I. Program Summary

The Department of Anthropology was formed in 1960, offering a BA major focusing on the holistic and comparative study of humanity across time and space. An MA program was added in 1980, emphasizing research and teaching on urban contexts, processes, and populations. The department was combined with Geography in 1997 and became a department again in 2006.

Faculty, Staff, Enrollments and Service. Over the reporting period, the Department of Anthropology averaged 7.5 tenured/tenure-track and one non-tenure track fulltime faculty members, one part-time instructor, and two graduate teaching assistants. Currently there are nine tenured/tenure-track faculty members (five assistant professors and four associate professors) and one lecturer, of which eight are women and two are men (no minorities).

Total credit hours increased 2.5% from FY2006 to FY2007 and 11.5% from FY2007 to FY2008. Average credit hour generation by faculty category appears in the table below.

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Undergrad Core Anth 1102</th>
<th>Undergrad Lower Division</th>
<th>Undergrad Upper Division</th>
<th>Graduate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-track: 9</td>
<td>1,038</td>
<td>1,845</td>
<td>661</td>
<td>3,544</td>
<td></td>
</tr>
<tr>
<td>Non tenure-track: 1</td>
<td>1,148</td>
<td>777</td>
<td>14</td>
<td>1,939</td>
<td></td>
</tr>
<tr>
<td>PTI: 1</td>
<td></td>
<td>32</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GTA: 2</td>
<td>51</td>
<td>88</td>
<td></td>
<td>139</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average total</td>
<td>2,237</td>
<td>2,710</td>
<td>707</td>
<td>5,654</td>
<td></td>
</tr>
<tr>
<td>Percent of total</td>
<td>40%</td>
<td>48%</td>
<td>12%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Faculty members have fulfilled service roles in the college. At the university and USG levels, one faculty member has contributed to the Partnerships for Reform in Science and Mathematics (PRISM).

Scholarly Productivity and External Funding. Over the reporting period, tenured/tenure-track faculty members annually averaged 0.8 (0.8) unduplicated (by author) refereed publications, 0.2 (0.2) unduplicated (by author) scholarly books, and 0.4 (0.4) unduplicated (by author) book chapters per faculty member. Altogether, tenured/tenure-track faculty members annually averaged 1.4 (1.4) unduplicated (by author) refereed publications.

External funding sources have included an NSF Career Award, the Wenner-Gren Foundation for Anthropological Research, and other smaller private foundations. Funding is shown in the following table.
Funding From Grant and Other Sources (FY2007-FY2009)

<table>
<thead>
<tr>
<th>Source</th>
<th>Three-Year Total</th>
<th>Average Annual Funding Per Tenured/Tenure-Track Faculty Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>External direct and indirect</td>
<td>$150,533</td>
<td>$5,368</td>
</tr>
<tr>
<td>Internal grants</td>
<td>$120,771</td>
<td>$6,023</td>
</tr>
</tbody>
</table>

Student Numbers by Degree Programs and Degrees Awarded. The number of majors and the number of degrees by year and on average appears in the following table:

<table>
<thead>
<tr>
<th>Degree</th>
<th>FY2007 Majors</th>
<th>FY2007 Degrees</th>
<th>FY2008 Majors</th>
<th>FY2008 Degrees</th>
<th>FY2009 Majors</th>
<th>FY2009 Degrees</th>
<th>3-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>129</td>
<td>22</td>
<td>147</td>
<td>27</td>
<td>190</td>
<td>30</td>
<td>155.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26.3</td>
</tr>
<tr>
<td>MA</td>
<td>24</td>
<td>7</td>
<td>23</td>
<td>10</td>
<td>29</td>
<td>9</td>
<td>25.3</td>
</tr>
</tbody>
</table>

Over the review period, undergraduate majors (degrees) increased 47% (36%) while master’s students (degrees) increased 21% (29%).

Student and Learning Quality

Core Course. The department has one course in the undergraduate core: Anth 1102 Introduction to Anthropology, an option for satisfying Area E with its coverage of contemporary and past cultures and societies in global and local contexts. It has two learning goals: critique of the race concept and biocultural evolution of humans. Learning objectives in Anth 1102 are for students to articulate in written form a critique of the race concept and to understand the linkages between human biology and culture in an evolutionary framework. For the essay critiquing the race concept, the average score for a sample of 81 students was 78% in FY08-09, which is slightly below the target. Meeting the target was hindered by three students not turning in the assignment. The action plan was to monitor and encourage students to complete their assignments. The measure for the outcome on biocultural evolution of humans was an extra credit question (intended to reduce grade inflation) on the first midterm exam prompting students “to explain the consequences of stone tool technology, food sharing, subsistence strategies, and long term social group formation.” Only a quarter of the 75 sampled students from Anth 1102 scored better than 70%, which means that the target (80%) was partially met.

BA Program. The self study offered no data such as SAT score or Freshman Index about BA majors. For fall 2005 through fall 2007 juniors, retention rates were 83%-100% (one year) and 83%-100% (two years) (Table B-4), which are “among the highest in the university.” Over FY06-FY08, the DFW rate decreased from 31% to 21%.

During the review period, 15 anthropology majors participated in the GSU Undergraduate Research Conference (GSURC) with majors receiving two of three awards (Best Paper and Best Poster) in 2009. Four majors presented at the 2009 annual meeting of the Georgia Academy of Sciences. Four students have written honors theses, one of which submitted it to a peer-reviewed journal. Students have qualified for extracurricular internships and field schools here and abroad.

Survey results from students and alumni were uniformly positive about the quality of instruction and the faculty’s enthusiasm and dedication to helping students learn and achieve their career goals. The external reviewers cited these qualities as being important in explaining why “the major courses are regularly filled to and beyond capacity” (p.3). Students’ main concern was that there were not enough sections of existing courses and not enough variety in upper division courses.
Learning outcomes for the BA program are organized in clusters for analytical skills, critical thinking, communication skills, acquisition of knowledge, and application of knowledge. The exams, papers, and projects from students in five courses were scored with rubrics by one or two evaluators from the faculty. For the most part, student scores were good (2.0) to excellent (1.0), resulting in targets being met. For the sub-outcome of interpreting causal relationships and critiquing the literature (critical thinking cluster), the findings indicated that this outcome had been “targeted by the faculty in their courses and shows improving from last year.” There was no indication of how faculty changed the courses to “target” this sub-outcome. There were no action plans for improving learning in the next cycle.

**MA Program.** Admissions test scores for MA students appear in the following table. Graduate students regularly present papers and posters at national anthropological conferences. Over half the MA students do not have assistantship funding. MA graduates appear to have good success in obtaining jobs in the field or entering PhD programs.

<table>
<thead>
<tr>
<th></th>
<th>GRE Verbal</th>
<th>GRE Quant</th>
<th>GRE Total</th>
<th>Number accepted*</th>
<th>Percent accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY07</td>
<td>557</td>
<td>581</td>
<td>1138</td>
<td>18</td>
<td>58%</td>
</tr>
<tr>
<td>FY08</td>
<td>535</td>
<td>512</td>
<td>1047</td>
<td>10</td>
<td>40%</td>
</tr>
<tr>
<td>FY09</td>
<td>514</td>
<td>514</td>
<td>1028</td>
<td>17</td>
<td>61%</td>
</tr>
</tbody>
</table>

*Data for enrolled students not supplied

The MA Program has two learning goals: (1) 80%-90% of students pass the comprehensive exam the first time, and all students pass it by the second attempt and (2) 80%-90% of MA students pass the thesis or practicum defense on the first attempt, and all students pass it by the second attempt. There are no sub-outcomes for these goals. The goals were met with 85% of students passing the comprehensive exam the first time, and 83% of students passing their defense at the first attempt. No action plans for improving learning in the next cycle were offered.

II. Assessment

The APRC concurs with the external reviewers that the department has made important, high-quality contributions to the university, including growth in BA majors and MA students and high enrollment in Anth1102 in the core. Furthermore, APRC commends the department on achieving all the goals in its 2004 academic program review: all four of the then assistant professors were promoted with tenure; the curriculum was updated; the department made replacement hires and grew by two new tenure-track hires; and additional research lab space, a bio-archaeological teaching lab, and an ethnographic research lab were obtained. As the external reviewers said, the “junior faculty have been very active in pursuing external funding in support of their research programs.”

1. Academic quality

   a. Instruction.

   **Core Course.** While the high enrollments in the core course Anth 1102 speak to its popularity among students, more aggressiveness is needed in assessment of learning outcomes in order to assure the quality of the instruction and the attainment of learning objectives. For example, for the one learning goal with an action plan (race concept critique), the action plan is simply to monitor and encourage students to complete their assignments. For the other goal (biocultural evolution of humans), the assessment
measure stems from an extra credit question on an exam. Student self selection for whether to complete the question threatens the integrity of the assessment because of unknown bias in sampling from the student population. To avoid self-selection bias, the assessment should be mandatory for all students.

**BA Program.** The strong showing of BA majors in internal and external research arenas attests to the instruction being of high quality for the high-achieving students. To handle student growth, the external reviewers recommended adding a full-time lecturer to teach more of the Anth1102 sections so that tenured/tenure-track faculty can teach more upper division sections.

While the increase in the retention rate and the decrease in the DFW rate are commendable, it is not clear how they were achieved. The best reason would vest in improved instruction, but because the strategy for obtaining them was not revealed in the self study, the sources of the changes in rates are unknown. But more than that, absent specific pedagogical changes, the improvements may not be sustainable.

While learning outcomes were largely met, there was an opportunity to provide action plans for improving learning in the next cycle, but none were provided from FY 2008-09.

**MA Program.** The placements and research participation of graduate students are consistent with high-quality instruction. Although students reported high satisfaction with the program, they wanted an increase in the number and variety of courses. The external reviewers recommended separating the combined 4000/6000 courses. Because Appendix Table D-1 does not show combined enrollments for cross-listed 4000 and 6000 courses, it is difficult to ascertain the match of student demand with teaching capacity.

Simply assessing the final milestones in the program (comprehensive exams and defense of thesis or practicum) does not provide evidence sufficient to identify skill variations with the potential to inform curricular changes to improve learning. Because of the lack of curricular structure, which precludes tracking students through the programs, there is no way to know where in the courses students do or do not learn as intended.

**Idea of a PhD Program.** A long-run goal of the faculty is to establish a PhD in urban applied anthropology, a unique focus that supports GSU’s mission with the potential to leverage Atlanta-based resources. Provided a critical mass of research faculty could be developed with external funding, the external reviewers were encouraging about the prospect of establishing the program.

b. **Research.** The APRC concurs with the external reviewers that faculty members are working hard to develop their research potential, including seeking outside funding for research. Characterizing the quality of the research is difficult because the self study did not give an obvious rationale for its quality statements. On a quantity basis, the faculty’s refereed publication productivity for 2006-08 (an average of 0.8 publications per tenured/tenure-track faculty member per year) is less than that of two peer institutions: University of Memphis, 1.6, and Portland State University, 1.1. The average for 2007-09 is more encouraging, i.e., 1.4.
c. Service. Faculty members’ service to the university community has been adequate given the small size of the faculty and the lack of faculty members at the rank of professor.

2. Centrality of the programs. Anthropology “is the only academic discipline whose focus is the study of humanity across time and space” (Self Study, p. 4). It “deconstructs myths about human nature and culture, and dispels often erroneous and, therefore, dangerous perceptions of race, class, ethnicity, gender and sexuality” (Self Study, p. 5). Because of this subject matter, anthropology is central to international research, multidisciplinary studies, and cross-cultural perspectives.

3. Viability of programs. With respect to enrollments, the programs are viable. The numbers of graduates are increasing. The department is mostly funded internally, although external funding is growing.

4. Strategic focus. The department’s strategic focus has been urban anthropology, which enables BA and MA students to participate in Atlanta and Georgia-based extracurricular internships and field schools and connect with local institutions and research sites. The department has proposed three cluster hires: field primatologist (Primate Social Behavior cluster), urban archaeologist (Institute of Contemporary Visual & Material Culture), and linguistic anthropologist (Language and Culture cluster).

5. Financial resource analysis. The self study and the external reviewer’s report identified a pressing financial need concerning the number and level of support for MA students. Faculty members are working to increase external funding, which would include support for GRAs.

6. Progress on strategic goals from previous program review. The department achieved all the goals in its 2004 academic program review:
   a. Goal 1: Promote and tenure the then assistant professors (four).
   b. Goal 2: Update the curriculum.
   c. Goal 3: Add two tenure-track hires.
   d. Goal 4: Add additional research lab space, a bio-archaeological teaching lab, and an ethnographic research lab.

7. Evaluation of goals. Self-Study Section H contains the following objectives:
   a. Goal 1: Maintain and increase the number of outstanding graduate faculty.
   b. Goal 2: Increase the amount of external funding.
   c. Goal 3: Maintain the rigor of the curriculum in anthropological empirical research methods and theories of the human condition.
   d. Goal 4: Develop strength in archaeological, biological and sociocultural anthropology applications to human rights.

To enable these goals, the department proposed the following objectives:
a. **Objective 1**: Professional training in grant writing.

b. **Objective 2**: Identification and strengthening of departmental research foci to compete for cluster hires.

c. **Objective 3**: Continue international and interdisciplinary scholarship and research.

d. **Objective 4**: Continue department-community partnerships.

The APRC finds the goals and objectives to be reasonable and appropriate.

### III. Recommendations

In addition to concurring with the department’s goals and objectives above, APRC makes the following recommendations:

1. **Research**. Focus on the highest quality of research for the highest quality journals and publishers as a prerequisite for considering a PhD Program.

2. **Assessment**

   a. In consultation with the Director of Assessment and the Associate Provost for Institutional Effectiveness, develop comprehensive assessment plans for the undergraduate Core course (Anth 1102), the BA Program, and the MA Program.

   b. Within the constraints of teaching capacity, separate 4000 and 6000 classes through well designed curricula with required courses that develop skills and knowledge. Redesign the MA Program with required courses that build skills and knowledge. While such revisions might result in fewer undergraduate and graduate courses, they ought to lead to better learning outcomes, assessment of learning, and use of resources.

3. **Diversity**. The APRC recommends the department endeavor to address its lack of faculty diversity by affirmatively seeking minority candidates when hiring opportunities arise.