

## **Executive Summary**

### **The University of North Carolina at Asheville**

#### **Request to Establish a New Degree Program in Anthropology**

This request seeks to establish a major in Anthropology in the Department of Sociology at the University of North Carolina at Asheville. Currently, the department offers a “Concentration in Anthropology”. If approved, students will be able to graduate with a BA in Anthropology and the department will be renamed “Department of Sociology and Anthropology”. In addition to addressing increased student interest, the new program would directly address multiple elements of UNC Tomorrow (see p. 3, 5, 8), the UNC Asheville Strategic Plan (see p. 3, 4, 8), and the UNC Asheville Mission (see p. 4, 8), all at minimal cost to the UNC system.

Life in a Diverse World. As noted in the *Request for Authorization to Establish* (p. 1), colleges today must prepare students for life in a mobile, interconnected, and diverse world, a world that is changing at home as well as abroad. This need is reflected in the *Global Readiness* goal of UNC Tomorrow, the *Diversity and Inclusion* and *Campus Experience* goals of the UNC Asheville Strategic Plan, and the following sentences from the UNC Asheville Mission statement: “We encourage students to clarify, develop and live their own values while respecting the views and beliefs of others. In addition, we cultivate an understanding of the dimensions of human diversity while recognizing the common humanity of all.” The skills students need to negotiate our changing world lie at the heart of Anthropology (p. 5). Anthropology seeks to document and understand the commonalities and varieties of human experience, both cultural and individual. The discipline exposes students to cultures, languages, and social systems around the world, teaching them to value openness and sensitivity and to appreciate the richness of human diversity. At a practical level, Anthropology prepares students to help businesses, agencies, professionals, and government offices work effectively with diverse constituencies. When graduates trained in the discipline of anthropology later make decisions in their professional lives, those decisions are informed by research and multiple perspectives, making them the best possible decisions for our future global and interdependent world.

Life in North Carolina. As a public university, UNC Asheville has a responsibility to both the Asheville region and the state of North Carolina, highlighted in the UNC Asheville Strategic Plan and Mission statement. This emphasis is directly aligned with the *Our Citizens and Their Future* goal of UNC Tomorrow. Anthropology is

uniquely suited to this task (see p. 5). Courses, research projects, fieldwork and internships will help students learn that across the state—and even within our region—citizens have varying levels of access to economic, social, and cultural resources. Many research projects and most fieldwork and internships place students in a position to reach out to our communities and help them identify and effect solutions to a broad spectrum of problems those communities face.

Addressing Health Issues. Our state’s concern with health is clearly represented in the *Our Health* goal of UNC Tomorrow. UNC Asheville’s commitment to addressing health issues is at the core of our emerging North Carolina Center for Health and Wellness. Anthropology will advance both initiatives by teaching students about models of human health in the cultural and historical record, exposing them to long-standing alternative healing models that are becoming integrated into the medical establishment (see p. 5).

Engaging Students and the Community. Our Mission statement highlights our commitment to “... innovative scholarship, creative expression, co-curricular activities, undergraduate research, engaged service, and practical experience”, linking directly to the *Outreach and Engagement* goal in UNC Tomorrow and the *Undergraduate Research* emphasis in our Strategic Plan. Anthropology has a long tradition of field-based work. If approved, the new degree program will engage students and community members in learning and problem solving through undergraduate research, community-based research, and fieldwork and internships (see pp. 2-4).

Interdisciplinary Teaching. UNC Asheville is a leading national innovator in the practice of interdisciplinary teaching, noted in the Undergraduate Education emphasis of our Strategic Plan. The emphasis already has been deepened and broadened by the development of our new core curriculum, the Integrative Liberal Studies program. Our curriculum combines an awareness of the significance of the liberal arts with recognition for the need for innovation, community building and development. Our Anthropology faculty emphasize interdisciplinary learning in multiple ways, teaching our students to re-examine our understanding of the Humanities, bridging the gap between local and global, national and international, western and non-western perspectives. Anthropology courses contribute to interdisciplinary study in the Integrative Liberal Studies Program’s topical clusters, where students study a theme of current interest by completing three courses from different departments. Body, Disability and Culture (ANTH 350) is a course in the topical cluster on *The Science and Politics of Human Health and Illness*, and both Culture and Mind (ANTH 325) and Culture and the Individual (ANTH 353) are part of the topical cluster on *Belief Systems in Our Universe*.

Addressing student interest. The department first began offering courses in Anthropology with the hire of an Assistant Professor of Anthropology in 1990. With the hiring of a second tenure track Anthropologist in 2001, the department doubled its output, and student interest in courses and the program itself continues to increase (see pp. 6-7). The department currently offers a concentration in Anthropology through an innovative program that integrates both Sociology and Anthropology into one curriculum while maintaining the autonomy of each discipline (see pp. 1-2). By meeting the needs of our students we are responding to the needs of the North Carolina citizens we serve.

Careers in Anthropology. Our potential graduates will be uniquely suited for a career in any number of fields--including education, health care, museum curation, social work, international development, government, organizational psychology, non-profit management, marketing and publishing—anything that requires a keen mind, trained in thinking outside the confines of our cultural assumptions. Some careers require a graduate degree. The critical reading, thinking, and writing skills emphasized in our program are excellent preparation for graduate programs in law, public policy, medicinal fields, counseling, education, and beyond. Practicing and applied anthropologists pursue an MA or a PhD and take on roles outside of academia, in public health, environmental fields, or cultural resource management.<sup>1</sup>

Upon review of students who recently graduated from UNC Asheville with a concentration in Anthropology, a broad range of careers and prestigious graduate study is evident including, for example, an executive director of a major Health Care Foundation having completed a Ph.D. in public health at the University of Southern California, a librarian having earned a Master's in Information Sciences from UNC Chapel Hill, a Public Policy specialist having earned a Master's in Public Policy and Latin American Studies at the University of Tennessee, an artist having earned an MFA at UCLA, an English teacher in Honduras who is advocating for the preservation of Mayan heritage and now applying for graduate study, and a substance abuse counselor. Our current students are applying to graduate school in disciplines as varied as Dance, Appalachian Studies, Teaching and Museum Studies.

Cost. Currently, the department has four faculty teaching Anthropology classes. With the curricular framework and teaching positions in place, the anticipated costs of establishing a formal major in Anthropology are minimal (p. 16). Given the great potential of the program—for UNC Tomorrow, UNC Asheville, and the extended

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<sup>1</sup> From the American Anthropological Association website.

community—we believe this program can be offered as a major with current and reallocated resource at UNC Asheville and it would not require additional appropriations to enrich our curriculum in this way.

## Request for Authorization to Establish a New Degree Program

***INSTRUCTIONS:** Please submit five copies of the proposal to the Senior Vice President for Academic Affairs, UNC Office of the President. Each proposal should include a 2-3 page executive summary. The signature of the Chancellor is required.*

Date: November 4, 2009

**Constituent Institution:** University of North Carolina - Asheville

CIP Discipline Specialty Title: Anthropology

CIP Discipline Specialty Number: 45.0201 Level: B  M\_ 1<sup>st</sup> Prof D

Exact Title of the Proposed Degree: Anthropology

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): B.A.

Does the proposed program constitute a substantive change as defined by SACS? Yes  No

a) Is it at a more advanced level than those previously authorized? Yes  No

b) Is the proposed program in a new discipline division? Yes  No

Proposed date to establish degree program (allow at least 3-6 months for proposal review):

month August year 2010

Do you plan to offer the proposed program away from campus *during the first year of operation*? Yes  No

If so, complete the form to be used to request establishment of a distance education program and submit it along with this request.

### I. Description of the Program

#### A. Describe the proposed degree program (i.e., its nature, scope, and intended audience).

As both UNC Tomorrow and the UNC Asheville Strategic Plan suggest, today's colleges must do a better job than we have done preparing students for life in an increasingly mobile, interconnected, and therefore diverse world. Our students need to learn not only about differences among the human population abroad, but also differences at home. They need to learn how to work across those differences. And because human relations are dynamic, our students need to learn how to learn – a matter of openness, sensitivity, appreciation, and on-the-ground experience. This is perhaps the most important reason the Department of Sociology proposes a major in Anthropology. For the skills our students need to negotiate our changing world lie at the heart of Anthropology. Students trained in Anthropology are prepared to help businesses, agencies, professional organizations, and government offices extend themselves to diversifying constituencies.

Anthropology seeks to document and understand the varieties of human experience. It does this by attending comparatively to the local and individual, from studying the economics of a ritual festival in a remote village in Bolivia to the symbolic meanings behind market trading in Madagascar to the particular understandings of healing and health among head-hunters in Java to the complexities of identity politics in an American city or the social and cultural changes experienced in the greater Appalachia region.

Building on the Anthropology concentration (implemented in 2004) in the Sociology major, the Sociology department at UNC-Asheville is proposing an Anthropology major, to be housed in a joint Sociology and Anthropology department. Since the hire of a tenure-track anthropologist in 1990 (now a full professor), the department has been committed to offering Anthropology courses and to using these courses to expand its support of the many university initiatives. With the addition of a second tenure-track Anthropologist in 2001 (now an associate professor), the Sociology department doubled its course offerings in Anthropology. When the Sociology department undertook a fundamental revision of its curriculum, we formulated a concentration in Anthropology. Thus, the significance of Anthropology in the Sociology department evolved from an offer of rather unlinked courses to a two-fold presence: on the one hand, it is now fully integrated in the new curriculum, allowing students to take all required courses for the degree in Anthropology alone and, on the other, a curricular integration with Sociology that allows the students to either replace or add required as well as elective courses. This integration is a particularly

original approach with regards to theory, methods, and senior thesis courses. This curricular innovation marks a significant departure from past arrangements, whereby students interested in Anthropology nevertheless received a BA in Sociology. Today, with the new and revised curriculum, the department is in the position not just to offer a concentration but a BA in Anthropology.

We foresee, following the approval of the new major, adding two more tenure-track positions over a period of five years. That would bring the total number of full-time tenure track Anthropology positions to four. As mentioned, the department has currently 2 tenured Anthropologists. Just recently, the department's request to retain a position (vacated due to retirement) and to transform it into a tenure-track Anthropology position was approved in April 2008. This fall (2009), the department has launched a national search to fill this position. If successful, starting fall 2010, the department will then have a third tenure track Anthropologist. And finally, given recent growth of the department's student population (especially those students declaring a concentration in Anthropology), the department hopes to hire a fourth tenure-track assistant professor over the course of the next five years.

Our potential graduates are uniquely suited for a career in any number of fields--including education, health care, museum curation, social work, international development, government, organizational psychology, non-profit management, marketing and publishing—anything that requires a keen mind, trained in thinking outside the confines of our cultural assumptions. Some careers require a graduate degree. The critical reading, thinking, and writing skills emphasized in our program are excellent preparation for graduate programs in law, public policy, medicinal fields, counseling, education, and beyond. Practicing and applied anthropologists pursue an MA or a PhD and take on roles outside of academia, in public health, environmental fields, or cultural resource management.<sup>2</sup>

#### **B. List the educational objectives of the program.**

Students majoring in Anthropology learn about human beings from many different places and times, as well as the generative nature of social and cultural realities – they learn how people become different. Students develop the critical thinking and communication skills necessary to apply these insights to productive and meaningful professional and personal lives in their communities. Anthropology teaches and encourages students to document and interpret different forms of human experience, enabling them to:

- Explore the richness of all social life—both the familiar and the unfamiliar—through cross-cultural and comparative study and recognize different systems of meaning, belief and knowledge.
- Understand the concepts of cultural relativity and ethnocentrism.
- Understand and be able to apply the ethnographic model.
- Appreciate the importance of language as demonstrated through clear, competent and creative written and oral communication.
- Study the richness of human relations on site, that is, know methods of fieldwork.
- Engage in research that prepares them for their senior thesis; inspires them to participate in undergraduate research; encourages them to consider their senior thesis as a stepping stone towards graduate school or as theoretical and practical foundation for professional community work and civic engagement.
- Become responsible for their own education through participation in a community of learning with faculty mentors and student peers.

Such training gives students the basis for continuing work in the discipline as well as for entering many other careers. The skills of understanding other people different from oneself, gathering information about them, reporting that information in a form accessible to others are needed in all forms of business, banking, public service, government, and mass media. The world needs people who not only appreciate the variety of human experience but also know how to translate these differences to others.

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<sup>2</sup> From the American Anthropological Association website.

Making the change from a Sociology major with a concentration in Anthropology to a major in Anthropology has the following advantages: First and foremost, the Anthropology major enjoys a significantly greater attractiveness than a concentration in Anthropology. Therefore, current UNC-Asheville students may consider majoring in Anthropology. Moreover, high school graduates in the region may consider coming to UNC-Asheville because it offers a major in Anthropology (both of these arguments are elaborated below at “Justification for the Program – Student Demand.” Second, it improves students’ chances for admission to graduate programs in Anthropology. This can make a difference in the pride of Anthropology majors (whose diplomas will read “Anthropology”). Third, it enhances career opportunities, because an Anthropology major buttresses precisely the skills a globalizing economy and an increasingly complex and interdependent society requires. Fourth, it heightens the attractiveness of UNC-Asheville as dynamic employer for new faculty (in this case, both Anthropologists and non-Anthropologists, because Anthropology is a key discipline in the liberal arts). And last but not least, a new Anthropology major will increase opportunities for faculty and students to engage the community, which is a key component of UNC Tomorrow. This is addressed in what follows.

**C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of: (1) courses, (2) faculty, (3) facilities, and (4) other resources.**

The proposed Anthropology major at UNC-Asheville is integrated with the Sociology major, and vice-versa. Both fields share courses, faculty, facilities and resources. In 2004, the department revised the curriculum to bring the two disciplines closer together. The logic of this revision has been to bring Sociology and Anthropology students together early in their UNC-Asheville careers by way of a 200-level social and cultural inquiry course, essentially theoretical in nature. In this course, the two disciplines are presented in both their similarities and differences. The course has been taught by Sociologists but, beginning in spring 2010, will be taught by both Sociology and Anthropology faculty, deepening the integration of the two disciplines and making it real to students. Following the 200-level inquiry course, students must take a methods course, for which they can choose among ethnographic, quantitative, and qualitative methods. All three methods courses have equal standing and any of them can be used for either focus (but through advising, we encourage students focusing in Anthropology to take ethnographic and/or qualitative methods). Finally, students are required to take a senior thesis and senior symposium course. In the former, students must finish their thesis. This course is currently taught by both Sociology and Anthropology faculty to students in their respective disciplines. In the senior symposium course, students are brought together one final time, to heighten their sense of the close relationship between Anthropology and Sociology, to examine contemporary topics that are germane to both fields and to discover the ways that the two disciplines are answering the same questions in unique ways. This course is currently taught by Sociology faculty. In proposing the Anthropology major, the department neither seeks nor needs further curricular changes. However, in the new major, with three or four Anthropology faculty, the department can add more electives and have Anthropologists share in the teaching of courses that are currently taught by Sociology faculty only.

We envision a growing joint department – growing in terms of faculty and majors - where Anthropology students can benefit from the expertise of Sociology faculty and vice versa. Anthropology is well partnered with Sociology in a single department (see the American Sociological Association’s 2006 publication, *Models and Best Practices for Joint Sociology-Anthropology Departments*). Anthropology and Sociology are sibling disciplines. Both study the same social phenomena, but through different lenses. Anthropology’s interests in nonwestern (as well as western), local, and thickly described ethnographic experiences – the study of particular individuals in particular places – makes it a distinct discipline that attracts a distinct group of students as majors.

Anthropology and Sociology faculty are currently supporting a variety of programs, including the Humanities, Integrative Liberal Studies Colloquia, Women’s Studies, Africana Studies, Disability Studies, Health and Wellness, and Religious Studies. Anthropology as understood and taught by our faculty is not only supportive of a large number of departments, programs and the students these serve, it is also fully compatible with and an integral part to UNC Asheville’s Strategic Plan and the UNC Tomorrow Initiative. Specifically speaking, in Anthropology, we teach engagement with communities as well as a curriculum for the future. To the degree to which Anthropology will be able to establish itself as discipline anchored in the presence of a number of Anthropology faculty that can sustain a major and contribute to its student growth, these two University and System wide initiatives will be well served. This is elaborated in what follows.

**D. Describe any explorations of collaborative offering in this program and the results of those explorations**

The department has hopes for a number of collaborative projects, including with the department of Religious Studies. Preliminary conversations were held during fall 2009. Upon establishment of the Anthropology major, both departments will come up with concrete plans for collaborative projects.

**II. Justification for the Program—Narrative Statement**

**A. Describe the proposed program as it relates to:**

**1. Institutional Mission and Strategic Plan**

The core of UNC Asheville’s mission – both in the way we see ourselves and the way we are understood by the UNC system – is the liberal arts. UNC Asheville’s “liberal arts educational approach” asks students to “cultivate an understanding of the dimensions of human diversity while recognizing the common humanity of all”<sup>3</sup> This corresponds to the field of Anthropology’s core definition: “The word anthropology itself tells the basic story — from the Greek *anthropos* (“human”) and *logia* (“study”) — it is the study of humankind, from its beginnings millions of years ago to the present day”.<sup>4</sup> That anthropological study of humankind concerns itself equally with what we have in common as members of the same species and the myriad diversity that makes each culture unique. Anthropologists hold that we must learn to understand other people on their own terms, not only on our own. This supports the university’s mission to “encourage students to clarify, develop and live their own values while respecting the views and beliefs of others.”<sup>5</sup>

Our current Anthropology faculty emphasize interdisciplinary learning within the Social Sciences and among all three divisions--Social Sciences, Humanities, and Natural Sciences—in keeping with the UNC Asheville’s mission that states: “Students undertake concentrated study in one area while simultaneously developing an understanding of the connections among disciplines.”<sup>6</sup> For instance, Death and Dying (Anth 365), Manhood and Masculinities (Anth 425), Cultures of Africa (Anth 260), Anthropology of the New ‘Old’ Europe (Anth 373), Writing Gender (Anth 361) (in fact, all Anthropology electives) are quintessential interdisciplinary, in a number of ways. How dying is understood and experienced here in North Carolina or Spain or Kenya. How gender is experienced and understood today and yesterday, and what this means for tomorrow, in Appalachia, in the US, in the West, and in the non-western world. These are questions that Anthropology courses deal with. Such an interdisciplinary approach is central to the discipline of Anthropology. It is also central to the way Sociology and Anthropology interrelate as disciplines.

All Anthropology elective courses afford students an opportunity to explore the increasing interconnectedness of the local with the global and vice versa. We also encourage and teach our students to re-examine our understanding of the Humanities and to seek ways to make the Humanities a guide for praxis in the twenty-first century globally. For example, through Zen Buddhism (Anth 373), we bridge Eastern and Western Religions. In such courses as Making of the Modern Middle East (Anth 373) and Gender in Latin America and the Caribbean (Anth 373), we re-examine what we think we knew about both regions of the world and replace stereotypes with careful culturally sensitive scholarship.

The university’s mission is advanced in a number of complementing ways, both in the proposed requirements for the Anthropology major and in the Integrative Liberal Studies curriculum. Anthropology is firmly embedded in this

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<sup>3</sup> UNC Asheville Mission Statement, July 2009

<sup>4</sup> American Anthropological Association “What is Anthropology” website  
<http://www.aaanet.org/about/WhatisAnthropology.cfm>

<sup>5</sup> UNC Asheville Mission Statement, July 2009

<sup>6</sup> UNC Asheville Mission Statement, July 2009

mission in terms of scientific discipline, educational and pedagogic objectives, commitment to as well as critical examination and evaluation of, liberal arts as a standard of, and guide to, values. For its part, Anthropology, within a Sociology and Anthropology department, will continue to play a major role in bridging the gap between local and global, national and international, western and non-western perspectives.

UNC-Asheville is committed to its Strategic Plan, and Anthropology enhances the university's ability to achieve its goals. Specifically, a major in Anthropology facilitates the following aims of the Strategic Plan:

Public Responsibility: Through the Anthropology curriculum we teach public responsibility from a local level to a global one. For instance, in Culture and the Individual (Anth 353), each student has a service-learning project that they connect back with the other course material in a variety of ways. All of our Anthropology electives deal with issues of diversity and inclusion. In Body, Disability and Culture (Anth 350, a Diversity Intensive course in the Integrative Liberal Studies curriculum) students engage with disability, an often-forgotten element of diversity. This course offers students important perspectives on the function, dysfunction, premises and promises of various communities from Medicine to Public Policies to Social Work and Public Health. All classes in the proposed Anthropology major encourage students to be engaged public citizens. One important way that we accomplish that vital goal is to lead through example. Our current Anthropology faculty's research interests, from the significance of local support groups (stroke, aphasia, brain tumor) in generating empowerment to the survivors, to meanings attached to place and race in Asheville, signal a strong commitment to public responsibility.

Liberal Arts and Undergraduate Research: The firm commitment of the Anthropology curriculum to the mission of the liberal arts is explained above. Here, we want to emphasize the dedication of the proposed Anthropology major to the idea of Undergraduate Research by highlighting some important Undergraduate Research projects in which our current faculty are involved by mentoring students. We had two students win prestigious Wellness Scholar Awards (given by the North Carolina Center for Health and Wellness) in recent years: Fran Oliver, "Adding life to years for individuals living with Alzheimer's" and Parris Marks, "Attention, Relationship and Intention: A Close Look at the Process of Yoga in Asheville." We have one faculty member involved with the Appalachian College Association and UNC Asheville Undergraduate Research Partnership (funded by the Andrew Mellon Foundation) involving three students. The Anthropology faculty has mentored undergraduate research projects as diverse as finding ways to peace through youth involvement in the Palestine-Israel conflict to a study of space and melody in music in Asheville. We also encourage co-curricular activities by sponsoring the An-So student organization, a club that further binds our commitment to working together to blend Anthropology and Sociology into one dynamic department at UNC Asheville.

Long-Term Sustainability: In our social sustainability (and economic and environmental sustainability too), we want to highlight our joint curriculum, incorporating aspects and strengths from both Anthropology and Sociology. Specifically stressing our commitment to social justice concerns from our first joint class on the 200-level (Social and Cultural Inquiry) to the last joint classes taken on the 400-level, Difference and Inequality, and Senior Symposium.

A major in Anthropology also supports the following elements of the UNC Tomorrow Initiative: *Global Readiness* – the discipline exposes students to different cultures, languages, and social systems around the world, sensitizing them to the varieties of human experience; *Our Citizens and Their Future* – in courses, fieldwork projects, and internships students discover the "others" among us and learn to recognize that not all of our citizens have the same access to economic and cultural resources; *Our Health* – in a variety of different courses and projects students learn about different models of human health in the cultural and historical record, exposing them to alternative (albeit traditional) healing models that as we speak are being embraced by our own biomedical establishment.

## **2. Student Demand**

Students – and perhaps especially those students who choose to come to a public liberal-arts university – are eager to understand the meaning of human experience, to situate them within the range of human activity, and to understand themselves against the diversity of human expression. UNC-Asheville has a growing sense of its obligation to prepare students for a diverse world of intersecting differences. Yet, preparing students for this new world runs the risk of remaining theoretical if, in their very educational process, students have few encounters with the world they are being prepared for. This produces a deficit in the construction of meaning. As mentioned, Anthropology invites

– indeed, demands – that students consider their humanity in the face of difference. We take this very seriously. And if we, as a society, are to understand others – and ourselves – we must do so on others’ terms, not just our own. In a real sense, Anthropology creates an intellectually and personally safe space for students to explore the differences of others and to understand their own experience in a non-judgmental way. The addition of Anthropology major will help UNC-Asheville prepare our students to understand difference – on campus and beyond.

Ever since 2004 when the department began to offer a concentration in Anthropology, the number of students declaring a concentration has steadily increased (see table 1). Seven students had declared a concentration by the end of spring 2005. A year later, the end of spring semester 2006 – sixteen students had done so. By the end of academic year 2006-07, twenty-eight students had declared a concentration. Of equal importance is the growing number of Anthropology course offerings as well as the growing number of students enrolled in Anthropology courses. During fall 2004, the department offered 9 courses, with an enrollment of 196 students; during spring 2005, the department offered 8 courses with 174 students enrolled, making a total of 17 sections and 370 students enrolled for the academic year 2004-05, as indicated in table 1.

Throughout academic year 2006- 07, the department offered 19 sections with an enrollment of 417 students - a steady growth rate tied to the launch of the Anthropology concentration. In the fall 2009 semester alone, the department offered 17 classes (including five Introduction to Anthropology courses) with 275 students enrolled. The Anthropology schedule for spring 2010 anticipates 15 classes bringing the total number of Anthropology offerings for the entire academic year 2009-10 to 29. Moreover, a number of Anthropology courses support Integrative Liberal Studies clusters and intensives and in this way serve the wider Liberal Arts curriculum.

**Table 1: Students Declaring a Concentration in Anthropology 2004-2009**

| <b>Anthropology</b> | <b>2004-05</b> | <b>2005-06</b> | <b>2006-07</b> | <b>2007-08</b> | <b>2008-09</b> | <b>2009-10<sup>7</sup></b> |
|---------------------|----------------|----------------|----------------|----------------|----------------|----------------------------|
| Sections            | 17             | 12             | 19             | 21             | 20             | 17                         |
| Enrollment          | 370            | 312            | 417            | 451            | 383            | 275                        |
| Concentrations      | 7              | 16             | 28             | 24             | 31             | 17                         |

<sup>7</sup> Fall 2009 Semester Only

During fall 2008, the department conducted a survey to ascertain student interest in the Anthropology major (see table 2). This was a non-stratified sample, asking all students who were taking any class offered by the department (that is, Sociology and Anthropology classes).. We obtained 255 responses. If controlled for “type of major”, the survey shows that among 32 students who declared to be a Sociology major with a concentration in Anthropology, 20 responded that it is “very likely” that, if offered, they would declare a major in Anthropology. 7 students responded with “likely,” 2 students responded “somewhat likely,” and only 3 students responded “not likely.”

Moreover, of the 255 students interviewed, 93 students stated that it is either “very likely” (34 students), “likely” (27 students) or “somewhat likely” (47 students) that they would declare an Anthropology major. Notice that this result included all types of students: non-Sociology majors, Sociology majors, and Sociology majors with a Concentration in Anthropology. This result reflects another point made earlier. There is a tremendous growth potential for Anthropology, one that is not a zero-sum game for the department, i.e., growth in Anthropology students entails a necessary loss of Sociology students. To the contrary, with Anthropology, the department as a whole can grow. This is good news for the Social Sciences, and good news for UNC-Asheville.

Out of 161 non-Sociology majors who answered the survey, a total of 48 students stated that it is “very likely” (6 students), “likely” (12 students) or “somewhat likely” (30 students) that they would declare a major in Anthropology. From the same pool of non-Sociology majors, 110 students declared that if offered, they would “not likely” declare a major in Anthropology. This is an interesting finding. Though not (necessarily) interested in becoming an Anthropology major, many students are nevertheless interested in what Anthropology has to offer, which, from the perspective of the department, is of crucial relevance for our mission and vision for UNC-Asheville.

**Table 2: Interest in Declaring a Major in Anthropology**

| Major          | If Offered, I Would Declare a Major in Anthropology |             |           |             |                 |             |            |             |            |            |
|----------------|---|-------------|-----------|-------------|-----------------|-------------|------------|-------------|------------|------------|
|                | Very Likely   |             | Likely    |             | Somewhat Likely |             | Not Likely |             | Don't Know |            |
|                | N   | Pct         | N         | Pct         | N               | Pct         | N          | Pct         | N          | Pct        |
| Not Applicable | 3   | 11.1        | 4         | 14.8        | 8               | 29.6        | 10         | 37.0        | 2          | 7.4        |
| Non-Soc Major  | 6   | 3.7         | 12        | 7.5         | 30              | 18.6        | 100        | 62.1        | 13         | 8.1        |
| Sociology      | 5   | 15.2        | 4         | 12.1        | 7               | 21.2        | 17         | 51.5        |            |            |
| Soc-Anth Conc  | 20  | 62.5        | 7         | 21.9        | 2               | 6.3         | 3          | 9.4         |            |            |
| <b>Total</b>   | <b>34</b>   | <b>13.3</b> | <b>27</b> | <b>10.7</b> | <b>47</b>       | <b>18.6</b> | <b>130</b> | <b>51.4</b> | <b>15</b>  | <b>5.9</b> |

**3. Societal need**

As indicated above, Anthropology majors are trained to document, interpret, and translate across human differences. These are essential skills for the discipline. They are also eminently portable, useful in many other disciplines, industries, and organizations. As the demographic profile of our state (and nation) changes, institutions of all sorts will require employees who are trained to help them understand, address, and appeal to these differences. In many respects, the Anthropology major personifies the liberally educated person – but with a key distinction: the Anthropology major knows the world is not composed of like-minded people. As institutions respond to diversification they will need help from people who understand these differences and know how to work across them.

**4. Impact on existing undergraduate and/or graduate academic programs of your institution (e.g., Will the proposed program strengthen other programs? Will it stretch existing resources? How many of your programs at this level currently fail to meet Board of Governors' productivity criteria? Is there a danger of proliferation of low-productivity degree programs at the institution?)**

The creation of an Anthropology major strengthens the Liberal Arts and the university. What is more, the creation of a new degree program can be done at minimal cost to the University (see also Summary of Estimated Cost, below). It supports academic cohesion and integrity. It expands curricular offerings and interdisciplinary teaching and learning. It enriches Integrative Liberal Studies. Anthropology majors take courses in Health and Wellness, Religious Studies, Women's Studies, Africana, Arts, Biology, Classics, Economics, and more. Essentially, Anthropology students constitute a demand for classes in other departments. Anthropology serves as a yardstick by which to gauge overall institutional promise – a promise that can easily be measured and evaluated by student surveys – as well as a conduit to disperse interdisciplinary teaching, thinking, and learning. In other words, Anthropology serves as a model of intra-institutional, interdisciplinary communication, in helping to convey who we are and what we do.

**B. Discuss potential program duplication and program competitiveness**

**1. Identify similar programs offered elsewhere in North Carolina. Indicate the location and distance from the proposing institution. Include a) public and b) private institutions of higher education**

The following UNC institutions offer a major in Anthropology (number of majors in parentheses, latest year is 2007, distance from UNCA in italics (see table 3): ASU (74, 85) , ECU (33,337), NCSU (45,239), UNC-CH (95,218), UNCC (42,126), UNCG (51,166), UNCW (38,319), and WCU (35, 57). Private institutions include Wake Forest University, Duke University, Davidson College, Elon University, Guilford College, Peace College, Warren Wilson

College. The North Carolina Independent Colleges and Universities website includes the above mentioned schools as well as 29 other schools, of which only 1 (Peace College) offers a major in Anthropology.

UNCA has a particular mission as the liberal arts school within the UNC system. To this end the UNC-General Administration has identified fifteen liberal arts colleges as peer institutions (see appendix 1), and UNC Asheville measures its standing by comparing itself to these schools. Of the 14 institutions that offer disciplinary majors (Evergreen State College does not), 10 offer a degree in Anthropology and 6 institutions have a combined department including Sociology and Anthropology (Bucknell University, Eastern Connecticut State University, Lafayette College, Massachusetts College of Liberal Arts, Richard Stockton College, and University of Mary Washington).

- 2. Indicate how the proposed new degree program differs from other programs like it in the University. If the program duplicates other UNC programs, explain a) why is it necessary or justified and b) why demand (if limited) might not be met through a collaborative arrangement (perhaps using distance education) with another UNC institution. If the program is a first professional or doctoral degree, compare it with other similar programs in public and private universities in North Carolina, in the region, and in the nation.**

Given the number of North Carolina Colleges and Universities that offer a major in Anthropology, meaningful comparisons – to public as well as private institutions - are difficult to make. However, a few comparative points can be made. UNC-Asheville is the only designated liberal arts university in the system. No other school has, nor seeks to have, the kind of curricular integration to its university-wide curriculum as do we. Several of the Anthropology departments in the UNC system are large enough to offer 2 or more areas of concentration (such as ASU which offers Cultural Anthropology, Archaeology, Linguistics, and Biological Anthropology). Others, such as UNCC have no area of concentration but focus on applied Anthropology. In contrast to them, UNC-Asheville offers Cultural Anthropology within a curriculum that is inextricably tied to the Sociology curriculum, and this singular curriculum is, in turn, conceived within the Liberal Arts education.

We believe that the creation of an Anthropology major comes at a crucial moment when UNC-Asheville itself has redefined its ILS curricula, its mission, and Strategic Plan. The timing is crucial. The Sociology and Anthropology department has built a curriculum around the wider curricular issues that are now taking shape at UNC-Asheville – such as diversity, sustainability, global readiness, and many other issues already mentioned. The Anthropology major can help guide UNC-Asheville on these fronts. It is no surprise to us that our faculty serve on campus-wide committees, such as ILSOC, Faculty Senate, Academic Programs Committee, Institutional Development Committee, and University Planning Council, whose job is to shape the university's future.

Anthropology is a discipline such as History, Biology, Economics, and Religious Studies that is traditionally offered within Liberal Arts curricula. Yet, there is no program or department at UNC Asheville that does what Anthropology does, in terms of scientific premises, theoretical perspectives, methods, and, last but not least, objects and subjects of analysis. And in terms of its curricular design and combination of Sociology and Anthropology, UNC Asheville is unique.

Collaborative efforts between UNC institutions, including distance education, are useful and have already yielded some fruitful results. The department will continue to explore such possibilities. However, a program such as the one envisioned cannot be realized through collaborative efforts with other institutions, as fruitful as they might be. Among others, as amply evidenced, the current demand for a major in Anthropology cannot be met in any other way. It is simply not realistic to assume that our students would get the same exposure to Anthropology, indeed the same education, that will be possible with the new program. Moreover, not having a degree program here at UNC Asheville will result in a serious supply deficit of precisely some of the key components of UNC Tomorrow, including undergraduate research (often community oriented) and community outreach (also geared towards WNC).

**C. Enrollment (baccalaureate programs should include only upper division majors, juniors and seniors).**

Headcount enrollment

Show a five-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); indicate which of these institutions you consulted regarding their experience with student demand and (in the case of professional programs) job placement. Indicate how their experiences influenced your enrollment projections.

**Table 3: Anthropology (CIP 45:0201) Majors and Degrees Awarded at UNC Institutions: Five Year Trend**

| School           | Fall Semester Majors |            |            |            |            | Graduates by AY |            |            |            |            | Distance to UNCA |
|------------------|----------------------|------------|------------|------------|------------|-----------------|------------|------------|------------|------------|------------------|
|                  | 2003                 | 2004       | 2005       | 2006       | 2007       | 2002-03         | 2003-4     | 2004-05    | 2005-06    | 2006-07    |                  |
| ASU              | 71                   | 76         | 83         | 81         | 74         | 30              | 32         | 33         | 32         | 36         | 85               |
| ECU              | 34                   | 18         | 24         | 36         | 33         | 9               | 27         | 11         | 8          | 15         | 337              |
| NCSU             | 37                   | 33         | 36         | 41         | 45         | 4               | 15         | 19         | 15         | 25         | 239              |
| UNC-CH           | 97                   | 90         | 81         | 102        | 95         | 41              | 55         | 51         | 37         | 42         | 218              |
| UNCC             | 38                   | 45         | 41         | 40         | 42         | 16              | 9          | 17         | 20         | 15         | 126              |
| UNCG             | 37                   | 39         | 34         | 40         | 51         | 11              | 17         | 16         | 17         | 11         | 166              |
| UNCW             | 40                   | 43         | 40         | 29         | 38         | 13              | 16         | 18         | 22         | 12         | 319              |
| WCU              | 15                   | 21         | 31         | 31         | 35         | 11              | 6          | 8          | 12         | 9          | 57               |
| <b>UNC Total</b> | <b>369</b>           | <b>365</b> | <b>370</b> | <b>400</b> | <b>413</b> | <b>135</b>      | <b>177</b> | <b>173</b> | <b>163</b> | <b>165</b> |                  |

Use the format in the chart below to project your enrollment in the proposed program for four years and explain the basis for the projections:

|               | Year 1<br>(2010 - 2011) | Year 2<br>(2011 -2012) | Year 3<br>(2012 - 2013) | Year 4<br>(2013-2014) |
|---------------|-------------------------|------------------------|-------------------------|-----------------------|
| Full-time     | 10                      | 15                     | 20                      | 30                    |
| Part-time     | 2                       | 4                      | 5                       | 5                     |
| <b>TOTALS</b> | <b>12</b>               | <b>19</b>              | <b>25</b>               | <b>35</b>             |

Please indicate the anticipated steady-state headcount enrollment after four years:

Full-time: 30 Part-time: 5 Total: 35

SCH production (upper division program majors, juniors and seniors *only*, for baccalaureate programs).

Use the format in the chart below to project the SCH production for four years. Explain how SCH projections were derived from enrollment projections (see UNC website for a list of the disciplines comprising each of the four categories).

| <b>Year 1</b>           | <b>Student Credit Hours</b> |                |                 |
|-------------------------|-----------------------------|----------------|-----------------|
| <b>Program Category</b> | <b>UG</b>                   | <b>Masters</b> | <b>Doctoral</b> |
| Category I              | 247                         |                |                 |
| Category II             | 83                          |                |                 |
| Category III            | 50                          |                |                 |
| Category IV             |                             |                |                 |

| <b>Year 2</b>           | <b>Student Credit Hours</b> |                |                 |
|-------------------------|-----------------------------|----------------|-----------------|
| <b>Program Category</b> | <b>UG</b>                   | <b>Masters</b> | <b>Doctoral</b> |
| Category I              | 382                         |                |                 |
| Category II             | 128                         |                |                 |
| Category III            | 78                          |                |                 |
| Category IV             |                             |                |                 |

| <b>Year 3</b>           | <b>Student Credit Hours</b> |                |                 |
|-------------------------|-----------------------------|----------------|-----------------|
| <b>Program Category</b> | <b>UG</b>                   | <b>Masters</b> | <b>Doctoral</b> |
| Category I              | 505                         |                |                 |
| Category II             | 169                         |                |                 |
| Category III            | 103                         |                |                 |
| Category IV             |                             |                |                 |

| <b>Year 4</b>           | <b>Student Credit Hours</b> |                |                 |
|-------------------------|-----------------------------|----------------|-----------------|
| <b>Program Category</b> | <b>UG</b>                   | <b>Masters</b> | <b>Doctoral</b> |
| Category I              | 729                         |                |                 |
| Category II             | 244                         |                |                 |
| Category III            | 148                         |                |                 |
| Category IV             |                             |                |                 |

### III. Program Requirements and Curriculum

#### A. Program Planning.

1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program

College of Holy Cross (MA), Denison University (OH), DePauw University (IN), St Olaf College (MN).

2. List other institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports, committee findings, and simulations (cost, enrollment shift, induced course load matrix, etc.) generated in planning the proposed program.

Linda Wolfe, Chair, East Carolina University, September 7, 2009.

Holly Mathews, East Carolina University, September 10, 2009.

Pat Beaver, Appalachian State University, September 14, 2009.

Gregory Reck, Chair, Appalachian State University, September 18, 2009

Susan Keefe, Former Chair, Appalachian State University, September 22, 2009.

Katherine Novak, Chair, Department of Sociology, Butler University, October 2008.

Antonio Menendez, Department of Sociology, Butler University, October 2008.

**B. Admission. List the following:**

- 1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).**

No specific or unique requirements for admission to Anthropology degree. Student must meet UNCA general requirements (e.g. student in good standing,). Student must meet curricular requirements to be able to declare a major in Anthropology (these will be similar to those students must meet to declare a major in Sociology: (nine hours of Anthropology, six of which must be at 200 levels and above.)

- 2. Documents to be submitted for admission (listing or sample).**

No special documents necessary.

**C. Degree requirements. List the following:**

- 1. Total hours required. Major. Minor.**

Major: 36.

Minor: 18.

- 2. Proportion of courses open only to graduate students to be required in program (graduate programs only).**

NA

- 3. Grades required.**

Student must complete Ant 455 with a grade of C or better. Students must meet departmental minimum GPA to graduate (2.0).

- 4. Amount of transfer credit accepted.**

Transfer credits are evaluated by chair in consultation with department faculty. No limit on transfer credits. UNC Asheville requires completion of one half the credits for the major in residence.

- 5. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.).**

All majors require oral competency, computer technology competency, and major competency.

- 6. Language and/or research requirements.**

Students must successfully pass Ant 455.

- 7. Any time limits for completion.**

NA

**D. List existing courses by title and number and indicate (\*) those that are required. Include an explanation of numbering system. List (under a heading marked “new”) and describe new courses proposed.**

Ant 100 \* Introduction to Cultural Anthropology  
Soc/Ant 225\* Social and Cultural Inquiry  
Ant 280 Cultures of Africa  
Ant 325 Culture and Mind  
Ant 336\* Ethnographic Methods  
Ant 350 Body Disability and Culture  
Ant 353 Culture and the Individual  
Ant 361 Writing Gender  
Ant 365 Death and Dying  
Ant 373 Zen Anthropology  
Ant 373 Making of Modern Middle east  
Ant 373 Gender in Latin America and the Caribbean  
Ant 373 Disrupted Lives The Anthropology of Social Suffering  
Ant 379 Navigating Cultures  
Soc/Ant 400 Internship  
Soc 420\* Difference and Inequality  
Ant 425 Manhood and Masculinities  
Ant 455\* Senior Thesis Seminar  
Ant 465\* Senior Symposium  
Ant 499 Undergraduate Research in Anthropology  
Ant 171, 217, 371, 471 Special Topics in Anthropology

New courses proposed

Ant 273 Anthropology of Gender  
Ant 379 Islam and theory  
Ant 379 Medical Anthropology  
Ant 373 Globalization, Transnationalism and Culture  
Ant 373 Archaeology, Heritage, Power  
Ant 373 Islam and the Politics of Knowledge

**IV. Faculty**

**A. List the names of persons now on the faculty who will be directly involved in the proposed program. Provide complete information on each faculty member's education, teaching experience, research experience, publications, and experience in directing student research, including the number of theses and dissertations directed for graduate programs. The official roster forms approved by SACS can be submitted rather than actual faculty vita.**

Dr Heidi Kelley, Professor of Anthropology  
Dr John Wood, Associate Professor of Anthropology  
Dr Oguz Erdur, Visiting Assistant Professor of Anthropology  
Dr Lauren Fordyce, Lecturer in Anthropology

Information on these faculty is compiled in appendix 2.

**B. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.**

The department has 4 Anthropology faculty. 2 tenure track and 2 non-tenure track. Starting fall 2010, 3 of the 4 will be tenure track. To meet growth demand, the department hopes to convert the 4<sup>th</sup> one to tenure track in the near future. The department has enough faculty to launch the new major but based on current projections, a more optimal scenario would be one with 4 tenure track positions.

**C. If the employment of new faculty requires additional funds, please explain the source of funding.**

The conversion of one non tenure track position to tenure track will require a small amount of additional funds.

**D. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research**

The curriculum is already in place. The major will not affect course load, public service activities etc. However, the new major can expand opportunities for faculty scholarship, for service learning, for undergraduate research, and for increasing department engagement with the community (for both faculty and staff).

**V. Library**

**A. Provide a statement as to the adequacy of present library holdings for the proposed program.**

In consultation with UNCA library, the department coordinates book purchases and journal subscriptions. Current library holdings are adequate.

**B. State how the library will be improved to meet new program requirements for the next five years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?**

Current budgetary constraints make it difficult to improve library holdings in general, and Anthropology holdings in specific. The new major could no doubt benefit from better budgetary conditions; however, they (i.e. improved or improving budgets) are by no means necessary to offer the major.

**C. Discuss the use of other institutional libraries.**

UNC Asheville is in partnership with ASU and WCU through the ABC Express. Interlibrary loans connect us to 2 or 3 major university libraries in the region (Chapel Hill and Duke University).

**VI. Library**

**A. Describe facilities available for the proposed program.**

Existing facilities include: UNC-Asheville library, classrooms.

**B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.**

Existing facilities are adequate.

**C. Discuss any information technology services needed and/or available.**

Information technology is already available.

**D. Discuss sources of financial support for any new facilities and equipment.**

NA

## VII. Administration

Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.

The new major will be administered through the department of Sociology, which, upon establishment of the new major, will be renamed Department of Sociology and Anthropology. An organizational chart is appended (appendix 3)

## VIII. Accreditation

Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation. If the proposed new degree program is at a more advanced level than those previously authorized or if it is in a new discipline division, was SACS notified of a potential "substantive change" during the planning process? If so, describe the response from SACS and the steps that have been taken to date with reference to the applicable procedure.

NA

## IX. Supporting Fields

Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

NA

## X. Additional Information

Include any additional information deemed pertinent to the review of this new degree program proposal.

## XI. Budget

Provide estimates (using the attached form) of the additional costs required to implement the program and identify the proposed sources of the additional required funds. *Use SCH projections (section II.C.) to estimate new state appropriations through enrollment increase funds.* Prepare a budget schedule for each of the first three years of the program, indicating the account number and name for all additional amounts required. Identify EPA and SPA positions immediately below the account listing. New SPA positions should be listed at the first step in the salary range using the SPA classification rates currently in effect. Identify any larger or specialized equipment and any unusual supplies requirements.

For the purposes of the second and third year estimates, project faculty and SPA position rates and fringe benefits rates at first year levels. *Include the continuation of previous year(s) costs in second and third year estimates.*

Additional state-appropriated funds for new programs may be limited and in recent years have been almost non-existent. Except in exceptional circumstances, institutions should request such funds for no more than three years (e.g., for start-up equipment, new faculty positions, etc.), at which time enrollment increase funds should be adequate to support the new program. Therefore it will be assumed that requests (in the "New Allocations" column of the following worksheet) are for one, two, or three years unless the institution indicates a continuing need and attaches a compelling justification. However, funds for new programs are more likely to be allocated for limited periods of time if available at all.

*[Form continues on next page.]*

**SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM**

*INSTITUTION* UNC Asheville *DATE* 9/29/09

*Program (CIP, Name, Level)* 45.0201 Anthropology

*Degree(s) to be Granted* BA *Program Year* 2010-11

**ADDITIONAL FUNDS REQUIRED - BY SOURCE**

|   | Reallocation of Present<br>Institutional Resources | Enrollment<br>Increase Funds | Federal Other<br>(Identify) | New<br>Allocations  | Total               |
|---|--|------------------------------|-----------------------------|---------------------|---------------------|
| <b><u>101 Regular Term Instruction</u></b>        |  |                              |                             |                     |                     |
| 1210 SPA Regular Salaries<br>(Identify positions) | \$ _____<br>(_____)                                | \$ _____<br>(_____)          | \$ _____<br>(_____)         | \$ _____<br>(_____) | \$ _____<br>(_____) |
| 1310 EPA Academic Salaries                        | \$ <u>4000.00</u>                                  | \$ _____                     | \$ _____                    | \$ _____            | \$ <u>4000.00</u>   |
| 1810 Social Security                              | \$ <u>306.00</u>                                   | \$ _____                     | \$ _____                    | \$ _____            | \$ <u>306.00</u>    |
| 1820 State Retirement                             | \$ <u>475.00</u>                                   | \$ _____                     | \$ _____                    | \$ _____            | \$ <u>475.00</u>    |
| 1830 Medical Insurance                            | \$ _____   | \$ _____                     | \$ _____                    | \$ _____            | \$ _____            |
| 2000 Supplies and Materials<br>(Identify)         | \$ _____<br>(_____)                                | \$ _____<br>(_____)          | \$ _____<br>(_____)         | \$ _____<br>(_____) | \$ _____<br>(_____) |
| 3000 Current Services<br>(Identify)               | \$ _____<br>(_____)                                | \$ _____<br>(_____)          | \$ _____<br>(_____)         | \$ _____<br>(_____) | \$ _____<br>(_____) |
| 4000 Fixed Charges<br>(Identify)                  | \$ _____<br>(_____)                                | \$ _____<br>(_____)          | \$ _____<br>(_____)         | \$ _____<br>(_____) | \$ _____<br>(_____) |
| 5000 Capital Outlay<br>(Equipment)(Identify)      | \$ _____<br>(_____)                                | \$ _____<br>(_____)          | \$ _____<br>(_____)         | \$ _____<br>(_____) | \$ _____<br>(_____) |
| <b>TOTAL - Regular Term<br/>Instruction</b>       | \$ <u>4781.00</u>                                  | (_____)                      | (_____)                     | (_____)             | \$ <u>4781.00</u>   |
| <b><u>151 Libraries</u></b>                       |  |                              |                             |                     |                     |
| (Identify accounts)                               | \$ _____   | \$ _____                     | \$ _____                    | \$ _____            | \$ _____            |
| <b>TOTAL - Libraries</b>                          | \$ _____   | \$ _____                     | \$ _____                    | \$ _____            | \$ _____            |
| <b>TOTAL ADDITIONAL COSTS</b>                     | \$ <u>4781.00</u>                                  | \$ _____                     | \$ _____                    | \$ _____            | \$ <u>4781.00</u>   |

Note: Accounts may be added or deleted as required.

**SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM**

*INSTITUTION* UNC Asheville *DATE* 9/29/09

*Program (CIP, Name, Level)* 45.0201 Anthropology

*Degree(s) to be Granted* BA *Program Year* 2011-12

**ADDITIONAL FUNDS REQUIRED - BY SOURCE**

|   | Reallocation of Present<br>Institutional Resources | Enrollment<br>Increase Funds | Federal Other<br>(Identify) | New<br>Allocations  | Total               |
|---|--|------------------------------|-----------------------------|---------------------|---------------------|
| <b><u>101 Regular Term Instruction</u></b>        |  |                              |                             |                     |                     |
| 1210 SPA Regular Salaries<br>(Identify positions) | \$ _____<br>(_____)                                | \$ _____<br>(_____)          | \$ _____<br>(_____)         | \$ _____<br>(_____) | \$ _____<br>(_____) |
| 1310 EPA Academic Salaries                        | \$ <u>4000.00</u>                                  | \$ _____                     | \$ _____                    | \$ _____            | \$ <u>4000.00</u>   |
| 1810 Social Security                              | \$ <u>306.00</u>                                   | \$ _____                     | \$ _____                    | \$ _____            | \$ <u>306.00</u>    |
| 1820 State Retirement                             | \$ <u>475.00</u>                                   | \$ _____                     | \$ _____                    | \$ _____            | \$ <u>475.00</u>    |
| 1830 Medical Insurance                            | \$ _____   | \$ _____                     | \$ _____                    | \$ _____            | \$ _____            |
| 2000 Supplies and Materials<br>(Identify)         | \$ _____<br>(_____)                                | \$ _____<br>(_____)          | \$ _____<br>(_____)         | \$ _____<br>(_____) | \$ _____<br>(_____) |
| 3000 Current Services<br>(Identify)               | \$ _____<br>(_____)                                | \$ _____<br>(_____)          | \$ _____<br>(_____)         | \$ _____<br>(_____) | \$ _____<br>(_____) |
| 4000 Fixed Charges<br>(Identify)                  | \$ _____<br>(_____)                                | \$ _____<br>(_____)          | \$ _____<br>(_____)         | \$ _____<br>(_____) | \$ _____<br>(_____) |
| 5000 Capital Outlay<br>(Equipment)(Identify)      | \$ _____<br>(_____)                                | \$ _____<br>(_____)          | \$ _____<br>(_____)         | \$ _____<br>(_____) | \$ _____<br>(_____) |
| <b>TOTAL - Regular Term<br/>Instruction</b>       | \$ <u>4781.00</u>                                  | (_____)                      | (_____)                     | (_____)             | \$ <u>4781.00</u>   |
| <b><u>151 Libraries</u></b>                       |  |                              |                             |                     |                     |
| (Identify accounts)                               | \$ _____   | \$ _____                     | \$ _____                    | \$ _____            | \$ _____            |
| <b>TOTAL - Libraries</b>                          | \$ _____   | \$ _____                     | \$ _____                    | \$ _____            | \$ _____            |
| <b>TOTAL ADDITIONAL COSTS</b>                     | \$ <u>4781.00</u>                                  | \$ _____                     | \$ _____                    | \$ _____            | \$ <u>4781.00</u>   |

Note: Accounts may be added or deleted as required.

**SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM**

*INSTITUTION* UNC Asheville *DATE* 9/29/09

*Program (CIP, Name, Level)* 45.0201 Anthropology

*Degree(s) to be Granted* BA *Program Year* 2012-13

**ADDITIONAL FUNDS REQUIRED - BY SOURCE**

|   | Reallocation of Present<br>Institutional Resources | Enrollment<br>Increase Funds | Federal Other<br>(Identify) | New<br>Allocations  | Total               |
|---|--|------------------------------|-----------------------------|---------------------|---------------------|
| <b><u>101 Regular Term Instruction</u></b>        |  |                              |                             |                     |                     |
| 1210 SPA Regular Salaries<br>(Identify positions) | \$ _____<br>(_____)                                | \$ _____<br>(_____)          | \$ _____<br>(_____)         | \$ _____<br>(_____) | \$ _____<br>(_____) |
| 1310 EPA Academic Salaries                        | \$ <u>4000.00</u>                                  | \$ _____                     | \$ _____                    | \$ _____            | \$ <u>4000.00</u>   |
| 1810 Social Security                              | \$ <u>306.00</u>                                   | \$ _____                     | \$ _____                    | \$ _____            | \$ <u>306.00</u>    |
| 1820 State Retirement                             | \$ <u>475.00</u>                                   | \$ _____                     | \$ _____                    | \$ _____            | \$ <u>475.00</u>    |
| 1830 Medical Insurance                            | \$ _____   | \$ _____                     | \$ _____                    | \$ _____            | \$ _____            |
| 2000 Supplies and Materials<br>(Identify)         | \$ _____<br>(_____)                                | \$ _____<br>(_____)          | \$ _____<br>(_____)         | \$ _____<br>(_____) | \$ _____<br>(_____) |
| 3000 Current Services<br>(Identify)               | \$ _____<br>(_____)                                | \$ _____<br>(_____)          | \$ _____<br>(_____)         | \$ _____<br>(_____) | \$ _____<br>(_____) |
| 4000 Fixed Charges<br>(Identify)                  | \$ _____<br>(_____)                                | \$ _____<br>(_____)          | \$ _____<br>(_____)         | \$ _____<br>(_____) | \$ _____<br>(_____) |
| 5000 Capital Outlay<br>(Equipment)(Identify)      | \$ _____<br>(_____)                                | \$ _____<br>(_____)          | \$ _____<br>(_____)         | \$ _____<br>(_____) | \$ _____<br>(_____) |
| <b>TOTAL - Regular Term<br/>Instruction</b>       | \$ <u>4781.00</u>                                  | (_____)                      | (_____)                     | (_____)             | \$ <u>4781.00</u>   |
| <b><u>151 Libraries</u></b>                       |  |                              |                             |                     |                     |
| (Identify accounts)                               | \$ _____   | \$ _____                     | \$ _____                    | \$ _____            | \$ _____            |
| <b>TOTAL - Libraries</b>                          | \$ _____   | \$ _____                     | \$ _____                    | \$ _____            | \$ _____            |
| <b>TOTAL ADDITIONAL COSTS</b>                     | \$ <u>4781.00</u>                                  | \$ _____                     | \$ _____                    | \$ _____            | \$ <u>4781.00</u>   |

Note: Accounts may be added or deleted as required.

## **XII. Evaluation Plans**

All new degree program proposals must include an evaluation plan which includes: (a) the criteria to be used to evaluate the quality and effectiveness of the program, (b) measures to be used to evaluate the program, (c) expected levels of productivity of the proposed program for the first four years of operation (number of graduates), (d) the names, addresses, e-mail addresses, and telephone numbers of at least three persons (six reviewers are needed for graduate programs) qualified to review this proposal and to evaluate the program once operational, and (e) the plan and schedule to evaluate the proposed new degree program prior to the completion of its fifth year of operation once fully established.

### **Program Evaluation Format**

#### **A. Criteria to be used to evaluate the proposed program:**

Since the new major will be part of the sociology and Anthropology department, the ongoing and changing assessment instruments will be extended to the major. The department participates in the biennial assessment of UNCA departments and programs. The assessment criteria and objectives are listed in appendix 4.

#### **B. Measures to be used to evaluate the program:**

The new major will benefit from an already existing integrated curriculum. This curriculum is integrated with the Sociology major. Furthermore, the department's curriculum is integrated into UNC-Asheville's liberal arts as well as Integrative Liberal Studies. All existing measures will be extended to include Anthropology. Productivity measures are already in place and will continue to inform the department about growth potential and growth opportunities and needs. Evaluative measures are also already in place. All majors in the department are required to take Soc/Ant 455. Therefore, all majors are required to do a senior thesis. A team of faculty regularly observes student thesis presentations and provides feedback to the instructors.

#### **C. Projected productivity levels (number of graduates):**

We assume that, once in place, many students currently declared as Sociology major with Anthropology concentration will switch over to an Anthropology major. Currently (fall 09), there are 17 students. Hence, the projections are as follows. Growth rates will be strongly affected by the department's ability to retain the third Anthropology position and possibly the fourth, new position.

|             |           |
|-------------|-----------|
| AY 2010-11: | 15 Majors |
| AY 2011-12: | 20 Majors |
| AY 2012-13: | 25 Majors |
| AY 2013-14: | 30 Majors |

#### **D. Recommended consultant/reviewers: Names, titles, addresses, e-mail addresses, and telephone numbers.**

Mary Anglin, University of Kentucky, Appalachian Center, Department of Anthropology. 212 Lafferty Hall, Lexington, KY 40506-0024. Phone 859-257-1051. E-mail: mary.anglin@uky.edu.

#### **E. Plan for evaluation prior to fifth operational year.**

The department will conduct a major revision of the Anthropology major in the fall of year 3 of implementation (fall 2012).

**XIII. Reporting Requirements**

Institutions will be expected to report on program productivity after one year and three years of operation. This information will be solicited as a part of the biennial long-range planning revision.

**Proposed date of initiation of proposed degree program:** Proposed date of initiation of major: Fall 2010.  
This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: 

**Appendix 1**  
**Anthropology Programs at UNC General Administration Peer Institutions**

| <i><b>Institutions</b></i>             | <i><b>Anthropology Programs</b></i> |                     | <i><b>Department</b></i>           |
|--|-------------------------------------|---------------------|------------------------------------|
|  | <i><b>Major</b></i>                 | <i><b>Minor</b></i> |                                    |
| Bucknell University (PA)               | Yes                                 | Yes                 | Sociology/Anthropology             |
| Eastern Connecticut State University   | No                                  | Yes                 | Sociology/Anthropology/Social Work |
| Evergreen State College (WA) *         | NA                                  | NA                  | NA                                 |
| Furman University (SC)                 | No                                  | No                  | Sociology                          |
| Lafayette College (PA)                 | Yes                                 | Yes                 | Sociology/Anthropology             |
| Massachusetts College of Liberal Arts  | No                                  | Yes                 | Sociology/Anthropology/Social Work |
| New College of Florida                 | Yes                                 | Yes                 | Anthropology                       |
| Ramapo College of New Jersey           | No                                  | Yes                 | American & International Studies   |
| Richard Stockton College of New Jersey | Yes                                 | Yes                 | Sociology/Anthropology             |
| St. Mary's College (MD)                | Yes                                 | Yes                 | Anthropology                       |
| SUNY Geneseo (NY)                      | Yes                                 | Yes                 | Anthropology                       |
| Truman State University (MO)           | Yes                                 | Yes                 | Society & Environment              |
| Union College (NY)                     | Yes                                 | Yes                 | Anthropology                       |
| University of Minnesota at Morris      | Yes                                 | Yes                 | Anthropology                       |
| University of Mary Washington (VA)     | Yes                                 | Yes                 | Sociology/Anthropology             |

\* All interdisciplinary degrees; Anthropology courses are offered.

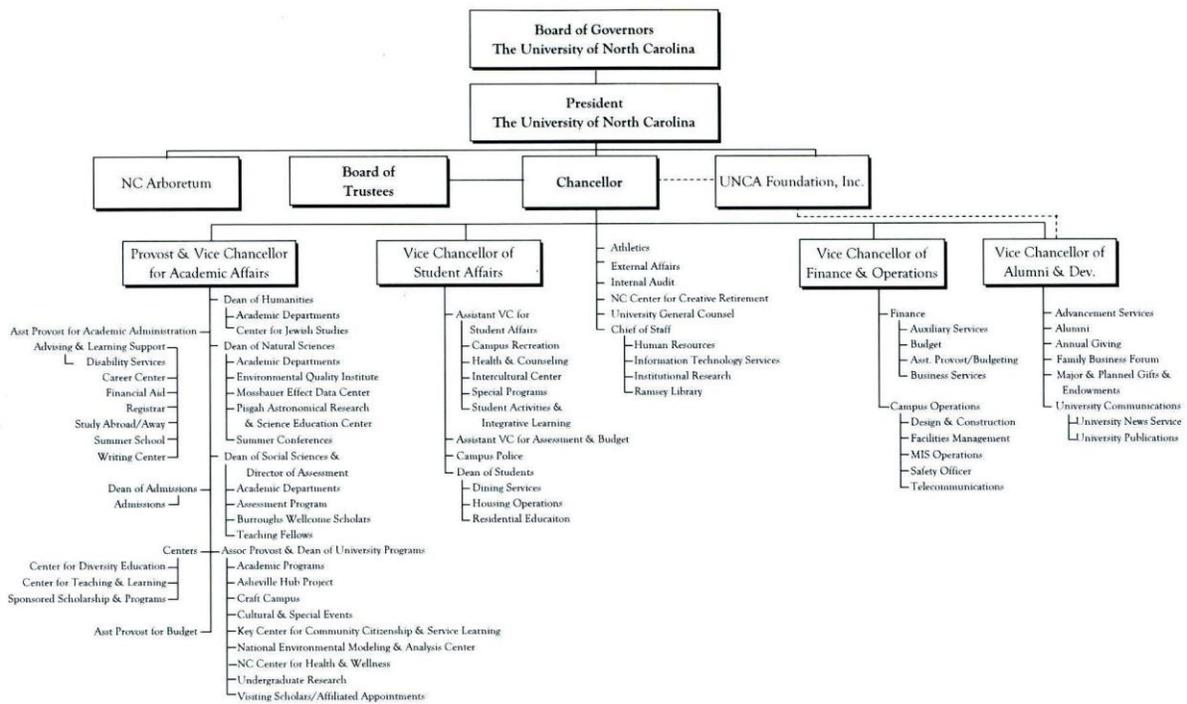
**Appendix 2**  
**Faculty directly involved in the proposed program, plus academic information**

| Name  | Degree  | Area of Specialty  | Courses   |
|---|---|--|---|
| <b>Heidi Kelley</b><br>Professor                  | Ph.D Anthropology (U of Washington)<br>M.A. Anthropology (Washington)<br>B.A. Anthropology (Lawrence University)                  | Europe, Latin America, Gender, Disability Studies, Psychological Anthropology, Medical Anthropology, Family and Kinship  | Body, Disability, and Culture; Writing Gender: Anthropology of the “New” Old Europe; Navigating Cultures; Anthropology of Social Suffering; Senior Thesis |
| <b>John Wood</b><br>Associate Professor           | Ph.D. Anthropology (Emory University)<br>M.A. Anthropology (Emory)<br><br>B.A. Philosophy (Warren Wilson College)                 | Symbolic Anthropology, Race & Identity, Nomadism, Ethnographic Writing   | Cultures of Africa, Manhood & Masculinities, Culture & Mind, Death and Dying, Nomadism, Zen Anthropology, Social & Cultural Inquiry, Ethnographic Methods |
| <b>Oguz Erdur</b><br>Visiting Assistant Professor | Ph.D. Anthropology (Columbia University)<br><br>M.S. Environmental Science (Boğaziçi University)<br><br>B.A. Economics (Boğaziçi) | Modernity and Cultural Identity in Turkey; Muslim Societies; The Middle East; Political Islam; Secularism; Anthropological Theory; Writing and Representation in Ethnography; Philosophy of Friedrich Nietzsche; Archaeology and Cultural Heritage; Gender and Sexuality; Environmentalism | Making of the Modern Middle East, Islam & Theory, Introduction to Cultural Anthropology   |
| <b>Lauren Fordyce,</b><br>Lecturer                | Ph.D. Anthropology (University of Florida)<br><br>M.A. Anthropology (Florida)<br><br>B.A. Anthropology (UNC Wilmington)           | Haiti, Anthropology of Sex and Gender, Medical Anthropology, Women’s Health  | Gender in Latin America & the Caribbean, Medical Anthropology, Introduction to Cultural Anthropology  |

### Appendix 3

## Department of Sociology and Anthropology. UNC Asheville Organizational Chart

UNC Asheville Organizational Chart: 2008-09



## **Appendix 4**

### **Sociology/Anthropology Assessment Criteria and Objectives**

A number of factors shape the department's learning objectives, including the department's mission statement, the University's mission statement (see UNCA homepage), the Strategic Plan (see UNCA homepage), and last but not least the ongoing review and revision of our curriculum.

-Learning Objective 1: Students are able to think critically, write articulately, and give clear and effective oral presentations.

-Learning Objective 2: Students are able to link substantive topics, theory and methods.

-Learning Objective 3: Students demonstrate an understanding and appreciation of diversity, intersectionality of statuses, and causes and consequences of inequality.

The following assessment methods were applied to examine the above learning objectives:

Method 1: Department review of "Social and Cultural Inquiry" oral and written projects (Soc/Anth 225).

Method 2: Department review of "Senior Theses" (Soc/Ant 455).

Method 3: Department review of Sociology and Anthropology "Senior Symposium" projects (Soc 465 and Anth 465).

Method 4: Data from Senior Exit survey 2008

Method 5: Review of Anthropology Major Curriculum