Program Summary

Thank you for the time and effort you put forth in your report. Through the USAP process, we are working to create a culture of continuous improvement; setting specific and measurable goals is an important step in the process of moving IPFW toward this culture of improvement. Part of this effort is getting individuals and units at IPFW to think differently about planning and the future. The work of the Anthropology Department is critical to IPFW and we greatly appreciate the time you spent on this significant endeavor. Thank you again for being part of this important initiative.

Criterion: #1: Mission - How does your unit support the mission of the university? This may include your mission and vision statements. (no more than 200 words)

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The Department of Anthropology provides courses in the four traditional subfields of anthropology, cultural anthropology, archaeology, biological anthropology, and linguistics, for the general education of IPFW students and to satisfy requirements leading to the bachelor of arts in anthropology for those students pursuing an anthropology degree. The IPFW Department of Anthropology faculty is committed to improving the quality and fidelity of its assessment process and actively uses assessment data to improve student-learning outcomes through the continuous improvement of course, curricular, and co-curricular offerings. We strive to increase student participation in high-impact instructional practices and advising interventions, support the development of activities and experiences that lead to understanding of diverse cultures and the broad array of human differences, and promote programs featuring international and interdisciplinary curricula. The faculty conduct internationally recognized research in their fields of specialty and disseminate their results to the academic community, to the students and faculty at IPFW, and to the citizens of the region served by the university. The faculty also render expert service to the profession of anthropology, the university, and the people in the region and beyond served by the university. The Department of Anthropology supports the IPFW Strategic Plan 2014-2020 and strives to contribute to the achievement of the overall goals and vision outlined in that document.

Criterion: #2: Accomplishments - Please list significant accomplishments from the last three years as they align with Plan 2020 goals

Question: I. Foster Student Success - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area I: Foster student success.
According to Institutional Research data, the Department of Anthropology has exhibited a steadily increasing and strong trend in its student graduation efficiency rate over the last three years (i.e., number of new and transfer students per year relative to the number of graduates per year). Overall, for the three-year period from 2012-2014, our graduation efficiency is 140.6% (45 graduates / 32 new and transfer majors), while over the last six years, our graduation efficiency rate is 98.7% (78 graduates / 79 new and transfer majors). By any standard, this is an excellent indicator of our program’s ability to successfully guide our students through our program.

Our Department of Anthropology alumni database indicates that 41.7% of our former majors continue on to graduate school while our recently completed (11/2014) graduate survey indicates that 43.1% (25/58) of our former graduates received or are pursuing graduate degrees.

Our graduate survey indicates that among those who have not pursued or earned a graduate degree, an additional 19% (11/58) plan on applying to graduate school in the near future, and an additional 30% (17/58) of respondents claimed that they currently work in a job that allows them to apply knowledge gained from their anthropology degree.

Department of Anthropology alumni feel that the advising they received from our program was outstanding (4.25 on a 5.0 pt. scale).

Department of Anthropology alumni are satisfied with the educational experience they received from their IPFW Anthropology degree (4.11 on a 5.0 pt. scale).

100% of Department of Anthropology majors who completed a research certificate graduated and 70% went on to graduate school.

All other assessment measures – both direct and indirect – have increased in each of the last three consecutive years and indicate that the Department of Anthropology is meeting its assessment goals.

Question: II. Creation of Knowledge - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area II: Promote the Creation, Integration, and Application of Knowledge.
Over the last three years, 100% (5/5) of the Department of Anthropology faculty with research releases were engaged in scholarly activities. These activities resulted in the following:

- 31 peer reviewed papers
- 30 invited presentations
- 16 contributed presentations
- 2 organized symposia

Additional highlights of the Department of Anthropology's research productivity include:

- Margaret Brown Vega was awarded a National Geographic Society Committee for Exploration and Research Grant ($23,508) (2013)
- Margaret Brown Vega was awarded a National Science Foundation Senior Research Grant ($70,340.00) (2013)
- Lawrence A. Kuznar was awarded a National Endowment for Financial Education Research Grant ($40,000.00) (2013)
- Richard Sutter was selected as IPFW Researcher of the Year (2012)
- Richard Sutter gave five invited presentations at Population Prehistory of the Andes symposium, Max Planck Institute for Evolutionary Anthropology, Leipzig, Germany (2012)
- Richard Sutter gave an invited talk at the Peabody Museum at Harvard University (2012)

Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness

IPFW'S Anthropology Club's Luncheon Lecture Series – a research forum sponsored by the Department of Anthropology – represents the only weekly research forum on campus and is attended by more than 400 students, faculty, staff, and members of the broader campus community each year.

Dr. Lawrence A. Kuznar has, in the past three years provided material support to the Office of the Secretary of Defense during times of crisis; that support was requested by decision makers in the Pentagon and specific Combatant Commands. Dr. Kuznar provides specific analyses and co-authored reports that synthesized his work and others. This support included:

- 2014 (and on-going) "A Multi-method Assessment of ISIL" This project was requested by Major General Mike Nagata of Special Operations Command - Central Command, who is currently tasked with irregular warfare combating ISIL. The project involves a consortium of 24 universities and government agencies who are examining why ISIL has been so successful to date and assessing its viability as a social movement and/or state.
- 2014 "A multi-disciplinary, multi-method approach to leader assessment at a distance: The case of Bashar al-Assad." This project involved a consortium of university and government agencies, as well as original research conducted by Dr. Kuznar and a team from the university of British Columbia, and was requested by Strategic Multi-layer Assessment, in the Office of the Secretary of Defense under the Joint Staff to assess President of Syria, Bashar al Assad's willingness to negotiate prior to and during the Geneva II meetings.
- 2013 "Discourse and Cognitive Complexity Analysis of Kim Jong Un’s Speeches April 2012 – March 2013"?This project was submitted to the Strategic Multi-layer Assessment, in the Office of the Secretary of Defense under the Joint Staff? in response to the North Korean missile testing crisis in March 2013. This report was volunteered, recognized by the Joint Staff in the Pentagon and utilized during high level decision making during the crisis.

Question: III. Regional Hub - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area III: Serve as a Regional Intellectual, Cultural, and Economic Hub for Global Competitiveness.
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**Question:** IV. - Create a Stronger Univ - Please list significant accomplishments from the last three years as they align with Plan 2020 goal area IV: Create a Stronger University through Improving the Support of Stakeholders and the Quality and Efficiency of the Organization.

Professor Harold Odden's support of both regional and professional stakeholders includes:

- Serving as one of four co-chairs of the organizing committee of the Fort Wayne Healthy Cities Health Fair, which provides a wide variety of health screenings and medical referrals to un- and under-insured community members, homeless, refugees and veterans. The Healthy Cities Health Fair has provided health screenings to over 1,400 community members over the past three years. As part of his activities, Dr. Odden has also involved over 40 students in the past three years to volunteer and gain insight into the medical needs of local, low-income populations.
- Serving as the Secretary-Treasurer of the Society for Psychological Anthropology (SPA), a section of the American Anthropological Association
- Co-organizing the SPA’s 2013 Biennial Conference in San Diego, which was attended by 265 people, and chairing the organizing committee for the 2015 Biennial Conference in Boston.
- Appointment as a future member on the American Anthropological Association’s (AAA) Finance Committee.

Richard Sutter serves on:

- Two committees for Indiana’s Science Central.
- The editorial board for the International Journal of Dental Anthropology.
Question: Other Accomplishments - Please list any other significant accomplishments from the last three years that do not align with Plan 2020.

- The hiring of Dr. Margaret Brown Vega (2012) meets the University’s diversity goal of hiring a female minority faculty member.

In support of increasing the internationalization of the IPFW Curriculum:

- Douglas Kline developed a methods course entitled Ethnographic Fieldschool in Scotland which was taught during the Summer of 2012.
- Richard Sutter developed an Archaeological Fieldschool in Peru which was taught during the summer of 2014.
- Richard Sutter developed a research course entitled Bioanthropology Fieldwork in Peru which was taught during the summer of 2011.

Criterion: #3: Accreditations - Program specific accreditation and status

Question: Accreditations - What program-specific accreditations and status do you have, if any?

We have none to report.

Question: Constraints/Benefits - How do these accreditations constrain or benefit the work of your unit, if applicable?

The benefits of having no accreditations in anthropology is that it allows us to develop a program and curricula that dovetails with our program's faculty's strengths. A major constraint is that - in terms of program review and comparison - it makes it difficult (though certainly not impossible) to compare and evaluate some of our strengths and weaknesses given that each anthropology program across the US has its own unique curriculum and faculty composition.

Criterion: #4: Laws and Mandates - Federal and state laws or mandates that your unit addresses

Question: Federal and State Laws - What federal and/or state laws or mandates do you address, if any?

We have none.

Question: Constraints/Benefits - How do these federal and state laws or mandates constrain or benefit the work of your unit?

A benefit of having no state or federal laws or mandates for the work/research done by our current faculty is that we do not have any federal or state report writing to do (that is, with the exception of Gen Ed). However, some of our faculty - given the international nature of our research - that are required to write up and submit reports to those nations' governments in the nation's native language (specifically, Margaret Brown-Vega and Richard Sutter are required to file end-of-calendar-year reports in Spanish to the Peruvian Ministry of Culture that describes and reports on our research for every year that we conduct archaeological research in Peru).
**Criterion:** #5: Inefficiencies - Activities that you spend resources on inefficiently or in ways that do not support the mission.

**Question:** Inefficient use of resources - On what activities, if any, do you spend resources (money, time, people, etc.) inefficiently or in ways that do not support the mission of your unit or the university? List as many as apply.

One of the primary inefficient activities on which we spend a great deal of time is reporting. Specifically, many of the reports that we are required to do on an annual basis – annual reviews, reappointments, reports to OPUS, assessment, increments, and Program Review – often contain overlapping information and require faculty and staff to spend significant amounts of time reporting and re-reporting the same information. At present, there is no unified reporting software program that would help to streamline reporting data that is used in the aforementioned reports. Such software (i.e., a centrally administered database) would greatly reduce the amount of time spent producing reports on somewhat overlapping information.

According to both faculty and students, Blackboard, the university’s educational technology software, is cumbersome and not user friendly. Both faculty and students spend too much time troubleshooting, or finding workaround when Blackboard does not work properly.

The university’s Web editing software, dotcom, is incredibly cumbersome and difficult to use. Given the general lack of continuous web page editing, use of the program essentially requires re-learning the program and over-reliance on IT Services for assistance. This results in significant amounts of time spent trying to maintain an up-to-date web presence.

**Criterion:** #6: IR and Budget Review - Review of your department profile and budget

**Question:** Contextualize IR data - Upon review of your IR Department Profile (for academic units) and FY 14-15 Budget information, are there any data you want to correct or contextualize? To view your profile or budget visit the Office of Institutional Effectiveness website: http://www.ipfw.edu/offices/ir/profiles/
Yes, there are data that require contextualization. In 2012-13, the director of the IPFW Archaeological Survey (IPFW-AS), a Center of Excellence with strong ties to our department, was dismissed. The Center remained in limbo until decisions were made to close the IPFW-AS. The weakening and ultimate closure of the IPFW-AS represented a tremendous blow to our program's ability to provide our majors with research and skills training, which in turn had often resulted in their employment while still enrolled at IPFW. The closure of the IPFW-AS also resulted in a dramatic reduction in high impact educational opportunities for our majors, including an annual 6 credit archaeological field school, 3 credit laboratory methods course in the fall, and a 3 credit course on the prehistoric of the region – all courses taught by the former director of the IPFW-AS (approximately 40 students taking 165 credit hours annually).

Simultaneous with the demise of the IPFW-AS, the Department of Anthropology has weathered dramatic changes and instability in our faculty. Since 2012, Christopher "Kip" Andres resigned and our program of five had to conduct two faculty searches (the first resulted in the hiring of Claudine Vallieres for a one year Visiting Professor position; the second, during the following year, resulted in the hiring of Margaret Brown Vega as our current tenure track archaeologist). Additionally, over the last four years, we had three of our senior faculty on sabbatical (Richard Sutter – Fall 2012, Lawrence Kuznar – Spring 2013, and Harold Odden – Spring 2014) and a junior faculty take FMLA leave (in each case, this represented a 20% reduction in our program's faculty). We were in the process of hiring a one year visiting professor to cover ANTH B200 courses during the sabbaticals of Richard Sutter and Lawrence Kuznar, but VCAA McKinney closed the search the day before we were to contact three finalists for interviews. This situation negatively impacted enrollments during the 2012-2013 academic year given that our sections of ANTH B200 consistently close out. The result was a loss of 160 students/320 credits during 2012-2013. Further, ANTH B200 is a class where our two most senior faculty have great success in "capturing" majors.

This period of instability and extra work spread across fewer faculty has presented challenges for effectively running the program and maintaining our curricular integrity. The aforementioned instability and inability to maintain the integrity of our faculty (both its composition and size) has directly contributed to our decline in majors, credit hours, and tuition/fee charges (all variables which are largely inter-related).

**Criterion:** #7: Goal One - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**
ANTH Anthropology

1. Comment on the specificity of the goal:

Lacks definition of terminology (i.e. international topics, popular, group A courses)

2. Comment on the goal's measures:

Some are not metrics, but rather action steps (first two bullets)

3. Comment on the unit's ability to achieve the goal (include a consideration of the departmental profile and budget data):

Because the goal is so broad, it is difficult to determine if it is achievable.

4. Comment on the goal's relevance:

The goal is relevant to the Strategic Plan.

5. Comment on the timeline of the goal:

The timeline needs refinement centered around specific actions to be taken.

Possible opportunities for collaboration or suggestions for addressing a gap:

International Studies, other Academic departments especially COAS.

**Question:** Unit Goal - What is your unit goal?

Offer courses on international topics that are popular with students across the university.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

I.C.5

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

Medium

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
Plan curriculum so that at least 2 courses a semester are considered “ethnographic area” courses (e.g., our group A courses).

• Ensure that all appropriate anthropology courses have been approved as fulfilling COAS non-western culture requirement.

• Advocate that other colleges require their students to complete international and cross-cultural coursework by taking our courses.

• Find ways to serve other colleges and their needs for cross-cultural and international coursework.

• Actively publicize our Group A and non-western culture courses.

Monitor the success of our Group A and non-western culture courses (enrollments, DWF rates).

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

• At least two Group A courses offered each semester.

• At least one non-western course offered each semester.

• At least 25% of students enrolled in these courses will be non-anthropology COAS students and at least 25% will be non-COAS students.

Maintain DWF rates in these courses above the 50th percentile for the department.

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

Yes

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

N/A

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

Interest in our courses on the part of other departments/schools.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

It will take time to work with other colleges to encourage the internationalization of their curricula. We anticipate meeting this goal will take five years.

**Criterion:** #8: Goal Two - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**
1. Comment on the specificity of the goal:

Concerned as to why this is a high priority? It seems that this is something already being done. Again, the goal seems not so specific. Perhaps a closer look at the action steps as goals would be warranted.

2. Comment on the goal's measures:

This seems like a PMT standard and as such, isn't this part of a faculty contract?

3. Comment on the unit's ability to achieve the goal (include a consideration of the departmental profile and budget data):

Productivity level and expectations are already in place; additional funding may be needed.

4. Comment on the goal's relevance:

This is relevant.

5. Comment on the timeline of the goal:

Since it appears that this is already being done, does the timeline need tightening?

Possible opportunities for collaboration or suggestions for addressing a gap:

**Question:** Unit Goal - What is your unit goal?

100% of faculty with research appointments will be actively engaged in producing original research that culminates in professional conference presentations and peer-reviewed publications that assist in establishing the national and international reputation of the department.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

II.M.1

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

- Provide financial support for faculty conference and research activities.
- Structure program rewards (i.e., increments) to acknowledge research productivity

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
Every faculty member with a research appointment will publish an average of one peer-reviewed article or book chapter per year or one book every five years OR show evidence of active grant proposals.

• Every faculty member with a research appointment will present an average of one academic presentation per academic year.

Every faculty member with a research appointment who works with human subjects will have at least one research protocol open at any time.

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

No

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

• Significant increase in financial resources (S&E) for conference travel, summer research, and research releases.

More internal grant opportunities for intermediate and senior faculty through RESP.

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

• Teaching and service loads are onerous and limit what faculty can accomplish. Therefore, additional competitive research releases should be available to those faculty who demonstrate high research productivity.

An established mechanism for receiving course reductions for research releases at the college and university levels.

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

We will begin measuring this immediately, but we will provide our averages every five years.

**Criterion:** #9: Goal Three - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**
1. Comment on the specificity of the goal:

This is the most concise and well written goal from the unit, although it still lacks specificity.

2. Comment on the goal's measures:

The first bullet is more of an action and less of a metric.

3. Comment on the unit's ability to achieve the goal (include a consideration of the departmental profile and budget data):

Since this is a program already in existence, achievement of these enhancements should be feasible.

4. Comment on the goal's relevance:

The goal is relevant to the strategic plan.

5. Comment on the timeline of the goal:

Considering that the program already exists, a five-year timeline for achievement seems too long.

Possible opportunities for collaboration or suggestions for addressing a gap:

Other relevant disciplines, Marketing

**Question:** Unit Goal - What is your unit goal?

The Department will continue to oversee the Anthropology Club to ensure the continued success of the Anthropology Club Lecture Series, to raise the profile of the department, and to provide a valuable extra-curricular opportunity for majors and non-majors.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

I.D. Process Goal: Increase the diversity of the IPFW community.

I.D.1. Develop activities and experiences that promote multiculturalism as a value.

II.M.3 Internal and external academic collaborations

III.M.1 Intellectual, cultural, and artistic events

III.O.1a All events are aligned with needs of the community and region and the university’s core mission.

III.C. Produce and sponsor outstanding cultural and artistic programming.

III.D. Provide non-credit enrichment experiences for the community.

III.F. Serve as an exemplar of free and open discourse.
**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

- Faculty (via a faculty advisor) will continue to monitor the club.
- Faculty will continue to support the club by providing guidance, attending lectures, and giving lectures.
- Faculty will publicize club meetings and lectures in their classes and with their advisees.

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

- Increase the number of talks given by Department of Anthropology faculty to four per year

Increase attendance at talks by 5% per year from a baseline of 400 attendees/year

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

Yes

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

- Additional student government support for external speakers.

Advertisement to broader community by IPFW Publications to increase community awareness and participation

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

- Scheduling conflicts with other on campus lecture series
- Difficulty in finding other faculty and community partners to speak in series

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

By 2020

**Criterion:** #10: Goal Four - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.
ANTH Anthropology

**Task Force:** 1. Comment on the specificity of the goal:

   Very generic; already being done based on accomplishments. Lacks definition of terms. Actions do not address the goal.

   2. Comment on the goal's measures:

   The metrics need better definition.

   3. Comment on the unit’s ability to achieve the goal (include a consideration of the departmental profile and budget data):

   If they focus on one goal per year it is feasible.

   4. Comment on the goal's relevance:

   The goal is relevant.

   5. Comment on the timeline of the goal:

   It is reasonable (see question 3 above)

Possible opportunities for collaboration or suggestions for addressing a gap:

**Question:** Unit Goal - What is your unit goal?

The Department of Anthropology will continue to use assessment data to improve student learning and implement curricular changes that both respond to previous assessment findings and facilitate future assessments.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

I.A.2 Use assessment data to improve student learning.

I.A.1. Improve quality and fidelity of assessment process of degree/certificate programs, General Education program, and Baccalaureate Framework with dedicated resources.

I.B.1. Increase opportunities for engaged and experiential learning including service learning and internship programs.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
ANTH Anthropology

Expand existing anthropology course offerings by seeking approval for general internship courses
Make curricular changes to require that all majors take an upper level methods course
Create a portfolio requirement to allow assessment of program goals and to increase majors’ awareness of skills acquired through degree
Design and implement assessment of these new requirements

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

- Implementation of methods course requirement by 2015
- Implementation of one internship course by 2016
- Implementation of portfolio requirement by 2018

Assessment reports will include assessment of new curricular requirements (i.e., methods course and portfolio) by 2019

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

Yes

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

N/A

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

- Finding enough community partners to accommodate major’s high demand for internships.

Securing support from the upper administration of lower enrolling (yet high impact required methods courses)

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

2020

**Criterion:** #11: Goal Five - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Task Force:**
1. Comment on the specificity of the goal:

Is this goal important to the field? Terms need better definition or examples. The action steps are pertinent.

2. Comment on the goal's measures:

These metrics are good.

3. Comment on the unit's ability to achieve the goal (include a consideration of the departmental profile and budget data):

Undetermined.

4. Comment on the goal's relevance:

Yes

5. Comment on the timeline of the goal:

This is a reasonable timeline.

Possible opportunities for collaboration or suggestions for addressing a gap:

Most goals seem to center around the department; actions that would include collaboration with other units recommended as well as more specific steps that would be taken.

**Question:** Unit Goal - What is your unit goal?

100% of graduating anthropology majors will have engaged in a high impact educational experience in their anthropology curriculum by 2020.

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

I.B.1. Increase opportunities for engaged and experiential learning including service learning and internship programs.

II.M.2 Students participating in research and scholarly activity.

II.O.2a 100% of all graduating Anthropology Majors will have engaged in a high impact educational experience

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

High

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?
ANTH Anthropology

• To provide high impact learning activities of some form (writing intensive, service learning, research/methods report writing and presentation, etc.) in all upper level (>200 level) anthropology courses by 2020.
• Modify curriculum to require that all anthropology majors have a methods-course requirement.
• Report – through assessment – the number of majors who satisfactorily completed high-impact learning activities for each course.
• Increase formal partnerships with appropriate local museums and non-for profits to increase internship opportunities for our majors.

Question: Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

• At least 1 upper level course per faculty per year will add a high-impact learning activity until faculty have incorporated high-impact learning activities into all upper level classes by 2020.

100% of graduating seniors will have taken at least one high-impact anthropology course by 2020.

Question: Resources - Are you able to accomplish this unit goal with your current resources?

Yes, but it will be easier to accomplish this goal with the resources listed below.

Question: Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

• Additional computer lab equipment for offering high impact methods courses.
• Additional teaching collections, such as skeletal and artifact casts for student analysis and report writing, and media for interactive examination of culture and language.

Additional specialty software site license acquisitions for some of our methods courses (i.e., MAXQDA, ForDisc 2.0).

Question: Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

• In addition to writing-intensive and research/report writing upper level methods courses, our ability to offer service learning courses depends directly upon local partners’ ability to offer enough opportunities to meet the demand of our majors.

We may be limited in our ability to offer internships by the number that local partners can provide to our majors.

Question: Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

5 years (by 2020)

Criterion:
#12: Goal Six - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write "NA" or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #13: Goal Seven - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.
ANTH Anthropology

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #14: Goal Eight - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.
Indiana University-Purdue University Fort Wayne (IPFW)
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**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don't have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #15: Goal Nine - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.
**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?

**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?

**Criterion:** #16: Goal Ten - In this criterion, you will identify your unit goals and tell us how they align to Plan 2020, how they are measured, and what resources you need to meet them.

**Question:** Unit Goal - What is your unit goal?

**Question:** IPFW Goal - What 2020 goal(s) does this unit goal align with? List as many as apply. If it does not align, you may write “NA” or clarify.

**Question:** Priority Level - Is the unit goal high, medium, or low priority? Limit your high-priority unit goals to 3 to 5.

**Question:** Actions - What action(s) does your unit plan to take to support this unit goal?

**Question:** Metrics - With what metrics will you assess progress toward accomplishing this unit goal on an annual basis?
**Question:** Resources - Are you able to accomplish this unit goal with your current resources?

**Question:** Needed Resources - If you don’t have enough resources, what additional resources do you need to accomplish this unit goal?

**Question:** Challenges - What challenges, other than financial resources, might affect your progress toward accomplishing this unit goal?

**Question:** Timeline - If achieving this unit goal will take longer than one year, what is your timeline for implementing and accomplishing it?