

Anthropology - Doctor of Philosophy - Mid-Cycle Review & SLOA Year

Current Compliance Year: 2022-2023

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

Actions taken to address Anthropology PhD Program Recommendation 1 (Increase retention/persistence):

Anthropological fieldwork typically involves extensive human interaction and participation in daily activities conducted during a stay in a community and/or with a local family; archaeological fieldwork requires group efforts during excavations and consultations with culture bearers. Some of our PhD students were therefore unable to conduct the fieldwork they had envisioned for their graduate studies. To mitigate this impact of Covid-19 while working to increase retention/persistence, Anthropology faculty have been:

- Taking part in the national and international discussions (conferences, workshops, NSF and NIH Covid Information Commons Webinars) that focus on new approaches in anthropological research;
- Successfully pursuing funding opportunities to support students disproportionately affected by the pandemic;
- Working with every student to ensure satisfactory progress under the conditions of the pandemic (such as introducing project components relying on archival resources, online environments, conducting interviews over Zoom; we must emphasize that most anthropology PhD projects cannot be completed relying solely on these resources).

Actions taken to address Anthropology PhD Program Recommendation 2 (Improve time to degree):

- We made changes to the Language and Research Tool degree requirements: students are now able to choose between Language or Research Tool;
 - We have expanded the options for the format of the PhD Comprehensives: students can now choose between writing three field statements/area papers on topics identified by their Graduate Advisory Committee or taking timed exams;
- (Anthropology PhD Graduate Student Manual reflecting these changes has been updated).

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

Anthropology held one PhD Thesis defense over the reporting period (as discussed in the section Response to Previous Recommendations, Covid-19 has severely impacted fieldwork opportunities for our PhD students, and we have taken measures to mitigate this impact). Our PhD graduate for the reporting period is now working in a full-time faculty position; the completed dissertation has received wide international acclaim and is prominently featured in Indigenous education, public outreach, and peer reviewed scholarship bridging anthropology, humanities, and Indigenous studies. Our SLOA data collection for PhD Thesis defenses asks each faculty member to identify any subject areas or relevant bodies of scholarship that should have been included and/or received more robust coverage during the defense and evaluate the student's demonstrated knowledge of (1) the relevant historical and/or cultural background for the topic, (2) relevant methodologies, (3) relevant theoretical frameworks. The SLOA responses for the reporting period were overwhelmingly Excellent/High Pass, with remarks that the few weaknesses identified in the pre-defense manuscript were successfully addressed in the final version of the dissertation.

Anthropology Faculty hold bi-weekly meetings where student needs, degree progress, and accomplishments (conference participation, publications, participation in public outreach activities) are always part of the discussion.

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

- We made changes to the Language and Research Tool degree requirements: students are now able to choose between Language or Research Tool.
- We have expanded the options for the format of the PhD Comprehensives: PhD students can now choose between writing three field statements/area papers on topics identified by their Graduate Advisory Committee or taking timed exams on the questions composed by the committee, using the priorly approved bibliographic listings compiled by the student.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Not Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

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If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

PAIR data is not accurately reflecting the composition of our current PhD cohort. For example, one of our Doctoral Candidates is not only First-generation, but also the first language and culture bearer of this student's Indigenous society to be pursuing a PhD. Our PhD student who identifies as [REDACTED] has traveled to two international conferences during the reporting period while conducting NSF-funded research; this student has authored several articles and is currently editing a special issue on transnational families in Alaska. Our PhD student who identifies as [REDACTED] received fellowship support through Liaocheng Arctic Studies Center. A Doctoral Candidate who is a young parent and member of [REDACTED] community has received an NSF Dissertation Research Improvement Grant. Another Doctoral Candidate has recently curated a museum exhibition on a community covid experience and is currently developing one on equity issues in Alaska. Anthropology faculty serve on numerous Interdisciplinary and Indigenous Studies PhD committees of students representing [REDACTED] groups. [REDACTED] are well represented in our PhD cohort. Supporting students who are expectant parents and/or welcome new babies during their graduate studies is our high priority. We make sure that nursing mothers among our graduate students have a comfortable nursing space within steps from their offices. Faculty always discuss options that are compatible with the challenges described by student-parents. Anthropology faculty have successfully competed for NSF funding to offer graduate assistantships and professional development opportunities to graduate students disproportionately (as identified by the Biden Administration and NSF) affected by the Covid-19 pandemic.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

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High Impact Practices

According to the AAC&U, High-Impact Educational Practices “have been widely tested and have been shown to be beneficial to college students from many backgrounds.” UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program’s student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the “Other or None of These,” field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Undergraduate Research, Diversity/Global Learning, Collaborative Assignments and Projects, First-Year Seminars and Experiences

Other or None of these (explain)

Submission

Submitter & Collaborator Names

Sveta Yamin-Pasternak, Elaine Drew, Patrick Plattet, and Robin Shoaps prepared the report. All Anthropology faculty were able to review and contribute to the report distributed via a shared document prior to submission.

Submitter Email

syamin@alaska.edu, emdrew@alaska.edu, pplattet@alaska.edu, rashoaps@alaska.edu

College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

Increase retention/persistence,Improve time to degree

Explanation of Recommendations

Work with Graduate School to improve retention and time to degree for graduate degrees.

Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan,Compelling learning story

Student Learning Outcomes Assessment Feedback (narrative)

The program report shows strong alignment between the plan, the results, and the analysis done by the program. Rubrics are used to assess student performance within the comprehensive exams. The program requires students to identify funding sources, and track grant awards and publication of active students and recent graduates.

Profile Feedback

Financial Feedback

Student Success & Equity Feedback

There is a diverse cohort of Ph.D. 's in the program with many successful research and scholarship by students being produced. The program provides strong support for students who are new parents, which is important for student success.

High-Impact Practices Feedback

The program emphasizes the integration of Diversity and Global Learning in a multitude of courses, along with utilizing collaborative assignments and projects, and being undergraduate student research mentors. This is a good example of using HIPS in the graduate programs. Ph.D. students must identify funding sources relevant to their research and are highly encouraged to publish peer reviewed research.

Ph.D. in Anthropology
Student Learning Outcomes Assessment Plan
August 2020

Mission Statement: The UAF Department of Anthropology is committed to scholarship and research in anthropology with a general geographic focus on the circumpolar regions of the north as well as research and instruction covering a variety of world areas and topical subjects. The teaching and research activities in the department cover the four subfields of the discipline: archaeology, biological anthropology, linguistic and social/cultural anthropology. The graduate program offers students the opportunity to concentrate study in one of the four subfields, to gain research experience and methodological training in the field and in the laboratory, and emphasizes empirical and applied studies.

Goal Statement: To assure that graduates are prepared to mobilize their training and knowledge of anthropology either to compete successfully in the job market in their chosen subfield or related areas or to compete successfully for admission to institutions of higher learning to pursue further graduate or professional education.

Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation
Students will have a comprehensive understanding of their subfield of concentration, including its history, current theoretical perspectives and research methodologies, as well an in-depth understanding of topics directly related to their planned research project.	Student advisory committees will ensure that coursework in the student's Graduate Study Plan meets these objectives. Students with gaps in their prior preparation will be required to enroll in appropriate courses by their advisory committee.	Student preparation will be assessed by the successful completion of courses listed in the Graduate Study Plan based on the grade(s) given by the instructor(s) of record.
	Students must pass the doctoral comprehensive exams consisting of three synthesizing papers, each reviewing the state of knowledge in a specified area of research relevant to the student's dissertation.	Student's advisory committee will develop targeted reading lists and questions tailored to cover the knowledge and background required for the student to have PhD-level expertise on their chosen dissertation topic. After the completion of the exams, the advisory committee will evaluate the student's performance following a rubric (see Graduate Program Learning Assessment Score Sheet Synthesizing Papers).

	The dissertation demonstrates students' mastery of a specific topic of inquiry within their subfield.	The student's advisory committee and department faculty in attendance will complete the Program Learning Assessment Score Sheet - Thesis and Dissertation Defense and submit to the Graduate Program Coordinator for outcomes assessment. The student's advisory committee will not allow the student to schedule a dissertation defense until the committee is satisfied that the student's thesis demonstrates mastery of their topic.
	Unless students have already successfully completed graduate level coursework devoted to research methods in their subfield, they may be required by their advisory committee to take a methods-focused course.	Methods courses will cover a broad range of methodologies and assignments will be graded by the instructor of record.
	If students lack the technical skills necessary for their dissertation research and which are not covered by any of the methods courses, their advisory committee may require that they take coursework in other departments (e.g., statistics, genetics, linguistic analysis).	The evaluation rubric for student dissertations includes assessment of the research design, methods, and data analysis by the student's advisory committee.
Students will have a general knowledge of the four subfields of anthropology, including its history as a scholarly discipline and major intellectual contributions.	When a student's advisory committee perceives a gap in this regard, the committee will require that students complete courses that cover the history of the discipline (Anth 384) as well as intellectual contributions across the subfields (Anth 629).	Student competency will be assessed by the successful completion of the course, as based on the grade given by the instructor of record.

Students will be flexible thinkers and able to draw synthetic connections between their subfield and at least one of the others.	Students may, at the discretion of their advisory committee, be required to take at least one class outside of their subfield.	The instructor of record assigns a grade that evaluates their performance in the class.
Students will be able to develop original research and present it in a variety of public and scholarly settings.	Students who do not have experience presenting original research at conferences or other professional settings may be required to take ANTH 652 Research Design and Professional Development Seminar to gain these skills.	The instructor of record will assess the student's presentation skills according to the course evaluation criteria.
	The dissertation prospectus and seminar papers provide opportunities for students to develop original research. The dissertation prospectus and dissertation defense give students the opportunity to argue for the significance of their dissertation topic and to contextualize it with respect to their subfield. The dissertation defense gives students experience in presenting their original research to the public and peers. Students will be encouraged to present appropriate aspects of their dissertation drafts or revised conference papers by their advisory committee.	The student's advisory committee will complete the PhD prospectus/defense rubric evaluating them for their originality, rigor and thoroughness. Instructors of record will evaluate students' research papers and class presentations based on their course evaluation criteria. The department will track students' participation as presenters at conferences and authors of published scholarly works.

Students will be able to write fundable research proposals and produce professional reports, publishable papers and books.	Students who have not submitted successful grant proposals or published research reports may, at the discretion of their advisory committee, be required to enroll in ANTH 652, in which students review examples of funded grant proposals, write one original proposal, and learn about the scholarly publication process as assignments. Students will be encouraged to author or coauthor (when appropriate) professional papers, reports or books with faculty advisors. Students will receive encouragement and support from their committee chairs and committee members to prepare and submit grant proposals for their dissertation field or lab work and write-up as well as postdoctoral grants and fellowships.	Students must identify funding sources relevant to their thesis/dissertation research as part of the ANTH 652 course. The instructor of record evaluates these assignments as part of the student's grade in the course. The department will follow current students' and recent graduates' grant and publication records.
Students will be prepared to enter professional careers in academe or the public or private sector.	As demand warrants, the faculty will offer workshops on topics of professional development relevant for seeking professional employment. Graduate students who complete ANTH 652 receive training in cover letters, publication and peer review processes, preparing a syllabus, interviewing for jobs, and other professional development skills (academic and non-academic).	The Graduate Program Coordinator and the Administrative Assistant will oversee annual administration of an exit survey and an alumni survey distributed by mail. There will be an annual (fall) evaluation of survey data. These instruments will collect data on student (and alumni) employment, publications, grant proposals and satisfaction with the training provided by the program.