

***SUBMITTED TO OUCQA FOR INFORMATION – August 1, 2024***

***APPROVED BY TRENT UNIVERSITY’S SENATE COMMITTEE – March 12, 2024***

**Final Assessment Report & Implementation Plan Executive Summary – BA/BSc Anthropology, BA/BSc Archaeology, and MA/MSc Anthropology**

# Completed by the Cyclical Program Review Committee (CPRC).

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| **Degree Programs Being Reviewed** |  BA/BSc Anthropology BA/BSc Archaeology MA/MSc Anthropology |
| **External Reviewers** |  Dr. Tim Kaiser, Lakehead University Dr. Tracy Prowse, McMaster University Dr. Jay Stock, University of Western Ontario |
| **Internal Representative** |  Dr. Douglas McDermid, Department of Philosophy  |
| **Year of Review** |  2022-23 |
| **Date of Site Visit** |  March 23-24, 2023 |
| **Due Date for Implementation Report from the Program** |  March 1, 2025 |
| **Date Prepared by CPRC** |  February 14, 2024 |
| **Date Approved by Provost & VP Academic** | February 29, 2024 |
| **Signature of Provost & VP Academic** | **A close up of a signature** |

Anthropology and archaeology are growing fields with new sub-disciplines emerging as conceptual and technological innovations arise. Curriculum has been designed to convey appreciation of how the fields have changed in related to current theory and practices. Students explore culture diversity and all aspects of the human experience from the ancient past to the present day and will come to understand the past and present ways of ‘being human’. Students are encouraged to think about how we define culture, and how traditions are created, transmitted, and transformed.

Our programs, BA/BSc Anthropology, BA/BSc Archaeology and MA/MSc Anthropology, are directly influenced by the expertise and experiences of our faculty, providing students with exposure to a variety of sub-disciplines, approaches and theories and culture across the globe. Graduates from our programs will be able to knowledgeably and appropriately deal with the nature of the evidence and interpretative trends of a range of sub-disciplines.

At both the undergraduate and graduate level, the approach to teaching includes a range of disciplinary and pedagogical methods with a focus on smaller group teaching in seminars, workshops and experiential learning in labs and field courses. Student perspectives and critical thinking are significant components of the learning experience.

**Overview**

During the 2022-2023 academic year, the undergraduate and graduate programs in Anthropology and Archaeology underwent the cyclical review process. Three arm’s-length external reviewers (Dr. Tim Kaiser of Lakehead University, Dr. Tracy Prowse of McMaster University, Dr. Jay Stock of University of Western Ontario) and one internal representative (Dr. Douglas McDermid, Department of Philosophy, Trent University) were invited to review the self-study documentation. The site-visit took place on March 23-24, 2023.

This Final Assessment Report (FAR), in accordance with Trent University’s Institutional Quality Assurance Policy (IQAP), provides a synthesis of the cyclical review of the graduate degree programs. The report considers four evaluation documents: the Program’s Self-Study, the External Reviewers’ Report, the Program Response, and the Decanal Response.

A summary of the review process is as follows: the academic unit completed a self-study that addressed all components of the evaluation criteria as outlined in Trent’s IQAP. Appendices included: Curriculum Vitae, Course Syllabi, Data Tables, Student and Alumni Surveys and a Library Statement of Support. Qualified external reviewers were invited to conduct a review of the programs that involved a review of all relevant documentation (self-study, appendices, and IQAP policy) and participation in a site visit. During the site visit, reviewers met with senior administration, faculty, students, and staff at both the Peterborough and Durham campuses.

The External Reviewers’ Report identified seventeen (17) recommendations. Recommendations focused on a culture of ongoing and continuous improvement and prioritizing student-centred learning and experiences.

Following receipt of the External Reviewers’ Report, the Program and Dean provided responses to the Report. Based on the four review documents, the Cyclical Program Review Committee (CPRC) then reviewed and assessed the quality of the degree programs and reported on significant program strengths, opportunities for improvement and enhancement, and the implementation of recommendations.

The Implementation Plan identifies six (6) recommendations for action and specifies the proposed follow-up and the person(s) responsible for leading the follow-up. The Academic Unit, in consultation with their Dean, will submit an Implementation Report in response to the recommendations identified for follow-up. The Report is due March 1, 2025.

**Significant Program Strengths**

**Experiential Learning**. Across all three programs, students have access to a wide array of experiential learning opportunities. Hands-on learning and practical experiences (in and out of the classroom) are core elements of the programs and are key to providing our students with the skills to be successful upon graduation. Examples include:

* Ongoing archaeological excavations; opportunities to work abroad; we have field schools in Belize, Greece and Ontario.
* Faculty regularly hire undergraduate students as research and laboratory assistants.
* Students have been hired to assist with bagging, tagging and sorting the Department’s collections.
* Affiliations with industry partners has increased opportunities for summer and post-graduation employment.
* Two new lab-based courses – ANTH 3153 Archaeological Science II: Ancient Biomolecules and ANTH 4153H Stable Isotopes in the Ancient Biosphere, as well as several other courses that offer practical experience.

The Department holds annual colloquia designed specifically to showcase research being undertaken by upper-level undergraduate students and graduate students. Students are invited to present their findings in a formal setting similar to a professional conference. Students gain valuable transferable skills through these experiences, honing their communication and presentation skills. This type of experience can set the stage for successful graduate careers.

**Faculty Expertise and Mentorship**. The Program includes faculty that are world class scholars who are highly respected in their fields of expertise and maintain a high level of research publication and funding. World-renowned faculty draw on the connections and intellectual strengths of a wide number of fields in their teaching and research. Faculty conduct research on several continents and explore the human past from the Paleolithic to the recent time.

Students at both the Peterborough and Durham campuses have commented positively on smaller class sizes and the opportunity to interact and develop relationships with instructors through labs, seminars and workshops. As noted by the external reviewers’: “the department has clearly demonstrated a strong commitment to student mentoring and a high level of competency in teaching”. Data from the student surveys clearly indicates that students see their instructors as highly passionate, knowledgeable, and approachable.

**Relevant Curriculum**. The curriculum is designed to convey appreciation of how the fields have changed and highlight current cutting edge theory and practice. Faculty’s research and professional experience reflects current trends within the discipline that is directly reflected in their teaching methods. Most recently, the curriculum has been revised to be more innovative (i.e., it is adaptable to continuing changes in the discipline) and sustainable (i.e., it better reflects the teaching and research interests of current faculty), while maintaining the multi- and interdisciplinary strengths that the Department has always emphasized.

**Collaboration – Facilities and Equipment**. Cooperation between academic units has enabled graduate students to access facilities and equipment across Trent University in different Departments. For example, through the Water Quality Centre students can access equipment for elemental analysis and isotope ratio measurement. The interdisciplinary and collaboration of the University promotes the sharing of state-of-the art equipment among graduate programs.

**Opportunities for Program Improvement and Enhancement**

**Strategic Planning**

The Department is encouraged to use the annual academic planning process to address changes to faculty complement and diversity (retirements and new hires). As well, while the undergraduate curriculum is comprehensive in that it currently covers all four sub-disciplines (archaeological anthropology, biological anthropology, cultural anthropology, and linguistic anthropology), and the Masters’ programs (MA or MSc) focus on faculty strengths, including regional archaeology, environmental archaeology, zooarchaeology, and archaeological sciences, it will be important for the department to review and consider what areas of study they wish to continue to ensure sustainability and quality of programs. Program should seek to find better balance among sub-disciplines.

**Course Offerings**

Based on the external reviewers’ report, the Program will review the frequency of course offerings, enhance communications to students and ensure adequate seats are reserved for student majors in Anthropology and Archaeology. As well, the program will work with Academic Advising to create opportunities for students to meet and receive guidance and support in creating their degree pathways.

**Professional and Transferable Skills**

Based on feedback from some of the students, there is opportunity to enhance professional and transferable skills opportunities. Some students indicated that they felt unprepared for employment. The Department is encouraged to work with Careerspace in offering increased opportunities to their students in the form of resume/LinkedIn profile workshops, and career panels.

**Program Offerings at Durham Campus**

Currently Durham campus offers a BA General and Honours Anthropology degree. Students enrolled at the Durham campus are currently not able to complete a BSc degree unless they travel to Peterborough as this degree requires a number of science-based credits. The program should explore the possibility of offering a full BSc degree at the Durham campus.

**Collaboration**

Both a strength and an opportunity, the interdisciplinarity of Anthropology and its sub-disciplines provides an ideal platform for the Department to continue to develop relationships with other academic units to offer a larger array of courses to their students. The Department contributes to many programs across the University, and is encouraged to continue to cross-list its courses with other degree programs.

**Implementation Plan**

The Implementation Plan identifies those recommendations that require action by the academic unit. The Chair or Director, with members of the academic unit, will be responsible for leading the follow-up in consultation, and where appropriate with Dean(s) and other university departments. The Academic Unit will report on actions taken and the status of each recommendation by the due date provided. The Dean will be responsible for Reviewing the Implementation Report and submitting the final report to the Office of the Provost.

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| Recommendation | Proposed Follow-UpIf no follow-up is recommended, indicate ‘No follow-up report is required’ and provide rationale | Specific TimelineIndicate specific timeline for addressing or completing recommendation | Position Responsible for Leading Follow-up |
| Undergraduate Programs |  |  |  |
| **Recommendation 1**That the Program/Department finalize planning for teaching/course offerings on both campuses earlier in the academic cycle to ensure that CUPE instructors can be successfully recruited to teach courses and students have sufficient time to plan academic schedules. | The Program will work closely with their Deans to improve the finalizing planning for teaching and course offerings, and subsequent recruitment of CUPE faculty albeit within the processes defined by the Collective Agreement.The Implementation Report will provide an update on any progress or processes that have been put in place to streamline/facilitate staffing, planning of courses and recruitment. | Ongoing  | Chair |
| **Recommendation 2**That the Program/Department ensure that students at both campuses can complete their degrees in a timely manner.1. Reserve seats for ANTH/ARCH majors in required courses
2. Explore options for greater use of hybrid/asynchronous teaching without sacrificing in person/ hands on lab components
3. Clarify early in each academic cycle which courses will be offered in Peterborough vs Durham and whether hybrid/online options will be available
 | The Implementation Plan will provide further updates on progress made to ensure students can complete their degrees in a timely manner. Specifically: 1. The Program will work with the University Registrar on ensuring adequate seats are available for student majors.
2. Recognizing that Durham may not have the same facilities as Peterborough, the Department is encouraged to continue to explore opportunities to offer students in Durham similar experiences.
3. The Department should continue to work on staffing plans and the scheduling of courses, and communicating this to their students at the earliest opportunity.
 | Ongoing  | Chair, in consultation with Deans (Associate Deans) |
| **Recommendation 3**That transportation links be re-introduced or improved between Peterborough and Durham Campuses to enhance student support. | No follow up report is required.This recommendation is beyond the scope of this review.  |  |  |
| **Recommendation 4**That the Program conduct longer-term planning for faculty renewal and hires beyond the current planning cycle. * Short-term faculty renewal/hiring plans should prioritize hiring in the areas of biological anthropology and archaeobotany. Support the hiring of a biological anthropologist at Durham so that all required courses can be taught in Durham.
* Medium to longer term – focus on cultural anthropology, if the department remains committed to a four-field program.
 | No follow-up report is required.A tenure-track hire in biological anthropology/bioarcheology has been approved for 2023-24 in Peterborough, and a request for a biological anthropologist will be requested for Durham.The Department is encouraged to continue to work closing with their Deans with respect to faculty hiring priorities. |  |  |
| **Recommendation 5**That the Program consider revising the structure of ANTH 1000H (Peterborough) to better represent all four subdisciplines of Anthropology. | No follow-up report is required.The Department indicates that the course format referred to by the external reviewers had been implemented during the pandemic. In 2024WI, the course format will return to being taught by a single instructor that will address the issue raised in the Report. |  |  |
| **Recommendation 6**That the Program work to strengthen program offerings on the Durham campus by:1. Increasing consultation with Durham faculty on course planning or giving Durham faculty more flexibility to develop their own curriculum
2. Providing Durham faculty with resources comparable to the ‘scientific budget’ available in Peterborough for teaching-related supplies
3. Appointing an Associate Chair at Durham to provide greater autonomy/flexibility over curriculum planning decisions.
 | No follow up report is required.1. The Program is encouraged to involve faculty in course planning however at this time the requirements for this degree will remain the same on both campuses.
2. Durham indicates that individual operating budgets have been implemented.
3. Durham has appointed an Associate Chair.
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| **Recommendation 7**That the Program consider offering a BASc, or some other combined degree distinction, at the Durham campus if student numbers continue to grow. | No follow up report is required.The Department may wish to consider this recommendation in the future. |  |  |
| **Recommendation 8**That the Program consider adding existing or new ANTH or ARCH courses to the university’s Indigenous Course Requirement list. | The Department is encouraged to submit existing courses for review to be considered for inclusion in the ICR list.The Implementation Plan will provide an update. | Consider having in place for 25-26. | Chair |
| BA/BSc Archaeology |  |  |  |
| **Recommendation 9**That the Program consider prioritizing hiring in Ontario/Great Lakes Archaeology, Mesoamerica, South America, and prehistoric archaeology. | The Implementation Report will provide an update on how the Program will move forward with the noted gap in anthropology /archaeology of North America. | Ongoing, as part of the annual academic planning process | Chair, in consultation with Dean |
| **Recommendation 10**That the number of academic and career advisors be increased for undergraduate students, preferably ones who can be assigned to specific Faculties, so they are familiar with the programs within those Faculties. | No follow up report is required.Both Peterborough and Durham have a faculty member that acts in an academic advising capacity.The Department has indicated that they would be happy to work more closely with support units.  |  |  |
| **Recommendation 11**That the conversion of CUPE staff to LTAs or teaching-intensive appointments be considered.  | No follow up report is required.The Department is encouraged to continue to work closely with their Deans to address faculty resources. |  |  |
| Graduate Programs |  |  |  |
| **Recommendation 12**That the Program develop a strategic plan for the next 5 years and consider if an MA/MSc program in Archaeology would better reflect faculty research strengths. | The annual academic planning process should consider faculty expertise as well as the three subfields (sociocultural anthropology, linguistic anthropology, and biological anthropology).The Implementation Plan should provide an update on the development of a strategic plan. | Ongoing, as part of the annual academic planning process | Chair, in consultation with Dean/ Associate Dean |
| **Recommendation 13**That the Program consider reducing the Research Design course (ANTH 5500Y) to a single term and explore whether there is scope for the MA and MSc streams to diverge in the second term to enhance support for the development of research proposals. | Some changes to the design of ANTH 5500Y have already been implemented (WI 2024).The Implementation Report should provide an update on ANTH 5500Y, specifically any additional changes to its structure, and a decision as to whether it will be reduced to a half (H) course. | Recommend, having this in place for September 2025 | Chair |
| **Recommendation 14**That the Program maintain the distinction between MA and MSc degrees to maximize options for career trajectory of graduate students. | No follow up report is required.The Program recently introduced the MSc as a distinct stream to identify and acknowledge students that are completing degrees that fit within Science; this will also assist with a student’s trajectory into a science-related Phd. |  |  |
| **Recommendation 15**That the Program consider the feasibility of a one-year Masters in Cultural Resource Management, possibly based at Durham campus. | No follow up report is required.This recommendation is beyond the scope of this review however it is an interesting idea that the Department is encouraged to explore with their Associate Deans. |  |  |
| **Recommendation 16**That the number of international student fee waivers be increased or offer domestic tuition parity for international graduate students. | No follow up report is required.This is a financial issue that is beyond the scope of the review, however it is evident that the School of Graduate Studies continues to advocate for students.  |  |  |
| **Recommendation 17**That the Faculty of Humanities and Social Sciences enhance faculty support for major grant applications (SSHRC, NSERC) (e.g., completed Common CVs for PIs and co-PIs, read over drafts, help with budgets, etc.).  | No follow up report is required.The Office of Research and Innovation currently offers supports for major grant applications, and it is clear that that there is collegiality among departmental faculty that would be supportive of colleagues. |  |  |