

**Agenda and Evaluation Report for  
Audit & Review Face-to-Face Meeting  
University of Wisconsin-Whitewater  
Anthropology Minor, 2019-2020**

**Date:** 3/20/2020

**Time:** 8:45-9:45am

**Place:** Laurentide Hall 4012

*Due to circumstances surrounding COVID-19, this program did not have a Face-to-Face (F2F) or Follow-Up meeting for their 2019-2020 review. The review team's initial report, including its recommended result of "continuation with minor concerns," was sent to the program and review team for final verification. The document below is considered the program's final report for the 2019-20 audit and review cycle. Please refer to a document on our website titled "Audit and Review and COVID" for further information.*

- 1) Summary of Review Team's evaluation:
  - a) **Assessment:** There has been significant progress on assessment. The review team appreciates the support by the College Dean for this important work by Jessica Walz and others that will help the program evaluate its effectiveness and make program-level changes, if needed, in the future. Is the plan sustainable, given staffing?
  - b) **Planning:** Significant challenges face a program with contributors coming from multiple departments. At the same time, the self-study describes many promising activities and exciting future possibilities. What are possible solutions for facilitating communication and long-term planning?
  - c) **Staffing:** The review team noted the flexibility offered by the program that enables students to personalize their minor with independent studies, courses from other areas, internships and undergraduate research. While the flexibility and intensive individual contact are advantages of this program, the effect on workload is a concern and prompted the review team to recommend discussions between the program, relevant department chairs, and the dean as soon as possible. Can we achieve sufficient staffing to support the minor that retains this flexibility and the opportunities for intensive individual contact with faculty?
  
- 2) **Recommended Actions:** The evaluation report lists three recommended actions (see page 17, point 4) related to continued implementation of the assessment plan and long-term planning for the program.
  
- 3) **Recommended Result:** *Continuation with minor concerns*
  - **Please make use of the detailed comments in the evaluation report (below).**
  - **Please provide a progress report to the College Deans by February 1, 2022 and to the Assessment Office by February 15, 2022**
  - **Next FULL self-study will be due to the College Deans on October 1, 2024 and to the Assessment Office on November 1, 2024.**
  
- 4) Adjourn.

*Review team report is attached below, including Recommended Actions and instructions for Progress Reports (if required).*

**University of Wisconsin-Whitewater  
Review of Audit & Review Self-Study  
Anthropology Minor, 2019-2020**

Date of Evaluation 11/5/2019

Program: Anthropology Major  Minor

**Evaluations submitted by:** Andrea Ednie, Michael Gueno, Barbara Bren, Catherine Chan, Eric Appleton  
**Review meeting attended by:** Eric Appleton, Barbara Bren, Catherine Chan, Andrea Ednie, Michael Gueno

**I. Program Purpose & Overview: A. Centrality**

**1. The program contributes to the fulfillment of UW-Whitewater’s core values, Mission, and Strategic Plan.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

A general description of how the discipline contributes to respect for diversity is provided. The program also identifies particular strategic plan items but provides little to no specific description/evidence of how this program contributes (e.g., an example of a transformative or learning-enhancing HIP).

**2. The program supports general education, proficiency, and/or other programs at UW-W.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

Both Anthropology courses and faculty contributed to general education, including providing courses that may be taken as General Education electives and providing instruction for core courses. Good support for other programs through cross-listed courses. How are the activities leading travel studies and maintaining relationships with other programs abroad split among the faculty in the program? How frequent or how recent are these activities?

Courses within the Anthropology minor provides a broad range of support to general education, writing proficiency, and development of research and quantitative literacy skills. It also supports many other programs of studies. Their efforts and contributions are to be commended.

Rather exciting that the minor is working on a GL!

**3. The program has achieved or is appropriately working toward achievement of at least two goals of Inclusive Excellence.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

Work on the curriculum reflects program faculty/staff attention to IE goals. An explicit connection between the HIPs mentioned under "Best Practices" and IE wasn't made. It seems to be a general statement that students in these courses experience HIPs (which is good for all students).

I applaud the program's effort in contributing to intercultural curricular and co-curricular programming, and incorporating high-impact practices in courses. I would appreciate if the program can provide more data on how the use of inclusive syllabi, the development and offering of diverse curricula, and involvement of staff/faculty in inclusive co-curricular programming have contributed to the recruitment and retention of students of opportunity. Does the program have its own and specific definition of students of opportunity? Is there a mechanism within the program to consider, discuss and work towards improving achievements in IE goals?

Work is primarily curricular due to size of faculty (and hiring pool). Would be interested to hear if/how efforts toward recruitment and retention of diverse students is managed -- are the intercultural topics offered enough to entice a wide range of interested students?

**4. The program has been responsive to actions recommended from the previous Audit and Review Report; Progress Reports have been submitted, if relevant.**

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0

**Comments**

It appears COLS is supporting the program and that a significant amount of progress has been made toward advancing with assessment of SLOs.

50% of an academic staff position has been added to Anthropology and is currently serving as coordinator. This person has accomplished a lot of work on assessment for the minor, with support from the College dean. The results are very promising for strengthening student performance, although as the report suggests in later sections, it is going to be challenging to facilitate faculty from different departments collaborating on use of this data and planning for the program. There remain major concerns about the staffing for teaching the courses.

The program has provided evidence that it has made progress to address the recommendations included in the last self-study. However, the program should provide additional evidence to show that it is making progress towards addressing some of the recommendations in the most recent progress report (May 2018). Specifically, please include summary of data on student learning outcomes that have been collected, the results, and how the data have been used.

**I. Program Purpose & Overview: B. Program Mission, Goals, & Accomplishments**

**1. The program's mission statement reflects the nature and scope of the program.**

No/Limited Evidence	0
Some/Partial Evidence	0
Sufficient Evidence	5

**Comments**

The last sentence in the self-study does not match what is on the campus webpage <http://www.uww.edu/academics/departments-and-majors>, click Learning Outcomes: "Students in this minor will also enhance their abilities to appreciate the rich diversity of human culture both past and present." This is dated 6/17/2015 and removes language in the self-study that confused me ("As a contributor to General Studies the program aims to enhance...") because I did not know what "General Studies" meant. General Education?

**2. Goals and objectives were identified and undertaken to improve or advance the program.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

**Comments**

Very clear discussion of progress made on each goal and indication of future goals where appropriate. Does the program have future goals beyond the ones that result from the previously determined goals?

Congratulations to Dr. Walz on her promotion, certainly well-deserved for taking on the extra responsibilities of work on the program assessment, authoring the self-study, and tackling marketing of the program too. Good work meeting with the advisors in the Advising Center. Have the faculty/staff in majors with which this would be an advantageous minor been identified and/or contacted so that their advisors will suggest it to their students? Or is that part of the future plan?

The program included multiple statements in this report that there has not been any new faculty line added to the program but Assistant Professor Kilicaslan is expected to contribute to the program, at least by teaching ANTHROPL 302. Perhaps the program can clarify the affiliation of Dr. Kilicaslan and his expected contribution to the program. Regarding Goal 3 of the program to increase number of students graduating with the minor, the data show fluctuations and not necessarily increase in enrollments over the course of the review period. A collaboration with the AAEC is a good way to promote the program; please provide the data on the number of first-year students who enrolled in Anthropology courses.

The goals all seem clear and well-considered. It looks like obtaining adequate FTE is the major obstacle to achieving the rest of the goals. Goal 4 notes that they would like to apply for a Major -- if justifiable. What criteria will they use to determine justification?

**3. The program has a process for setting and assessing goals, and making decisions about changes to the program goals.**

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0

**Comments**

The process appears to be spontaneous and/or via email when necessary. Could the program schedule 1 meeting per year to discuss goals?

I hope the program is successful in reinstating face-to-face meetings. Perhaps something like Webex teams could help if getting everyone in the same room is problematic. It can help to eliminate travel time if schedules are tight.

The program does what it can with the limited number of dedicated faculty and academic staff affiliated with/contributing to the minor. Some of the evidence is included in the following section (regarding resuming regularly face-to-face meetings of relevant faculty and staff members).

**4. The program is considering potential revisions to mission, goals, or objectives; the program has a “vision” for where it wants to be in the future and how to get there.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

**Comments**

Clear plans are outlined for the future of the program that include revising the mission and curriculum. It seems the program has a clear vision for growth over the next few years.

There is a lot of enthusiasm and energy in the report, reflected in the vision. Staffing would need to be addressed. The first steps described are practical and seem to be critical for supporting the minor. I'm confused by the reference to "General Studies" in the mission statement being revised. Has the biyearly rotation of some courses kept the numbers of minors down from where it might be (if there's any way to know this)? I can't tell how long ago discussions were had with the other departments about adding their courses as elective options for the minor. How many students are taking the Sociology theories course instead of ANT 420? Are you still able to capture assessment data from them?

I applaud the program's effort in planning to expand the program into a major. I am sure the program is aware of this but significant work will be needed to promote the program and recruit potential students to make this a reality to help justify the additional resources necessary, and collecting data on demand for the program is a key piece of this necessary evidence.

Even though it's a minor and a smaller program, meeting as a group only 1-2 times a year doesn't seem frequent enough. It looks like they have done the groundwork on determining the needs of the major, as well as how they want the major positioned.

**5. The program, faculty/staff, and/or students have earned recognition or awards.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

The program self-study prompt asks only about awards or recognition for the program. The self-study mentions but does not identify awards and recognition for individuals contributing to the program.

It would be nice to know about the recognition given to the individuals contributing to the program. Were any awards specifically relevant to anthropology, or for their work in other fields?

**6. The program has achieved or maintained program-level accreditation or has considered seeking it, where appropriate.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

Stated that accreditation is not available.

N/A

It is noted that there are no formal accrediting bodies.

**II. Assessment: A. Curriculum**

**1. The program has a clearly articulated, efficient, and purposeful curriculum, including options or emphases within the program (if applicable).**

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0

**Comments**

It appears the program faculty/academic staff have become efficient in how to support students through the curriculum, but that there is a plan to improve the curriculum in the near future.

The courses are not sequenced and students may take 420 before completing other courses. The minor offers flexibility with individually designed majors and in personalizing non-major courses for credit in the minor.

Please provide the frequency at which the core courses and elective courses listed on the catalog are offered. Which courses are offered every semester and which are offered every academic year? Do students have the option of taking any of these classes over winterim or the summer?

Does the minor often get tailored to the student's major? There's a bit of a smorgasbord of available options -- are there any typical combinations or routes that students are recommended to pursue based on interests? It's noted in II.4 that most minors major in either sociology or criminology -- what courses in the minor are recommended for those two majors?

**2. If program offers dual-listed courses, the expectations of graduate students differ from undergraduate students; otherwise NA**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

Stated that no dual-listed courses are offered.

N/A

It is noted that no dual listed graduate courses are offered.

**3. Appropriate assessment data were used in making curricular revisions.**

Sufficient Evidence	2
Some/Partial Evidence	3
No/Limited Evidence	0

**Comments**

An example or two of specifically how instructors have revised courses based on feedback from course exams, student assignments and/or student evaluation data would be helpful and important - especially for some of the 4 required courses.

N/A - no changes since 2014/15

Although no major curricular revisions were made, it would be nice to see at least select examples of revisions of courses within the minor and how those revisions were made using feedback from exams, assignments and student evaluation.

Individual instructors have made content changes based on data from courses. A curriculum map is provided, noting outcomes and levels (B,I,A). Is there an over-arching structure for the four required courses; how are they expected to work together? Are they expected to comprise a gradient or are they more jigsaw? It is noted that when the major is developed, their current strategy of curriculum assessment and revision will need to change.

**4. The program provides opportunities for students to learn in ways that extend beyond the classroom, and discussed the extent to which students are involved in these activities and opportunities.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

Seems offering independent studies has been a common way of involving students beyond the classroom but that the program is working to identify more manageable options.

The amount of work with individual students (undergraduate research and independent studies) is intense, given the small number of faculty/staff to supervise and the teaching load. The decision to limit the number of students given these opportunities is sensible but a significant loss to students.

**5. Online courses are evaluated in ways that ensure effective delivery, continuous improvement, and student learning (if applicable)**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

**Comments**

It would be helpful if the program provides a list of courses within the minor that are offered in online and hybrid formats, and how Quality Matters training and evaluation are applied to each of these courses.

**II. Assessment: B. Assessment of Student Learning**

**1. The program has a clearly articulated learning outcomes for students, courses are "mapped" to these learning outcomes, and some outcomes received specific attention during the review period.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

There are some learning outcomes that are not ensured to go beyond the beginning level, is that correct? Good use of employers and graduate program information to identify the most important learning outcomes.

I appreciate the clarity in the curricular map.

**2. Student learning outcomes are aligned with the LEAP Essential Learning Outcomes in a way that is reasonable and meaningful.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

Good matrix! Seems to have many assessments for each SLO, though - perhaps too many to manage over time?

**3. The program has an appropriate assessment plan for measuring students' progress in attaining the outcomes.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

**Comments**

The program has made an impressive amount of progress in assessment over the past 2 years.

Great progress being made on the assessment plan. How many students take the Sociology capstone instead of 420? Is it possible to obtain assessment data from an assignment in that course? Or is the number of students taking this route deemed inconsequential for program review?

Looks like the program has emerged from a period of instability with a solid, detailed, and achievable assessment plan.

**4. The program collected a variety of appropriate assessment data allowing judgments about the extent to which students are achieving learning outcomes.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

**Comments**

I can understand the reason for comparing minors to non-minors, but I wonder if additional measures could also be considered, such as meeting a target score/success rate?

It is great to see course-embedded assessment results included in this report. Please clarify the sample size used in graphs within Appendix G, the variance/error bars in Figures 1, 3, 5, 7 & 8, and the acceptable scores for the learning outcomes presented in these figures. Please also include summary of SOAS data and any other sources of information, including relevant external data, gathered about students in the program.

I enjoyed the thorough analysis, and the noting of places in which effort will be made to close the loop.

**5. Program faculty consider assessment data in making changes to the curriculum, students' learning outcomes, and/or other aspects of the program.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

Great specific examples.

Is the program considering requiring at least one anthropology course prior to taking 420?

It is great to see that the program has a plan to use assessment results to help students improve in relevant areas. What is the timeline of implementation of the plan? Given that students declare the minor and/or take Anthropology courses at different stages of their college careers, which advisors will the program need to reach out to in order to provide the new information on course advisement?

**6. Results of assessment efforts have been shared with appropriate internal and external constituencies.**

Sufficient Evidence	3
Some/Partial Evidence	2
No/Limited Evidence	0

**Comments**

Results are being shared and the report mentions the need for regular anthropology instructor meetings.

Sufficient at this time, given the status of the assessment plan and the program faculty/staff. Is it possible to create some kind of communication vehicle for disseminating information on minors? Perhaps a canvas "course" or a shared Google space.

I understand the difficulty in sharing assessment information with limited number of staff/faculty but I strongly encourage the program to convene formal meetings at least once, if not twice a semester to help with sharing of information and overall engagement. Assessment results on students in the program can also be shared with all the chairs/departments of the most common majors of students with declared minors in Anthropology, perhaps even including the coordinators/chairs of the list of programs to which Anthropology courses are cross-listed. The same is true on sharing information with advisory board(s).

**III. Student Recruitment, Enrollment, Retention, and Graduation: A. Trend Data**

**1-2. Five-year enrollment and graduation trends reflect program vitality and sustainability.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

**Comments**

I am encouraged by the marketing efforts described in the self-study.

What would be considered to be an optimum number of minors?

**3. [MAJORS ONLY] Credits-to-degree show that students can complete the degree in four years, or reasonably efficiently.**

Sufficient Evidence	2
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

Not applicable

N/A - not a major

**4. Program has strategies to recruit and retain diverse students.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

Seem to have good recruitment goals in place.

The program has provided a list of departments whose majors pair well with an Anthropology minor. I encourage the program to directly reach out to these departments with information about the program and possibly establish a key contact person within these departments to further promote the program through department-level advising. I strongly encourage the program to begin sending personal invitations to students taking Introductory Anthropology courses to consider the minor as soon as possible.

**5. [MAJORS ONLY] Composition of students approximates or exceeds the diversity of students at the University**

Sufficient Evidence	1
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

Not applicable

N/A - not a major

**6. Students can enroll in appropriate courses and proceed without delaying graduation.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

**Comments**

Offering Independent Study (498) as a way to provide elective course to support students' on-time graduation is not sustainable. The program has outlined a plan to additional elective courses from other departments, and I strongly encourage the program to implement the plan as soon as possible.

**7. Claim that the program is oversubscribed, undersubscribed, or at optimum level is justified or supported by examples or data.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0
<b>Comments</b>	
I understand the faculty/instructors are oversubscribed, but the response doesn't assess student numbers in the minor itself.	

**General Comments related to Section III.A**

Staffing for the minor is a significant concern.

**III. Student Recruitment, Enrollment, Retention, and Graduation: B. Demand for Graduates**

**1. [MAJORS ONLY] Placement information indicates that program graduates find employment or continue their education.**

Sufficient Evidence	1
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

Not applicable

N/A - not a major

**2. Data suggests that employment opportunities for graduates of this program will remain strong.**

Sufficient Evidence	3
Some/Partial Evidence	1
No/Limited Evidence	0

**Comments**

Unknown

Are students helped with how to market their skills for employment, e.g., how to represent it on resumes? Or does Career and Leadership Development have an idea how students with this minor should use it on resumes?

**3. The program systematically tracks graduates of the program.**

Sufficient Evidence	0
Some/Partial Evidence	0
No/Limited Evidence	5

**Comments**

Although it is not required, given the relatively small number of students who graduate with an Anthropology minor, the program could consider trying to leverage the close personal connections these students have established with program staff and faculty to collect data on and feedback from these students.

Noted that no IRO data is available. Is there any anecdotal info (checking Facebook, LinkedIn -- not that there's extra time for that)? Does the alumni office do any tracking of minors post-graduation?

**III. Student Recruitment, Enrollment, Retention, and Graduation: C. Comparative Advantage(s)**

**1. The program has unique features that distinguish it from competing programs--giving it a competitive edge**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

Good response!

What do you mean by competing programs?

It does seem to me that students have great opportunities here, but at a cost to the small number of faculty/staff facilitating them. If we want to continue to offer these experiences, then the program's staffing is an issue.

**IV. Resource Availability & Development: A. Faculty Characteristics**

**1-2. Information is provided about the composition of the department faculty & instructional academic staff (e.g., gender, ethnicity, expertise, academic rank, etc.)**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

Doing great there.

Given the program's reliance on staff/faculty other than the core members to contribute to classroom instruction and co-curricular offerings, please consider including data on their professional development activities related to teaching and advising as well.

**3-4. The program has identified staffing changes and anticipated areas of potential future need.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

They clearly need additional staff and, perhaps more importantly, resources to ensure the stability of core faculty and staff.

A good explanation of diversity in the discipline was provided. The staffing for the minor is a major concern.

I strongly encourage the program to begin a discussion with relevant chairs and the Dean about staffing level and long-term program plan and sustainability as soon as possible.

Despite the loss of a devoted tenure line in this review period, the program has still managed to thrive and grow in the number of minors enrolled and graduated. However, this growth has been possible only through extreme stress on remaining faculty and staff. This is not sustainable in the future, especially if the program seeks to expand to include a major or other applied certificates.

**IV. Resource Availability & Development: B. Teaching & Learning Enhancement**

**1-2. Faculty & instructional academic staff are engaged in activities to enhance teaching and advising.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

**Comments**

**IV. Resource Availability & Development: C. Research & other Scholarly/Creative Activities**

**1-2. Faculty (and staff, if relevant) are active in research and/or scholarly/creative activities.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

**Comments**

Given the program's reliance on staff/faculty other than the core members to contribute to classroom instruction and co-curricular offerings, please consider including data on their research activities as well.

**IV. Resource Availability & Development: D. External Funding**

**1-2. Faculty and staff (if relevant) pursue funding through grants, contract, and/or gifts.**

Sufficient Evidence	4
Some/Partial Evidence	1
No/Limited Evidence	0

**Comments**

Given the program's reliance on staff/faculty other than the core members to contribute to classroom instruction and co-curricular offerings, please consider including data on their activities in pursuing external grant funding.

**IV. Resource Availability & Development: E. Professional & Public Service**

**1-2. Faculty (and staff, if relevant) are active in professional and public service, beyond the department.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

**IV. Resource Availability & Development: F. Resources for Students in the Program**

**1. The program has adequate personnel, student help, and service and supplies to serve its undergraduate students.**

Sufficient Evidence	1
Some/Partial Evidence	4
No/Limited Evidence	0

**Comments**

Discussed what resources the students have, but did not indicate whether or not resources are adequate.

Evidence of doing great work with what little they have but clearly evidence of need for more.

Through no fault of the program, it does not have a dedicated budget line. If the program were to expand, this issue needs to be addressed.

It's noted what resources are available -- ADA in Sociology and Women's Studies departments, as well as student helpers. They don't actually state whether or not this is adequate to their needs. Does there need to a separate budget line at the College level for the program?

**IV. Resource Availability & Development: G. Facilities, Equipment, & Library Holdings**

**1. The program has adequate facilities, equipment, and technological resources to effectively serve its students.**

Sufficient Evidence	2
Some/Partial Evidence	3
No/Limited Evidence	0

**Comments**

Specific classroom, storage, and software needs are outlined.

The SCA department should have funds from the Library acquisitions budget that could be used for purchasing needed films, and DVDs may be borrowed from other UW campus libraries. The storage and use of teaching materials needs to be addressed.

The program, through no fault of its own, clearly needs more dedicated instruction, storage and preparation space. I strongly encourage the program to continue to advocate and collaborate with other departments and programs through negotiations and soliciting the assistance of chairs and dean as necessary.

1) software, 2) dedicated teaching space, 3) dedicated wet-lab space, 4) curated space for storage and preservation of cultural materials.

**V. Conclusions and Recommendations from the Department or Program**

**1. Program strengths are discussed.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

Faculty/staff have been impressively flexible and committed to supporting the needs of students and offering a quality anthropology program.

**2. Areas of improvement and continued progress are discussed.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

Stabilization of faculty and staff.

Stabilize core faculty and staff is main priority; this will enable much else to fall into alignment

**3. Recommendations and resources are discussed.**

Sufficient Evidence	5
Some/Partial Evidence	0
No/Limited Evidence	0

**Comments**

Again, stabilization of core faculty staff is addressed. I don't think I missed it earlier, but this would be a good place to describe what ideal staffing would look like for the minor, as well as what ideal staffing would look like should a major be put into place.

**VI. Reviewer Conclusions 1. Strengths of the Program**

Faculty/staff willingness to meet student needs and interests. Flexibility, independent study opportunities, internships, etc. The program has made a tremendous amount of progress in assessment over the past year.

The progress on assessment is highly commendable! This should prove to be invaluable in improving the program and assuring student learning. Those staffing the minor have provided wonderful opportunities for students with a lot of personal attention, both providing flexibility in course selection and supervising intensive learning activities like undergraduate research and independent study. It seems clear that the faculty/staff dedication to their students has been allowing the program to function without adequate staffing.

The program enjoys the contribution from dedicated faculty and academic staff. It is able to maintain program integrity and vibrancy despite challenges, including changes in staffing and composition.

The report is clear, thoughtful, and detailed. Despite the faculty disruptions of the past years, the program has held together and actually seen growth. The assessment plan looks doable, and it will be interesting to see what conclusions result after a complete cycle of data collection and analysis. The minor, while valuable in itself, appears to be a valuable additional to various majors (criminology, sociology, etc.).

## 2. Areas for Work or Improvement

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I encourage the program, in consultation with relevant chairs and dean, to engage in the long-term planning/mapping of the program as soon as possible.

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Continue with the assessment work and recruitment work in order to build the program as outlined in the self-study.

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Staffing is a major concern that needs to be addressed. Of perhaps greatest concern is the status of the lone remaining tenure/tenure track faculty position and whether it affects the availability of courses and other learning opportunities like travel study for the minor. Discussion about storage and transport of teaching materials needs to take place to ensure their preservation. This may need to occur with other colleges or departments.

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The program needs to broaden its advocacy and collaborative network to expand potential sources for resources needed for sustainability and hopefully growth of the program. If the program wants to increase demand for the minor and its course offerings, I encourage reaching out to departments whose students already regularly take Anthropology courses, and establish collaborative relationships to allow these departments to help increase awareness of offerings from Anthropology.

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Stabilization of core faculty and staff is paramount. Continue plans for development of major (if justified). Procurement of ethnographic analysis software. Discuss procurement of dedicated class and lab spaces. Continue assessment work.

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## 4. Recommended Actions (please specify):

1. Continue with implementation of the assessment plan shared in this report. Minimize assessments in the matrix and develop a plan for how assessment work can be sustained over time. Present relevant data in the progress report.
2. Develop more future goals for the program. Meet as a program faculty/staff group at least once per semester to discuss assessment and program goals. Engage in discussion with relevant parties (e.g., select department chairs and Dean) to discuss long-term plan for the program. Discussion topics would include:
  - review and revision of the elective course list to include additional courses to expand and diversify program offerings, while ensuring that all departments contributing to the minor understand their importance to it, especially if there may be a need to contribute to assessment data at some point,
  - commitment of staffing support for the minor to preserve the advantageous intensive learning opportunities it has been providing,
  - space allocation and need for other resources as appropriate to sustain and perhaps expand the program, e.g., identify needed library resources and work with the department and the library to obtain them, if possible, and
  - continuation of retention and recruitment efforts.
3. Submit a progress report to the Dean and Audit & Review in Spring 2022.

**5. Recommended Result**

Continuation without qualification. Next self-study will be a shortened one focusing on the Recommended Actions from the current report.	
Continuation with minor concerns. A progress report may be required, at the discretion of the review team.	X
Continuation with major concerns in one or more of the four areas; submit annual progress report to the College Dean & Associate Vice Chancellor for Academic Affairs on progress addressing the major concerns	
Withhold recommendation for continuation, place on probation, and require another complete Audit & Review self-study within 1-3 years, at the Committee's discretion.	
Withhold recommendation for continuation, place on probation, recommend placing in receivership within the college, and require another complete Audit & Review self-study within 1-3 years at the Committee's discretion.	
Non-continuation of the program.	
Insufficient Information in the self-study to make a determination; revise self-study & resubmit.	
Report not submitted; refer to Provost for action.	

**Please provide a progress report to the College Deans by March 1, 2022 and to the Assessment Office by March 15, 2022**

**Next FULL self-study will be due to the College Deans on October 1, 2024 and to the Assessment Office on November 1, 2024.**