

Bachelor of Arts and Bachelor of Science in Anthropology

Department of Anthropology and Sociology
College of Arts and Sciences

2006 Review

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Background and Program History

Anthropology is offered at Western Carolina University as a Major leading to either a Bachelor of Arts or Bachelor of Science, and as a Minor. The first reference to anthropology occurred in the 1967 Bulletin where it was listed as a concentration within the Social Sciences major¹. Within two years a new department was formed: Anthropology, Social Welfare, and Sociology. In 1972 the department was reconfigured as the Department of Sociology and Anthropology offering anthropology as a Minor. An anthropology major was approved in 1974. Anthropology and Sociology would part ways for a time with the formation of a new department of Earthsciences and Anthropology². The year 1998 would see the rejoining of these two social sciences in their current configuration as the Department of Anthropology and Sociology³. The most recent event in the program's history occurred in 2003 with the approval of a forensic anthropology Bachelor of Science concentration and minor⁴.

Program Purpose and Mission

Anthropology, simply stated, is the study of the human organism. Traditionally this study is divided into four subfields: cultural anthropology, physical anthropology, archaeology, and linguistic anthropology⁵. These subfields cover the range of human existence: human society or culture, human biology, human prehistory, and human communication. One fundamental feature of anthropology is the holistic approach, viewing the human organism from all directions and dimensions: behavior, biology, past, present, and future.

Anthropology is one component of the Department and Anthropology and Sociology. The department's mission (combining both programs) supports the broader *mission* and *strategic vision* of Western Carolina University (see Appendices A and B). The faculty are dedicated to providing a learning environment conducive to the personal and intellectual growth of its

¹ At this time anthropology was offered under the sociology prefix within the Division of Social Sciences: consisting of Sociology, History, Economics, and Government.

² The department was renamed in 1990 as Geosciences and Anthropology.

³ The department offers a program leading to a bachelor's degree in Anthropology and in Sociology. A Minor is offered in both programs as well. The department is also the administrative home for the Cherokee Studies program and two College of Arts and Sciences interdisciplinary minors (Race, Ethnic, and Gender Relations and Social Change).

⁴ Forensic anthropology is the study of human skeletal remains in a legal context. This degree program is unique within the University of North Carolina system.

⁵ Few universities offer coursework in linguistics, at WCU only the first three subfields have coursework offered regularly.

students. The department is a resource for the region through its involvement in such activities as: the Institute for the Economy and the Future, cultural resource management, forensic consultancy, and sociological research⁶.

Undergraduate degree programs in anthropology are offered at all the major institutions within the University of North Carolina System⁷. The program at WCU offers our students several benefits not always accessible at larger institutions within the system. Among these are:

- ❖ A faculty dedicated to undergraduate teaching;
- ❖ A faculty large enough to offer a diversity of course options but small enough to provide one-on-one interaction within and outside the classroom⁸; and
- ❖ Faculty recognized for their scholarly activity. Our students directly benefit from this in the classroom through real life examples and through opportunities to work side by side with faculty in their research⁹.

Program Planning and Strategic Mission

University guidelines provide for a periodic revision of the program's strategic vision. The last revision vision took place in 2003 (see Appendix C). A number of goals were identified to be achieved or at least acted upon within five years.

In the broader strategic plan of the university three strategic themes are identified: improvement of student learning, growth aligned with thematic programs, and regional outreach (see Appendix B). The program's strategic goals follow closely these themes. The anthropology program has responded to these goals by changes in curriculum to meet student needs, encouraging and rewarding faculty to engage in pedagogical activities, and fostering an environment conducive to and acknowledging the value of applied research.

⁶ The academic program is home to three applied research laboratories: Ethnology, Archaeology, and Forensic Anthropology. While created to facilitate faculty research students gain firsthand experience in conducting anthropological research through work study, independent and directed study, or salaried laboratory assistantships.

⁷ In addition to eight UNC institutions three private colleges/universities also offer an undergraduate anthropology degree.

⁸ Western offers the only regular course for the search and recovery of human remains. The program also offers an archaeology field school. While not unique to Western this course offers students the opportunity to participate in local archaeology.

⁹ This dedication to undergraduates and the university focus on teaching as a central mission make it difficult for faculty to find time to conduct scholarly activity. This is especially troublesome for tenure track faculty, who juggle a high teaching load with the necessity of tenure requirements for scholarly activity.

Identified Strategic Vision Goals

To become fully integrated into the Liberal Studies program with first year experience and upper-level perspective courses

To increase the number of majors by 25%

To be among the top 10% of faculty in terms of teaching effectiveness

To increase retention rates by 10%

To strengthen applied scholarship

To improve assessment tools

Program Curriculum and Instruction

With the exception of courses taught jointly as graduate credit the curriculum is entirely undergraduate leading to either a Bachelor of Arts or a Bachelor of Science degree¹⁰ (see Appendix D). Students graduating with a degree in anthropology have multiple career tracks. These include post-graduate training in anthropology (M.A. or Ph.D.) and other professional fields (law and medicine), and various non-academic fields of endeavor¹¹. Our curriculum is designed with these outcomes in mind. In preparing our students for graduate school and beyond a background in the three major subfields forms the basis of the curriculum. The curriculum is purposefully kept uncomplicated. Following the two introductory courses there is no set sequence for students to maintain. This has advantages. First it makes it possible for our students to complete their degree in four years with a normal course load. Second, our students can explore the variety of anthropology courses offered and focus on those that most interest each student (i.e., archaeology). Anthropology is perhaps the most interdisciplinary field of academic study. Because the holistic premise of anthropology is enhanced through knowledge of other disciplines we expect and encourage our students to explore other fields. Our curriculum requires

¹⁰ The difference in degrees is one of a language requirement. The B.A. requires two semesters of a foreign language and the B.S. does not. Students who choose the latter track are still responsible for the credit hours that the language requires. These hours are taken as additional anthropology electives.

¹¹ Recent alumni are pursuing graduate training at Western Carolina University, East Carolina University, University of Florida, Indiana University, and Eastern Virginia Medical School. Alumni occupations are varied. Some examples are rangers for both the U.S. Park and Forest Services, a mortgage loan officer, and the director of the University of Tennessee "Body Farm."

students to have an area of concentration outside of anthropology¹². Often our majors choose an area of concentration that complements their anthropological interest¹³.

An eight semester curriculum has been designed to graduate students in four years (see Appendix D). Students spend their freshman year fulfilling liberal studies requirements. They complete these in their sophomore year and enroll in two introductory anthropology courses (Anth 250 and Anth 260)¹⁴. During their junior and senior years they focus on anthropology electives and the remaining required course (Anth 341). The plan is flexible, though, and changes in course offerings are made to accommodate student needs and faculty availability to teach specific elective courses¹⁵.

The program has made a substantial commitment to the liberal studies curriculum through course offerings in the first year seminar (Anth 190), (P1) social sciences (Anth 110) and (P6) world cultures (Anth 120) categories. More than half of the student credit hours produced by anthropology faculty satisfy liberal studies requirements (see Appendix E)¹⁶.

In 2005 the department, through an initiative of the Office of Program Assessment, revised its learning outcomes assessment document (see Appendix F). This year marks the beginning of implementation of the new assessment process. In consultation with the university assessment director the department (program) chose to undertake one of four identified goals each year until all have been covered. The assessment document will be periodically reviewed and changes made to meet changing program function and student needs. It is the purpose of our assessment procedure to provide feedback on the curriculum as it prepares our majors for their post-graduate life. The program faculty chose to examine Goal 4 (Professional Development) for academic year 2006-2007. The assessment method was altered to coincide with the program review. To explore this goal more broadly, in conjunction with the program review, an alumni

¹² This can be satisfied by a second major, a minor, or a series of thematic courses.

¹³ For example, forensic anthropology students choose criminal justice as a minor.

¹⁴ The liberal studies courses mirror the two 200 level major required courses. Prior to this academic year majors could not use required courses to meet liberal studies credit.

¹⁵ With the recent increase in the number of majors one section of Anth 250 and Anth 260 are offered each semester. Previously one section of each course was offered annually. The remaining required course, Anth 341, remains as an annual course offering.

¹⁶ For the past three academic years the percentage of student credit hours in liberal studies has declined from 79% to 59% of the total student credit hours (SCH). This decline is due to an increase in non-liberal studies SCH, reducing the liberal studies percentage. During this time three anthropology faculty were added. The courses offered by these faculty are predominately upper division and not liberal studies.

survey was sent out to 513 anthropology and sociology alumni¹⁷. Fifty alumni responded. Of these 13 were anthropology majors. The survey asked for responses to 19 questions. The results of this survey are presented in Appendix G. The responses to several questions involve student perceptions of the program curriculum as having a high quality

- ❖ 85% felt that there were sufficient course offerings in anthropology
- ❖ 71% felt that degree requirements were sufficient in depth
- ❖ 92% viewed the faculty as current in their fields

With few exceptions positive responses were never lower than 60%, with approximately half the questions with a favorable response of greater than 80%. Most telling, 62% would choose anthropology as a major if they had their academic careers to do over.

Additionally as each semester's classes are decided upon faculty input is elicited with regard to short term curricular adjustments needed to accommodate enrollment numbers.

From 2001-2004 the total number of course sections averaged 25. Coinciding with the addition of new faculty¹⁸ the number of sections increased by approximately 1/3rd, averaging 33 for the past two years (see Appendix H). Due to their popularity as required courses the program's liberal studies sections have maintained class sizes ranging from the mid teens to the upper 30s¹⁹. The remaining courses (including the three courses required of all majors) ranged in size from a low of nine to just under 30 students.

The number of anthropology majors during the past five years has gradually but progressively increased to more than double (see Appendix I). The increase in the number of majors directly coincided with the development and introduction of the B.S. Forensic Anthropology concentration²⁰.

Traditionally students do not enter as freshman majors but often choose anthropology after taking a liberal studies or other introductory course. The uncomplicated nature of the program curriculum lends itself to students who choose anthropology late in their undergraduate career. It is only during past two years, with the advent of the forensic anthropology

¹⁷ Thirty one surveys were returned due to incorrect addresses. The functional total was 482 surveys sent, with 50 responses, a slightly higher than 10% return rate.

¹⁸ In 2004 a second forensic anthropologist was hired and a faculty member returned to the department full-time after a stint in the honor's college administration.

¹⁹ The number of liberal studies course sections averaged 40% of the total anthropology sections offered over the past five years.

²⁰ For the past two years the number of B.S. majors comprises more than 2/3rds of all anthropology majors.

concentration, that freshmen are choosing anthropology upon entering Western. These small incoming freshman numbers makes it difficult to track students four year completion and graduation and retention rates (see Appendix J). Still, cumulatively 59% of anthropology majors finish with four years of starting at Western. Unfortunately the data do not indicate why particular students take more than four years to complete our curriculum (i.e., full time load, double major). Graduation rates of early choice majors range yearly from 50% to 100% with a cumulative graduation rate of 67%. Small numbers and a lack of explanation as to why students did not graduate make it impossible to properly interpret these percentages. Similarly 65% of freshman declared majors and new transfer students remain in the program for the four semester timeline. No data have been provided to indicate whether these values compare favorably with those of Western overall or with other disciplines across the campus.

Faculty Resources

The anthropology program currently is maintained by seven full-time faculty (six tenure track and one fixed term²¹). Additional courses are offered by part time faculty and members of the Cherokee Studies program²². All regular faculty meet SACS standards by possessing a Ph.D. in anthropology as their terminal degree or in having an M.A. with the requisite 18 hours of graduate coursework in the program field²³. The faculty are evenly divided among the three major anthropological subfields (see Appendix K). Full time tenure track faculty ranks are also divided equally: full professor (two), associate professor (two), and assistant professor (two) giving the program a balanced mix of new and seasoned faculty. The two assistant professors are in tenure track positions but not yet eligible for tenure. Gender diversity is roughly even for full time faculty (four female and three male) although favoring females (see Appendix L). As for racial diversity only one faculty member is a person of color. Which equates to 14% of the full time program faculty. During recent hirings every effort was made to consider gender equity and ethnic diversity.

²¹ The 80% appointment is a fixed term appointment renewed annually based on need and funding availability. Although not tenure eligible this faculty member is afforded the same rights, privileges (i.e., voting on departmental issues), and responsibilities (no student advisement).

²² Part time faculty, usually one each semester, offer courses meeting liberal studies requirements. The Cherokee Studies program is administratively aligned with the Department of Anthropology and Sociology and its faculty level staff offer courses under the anthropology prefix as special topics courses on an irregular basis.

²³ With 86% of the fulltime faculty possessing a Ph.D. the program is above Western's total of 73%.

As a strictly undergraduate department with no graduate teaching assistants, the anthropology faculty are fully engaged at all levels of teaching duties from introductory and liberal studies courses to courses within each faculty member's subfield and scholarly specialization (see Appendix M)²⁴. The same can be said of advising with each tenured or tenure track faculty member carrying their proportional share of students. Comparing generated student credit hours (SCH) for each faculty member is difficult in that teaching loads vary each semester and some faculty have reduced loads due to extra-program related activities²⁵. Over the past three years it is clear that the fixed term faculty member makes the largest single contribution, averaging 396 student credit hours (27%)²⁶. On average the tenure track/tenured faculty individually account for 12% of the total SCH generated²⁷.

As a master's degree comprehensive university, teaching is a primary focus of the university and department. The program recognizes, however, that to be a good teacher a faculty member must also be current in her/his field. Western also emphasizes the importance of service to the university and especially the community and nation. Faculty being considered for promotion and/or tenure are evaluated in each of the three areas: teaching, scholarly activity, and service. The program recognizes that within each category faculty may be engaged in a wide range of expressions and that these change from year to year (see Appendix N). In the program's AFE/TPR document scholarly activity can mean anything from a traditional peer reviewed journal article to an applied research report. Each year all faculty are peer reviewed, not only in their classroom performance, but also their performance in each of the three categories²⁸. Since 1998 and the current departmental configuration no anthropology faculty member in a tenure track position has been denied tenure or promotion to associate professor.

²⁴ The one term faculty member, visiting lecturer has an M.A. and currently teaches only liberal studies freshman level courses.

²⁵ Three program faculty have course reductions: one as director of the Cherokee Studies Program, one as the Editor of the North Carolina Journal of Folklore, and one as Department Head and Director of the Forensic Anthropology Program.

²⁶ Not to detract from her contribution but this faculty position has the highest per semester course load of four courses. In addition this instructor is responsible only for higher enrollment liberal studies classes which generate a larger SCH.

²⁷ In any given semester individual contributions will vary by courses taught both in number and course type. Liberal studies courses generate larger SCH than do upper division courses within the major.

²⁸ Student evaluations of teaching performance utilize a ranking scale of 1-5 with a rank of 5 being the highest. Program faculty consistently rank 4 or better in all categories measured by the student evaluations (anecdotal report by the Department Head).

Despite high teaching obligations the anthropology faculty are able to engage in a variety of scholarly activities. During the past five years the anthropology program faculty collectively participated in the following scholarly activities: twenty-two presentations at professional conferences, ten refereed publications, twenty-one applied research projects, and seven sponsored research grants totaling in excess of \$500,000. The program faculty also share their academic and scholarly knowledge base through a variety of service outlets from presentations to local community groups, presentations to national and statewide professional organizations, membership on nonprofit agency boards, holding office in regional and national anthropological organizations, and providing pro bono training to law enforcement agencies.

Faculty are encouraged to improve their pedagogical skills. One indicator of this is participation in faculty learning communities²⁹. During this and the past year 43% of the anthropology faculty participated in one or more FLCs.

Student Quality

The anthropology program has seen a significant increase in the number of enrolled majors (see Appendix O). Compared with high demand programs anthropology does not enjoy a high volume. As such, entrance requirements beyond those of the university are not used by the program to limit student numbers. In addition the program wishes to attract the broadest spectrum of students as majors. The absence of entrance requirements fulfills this goal.

Consistently, females outnumber males each year for the B.A. and B.S. degree candidates approximately two to one (see Appendix P). This is far greater than the campus ratio of approximately even gender representation³⁰. Students of color are not represented as well or as consistently among anthropology majors³¹. The percentage varies considerably by year with the lowest being zero non-White students to a high of 16%. During this same time frame the campus averaged just under 10%. At least 50% of the time the anthropology program met or exceeded campus averages for non-White students.

²⁹ Faculty Learning Communities (FLC) are sponsored by the Coulter Faculty Center. They bring together faculty from across the campus to meet and discuss specific topics related to faculty instructional activities. For example, one FLC explores the role and use of technology in the classroom.

³⁰ Data from the 2006-2007 American Anthropological Association Guide to Departments show that a higher proportion of female to male undergraduate majors is common both in North Carolina and nationwide.

³¹ This includes all students who did not indicate their ethnicity as "White."

At the level of admission to Western anthropology majors tend to be less “stellar” than their counterparts in other majors. Combined average SAT scores for both bachelor degrees range from 972 to 1340 with B.A. students having higher overall SAT scores than their B.S. counterparts. High school GPAs are similar ranging from 2.9 to 4.0 (one student) with the majority in the low 3.0 range. During this same time frame the mean GPA of all incoming freshmen ranged between 3.25 and 3.3. The average overall SAT scores ranged from 1012 to 1027. In terms of both high school GPA and overall SAT scores our majors are both above and below the university averages during any given semester.

The majority of students do not come to Western with anthropology in mind as a major. Instead students choose the major after taking a liberal studies or other introductory course. Few students have any conception of what anthropology is prior to arriving at Western. Recruitment in terms of cost expenditure would not yield the results for which it is intended. The program does actively participate in on-campus open house activities where the program can be presented one-on-one with interested students. One recruitment tool that is used is the recently revamped program brochure (see Appendix Q). Full color pamphlets were designed for the program with funds provided by the college Dean. These are given to campus recruiters and to students requesting information about the program.

Because student-advisee ratios are low, advisors take an active interest in their advisee’s academic progress. The results of the alumni survey were positive but mixed on the topic of advising (see Appendix G). Respondents felt that faculty did a good job of advising with regard to course choices (77%) but not so well with regard to career choices (62%). Still, the program views advising as one of the best retention tools available. The department head usually sees one problem advisement case a year. Usually the difficulty is not with individual advising but with conflicting answers given by different academic units regarding student graduation requirements. In nearly every case the advisor and department head are able to find a way for the student to graduate on time.

As an undergraduate program anthropology has made it a goal to involve students in scholarly activities beyond the classroom. Students are encouraged whenever possible to work with faculty on anthropological research. Every academic year 5-7 students are engaged directly with faculty and their research. This past year our students worked in the archaeology laboratory cleaning and cataloguing artifacts, helped transcribe oral histories in the ethnology laboratory,

and assisted the forensic anthropologists on some routine aspects of their casework. Depending on proximity to Western, several students each year attend regional and national anthropology conferences³². The program is especially proud of five of our students who during 2005-2006 were selected as Lancy Foundation undergraduate scholars³³. The theme for that year's competition was Cherokee heritage and culture. In addition to their individual directed research three students presented their findings at the National Conference on Undergraduate Research. Our majors also participate in internships and in coop education. Recent examples include an internship in the business of marketing folk art, and internships at the Mountain Heritage Center and the Eastern Band of Cherokee Indians.

Administrative Resources

The anthropology program is one of two components in the larger Department of Anthropology and Sociology. Each program shares the same administrative structure. Given the department's size and absence of a graduate program the Department Head is the primary contact between the program and the College of Arts and Sciences and Office of the Provost³⁴. The department head is appointed and serves no fixed term nor does the position rotate among the faculty.

The department has three standing committees³⁵. Membership on these committees, where possible, is spread among the departmental faculty and is appointed annually. The department head also annually appoints faculty to individual duties within the department (i.e., taking minutes at departmental meetings). The department meets at least once each month for

³² Examples include: The Mountain, Swamp, and Beach Forensic Anthropologists, Southeastern Archaeological Conference, and the American Anthropological Association.

³³ Only eight students on the Western campus received this competitive honor.

³⁴ The department head is appointed and serves no set term. The department head is evaluated annually following guidelines established by the College of Arts and Sciences. At this time no formal procedure is in place to make use of student or alumni input in establishing departmental policy, academic or non-academic.

Western provides department heads with regular on-campus opportunities for continuing education in administration related issues. The college Dean and the Office of the Provost also support travel to attend academic leadership conferences and workshops off-campus.

³⁵ These are:

Technology (responsible for reviewing departmental needs and maintaining the department web page)

Tenure, Promotion, and Reappointment (consists of all tenured faculty and responsible for reviewing tenure, promotion and reappointment documents)

Assessment (responsible for administering the annual program assessment of student learning)

updates and to provide the department head with guidance on issues that impact the department's programs.

As the department head is an anthropologist he serves as the de facto head of the anthropology program. The program meets as a committee of the whole at least once each semester to plan the coming semester's course schedule. Other program meetings occur as needed to address program-specific issues (i.e., curriculum changes).

Program Resources

The anthropology program is one of two components in the larger Department of Anthropology and Sociology. Each program equally shares the same budget structure³⁶. Prior to academic year 2005-2006 the departmental budget was barely adequate to cover routine expenditures³⁷. The past year saw a permanent increase of 47% in the departmental operating budget. This has eased issues of routine and to some extent extraordinary expenditures. However, with a 40% increase in the number of faculty (anthropology and sociology) since 2003 some of the budget increase covered increased needs brought on by increased faculty numbers³⁸.

In 2003 McKee Hall, home to the anthropology program, underwent a major reconstruction and remodeling. Classrooms were brought up-to-date with computer interface and LCD projector capability³⁹. Faculty offices were modernized and each office was provided with new matching furniture. Each faculty member and the department administrative assistant was also provided with a new computer⁴⁰. Western provides faculty with Windows-based office software. Few department faculty use specialized software, outside of SPSS which is provided via a university server. As a whole the program does not have major equipment needs outside of office and audio-visual equipment. Two programs within the anthropology program, archaeology

³⁶ When Cherokee Studies was administratively added to the department no provision was made for the added drain this program would have on the departmental budget. The Cherokee Studies program has been inconsistent in assisting in offsetting increased costs incurred by the department.

³⁷ Emergency repairs or faculty requests to purchase DVDs or software could not be accommodated without serious budget adjustments.

³⁸ One major expense, duplicating, is subsidized heavily by the university so that increased faculty use did not significantly jeopardize the department budget.

³⁹ Anthropology is a heavy user of audio-visual media and the improved classrooms were definitely well received by the program faculty. Unfortunately a new classroom scheduling program has taken program faculty from their classrooms and placed them in substandard rooms in other buildings.

⁴⁰ Faculty computers are replaced on a rotating basis based on date of acquisition. As a result faculty always have up to date hardware and software. The department office also houses two laser printers accessible electronically from each faculty member's office

and forensic anthropology do have associated with them substantial laboratory needs. During the remodeling of McKee Hall both programs were provided with up-to-date laboratory space. Through non-departmental funds both programs acquired equipment specific to each program's needs (i.e., microscopes)⁴¹.

Library resources have been adequate: approximately \$12,000 per year is allocated for the combined department. This figure, however, has remained static for several years while books costs have risen⁴². Fortunately periodical subscriptions do not come from the departmental allocation⁴³. The Hunter Library shares its electronic catalogue with Appalachian State University and the University of North Carolina at Asheville. One hundred and thirty one anthropology periodicals are available for student and faculty use. The keyword "anthropology" yielded 4500 non-periodical listings in this shared library resource⁴⁴.

As for administrative staff, the small departmental size justifies only one administrative assistant. This staff member provides routine clerical support for program faculty and is the secretary for the department head. She is responsible for interaction with the Dean's and other administrative staff, classroom scheduling, purchasing, and maintenance of the department budget. The department is provided with funding for several work study students, including one who assists the administrative assistant⁴⁵.

Program Concerns

The anthropology program recognizes that there are areas that need improvement or continued action. Some of these are within program control. Upper level perspective courses are needed for the liberal studies program, currently no anthropology courses fulfill this requirement. Faculty teaching loads are high when the tenure and promotion process dictates that scholarly

⁴¹ Excluding costs associated with the remodeling and construction of the laboratory space the forensic anthropology program was given in excess of \$250,000 to outfit the laboratory. This laboratory, rivals many Ph.D. institutions with regard to the state of the art depth of equipment available for student and faculty use.

During the construction of the archaeology laboratory a climate controlled storage room was created for the curation of archaeological artifacts.

⁴² Cherokee Studies also utilizes the department book purchase allocation. No provision for this added drain on departmental resources has been made by the library or the university.

⁴³ The periodical budget of \$10,000 covers subscriptions to 39 journals and periodicals.

⁴⁴ The alumni survey found that 68% felt that library holdings were adequate. It is not know if this refers only to Hunter Library or to the three library system.

⁴⁵ Other work study allocations are in the archaeology and forensic anthropology laboratories where clerical and laboratory assistance is provided.

activity be considered as significant. Juggling teaching demands with those of creating and maintaining a presence within the world of scholarly endeavor is problematic, especially for faculty working toward tenure. With recent additions to the program faculty office space has been taxed. Three faculty have been assigned to lesser space (smaller size and absence of windows) compared to that of the remainder of the faculty. Part-time faculty have no office space making it difficult for them to meet with students and to conduct scholarly activities of their own. Travel funds remain insufficient for most faculty to attend professional meetings without incurring a substantial unreimbursed cost. The library and departmental budgets have been impacted by the Cherokee Studies program. When the Cherokee Studies program was administratively housed within the department no additional funds were provided to accommodate additional faculty needs. In addition the nature of the position of Cherokee Studies within the department is not clear. In many ways this program is parallel to that of the anthropology program operating independently outside of the control of the department head.

The alumni survey, the first comprehensive contact with program alumni, points to the need for better communication with alumni. Open lines of communication with alumni would allow the program to better judge its effectiveness in preparing majors for real world occupations. This would also provide the program with up-to-date data regarding graduate school applications and progress.

Program faculty are concerned over the use of a new software-based classroom scheduling program. Prior to this academic year all classroom scheduling was performed by the department administrative assistant and the department head. All classes were held in McKee Hall. The Resource 25 software schedules classes in McKee and nearby buildings⁴⁶. The concern here is that when McKee Hall was renovated faculty offices were placed next to program classrooms. This provided for better student faculty interaction. This also made communicating with majors easy through bulletin board announcements. Currently majors are sent from building to building as are faculty. As a result faculty have little time to talk with students between classes and majors have no home base.

⁴⁶ Part of the concern with this software is its capricious assignment of classrooms, following no logical system.

Summary

The anthropology program at Western Carolina University is one component of the Department of Anthropology and Sociology. The program offers two undergraduate degrees and a minor in anthropology, including a concentration and minor in forensic anthropology. The number of faculty and of majors has increased substantially over the past three years. The degree requirements are kept uncomplicated so that students can take a variety of anthropology courses. These courses span the breadth of the discipline including: cultural anthropology, archaeology and physical anthropology.

The program faculty receive high marks for their quality of instruction. As an undergraduate program the faculty have a presence in all levels of instruction from freshmen liberal studies courses through specialized courses within the major. The faculty remain current in their field by conducting research and presenting that research in a variety of venues. It is common for the faculty to directly involve students in their scholarly activities.

The program continues to attract quality students, students who after graduation go on to a number of career paths from graduate school to occupations within the public and private sector. Sixty-two percent of our graduates, when asked, said they would do it over in choosing either anthropology or sociology.

The physical plant of McKee Hall was remodeled in 2003 updating both classroom and office space. Faculty are regularly given computer and software upgrades, maintaining currency in computing. The departmental budget is sufficient for the routine running of the program.

With a significant increase in the number of majors and an increase in faculty numbers course offerings have increased. A change in policy regarding liberal studies courses within a major may also impact the program course offerings at the freshmen/sophomore level⁴⁷. The program faculty will be taking a long hard look at the current curriculum and whether it should be modified.

⁴⁷ Until this academic year majors could not use liberal studies courses that are major requirements to satisfy liberal studies requirements. For this reason the anthropology program maintained a separate series of liberal studies courses which could not be used to within the major. This led to some duplication of effort in having 100 and 200 levels courses covering much the same material.