

FINAL ASSESSMENT REPORT
Evaluation of Undergraduate Programs
Anthropology
Faculty of Social Sciences
Cycle: 2020-2021
Date: May 18, 2023

I. Program

- Major in Anthropology
- Honours BSocSc Anthropology
- Joint Honours BSocSc in Anthropology and Sociology

II. Evaluation Process (Outline of the visit)

- This final assessment report on the above programs was prepared from the following documents: (a) the self-study report produced by the academic unit, (b) the report of the external evaluation following the virtual visit, and (c) the comments from the Undergraduate Program Leader, Scott Simon, the Director of the School of Sociological and Anthropological Studies, André Tremblay, and the Dean of the Faculty of Social Sciences, Victoria Barham.
- The site visit took place on January 27, 2023, and was conducted by Monica Heller (University of Toronto) and Michel Bouchard (University of Northern British Columbia).
- During their visit, the external evaluators met with the following individuals and groups: the Vice-Provost, Academic Affairs, Aline Germain-Rutherford; the Dean of the Faculty of Social Sciences, Victoria Barham; the Vice-Dean, Undergraduate Studies, Hélène Pellerin; the Director, School of Sociological and Anthropological Studies, André Tremblay; Undergraduate Program Leader, Scott Simon; members of the School's executive committee: André Tremblay, Scott Simon, Abdoulaye Gueye et Willow Scobie; a variety of full-time faculty members; three part-time faculty members; two first-year students; and two support staff.

III. Summary of Reports on the Quality of Programs¹

This section aims to inform the unit on the strengths and weaknesses observed during the evaluation process in order to improve its programs.

EMPHASIZING THE STRENGTHS AND IDENTIFYING CHALLENGES

Strengths

- The only fully bilingual program in anthropology offered in Canada.
- A faculty of full-time professors able to teach in French and English, who specialize in current areas of the discipline and publish high-quality research.
- A complement of part-time faculty with a passion for the discipline, and a wealth of experience.
- A long history of expertise in experiential pedagogy.
- Programs that provide graduates with the general skills relevant to their career paths, such as training in critical analysis and methods of inquiry, as well as exposure to issues of broad contemporary significance (climate change, social movements, social inequalities, migration, citizenship, etc.)

¹ Based on excerpt, often verbatim, from the self-study, the external evaluation report, and the program and decanal responses.

Challenges

- An over-reliance on part-time faculty to deliver undergraduate courses.
- Inadequate integration of undergraduate students into the departmental community.
- Lack of control over resources required to develop a field school for training in ethnographic methods.
- Need to further develop expertise in la Francophonie and local Aboriginal affairs, two sociocultural areas highly relevant to the university community.

IV. Program Improvement

The programs under evaluation are in conformity with the standards of the discipline. The following recommendations aim at maintaining or increasing the level of quality already achieved by the programs.

The numbering of the recommendations follows that of the external reviewers' report.

Recommendation 1#: The School should define a common thread (with corresponding pedagogical objectives) that will guide it in revising the curriculum, in planning medium-term course offerings, and in planning hiring priorities.

Recommendation #2: Based on this, the School should define profiles for the hiring of 2 full-time professors corresponding to this vision of the School, and enabling the realization of recommendation 3.

Recommendation #3: Courses should be planned over a three-year period, and courses that are key to the success of students' educational progress should be reserved for full-time teachers. In particular, we suggest the first-year courses, the methodology courses, and Ethnographer's Magic (Reading and Writing Anthropology).

Recommendation #4: The School should work to integrate undergraduates into departmental life, including the possibility of organizing exhibitions, colloquia, or other activities.

Recommendation 5#: Given the School's expertise and the University's focus on experiential learning, a local/regional ethnographic field school should be set up, targeting both anthropology specialists and students in other programs.

Recommendation #6: The School should ensure that communication channels are in place to integrate part-time professors into discussions about the department's overall vision and medium-term planning.

Recommendation #7: The School should develop components targeting local and regional Francophone and Aboriginal communities.

V. List of courses not offered for more than three years and the reasons

The GPEC recommends that the unit keeps an up-to-date list of all courses that cannot be offered at least once every three years and prepares a revision of its course offering to be included in the progress report at mid-cycle.

VI. Conclusion

The undergraduate programs in anthropology and anthropology-sociology are rigorous academic programs that provide high-quality training in their fields. The external evaluators noted that they are a "major asset to the Faculty of Social Science and to the University as a whole". The department is a leader in the area of experiential pedagogy and learning and benefits from an engaged, research-

active professoriate dedicated to promoting the values of the University, including bilingualism. The programs prepare students for meaningful professional careers with the skills relevant to the current job market. Most importantly, their graduates are equipped with the ability to pose insightful questions about cultural differences across the globe, build knowledge for the common good, think critically and analyze gathered information, and leverage their understanding to propose solutions.

As noted in the external evaluators' report, the seven suggestions for improvement detailed above are all constructive, with the recognition that many of the current challenges are linked to external factors. These seven recommendations relate to 4 general areas for improvement. A chief priority to be addressed is the over-reliance on part-time professors, in particular for the central courses critical to the discipline. The external evaluators expressed the many benefits when these key courses are offered by regular professors: it promotes and provides validation to the discipline, students will be exposed to the research culture of the department and its academic activities, and it can provide continuity and better alignment with program learning objectives. Thus, there is a need to develop a strategic hiring plan to ensure future sustainability and growth of the programs. The external evaluators' second main suggestion for improvement is to develop an ethnographic field course, offered annually, dedicated to training in ethnographic methods. Thirdly, it is recommended to pursue more effective communication between students, regular and part-time faculty, and administrative staff: encouraging the participation of part-time professors in the departmental planning improves both collegiality and efficiency, and direct lines of communication to students improves inclusion and community-building. Finally, the external evaluators' remaining recommendations relate to a holistic review of the course offerings, to examine and define the central themes at the heart of the department, and to align the programs around those themes.

In response to the external evaluators' report, the department has devised an action plan to address each of the seven recommendations. This plan reflects a sincere and genuine effort to embrace each suggestion and provides concrete steps to achieve meaningful changes in the short- and long-term. In particular, the action plan details an optimistic vision for the growth of the programs while remaining realistic about the external factors that are beyond the department's control. It is clear that this cyclical self-evaluation exercise has been taken seriously by the members of this unit and future students of these programs will benefit from their dedication to improvement.

Following this positive evaluation, the committee members would like to thank all participants for the program evaluation. They commend the unit for the thoroughness of the work done and the quality of the self-evaluation report, as well as the report produced by the external evaluators.

Schedule and Timelines

A Progress Report is due by December 15, 2025.

The next cyclical review will take place in no more than seven years, in 2028-2029. The self-study brief must be submitted no later than June 15, 2028.

Unit Response to the External Assessment Report and Action Plan

Faculty:

- Faculty of Social Sciences

Department:

- School of Sociological and Anthropological Studies

Programs evaluated:

- Honours BSocSc Anthropology
- Major in Anthropology
- Joint Honours BSocSc in Anthropology and Sociology

Cyclical review period:

- 2021–2022

Date: March 31, 2023

General comments:

On February 17, 2023, the School of Sociological and Anthropological Studies received the external review report that was produced as part of the periodic review of its three anthropology programs. We are pleased with the positive assessment of our undergraduate program. Given that the undergraduate anthropology program undertakes to provide students with an outstanding education and research experience, we are delighted to see that that external reviewers feel that our programs are “a major asset for the Faculty of Social Sciences (FSS) and for the University as a whole, [giving] access to competencies and forms of knowledge that are essential in today’s world.” They say in particular, “Full-time faculty are dedicated and engaged.... Part-time faculty are passionate about their discipline. Support staff provide extensive professional support.” Our bilingual program is unique—not just in Canada, but also in the world. The report notes, “It is remarkable just how well full-time faculty are able to operate in both languages. The same can be said about support staff.” Although the report mentions no major problems with the program, learning objectives, courses or program management, challenges driven by external factors continue to loom. As at the vast majority of North American universities, our introductory courses are often taught by part-time faculty. The report makes seven recommendations, five of which are considered high priority. We take all of the recommendations very seriously, and we are certain that they will make our undergraduate program even stronger. The recommendations and our responses are presented below.

Recommendation 1: The Department should establish a guideline (with corresponding pedagogical objectives) to assist it in revising the curriculum, planning course offerings over the medium term, and determining hiring priorities.

Unit response: We appreciate all of the recommendations, and we feel that this first recommendation will allow us to implement all of the other suggestions.

Decanal response: I am pleased to see the unit’s positive attitude. I would also like to underscore the **immense** calibre of the professors who teach anthropology, and the fact that faculty research projects truly reflect 21st-century issues. Lastly, there is no question that the unit could use more faculty members. Offering undergraduate, graduate and PhD programs at a bilingual institution with such a small number of professors is a huge challenge.

However, I should point out that the current hiring system—prioritizing the hiring of professors in emerging fields of research—and needs at the graduate studies level could make it challenging to implement this recommendation. I find that, in the description of the immediate actions required, the unit has a solid grasp of the issues.

Priority*: URGENT – IMMEDIATE ACTION REQUIRED

Actions to be undertaken: Action 1: At our conference on May 4, 2023, we will establish a strategy and education committee to endorse a clear and collegial vision of this guideline. In future, the strategy committee will have to hold activities to examine those issues at every conference.

We will develop a strategic plan that includes a clear statement of our mission and vision, as well as our strategic research goals and hiring priorities. We will therefore have to plan an annual discussion around those issues, which we see here as those pertaining to anthropology that is not only contemporary, engaging and ecological, but which also prioritizes fieldwork and experiential learning more broadly.

The report states that the program seeks to provide an education for graduate studies and careers in academia, as well as for professional careers and employment opportunities in the public and private sectors. We will be continuing in that vein.

The report suggests, “To increase enrolment, the University would do well to showcase the content [of the program] and to design it based on current and pressing needs in the student and wider community.” Our committee should consider the needs voiced by students in consideration of the horizons for their careers and for their lives as citizens in a multicultural society. (see Action 3)

Generally speaking, we should, however, wait to see what options are available to us for implementing this strategy to consolidate our programs.

Depending on whether new colleagues are hired, we could then determine in a balanced and realistic manner what our unit can and cannot do.

It should be noted that two of our colleagues retired and were not replaced. Also, our new PhD program was created without the addition of a new position, as is often the case.

* Priority level: 1. URGENT – IMMEDIATE ACTION REQUIRED 2. IMPORTANT – ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. ADVISED: ACTIONS SHOULD BE DEVELOPED AND DISCUSSED, AND BE IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).

Without those three positions, which, we should point out, do not expand our operations but rather maintain them, we are finding it structurally challenging not only to fulfil our mandate, but also to envisage a stable and cohesive future for our programs.
Assigned to: Person in charge of undergraduate program and School of Sociological and Anthropological Studies (SSAS) officials
Timeline: May 2023
Program changes? No
Priority: IMPORTANT – ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM)
Actions to be undertaken: Action 2: During the academic year, an education committee will meet monthly to discuss issues and take appropriate action. The committee will consist of members of the undergraduate committee, a member of the Association of Part-Time Professors of the University of Ottawa, two students, a faculty member and, if required, a sociologist representing the joint program.
Assigned to: undergraduate strategy and education committee
Timeline: September 2023 to May 2024
Program changes? No
Priority: IMPORTANT – ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM)
Actions to be undertaken: Action 3: Amend course titles. The strategy and education committee will have to amend course titles during the 2023–2024 academic year.
Assigned to: undergraduate strategy and education committee
Timeline: January to May 2024
Program changes? No

* Priority level: 1. URGENT – IMMEDIATE ACTION REQUIRED 2. IMPORTANT – ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. ADVISED: ACTIONS SHOULD BE DEVELOPED AND DISCUSSED, AND BE IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).

Recommendation 2: Given the above, the Department should build profiles for full-time faculty hires to reflect its vision and enable it to implement recommendation 3.
Unit response: We cannot but endorse this recommendation, which stems from an independent report that once again underscores the critical shortages we are facing. Our current resources are extremely limited, making it difficult from time to time to ensure that critical courses in our programs (which often lead students to consider master’s studies or stimulate career interests) are in fact taught by full-time faculty. We would like, at the very least, to ensure stability for our methodology, contemporary anthropology and engaged ethnography (“Ethnographer’s Magic”) courses. We will be establishing the profiles (and defining the fields) of future hires from that perspective.
Decanal response: The President himself regularly draws attention to the fact that there are not enough regular professors at uOttawa. For sure, there are major challenges in anthropology. However, in view of the current budget situation, where the needs of units such as ANT are pitted against those of other faculties, it is also important to implement strategies aimed at increasing undergraduate enrolment. I note that courses ANT 1101 and ANT 1501 play a key role in recruiting program students internally. I also wish to draw attention to the absolutely exceptional work being done by some of the professors teaching those courses, with many students deciding to switch programs after taking ANT 1101 or ANT 1501. I also note that many ANT courses are already heavily focused on experiential learning, and I would encourage the unit to be among the pioneers of the new high-intensity experiential learning system in order to set the unit’s programs apart from competing programs at other universities.
Priority*: 1URGENT – IMMEDIATE ACTION REQUIRED
Actions to be undertaken: Action 1: Identify a position for immediate hiring in order to preserve the integrity of the program.
Assigned to: undergraduate strategy and education committee and SSAS officials
Timeline: May 2023
Program changes? No
Priority: 2. IMPORTANT – ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM)
Actions to be undertaken: Action 2: In view of the guideline above, develop a future hiring strategy taking into account our program’s needs, anthropology research priorities within the Faculty and the University’s Transformation 2030 action plan.
Assigned to: undergraduate strategy and education committee and SSAS officials
Timeline: January 2024
Program changes? No

* Priority level: 1. URGENT – IMMEDIATE ACTION REQUIRED 2. IMPORTANT – ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. ADVISED: ACTIONS SHOULD BE DEVELOPED AND DISCUSSED, AND BE IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).

<p>Recommendation 3: Courses should be planned over three years, and courses that are critical for student academic success should be taught by full-time faculty exclusively. We are thinking in particular here of the first-year courses, the methodology courses and the Ethnographer’s Magic: Reading and Writing Anthropology course.</p>
<p>Unit response: We agree completely with this recommendation. However, we cannot follow through until the matter of additional resources has been settled.</p> <p>If six sections of ANT 1101/1501 and two sections of ANT 2111/2511 are to be taught by full-time faculty, not to mention other key courses in that regard (classical theory, Indigenous peoples), we will require more professors.</p> <p>We cannot foresee the number of full-time faculty who will be available over a given three-year period, owing, for example, to the unpredictability of sick leave and maternity/paternity leave, and teaching relief for administrative work and research. However, we can plan course scheduling over three years with a view to offering all of our compulsory courses and a sufficient number of optional and elective courses in both languages so that students can complete their studies in four years.</p> <p>Given that our full-time faculty also have other obligations (research and graduate supervision), it is inevitable that some courses (or at the very least, some course sections) will always be taught by part-time faculty. As a result, recommendation 6 is very important.</p>
<p>Decanal response: The unit has a good grasp of the predicament at hand. Stable instruction in those subjects by regular professors will be easier to achieve if the number of sections to be offered each year can be pared down. The unit may therefore wish to consider offering two of these eight courses in hybrid format in order to reduce the number of sections to be taught.</p>
<p>Priority*: IMPORTANT – ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM)</p>
<p>Actions to be undertaken: Action 1: Creation of a three-year plan for scheduling undergraduate courses, in harmony with master’s and PhD programs.</p>
<p>Assigned to: Undergraduate strategy and education committee, in conjunction with SSAS officials</p>
<p>Timeline: December 2023</p>
<p>Program changes? No</p>
<p>Priority*: IMPORTANT – ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM)</p>
<p>Actions to be undertaken: Action 2: Identify other programs for joint development. The only joint program with anthropology is the program with sociology. However, in sociology, there is also a Joint Honours BSocSc in Feminist Studies and in Communication. We will have to find partners for other joint programs.</p>
<p>Assigned to: Undergraduate strategy and education committee, in cooperation with SSAS officials</p>
<p>Timeline: March 2024</p>
<p>Program changes? Yes</p>

* Priority level: 1. URGENT – IMMEDIATE ACTION REQUIRED 2. IMPORTANT – ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. ADVISED: ACTIONS SHOULD BE DEVELOPED AND DISCUSSED, AND BE IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).

Recommendation 4: The unit should work to include undergraduate students in life in the Department, for example by organizing exhibits, symposia or other activities.
Unit response: We work each day to create an inclusive atmosphere in our anthropology community in the Department. To that end, we can count on a wide range of laboratories, research centres and Chairs. In addition, we also hold scholarly activities on and off campus, as well as field activities (exhibits, post-natural expeditions, field research course) in the summer. We also have our Sociology and Anthropology Week. We therefore try to include as many undergraduate students as possible in life in the Department. That said, the Department does not always know the email addresses of the students in the program. We are thus also developing communication tools (online/in person and welcome kits) in order to reach those students who are isolated.
Decanal response: I enthusiastically endorse this recommendation. The unit’s Operations Coordinator can create Talisma campaigns to reach students (program students only or students enrolled in courses). I would also encourage the unit to continue working with its student association to hold quality “theme weeks” that will attract large numbers of students. Lastly, it should be noted that there are many opportunities for faculty to include undergraduate students in their research teams, for example by systematically inviting them to attend scientific events. The unit should also contact Nathalie Saumure, student experience advisor, in order to see how the actions below can be implemented. Furthermore, should ANT continue to introduce a high-intensity experiential learning system, all of these activities will help students meet the requirements of that system.
Priority*: 2. IMPORTANT – ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM)
Actions to be undertaken: Action 1: Set up channels for communicating directly with students (mailing list, Facebook, Instagram, WhatsApp, etc.). We will have to establish a communications plan and channel for sending invitations to our undergraduate students.
Assigned to: Undergraduate director, in collaboration with the operations coordinator
Timeline: September 2023
Program changes? No

* Priority level: 1. URGENT – IMMEDIATE ACTION REQUIRED 2. IMPORTANT – ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. ADVISED: ACTIONS SHOULD BE DEVELOPED AND DISCUSSED, AND BE IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).

Priority: 2. IMPORTANT – ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM)
Actions to be undertaken: Action 2: The Department, laboratories, research centres, etc. should work more closely with the student association and hold events, publish a newsletter and coordinate orientation day more efficiently.
Assigned to: student association and those persons in charge of labs/research centres, etc.
Timeline: September 2023
Program changes? No
Priority: 2. IMPORTANT – ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM)
Actions to be undertaken: Action 3: Send a list of activities to all professors at the beginning of each week so they can announce our weekly activities in their courses.
Assigned to: Undergraduate director, in collaboration with the operations coordinator
Timeline: September 2023
Program changes? No

* Priority level: 1. URGENT – IMMEDIATE ACTION REQUIRED 2. IMPORTANT – ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. ADVISED: ACTIONS SHOULD BE DEVELOPED AND DISCUSSED, AND BE IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).

<p>Recommendation 5: In view of the Department’s expertise and the importance attached by the University to experiential learning, a local/regional ethnography field school should be established and include anthropology experts and students in other programs.</p>
<p>Unit response: We firmly believe that the discipline of anthropology offers an unparalleled experiential learning experience, particularly in view of our ethnographic methodologies. Many of our professors regularly conduct field courses in the Ottawa/Gatineau region and abroad (through the Faculty’s international program). Depending on the resources allocated to our programs in future years, we would like to establish a bilingual ethnographic field school. In that regard, the spring session is ideally suited for providing that kind of experiential learning opportunity to students. We will then be able to continue and step up our existing partnerships with Indigenous and Francophone communities. Issues to be examined would include land management and livability, cultural diversity and urban planning. A summer school could help us meet recommendation 7. Such a field school would require a long-term relationship with the communities concerned, e.g., the Fondation franco-ontarienne, the Kitigan Zibi Algonquin community, Centre d’amitié autochtone. It would also have to be carefully maintained. To that end, we could develop a joint approach with Sociology and Social Sciences, such that the field school would concern SSAS as a whole.</p>
<p>Decanal response: Once again, I enthusiastically endorse the recommendation, and I am delighted to see that ANT does so as well. I note that it is a new opportunity for transitioning ANT to experiential learning. Given the current budget climate, developing a course such as the one described above will mean having to find new funding sources or increasing tuition fees (which is possible, as in the case of any field research course).</p>
<p>Priority*: 3. ADVISED: ACTIONS SHOULD BE DEVELOPED AND DISCUSSED, AND BE IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).</p>
<p>Actions to be undertaken: Action 1: Identify priorities for the proposed field school in both languages and the person responsible for setting them.</p>
<p>Assigned to: Undergraduate strategy and education committee and SSAS officials</p>
<p>Timeline: September 2024</p>
<p>Program changes? No</p>
<p>Priority: 3. ADVISED: ACTIONS SHOULD BE DEVELOPED AND DISCUSSED, AND BE IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).</p>
<p>Once faculty strategies for program priorities, pedagogical innovation and resource allocation have been established, we will be able to incorporate the field school directly into our curriculum as <i>the</i> capstone course in the experiential learning process.</p>
<p>Assigned to: Undergraduate strategy and education committee and SSAS officials</p>
<p>Timeline: May 2024</p>
<p>Program changes? Yes</p>

* Priority level: 1. URGENT – IMMEDIATE ACTION REQUIRED 2. IMPORTANT – ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. ADVISED: ACTIONS SHOULD BE DEVELOPED AND DISCUSSED, AND BE IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).

Recommendation 6: The Department should establish communication channels to include part-time faculty in discussions about the Department’s overall vision and in planning over the medium term.
Unit response: Establishing an undergraduate strategy and education committee (recommendation 1) will directly help to include part-time faculty in our strategy discussions and in term planning. Part-time faculty must be able to take part directly in our research and laboratory activities. We could, for example, invite them as guest speakers more often.
Decanal response: I am comfortable with the unit’s proposed strategy. However, since those faculty members are paid solely to teach, I would encourage the unit to call especially on long-term appointment professors for committee work.
Priority*: 1. URGENT – IMMEDIATE ACTION REQUIRED
Actions to be undertaken: Action 1: Include part-time faculty in the undergraduate strategy and education committee.
Assigned to: Director, undergraduate programs and SSAS officials
Timeline: May 2023
Program changes? No
Priority: 1. URGENT – IMMEDIATE ACTION REQUIRED
Actions to be undertaken: Action 2: For the sake of openness and collegiality, we would like to include an APTPUO representative in our one-day conferences. We feel it is important to strengthen ties between faculty members beyond mandatory requirements.
Assigned to: Director, undergraduate programs and SSAS officials
Timeline: May 2023
Program changes? No

* Priority level: 1. URGENT – IMMEDIATE ACTION REQUIRED 2. IMPORTANT – ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. ADVISED: ACTIONS SHOULD BE DEVELOPED AND DISCUSSED, AND BE IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).

Recommendation 7: The Department should develop components for local and regional Francophone and Indigenous communities.
Unit response: We acknowledge that the University stands on unceded Algonquin territory. In addition, under the Oblates, the University’s historical role in the creation of residential schools requires that we become involved in the 94 calls to action issued by the Truth and Reconciliation Committee. With that in mind, the University and the Faculty have developed an Indigenization strategy, in which we are involved. At the same time, the University’s mission in accordance with the <i>University of Ottawa Act, 1965</i> is to “preserve and develop French culture in Ontario.” The report acknowledges that the Franco-Ontarian community has welcomed numerous Francophone newcomers from Africa. In addition, we have a large number of students from Haiti and, more widely, from the French-speaking Caribbean. Consequently, our work with Francophone communities also includes anti-racism initiatives.
Decanal response: I encourage the unit to consider developing a governance structure (e.g., advisory committees) that would facilitate relations with those communities. The unit may also want to look at the School of Social Work’s connections with the Kitigan Zibi. Should ANT decide to establish an advisory committee with a specific mandate, the Faculty should support such an initiative.
Priority*: 2. IMPORTANT – ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM)
Actions to be undertaken: Action 1: Promote Indigenization of our curriculum Appoint someone in charge of decolonization and Indigenization of our ANT courses. Specifically, that person would be responsible for compiling and distributing a resource kit for part-time and regular faculty instructors. The kit would include suggested content for our ANT courses in EN and FR, priority pedagogical approaches and a list of potential Indigenous stakeholders for our ANT courses. That individual would also be tasked with setting up a community of practice involving the ANT instructor. Its objective would be to provide mutual assistance by bringing together once every term part-time and regular faculty who are interested in discussing their efforts to decolonize and Indigenize their courses, their successes and challenges, and so on.
Assigned to: Undergraduate strategy and education committee, in conjunction with SSAS officials
Timeline: September 2024
Program changes? No

* Priority level: 1. URGENT – IMMEDIATE ACTION REQUIRED 2. IMPORTANT – ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. ADVISED: ACTIONS SHOULD BE DEVELOPED AND DISCUSSED, AND BE IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).

Priority: 3. ADVISED: ACTIONS SHOULD BE DEVELOPED AND DISCUSSED, AND BE IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).
Actions to be undertaken: Action 2: Continue to develop strong ties with Ontario and Outaouais Francophone communities, including minority communities.
Assigned to: SSAS, committee to be established.
Timeline: May 2024
Program changes? No
Priority: 3. ADVISED: ACTIONS SHOULD BE DEVELOPED AND DISCUSSED, AND BE IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).
Actions to be undertaken: Action 3. Consider hiring faculty who work in those areas, and [working] with Africa and Haiti in planning (new positions required).
Assigned to: SSAS
Timeline: March 2025
Program changes? No

* Priority level: 1. URGENT – IMMEDIATE ACTION REQUIRED 2. IMPORTANT – ACTION REQUIRED WITHIN 18 MONTHS (MAXIMUM) 3. ADVISED: ACTIONS SHOULD BE DEVELOPED AND DISCUSSED, AND BE IMPLEMENTED BY MID-CYCLE (WITHIN FOUR YEARS).