

University of Arkansas
Department of Anthropology
Graduate Assessment Report, 2022-2023

I. Background

The Department of Anthropology offers an MA and Ph.D., specializing in one of the three subdisciplines represented within the department – Cultural Anthropology, Archeology, and Biological Anthropology. MA and Ph.D. students' training and coursework are supervised by an advisor as well as a committee. After completing coursework and fulfilling the required number of hours for each degree, MA students may opt for a thesis, internship, or 36 hours of coursework. Ph.D. students are required to pass comprehensive exams overseen by the advisor and committee, defend a thesis proposal, and successfully complete and defend a thesis. Additionally, students are strongly encouraged to participate in professional research organizations and conferences, procure extramural funding for research support, and publish research before completing the degree. Learning outcomes and means of assessment are presented below.

Learning Outcomes -- (Research/Teaching/Service)

- Students will articulate research problems, potentials, and limits with respect to theory, knowledge, and practice within the field of Anthropology.
- Students will demonstrate skills in oral and written communication sufficient to publish and present work and to prepare grant proposals.
- Students will have a research experience that results in professional publication(s), thereby contributing to the expansion of knowledge.
- Students will demonstrate a mastery of skills and knowledge at a level required for college and university undergraduate teaching and assessment of student learning.
- Students will interact productively with people from diverse backgrounds as both leaders/mentors and team members with integrity and professionalism.
- Students will foster ethical and professional conduct.
- Students will demonstrate, through service, the value of their discipline to the academy and community at large.
- Students will have professional and specialized training so that they can move into careers in academic or non-academic tracks.

Assessment of Student Learning

Ph.D.

- Students are required to complete coursework to meet Graduate School and Departmental requirements. Further course work will be supervised by the primary advisor, in consultation with the student's committee where appropriate, to ensure sufficient preparation for the completion of the dissertation.
- Students will successfully complete a written qualifying examination. Questions and writing prompts pertaining the students' subfield will be written and evaluated by the primary advisor in consultation with the students' advisory committee.
- Students will successfully complete a thesis proposal to present and defend in an oral examination. Content and presentation will be evaluated by their primary advisor and the students' advisory committee.
- Students will successfully write and defend their research in a dissertation.
- Presentation, content, and quality will be evaluated by their primary advisor and the

- students' advisory committee.
- Students involved in laboratory research will provide the required laboratory notes/documentation to their supervising faculty member. The supervising faculty member will rate the student's ability to communicate clearly in the laboratory environment.
- Students will successfully complete Teaching Assistant (TA) training under the supervision of the instructor of record.
- Students will complete a resume-update form annually to be submitted to the Director of Graduate Studies at the end of the academic year.
- Students will be encouraged to present research results at professional conferences or other professional venues.

M.A.

- MA students will complete one of three options available (Thesis, 36 Hour, Internship) to successfully attain a master's degree.
- M.A. students involved in laboratory research will provide the required laboratory notes/documentation to their supervising faculty member. The supervising faculty member will rate the student's ability to communicate clearly in the laboratory environment.
- Students opting for the 36-hour degree will submit a complete resume including performance in classes, teaching, and extra-class reading to their committee, which will evaluate the adequacy of the training and performance, as well as administer an oral evaluation for the award of an MA. Students opting for the thesis will submit a written thesis to the primary advisor and committee and defend the thesis through a presentation and oral examination. Students completing an internship will be required to meet graduate school and departmental requirements for coursework and hours, and the student's advisor and the committee will evaluate the student's performance in accordance with professional standards to award an MA.
- Students will successfully complete Teaching Assistant (TA) training under the supervision of the instructor of record.
- Students disseminate research results at professional conferences or other professional venues.

II. Results

Enrollment (Spring 2023)

PhD: 22 students

MA: 17 students

Total: 39 students

PhDs Awarded: 2

MAAs Awarded: 4

Students Advancing to candidacy: 1

Conference Presentations: 11

Publications: 4

Grants/Awards: 11

PhD Awarded:

Romero, Ashley (Claire Terhune Advisor).

Zachary, Liam (Peter Ungar Advisor)

MAs Awarded

Noelle King

Leah Myerholtz

Gillian Steeno

Rudolph Wilkins

Notable Accomplishments:

Publications:

Romero AN, Mitchell DR, Cooke SB, Kirchhoff CA, Terhune CE. (2022) Craniofacial fluctuating asymmetry in gorillas, chimpanzees, and macaques. *American Journal of Physical Anthropology* 177(2):286-299.

Marion, J.S. & **Scanlan, J.** (2022). "Fashion and Gender in Superhero Comics and Films." In Eugenia Paulicelli, Veronica Manlow, & Elizabeth Wissinger (Eds.), *The Routledge Companion to Fashion Studies*, 382-390. Routledge.

Deane, A. S., Dodd, N., Vandergriff, A., Rachel, J., **Abella, E. F.**, & Musiba, C. (2022). What can monkey fossils tell us about early human evolution? New insights from the analysis of molar cusp proportions in fossil cercopithecoids from Laetoli, Tanzania. *The FASEB Journal*, 36.

Marino, M. D., Stoner, W. D., Fargher, L. F., & Glascock, M. D. (2022). Comparing three sample preparation techniques for portable X-ray fluorescence: A case study of Coarse Orange ceramic jars, Veracruz, Mexico. *Journal of Archaeological Science: Reports*, 41, 103315.

Conference Presentations:

Platyrrhine proximal humerus morphology reflects phylogeny and locomotor differences related to glenohumeral joint function. **LIAM M. ZACHARY** and JUSTIN T. GLADMAN

New Pliocene cercopithecoid primates from Laetoli, Tanzania (1998-2022). **ANDREW S. DEANE**, HAYDEN HURST, **ELICIA ABELLA**, JEREMY DESILVA, ELLISON MCNUTT, SHIRLEY RUBIN, ELLIE GUSTAFSON, KELLER VINCENT, DEVRY BECKETT, MARIHA CORBIN and CHARLES MUSIBA

Ontogenetic biomechanics of tufted (*Sapajus*) and untufted (*Cebus*) capuchin mandibles. **TAYLOR A. POLVADORE**, CAITLIN B. YOAKUM, **PARKER M. TAYLOR**, MARIANA DUTRA FOGAÇA, MEGAN A. HOLMES, MYRA F. LAIRD, JANINE CHALK-WILAYTO and **CLAIRE E. TERHUNE**

Canine Microwear in Relation to Diet in Four Sympatric Sumatran Primates. **PUTU PUJANTARI**, LUCAS DELEZENE, J. MICHAEL PLAVCAN, MARK TEAFORD and PETER UNGAR

Investigating covariation between hyoid shape and wishboning resistance in an ontogenetic sample of tufted and untufted capuchins. **PARKER M. TAYLOR**, TAYLOR A. POLVADORE, CAITLIN B. YOAKUM, JANINE CHALK-WILAYTO, MARIANA D. FOGAÇA, MEGAN A. HOLMES, MYRA F. LAIRD and CLAIRE E. TERHUNE

Mandible size and anterior tooth reduction in extant primates. **RUDOLPH J. WILKINS**

Dental remains of Pliocene-Pleistocene Cercopithecidae from Romania. **CRISTINA STAN**, VIRGIL DRĂGUSIN, STEFAN VASILE and MÁRTON VENCZEL

On the other hand: testing for bilateral asymmetry as a result of hand use in non-human primates. **LUCYNA A. BOWLAND** and **LESLEY H. EASON**

Preliminary Estimates of Maxillary Canine Sexual Dimorphism in Early Miocene Catarrhines using the Coefficient of Variation (CV) Method. **ERIKA MATTHEWS**

Patterns of Morphological Variation Among Cercopithecoid Fossil Femora. **LESLEY H. EASON**, LUCAS K. DELEZENE, THIERRA K. NALLEY, AMY L. RECTOR, DAGMAWIT GETAHUN and J. M. PLAVCAN

Skeletally mature individuals that experienced hurricane Hugo exhibit increased craniofacial fluctuating asymmetry. **ASHLY N. ROMERO** and CLAIRE E. TERHUNE

Grants/Awards:

Les Eason: Anatomy Teaching Fellow, High Point University

Graduate Student Exit Interview Report

This year the Department of Anthropology had six students graduate, four with an MA degree and two PhD. Both PhD students have accepted postdoctoral positions; one in the Department of Biomedical Sciences, Ohio University Heritage College of Osteopathic Medicine, and the other at the University of Arizona College of Medicine.

Concerning the strengths and weaknesses of the Department and the student's experiences, students generally feel that the quality of the faculty was very strong, but all pointed to problems associated with the small number of faculty in the department. There were not enough archeology or cultural classes. The former was especially associated with the loss of three archeology faculty in a relatively short period of time, but most students felt that the lack of course offerings made it difficult to fill departmental requirements and to get a strong background. One noted that there is no structure to develop a cohort of graduate students, and so there is a lack of opportunity to develop through interaction with other students. All felt that the pay was difficult, putting students into poverty and requiring some students to work outside in order to sustain basic needs (rent and food), which obviously impacts the student's ability to study.

In terms of logistical support, most felt that overall equipment and space were adequate, and that faculty are

supportive. All students noted that Workday continues to be problematic.

In spite of these critiques, which were given mostly in the light of constructive criticism, all students said that they had a positive experience in the department, and they felt that they were adequately trained for pursuing their endeavors.

J. Michael Plavcan
Director of Graduate Studies
Department of Anthropology
University of Arkansas, Fayetteville