WSU Five-Year Program Review
Self-Study

Cover Page

Department: Department of Sociology & Anthropology

Program: Anthropology

Semester Submitted: Fall, 2021

Self-Study Team Chair: Ronald L. Holt

Self-Study Team Members: Mark Stevenson, Joanna Gautney, Madeline Mackie, & David Yoder

Contact Information:
Phone: 801-626-6955
Email: rholt2@weber.edu

Brief Introductory Statement

The Weber State University Anthropology Program offers an undergraduate curriculum for students wishing to complete the Anthropology major (B.A. and B.S. degrees offered for the general Anthropology or Archaeology tracks), Anthropology minor, Archaeological Technician Institutional Certificate or Associate of Applied Science degree, or a Bachelor of Integrated Studies emphasis. It also serves students seeking general education credits, or who desire to take Anthropology courses for self-enrichment. Our faculty members are broadly trained to embrace a holistic four-field approach that integrates aspects of archaeology, sociocultural anthropology, biological anthropology, and linguistic anthropology, and serve both on- and off-campus groups that comprise the University community. Anthropology has from its beginnings been a major advocate for intellectual diversity, equity, cultural relativism, and inclusion, and in our commitment to a four-field curriculum, our goal is to apply these foundational principles to an understanding of all facets of human existence.

The program has existed for over 50 years, offering the minor as well as two BIS emphases (general Anthropology and Archaeology), and an active Anthropology Club throughout that period. In the Spring of 2000, the Utah Board of Regents approved the Anthropology Major. As of the Spring of 2021, the WSU Anthropology Program has graduated 182 Majors, an average of 12 people per year.
The program prepares graduates for a variety of career fields through high-impact educational practices such as training in qualitative and quantitative research methods, a new capstone project-based course, internships, an annual summer Archaeology Field School, and summer Study Abroad trips. Program graduates pursue a variety of career paths, including graduate programs in anthropology and other disciplines, and a wide array of careers in the private, public and non-profit sectors (see appended Alumni Career Narratives).

Housed in the recently-renovated Lindquist Hall building, our facilities feature a large (1,700 sq. ft.), well-equipped Archaeology laboratory, and a new biological Anthropology teaching lab, where students are given hands-on learning opportunities in archaeological collections processing, cataloguing and management, forensic and osteological analysis. The laboratories serve as both classrooms and a regional repository that contains numerous teaching collections, analytic equipment, maps, a library, and many museum-quality artifacts. The Field School provides students with training in survey and excavation methods as well as artifact, feature, faunal, floral, and earth materials classification skills, and undergraduate research opportunities.

STANDARD A - MISSION STATEMENT

The overall mission of the Weber State University Anthropology Program is grounded in the disciplinary body of knowledge which provides students with a holistic, comparative understanding of human behavior, human biological and cultural variation across a variety of temporal and geographic scales. The program aims to produce students versed in anthropologically-grounded methods in research, analysis, and interpretation, and a strong sense of anthropology's relevance to the world today. Students are taught to question and examine the significance of beliefs, attitudes and prejudices toward human differences and similarities, and to be informed of the anthropological position of relativism and valuing cultural and biological variation. The program prepares students for a broad range of both public and private sector employment in anthropology-related fields or to enter professional or graduate schools appropriate to their interests.

The Anthropology mission statement corresponds to institutional General Education Learning Outcomes (GELO)and the vision statement and Values statements of the College of Social and Behavioral Sciences. Ongoing assessment of our curriculum is conducted in alignment with the University Mission Statement, our General Education Learning Outcomes, and our program learning outcomes.

Strategic Planning

Our most recent 2021 Strategic Plan Report update (see **APPENDIX J: 2021 Anthropology Strategic Plan Update**) was completed in May, 2021. Since the start of the Covid-19 pandemic, the department has maintained a significant number of in-class offerings as of Fall 2020, while expanding its course delivery options through increased online offerings in a mix of formats (asynchronous, virtual hybrid) which has enhanced our flexibility in meeting students' scheduling needs and constraints. The long-term impact of the ongoing pandemic on student enrollment and course format preferences remains to be seen, but we continue to offer a large number of general education classes in a variety of formats, including four different colleges/ gen ed categories (social science, life science, humanities and diversity). We are also reevaluating our upper division classes to include the addition of content regarding career application of disciplinary knowledge.

We have changed the sequencing of our required courses for majors, and are engaging in advisement outreach to inform declared majors well in advance of their senior year:

- ANTH 4200 Anthropological Theory (Spring - formerly taught Fall)
- ANTH 4300 Anthropological Research Methods (Fall - formerly taught Spring)
- ANTH 4900 Senior Capstone Seminar (Spring) - this will first be taught in Spring 2022. Planning for the capstone class started in 2019, was approved in 2020 and will be offered to the first cohort of students who fall under this new catalog year major requirement.

We are seeing progress in our efforts to expand the range of our four-field course offerings, as recommended in our last 5-year program review. Additional electives and enrollments in our general education ANTH 1040 Biological Anthropology have increased since our hire of Dr. Gautney. We have succeeded in recruiting several well-qualified adjunct instructors to teach Linguistics as outlined in our 2019 strategy. We have also specified linguistic anthropology as a preferred specialty for the new tenure-track position in cultural anthropology beginning in AY 2022-23. We will be changing the number of Linguistic Anthropology from 1040 to 1070 in order to match other Utah universities' numbers.

Student engagement in program activities such as the Anthropology Club has significantly declined since the beginning of the pandemic. Virtually all Lambda Alpha (Anthropology Honorary Society) and alumni events were cancelled due to COVID. We hope to re-engage students in such activities in the coming academic year.

Planned recruitment and outreach to local high schools has not met with interest from local school districts (Davis and Weber school districts); recruitment of potential majors among incoming freshmen remains a challenge since no Utah high schools offer courses in Anthropology. We have created new marketing materials discussed in the 2020 report. They stress the utility of anthropology in the job market as well as for those pursuing graduate degrees, both in academic and professional fields.

Overall, we feel we are on the right trajectory given available resources. Our major goals have not changed, particularly as we continue to develop our ability to address career preparedness of students in our curriculum. In terms of advisement, we continue to work with retention devices such as Starfish and to monitor students' progress towards completion of their degrees.

Strategic Plan Updates

In the near future, our most significant strategic program goal entails enhancing our curricular focus on post-graduate student career preparation, particularly for our General Anthropology Track. This will be based on ongoing and future steps, including the following:

- We have enhanced our high-impact and research-based educational practices through course revisions to ANTH 4300 Anthropological Research Methods (Stevenson), in which students create a comprehensive research proposal using a qualitative mixed methods approach, which focuses on topics in the local community.

- The addition of ANTH 4900 Senior Capstone Seminar (prerequisite ANTH 4300) will allow students to conduct community-based research based on research proposals developed in ANTH 4300.

- We are actively encouraging our students to take internship positions in order to build skills and have better job and graduate school prospects. We recently established new student internship/employment connections with two private archaeological consulting firms-SWCA in Salt Lake City and Montgomery Archaeological Consultants in Moab, and are seeking to diversify internship opportunities for students who are not pursuing the Archaeology Track in the program.

- The elective course ANTH 3500 Advanced Cultural Anthropology is being revised for spring 2022 semester and will focus on applied anthropology.

- The program was recently given permission to hire a tenure-track sociocultural anthropologist to replace Dr. Holt, who will retire at the end of June, 2022. The position description calls for a faculty member with research and expertise in one of several applied research areas, and who will be able to develop multidisciplinary applied, practice-oriented projects in local or regional contexts that involve students.

Standard B – Curriculum

1. **Types of Degrees Offered**: There are four kinds of degrees or emphases and one certificate offered:

    - Anthropology Major (BS/BA) — 39 or 42 credit hours degree, 2-track option in either General Anthropology (39 credit hours) or Archaeology (42 credit hours). (All majors must complete a Minor other than Anthropology).
    - Anthropology Minor (BS/BA) (18 credit hours)
    - Anthropology and/or Archaeology BIS Emphases (18 credit hours)
    - Archaeological Technician Associate of Applied Science (37- 40 credit hours)
    - Archaeological Technician Institutional Certificate (20-21 credit hours)

2. **Numbers and Types of Courses Offered:**

    - 29 different courses offered in the program curriculum, 9 variable-titled (see below).
    - Five courses are General Education courses.
    - Four courses fulfill the WSU Diversity requirement.
    - Four online courses (ANTH 1000 SS/DV, ANTH 1020 LS/DV, ANTH 1040 HU/DV and ANTH 2010 SS/DV) currently exist in the curriculum.
    - Three courses provide high impact, outside-the-classroom learning experiences:
        - ANTH 2950/4950 Anthropological Field Trip (domestic and international)
        - ANTH 3300 - Archaeological Field Techniques
        - ANTH 4890 INT - Internship in Anthropology

3. Curricular Planning & Delivery.

General Education Courses

Our Gen Ed course offerings continue to comprise a significant strength of the program, including courses with four different General Education course attributes, and one High Impact Educational Experience (HIEE) attribute (SUS-sustainability) . These courses are taught by a mix of tenure-track and adjunct faculty, and continue to generate a substantial portion of program enrollment (SCHs). They also are one of the primary means by which students learn about the discipline, and decide to declare majors and minors in anthropology:

- ANTH 1000 Introduction to Anthropology (SS/DV)
- ANTH 1020 Biological Anthropology (LS/SUS/DV)
- ANTH 1040 Language and Culture (HU/DV)
- ANTH 2010 Peoples & Cultures of the World (SS/SUS/DV)
- ANTH 2030 Principles of Archaeology (SS)

Major Field Courses

- We are currently seeking HIEE course attribute designations for several required and elective major field courses in order to better reflect their high-impact learning practices:
    - CRE (Course-Based Research) attribute for ANTH 3300 Archaeological Field Techniques, ANTH 3400 Archaeological Laboratory Techniques, and our new ANTH 4900 Senior Capstone Seminar.
    - INT (Internship) attribute has been added to our ANTH 4830 Readings and/or Projects and ANTH 4890 Internship in Anthropology.
    - In addition, we plan on seeking the new GLB (Global Learning) course attribute to ANTH 3200 Archaeology of Early Civilizations, ANTH 2950/4950 Anthropological Field Trip, and other elective courses in the future.

- Major Field Curricular changes:
    - New capstone course ANTH 4900 Senior Capstone Seminar - to be taught by tenure-track faculty in rotation. In addition to the execution of a capstone project, course content will include rotating lectures on career development, graduate studies, and research opportunities in anthropological subfields represented by our faculty.
    - New elective courses in archaeology:
        - ANTH 4150 (3) Tech Skills in Anthropology;
        - ANTH 3150 (3) Archaeology of the Great Basin.
    - New elective courses in biological anthropology (all are variable title course numbers):
        - ANTH 2990/4990 Human Osteology;
        - ANTH 2990/4990 Forensic Anth;
        - ANTH 2990/4990 Evolutionary Medicine;
        - ANTH 2990/4990 Bones, Bodies and Disease.
    - New elective courses in general anthropology (all are variable title course numbers):
        - ANTH 2990/4990 Hunter Gatherers;
        - ANTH 3600 Contemporary Peoples of Europe;
        - ANTH 3600 Climate Change & Climate Justice (cross-listed with Honors Program).

STUDENT LEARNING OUTCOMES AND ASSESSMENT.

Program Learning Outcomes
Major Courses Curriculum Map

Core Courses in Department/Program	Department/Program Learning Outcomes							
	1	2	3	4	5	6	7	8
ANTH 3100 (3) PREHISTORY OF NORTH AMERICA	H	M	H	L	L	M	M	L
ANTH 3150 (3) ARCHAEOLOGY OF THE GREAT BASIN								
ANTH 3200 (3) ARCHAEOLOGY OF EARLY CIVILIZATIONS	H	M	M	M	L	H	H	L
ANTH 3300 (3-6) ARCHAEOLOGICAL FIELD TECHNIQUES	L	L	M	L	H	M	M	L
ANTH 3400 (3) ARCHAEOLOGICAL LABORATORY TECHNIQUES	L	L	H	L	H	H	H	L
ANTH 3500 (3) ADVANCED CULTURAL ANTHROPOLOGY	H	L	H	H	M	H	H	H
ANTH 3600 (1-3) CULTURE AREA STUDIES	H	L – M	M	L-M	L	H	H	H
ANTH 3900 (3) MAGIC, SHAMANISM, AND RELIGION	H	L	M	M	L	H	H	H
ANTH 4100 (3) ARCHAEOLOGICAL METHOD, THEORY, AND CULTURAL RESOURCE MANAGEMENT	L	M	M	H	H	H	H	L
ANTH 4150 (3) TECH SKILLS IN ANTHROPOLOGY (new course in AY 2017-18)	L	M	H	L	M	H	H	M
ANTH 4200 (3) ANTHROPOLOGICAL THEORY	L	M	H	H	M	H	H	L
ANTH 4300 (3) ANTHROPOLOGICAL RESEARCH METHODS	L	M	M	H	H	H	H	L
ANTH 4900 (3) SENIOR CAPSTONE SEMINAR (new course - 1st taught Spring 2022)	L	L	M	M	H	H	H	M
SOC 3600 (3) SOCIAL STATISTICS	L	L	L	M	H	H	M	L

KEY: LEVEL OF PROGRAM LEARNING OUTCOMES:
L = Low level of the program objective is achieved in the course
M = Moderate level of the program objective is achieved in the course
H = High level of the program objective is achieved in the course

Measurable Program Learning Outcomes

A. *Outcomes must be identified for every undergraduate degree or certificate offered by the program or department. List each credential and the associated outcomes separately.*

Learning Outcomes for the B.A. and B.S. in Anthropology currently consist of the following:

1. Understanding human biological & cultural differences & similarities across time & space
2. Understanding the four fields
3. Proficiency in concepts & terms
4. Knowledge of theory & history
5. Familiarity with research methods
6. Critical thinking & reasoning
7. Speaking, writing & communication
8. Exhibit awareness of anthropological values

B. *If the program has modified, added, or removed program level learning outcomes since the last review, please provide a short narrative that discusses those changes.*
The Anthropology faculty have developed a comprehensive plan to amend the Program Learning Outcomes and the Program Assessment Plan, beginning in Spring 2022. See **Program Assessment Plan** narrative below.

C. Other programs
   a. General Education Outcomes

This program supports General Education in the following area(s)

☐ AI	☐ Comp	☐ IL	☐ QL	
☐ CA	■ HU	■ LS	☐ PS	■ SS
☐ WSU	■ DV			

Pursuant to revisions to the WSU Gen Ed curriculum, our General Education courses have all been revised to include signature assignments which feature the application of disciplinary knowledge to the solution of 'wicked problems' such as climate change (e.g. ANTH 2010 – Stevenson) and human conflict (e.g. Holt ANTH 1000). (see **APPENDIX H: Sample Signature Assignments**).

General Education Learning Outcomes Assessment in the Anthropology Program consists of the following courses and General Education Learning Outcomes:

- ANTH 1000 Introduction to Anthropology (SS/DV)
- ANTH 1020 Biological Anthropology (LS/DV)
- ANTH 1040 Language and Culture (HU/DV)
- ANTH 2010 Peoples & Cultures of the World (SS/DV)
- ANTH 2030 Principles of Archaeology (SS)

In line with Academic Affairs policy, assessment of General Education Learning Outcomes takes place on a biennial cycle. Per guidelines, assessment of Anthropology Gen Ed courses includes the following elements:

1) learning outcome being assessed,
2) method(s) of measurement used,
3) threshold for 'acceptable – that is, the target performance,
4) actual results of the assessment,
5) interpretation/reflection on findings and
6) the course of action to be taken based upon the interpretation, and
7) how that action will be evaluated.

See Appendix G. for result of 2019 Biennial General Education Assessment results.

Provide a brief summary of the program's contribution to supporting, improving, and/or revitalizing the General Education program at WSU:

We continue to offer a large number of general education classes, being one of the few programs to offer General Education courses that span four different disciplinary categories (social science, life science, humanities and diversity).

Several sections of our Gen Ed courses are also currently designated with the SUS (sustainability) course attribute (ANTH 1020 - Gautney and ANTH 2010 - Stevenson). In order to more accurately reflect the topical, high-impact 'added value' of our Gen Ed and upper division courses, the program is planning to seek high impact course attributes for the following:

- SUS designation for all sections of ANTH 1020, ANTH 2010 and possibly ANTH 1000 (Intro to Anthropology), insofar as these courses deal with the interaction of humans and their environments which shapes human biological and cultural evolution and adaptation.

Pursuant to revisions to the WSU Gen Ed curriculum, our General Education courses have all been revised to include **signature assignments** which feature the application of disciplinary knowledge to a variety of topics and 'wicked problems' that are fundamental to the human experience. These assignments are included in **Appendix H** and include:

- ANTH 1000 Introduction to Anthropology (Yoder) - S.A. on the nature of ethnocentrism and cultural relativism, applied to understandings of gender identity.
- ANTH 1000 Introduction to Anthropology (Holt) - S.A. deals with nature of conflict and war in human societies
- ANTH 1020 Biological Anthropology (Gautney) - S.A. on the evolutionary future of the human species.
- ANTH 1040 Language & Culture (Stevenson) - S.A. based on speech ethnography, in which students, in which students analyze a speech event for a better understanding of how human culture and identity is expressed through language.
- ANTH 2010 Peoples & Cultures of the World (Stevenson) - S.A. on climate change as it relates to cultural strategies of adaptation, and how it will impact the future of our society.

Our current general education offerings are highly dependent on our adjunct faculty (7.69 FTE in 2019-2020) vs 19.06 FTE for Full time faculty.) our student faculty ratio is approx. 19-20 to one faculty.

D. **Concurrent Enrollment**
N/A

E. Other interdisciplinary

- ANTH 1040 Language and Culture - incorporated as required course option in Linguistics Minor.
- A cross-listed course in Honors and Anthropology has been offered twice: HNRS 4920/ANTH 3600 Climate Change & Climate Justice.
- Two new courses are offered in Biological Anthropology which regularly draw students from other programs and colleges, including Criminal Justice, Zoology and the College of Health Professions: Human Osteology, Forensic Anthropology and Evolutionary Medicine.
- ANTH 3600 Contemporary Peoples of Europe - course included as part of elective requirements for European Studies Minor.
- Anthropology has been a long-standing component of the Bachelor of Integrated Studies degree, for which students take course which are equivalent to a minor in Anthropology.
- The BA and BS Social Work programs requires ANTH 1000 Intro to Anthropology as part of their Behavioral and Social Science Prerequisites.

Five-year Assessment Summary

[In this section you should provide a summary of your assessment findings and actions since your last program review. Annual assessment reports for each of those years can be found at http://weber.edu/oie/department_results.html. Please be sure to include information from each of the four years prior to this report. If you do have data to report for the last academic year, evidence-of-learning grids can be included in Appendix G.]

As seen in our last biennial assessment, for the majority of our course's students have met the eight learning outcomes established in previous years. In the few cases where our success rates were lower than anticipated, faculty have implemented changes to reach our stated goals. In the spring of 2022 anthropology faculty will be meeting to re-evaluate our assessment strategy and plan on significantly reworking both our learning outcomes and associated assessments (see **Program Assessment Plan** below). This will likely include shifting assessment to a broader portfolio strategy, using research projects and papers as examples of meeting redefined learning outcomes. Such portfolios, projects, and papers will likely be drawn from culminating courses in the program such as ANTH 4900 (Senior Capstone) or ANTH 3400 (Archaeological Laboratory Techniques).

PROGRAM ASSESSMENT PLAN

Assessment results for the General Education portion of the 2019 Biennial Report on Assessment of Student Learning for the Anthropology Program are included below. These courses include ANTH 1000, 1020, 1040, 2010, and 2030. Insofar as the program is completing it's 5-Year Program Review in AY2020-21, the next biennial assessment report will be completed in AY 2022-23.

As outlined in the 2019 Biennial Report on Assessment, the **Proposed Course-specific Assessment Cycle** currently delineates the following assessment schedule for the eight current Anthropology Program Learning Outcomes**:**

- **Spring 2020 – Fall 2022**: Anthropology Program required Upper Division courses – ANTH 4200 (Anthropological Theory), ANTH 4300 (Anthropological Research Methods), ANTH 4900 (Senior Capstone), and SOC 3600 (Social Statistics).
- **Spring 2023 – Fall 2025**: key Archaeology Track required Upper Division courses – ANTH 3200 (Archaeology of Early Civilizations), ANTH 3300 (Archaeological Field Techniques), ANTH 3400 (Archaeological Laboratory Techniques), and ANTH 4100 (Archaeological Method, Theory, and Cultural Resource Management).
- **Spring 2026 – Fall 2027:** the five Anthropology General Education courses (ANTH 1000, 1020, 1040, 2010, and 2030)

After extensive consideration and planning meetings, the Anthropology faculty have outlined a plan to completely revise the Program Assessment Plan moving forward. This decision is based on several factors:

- Some of the eight current program learning outcomes are either vaguely worded and/or are redundant (i.e. Learning Outcomes 3 & 8; 4 & 8).
- Several current outcomes are too broadly-construed and lacking in specificity in relation to the discipline (i.e. Learning Outcomes 6 & 7).
- Some of the learning outcomes in their current form cannot be effectively operationalized to be able adequately assess student knowledge or skills as they progress through the curriculum.
- The current mix of direct and indirect assessment measures for program learning outcomes (see appended 2019 Biennial Report on Assessment of Student Learning) is in need of substantial revision; the program faculty are planning on developing new assessment rubrics in tandem with the revision of program learning outcomes.

The beginning phase of the latest round of upper division course assessments was supposed to take place in 2020, but had been postponed due to the disruptions caused by Covid-19 and a senior faculty retirement (Brooke Arkush). The reformulated Assessment Plan will therefore involve the following steps:

- **Spring 2022** - program faculty will substantially revise the Program Learning Outcomes, and synchronize this with General Education assessment. Assessment rubrics will also be developed for each Program Learning Outcome, as well as the identification of appropriate artifacts from upper-division courses to be assessed.

- **Fall 2022** - program faculty will undertake assessment of both General Education and Program Learning outcomes. Moving forward, the program will synchronize General Education and Program Learning Outcomes assessment on a biennial cycle, assessing two program outcomes per biennial report.

- **Fall 2024** - next round of biennial course assessment (Gen Ed and Program Learning Outcomes).

Assessment of Graduating Students

For purposes of Program Learning Outcomes Assessment, the faculty will revise the course-based assessment model to look at possible alternatives involving a committee process to select and assess artifacts from specific courses (T.B.D., including assignments, projects, student self-assessments), and student-centered summative assessments based on e-portfolios or similar. One potential model involves using the new Folio system which will be implemented by WSU in January in order to have students upload select examples of work from core major field courses, culminating in their capstone projects in ANTH 4900. These artifacts would serve the dual purpose of program outcomes assessment, as well as provide a showcase of academic work, projects and acquired skills which students can continue to access after graduation and share with potential employers.

Neither the Graduation Office or Institutional Research have been able to give us any definitive numbers on the success of our graduates, although we have anecdotal evidence of their successful careers with the anthropology majors and minors and remarkable admissions to good anthropology graduate schools – see **APPENDIX I: Alumni Career Narratives.**

Standard D - Academic Advising

Advising Strategy and Process

All BIS students, Minors and Majors must interview with the Anthropology Coordinator or the Archaeology Program Director. The students are asked to meet with their advisors at least yearly to make sure that they are completing courses in a timely manner and to address any issues that may arise. All professors utilize the program Starfish to help guide students that may be struggling with classes, attendance, and other problems that may occur.

Student enrollment reports are generated each semester to identify majors and minors who are not currently enrolled, and an outreach email is sent to these students to apprise them of upcoming registration deadlines for the following semester, and to urge them to make appointments with a faculty advisor.

In addition, each semester reports are generated which identify students who are near degree completion based on the number of completed credit hours, and are instructed via email to the graduation application process and contact their faculty advisor to initiate their graduation clearance.

Effectiveness of Advising

Students are encouraged by the Program Coordinator to seek advisement from individual faculty based on their interests in the field and post-degree career goals (archaeology, biological anthropology, cultural anthropology, linguistics anthropology). This has proven to be the most effective method of aligning advisement with student goals in terms of elective choices, choice of project topics, and career goals.

Past Changes and Future Recommendations

- Increased implementation of Starfish; addition of specialist faculty in Biological Anthropology, in order to provide guidance for students interested in this area;
- More closely monitoring two tracks (cohorts) in program due to changes in the Banner enrollment management system, which requires students to notify the department which track they will take before they can utilize the Cattracks system.
- Future recommendations: will more closely monitor students' progress in order to ensure proper sequencing of required courses ANTH 4200, 4300, and 4900.

Standard E – Faculty

Programmatic/Departmental Teaching Standards

All Anthropology Program faculty must conform to the official policies that govern instructional activities at WSU. General teaching standards are determined by promotion and peer review policies as set forth in the WSU Policies and Procedures Manual, whereas college-specific teaching standards are entailed in the College of Social and Behavioral Sciences Tenure and Post-Tenure Policies.

Faculty Qualifications

All tenure-track faculty must hold a Ph.D. in Anthropology or Archaeology; all adjunct faculty preferably hold the doctoral degree in one of these two disciplines/fields as well. In exceptional cases, the Anthropology Program will hire adjuncts who are ABD in Anthropology/Archaeology, or who hold a Master's degree in Anthropology/Archaeology.

There are five tenure-track lines in Anthropology. Ron Holt is retiring in Spring 2022, and we have received approval to conduct a nation-wide search to fill his position in Cultural Anthropology. The position is currently listed on the academic employment boards and we will begin reviewing applications on December 15th, 2021. The new faculty hire will officially begin working at WSU on July 1, 2022. All five current faculty members hold Ph.D. degrees in Anthropology; one of them (Ron Holt) is a Full Professor, and the other four (Mark Stevenson, David Yoder, Joanna Gautney, and Madeline Mackie) are Assistant Professors. See the Faculty Summary Table below for additional relevant information. Five adjunct faculty members currently teach in our program; three of them hold PhD. Degrees in Anthropology, two of them hold M.A. degrees in Anthropology. Academic and demographic information on adjunct faculty also appear in the table found under "Diversity of Faculty".

	Tenure/Tenure-track	Contract	Adjunct
Number of faculty with Doctoral degrees	5	0	3
Number of faculty with Master's degrees			2
Number of faculty with Bachelor's degrees			
Other Faculty			
Total	5	0	5

Faculty Scholarship

Full-time Program faculty members have been fairly active in the area of scholarship during the preceding five years, especially considering our heavy teaching loads and committee assignments.

Dr. Joanna Gautney

Peer-Reviewed Publications:

2020 Callister A, **Gautney JR**, Aguilar C., Chan JD, Aguilar D. Effects of Indigenous Diet Iron Content and
Location on Hemoglobin Levels of Ghanaians. *Nutrients*. 12(9), 2710.

2018 **Gautney JR**. New World Paleoenvironments During the Last Glacial Maximum: Implications for Habitable Land Area and Human Dispersal**.** *Journal of Archaeological Science: Reports*. 19:166-176.

Conference Presentations:

2022 American Association of Biological Anthropologists Annual Meetings – Signal Conflict in Hominin
Phylogenetic Reconstruction". Denver, CO (abstract submitted)

2021 American Association of Physical Anthropologists Annual Meetings – "Analyzing Levels of
Character Conflict in Hominin Phylogenetic Reconstruction". Los Angeles, CA. (presentation
abstract accepted, but meeting was cancelled due to COVID-19).

2018 American Association of Physical Anthropologists Annual Meetings – "The relative congruence of
cranial regions and molecular data in hominoid phylogenetic reconstruction". Austin, Texas.

2017 American Association of Physical Anthropologists Annual Meetings – "Hybridization and
reticulation in hominin evolution". New Orleans, Louisiana.

2017 Skeletal Biology in the Carolinas IV – "The relative reliability of cranial regions in reconstructing
hominin phylogenetic relationships". Greensboro, North Carolina.

Manuscripts in Preparation:

Gautney, JR. A New Approach to Exploratory Data Analysis in Hominin Phylogenetic Reconstruction *Journal of Human Evolution*.

Gautney, JR. Pleistocene Paleogeography of Sahul and Implications for Human Migration and Dispersal. *Quaternary Science Reviews.*

Grants and Fellowships:

2021 Higher Education Emergency Relief Fund Grant ($6,500)
2020 Weber State University Hemingway New Faculty Grant ($680.60)
2020 Weber State University Presidential Teaching Innovation Grant ($1,936.92)
2019 Weber State University College of Social and Behavioral Sciences Professional Development Grant ($1,100)

Dr. Ronald L. Holt

Peer-Reviewed Publications**:**

2016 Book Review of A Chemehuevi Song, by Clifford Trafzer for New Mexico Historical Review 91(4).

Papers Presented:

2015 "Human Domain Across the Range of Military Operations," at the Army War College, 6-8.

Manuscripts in Preparation:

Book Manuscript " Counter-Insurgency and Islam," In progress.

"Paiute Lands and the Indian Claims Commission," *Utah Historical Quarterly*, in preparation.

Dr. Madeline Mackie

Peer-Reviewed Publications:

In Press: Kitchel, Nathaniel and **Madeline E. Mackie**. Plants and Subsistence During the Fluted Point Period of the Northeast, *American Antiquity*.

In Press: Koenig, Charles W., David Kilby, Christopher J. Jurgens, Lorena Becerra-Valdivia, Christopher W. Ringstaff, J. Kevin Hanselka, Leslie L. Bush, Charles D. Frederick, Stephen L. Black, Amanda M. Castañeda, Ken L. Lawrence, **Madeline E. Mackie**, and Jim I. Mead. A Folsom-age Bison Butchery Assemblage in Eagle Cave, Texas, and Implications for Early Paleoindian Rockshelter Use. *American Antiquity*.

Accepted Pending Minor Revisions Bird, Darcy, Lux Miranda, Marc Vander Linden, Erick Robinson, Chris Nicholson, R. Kyle Bocinsky, José Capriles, Judson Bird Finley, Eugenia M. Gayo, Adolfo Gil, Jade d'Alpoim Guedes, Julie Hoggarth, Andrea Kay, Emma Loftus, Umberto Lombardo, **Madeline Mackie**, Alessio Palmissano, Steinar Solheim, Robert L. Kelly, and Jacob Freeman. P3k14c - A Synthetic Global Database of Archaeological Radiocarbon Dates, Scientific Data.

2021 **Mackie, Madeline** and Randall Haas. Estimating the Probability of Coincidental Spatial
Associations between Clovis Artifacts and Proboscidean Remains in North America, *Quaternary*
Research, https://doi.org/10.1017/qua.2021.1.

2020 **Mackie, Madeline** E., Todd A. Surovell, Robert L. Kelly, Matthew O'Brien, Spencer Pelton, C. Vance
Haynes, George C. Frison, Robert Yohe, Steve Teteak, Heather Rockwell, and Shannon Mahan.
Confirming a Cultural Association at the at the La Prele Mammoth Site (48CO1401), Converse County, Wyoming, *American Antiquity* 85:554-572, https://doi.org/10.1017/aaq.2020.8.

2019 Zarzycka, Sandra E., Todd A. Surovell, **Madeline E. Mackie**, Spencer R. Pelton, Robert L. Kelly, Paul Goldberg, Janet Dewey, and Meghan Kent. Long Distance Transport of Red Ocher by Clovis
Foragers, *Journal of Archaeological Sciences: Reports* 25:519-529.

2019 Pelton, Spencer R., Rachael Shimek, Brigid Grund, **Madeline E. Mackie**, and Todd A. Surovell. The
Wold Bison Jump (48JO966) and its Relation to the Ancestral Crow on the Northwest Plains. *Plains Anthropologist* 64(249):68-92, https://doi.org/10.1080/00320447.2018.1464369.

Peer-Reviewed Book Chapters:

In Press **Mackie, Madeline E**, Todd A. Surovell, Spencer Pelton, Matthew O'Brien, Robert L. Kelly, George C. Frison, Robert Yohe, Steve Teteak, Beth Shapiro, and Joshua Kapp. Spatial Analysis of a Clovis Hearth Centered Activity Area at the La Prele Mammoth Site, Converse County, Wyoming. Diversity in Open Air Site Structure Across the Pleistocene/Holocene Boundary, eds. Carlson, K.C. and Lee Bement. University of Colorado Press: Boulder.

2021 Surovell, Todd, Spencer Pelton, **Madeline Mackie**, Chase Mahan, Matthew O'Brien, Robert L. Kelly, C. Vance Haynes, and George Frison. The La Prele Mammoth Site, Converse County, Wyoming USA:
Initial Impressions from the First Five Years in Human-Elephant Interactions from Past to Present, eds. Konidaris, G. Tübingen University Press: Tübingen. Link.

Technical Reports:

2018 **Mackie, Madeline E.**, National Register of Historic Places Nomination for the Jameson site
(48JO2), Johnson County, Wyoming. Listed: September 13.

2017 **Mackie, Madeline E.**, Todd Surovell, Robert L. Kelly, Matthew O'Brien, and Spencer Pelton, The
2016 Field Season at the La Prele Mammoth Site, Douglas, Wyoming. Prepared for Quest
Archaeological Research, Southern Methodist University, Dallas, Texas.

2016 **Mackie, Madeline E.**, Todd Surovell, Robert L. Kelly, Matthew O'Brien, and Spencer Pelton, The
2015 Field Season at the La Prele Mammoth Site, Douglas, Wyoming. Prepared for Quest
Archaeological Research, Southern Methodist University, Dallas, Texas.

Manuscripts in Preparation or Under Review:

Under Review Kelly, Robert L., **Madeline E. Mackie**, Erick Robinson, Jack Meyer, Michael Berry, Matthew Boulanger, Brian F. Codding, Jacob Freeman, Carey James Garland, Joseph Gingerich, Robert Hard, James Haug, Andrew Martindale, Scott Meeks, Myles Miller, Shane Miller, Timothy Perttula, James Railey, Ken Reid, Ian Scharlotta, Jerry Spangler, David Hurst Thomas, Victor Thompson, and Andrew White. A New Radiocarbon Database for the Lower 48 States. American Antiquity.

Under Review Pelton, Spencer, **Madeline Mackie**, Robert L Kelly, and Todd Surovell. Accurate Population Proxies Do Not Exist Between 10 and 15 kya in North America, Nature Communications.

Grants:

2020 – 2023 Co-PI, Senior Archaeology Grant, National Science Foundation. Co-PIs: Todd A. Surovell (PI),
Spencer Pelton, Matthew O'Brien, and Robert L Kelly, Title: Human Adaptations to New
Environments (NSF-19-47297, link), $225,814.
2019 June Frison Fund, George C. Frison Institute, Title: Dating the Claypool Mammoth, Washington
County, Colorado, $950.
2019 Co-PI, Tyrrell Fund, George C. Frison Institute, Co-PI: Alex Garcia-Putnam, Title: The Application of
Near-Infrared Imaging in Locating Historic Graves, $770.

2018 Collaborating Student, College of Arts & Sciences FY2019 Interdisciplinary Seed Grant RFP. PIs:
Naomi Ward and Todd Surovell, Co-Collaborating Student: Macy Ricketts, Title: Reconstructing the ancient microbiome of the La Prele Mammoth site, $18,286.
2018 Harry Walts Memorial Graduate Scholarship, Loveland Archaeological Society, $600.
2018 Jason Reher Memorial Fellowship, Department of Anthropology, University of Wyoming, $5,000.
2018 Rhoda Owen Lewis Award, George C. Frison Institute, April 2018, $500.
2018 Co-PI, Fund for Wyoming Archaeology, George C. Frison Institute, Co-PI: Todd A Surovell, Title:
Finding the Bishop Mammoth, $2,000.
2017 Dean's Graduate Scholar, College of Arts and Sciences, University of Wyoming, $2,500.
2017 Jason Reher Memorial Research Fund, University of Wyoming, Title: Experimental Application of
Three-Dimensional Photogrammetry for Lithic Microwear Analysis, $1,438.
2017 Jensen/Robson Doctoral Travel Award, the Wyoming Archaeological Society, Wyoming
Archaeological Foundation, and the Wyoming Association of Professional Archaeologists, $750.
2016 Wyoming Cultural Trust Fund (#212-17-S), Supervisor: Todd A. Surovell, Title: Excavation of a
Wyoming Mammoth Kill Site, $13,000.
2016 June Frison Fund, George C. Frison Institute, Title: Identification of Faunal Remains using Ancient
DNA from the La Prele Mammoth Site (48CO1401) Converse County, Wyoming, $1,000.

Dr. Mark Stevenson

Peer-Reviewed Publications:

2019 **Stevenson, Mark A**. and Denni Cawley. "Ch. 11 Environmental Justice and Activism." In *Air*
Pollution in Utah: Issues and Solutions, edited by H. Crimmel, E. Ewert, and I. Weinbauer, Salt Lake
City: University of Utah Press.

1999. **Stevenson, Mark A**. "Flexible education and the discipline of the market." *International Journal of*
Qualitative Studies in Education, Vol. 12, No. 3, 311-323.

1999. **Stevenson, Mark A**. "German cultural policy and neo-liberal Zeitgeist." *Political and Legal*
Anthropology Review, Vol. 22, No. 2, 64-79.

Professional Presentations:

2021 "The Upward Spiral: Identity and Performance in Uilleann Piping." Online Symposium: Access and
Participation in the Anglo-Irish World, Dundalk Institute of Technology & Newcastle University,
Nov. 18.

2019 "The Piper's Chair: Performance, Tradition and the New Trad Economy." Society for Ethnomusicology 64th Annual Meeting, Bloomington, IN, Nov. 7–10.

2018 "Material Traditions: Artisanal Circuits of Value" as part of a panel titled "Eco-sonicality: Exploring
Political Ecologies of Sound" at the 117th Annual Meeting of the American Anthropological
Association, San Jose, CA. Nov. 14-18.

2017 "Strategic Temporality and the Moral Geography of Climate Change Activism." Society for Applied
Anthropology 77th Annual Meeting (Political Ecology Society), Santa Fe, NM, March 28-April 1.

2016 "Invisible Sun: Sustainability Fields and the Elision of Climate Change." The Royal Anthropological
Institute and British Museum Department for Africa, Oceania and the Americas conference
Anthropology, Weather and Climate Change; London, United Kingdom, May 27-29.

2016 "Digital Tradition and Reimagined Vernacular in Irish Music." Digital Humanities Speaker Series,
Lindquist College of Arts & Humanities, Weber State University, November 11.

Awards and Grants:

2018 Research, Scholarship and Professional Growth Travel Stipend, Weber State University
2017 Hemingway New Faculty Grant, Weber State University

Dr. David Yoder

2020 **Yoder, David**. Prehistoric Fingerprints, Epidermal Ridge Breadth, and the Age of Fremont Figurine Makers. *Journal of California and Great Basin Anthropology* 40(2):205-213.

2019 **Yoder, David**. Archaeological Photography and Illustration. In *Archaeological Laboratory Methods:*

An Introduction, by Mark Q. Sutton and Brooke S. Arkush, pp.283-299. Kendall Hunt Publishing
Company, Dubuque, Iowa.

Other publications:

Interagency Heritage Resources Work Group (**David T. Yoder** editor)
2017 *Utah Archaeology Site Form Manual*. Interagency Heritage Resources Work Group, Salt Lake City, Utah.

Deborah Graham, M.S.

Peer Reviewed Publications:

2019 **Graham, D. D**., and Bethard, J. D. Reconstructing the origins of the Perrins Ledge cremains using
strontium isotope analysis. *Journal of Archaeological Science*: Reports, 24:350 – 362

2016 Pokines, J. T., King, R. E., **Graham, D. D**., Costello, A. K., Adams, D. M., Pendray, J. M., Rao, K., and D.
Siwek. The effects of experimental freeze-thaw cycles to bone as a component of subaerial
weathering, *Journal of Archaeological Science: Reports*, 6:594-602.

Professional Presentations:

2017 **Graham, D. D.**, Costello, A. K., and Brun, K. E. Postcranial Sectioning Points Derived from the Terry Collection for Utility in Sex Estimation in Historical Contexts, Poster presented at the American
Association of Physical Anthropologists annual meeting, New Orleans, LA.

Rusty Keele, M.S.

Professional Presentations:

2016 "Computer History Books Worth Reading". OpenWest.

2016 "Introduction to Haiku Operating Systems". OpenWest.

Dr. Angela Montague

In progress:

Book Manuscript: "Terror in Timbuktu: Tourism and Development in Post-Conflict Mali"

Article/Chapter: "Are we there yet? Representation, Imaginaries, and the Dialectics of Tourism and Development"

Mentoring Activities

New faculty in the Department of Sociology and Anthropology are oriented and all faculty are mentored primarily by the Department Chair and Program Coordinator, with other faculty assuming more informal mentoring roles within the department. There is a good atmosphere of camaraderie in the department that allows for ongoing, open faculty discussions and guidance in teaching, service, and research. The WSU Teaching and Learning Forum is another helpful resource for faculty seeking to improve their instructional skills, be exposed to new pedagogies, and interact with a number of like-minded faculty from across the campus.

Diversity of Faculty

In terms of gender diversity, the WSU Anthropology Program is relatively diverse. At present, among both full-time and adjunct faculty, we essentially have an equal balance of male and female faculty: female full-time faculty members include Joanna Gautney and Madeline Mackie; male full-time faculty members include Ronald Holt, Mark Stevenson, and David Yoder. Female adjunct faculty include Deborah Graham, Lisa McManama-Kearin, and Angela Monteque; male adjunct faculty include Shawn Carlyle and Rusty Keele. In the past four years, the hiring of Joanna Gautney and Madeline Mackie has evened out female representation among full-time faculty. Because all program faculty members are of Euroamerican descent, we are not ethnically diverse and will attempt to address this shortcoming in our upcoming hire.

Name	**Gender**	**Ethnicity**	**Rank**	**Employ-ment Status**	**Highest Degree Attained**	**Years of University Teaching Experience**	**Areas of Expertise**
Ronald Holt	male	Euroamerican	Professor	Full-time, tenured	Ph.D.	46	Cultural Anthropology; Religion; Political Economy; War
Joanna Gautney	female	Euroamerican	Assistant Professor	Full-time, untenured	Ph.D.	10	Biological Anthropology; Human Osteology; Paleoanthropology
Madeline Mackie	female	Euroamerican	Assistant Professor	Full-time, untenured	Ph.D.	9	Archaeology; Paleoindian; Western North American; hunter-gathers.
Mark Stevenson	male	Euroamerican	Assistant Professor	Full-time, untenured	Ph.D.	32	Cultural Anthropology; Europe; Globalization
David Yoder	male	Euroamerican	Assistant Professor	Full-time, untenured	Ph.D.	12	Archaeology; Great Basin

Shawn Carlyle	male	Euroamerican	Adjunct	Part-time; not tenure track	Ph.D.	28	Biological Anthropology; Ancient Native American DNA studies; U.S. Southwest prehistory
Deborah Graham	female	Euroamerican	Adjunct	Part-time; not tenure track	M.S.	6	Biological Anthropology; Forensic Anthropology
Rusty Keele	male	Euroamerican	Adjunct	Part-time; not tenure track	M.A.	2.5	Cultural Anthropology; Linguistic Anthropology
Lisa McManama-Kearin	female	Euroamerican	Adjunct	Part-time; not tenure track	Ph.D.	14	Archaeology; Ancient and Medieval Europe
Angela Montague	female	Euroamerican	Adjunct	Part-time; not tenure track	Ph.D.	11	Linguistic Anthropology

Ongoing Review and Professional Development

Ongoing review of faculty follows the procedures outlined below in Evidence of Effective Instruction. Four of our five full-time faculty are Assistant Professors and have not yet been evaluated for Tenure and Promotion. David Yoder is up for Tenure and Promotion this academic year and anticipates a successful evaluation at all levels of the process. Mark Stevenson and Joanna Gautney have both received successful second and third year reviews. Madeline Mackie is new to our department this year and is not yet eligible for review.

Notices of professional development opportunities (e.g., Research Scholarship & Professional Growth, Hemingway, and Fulbright Grants), teaching seminars, and workshops are shared among the faculty, which have often resulted in teaching improvements and a number of grants and professional opportunities being secured, including several collaborative projects and proposals over the years for both full-time and part-time/adjunct faculty. Projects have been funded at the university, regional, and national levels, sometimes even across disciplinary lines. Faculty are encouraged and supported to take sabbatical leaves and seek professional growth whenever possible. A Faculty Development Endowment Fund was established in the department in 2004-05, with its interest income to be distributed to faculty annually for their professional growth and scholarship needs. The first distribution from this fund was made in Autumn 2005 and has continued through the present.

Use and impact of high impact educational experiences

Many of our courses focusing on archaeology lend themselves particularly well to high impact educational experiences (HIEE) and have been cultivated as such by anthropology faculty. For example, ANTH 3300 (Archaeological Field Techniques) consists of roughly four weeks of hands-on training in technical and methodological archaeology skills. The course is taught in a field setting with students receiving personalized one-on-one instruction from the professor, during which time they interact with a diversity of other students in a challenging environment. As a follow up to this course, students take ANTH 3400 (Archaeological Laboratory Techniques) where they analyze the artifacts they collected during their field work, write a paper on their findings using a discipline specific technical report style, and then present their findings to others. Students' analyses and findings are then incorporated into professional archaeological reports and disseminated to the public. These two classes provide students with many of the key elements of high impact education experiences, including: high performance expectations, deep personal investment and meaningful interactions, quality feedback, reflection and integrative learning, practical application, and demonstration of competence. Many students remark how these courses are a highlight of their educational experience in the archaeology track.

Additionally, we are currently seeking HIEE course attribute designations for several required and elective major field courses in order to better reflect their high-impact learning practices:

- CRE (Course-Based Research) attribute for ANTH 3300 Archaeological Field Techniques, ANTH 3400 Archaeological Laboratory Techniques, and our new ANTH 4900 Senior Capstone Seminar.

- INT (Internship) attribute has been added to our ANTH 4830 Readings and/or Projects and ANTH 4890 Internship in Anthropology.

- In addition, we plan on seeking the new GLB (Global Learning) course attribute to ANTH 3200 Archaeology of Early Civilizations, ANTH 2950/4950 Anthropological Field Trip, and other elective courses in the future.

Evidence of Effective Instruction

i. Regular Faculty

There are several kinds of systematic evaluations of full-time faculty used in the department:

1. Merit Reviews conducted every two years of all faculty by the Department Chair using data provided by faculty members pertaining to teaching, scholarship and service and evaluated according to established College of Social and Behavioral Sciences merit criteria with the results reported to the College Dean;

2. Second Year Reviews of new tenure track faculty made by the Department Chair according to university policy, and with the results submitted to the faculty professional files;

3. Peer Reviews of all faculty (including post-tenure faculty) conducted by an elected department Peer Review Committee, using instruments and procedures developed in the department which measure teaching effectiveness and occurring every two or three years with the results submitted to the faculty professional files in the department and College;

4. Ranking and Tenure Reviews, conducted by the appropriate committees as indicated by institutionally established policy and procedures of the University and College measuring effectiveness in teaching, scholarship and service, with the results maintained in faculty professional files;

5. Student Evaluations of faculty and classes conducted formally in accordance with College and institutional policies and procedures using a standardized instrument developed by the College of Social and Behavioral Sciences and occurring at least one semester per year for all classes taught for all faculty (tenured and non-tenured). Informal student evaluations are also often obtained by individual faculty in their classes.

ii. Adjunct Faculty

According to department policy, adjuncts and part-time faculty must be reviewed by:

1. Student Evaluations for every course taught, using formal instruments developed either by Continuing Education or by the College of Social & Behavioral Sciences, depending on the funding entity;

2. Peer Reviews (identical to that used on full time faculty described above);

3. Program Coordinator classroom reviews conducted every two years; and

4. Annual Employment Reviews of every adjunct as specified by department adjunct policy to be made by the full-time contract faculty for approval of annual reappointment.

Standard F – Program Support
Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of Staff

There is one full-time staff member for the department Belinda McElheny, who has been in this position for 8 years. She received the university's Presidential Outstanding Staff Award in 2018 for her service to the department.

i. Include evidence of ongoing Staff Development

Since September 2016 Belinda McElheny has completed the following trainings:

2016- Project Management Essentials, Intermediate Argos Reporting, Safe@Weber: Supporting Survivors, Building a Safe Campus through Trust and Education

2017-Purple PRIDE- Customer Service Essentials, Applying for a Staff Development Grant, Registrar's Workshop, Understanding People: It's easier than you think

2018- Color Code Interpersonal Skills, Lunch and Learn, Emotional Intelligence 2.0, Cholesterol 101, Leadership Qualities, 2018 Faculty & Staff Update

2019- Sleep from A-Zzz's, De-Stress at Your Desk, PEHP Cooking Demonstration, Become Brand Certified, Celebration of Excellence, Etiquette & Accommodating Disabilities, Curriculog- Curriculum Software Training

2020-Scholarship Nominations System, FERPA Online Training, Staff Changing Lives, Excellence Week Keynote, Announcement App Training for Input Users, 2020 Customer Service Virtual Conference

Adequacy of Administrative Support

The department administration includes the Department Chair, sociologist Huiying Hill, and Program Coordinators for Sociology (Huiying Hill) and Anthropology (Ron Holt). The department also recently formalized a memorandum of agreement for an Archaeological Program Director (David Yoder) that manages the archaeological laboratory, curation space, and archaeological internships/advising. The Department Chair works with the Dean for the College of Social and Behavioral Sciences (Julie Rich) to complete various tasks including budgeting, facilities care, hiring and salary, ranking and tenure, and fundraising as well as institutional administration. Administrative support is appropriate for the program's needs.

Adequacy of Facilities and Equipment

In 2019 the program moved into new office and laboratory spaces in Lindquist Hall. The program has two specialized laboratory spaces, the Biological Anthropology and Archaeological Laboratories in the basement of the building. The Biological Laboratory has a closet for secure storage of teaching collections, while the Archaeological

Laboratory has a curation storage space appropriate for archaeological collections storage. Archaeological field materials are currently stored in a university-owned garage near campus. Beyond these dedicated program spaces, anthropology classes are taught in classrooms across Lindquist Hall, all of which are equipped with computer and projecting systems. Most classrooms are also set up to synchronously broadcast courses.

Each faculty member has a personal computer and office equipment (e.g., copy machine) shared with the Sociology program. For classroom instruction there is a variety of education materials including streaming video, artifacts, replicas, and an increasingly extensive skeletal cast collection. For archaeology, there is specialized field equipment that is used by faculty for student field trainings. Overall, facilities and equipment are adequate.

Adequacy of Library Resources

The Stewart Library is used frequently by students and faculty for research and educational purposes. Library resources include extensive collections of anthropological bound books, journals, and digital collections. There is also an extensive streaming video collection (e.g., Kanopy, Films on Demand) which includes many classic and modern anthropological films. The library also has an efficient Inter Library Loan service which can provide articles and books within a few days of a request. Finally, the dedicated Social Sciences and Music Librarian, Wade Kotter, is an anthropologist. The library resources are adequate for the program.

Standard G - Relationships with External Communities

Description of Role in External Communities

The external communities the Anthropology program most often collaborates with include the United States Department of Agriculture National Resources Conservation Service (NRCS), the Utah National Guard, the Utah Division of State History, the Utah State Historic Preservation Office, the Utah State Archive and Records Service, the Union Station Foundation, Montgomery Archaeological Consultants, and Mountain Arts and Music. These organizations provide internship opportunities for our students, allowing them to gain valuable skills in both the public and private sector. Students are connected to the appropriate external community based on the student's educational and career goals, as well as the focus and needs of the associated organization. Over the last five years we have had 14 students intern with 9 external communities.

Summary of External Advisory Committee Minutes

N/A

Community and graduate Success

Graduates of the Anthropology program continue to find community and career success in the private and public sector. Recent testimonials solicited from a sampling of our graduates demonstrate that they have found careers in medical anthropology, the healthcare industry, as anthropological consultants in the film and television industry, as geographic information systems analysts for private and public institutions, in the environmental and renewable energy sector, as behavioral research analysts for technology companies, project managers in corporate entities, as subcontractors and business owners, as cultural resource managers in the U.S. military, and in numerous other fields. Some of our most recent graduates are working in the private sector for environmental and cultural resource management corporations, as archaeologists for government agencies, and attending MA and Ph.D programs. **See Appendix I. Alumni Career Narratives.**

Standard H – Program Summary
Results of Previous Program Reviews

During the last program review, conducted in 2016-17, the Review Evaluation Team Report made nine recommendations, which are listed in the table below.

Problem Identified / Recommendations	Action Taken / Progress
Allocate one additional tenure-track line specifically to the Anthropology Program.	No action taken due to budget constraints. Three tenure-track hires have been authorized for retirement replacements (Conover, Arkush, Holt), to maintain total faculty count at five tenure-track positions. We hired one archaeologist, one biological anthropologist, and a search is in progress for a cultural anthropologist.
Improve adjunct compensation in consideration of the commitment of its adjuncts in this Program.	No action taken due to institutional budget constraints. As noted in previous program review response, adjunct pay at Weber State University has not changed substantially in the past decade.
Provide funding for faculty study abroad leadership and participation.	Tenure-track faculty who lead Study Abroad Programs receive in-load teaching credit, as has been the case since the Summer of 2016. If a full-time faculty member desires to receive overload teaching remuneration for a Study Abroad trip, then it is built into the overall budget for the trip and the cost passed on to students, which faculty have been reluctant to do in order to make such programs as affordable as possible for students.
Increase the standard amount per faculty member for travel and professional development.	The College of Social & Behavioral Sciences provides a base funding level of $700/year, which has not changed in many years. The department now provides additional funds to each faculty member to increase this amount to $1000.
Develop at least two upper-level courses in biological anthropology to provide a robust learning experience in this field.	With the hire of a tenure-track biological anthropologist, four new upper division electives have been added (see **Curricular Planning & Delivery** above), along

	with addition of a fully-equipped biological anthropology teaching lab, fossil casts and osteological collections.
Seek to enhance the linguistics component of the program by incorporating some aspects of the linguistics minor into the electives list for Anthropology, or, if this cannot be done, it might be appropriate to examine the wisdom of trying to maintain a "four field" anthropology major with only one introductory linguistics course.	With only one tenure-track faculty member available to teach ANTH 1040 (Stevenson), a gen-ed class for which there is high demand, there has been little scheduling leeway to add elective courses in this area. The position description for the current faculty search specifies a degree in linguistic or applied sociocultural anthropology, with the ability to teach ANTH 1040 and upper division courses in linguistics.
Develop assessment procedures and measures that can be administered above and beyond the use of grades on assignments.	The program faculty have developed a plan to substantially revise course-based assessment measures for program learning outcomes, which will also be substantially revised in 2022, and develop more summative assessments (portfolios, etc.) in addition to specific assignments. See **Program Assessment Plan** above for more details.
For the current assessment procedures and measures, develop a statement of learning thresholds for acceptable performance on measures.	Program learning outcomes are in the process of a thorough revision, and as part of the Program Assessment Plan, rubrics for establishing learning thresholds will be developed based on the new learning outcomes. These will be implemented in the next round of assessment in Fall 2022.
Revisit the Mission Statement to ensure that it does, in fact, reflect the priorities that faculty are emphasizing in their courses and the course outcomes.	The program mission statement will be revised in alignment with the revision of program learning outcomes, assessment methods and rubrics. Overall, the faculty have expressed interest in moving learning outcomes and mission towards a more applied focus, emphasizing student career preparedness.

Action Plan Based on Current Self Study Findings

Problem Identified	Action to Be Taken
Enhance student career preparation for academic and non-academic careers through high-impact and/or community-based learning experiences.	The faculty have expressed interest in moving learning outcomes and mission towards a more applied focus, emphasizing student career preparedness. This will be accomplished through existing curriculum, new courses (some to be developed by our new cultural anthropology hire).
Strengthening advisement procedures regarding declaration of majors and required course sequencing.	Increased outreach to potential majors and minors via course enrollment data, and use of institutional data in order to track declared majors and minors in order to ensure timely degree completion.
Enhance opportunities for community-based and applied learning experiences for students.	● Build on existing strong array of opportunities for archaeological, museum-based and related student learning experiences. ● Expand opportunities for student internships through alumni network, collaboration with WSU's Center for Community Engaged Learning. ● Explore opportunities for student involvement in course-based, cross-disciplinary projects with other departments & colleges (e.g. Environmental Science Program).
Maintaining contact with and tracking alumni.	Outreach efforts will be enhanced through social media, panel events, and in utilizing alumni to develop more effective career advisment and possibly internship opportunities.

Action Plan for Staff, Administration, or Budgetary Findings

In the previous Five-Year Program Review, reviewers made four recommendations that would have had direct budgetary/staff/or administrative impacts. Specifically, reviewers recommended that: (1) an additional tenure-track line be added to the department, (2) adjunct compensation should be increased, (3) faculty should receive funding for study abroad leadership and participation, and (4) faculty travel and professional development funds should be increased. In the Faculty Response to the five-year review, we noted that while we may agree with the recommendations, implementing any of these budgetary items are outside of the faculty's purview. Consequently, there have been no action items taken in these areas. The department was able to replace Dr. Rosemary Conover (retired) with a tenure-track biological anthropologist, Dr. Joanna Gautney. Former College of Social and Behavioral Sciences Dean Francis Harrold, an archaeologist by training, joined the department after his retirement from the Dean's position for two years prior to his full retirement in June, 2021. This position was externally funded and did not remain with the program. In the wake of two faculty retirements (Dr. Brooke Arkush - June 2021; Dr. Ron Holt - June 2022), we have been able to maintain current faculty levels through two new tenure-track hires (one position search currently in process), but have not been able to add an additional faculty line.

APPENDICES

Appendix A: Student and Faculty Statistical Summary

(*Note*: Data provided by Institutional Effectiveness.)

Anthropology	2016-17	2017-18	2018-19	2019-20	2020-21
Student Credit Hours Total 1	**10,580**	**10,358**	**10,850**	**10,816**	**8,160**
Anthropology	**5,062**	**5,029**	**5,602**	**6,113**	**4,911**
Sociology	**5,518**	**5,329**	**5,248**	**4,703**	**3,249**
Student FTE Total 2	**352.67**	**345.27**	**361.67**	**360.53**	**272.00**
Student Majors 3 (Anth only)	78	76	81	72	59
certificate and associate	2	2	3	2	1
Program Graduates 4 (Anth only)					
Cert or Associate Degree	0	1	0	0	0
Bachelor Degree	10	10	11	17	2
Student Demographic Profile 5					
Female	57	53	55	57	40
Male	21	23	26	15	19
Faculty FTE Total 6	**18.6**	**17.24**	**18.22**	**19.02**	n/a
Adjunct FTE	7.76	6.68	7.55	**7.69**	n/a
Contract FTE	10.84	10.56	10.67	11.33	n/a
Student/Faculty Ratio 7	**18.96**	**20.03**	**19.85**	**18.96**	n/a

Appendix B: Faculty Profile

Faculty (current academic year)

	Tenure and tenure-track	Contract	Adjunct
Number of faculty with Doctoral degrees	5		3
Number of faculty with Master's degrees			2
Number of faculty with Bachelor's degrees			
Other Faculty			
Total	5		5

Contract/Adjunct Faculty Profile

Name	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Shawn Carlyle	male	Adjunct	Ph.D.	28	Biological Anthropology; Ancient Native American DNA studies; U.S. Southwest prehistory
Deborah Graham	female	Adjunct	M.S.	6	Biological Anthropology; Forensic Anthropology
Rusty Keele	male	Adjunct	M.A.	2.5	Cultural Anthropology; Linguistic Anthropology
Lisa McManama-Kearin	female	Adjunct	Ph.D.	14	Archaeology; Ancient and Medieval Europe
Angela Montegue	female	Adjunct	Ph.D.	11	Linguistic Anthropology

Summary Information (as needed)

Appendix C: Staff Profile

Name	Job Title	Years of Employment	Areas of Expertise
Belinda McElheny	Administrative Specialist II	8	• Assist faculty and students in registration, records, graduation, coursework, and problem solving
			• General office duties including bookkeeping, budgets, creation of pamphlets and fliers, email, event planning, liaison, maintaining records, phones, purchasing, reconciler, scanning, scheduling, scholarship, website management
			• Collection and management of department, program and student data
			• Work with diverse population of students, faculty, staff, and community

Summary Information

Appendix D: Financial Analysis Summary

(This information provided by the Office of Institutional Effectiveness)

Anthropology/Sociology					
Funding	**16-17**	**17-18**	**18-19**	**19-20**	**20-21**
Appropriated Fund	1,099,506	1,217,656	1,188,770	1,357,081	1,424,894
Other: IW Funding from CE	201,700	199,710	208,510	234,420	240,875
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	0	2,863	1,039	1,321	41
Total	$1,301,206	$1,420,229	$1,398,319	$1,592,822	$1,665,810
Student FTE Total	352.7	345.3	361.7	360.5	272.0
Cost per FTE	$3,690	$4,113	$3,866	$4,418	$6,124

Summary Information (as needed)

Appendix E: External Community Involvement Names and Organizations

Name	Organization
National Resources Conservation Service	United States Department of Agriculture
Utah National Guard	Utah National Guard
Utah Division of State History	Utah Division of State History
State Historic Preservation Office	Utah Division of State History
Utah State Archive and Records Service	Utah State Archive and Records Service
Union Station Museums	Union Station Foundation
Montgomery Archaeological Consultants	Montgomery Archaeological Consultants
Mountain Arts and Music	Mountain Arts and Music

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation
Michael Searcy	Associate Professor	Brigham Young University
Chris Hoagstrom	Professor/Zoology	Weber State University

Appendix G: Evidence of Learning Courses within the Major

NA - see narrative above concerning revision of program learning outcomes and assessment plan.

Evidence of Learning: General Education Courses (IMPORT FROM LAST BIENNIAL GEN ED ASSESSMENT)

The following tables comprise the results of the 2019 Biennial General Education Learning Outcomes Assessment. These courses / outcomes will next be assessed in Fall 2022.

TABLE 1- Social Sciences General Education courses: ANTH SS/DV 1000

Evidence of Learning: **Social Sciences General Education courses: ANTH SS/DV 1000 – Introduction to Anthropology, Spring 2019**						
Measurable Learning Outcome	Course-specific measurable outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Students will describe how individuals and groups influence, and are influenced, by social contexts, institutions, physical environments, and/or global processes.	Students will be able to identify how cultural traditions tailor their social organization and economic systems to the environment in which they live.	Measure 1: Three questions on exam four concerning subsistence practices, social contexts, and cultural institutions in relation to the environment and/or global processes.	Measure 1: At least a combined 70% of students will be able to correctly answer three questions concerning subsistence practices, social contexts, and cultural institutions in relation to the environment and/or global processes.	Measure 1: _80__% of students correctly answered the associated questions.	Measure 1: The majority of students understood how groups' subsistence practices, social contexts, and cultural institutions are influenced by the environment and/or global processes.	Measure 1: No curricular or pedagogical changes are needed at this time.
Learning Outcome 2: Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	Students will be able to identify the key anthropological concepts of ethnocentrism and cultural relativism.	Measure 1: One question on exam 1 and one question on exam 3 concerning the key concepts of ethnocentrism and cultural relativism.	Measure 1: At least a combined 70% of students will be able to correctly answer the two questions concerning the key concepts of ethnocentrism and cultural relativism.	Measure 1: _79__% of students correctly answered the associated questions.	Measure 1: The majority of students understand the key anthropological concepts of ethnocentrism and cultural relativism.	Measure 1: No curricular or pedagogical changes are needed at this time.

	Students will be able to identify the key anthropological concepts of enculturation and acculturation.	Measure 2: One question on exam 3 and one question on exam 4 concerning the key concepts of enculturation and acculturation.	Measure 2: At least a combined 70% of students will be able to correctly answer the two questions concerning the key concepts of enculturation and acculturation.	Measure 2: _86__% of students correctly answered the associated questions.	Measure 2: The majority of students understand the key anthropological concepts of enculturation and acculturation.	Measure 2: No curricular or pedagogical changes are needed at this time.
Learning Outcome 3: Students will identify an argument about a social phenomenon and understand alternative explanations.	Students will be able to identify binary and non-binary conceptions of gender.	Measure 1: One question on exam 3 concerning the social phenomenon of gender.	Measure 1: At least a combined 70% of students will be able to correctly answer the question concerning the social phenomenon of gender.	Measure 1: 81__% of students correctly answered the associated question.	Measure 1: The majority of students understood the social phenomenon of gender.	Measure 1: No curricular or pedagogical changes are needed at this time.
	Students will be able to identify multiple forms of marriage relationships practiced by cultures around the world.	Measure 2: Three questions on exam 3 concerning the multiple forms of marriage relationships practiced by cultures around the world.	Measure 2: At least a combined 70% of students will be able to correctly answer the three questions concerning multiple forms of marriage relationships.	Measure 2: __84_% of students correctly answered the associated questions.	Measure 2: The majority of students understood the multiple forms of marriage practiced by cultures around the world.	Measure 2: No curricular or pedagogical changes are needed at this time.

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

Data in this table are derived from _2___ sections of the course, ONE taught by Dr. David Yoder and one by Dr. Ron Holt in the _Spring__ of __2019___.

TABLE 2 - Life Sciences General Education courses: ANTH LS/DV 1020 – Biological Anthropology

Evidence of Learning: **Life Sciences General Education courses: ANTH LS/DV 1020 – Biological Anthropology, Spring 2019**						
Measurable Learning Outcome	Course-specific measurable outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Students will attain a general understanding of human biological and cultural differences and similarities across the world and through time in terms of anthropological descriptions (data) and explanations (theories).	Students will be able to demonstrate learning about a <u>biocultural</u> <u>approach</u> to describing and explaining human similarities, variation, and evolution.	Measure 1: Four questions on Exam Two concerning human biological and cultural differences across the world. These examine modern human biological variation from an evolutionary perspective and how that variation effects cultural practices.	Measure 1: At least a combined 70% of students will be able to correctly answer four questions concerning human biological and cultural differences across the world and how modern human variation impacts cultural practices across space and time.	Measure 1: 77% of students correctly answered the associated questions.	Measure 1: The majority of students understood how modern human biological variation impacts cultural practices across space and time	Measure 1: No curricular or pedagogical changes are needed at this time.
Learning Outcome 2: A student will attain a fundamental understanding of the nature of the four specialized fields within anthropology (archaeology, biological anthropology, anthropological linguistics, and cultural anthropology), and how these interrelate to provide a holistic approach to	Students will be able to identify the relationships among biology, culture, and ecology and how to integrate the knowledge contributed from the 4 fields of anthropology into this holistic perspective.	Measure 1: One quiz containing an essay question and several multiple-choice questions and one question on Exam One concerning integration of the 4-field holistic perspective	Measure 1: At least a combined 70% of students will be able to correctly answer the quiz questions and the question on Exam One	Measure 1: 82% of students correctly answered the associated questions.	Measure 1: The majority of students understand the nature of the holistic 4-field approach to anthropology	Measure 1: No curricular or pedagogical changes are needed at this time.

understanding human differences and similarities across the world and through time.						
Learning Outcome 3: Students will achieve proficiency in basic anthropological concepts and terminology.	Students will be able to define and recognize key concepts and terminology used in anthropology and the life sciences.	Measure 1: Three quizzes containing essay and multiple-choice questions on key concepts and terminology.	Measure 1: At least a combined 70% of students will be able to show ability to command these concepts and terms.	Measure 1: 76% of students correctly answered the associated question.	Measure 1: The majority of students successfully achieved proficiency of the key concepts and terms.	Measure 1: No curricular or pedagogical changes are needed at this time.
Learning Outcome 4: Students will gain a basic knowledge of the processes of theory formation and how various theories have been developed, applied and evaluated throughout the history of the discipline of anthropology.	Students will recognize and demonstrate knowledge of the fundamental issues, theories, challenges, and processes explaining biological variation and evolution derived from such studies as human genetics, primatology, and paleoanthropology.	Measure 1: Two quizzes across the semester pertaining to evolutionary theory and scientific explanations of human variation.	Measure 1: At least a combined 70% of students will be able to answer the quiz questions correctly.	Measure 1 80% of students correctly answered the associated questions.	Measure 1: The majority of students successfully achieved proficiency of evolutionary theory and scientific explanations of human variation.	Measure 1: No curricular or pedagogical changes are needed at this time.
		Measure 2: Three exams across the semester pertaining to evolutionary theory and scientific explanations of human variation.	Measure 2: At least a combined 70% of students will be able to answer the quiz questions correctly.	Measure 2: 75% of students correctly answered the associated question.	Measure 2: The majority of students demonstrated proficiency on evolutionary theory and scientific explanations of human variation.	Measure 2: No curricular or pedagogical changes are needed at this time.
		Measure 3: Three exam study guides across the semester requiring	Measure 3: At least a combined 70% of students will	Measure 3: 82% of students satisfactorily completed the	Measure 3: The majority of students demonstrated proficiency on	Measure 3: No curricular or pedagogical changes are

		students to write explanations of processes underlying biological variation in humans, hominin fossil species, and non-human primates	satisfactorily complete the three study guides.	three study guides.	evolutionary theory and scientific explanations of human variation.	needed at this time.
Learning Outcome 5: Students will be able to demonstrate basic knowledge and skills of anthropological research methods and techniques of analysis.	Students will be able to comprehend the roles of the scientific method used in fieldwork, lab research, and analysis in areas of human genetics, primatology, paleoanthropology, and forensics in describing and explaining human variation and evolution.	Measure 1: Eleven questions on Exam Two pertaining to anthropological research methods and techniques of analysis specific to biological anthropology.	Measure 1: At least a combined 70% of students will answer the exam questions correctly.	Measure 1: 83% of students correctly answered the associated questions.	Measure 1: The majority of students demonstrated proficiency on basic knowledge and skills of anthropological research methods and techniques of analysis.	Measure 1: No curricular or pedagogical changes are needed at this time.
Learning Outcome 6: Students will employ basic abilities in critical thinking and reasoning as applied to anthropological problems and issues.	Students will be able to engage in critical thinking about the paradigm of biological evolution and arguments against biological race and racism.	Measure 1: Two quizzes during the semester with questions pertaining to the fallacy of biological race.	Measure 1: At least a combined total of 70% of students will answer the quiz questions correctly.	Measure 1: 78% of students correctly answered the associated questions.	Measure 1: The majority of students demonstrated proficiency on basic abilities in critical thinking as applied to anthropological problems and issues.	Measure 1: No curricular or pedagogical changes are needed at this time.
Learning Outcome 7: Students will demonstrate a basic ability to write, speak and communicate about anthropological issues.	Students will be able to write about and discuss issues pertaining to biological anthropology.	Measure 1: Three exam study guides across the semester requiring students to write and communicate about anthropological issues.	Measure 1: At least a combined 70% of students will satisfactorily complete the three study guides.	Measure 1: 82% of students satisfactorily completed the three study guides.	Measure 1: The majority of students demonstrated proficiency in communication about anthropological issues.	Measure 1: No curricular or pedagogical changes are needed at this time.

Learning Outcome 8: Students will demonstrate a fundamental awareness of the existence of human prejudice and discrimination (e.g., racism, ethnocentrism, anthropocentrism, sexism), and the anthropological insights and alternatives which value the broad range of human behavior and adaptations.	Students will understand the issues and anthropological arguments against such prejudices as racism, anthropocentrism, sexism, and antievolutionism.	Measure 1: 13 questions on three exams across the semester addressing ethnocentrism and discrimination, and the validity of evolutionary theory.	Measure 1: At least a combined 70% of students will answer the exam questions correctly.	Measure 1: 76% of students correctly answered the associated questions.	Measure 1: The majority of students demonstrated proficiency in understanding of anthropological arguments against prejudice and antievolutionism.	Measure 1: No curricular or pedagogical changes are needed at this time.

ANTH 1020 also fulfills Life Science General Education requirements and complies with the Natural Sciences General Education Program's Mission Statement. Data in this table are derived from sections of the course that were taught by Dr. Joanna Gautney in the Spring of 2019. "ANTH 1020 was assessed against the eight Anthropology Program Learning Outcomes, as a new faculty member, Dr. Joanna Gautney, is now teaching the course. As such, the course has changed. The course also fulfills Life Science General Education requirements and complies with the Natural Sciences General Education Program's Mission Statement.

TABLE 3 - General Education, Humanities Courses - **ANTH 1040 LANGUAGE AND CULTURE | SPRING 2019 | CRN#30965**

Gen Ed Learning Goal Students will:	**Measurable Learning Outcome** Students will demonstrate their understanding by:	**Method of Measurement** Direct and Indirect Measures*	**Threshold**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, or literary	**Learning Outcome 1.** To explore human language in general--its structure, functions, and characteristics as a form of human behavior and	**Measure 1:** Quiz question which gauges understanding concept of linguistic competence, a mental construct which is at the basis of the innate human ability to subconsciously master the systems of a	Ave. performance on quiz question should exceed 70%	**Measure 1:** Ave. performance on question was 91%	**Measure 1** Findings demonstrate strong grasp of concept, given choice of distractors which require understanding difference between subconscious linguistic competence,	**Measure 1:** No curricular or pedagogical changes are needed at this time.

traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines.	communication -- by using comparative data and analyses derived from linguistics.	language (phonological, morphological, syntactic, lexical) Quiz 1: Q4			and empirically observable linguistic performance.	
		Measure 2: Quiz question testing knowledge of significant subdisciplines of linguistics such as historical linguistics. Quiz 2: Q41	Ave. performance on quiz question should exceed 70%	**Measure 2:** Ave. performance on question was 56%	**Measure 2:** Findings demonstrate adequate grasp of concept, but success rate could be stronger. Students asked to identify primary assumption of family tree model of language relationships.	**Measure 2:** Additional class time will be spent on this part of the module in lecture and guided discussion.

GE Learning Goal	**Measurable Learning Outcome**	**Method of Measure.**	**Threshold**	**Findings**	**Interpretation**	**Action Plan**
Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.	To develop an understanding of the field of anthropological linguistics and its approach to understanding human language as embedded in human cultures.	**Measure 1:** Quiz question testing understanding of theoretical assumptions shared within the "Americanist" tradition of linguistic anthropology Quiz 1: Q27	Ave. performance on quiz question should exceed 70%	Ave. performance on question was 61%	**Measure 1:** Students were asked to identify the distractor which was NOT one of the core theoretical assumptions. Findings demonstrate adequate grasp of concept, but success rate could be stronger.	Additional class time will be spent on this part of the module in lecture and guided discussion.
		Measure 2: Quiz question testing understanding of field methods in linguistic anthropology for eliciting data about language communities. Quiz 3: Q28	Ave. performance on quiz question should exceed 70%	Ave. performance on question was 90%	Findings demonstrate strong grasp of concept, given choice of distractors which identify other fieldwork contexts and potential research subjects.	No curricular or pedagogical changes are needed at this time.

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.	To explore the social and cultural roles and connections of language, and to examine language continuity and variation through time, and across geographical and sociocultural contexts and groups.	Measure 1: Speech ethnography paper – students gather data on a speech event and write an extensive analysis of the social interactions observed using Hymes' SPEAKING framework in a 5-page paper	Ave. performance on the assignment should exceed 70%	Ave. performance on writing assignment was 95%	Findings demonstrate strong grasp of analytical framework and application of class concepts to data analysis.	No curricular or pedagogical changes are needed at this time.

Table 4 – Social Sciences General Education Courses: ANTH SS/DV 2010 - Peoples and Cultures of the World

Measurable Learning Outcome	Course-specific Measurable Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Gen ED SS Outcome 1: "Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	Be able to describe how cultural traditions tailor their social organization and economic systems according to the ecosystems in which they live.	**Measure 1:** Short writing assignment (2-3 pgs.) based on comparison of two ethnographies concerning pastoralist cultures, relating adaptive strategies for subsistence to gender roles, marriage practices and sexual division of labor. ***Essay #3***	**Measure 1:** Grades based on application of rubric (included): students will demonstrate ability to compare and contrast cultural variables and relate them to adaptive & environmental constraints. Ave. assignment grade should exceed 70%	**Measure 1:** Ave. performance on assignment was 96%.	**Measure 1:** Findings demonstrate strong grasp of interrelationships between cultural variables and environmental constraints in comparative contexts.	**Measure 1:** No curricular or pedagogical changes are needed at this time.
	Be able to describe how cultural traditions tailor their social organization and economic systems according to the ecosystems in which they live.	**Measure 2:** Short writing assignment (2-3 pgs.) based on comparison of two ethnographies concerning hunter-gatherer cultures, relating adaptive strategies for subsistence to gender roles, marriage practices and sexual division of labor. ***Essay #1***	**Measure 2:** Grades based on application of rubric (included): students will demonstrate ability to compare and contrast cultural variables and relate them to adaptive & environmental constraints. Ave. assignment grade should exceed 70%	**Measure 2:** Ave. performance on assignment was 91%.	**Measure 2:** Findings demonstrate strong grasp of interrelationships between cultural variables and environmental constraints in comparative contexts.	**Measure 2:** No curricular or pedagogical changes are needed at this time.
Measurable Learning Outcome	**Course-specific Measurable Outcome**	**Method of Measurement**	**Threshold for Evidence of Student Learning**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**

Gen ED SS Outcome 2: "Application of concepts, theories, and methods". Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	Be able to define key anthropological concepts such as cultural relativism, enculturation, ethnocentrism, globalization, theories of culture change, and be familiar with ethnographic research methods.	**Measure 1:** Take-home final exam - 5 pg. paper based on analysis of a list of readings on adaptive challenges to global civilization posed by climate change.	**Measure 1:** Grades based on application of rubric (included): students must demonstrate grasp of adaptive, cultural & behavioral challenges posed by climate change; threats & opportunities presented by globalization; propose and justify a likely future outcomes scenario. Ave. assignment grade should exceed 70%	**Measure 1:** Ave. performance on assignment was 94%.	**Measure 1:** Findings demonstrate satisfactory grasp of adaptive, cultural & behavioral challenges posed by climate change; threats & opportunities presented by globalization; proposal and justification of likely future scenarios demonstrates difficulties in conceptualizing abstract socio-cultural, political & economic outcomes in concrete ways	**Measure 1:** No curricular or pedagogical changes are needed at this time.
	Be able to define key anthropological concepts such as cultural relativism, enculturation, ethnocentrism, globalization, theories of culture change, and be familiar with ethnographic research methods.	**Measure 2:** Multiple choice question on 4th quiz – administered in testing centers through Chi-Tester	**Measure 2:** Students should demonstrate understanding of impact of globalization on global cultural diversity and indigenous cultures. Ave. success rate on question should exceed 70%	**Measure 2:** Ave. performance on assignment was 90% (Spring 2017 section only: N=38).	**Measure 2:** Findings demonstrate adequate understanding of impacts of globalization, adaptive value in the preservation of indigenous cultures	**Measure 2:** No curricular or pedagogical changes are needed at this time.

Measurable Learning Outcome	Course-specific Measurable Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Gen ED SS Outcome 3: "Diverse Perspectives" Students will identify an argument about a social phenomenon and understand alternative explanations.	Students will demonstrate knowledge of and be able to critically assess competing explanations for cultural change in complex social systems.	**Measure 1:** Short writing assignment (2-3 pgs.), based on analysis of assigned readings, on causes and theories for civilizational collapse, based on analysis of a case study on the Classic Maya collapse. ***Essay #2***	**Measure 1:** Grades based on application of rubric (included): students will demonstrate knowledge of causes and theories of civilizational collapse. Ave. assignment grade should exceed 70%	**Measure 1:** Ave. performance on assignment was 96%.	**Measure 1:** Findings demonstrate satisfactory understanding of likely and posited scenarios for collapse of complex state systems, including interrelation of ecological and sociopolitical stressors.	**Measure 1**: No curricular or pedagogical changes are needed at this time.
	Students will demonstrate knowledge of and be able to critically assess competing explanations for cultural change in complex social systems.	**Measure 2:** Short writing assignment (2-3 pgs.), based on analysis of assigned readings, on the links between the changing nature of immigration, patterns of cultural and societal integration / assimilation, and processes of globalization. ***Essay #4***	**Measure 2:** Grades based on application of rubric (included): students will demonstrate knowledge of causes and theories of immigration and integration into host societies. Ave. assignment grade should exceed 70%	**Measure 2:** Ave. performance on assignment was 94%.	**Measure 2:** Findings demonstrate adequate grasp of links between the changing nature of immigration, patterns of cultural and societal integration / assimilation, and processes of globalization.	**Measure 2:** No curricular or pedagogical changes are needed at this time.

Data from this table are derived from sections of the course that were taught by Dr. Mark Stevenson in the fall and spring of 2018

TABLE 5 - Social Sciences General Education courses: ANTH SS 2030 – Principles of Archaeology

	Evidence of Learning: **Social Sciences General Education courses: ANTH SS 2030 – Principles of Archaeology**					
Measurable Learning Outcome	Course-specific measurable outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Students will describe how individuals and groups influence, and are influenced, by social contexts, institutions, physical environments, and/or global processes.	Be able to describe how ancient peoples changed, and were influenced by, the physical environment.	Measure 1: One site definition on Exam 1.	Measure 1: At least 70% of students defining the topic correctly.	Measure 1: All students (n=17) scored at least 75% of possible points on a problem concerning ancient volcanism.	Measure 1: The entire class understood completely or near-completely how a Roman era population (at Pompeii, Italy) was impacted by a massive volcanic episode.	Measure 1: No curricular or pedagogical changes are needed at this time.
	Be able to describe how ancient peoples changed, and were influenced by, the physical environment.	Measure 2: Two problems concerning adaptations to marshland and alpine ecosystems on Exam 2.	Measure 2: At least 70% of students will be able to describe evidence for building structures in marshes, and for making clothing suitable for alpine and glacial settings.	Measure 2: 62.5% (10/16) of students scored at least 75% of possible points on a problem concerning ancient houses and foot bridges in England. Similarly, 68.8% (11/16) of them scored 75% or higher on a problem concerning the production of durable, tailored skin clothing in the Italian Alps during the late Neolithic period.	Measure 2: More than 60% of students were either adequately or very familiar with how pre-industrial peoples developed techniques for exploiting the lush resource bases within marshland environments, and how they made specialized clothing for hunting in, and crossing over, alpine and glacial zones.	Measure 2: More in-class time should be devoted to the study of how pre-industrial peoples adapted to permanently wet living areas and seasonal or continual occupation of very cold environments.
Learning Outcome 2: Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	Students will be familiar with contemporary archaeological theory and how some orientations reflect social concerns/movements within our modern society.	Measure 1: One essay problem on Exam 1.	Measure 1: At least 70% of the class will be able to adequately (score at least 70% of possible points) describe a contemporary theoretical school of archaeological thought and how it reflects concerns within contemporary society.	Measure 1: 88.2% (15/17) of students scored at least 70% of possible points in defining post processualism, and in identifying a few of the contemporary social movements/philosophies that have guided this approach to studying the past such as feminism, Marxism, and the societal contributions of ethnic minorities.	Measure 1: Most students were quite familiar with a major theoretical orientation that is especially common among historical archaeologists, as well as those who study pre-literate indigenous groups whose homelands were colonized by Europeans.	Measure 1: No curricular or pedagogical changes are needed at this time.

	Students will be familiar with archaeological research methods for identifying different levels of socio-technic organization.	Measure 2: One short answer problem on Exam 1.	Measure 2: At least 70% of students will be familiar with how archaeologists distinguish between small-scale, decentralized and more complex, centralized socio-political cultural traditions.	Measure 2: 76.5% (13/17) of the class was able to define the Archaic and Classic Stages, and the major economic, social, and political traits that are associated with each.	Measure 2: An acceptable number of students understood how archaeologists infer aspects of ancient socio-political and economic organization from technological and architectural data, as well as habitation site layout, complexity, and size.	Measure 2: No curricular or pedagogical changes are needed at this time.
Learning Outcome 3: Students will identify an argument about a social phenomenon and understand alternative explanations.	Students will be familiar with different perspectives concerning the evolution of technology and intellectual growth among ancestral humans and early humans.	Measure 1: Essay problem on Exam 2.	Measure 1: At least 70% of the class will be familiar with the debate concerning the possible interplay between the development of technology and intellectual growth among hominin and early human populations.	Measure 1: All class members (n=15) scored at least 70% of possible points in discussing the notion of a positive correlation between the evolution of chipped stone tool technologies and increased cognitive skills as well as increased cultural complexity among ancestral human and early human groups.	Measure 1: All students demonstrated an adequate-to-high level of understanding concerning the likelihood that increasingly complex tool traditions from ca. 2.5 million to 20,000 years ago were important factors in the intellectual growth of proto- and early humans, as well as their different levels of group organization and cooperation.	Measure 1: No curricular or pedagogical changes are needed at this time.
	Students will be familiar with various explanations for the origins of agriculture.	Measure 2: Essay problem on Exam 3.	Measure 2: At least 70% of the class will be familiar with more recent explanations for the origins of plant and animal domestication in the Near East.	Measure 2: All class members (n=15) scored at least 73.3% of possible points in correctly identifying the Younger Dryas Cooling Event as a probable major factor in laying the foundations of agriculture in some parts of the Old World, especially in the Near East.	Measure 2: All students demonstrated an adequate-to-high level of understanding concerning how high precision radiocarbon sequences and comprehensive paleoenvironmental data indicate that many pre-Neolithic Near Eastern populations cultivated stands of seed-bearing grasses in valley bottoms as the cool, but dry, Younger	Measure 2: No curricular or pedagogical changes are needed at this time.

					Dryas climatic regime displaced these native plants into higher elevation zones.	

Data in this table are derived from one section of the course that was taught by Dr. Brooke Arkush in the Fall of 2017.

TABLE 6 - Social Sciences General Education courses: SOC 3600 Social Statistics

Course: SOC 3600 Social Statistics Semester taught: 2017 Fall Sections included: 1

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: Understand human biological and cultural differences and similarities across the world and through time in terms of anthropological descriptions (data) and explanations (theories).	This goal/outcome is not a goal of SOC 3600 and was not assessed.					
Learning Outcome2: Understand the nature of the four specialized fields within anthropology (archaeology, biological anthropology, anthropological linguistics, and cultural anthropology), and how these interrelate to provide a holistic approach to documenting human differences	This goal/outcome is not a goal of SOC 3600 and was not assessed.					

and similarities across the world and through time.						
Learning Outcome 3: Be proficient in basic anthropological concepts and terminology.	This goal/outcome is not a goal of SOC 3600 and was not assessed.					
Learning Outcome 4: Know the processes of theory formation and how various theories have been developed, applied, and evaluated throughout the history of the discipline of anthropology.	Learning outcome 4.A: Students will be able to form hypotheses and critically analyze hypotheses.	Measure 1: Five SPSS analysis problems on the final.	Measure 1: Students scored between 0% and 100% on the 5 questions, with an average of 85.6%. 75.0% of students scored 80% or above.	Measure 1: Most students correctly analyzed the data using descriptive and inferential statistics.	Measure 1: No curricular or pedagogical changes needed at this time.	Discuss with other ANTH program faculty these results.
Learning Outcome 5: Be familiar with a variety of anthropological research methods and analytic techniques.	Measure1.: Students will be able to analyze data using descriptive and inferential statistics.	Measure 1: Five SPSS analysis problems on the final.	Measure 1: Students scored between 0% and 100% on the 5 questions, with an average of 85.6%. 75.0% of students scored 80% or above.	Measure 1: Most students correctly analyzed the data using descriptive and inferential statistics.	Measure 1: No curricular or pedagogical changes needed at this time.	Discuss with other ANTH program faculty these results. Will continue to update course materials as needed to keep them current.
Learning Outcome 6: Be able to apply critical thinking and reasoning skills to anthropological problems and issues.	Measure1: Students will be able to select the correct statistical test for the level of measurement.	Measure 1: Five questions on the final exam.	Measure 1: Students answered between 40% & 100% of the questions correctly. Over 80% of students averaged at least 80%.	Measure 1: Most students could correctly select the correct statistical test.	Measure 1: No curricular or pedagogical changes needed at this time.	Results will be discussed with ANTH program faculty.
Learning Outcome 7: Be able to write, speak, and communicate about anthropological issues.	Measure1.: Students will be able to write up analysis of descriptive and inferential statistics from SPSS printouts.	Measure 1: Five SPSS analysis problems on the final.	Measure 1: Students scored between 0% and 100% on the 5 questions, with an average of 85.6%. 75.0% of students scored 80% or above.	Measure 1: Most students correctly analyzed the data using descriptive and inferential statistics.	Measure 1: No curricular or pedagogical changes needed at this time.	Discuss with other ANTH program faculty these results.
Learning Outcome 8: Be aware of human	This goal/outcome is not a goal of SOC					

prejudice and discrimination (e.g., racism, ethnocentrism, sexism, anthropocentrism), and the anthropological insights and alternatives which value the broad range of human behavior and adaptations.	3600 and was not assessed.					

APPENDIX H: Sample Signature Assignments.

ANTH 1000 Introduction to Anthropology
Signature Assignment (Yoder)

Frontline/PBS: Growing Up Trans (1:22:00 min)

Name:
Date:

1. Before watching the film, write a short sentence or two below on what you think it means to be transgender (there's no right or wrong answer, this is just your current understanding).

(~12:00; 25:00; 37:30)
2a. New procedures allow certain drugs to be used in 'off-label' ways to either pause the development of puberty (puberty blockers) or to produce the development of desired physical traits (sex hormone treatments). What are some of the potential issues/problems associated with these treatments for tweens and young teenagers?

2b. What does this mean for the professionals and parents who are exploring these options?

(~22:00; 26:00; 52:00)
3a. As Alex, Ariel, and John transitioned and went to different schools, why would using the bathrooms and locker rooms of the gender they identify with be important to them?

3b. Over the last few years, some state governments have passed 'bathroom bills,' laws that say transgender individuals can only use the public restroom that matches the biological sex assigned to them at birth and cannot use the restroom of the gender they identify and present as. Some argue that these laws are discriminatory and actually put transgender people in physical danger. Why are these laws so important to people on both sides of the issue?

(~22:00; 35:00; 51:00)
4. Why do you think depression or behavioral issues often accompany gender dysphoria?

(~47:00, 54:00; 1:04:00)
5a. Kyle and John have a conversation in which Kyle notes that it seems particularly hard for dads to deal with gender dysphoria and transgender issues. In general, what were some of the differences between most of the fathers' perspectives/attitudes in the film, versus those of the mothers'?

5b. What do you think John means when he says, "Guys aren't really allowed to play with their gender; at all."

(~1:10:30)

6. Isaac Preiss discusses concerns and other thoughts about his transition into a male body, and seems to be questioning some of his decisions. A year later, he refined some of these ideas and wrote the 2015 article *What Makes You Your Gender?* After reading this article, what are some of the main issues Isaac is bringing up?

7. The General Education Big Question for this course is: **"How does ethnocentrism and/or cultural relativism shape our understanding of the world?**"

To help materialize this question you will focus on one specific example: transgender issues. So in effect, you are answering the question: "How does ethnocentrism and/or cultural relativism shape my understanding of human gender and transgender issues?" Your answer should be 2-3 paragraphs in length.

++

ANTH 1020 Biological Anthropology - Signature Assignment
J. Gautney

The signature assignment will be a short essay (4-5 pages double spaced) addressing the course's Big Question:

Given your knowledge of evolutionary processes and humans as biological organisms, what do you think our evolutionary future looks like?

Other than length, this assignment does not have any hard and fast rubric. The only requirement is that you explore what you have learned during this course and use it to answer the prompt. You can take this assignment in any direction you'd like as long as it addresses the question. You **DO NOT** need to cite outside sources; this is not meant to be a research paper, but a personal reflection. However, if do wish to use outside sources, you may absolutely do it. Just make sure that you include a bibliography and cite all of your sources.

Please note that I will be using the TurnItIn software when I grade your papers, so make sure that you are quoting and citing any outside materials appropriately. Plagiarized papers will result in a zero for the assignment.

In the past, this assignment has served as an easy way for students to boost their grade. It is worth the equivalent of an exam in the grade breakdown. The primary ways that students typically lose points are a.) not addressing the prompt, b.) coming in under the required length of 4-5 pages, and c.) plagiarizing their assignment. If you avoid these three pitfalls, chances are you will earn full credit for the assignment.

++

ANTH 1040 Language and Culture
Dr. Mark A. Stevenson

Ethnography of Communication [SIGNATURE ASSIGNMENT]

Sociolinguist Dell Hymes developed the following model to promote the analysis of discourse as a series of speech events and speech acts within a cultural context. One of the tools that Hymes developed was the S.P.E.A.K.I.N.G. model

For this assignment you will write a short ethnography of a speech act / speech event using the SPEAKING model (see below for an example of the speaking model; another version can be found in the O'Grady article "Language in Social Contexts" on the course Canvas page). Length should be approx. 5 pgs. (1" margins, 12 point font) – be sure to be as thorough as possible in writing your analysis.

Select a speech act / speech event in which you will be an observer – a phone call, a conversation (between friends, relatives, etc.), a meeting, an event, a party, etc. Ask me if you're not certain as to whether a particular situation would be suitable. You may also be a participant in the speech event, but ideally you will be an observer, taking notes on specific details.

1. **Recording / permissions.** If possible, make an audio recording of the speech event, but make sure that a) you inform all participants that they are being recorded, and b) ask their permission to make the recording. If anyone is reluctant, then you should either try to take detailed notes instead, or find another speech event to record. DO NOT record anyone without their knowledge or permission!!

2. **Observation Notes.** Following the 8-step SPEAKING model, take detailed Observation Notes during the speech act/speech event which you are recording, covering as many of the eight steps as you can. This is particularly important to capture immediate details which you may not remember later. These will be for your own use once you are writing up your results – you will not have to turn these in.

3. **Methodological Notes**. These relate to your data collection and analysis that impact what you are collecting or how you might analyze your data later. **These will be typed up and included with your paper.** For example, these notes should include:
    1. your relationship to the individuals involved in the speech event;
    2. how you arranged access to the speech event and secured permission to observe & record
    3. your relationship to the physical setting – were you seating amongst your friends, seated among a group of people in a formal event, hanging back or participating, listening in on a phone conversation set on 'speaker,' etc.?
    4. what effects, if any, your presence and/or recording may have had on the speech event? Did it change the nature of the interaction or the way the participants spoke to one another?

4. **Apply the SPEAKING model.** In analyzing your speech event, you will try and supply data for as many of the 8 steps of the SPEAKING model as you can. Not all of them will necessary apply, so you may not have data that pertain to all eight – in that case, briefly explain in your report why that is the case that they don't apply.

5. **Write your report.** The format can vary, but in general you should have one section for each 'step' of the SPEAKING model that you're including in your analysis. One example of a narrative format for such a report can be found here: http://www.cios.org/encyclopedia/ethnography/6sample_study.htm (Links to an external site.)

6. At the end of the paper, include a **Conclusions section** in which you attempt to formulate and answer some questions about the speech event

which answers ALL parts of the following:
- What does your analysis reveal about the roles and sense of identity of the participants in your speech event, in that particular context and/or in their ongoing relationships with one another?
- Refer specifically to concepts from the readings in the Week 8 on Semantics and Pragmatics (Modal Pragmatic Markers, code switching), and Week 10 unit on Language and Gender (De. Tannen on 'genderlects') in your analysis of the speech event you recorded.

Your grade for this assignment will be based on the following:

Use of SPEAKING Model - 70 points
Methodological Notes - 10 points
Conclusion - 20 points

Here are two SAMPLE PAPERS to give you some idea of what type of analysis and structure I'm looking for: note that only ONE of these papers follows the OUTLINE format that I'd prefer you use, but the other paper has an excellent analysis of the Act Sequence of the speech event.

==========

The SPEAKING Model – Dell Hymes

[Source: http://www1.appstate.edu/~mcgowant/hymes.htm (Links to an external site.)]

Sociolinguist Dell Hymes developed the following model to promote the analysis of discourse as a series of speech events and speech acts within a cultural context. It uses the first letters of terms for speech components; the categories are so productive and powerful in analysis that you can use this model to analyze many different kinds of discourse.

- **Setting and Scene**
  "**Setting** refers to the time and place of a speech act and, in general, to the physical circumstances" (Hymes 55). The living room in the grandparents' home might be a setting for a family story.
  Scene is the "psychological setting" or "cultural definition" of a scene, including characteristics such as range of formality and sense of play or seriousness (Hymes 55- 56). The family story may be told at a reunion celebrating the grandparents' anniversary.
  At times, the family would be festive and playful; at other times, serious and commemorative.
- **Participants**
  Speaker and audience. Linguists will make distinctions within these categories; for example, the audience can be distinguished as addressees and other hearers (Hymes 54 & 56). At the family reunion, an aunt might tell a story to the young female relatives, but males, although not addressed, might also hear the narrative.
- **Ends**
  Purposes, goals, and outcomes (Hymes 56-57). The aunt may tell a story about the grandmother to entertain the audience, teach the young women, and honor the grandmother.
- **Act Sequence**
  Form and order of the event. The aunt's story might begin as a response to a toast to the grandmother. The story's plot and development would have a sequence structured by the aunt. Possibly there would be a collaborative interruption during the telling. Finally, the group

might applaud the tale and move onto another subject or activity.

- **Key**
  Cues that establish the "tone, manner, or spirit" of the speech act (Hymes 57). The aunt might imitate the grandmother's voice and gestures in a playful way, or she might address the group in a serious voice emphasizing the sincerity and respect of the praise the story expresses.
- **Instrumentalities**
  Forms and styles of speech (Hymes 58-60). The aunt might speak in a casual register with many dialect features or might use a more formal register and careful grammatical "standard" forms.
- **Norms**
  Social rules governing the event and the participants' actions and reaction. In a playful story by the aunt, the norms might allow many audience interruptions and collaboration, or possibly those interruptions might be limited to participation by older females. A serious, formal story by the aunt might call for attention to her and no interruptions as norms.
- **Genre**
  The kind of speech act or event; for our course, the kind of story. The aunt might tell a character anecdote about the grandmother for entertainment, but an exemplum as moral instruction. Different disciplines develop terms for kinds of speech acts, and speech communities sometimes have their own terms for types.

Source:
Hymes, Dell. *Foundations of Sociolinguistics: An Ethnographic Approach*. Philadelphia: U of Pennsylvania P, 1974.

++

ANTH 2010 Peoples & Cultures of the World
Dr. Mark A. Stevenson

Cultural Adaptation & Climate Change [SIGNATURE ASSIGNMENT]

For this required essay, you will answer ALL parts of the questions at the bottom of this page. Your essay should completely and thoroughly address all parts of the question in detail. Your essay should be approx. 3 pages in length. Be thorough in your answers, or you will lose points!

Be sure to PARAPHRASE and use your own words, be very sparing in your use of direct quotes, and CITE your sources of information (including the text book), using this format: “Dr. Stevenson explained to the class how to avoid plagiarism” (Stevenson, 2015: 1-2). If you are citing a website, just place the URL in parentheses.

If you cite any additional sources to the ones provided below (no Wikipedia entries) apart from the text, you must provide a list of Sources at the end of your paper.

==========

The IPCC (Intergovernmental Panel on Climate Change) released its fifth assessment report (AR5) The Synthesis Report was on Nov. 2, 2014. https://www.ipcc.ch/site/assets/uploads/2018/02/AR5_SYR_FINAL_SPM.pdf The Fifth Assessment Report was meant to pave the way for a global, legally

binding treaty on reducing carbon emissions at the UN Climate Change Conference in Paris that took place in November 2015.

The issue of climate change is one which highlights the challenges and adaptive potential of globalization for our fossil-fuel dependent civilization. The current debates about the validity of climate science, primarily taking place in the U.S. and some European countries, are themselves an interesting manifestation of global culture in the age of instantaneous communication, and the way in which discourse about the meaning and implications of science has become part of the fabric of our civilization.

For the purposes of this essay, however, the intellectual starting point will be the overwhelming scientific consensus that climate change is real, is caused by human activity, and that in the long-term, will pose serious adaptive challenges to our civilization. Nothing dramatically sudden (as in the silly disaster film *The Day After*), but rapid enough that our lifestyles and expectations for the future will change noticeably in our lifetimes. Rapid enough that, as the report indicates, we may now have less than a decade to engage with solutions meaningful enough to avert (at best) the worst-case scenarios for the rest of this century and beyond. In a sense, this renders the topic of **globalization** more acute than ever, implicating all the different facets of our global civilization in both the causes of and possible adaptations to climate change.

Currently, the main strategies in response to climate change identified by national and international organizations (such as the IPCC, national governments, military and intelligence establishments, NGOs and global financial institutions such as the World Bank and the International Monetary Fund), all emphasize a three-pronged approach in terms of how to respond to climate change:

- **Mitigation** – efforts to reduce or prevent emission of greenhouse gases, and to avoid even higher increases in average global temperatures above 2° C, which is the current minimum global 'target.' "Mitigation can mean using new technologies and renewable energies, making older equipment more energy efficient, or changing management practices or consumer behavior. It can be as complex as a plan for a new city, or as a simple as improvements to a cook stove design." (http://www.unep.org/climatechange/mitigation/ (Links to an external site.))

- **Adaptation** (similar to the related concept of **climate resilience**) – how does our civilization adapt to the ongoing effects of climate change that are already unavoidable? The focus here is on approaches which seek to reduce the vulnerability of social and biological systems, and offset the effects of climate change. This concept focuses on the **adaptive capacity** of humans to respond, which is unevenly distributed across countries and regions – e.g. among other things it requires technology and money, which are least available in the poorer, developing regions of the global South which are the most vulnerable to the ongoing effects of climate change.

- **Sustainable Development** – "development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts:

    - the concept of needs, in particular the essential needs of the world's poor, to which overriding priority should be given; and

    - the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs."

      – from *Our Common Future*, also known as the Brundtland Report, from the United Nations World Commission on Environment and Development (WCED), published in 1987.

Many of the readings in this course have focused on indigenous peoples around the world, and these groups are in many ways the most vulnerable to the disruptions already taking place because of climate change, challenging their ability to adapt to environmental change in order to maintain traditional

subsistence patterns and forms of community. At the same time, indigenous cultures offer compelling examples of human adaptation to variable circumstance through traditional forms of knowledge and intimate familiarity with local ecosystems.

ASSIGNMENT INSTRUCTIONS

In 2016, the New York Times published an eight-part series exploring how climate change is displacing people around the world, including indigenous peoples.
https://www.nytimes.com/interactive/2016/multimedia/carbons-casualties.html The articles in the series provide first-hand accounts of climate change impacts from Bolivia, to a Pacific island nation slowly being swallowed by the ocean, to Alaska, China, Africa and the mainland United States.

For this assignment, choose ONE of the articles, and **thoroughly address EACH of the following questions in an essay of approx. 3-4 pgs**. Be sure to provide specific examples for each, and you may also locate and properly cite additional sources if you wish.

1. How has global climate change affected the local climate and geography of the region discussed in your article?
2. How have these changes affected the people living there, and their way of life? 3. How have the people or communities tried to adapt to climate change's effects? Give specific examples.
4. Referring to the eight distinct adaptation processes outlined by Thornton & Manasfi in the table below, explain how the examples you mentioned in #4 illustrate some of the adaptive processes shown in the table below.
5. Do you see any similarities between the effects of and reactions to climate change described in your article and your own community? Explain.

Table 1: Adaptation processes: Overview

Adaptation Process	Description
Mobility	Seasonal movement or permanent migration to avoid risk or in search of better circumstances
Exchange	Flow of material and symbolic goods and services between people
Rationing	Controlling the circulation or consumption of limited or critical resources among members of a group
Pooling	Sharing or linking of assets (wealth, labor, knowledge) across social groups
Diversification	Increasing the variety of food, income production strategies, specialization, etc., to enhance livelihoods
Intensification	Increasing the availability of resources by boosting their yield within a certain space or time
Innovation	New, unplanned method or technique that arises to address a certain need
Revitalization	Organized reconfiguration of ideology and practices to reduce stress and create a more satisfying culture

Thomas F. Thornton and Nadia Manasfi. (2010). Adaptation—Genuine and Spurious Demystifying Adaptation Processes in Relation to Climate Change. *Environment and Society: Advances in Research* 1 (2010): 132–155.

APPENDIX I: Alumni Career Narratives.

L. Alexandra Cummings
803 Elden Street Herndon, VA 20170
Alexandra.Cummings@protonmail.com

Dear Dr. Krovi,

My name is L. Alexandra Cummings, I graduated from Weber State University in 2012 with a dual major in Anthropology and Political Science. I'm writing to you today to express my support for the excellent Anthropology program at WSU and to describe how it has driven my success as an alumnus. I currently live in Washington, DC and work as a Behavioral Research Analyst for Ntrepid, a technology company that serves the national security community. At Ntrepid, I have designed and analyzed international surveys and in-depth interviews with a $1.5 M budget and offered life-saving behavioral analysis on sensitive topics to a range of government agencies. My team and I are currently developing next generation Artificial Intelligence and Machine Learning-based tools. The majority of my teammates are Ivy League trained quantitative researchers with PhDs, but they recognize and deeply respect the methodological rigor and holistic focus instilled in me as a WSU. That respect has allowed me to lead our qualitative research efforts and be an integral voice as we refine our models.

It is important to understand that anthropology majors are not just "anthropologists," which usually requires pursuing a Master's degree in anthropology. Because of our unique training, those with a bachelor's degrees are employed across an array of jobs that work with people in medicine, business, politics, education, forensics, technology, international development, and communications. Previously, when I served as a lobbyist for music teachers I used my anthropological insights to understand the cultures and interests of highly varied Congressional constituencies, which allowed me to build coalitions and secure access to $45 million dollars annually for music education programs via the Every Student Succeeds Act of 2015 (Pub. L. 114–95). I used my ethnographic methods to better understand the needs of survivors of sex and labor trafficking while working at Polaris, and to identify areas of improvement for the National Human Trafficking Hotline.

I have had a diverse and successful career in politics and technology, because my WSU anthropological training set me apart from my peers. WSU's Anthropology is a "four fields" program which provides students training in the four subfields of anthropology: socio-cultural, linguistic, biological, and archeological anthropology. This approach is the most prestigious form of anthropology program and is preferred by graduate schools and employers because four fields trained anthropologists are able to synthesize disparate sets of data to reach more accurate conclusions than a single line of inquiry could provide. Unlike other social science departments, it is vital that specialists of all four subfields are present to ensure that research methods are up-to-date, and to maintain connections that allow our students to enter more specialized graduate programs.

WSU's anthropology program gave me an outstanding academic foundation, despite the program's modest budget and staffing. By the time I graduated, I was able to study all four fields, study abroad in Ireland, Greece, Turkey, Costa Rica, China, and Guatemala, where I produced original research that was selected for publication by the National Conference for Under Graduate Research. Having an anthropology degree from WSU convinced the highly selective Master's of Public Anthropology program at American University to accept my application within a mere 48 hours of submission. Further, the foundational skills I brought to that post-graduate program allowed me to graduate with a 3.89 GPA. My

graduate program advisor specifically requested that I encourage more Weber State students to apply as, "...they clearly have an exceptional program".

As you are probably aware, the behavioral scientists – particularly anthropologists – are being hired en masse by Fortune 500 companies to go beyond "big data" and extract deeper, more enduring meaning than statistics alone can offer. The government, private sector, and non-profits are also increasingly looking for anthropologists. My company has had difficulty filling multiple $85,000 starting salary positions because we must compete with Facebook, Google, Microsoft, Amazon and IBM for anthropological talent. I currently serve on multiple committees for the Washington Association for Practicing Anthropologists and would be happy to discuss the job market for four field trained anthropologists in more detail.

I urge you to recognize the gem of a department that WSU has cultivated and to support them in continuing to be the premier anthropological program in the state. Our alumni are increasingly making names for themselves across the globe, and as our careers mature, we hope to give back and engage with the next generation of Weber State anthropologists. We hope we can count on your support for this remarkable department at a very exciting time to be an anthropology major.

Sincerely,

Laura Alexandra Cummings
Weber State University Alumni, Class of 2012
Behavioral Research Analyst, Ntrepid LLC
202-520-2584

WEBER STATE UNIVERSITY

Mark Stevenson <mstevenson1@weber.edu>

Anthropology

1 message

Rebecca Steed <Rebecca.Steed@hci.utah.edu> Fri, Oct 1, 2021 at 4:46 PM
To: "mstevenson1@weber.edu" <mstevenson1@weber.edu>

Greetings Dr. Stevenson,

I am a WSU Anthropology Alumnus from the class of 2007.
I am a Medical Health Geographer.
My current position is Senior Research Analyst over Geographic Information Systems (GIS) at the Huntsman Cancer Institute, Utah Population Database (UPDB). All spatial-temporal research utilizing the Utah Population Database data crosses my desk for review and analysis. I have had the great pleasure of being the first social scientist to be onboarded as a researchers in-house at the Utah Population Database. I have also had the opportunity to build their state-of-art GIS infrastructure, to manage it, and oversee researchers from all over the world that request the use of the UPDB. If you aren't familiar with the UPDB, here is link: https://uofuhealth.utah.edu/huntsman/utah-population-database/
I also serve on the White House Domestic Policy Partnership group for COVID-19 and have the opportunity to meet and consult with senior White House officials, utilizing NSF funding for waste water testing. Here is one of the papers I have recently published: https://www.sciencedirect.com/science/article/pii/S0048969721039772?casa_token=0-h5PXSI7t0AAAAA:PpY8fR3QwR172sb20GIdb7NOpYabaXyMeDi0jPlOx5PNQpH_SKCLDlJb4dgBkyzGBuQdWv9Jsb73. I am also adjunct for the Geography Department at WSU.

My personal research is 'familial transgenerational disease patterns from environmental exposures'. The field of transgenerational research is dominated by epigenetics and psychology. I see the potential for anthropologists and geographers to lead out in this field as social scientists studying the origins of human evolution and disease phenotypes in modern times. My work utilizes the physical anthropology foundation that Rosemary Conover ingrained in me, combined with geography that I later acquired from Julie Rich.
Here is an abstract from one of my papers: https://ehp.niehs.nih.gov/doi/abs/10.1289/isee.2021.O-LT-085

My degree in Anthropology has been the foundation for the work I am doing currently, and the work I have done since. I am profoundly grateful to Rosemary Conover, Linda Eaton, and Ron Holt for the path they laid for me. I see my Anthropology degree as invaluable.
Here is a link to a local TEDx talk I gave about my research: https://www.youtube.com/watch?v=XYZKmrqMq7Q

Please contact me if I can assist in securing funding for Anthropology at WSU.
Kind regards,

Rebecca Richards Steed BS, BS, MS, Ph.D. Candidate

Senior Research Analyst
Utah Population Database, Huntsman Cancer Institute
2000 Circle of Hope
Salt Lake City, UT 84112

Adjunct Professor, Weber State University
Lindquist Hall Room 350
Ogden, UT 84403
801-774-9393

WEBER STATE UNIVERSITY

Mark Stevenson <mstevenson1@weber.edu>

WSU Anthropology program (Facebook post response)

1 message

Jessica Morehouse <Jessica.Morehouse@edf-re.com> Fri, Oct 1, 2021 at 3:19 PM
To: "mstevenson1@weber.edu" <mstevenson1@weber.edu>

Mark,

I don't think I ever had the pleasure of taking one of your classes, that's a shame. I graduated from WSU with an anthro major in 2012 and I'm happy to share my story and where I am now.

I was a high school dropout in 1995. I obtained my GED shortly after that, but for the next 10 years stalled out. No growth, no direction. I found myself, at the age of 28, a single mother with no means to provide a healthy, safe, and constructive upbringing for my young child. I decided to go back to school and be an example for him. The first course I enrolled in was Intro to Anthro, and just that course – no others. I didn't know if I could be a student again. As it turns out, that course hooked me and I was very capable of going to school full time, working full time and parenting. Anthropology reignited a passion for learning that I forgot I had forgotten about. Emphasis placed on the fact that Intro to Anthro was the reason for me deciding to go back full time and major in Anthopology.

I didn't go back to school for a degree that was pointed at any particular career; anthropology is so broad and relatable to so many things. My career, at that point in time, was working for a local title insurance company and the best case outcome, without an education, was maybe becoming an escrow officer. Now, many people enjoy that career progression, but I knew it wasn't for me. However, once I obtained that degree I found myself poised to be able to make a jump to other fields. I took my education and experience and leaped over to a bank and that was ok for a while. But I knew it wasn't my passion. How did I know that? Because anthro was a passion, and banking definitely did not inspire me in the same way. I did think, for a while, that maybe banking would be ok and got myself an MBA along the way. But still, banking just wasn't doing it for me.

Once I realized banking was not for me, I made a move over into renewable energy development. Here, I found my passion ignited in the same way, and here I find myself daily using skills and knowledge I picked up during that anthropology undergrad degree at WSU. I am known in my company as a "change agent". Why is a culture of change so easy for me to maneuver? Anthropology degree; I observe and study the leadership, management, and down chain teams and I'm able to help them feel safe during change. I'm proud to say that the team of people I manage is one of the most diverse in the company, and I'm growing that team. My team is cohesive and high functioning, despite the fact that they are all remote workers scattered across the country and spanning 4 decades of age differences. I forge partnerships and coalitions between different departments, and help people create processes that work for everyone. I often think about tribal exchange systems and how that applies to the corporate world. Anthropology informs my corporate career, often more than my MBA does.

I am lucky now to be in a career that I love, just as much as I loved getting my undergrad degree in anthropology, and I'm also making quite a bit of money doing it – over six figures annually, and I get to do that living locally here in Ogden, from my home. I'll be able to retire in a few short years. I get to be part of an industry that is geared toward preventing further damage to our planet and climate; I love being a part of that. I really don't think I'd be where I am now if I had a degree in English. (Not that there's anything wrong with English!) My degree in Anthro from WSU is one of my proudest accomplishments, it was the beginning of a wonderful trajectory.

Maybe not the most exciting story, but I can't stress enough how much I value my time with the Anthro dept at WSU and how strongly I would recommend funding for this department not only to maintain but to grow.

For specifics on my career path: https://www.linkedin.com/in/jessica-morehouse-renewable/

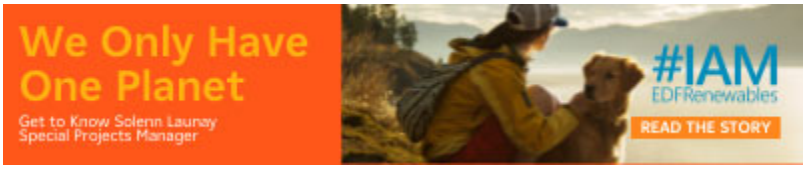
Best Wishes,

Jessica

Jessica Morehouse
Director, US Title

T: (385) 600-4061
M: (801) 941-0705

Jessica.Morehouse@edf-re.com
www.edf-re.com



WEBER STATE UNIVERSITY

Mark Stevenson <mstevenson1@weber.edu>

question

Jaynie Hirschi <jayniesays@gmail.com> Sun, Oct 3, 2021 at 1:30 PM
To: Mark Stevenson <mstevenson1@weber.edu>

Hi Mark,

Absolutely willing to provide any info I can to help the department. I should point out, Anthro wasn't yet a major, so I had to go the BIS route - Anthro, Arch, and English. Just want to make sure that detail won't hinder the effort. But, on to the good stuff…

I am currently the Midwest Region Cultural Resources Subject Matter Specialist for the Air Force Civil Engineer Center at Hill Air Force Base.

The specialized instruction I received from the Weber State University Anthropology Department provided me with a strong foundation to succeed in graduate school and my post-graduate career.

I received a Master of Arts Degree in Anthropology from Colorado State University. I was extremely prepared for graduate-level classes, due to the rigorous teaching methodology of my Weber State Anthropology professors. However, it was the archaeological fieldwork experience at Weber State that directly contributed to multiple job opportunities with various contract archaeological firms and federal agencies, specifically the United States Air Force. Because of my previous archaeological fieldwork experience for the Air Force while a Weber State student, I was hired as the Hill Air Force Base archaeologist. I worked in that position for 13 years before broadening my career to become one of three Air Force regional cultural resources subject matter specialists. In my current position, I provide technical support on legal requirements, tribal consultation, archaeological methodology, etc. to multiple Air Force bases across the country. I credit my career to my amazing professors at Weber State.

_____

I hope this helps and if you need anything else or further details, please let me know.

Jaynie

> On Oct 1, 2021, at 5:56 PM, Mark Stevenson <mstevenson1@weber.edu> wrote:
>
> [Quoted text hidden]

WEBER STATE UNIVERSITY

Mark Stevenson <mstevenson1@weber.edu>

Anthropology

1 message

Paul Draper <Paul@pauldraper.com> Sat, Oct 2, 2021 at 11:15 PM
To: Mark Stevenson <mstevenson1@weber.edu>
Cc: Paul Draper <Paul@pauldraper.com>

Hello Mark,

Thank you for asking me about how an anthropology degree has helped and continues to help in my life path since graduating in 2002 from Weber State University with a B.S. in Anthropology. Immediately following my time at Weber, I chaired panels at the American Anthropological Association national conferences in Chicago and New Orleans where I worked with luminaries in our field who I had recently learned about in anthropological theory books. I also chaired panels at sectional conferences around the country and became a board member of the Society for the Anthropology of Consciousness, of which I am still an active member. Even though a 1st year Social Science degree from Weber State wasn't particularly attractive to Ivy League Anthropology programs that I applied for at the time, I received a lot of interest from graduate humanities programs and finally landed in the Urban Affairs department at the University of Nevada Las Vegas where they provided the most attractive package including a full tuition waver scholarship with housing and they made me an instructor of record for several classes per semester with salary and benefits. I even had my own office. While teaching and studding at UNLV I was interviewed on the History channel for their special *Houdini: Unlocking the Mystery* where they referred to me as an anthropologist, and that special continues to play every October since. This appearance led to my working with Steven Spielberg to host the special features and preshow in theaters around the world for the 25th anniversary rerelease of *Poltergeist* among other projects that listed me in the credits as an anthropologist. I was also asked to advise the Walt Disney Imagineering department on the Hong Kong Disneyland ride *Mystic Manor* when they were looking for an anthropologist with a theatrical background to talk about how different cultures felt about ghost stories and haunted attractions. That attraction is today the most popular one in the Hong Kong Disneyland Park. I have also used my anthropological and theatrical background to working as a casting assistant for a variety of projects with the New York Metropolitan Opera when they have needed talented individuals from a wide range of backgrounds, cultures, and traditions.

Though I have departed from a life as an academic anthropologist and am now primarily known as a speaker and performer, I continue to have a lucrative side business where I work as an applied medical anthropologist and consult with healthcare systems on topics related to company culture, patient/customer experience, leadership training, managing people through times of technological change, and intercultural communication. All the research used in these sessions comes from work as an ethnographer within active healthcare systems. I have worked over 50 days each with major health systems including IHC in Utah, as well as Orlando Heath System, Tallahassee Heath System, Martin Memorial Health system, and Lee Health System all in Florida. My corporate trainings have been included in the offering by Apple, Facebook, HP, Nokia, and other Fortune 100 companies however, I was most honored by being asked on two occasions to speak as a Master Tea Lecturer at Yale University and later being asked to offer a series of lectures at USC on the topic of Anthropology, Magic, and Persuasion.

These days I'm working primarily as a performer and presenter over zoom for corporate and private events, through the pandemic I've presented over 900 shows/lectures for groups including the 15,000 members of the American Academy of Neurology, The membership of the American Society for Neurochemistry, California Society of Health System Pharmacists, and have lectured on the topic of Positive Psychology for Tulane University and the staff of Ochsner Health in New Orleans.

Within the last year I've been featured on the covers of international trade publications for magicians in the UK,

Canada, New Zealand, and the US. Along with this I've received presidential citations from the presidents of both the Society of American Magicians and the International Brotherhood of Magicians. I've also been named a senior faculty member of the most prestigious school for magicians in the world where I recently created and held the world's first *Inclusivity and Diversity in Magic* conference that was featured on NPR and Broadway World news and included magicians who were indigenous, deaf, trans, autistic, and as many representatives as we could find to encompass marginalized groups who identify as women, BIPOC, and LGTBQIA2S+.

Being an anthropologist has helped define my focus, my mindset, my approach, and my unique selling point in all the endeavors of my life.

Feel free to contact me for any follow up questions,

Best,

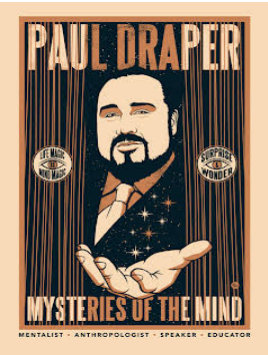
Paul

Paul Draper

801-541-2976

Paul@PaulDraper.com

https://PaulDraper.com



Mysteries of the Mind

Mentalist | Anthropologist | Speaker

801-541-2976

Paul@PaulDraper.com

www.PaulDraper.com

Paul's Monthly Newsletter

WEBER STATE UNIVERSITY

Mark Stevenson <mstevenson1@weber.edu>

WSU Anthropology alumni

1 message

Amelia McCallum <ameliamccallum@mail.weber.edu> Fri, Oct 1, 2021 at 12:06 PM
To: mstevenson1@weber.edu

Good morning!

I saw Alexa's post and wanted to reach out and let you know how my Anthropology degree from WSU has served me in both my personal and professional life.

I graduated in 2011 and since then have used my degree to get promoted at the job I had at the time I graduated (working in warehouse retail management). I was also a Licensed Optician and Clinic manager for several years. Most recently I was able to use my degree to get hired with the federal government. During one of my job interviews the person who hired me actually said that she was overjoyed to hear I had a degree in Anthropology. She said it was a great degree to have any time you're going to be working with people. Which is pretty much always. I couldn't agree more.

I loved my time at Weber State and adored all of the professors. I can't imagine having studied anything else.

Thanks and have a great day!

Amelia McCallum

APPENDIX J: 2021 Anthropology Strategic Plan Update.

Weber State University
2021 Strategic Plan Report (SPR) — UPDATE Form
Cover Page

- Department: Sociology and Anthropology
- Degree Program(s) Addressed in the report: Anthropology
- Date Submitted: 28 May 2021
- Report Author: Ronald L. Holt PhD

- Contact Information:
  - Phone: 801-388-3893 Weber x6955
  - Email: rholt2@weber.edu

SPR UPDATE FORM

As in previous years, the Provost Office is requesting that you complete a Strategic Plan Report this year by answering three general questions: 1) what has changed in your plan (e.g., added or removed goals or strategies), 2) new evidence assessing your goals and strategies, and 3) new resources you need, including supports for implementing the plan.

We further realize that this has not been an optimal year to implement or assess strategic initiatives, but do what you can, and please keep it short, **no more than five pages.** You may outline rather than extensively defend your request for resources (item 3) as those requests will be discussed and prioritized as part of chairs' meetings with Deans over the next few weeks.

Finally, where you can, please align your goals and plans to Academic Affairs strategic objectives, which highlight metrics related to retention and completion, equity and inclusion, and interdisciplinary collaborations. These metrics go beyond the counts of graduates, majors, and SCHs to address ways to support student success in your program and classes and collaborate with other programs and departments. Such metrics may be improving students' completion of lower-division gateway courses, enrolling and/or retaining more underserved students, reaching out to more seniors to promote completion, or exploring new interdisciplinary partnerships.

As always, the Office of Institutional Effectiveness and Institutional Research are available for any data you may need. If you wish, please attach the old strategic plan report to this file. SPR Updates are due **June 1st, 2021.**

1. UPDATES TO EXISTING STRATEGIC GOALS
   a) Discuss the continued relevance of your existing goals and strategies identified in your SPR from last year.
   b) Identify and justify any new goals and strategies you want to add to or remove from the strategic plan.
   c) Address challenges encountered this past year due to COVID-19 or issues or recommendations arising from your Program Review or Biennial Assessment report.

Strategy is about ends and means. Our goals prior to COVID are still relevant but we also have been able to clarify and add to them for 2021.

Anthropology has always been the leading social science for global diversity studies. The vast majority of our classes include cross cultural and global issues, with discussions of race and ethnicity in Biological Anthropology and our introductory course Anthropology 1000; examining global economic and poverty in Applied and Economic Anthropology. We investigate asymmetrical power and its impacts around the world in Political Anthropology. We remain committed to Intellectual diversity of thought, Socratic dialog, and free speech.

On the COVID positive side we have our Capstone class ready to go in the fall of 2021. Planning for the capstone class started in 2019 , was approved in 2020 and is now ready for students to take. We have created new marketing materials discussed in the 2020 report. They stress the utility of anthropology in the job market as well as grad and professional schools. On the COVID negative side we were unable to do any serious alumni events. We approached Davis and Weber school districts concerning our 2020 ideas of outreach but they were not interested, until face to face AP classes resume. This goal remains important since no Utah high schools teach Anthropology. Virtually all Lambda Alpha (Anthropology Honorary Society) and alumni events were cancelled due to COVID but will be resuming in the Fall.

A new possible goal is a community CE Anthropology class: and we plan on offering an international study abroad course every other year with a study in-broad i.e. USA every other year.

2. UPDATES ON DATA FOR GOAL AND STRATEGY ASSESSMENT
   a) Report on any progress towards assessing existing or new goals identified as central to the strategic plan.
   b) In what way do the recently collected assessment data (described in 2a) suggest you are on the right or wrong track to realize goals? Please explain.

In our 2020 Plan we mentioned increasing our emphasis on student tracking and student advising…We followed up and increased student major advising by 25% (measured by student appointments). The quality of advising for the archaeology track and the general anthropology track has been increased (more time spent on careers and graduate school info)and students seem to like a more in-depth approach. The data and the table below suggest that Anthropology has weathered the COVID pandemic rather well considering all the obstacles of the past year.

Category	Academic year 19-20	Academic year 20-21
Number of first majors	98	91
New freshman	17	18
Declared minors	30	27
% of currently enrolled at 90+ credits	33	31
Undergraduate degrees awarded	18	6

COVID has meant a minor decline in Majors and minors; however, new freshmen entering Anthropology is holding steady. (see Appendix A)..We also see that COVID has impacted our student's ability to graduate.
Our graduation rate has remained relatively steady over the past ten years at about 52%.
Out 2020 male female ration is 32% to 59% (9% unclear) and our Latin x students have grown to about 13%.

2. NEW PROGRAM RESOURCES OR STRATEGIC PLAN SUPPORTS
   a) Outline your request for new resources based on your strategic plan (do not include details itemizing requests which will be part of the college prioritization process)
   b) Request any additional data or other supports for your strategic planning process.

   Request at least $3092 in new computer hardware and software to support new archaeologist's research into Paleolithic and Clovis hunter/gatherers. Since the majority of our classes are cultural anthropology classes, and there seems to be a faculty consensus that we need a more applied approach, we really need to hire a cultural Anthropologist whose research has an applied focus. This would help relieve some of the pressure on our service classes as too many are taught currently by adjuncts (10 in the Fall of 2021). There is a need for another cultural anthropologist with the ability to teach Language and Culture and to serve the Linguistics demand.

Other equipment needs:

Equipment List:

Item	Description	Estimated Cost
Auger Kit	Forestry supply auger kit that includes 3” regular auger, multiple extensions, and weather-proof casing for deep site testing	$1,650
Tablet	Samsung Galaxy Pro tablet plus case and screen protectors for field digital record keeping	$550
Dremel	Dremel tool and attachments for sample collections for radiocarbon dating	$150
Photogrammetry Software	Agisoft Metashape professional photogrammetry software (educational license) for the creation of three-dimensional models and digital elevation models	$550
Photogrammetry Computer	High powered computer for the efficient processing of photogrammetric models with a minimum of 64 GB RAM	See quote
Drone	Phantom 4 Drone and accessories (case, extra batteries) for photography and mapping of archaeological sites and survey areas	$2,000
Dinolite Microscope	Digital Microscope (Dino-Lite Edge AM7915MZT 5.0MP) and stand for analysis and photography of small artifacts	$1,450

Quote

506 South Main #200 Bountiful, UT 84010 801-936-8000	1992 W. Antelope Dr. 1F Layton, UT 84041 801-820-5482

Date	Estimate #
5/4/2021	25311

Name / Address	Ship To
WEBER STATE UNIVERSITY PURCHASING DEPT 3850 DIXON PARKWAY DEPT 1013 OGDEN, UT 84408-1013	

Entered By	Price Good Thru	P.O. No.	Terms	Rep
			Net 30	JH

Qty	Item #	Description	Rate Each	Total
1.00	BUILD	1 Yr Warranty (No O/S=No O/S support) Viruses covered if TM is up to date.Techsupport 9a-5p M-F - Serial#		2,250.00
1.00	PWR-PL4	Warranty 4 Years Parts & Labor on CPU -- Does not extend to peripheral items.Not an onsite warranty.		0.00
1.00	SY-MSI	MSI Aegis SE Gaming Desktop, B460m Windows 10 Home - 500 W		0.00
1.00	CP-I7-10700F	Intel Core i7-10700F 2.9-4.8Ghz-16MB 8C, 16T-10thGen LGA-1200 No Graphics		0.00
2.00	RA4-24-8G	32GB DDR4 Ram		0.00
1.00	SSD-NV-250-WD	250 GB M.2 NVMe Solid State Drive PCI-Exp WD		0.00
1.00	SSD-1TB	1 TB Solid State Drive (SSD)		0.00
1.00	VC-RX6700XT	Sapphire Pulse AMD Radeon RX 6700 XT Gaming 12GB GDDR6 HDMI / Triple DP (11306-02-20G)		0.00
1.00	MN-A24W	ASUS 24" Wide - 1920x1080 - Spkrs-headphone-HDMI,DVI,VGA-Serial#		0.00
1.00	ID-D120	Logitech MK120 Bk Wired Mouse-Keyboard		0.00

Quoted price is good for 10 days from quote date. Prices cannot be guaranteed or honored on quotes older than 10 days.

Subtotal	$2,250.00
Sales Tax (0.0%)	$0.00
Total	$2,250.00

Web Site
www.starwest.com

This small investment should help bring our excellent archaeology area from excellent to world class.

3b *Suggest the current Assessment documents be significantly changed as they offer nothing that is helpful at the department level. The current document is "check the box fill in the blank." (see Appendix B for useful assessment). Also, much of the data available reflect 2019 i.e. pre COVID numbers. This report may be required too early as many areas of the recent academic year are apparently only updated on 1 June.*

Appendix A

2021 Goals:

Market Anthropology at WSU and in the community; this is also mean re-designing the Anthropology web Page, increase department support for Resume Career Day and Lambda Alpha events. Attempt outreach to AP high School classes in the Fall now that face to face classes will resume. The research agenda of our newly hired archaeologist on hunter/gatherer mammoth sites in the western USA should be a good source of PR and field school experiences for our students.

Increase the number of Anthropology minors, and BIS students and SCHs; some marketing and our new materials should help here. Also, some minor changes in our service classes will increase student understanding of how relevant Anthropology is to the job market and our changing world.

In the last two years we have added archaeology classes and the Capstone class and started moving curriculum to a more applied angle. We are now advising students to take Anthropological Theory earlier than in the past. We still have doubts about teaching most upper division classes online. (see Appendix B)

Resume the Archaeology Field School summer of 2021 in southern Utah and Study Abroad summer of 2022.

Increase the number of Internships to the pre-COVID level of 6 or more per year.

Ideally begin the process of hiring two new cultural anthropologists.

APPENDIX K: 2019 Anthropology Program Biennial Report on Assessment of Student Learning.

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Anthropology
Academic Year of Report: 2018/19 (covering Summer 2017 through Spring 2019)
Date Submitted:
Report author: Ronald L. Holt, PhD

Contact Information:
Phone: 6955
Email: rholt2@weber.edu

A. **Brief Introductory Statement:**
Please review the Introductory Statement and contact information for your department or academic program displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html** - if this information is current, please place an 'X' below. No further information is needed.

X___ Information is current; no changes required.

Update if not current:

B. Mission Statement
Please review the Mission Statement for your department or academic program displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html** - if the mission statement is current, please place an 'X' below.; If the information is not current, please provide an update:

_X__ Information is current; no changes required.

Update if not current:

C. Student Learning Outcomes
Please review the Student Learning Outcomes for your academic program displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html**. In particular, review in light of recent strategic reporting and indicate any needed updates. If the outcomes are current, mark below.

_X__ Information is current; no changes required.

D. **Curriculum**
Please review the Curriculum Grid for your department displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html** - if it is current, please indicate as much; we will mark the web page as "Last Reviewed: [current data]". No further information is needed.
If the curriculum grid is not current, please provide an update:

___ Information is current; no changes required.
__XX_ Information is not current; updates below

KEY: LEVEL OF PROGRAM LEARNING OUTCOMES:
L = Low level of the program objective is achieved in the course
M = Moderate level of the program objective is achieved in the course
H = High level of the program objective is achieved in the course
V = Varies with course content

Curriculum Map - **Upper Division courses**

Core Courses in Department/Program	Program-specific Learning Outcomes							
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6	Learning Outcome 7	Learning Outcome 8
ANTH 3100 (3) PREHISTORY OF NORTH AMERICA	H	M	H	L	L	M	M	L
ANTH 3200 (3) ARCHAEOLOGY OF EARLY CIVILIZATIONS	H	M	M	M	L	H	H	L
ANTH 3300 (3-6) ARCHAEOLOGICAL FIELD TECHNIQUES	L	L	M	L	H	M	M	L
ANTH 3400 (3) ARCH AEOLOGICAL LABORATORY TECHNIQUES	L	L	H	L	H	H	H	L
ANTH 3500 (3) ADVANCED CULTURAL ANTHROPOLOGY	H	L	H	H	M	H	H	H
ANTH 3600 (1-3) CULTURE AREA STUDIES	H	L – M	M	M	M	H	H	H
ANTH 3900 (3) MAGIC, SHAMANISM, AND RELIGION	H	L	M	H	L	H	H	H
ANTH 4100 (3) ARCHAEOLOGICAL METHOD, THEORY, AND CULTURAL RESOURCE MANAGEMENT	L	M	M	H	H	H	H	L
ANTH 4200 (3) ANTHROPOLOGICAL THEORY	L	M	H	H	M	H	H	L
ANTH 4300 (3) ANTHROPOLOGICAL RESEARCH METHODS	L	M	M	H	H	H	H	L
SOC 3600 (3) SOCIAL STATISTICS	L	L	L	M	H	H	M	L

Curriculum
"A collection of courses is not a program. A curriculum has coherence, depth, and synthesis."
(Linda Suskie; presentation at NWCCU Assessment Fellowship, June 19, 2019)

Please review the Curriculum Grid for your department or academic program displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html**.

Indicate in the curriculum grid where graduating student performance is assessed for each program outcome. In the 'additional information' section, please provide information about these assessments (e.g., portfolios, presentations, projects, etc.) This information will be summarized at the college and institutional level for inclusion in our NWCCU reporting on student achievement.

E. Assessment Plan

Please update the Assessment Plan for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html.

Persons Responsible for Collecting and Analyzing the Data: The full-time faculty of the anthropology program will serve as the Assessment Committee to oversee and implement the department's assessment plan, with the Coordinator of Anthropology serving as the committee chair.

Assessment Measures to be used: The Anthropology assessment plan examines student outcomes for majors using the following direct and indirect measures. (To increase reliability and ensure validity at least two measures will be used for each outcome.)

DIRECT MEASURES (DM):	INDIRECT MEASURES (IM):
1. Course-specific assessment results 2. Grade point averages of graduating seniors: A. Anthropology GPA's B. Cumulative GPA's 3. Grades of graduating seniors:	1. Student course evaluations: For core and specific courses with High ratings in achieving central Program Learning Outcomes 2. Periodic focus groups of majors 3. Exit interviews of graduating seniors 4. Alumni surveys: Institutional data on: job placement; graduate and professional school acceptance; other significant accomplishments

A. Per course in required courses ANTH 4200 and 4300 in achieving Program Learning Outcomes B. Cumulative grade patterns of those courses with High ratings in achieving central Program Learning Outcomes	5. Verbal and written feedback from individual graduates

Schedule of Assessment: Data from direct measures (DM) will be collected and compiled for several Anthropology courses each year. For data pertaining to indirect measures (IM), exit interviews will be collected annually, but data from alumni surveys will be gathered on a rotational basis with each measure examined every two to three years. Analysis of the data will typically occur during autumn semester with any needed changes to the program to be identified and addressed as soon as possible. Our goal is to assess each Anthropology course that is offered on a regular basis (and that receives sufficient enrollments) at least once every five years.

STUDENT LEARNING OUTCOMES: (required Anthropology Major and/or Minor courses)	HOW ASSESSED:
1. Understanding human biological & cultural differences & similarities across time & space	DM: 1 – 3; IM: 1 & 3; four courses: ANTH 3100, 3200, 3600, and 3900
2. Understanding the four fields	DM: 1 – 3; IM: 1 & 3; five courses: ANTH 1000, 1020, 1040, 2010, and 2030
3. Proficiency in concepts & terms	DM: 1 – 3; IM: 1 & 3; four courses: ANTH 3100, 3200, 3400, and 4200
4. Knowledge of theory & history	DM: 1 – 3; IM: 1 - 5 ; three courses: ANTH 4100, 4200, and 4300
5. Familiarity with research methods	DM: 1 - 3; IM: 1 – 5; five courses: ANTH 3300, 3400, 4100, 4300, and SOC 3600
6. Critical thinking & reasoning	DM: 1 – 3; IM: 1 & 3; seven courses: ANTH 3200, 3500, 3600, 3900, 4100, 4200, and 4300
7. Speaking, writing & communication	DM: 1 – 3; IM: 1 & 3; seven courses: ANTH 3200, 3400, 3600, 3900, 4100, 4200, and 4300
8. Awareness of anthropological values	DM: 1 – 3; IM: 1 – 5; three courses: ANTH 3500, 3600, and 3900

Assessment Plan Cycle: The Anthropology Program **will implement a 5-year course assessment cycle** in order to evaluate its success in achieving the eight above-listed student learning outcomes. Only those courses with explicit levels for learning outcomes will be assessed on a regular basis. The use of logs, short papers, and journal article reviews in Anthropology courses are effective methods for assessing student learning. Bottom Line Up front (BLUF) power point slide presentations increase students' ability to be concise and clear and give informative oral presentations. These assignments are strong indicators of how well students understand basic anthropological concepts, as well as their ability to apply relevant terminology and theory to short writing assignments as well as longer final research papers.

Social Science General Education courses:	**How Assessed:**
1) Be able to describe how people influence, and are influenced by, social practices	DM:1;IM:1 Anth 1000, 2010, and 2030
2) be able to apply basic anthropological concepts, theories, and/or research methods	DM: 1; IM: 1; three courses: ANTH 1000, 2010, and 2030
3) be able to identify a commonly debated socio-cultural phenomenon	DM: 1; IM: 1; three courses: ANTH 1000, 2010, and 2030

STUDENT LEARNING OUTCOMES: (Life Sciences General Education course)	**HOW ASSESSED:**
1) The nature of science	DM: 1; IM: 1; one course – ANTH 1020
2) The integration of science	DM: 1; IM: 1; one course – ANTH 1020
3) Science and society	DM: 1; IM: 1; one course – ANTH 1020
4) Problem solving and data analysis	DM: 1; IM: 1; one course – ANTH 1020
5) Levels of organization	DM: 1; IM: 1; one course – ANTH 1020
6) Metabolism and homeostatis	DM: 1; IM: 1; one course – ANTH 1020
7) Genetics and evolution	DM: 1; IM: 1; one course – ANTH 1020
8) Ecological interactions	DM: 1; IM: 1; one course – ANTH 1020

STUDENT LEARNING OUTCOMES:	HOW ASSESSED:
(Humanities General Education course)	
9) Demonstrate knowledge of diverse philosophical, communicative, linguistic, or literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines.	DM: 1; IM: 1; one course – ANTH 1040
10) Analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.	DM: 1; IM: 1; one course – ANTH 1040
11) Demonstrate their ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.	DM: 1; IM: 1; one course – ANTH 1040

Proposed Course-specific Assessment Cycle:

Spring 2020 – Fall 2022: Anthropology Program required Upper Division courses – ANTH 4200 (Anthropological Theory), ANTH 4300 (Anthropological Research Methods), ANTH 4900 (Senior Capstone), and SOC 3600 (Social Statistics).

Spring 2023 – Fall 2025: key Archaeology Track required Upper Division courses – ANTH 3200 (Archaeology of Early Civilizations), ANTH 3300 (Archaeological Field Techniques), ANTH 3400 (Archaeological Laboratory Techniques), and ANTH 4100 (Archaeological Method, Theory, and Cultural Resource Management).

Spring 2026 – Fall 2027: the five Anthropology General Education courses (ANTH 1000, 1020, 1040, 2010, and 2030)

Report of assessment results:

There are varieties of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) learning outcome being assessed, 2) method(s) of measurement used, 3) threshold for 'acceptable – that is, the target performance, 4) actual results of the assessment, 5) interpretation/reflection on findings 6) the course of action to be taken based upon the interpretation, and 7) how that action will be evaluated.

TABLE 1

Evidence of Learning: **Social Sciences General Education courses: ANTH SS/DV 1000 – Introduction to Anthropology, Spring 2019**						
Measurable Learning Outcome	Course-specific measurable outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Students will describe how individuals and groups influence, and are influenced, by social contexts, institutions, physical environments, and/or global processes.	Students will be able to identify how cultural traditions tailor their social organization and economic systems to the environment in which they live.	Measure 1: Three questions on exam four concerning subsistence practices, social contexts, and cultural institutions in relation to the environment and/or global processes.	Measure 1: At least a combined 70% of students will be able to correctly answer three questions concerning subsistence practices, social contexts, and cultural institutions in relation to the environment and/or global processes.	Measure 1: _80__% of students correctly answered the associated questions.	Measure 1: The majority of students understood how groups' subsistence practices, social contexts, and cultural institutions are influenced by the environment and/or global processes.	Measure 1: No curricular or pedagogical changes are needed at this time.
Learning Outcome 2: Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	Students will be able to identify the key anthropological concepts of ethnocentrism and cultural relativism.	Measure 1: One question on exam 1 and one question on exam 3 concerning the key concepts of ethnocentrism and cultural relativism.	Measure 1: At least a combined 70% of students will be able to correctly answer the two questions concerning the key concepts of ethnocentrism and cultural relativism.	Measure 1: _79__% of students correctly answered the associated questions.	Measure 1: The majority of students understand the key anthropological concepts of ethnocentrism and cultural relativism.	Measure 1: No curricular or pedagogical changes are needed at this time.
		Measure 2:	Measure 2:	Measure 2:	Measure 2:	Measure 2:

	Students will be able to identify the key anthropological concepts of enculturation and acculturation.	One question on exam 3 and one question on exam 4 concerning the key concepts of enculturation and acculturation.	At least a combined 70% of students will be able to correctly answer the two questions concerning the key concepts of enculturation and acculturation.	_86__% of students correctly answered the associated questions.	The majority of students understand the key anthropological concepts of enculturation and acculturation.	No curricular or pedagogical changes are needed at this time.
Learning Outcome 3: Students will identify an argument about a social phenomenon and understand alternative explanations.	Students will be able to identify binary and non-binary conceptions of gender.	Measure 1: One question on exam 3 concerning the social phenomenon of gender.	Measure 1: At least a combined 70% of students will be able to correctly answer the question concerning the social phenomenon of gender.	Measure 1: 81__% of students correctly answered the associated question.	Measure 1: The majority of students understood the social phenomenon of gender.	Measure 1: No curricular or pedagogical changes are needed at this time.
	Students will be able to identify multiple forms of marriage relationships practiced by cultures around the world.	Measure 2: Three questions on exam 3 concerning the multiple forms of marriage relationships practiced by cultures around the world.	Measure 2: At least a combined 70% of students will be able to correctly answer the three questions concerning multiple forms of marriage relationships.	Measure 2: __84_% of students correctly answered the associated questions.	Measure 2: The majority of students understood the multiple forms of marriage practiced by cultures around the world.	Measure 2: No curricular or pedagogical changes are needed at this time.

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

Data in this table are derived from _2___ sections of the course, ONE taught by Dr. David Yoder and one by Dr. Ron Holt in the _Spring__ of __2019___.

TABLE 2

Evidence of Learning: **Life Sciences General Education courses: ANTH LS/DV 1020 – Biological Anthropology, Spring 2019**						
Measurable Learning Outcome	Course-specific measurable outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Students will attain a general understanding of human biological and cultural differences and similarities across the world and through time in terms of anthropological descriptions (data) and explanations (theories).	Students will be able to demonstrate learning about a <u>biocultural</u> <u>approach</u> to describing and explaining human similarities, variation, and evolution.	Measure 1: Four questions on Exam Two concerning human biological and cultural differences across the world. These examine modern human biological variation from an evolutionary perspective and how that variation effects cultural practices.	Measure 1: At least a combined 70% of students will be able to correctly answer four questions concerning human biological and cultural differences across the world and how modern human variation impacts cultural practices across space and time.	Measure 1: 77% of students correctly answered the associated questions.	Measure 1: The majority of students understood how modern human biological variation impacts cultural practices across space and time	Measure 1: No curricular or pedagogical changes are needed at this time.
Learning Outcome 2: A student will attain a fundamental understanding of the nature of the four specialized fields within anthropology (archaeology, biological anthropology, anthropological linguistics, and cultural anthropology), and how these interrelate to provide a holistic approach to	Students will be able to identify the relationships among biology, culture, and ecology and how to integrate the knowledge contributed from the 4 fields of anthropology into this holistic perspective.	Measure 1: One quiz containing an essay question and several multiple choice questions and one question on Exam One concerning integration of the 4 field holistic perspective	Measure 1: At least a combined 70% of students will be able to correctly answer the quiz questions and the question on Exam One	Measure 1: 82% of students correctly answered the associated questions.	Measure 1: The majority of students understand the nature of the holistic 4-field approach to anthropology	Measure 1: No curricular or pedagogical changes are needed at this time.

understanding human differences and similarities across the world and through time.						
Learning Outcome 3: Students will achieve proficiency in basic anthropological concepts and terminology.	Students will be able to define and recognize key concepts and terminology used in anthropology and the life sciences.	Measure 1: Three quizzes containing essay and multiple choice questions on key concepts and terminology.	Measure 1: At least a combined 70% of students will be able to show ability to command these concepts and terms.	Measure 1: 76% of students correctly answered the associated question.	Measure 1: The majority of students successfully achieved proficiency of the key concepts and terms.	Measure 1: No curricular or pedagogical changes are needed at this time.
Learning Outcome 4: Students will gain a basic knowledge of the processes of theory formation and how various theories have been developed, applied and evaluated throughout the history of the discipline of anthropology.	Students will recognize and demonstrate knowledge of the fundamental issues, theories, challenges, and processes explaining biological variation and evolution derived from such studies as human genetics, primatology, and paleoanthropology.	Measure 1: Two quizzes across the semester pertaining to evolutionary theory and scientific explanations of human variation.	Measure 1: At least a combined 70% of students will be able to answer the quiz questions correctly.	Measure 1 80% of students correctly answered the associated questions.	Measure 1: The majority of students successfully achieved proficiency of evolutionary theory and scientific explanations of human variation.	Measure 1: No curricular or pedagogical changes are needed at this time.
		Measure 2: Three exams across the semester pertaining to evolutionary theory and scientific explanations of human variation.	Measure 2: At least a combined 70% of students will be able to answer the quiz questions correctly.	Measure 2: 75% of students correctly answered the associated question.	Measure 2: The majority of students demonstrated proficiency on evolutionary theory and scientific explanations of human variation.	Measure 2: No curricular or pedagogical changes are needed at this time.
		Measure 3: Three exam study guides across the semester requiring	Measure 3: At least a combined 70% of students will	Measure 3: 82% of students satisfactorily completed the	Measure 3: The majority of students demonstrated proficiency on	Measure 3: No curricular or pedagogical changes are

		students to write explanations of processes underlying biological variation in humans, hominin fossil species, and non-human primates	satisfactorily complete the three study guides.	three study guides.	evolutionary theory and scientific explanations of human variation.	needed at this time.
Learning Outcome 5: Students will be able to demonstrate basic knowledge and skills of anthropological research methods and techniques of analysis.	Students will be able to comprehend the roles of the scientific method used in fieldwork, lab research, and analysis in areas of human genetics, primatology, paleoanthropology, and forensics in describing and explaining human variation and evolution.	Measure 1: Eleven questions on Exam Two pertaining to anthropological research methods and techniques of analysis specific to biological anthropology.	Measure 1: At least a combined 70% of students will answer the exam questions correctly.	Measure 1: 83% of students correctly answered the associated questions.	Measure 1: The majority of students demonstrated proficiency on basic knowledge and skills of anthropological research methods and techniques of analysis.	Measure 1: No curricular or pedagogical changes are needed at this time.
Learning Outcome 6: Students will employ basic abilities in critical thinking and reasoning as applied to anthropological problems and issues.	Students will be able to engage in critical thinking about the paradigm of biological evolution and arguments against biological race and racism.	Measure 1: Two quizzes during the semester with questions pertaining to the fallacy of biological race.	Measure 1: At least a combined total of 70% of students will answer the quiz questions correctly.	Measure 1: 78% of students correctly answered the associated questions.	Measure 1: The majority of students demonstrated proficiency on basic abilities in critical thinking as applied to anthropological problems and issues.	Measure 1: No curricular or pedagogical changes are needed at this time.
Learning Outcome 7: Students will demonstrate a basic ability to write, speak and communicate about anthropological issues.	Students will be able to write about and discuss issues pertaining to biological anthropology.	Measure 1: Three exam study guides across the semester requiring students to write and communicate about anthropological issues.	Measure 1: At least a combined 70% of students will satisfactorily complete the three study guides.	Measure 1: 82% of students satisfactorily completed the three study guides.	Measure 1: The majority of students demonstrated proficiency in communication about anthropological issues.	Measure 1: No curricular or pedagogical changes are needed at this time.

Learning Outcome 8: Students will demonstrate a fundamental awareness of the existence of human prejudice and discrimination (e.g., racism, ethnocentrism, anthropocentrism, sexism), and the anthropological insights and alternatives which value the broad range of human behavior and adaptations.	Students will understand the issues and anthropological arguments against such prejudices as racism, anthropocentrism, sexism, and antievolutionism.	Measure 1: 13 questions on three exams across the semester addressing ethnocentrism and discrimination, and the validity of evolutionary theory.	Measure 1: At least a combined 70% of students will answer the exam questions correctly.	Measure 1: 76% of students correctly answered the associated questions.	Measure 1: The majority of students demonstrated proficiency in understanding of anthropological arguments against prejudice and antievolutionism.	Measure 1: No curricular or pedagogical changes are needed at this time.

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

The course also fulfills Life Science General Education requirements and complies with the Natural Sciences General Education Program's Mission Statement. Data in this table are derived from sections of the course that were taught by Dr. Joanna Gautney in the Spring of 2019. "ANTH 1020 was assessed against the eight Anthropology Program Learning Outcomes, as a new faculty member, Dr. Joanna Gautney, is now teaching the course. As such, the course has changed. The course also fulfills Life Science General Education requirements and complies with the Natural Sciences General Education Program's Mission Statement.

TABLE 3

Evidence of Learning: General Education, Humanities Courses

Course_ANTH 1040 LANGUAGE AND CULTURE SPRING 2019 CRN#30965

Gen Ed Learning Goal Students will:	**Measurable Learning Outcome** Students will demonstrate their understanding by:	**Method of Measurement** Direct and Indirect Measures*	**Threshold**	**Findings Linked to Learning Outcomes**	**Interpretation of Findings**	**Action Plan/Use of Results**
Students will demonstrate knowledge of diverse philosophical, communicative, linguistic, or literary traditions, as well as of key themes, concepts, issues, terminology, and ethical standards in humanities disciplines.	**Learning Outcome 1.** To explore human language in general--its structure, functions, and characteristics as a form of human behavior and communication -- by using comparative data and analyses derived from linguistics.	**Measure 1:** Quiz question which gauges understanding concept of linguistic competence, a mental construct which is at the basis of the innate human ability to subconsciously master the systems of a language (phonological, morphological, syntactic, lexical) Quiz 1: Q4	Ave. performance on quiz question should exceed 70%	**Measure 1:** Ave. performance on question was 91%	**Measure 1** Findings demonstrate strong grasp of concept, given choice of distractors which require understanding difference between subconscious linguistic competence, and empirically observable linguistic performance.	**Measure 1:** No curricular or pedagogical changes are needed at this time.
		Measure 2: Quiz question testing knowledge of significant subdisciplines of linguistics such as historical linguistics. Quiz 2: Q41	Ave. performance on quiz question should exceed 70%	**Measure 2:** Ave. performance on question was 56%	**Measure 2:** Findings demonstrate adequate grasp of concept, but success rate could be stronger. Students asked to identify primary assumption of family tree model of language relationships.	**Measure 2:** Additional class time will be spent on this part of the module in lecture and guided discussion.

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
Students will analyze cultural artifacts within a given discipline, and, when appropriate, across disciplines, time periods, and cultures.	To develop an understanding of the field of anthropological linguistics and its approach to understanding human language as embedded in human cultures.	**Measure 1:** Quiz question testing understanding of theoretical assumptions shared within the "Americanist" tradition of linguistic anthropology Quiz 1: Q27	Ave. performance on quiz question should exceed 70%	Ave. performance on question was 61%	**Measure 1:** Students were asked to identify the distractor which was NOT one of the core theoretical assumptions. Findings demonstrate adequate grasp of concept, but success rate could be stronger.	Additional class time will be spent on this part of the module in lecture and guided discussion.
		Measure 2: Quiz question testing understanding of field methods in linguistic anthropology for eliciting data about language communities. Quiz 3: Q28	Ave. performance on quiz question should exceed 70%	Ave. performance on question was 90%	Findings demonstrate strong grasp of concept, given choice of distractors which identify other fieldwork contexts and potential research subjects.	No curricular or pedagogical changes are needed at this time.
GE Learning Goal	**Measurable Learning Outcome**	**Method of Measure.**	**Threshold**	**Findings**	**Interpretation**	**Action Plan**
Students will demonstrate the ability to effectively communicate their understanding of humanities materials in written, oral, or graphic forms.	To explore the social and cultural roles and connections of language, and to examine language continuity and variation through time, and across geographical and sociocultural contexts and groups.	Measure 1: Speech ethnography paper – students gather data on a speech event and write an extensive analysis of the social interactions observed using Hymes' SPEAKING framework in a 5 page paper	Ave. performance on the assignment should exceed 70%	Ave. performance on writing assignment was 95%	Findings demonstrate strong grasp of analytical framework and application of class concepts to data analysis.	No curricular or pedagogical changes are needed at this time.

*At least one

Table 4 –
Course data from Spring 2018 – 1 online section (N=36)
Evidence of Learning: Social Sciences General Education Courses: ANTH SS/DV 2010 - Peoples and Cultures of the World

Measurable Learning Outco..me	Course-specific Measurable Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Gen ED SS Outcome 1: "Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.	Be able to describe how cultural traditions tailor their social organization and economic systems according to the ecosystems in which they live.	**Measure 1:** Short writing assignment (2-3 pgs.) based on comparison of two ethnographies concerning pastoralist cultures, relating adaptive strategies for subsistence to gender roles, marriage practices and sexual division of labor. ***Essay #3***	**Measure 1:** Grades based on application of rubric (included): students will demonstrate ability to compare and contrast cultural variables and relate them to adaptive & environmental constraints. Ave. assignment grade should exceed 70%	**Measure 1:** Ave. performance on assignment was 96%.	**Measure 1:** Findings demonstrate strong grasp of interrelationships between cultural variables and environmental constraints in comparative contexts.	**Measure 1:** No curricular or pedagogical changes are needed at this time.

	Be able to describe how cultural traditions tailor their social organization and economic systems according to the ecosystems in which they live.	**Measure 2:** Short writing assignment (2-3 pgs.) based on comparison of two ethnographies concerning hunter-gatherer cultures, relating adaptive strategies for subsistence to gender roles, marriage practices and sexual division of labor. ***Essay #1***	**Measure 2:** Grades based on application of rubric (included): students will demonstrate ability to compare and contrast cultural variables and relate them to adaptive & environmental constraints. Ave. assignment grade should exceed 70%	**Measure 2:** Ave. performance on assignment was 91%.	**Measure 2:** Findings demonstrate strong grasp of interrelationships between cultural variables and environmental constraints in comparative contexts.	**Measure 2:** No curricular or pedagogical changes are needed at this time.

Measurable Learning Outcome	Course-specific Measurable Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Gen ED SS Outcome 2: "Application of concepts, theories, and methods". Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	Be able to define key anthropological concepts such as cultural relativism, enculturation, ethnocentrism, globalization, theories of culture change, and be familiar with ethnographic research methods.	**Measure 1:** Take-home final exam - 5 pg. paper based on analysis of a list of readings on adaptive challenges to global civilization posed by climate change.	**Measure 1:** Grades based on application of rubric (included): students must demonstrate grasp of adaptive, cultural & behavioral challenges posed by climate change; threats & opportunities presented by globalization; propose and justify a likely future outcomes scenario. Ave. assignment grade should exceed 70%	**Measure 1:** Ave. performance on assignment was 94%.	**Measure 1:** Findings demonstrate satisfactory grasp of adaptive, cultural & behavioral challenges posed by climate change; threats & opportunities presented by globalization; proposal and justification of likely future scenarios demonstrates difficulties in conceptualizing abstract socio-cultural, political & economic outcomes in concrete ways	**Measure 1:** No curricular or pedagogical changes are needed at this time.
	Be able to define key anthropological concepts such as cultural relativism, enculturation, ethnocentrism, globalization, theories of culture change, and be familiar with ethnographic research methods.	**Measure 2:** Multiple choice question on 4th quiz – administered in testing centers through Chi-Tester	**Measure 2:** Students should demonstrate understanding of impact of globalization on global cultural diversity and indigenous cultures. Ave. success rate on question should exceed 70%	**Measure 2:** Ave. performance on assignment was 90% (Spring 2017 section only: N=38).	**Measure 2:** Findings demonstrate adequate understanding of impacts of globalization, adaptive value in the preservation of indigenous cultures	**Measure 2:** No curricular or pedagogical changes are needed at this time.

Measurable Learning Outcome	Course-specific Measurable Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Gen ED SS Outcome 3: "Diverse Perspectives" Students will identify an argument about a social phenomenon and understand alternative explanations.	Students will demonstrate knowledge of and be able to critically assess competing explanations for cultural change in complex social systems.	**Measure 1:** Short writing assignment (2-3 pgs.), based on analysis of assigned readings, on causes and theories for civilizational collapse, based on analysis of a case study on the Classic Maya collapse. ***Essay #2***	**Measure 1:** Grades based on application of rubric (included): students will demonstrate knowledge of causes and theories of civilizational collapse. Ave. assignment grade should exceed 70%	**Measure 1:** Ave. performance on assignment was 96%.	**Measure 1:** Findings demonstrate satisfactory understanding of likely and posited scenarios for collapse of complex state systems, including interrelation of ecological and sociopolitical stressors.	**Measure 1**: No curricular or pedagogical changes are needed at this time.
	Students will demonstrate knowledge of and be able to critically assess competing explanations for cultural change in complex social systems.	**Measure 2:** Short writing assignment (2-3 pgs.), based on analysis of assigned readings, on the links between the changing nature of immigration, patterns of cultural and societal integration / assimilation, and processes of globalization. ***Essay #4***	**Measure 2:** Grades based on application of rubric (included): students will demonstrate knowledge of causes and theories of immigration and integration into host societies. Ave. assignment grade should exceed 70%	**Measure 2:** Ave. performance on assignment was 94%.	**Measure 2:** Findings demonstrate adequate grasp of links between the changing nature of immigration, patterns of cultural and societal integration / assimilation, and processes of globalization.	**Measure 2:** No curricular or pedagogical changes are needed at this time.

Data from this table are derived from sections of the course that were taught by Dr. Mark Stevenson in the fall and spring of 2018

TABLE 5

	Evidence of Learning: **Social Sciences General Education courses: ANTH SS 2030 – Principles of Archaeology**					
Measurable Learning Outcome	Course-specific measurable outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1: Students will describe how individuals and groups influence, and are influenced, by social contexts, institutions, physical environments, and/or global processes.	Be able to describe how ancient peoples changed, and were influenced by, the physical environment.	Measure 1: One site definition on Exam 1.	Measure 1: At least 70% of students defining the topic correctly.	Measure 1: All students (n=17) scored at least 75% of possible points on a problem concerning ancient volcanism.	Measure 1: The entire class understood completely or near-completely how a Roman era population (at Pompeii, Italy) was impacted by a massive volcanic episode.	Measure 1: No curricular or pedagogical changes are needed at this time.
	Be able to describe how ancient peoples changed, and were influenced by, the physical environment.	Measure 2: Two problems concerning adaptations to marshland and alpine ecosystems on Exam 2.	Measure 2: At least 70% of students will be able to describe evidence for building structures in marshes, and for making clothing suitable for alpine and glacial settings.	Measure 2: 62.5% (10/16) of students scored at least 75% of possible points on a problem concerning ancient houses and foot bridges in England. Similarly, 68.8% (11/16) of them scored 75% or higher on a problem concerning the production of durable, tailored skin clothing in the Italian Alps during the late Neolithic period.	Measure 2: More than 60% of students were either adequately or very familiar with how pre industrial peoples developed techniques for exploiting the lush resource bases within marshland environments, and how they made specialized clothing for hunting in, and crossing over, alpine and glacial zones.	Measure 2: More in-class time should be devoted to the study of how pre industrial peoples adapted to permanently wet living areas and seasonal or continual occupation of very cold environments.
Learning Outcome 2: Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.	Students will be familiar with contemporary archaeological theory and how some orientations reflect social concerns/movements within our modern society.	Measure 1: One essay problem on Exam 1.	Measure 1: At least 70% of the class will be able to adequately (score at least 70% of possible points) describe a contemporary theoretical school of archaeological thought and how it reflects concerns	Measure 1: 88.2% (15/17) of students scored at least 70% of possible points in defining post processualism, and in identifying a few of the contemporary social movements/philosophies that have guided this approach to studying the past such as feminism,	Measure 1: Most students were quite familiar with a major theoretical orientation that is especially common among historical archaeologists, as well as those who study pre literate indigenous groups whose homelands were	Measure 1: No curricular or pedagogical changes are needed at this time.

			within contemporary society.	Marxism, and the societal contributions of ethnic minorities.	colonized by Europeans.	
	Students will be familiar with archaeological research methods for identifying different levels of socio-technic organization.	Measure 2: One short answer problem on Exam 1.	Measure 2: At least 70% of students will be familiar with how archaeologists distinguish between small-scale, decentralized and more complex, centralized socio-political cultural traditions.	Measure 2: 76.5% (13/17) of the class was able to define the Archaic and Classic Stages, and the major economic, social, and political traits that are associated with each.	Measure 2: An acceptable number of students understood how archaeologists infer aspects of ancient socio-political and economic organization from technological and architectural data, as well as habitation site layout, complexity, and size.	Measure 2: No curricular or pedagogical changes are needed at this time.
Learning Outcome 3: Students will identify an argument about a social phenomenon and understand alternative explanations.	Students will be familiar with different perspectives concerning the evolution of technology and intellectual growth among ancestral humans and early humans.	Measure 1: Essay problem on Exam 2.	Measure 1: At least 70% of the class will be familiar with the debate concerning the possible interplay between the development of technology and intellectual growth among hominin and early human populations.	Measure 1: All class members (n=15) scored at least 70% of possible points in discussing the notion of a positive correlation between the evolution of chipped stone tool technologies and increased cognitive skills as well as increased cultural complexity among ancestral human and early human groups.	Measure 1: All students demonstrated an adequate-to-high level of understanding concerning the likelihood that increasingly complex tool traditions from ca. 2.5 million to 20,000 years ago were important factors in the intellectual growth of proto- and early humans, as well as their different levels of group organization and cooperation.	Measure 1: No curricular or pedagogical changes are needed at this time.
	Students will be familiar with various explanations for the origins of agriculture.	Measure 2: Essay problem on Exam 3.	Measure 2: At least 70% of the class will be familiar with more recent explanations for the origins of plant and animal domestication in the Near East.	Measure 2: All class members (n=15) scored at least 73.3% of possible points in correctly identifying the Younger Dryas Cooling Event as a probable major factor in laying the foundations of agriculture in some parts of the Old World, especially in the Near East.	Measure 2: All students demonstrated an adequate-to-high level of understanding concerning how high precision radiocarbon sequences and comprehensive paleoenvironmental data indicate that many pre Neolithic Near Eastern populations cultivated stands of	Measure 2: No curricular or pedagogical changes are needed at this time.

					seed-bearing grasses in valley bottoms as the cool, but dry, Younger Dryas climatic regime displaced these native plants into higher elevation zones.	

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).

Data in this table are derived from one section of the course that was taught by Dr. Brooke Arkush in the Fall of 2017.

TABLE 6

Statistics 3600

Evidence of Learning Worksheet: **Courses within the Major – Copy as needed (see appendix for alternative format) Submitted by Rob Reynolds**

Course: SOC 3600 Social Statistics Semester taught: 2017 Fall Sections included: 1

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: Understand human biological and cultural differences and similarities across the world and through time in terms of anthropological descriptions (data) and explanations (theories).	This goal/outcome is not a goal of SOC 3600 and was not assessed.					
Learning Outcome2: Understand the nature of the four specialized fields within anthropology (archaeology, biological anthropology, anthropological linguistics, and	This goal/outcome is not a goal of SOC 3600 and was not assessed.					

cultural anthropology), and how these interrelate to provide a holistic approach to documenting human differences and similarities across the world and through time.						
Learning Outcome 3: Be proficient in basic anthropological concepts and terminology.	This goal/outcome is not a goal of SOC 3600 and was not assessed.					
Learning Outcome 4: Know the processes of theory formation and how various theories have been developed, applied, and evaluated throughout the history of the discipline of anthropology.	Learning outcome 4.A: Students will be able to form hypotheses and critically analyze hypotheses.	Measure 1: Five SPSS analysis problems on the final.	Measure 1: Students scored between 0% and 100% on the 5 questions, with an average of 85.6%. 75.0% of students scored 80% or above.	Measure 1: Most students correctly analyzed the data using descriptive and inferential statistics.	Measure 1: No curricular or pedagogical changes needed at this time.	Discuss with other ANTH program faculty these results.
Learning Outcome 5: Be familiar with a variety of anthropological research methods and analytic techniques.	Measure1.: Students will be able to analyze data using descriptive and inferential statistics.	Measure 1: Five SPSS analysis problems on the final.	Measure 1: Students scored between 0% and 100% on the 5 questions, with an average of 85.6%. 75.0% of students scored 80% or above.	Measure 1: Most students correctly analyzed the data using descriptive and inferential statistics.	Measure 1: No curricular or pedagogical changes needed at this time.	Discuss with other ANTH program faculty these results. Will continue to update course materials as needed to keep them current.
Learning Outcome 6: Be able to apply critical thinking and reasoning skills to anthropological problems and issues.	Measure1: Students will be able to select the correct statistical test for the level of measurement.	Measure 1: Five questions on the final exam.	Measure 1: Students answered between 40% & 100% of the questions correctly. Over 80% of students averaged at least 80%.	Measure 1: Most students could correctly select the correct statistical test.	Measure 1: No curricular or pedagogical changes needed at this time.	Results will be discussed with ANTH program faculty.
Learning Outcome 7: Be able to write, speak, and	Measure1.: Students will be able to write up analysis of descriptive and	Measure 1: Five SPSS analysis problems on the final.	Measure 1: Students scored between 0% and 100% on the 5	Measure 1: Most students correctly analyzed the data using	Measure 1: No curricular or pedagogical changes needed at this time.	Discuss with other ANTH program faculty these results.

communicate about anthropological issues.	inferential statistics from SPSS printouts.		questions, with an average of 85.6%. 75.0% of students scored 80% or above.	descriptive and inferential statistics.		
Learning Outcome 8: Be aware of human prejudice and discrimination (e.g., racism, ethnocentrism, sexism, anthropocentrism), and the anthropological insights and alternatives which value the broad range of human behavior and adaptations.	This goal/outcome is not a goal of SOC 3600 and was not assessed.					

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: 15 Nov, 2019	Recommendation	Progress Description
Recommendation 1-4	Basically increased funding and another tenure track position	#### +1 progress we have no control over money
		#### +2 progress
		#### +3 progress
		#### +4 progress
Recommendation 5	Develop at least two upper-level courses in biological anthropology	Done; Forensics and Evolutionary Biology
Recommendation 6	Seek to enhance the linguistics component of the program	Have taught more linguistics classes by hiring new adjunct instructors
Recommendation 7	Develop assessment procedures and measures beyond grades	Done; pre and post-tests, portfolios, essays; questions to GELOs

Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2017-18	2018-19
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)		
Full-time Tenured	2	3
Full-time Non-Tenured (includes tenure-track)	3	3
Part-time and adjunct	6	6
With Master's Degrees		
Full-time Tenured		
Full-time Non-Tenured		
Part-time and adjunct	1	1
With Bachelor's Degrees		
Full-time Tenured		
Full-time Non-tenured		
Part-time and adjunct		
Other		
Full-time Tenured		
Full-time Non-tenured		
Part-time		
Total Headcount Faculty		
Full-time Tenured	2	3
Full-time Non-tenured	3	3
Part-time	6	6

Appendix C – alternative format for Evidence of Learning Reporting N/A

Please respond to the following questions.

1) First year student success is critical to WSU's retention and graduation efforts. We are interested in finding out how departments support their first-year students. Do you have mechanisms and processes in place to identify, meet with, and support first-year students? Please provide a brief narrative focusing on your program's support of new students:
    a. Any first-year students taking courses in your program(s).
    The bulk of our students are first year students taking gen ed classes. We see this body of students as being very important as Utah has no Anthropology in the high schools. We are having the college advisors make a presentation to the 1000 classes on how to manages the complex routes through gen ed.

    Students declared in your program(s), whether or not they are taking courses in your program(s)
    Majors 89
    Minors 38
    BIS 1

2) A key component of sound assessment practice is the process of 'closing the loop' – that is, following up on changes implemented as a response to your assessment findings, to determine the impact of those changes/innovations. It is also an aspect of assessment on which we need to improve, as suggested in our NWCCU mid-cycle report. Please describe the processes your program has in place to 'close the loop'.

- We make extensive use of the Starfish system. The number of Advisement sessions with majors and Dr. Holt has increased 50%.

Anthropology Program goals 2018	Increase efforts at community outreach, particularly AP high school students and Anthropology as an attractive major and minor. Continue our experiential learning opportunities in archaeology and internships	Revise and update curriculum offering more flexible offerings, with special attention to our service classes, a new capstone class has been submitted to Curriculog	Increase advising interactions, internships and study abroad opportunities as we increase the number of our minor and BIS students

In the fall we joined the National Anthropology Honorary Lambda Alpha as part of alumni effort. (8 inducted) and Added a Capstone Anthropology Class and revised and updated our curriculum to fit with the new Capstone. We have had several faculty and student presentations in 1-12 schools.

We offer a large number of general education classes including four different colleges/ categories (social science, life science, humanities and diversity), and we will be reevaluating our classes to include the addition of content regarding career application of disciplinary knowledge. Pursuant to revisions to the WSU Gen Ed curriculum, our General Education courses are also being revised to include signature assignments which feature the application of disciplinary knowledge to the solution of 'wicked problems' such as climate change (e.g. ANTH 2010 – Stevenson)