



Daniel A. Reed  
Senior Vice President for Academic Affairs  
205 Park Bldg.  
Campus

May 28, 2019

*Approved  
R. Watkins  
6-9-19*

RE: Graduate Council Review  
Department of Anthropology

Dear Vice President Reed:

Enclosed is the Graduate Council's review of the Department of Anthropology. Included in this review packet are the report prepared by the Graduate Council, the Department Profile, and the Memorandum of Understanding resulting from the review wrap-up meeting.

After your approval, please forward this packet to President Ruth Watkins for her review. It will then be sent to the Academic Senate to be placed on the information calendar for the next Senate meeting.

Sincerely,

David B. Kieda  
Dean, The Graduate School

Encl.

XC: Leslie A. Knapp, Chair, Department of Anthropology  
Cynthia Berg, Dean, College of Social and Behavioral Science

**The Graduate School**  
201 Presidents Circle, Room 302  
Salt Lake City, Utah 84112-9016  
(801)581-7642  
FAX (801)581-6749  
<http://www.gradschool.utah.edu>

## **Department of Anthropology**

One of the oldest anthropology programs in the nation, the Department of Anthropology has a strong national reputation and highly productive faculty. Their ability to forge robust, successful collaborative relationships across the University was commended. The recommendations include several suggestions aimed at bolstering student recruitment at both the undergraduate and graduate level. The Department has already begun to implement new initiatives to attract students and to address other recommendations in the report.

**The Graduate School - The University of Utah**

**GRADUATE COUNCIL REPORT TO THE SENIOR VICE PRESIDENT  
FOR ACADEMIC AFFAIRS AND THE ACADEMIC SENATE**

*October 29, 2018*

The Graduate Council has completed its review of the **Department of Anthropology**. The External Review Committee included:

Todd R. Disotell, PhD  
Professor, Department of Anthropology  
New York University

Mary C. Stiner, PhD  
Regents' Professor of Anthropology  
University of Arizona

John P. Ziker, PhD  
Professor and Chair  
Department of Anthropology  
Boise State University

The Internal Review Committee of the University of Utah included:

John R. Bowman, PhD  
Professor  
Department of Geology and Geophysics

David R. Carrier, PhD  
Professor  
Department of Biology

Julia B. Corbett, PhD  
Professor  
Department of Communication

This report of the Graduate Council is based on the self-study submitted by the Department of Anthropology, the reports of the external and internal review committees, and responses to the external and internal reports from the Department Chair and College Dean.

## **DEPARTMENT PROFILE**

### **Program Overview**

According to the self-study, the University of Utah has one of the oldest Anthropology programs in the nation. The program had its start with early research in the 1890s, and in 1917 the Department of Anthropology and Sociology was created, with Anthropology becoming its own department in 1926.

The Department's mission is to "discover and communicate new knowledge through basic and strategic research, the foundation from which we educate and train scientifically literate and intellectually engaged citizens and equip them with relevant skills for the modern world." The self-study reports that the focus and strength of the Department "lies in our shared perspective and collaborative approach to the study of human variation and evolution. Faculty members engage in the cutting-edge research that crosses disciplinary and subdisciplinary lines to address questions about human biology, behavior, culture, and evolution." The external report states that the "Department is strongest in its focus on human behavioral ecology, hunter-gatherers, western North American prehistory, and medical Anthropology.

To achieve the mission, the Department of Anthropology has robust research activities among its faculty and offers bachelor's, master's and PhD degrees. Also, the Department provides an array of general education courses for the University and has strong cross-disciplinary links to Biology and the Natural History Museum of Utah.

### **Faculty**

Since the last review, the Department has hired an external chair and increased the number of faculty by two, in part by leveraging the University's Transformative Excellence program, which has also had the beneficial effect of increasing cross-campus collaboration in sustainability and biomedical studies.

The number of faculty is relatively small in comparison to peer departments, with a total of 21 faculty reported in the Office of Budget and Institutional Analysis snapshot for 2016-17. Twelve of these are full-time tenured (1 Distinguished Professor, 6 Professors, 5 Associate Professors) and 4 are tenure-track Assistant Professors. Among the tenure-line, there are 6 females and 10 males with the average age of 55; the Department has doubled the number of women since the last review. Other faculty at the time of the self-study include 8 career-line (a total of ~2.6 FTE) and 9 adjunct faculty (a total of ~1 FTE). The Department is currently searching for a Human Evolutionary Geneticist and has a plan for hiring a Human Evolutionary Biologist.

The faculty has engaged in efforts to increase underrepresented racial and ethnic diversity through targeted advertising for new faculty hires, but as noted in the self-study they had "relatively little success." They have one diverse hire, a Pacific Islander, who is one of five hires since 2010. They indicate that they will continue the effort but note in this field "between 70 and 80 percent of new PhD holders are Caucasian," which will make it challenging.

The faculty were lauded by the external reviewers for “being one of the most productive anthropology programs across the nation as measured by peer-reviewed journal articles, grant funding activity and election of 4 faculty into the National Academy of Sciences.” Significant strides have been made to increase the number of grants. Although funding options differ within the spectrum of this discipline, the internal reviewers indicate that the faculty currently have 10 active NSF grants. However, they note that “none of the PIs of these current NSF grants are an assistant professor and only one is an associate professor.” Overall, while the majority of faculty have research support, the capacity to provide graduate student stipends from these funds is limited (discussed further below).

The faculty are described as being collegial and the work environment good. Faculty feel that they have resources and opportunities available to them, and the junior faculty feel that they have adequate mentorship and that expectations for review and promotion are clear. However, it was recommended by the internal reviewers that a policy be established to have more senior faculty mentor new faculty. The chair of the Department indicates that this has been done on an ad hoc basis, but formalizing would be a good idea. Internal reviewers also reported that junior faculty “expressed concerns related to the inability to recruit top graduate students (because no multi-year funding package is offered) and the lack of opportunities to teach graduate seminars.” This topic will be discussed more fully in the Student section. With respect to teaching, it was reported that there are opportunities for faculty to teach in their interest areas and to seek collaborations outside of the Department and College.

“Faculty found the 2/2 teaching load acceptable,” according to the internal reviewers, with a 2/1 load applicable for research active faculty, as explained in the new workload policy adopted in 2016-17. This policy clarifies many issues and also allows for reduced teaching assignments for highly productive research faculty. The reduced teaching assignments have had the effect of faculty securing more research funding and increasing dissemination.

In regard to adjunct and career-line faculty, the Chair states that many adjunct faculty are active in providing research opportunities for undergraduate and graduate students. A small number of adjunct faculty are lecturers and teach one class per semester. With fewer general education offerings and a reduction in Department monies, external reviewers noted that “the Department has significantly reduced adjunct teaching assignments. Without adjuncts available to backfill courses lost through reduced teaching for tenured/tenure-track faculty, the Department potentially faces staffing issues.” It was not clear, however, if this is a current issue. In a particular instance where a career-line faculty member teaches a course that is central to the graduate program, as well as providing research training, external reviewers felt that a multi-year contract should be arranged.

According to the internal review, some concerns were raised in the conversation with 3 of the 17 adjunct and career-line faculty. These were focused on their participation and contributions to the Department and a “marked lack of communication with these faculty members about issues of the Department move to the new building, options for compensation and policies for TA assignments.” The Chair has indicated that the departmental policies “will be made clearer by putting it in writing” with the new realities of the funding model and what monies are available for instructors and TAs. She has also held meetings, since the time of the review, specifically focused on the logistics of the move and new space. It will be important to sustain this level of clear communication.

## **Students**

According to the self-study, the Anthropology Department has approximately 20 graduate students and around 200 undergraduate students. Each of these programs is described as being robust and healthy with a relevant curriculum. The Department has seen a slight reduction in the total number of students by about 23% from 2011 to 2017 (250 to 192). The most significant drops have been in the undergraduate pre-majors (27 to 14), undergraduate majors (182 to 149) and master's students (14 to 6). However, they have a robust strategy for undergraduate recruitment, including "outreach at local high schools and community colleges; participation of graduate students in local STEM events; a diverse set of General Education courses including high enrollment introductory courses (ANTH 1010 and 1020); and a set of economically and socially relevant major emphasis tracks." The internal review committee commends the Department for their recruitment efforts considering that many entering first-year students are not familiar with the Anthropology field.

Both internal and external reviewers found the students to be happy, apart from a few issues centered around graduate student funding packages. The external reviewers noted that the students indicate "a very positive learning and social environment, and a high level of comradery." They were "impressed by accounts of how graduate students aided the undergraduates in combined (UG+Grad) courses." The Anthropology Club was also cited by internal reviewers as being a very worthwhile endeavor, initiated in response to the previous review, that contributes to cohesiveness in the Department.

While the students are generally happy, it was suggested by the reviewers that updated information could be made to the graduate student handbook and that this could be made more available via the web rather than just in printed copies. The Department has already acted to implement these suggestions.

It is stressed in both the internal and external reviews that "the Department's poor financial support for graduate students negatively impacts recruitment." The internal reviewers indicate that "the Department needs to prioritize four-year funding packages for the best student applicants." They do note that this may reduce the number of students that will be accepted into the program. In the Chair's and Dean's responses, they acknowledge that this is an issue and have made it a priority to address additional support for graduate students. Also, the Dean states that they have "reduced the number of offers, and extended offers for Ph.D. students for 3 years." In addition, the Chair has indicated that they plan to develop an advertising program to notify potential graduate applicants about multi-year funding package opportunities. In addition to improving predictability (guaranteed term of support), it is crucial that the graduate stipend level be competitive with peer programs.

The self-study acknowledges that student racial/ethnic diversity is less than what they would like to see. However, according to the internal reviewers "this low diversity appears to be consistent with low diversity that characterizes the field nationally and is not surprising given the low racial and ethnic diversity of Utah and the Intermountain West in general." One particular group that the internal reviewers were surprised was not more broadly represented was Native Americans. The internal reviewers believe that the Department may be able to increase its student diversity by finding a way to recruit higher numbers of Native Americans. The Chair indicated that they have initiated some activities in this area and that they have had at least one student apply as a result of their effort.

## **Curriculum**

In the undergraduate program, it is noted in the internal report that “the Department offers an exciting and diverse undergraduate curriculum with a flexible set of requirements for the major.” They added, however, that having requirements in related scientific fields would be of benefit. They commended the Department for offering “Anthropology as a Major and Career” (ANTH 3001), which informs students about the major and career options. They also commended the recently developed Capstone course and gave some specific suggestions on modifications to this course to best prepare students for future professions. Also, the Department offers workshops for undergraduates in finding employment. Undergraduate course availability is noted as being very good, and there are many to choose from. Transfer students find the process to be smooth with excellent advising. Numerous opportunities for students to be involved in research and field work are noted. The external reviewers note that some additional funds would be beneficial to the undergraduate population to support travel to professional conferences; however, some of this support exists elsewhere at the University.

Both the external and internal reviews indicate that course planning across the curriculum is “less formal than it probably should be.” The external reviewers suggest that the faculty meet each year formally to plan annual and three-year course offerings. This meeting would help reduce redundancies, adjust to student needs, allow for planning, and reduce the negotiation with the Director of Curriculum. The Dean indicated that she would be recommending that a three-year plan is put into place.

With regard to the graduate program, reviewers commented that the program is robust and students generally are very happy. Of note was a discussion about a graduate course on grant-writing being both very important for students to seek outside funding as well as creating a unifying experience. They commented that the new MA in Cultural Anthropology is a “very positive development, and urge the faculty to keep moving on this.”

## **Program Effectiveness and Outcomes Assessment**

“The Department has developed a set of Expected Learning Outcomes (ELOs) for both the undergraduate and graduate degree programs in conjunction with the Office of Learning Outcomes,” according to the internal report. To obtain outcome data at the undergraduate level, the Department is beginning to utilize a Senior Capstone course (ANTH 5500). An assessment will be conducted at the beginning and end of the course utilizing a questionnaire, and evaluation of final research projects and posters will be conducted by the Curriculum Committee and full faculty. However, the external reviewers “queried 4 undergraduate students, and they were not aware of the program learning outcomes for their major”.

According to self-reported information and the internal reviewers’ report, outcomes are assessed at the graduate level through qualifying exams, preparation of research/thesis proposal, and submission of a satisfactory thesis/dissertation. Employment data appears to be the default feedback mechanism to provide information regarding learning outcomes. While placement of PhD students was strong, more active collection of feedback data, such as through alumni surveys, would likely provide extremely helpful data for program improvement. Further, students who leave with a master’s degree, rather than continuing in the PhD program, do not appear to be closely tracked.

According to the self-study, time to completion by PhDs was previously identified as a concern. The Department has addressed this issue and reduced it from >10 years to approximately 7 years. The internal reviewers note that they believe that offering multi-year funding packages will help to further reduce this time.

It is noted that retention rate is good (3 of 25 withdrew between 2008 and 2016) and graduates are reported to be finding positions in the job market. The attrition rate for master's students is higher, with 8 of 26 withdrawing between 2010 and 2016.

### **Facilities and Resources**

In the previous reports, one of the most significant issues for the Department was their facilities. This has been addressed, as they have recently made a move to the Carolyn and Kem Gardner Building. This new building houses offices for all tenure-line faculty and provides greatly improved research space. Also, adjunct faculty involved in teaching will have semi-private cubicles in department space. The reviewers suggested that additional space be used in the new building for an Ethnography laboratory, and the Chair notes that they have found approximately 100 square feet of highly visible area for this use.

The external reviewers discussed the strong relationships with the Natural History Museum of Utah and the Range Creek Field Station and indicated that the new laboratory facilities and joint hire will "allow the informal center to excel at a new level." They indicated, in contrast, that the Center for American Indian Languages "appears about to go extinct." They suggest that the Department must decide on the Center's future if it is going to be touted as a strength.

The reviewers mentioned funding models as an issue that has a dramatic effect on the Anthropology program. The current model incentivizes majors and has less emphasis on student credit hours, which creates a challenge to offering the General Education courses needed to attract majors (and provide breadth important for students in other disciplines) and which often shortchanges the Department due to Anthropology being commonly added as a second (uncounted) major. This has had a dramatic effect on the ability of the Department to perform outreach, support graduate students, and hire staff. The external reviewers suggest that this situation needs more significant attention from University administration, and in the Dean's response letter she indicates that she will seek some adjustments.

Compounding budgetary constraints, returned overhead to the Department is noted as being low, with a self-reported 1%, and a Dean-reported 7%. This should be clarified and discussed as a mechanism to provide additional monies for the program.

In the internal and external reports, it was noted that the staff was excellent but was overworked. The Chair and Dean agree with this assessment and will request additional monies to bring the staff to 3 FTE. Also, it is noted that because of the move to the Carolyn and Kem Gardner Building that there might be some opportunities to have some shared staff support as well as embedded Human Resources staff.

## **COMMENDATIONS**

1. The Department has an outstanding reputation and is noted as having highly productive faculty with a significant number of peer-reviewed publications and considerable success in obtaining outside research grant funding. This productivity has increased since the last report.
2. The Department should be commended for recruiting an excellent external Chair who is highly collaborative, has built upon the successes of the program, and has expanded the Department's reach.
3. The Department has strong, successful collaborative relationships across the institution. They have effectively leveraged University resources and partnerships to add faculty through the Transformative Excellence Program and to begin to diversify their faculty ranks, all while maintaining a collegial and collaborative environment.
4. The Department has instituted effective advising approaches for undergraduate students that include "Anthropology as a Major and Career" (ANTH 3001) and has developed a procedure (Senior Capstone Course and outcomes assessment), now being implemented, to assess outcomes for the undergraduate major.
5. The Department has a set of robust recruitment efforts for incoming students that include high school visits, compelling General Education courses, outreach to Salt Lake Community College, and collaboratively hosting out-of-state first generation Native American and Hispanic students.
6. The Department has codified new workload policies that spell out decision-making practices and explain faculty productivity-based teaching loads.

## **RECOMMENDATIONS**

1. It is recommended that the Department continue to improve graduate student recruitment, offering competitive longer-term funding packages (preferably 2 years for master's and 3 or more years for PhD), targeting advertising, and increasing selectivity.
2. It is recommended that the Department implement a 3-year undergraduate course planning process that has the participation of all faculty (including active adjunct faculty). It would be beneficial to concurrently explore whether more graduate seminars could be offered on an alternate year schedule. These plans, including teaching commitments, should be communicated to all faculty, staff, and advisors.
3. It is recommended that the Department continue its multi-pronged undergraduate recruitment efforts, including those aimed at increasing diversity. Consider (but do not limit to) increased efforts to attract Native American students.
4. It is recommended that the Chair and Dean continue to address budgetary constraints. This could include increasing returned overhead, further leveraging of shared administrative activities, increasing development (including improved links to departmental alumni), as well as working with upper administration to revise the productivity model.

5. It is recommended that the Department work with the Learning Outcomes Assessment Office to develop direct forms of learning outcomes feedback for the graduate program. It will also be important to monitor the efficacy of newly formed learning outcomes assessment mechanisms for undergraduates as well as this feedback process.

Submitted by the Ad Hoc Committee of the Graduate Council:

James A. Agutter (Chair)  
Associate Professor, School of Architecture

Rena D'Souza  
Professor, School of Dentistry

Erin Carraher (Undergraduate Council Representative)  
Associate Professor, School of Architecture

College Name  
All

Department Name  
Anthropology

Program  
All

## Faculty Headcount

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>With Doctoral Degrees Including MFA and Other Terminal Degrees</b>	Full-Time Tenured Faculty	9	10	11	11	11	9	11
	Full-Time Tenure Track	0	1	2	4	4	4	4
	Full-Time Career Line/Adjunct Faculty	5	8	6	5	2	2	2
	Part-Time Tenure/Tenure Track	3	3	2	2	1	0	0
	Part-Time Career Line/Adjunct Faculty	3	2	3	4	5	6	4
	<b>Total</b>	20	24	24	26	23	21	21
<b>With Masters Degrees</b>	Full-Time Tenured Faculty							
	Full-Time Tenure Track							
	Full-Time Career Line/Adjunct Faculty							
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty							
	<b>Total</b>							
<b>With Bachelor Degrees</b>	Full-Time Tenured Faculty							
	Full-Time Tenure Track							
	Full-Time Career Line/Adjunct Faculty							
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty							
	<b>Total</b>							
<b>Total Headcount Faculty</b>	Full-Time Tenured Faculty	9	10	11	11	11	9	11
	Full-Time Tenure Track	0	1	2	4	4	4	4
	Full-Time Career Line/Adjunct Faculty	5	8	6	5	2	2	2
	Part-Time Tenure/Tenure Track	3	3	2	2	1	0	0
	Part-Time Career Line/Adjunct Faculty	3	2	3	4	5	6	4
	<b>Total</b>	20	24	24	26	23	21	21

## Cost Study

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Direct Instructional Expenditures</b>	1,919,585	2,131,884	2,419,823	2,423,979	2,223,282	1,920,552	2,017,464
<b>Cost Per Student FTE</b>	5,120	5,894	7,429	7,809	8,087	7,073	6,700

## FTE from Cost Study

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Full-Time</b>	15	18	20	18	14	14	15
<b>Part-Time</b>	2	2	3	2	1	3	2
<b>Teaching Assistants</b>	2	2	2	1	1	1	2

## Funding

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Total Grants</b>	243,364	263,031	258,936	334,958	388,920	464,419	787,765
<b>State Appropriated Funds</b>	1,588,935	1,626,897	1,930,136	2,106,701	1,909,183	1,892,120	2,080,278
<b>Teaching Grants</b>	5,617	7,556	0	0	0	0	0
<b>Special Legislative Appropriation</b>							

---

**Differential Tuition**

---

**Student Credit Hours and FTE**

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>SCH</b>	Lower Division	6,012	5,331	4,875	4,245	4,326	4,545	5,112
	Upper Division	4,547	4,735	4,168	4,236	3,286	3,059	3,331
	Basic Graduate	201	295	248	289	215	153	223
	Advanced Graduate	258	229	238	265	209	208	171
<b>FTE</b>	Lower Division	200	178	163	142	144	152	170
	Upper Division	152	158	139	141	110	102	111
	Basic Graduate	10	15	12	14	11	8	11
	Advanced Graduate	13	11	12	13	10	10	9
<b>FTE/FTE</b>	LD FTE per Total Faculty FTE	11	8	6	7	9	9	9
	UD FTE per Total Faculty FTE	8	7	6	7	7	6	6
	BG FTE per Total Faculty FTE	1	1	0	1	1	0	1
	AG FTE per Total Faculty FTE	1	1	0	1	1	1	0

**Enrolled Majors**

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Undergraduate Pre-Majors	25	27	29	19	21	14	22
Undergraduate Majors	223	218	165	160	149	149	151
Enrolled in Masters Program	11	12	7	9	11	6	7
Enrolled in Doctoral Program	27	25	26	26	19	23	25
Enrolled in First-Professional Program							

**Degrees Awarded**

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Undergraduate Certificate							
Graduate Certificate							
Bachelors	70	91	79	68	53	75	47
Masters	4	9	7	2	6	2	4
Doctorate	3	1	5	5	6	2	1
First-Professional							



## **Memorandum of Understanding Department of Anthropology Graduate Council Review 2017-18**

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on February 8, 2019, and concludes the Graduate Council Review of the Department of Anthropology. Daniel A. Reed, Senior Vice President for Academic Affairs; Cynthia Berg, Dean of the College of Social and Behavioral Science; Leslie A. Knapp, Chair of the Anthropology Department; David B. Kieda, Dean of the Graduate School; and Katharine S. Ullman, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the review summary report presented to the Graduate Council on October 29, 2018. The working group agreed to endorse the following actions:

**Recommendation 1: It is recommended that the Department continue to improve graduate student recruitment, offering competitive longer-term funding packages (preferably 2 years for master's and 3 or more years for PhD), targeting advertising, and increasing selectivity.**

The Department, with help from the College, took immediate action to improve support packages for graduate students and to increase the selectivity of their admissions process. In the current recruiting cycle, they are offering 2- and 4-year support packages for master's and doctoral students respectively. Chair Knapp envisions implementing this in a cost-share model with faculty in which commitment of grant or start-up funds to student stipends is matched with departmental support, with TA-ships timed appropriately in each student's tenure. She is working with Dean Berg to formalize a longer-term plan based on this model, and of course it will be important to continually evaluate what a competitive funding package looks like. Selecting high-quality candidates is also seen as a priority and an admissions committee is closely scrutinizing grades and GRE scores, while cognizant that a complete picture, including activities that demonstrate a passion for anthropology, is important. It is hoped that these changes allow the Department to attract a cadre of top tier, diverse students. In the next update to the Graduate School, an initial assessment of whether these changes are improving graduate recruitment as intended should be included. In the longer term, another positive impact of well-funded positions for students is expected to be further improvement in time-to-degree, so it will also be important to evaluate these trends and whether the goal of being close to national averages is met. The Department has also taken steps to enhance their website, with plans to develop a page highlighting alumni, as one important mode of advertising. The College now has centralized efforts to help promote departments via social media, which will be a great benefit.

**Recommendation 2: It is recommended that the Department implement a 3-year undergraduate course planning process that has the participation of all faculty (including active adjunct faculty). It would be beneficial to concurrently explore whether more graduate seminars could be offered on an alternate year schedule. These plans, including teaching commitments, should be communicated to all faculty, staff, and advisors.**

The three sub-areas of the Department are in the process of creating 3-year plans for undergraduate coursework. Although there are specific challenges to mapping this out, faculty are exploring options such as offering certain courses in alternating years. The College has assisted by holding a workshop aimed at increasing efficiency in course planning, and they have helped with analysis on fill-rates, optimal timing, and General Education course planning. Notably, while the number of Gen Ed courses has been deliberately reduced in the context of the current budget model, an emphasis has been placed on offering select courses that generate interest in anthropology as a major (see below). With regard to graduate seminars, a particular challenge is the small cohort size, so again alternating years is one solution. The Department also cross-lists some undergraduate courses at the graduate level, adding on a weekly seminar; these courses often attract students across different disciplines, which can be beneficial. Another idea discussed was splitting courses among faculty who bring different disciplinary perspectives and attract students in different areas. Having a window of courses planned out, at the undergraduate and the graduate level, is an important priority for both faculty and students, and will certainly help advisors as well. This is a relevant place to note that a curriculum management plan is now required and should be created before the next 7-year review (<https://ugs.utah.edu/learning-outcomes-assessment/Curriculum%20Management%20Plan%20Guidance-FINAL.pdf>).

**Recommendation 3: It is recommended that the Department continue its multi-pronged undergraduate recruitment efforts, including those aimed at increasing diversity. Consider (but do not limit to) increased efforts to attract Native American students.**

With their increased profile in a new building and College support in social media PR, the Department is in an excellent position to attract undergraduates. While the underlying factors are not defined, it is notable that the most recent data indicates that the number of Anthropology majors is on the rise. To continue on this trajectory and to bolster student diversity, the Department will build on a collaboration with the Geography Department in hosting a diverse high school student group from Wyoming. This discussion brought up the importance of connecting these students to the Native American Scholarship opportunities we have available here. Continuing to foster the strong relationship that the Department has with Salt Lake Community College is also important, as this has attracted a good pool of transfer students who have been guided to success in the Anthropology major. While considering a similar model with other community colleges is possible, SVP Reed noted that trends indicate students at community colleges outside our geographical vicinity typically stay more local. Reviewers had noted the importance of inspirational General Education courses as a way to attract majors, and this is an ongoing strategy of the Department. Dean Berg

pointed to the design of a new large class, Lost Cities and Climate Change, intended to attract students to both Anthropology and Geography majors. This will be a model for other courses as well, which cover the breadth of anthropological sub-fields. An emphasis on having dynamic professors teach introductory courses was also discussed. The Department has robust outreach efforts through their links to the Utah Museum for Natural History. Chair Knapp brought up additional creative possibilities, such as having signage at the Natural History Museum and at Hogle Zoo to capture the attention of visitors and bring the idea of careers in anthropology to the attention of a young audience, who otherwise are often unaware of this path.

**Recommendation 4: It is recommended that the Chair and Dean continue to address budgetary constraints. This could include increasing returned overhead, further leveraging of shared administrative activities, increasing development (including improved links to departmental alumni), as well as working with upper administration to revise the productivity model.**

Rather than focus on returned overhead, which ultimately would not make huge inroads into financial stability, Dean Berg now has a system in place that allows her to redistribute some incentive funding to assist departments, such as Anthropology, with large teaching loads and proportionately smaller numbers of majors. This, along with other changes such as teaching efficiencies and centralized administrative assistance, seems to have put department finances on a steadier path. Efforts in fundraising, which in some cases go hand-in-hand with involving alumni in advisory and mentoring roles, are also underway. The Dean's letter also mentions raising funds from local companies as an avenue to bolstering graduate assistantships.

**Recommendation 5: It is recommended that the Department work with the Learning Outcomes Assessment Office to develop direct forms of learning outcomes feedback for the graduate program. It will also be important to monitor the efficacy of newly formed learning outcomes assessment mechanisms for undergraduates as well as this feedback process.**

The Department has made strides in developing Program-level Learning Outcomes and assessment procedures. At the undergraduate level they have designed a capstone course that provides an important opportunity for such assessment, but have realized that they need to make this mandatory in order to get sufficient information. At the graduate level, several milestones (qualifying exam, thesis proposal, thesis/dissertation documents) provide opportunity for assessment of Learning Outcomes; employment data also provides information on program success. Dean Kieda brought up that another important facet of assessment can be obtained from alumni. Recent alumni in particular often have constructive comments on what skills and knowledge have been a benefit to them in their career and, likewise, can offer insight into gaps they experienced. This information can be gathered through surveys and/or through having an alumni advisory committee. Just as important to the assessment process is taking the data obtained from these sources and using it to further improve the undergraduate and graduate programs. To do so, the faculty

**Memorandum of Understanding**  
**Department of Anthropology**  
**Graduate Council Review 2017-18**  
**Page 4**

should examine this information together, determine what is working well and what still needs adjustment. University policy requires careful attention to Learning Outcomes and the feedback loop, with each department providing 7-yr plans and interim reports ([https://ugs.utah.edu/learning-outcomes-assessment/loa\\_reports.php](https://ugs.utah.edu/learning-outcomes-assessment/loa_reports.php)). These 7-year plans are typically completed a year before the 7-year program review. Since this system was instituted when this review was already in progress, the next MOU update in two years corresponds to an ideal time to concurrently complete an interim Learning Outcomes Assessment report, which will also serve as an update on this recommendation.

In closing the meeting, Dean Berg and Chair Knapp were praised for moving remarkably fast to make constructive changes in response to the self-study and review process, and Chair Knapp was commended for her strong work during the past six years leading the Department.

This memorandum of understanding is to be followed by regular letters of progress, upon request of the Graduate School, from the Chair of the Anthropology Department. Letters will be submitted until all of the actions described in the preceding paragraphs have been completed. In addition, a three-year follow-up meeting may be scheduled during AY 2020-21 to discuss progress made in addressing the review recommendations.

Daniel A. Reed  
Cynthia Berg  
Leslie A. Knapp  
David B. Kieda  
Katharine S. Ullman



---

David B. Kieda  
Dean, The Graduate School  
May 28, 2019