

## CCAM Response Template

### **Response and Implementation**

On receipt of the report the members of the unit will meet in committee for discussion. The Dean and the unit head will then meet with CCAM to review the report. Based on the report, comments received from CCAM and any University planning and priority documents, the unit will then prepare a response. The response will address the issues raised and clearly outline priorities and future directions and initiatives for the unit over the next three to five years. As such it should be prepared in close partnership with the Dean. The response will be transmitted to CCAM which may comment on it. The response and any comments from CCAM will inform the faculty's long-term planning. The Provost may also provide a separate formal written response to the report from the unit.

### **18-Month and 5-Year Follow-ups**

CCAM will initiate 18-month and 5-year follow-ups with the unit. The unit will be invited to prepare and submit a brief report in which members of the unit comment on the outcomes of the review and initiatives undertaken in response to it and respond to any comments from CCAM. In particular they will be asked to describe initiatives and plans for the coming three to five years until the next review takes place. The follow-up will be reported in CCAM's report to Executive of Council and the report and any comments from CCAM will be made available on request.

CCAM would also like the unit to respond to the following final questions in their five-year report: Was the academic unit review beneficial to your unit? What was the main outcome of your unit's academic unit review?

Please note that you may add more rows to the table if needed.

<b>External Review Report</b>	Unit Response to AUR recommendations	18 Month follow-up	Year 5 and final follow-up	Goals & Initiatives for the next three to five years until the next AUR
<b>Recommendation 1</b>	<i>Collaborative initiatives with relevant academic units at the U of R and U of S</i>	<p>Covid19 prevented collaborative meetings with U of S colleagues</p> <p>A Business Anthrop. course was set up with the School of Business (F 2022), but was cancelled due to low enrolment</p> <p>A member gave an invited guest lecture in Saskatoon (U of S), sponsored by their Department of</p>	<p>The Unit is working towards increased # of cross-listings: Women's and Gender Studies (F 2026 Anth 320AP Sex Radicals); Kinesiology and Health Studies (W 2026 Anth 343 Medical Anthropology)</p> <p>A Unit member co-taught/organized two courses in another department: (S/S 2025 MAP 300AW; S/S 2025 MAP 400AH)</p>	<p>The Unit will continue to build stronger connections with relevant academic units at the U of R and the U of S by:</p> <ol style="list-style-type: none"> <li>1) cross-listing more of our courses with an eye to filling seats reciprocally, rather than competing with neighbouring units</li> <li>2) creating co-teaching and experiential opportunities, such as summer field schools and term-based field trips with other departments</li> <li>3) facilitating formal and informal faculty-based meetings between departments, including speaker series and teach-ins</li> </ol>

		<p>Anthropology (2022).</p> <p>A member is publishing a book with U of R Press (2026) to which the U of S Anthropology Department Head is contributing</p> <p>A Unit member chairs the UR Northern Studies Committee, which quarterly gathers members from MAP, Geo Sciences, and Biology</p> <p>Meetings in Kelowna (2024) and Montreal (2025) between a Unit member and the Head of Department at U of S resulted in new graduate supervisory committees at U of R</p>	<p>4) auditing each other's courses and learning from each other as a form of interdisciplinary continuing education</p> <p>5) meeting annually during national conferences to discuss potential collaborations between U of R and U of S departments and students</p> <p>6) organizing annual Anthropology retreats for declared majors and graduate students with the future goal of including faculty and students from the U of S and other Prairie departments</p>	
<b>Recommendation 2</b>	<p><i>An interdisciplinary graduate program with two or more relevant departments in the Faculty of Arts</i></p>	<p>The Unit currently has 5 Special Case MA students, 3 of whom are in interdisciplinary programs (MAP/English)</p> <p>A Unit member secured SSHRC funding for interdisciplinary research, including graduate research funding</p> <p>The Unit is waiting on further notice from the Dean's Office to about</p>	<p>Given present demand, and following Federal visa restrictions, it is not currently prudent for the Unit to organize a formal graduate program</p> <p>The Unit is actively reviving its Special Case MA and Special Case PhD programs, drawing committee members from relevant departments in the Faculty of Arts and beyond</p> <p>For its recent and current</p>	<p>In lieu of a formal graduate program, the Unit will continue to build out its Special Case MA and PhD programs by:</p> <p>1) applying for external grants that include salary lines for Masters, PhD, and Postdoctoral candidates, including support for undergraduate research experiences</p> <p>2) securing UTF positions in our teaching schedules to help finance primary research within the Humanities and Social Sciences at our institution</p> <p>3) increasingly position multi-year research projects regionally to ease supervision, reduce field costs, raise local research profile, and increase regional program relevance</p>

		plans for graduate program development across departments	MAs and PhDs, the Unit holds connections with The Royal Saskatchewan Museum; faculty in MAP; faculty in Biology; faculty in Philosophy; faculty in English	<p>4) continuing to extend our co-supervision of students with adjacent units, including History (Applied Museum Studies), Film in MAP (Ethnographic Film), Biology (Ethno-Ethology), Philosophy (Sensory Ethnography), and the Royal Saskatchewan Museum (Anthropological Archaeology; Ethno-History; Archival Studies)</p> <p>5) considering opportunities for graduate supervision of candidates via U of R's transnational education pilots for researchers who (due to visa restrictions) cannot come to Regina</p>
<b>Recommendation 3</b>	<i>Investigate different modalities of teaching such as hybrid or highFlex for Anth 100</i>	<p>The Unit is developing with DDLC a Web Anth 100 course to be delivered via CCE, parallel to in-person sections</p> <p>Other DDLC developed courses are in the pipeline, such as the Anthropology of Evil (W 2023)</p>	<p>Most of the Unit's courses continued to be taught in highFlex, following the pandemic. More recently, the need for highFlex has receded</p> <p>In W 2026 the Unit adopted the newly developed DDLC course for Anth 100, which will be used by all faculty, including Sessional hires and UTFs</p> <p>In 2027 a newly developed DDLC course for the Anthropology of Death will be offered by a member of the Unit</p> <p>A new DDLC course is planned for 2028, covering the Anthropology of Heritage Management</p>	<p>The Unit will continue to develop innovative teaching modalities by:</p> <p>1) continuing to develop key courses with the DDLC for online delivery to ensure a streamlined online curriculum</p> <p>2) working with new technologies (e.g. live stream video) on field trips to combine physical and virtual participation outside the class room. A member presented on this at U of R's CTL (W2023)</p> <p>3) expanding the number and relevance of industry-close regional field trips, potentially using recorded elements in online delivery</p> <p>4) continuing to deliver flipped classroom formats that emphasize face-to-face learning processes, including group workarounds</p> <p>5) offering more experiential learning opportunities by combining text-based learning with hands-on-learning</p>

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<p><b>Recommendation 4</b></p>	<p><i>“the heavy commitment to teaching first year courses makes it challenging to deliver senior courses in the program. While the number of Anthropology majors has held somewhat steadier than the number of majors within the Faculty of Arts, attracting and keeping majors should remain a key priority” as well as “students worry about the small number of faculty, and the incidence that the small number has on the roster of courses offered, and on the diversity available to them” (p. 4)</i></p>	<p>The challenge is still real for the Unit. It is currently offering 3-4 300 level courses per year in order to fill them up sufficiently. The Unit runs two 400 level courses per year, with 4-8 students only, because they are mandatory for majors</p> <p>The Anthropology Student Association is now active, hosting “Professor Talks” and planning further activities. Members of the Unit hope that returning to Campus will eventually help to boost our numbers</p>	<p>In coordination with the ADUG, it was decided (Jan 2026), Unit members will offer up to one additional 3XX course per year</p> <p>Most recently, the Unit has added Anth 320AP (2026). The Unit is in the process of adding additional ethnography-focused courses, such as The Anthropology of Science Studies (2027)</p> <p>Unit members teaching 3XX and 4XX level courses advertise with the help of committed students to ensure courses fill (or exceed) minimum required seats</p> <p>The Unit uses its operational budget to support Anthropology Student Society activities (such as regional retreats), which translate to cohort increases and growth in the number of majors</p> <p>Given a hiring freeze, we the Unit is unable to recruit new/additional faculty, but has diversified its teaching base through innovative Sessional hires</p>	<p>The Unit will continue to engage in attracting and retaining larger numbers of majors by:</p> <ol style="list-style-type: none"> <li>1) actively encouraging the formation of stronger cohorts through frequent relation building events put on by the department and the Anthropology Student Association</li> <li>2) identifying ways, including the Unit’s Special Projects Fund, to integrate top students in volunteering positions at national conferences (e.g., CASCA)</li> <li>3) implementing a new undergraduate mentor program, developed by Unit members and graduate students, allowing for career guidance and deeper relationship building</li> <li>4) offering one additional ethnography-focused 3XX course per year where possible, thus broadening the program while reducing reliance on outsourcing and double-listing</li> <li>5) integrating more undergraduate students in faculty and graduate student research through RA-ships and funding lines that are part of external grants</li> <li>6) showing the relevance of anthropology in the workplace by facilitating workshops, excursions, and guest talks via existing and emerging industry contacts</li> </ol>
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<p><b>Recommendation 5</b></p>	<p><i>"If a future faculty line becomes available, the department should consider hiring a researcher with a primary focus in North America, whether on Indigenous issues or other contemporary topics. (...) Perhaps this would also open doors with FNUC or other centres of Indigenous scholarship in Western Canada and beyond"</i> (p.5)</p>	<p>The Unit co-sponsors an ANTH 100 section with the Indigenous Student Centre. An adjunct member of the Unit (based at FNUC) has been instructing the section</p> <p>Once per year, the Unit offers an Ethnography of North America coursework</p> <p>Following the war on Ukraine, one faculty member's research area has shifted from Siberia to the Canadian North</p>	<p>While the Unit would like to hire another regional specialist, its most recent hire actually specializes in North American Ethnography (Inuit Circumpolar Studies)</p> <p>Another recently tenured member specializes in roadside graves and funerary practices in North America</p> <p>In 2024, one member (together with faculty in MAP) facilitated an ethnographic field school for under/graduate students in the Canadian Arctic</p> <p>Most of the Unit's recent or current graduate students (MAs and PhDs) were/are focused on North America (3 in Saskatchewan; 2 in Northwest Territories / Yukon)</p> <p>The majority of prospective graduate students are proposing research to be conducted locally, in the wider Prairies, in North America</p>	<p>In spite of current institutional budgetary constraints, the Unit will continue to develop its North American focus and its collaboration with FNUC and Indigenous communities in Canada by:</p> <ol style="list-style-type: none"> <li>1) continuing to invest time and resources in faculty members' local research and scholarly initiatives, collaboratively with students</li> <li>2) pursuing external grants for research with communities in North America; including in the North American Arctic and the Prairies, incorporating faculty guidance from FNUC</li> <li>3) encouraging the organization and participation in interdisciplinary workshops and guest lectures from FNUC and Anthropology</li> <li>4) aiming for research projects that are not collaborative but "co-led" with Indigenous communities across North America</li> <li>5) continuing to incorporate the Unit's teaching primary data from Unit members' North American ethnographic fieldwork</li> <li>6) aiming to establish an Indigenous Research Methods unit in our Advanced Ethnographic Methods courses</li> </ol>
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