre for Ethnography…has become an important space within the Department, not just for training and research, but broader Departmental activities that bring together faculty and students with invited lecture series and social events. It is recommended that the	**Short-to-medium term (1-3 years):** See #19 above: We currently have funding for the next 2 years. After that, the Centre for Ethnography will require support. We are requesting 40 – 60K a year to cover our operating costs.	The Centre for Ethnography is an EDU-D that reports to the Office of the Vice-Principal Research and Innovation at UTSC, so these funding needs will need to be discussed in that context, along

		Centre's space be maintained for these purposes, and that ongoing support for its operation and activities, including potentially their expansion, be explored through both internal (through the office of the Vice-Principal Research and Innovation) and external opportunities."			with potential external grant opportunities.
	22	"The lack of baseline funding for both the teaching lab (and its management) as well as the Centre for Ethnography are two areas that should be seriously examined for the long-term growth and success of the student experience"	See #19 and #21 above.	
	23	"The current Archaeology teaching materials are very sparse, and an initial purchase of some core teaching materials for students to engage in hands on processes for learning is recommended."	See #19 above re: funding request for the Evolutionary Anthropology Teaching Lab.	
The reviewers recommended exploring options to enhance student supports and advising, noting some ongoing issues relating to staffing structure. They also observed that UTSC will need to consider strategies to ensure sufficient space for new hires, and look at creative solutions to allow support staff to work in proximity to one another as appropriate.	24	"Given that Anthropology was part of the Social Science unit and Departmentalized just over a decade ago, the support staff have shared responsibilities across three or even six Departments, and due to space constraints are not located within a single contiguous space. There has also been high turnover in some positions, that have created knock-on challenges for students and program advising in the unit."	**Medium term (2-3 years):** We thank the reviewers for this recommendation and agree that it is important for the Department. It has become clear that the Department requires one or more additional staff members to respond to the growth which has taken place among the different Social Science disciplines. The role of the Administrative Assistant is currently serving 6 different Departments which have grown significantly over the past decade, and the level of work is unsustainable for a single role. Splitting this role into 2 staff members (each of which serve 3 disciplines) is critical to meeting the needs of our different Departments. We are also facing similar issues with respect to Undergraduate Advising. As the number of students in the Social Sciences students have grown, it has become increasingly difficult to provide them with the necessary advice they need in terms of pursuing	With the opening of Highland Hall, staff space in the Social Sciences was consolidated, which has proven to be successful. The Dean's Office is working with Departments to review staff complement and planning and ensure appropriate support. As a part of post-pandemic planning we are working as a campus to consider long-term flexible options that can further build community and reduce space pressures on campus. These recommendations will be factored into those conversations.
	25	"we recognize that space is a significant issue across campus, but with upcoming hires, and lost office space formally used by visiting fellows to the Centre for Ethnography, UTSC will need to develop a strategy to ensure sufficient space for new hires (and their research lab needs) and		

		look at possible solutions to ideally provide some contiguous space for support staff teams to work together or in proximity. Possible solutions noted in our meetings include the short-term use of portables for temporary/student/visiting scholar office needs."	their academic and career goals. Within the next 2-3 years, we expect it will be necessary to add one new undergraduate advisor to serve the needs of students in Social Science disciplines. Our ability to realize these goals relies on Decanal support to hire 2 additional staff members over the next 2 – 3 years.

The Department recognizes that the issue of space is understood by all (faculty, staff and the administration alike), and is doing the best we can to address the serious space issues while also recognizing that these issues are an indicator that demand for studies at UTSC is increasing, and UTSC has become a much sought- after place to pursue an undergraduate degree and a career as a member of the faculty or staff.

We expect the creation of SAMIH and its associated space will alleviate some of the pressures we are currently facing in Highland Hall with respect to office space. During the interim, it will be helpful to explore other options: perhaps moving the embedded librarians back to the library (so that this space is opened to faculty, staff, fellows, TA's, HQP, and the like). Some faculty members may also be willing to share office space or a year or two, provided this is not taken to be a permanent solution. We understand this is being reviewed at the Decanal level. | |
| Other recommendations not prioritized in the Request for Administrative Response | 26 | "Individual faculty…have many longstanding connections with local and other organizations such as the Toronto Ward museum, which the Department may want to consider establishing more formal partnerships with." | **Continuing**:

Agreed. We have also recently partnered with First Nations people at Curve Lake. Formalizing these and other connections is an excellent idea that we will look into. | This recommendation aligns closely with the campus's strategic emphasis on partnering with communities in relationally accountable ways and on UTSC's role as an anchor institution in the eastern GTA. |
| | 27 | "It would be important for the Department to understand the reasons for this inability to attract sessional instructors and try to address | **Continuing**:

The Department has understood after comparison with other campuses at UofT, and other institutions, that we | Where appropriate, the Dean's Office is working with Departments to identify areas where contractually limited or |

| | | them. With sufficient planning, a term limited instructor position may help alleviate some of this." | have been advertising too late to attract more sessional candidates. Going forward we post earlier to maximize the pool of applicants for our positions. | part-time appointments might help to alleviate reliance on sessional instructors and provide more continuity for students. |

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

The spokesperson for the reading group reported that the review summary accurately described the full review and that overall, they had found the review to be positive. The reading group reported that the Dean's administrative response had adequately addressed issues identified by the review. They asked, however, that the Department further comment on several issues: the enrollment strategy, certificate programs, TA support for lab courses, access to the Centre for Ethnography Space as a hub for students, and issues related to teaching stream faculty such as promotion and eligibility for research-related resources.

Katie Larson, Vice-Dean Teaching, Learning & Undergraduate Programs, noted that while enrollment was declining, the arrival of the Scarborough Academy of Medicine and Integrated Health (SAMIH) initiative coupled with strong interest in emerging programs in medical and evolutionary anthropology would provide an opportunity for growth. She also noted the rising interest in certificate programs and reported that the TA allocation had been adjusted to reflect improved lab course support.

Sandra Bamford, Chair, Department of Anthropology, responded that the Centre for Ethnography Space was opened twice a week, and that this was promoted on their website and social media platforms resulting in good turnouts.

Bill Gough, Vice-Principal Academic & Dean, responded that a working group had been established to review the concerns of teaching stream faculty, and that a draft report was in development to review key recommendations to address issues such as pathways to full professorship and promotion, access to leadership roles and research funds.

No follow-up report was requested..

4 Institutional Executive Summary

The reviewers praised the excellent quality of the undergraduate programs at UTSC, observing that the tri-campus model provides a scope and quality of research that is difficult to compete with elsewhere; they remarked on the high morale among faculty and students, with students particularly appreciative of the welcoming and supportive educational experience, and opportunities for experiential learning; they observed that the Department is well aligned with the UTSC strategic plan, especially with respect to advancing a culture of leadership, and promoting inclusion and healthy learning; they highlighted unique offerings such as the new certificates in Bioarchaeology and Evolutionary Anatomy, and the combined degree programs with OISE's Master of Teaching; finally, the reviewers commended the high quality of faculty teaching and strong departmental leadership, and the department's strong commitment to integrating an anti-racist agenda and decolonizing framework to teaching, recruitment, retention and hiring practices, and incorporating Equity, Diversity and Inclusion principles into everyday operations.

The reviewers recommended that the following issues be addressed: strategically enhancing departmental communications and outreach; considering strategies to better integrate the UTSC co-op program into curriculum planning; exploring options for reinvigorating the Medical Anthropology program; monitor the popularity of new offerings, and improving outreach where appropriate; exploring the potential addition of a field school, and considering options to encourage expanded participation in research activities for fourth year students; exploring the possibility of increasing the overall number of faculty members contributing to HBSc offerings; reviewing and promoting existing policies and procedures for the support and mentorship of teaching-stream faculty; exploring options to enhance support for the maintenance of teaching and training labs; exploring options to enhance student supports and advising; and considering strategies to ensure sufficient space for new hires and support staff.

The Dean's Administrative Response describes the division and unit's 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 of the Department of Political Science. The Dean will provide an interim report to the Vice-Provost, Academic Programs no later than the Winter of 2026. The next external review of the Department will be commissioned in 2028-29 to take place in the 2029-30 academic year.

6 Distribution

On June 30th 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 Vice-Principal, Academic & Dean of UTSC, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to unit leadership.