Graduate Program Review
Texas Tech University

Program Reviewed: MA Anthropology, in the Dept. of Sociology, Anthropology, and Social Work, College of Arts and Sciences, Texas Tech University. (Department Chair is Dr. Jen Dunn; Grad Coordinator and MA degree coordinator for MA Anthropology Program is Dr. Arthur Durband).

Onsite Review Dates: March 10-13, 2014

Name of Reviewers
Internal:
Please include name, title, and Department
Click here to enter text.

External:
Please include name, title, and Department
Dr. Heather McKillop, Doris Z. Stone Professor of Latin American Studies, Department of Geography and Anthropology, Louisiana State University

I. Academic Unit Description and Strategic Plan
Please evaluate the following:

Vision, Mission and Goals
_X_ Excellent __ Very Good __Appropriate __Needs Improvement

Strategic Plan
_X_ Excellent __ Very Good __Appropriate __Needs Improvement

Please elaborate if you have identified any items in this section as Excellent.

The MA in Anthropology has 21 students enrolled and has graduated an average of 3.8 students per year since the last review. The faculty have goals to place graduates Cultural Resource Management (and developed a CRM track within the MA program to facilitate this goal), PhD programs, and teaching. Almost all graduates are employed in CRM (according to the Self-Study Report), so faculty efforts/goals were very successful. There are five Anthropology tenured/tenure-track faculty, as well as one tenured faculty member who is currently interim Dean of the College. The faculty request two new faculty positions to meet undergraduate and graduate needs. The faculty have trouble recruiting graduate students and will try a diversity focus and to introduce an honors elective to attract TTU undergraduate students to the MA Anthropology graduate program at TTU. They suggest recruitment efforts to include
diversity and to establish an interdepartmental Institute for Multi-Ethnic and Diversity Studies. They had hoped to hire two new Anthropology faculty, but with a change in administration they report the new hires were not made.

Please elaborate if you identified any items in this section as Needs Improvement. Provide recommendations in the area of Strategic Planning.

Click here to enter text.

Other comments (optional)

II. Program Curriculum

Please evaluate the following:

Alignment of program with stated program and institutional goals and purposes

__ Excellent  _X_ Very Good  __Appropriate  __Needs Improvement  __N/A

Curriculum development coordination and delivery

__ Excellent  _X_ Very Good  __Appropriate  __Needs Improvement  __N/A

Program learning outcomes assessment

_X_ Excellent  __ Very Good  __Appropriate  __Needs Improvement  __N/A

Program curriculum compared to peer programs

__ Excellent  _X_ Very Good  __Appropriate  __Needs Improvement  __N/A

Please elaborate if you have identified any items in this section as Excellent.

Most of the graduates from the MA program in Anthropology at TTU gain employment in CRM, which is an outstanding learning assessment of their MA program, which has an (unofficial/ departmental?) track in CRM. The other goals of preparing graduates for PhD programs includes only one student from their Self-Study. The third goal of preparing graduates for teaching has recent growth with several graduates.

Please elaborate if you identified any items in this section as Needs Improvement. Provide recommendations in the area of Program Curriculum.

Click here to enter text.
Other comments (optional)

The MA program in Anthropology at TTU aims to offer breadth to prepare students for PhD studies, to teach at colleges, and for CRM (Archaeology). Graduate students with whom the committee met during the site visit stated that few graduate students pursue the CRM track, but they acknowledge most of them plan to gain employment in CRM. Perhaps if they could earn a “certificate in CRM Archaeology” while taking the MA in Anthropology, there would be incentive to follow the CRM track. The faculty need to evaluate the value of the CRM track and whether to continue it, make it official within the university (as a “track” or “concentration” listed on the transcript, for example), or have it as an official “certificate program.” Perhaps it simply serves as a guide for helping students select courses.

The MA Anthropology program includes a required course in each of the four subdisciplines of Anthropology, namely, Cultural Anthropology, Biological Anthropology, Linguistics, and Archaeology, as well as electives, a thesis (or non-thesis option requiring more coursework and an exit exam), totaling 36 credit hours. Grad students reported that they all take the thesis option. The number of credit hours could be reduced to 30 credit hours to facilitate graduation within the 2-year program. The faculty should evaluate whether to provide an option of 3 of the 4 subfields as well in order to reduce time to graduation. Required courses are taught every two years, with most students also taking Anth 5343 and Anth 7000, which are generic courses through which a variety of topics are offered. It’s not clear how many times Anth 5343 and Anth 7000 may be repeated (as different topics) by a student. There are many topics offered through these two course numbers (please see table below for an estimate). With the growing number of graduate students, effort should be made to introduce some of the topics as regular courses with their own numbers. Some faculty members collaborate in teaching with faculty from other departments, which enhances the program. Efforts should be made to introduce those special topic offerings as regular courses with their own course number (eg. Carolyn Tate in Art History and Brett Houk co-teaching a Maya class, which is commendable). The proliferation of generic topic courses also may place an undue burden on the faculty who are creating new courses on a regular basis (especially in archaeology and biological anthropology). The table was extracted from the faculty resumes included with the Program review, so is my estimate only).

(Please see table on next page).
Courses offered under rubric Anthropology 5343 or Anth 7000 (estimate from Dept Report)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anth 5343</td>
<td>Applied Arch/forensic arch</td>
<td>Houk</td>
</tr>
<tr>
<td>Anth 5343</td>
<td>Topics in Arch</td>
<td>Houk</td>
</tr>
<tr>
<td>Anth 5343</td>
<td>Special Topics in Arch</td>
<td>Houk</td>
</tr>
<tr>
<td>Anth 5343</td>
<td>Mesoamerican Cities</td>
<td>Houk</td>
</tr>
<tr>
<td>Anth 5343</td>
<td>Belize Field School</td>
<td>Houk</td>
</tr>
<tr>
<td>Anth 5343</td>
<td>Forensic Arch</td>
<td>Houk</td>
</tr>
<tr>
<td>Anth 5343</td>
<td>CRM</td>
<td>Houk</td>
</tr>
<tr>
<td>Anth 5343</td>
<td>Ritual Power &amp; Meaning Mesoamerican Cities</td>
<td>Houk</td>
</tr>
<tr>
<td>Anth 5343</td>
<td>Arch in Film</td>
<td>Houk</td>
</tr>
<tr>
<td>Anth 5343</td>
<td>Applied Archaeology</td>
<td>Houk</td>
</tr>
<tr>
<td>Anth 5343</td>
<td>Field school</td>
<td>Houk</td>
</tr>
<tr>
<td>Anth 5343</td>
<td>Archaeology of Death</td>
<td>Houk</td>
</tr>
<tr>
<td>Anth 7000</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Anth 7000</td>
<td>Human osteology</td>
<td></td>
</tr>
<tr>
<td>Anth 7000</td>
<td>Primate behavior</td>
<td></td>
</tr>
<tr>
<td>Anth 7000</td>
<td>Primate evolution</td>
<td></td>
</tr>
<tr>
<td>Anth 7000</td>
<td>Maya archaeology</td>
<td></td>
</tr>
<tr>
<td>Anth 7000</td>
<td>Texas prehistory</td>
<td></td>
</tr>
<tr>
<td>Anth 7000</td>
<td>Oklahoma field school</td>
<td>Jordan</td>
</tr>
<tr>
<td>Anth 7000</td>
<td>Meth Theory Arch</td>
<td>Walters</td>
</tr>
</tbody>
</table>

III. Faculty Productivity

Please evaluate the following

Qualifications

_X_ Excellent _ __ Very Good _ __ Appropriate _ __ Needs Improvement _ __ N/A

Publications

__ Excellent _X_ Very Good _ __ Appropriate _ __ Needs Improvement _ __ N/A

Teaching Load

_X_ Excellent _ __ Very Good _ __ Appropriate _ __ Needs Improvement _ __ N/A

External Grants

__ Excellent _ __ Very Good _X_ Appropriate _ __ Needs Improvement _ __ N/A
Teaching Evaluations

X__ Excellent __ Very Good __ Appropriate __ Needs Improvement __ N/A

Professional Service

_X__ Excellent __ Very Good __ Appropriate __ Needs Improvement __ N/A

Community Service

__ Excellent _X_ Very Good __ Appropriate __ Needs Improvement __ N/A

Please elaborate if you have identified any items in this section as Excellent.

All faculty (tenured/tenure-track) have the highest academic credentials, a Ph.D. In addition, faculty have expertise necessary for research and teaching, including expertise in field methods in archaeology, laboratory analyses in archaeology and in biological anthropology, and field methods in cultural anthropology.

Table: MA Graduates in last 5 years by Faculty and Area within Anthropology at Texas Tech (estimate from cvs provided in Department Graduate Program Review).

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Area Anth</th>
<th>Chair MA</th>
<th>Committee Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Durband</td>
<td>Biological Anth</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Houk</td>
<td>Archaeology</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Jordan</td>
<td>Cultural Anth</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Paine</td>
<td>Biological/Forensics</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Walters</td>
<td>Archaeology</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Williams</td>
<td>Linguistics</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>41</td>
<td>36</td>
</tr>
</tbody>
</table>

Faculty/student surveys in the self-study included only 5 students, but the responses were similarly very positive in the meeting with the current Anthropology grad students during the site visit. In the self-study report, the answers demonstrate a high level of satisfaction with the Anthropology faculty in instruction and mentoring in particular. One answer included dissatisfaction with: low level of grad funding, inadequate facilities and equipment in labs, and old classrooms with poor chairs. The weakness is outdated archaeological equipment and a special request for computers with GIS software. During the site visit the same opinions were expressed by a large group of students.
Please elaborate if you identified any items in this section as Needs Improvement. Provide recommendations in the area of Faculty Productivity.

Click here to enter text.

Other comments (optional)
Faculty publications include some very active faculty who publish in highly-regarded journals, whereas other faculty publish less. No information on promotion and tenure criteria were supplied to me, so I cannot comment except to say that with the current level of efforts in teaching and advising, there isn’t much time for publishing. I don’t know what the standards are at TTU or if standards/expectations have changed.

The teaching load seems high, although the number of course/faculty/semester was not provided. The proliferation of special topics courses under Anth 5343 and Anth 7000 adds to the teaching load. Clearly, faculty members are committed to offering courses for the graduate students.

Efforts have been made to obtain external grants (NSF, NGS, Am Phil Soc, contracts) with limited success. There was one big National Science Foundation grant in linguistics, National Geographic Society grants (two grants for Maya archaeology), American Philosophical Society awards, and contracts. There is stiff competition nationally for grants. Faculty are commended in their efforts. The level of internal support for research (field schools, CT scanning, for example) within the university is difficult to evaluate, although clearly this support from the university is essential to these programs for graduate students. Internal incentive grants for faculty are important to develop research and leverage external funding. Regular funding for summer field schools (currently in archaeology and in cultural anthropology) should be set aside by the university, since the field schools are important parts of the curricula.
Teaching evaluations were not provided so I cannot comment.

Professional service is very good with faculty active in their areas of expertise as reviewers of manuscripts and grant proposals, as editors and on editorial boards, as conference organizers, and as invited speakers and workshop professionals. Faculty are engaged in research and professional activities internationally, which is impressive (Scotland, Australia, Italy, Belize, Africa, for example). The faculty are active and gaining international academic reputations, as with Dr. Paine teaching workshops at the University of Edinburgh, Dr. Houk being an external MA committee member for a student at Trent University (Canada) and teaching archaeological field schools in Belize, and Dr. Durband having appointments in Australia, among others. These accomplishments help build academic awareness of the Texas Tech MA program in Anthropology and will attract applicants.
IV. Students and Graduates

Please evaluate the following

Time to degree
__ Excellent __ Very Good __ Appropriate X Needs Improvement __ N/A

Retention
X Excellent __ Very Good __ Appropriate __ Needs Improvement __ N/A

Graduate rates
__ Excellent X Very Good __ Appropriate __ Needs Improvement __ N/A

Enrollment
__ Excellent X Very Good __ Appropriate __ Needs Improvement __ N/A

Demographics
__ Excellent __ Very Good X Appropriate __ Needs Improvement __ N/A

Number of degrees conferred annually
__ Excellent X Very Good __ Appropriate __ Needs Improvement __ N/A

Support Services
__ Excellent __ Very Good __ Appropriate X Needs Improvement __ N/A

Job Placement
X Excellent __ Very Good __ Appropriate __ Needs Improvement __ N/A

Student/ Faculty Ratio
__ Excellent __ Very Good __ Appropriate X Needs Improvement __ N/A
Please elaborate if you have identified any items in this section as Excellent.

In job placement, the MA in Anthropology has placed the majority of their graduates in CRM archaeology. This placement reflects the job market nationally in archaeology. Retention of students in the program is excellent, with little attrition (19/23 graduates since 2008 which is 86%).

Please elaborate if you identified any items in this section as Needs Improvement. Provide recommendations in the area of Students and Graduates.

Time to degree is high for a two-year program, with 3.28 to 4.16 years to degree reported. The lowest is 2011 and 2012 with 3.28 years to degree. Reducing the number of credit hours from 36 to 30 and reducing the required courses from the 4 subfields to 3 of the four subfields should be considered in order to graduate students within 2 years.

Support services need improvement. Less than ½ of the enrolled students have a TA and with increased enrollment since 2010, there has not been an increase in TAs. There needs to be more TA funding. Having students apply for Federal student worker funding is not a substitute for TAs in a growing graduate program.

There are some small awards within TTU for MA students for travel to conferences and research. TAs get in-state tuition and a waiver of “some fees” but if Anthropology faculty want to increase enrollment, they need more TA funding and they need to be able to offer out of state tuition waivers and health insurance. It’s not clear from the Department report or from the discussion with grad students during the site visit how many students are funded. I apologize for the lack of precise details, but what stands out is the need for a clear funding plan by TTU in order to increase enrollment in this very successful MA program which has the potential to continue to place graduates in jobs in Anthropology (especially CRM Archaeology).

Other comments (optional)

The MA in Anthropology has had a steady increase in the number of students since 2008, which is great. Most students are Caucasian and from Texas (as reported in the tables), although there is a greater diversity in applications from other ethnic groups (Asian, African American, Hispanic) and foreign, and even in those accepted (but deciding not to enroll) in the MA program. Those who ultimately enroll are mainly from Texas, which may reflect funding for grad students. The department has identified ways to increase diversity as mentioned earlier. I would expect the majority of students to be local to west Texas since TTU serves the region.
V. Facilities and Resources

Please evaluate the following:

Facilities
__ Excellent ___ Very Good ___ Appropriate ___ Needs Improvement ___ N/A

Facility Support Resources
__ Excellent ___ Very Good ___ Appropriate ___ Needs Improvement ___ N/A

Financial Resources
__ Excellent ___ Very Good ___ Appropriate ___ Needs Improvement ___ N/A

Staff Resources
__ Excellent ___ Very Good ___ Appropriate ___ Needs Improvement ___ N/A

Please elaborate if you have identified any items in this section as Excellent.

From the faculty cvs, I note that Texas Tech provides financial support for field schools in archaeology and cultural anthropology and for incentive/ pilot projects for faculty. This financial support is critical to the success of the MA program, so that students can gain field experience and participate in faculty-lead research on and off campus.

Please elaborate if you identified any items in this section as Needs Improvement. Provide recommendations in the area of Facilities and Resources.

Faculty members are happy with existing lab space in biological anthropology and in archaeology, both for teaching regular classes and for faculty/grad student research.

The university needs to replace outdated transits with electronic total stations (one or more) and GPS units for surveying archaeological sites so that grad students (and undergrads) gain experience with appropriate survey equipment, with the data compatible with GIS and other survey programs. Transits are not used anymore. There needs to be PC workstations with GIS and other mapping software (eg. Surfer) in a lab available to grad students and have faculty to train students.
They need a computer lab for quantitative and spatial analyses, with PC computers with SPSS, GIS, and other software for use by grad students in Anthropology and for classes in quantitative and GIS for anthropology (not just archaeology, but for biological anthropology and cultural as well) for students to be competitive in the job market and/or for continuing in Phd programs.

**Other comments (optional)**

The program review committee was toured around the Department, including the Archaeology Lab and the Biological Anthropology lab. We had the opportunity to discuss the facilities and equipment with Dr. Brett Houk, Dr. Tamara Walter, and Dr. Robert Paine. Dr. Arthur Durband was in Australia, so my comments in this review reflect the discussions with faculty and graduate students, and the Department Report.

**VI. Overall Ranking**

*Overall Ranking*

- X Excellent  __ Very Good ___Appropriate ___Needs Improvement

Please provide summative conclusions based on the overall review.

The MA Program in Anthropology at Texas Tech is a highly successful and growing program, emphasizing the four subfield approach in Anthropology (Archaeology, Biological Anthropology, Cultural Anthropology, and Linguistics). The students have required courses in the four subfields, a thesis or non-thesis option (with more courses and an exit exam), and elective courses. The program aims to prepare students for CRM, PhD studies, and/or teaching. The program is extremely successful in placing students in CRM Archaeology. The graduate faculty are small in number (with two faculty mainly outside the department in forensics and in administration). Most theses are advised by three faculty members (two in archaeology and one in biological anthropology) who also make up most of the thesis committees.

There is only one female faculty member. Although the number of Anthropology faculty is small, priority hiring should be to hire another female faculty member, both for mentoring grad students and for gender equity. The Department Chair is highly motivated to support and encourage Anthropology, although the three disciplines in the department have little or no communication or academic overlap, as reported by faculty and grad students. The Anthropology faculty have a nice plan to increase diversity and increase the number of grad students by introducing an undergraduate honors course to attract current undergrads to enter the grad program, and by an interdepartmental Diversity program to attract a diverse ethnic group of applicants. Currently, the MA program serves the region and is at capacity. The graduate students regard the Anthropology faculty highly and appreciate their efforts in mentoring, their collegial attitude, and opportunities for participation in field and lab research and conferences. Anthropology graduate students are positive and enjoy the program and working with one another.
Anthropology has a significant and impressive national and international presence from faculty publications, field schools, conference attendance, and international collaborations and fellowships. The web page provides valuable information for prospective and current grad students.

Please provide summative recommendations based on the overall review.

The MA Program in Anthropology at Texas Tech University is a growing and successful (as indicated by placement of graduates in CRM archaeology) program that needs more tenure-line faculty (with priority hiring of female faculty), more funding for graduate students in terms of TA stipends, waiver of out of state/ in-state tuition for funded students, replacement of out of date equipment with essential survey equipment used in the anthropology, and a quantitative/Spatial computer lab for instruction and grad research, among other needs, as discussed below.

Some of the needs are revenue-neutral, including reducing the number of credit hours for the MA degree, introducing special topic courses as regular courses, and making official links with faculty in other departments on campus. However, in order to grow the number of graduate students to meet the job market (especially in CRM Archaeology, but also in forensic anthropology, and private sector cultural anthropology), additional targeted funding is needed.

The placement of Anthropology within a Department of Sociology, Anthropology, and Social Work should be continued instead of forming a separate department due to the small size of the Anthropology program (and low number of faculty), the outstanding leadership and support by the current Department Chair, and the fact that the MA program is thriving. From discussions with faculty and grad students during the site visit, it is clear there is little or no interaction with faculty or students in Sociology or Social Work, but the students and faculty are not concerned and are happy with their program being in a combined department.

There will continue to be lots of jobs in archaeology and the basic entry education is the MA in Anthropology, which is a base-line for entry to the Register of Professional Archaeologists (RPA) and management positions in CRM archaeology. The jobs are in the private sector in CRM archaeology, as well as state and federal government agencies (eg. National Parks, National Forest Service, Army Corps of Engineers, Dept of the Interior, Dept of Transportation, state offices of archaeology, among others). The National Historic Preservation Act of 1966 required archaeological reviews of development receiving federal funding and mandated the States to manage the reviews, creating State offices of archaeology in every state, private consulting companies, and a plethora of federal and state agencies involved in archaeological reviews.

The MA Program in Anthropology at Texas Tech is at a juncture where it has reached capacity (as demonstrated by faculty advising/committees) and could either continue a focus on archaeology and biological anthropology (with new hires in those areas) and/or broaden the coverage of the discipline by hiring one or more cultural anthropologists to teach and advise students. The faculty need to evaluate
future directions. However, hiring in archaeology is essential to meet student demands and job opportunities, and to reduce the current load on two archaeology faculty who advised 23 students in the past 5 years (see table above).

Faculty are satisfied with current teaching and research lab space in biological anthropology and in archaeology (from discussions in the site visit). Digital projectors need to be upgraded in the labs. Basic field equipment is outdated and needs to be replaced by the university in order to train students. The university should provide funds for a total station survey instrument and a survey-grade GPS (and laptop with GIS software such as ArcGIS) to replace the outdated survey equipment available: a transit. A total station measures and records digital data as x, y, and z coordinates locations, with the digital data transferred to a computer for input into GIS or other spatial software. Transit data are hand recorded in notebooks as distance, angle, and elevation, which are not compatible with coordinate data for GIS. The lack of this technical skill undermines grad student training in field schools and research and does not prepare them for the job market or PhD programs elsewhere where total stations, GPS, and GIS are used everywhere.

Anthropology faculty put tremendous effort into the MA Program in Anthropology, from offering the required courses, special topics courses, and advising MA theses and serving on committees. Several faculty advise and serve on most of the MA thesis committees, as shown in the table above. The faculty are over-extended in teaching (formal courses and advising, working with students).

**Summary Recommendations for Consideration by the Anthropology Faculty and Dept Chair:**

The faculty should evaluate future directions in which to expand and/or focus their efforts in this highly successful grad program that is maxed to the limits in terms of faculty efforts: **Items requiring additional funding from the university are in bold type.** Recommendations that are revenue-neutral are in normal type.

1) **The MA program is over-capacity in archaeology and biological anthropology. They should consider a request to hire an additional tenure-track archaeologist to meet student demand in archaeology and the private sector/government employment opportunities in archaeology (CRM). I suggest an archaeologist with skills in quantitative methods and GIS (geographic information systems), who is female (since 4/6 faculty are male). Start-up funding would require total station and GPS survey equipment, computers with spatial and quantitative software in a new lab for Anthropology in general (not just archaeology). See item 5 below.**

2) **There will be a need to hire a biological anthropologist if Dr. Paine moves significantly to the new Forensics program outside the department.**

3) **With only one female faculty member, efforts should be made to hire another female faculty member.**
4) Although commendable, continuing the 4 subfield approach at the MA level should be re-evaluated: they could allow students to select three of the four subfields if the Linguist (current Dean) returns to the Department after his Dean term ends in academic year 2013-14 or they could focus on the three sub-fields excluding linguistics, if the Dean chooses not to return to the Department. Linguistics is not universally part of graduate Anthropology curricula at other US universities.

5) The Anthropology MA program needs a GIS/quantitative lab with a focus in Anthropology, with PC computers and appropriate software such as SPSS, ArcGIS/ Geomedia, NextEngine 3d scanner and software, so that grad students can gain necessary expertise in processing spatial and quantitative data. This effort needs to take place within the department since efforts by grad students to gain GIS experience outside the dept (eg. Geography) have not been successful, GIS needs to be integrated into data recovery with survey equipment (not part of GIS), and integrated with research and teaching throughout Anthropology, including quantitative methods.

6) The faculty should consider whether they need to expand in Cultural Anthropology, with an additional hire. Cultural Anthropology is normally a major part of Anthropology programs, so faculty should consider whether expanding Cultural Anthropology is a direction that they could integrate into the current program that focuses on biological anthropology and archaeology.

7) The department should formalize links with faculty in other departments who are contributing to courses and/or advising, by making them “adjunct” or other appropriate university titles (eg. Carolyn Tate). Formalizing ties with faculty and introducing regular courses makes the program more desirable for incoming students and easier to navigate for current students.

8) Faculty should re-evaluate their choice of having an untenured Assistant Professor carry the weight of being Graduate Advisor, which should really be a tenured biological anthropologist or archaeologist.

9) Special topic courses (Anth 5343 and Anth 7000) need to be reduced in number, with regular offerings introduced as courses with their own number, so incoming and current students see the regular course offerings.

10) Criteria for promotion and tenure should be transparent, with guidelines made available, and mentoring of junior faculty formalized. Currently this task falls on the Department chair, but the Anthropology faculty could develop guidelines in consultation with the Chair.

(continued on next page, items 11-13).
11) The faculty should re-evaluate the CRM track in the MA in Anthropology to see if it should be formalized (by having an official “concentration” on the student transcripts or a “certificate program in CRM” as an option in addition to the MA program) or phased out. During the site visit, grad students stated that few students actually pursue the CRM tract, while at the same time they acknowledge most gain employment in CRM. Faculty need to evaluate the CRM tract.

12) Students take much longer than 2 years to complete the 2 year MA program: The number of credit hours could be reduced from 36 to 30 credit hours to facilitate graduation within the 2-year program. The faculty should evaluate whether to provide an option of 3 of the 4 subfields as well in order to reduce time to graduation. A plan to reduce time to graduation without compromising the integrity of the educational experience should be considered.

13) Anthropology should remain within the Department of Sociology, Anthropology, and Social Work because of the small number of Faculty members and the outstanding direction by the Department Chair in promoting the needs of the three distinct disciplines within the department.