

November 1, 2000

TO: Marsha Landolt, Dean and Vice Provost
The Graduate School

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Office of Undergraduate Education

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FROM: Miriam Kahn, Chair
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RE: Department of Anthropology Ten-Year Review

Department of Anthropology Ten-Year Review Summary of Recommendations and the Department's Responses

At the outset, the Department of Anthropology would like to express its endorsement of the generally very positive review.

We were delighted to see how clearly the committee was able to grasp, and how eloquently it was able to communicate, the complex nature of the discipline of Anthropology. As stated, "The semi-disarticulated structure of the Anthropology Department, while perhaps unusual compared to other Arts and Sciences Departments, is in fact not unusual among Anthropology Departments across the country that aspire to excellence in more than one subdiscipline." Indeed, this structure "is usual practice among Anthropology Departments seeking to sustain excellent graduate programs in several of the subfields of Anthropology and reflects the increasingly divergent specialization of research training... The diversity of approaches, techniques, and theoretical orientations brought to bear on an understanding of the human condition is the great strength of the discipline." It was especially encouraging to see that the committee noted our conscious and concerted efforts to maintain an integrated and interactive Department in spite of this, and that they praised our Department as representing "one of the most successful examples of a balance of structural differentiation and intellectual integration through the overlapping membership of its faculty in the different programs." As they noted, we accomplish this by means of "a structure that minimizes competition among the various subdisciplines for limited resources (FTEs, graduate support funds, etc.) while emphasizing the benefits that each subfield gains from the success of the others."

We were equally heartened to learn of the high opinion the committee held of our faculty at all ranks.

Most encouraging of all was to hear the comments by one of the outside reviewers, Peter Ellison (currently Dean of the Graduate School of Arts and Sciences, Harvard University, and formerly Chair of Harvard's Anthropology Department) on the topic of national rankings. In a meeting with the review committee members and the deans, he said that our department can break out of the middle group and enter the top echelon by continuing to do what we've recently been doing. This includes making excellent and aggressive appointments (and being able to retain these individuals) and turning our rebuilding challenges into opportunities for prominence and innovation. According to

him, if the department is able to respond positively to the recommendations in the ten-year review, we will be able to move up in the rankings to be among the top ten Anthropology Departments in the country.

Our responses to the report's specific recommendations are the result of numerous meetings that occurred over the summer and early this fall. Meetings took place among members of subdisciplinary units, between subdisciplinary units and outside advisors, among the full faculty, between the chair and individual staff members, and between the chair and graduate students. The positive review, its focused concerns, and the helpful suggestions all have inspired us to work collectively towards a constructive response. Indeed, several of the committee's recommendations were so edifying that we have already made significant headway in responding to them.

1. WEBSITE:

- The highest priority should be given to the completion of the website.

A new computer GSA, Julie Brugger, has been hired. Her title is Department Webmaster and her primary task this academic year will be to complete and improve the website. A committee has been formed of four faculty members (Holman, Lowe, Smith, and Wenke) who will serve as the web content contact people for each of the four subdisciplines.

2. DEPARTMENT STRUCTURE:

- We recommend the creation of a Director of Undergraduate Studies. This individual would oversee the ongoing review of the undergraduate curriculum, take charge of scheduling courses and ensuring that teaching responsibilities are fairly and evenly distributed, and supervise the mentoring of undergraduates continuing on to graduate study.

Faculty felt that the best person to take on most of the tasks recommended for this new position is Diane Guerra, currently the Director of Student Services / Undergraduate Advisor. This idea has since been communicated to Diane, who was extremely pleased to be considered for this. She welcomes the opportunity to increase her responsibilities, especially to gain more depth of knowledge about the content of courses and to work more closely with faculty. She, of course, will need to be compensated for taking on these additional responsibilities. An additional half month of summer salary seems reasonable. She will also need additional assistance since not only will she be doing more work than she is currently doing, but accomplishing it all within the same 9-month academic year. Thus, we would like to hire an additional student worker as a peer advisor to help her.

In this up-graded position, Diane would coordinate biennial teaching plans and provide a valuable point of focus and integration to undergraduate curriculum development in the Department as a whole and in the individual subdisciplines. She would also supervise the mentoring of undergraduates seeking to continue in graduate school. She already organizes an annual half-day event where undergraduates hear presentations and get to ask questions about graduate school from faculty and graduate students.

The great merit of this proposed arrangement is that Diane would combine in one office the different aspects of advising: course selection, career development, and negotiating the world of University regulations relating to graduation and major requirements.

The suggestion that the Director of Undergraduate Studies also take charge of scheduling courses and ensure that teaching responsibilities are fairly distributed will not be pursued. The Administrative Assistant will continue to schedule all courses since both undergraduate and graduate curricula must be coordinated. However, a new system will be put in place that allows for greater communication and oversight between the Administrative Assistant and the Director of Undergraduate Studies. The subdisciplinary coordinators will each ensure that teaching responsibilities are distributed fairly.

- We recommend that the Department think about greater inter-subdiscipline integration at the graduate level and about widening the scope of the faculty Graduate Program Coordinator's responsibilities. In most places, this job entails integration among subdisciplinary graduate student activities, assistance to graduate students in general strategies and tactics of professionalization, guidance in application for nationally competitive predoctoral fellowships, and similar oversight of the academic and professional life of the graduate student community.

The current Graduate Program Coordinator has decided to step down after this year. A new faculty member (Hunn) has already agreed to take over the position and to expand the responsibilities. Regular tasks would include overseeing the annual review of the graduate students and addressing issues that arise in regard to the GSSA document, as well as overseeing the academic and professional life of the graduate student community.

At present, the Department, through the Graduate Program Coordinator and the Graduate Program Coordinator/Assistant, provides all graduate students with a reception at the beginning of each academic year and provides a day of departmental orientation for all new graduate students. In addition, all graduate students, regardless of subdiscipline, are now required to take a new course in Teaching Anthropology (Anth 599), currently taught by Green.

Some of the other responsibilities listed above will be (and already are) handled by other means. For example, assistance to students in general strategies of professionalization will be covered in a new department-wide course to be offered annually. Guidance in application for nationally competitive fellowships is currently provided by the Graduate Program Coordinator/Assistant together with the chair of the student's supervisory committee. Also, there are already courses in each of the subdisciplines that cover proposal writing and funding opportunities.

3. FACULTY:

Untenured

- We underscore the special importance of the junior faculty for the future of the Department. The Department and the University need to do everything possible to retain this strong cohort.

We agree that the recent junior faculty hires have been a pivotal point in improving the Department and we will do everything possible to retain these outstanding individuals. This includes a request for a spousal appointment. We are on the verge of losing one of our junior faculty members, Janelle Taylor, if the University is unable to create a position for her spouse, Michael Rosenthal, who currently holds a tenure-track position in the Philosophy Department at Grinnell College. At this very moment, Grinnell is discussing with Taylor the details of creating a tenure-track position for her there. If the UW is unable to react similarly on behalf of Rosenthal, we have lost not only

Taylor, but the new infusion of energy that she brought to our Medical Anthropology Program.

We have an excellent record of making spousal appointments within the Department. This is an issue of great importance to us. For example, we have committed three of our own positions in the recent past to accommodate spouses (in the cases of Ivy/Pemberton, Blantuk/Fitzhugh and O'Connor/Holman). Thus, we are asking the Provost (since the College is not funding any spousal appointments this year) to investigate the possibility of creating a tenure-track position for Rosenthal, preferably in Jewish Studies with an affiliation in Philosophy.

- While most junior faculty feel relatively well mentored, we urge increased efforts in this area. One area that needs to be clarified is whether there are differential tenure performance expectations that respond to disciplinary differences in research and publishing trajectories. For example, do all disciplines require book-length publication? Are joint-authored papers more highly valued in the natural science-oriented disciplines? What is the value for tenure of book chapters in edited collections, and does this vary by discipline?

This will be discussed among the faculty at an up-coming faculty meeting and some general guidelines will be written up.

- We recommend that the Department revisit the issue of instructional assignments so that junior faculty are not disproportionately responsible for larger, lower level courses. The teaching of 200-level courses should be distributed across faculty ranks.

Faculty have agreed that the lower level courses should be taught by faculty across the ranks. Indeed, in scheduling next year's courses, this has already been addressed. See separate discipline responses below as well.

- The fieldwork required for research in Anthropology makes special demands on faculty time. To bring junior faculty leave practices into line with those of competitive research institutions elsewhere, we recommend that the Chair utilize the IRP (Instructional Responsibility Policy) exemption option whenever possible, to assure that junior faculty have time both to carry out their fieldwork and to prepare findings for publication.

An IRP exemption (which requires that faculty not be absent for more than two weeks) would not allow for extended fieldwork. It would (and does), however, provide valuable time for the preparation of grant proposals and publications. Currently, faculty do apply for IRP exemptions and these are readily granted. During this academic year (2000-01), three faculty applied for this (Anagnost, Hunn and Peña) and all were granted. For the following year (2001-02), two more faculty are applying (Keyes and Lowe). All that is needed is a brief statement by the faculty member explaining why the exemption is requested, which is then forwarded to the dean with a letter of support from the chair. The general issue of IRP exemptions is one that will be brought up for discussion at the Council of Faculty Affairs (by Hunn).

The faculty recommends that the IRP flexibility be extended to all faculty and not only to junior faculty, as it allows for a more efficient use of faculty time. While teaching, it is very difficult to do any serious research or writing. The result of the current IRP is that faculty across all ranks are conducting less research, resulting in fewer publications, and diminishing the prospects for excellence in research, scholarship and teaching. For these reasons, the Department would like to investigate the possibility of having a blanket exemption.

- To provide junior faculty the means to forge critical professional networks, we recommend that adequate travel funds be made available to them. Nationally, junior Anthropology faculty are typically guaranteed funding to attend two domestic conferences annually.

All faculty receive the same \$1,000 per biennium, which usually covers airfare to 2-3 national conferences per biennium. In addition, faculty may apply to the graduate school for funds (up to \$1,000 per trip) for travel to international conferences. During the 1999-2000 academic year, five faculty members (4 junior, 1 senior) applied and all five received \$1,000 each.

- For those junior faculty not covered by new university initiatives, we recommend that they receive comparable support.

All full-time junior faculty in the Department have, in fact, received full benefits normally given only to those who were hired after these individuals were hired.

Tenured

- We recognize that when junior faculty initiatives end, newly promoted Associate Professors can find it difficult to do their work in preparation for their next promotion cycle. It is at this stage that the University once again becomes vulnerable to raiding by its "peers." We hope that the types of support outlined above can become available to those at the Associate level.

This point is definitely worth addressing. Two years ago, three of the Department's tenured faculty were the objects of recruitment efforts by other institutions. In at least one case, the starting salary mentioned was more than twice the individual's salary at the UW. All three faculty remained here, but this outcome has not necessarily been the case in the past.

4. UNDERGRADUATE EDUCATION:

Curricular structure

- We recommend that the Department explore possibilities for additional course sequencing and program structure and that the undergraduate curriculum be examined with an eye toward updating content, titles, and prerequisites.

See responses under specific subdisciplines.

Guidance

- The Department's "Undergraduate Handbook" needs to be revised to eliminate references to retired or departed faculty, to correct inaccuracies in faculty ranks, and to direct students toward the Department website, where more detailed information should be posted.

These problems are all currently being addressed by the Director of Undergraduate Studies and the Webmaster. The Departmental course offerings were reviewed in 1999-2000 and all courses no longer taught were removed from the UW catalogue.

- Basic handbooks (such as the American Anthropological Association's Guide to Programs, A Directory of Members, and the Archaeological Institute of America's Archaeological Fieldwork Opportunities Bulletin) need to be made easily available to undergraduate majors.

Copies of the above mentioned handbooks will be given to the Director of Undergraduate Studies, who will begin to build a reference library for students' use.

- Undergraduates need more help from faculty than they are presently getting in finding internship and research opportunities, and they need more guidance in preparing for and applying to graduate programs.

This is something that both faculty and the Director of Undergraduate Studies will oversee. It is also information that, in the future, will be available on the website with links to internship and research opportunities.

- Anthropology majors might also benefit from some kind of peer advising system, modeled perhaps on those functioning already in the UW Geography Department and Comparative History of Ideas Program.

This is an excellent idea and one that will be implemented soon and coordinated by the Director of Undergraduate Studies. Anthropology Honors students would be particularly adept at providing peer advice.

Undergraduate recognition

- The Department might consider ways in which it could bring greater emphasis and honor to undergraduate education. A departmental prize for outstanding undergraduate teaching, awarded annually to one faculty member and to one graduate student who is either working as a TA or teaching a course on her/his own, would be an excellent beginning, and might pave the way for some deserving Anthropology faculty member eventually to win a UW Distinguished Teaching Award.

This is a wonderful idea and one that is easy to implement. It would probably best be coordinated by the Department chair. Funds could easily be set aside for a modest prize.

- Prizes for outstanding undergraduate achievement (to the top graduating Anthropology major, the best senior essay, etc.) could also be established, and might prove attractive to donors wishing to establish endowments within the Department to fund such prizes on a permanent basis.

This is another good idea that is easily executed. The Chair has already contacted one donor to ask if he might be interested in funding this. The Director of Undergraduate Studies would be the best one to coordinate this.

- The Department might also consider whether it could provide modest sums to assist undergraduate majors to attend regional or national scholarly conferences.

Again, this is a good idea that is easy to put into action. Indeed, it can be implemented right away for this year's AAA meetings in San Francisco. The Department has booked rooms at the conference hotel and there will probably be space for a few undergraduate students to stay with the graduate students. Funds of this type are also available from the Mary Gates Undergraduate Research Fund. More of our undergraduates should be encouraged to seek funds there. They are highly competitive, however, and require students who are well-prepared to do research.

- Departmental encouragement might also lead to establishing a UW chapter of Lambda Alpha, the National Undergraduate Honors Society in Anthropology.

This is a good idea to consider in the future.

5. HONORS PROGRAM:

- Clarify the goals of the Junior Honors Seminar (Anth 399).

The committee correctly perceived that this seminar is "in a transition phase with last year's and this year's offerings manifesting complementary problems." Honors students in 491 (from both this year's and last year's 399 course) were recently interviewed. Insight gleaned from these interviews will be communicated to those teaching 399 this year (Harrell and Leonetti). The following year Shell-Duncan and Taylor will teach the course, at which time they will create a course outline that will aid other faculty in the future.

- Make the necessary change so that faculty teaching Anth 399 can receive appropriate credit for teaching the course.

This has now been done, and will be in effect as of next year.

- Solve the problem of Honors students having difficulty in finding a faculty advisor.

Shell-Duncan, the Director of the Honors Program, will send an e-mail to the faculty, informing them that this has been a problem in the past. She would like to clarify duties of an Honors advisor and encourage faculty to accept students. She will also bring this topic up for discussion at the November faculty meeting.

6. GRADUATE PROGRAM:

Funding

- The Department and the Central Administration will need to work together to address the funding of graduate students. Funding for graduate students is a central concern not only in Anthropology but across the entire campus.

This collaborative process is being started. Michael Podlin, the Development Director for the Social Sciences, already met with the full faculty in October to explain general fund-raising, endowment-building, and donor-cultivation processes, and to answer questions faculty had about related issues.

- We urge the Department and the Administration to work together to create multi-year packages for the strongest students in each entering cohort. Without such recruitment packages, the Department will be incapable of attracting the best students nationally, who are now routinely offered such funding packages elsewhere.

As an initial step, the Department has researched the types of funding packages available at other institutions (see Appendix A). These data have been gathered by Lape (for Archaeology Programs), Shell-Duncan (for Biocultural Programs), and Lowe and Green (for Environmental and Sociocultural Programs). In addition, in response to a recent request for proposals from the Dean of the Graduate School, the Department's Resources Committee is putting together a proposal for increased recruitment funding.

Faculty are also reassessing the way in which they communicate (or fail to communicate) funding information to students applying to the program. For example, if funding is secured for the first or second year (through a FLAS, etc.), it can usually be guaranteed for the third year through TAships. The Department will also encourage all first-year students to take TA training so that they qualify for TAships early in their graduate career.

Also, because there are presently so few funding opportunities within the department, faculty will guide applicants towards funding opportunities outside the department. Applications that are being mailed out for next year now contain outside funding information. This information will also be posted on our website. In the future, all admit letters will include a personal note from the new student's first-year advisor pointing out outside funding opportunities that the student should consider (the Graduate Program Coordinator/Assistant will provide letter templates for faculty).

- We urge the College of Arts and Sciences and/or the Graduate School to offer a set of general fellowships (Regents' Fellowships, President's Fellowships, etc.) for which departments compete yearly by nominating their best applicants. These serve as excellent recruiting devices and excellent publicity generators for the universities that offer them.

The faculty heartily agrees.

- We also urge the University to inaugurate a competition each year for dissertation writing fellowships, as are now offered at peer institutions. A year-long dissertation write-up fellowship should significantly reduce the transit time to completion of doctorates, not only for those students who are awarded the fellowships, but also for those who organize their writing efforts sufficiently to submit a credible proposal.

The faculty agrees. The Graduate School currently has a number of dissertation fellowships that are competitively awarded, but these are hard to get and are usually for students in their final year. More dissertation writing fellowships would off-set the tremendous commitment of time and money necessary for anthropological fieldwork that is often long in and of itself. Fieldwork contributes to Anthropology's great success and to the excellence of the students and their impact out in the world. But this commitment to fieldwork also creates special needs that other disciplines do not encounter.

- We strongly recommend that the Department as a whole systematically and vigorously recruit the best students in each year's pool (say, the top 10%). If those candidates cannot be secured, we recommend not accepting candidates from farther down the list, but rather organizing better recruitment campaigns for the following year.

The subdisciplines of Archaeology and Sociocultural (but not Biocultural and Environmental -- see their responses below) agree that this would be an excellent strategy that should prove beneficial at a number of levels. It would reduce faculty overcommitment that students complained about. In addition, better students are more independent and competent students. They are more likely to be successful in securing funding. Plus, fewer students get more and better quality attention. It also would result in a higher proportion of graduates being able to find jobs. This said, however, it must be noted that accepting the top 10% is not always a realistic solution at present since we lack the support necessary to recruit only the top candidates.

- We congratulate the Department on its success a few years ago in obtaining NSF funding for pre-dissertation fieldwork trips and urge it to try to replicate that achievement with similar grants.

The Department received NSF funding (\$50,000) for pre-dissertation research from 1991 through 1995. From a recent inquiry to NSF, we learned that we are eligible to reapply for the funds. Green has volunteered to write the proposal on behalf of the Department. Kahn and Leonetti have offered to help.

- Every entering student with appropriate qualifications--regardless of subfield--should routinely be encouraged and mentored in applying for competitive graduate fellowships offered by outside sources (e.g. NSF, Javits, Wenner-Gren, NIH). The Graduate Program Coordinator could regularly monitor new funding sources and pass along information to all graduate students.

This has already been set in motion. The Graduate Program Coordinator/Assistant has sent out information to all graduate students about up-coming funding. Faculty are more aware of the important role they must play in encouraging students to apply for funding and in providing guidance for them while they are doing so. As previously mentioned, there are now courses in each of the subdisciplines about proposal writing.

- As often as possible, faculty grant proposals to outside agencies should contain provisions for graduate student RA-ships.

Faculty are in agreement with this recommendation. Statistics have been gathered for numbers of faculty who received RA funds in the past five years (see Appendix B). These statistics have been posted in an attempt to recognize those faculty who have secured RAs, as well as to encourage other faculty to include RAs in their proposals in the future.

Mentoring

- We recommend that a non-credit workshop or credit-bearing course in dissertation writing be introduced into the Department. With a demanding and structured yet nurturing atmosphere led by a capable faculty member, advanced graduate students who enroll in such a course should reduce considerably the time they would otherwise take to complete their dissertation.

Kahn is currently submitting such a course proposal (specifically for Sociocultural and EA graduate students) to the curriculum committee. The course can be taught by any faculty member who wishes to do so, either on his/her own or it can be team-taught by two people. Kahn and Sivaramakrishnan have volunteered to teach it next year.

- We recommend that either a series of non-credit workshops or a credit-bearing course be introduced each year to prepare advanced graduate students for the transition to a professional career (both within and outside the academy), including working up a series of topics for future conference presentations and journal articles, advising on the mechanics of submission of journal and book manuscripts, and guidance in preparing such manuscripts.

A proposal for a course in "Preparing for Careers in Anthropology" is currently being submitted by Kahn. This department-wide course will include such topics as CV writing, cover letter writing, teaching portfolios, poster and paper abstract presentations, doing trial runs of conference paper presentations (something the Department already does), post doc opportunities, and publishing. There will be a separate course, taught by Anagnost as the up-coming editor of the journal Cultural Anthropology. This will be either a hands-on internship oriented around the journal or a more academic course focusing on scholarly publishing in Anthropology. She is scheduled to teach it next fall.

- We recommend that the Department institute a Placement Committee consisting of faculty who oversee and actively manage the process of job seeking (both within and outside academia), including guiding advanced graduate students in writing job letters, preparing a CV, and conducting interviews at conferences, on campuses, and in agency offices.

Some of this type of advising is currently done by the student's committee members, especially the committee chair. In the future it will also be addressed in the course Preparing for Careers in Anthropology.

- We recommend clarification of the Department policy on providing travel funds for graduate students to present papers at conferences. We urge that funds sufficient to allow travel to at least one conference per year be made available to all graduate students who will be presenting papers. For Anthropology meetings on the West Coast and nearby regions, we urge the Department chair to provide one or more vans to transport groups of students (both graduate students and undergraduate majors) and to fund two conference hotel rooms for students.

The policy (how much money is available and on what basis it will be awarded) is detailed in writing, and announced each year by the chair of the Resources Committee (currently Smith). This year the Department has allocated funds to assist graduate students with hotel accommodations for the AAA meetings in San Francisco. Two deluxe quadruple rooms have been booked at the conference hotel, and 12 students will utilize this offer. Both a van and hotel rooms were offered but students preferred not to take the van option since the lengthy drive didn't work with their schedules.

Community

- The Department needs to find ways to create a sense of community across programmatic lines for graduate students and to introduce them more fully to the intellectual diversity of the Department at large. We suggest that the Department consider instituting an "Anthropology Day" -- an annual, all-day event at which faculty and graduate students representing the various programs make informal presentations of work-in-progress.

This sounds like an excellent idea. We are thinking of having a committee of four graduate students (one from each subdiscipline) and one faculty member (the Graduate Program Coordinator) organize the first such event for either this spring or next fall.

Specific Subdiscipline Responses

ARCHAEOLOGY

The Archaeology faculty is in agreement with almost all of the Review Committee's comments on and suggestions for the Archaeology Program. We also note that, since the Review was written, some of their most important recommendations have been implemented.

Before the beginning of the Autumn Quarter, the faculty had a weekend retreat with two senior outside advisors, Professor Patty Jo Watson (Washington University) and Professor James O'Connell (University of Utah), who then went on to meet with members of the University administration. The retreat resulted in our articulating our vision of the future of the program in a way that we had been unable to do when meeting with the Review Committee. Professors Watson and O'Connell also stimulated us to rewrite the advertisement for the already-approved assistant professor position, so as to be as broad as possible, essentially looking for the best archaeologist available. Their input was critical, we believe, in getting approval to upgrade the coming search to one for an advanced assistant or beginning associate professor, as the review committee had strongly recommended. These have been very positive developments.

The strength of the Archaeology Program has always been an explicit commitment to a rigorous and scientific approach to the discipline. This has earned us national recognition in the past and we remain committed to it. We expect this core aspect of the program to be significantly reinforced by the new hire. Once that person is on board, should there be future faculty turnover, we hope to move rapidly (with the Administration's support), as the Review Committee recommends, on a second search at an entry-level position without having to wait an extra year.

Also since the review was written, Dr. Peter Lape has joined the program, reaffirming our ties with the Burke Museum. In Winter 2001, he will teach a course on Public Archaeology, which will broaden the scope of our graduate training and make our graduates more employable outside the Academy.

We have already instituted changes in the program to address the time-to-degree problem. Most notably, beginning in 1998, a thesis is no longer required for the Master's degree for students attaining a sufficiently high pass on the Comprehensive Exam. Before that time, the Master's thesis had been delaying some students for several years (as many as five!) from beginning their doctoral research. It will be some years before the effect of this change can be seen.

Because of this change, we do not agree with the Review Committee's suggestion that we abolish the Comprehensive Exam and substitute a research paper. We consider the Comprehensive Exam to be a vital pedagogical tool, in that it forces the graduate students to acquaint themselves with archaeological research beyond what they encounter in course-work. We think it inappropriate to award a Master's degree on the basis of nothing more than maintaining a 3.0 GPA for two years of course-work, but think it unwise to substitute a research paper for the Comprehensive Exam because it would lead back to the time-to-degree problems resulting from the now abolished Master's thesis.

In response to the Review Committee's comments on the distribution of undergraduate teaching, we observe that Archaeology has one 100-level and one 200-level course. These are taught, respectively, by an associate and a full professor. The latter course, Archy 205, Principles of Archaeology, is a prerequisite for the 300 and 400-level courses. It always fills as soon as it is offered and, thus, is a bottleneck within the Archaeology undergraduate program. We request that two additional TAs be assigned to Archy 205, to make a total of four (the course has a significant laboratory component), and that the number of students admitted to the course be raised to 200. Similarly, and because of very strong local demand for and interest in the course, we request that student enrollment in Archy 320, Prehistory of the Northwest Coast, be doubled to 150, and that an additional TA be assigned to the course, bringing the total number of TAs for that course to two.

We agree that the Archaeology Program's most pressing acute problem is faculty numbers. We hope that two hires in short order will help to resolve this. We also fully agree that the program's major chronic problem is graduate student support, and would welcome the Department and the University finding ways to offer multi-year recruitment packages. We have had some success in obtaining Research Assistantships and hourly work for a few students, especially through grants to the faculty and to the Burke Museum. However, we are losing increasing numbers of top students to other institutions that are able to offer multi-year funding.

BIOCULTURAL ANTHROPOLOGY

There was a recommendation to increase the structure of the undergraduate course sequence. We feel, however, that this was based on poor communication on our part. The listing of 300 and 400-level courses was examined and courses that have BioA 201

as a prerequisite were identified. BioA 201 is a prerequisite for all 300-level courses (with the single exception of BioA 372), and most 400-level courses require both BioA 201 and at least one 300-level course. However, this structure was not apparent to the Committee, and therefore may not be apparent to students. BioA faculty will make this clear in a revision of the undergraduate handbook and on the web page.

Another recommendation was to admit only the top 10% of graduate applicants. BioA does not get many applications (although it is hoped that this will change when the web page is redone) and, of those admitted, usually only one or two come. The others accept more competitive offers from other graduate programs. BioA does not want its graduate program to shrink, and admitting the top 10% means admitting only one student per year. Until the pool of applicants increases, this suggestion is not feasible.

A third recommendation was to reduce the number of hurdles in the Biocultural graduate program. Faculty have agreed to eliminate part B of the Comprehensive Exam, thereby reducing one hurdle.

The Biocultural faculty wish to request 4 quarters of TA assistance, as described below.

BioA 100 (Evolution and Human Behavior) -- one quarter TA

This course, which is run with small group discussions and projects, is offered jointly with Zool 100. It has been taught one or two quarters each year by instructors from Zoology with a Zoology TA. The course is designed to introduce entry-level students to the interaction of genetics and environment in the shaping of human behavior. This interaction is a cornerstone of the paradigm within which Biocultural Anthropology operates. Currently, Biocultural Anthropology is the only subdiscipline without a lower division introductory course equivalent to Anth 100 or Archy 105. The Biocultural faculty would be interested in teaching the course once a year, but do not wish to change the small-group format. If Anthropology could have a TA slot, as Zoology has, the course could be offered through our department once a year, attracting students both from Zoology and Anthropology.

Three quarter TAs for the fall/winter/spring series:

BioA 499B (Introduction to Research at the Regional Primate Research Center)

BioA 495 (Primate Growth and Development: Infancy)

BioA 496 (Primate Growth and Development: Adolescence and Reproductive Maturity)

BioA 499B: The students spend at least 12 hours at the Infant Primate Research Laboratory (IPRL) learning the research protocol and observing and participating in the somatometric assessments of infant macaques.

BioA 495: The assessments at the Infant Lab continue, and a lab is added that meets twice a week in Denny Hall where students learn to evaluate radiographs to determine skeletal maturation of the infants which they assess at the IPRL.

BioA 496: Students work with a different radiographic data set which was collected under an NIH grant, part of which involved assessment of reproductive maturation. They continue with the assessments at the IPRL, and by the time they complete BioA 496, they are experienced anthropometrists and at ease working around non-human primates. At the end of the quarter they are able to write a very brief research report, based on original observations.

Each is a lecture/lab course, yet there are no TAs. The sequence provides enormous opportunities for undergraduates, many of whom have obtained jobs upon graduation to continue working with non-human primates, because they have the experience required to obtain such jobs. Others have gone on to complete Honors theses based on

work that they started in this series of courses, and some of those theses have been presented as podium or poster presentations at National meetings.

ENVIRONMENTAL ANTHROPOLOGY

The very positive comments made in the report about the EA Program were acknowledged. Among these are the following: "The new interdisciplinary Environmental Program has rapidly achieved national visibility and renown. This innovative unit is exciting at both the faculty and graduate student levels... Because faculty from across the Department work in this unit, it has served to create substantial cross-subdisciplinary links. The creation of this new program as one of the first of its kind in the nation displays the Department's planning vision." The report also notes that "no other section of the Anthropology Department has a comparable range of local institutional connections" and that it "is also rising rapidly in national visibility, a fact reflected by its growth." Furthermore, the ten-year review committee noted that the "emergence of EA has played an important role in knitting the Department together." The EA faculty are very pleased to find such a favorable impression of the program among the external reviewers and share a sense of optimism about its future prospects.

The report identifies only one principal problem: "The biggest obstacle the EA Program faces is the inadequacy of the support it can offer to incoming graduate students... the Program is in danger of losing many of its top graduate applicants to other schools that can offer... multi-year packages of guaranteed support... This problem is not unique to EA and other subprograms in the Department face a similar crisis of a lack of funding support for graduate students. However, it is also the case that, because the EA Program is so new, this problem has a disproportionate effect on it."

The EA faculty will continue to build on their existing strengths in funding support by assisting students in pursuit of fellowships from the EPA, NSF, and other agencies and foundations. They will continue to seek external research grants that provide RAships to graduate students. The ten-year review committee urges the establishment of general recruitment fellowships by the College of Arts and Sciences and the Graduate School; EA wholeheartedly endorses such efforts.

In addition, the EA Program needs more direct TA positions. Many EA courses have a field trip component (for example, Anth 458/ Ethnobiology, Anth 488/Agroecology, and Anth 210/Environmental Anthropology). The unique nature of EA means that it must immerse its students in field-based learning experiences. The EA Program is therefore strongly in need of three quarter TA positions to assist faculty with the organization and logistics of field trips. This would provide the program with another means of funding support for graduate students.

The ten-year review committee recommended that "subprograms should give serious thought to not going too far down their prioritized admissions lists. In any given year, if the very top and near-top candidates are not available, it is probably better to cut losses and begin immediately to plot a stronger campaign for the subsequent year." While the EA faculty judge that their current recruitment of students remains satisfactory, the evidence indicates that there is some reason for concern. Thus, while the number of applicants to the program continues to grow, and the quality of those applicants is high and perhaps increasing, the proportion of admission offers that were accepted declined dramatically last year (23% acceptance rate) as compared to previous years (mean = 43%). This seems to reflect both an increase in the number of very competitive applicants (those admitted to several other top-notch programs), and an increase in the availability of strong financial support (typically, 3-5 years guaranteed) at these other programs while UW financial support remains stagnant or declines. If this trend continues, EA may be unable to continue to attract even a small number of high-quality Ph.D. students (see Table 1).

The ten-year review committee made a number of recommendations, both specific to the EA Program and of importance to the Department as a whole related to undergraduate teaching and curriculum. Below are the EA responses to these issues.

One recommendation is that over the course of several years, the teaching of 200 level courses should be distributed across faculty ranks and programs. EA faculty enthusiastically embrace this recommendation. In fact, they had already taken steps to make certain that the senior faculty share in the teaching of 200 level courses. Professor Hunn is teaching the 200-level Environmental Anthropology course this year and Professor Peña is teaching the same course during the 2001-2002 academic year. It was also agreed that all the core faculty in the EA Program will rotate responsibility for teaching ANTH 210, the undergraduate course in Environmental Anthropology. Professor Smith has been teaching 200-level courses in the Program on the Environment (PoE) for several years. Other EA faculty will also teach 200-level courses in the PoE. The commitment to lower-division undergraduate teaching by faculty at all ranks will remain an essential part of EA's collective teaching philosophy.

Another recommendation was that the title of ANTH 459 be changed from "Culture, Ecology, Politics" to "Critical Studies in Environmental Politics." In 1999, EA submitted a similar title but was opposed by the Geography Department which has several similar courses in the field of political ecology. One such course (in Geography) is entitled "Critical and Normative Ecologies." We feel that the present title is accurate and valid.

Table 1 - EA Applicant Information

<u>Year</u>	<u>Applied</u>	<u>Admitted</u>	<u>Accepted</u>
2000	26	13	3
1999	23	6	3
1998	19	7	2
1997	21	5	2
1996	12*	3	2

* All had applied to the Sociocultural Program since EA was not yet in existence.

Details on those who declined offers in 2000:

Bhattarai, Anil	lack of support (not US citizen)
Blecha, Jennifer	no information
Coco, Linda	declined, to attend UC Berkeley
Gardner, Ben	declined, to attend UC Berkeley with three years of support offered recruitment RA;
Ogra, Monica	declined, to attend U Colorado with three years of support
Oldani, Michael	declined, to attend Princeton with five years of support
Paidipaty, Poornima	declined, to attend Columbia with five years of support
Pontzer, Herman	declined, to attend Harvard with three years of support
Racoviteanu, Adina	no information (not US citizen)
Singh, Siddhartha	declined, to attend Cornell with five years of support

SOCIOCULTURAL ANTHROPOLOGY

The Committee "noted some discrepancy between the optimism and enthusiasm of the Sociocultural faculty (who are able to look ahead to the kind of program they are building) and the students (who were concerned about a lack of structure at the undergraduate level and what they perceive as gaps in the core courses at the graduate level, despite recent attention to the sequence)."

The Sociocultural faculty strongly feel that the undergraduate curriculum is in the process of expanding and stabilizing to reflect the interests, skills, and teaching visions of the current faculty following the series of new appointments over the last three years. This process will yield a structure that may not be readily apparent at the moment. Considerable work was already done last year to streamline the catalogue and this will continue. It was agreed, however, that there is a need for more medium-range planning. All faculty members will develop individual teaching plans for each biennium (rather than annually as was done in the past) and these will be coordinated with other course offerings by the Director of Undergraduate Studies. Such an integrated plan, thus prepared and appropriately advertised, would provide students with a better sense of course offerings at various levels over the biennium.

With regard to the concerns of graduate students about the core curriculum, Sociocultural faculty are happy to report that this year they have initiated a new approach to the teaching of the core course. The three instructors responsible for the core course over the academic year have been constituted as a committee that meets regularly before and during the year to ensure proper coordination of their individual courses. At the start of the year all the faculty involved in teaching the core curriculum will now meet and speak with entering graduate students as a group to provide an overview of how the course will unfold.

The Review Committee also wrote that they heard concerns from undergraduate majors "who felt the lack of prerequisites for some 300 and 400-level courses attracts students with widely divergent knowledge, which can make for difficult learning environments... and recommend that the Department explore possibilities for sequencing and structure without losing flexibility."

Upper division courses in Anthropology frequently attract students from other disciplines. The different perspectives that these students bring to advanced Anthropology classes often benefit the learning process in these classes as they help students understand culturally-derived perceptual differences. For this reason, it is important to maintain a high degree of flexibility in the processes by which students enter upper division Anthropology classes, but to introduce more structure where it clearly is needed. There is a need for more specific information before these decisions can be made. To this end, Sociocultural faculty would like to request CIDR to survey Anthropology majors (seniors and possibly juniors) about their experience in the program and their specific views on where and how added structure might be beneficial. The results of such a survey would help in future decision-making.

Lastly, the Committee suggests that "over the course of several years the teaching of 200-level courses be distributed over all faculty ranks and programs." This is a very appropriate suggestion. The preparation of biennial teaching plans will address this issue to some extent. However, restructuring 200-level course offerings and ensuring adequate participation of all faculty in the process will need to address the issue of inadequate TA support for these courses. In keeping with our recent revamping of Anth 100 that made the course more hands-on with the addition of TAs, we would like to make all 200-level courses much more interactive as well, and especially more writing intensive. To do so would cast unreasonable burdens on Instructors and the solitary TA usually assigned (irrespective of class size). Providing additional TA support to organize effective small sections and writing labs for undergraduates will be absolutely crucial. Thus, there is a request for the provision of one additional TA for each 200-level course (two each quarter), making a total of six courses and six TAs. This would a) ensure that a good selection of 200-level courses is taught annually; b) ensure that this teaching is evenly distributed over all levels of faculty and graduate students; and c) encourage faculty to develop writing components in these 200-level courses. This proposal is part of our overall plan to enhance the learning that occurs in our undergraduate, and especially introductory, courses.

Departmental Requests

- one-half month summer salary for Director of Undergraduate Studies
(see justification pp. 2-3)
- one additional student worker as a peer advisor to assist the Director of Undergraduate Studies
(see justification pp. 2-3)
- a spousal position for Janelle Taylor's spouse, Michael Rosenthal, preferably in the Jewish Studies Program of the Jackson School of International Studies
(see justification pp. 3-4)
- additional TA positions (each is for one academic quarter), as follows:
 - Archaeology (3)
two additional positions for Archy 205
one additional position for Archy 320
(see justification pp. 11)
 - Biocultural (4)
one position for BioA 100
three positions for the series BioA 499B, BioA 495, and BioA 496
(see justification pp. 12-13)
 - EA (3)
one additional position for Anth 210, Anth 458, and Anth 488
(see justification p. 13)
 - Sociocultural (6)
one additional position for each of the six 200-level courses
(see justification p. 15)
- additional RA positions
As seen in Appendix B, the Department provides an average of 28 quarters (or 9-10 year-long) RAships a year through faculty grants.

Would it be possible for the graduate school to match RA funds brought in through grants and contracts, perhaps supplying one extra quarter for every three quarters that faculty generate? Such a plan would also have the advantage of encouraging faculty to include RA requests more often in their grant proposals.

Graduate Funding Offered by Institutions Competing with UW Anthropology

University	Peer Category*	Subdisciplines that lost students to this institution**	Graduate Student Funding Opportunities
U. Washington			1 recruitment fellowship, 12 one-year TAships, 3 RAships
U. Arizona	OFM8, DC	AR	5 recruitment fellowships including stipend and tuition waiver offered for 1 year and renewable for up to 5 years. RAships are offered for recruitment and come from faculty grants. TAships support nearly all non-first year students with no other support. Haury Fellowships (varied amounts) for multiyear support. TA/RA support is \$4649-\$5085.
Arizona--StateTempe	DC	AR	33 academic year TAships that include stipends and remission of out-of-state tuition. Additional TAships for the following academic year are awarded annually. A variable number of RAships are offered, depending on current research programs. A variable number of scholarships waive the out-of-state tuition or in-state fees. Student research may be supported through the Department's Research Incentive Fund for up to \$1,000 for Ph.D. candidates and \$500 for M.A. candidates.
UC Berkeley	OFM8, DC	EA, SC	70 one-semester teaching fellowships of \$6434 per semester. Several Graduate Opportunity Program stipends of \$10,500 per year for two years each.
UCLA	OFM8, DC	SC	TA positions from \$13,068 to \$15,327. RAs from \$10,080 to \$12,960. Readerships at \$10 per hour.
Cornell	DC	EA	7 students receive full funding including tuition and fees (\$30,000 total), plus additional TAships and fellowships.
Emory	DC	BC	6 students each year receive full tuition of \$21,770 and stipend of \$12,400 renewable for 4 years: Two years of fellowship, two years of TA or RAship, and one year of write-up funds.
U. Georgia	DC	Competes with EA, though no students were lost this year	2-4 students receive a University Fellowship for full tuition and stipend. 27 graduate assistantships are available.
Harvard	DC	EA	All students with need receive 100% four-year graduate funding. Two years are covered by stipends and two years are covered by TAships.

Appendix A

U. Illinois--Urbana	OFM8		University Fellowships, Graduate College Fellowships, TA, RA positions. Tuition and fee waivers for all awards.
U. Iowa	OFM8		7 TAs at \$13,872, 5 RAs at \$13,696. Tuition scholarships available.
U. Michigan--Ann Arbor	OFM8		3 three-year Regents Fellowships that include tuition waiver and stipend. 21 other TA-ships and 10 RA-ships available.
U. North Carolina--Chapel Hill	OFM8		13 graduate assistantships to \$9000 plus tuition waiver. Minority fellowships and Graduate School dissertation fellowships.
U. Oregon	DC		10 graduate assistantships, 2 teaching fellowships. Stipends vary by rank and service.
Penn State	DC	BC, SC	A limited number of multiple year packages (usually 2-year), most often TAships, some RAships. Includes tuition waiver. Multiple year packages include tuition and stipend of \$11,680.
Princeton	DC	EA	All students are fully funded with five full years of tuition waiver stipends.
Stanford	DC	SC	Tuition and stipends based on need, through University fellowships and TA positions.
Yale		BC, EA, SC	All students are covered by a 4-year, \$11,500 tuition waiver and stipend. The first two years students take classes only; the next two years they work as TAs for their stipend. A dissertation writing stipend is available to all students in the 5th or 6th year.

*OFM8 = Office of Financial Management Peer Group (of 8 institutions). This is one of the comparison groups used by the Washington State Office of Financial Management

DC = Direct Competitor with UW Dept. of Anthropology

**AR=Archaeology, BC=Biocultural Anthropology, EA=Environmental Anthropology, SC= Sociocultural Anthropology

Appendix B

Number of Research Assistants Support by Faculty Grants in Anthropology (1995-2000)

FACULTY MEMBER	# OF RAs*	SOURCE OF SUPPORT
Feathers, James	7	NSF, RRF
Fitzhugh, Ben	4	NSF
Grayson, Donald	7	Department of Defense Lagacy Project
Hunn, Eugene	4	NSF
Keyes, Charles	13	Ford Foundation, Luce Foundation
Leonetti, Donna	44	NIH
Newell, Laura	20	NIH, NSF, RRF
O'Connor, Kathleen & Holman, Darryl	9	NIA
Rhodes, Lorna	1	UW-DOC Mental Health Collaboration
Shell-Duncan, Bettina	1	RRF
Sivaramakrishnan, K.	3	RRF
Smith, Eric	3	NSF
Stein, Julie	3-6 per year	through a Burke Museum endowment

TOTAL = roughly 140

* each RA equals one quarter-long RA