UNIVERSITY OF CALGARY

Department of Anthropology and Archaeology

Curriculum Review Public Report

University of Calgary 2500 University Dr. NW Calgary, Alberta, Canada T2N 1N4

Curriculum Review Team and Acknowledgements

Review Head
Pascale Sicotte (Professor and Department Head)

Review Lead
Chris Holdsworth (Senior Instructor and Undergraduate Program Director)

Research Assistants
Josie Vayro (Sessional Instructor)
Dan Houser (Sessional Instructor)

Undergraduate Program Review Committee (2017-18)
Chris Holdsworth (Senior Instructor) Chair
Rowland Apentiik (Senior Instructor) Development Studies
Charles Mather (Associate Professor) Social and Cultural Anthropology
Warren Wilson (Associate Professor) Biological Anthropology
Geoffrey McCafferty (Professor) Archaeology

Acknowledgements
The review head and review lead greatly appreciate the input, feedback, and assistance from the undergraduate program review committee members, as well as regular faculty and sessional instructors during the curriculum review process. We would also like to thank those graduate students and sessional instructors who moderated the focus groups that were organized as part of the process of the CR (Josie Vayro, Jennifer Chmilar, Tatyanna Ewald, Kelsey Pennanen, Mary Anne Haglund, Amy Rudkoski, Shasta Webb, Allyson Gibson, Emily Peschel) as well as to all undergraduate and graduate students who participated in these focus groups. Monika Davidson, the Department's undergraduate student advisor, provided essential data for the review. Thanks is also due to Jeremy Fantl, (Department of Philosophy) for advice and helpful suggestions.

We would especially like to thank Frances Kalu and Patti Dyjur at the Taylor Institute for Teaching and Learning for their guidance, encouragement, and unwavering and gracious support throughout the review.

Photos by Mariah Lee Photography.

The Department of Anthropology and Archaeology Programs in Context

The Department of Anthropology and Archaeology was created from the merger of the Department of Anthropology and the Department of Archaeology on July 1, 2014. At the same time, the newly formed Department took over responsibility for the administration of the Development Studies (DEST) Interdisciplinary program, and in 2015, for the administration of the minor in African Studies program. The Department offers a BA in Social and Cultural Anthropology, a BSc. in Anthropology (which is essentially a Biological Anthropology degree), a BA and BSc. in Archaeology, and a BA in Development Studies. Honours in all these programs offer senior students the opportunity to participate in more inquiry-based studies than those undertaken by Majors.

As we state on our website, "We are driven to understand the human phenomenon… We take a comparative, cross-cultural, and cross-specific perspective to understanding human beings. We consider how humans evolved, how they shape—and are shaped by—their culture, and seek to understand the records they have left behind."

The merger between the two departments *defacto* created, in the new unit, one of the larger departments in the discipline of Anthropology in Canada. The merger has involved merging two distinct departmental cultures, combining two different administrative processes in terms of the managements of the departments, and in terms of our undergraduate and graduate programs, and has involved managing course offerings and scheduling in a unified approach. While much has been accomplished, more still needs to be done, especially in the area of curriculum. The timing for this curriculum review to be undertaken is thus ripe, three years post-merger.

Development Studies (DEST) programs are often housed or associated with departments of Political Sciences or Geography, or in department of their own (e.g., Trent University, Queen's University, University of Ottawa, and Dalhousie University). The housing of the DEST program in Anthropology and Archaeology offers possibilities for cross-fertilization in terms of disciplinary approaches and avenues. This cross-fertilization needs to be further developed to "flavour" in a unique way the education and the research being carried out in our department in development, and also in anthropology and archaeology.

The DEST program functions very much like the other interdisciplinary programs in the Faculty of Arts. It has a core number of DEST-designated courses (nine), most of them being required, a number of courses from other programs that are required (two economics courses for instance), and a much larger number of courses (close to a hundred) drawing mainly from the various programs in Arts. These courses constitute the pool of courses that students use to build their program. The role of our Undergraduate Program Advisor has become critical to help students navigate their degree and find the courses that they need to fulfill their majors.

Our Department currently consists of 30 full-time faculty (8 assistant professors, 10 associate professors, 10 full professors, and two senior instructors). Since the merger, five faculty

members have retired, or will be retired at the end of 2018 (Fedigan, Kooyman, J. Smart, A. Smart and Walde), and two others are on reduced duties leading to retirement (Callaghan and McCafferty). On the other hand, six new faculty members have been hired, all at the assistant professor level (Walls, Paris, Cote, Melin, McKay, and Leason). Two of our Faculty members (Apentiik and McKay) are associated with the DEST program, and some of our socio-cultural anthropologists have been involved in teaching DEST courses (Hayashi and Gerlach).

Within the next five years, several more faculty members may choose to retire. This will present both challenges and opportunities.

The Department relies on sessional instructors, particularly for many of its introductory and its service courses.

Several of our courses are offered multiple times a year. This is partly because our introductory courses (ANTH 201 & 203, ARKY 201 & 205, DEST 201) are a way to recruit majors, and partly because these courses are part of the electives in other programs. We also offer several courses (ANTH 331, 303, ARKY 325, 327) which, although they form part of the program of our majors, are also designed as "service" courses, again to attract new majors but also to provide an opportunity for students to learn about anthropology and archaeology. This is important as students in high school are not necessarily exposed to anthropology and archaeology.

In 2017-18 the Department hosted 395 majors across the various programs offered (Sociocultural Anthropology: 100, Biological Anthropology: 134, Archaeology: 84, Development Studies: 77). We also have a number of minors in these programs (Anth 46, Arky: 10, Dest: 25).

We offer a rigorous and comprehensive training and research program for undergraduates and graduates alike. Through field schools and faculty-driven or independent projects, students are encouraged to engage in research and gain valuable hands-on experiences outside of the classroom setting. Fieldwork is an important part of the student experience in Anthropology and Archaeology as well as Development Studies. Although it is not a degree requirement, there are a number of opportunities for students to spend time in the field locally as well as internationally. The Department runs two primatology field schools (Belize and Ghana) and two archaeology field schools (Belize or Mexico, and Cluny site) on a regular basis. Students are also encouraged to participate in Study Abroad programs.

The local archaeology field school takes place at the Cluny site East of Calgary. This site is located on Siksika Nation territory. It is an essential part of the training of our archaeology students in Plains archaeology, several of whom will go on to work in the Cultural Resource Management (CRM) industry in Southern Alberta. This field school has led to the creation of various satellite programs (Public Archaeology Program, Youth Engagement Program, Aboriginal training program—funded through various organizations).

Students can also gain hands-on experience with the Department's collection of anthropological and archaeological materials. Advanced students often have the opportunity to

assist in one or more of the Department's ten labs. Another learning experience provided by the department since 2016 is through the "Archaeology Consultant in Residence Program" (ACIR), where a practicing local archaeologist is hired "in residence" for the Winter term. The ACIR organizes round-tables, field trips, talks—and often hosts weekly discussion groups with interested students. This is not for credit, as the goal is to cast a wide net in terms of attracting students—some for a few weeks, some for the whole semester.

Study space and learning materials are available to students at the Ole Christensen Memorial Library, which is staffed by undergraduate student volunteers. Other learning opportunities are available to students via the monthly AN(th)ARKY talks where guest speakers are invited to present and discuss their research. The talks are sponsored by the Graduate Archeology and Anthropology Graduate Association (GAASA). To assist students with their studies GAASA also organizes a mentorship program between undergraduate majors and graduate students.

The Department is also home to three vibrant undergraduate clubs: The Kula Ring (Anthropology) Development Students for Change (DSC) (Development Studies), and Chacmool (Archaeology). Chacmool is one of the oldest student clubs on campus and each year hosts the annual Chacmool Conference. The 50th Chacmool Conference in Fall 2017 was the most successful ever.

The Department is dedicated to achieving excellence in teaching and scholarly research as evidenced by many teaching and research awards.

GUIDING QUESTIONS

1. What are our (Dept. & program) strengths, weaknesses, opportunities, and threats (SWOT)?
2. What are our (Dept. &program) priorities? (e.g. indigenization, internationalization)
3. To what extent does the program facilitate student learning of writing skills, critical thinking, professionalism, innovation, research skills or other competencies? How can improvements be made?
4. To what extent are we collaborating with community partnerships in research, teaching and learning?
5. How current is the program? What is being emphasized? Are we preparing graduates for traditional and/or emerging roles?
6. Who are our students and what do they want out of the program?
7. How is experiential learning enacted in the program and what opportunities exist to further incorporate it?
8. How is the interdisciplinary approach being embedded in our program?
9. Should we have one designation for all courses? And if so what should it be?

Guiding Question	Data Sources
1. What are our (Dept. &program) strengths, weaknesses, opportunities, and threats (SWOT)?	NSSE & OIA Focus groups Curriculum mapping
2. What are our (Dept. &program) priorities? (e.g. indigenization, internationalization)	Focus groups Curriculum mapping External scan
3. To what extent does the program facilitate student learning of writing skills, critical thinking, professionalism, innovation, research skills or other competencies? How can improvements be made?	NSSE Focus groups Curriculum mapping
4. To what extent are we collaborating with community partnerships in research, teaching and learning	Focus groups Curriculum mapping
5. How current is the program? What is being emphasized? Are we preparing graduates for traditional and/or emerging roles?	NSSE Focus groups Curriculum mapping External scan
6. Who are our students and what do they want out of the program?	NSSE & OIA Focus groups Curriculum mapping
7. How is experiential learning enacted in the program and what opportunities exist to further incorporate it?	NSSE Focus groups Curriculum mapping External scan
8. How is the interdisciplinary approach being embedded in our program	NSSE & OIA Focus groups Curriculum mapping
9. Should we have one designation for all courses? And if so what should it be?	Focus groups Curriculum mapping External scan

ACTION PLAN

The data generated from this review indicates that our undergraduate majors are generally satisfied with their professors and their programs. We have strengths in the areas of primatology, and medical anthropology, our labs, and field schools and our range of archaeology courses, and courses related to Canada's Indigenous peoples. We need to ensure we maintain and capitalize on these strengths.

Analysis also reveals, however, that there are number of changes that could be made to improve the quality of our undergraduate programs and help us achieve our Program Learning Outcomes, as well as our student's learning experience. Towards this end a number of action items have been generated. They have been categorized into General, Programmatic and Course-Related, and Administrative items. Each item is also divided into ongoing and short term (1-2 years), medium term (2-3 years), and long term (3-5 years). A rationale for each item is provided as a well as the person (role) responsible for implementing the items.

Achieving our goals will require the participation of all faculty. Whenever feasible, including an action item on the regular Departmental meeting agenda and at our annual retreat will help us achieve our goals. This plan, as well as the guiding questions, PLOs, and action items will be reviewed mid-way through the next curriculum review cycle.

GENERAL

1. Recommendation	Continue Discussions on Curriculum Review
Action Item	Whenever feasible discuss at least one item of the action plan at each Departmental meeting
Timeline	Short term - ongoing
Responsibility	Head, UPD
Data Source(s)	Department meeting discussion
Rationale	At the half-day retreat on April 24 it was decided that to ensure discussion and actions are taken that at least one action item be discussed at departmental meetings whenever possible.
Evaluation	Action items are completed
Comments	Head and UPD to prioritize action items

2. Recommendation	Strategically plan for future retirements and disciplinary needs
Action Item	A strategic planning committee will plan for future hires to replace retiring faculty in line with Departmental and University needs as well as disciplinary trends and that supports our program objectives
Timeline	Ongoing, long term
Responsibility	Head, planning committee with input from caucuses
Data Source(s)	Internal scan
Rationale	Within the next five years close to one third of the faculty will retire. The discipline is also changing and new areas are emerging which will help the University achieve its “Eyes High” strategy. The external scan indicated that most departments offer the following courses whereas the U of C does not: Communication and Media, forensic archaeology, and anthropological linguistics
Evaluation	New hires meet Departmental, University, and disciplinary trends
Comments	

3. Recommendation	Improve student’s reading and writing skills
Action Item	Hold a workshop with students each term in collaboration with the Taylor Institute on researching and writing Anthropological/Archaeological papers. Establish policy with respect to providing feedback on written assignments and on written components for 400 level courses
Timeline	Short term
Responsibility	All, Teaching and learning representative. Review of outlines by UPA, UPG and Head
Data Source(s)	Undergraduate Focus groups, Graduate Focus Group, Faculty curriculum scan.
Rationale	Students in all focus groups expressed a desire to develop academic research and writing skills through written assignments with feedback. Students said they felt at a loss as to what to do when it comes to write properly for the field. The need to develop writing skills was also noted by faculty in the

	curriculum survey. No 300-level Anthropology course currently uses a written assignment (i.e. term paper) as an assessment method
Evaluation	More courses assign written work as a form of assessment and the interim report indicates students are more satisfied.
Comments	

4. Recommendation	**Improve undergraduate student skill sets/ research opportunities**
Action Item	Within and between caucus: need to discuss ways to incorporate more skill-based/research activities and opportunities in upper level courses, and design and offer more skills-focused courses. This could include incorporating research, including labs, assignments and more field schools, particular with Indigenous peoples
Timeline	Medium
Responsibility	All; particularly caucus representatives on UPC, and members of caucuses who cross-over in teaching and research interests.
Data Source(s)	Undergraduate and Graduate Focus Groups, External scan, Faculty curriculum survey
Rationale	Students needed more "hands-on" research skills—how to gather relevant data and put together a research project. They wanted more opportunities to do research and more classes with labs and/or tutorials. Archaeology students suggested a dedicated CRM course, and more experience with soils, excavation, GIS, etc. DEST students suggested a dedicated DEST research methods course that develops the research skills (data management, multiple research techniques, community ethics, and analysis), specific to Development Studies. Bioanth students suggested an evolutionary/BioAnth field-school, maybe one in osteology. Faculty indicated that more skills development was needed. Several universities offer undergraduate research opportunities both on and off campus and in courses.
Evaluation	There are more courses with an emphasis on skills, and an increase in the number of research opportunities at the interim report.
Comments	We also need to have a Departmental approach/strategy to the increased number of course-based ethics applications. We should also have a conversation about what skills we think our students are getting.

5. Recommendation	**Increase applied content in courses as well as the number of applied courses**
Action Item	Have a workshop on how to increase applied content. Design new applied courses.
Timeline	long term
Responsibility	All UPC + subcommittee of key Faculty members interested on these points
Data Source(s)	Curriculum mapping final questions, Focus Groups
Rationale	Students felt that courses did not connect with, or prepare them for the real world and expressed a desire for applied courses that provided more hands-on experience of gathering data, e.g. for ethnographies. Faculty noted in answering the final questions in the curriculum mapping that there was a

	need to have a more applied focus, applying anthropological ideas and methods in all subfields.
Evaluation	More applied courses are offered
Comments	

6. Recommendation	**Re-evaluate course content in light of contemporary issues, disciplinary trends in courses and new courses**
Action Item	Hold a workshop to brainstorm about what contemporary topics to teach, courses to offer.
Timeline	Medium term
Responsibility	All; through ongoing within and between caucus discussion on campus and at annual retreat
Data Source(s)	Undergraduate Focus groups, External Environmental Scan, Faculty curriculum scan.
Rationale	Students indicated much content was dated and suggested courses such as the anthropology of cyberspace, terrorism, Islam and modern culture, contemporary kinship, and courses that are relevant to the current political climate. The external environmental scan indicated several areas where new courses could be taught. The U of C and McMaster, for instance, are the only two which do not cover Communication and Media. Most also offer courses in Anthropological linguistics. The curriculum survey also noted several areas where new course could be taught.
Evaluation	Courses have more contemporary content.
Comments	The creation of new courses will mean that we need to streamline or eliminate some of the courses already in the calendar. WE should also be aware of content overlap. Suggestions for new course offerings have to be realistic and sustainable.

7. Recommendation	**Improve progression of disciplinary knowledge and skills**
Action Item	Each caucus evaluates the knowledge and skills desired and progression of PLOs from introduced, developing, and advanced, focusing on those courses which seem to develop the PLOs at a level inappropriate for its course number. Courses are reassessed to see if they need to be upgraded or downgraded in terms of their course level, or the content made more or less rigorous.
Timeline	Medium
Responsibility	All; Undergraduate Program Director + UPC
Data Source(s)	Faculty curriculum mapping survey, Focus groups.
Rationale	The curriculum mapping survey revealed a number of areas where the PLOs were taught at a level inappropriate for its course number. Students also felt there was no structural progression in courses where some 200- and 400-level courses can have the same level of skill required to get the same grade. Courses which fit this pattern are: ANTH 313, 317, 357, 412, 413, 441, 451; ARKY 325, 335, 395, 399, 451; DEST 375, 405.
Evaluation	Some courses are raised to a higher level, while some reduced.

Comments	It is necessary that everyone has a clear understanding of the definitions of the terms introduced, developing, and advanced.

8. Recommendation	**Align CLOs with PLOS for courses taught by different instructors.**
Action Item	Caucuses discuss CLOs for courses taught regularly by different instructors (e.g. introductory courses) and set standard expectations of what is taught and at what level.
Timeline	Medium term
Responsibility	All. Undergraduate program director; Full time instructors of the courses in questions
Data Source(s)	Faculty curriculum mapping, focus groups
Rationale	For some of the introductory courses or service courses taught by different instructors there were often disparate ideas about what CLOs were to be covered and at what level. It is important that the students acquire similar skills and knowledge in these courses as it prepares them equally for upper-level courses. The focus groups also indicated that it was the introductory courses that led them to major in the discipline.
Evaluation	CLOs are standardized across courses taught on a regular basis by different instructors
Comments	Once decision is made, needs to be conveyed to sessional instructors via course outline review. One proposal is to have workshops with the full-time faculty who normally instructs the course to ensure that the courses are consistent between instructors.

9. Recommendation	**Offer more flexibility in delivery methods for courses**
Action Item	Caucuses discuss how to develop more courses to be taken online, as podcasts, blended learning, or block week courses.
Timeline	Long term
Responsibility	All; UPD and UPC
Data Source(s)	Undergraduate Focus Groups, Graduate Focus Group
Rationale	For numerous reasons sometimes students cannot complete courses within the university schedule. They felt the teaching of course content via podcasts, block week courses, flipped classrooms, online courses etc. would not only provide them with flexibility but would focus more on self-learning.
Evaluation	The Department offers more block week, online, flipped classes, or podcast courses.
Comments	Instructors are working on developing ANTH 350 and perhaps a 400-level paleoecology course as a flipped class

PROGRAMMATIC AND COURSE RELATED

10. Recommendation	**Decide the future of African Studies Minor**
Action Item	Establish a committee to decide on the future of the minor in African Studies
Timeline	Short term

Responsibility	AFST program coordinator, undergraduate program director, head
Data Source(s)	Internal Scan
Rationale	AFST has had no students enrolled in the minor program for four years.
Evaluation	After 2 years, students enrolled or the program has been terminated
Comments	

11. Recommendation	**Terminate the Concentration in Primatology**
Action Item	Supply the necessary paper work to terminate the concentration in primatology
Timeline	Short term
Responsibility	Undergraduate Program Director
Data Source(s)	Internal review
Rationale	In 2011-2012 the Faculty of Arts offered a BSc. in Anthropology with a Concentration in Primatology. The concentration was terminated in 2012-2013. The concentration was not, however, removed from the University's Admission page or change of program in Degree Navigator (DN). Consequently, new students coming into the program are still able to register for a BSc. in Anthropology with a concentration in primatology. And existing students, when they wish to change their program, can also opt to obtain a BSc. in Anthropology with a concentration in primatology. Course offerings have subsequently changed. In 2013-2014, ARKY 203 was a required core course for the BSc. but was eliminated in 2014-2015. This means students who enrolled in the program after 2014 with the concentration cannot complete their degree.
Evaluation	Students can no longer enroll in the program. Program is deleted from calendar when last student enrolled graduates
Comments	Students currently enrolled in the concentration recently have been asked to withdraw, and DN has been fixed so no more students can enroll in the concentration.

12. Recommendation	**Reconcile DEST program name with certificate issued by the province.**
Action Item	Decide on what the name of the program is to be and take the necessary steps to change the program name at the University Level or the degree title at the provincial level.
Timeline	Medium term
Responsibility	Head, DEST program representative + DEST Faculty members
Data Source(s)	Internal and external reviews
Rationale	The certificate students receive from the Province enrolled in the Development Studies program says International Development Studies, while the program is entitled simply Development Studies. An unsuccessful attempt to change it at the provincial level was made in 2017-2018
Evaluation	The name has been changed either at the University or the provincial level.
Comments	At all universities scanned the program is entitled International Development Studies (IDEST) except for Queen's where it is called Global. This step may be undertaken once the unit review is carried out next year.

13. Recommendation	Re-evaluate the requirements for the honours BA and BSc in Archaeology
Action Item	Archaeology caucus to decide whether or not to reduce the requirements for the honours degrees.
Timeline	Short term
Responsibility	Archaeology instructors, representative
Data Source(s)	Internal scan
Rationale	BA Archaeology students must successfully complete a minimum of 45 units and Honours students 51, while BSc Archaeology students must successfully complete a minimum of 48 units and honours students 54. This is relatively standard for honors programs. However, Archaeology honours students are also required to take an additional 15 units from the following: 6 units from Geology/Geography, 6 units from Language/Computer Science, and 3 units from Statistics. This seems rather onerous considering BA and BSc. students often do not decide to complete an honours degree until their third or fourth year and may need an additional year to successfully complete the program, especially if they do not have the necessary prerequisites for these additional courses. It may act as a deterrent.
Evaluation	By the interim report the Archaeology caucus has decided to change the requirements and the changes have been made, or that the additional requirements are necessary.
Comments	Voted on at retreat on April 24, 2018 and requirements have changed.

14. Recommendation	Re-evaluate the prerequisites of Senior level archaeology courses
Action Item	Archaeology caucus meets to decide whether ARKY 201 (Introduction to Archaeology) is a necessary prerequisite for possibly more of the 300-level courses
Timeline	Ongoing, medium term
Responsibility	Archaeology instructors, UPC representative
Data Source(s)	Internal scan
Rationale	Of the currently 21, 300 level Archaeology courses, only two ARKY 351 (Archaeology of South America, and ARKY 395 (African Archaeology) require any pre-requisites (ARKY 201).
Evaluation	By the interim report the Archaeology caucus has decided which 300 level courses, if any need ARKY 201 as a prerequisite and the changes have been made.
Comments	

15. Recommendation	Improve enrollments in the Archaeology BA and BSc programs

Action Item	Archaeology caucus meets to come up with ways to investigate why enrollments have declined, and then suggests changes to improve enrollments
Timeline	Medium term
Responsibility	Archaeology caucus and representative; UPD, Head; joint discussion at retreat.
Data Source(s)	OIA
Rationale	Archaeology enrollments, both for the BA and BSc., have declined since 2013
Evaluation	Enrolments increase with next OIA data cycle
Comments	

16. Recommendation	**Rationalize regional archaeology and traditional knowledge course requirements in ARKY and possibly harmonize them with ethnographic survey courses offered in ANTH program**
Action Item	Hold a caucus meeting to discuss the degree requirements along with a joint Arky-SC caucus.
Timeline	Conversation short term, results medium term
Responsibility	Archaeology instructors; SC instructors, Undergraduate program director.
Data Source(s)	Internal Scan, Focus group (Archaeology)
Rationale	Students must take 6 units from Regional Archaeology courses (out of a choice of 17) and 6 units from Traditional Knowledge courses (out of a choice of 7), with only once course listed in both categories (ARKY 357). The principle by which a course is classified into which category is hard to determine. The number is also unbalanced and some students have difficulty completing the traditional knowledge requirement as some courses are taught infrequently. In some cases ANTH courses have substituted.
Evaluation	By the interim report the requirements have been clarified or combined into one.
Comments	The department needs to have a broader discussion about the term “traditional knowledge,” its usage, its meanings, how it should be taught/if it should be taught, who should teach it etc

17. Recommendation	**Reduce the number of senior level archaeology courses – streamline courses**
Action Item	Archaeology instructors meet and decide on what courses should be streamlined or maintained, where there is overlap, and which ones should be deleted.
Timeline	Process underway and ongoing, results medium term
Responsibility	Archaeology instructors and Archaeology representative.
Data Source(s)	
Rationale	There are currently 21, -300 level courses; 15, 400 level courses and 16, 500 level courses (52 total). Because of this, some courses are taught infrequently and for others there is considerable overlap. This is due to retirements in the last few years that means that the expertise of the Faculty members as a whole has shifted.

Evaluation	The number of senior level archaeology courses have been reduced by the time of the interim report.
Comments	Several courses have been deleted with the next CARC submission.

18. Recommendation	**Reassess "popular archaeology" course offerings.**
Action Item	The archaeology caucus reassesses the need for four "popular" archaeology courses (conceived as "service courses")
Timeline	Ongoing
Responsibility	Archaeology representative and caucus. UPD
Data Source(s)	Undergraduate Focus groups, Graduate Focus Group, External scan
Rationale	The Archaeology program offers four popular archaeology courses which is tied with McMaster for the most. Four of the universities scanned have none. Students also suggested reducing the number in favour of more topical courses. Reducing the number would also free resources for other courses
Evaluation	If the caucus decides to reduce the number of these course it is reflected in the interim report
Comments	The "popular" archaeology courses have high enrolments and are one way to attract new students to the discipline since they have no prerequisites. They may be more productively taught in spring or summer term. Attention needs to be paid to strategically scheduling, e.g. alternate terms.

19. Recommendation	**Reduce the number of regional archaeology courses**
Action Item	The archaeology caucus reassesses the need for 19 regional archaeology courses and decides to reduce or keep them
Timeline	Ongoing and short term
Responsibility	Archaeology caucus; UPD
Data Source(s)	Undergraduate Focus groups, Graduate Focus Group, External scan
Rationale	The U of C offers the most regional archaeology courses—19. Memorial is next with 14. Students also suggested reducing the number in favour of more topical courses. Reducing the number would also free resources for other courses
Evaluation	If the caucus decides to reduce the number of these course it is reflected in the interim report
Comments	Some courses have been slated to be discontinued with the forthcoming CARC submission.

20. Recommendation	**Eliminate overlap in Biological Anthropology courses.**
Action Item	Examine the content of bioanth courses and eliminate the overlap either by eliminating courses or changing content.
Timeline	Short term

Responsibility	Biological Anthropology representative and full time instructors for the courses in question
Data Source(s)	Internal scan
Rationale	Prior to the merger in 2014, Biological anthropology courses were split between the Department of Anthropology and the Department of Archaeology. There was considetable overlap in content of some of these courses. Some of this overlap has been addressed. There is still some overlap that needs to be reduced between ANTH 201 and 311; between ANTH 350 and 309 + 412. There is also considerable overlap between ARKY 333 (Becoming Human) and ANTH 309 (Human Evolution).
Evaluation	Overlap has been eliminated by time of interim report
Comments	Overlap between ANTH 201 and 311; between ANTH 350 and 309 + 412 will be eliminated via better communication between relevant instructors, and more active communication with sessional instructors. At the April 24 2018 faculty meeting ARKY 333 (Becoming Human), was voted to be eliminated, as content overlapped with ANTH 309 (Human Evolution).

21. Recommendation	**Develop a cross-caucus statistics course**
Action Item	Someone with the requisite skills, desire, and time is found to teach such a course
Timeline	Medium to long term
Responsibility	UPD, Head.
Data Source(s)	Internal scan
Rationale	Honours B.Sc. in Anthropology and Honours BA and B.Sc. Archaeology requires students to complete a statistics course. All such courses are taught by other departments. It would benefit our students if the statistical methods taught and examples used were specific to Anthropology and Archaeology.
Evaluation	
Comments	Any new course offering must be realistic and sustainable.

22. Recommendation	**Offer a four-field introductory course and/or a four-field capstone course**
Action Item	Caucuses meet to discuss the feasibility of a four-field introductory course and/or a four-field capstone course, and begin working to put such a course together with existing resources if it is deemed worthwhile.
Timeline	medium to long term
Responsibility	All; UPD and Head
Data Source(s)	Environmental scan
Rationale	Some universities offer a four-field course. An introductory course may draw students to the discipline, while a capstone course would offer cross-fertilization of ideas.
Evaluation	If a decision is made to proceed, one or both courses are developed.
Comments	This may involve team teaching.

23. Recommendation	**Increase Development studies enrollments/courses**

Action Item	Development Studies caucus meets to come up with ways to investigate why enrollments have declined, and then suggests changes to improve enrollments. Increase the number of course offerings in the program. .
Timeline	mid term
Responsibility	Development studies representative.
Data Source(s)	OIA, Undergraduate Focus groups External Environmental Scan
Rationale	Since 2013 Development Studies has experienced a 51% decline in enrollment in terms of the number of majors. Although other faculty within the Department teach DEST-designated courses, the U of C has two faculty devoted to teaching DEST-designated courses, the University of Ottawa has 19. The U of C also has the fewest number of DEST-designated courses of all the universities surveyed. Development Studies is a growing field.
Evaluation	The number of courses taught in the field and enrollment in the major have both increased.
Comments	Possibly offer more courses in Spring & summer. Some sessional instructors? Maximize use of Faculty members in other departments...

24. Recommendation	**Consider establishing DEST topical streams**
Action Item	DEST caucus discusses the idea of having topical streams and if the idea is adopted, begins to plan requirements.
Timeline	Long term
Responsibility	DEST instructors, DEST coordinator; UPD
Data Source(s)	Focus group (Development Studies), external scan, internal scan
Rationale	As an interdisciplinary program there are nearly 100 courses option courses that students can take. The number increases nearly every year as more courses are added that relate to DEST, but with no rationale or focus. Students found it frustrating that although the upper level courses in other departments may count towards the DEST major, the prerequisites they must take to get into them don't. York University divides options into 5 areas of concentration: Culture, Diasporas and Migration, Environment, Gender, Political economy and Politics, and Governance & Policy. The Department might want to consider something similar.
Evaluation	If the caucus has decided not to proceed with streams, then no change. If so then a proposal is prepared by the interim review.
Comments	

25. Recommendation	**Align program offerings with the University's Indigenous strategy**
Action Item	Offer more courses dealing with Indigenous knowledge and peoples, and include more indigenous content in existing courses wherever possible.
Timeline	Ongoing
Responsibility	All; UPD and Head
Data Source(s)	Focus Group (Sociocultural)
Rationale	Sociocultural students were glad to see more Indigenous courses in the curriculum and would like more, including field schools. This would also align

	with the University's Indigenous strategy to increase understanding of knowledge of indigenous peoples and epistemologies.
Evaluation	There are more courses with indigenous content at the interim report.
Comments	Currently three courses dealing with indigenous peoples are taught within the sociocultural program – about average for universities across Canada– while in the archaeology program there are six, which is above average. More courses offered by the department dealing with Indigenous issues are scheduled to be taught in the 2019-2020 calendar year and will increase more with the hiring of more Indigenous Faculty members.

26. Recommendation	**Align program offerings with the University's Internationalization strategy**
Action Item	Review University's Internationalization strategy and discuss where opportunities for international collaborations and partnerships in research and education can be developed within the department
Timeline	medium to long term
Responsibility	All; UPD and Head
Data Source(s)	Internal scan
Rationale	Students, as well as the University would like students to have international experience.
Evaluation	There are more opportunities for students to gain international experience.
Comments	This may involve developing more formal agreements with institutions or NGOs, so that we can offer more field schools.

ADMINISTRATIVE

27. Recommendation	**Ensure course outlines comply with University requirements**
Action Item	Continue to review all course outlines at the start of each term to ensure they contain the mandatory information, especially course learning outcomes.
Timeline	ongoing
Responsibility	All faculty, undergraduate program director, undergraduate student advisor, Head
Data Source(s)	NSSE, Internal scan
Rationale	To be able to complete the curriculum mapping it was essential that the course outlines for all courses taught in 2017- 2018 had course learning outcomes. Many did not, which delayed the mapping, and some outlines for courses taught infrequently were not mapped. Others were simply not mapped. When asked whether instructors clearly explained course goals and requirements 66% of first year students said quite a bit or very much. This is three standard deviations below the university average, and was also the case in 2014.
Evaluation	All course outlines contain the mandatory information before being posted to Department's website. Next NSSE survey the Department scores above or equal to the university average.

Comments	Department policy is to check that all course outlines contain the mandatory information. Compliance on the part of some Faculty members has been low in some areas.

28. Recommendation	**Return exams and assignments in a timely fashion**
Action Item	Establish departmental policy about returning exams in a timely fashion.
Timeline	Short term
Responsibility	All instructors; Review of outlines by UPA, UPG and Head
Data Source(s)	NSSE
Rationale	When asked whether instructors provided prompt and detailed feedback on tests or completed assignments, only 23% of first year students answered quite a bit or very much. This is three standard deviations below the university average and is also a decline from 2014.
Evaluation	Policy is established. Survey students after two years. Improvement on NSSE results.
Comments	e.g. one week for multiple choice exams, two weeks with written exams, hire markers? This will be spelled out on each course syllabus to set student expectations.

29. Recommendation	**Reconcile grading scales**
Action Item	Convene a meeting of archaeology instructors to decide whether course grade conversion schemes for ARKY courses should be standardized and match those of ANTH and DEST courses.
Timeline	Short term
Responsibility	Archeology instructors, Undergraduate program director
Data Source(s)	Focus group (Archaeology), Internal scan
Rationale	Some students thought it unfair that two people can get the same percentage in two different archaeology classes and then receive a different letter grade.
Evaluation	Conversion scales have been standardized or a decision has been made not to standardize them.
Comments	New outlines and new instructors follow the standard grading scale.

30. Recommendation	**Improve course time-tabling/class scheduling**
Action Item	Timetable 300 level courses that are prerequisites for 400 and 500 level courses in the fall. Avoid scheduling courses in the same program in the same time slot, especially courses offered on a two or three year rotation.
Timeline	Short term
Responsibility	All, Department manager; Undergrad program advisor, undergraduate program director
Data Source(s)	Undergraduate focus groups, internal scan
Rationale	For various reasons some students are unable to complete the course requirements within four years because of timetabling issues. Ongoing advising helps resolve some of these issues, but some problems remain.

Evaluation	Courses which are prerequisites for other courses are timetabled in the fall term. Time conflicts within each sub-discipline are eliminated or minimized.
Comments	

31. Recommendation	**Assess Teaching Assistantship needs for maximum value**
Action Item	Ongoing re-evaluation of allocation of Teaching Assistants, according to course needs, level and enrolments.
Timeline	On-going
Responsibility	Head, GPD, GPA and UPA
Data Source(s)	Internal review, focus group (sociocultural)
Rationale	Some courses have several TAs – e.g. for labs while others do not. Many large classes (200+) may get a full TA, but since these do not have a substantive written component a half-TA or marking help may be all that is required. The appropriateness of a student to TA for any particular course, given the subject of their degree, could also be reassessed. For instance in some cases to insure better rounded training, TAing in a different area could be positive.
Evaluation	Teaching Assistants are allocated in the most efficient manner according to course needs, level and enrolments, as well as student expertise and needs in program.
Comments	

32. Recommendation	**Assess Teaching Assistant Effectiveness**
Action Item	Develop a process to evaluate effectiveness of TAs for each course where they are used
Timeline	short term
Responsibility	All; UPD and Head
Data Source(s)	Internal Discussion
Rationale	Some TAs are underutilized others over-utilized. Part of our mandate is develop the teaching skills of our graduate students which will be of benefit to them as well as our undergraduates.
Evaluation	A process is in place
Comments	There has been some discussion about developing a process of evaluation of TAs at the end of term. This could be a constructive comment on what worked well, what skills might be improved upon, and a summary of the kinds of tasks that the student did. TAs could also be asked to evaluate their own experience, with the kinds of tasks they performed and an estimate of how many hours they devoted to the TAship. This then might be useful if as a way of suggesting more productive activities for students to develop their own teaching skills.

33. Recommendation	**Improve Department's web page information**
Action Item	Add more information to the section "Put your degree to work" for each of the programs. Also perhaps send out a newsletter instead of just posting.
Timeline	Short term

Responsibility	Department technician and all caucuses.
Data Source(s)	Internal review
Rationale	Students and Parents often ask what they can do with a degree in anthropology, archaeology or development studies. There is a section entitled “Put your degree to work” for each of the programs but the content is rather meagre
Evaluation	Information has been improved
Comments	Since 2015, we have started highlighting the profiles of alumni from each program on our website. We are now thus building on a good basis, as there are a good number of these profiles up, ranging all our programs. Individual Faculty members should regularly flag alumni that would be interesting for such profiles.

34. Recommendation	**Improve outreach and awareness among potential employers of skills acquired from programs**
Action Item	The Department works more closely with undergraduate clubs to hold career fairs, and connect with employers to see what skills are needed. More skills information on the Departmental website.
Timeline	Short term
Responsibility	All
Data Source(s)	Focus group, Faculty curriculum survey.
Rationale	Students desired greater connection potential employers such as the CRM community, museums, companies, government agencies, and NGOs. This would provide hands on learning skills, but also future employment opportunities. final year, start early to get more information about grants info on grad applications; how to build professional relationships undergrad connection to potential employers; listing of profs interested in taking students for research. Students felt potential employers were unaware of what whose skills were and how they could be of value. Faculty felt the same and also that students needed to improve their awareness and marketing of the skills they have acquired from our programs
Evaluation	Greater involvement/interest from potential employers; more student are hired.
Comments	All the undergraduate clubs have held career fairs recently but faculty involvement has been minimal. Archaeologist in residence is helping with this, but more could be done.