



Date: March 9, 2020

To: Cathy Sandeen, Chancellor

From: John Stalvey, Interim Provost *John RS Stalvey*

Cc: John Petraitis, Interim Dean, College of Arts and Sciences
Clare Dannenberg, Associate Professor; Chair, Department of Anthropology
Ryan Harrod, Associate Professor
Susan Kalina, Vice Provost for Academic Affairs
Claudia Lampman, Vice Provost for Student Success

Re: **AY20 Expedited Program Review Findings – Anthropology BA/BS**

I have reviewed the dean's findings and the completed Expedited Program Review Template for the Anthropology BA/BS. The Provost's Office did not receive an Optional Program Response Form from the program.

Recommendations

My recommendation is to accept the decision and recommendations of the dean with the additional commentary that the program needs to increase class size where pedagogically appropriate. An interim progress report on all recommendations is due to the dean by March 1, 2021. The dean will submit a review along with the program's interim progress report to the provost by April 1, 2021. Unless otherwise noted at that time, the next Program Review will be included in the regular ongoing program review schedule.

Decision

Recommend Continuation



Date: February 21, 2020

To: John Stalvey, Interim Provost

From: John Petraitis, Interim Dean, College of Arts and Sciences

Cc: Clare Dannenberg, Associate Professor; Chair, Department of Anthropology
Ryan Harrod, Associate Professor

Re: AY20 Expedited Program Review Findings

Program/s in this review: Anthropology BA & BS

Specialized accrediting agency (if applicable): None

Campuses where the program is delivered: Anchorage

Members of the program review committee:

Clare Dannenberg, Associate Professor and Department Chair
Ryan Harrod, Associate Professor

Centrality of Program Mission and Supporting Role

UAA's mission is to discover and disseminate knowledge through teaching, research, engagement and creative expression. UAA is committed to serving the higher education needs of the state, its communities and its diverse peoples. It is also committed to instruction at multiple academic levels, success of all students regardless of their higher education goals, and service to the diverse peoples and communities of the state. UAA's core themes are (1) Teaching and Learning, (2) Research, Scholarship and Creative Activity, (3) Student Success, (4) UAA Community, and (5) Public Square. UAA values international and intercultural education, diversity of experiences and perspectives, and the diversity of our unique location in Southcentral Alaska that comes from the Alaska Native peoples of this area.

The College of Arts and Sciences contributes to UAA's mission with a suite of programs that provide, among other things,

1. general education courses for undergraduates in CAS and other Colleges,
2. opportunities for undergraduates to pursue majors in the humanities, social sciences, natural sciences, and the arts, and

3. opportunities for faculty and students to pursue research and creative activities in CAS's academic disciplines,
4. graduate programs for advanced studies.

Given decreased enrollments across UAA and significant budget cuts to CAS, the challenge is to serve UAA's and CAS's missions with only 75% of the funds it had in 2018-2019. CAS's shrinking budget is especially challenging for programs that rely on state financial appropriations through CAS because the programs have a gap between (a) the total costs of everything the program does and needs, and (b) the tuition CAS receives to cover those costs. This describes most programs in CAS: most rely on state appropriates and CAS has 30% less than it had two years ago.

CAS's Department of Anthropology BA and BS contributes to CAS's and UAA's mission by its disciplinary content that easily ties to the history and culture of Alaska generally and Southcentral Alaska in particular, and with faculty whose research focuses on regional issues.

Program Demand (including service to other programs), Efficiency, and Productivity

The number of majors and awards in this program has held relatively steady while college-wide other majors and awards decreased. Although student credits hours have dropped, the program went through curriculum redesign and streamlining so that it is sustainable with the number of students it serves. The program is in the bottom 25% of CAS undergraduate programs in attracting new first-year students, but it ends up at the CAS median (50th percentile) for the number of degrees awarded. One negative trend is the 24% decrease in class size for the Department's 100- and 200-level classes.

Program Quality, Improvement and Student Success

Program faculty proactively revised the curriculum in ways that allows it to serve more students without more faculty or expenses. Many of the courses are now available online, and the faculty have trained in high-quality online delivery.

Program Duplication / Distinctiveness

Although there are differences with UAF's BA/BS in Anthropology, there are overlaps, as well. UAA's program, however, produced about 75% of the Anthropology BA/BS degrees in the UA system in recent years.

Commendations and Recommendations

The program is commended for its resilience and foresight, and adjusting in recent years in ways that allowed it to keep ahead of reduced numbers of students. That good work should continue if UAA's budget continues to decrease. The faculty should also be commended for the hard work they put into their expedited program review submission.

Decision

Continuation. If the Board of Regents approves the deletion of another department that teaches Tier 2 General Education courses in the Social Sciences, and approves the continuation of the Anthropology BA/BS, then Anthropology faculty must be willing to increase the class sizes on the Department's 100- and 200-level general education courses because students will have fewer options and more will need seats in Anthropology courses.

Submission date: February 11, 2020

Program/s in this review: ANTHROPOLOGY BA/BS

Specialized accrediting agency (if applicable): _____

Campuses where the program is delivered: UAA

Members of the program review committee:

- Clare Dannenberg, Chair of Anthropology and Associate Professor of Anthropology, UAA
- Ryan Harrod, Associate Professor of Anthropology, UAA

1. Centrality of Program Mission and Supporting Role (700 words or less)

The Anthropology Department at UAA offers BA and BS undergraduate degrees, as well as a minor in anthropology, providing students with a solid foundation in the four subfields of anthropology: biological anthropology; archaeology; cultural anthropology; and, linguistic anthropology. The BA and BS degree programs have an applied emphasis that focuses on Alaska and the Circumpolar North and provide the foundations of Anthropological theory through lecture-based, hybrid, distance, and community-engaged instruction. Anthropology's pedagogy at UAA is designed to hone critical thinking skills, build research capacity towards investigating social problems, and promote cultural awareness and inclusion.

The Anthropology Department sustains connections both inside and outside of the University. Anthropology's 100- and 200-level GERs since 2013 have accounted for over 50% of SCH outside of the major. Several BA/BS programs rely on Anthropology's curriculum in their majors, including GIS, Natural Science, Health Sciences, and Social Work. Since 2013, Anthropology additionally has partnered with Alaska Native Studies and English Studies, sharing tenure track positions. Anthropology faculty have collaborated with faculty in Health Sciences in shared research initiatives, resulting in co-authored chapters, a co-edited book, and an ensuing grant proposal on homelessness in the Urban Arctic.

Anthropology is concerned with social justice, equity, and issues of diversity and inclusion, and as such has developed an array of courses that are integral to the diversity and inclusion mission of the University. Ten of Anthropology's undergraduate courses have been selected to be included in the Diversity and Inclusion GER education requirements, and our Alaska Native Cultures, Arctic and Subarctic Cultures and Topics in the Contemporary North courses satisfy the Alaska Native GER requirement. Moreover, Anthropology has developed a number of community-engaged/service-learning courses, serving community partners such as Bean's Cafe, United Way, Welcoming Anchorage, and the Anchorage Coalition on Homelessness. Anthropology's program is in direct alignment with the University's commitment to diversity and cultural values.

Our degree programs have broad impact and consistently feed Federal, State, Tribal, Non-profit, and Private (For-profit) Agencies and Institutions. The National Park Service, Smithsonian Institution, Alaska Department of Fish and Game, U.S. Army Corps of Engineers, U.S. Fish and Wildlife Service, U.S. Forest Service, Bureau of Indian Affairs, Alaska Department of Transportation and Public Facilities, Alaska Office of History and Archaeology, Anchorage Museum, Alaska Native Heritage Center, Alaska Native Tribal Consortium, First Alaskans Institute, Arctic Slope Regional Corporation, Southcentral Foundation, Steve Braund Associates, and Cultural Resource Consultants are a few of the agencies and institutions that seek out and hire our graduates. In fact, recently, the National Park Service has initiated a Cooperative Agreement with the Anthropology Department to fund internships for undergraduate and graduate students. Anthropology additionally has Memorandums of Agreements with the Alaska Pribilof Island Association, the Forest Service, and the Alaska Consortium of Zooarchaeologists. Anthropology at UAA is deeply rooted in the social, economic, traditional, and cultural climates of Alaska. Anthropology's faculty work closely with our community agencies to ensure that we are continuing to foster the skills that best advance the agencies' missions and goals.

Anthropologists trained in Alaska issues are of high value to our state, particularly because Alaska has regulations and laws that are unique to its place and peoples. State Agencies and Institutions request our students because they are prepared to move directly into these local jobs. UAA Anthropology students are privileged over qualified job applicants from the lower 48, and local employers consistently contact the department, looking for our graduates to hire.

2. Program Demand (including service to other programs), Efficiency, and Productivity (7 year trend; 1400 words or less)

- **Seven year degree and/or certificate awards trend**

Since 2013, our degree program awards have grown despite waning enrollments and faculty attrition precisely because our faculty is responsive to change, creative in that response, and innovative in curricular design. In 2016, when our degree awards decreased, faculty initiated curriculum change that would center the student experience, concentrate the depth and the breadth of our course offerings, and streamline our program delivery. Since that time, our degree awards have shown increase, with consistent December and May awards granted. Indeed, for 2013 to 2018 (the last year with complete data), our baccalaureate degree awards trendline (when evaluated against overall CAS degree awards) increased. Even including 2019 as a partial year, the trendline is still positive, which will only improve with Fall 2019 graduates.

- **Credits per Degree (Average Credits Earned)**

Our degree award credits also reflect a consistency in our program offerings. Anthropology has streamlined our requirements so that our BA has 45 earned credits and our BS, 51. Our degree offers flexibility that promotes multi-disciplinary awareness in order for our students to meet the standards of our holistic discipline. Our numbers are consistent with programs in the College of Arts and Sciences.

- **Seven year majors or program enrollment trend**

Our majors have overall remained very consistent regardless of the budget and student attrition. For example, in 2017 in particular, Anthropology numbers went up when CAS enrollment was at its lowest. Anthropology majors tend to declare in their sophomore or junior years, many after exposure to our introductory Anthropology GERs. We expect our major numbers to continue to increase as our fall and spring enrollments continue to increase. Looking at our majors in comparison to CAS more generally during the years with complete data (2013-2018), the CAS major trendline declines while the ANTH major trendline increases. Even including the partial year of 2019, the trendline for Anthropology remains relatively steady while CAS as a whole continues to have a marked downward trendline.

- **Course pass rates**

Anthropology's DFW rate ratio is better on average over other departments across the University. An 81% pass rate illustrates attention to student success in our design and implementation of our pedagogy. DFW rates of 19% are also better than average across the University, and in Anthropology, DFW grades tend to correlate with high absenteeism or neglect to complete assigned work. To address DFW concerns, Anthropology faculty are attentive to students who are not meeting the expectations of their classes, and faculty scaffold course material in order to meet individual student needs. Grades in Anthropology are also collected across a variety of assignments (e.g., high and low stakes writing assignments; tests; eportfolio projects; multimedia assignments; community-engaged projects and reports) that attend to differentiated learning styles.

- **Internal demand**

Anthropology has near 1:1 demand from those inside and outside of our major for the lower levels. In relation to majors within the College of Arts and Sciences, Anthropology ranks 12th of 55 programs in enrollment total; 9th

for student credit hours in major; and, 12th for student credit hours outside of major. Our upper level courses have more internal demand, but, notably, a number of students outside of our major still enroll in these upper division courses.

- **Seven year Student Credit Hour (SCH) production trend**

Anthropology's SCH have declined since 2013 parallel to loss of faculty lines. We have fewer faculty and therefore fewer sections available to students. Additionally, Anthropology's highest enrolled section, ANTH A250, Rise of Civilization, lost its status as a College of Arts and Sciences BA/BS requirement in AY 2018-2019. As a result, SCH have reflected this decline with an approximately 10% drop from 2016-2018, despite increased enrollment from ANTH A200, Alaska Native Cultures.

- **SCH/FTEF**

Anthropology's ratio of SCH to FTEF from 2013-2019 reflects the loss of faculty lines and student attrition. Since 2015, Anthropology has lost 2.5 FTEF lines, 2 term and 7 adjunct positions. Despite this trend, Anthropology continues to make money for the University. As of 2019, there is more student demand than Anthropology can provide.

- **Enrollment/full Time Equivalent Faculty (FTEF)**

Anthropology's ratio of Enrollment to FTEF from 2013-2019 again reflects faculty nonrenewal and student attrition; however, this ratio has remained in the range of 200, which suggests a consistent demand for Anthropology despite this attrition.

- **FTES/FTEF**

Anthropology FTES/FTEF is consistent with the drop in both from 2013-2019 and is also in line with the low overall rate of FTES at UAA.

- **Class Size (Average Class Size)**

Anthropology is proactive and has demonstrated flexibility within this period of evaluation with respect to curriculum design, course offerings, and pedagogy. This ability to plan ahead and be innovative accounts for why our class sizes have remained consistent regardless of overall decline of student enrollments at UAA.

- **Cost/SCH**

For each year that Cost/SCH is reported, Anthropology is lower cost overall than the average departmental cost to CAS as a whole.

- **Tuition Revenue/SCH**

Anthropology's tuition revenue per SCH again reflects the department's flexibility as faculty positions have not been filled. Student demand for Anthropology is increasing and investment in faculty positions would enable more sections to be taught.

- **External Demand**

The majority of students who graduate with a degree in Anthropology remain in Alaska either to work or to pursue graduate degrees. Critically, Anthropologists are foundational to the State's land and resource development, conducting work with engineers, surveyors, land development companies, the military, and Alaska

Native Tribes and Corporations, for example. The Bureau of Labor Statistics Occupational Outlook Handbooks lists a 10% (faster than average) job outlook for Anthropology and Archaeology for the next decade. Anthropology's impact is local, and the National Park Service has recently approached the department to fund internships for undergraduate students. At this time, no other external sources provide funding to Anthropology students or to the department.

3. Program Quality, Improvement and Student Success (1500 words or less)

Foreseeing the trend of declining enrollment and budget deficits that prohibited the department to replace faculty who have left, Anthropology set into motion a plan in 2015 to streamline the curriculum and its assessment in such a way as to maximize efficiency while centering student success and maintaining national standards of excellence (e.g., helping students meet Federal job requirements in Archaeology). Our curriculum is primarily offered face-to-face, although faculty in Anthropology have been actively engaged in developing online offerings. As a part of Academic Innovation and e-Learning's Title III Robust Online Learning grant, for example, Anthropology worked to create three master course shells for high-demand GERs. At least four face-to-face courses per semester also have online options for those who prefer distance learning.

Students graduating with a B.A./B.S. in Anthropology are able to:

1. Describe current understandings about human behavior and language, cultural processes, the evolution of humans, biocultural diversity, and trajectories of cultural change.
2. Demonstrate an understanding of theoretical approaches in anthropology, their foundations, and the issues they are designed to address.
3. Explain ethical practice in anthropological research and issues encountered in the discipline.
4. Exhibit proficiency in documenting, evaluating, and communicating anthropological information, including perspectives relevant to Alaska and the Circumpolar North.
5. Apply anthropological methods and techniques to research questions and practical problems.

The Anthropology Baccalaureate program introduces, develops, and assesses the anthropological knowledge and skills reflected in the program outcomes over the course of a student's progression in the program. The course-level tiers provide structure for the development of the expected outcomes as well as critical General Education Requirements. Each level has common course-level student learning outcomes that aim to ensure students acquire the knowledge and skills expected of an anthropology program graduate.

Course offerings at the 200 level develop four-field knowledge in anthropology. All students majoring in anthropology must complete the four core 200-level courses, each emphasizing one of four primary subfields [A202 (Cultural), A205 (Biological), A210 (Linguistic), and A211 (Archaeological)]. For majors, these courses provide the necessary foundations of the field, detailing themes germane to the subfield, and from which upper-division level courses develop further specialization. Non-majors taking the 200-level courses gain insight into social science theories and methods and an appreciation for the distinctive cross-cultural and holistic approach of anthropology.

Emphasis in the 200-level courses is on imparting understanding of terminology, facts, major topics, theories, principles, methods, ethics, and concepts particular to a given subfield. Exams assess the overall breadth of knowledge gained. Hands-on methodological projects expose students to the different methodologies used in the subfields. Written assignments initiate the foundations of anthropological information literacy by preparing students to conduct independent literature reviews and to use topics learned in class to formulate concise, clear expository and/or reflective essays.

In 300-level courses students gain focused and in-depth anthropological knowledge of a particular region or topic (ANTH A390A Arctic and Sub-Arctic Cultures, ANTH A390B World Cultures, and ANTH A390C Comparative Culture Studies). These courses are structured similarly to provide an integrative four-field anthropological view of a specific region or comparative view on a topic. Students gain an understanding of the history of anthropological research, identifying key anthropologists and anthropological works, and highlighting anthropological perspectives on contemporary issues.

These courses also provide a framework for students to contextualize scholarship, including how regions and topics shaped disciplinary practice, as well as consistencies and transformations in professional practice.

In terms of coursework, the 300-level courses are distinguished from 200-level courses by more independent reading (i.e., in addition to those assigned on the syllabus) and independent research. Experiential learning activities are extended outside of the classroom into homework assignments, requiring more individual responsibility in project design, and with communication of findings through writing and class presentations. Critical thinking, reflection, and analysis are emphasized through assignments. Students develop research skills by conducting a problem-oriented, independent research project. They build their information literacy through library- and web-based research, and gain experience with proper citation styles. Students also continue to develop written communication and presentation skills through this exercise.

The 400-level coursework includes the required core course ANTH A410 Anthropological Theory as well as advanced courses in anthropological topics and methods. A410 serves as a capstone course for anthropology majors, exposing them to the theoretical traditions of the discipline. Students choose among topical and methodological electives for the remainder of their coursework. These courses apply anthropological perspectives to specific topics and settings and further develop methodological skills.

Coursework at the 400-level prepares students for the types of responsibilities they will face either in the working world or in graduate studies; namely writing, editing, and researching skills. Our 400-level courses emphasize critical thinking, responsible critique, and the ability to communicate effectively in a variety of formats including small group discussions, subordinate-supervisor communication, abstracts and long papers, and presentations. In methods courses, experiential and (in laboratory courses) experimental education approaches provide students with opportunities to develop skills through real practice. In all courses at the 400 level, students further hone information literacy, written communication, and presentation skills through projects and written assignments that ask students to synthesize and critically analyze sources of information.

Faculty in Anthropology closely monitor student progression through the program and given the ratio of faculty to students, are able to give attention to students on a personal level. Anthropology holds two informal advising sessions per academic year, invites students to celebrate December and May graduates, advises an active Anthropology Club, and offers regular presentations from students, faculty, graduates, and community partners. Through its partnerships with community agencies and at UAF, Anthropology is able to offer students practicums and internship opportunities as well as field school experiences.

Students in Anthropology regularly demonstrate success, with a quarter of our students receiving graduation award honors of Cum Laude, Magna Cum Laude, and Summa Cum Laude. Additionally, we have had a number of undergraduate students who have received undergraduate research awards, community engaged student assistantships, Discovery grants, Consortium Library prizes, and Student Showcase recognition on topics ranging from hunger and homelessness in Anchorage to the significance of cultural practice in the Arctic.

4. Program Duplication / Distinctiveness (300 words or less)

Anthropology, as a discipline, recognizes a significant distinction between academic and applied approaches. By applied here, the discipline is referring to the use of Anthropological techniques, methods, and knowledge to solve human problems. UAA Anthropology is the only four-field, applied program in the State of Alaska. UAA Anthropology is additionally the only program in Alaska that concentrates its teaching and research on issues primarily related to the Circumpolar North. The BA/BS at UAF is also a four-field program but with a global focus, both in terms of curricular content and research. The overlap in the Anthropology programs at UAA and UAF are demonstrated in a few of the introductory courses, specifically at the 100 and 200 levels. At the same time, however, Anthropology at UAA has developed a scaffolded curriculum that ties to both GER and Department outcomes. UAF Anthropology is less structured in the upper division courses. Both of these approaches have benefits and likewise offer quite different student experiences.

5. Summary Analysis (500 words or less)

The Anthropology Department is a lower cost, high impact program that is student-centered and successfully serves the broader mission of the University, particularly in its status as a non-tribal Native serving institution, and the department maintains partnerships with federal, state, tribal, non-profit, and private agencies and institutions. Despite waning numbers of students attending UAA overall, Anthropology's enrollments show an upward trend with a near 1:1 ratio of students inside and outside of the major. In relation to majors within the College of Arts and Sciences, Anthropology ranks 12th of 55 programs in enrollment total; 9th for student credit hours in major; and, 12th for student credit hours outside of major. Our upper level courses have more internal demand, but, notably, a number of students outside of our major still enroll in these upper division courses.

Anthropology shows a consistent positive return on investment in tuition dollars with respect to both UA and to UAA. In the face of fiscal uncertainty, Anthropology has shown itself to be flexible, proactive, and resilient. Anthropology faculty have strengthened and streamlined BA/BS programs and student learning outcomes and assessments, and the students have demonstrated recognition as a result of these changes.

While there is increased student demand for Anthropology, there is also strong external demand for our graduates. Agencies are in continuous contact with the department regarding job opportunities and express strong preference for our undergraduates. Unfortunately, however, Anthropology has reached its saturation point. Anthropology is able to meet the current needs, but will not be able to continue to meet these increasing internal and external demands without enhancement. Currently Anthropology is down 2.5 faculty, 2 term, and 7 adjunct positions since 2015 and has been allotted zero adjuncts and term instructors for the 2019-2020 academic year. A small investment in Anthropology in terms of faculty positions guarantees a yield of a healthy return on that investment. If Anthropology were to obtain one tenure line position, we would be able to increase our SCH by at least 570 in one academic year with a net overall gain. Anthropology is a candidate for enhancement in order to continue to serve the students and the mission of the University.