



Anthropology Strategic Plan 2011

(reformatted for alignment, June 28, 2011)

Mission

What is the College of Liberal Arts and Sciences' reason for being?

The College of Liberal Arts and Sciences is a student-centered and diverse learning community that engages in critical inquiry extending knowledge to enrich and enliven individual and public life.

Anthropology: Anthropology is at the core of liberal education, bridging several disciplines across the humanities, natural and social sciences. Our approach, which integrates bio-cultural, evolutionary and comparative perspectives, allows us to train our students to examine humanity holistically, and to provide them with the skills needed to become active participants in diverse communities.

Vision

What is the desired future for the College of Liberal Arts and Sciences?

The College of Liberal Arts and Sciences will set a standard of excellence in liberal education. We will prepare our students to be responsible citizens, productive professionals, and lifelong learners with global perspective. We will foster a diverse community of inquiry, discourse, discovery, expression and reflection.

Anthropology: The Anthropology department will create excellence in liberal education expanding our approach to include applied programs in bio-cultural, medical, comparative and material studies. We will prepare our students to appreciate cultural diversity and other ways of living. We will initiate programs that allow students to apply their anthropological knowledge and skills in advanced studies, the workplace, and in their communities.

Value Statements

What are the core values for the College of Liberal Arts and Sciences that guide our actions and priority-setting?

We value excellence in liberal education facilitated through active student-teacher engagement and academic achievement supported by appropriate class size and a high proportion of permanent faculty. We believe in the value of intellectual inquiry and discourse fostered by an engaged and diverse community of learners which rests upon academic freedom, integrity, collaboration, and collegiality.

Access to a quality education for a broad range of students.

Excellence in a broad range of scholarly and artistic activities supported by appropriate resources.

University and community service valued for its contribution and effectiveness.

Student development as citizens in a democratic society and as members of the global community of the 21st century.

Anthropology:

1. We value excellent teaching by interacting with students in appropriate sized classes, field studies and community settings.
2. We value appreciation for human diversity and respect for all cultures.
3. We value interdisciplinary initiatives with other disciplines.
4. We value faculty research and development that infuses our teaching.
5. We value student engagement in research, professional training, and academic/community life.
6. We value applying our knowledge to service community- the university, the communities where we live, and our professions.

2010 Anthropology Goals and Objectives

1. Student Learning Goals and Objectives:

- SLG1:** Expose all majors to the major issues and concepts of the sub- disciplines of anthropology and provide them with an understanding of holism, diversity, and the complexity of the human experience through the use of critical thinking skills
- Objective 1.1.1** Majors will demonstrate understanding of the major issues and concepts of the sub-disciplines of anthropology and provide them an understanding of holism, diversity, and the complexity of the human experience through use of critical thinking skills.
 - Objective 1.1.2** Students will demonstrate understanding of historic developments and major theoretical perspectives of discipline.
 - Objective 1.1.3** Students will demonstrate knowledge of diversity and holism as critical components of the discipline.
- SLG2:** Engage majors in anthropological research methods/design and their applications
- Objective 1.2.1** – Students will demonstrate ability to design, implement and present research.
 - Objective 1.2.2** - Majors will apply anthropology skills in a field setting or apply knowledge in an internship or approved study abroad project.

2. Student Goals and Objectives:

- SG1:** To prepare majors for graduate school or careers in anthropology or related field
- Objective 2.1.1** – Students will demonstrate career awareness of their skills and assets, and in curriculum planning.
 - Objective 2.1.2** - Students will complete a field school or internship.
 - Objective 2.1.3** – Assist students in preparing resumes and articulating their skills for post-graduation goals
 - Objective 2.1.4** – Provide professional and career training for majors
- SG2:** Provide students with academic and life skills to prepare them to be engaged citizens
- Objective 2.2.1** - Students will complete a field school or internship
 - Objective 2.2.2** – Assist students in preparing resumes and articulating their skills for post-graduation goals
- SG3:** We value student engagement in academic/community life.
- Objective 2.3.1** – Students will engage in activities related to the anthropology of community
 - Objective 2.3.2** – Assist students in career development through advising and alumni relations

3. Faculty Goals:

- FG1:** Have a faculty that will expand depth of offerings and range of regional areas covered by the department with a commitment to increasing this diversity in our faculty
- Objective 3.1.1** – Hire faculty who have expertise in North America, Asia and Africa and other areas as deemed valuable to the program
 - Objective 3.1.2** – Hire faculty who will be able to expand our course offerings in areas determined in our program goals

Objective 3.1.3 – Hire a diverse faculty

FG2: Support faculty research, service, and interdisciplinary initiatives that infuse our teaching and promote career development

Objective 3.2.1 – Obtain resources (funds, space and time) to conduct research that enhances teaching, career development and professional visibility

Objective 3.2.2 – Faculty will endeavor to conduct research that can include student participation

Objective 3.2.3 – Support faculty in making research linkages with other disciplines in the university that infuse our teaching

Objective 3.2.4 – Through mentoring and faculty development, assist faculty through the career development and personnel process.

4. Program Goals:

PG1: Broaden course offerings and hire faculty with expertise in needed areas; e.g., linguistic anthropology, bioanthropology, environment/development, and culture areas

Objective 4.1.1 – Increase number of offerings in the four major sub-disciplines (archaeology, bio-anthropology, cultural, and linguistics)

Objective 4.1.2 – Increase number of offerings in geographical/culture areas

Objective 4.1.3 – Increase number of majors and minors

Objective 4.1.4 – Increase faculty and expertise in linguistic anthropology

PG2: Enhance practical opportunities for internships, study abroad and field experiences

Objective 4.2.1 – Have consistency between internship, study abroad and field school experience

Objective 4.2.2 – Conduct evaluation of program in terms of study abroad, internships and international field experiences

Objective 4.2.3 – Support faculty in providing field experiences and training to students

PG3: Develop an Applied Master's Degree Program

Objective 4.3.1 – Provide advanced anthropology students with classes and research experience that will qualify them to earn an MA

Objective 4.3.2 – Make contributions to local and international communities through an applied focus

Objective 4.3.3 – Submit a prospectus for Faculty Governance approval

PG4: Foster and support interdisciplinary and interdepartmental linkages across programs

Objective 4.4.1 – Actively support the Interdepartmental Archaeology Minor and improve its implementation

Objective 4.4.2 – Support interdisciplinary linkages and collaborations with other units (such as BMS, English, AWRI, etc)

PG5: The Anthropology Department will be involved in ongoing assessment of curriculum and degree programs

Objective 4.5.1 – Review and respond to the General Education Subcommittee about suggestions for improvements and assist the General Education Subcommittee in collecting assessment data from students in General Education Courses

Objective 4.5.2 – Collect ongoing assessment data on curriculum and degree programs, and complete assessment schedules.

1. Student Learning Goals:

SLG1: Expose all majors to the major issues and concepts of the sub- disciplines of anthropology and provide them with an understanding of holism, diversity, and the complexity of the human experience through the use of critical thinking skills

CLAS objectives	Unit Objectives	Unit Measure (Metric)	Unit Strategy(ies) Action(s) [verbs]	Responsible Person/Group	Resources
	Objective 1.1.1 Majors will demonstrate understanding of the major issues and concepts of the sub-disciplines of anthropology and provide them an understanding of holism, diversity, and the complexity of the human experience through use of critical thinking skills.	Measure 1.1.1.1 capstone comprehensive exam Measure 1.1.1.2 student papers in senior portfolios	capstone comprehensive exam-graded by two faculty members using a rubric- end of winter semester. examination of student papers in senior portfolios: assessed after winter semester by two faculty members using rubric attached to this document	Two faculty members designated by chair Timeline: portfolios examined yearly during summer; following the winter capstone is completed, using rubric	Anticipated use of findings: curriculum revisions; review of pedagogy; WEAVE
	Objective 1.1.2 Students will demonstrate understanding of historic developments and major theoretical perspectives of discipline.	theory applied project and other papers for evidence of historic developments and major theoretical perspectives of discipline capstone comprehensive exam for evidence of historic developments and major theoretical perspectives of discipline	examination of theory applied project and other papers –senior portfolio assessment as above capstone comprehensive exam –graded as above at end of winter semester capstone course	Two faculty members designated by chair Timeline: portfolios examined yearly during summer; following the winter capstone is completed, using rubric	Anticipated use of findings: curriculum revisions; review of pedagogy; Review of ANT 405; WEAVE
	Objective 1.1.3 Students will demonstrate knowledge of diversity and holism as critical components of the discipline.	student papers in senior portfolio for evidence of understanding of diversity and holism capstone comprehensive exam for evidence of understanding of diversity and holism	examination of student papers in senior portfolio using rubric assessed as above capstone comprehensive exam using rubric, graded as above	Two faculty members designated by chair Timeline: portfolios examined yearly during summer; following the winter capstone is completed, using rubric	Anticipated use of findings: curriculum revisions; review of pedagogy; WEAVE

SLG2: Engage majors in anthropological research methods/design and their applications

		statements of student success in field/internship experience	evaluate student reports, presentations or other evidence of a successful experience; faculty assessment of student success in field/internship experience based on examination of senior portfolio, assessed as above.	using rubric; degree evaluation examined for seniors during summer.	
	Objective 2.1.2 - Students will complete a field school or internship.	student milestone statements, student reports and presentations, and faculty assessment statements of student success in field/internship experience	evaluate student milestone statements (attached) for self assessment of field/internship experience. Milestone Statements are included in the senior portfolio evaluate student reports, presentations or other evidence of a successful experience; faculty assessment of student success in field/internship experience based on examination of senior portfolio, assessed as above.	Two faculty members appointed by chair Timeline: student portfolio examined yearly during summer after the winter capstone is completed, using rubric.	Anticipated use of findings: revisions in curriculum or program
	Objective 2.1.3 – Assist students in preparing resumes and articulating their skills for post-graduation goals.	updated student resume personal statement	students will have an updated resume in their senior portfolio as assigned in the senior capstone course, peer reviewed and reviewed by faculty and finalized during the capstone semester students will prepare a personal statement outlining their skills, educational experience and career goals as part of their milestone Statement (attached); revised and completed during capstone semester.	Two faculty members appointed by chair Timeline: student portfolio /resumes examined yearly during summer after the winter capstone is completed, using rubric	Anticipated use of findings: improvements in assisting students towards graduation and career goals
	Objective 2.1.4 – Provide professional and career training for majors.	Milestone statement and student in-class discussion of skills, career goals and resume building alumni surveys	provide class-time in capstone course for discussion of skills, career goals and resume building. assess student's professional interests through milestone statement, assessed as above.	Two faculty members appointed by chair Timeline: student portfolio /milestone examined yearly during summer after the winter capstone is	Anticipated use of findings: improvements in delivery of career advising to students and facilitating flow of information between alumni and students

			using to track student employment/graduate school admissions through alumni follow-up.	completed, using rubric; alumni data collected	
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SG2: Provide students with academic and life skills to prepare them to be engaged citizens

CLAS objectives	Unit Objectives	Unit Measure (Metric)	Unit Strategy(ies) Action(s) [verbs]	Responsible Person/Group	Resources
	Objective 2.2.1 - Students will complete a field school or internship.	field school or internship experience	students complete a field school or internship (or study abroad). evaluate student milestone statements, student reports, presentations or other evidence of a successful experience for self assessment of field/internship experience. evaluate faculty assessment of student success in field/internship experience based on examination of senior portfolio, assessed as above.	Two faculty members appointed by chair Timeline: student portfolio examined yearly during summer after the winter capstone is completed, using rubric	Anticipated use of findings: improvements in ANT 307/490
	Objective 2.2.2 – Assist students in preparing resumes and articulating their skills for post-graduation goals.	updated resume and personal statement	students will have an updated resume students will prepare an updated resume, and a personal statement outlining their skills, educational experience and career goals as part of their milestone statement; revised and completed during capstone semester. The resume assigned in the senior capstone course, peer reviewed and reviewed by faculty and finalized during the capstone semester.	Two faculty members appointed by chair Timeline: student portfolio/examined yearly during summer after the winter capstone is completed, using rubric	Anticipated use of findings: improvements in ANT 307/490, and student career placement

SG3: We value student engagement in academic/community life.

CLAS objectives	Unit Objectives	Unit Measure (Metric)	Unit Strategy(ies) Action(s) [verbs]	Responsible Person/Group	Resources
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	Objective 2.3.1 – Students will engage in activities related to the anthropology of community.	Student participation in events and activities related to anthropology and service	students participate in events, workshops and student organizations. student participation in co-curricular and service-learning activities.	Two faculty members appointed by chair Timeline: student portfolio/examined yearly during summer after the winter capstone is completed, using rubric; student resumes; review of 490/499 rosters and activities	Anticipated use of findings: improvements in delivery of career services and academic/community life
	Objective 2.3.2 – Assist students in career development through advising and alumni relations.	advising guidelines and advising sessions alumni surveys	circulation of advising guidelines to faculty and students. Schedule group advising sessions and sharing of students' professional interests through discussion. use alumni survey to track student employment/ graduate school admissions through alumni follow-up; share information with students, and using the department website.	Two faculty members appointed by chair Timeline: Circulation of advising guidelines in late fall semester; group advising at the start of fall and winter semester	improvements in delivery of career services, academic/community life and alumni relations; improve resources on department website

3. Faculty Goals:

FG1: Have a faculty that will expand depth of offerings and range of regional areas covered by the department with a commitment to increasing this diversity in our faculty

CLAS objectives	Unit Objectives	Unit Measure (Metric)	Unit Strategy(ies) Action(s) [verbs]	Responsible Person/Group	Resources
	Objective 3.1.1 – Hire faculty who have expertise in North America, Asia and Africa and other areas as deemed valuable to the program.	assessing geographic needs, recruiting and hiring faculty	actively recruit faculty who will expand the range of geographic areas and that expand the depth and breadth of our curriculum. in hiring process, highlight candidates who will expand the range of geographic areas and who will expand the depth and breadth of our	Unit head and faculty Timeline: Winter semester hiring/position proposal	Anticipated use of findings: expand geographic expertise and curriculum to enhance student learning and training opportunities

			curriculum. yearly assess our faculty as to contributions to program goals and geographic expertise.		
	Objective 3.1.2 – Hire faculty who will be able to expand our course offerings in areas determined in our program goals.	assessing needs in subfields and expertise; recruiting and hiring faculty	actively recruit faculty who will be able to expand the depth and breadth of our curricular offerings as outlined in our program goals. in hiring process, highlight candidates who will expand the depth and breadth of our curriculum. yearly assess our faculty as to contributions to program goals.	Unit head and faculty Timeline: Winter semester hiring/position proposal	Anticipated use of findings: expand subfield and topical expertise to enhance curriculum and student learning/training opportunities
	Objective 3.1.3 – Hire a diverse faculty.	assessing needs for diversity, recruiting and hiring faculty with diverse experiences	hiring actively recruit faculty who represent categories of diversity, by utilizing advertising sources that reach candidates representing diverse communities. in hiring process identify and target employment advertisements that will reach diverse populations of scholars. yearly assess our diversity goals as compared to our existing faculty to improve our diversity hiring.	Unit head and faculty Timeline: Winter semester hiring/position proposal	Anticipated use of findings: expand the range of faculty diversity based on geographical and cultural backgrounds; enhance department diversity

FG2: Support faculty research, service, and interdisciplinary initiatives that infuse our teaching and promote career development

CLAS objectives	Unit Objectives	Unit Measure (Metric)	Unit Strategy(ies) Action(s) [verbs]	Responsible Person/Group	Resources
	Objective 3.2.1 – Obtain resources (funds, space and time) to conduct research that enhances teaching, career development, and	# of internal and external grants; funding amounts, as documented in FAR, CV and work plan	support faculty in obtaining internal and external grants unit head records grants applied for during calendar/academic year at year end faculty review; and assesses	unit head, faculty, Lab Curator Timeline: UH and faculty review grants and faculty research, FARs and faculty	FARS, CVs, and work plans Anticipated use of findings: enhance faculty teaching, career

	visibility.	<p>faculty teaching and research workload</p> <p>Facilities, equipment and scheduling space for teaching and research</p>	<p>faculty research and scholarship through evaluation of FARs and year end faculty review.</p> <p>provide flexible time for research to be conducted; unit head assesses workload and time commitment necessary for faculty research and scholarship through evaluation of FARs and work plan during the year end faculty review.</p> <p>obtain research space for faculty; faculty and lab curator monitor lab and classroom usage at the end of each academic year; faculty assess the demands on the lab and classroom spaces at the end of each academic year.</p>	<p>evaluation review; fall semester scheduling and teaching workload planning; Lab Curator reviews facilities and space needs in Winter semester report.</p>	development, and visibility.
	Objective 3.2.2 – Faculty will endeavor to conduct research that can include student participation.	<p># of internal and external grants involving student research, as documented in FAR, CV and work plan</p> <p>faculty teaching and research workload</p>	<p>support faculty in obtaining internal and external grants that involve student research; unit head records grants that involve student research applied for and obtained during calendar/academic year at year end faculty review</p> <p>unit head assesses faculty/student research and scholarship through evaluation of FARs, CVs and year end faculty review</p> <p>provide flexible time for research to be conducted with students; unit head assesses workload and time commitment necessary for faculty/student research and scholarship through evaluation of FARs, CVs and work plan during the year end faculty review</p>	<p>unit head, faculty, Lab Curator</p> <p>Timeline: UH and faculty review faculty involvement with student-led research, using FARs and faculty evaluation review; fall semester scheduling and field school planning; Lab Curator reviews facilities and space needs in Winter semester report.</p>	<p>FARS, CVs, and work plans</p> <p>Anticipated use of findings: enhance faculty involvement with student-led research for student career delivery.</p>

		facilities, equipment and scheduling space for student research	obtain research space for faculty and students; faculty and lab curator monitor lab and classroom usage at the end of each academic year; faculty assess the demands on the lab and classroom spaces at the end of each academic year		
	Objective 3.2.3 – Support faculty in making research linkages with other disciplines in the university that infuse our teaching.	Integration of university networks and interdisciplinary activities into faculty activities	<p>faculty will explore and utilize university networks to identify with faculty in other disciplines with similar research interests</p> <p>faculty will become engaged in participating in interdisciplinary activities: faculty colloquia, guest speakers, programs, etc.</p>	<p>unit head and faculty; unit head review of FARs and faculty achievements, spring semester</p> <p>Timeline: ongoing, as needed</p>	<p>FARS, CVs, and work plans</p> <p>Anticipated use of findings: enhance faculty involvement with other faculty and programs</p>
	Objective 3.2.4 – Through mentoring and faculty development, assist faculty through the career development and personnel process.	develop and assist faculty through the career development and personnel process.	<p>the department will implement a mentorship service for faculty, especially faculty in their first two years of service</p> <p>unit assigns peer mentors to faculty</p>	<p>unit head and faculty review the mentoring program</p> <p>Timeline: every three year review, with assessment cycle</p>	<p>Anticipated use of findings: enhance faculty development; retain faculty; enhance faculty community and collegiality</p>

4. Program Goals:

PG1: Broaden course offerings and hire faculty with expertise in needed areas; e.g., linguistic anthropology, bioanthropology, environment/development, and culture areas

CLAS objectives	Unit Objectives	Unit Measure (Metric)	Unit Strategy(ies) Action(s) [verbs]	Responsible Person/Group	Resources
	Objective 4.1.1 – Increase number of offerings in the four major sub-disciplines (archaeology, bio-anthropology, cultural, and linguistics).	development of new courses and curriculum that expand our major in the four major sub-disciplines; successfully hire diverse faculty to	development of new courses and curriculum in the above areas; hire new faculty	<p>UH, faculty and curriculum subcommittee</p> <p>Timeline: fall scheduling and curriculum planning; winter faculty hiring/position proposal</p>	<p>Anticipated use of findings: enhance curriculum and program to offer four-field training</p>

		teach these new courses			
	Objective 4.1.2 – Increase number of offerings in geographical/culture areas	development of new courses and curriculum that expand our major in areas as needed (e.g., Africa, Asia, South America, and Europe); successfully hire diverse faculty to teach these new courses	development of new courses and curriculum in the above areas; hire new faculty	UH, faculty and curriculum subcommittee Timeline: fall scheduling and curriculum planning; winter faculty hiring/position proposal	Anticipated use of findings: enhance curriculum and program to offer broad global and geographical student training and experiences
	Objective 4.1.3 – Increase number of majors and minors.	Increased number of majors and minors from year to year Increased visibility through events and advising	monitor statistical data on majors/minors; increase visibility of our program through events, enhanced programming and the advising centers	UH and faculty Timeline: fall semester; circulate advising guidelines winter semester	Anticipated use of findings: grow program in student numbers and visibility; grow resources
	Objective 4.1.4 – Increase faculty and expertise in linguistic anthropology.	faculty with expertise in linguistic anthropology new courses in the linguistic anthropology	increase faculty and expertise in linguistic anthropology; hire a cultural linguist as high priority develop new courses and subjects to be taught in the linguistic anthropology	UH and faculty Timeline: fall semester scheduling and winter semester hiring/position proposal	

PG2: Enhance practical opportunities for internships, study abroad and field experiences

CLAS objectives	Unit Objectives	Unit Measure (Metric)	Unit Strategy(ies) Action(s) [verbs]	Responsible Person/Group	Resources
	Objective 4.2.1 – Have consistency between internship, study abroad and the field school experience	hours of student experience; systematic faculty supervision; practical training and skill-building	revise internship program to reflect greater accountability, faculty supervision and student training; work towards shared expectations for students who engage in international experiences align consistency between internship, field school and study abroad	UH and unit curriculum committee Timeline: fall semester	Anticipated use of findings: align expectations and training results of practical skills requirement, across field school, internships and study abroad

			experiences review guidelines for internships using benchmarks		
	Objective 4.2.2 – Conduct evaluation of program in terms of study abroad, internships and international field experiences.	Student experiences and training in non-field school contexts	conduct evaluation of student experiences in terms of study abroad, internships and international field experiences review student reflections , essays and faculty evaluations	UH and unit curriculum committee Timeline: fall semester	curriculum committee will examine the best practices and criteria for aligning practicum programs
	Objective 4.2.3 – Support faculty in providing field experiences and training to students.	Resources provided to faculty to support student field experiences and training	Provide faculty with scheduling, flexible time, work load, and funding support to encourage working with students in field or outreach context Provide resources for to students to create opportunities	UH and faculty	

PG3: Develop an Applied Master's Degree Program

CLAS objectives	Unit Objectives	Unit Measure (Metric)	Unit Strategy(ies) Action(s) [verbs]	Responsible Person/Group	Resources
	Objective 4.3.1 – Provide advanced anthropology students with classes and research experience that will qualify them to earn a MA.	on-line prospectus information and resources database on Applied MA programs	on-line prospectus submitted; collect information for prospectus content build an information and resources database on Applied MA programs; examine benchmark institutions for best practices in developing and content of applied MAs provide advanced anthropology students with classes and research experience that will qualify them to earn an MA have an outside evaluation of our program	UH and faculty MA committee Timeline: Fall semester 2010	MA subcommittee; institutional data; alumni survey; external consultants
	Objective 4.3.2 – Make	Research in local and	Make contributions to GVSU, local,	faculty	

	contributions to local and international communities through an applied focus.	international communities; public outreach and events	international communities through an applied focus assessment of student field work, internships, co-curricular and outreach experiences enhanced visibility of GVSU through student and faculty research/publication; growth of MA program by number of students and faculty in the program	Timeline: ongoing	
	Objective 4.3.3 – Submit a prospectus for Faculty Governance approval.	On-line prospectus submitted	Prepare and submit a prospectus for Faculty Governance approval	MA committee Timeline: Fall semester 2010	

PG4: Foster and support interdisciplinary and interdepartmental linkages across programs

CLAS objectives	Unit Objectives	Unit Measure (Metric)	Unit Strategy(ies) Action(s) [verbs]	Responsible Person/Group	Resources
	Objective 4.4.1 – Actively support the Interdepartmental Archaeology Minor and improve its implementation.	Faculty participation in the program Student participation in the program and experiences	yearly review of the archaeology minor program by the faculty involved to assess success and impacts on the anthropology department, including staffing, curriculum and advising issues; offer relevant courses from anthropology evaluate student portfolios - yearly	Unit head and two faculty appointed by the UH Timeline: yearly review by unit; student portfolio review	
	Objective 4.4.2 – Support interdisciplinary linkages and collaborations with other units (such as BMS, English, AWRI, etc).	Faculty interdisciplinary linkages and collaborations	Support interdisciplinary linkages and collaborations with other units yearly evaluation of composition of faculty teaching in other programs; collaborations of research projects with other programs – FAR reviews, yearly review the composition of	Unit head, curriculum committee, and two faculty appointed by the UH	

			nonanthropology majors, minors and programs our students are involved in; portfolios - yearly		
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PG5: The Anthropology Department will be involved in ongoing assessment of curriculum and degree programs

CLAS objectives	Unit Objectives	Unit Measure (Metric)	Unit Strategy(ies) Action(s) [verbs]	Responsible Person/Group	Resources
	Objective 4.5.1 – Review and respond to the General Education Subcommittee about suggestions for improvements and assist the General Education Subcommittee in collecting assessment data from students in General Education Courses	assessment review and submissions course offerings and revisions	The unit will assess its courses according to schedule unit will submit curricular changes reflecting General Education program revisions	unit head, faculty and curriculum committee Timeline: summer, fall semester course assessment, scheduling and curriculum revisions	
	Objective 4.5.2 – Collect ongoing assessment data on curriculum and degree programs, and complete assessment schedules.	assessment data, rubrics and review review and revise course offerings and syllabi conduct assessments according to schedule	The unit will assess its degree programs and courses according to schedule	unit head, faculty and curriculum committee	