

# **Department of Anthropology and Archaeology**

## **Curriculum Review Final Report**

**June 2024**

## **Executive Summary**

### **Department and Program Overview**

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. The Department offers a BA in Social and Cultural Anthropology; a BSc. in Anthropology; a BA and BSc. in Archaeology; a BA in Global Development Studies; and a minor in African Studies. All degrees, with the exception African Studies, may be taken as minors, with Co-operative education, and as honours. The Department also offers an MA and Ph.D. in Anthropology and Archaeology. Currently, twenty faculty teach in these programs—a reduction of one third since the last curriculum review in 2018. This has impacted all our programs.

Our programs aim is to provide students with a holistic understanding of the human experience by exploring human biological and cultural origins and diversity across space and through time. We seek to train students to think critically and analytically, and to express knowledge clearly through verbal and written communication. Students are introduced to cutting edge technologies and methods to gather and analyze data, and through field schools, labs, and faculty-driven or independent projects, students are encouraged to engage in research and gain valuable hands-on experiences outside of the classroom setting. These opportunities provide our undergraduates with the skills necessary to go into any field or on to graduate studies.

At the core of all our programs is the importance placed on environment, sustainability, community engagement, heritage, diversity, and Indigenous and other ways of knowing. All our programs are also transdisciplinary drawing on a diversity of fields. To ensure a broad understanding of the discipline, students majoring in Archaeology or Anthropology are required (since 2017) to take all three introductory courses (ANTH 201, ANTH 203, and ARKY 201).

### **Guiding Questions**

The goal of this curriculum review was to assess our situation within the current academic and economic environment, determine what our priorities should be, set some goals, and create an action plan to enrich and optimize student experiences and learning. In addition to wanting to better understand the strengths, weaknesses, opportunities, and threats of each of our programs, we also wanted to know how our programs intersect and how we improve efficiencies going forward. We also wanted to know the extent to which our courses meet University and Faculty of Arts priorities. We also wanted to know whether our students are acquiring the knowledge and skills they need upon completion of their degrees to find meaningful employment or continue on to graduate school. We wanted to discover the extent to which the teaching and learning activities across the programs scaffold student learning, building from an introductory level to more advanced levels.

With these questions in mind, 10 program learning outcomes were developed and mapped against our courses. They were divided into three categories: 1. Disciplinary Knowledge; 2. Research and Communication skills; 3. Ethics, Intercultural Sensitivity, and Equity, Diversity, Inclusiveness, and Accessibility (EDIA) practices.

## **Data Sources**

Data collection for this review came from the following sources:

- Focus groups (four undergraduate, one graduate, two faculty)
- Curriculum Mapping
- Office of Institutional Analysis (OIA);
- National Survey of Student Assessment (NSSE);
- External environmental scan.
- Comparisons were also made with the 2018 curriculum review.

## **Key Findings:**

1. Seventy-five percent of instructors said their courses were multi- or trans-disciplinary, had a focus on, or covered issues related to, sustainability, climate, community, Indigenous ways of knowing, and equity, diversity, and inclusion. In short, the courses offered in the Department align well with the University and Faculty of Arts priorities.
2. The Department offers more degrees in anthropology and archaeology than any other in Canada. There was a consensus that we must merge our programs so that we award only a BA and BSc in anthropology.
3. Students found their professors to be passionate, enthusiastic, knowledgeable, accessible, and helpful.
4. Our undergraduates acquire a broad base of transferable skills, a cross-cultural perspective, an expanded worldview, and critical thinking skills.
5. These are strengths of the department but we could do a better job promoting them to the university, the students, and external partners and to potential employers.
6. Students had high praise for the hands-on experiences in their lab classes, field schools, and other experiential courses; they wanted more of this type of training. The Department offers more experiential courses than other departments within the Faculty of Arts and this was identified as one of our strengths.
7. Students wanted to develop research and writing skills earlier in their academic career.
8. Both undergraduate and Ph.D students wanted a statistics course.
9. While the lower-level courses provided a general broad knowledge of the fields, in several cases that knowledge was not built on in higher-level courses; structural progression from 200 to 400 level courses was poor.
10. Some 400 and 500 level courses are taught infrequently making it difficult for students to plan their programs.

11. Our students are struggling to figure out what they need to do to graduate; what courses to take and when; what prerequisites are needed etc. Students found the Arts Student Advisors were not knowledgeable about our programs to provide sound advice.
12. The Global Development Studies program needs to be strengthened. As an interdisciplinary program, there are now 119 option courses providing students with little direction. A program committee is needed to offer concentrations. The program aligns well with the University's strategic goals concerning Equity, Diversity, Inclusion, and Accessibility; Global Engagement; Sustainability; and Indigenous Engagement. It also has an inter- and transdisciplinary focus. However, capacity is limited with only 1.5 faculty teaching in the program. Strategic collaborations and new hires are needed to grow GDST.
13. The honours programs are in trouble, especially the Socio-Cultural Anthropology and Global Development Studies programs; primarily because of low enrolments.
14. The Department does not offer a course in Cultural Resource Management (CRM), although over half of active permit-holders in the province were trained in our Department. CRM companies often have summer positions for qualified undergraduate archaeology students.
15. Although the number of faculty and the number of courses taught have decreased since 2018-2019, the number of students taught (8,895) in 2022-2023 is only two less than in 2018-2019 (8,895).
16. Average class size is 90, compared to 63.5 for the Faculty of Arts as a whole. This has dramatically impacted the quality of our programs. reduce the need to rely on sessionals.
17. In terms of fulltime faculty the U of C's Department of Anthropology and Archaeology was the third largest in Canada in 2018; we now rank sixth.
18. The Department ranks second (after the U of T) in the number of field schools offered. We are also the only university in Canada to offer a field school and a lab in biological anthropology.
19. The Department ranks first in the number of biological anthropology courses taught. Our greatest strength is primatology.
20. In 2018 eight faculty taught in the biological anthropology stream. There are now six teaching in the stream, yet the number of courses listed in the calendar has increased from 14 in 2018 to 16 in 2024.
21. The U of C offers more courses in archaeology than most other institutions, and covers more geographic areas than most.
22. The largest area in four-field anthropology is social and cultural Anthropology. Proportionally we rank 10<sup>th</sup> in the number of courses taught in this area.
23. TAs are awarded based on a rule-of thumb, which is inefficient.

24. Students and faculty felt that the Department needed to develop a better sense of community.
25. Minimum guaranteed funding was the primary reason Ph.D. decided to come to the U of C; research opportunities, and the reputation of the researcher were also important.
26. Covid hit Ph.D. students hard. It delayed their research and meant that they are now past their funding years. They have to rely on TAs or outside employment to survive. This has delayed completion of their degree which in turn had caused a lot of mental health physical health problems.

### **Key Action Items**

1. Strike a committee to merge the Socio-cultural, Biological Anthropology, and Archaeology programs so that the Department offers only a BA and BSc. in Anthropology.
2. Strike a committee to reassess the Honours programs and explore alternatives.
3. Strike a steering committee to strengthen the GDST program.
4. Reassess program progression and course requirements so that there is a laddering of skills and knowledge from lower levels to higher ones.
5. Develop guidelines for allocating TAs to courses.
6. Review and delete older courses and create new courses better matched with existing faculty strengths.
7. Revive the old course maps and update yearly to help students plan their academic career path.
8. Improve communication with the Arts Student Advisor for Anthropology and Archaeology
9. Incorporate more experiential learning into our programs.
10. Introduce writing assignments in lower-level courses.
11. Create an undergraduate 3-unit statistics course geared to our programs.
12. Develop a Cultural Resource Management (CRM) course and/or consider a certificate in CRM
13. Communicate to students and potential employers the employable skills they acquire from our program.
14. Hold more social events between faculty, staff, undergraduates, and graduate students.

## **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 students' learning experience. Towards this end several action items have been generated. A rationale for each item is provided as a well as the data sources that led to the action item.

Achieving our goals will require the participation of all faculty. In Fall2024, committees will be struck to address some of the more encompassing action items. In other cases, action items will be the responsibility of specific faculty members as part of their service.

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.

### **Curriculum Review Action Items**

FFG = Faculty Focus Group

UFG= Students Focus Groups

GFG= Graduate Focus Group

OIA= Office of Institutional Analysis

EES= External Environmental Scan

IES= Internal Environmental Scan

2018=Action item from 2018

UR= 2019 Unit Review

## General Program

<b>1. Recommendation</b>	<b>Strike a committee to merge programs</b>
Action Item	Strike a committee to write an action plan to merge the Socio-cultural Anthropology, Biological Anthropology, and Archaeology programs so that the Department offers only a BA and BSc. in Anthropology.
Rationale	This will complete the merger which began in 2014. We are an anomaly North America in offering so many different degrees. There is also considerable overlap between some of the streams. It will require an overhaul of the degree requirements and perhaps a new course designation for all courses (e.g. ANAR).
Responsibility	Head, UPD, UPC
Timeline	April 2025
Outcome	Committee has been formed. Action plan being drawn up.
Data Source(s)	FFG EES UR

<b>2. Recommendation</b>	<b>Plan for future retirements and disciplinary needs</b>
Action Item	Strategically plan for future retirements and disciplinary needs
Rationale	This was a recommendation from the 2018 review. Replacement of faculty who are nearing retirement should be anticipated early as posting and hiring new faculty can take time. Retirements relative to new positions impact the delivery of undergraduate programs. Unfilled positions require a reassessment of the curriculum.
Responsibility	Head
Timeline	January 2025
Outcome	A plan is underway with action items to be completed by timeline.
Data Source(s)	2018, UR

<b>3. Recommendation</b>	<b>Ensure basic content is the same in multiple sections of a course</b>
Action Item	Where multiple sections of a course ensure basic content is the same while allowing for academic freedom.
Rationale	It is usually the introductory courses which have multiple sections. As they are the prerequisites for upper-level courses it is important that important content and concepts are taught in all sections.
Responsibility	UPD, UPC
Timeline	December 2024
Outcome	Ongoing process of evaluating curriculum and course offerings.
Data Source(s)	IES

<b>4. Recommendation</b>	<b>Discuss with the student clubs about merging</b>
Action Item	Discuss with the student clubs about merging. Develop a better sense of community among undergraduate students providing a shared space
Rationale	Students found it difficult to share experiences and have a sense of community without a common space. This will be important if the programs are merged.
Responsibility	Heas/UPD
Timeline	September 2024 (done)
Outcome	One space has been created for all clubs to share. This should facilitate a better sense of community. Head and UPD is meeting to talk to clubs about goals and plans.
Data Source(s)	UFG, FFG, UI

<b>5. Recommendation</b>	<b>Review and delete older courses</b>
Action Item	The undergraduate program committee should review and delete older courses and create new courses better matched with existing faculty strengths and student demand



Rationale	A number of courses still offered are not being taught as faculty who regularly taught them have retired. The number of courses taught per faculty member is high relative to other departments and is partly the result of retirement. The focus should be on the core and necessary courses and what can be taught.
Responsibility	UPC and department
Timeline	Completed but ongoing
Outcome	Ongoing process of evaluating curriculum and course offerings.
Data Source(s)	UFG, 2018

<b>6. Recommendation</b>	<b>Revive the course maps</b>
Action Item	Revive the course maps and update as necessary
Rationale	The maps provide students with visual pathways and guidelines for what courses to take, what pre-requisites they need to achieve their degrees and were very helpful in the past. Our students are struggling to figure out what they need to do to graduate; what courses to take and when; what prerequisites are needed; what possibilities there are, e.g., honours
Responsibility	UPD and APS, ASC
Timeline	December 2024
Outcome	Underway
Data Source(s)	FFG, UFG

## Undergraduate Program

<b>7. Recommendation</b>	<b>Reassess program progression and course requirements</b>
Action Item	Reassess program progression, courses content, and course requirements so that there is a laddering of skills and knowledge from lower levels to higher ones, as well as to avoid course redundancy.
Rationale	Some students said that few lower-level courses adequately prepared them for upper-level courses. Faculty indicated that they had to go over the basics in the upper-level courses.

Responsibility	UPD, UPC, Head, Department
Timeline	May 2025
Outcome	Retreat and report from the Head
Data Source(s)	FFG, UFG

<b>8. Recommendation</b>	<b>Reassess the Honours programs</b>
Action Item	Strike a committee to reassess the Honours programs and explore alternatives to the current offerings.
Rationale	Too few students enroll in the Honours seminars for Socio-Cultural and Global Development Studies jeopardizing their viability. Honours theses in the Anth BSc. Program, and the ARKY programs require a thesis supervisor before students can enroll which limits numbers. Students going on to graduate school often require an honours degree. Honours students expressed a desire to conduct independent research which the honours program provides.
Responsibility	UPD, UPC, Head
Timeline	Winter 2025
Outcome	Report to Department
Data Source(s)	FFG, UFG

<b>9. Recommendation</b>	<b>Increase the number of 400 level sociocultural courses</b>
Action Item	Revise course offering in order to increase the number of sociocultural courses that follow on from 300-level courses.
Rationale	Sociocultural students wanted a clear progression from 300 to 400 level courses whereby 400 level courses went into more depth. For many 300-level courses (especially service courses) there is no 400-level follow course. For example, there while there is a 300-level course on the anthropology of religion (a growth area) and sex and gender, there are no 400 level courses on these topics.
Responsibility	UPD, UPC, Head

Timeline	Winter 2025
Outcome	To be assessed by UPC
Data Source(s)	UFG, 2018

<b>10. Recommendation</b>	<b>Improve timetabling</b>
Action Item	Improve timetabling to ensure variation across 500-level courses offered each year and to ensure other required courses are taught on a regular basis and inform arts student advising
Rationale	Students found it difficult to ensure they take the required courses to complete their degree at the right time. Knowing the frequency of when courses were offered would help them plan their degrees more effectively. This is particularly true of 500-level courses. For example, the Archaeology BA and BSc degrees require students to take two 500-level seminar courses, some of which are taught infrequently. In some cases, this has added an extra term or year to students' degrees. This was an action item from 2018. Students found Arts Advising lacked this information.
Responsibility	UPD, Head, Manager, APS
Timeline	December 2024
Outcome	Implement when creating course maps
Data Source(s)	UFG, FFG, 2018

<b>11. Recommendation</b>	<b>Provide more experiential learning in DEST and Socio-cultural courses</b>
Action Item	Provide more applied experiential learning in DEST and Sociocultural courses.
Rationale	GDST and Sociocultural students felt their courses focused too much on theoretical knowledge and not enough on practical experience. They thought more experiential courses would help them apply their skills to the real world and help with future employment.
Responsibility	UPC
Timeline	May 2025

Outcome	Review course requirements and pedagogical methods
Data Source(s)	UFG

<b>12. Recommendation</b>	<b>Work with the International Centre (IC) and ADTL to organize field schools</b>
Action Item	Work with the International Centre (IC) <b>and ADTL</b> to organize field schools.
Rationale	The IC makes decisions about the requirements for our field schools but understands little about how our field schools operate, setting unrealistic requirements. This has resulted in the cancellation of some.
Responsibility	Head
Timeline	May 2025
Outcome	Head will meet with field school organizers, ADTL and IC and discuss action plan with UPD
Data Source(s)	FFG

<b>13. Recommendation</b>	<b>Introduce writing assignments in lower-level courses</b>
Action Item	Introduce writing assignments in lower-level courses. This may involve making better use of TAs in lower enrolment 300- and 400-level courses.
Rationale	Students find it challenging to write a research paper for upper-level classes as they had little practice and little direction. Faculty recognized the same issue.
Responsibility	Head, UPD, GPD
Timeline	May 2025
Outcome	Head will evaluate options with input from others and report to UPD
Data Source(s)	FFG, UFG

<b>14. Recommendation</b>	<b>Create an undergraduate 3-unit statistics course</b>
Action Item	Create an undergraduate 3-unit statistics course geared to our programs

Rationale	This was a recommendation from 2018. Students going on to graduate school need statistics.
Responsibility	Head, UPD/UPC
Timeline	2025
Outcome	Taken into consideration with the restructuring of the programs and course offerings
Data Source(s)	2018

<b>15. Recommendation</b>	<b>Add Cultural Resource Management (CRM) into courses</b>
Action Item	<b>Integrate Cultural Resource Management (CRM) into courses or create new course</b>
Rationale	Archaeology students suggested a dedicated CRM course as this was a field they wanted to get into after graduation. It was also a recommendation of the 2018 review. Most of the jobs in Archaeology in Alberta are related to CRM. Several companies note that it has been difficult over the last few years hiring qualified individuals.
Responsibility	UPD/UPC
Timeline	May 2025
Outcome	Report from meetings with UPC/UPD and department
Data Source(s)	UFG, 2018

<b>16. Recommendation</b>	<b>Include INDG courses into the field of Anthropology</b>
Action Item	Include Indigenous Studies courses into the field of Anthropology.
Rationale	There are synergies and overlaps with courses in Indigenous Studies. These courses should constitute the field of Anthropology and will better position our programs to align with the University's Indigenous strategy.
Responsibility	UPD

Timeline	Completed
Outcome	Completed with CARC changes
Data Source(s)	FFG, UFG

## Global Development Studies

<b>17. Recommendation</b>	<b>Strike a steering committee to strengthen the GDST program</b>
Action Item	Strike a steering committee to strengthen the GDST program and its viability.
Rationale	There are over 100 courses in the field of Global Development Studies, which makes it a very diffuse program. There is little guidance given to students about how to customize their degree. York University divides options into six areas of concentration: Culture, Diasporas and Migration, Environment, Gender, Political economy, and Politics, Governance & Policy. A committee is needed to develop areas of focus and pathways for the GDST degree, as well as to build stronger connections with other similar transdisciplinary programs such as Sustainability and Indigenous Studies.
Responsibility	DEST caucus, UPD, AD (Academic)
Timeline	April 2025
Outcome	Committee underway
Data Source(s)	OIA, EES

<b>18. Recommendation</b>	<b>Improve balance of theory and practice in GDST courses</b>
Action Item	<b>Improve balance of theory and practice (including more case study content) in GDST courses</b>
Rationale	DEST students felt that (except for the capstone course) the program was good on theory, but weak on the practice. They also felt that more experiential courses would help them find employment.

Responsibility	DEST caucus, UPD
Timeline	April 2025
Outcome	Under consideration by UPC and DEST caucus
Data Source(s)	UFG

<b>19. Recommendation</b>	<b>Include DEST courses into the field of Anthropology</b>
Action Item	Include DEST courses into the field of Anthropology.
Rationale	GDST is an interdisciplinary program and the content of courses is relevant to other departmental programs. Currently there is only one DEST course (DEST 403) in the field of Anthropology, and none in Archaeology.
Responsibility	UPD
Timeline	Completed
Outcome	Completed with CARC changes
Data Source(s)	FFG, UFG

## Graduate programs and TAs

<b>20. Recommendation</b>	<b>Develop guidelines for allocating TAs to courses</b>
Action Item	Develop guidelines for allocating TAs to courses.
Rationale	Current allocations are based primarily on rule of thumb. There are numerous factors in allocating TAs that need to be considered, e.g., inside or outside funding years, course assessment methods, MA vs Ph.D., TA expertise, etc.
Responsibility	GPD, AD (Graduate)
Timeline	April 2025
Outcome	Report with guidelines; Revisit how TAs are appointed, e.g., Class size; Assessment format

Data Source(s)	FFG, GFG
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<b>21. Recommendation</b>	<b>Include exam invigilation into the TA contract</b>
Action Item	Include exam invigilation into the TA contract assignment of assistantship duties where other duties are minimal.
Rationale	Large classes need additional invigilators for exams. The current system of paying for invigilators on an ad hoc basis is expensive. This system is used in other departments.
Responsibility	GPD, UPD, AD (Graduate)
Timeline	November 2024
Outcome	Revise TA contracts before winter semester
Data Source(s)	FFG, GFC

<b>22. Recommendation</b>	<b>Provide feedback to TAs on their performance</b>
Action Item	Provide feedback to TAs on their performance.
Rationale	This was an action item from 2018. Graduate students this year also said they would like a formal assessment as it will help them improve their skills and also help with future employment.
Responsibility	GPD; GPA, AD (Graduate)
Timeline	November 2025
Outcome	Develop survey tool for TA performance
Data Source(s)	GFG, 2018

## Communication and Promotion

<b>23. Recommendation</b>	<b>Improve communication with the Arts Student Advisor</b>
Action Item	Improve communication with the Arts Student Advisor for Anthropology and Archaeology.



Rationale	Students and faculty felt that the Arts Student Advisor was not knowledgeable enough about our programs to offer sound advice.
Responsibility	UPD, APS
Timeline	April 2025
Outcome	Working with ASC
Data Source(s)	FFG, UFG

<b>24. Recommendation</b>	<b>Find ways to promote the Department's strengths</b>
Action Item	Find ways to promote the Department's strengths.
Rationale	Students and other university members are unaware of how the Department meets the University and Faculty of Arts, values of sustainability, transdisciplinarity, community etc. Ideas are provided in the FFG summary.
Responsibility	UPD, Head
Timeline	July 2025
Outcome	Planning website changes and information sessions. Increasing online presence
Data Source(s)	FFG, UFG

<b>25. Recommendation</b>	<b>Hold information sessions with undergraduates</b>
Action Item	Hold information sessions with undergraduates about our programs, field schools, courses, etc. Improve advertising for field schools, and technical courses.
Rationale	Students felt there needed to be more information/advertising about how to get field experience or more technical classes. Students want this experience, but few knew about the opportunities.
Responsibility	UPD, Leah, APS, ASC
Timeline	ongoing

Outcome	Planning website changes and information sessions. Increasing online presence
Data Source(s)	UFG

<b>26. Recommendation</b>	<b>Promote the Co-op program</b>
Action Item	Work with the Co-op team, the arts student advisor, and undergraduate clubs to promote the Co-op program
Rationale	In 2024, there were 5 Anthropology, and 5 Global Development students enrolled the Co-op program, and no archaeology students. Compared to other departments in the Faculty of Arts this is an underrepresentation. This is surprising given that many CRM companies have summer opportunities for undergraduates. Students in the co-op program often find employment with co-op partner.
Responsibility	UPD, ADTL, Arts Co-op Office
Timeline	July 2025
Outcome	More info sessions and promotion for co-op program
Data Source(s)	COOP

<b>27. Recommendation</b>	<b>Communicate to students and potential employers the employable skills</b>
Action Item	Communicate to students and potential employers the employable skills they acquire from our programs.
Rationale	Only 42% of students said they acquired job, or work-related knowledge and skills. Students and employers have little understanding of the value of our programs. Communication can be done through our website, brochures etc. in 2018 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.
Responsibility	UPD, department
Timeline	July 2025

Outcome	Planning more information sessions
Data Source(s)	NSSE, 2018

<b>28. Recommendation</b>	<b>Provide a better information for new graduate students</b>
Action Item	Provide a more extensive information/orientation session for new graduate students, particularly for international students.
Rationale	Graduate students said they wished they had more information about how funding and scholarships work, navigating the system, and about life in Canada, Alberta, and Calgary.
Responsibility	GPD
Timeline	July 2025
Outcome	Revisit grad student orientation
Data Source(s)	GFG

## Social

<b>29. Recommendation</b>	<b>Hold a social event each term with sessionals</b>
Action Item	Hold a social event each term with sessionals.
Rationale	Sessionals are not seen as really part of the Department and often feel excluded by not being invited to events or left off mailing lists. It's important to connect with full time faculty and be part of the community.
Responsibility	UPD, GPD, Head
Timeline	January 2025
Outcome	Improve social activities for team and community building. Head is working with GASA and caucuses
Data Source(s)	FFG

<b>30. Recommendation</b>	<b>Work to improve collegiality and team spirit</b>
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Action Item	Work to improve collegiality and team spirit within the Department.
Rationale	Faculty do not work together as a team, hindering the Department's development to the detriment of our students.
Responsibility	UPD, GPD, Head
Timeline	January 2025
Outcome	Improve social activities for team and community building
Data Source(s)	FFG

<b>31. Recommendation</b>	<b>Organize more social events</b>
Action Item	Organize more social events between faculty, staff, undergraduates, and graduate students.
Rationale	Undergraduate and graduate students expressed a desire to get to know faculty. They also did not feel part of the department.
Responsibility	UPD, GPD, Head
Timeline	January 2025
Outcome	Increase and improve social activities for team and community building
Data Source(s)	UFG, GFG