

ACADEMIC PROGRAM REVIEW FORM

All academic programs and units at UAA are required by Board of Regents Policy P10.06.010 to engage in program review on a seven-year cycle. University Regulation R10.06.010 sets out the minimum requirements for program review, including centrality of program mission, quality, demand, program productivity, effectiveness, and efficiency. Exceptional reviews may be conducted, per University Policy and Regulation, and with the provost's approval. The UAA process integrates information about student learning outcomes assessment and the improvement of student learning, as well as progress on student success measures and the closing of equity gaps, aligning program efforts and resources with institutional priorities. Final decisions include commendations and recommendations, which guide future program efforts. The results of cyclical Academic Program Review are reported to the UA Board of Regents annually and are published on the UAA [Academic Program Review website](#).

This form is composed of four parts: the Program Section, the Dean Section, the Program Optional Response Section, and the Provost Section. Guidance for submission is provided in each section.

Using the Form: The form is pre-loaded with information specific to each program and posted on the [Academic Program Review website](#). The program should download and save their form to begin using it. The form is locked, so instructions are viewable and the only sections of the document that can be edited are the form fields.

The form uses narrative boxes, text only, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. To undo an answer, press "Control-Z" or "Command-Z."

Responses are to be narrative text only, and must be ADA and FERPA compliant. Do not embed any tables or links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY21 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what may be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

Data: Each program is provided a datasheet, along with this pre-loaded form. For questions about the data, please contact Institutional Research (uaa.oir@alaska.edu).

Assistance: For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

Program(s) in the review: MA Anthropology

Specialized Accrediting Agency (if applicable): N/A

Campuses where the program is delivered: Anchorage KOD KPC MSC PWSC

Year of last review: AY2020

Final decision from last review: Continued Review

PROGRAM SECTION (Due on March 1)

The program review committee chair and committee members are assigned by the dean. All program faculty should be included in the review process, including faculty on the community campuses. After completing the Program Section below, the program review committee chair will sign, date, and email this form to the dean, copying all committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program review committee chair's signature and date lines are at the end of the Program Section.

Program Review Committee:

Kristen Ogilvie, Associate Professor, Anthropology (ANC), *Chair*

Sally Carraher, Associate Professor, Anthropology (ANC)

Diane Hanson, Associate Professor, Anthropology (ANC)

1. Demonstrate that the program has responded to previous recommendations.

Recommendation 1: The chancellor adjusted the provost's recommendation from "deletion" to "continued review." The program should pay particular attention to the dean's concerns regarding demand, as well as sufficiency of resources to support both the undergraduate and graduate programs.

How do you know the recommendation has been successfully achieved? (2000 characters or less)

Program demand and performance has been steady, demonstrating our efforts to ensure the program's perpetuation are warranted. In AY17, we accepted 4 of 17 applicants; in AY18, 3 of 11 applicants; in AY19, no applications were accepted (hiatus); in AY20, we accepted 1 student and rolled the other 8 applicants to AY21 because the uncertainty of the program's future in light of program review; in AY21, from the 7 applicants combined with the 8 from the year before, we accepted 4 new students and 2 other students that returned to finish their degree. All current students are supported through outside funding (National Park Service fund, Fish and Wildlife Services hire through a subcontractor, internships, or employed), demonstrating the need for employees with the background and training we provide.

In the 2020 review, the Interim Dean recommended that with the deletion of the master's program, the number of anthropology faculty should eventually be reduced to four to support our BA/BS program. Since the 2020 review, our faculty has been reduced to 3 full-time faculty on the main campus through non-replacement of faculty who resigned, a number which is below the suggested minimum by the former Interim Dean to support only the undergraduate program. We have been able to maintain the graduate program by stacking courses and gaining community funding through jobs and research opportunities that support the graduate students. Our MA students continue to graduate at the same rate as they did before the budget cuts and subsequent reduction in faculty by non-replacement, demonstrating our ability to

support both the graduate and undergraduate programs. Since the program review, 10 more students have graduated. This illustrates the efficiency of the department at reduced capacity and speaks to the additional potential of the program should it receive additional support.

Actions taken to date (2000 characters or less)

We have taken many proactive steps to improve the efficiency of our program to address concerns about the sufficiency of resources for the program. We have streamlined our curriculum by establishing stacked courses in place of three individual graduate proseminars, eliminated the comprehensive exams and degree candidacy, and removed a track in general anthropology and an emphasis in applied biocultural anthropology. In AY2021/22, we modified our criteria for graduate committee members to expand student options to include members outside of the department but with UAA Anthropology faculty as co-chairs. This allows us to take advantage of community expertise while still providing qualified committee members for our students. We are proposing an applied project-based research option in addition to the thesis option and a fast-track option that will allow UAA grads to apply 6 credits of electives from their BA/BS to the MA. These changes should further improve the efficiency of the program for some students. We are proposing a certificate program so students that did not complete their research and non-specialists wishing for an advanced background in Applied Anthropology/CRM can earn academic recognition for their experience through coursework. We are also proposing a dual degree with education. None of these modifications require resources beyond what is currently available. We have also incorporated a faculty member from Geography and Environmental Studies to teach environmental resource education. This will provide additional skills and experience for the Applied Anthropology and Cultural Resource Management graduate students in GIS (Geographic Information Systems) and NEPA (National Environmental Policy Act). Finally, we are working to increase demand by officially changing our program's name to MA in Applied Anthropology. This change would reflect the original and continued purpose of our program, which will be attractive to students seeking applied degrees.

Evidence of success to date (2000 characters or less)

Our program specializes in applied anthropology and develops competent professionals in one of two concentrations: 1) cultural resource management (CRM), which involves the assessment, inventory, and interpretation of archaeological and historical sites and remains, and places of traditional cultural importance, as a part of a larger management and legal framework; and 2) applied cultural anthropology, which identifies and assists in resolving current social issues in their cultural dimensions. Both of these areas are extremely relevant to our state, and there remains high demand among local agencies and organizations for graduates, especially in CRM.

The program changes we have made have not had time to make full effect or be fully evaluated. However, initial indications are positive. Despite the pandemic, two years in which we did not admit students, and reduced faculty capacity, interest in the program has remained high and graduation rates have remained consistent over the last 5 years. This spring we expect 4 or 5 students to defend in addition to the one graduate from last fall. All students active in the program are currently employed in their chosen field as they work on their degrees. The faculty have remained committed to successfully graduating students into applied careers in

anthropology and to maintaining a quality program to this end. We will continue to monitor and assess the effects of our program changes.

2. Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. (2500 characters or less)

The graduate program in anthropology at UAA is strongly aligned with the university's mission and institution's core competencies. The UAA Mission: "The University of Alaska Anchorage (UAA) transforms lives through teaching, research, community engagement and creative expression in a diverse and inclusive environment. Serving students, the state, and the communities of Southcentral Alaska, UAA is a comprehensive, open access, public university established on the ancestral lands of the Dena'ina, Ahtna Dene, Alutiiq/Sugpiaq, Chugachmiut, and Eyak peoples." Our department supports the university in this mission by broadening an awareness of cultural diversity and promoting student participation and community engagement for the betterment of communities in Alaska and abroad. Anthropology, by definition, promotes cultural diversity and inclusivity, and because of our place in Alaska, generates awareness and respect for the many peoples of Alaska. More specifically, the MA program readies students for professional and educational careers in anthropology, with a focus on understanding Alaska cultures. The program was developed in 1999 in response to both student needs and a demonstrable external demand among professionals in the Anchorage area. The program had been highly successful in meeting these needs. For example, most student theses are based in Alaska and tied to "real world" projects. After the degree, most graduates have found anthropology-related employment in federal and state agencies in Alaska and especially serve the communities of the Southcentral region.

The UAA Core Competencies are effective communication, creative and critical thinking, intercultural fluency, and personal, professional, and community responsibility. The Department of Anthropology supports these competencies through coursework, practical experience in the community using practica and internships, and through the development of a research project, investigation, analysis, and presentation to the professional community through the thesis defense and the final written theses. The applied project option will further strengthen the program's alignment with these competencies.

3. Demonstrate program quality and improvement through assessment and other indicators.

a. Program Student Learning Outcomes Assessment and Improvement Process and Actions

i. MA Anthropology

- *Demonstrate graduate-level knowledge of core concepts and research methods in the selected applied program concentration; Articulate key ethical considerations and responsibilities in applied anthropological research; Design, conduct, analyze, and present applied anthropological research within the conventions of the selected program concentration and acceptable to the faculty of the anthropology department.*

Describe your key findings for these outcomes. (3000 characters or less)

Mastery of our student learning outcomes are two-fold, first as demonstrated in the successful command of course content and then through the application and development of this content in their thesis project. Faculty mentorship is a critical component to both of these facets of graduate learning. Students develop the three outcomes of Anthropological Knowledge, Ethical Awareness and Application, and Anthropological Research Skills through meaningful interactions with their advisors and other faculty.

Graduate coursework emphasizes ethical considerations to their profession, peers, and the community not only as a specific course, but integrated into the other courses. Graduate student responsibilities in stacked classes include attention to research goals and appropriate analyses to meet those goals that culminates in their research design class and finally the production of the thesis.

Defending students establish they have mastered required Anthropological Research Skills. Analytic Reasoning, Application of Research Design, Use of Methods, and Written and Oral Presentation of Research are all components of a defensible thesis and a successful defense. Our graduates exhibit mastery of these skills.

Describe actions taken to improve student learning for these outcomes. (3000 characters or less)

The assessment process is embedded in each faculty meeting when we discuss the progress of the students in the program, potential impediments to their advancement that need to be addressed, and opportunities for their advancement. Program assessments take place during these faculty meetings or during the post-defense conversations among the graduate student committee members that affect decisions about program changes. Our students are successfully navigating the program at present and no deficits have been identified that require action to improve.

Describe evidence that these actions are working. (3000 characters or less)

We continue to have approximately four students successfully defend their theses each year, demonstrating the mastery of these outcomes. In terms of post-graduate success, the best evidence of their achievement is that 77% of our graduates are working in their field, 21% are in another graduate program or have since graduated (at least two have tenure now, and one is up for tenure).

- b. Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such as C-RAC Standards. (3000 characters or less)**

The graduate program in Applied Anthropology is designed to develop professional excellence, which includes working with others and ethical awareness. The ethics courses use group projects and team-based learning to address ethical dilemmas encountered in anthropology,

culminating in a student-designed dilemma solved by another team. Courses are designed to familiarize students with professional dilemmas they will encounter during their careers. Other courses emphasize practical knowledge through laboratory, hands-on, and field experiences, and through Alaska Place-Based education.

Our community graduate advisory board has long provided input and guidance to the program. It consists of key leaders in the field in Alaska at agencies that regularly employ our graduates. Their feedback has directed the changes we have made to streamline our program to address the growing need for more trained anthropological professionals in the state.

When our program was recommended by the former Interim Dean to be removed, our advisory board members worked tirelessly by providing letters, testimony to the Board of Regents, and outreach to support the program. The value and quality is apparent from the community's support and because they submit job notices for our graduate students' attention, support them through internships and training, through direct funding, and by hiring the students even before they have graduated.

4. Demonstrate student success and the closing of equity gaps.

- a. Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any equity gaps. The Student Success program review metrics are Junior Graduation Rate, Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. (3000 characters or less)**

The two key metrics for graduate programs are Semesters to Degree and Course Pass Rates. In terms of Semesters to Degree, our numbers demonstrate a commitment to student success. Specifically, our average across the past five years of 14.3 semesters (22 in AY21, 15.8 in AY20, 9.3 in AY19, 8.7 in AY18, and 15.7 in AY17) represents an effort by current faculty to help former students who had left the program return and obtain their degrees. Some of these students experienced personal problems that resulted in their dropping out of the program, and others had problems with former faculty members. The average is skewed by these individuals. In fact, almost a third (6 of 19) of the students who have graduated in the past five years were brought back to finish their degrees and two others never left the program but experienced similar problems and were able to finish recently after extended time in the program. Overall, we had 3 graduates in AY21, 4 in AY20, 3 in AY19, 6 in AY18, and 3 AY17. Our efforts to bring students back were supported more recently by an initiative by the new Dean of the Graduate School, who has lauded our efforts. We continue to ensure the success of our students, and any gaps in equity seem misrepresentative with such small numbers of students.

The Course Pass Rates for graduate-level ANTH courses are near 100% with little variance except the occasional student who withdraws or receives an incomplete grade due to life circumstances, both of which count as non-passing in these data. However, the numbers in the datasheet show lower (and declining) pass rates (90% in AY17, 70% in AY18, 60% in AY19, 60% in AY20, and 50% in AY21) because they also include “deferred” grades as non-passing grades. The trend reflects a reduction in students taking regular (non-thesis-related courses) since we admitted so few students between AY19 and AY21. Graduate students take regular courses the

first two years of their program for which they receive regular grades and then transition to taking thesis credits, ANTH A699 Thesis Research. Students who are enrolled in ANTH A699 typically receive a “DF,” or “deferred,” grade for this course in the semester enrolled as the final pass grade is not registered until they finish their thesis, which can take multiple semesters to complete. The fewer students in their first two years in the program, the fewer students who are receiving passing grades during the semester. Thus, in AY18 when there were 33 enrolled in regular classes and 8 enrolled in ANTH A699, the overall pass rate was 70%. Significantly, the reported pass rate for ANTH A699 was only 12.5% because 7 of 8 students had deferred grades. In AY21, in contrast, with only 7 enrollments in regular classes and 8 enrolled in ANTH A699, the overall pass rate was only 50% with all 8 enrolled in ANTH A699 receiving deferred grades. Outside of these deferred grades then, the pass rate has been and remains very high with no inequities reflected.

b. Provide evidence of the overall success of students in the program, e.g., the percent of students who pass licensure examinations, the percent of students who go on to graduate school, the percent in post-graduation employment in the field or a related field. (3000 characters or less)

Our graduate students are incredibly successful post-graduation. Post-graduate activities for all our graduates since the inception of the program include 77% of our graduates working in their field and 21.4% accepted into another graduate program or have since graduated (at least two have tenure now, and one is going for tenure). These numbers do not include two additional students who have retired and three who are now deceased. Importantly, 47% of the students working outside academia are employed in cultural resource management, one of two key emphases in our graduate program. Twelve of the 19 current graduate students are also working in the CRM field, or 63%.

Our students are also highly awarded and recognized. For example, one graduate was nominated in 2020 by UAA for the Distinguished Master’s Thesis Award in Social Sciences, the Western Association of Graduate Schools and ProQuest Award (WAGS), and another was nominated by UAA in 2021 for the Distinguished Master’s Thesis Award in STEM Disciplines WAGS Award. Neither was honored with the award at the National level, but they both represented UAA. Another graduate received an award for best Master's thesis in the field of aging studies from the European Network in Aging studies in May 2019. Another student received the Arthur C. Parker Scholarship in 2018, which recognizes Indigenous scholars, from the Society for American Archaeology. Our students are also regular scholarship award winners from the Alaska Anthropological Association and the Alaska Consortium of Zooarchaeologists.

5. Demonstrate demand for the program.

- a. Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours, Number of Program Graduates Who Continue Education, Number of Program Graduates Who Return to UAA to Pursue an Additional Program, and Gap**

between Job Openings and Degree Completions. (Note: Gap between Job Openings and Degree Completions not required for AY22 Program Reviews.) (3000 characters or less)

Our program is in high demand, and we are taking steps to meet and expand this demand. Although one would not expect that specialized graduate courses would be sought after by students outside the discipline, the Ratio of Out-of-Discipline Credit hours to Total Credit Hours is about 25%, which is quite high for a graduate program. We expect that these students are seeking training in key skills in which our discipline specializes. As we develop two graduate certificates intended to draw in students from other graduate programs, this demand will expand.

The quality of our program is highlighted by the Number of Program Graduates Who Continue Education. Our program trains students in professional applied anthropology. For most applied Anthropologists, the MA is the terminal degree. However, many of our students do continue their education. The five-year trend shows that between 2 to 4 students each year are continuing their education, which is a significant portion given we graduate on average 3 to 4 students per year (range of 1 to 6 graduates during the past 21 years since our first program graduate). This is supported by our post-graduate tracking that shows fifteen graduate students (21%) have moved to other graduate programs including the PhD.

Additionally, our demand is illustrated through the high employment rate of our current and graduated students. The National Park Service has provided a fund at UAA that supports two students, one graduate student is funded through Fish and Wildlife, four are with other Federal Agencies, five with local private contract agencies, and one is an Adjunct instructor with UAA. The continuing demand for our students, and the need over the past summer for agencies/contractors to employ outside archaeologists demonstrates the need for continued program support.

Interest in our program also remains high from potential graduate students. Many potential students apply based on speaking with our alumni and our reputation to this point. With only three faculty remaining on staff, last year we admitted four new students, and two returning students. This level of demand is likely to increase significantly with the federal Infrastructure Investment and Jobs Act. Applied archaeologists and cultural anthropologists are needed to conduct cultural and social impact assessments for any project that affects the Alaska environment and people. Our program will need to expand to meet this need with a restoration to its previous faculty level.

6. Demonstrate program productivity and efficiency.

Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. (3000 characters or less)

The graduate program in anthropology has remained incredibly productive and efficient over the past five years despite the challenges presented by significant budget cuts, the pandemic, and

faculty attrition resulting in half the number of faculty advisors. Despite these challenges, most notably the limited availability of faculty advisors available to support graduate students, the remaining faculty have stepped up and extended their capacity to ensure students succeed. As noted earlier, the program has reached out to and worked with many students who had left the program in previous years to help them complete their degrees. In other words, despite having fewer faculty to meet the program's needs, we have maintained a successful program. With additional faculty, we will again be able to admit larger numbers of students into our graduate program and continue this trajectory of success.

The program's productivity and efficiency are reflected in the Five Year Degree Awards, Student Credit Hours per Full-Time Equivalent Faculty (SCH/FTEF), and Full-Time Equivalent Student per Full-Time Equivalent Faculty (FTES/FTEF) metrics, which all demonstrate consistency across this time period. Degree Awards during this five-year period were three degree awards in AY21, four in AY20, three in AY19, six in AY18, and three in AY17, or 3.8 degree awards/year over this period. This is also consistent with the long-term average of 3.5 degree awards per year since our program's first degree award in 2002. Similarly consistent, SCH/FTEF and FTES/FTEF over this five-year period are also stable. The measure of student credit hours per faculty member (SCH/FTEF) remains at about 500 throughout this five-year period (534.56 in AY17, 493.85 in AY18, 521.61 in AY19, 536.48 in AY20, and 549.16 in AY21). Even as enrollments declined, our student credit hours per faculty member have stayed level if not slightly increased. Analogously, the number of students to faculty (FTES/FTEF) have also remained steady if not increased slightly over the five-year period despite reduced enrollments across the system (22.45 in AY17, 20.75 in AY18, 21.80 in AY19, 22.40 in AY20, and 22.94 in AY21). Despite this efficiency, our program is poised to meet additional student demand by admitting more graduate students if we expand our faculty.

Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. (2500 characters or less)

Our department regularly acquires and coordinates extramural funding to support students. We currently have two students working as Research Technicians through the National Park Service (NPS) fund "Enhance Student Career Development through NPS Collections Cataloging and Preservation" which is \$174,000 for supporting students. One student is working on a US Fish and Wildlife project, funded through a subcontractor through the end of the Spring semester. This project is also his thesis project and is helping him move through the program. Other students are employed by contractors based in Anchorage and are working in their field of study. The NPS fund also includes support for a course waiver for the PI.

7. Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if so, why? How are you coordinating with UAA's community campuses and the other universities in the system? (2000 characters or less)

Our program was established in 1999 as a graduate program in applied anthropology to complement UAF's more academically-oriented graduate degree programs. The process of establishing the program was done in consultation with UAF faculty and was a direct response to the need to train applied anthropologists to address specific needs in Alaska. The national Consortium of Practicing and Applied Anthropology (COPAA) lists only 27 applied anthropology programs in the

United States, and 21 have a master's degree in Anthropology making us unique indeed. UAA is a founding department in this organization and is one of 18 departments with a Cultural Resource Management program in the US. The strength of the UAA applied program comes from the concentration of applied anthropologists working as contractors and in State and Federal Agencies in Anchorage. There were an estimated 8500 jobs in the US in 2020 with a projected 9100 in 2030, and Alaska has the highest concentration of anthropology jobs in the United States. Most are in Anchorage which ranks 9th in a metropolitan area per 1000 jobs (Bureau of Labor Statistics). The requirement for Alaska-based education is increasingly included as a stipulation in agreement documents for mitigation during development projects. National job growth in the field of archaeology is 7% in the next 10 years according to the U.S. Bureau of Labor Statistics. The 2021 Infrastructure Investment and Jobs Act promises to support a considerable number of development projects in Alaska that include jobs for anthropologists. Ideally the University of Alaska Anchorage should ensure that we are training our students for those jobs. UAA is unique by being in the ideal location with a relevant graduate program to meet these current and expanding needs.

8. Assess the strengths of your program and propose one or two action steps to address areas that need improvement. (3500 characters or less)

The efficiency and strength of the program is demonstrated through the quality and responsiveness of the program to both external challenges and student needs as well the incredible success of our students both in the program and post-graduation. We have managed to creatively manage student thesis research during budget cuts, a pandemic, and loss of over half our faculty. We have maintained our graduation rate and found innovative ways to support the graduate students in the program. The department continues to maintain excellent facilities with modern labs, and we are placed within a highly important geographical region for research on climate change, First Peoples of North America, Indigenous Arctic Cultures as well as an ideal economic location for applied research because of the concentration of jobs and collaborative opportunities within Anchorage locally and as a gateway to the other parts of the state.

The faculty have proven adaptable to the most serious of challenges and remain committed to students and to the needs of Alaska to have more trained applied specialists in cultural resources and approaches. The faculty have made the program more efficient by sharing resources with the undergraduate program and finding additional outside support for graduate students. They have also worked to decrease semesters to degree by modifying the degree requirements, which initially appears to be successful. We have recently also recommended the establishment of a non-thesis option that will allow students to complete an applied project in lieu of a thesis. Additional efforts in offering a fast-track degree to streamline a path for UAA baccalaureate students to obtain an MA in Applied Anthropology are also underway. We have committed to expanding our programs to offer graduate certificates to train more students from outside of anthropology in important skills in the management of cultural resources and in the cultural dimensions of social issues in Alaska. These efforts will further increase our efficiency and demand. Finally, we propose that our program's name be officially changed from MA in Anthropology to MA in Applied Anthropology to highlight our distinctiveness and improve our recruitment efforts.

These advantages and faculty commitment to the program can be strengthened by directing additional resources to the program. Our greatest challenge presently is our reduction in faculty that

limits our capacity, that is, the number of incoming students we can accept. With the anticipated increased demand for this program in the coming years, we are optimistic that our program will thrive well into the future with investment. Our faculty's continued commitment is to bolster recruitment efforts and continue offering a quality, relevant program should our capacity expand.

After completing the Program Section above, the program review committee chair should sign, date, and email this form to the dean, copying the committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s).

Committee chair's signature:



Date: 3/4/2022

END OF PROGRAM SECTION

DEAN SECTION (Due on April 1)

If the program is fully delivered on one or more community campus, the dean should consult with the director(s) of the campus. After completing the Dean Section below and signing it, the dean should email this form to the committee, and to uaa.oaa@alaska.edu. If the program is delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response section of this form.

Evaluation of Progress on Previous Recommendations

For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. (2000 characters or less for each recommendation)

Recommendation 1: The chancellor adjusted the provost's recommendation from "deletion" to "continued review." The program should pay particular attention to the dean's concerns regarding demand, as well as sufficiency of resources to support both the undergraduate and graduate programs. Recommendation has not been met.

The Department of Anthropology should be commended for the changes they have made to the graduate program in order to streamline the program, provide flexibility for students, and decrease the time to degree. The Department has "stacked courses," combining upper division undergraduate courses with a graduate course, and has found funded research opportunities for students. Additionally, several options in the degree program were removed as the Department does not have the resources to support these specialties. This year the Department submitted a proposal to have a non-thesis option for the MA, allowing students to focus on an applied project instead. These steps have substantially reduced the cost of the program.

The Department has made great headway in addressing this recommendation, amidst a decline in faculty and a pandemic. The Department needs additional time to fully realize this

recommendation. The backlog of students in the program needs to be addressed and the program needs to “reset” so that it can begin to admit a reasonably sized cohort each year. I recommend the hiring of a second archeologist, with the understanding that the Department creates a plan so that students can graduate in 2-3 years and a plan for part-time students working in the field. I also recommend that the Department admit a cohort of at least five students in the graduate MA program in AY23 with a plan to increase this in future years. This program has great potential to meet the workforce needs of the state.

Provide your analysis of #2-8 below, based on the data provided and the program’s responses above.

1. Centrality of the program. (1750 characters or less)

The MA program in Applied Anthropology provides training that serves the workforce needs of the state of Alaska. The courses in the program are focused on “understanding Alaska cultures” and promote cultural diversity. Students in the MA program complete a thesis or applied research project.

2. Program Quality and Improvement (1750 characters or less)

The MA in Anthropology is a high-quality program, the faculty in the program have connections with local agencies and provide current and up-to-date training for their students. The program has an active community graduate advisory board that consists of experts in the field of anthropology who work in the state of Alaska.

3. Student Success and the Closing of Equity Gaps (1750 characters or less)

A hallmark of the current MA program is the high degree of faculty mentorship and the high quality of the graduates of the program. Of the students who graduate, 77% obtain a job in their field and 21% pursue an advanced degree. This review includes the awards and recognition that students in this program have received.

4. Demand (1750 characters or less)

The workforce demand of an applied anthropology MA program is high in Alaska. This demand will only increase as trained applied archeologists and cultural anthropologists are needed to conduct impact assessments for any projects funded by the federal infrastructure investment and Jobs act. The Department is poised to meet this demand, but additional changes (outlined below) need to be made before this will happen.

There is a clear workforce need for Anthropologists with advanced degrees in the state of Alaska. This demand will only increase with the federal infrastructure act. However, demand for graduates and demand for UAA’s MA program in Anthropology are not the same thing, and the Department has not demonstrated the demand for the program. Due to the uncertainty of the future of the program, the backlog of graduate students, and the decrease in the number of faculty, there have been very few students admitted to the program (AY17 4, AY18 3, AY19 0, AY20 1, AY21 4, AY22 1 expected). A vibrant successful graduate program must admit a reasonably sized cohort of at least five students per year. Due to attrition, the number of faculty in the Department has dropped lower than the number determined by previous reviews. While the Department has created a non-thesis track, the standard in the field of Anthropology is for graduate students to complete a thesis and

many employers require this. Currently, there is one faculty member who supervises all theses in the popular archeology track, this is the limiting factor for the program.

5. Productivity and Efficiency (1750 characters or less)

The faculty should be commended for the time-consuming, important, and ethical decision to invite former students of the program to return to finish their degree. Many of these students have returned to finish their thesis, and in most cases, with a new thesis advisor. Over the last few years, the department has seen a decline in faculty, and currently has three tenure-line faculty. The Department has been very creative and efficient in supporting these students. Of particular note is the partnership with the National Park Service to provide funding and research projects for two graduate students. This type of collaboration is extremely beneficial and should be used as a model for other such opportunities.

They expect 5-6 students to graduate this year. As the program review points out, these students skew the data, regarding time to degree. However, I strongly encourage the Department to determine if the program can be designed so that the time to degree is 2-3 years. Many students in the program are part-time and work in areas related to their studies. I encourage the Department to find a way to use this creatively as an advantage to the student, so they can succeed in their studies while still working full-time. This is a challenge, but the solution to this will allow the Department to serve a much broader population.

6. Duplication and Distinctiveness (1750 characters or less)

The MA in Applied Anthropology was created to complement UAF's more traditional graduate program. UAA's program was designed to train applied anthropologists; it is one of 21 such programs in the US, and the only one to focus on the issues and needs of Alaska.

7. Strengths and Ideas for Moving Forward (1750 characters or less)

The Department of Anthropology consists of talented and dedicated faculty, the facilities are excellent and modern, there is high demand for the MA degree, graduates of the program are sought out by employers, and the curriculum is engaging and relevant for Alaska.

Moving forward, the Department should continue the work it is doing to streamline the program and to provide additional opportunities for part-time students to finish the program in a timely manner. I also support the hire of an additional tenure-track faculty member who can support the program. With these supports in place, the program should be able to admit and graduate a reasonably-sized cohort of students each year.

Dean's Final Evaluation

I commend the program for: (number and list the specific commendations in the narrative box, 1500 character limit)

I commend the Department of Anthropology for its creativity, flexibility, and resilience. The Department has faced many challenges over the last few years, and faced these challenges in creative ways, many are outlined here in this document. Additionally, the faculty in the Department have welcomed their

colleague in Geography into their program and have looked at ways in which his expertise could be merged with that in the Department to create new opportunities for students. I also commend the program for the focus in the curriculum of the promotion of cultural diversity and inclusivity, for the dedication to students and the commitment of the faculty.

I recommend that the program: (number and list the specific recommendations in the narrative box, 1500 character limit)

I recommend the program continue the work it is doing to streamline the program, to support student success, and to meet the workforce needs of the state. Specifically I recommend the program do the following:

- create and implement a recruitment plan for the next 5 years. I suggest the program admit a cohort of at least five students in the graduate MA program in AY23 with a plan to increase this in future years,
- revise the curriculum and/or course rotations so that students can graduate from the program in 2-3 years,
- create a plan that counts the experience for part-time students working in the field as part of their graduate work, and
- continue to work with the backlog of students who have finished coursework and are working on a thesis, so that the program can regain a balance of students at a variety of stages in their program.

Dean's overall recommendation to the provost: Continued Review -- Program is required to address specific issues and to undergo another review within the next two academic years.

If an Interim Progress Report is proposed, recommended year: AY2023

If a Follow-up Program Review is proposed, recommended year: Select N/A or Academic Year.

Proposed next regular Program Review: Select N/A or Academic Year.

After completing the Dean Section above, sign, date, and email this form to the committee, and to uaa.oaa@alaska.edu. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response section below.

Dean's signature:



Date: 4/1/2022

END OF DEAN SECTION

PROGRAM OPTIONAL RESPONSE (Due within one week of receiving dean's review)

Programs have the option to submit to the provost a response to the dean's evaluation within one week of receiving the dean's review, using the narrative box below.

Optional responses should be submitted to uaa.ooo@alaska.edu, with a copy to the dean. If the program is fully delivered on a community campus, copy the appropriate community campus director(s) as well.

Optional Response: (10,000 characters or less)

The Department of Anthropology would like to thank the Dean for recognizing our faculty's efforts in working toward and ensuring student success among our Master's students during the difficult past years. Our faculty is dedicated to developing students into anthropological professionals and also to demonstrating kindness and flexibility as students experience parallel hardships to our own Department's struggles. There is a vast need for anthropologically trained professionals in our state, and our program is positioned uniquely to fill this demand. We applaud the Dean's clear commitment to rebuilding our program to support our goal to be the strongest Master's program in applied anthropology in the North. Her recommendations are clearly oriented toward achieving this. We concur firmly with her first and fourth recommendation especially. Regarding the first recommendation to establish a recruitment plan, we support developing a plan and will work closely with the Dean and Advancement to increase our visibility and make outwardly clear we are again accepting and training students. We would like the Provost to consider renaming our program to Master of Arts in Applied Anthropology to emphasize our existing uniqueness and academic niche and thus increase our marketability both within and outside of the state. Regarding the Dean's fourth recommendation about addressing the backlog of students, we also are firmly committed to moving current students through the program and accepting more, especially in light of the support of an additional archaeologist on faculty. It should be clear, however, that we need to define a reasonable number of graduate students to be mentored by each faculty member at any given time. The program needs to define this number with the Dean and work toward moving students through to maintain the balance.

Because the recommendations of the Dean will likely be central to future program reviews, there are a couple of important points of clarification regarding the second and third recommendations. Regarding the second recommendation about making curricular revisions, we have already made curricular changes in response to the 2020 program review to increase efficiency, including a non-thesis option and other changes. It is important to note that the greatest challenge students face in the timely completion of their degree is finishing their thesis, which is done on their own time relatively independently. Some types of post-graduate employment in our field require the thesis option, but we have initiated a non-thesis applied project option for others who do not need one, which should reduce the time to completion for some students. Our current curriculum does allow full-time students to graduate in two years with the timely completion of their thesis or applied project. Students must take theoretical and methodological courses in their first year along with a research design course in the spring, which results in a full research prospectus to guide their thesis or applied project. With an approved prospectus, they have a summer and academic year to finish their thesis research and writing or applied project as well as the additional courses they need. It is more difficult for part-time students to finish their degrees as would be expected. Other MA programs maintain lower semester-to-

graduation degree completion by establishing harsher consequences for delays in degree progress, which our faculty opposes in favor of allowing flexibility for students' other life obligations. However, some of this delay could be addressed with greater institutional financial support for graduate students. In addition to general increases in graduate student support (e.g., assistantships, in-state tuition for all students, etc.), we do believe providing targeted financial support to students working to complete their thesis to allow for dedicated thesis-writing time would be beneficial. For the third recommendation of giving working students credit for their work experience in the field, our program already gives significant credit for work-based experience. In fact, the program requires a practicum, which most students complete as part of their external employment. Students must have three credits in the practicum and can have up to six credits count toward their degree, which is 20% of their degree credits. Furthermore, many students use projects and data from outside employment for the completion of their thesis projects (three to six additional credits), which increases employment-related credits to 30-40% of their degree. We anticipate this will be the same for the applied projects as well. There are specific knowledge and skill sets developed outside of particular employment settings that students acquire through our curriculum that limit how much additional credit could be allowed for employment-related work.

The Dean's recommendations challenge the program's faculty to continue working toward increasing program demand and efficiency in an era of constrained resources. Despite our concerns about the second and third recommendations, the faculty remain committed to finding creative and flexible solutions to maintaining our program, improving efficiency, and ensuring our graduate students' success. We look forward to working with the Dean as we rebuild the program from the impacts of the past years' challenges.

Program Signature:



Date: 4/7/2022

END OF PROGRAM OPTIONAL RESPONSE SECTION

PROVOST SECTION (Due on August 1)

After completing, signing, and dating the Provost Section of this form, email the completed form to the program review committee and dean, with a copy to uaa.oaa@alaska.edu for posting. If the program is delivered on a community campus, copy the appropriate community campus director(s) as well.

Provost's commendations, additional or adjusted recommendations, if any, and other general comments (2000 characters or less):

I agree with the dean's commendations and recognize the faculty's considerable efforts to be proactive and action-oriented in addressing the current recommendations. I ask the faculty to continue to help the institution think broadly about what it means to put students first at the graduate level. Of particular

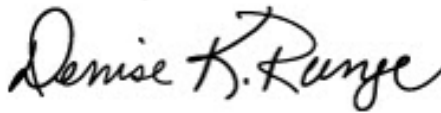
note are the program's efforts to mentor and support former students to return to UAA and complete their degrees. Please consider how the program can continue to build on its efforts and use what it has learned through this Program Review process to further reflect on the program, its curricular design, how each course is delivered, and how its students are supported.

While I understand the program's hesitation to accept all four of the dean's recommendations, I do generally agree with them and ask that the program continue to explore possible solutions. For example, is there a way to rethink the scheduling of courses that might better serve working adults? Some institutions have moved to a block-schedule approach, allowing students to take one class at a time in sequence within the framework of a single semester. To allow more time for the faculty to make some progress on the recommendations, I am extending the dean's due date for an Interim Progress Report to AY24.

Finally, I agree with the dean that there is a demonstrated need for a new faculty hire, and I approve that process to move forward. I also will support the name change and ask that the faculty work with the college and OAA in the fall to put forward the Board of Regents paperwork to request it.

Final decision: Agree with the dean's overall recommendation with the additional guidance and adjustments as per the above comments.

Provost's signature:

A handwritten signature in cursive script that reads "Denise K. Runge". The signature is written in black ink and is positioned above a horizontal line.

Date: 4/28/2022