

University of Arkansas
Department of Anthropology
Graduate Assessment Report, 2023-2024

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 (2023-2024)

PhD: 16 students

MA: 13 students

Total: 29 students

PhDs Awarded: 3

MA's Awarded: 6

Students Advancing to Candidacy: 1

Conference Presentations: 18
Grant and Travel Funding: \$57,000+

PhD Awarded:

Dr. Kyle Urquhart (ANTH PhD, Fall 2023)
Dr. Lucyna Bowland (ANTH PhD, Spring 2024)
Dr. Marc Marino (ANTH PhD, Spring 2024)

MAAs Awarded

Matthew Bilberry (ANTH MA, Fall 2023)
Eray Can (ANTH MA, Fall 2023)
Rudolph Wilkins (ANTH MA, Fall 2023)
Brooke Bierhaus (ANTH MA, Spring 2024)
Molly Militello (ANTH MA, Spring 2024)
Cristina Stan (ANTH MA, Spring 2024)

Notable Accomplishments:

Publications (student author bolded):

Holmes, Megan A., Claire E. Terhune, Janine Chalk-Wilayto, Caitlin B. Yoakum, **Parker Taylor**, Rocio Ramirez, Megan P. Solís et al. "Ontogenetic changes in jaw leverage and skull shape in tufted and untufted capuchins." *Journal of Morphology* 285, no. 5 (2024): e21705.

Sample of Conference Presentations (student author bolded):

LUCYNA A. BOWLAND. Hand use in Gorilla based on asymmetry of first metacarpal entheses. Presented at the American Association of Biological Anthropologists meetings.

CATHERINE L.W. CLAYTON and J. MICHAEL PLAVCAN. Sexual Selection and the Interaction between Facial Breadth and Canine Dimorphism. Presented at the American Association of Biological Anthropologists meetings.

LESLEY H. EASON, LUCAS K. DELEZENE, THIERRA K. NALLEY, AMY L. RECTOR and J. M. PLAVCAN. Revaluating evidence for *Theropithecus darti* from the Luangwa Valley, Zambia, during the Pliocene. Presented at the American Association of Biological Anthropologists meetings.

LEAH K. FEHRINGER, PATRICIA PRINCEHOUSE, JOHN ROWAN, KEVIN UNO and PETER S. UNGAR. Dental microwear of late Paleogene/ Neogene primates from the Turkana Basin of Kenya. Presented at the American Association of Biological Anthropologists meetings.

TAYLOR HUBBARD, LUCAS K. DELEZENE, THIERRA K. NALLEY, JOSEPH MUSEBA, AMY L. RECTOR, AMELIA VILLASEÑOR. Examining the Stable Isotope Variation of Mammals in South Luangwa National Park in the Context of Anthropogenic Influences. Presented at the PaleoAnthropology Society Meetings.

ERIKA M. MATTHEWS. Estimates of Canine Sexual Dimorphism in Miocene Catarrhines using six different methods. Presented at the American Association of Biological Anthropologists meetings.

MOLLY L. MILITELLO, DORI E. KENESSEY, CHRISTOPHER M. STOJANOWSKI and KATHLEEN S. PAUL. The role of the patterning cascade model in human premolar variation. Presented at the American Association of Biological Anthropologists meetings.

ALEJANDRA ORTIZ, KATHLEEN S. PAUL, ASHLY N. ROMERO, **MEUTIA H. HANAFIAH, MOLLY L. MILITELLO, CASSANDRA TURCOTTE and SUSAN C. ANTÓN.** Comparative relationship reconstruction from external and internal molar crown shape in a sample of pedigreed macaques. Presented at the American Association of Biological Anthropologists meetings.

CRISTINA STAN and CLAIRE TERHUNE. Temporal trends and geographical variation in dentition of *Macaca sylvanus*. Presented at the American Association of Biological Anthropologists meetings.

TAYLOR A. POLVADORE, CAITLIN B. YOAKUM, **PARKER M. TAYLOR, MEGAN A. HOLMES, MYRA F. LAIRD, JANINE CHALK-WILAYTO, CLÁUDIA MISUE KANNO, JOSÉ AMÉRICO DE OLIVEIRA, MARIANA DUTRA FOGAÇA, CALLUM F. ROSS, ANDREA B. TAYLOR and CLAIRE E. TERHUNE.** Ontogeny of masticatory muscle architecture in tufted and untufted capuchins. Presented at the American Association of Biological Anthropologists meetings.

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. Exploring the relationship between hyoid position and basihyal shape in an ontogenetic sample of tufted capuchins. Presented at the American Association of Biological Anthropologists meetings.

CHELSEA J. THOMPSON. The use of macromorphoscopic analysis to examine nonmetric skull variation within a gorilla subspecies: *Gorilla gorilla gorilla*. Presented at the American Association of Biological Anthropologists meetings.

KYLE URQUHART. Political Economy in Neighborhood Public Space at Angamuco, Michoacan. Presented at the Society of American Anthropologists Meetings.

AMELIA VILLASEÑOR, LUCAS DELEZENE, RAHAB KINYANJUI, ENQUYE NEGASH, **PORTER JOSHUA, ANNA BEHRESMEYER.** The (semi) arid ape: How the rift valley defined our niche. Presented at the PaleoAnthropology Society Meetings.

JOSHUA J. PORTER, RICHARD POTTS, ALISON S. BROOKS, AMELIA VILLASEÑOR. A Bio-Available Strontium Isoscape for the South Kenya Rift: Implications for Tracking Faunal Landscape Use. Presented at the PaleoAnthropology Society Meetings.

Grants/Awards:

Taylor Hubbard: Kay Simpson Travel Award: (\$500), Presentation Travel Grant (\$700)

Ana Maria Cristina Stan: Kay Simpson Travel Award (\$500)

Catherine Clayton: Kay Simpson Travel Award: \$500/GSIE Travel Award (\$700)

Molly Militello: C.G Tuner II/Cambridge University Press Poster Award

Valerie Contreras: Kay Simpson Travel Award (\$500)

Sophie Vogle: Bridge Fellowship from the UArk Gender Studies Program (\$1,000)

Bryce Drachenberg: Hester Davis internship in public archeology and Charles McGimsey Endowment 2024

Meutia Hanafiah: Doctoral Student Presentation Travel Grant (\$1,100)/ The Graduate and Professional Student Congress (GPSC) Travel Grant (\$750)/ Virginia Burdick International Scholarship Fund (\$1,500) / NSF I-Corps UofA SITE S.T.E.P Program (\$3,250)/ Commercialization Fellow, Winrock International (\$5,000)

Erika Matthews: Kay Simpson Travel Award (\$500)

Parker Taylor: Doctoral Dissertation Research Improvement Grant (DDRIG), National Science Foundation. (\$32,610).

Chelsea Thompson: Graduate School Professional Congress Travel Grant (\$1,000)

Graduate Student Exit Interview Report

This year the Department of Anthropology had nine students graduate: three PhDs and six MAs. Of the PhD graduates, two have positions with the Federal Emergency Management Agency and one will move into an Assistant Professor position teaching anatomy in a medical school. Of the MA graduates, one will be entering our PhD program in Fall 2024, one is planning to go to veterinary school, one has started a consulting firm, one has returned to his native Turkey to work as an archaeologist, and two have undefined plans.

Most graduates indicated that they felt positively toward the program and their experiences at the University of Arkansas, and all agreed that their training had adequately prepared them for their chosen paths moving forward. Several pointed to challenges with the course offerings available, specifically not having enough cultural anthropology or archaeology classes offered; both of these subdisciplines have seen turnover in faculty recently and the department is currently working to hire new faculty in these areas. Other students pointed to challenges meeting other graduate students and forming adequate peer networks due to having fewer graduate students in the program at present (which is also related to faculty turnover). All graduates felt that more guidance regarding program milestones and expectations/guidelines for when and how to complete specific requirements would have been helpful. All also agreed that graduate stipends were too low and that they required outside support (i.e., additional jobs, financial support from extended family and loved ones, etc.) to fully support their education.

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