

DEPARTMENT OF ANTHROPOLOGY
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

SELF-STUDY

AUGUST 2015

PREPARED BY THE EXECUTIVE COMMITTEE
IN CONSULTATION WITH THE FACULTY OF THE
DEPARTMENT OF ANTHROPOLOGY
UNIVERSITY OF ILLINOIS

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Overview

Anthropology is the study of humans, past and present, through our biological, material, sociocultural, and linguistic dimensions. The scope of the field encompasses every aspect of the human experience, from human origins and the broader processes of evolution and adaptation that gave rise to our species, to the spread and diversity of human societies in the prehistoric and historical past, to the contemporary diversity, organization and interconnections of human societies. The inherently interdisciplinary field of anthropology is integral to the teaching and research mission of the University of Illinois. With courses spanning the biological, natural, and social sciences and the humanities, anthropology offers courses fulfilling nine of the twelve College General Education requirements¹. The range of research and teaching specializations of our faculty articulate with *all* of the campus priorities identified through the Visioning Future Excellence themes, and most directly with the themes of Social Equality and Cultural Understanding; Health and Wellness; Sustainability, Energy and the Environment; and Economic Development. For an institution committed to training the next generation of globally aware, inter-culturally competent citizens, anthropology is indispensable. Our faculty are engaged in active research programs in some two dozen countries, spanning Asia, Africa, North America, Central America, South America and Europe. Anthropology's holistic engagement with the study of humans and societies provides path-breaking contributions to our understanding of human biology, over time and in social and environmental contexts. As the leading discipline for the study of human cultures and the human capacity for culture past and present, anthropology is advancing the core research and innovative methodologies essential for the systematic and comparative understanding of human culture around the globe.

The Department of Anthropology at the University of Illinois at Urbana-Champaign, is a four-field anthropology program offering an undergraduate B.A. major and minor, a non-terminal M.A. on the path toward a Ph.D., and a Ph.D. in anthropology. The department also hosts and/or offers interdisciplinary programs in Museum Studies, the Collaborative for Cultural Heritage Management and Policy, the Public Service Archaeology and Architecture Program, the Ethnography of the University Initiative, and a joint major with Computer Science. Established in 1960, the anthropology program has gone through a period of generational renewal and rebuilding over the past two decades. This has involved a balancing of new hires and attrition (appendix A) such that the size of our tenure system faculty, which fluctuated around 20 full-time equivalent faculty (FTE) in the early 1990s, and reached nearly 30 FTE in 2007, is now 23.93. Those numbers reflect faculty renewal and growth through 100% FTE hires in anthropology, including a significant increase in the size of our faculty in biological anthropology, from 3 FTE in 2004 to 10 (8 tenure-track; 2 specialized non-tenure track [NTT]) today, as well as a number of joint appointments, typically among our sociocultural faculty, involving units such as African American Studies, American Indian Studies, Asian American Studies, Latina/Latino Studies, and East Asian Languages and Cultures.

Tenure and NTT FTE							
	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
TT	23.93	25.43	25.18	26.68	26.43	25.93	27.43
NTT	5.25	4.5	5.75	3.5	3	1.33	3.5

¹ Advanced Composition, Western/Comparative Cultures, Non-Western Culture(s), US Minority culture(s), Historical and Philosophical Perspectives, Social Science, Behavioral Science, Physical Sciences, Life Sciences,

In coordination with these changes in our faculty and the diversification of the research and teaching expertise in our department, and in ways that reflect changes in our discipline over the past 25 years, our department's emphasis upon four-field training has shifted. In 2003 we implemented changes to our graduate program reducing cross-subfield requirements for graduate students and enabling the possibility of more subdisciplinary-specialized training. A few years later we implemented revisions to our undergraduate curriculum reducing the number of core courses in our general anthropology undergraduate major and introducing a new major in Sociocultural and Linguistic Anthropology. Alongside these developments has been a shift in our curricular orientation toward an increasing focus on our undergraduate curriculum. This has been in response to new budgetary models at the campus and college levels emphasizing counts of undergraduate majors and, especially, instructional units (IUs). These changes in our curriculum, accompanied by economic factors, have led to new approaches in our graduate program. The economic factors include reduction of funding for teaching assistants by the College of Liberal Arts and Sciences, along with our policy of providing 5.5 years of funding to graduate students. Thus, today we admit smaller graduate cohorts than in the past. We have also implemented a system of program milestones to help students move more quickly toward degree completion. The number of degrees we have awarded has increased on average, while the size of our graduate program has decreased from upwards of 80 and 90 students in the 1990s to ~60 students in recent years.

ANTH Ph.D.s Awarded and Size of Graduate Program								
	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2005-06	1995-96
Ph.D.s granted	7	10	11	15	7	8	5	7
# Grad students	60	59	60	58	56	65	61	87

Challenges

This thumbnail history frames our primary challenges and goals as a department:

- To revitalize our undergraduate curriculum in a way that increases our instructional units per year and the number of anthropology majors
- To clarify our identity as a contemporary four-field program in anthropology
- To intensify our external grant funding efforts (and related ICR funds) to support faculty and student research and supplement funding for other areas of department programming
- To build on our record of success in scholarship and graduate training to develop research programs that are transformative and train the next generation of leaders in our fields
- To contribute through our departmental practices and programs to efforts to diversify and democratize scholarship in the natural and social sciences and humanities
- To address the roles of short-term and specialized faculty as these contribute to our teaching mission,
- To ensure that the planned renovations of our currently inadequate physical facilities in Davenport Hall suit the needs of a contemporary four-field anthropology program

Program Strengths, Directions, and Goals

Our department has varied strengths that reflect the diversity of research expertise across the four subfields. Following the broad listing below, subfield sections will provide more detailed discussions of our program strengths, indicating areas of notable strength where we currently lead or seek to lead among programs nationally. Faculty biosketches are available in appendix B. Complete vitae are available at

https://www.dropbox.com/sh/vcoahsti2y2f8x6/AABTGAQlgOtANInV7nzhs2_fa?dl=0.

The department provides special emphases in the analyses of human evolution; agricultural origins and development; emergence and demise of complex societies; landscape histories and heritage; hunter-gatherer adaptations; climate change and sustainability; diet and nutrition; paleoecology and paleobiology; evolutionary genetics; population genetics; quantitative genetics; molecular anthropology; peopling of the Americas; ancient DNA; biomechanics of locomotion; exercise and neurobiology; functional morphology; comparative and analytical osteology; forensics; demography; immunology; evolutionary medicine; microbe-host interaction; reproductive ecology; female reproductive physiology; conservation; and nonhuman primate evolution, morphology, behavior, and ecology; state ideologies and cultural transformations; complex societies in transition; kinship and gender relations; politics, economics, and business studies; social movements and youth; border studies, criminalities, violence, and security; religion, race, and ethnicity; democracy, governance, and policing; social classification; performance and embodiment; food and environment; language and culture; education and diversity; discourse and narrative analysis; and transnationalism and diasporas.

This unwieldy (and incomplete) list comprises a set of core clusters of expertise:

- *Social complexity and societies in transition*
- *Human variation and its social and political implications*
- *Society, environment, and sustainability*
- *Evolution, genetics, and genomics*
- *Language and expressive culture*

NRC rankings from 2011 position the UIUC Department of Anthropology roughly among the top 25 programs nationally. More recent Academic Analytics data place us in the 80th and 90th percentiles of many key metrics – particularly those related to book and article publication and citation. We have been less successful (with rankings in the 50th, 60th, or 70th percentiles) in the performance measures involving grants and awards. And our stronger performance in the other categories is uneven, with some variables placing us in the second quintile. These translate into AA rankings that range from top-5 to top-50 (excluding some of the awards and grants variables). These comparisons are similar among the 15 CIC member institutions (Big Ten member universities plus the University of Chicago). According to Academic Analytics, our program ranks among the top 4 or 5 in most variables concerning faculty publications and citations; we rank in the middle or bottom half of the group in many of the variables concerning grant productivity and faculty honors and awards. Although we have a number of concerns about the utility of Academic Analytic rankings for a department such as ours, which spans subdisciplines with a broad range of research, publication, and citation practices, we take this as a useful, if imperfect, representation of our standing with respect to our peers.

For our planning purposes, we consider ourselves among the top 25 anthropology programs. Our goal is to be recognized among the top 15 programs in our field nationally and among the top 3 programs in the CIC. We seek this through the balanced development of each of our subdisciplinary faculty groups and through the added strength of developing selected points of subdisciplinary articulation. Examples of strong four-field programs include: Arizona; Arizona

State; Indiana; Michigan; Minnesota; Notre Dame; UCLA; North Carolina; Washington and Wisconsin. Peer references for particular subdisciplines include other leading programs and are listed below.

Department Strengths/Weaknesses per Academic Analytics (sorted by Percentile)				
Description	Rank	Percentile	Z-Scores	Totals
Number of Faculty Members With a Citation	2	99.50%	2.8	29
Number of Faculty With an Article	2	99.50%	2.9	32
Number of Faculty Members Who Have Published a Book	2	99.50%	2.7	26
Number of Faculty	3	98.90%	2.5	38
Number of Faculty Members With a Grant	6	97.30%	2.2	16
Total Number of Books	8	96.20%	2.2	56
Total Articles	9	95.60%	1.9	141
Number of Faculty Members With an Award	12	94.00%	1.7	14
Total Grant Dollars	15	92.40%	1.1	\$1,698,223
Total Number of Grants	15	92.40%	1.5	28
Total Citations	18	90.70%	1	1,089
Total Awards	26	86.30%	0.9	20
Articles per Faculty Member	36	80.90%	0.5	4
Percentage of Faculty With a Citation	37	80.30%	0.8	76%
Book Publications per Faculty	39	79.20%	0.7	1
Percentage of Faculty With a Book Publication	40	78.70%	0.9	68%
Grant Dollars per Faculty Member	41	78.10%	0.3	\$44,690
Percentage of Faculty With an Article	42	77.60%	0.8	84%
Percentage of Faculty With a Grant	44	76.50%	0.7	42%
Citations per Faculty Member	48	74.30%	0.2	29
Dollars per Grant	48	74.30%	0.2	\$60,651
Articles per Author	49	73.80%	0.4	4
Grants per Faculty Member	50	73.20%	0.5	0.74
Percentage of Authors With a Citation	61	67.20%	0.5	88%
Percentage of Faculty With an Award	61	67.20%	0.3	37%
Citations per Publication	63	66.10%	0.2	6
Awards per Faculty Member	71	61.80%	0	0.53

Academic/Student Experiences and Departmental Performance

Undergraduate

The Department of Anthropology contributes to the undergraduate teaching mission of the College of LAS and the campus through a set of courses that fulfill a robust range of general education requirements; these offerings span the biological and social sciences and the humanities, as well as the study of western and non-western cultures, and U.S. ethnic and racial minorities. Anthropology's primary contributions to undergraduate education come from service and support teaching benefitting students from outside of our department. According to data from the UIUC Division of Management Information (DMI), 90% of our teaching serves students who come from beyond the Department of Anthropology; almost 50% of our teaching serves students from outside of the College of LAS. Over the past 5 years our enrollments/semester have averaged ~2200 at the undergraduate 100-300 levels, ~165 at the undergraduate/graduate 400-level and ~90 at the graduate 500-level. Since academic year 2009-10, our count of majors has remained fairly steady, fluctuating between ~145 and ~165

majors. (DMI numbers for 2014-15 do not include a growing number of double majors, bringing our total for that year to 146.) At a time when enrollments and major counts across the College of LAS are falling, the Department of Anthropology's numbers have remained relatively constant or slightly increased over the past two decades.

Undergraduate Majors for ANTH and Neighboring Disciplines.						
	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
ANTH	126 (146)	140	166	147	145	152
Sociology	200	233	241	281	358	442
Integrative Biology	408	428	443	439	361	329
Communication	772	761	819	815	863	830
Molec. and Cell. Bio. (MCB)	1095	1175	1113	1051	1030	1041
History	237	292	375	437	487	508
Global Studies	221	244	265	307	321	385

Tenure-line faculty deliver 65% of our IUs. That compares favorably to the average for LAS of 45%. It is important to note that DMI data on some figures (such as the ratio of IUs/Faculty FTE, which lags behind the college average [673 vs. 983]) significantly underreport the contributions of anthropology faculty. This is because we lose the equivalent of ~4 FTE per year due to other appointments for our faculty. This includes teaching by ANTH faculty that is not credited to ANTH (i.e., 4 faculty devote 50% of their teaching to the Human Gross Anatomy course sequence in the College of Medicine). Also, ANTH faculty frequently serve in administrative positions across our campus and off-campus (appendix C). In 2013-14 (the year from which the above IU/FTE data are drawn), Abelman, Bunzl, Desmond, and Fennell were involved in such arrangements; the past 5 years have also seen appointments for Lugo, Polk, and Orta. Buyout arrangements for some of these appointments are insufficient to completely replace teaching effort; we thus lose considerable teaching effort even as the number of FTE faculty lines remains the same. The FTE denominator for these metrics should therefore be reduced, resulting in an IU/FTE figure closer to the LAS average. Despite these challenges, it should be noted that in the face of a decline in our FTE over recent years, enrollments have increased on net over that time (from 4,026 in 09-10 to 4,379 in 14-15, with enrollments above 5,000 in academic years 11-12; 12-13; and 13-14) and our IUs/FTE figures as reported in DMI have increased by 29% over the past 5 years, significantly ahead of the average LAS increase of 6% over the same time. Our DMI calculated cost/IU is \$202, very close to the LAS average of \$200.

ANTH IUs and Enrollments					
	2013-14	2012-13	2011-12	2010-11	2009-10
Enrollments	5112	5165	5447	4428	4026
Instruc. Units	16801	17751	18246	15605	14279
Instruc. Units/FTE ANTH	673	668	686	598	518
Instruc. Units/FTE LAS	983	1003	995	948	927
Instruc. Units/ All Instructors ANTH	1795	1764	1792	1472	1267
Instruc. Units/ All Instructors LAS	2412	2441	2448	2284	2268

The objectives of our undergraduate curriculum are threefold: to train our anthropology majors, advance the General Education goals of our campus and serve undergraduate training in neighboring fields. We seek to provide majors with a comprehensive grounding in anthropology as the interdisciplinary study of humans and human society, with a concentration in one or more subfields of the discipline. For students preparing for postgraduate education, we aim to prepare competitive applicants to doctoral programs in archaeology, and biological, sociocultural, and linguistic anthropology and related fields, including professional training in medicine, law or business. Most anthropology majors do not continue on to graduate school; for them our goal is to train self-aware global citizens, prepared to bring to their professional and civic lives an engaged and critical perspective grounded in the systematic, comparative, and science-based study of the history and breadth of humans and human societies. Undergraduate majors should be able to read and understand current work in the field, think critically, and bring an anthropological perspective to issues of debate in current events, in other disciplines, or in future occupations in an intensely globalized world. Anthropology majors should be trained in research methods of our discipline, and they should be aware of the political and ethical challenges entailed by the research practices of our discipline and engagement with an interconnected, culturally diverse world. We expect our majors to carry out scholarly projects ranging from semi-independent course papers to mentored individual research projects, applying, depending on their specializations, skills of quantitative and qualitative analysis and effective written and oral communication. The current Anthropology Major and a listing of outcomes for recent majors are available in appendix D and appendix E.

Revisions to our undergraduate program, now underway, are intended to raise our count of majors to ~200. We recognize that our teaching impact beyond this group will remain a key contribution of our department; as such, we seek to increase our enrollments to between 5,500 and 6,000, generating 19,000-20,000 IUs/AY. These revisions are intended not only to increase performance statistics by current metrics, but also to better reflect the contemporary relevance of our discipline to undergraduate education. A draft of our proposed revisions is included as appendix F; highlights of the process include

- reviewing and updating course titles and descriptions.
- eliminating courses no longer being taught, and cross-listed courses controlled by other departments that have little anthropological content.
- updating the general education certification of existing undergraduate courses.
- formalizing an accumulation of newer courses that have been taught under “special topics” rubrics and, where possible, bundling these under umbrella headings as in our recently approved “topics in language and culture.”
- replacing our current separate subdisciplinary majors with a single anthropology major containing transcript-able concentrations that reflect key subdisciplinary and inter-subdisciplinary convergences.
- highlighting key points of holistic, inter-subdisciplinary convergence within anthropology through the development of “bridging seminars” co-taught by faculty from different subdisciplines.
- structuring our senior capstone experience through preparatory courses at the end of the junior and beginning of the senior year.

We are also developing opportunities for research and internship experiences for our majors, and in AY 2014-15 we piloted a program of “Anthropology Leaders,” ambassadors who enhance a sense of community among our majors and communicate the exciting possibilities of an anthropology major to other undergraduate students on our campus.

Graduate

Our Department offers M.A. and Ph.D. degrees. (We do not have a terminal master's program.) Our Department also offers a graduate minor in Museum Studies, and participates in the Medical Scholars Program, in which students may obtain a Ph.D. in anthropology and an M.D. degree. Our graduate program in anthropology offers three distinct curricular tracks in Archaeological, Biological, and Sociocultural and Linguistic Anthropology. The program milestones are identical for all graduate students: all graduate students participate in a first-year course meant to serve as a gateway to graduate training in anthropology at Illinois. The archaeology subfield requires students to take one of the semester-long core sociocultural theory courses (both of which are required for the sociocultural and linguistic anthropology graduate students), while biological anthropologists must enroll in one cross-subfield class. As in most four-field programs, subfields are rarely integrated beyond first-year courses. See appendix G for the Graduate Student Handbook.

In a recent (2014) evaluation conducted by our Graduate College, the program was ranked "Category 1," receiving "High" ratings for "program effectiveness" and "medium" ratings for "student evaluations of satisfaction and preparedness." This is similar to the review results of a 2011 review, and the 2014 committee notes "substantial effort" at improvement with "results not yet evident" (see appendix J). In the 2010 National Research Council (NRC) report on graduate programs across the nation, Anthropology at the University of Illinois ranked 12th out of 82 peer programs overall, and received rankings of 1st in program outcomes; 1st in percentage of students fully supported through the graduate program; 6th in percentage of minority students; 7th in percentage of international students; and 8th in time to degree. We average ~80 applications per year over recent admissions cycles. Our selectivity over the past 6 years has averaged 19%.

ANTH Graduate Applications						
	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
Applications	63	83	96	76	82	91
Admitted (selectivity)	20 (32%)	27 (33%)	13 (14%)	15 (20%)	5 (6%)	9 (10%)
Enrolled (yield)	10 (50%)	15 (56%)	9 (69%)	13 (87%)	4 (80%)	8 (89%)

SOURCES: DMI AND DEPARTMENTAL RECORDS

The primary goal of our graduate program in anthropology is to prepare students to contribute to research in our discipline. We aim to do this through a curriculum that moves students through the fundamental theories, methods, and histories of their subdisciplinary specializations, to more individualized training as they prepare for and carry out their dissertation research. We admit a small cohort of graduate students each year (10-15 is our target) and aim to mentor them individually through a student-focused advising system including twice-yearly evaluations. We admit all students with a commitment of 5.5 years of funding: 4 years of funding as student prepare for their qualifying exams; 3 semesters of funding when they have completed their dissertation research. Students are required to seek funding for their dissertation research, and our first-year seminar orients them on how to apply for research fellowships.

All graduate students are assigned a first-year advisor or, more often, co-advisors. Graduate students are reviewed at the end of each semester: by the full faculty at the completion of the fall semester and by subdisciplinary faculty groups at the completion of the spring semester. Evaluations are reported back to graduate students by their primary advisor(s). By the end of their second year in the program, graduate students are expected to have formed a 3-person

intellectual committee, with whom they will plan the final years of course work and preparation for preliminary examinations and dissertation research. Students are expected to have completed their preliminary examinations by the end of their fourth year, with a fourth committee member joining the advisory committee by that point. Our Graduate Handbook is included as appendix G.

A related goal of our graduate program has been to train the next generation of university instructors and scholars. Students are trained for teaching through Graduate College orientations and individualized mentoring by professors as they guide graders and teaching assistants for their courses. The U of I Center for Innovation in Teaching and Learning offers a Graduate Teacher Certificate through participation in teaching development workshops, as well as observation and reflection activities. Recent program evaluations indicate that our students feel less prepared for classroom teaching than they would like. Given the weak current academic market, some indicate they also seek preparation for anthropological careers beyond the teaching and research in a university setting. Our seminar for incoming graduate students features Illinois faculty members discussing career trajectories, as a way to address these challenges, and we have recently begun a professionalization seminar designed for ABD students to discuss and prepare the current career situation. Our speaker series includes attention to non-academic career trajectories and activist, applied, and engaged anthropology.

We are currently in the process of revising a number of aspects of our graduate program. We are updating and streamlining our preliminary examination procedures. We are revising our course offerings and the curricular requirements to ensure that they fit with current strengths of our faculty and current directions in our discipline. We also aspire to increase our applicant pool, particularly our pool of applications from applicants of under-represented minority backgrounds. We continue to seek adequate resources from campus or external sources to ensure that our funding offers are sufficient to compete with other leading graduate programs for the top students in our applicant pool. For data on Ph.D. job placement and other graduate program highlights, see appendix H and appendix I.

Diversity initiatives

Anthropology exceeds college and campus averages in the percentage of our faculty and students from underrepresented groups. At the same time, the recent loss of Alejandro Lugo compounds other faculty departures in the recent years (Perry, Torres) that have reduced diversity in our programs. Because questions of human variation and its sociopolitical implications are integral to our discipline, anthropology provides an especially productive environment for examining themes of race, ethnicity, gender and sexuality, as well as a strong disciplinary commitment to increasing diversity in our field. We have a departmental Action Plan focusing our ongoing efforts on these themes. That plan, first drafted in 2005, was revised in 2012 (see appendix K). We also appoint a standing faculty Committee on Diversity and Departmental Community charged with developing programming for our department and partnering with other committees such as our graduate admissions committee on recruitment and retention of a diverse graduate student body. Among our undergraduate students, the establishment in 2012 of a chapter of Lambda Alpha, the National Honor Society for Anthropology, as well as the 2014 implementation of an “Anthropology Leaders” program among our undergraduate majors is intended in part to increase a sense of community among our majors and help promote our department to other undergraduates as an exciting and welcoming community of scholarship.

Subdisciplinary Faculty Groups: Research Strengths, Goals, and Challenges

Faculty research productivity is generally high. Anthropology faculty rank in the top quintile of many measures of research productivity and in the top 25% of most others. In this section we address specific strengths and challenges faced by each of our subdisciplinary research group. Faculty biosketches are available as appendix B. Complete vitae are available at https://www.dropbox.com/sh/vcoahsti2y2f8x6/AABTGAQlgOtANInV7nzhs2_fa?dl=0.

Archaeology

Our faculty group in archaeology comprises 5.5 FTE (4 professors, 1 associate professor, 1 academic professional who devotes 50% effort to directing the program in Museum Studies). An assistant professor (Bauer) hired in 2012 was recently recruited by Stanford University. One of our archaeology faculty (Fennell) is regularly bought out for 50% of his teaching effort by the University of Chicago Law School. Our practice has been to supplement what we receive from the buyout arrangement with other departmental funds to hire a visiting assistant professor each year. While this brings rising talent in our field to our program, these short-term appointments are a stopgap solution to a key staffing need in our department.

The goals of archaeology at the University of Illinois are to contribute to the university's mission to "transform lives and serve society by educating, creating knowledge and putting knowledge to work on a large scale and with excellence." Although archaeology, as a subdiscipline of anthropology, is committed to understanding the past, by doing so it sheds critical light on some of the most significant social, political, and environmental concerns of today. These include heritage and the politics of the past, race and social inequalities, environmental histories and human evolution, climate change and conservation and sustainability, political systems, and religion and identity.

Archaeologists are increasingly taking a leading role in a discipline-wide discussion in anthropology on the strengths and limitations of less-anthropocentric, post-humanist, or relational approaches to human experience and long-term development. The outcome of such a research theme is a recognition that humanity and heritage are continuously emerging from a matrix of human and other-than-human processes involving affective engagements with materials, landscapes, and other beings that partly make up our social and material environments. For example, today's cognitive, symmetrical, and relational archaeologies are tackling questions ranging from the evolution of mind, to the development of complexity and religion. This research is increasingly being linked to studies of heritage and alternative futures. We pursue an engaged archaeology that can inform contemporary issue of social justice. Our visibility in archaeology is enhanced by our department hosting the peer-reviewed *Journal of African Diaspora Archaeology and Heritage* (Maney Press) for which Fennell is the founding editor.

Archaeology at the University of Illinois is well positioned to engage these emerging trends in anthropology, addressing research questions that intersect human and "other-than-human" processes, and thereby bridging faculty strengths across the humanities, the natural and the social sciences in our department and across our campus. For example, several of our students have incorporated ancient DNA analyses into their theses. Furthermore, a position in anthropological archaeology, focused on food production and consumption and their implications for human-environment interaction, has been included in a cross-campus cluster hiring proposal connecting the Department of Anthropology with other units in the Colleges of Liberal Arts and Sciences and Agricultural, Consumer, and Environmental Sciences.

Challenges facing archaeology at Illinois include the size of our faculty. Our archaeology group is smaller than the core of faculty found at other leading programs (e.g., Stanford, UCLA, Arizona, Arizona State, Brown, NYU, Florida [Gainesville] and Michigan). This situation is exacerbated by the recent loss of a promising assistant professor (Bauer) to Stanford. Restoring and expanding our group of archaeology faculty will help address another challenge: training students in a diverse array of methods that are critical to archaeological practice (e.g., spatial and material analyses of different artifact classes, such as bones, stone tools, botanical assemblages, ceramics, and soils). For example, unlike most Ph.D. programs, we do not currently have faculty who teach analyses of faunal remains (one of the most common artifact classes that archaeologists recover on sites). Archaeology has been the top hiring priority for Anthropology for the past two years (during which we were not awarded any new faculty lines by the College); we expect this to remain our top priority for the coming year.

The archaeology program would also benefit from improved institutional resources. Existing lab facilities are limited, particularly for archaeology courses with a material laboratory emphasis, including pottery analysis, archaeozoology, stone tool analysis and regional archaeology courses that have artifact collections. Most major anthropology departments have at least one teaching lab dedicated to archaeological courses. We currently have only one teaching laboratory classroom and adjacent storage space, which is shared with biological anthropology, and thus with extensive collections of human and primate skeletal material and fossil casts. Storage space is inadequate for effective organization and curation of archaeological teaching materials. A master plan for the renovation of Davenport Hall developed in 2014 proposes the expansion of lab and analysis facilities, but current estimates suggest that those renovations may not take place for another decade. Further development of lab facilities in archaeology (and in biological anthropology) in the meantime is essential to our ability to remain competitive with our peer programs. Developing our laboratory resources will also require additional staff support through a facilities manager and through additional staffing in our business office adequate to handle the increasing complexities of working with our Office of Budget and Financial Services on post-award grant management in the restrictive regulatory environment of the State of Illinois.

Finally, our archaeology program connects especially strongly with two other cross-department and cross-campus initiatives—the Collaborative for Cultural Heritage Management and Policy (CHAMP), and the Museum Studies Program (MUSE)—and with the Public Service Archaeology and Architecture Program (PSAAP). These programs, which are self-sustaining (PSAAP), or operating on a shoestring budget (CHAMP; MUSE), engage anthropology in collaborations across our campus and in service to the State of Illinois. Making these programs more sustainable, expanding them where appropriate, and connecting them more integrally with strategic priorities of the department is an additional challenge for Archaeology at Illinois. Program descriptions for these and other interdisciplinary programs of Anthropology are available as appendix N, O, P, and Q.

Our near-term hiring goal in archaeology is for the recruitment of an archaeologist with research specializations on themes of the relationships of food production and consumption to human-environment interactions. This would complement existing departmental strengths in the study of human and animal diet and environment reconstruction with stable isotopes (Ambrose), climate change and human-environment interactions (Lucero), human-(nonhuman) animal-material relations (Ambrose, Pauketat, and cultural anthropologist Desmond), food heritage and identity (Fennel, Silverman), and contemporary ethnic culinary cultures (cultural anthropologist Manalansan).

Biological Anthropology

Our faculty group in biological anthropology comprises 10 FTE: 1 professor; 5 associate professors; 2 assistant professors; 1 clinical assistant professor; 1 instructor. One associate professor is currently under review for promotion; one assistant professor is currently under tenure review. Five of our faculty are involved in a teaching rotation to staff the Human Gross Anatomy sequence in the College of Medicine, which provides funds for two faculty lines. Instructional units for that course sequence are not credited to anthropology, which in effect “loses” the equivalent of 2 FTE in teaching effort each academic year.

The research mission of the biological subdiscipline of anthropology is to explore, from an evolutionary perspective, questions of human origins, variation, function, and potential. Also, many of the biological faculty investigate biological and cultural interactions across time and in contemporary peoples. Our program has core strengths in Human Genetics (both Lab-based and Quantitative), Paleoanthropology, Primate Behavior, Skeletal Biology, Functional Anatomy, Reproductive Ecology, Immunology, and (until recently) Primate Ecology, Life History Theory and Development. In each of these core areas we have pairs or small groups of faculty whose research and expertise are synergistic and this enables our contributions to both specific and broader questions in Human Evolutionary Biology. We stand out among anthropology programs in that genetics and genomics are integrated into all our research programs. This places us in the vanguard of the discipline from a theoretical standpoint.

Research themes emerging at the intersections of these strengths include:

Merging genomics, health outcomes, and evolution: Most of the aspects of the human organism that interest us for reasons of well-being and evolutionary insight are the product of many different environmental, genetic, and interactive outcomes. Functions of features of our behaviors, physiologies, and form have been shaped by evolutionary forces in the past depends exquisitely on the relationships between organisms, genomes, and environments.

We study how organisms function, develop, and are influenced by genes and environments in a number of ways. Through the study of model organisms, we study how genomes map onto phenotypes and to identify the ways in which variation that allows evolution to take place or produces disease outcomes is produced. We also look to the ways in which physiology, development, form, and function relate through the life course to understand how humans move through their environments and reproduce.

The relationships between genomics, human biology, and society: Humans are social organisms, which influences our basic biology including our health outcomes and evolutionary trajectories. Likewise, biological knowledge is shaped and used in a social context to condition social decisions about health, environment, and justice.

We tackle these issues by studying the interface between society and biological variation (including the microbial world), the use of genomics and forensic science in law, and the ways in which social conditions change the ways in which genes work. In this respect, biological anthropology is unique among other biology programs on our campus for its participation in anthropology’s capacity to study the entire human organism.

Understanding humans in environmental and ancient contexts: Biological anthropologists understood the importance of the links between humans and a changing planet well before conversations of climate change were brought to the fore in guiding university policies. With our field neontological and paleontological expertise, our program has the potential to study the

ways in which humans and the planet have shaped one another on time scales ranging from the year-to-year to millions of years.

The ways in which we approach these problems includes the study of some of the oldest modern humans known to have lived outside of the continent of Africa, who were encountering and adapting to novel and ever changing environments. Likewise, conservation of living primates and their environments and the implications for human health and the long-term sustainability of human societies are a staple of research in the biological anthropology program.

Although growth in our biological anthropology program has been steady over the past decade, and our faculty maintain successful research programs, the success of our biological anthropology program has been limited by three important factors:

1) Limited laboratory facilities in our departmental home of Davenport Hall compel our faculty to rely on lab resources at interdisciplinary research center (such as the Woese or Beckman Institutes—where Clancy, Hughes, Malhi and Stumpf use facilities) or in borrowed laboratory spaces (such as the Medical Sciences Building—where Brinkworth, Clancy, Malhi, and Stumpf work). The benefits of access to sometimes state-of-the-art resources and interdisciplinary collaborations with other biologists on our campus come at the cost of programmatic cohesion as biological anthropologists and their students are scattered across campus limiting their connections to one another and to other anthropologists in our program. A secondary effect of these arrangements—particularly at the interdisciplinary research institutes—has been that overhead from research grants has largely gone to the interdisciplinary institutes hosting our faculty. Changes in campus indirect cost recovery (ICR) policy in the past year have ameliorated this somewhat, but Anthropology is still playing “catch-up” in terms of ICR-generated funds. Additionally, the interdisciplinary nature of research supported at these institutes directs some of our faculty efforts toward collaborations that, while vital contributions to scholarship, are not always focused at disciplinarily designed questions. The planned renovations of Davenport Hall propose to concentrate our laboratory research programs in our building. However, since there is no firm start date for the renovations, and the scope of the planned renovations may change, we think it is important to highlight this as an unaddressed challenge for our program.

2) As the research profile of our biological anthropology faculty has become more lab-based and more biomedical in nature, the funding and management of externally supported research programs has occupied a growing percentage of faculty effort. (A similar situation exists regarding directions of research among our archaeology faculty group). Our department is only beginning to adjust to this development. For instance, we have recently revised our teaching load policy to create more opportunities for course release for faculty who are preparing to submit a grant for external funding, managing a large external grant, or working with a sizeable student lab group (appendix M). Additional challenges remain, however. Most pressingly, our departmental business office is not adequately staffed to provide sufficient pre-and post-award support for a number of active grants alongside the other routine business transactions of our department, individual faculty, and students. This situation is aggravated by very unsupportive policies and practices at the central campus administration. Similarly, we lack adequate staff support for facilities management.

3) A third challenge facing our biological anthropology program has been a pattern of marginalization among other biological science departments across campus. Although our faculty enjoy strong collaborative relationships and even courtesy appointments in other units in the biological sciences, our program is frequently left out of campus-level planning regarding the biological sciences. Some of this is a function of our administrative categorization in the

college. Our reporting line runs through the Associate Dean for the Social Sciences. That portfolio once included the natural sciences, but a new Associate Dean for Life and Physical Sciences position was added a few years ago. We have made efforts to be included in college correspondence regarding the natural and biological sciences, and we have also reached out to campus level committees responsible for coordinating the biological sciences at Illinois to request a place at the table. The results of those efforts have been uneven, and we often learn about developments related to biology at Illinois (including issues related to a newly planned college of medicine, where anthropologists may potentially be among the faculty) after they have been discussed by other stakeholders. This had troubling implications for our efforts to revise our undergraduate curriculum when a proposal developed five years ago to introduce a major track anchored in our biological anthropology curriculum was blocked by some other biology units who objected to the title “human biology” for the major. We no longer plan a separate major, but we continue to worry that our efforts at curricular reform will face obstacles as we more effectively identify our department’s contributions to the campus curriculum related to themes of human biology, medicine, and health and society.

Our near-term hiring priority in Biological Anthropology is for a scholar with research expertise in comparative primatology. In particular, we seek a scholar whose work includes evolutionary approaches to one or more of the following areas: Neurobiology, Development, Life History Theory, Primate Ecology, and/or Physiology. Hiring in this area would substantially increase the visibility of social and biological science research in LAS, it would contribute directly to the strategic aims of our department to build upon promising points of connection among anthropological subfields, and would mesh well with comparable College and Campus priorities for expanding the interconnections between social and biological sciences.

Linguistic Anthropology

Linguistic anthropology at Illinois has long been closely linked to our sociocultural program, making counting of dedicated FTE complicated. For present purposes, we reckon the FTE for our linguistic faculty at 2.75: 2.25 FTE dedicated principally to linguistic anthropology (Farnell and Lo @ 100%; Davis @25%); and another faculty member (Greenberg), whose training in both sociocultural and linguistic anthropology has led to research that crosses the subdisciplines (thus another .5).²

Linguistic anthropologists study language and related systems of communication in human communities across space and time. Although often tightly linked to sociocultural anthropology, linguistic anthropology is a separate specialization. A distinguishing feature of the leading anthropology programs nationally is a robust cohort of linguistic anthropologists with training in linguistics considered essential to graduate and undergraduate education. For instance, perennial top-ranked programs such as the University of Michigan and the University of Chicago each have 5 linguistic anthropologists on their faculties. The University of California, Berkeley, the University of Texas, Austin, and the University of Virginia each have 4; UCLA has 7. Strengthening the linguistic anthropology program in our department is among our top priorities.

The recent retirements of Lehman and Keller, long the anchors of linguistic anthropology at Illinois, have significantly reduced our ability to offer adequate graduate and undergraduate

² This accounting of faculty effort toward linguistic anthropology is admittedly imprecise. Farnell’s appointment is also connected to her contributions to sociocultural anthropology and American Indian Studies; a number of “sociocultural” faculty consider linguistics part of their identity as scholars and teachers. Our point remains that we lack the necessary critical mass for this important intellectual and curricular component of our department.

training in linguistic anthropology. Our remaining Linguistic Anthropology faculty (Farnell and Lo) are receiving some support from Greenberg, whose work on political communication draws from training in linguistic anthropology. They are exploring potential collaborations with other linguistically oriented scholars in the departments of Communication and Linguistics to shape an interdisciplinary set of curricular offerings that will have a cross-campus impact. Beginning in AY 2015-16, our linguistic program will be further enhanced by the 25% joint appointment (with American Indian Studies) of Davis, who works in the areas of indigenous language revitalization, as well as language, gender and sexuality, and language and identity.

We approach linguistic anthropology as an interdisciplinary field that addresses the manifold ways in which language, interaction and culture mutually organize each other in different communities worldwide. More than ever, our students require a critical awareness of language and discourse as socially shaped phenomena. This is so for scholars preparing to conduct field research and interpret data, but it is equally essential for the basic practices of educated local and global citizenship for which we aim to prepare our students. We seek to expand our current programming in order to meet the major campus-wide theme of social equality and cultural understanding in areas such as interpersonal communication, understanding difference, conflict, global relations and diversity, all of which require skilled knowledge of language in culture and communication.

Our near-term hiring priority in linguistic anthropology is the recruitment of a scholar with research specialization in language and social media, virtual social networks, human-computer interactions and globalization. A linguistic anthropologist with these specializations would contribute to our curriculum through existing course rubrics such as ANTH 374 Anthropology of Science and Technology, through new courses to support our participation in the new Computer Science + Anthropology major, and through rotation in core courses serving our major and General Education requirement.

Sociocultural Anthropology

Our sociocultural anthropology faculty group is weighted at 10 FTE comprising 13 individual faculty. That includes 7 faculty with 100% appointments in ANTH; 3 with 75% appointments; 2 with 50% appointments, and one 25% appointment. (One faculty member who is counted here as a 100% ANTH appointment, is counted as 50% FTE in the sociocultural group, because her effort is divided between the sociocultural and linguistic programs.) By rank, our sociocultural faculty include 7 professors; 4 associate professors; 1 assistant professor and 1 instructor. In recent years we typically “lose” the equivalent of one or two FTE in sociocultural anthropology to administrative appointments elsewhere on campus. (In 2015-16: appointments for Abelmann and Desmond reduce our teaching effort by 1 FTE).

Sociocultural faculty at Illinois span scholars with active research programs in Africa, East Asia, Europe, Latin America, the Middle East, and North America. This geographic range sustains a vital element of our curriculum involving comparative perspectives of social life and social problems. Although we do not prioritize geographical coverage in our departmental planning, we are mindful of regions where our departmental coverage has been particularly strong and world areas of particular contemporary salience. Our two most recent planned searches in sociocultural anthropology have been regionally focused (for scholars of Latin America and China). Thematically, our faculty include strong research emphases on state ideologies and cultural transformations; complex societies in transition; kinship and gender relations; politics; economics and business studies; social movements and youth; border studies, criminalities, violence, and security; religion, race, and ethnicity; democracy, governance, and policing; social classification; performance and embodiment; food and environment; education and diversity;

language and culture; transnationalism and diasporas. We have close collaborations, through zero-percent affiliations, with other anthropologists and anthropologically- and linguistically-oriented scholars in other departments, including: Asian American Studies; Communication; Education Policy, Organization and Leadership; Geography; Institute for Communication Research; Latina Latino Studies; and Sociology, among others.

Sociocultural faculty interests reflect the robust range of research characteristic of the subdiscipline. Points of particular convergence and depth at Illinois, along with areas of ferment in our discipline that are reflected among our faculty, include anthropologies of

- economies and capitalism (Orta, Saul).
- education and diversity (Abelmann, Lo).
- the experiences of racially and economically marginalized populations (Dominguez, Farnell, Harrison, Maldonado, Manalansan, Rosas).
- expressive culture and performance (Desmond, Farnell, Saul).
- food, the senses and embodiment (Desmond, Farnell, Manalansan).
- gender and sexuality (Davis, Gottlieb, Harrison, Manalansan).
- migration, border crossing, and diasporic identities (Gottlieb, Harrison, Manalansan, Rosas, Saul).
- policing and criminality (Martin, Moodie, Rosas).
- religion (Gottlieb, Orta, Saul).
- social movements, youth, and political change (Greenberg, Harrison, Moodie).
- post-crisis processes of democratization and neoliberal economic reform (Abelmann, Greenberg, Maldonado, Moodie, Orta).
- post-humanism (Desmond).
- world anthropologies (Desmond, Dominguez, Harrison).

Working in sites that span rural communities, urban centers, formal brick and mortar institutions, and virtual worlds, we hold a strong commitment to a grounded, fieldwork-based ethnographic approach. Such an approach enables us to put fine-grained and context-sensitive insights into appropriate comparative and analytic frameworks that engage issues of pressing social and political concern. This connects our practices as scholars with our goals as educators, as we strive to provide for our students a strong sense of the “real world” applicability of training in sociocultural anthropology. As a strongly empirical and fieldwork based discipline, anthropology is already deeply engaged with the world about which we teach. Recognizing the academic focus of (most of) our professional experiences, we are also supplementing our attention to these themes with a speaker series in “Engaged and Applied Anthropology,” featuring anthropologists applying their training in fields beyond academia.

The intellectual diversity of our faculty is a strength of our program; however, it has also created a set of challenges concerning planned directions of growth. As budget restrictions have limited hiring, and we have prioritized other subdisciplines in recent hiring requests, sociocultural (and linguistic) anthropology has benefited more from opportunistic hires than from planned recruitments. The impact on intellectual collaboration and numbers of course offerings has been positive, but even as we hire and grow in exciting ways, we have been left with unaddressed hiring needs. Similarly, the growth and diversity of our subdisciplinary faculty group has exacerbated problems with an already understructured curriculum, which offers our students breadth sometimes at the cost of systematic subdisciplinary depth. An additional pressing challenge for our program concerns the status of linguistic anthropology in our department. The complementarity of sociocultural and linguistic anthropology is strong. However, as detailed above, the partnership in our department is not equal. Revisions to our undergraduate major are

intended to address many of these challenges. Support for strategically planned faculty recruitments will be another important part of this process.

An additional challenge for our sociocultural program, as it is for our department as a whole, involves the “branding” of anthropology and its contemporary relevance to our campus and our students. As our college and campus have supported the development of newer academic programs in global, international and comparative cultural studies, we have yet to position ourselves effectively within these campus conversations. One result is our sense that we have lost a significant number of potential majors to an interdisciplinary program in global studies housed in the College of LAS. The revisions of our undergraduate major and curriculum, outlined above, are the core of our efforts to address this challenge. An ironic and compounding challenge has been the fact that our department has contributed significant intellectual and administrative leadership to many of these efforts to internationalize the campus curriculum. Anthropology faculty serve or have recently served in positions of leadership or on governing faculty committees in the Illinois Program for Research in the Humanities, the Program in Jewish Culture and Society, the Center for East Asian and Pacific Studies, the Center for Latin American and Caribbean Studies, the Graduate College, the College of Liberal Arts and Sciences, the Global Studies Program, and the Office of the Vice Chancellor for Research. This amounts to a considerable contribution in teaching and curricular planning effort to various campus initiatives. These contributions are anchored intellectually in our department, but not reflected in common metrics of evaluation such as enrollments and majors.

Recruiting priorities for the program include medical anthropology and/or global health and development, as well as science and technology studies. Medical anthropology is one of the largest subspecializations of anthropology globally. Although our department once included expertise on the topic (Prof. Emeritus Clark Cunningham), the current absence is a notable difference between Illinois and other top programs nationally. New developments in the field, synergies with research on biocultural themes within our biological anthropology program, and an emerging cross-campus focus on themes of health and wellness, development and cross-cultural understanding, particularly as these are signaled in the campus Visioning Future Excellence themes, make this an important strategic hire for our program and for our campus.

The theme of Global Health is similarly an issue of pressing concern across the social sciences and it has been evident in a variety of strategic planning discussions on our campus. Anthropology’s interdisciplinary breadth spanning the biological and social sciences makes it uniquely suited to contribute to these discussions. Strong interest in the appointment of a medical anthropologist has been expressed by units ranging from the Carl R. Woese Institute for Genomic Biology, to the College of Engineering, to the College of Medicine, in initiatives that would give their students and faculty more robust engagement with social scientific and cross-cultural perspectives.

The strongest peer programs in our subdiscipline include: Columbia University, Duke University, Stanford University, University of California, Berkeley, University of Chicago, University of Michigan, University of Pennsylvania, University of Virginia.

Departmental Administration and Support Staff

Anthropology’s executive officer is a department head appointed by the Dean (after consultation with the faculty) for a term of five years. Faculty also serve in the positions of Associate Head/Director of Graduate Studies and Director of Undergraduate Studies, with those positions appointed by the head. The head is advised by an Executive Committee elected annually by the

faculty, although our practice has been for department heads to consult closely with the entire faculty on most decisions. Our bylaws prescribe that the executive committee should include representation from different subfields, and from different faculty ranks, along with faculty diversity. On matters such as course planning, admissions, and portions of the graduate student review process, interdisciplinary faculty groups caucus separately to make recommendations to the head or to the Executive Committee.

Our department's ~24 tenure system FTE (30 individual faculty, excluding visitors), ~60 continuing graduate students, and ~150 majors are supported by the work of an office staff of 4. This includes an administrative assistant, who works closely with the head and supervises other

SUPPORT STAFF by Tenure System FTE		
DEPT	FTE	STAFF SIZE
ANTH	24	4
Comm	20.5	6
History	39.5	7
SIB	34.96	19
Sociology	11.42	4
Political Science	24.05	5
Sources: DMI and departmental websites		

office staff; a business manager, responsible for departmental accounts, ordering supplies, assisting faculty with reimbursement and grant management, and department HR, a graduate secretary, who provides administrative support to our faculty Director of Graduate Studies and to our graduate students; and, an undergraduate advisor, who provides support to our faculty Director of Undergraduate Studies, and to our undergraduate majors.

In comparison with a number of our peers around campus, we are understaffed. This is notable in

comparison with our neighboring departments in the social sciences, where the only unit also staffed with 4 support personnel has fewer than half of the FTE of Anthropology. It is also notable in comparison with our neighbors in the biological sciences, where faculty research activities require additional administrative support from the units. We understand that additional staff support in some of these cases is likely funded through ICR revenues and other non-state funding sources. We are working to develop practices in Anthropology that would enable us to fund expanded office support staff independently. (More on this in "Resources" below.) However, just as we have relied on a blend of department, college, and campus resources to fund some of our larger startup packages in recent years, we will likely require some campus investment in adequate support staff levels if we are to continue to expand our externally funded research programs and ICR streams to become self-sustaining in this regard.

Indeed, we experience staffing pressures most acutely in the limited services we can provide to faculty for the post-award management of their grants. As indicated above, this situation is compounded as we seek to increase the number of external grants supporting faculty research and as procurement and other policies administered by the University's Office of Business and Financial Services place increasing compliance burdens on researchers and departmental business staff. This problem is widely commented upon across the campus; we find it to be particularly severe for international field-based research.

Facilities

Davenport Hall is among the oldest buildings in use on our campus. It is slated for a comprehensive renovation, and a master plan has been developed for the project, but the start date for the renovation is not certain. The master plan, which aims to consolidate many of our operations within the new building, would see our footprint in Davenport Hall increase from ~17,000 sq ft. to ~35,500 sq ft. Those numbers demonstrate the extent to which we rely on laboratory and other resources located around our campus. The master plan also addresses our needs for adequate classroom and meeting spaces in the building as well as the space limitations

of our current administrative office suite. Lack of accessibility of some of areas of the building to persons with disabilities, a patchwork ventilation system, lack of connectivity across different sections of the building, recurring leaks, and concerns about mold are just some of the charms of our venerable old home that will be addressed by the renovations as planned. Until those take place, they remain limitations for our department.

Resources

Anthropology runs on an annual budget of \$3,233,109, of which 97% is faculty, staff and graduate student assistant salaries. Our annual state budget allocation covers most of these expenses. Transfers from other units in connection with dual career hires, buyout arrangements for faculty with administrative appointments or fellowships, and, in recent years, some less typical long-term arrangements such as Bunzl’s salary buyout from the Chicago Humanities Festival (ended in 2014) and Fennell’s 50% buyout from the University of Chicago Law School, cover the rest. Because state allocations for our graduate program fall short of our funding commitments, we often draw on buyout funds to support graduate TAs and graders. We are thus reliant on non-recurring, unstable funding streams to sustain our programs. Alongside these buyout arrangements, other sources of department income are: tuition returned to the department from summer online courses; gift funds; and ICR streams.

Graduate Program Funding

Our state allocation supports about 13 50% TA positions each semester; we routinely assign 17-20 TAs. It bears noting that this funding support does not match our funding commitment to our graduate program. We anticipate that most of our funding eligible graduate students will secure funding from sources other than the department at some point during their study. Campus fellowships available through the Graduate College, Area Centers, IPRH; national fellowships such as Wenner-Gren or NSF; RA support through faculty advisor’s research funds/grants; etc. We try to help this happen by nominating students for fellowships and supporting their efforts to apply for external support.

Indirect Cost Recovery

ICR is a relatively small part of our department’s finances. Changing this situation is a departmental priority. We are working toward this by enabling sustainable externally funded research programs by our faculty through increasing levels of startup support (reversing a department legacy of inadequate startup investment) and by changes in our workload policy intended to increase faculty grant productivity. We are anticipating that those initiatives along with recently implemented changes in campus ICR policies will increase our stream of ICR funds.

The following table reports ICR revenues since AY 2008-09:

ANTH ICR (000)					
2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
150	98	97	104	534	654

The precipitous drop in ICR funds from AY 2010 to 2011 reflects the departure from the department of the Illinois Transportation Archaeological Research Program (ITARP), a contract archaeology unit. In 2011 they left the department to join the Prairie Research Institute, renamed as ISAS (Illinois State Archaeological Survey). A separate contract archaeology unit, PSAAP (the Public Service Archaeology and Architecture Program), remains part of our

department and the uptick in ICR over the past few years reflects in part their expanded activity after a slump connected to the financial crisis of 2008.

The current balance in our ICR account is ~\$250,000.

Summer online course tuition

Our campus passes on a portion of tuition generated by summer online classes. For summer 2013, this generated payments to ANTH of ~\$106,000. We have, consequently continued and considered expanding our summer online class offerings. Needless to say, so have other units on campus, resulting in heightened competition for summer online enrollments. These tuition funds play an important role in our annual accounting; they often are paid at the very end of the fiscal year, and we have counted on them in recent years to offset a limited deficit that we run until that point and even generate a modest surplus that is swept into our ICR accounts.

Advancement

Fundraising efforts in Anthropology have been limited, but increasing in recent years. Over the past 5 years, we have averaged ~\$200,000/year in gifts, pledges, and bequests. A major component of our advancement efforts has been the stewardship of a series of gifts from one of our alumni. The result of that has been an increasing level of support: from an initial gift of \$40,000 in 2011, to additional gifts of \$100,000 in 2013, and a gift of \$500,000 formalized in 2014. Funds from these gifts are enabling a summer research and internship program for undergraduate students, as well as a speaker series and curriculum development support connected to initiatives in engaged and applied anthropology. We are also developing contacts with other alumni of our programs leading to recent gifts of \$4,000 and \$1,000 from separate donors. As part of this effort, we have worked on updating a database of Anthropology alumni to plan various ways of increasing their engagement with the program. We have not yet taken any next steps on that front largely due to transitions on the advancement staff and limited administrative time in the department for these tasks. We have made an effort in recent years to increase outreach to alumni and other interested supporters of our department through our webpage and social media, and through an electronic newsletter. But our performance here has been very uneven with some semesters going by without a newsletter being produced.

APPENDICES

- A. FACULTY HIRES AND DEPARTURES 1995-PRESENT
- B. BIOSKETCHES OF CURRENT FACULTY
- C. ANTHROPOLOGY FACULTY WITH NATIONAL AND CAMPUS ADMINISTRATIVE SERVICE (2005- PRESENT)
- D. UNDERGRADUATE CURRICULUM
- E. UNDERGRADUATE OUTCOMES
- F. DRAFT PROPOSAL FOR A REVISED UNDERGRADUATE MAJOR IN ANTHROPOLOGY
- G. GRADUATE HANDBOOK
- H. GRADUATE PLACEMENT 1995-2015
- I. GRADUATE PROGRAM HIGHLIGHTS
- J. GRADUATE COLLEGE EVALUATION 2014
- K. DIVERSITY ACTION PLAN
- L. MIDCAREER EVALUATION AND PROMOTION OF ASSOCIATE PROFESSORS IN ANTHROPOLOGY
- M. TEACHING LOAD POLICIES FOR A FOUR-FIELD PROGRAM
- N. ETHNOGRAPHY OF THE UNIVERSITY INITIATIVE (EUI)
- O. COLLABORATIVE FOR CULTURAL HERITAGE MANAGEMENT AND POLICY (CHAMP)
- P. MUSEUM STUDIES PROGRAM
- Q. PUBLIC SERVICE ARCHAEOLOGY AND ARCHITECTURE PROGRAM (PSAAP)

Appendix A

**Anthropology Faculty Hires and Departures by Year
(excluding visiting faculty appointments)**

AY 2015-16

Hires:

- Jessica Brinkworth –assistant professor (biological anthropology)
- Jennifer Davis –assistant professor (linguistic anthropology; 25% ANTH / 75% American Indian Studies)
- Faye Harrison – professor (sociocultural anthropology; 25% ANTH / 75% African American Studies)
- Petra Jelinek – instructor (biological anthropology)

Departures:

- Andrew Bauer – assistant professor (archaeology) to Stanford
- Vicente Diaz –associate professor (sociocultural anthropology; 25% ANTH / 75% American Indian Studies); to U. Minnesota
- Radhika Govindrajan –assistant professor (sociocultural anthropology); to U. Washington
- Alejandro Lugo – professor (sociocultural anthropology; 50% ANTH / 50% Latina/o Studies); to Arizona State University

AY 2014-15

Hires:

- Cris Hughes – clinical assistant professor (biological anthropology)
- Korinta Madonado –instructor (sociocultural anthropology; 75% ANTH / 25% American Indian Studies)
- Jeffrey Martin – assistant professor (sociocultural anthropology; 75% ANTH / 25% East Asian Languages and Cultures)

Departures:

- Matti Bunzl – professor (sociocultural anthropology); to Wien Museum, Austria
- Paul Garber –professor (biological anthropology); retirement

AY 2013-14

Hires:

- Radhika Govindrajan –assistant professor (sociocultural anthropology)

Departures:

- Douglas Brewer –professor (archeology) retirement
- Steven Leigh –professor (biological anthropology); to U. Colorado

AY 2012-13

Hires:

- Andrew Bauer –assistant professor (archaeology)
- Jessica Greenberg –assistant professor (sociocultural and linguistic anthropology)
- Vicente Diaz –associate professor; (sociocultural anthropology; 25% ANTH / 75% American Indian Studies)

AY 2011-12

Departures:

- Janet Keller –professor (linguistic anthropology); retirement

AY 2009-10

Hires:

- Adrienne Lo –assistant professor (linguistic anthropology)

Departures:

- Kris Lehman –professor (linguistic anthropology); retirement

AY 2008-09

Hires:

- Kathryn Clancy –assistant professor (biological anthropology)

Departures:

- Thomas Gillespie –assistant professor (biological anthropology; 50% ANTH / 50% Veterinary Medicine) to Emory U
- Marc Perry –assistant professor (sociocultural anthropology; 50% ANTH / 50% African American Studies); Tulane University.
- Olga Soffer –professor (archaeology); retirement

AY 2007-08

Hires:

- Jane Desmond –professor (sociocultural anthropology – 50% administrative commitment to International Forum for U.S. Studies)
- Virginia Dominguez –professor (sociocultural anthropology)
- Susan Frankenberg –academic professional (Museum Studies Program)
- Lyle Konigsberg –professor (biological anthropology – 50% teaching commitment to College of Medicine)
- Lisa Lucero – associate professor (archaeology)
- Gilberto Rosas –assistant professor (sociocultural anthropology; 75% ANTH / 25% Latina/o Studies)
- Laura Shackelford – assistant professor (biological anthropology – 50% teaching commitment to College of Medicine)

Departures:

- Hairong Yan –assistant professor (sociocultural anthropology), Hong Kong Polytechnic U
- R. Barry Lewis –professor (archaeology); retirement

AY 2006-07

Hires:

- Ripam Malhi –assistant professor (biological anthropology)
- Thomas Gillespie –assistant professor (biological anthropology; 50% ANTH / 50% Veterinary Medicine)

Departures:

- Karen Kelsky – associate professor (sociocultural anthropology; 50% ANTH / 50% East Asian Languages and Cultures); U. Oregon

AY 2005-06

Hires:

- Ellen Moodie –assistant professor (sociocultural anthropology)
- Marc Perry –assistant professor (sociocultural anthropology; 50% ANTH / 50% African American Studies)
- Charles Roseman – assistant professor (biological anthropology)
- Hairong Yan –assistant professor (sociocultural anthropology)

AY 2004-05

Hires:

- Christopher Fennell –assistant professor (archaeology)

Departures:

- Leslea Hlusko –assistant professor (biological anthropology); UC Berkeley
- William Kelleher –associate professor (sociocultural anthropology); Syracuse

AY 2003-04

Hires:

- Karen Kelsky – associate professor (sociocultural anthropology; 50% ANTH / 50% East Asian Languages and Cultures)
- John Polk –assistant professor (biological anthropology)
- Rebecca Stumpf –assistant professor (biological anthropology)

Departures:

- Linda Klepinger –(biological anthropology); retirement
- Norman Whitten –(sociocultural anthropology); retirement

AY 2002-03

Departures:

- Brian Richmond –assistant professor (biological anthropology); U. Virginia

AY 2001-02

Departures:

- Susan Gillespie –associate professor (archaeology); U. Florida - Gainesville
- David Grove –professor (archaeology); retirement

AY 2000-01

Hires:

- Leslea Hlusko –assistant professor
- Brian Richmond –assistant professor (biological anthropology)

AY 1999-2000

Hires:

- Martin Manalansan –assistant professor (sociocultural anthropology; 50% ANTH / 50% Asian American Studies)

Departures:

- Eugene Giles –professor (biological anthropology); retirement

AY 1998-99

Hires:

- Matti Bunzl –assistant professor (sociocultural anthropology; teaching commitments in the Program on Jewish Studies)
- Timothy Pauketat –associate professor (archaeology)

Departures:

- David Plath –professor (sociocultural anthropology); retirement

AY 1997-98

Hires:

- Andrew Orta –assistant professor (sociocultural anthropology)

AY 1996-97

Hires:

- Brenda Farnell –assistant professor (linguistic anthropology; teaching commitments in American Indian Studies)

AY 1995-96

Hires:

- Alejandro Lugo –assistant professor (sociocultural anthropology; teaching commitments in Latino/a Studies)

Additional retirements in early 1990's:

- Edward Bruner –professor (sociocultural anthropology); 1994
- Clark Cunningham –professor (sociocultural anthropology); 1994
- R. Tom Zuidema –professor (sociocultural anthropology); 1993
- Charles Bareis –professor (archaeology); 1993
- Charles Keller –professor (sociocultural anthropology); 1992

Appendix B
Faculty Biosketches

Nancy Abelmann

Harry E. Preble Professor of Anthropology and East Asian Languages and Cultures
Associate Vice Chancellor for Research (Humanities, Arts and Related Fields)

My research has for many years focused on Korea and Korean America. Over the years my book and article publications have taken up primarily issues of class, education, migration, and mobility. My primary theoretical interests include transnationalism, diaspora, family, cosmopolitanism and neoliberalism. On campus I have been active in spearheading a program that supports undergraduate research, *The Ethnography of the University Initiative*, which I cofounded. In that vein I am interested in institutional ethnography and the ways in which students can come of age as civic-minded activist and citizens beginning with a critique of the American university. I also cofounded *The American University Meets the Pacific Century*, which examined the changing demography of the American university and its impact on fundamental issues in higher education, corporatization, and neoliberalism. I have also been interested in both comparative (among East Asian countries) and group research, finding both very invigorating. My first monograph *Echoes of the Past, Epics of Dissent: A South Korean Social Movement* took up changing cultures of social activism in 1980s South Korea, an era of democratization. My co-authored book (with John Lie) *Blue Dreams: the LA Riots* explored the racial contours of the LA Riots in a transnational context. *The Melodrama of Mobility: Women and Class in South Korea* examined South Korea's developmentalist generation, including the women's class and mobility backgrounds. Finally, *Asian American Students and the Problems of Segregation*, examined second generation Korean Americans grappling with the surprising pressures of segregation. Still in preparation: *Making Family Work: teens and Parents in Chicagoland* (with Sumie Okazaki) is an interdisciplinary work combining quantitative and qualitative research to paint a portrait of Korean American parents and children who navigate a racialized America.

**Stanley H. Ambrose,
Professor, Anthropology**

1. Research Specializations. My diverse lines of research are directly and indirectly unified by the goal of understanding the evolution of planning, cooperation and social networks, from early hominids to modern humans. My geographic focus on Africa is appropriate because all stages leading to the biocultural evolution of modern humans occurred in Africa. Julian Steward, a founding member of the Illinois Anthropology department, developed a powerful theoretical framework for my archaeological, ecological, geological and geochemical research. Dietary and environmental adaptations occupy Steward's culture core. In the Environmental Isotope Paleobiogeochemistry Laboratory I use stable isotope analyses of human and animal bones and teeth, pottery residues, dental calculus, soils, plants and shells from fossil and archaeological sites ranging in age from middle Miocene to modern societies and environments for dietary and environmental reconstruction. My lab hosts student and professional researchers from all parts of the world. Steward also identified flexible social adaptations for risk reduction, including extensive intergroup information sharing versus territorial defense in different environments. I use a variety of geochemical fingerprinting methods of provenience analysis of obsidian artifacts, ostrich eggshell beads and red ochre pigments, and human and animal teeth to trace object biographies, place biographies (including rock art sites), and human animal residential and dietary life history biographies to test Steward's model. My geological source to

archaeological site research provides the raw data to document variation in the extent and intensity of past social networks. My approach to the analysis lithic technological organization also emphasizes its relationships to risk reduction through information sharing and planning, and by the evolution of grammatical language.

2. Teaching specializations. I teach a broad range of subjects, including introductory paleoanthropology and archaeology courses, two courses on the history of archaeological and evolutionary theory in anthropology, and practical courses on lithic technology analysis, advanced scientific methods (archaeometry), dissertation research design and proposal writing, and area courses on African and Old World archaeology.

3. Notable publications. Citation index data (<https://scholar.google.com/citations?user=zdSSo6oAAAAJ&hl=en>) show that many of my papers are frequently cited in many disciplines. My most significant papers include (in chronological order) syntheses of the archaeological and linguistic evidence for the origins of food production in East Africa (1982, 1984), socioecological models for the Middle Stone Age and Later Stone Age (1990), isotopically controlled diet experiments (1993); the keystone culture sequence of Enkapune Ya Muto Rockshelter (1998), the consequences of the Toba supereruption for modern human population history and evolution (1998, 2003; Williams et al. 2009); intra-tooth isotopic analyses for seasonality and mobility reconstruction (Balasse et al. 2002, 2003), social networking models for the origins of microlithic technologies (2002), dietary correlates of status and gender at Cahokia (2003), reconstruction of the diet and environment of *Ardipithecus* (White et al, 2009; WoldeGabriel et al. 2009). The relationship of composite (constructive) tool technologies to the evolution of language, cooperation and planning (2001; 2010) are among my most important contributions to evolutionary anthropology.

4. Grants. My research has been funded by 10 major grants from NSF, and many smaller grants from the LSB Leakey Foundation, Wenner Gren, National Geographic and the University of Illinois.

5. Honors in the past 10 years include distinguished lecture series invitations from Harvard University, Shandong University and the University of Florida, and two teaching excellence rankings at Illinois.

6. Notable positions include 5 years on NSF Archaeometry and Archaeology proposal review panels.

7. Notable public engagement. My research on the impacts of the Toba supereruption on global environments and human population history have been the subject of six television documentaries.

Jessica F. Brinkworth, PhD
Assistant Professor

Research Summary

My research addresses the physiological consequences of the human experience and evolutionary past, particularly those that affect the innate immune system. Current projects focus on the functional divergence and diversification of primate immune systems, how past epidemics affect present day immune function diversity and how life experience affects the innate immune response.

Teaching

ANTH 241 Human Variation and Race, ANTH 249 Evolutionary Medicine, ANTH 499 Special Topics: Evolution and Ecology of Human Immunity.

Select Publications

Brinkworth, J.F. and L.B. Barreiro. 2014. "The contribution of natural selection to present-day susceptibility to chronic inflammatory and autoimmune disease". *Current Opinions in Immunology*. 31:66-78

Brinkworth, J.F. and K.N. Sterner. 2013. "Toll-like receptor function and evolution in primates" In J.F. Brinkworth and K. Pechenkina (eds) *Primates, Pathogens and Evolution. Developments in Primatology: Progress and Prospects*. Vol 38: 91-116. Springer Publishing: New York

Brinkworth, J.F. and M. Thorn. 2013. "Vertebrate immune system evolution and comparative primate immunity". In J.F. Brinkworth and K. Pechenkina (eds) *Primates, Pathogens and Evolution. Developments in Primatology: Progress and Prospects*. Vol 38: 17-64. Springer Publishing: New York

Brinkworth, J.F. and J. Silver, S.M. Goyert. 2012. Innate immune responses to TLR2 and TLR4 agonists differ between baboons, chimpanzees and humans. *Journal of Medical Primatology*. 41(6): 388-393

Grants and Fellowships

- 2013-2016 **Wenner Gren Post-PhD Research Grant** (\$19 960)
The evolutionary impact of plague (*Yersinia pestis*) on human immune system function.
- 2013-2015 **Reseau de Medecine Genetique Appliquee, Claude-Laberge Postdoctoral Fellowship** (\$73 500, total)
- 2009-2011 **Writing Across the Curriculum Fellowship** (Lehman College), CUNY (\$60 123)
- 2008-2010 **Wenner Gren Dissertation Fieldwork grant** (\$22 959)
Evolution of the Human Immune System – Landscape-Specific Pathogen Exposure and Human AIDS
- 2008-2010 **National Science Foundation Doctoral Dissertation Improvement Grant** (\$15 000)
The Evolution of Chimpanzee/Hominin Immune Defense-Adaptations to Landscape – Specific Pathogen Exposure and the Progression of AIDS

Service

American Association of Physical Anthropologists: reviewer (2015-), session chair (2015-), symposium organizer (2010)

Hunter College: Symposium organizer (2006-2007). Annual International Symposium of The Center for Study of Gene Structure and Function: Evolution Health and Disease.

Doctoral Advisees: Suvanthee Gunasekera (UIUC, Anthropology, 2015-), Negin Valizadegan (UIUC, Anthropology, 2015-)

Kathryn B. H. Clancy, PhD

Assistant Professor of Anthropology, University of Illinois
Part-time Faculty, Beckman Institute for Advanced Science & Technology
Affiliate, Department of Animal Biology

Research specializations: Women's reproductive ecology, life history theory, evolutionary medicine, feminist biology; critical research on science, radical pedagogy, underrepresentation and inclusion issues in science.

Teaching specializations: Large-format general education courses, online learning, radical pedagogy; evolutionary medicine, biology of human behavior, life history theory.

Notable publications:

Huang H, **Clancy KBH**, Burhance C, Zhu Y, and L Madrigal (2015). Women who deliver twins are more likely to smoke and have high frequencies of specific SNPs: results from a sample of African-American women who delivered pre-term, low birth weight babies. *Am J Hum Biol*, Early View.

Clancy KBH, Nelson RG, Rutherford JN, Hinde K (2014) Survey of Academic Field Experiences (SAFE): Trainees Report Harassment and Assault. *PLoS ONE* 9(7): e102172. doi:10.1371/journal.pone.0102172

News, partial list: [New York Times](#), [Science](#), [Nature](#), [The Atlantic](#), [Washington Post](#), [Boston Globe](#), [USA Today](#), [NPR 1](#), [NPR 2](#), [NPR3](#), [CNN](#), [Fast Company](#), [Vox](#), [Salon](#), [Cosmopolitan](#), [The Daily Beast](#), [Memo to AAAS from Rep. Speier \(D-CA\)](#), [National Organization for Women](#), [Inside Higher Ed](#), [KSJ Tracker](#), [Inquiring Minds](#)

Clancy KBH (2013). Miscarriage: when a beginning is not a beginning. *Anthropology Now* 5(2):19-25.

Clancy KBH, Baerwald A, Pierson R (2013). Systemic Inflammation is Associated with Ovarian Follicular Dynamics during the Human Menstrual Cycle. *PLoS ONE* 8(5): e64807.

Notable grants:

2015 Illinois Leadership Center Faculty Fellows Program, 2015 Faculty Fellow \$5,000

2014 PI: Clancy co-PIs: Daniel Simons, William Hammack, Daniel Urban, Jessica Hekman. Focal Point Grant, for "Training the 21st Century Scientist" \$15,000

2013 PI: Clancy. NSF, "Ecological determinants of luteal reproductive function" \$229,643

Notable honors:

2014 Top 100 Online Articles of the Year, Altmetrics

2014 Center for Advanced Study, Beckman Fellow, University of Illinois

2014 Girl Scouts of Central Illinois Woman of Distinction Award

2013 "The Nature 10," named as one of 10 most influential scientists of 2013 by Nature magazine

4x Incomplete List of Teachers Ranked as Excellent, University of Illinois

Notable positions of leadership or service:

2014- Faculty representative, Athletic Board, University of Illinois

5x NSF DDIG panels

Notable public engagement:

Award-winning science blog: <http://www.kateclancy.com>

Jenny L. Davis
Assistant Professor
American Indian Studies and Anthropology

My research focuses on the intersections of community, identity, and language in contemporary indigenous social movements. Specifically, I utilize multi-sited ethnography, discourse analysis, and media studies to examine language revitalization and Two-Spirit movements within both tribal jurisdictions and urban Indian diaspora(s) in the United States and Canada. Within the arena of language reclamation, I combine over 8 years of fieldwork of Chickasaw language revitalization efforts in South-central Oklahoma, where processes of economic growth that have dramatically reshaped the social realities within the tribe during the past decade, with more recent research with language revitalization in the urban centers of Denver, CO; Tulsa, OK; and Chicago; OK. In my research among Two-Spirit individuals, or indigenous North Americans (Native Americans) who identify as spiritually both female and male, usually also identify as GLBTIQ (Gay, Lesbian, Bisexual, Transgender, Intersex, and Queer) Natives, I examine how Two-Spirit individuals express binaries gender and sexuality not as mutually exclusive opposing poles, but rather as potentially overlapping states. Indeed, this is part of a more general trend among Two-Spirits of embracing the complex, multilayered, and at times contradictory nature of their identities. As individuals marginalized in multiple ways, Two-Spirits must differentiate themselves not only from heteronormative and gender-normative Natives, but also from nonindigenous GLBTIQ people with whom they may also at some level identify.

Teaching specializations;

My areas of teaching specialization are Linguistic Anthropology; American Indian and Indigenous Studies; Ethnographic and Applied Methodologies; Race, Gender & Sexuality; and Digital and Media Studies.

Publications, grants, and honors:

In fall of 2014, my co-edited volume *Queer Excursions* (2014) from Oxford University Press won the Ruth Benedict Prize from the Association for Queer Anthropology and the American Anthropological Association. *Queer Excursions* interrogates the role of binaries in language, gender, and sexuality studies across a wide variety of languages, geographic locations, and gender and/or sexual identities. It contains both my single authored chapter (“More than just ‘gay Indians’”) on language, indigenous identity, and gender/sexuality in Two Spirit communities, and my co-authored introduction (Opposites Attract) theorizing binarity in language, gender, and sexuality research. My recent publications also include an article (Language Affiliation and Ethnolinguistic Identity) in *Language and Communication* (2015) and a book chapter (“Intersections of Religion and Language Revitalization”) in *The Changing World Religion Map* from Springer (2014).

In terms of research support, I was awarded \$35,000 in a Lyman T. Johnson postdoctoral research fellowship at the University of Kentucky for 2013-2014, and won an Illinois Program for Research in the Humanities (IPRH) Research Cluster grant (\$2,500) with Dr. Ryan Shosted (Linguistics) for our research on “Indigenous Languages in Diaspora” for 2015-2016.

Since 2012, I have served on the Advisory Circle for the Collaborative Language (CoLang) Institute, which organizes a bi-annual summer institute that specializes in training academics, professionals, and indigenous community members in collaborative language documentation and revitalization methodologies.

Jane Desmond, Ph.D.

Professor of Anthropology and Gender and Women's Studies

Formerly a professional modern dancer and choreographer, Jane Desmond holds a Ph.D. in American Studies from Yale University. Her academic career in the arts and humanities has spanned multiple disciplines. She is currently Professor of Anthropology and Affiliated Faculty in Gender/Women's Studies and in the Unit for Theory and Criticism at the University of Illinois at Urbana-Champaign, where she also directs the International Forum for U.S. Studies (IFUSS), a Center for Transnational studies of the U.S. which she co-founded with Virginia Dominguez in 1995 at the University of Iowa.

Desmond's scholarly work focuses broadly on issues of embodiment and social identity, which grounds her work in social history, cultural studies, anthropology, dance, performance studies and the arenas of visual culture and tourism. Her most recent investigations bring these concerns to the field of human-animal studies. Her book: *Displaying Death/Animating Life: Essays on Human-Animal Relations in Art, Science, and Everyday Life* is forthcoming from the University of Chicago Press, for Fall, 2016 release. Her previous books include: *Staging Tourism: Bodies on Display from Waikiki to Sea World* (U of Chicago Press, 1999), and the influential edited collections *Meaning in Motion: New Cultural Studies of Dance* (Duke, 1997) and *Dancing Desires: Choreographing Sexuality On and Off the Stage.*(2002), as well as several edited special issues for journals including a recent two volume publication on "America' in India" for *Comparative American Studies* in 2014, co-edited with Rajeshwari Phandaripande. She has recently inaugurated the "Animal Lives" book series at Chicago, for which she serves as Executive Editor. In addition, she edits a second book series, with Virginia Dominguez, titled "Global Studies of the United States" for the University of Illinois Press.

Desmond has published widely on the arts and the global politics of knowledge production about the United States in journals in the U.S. and abroad, such as The American Quarterly, the Journal of American Studies in China, the Korean Journal of American Studies, and Transit Circle: the Journal of the Brazilian Association for American Studies. Her work on performance and embodiment has appeared in, among others, TDR: A Journal of Performance Studies, Signs, Cultural Studies, Women and Performance, Dance Research Journal, and Configurations: Journal of Literature and Science.

Previously, she has held full-time faculty appointments in dance, theater, American Studies, and International Studies at Cornell University, Duke University and the University of Iowa, where she served on the core faculty in American Studies for 13 years, and was the first Americanist to serve as Associate Dean of International Programs and Studies. Abroad, she has held the Otto Salgo Chair in American Studies at Eotvos Lorand University in Budapest, and was selected as a visiting "Eminent World Scholar" in residence in the American Studies Program at Beijing Foreign Studies University in 2008. She is the past- President of the International American Studies Association (2007-2011), the only global organization of academic specialists on the U.S.

Virginia R. Dominguez

Edward William and Jane Marr Gutgsell Professor

Virginia R. Dominguez (Ph.D. 1979 Yale; M. Phil. 1975 Yale; B.A. 1973 Yale) is the Edward William and Jane Marr Gutgsell Professor of Anthropology (and member of the Jewish Studies, Middle Eastern Studies, and Caribbean Studies faculty) at the University of Illinois-Urbana/Champaign. She is also Co-Founder and Consulting Director of The International

Forum for U.S. Studies (established in 1995) and Co-Editor of its book series, "Global Studies of the United States." A political and legal anthropologist, she was President of the American Anthropological Association from 2009 to 2011, Editor of *American Ethnologist* from 2002 to 2007, and President of the AAA's Society for Cultural Anthropology from 1999 to 2001. In 2013 she helped the World Council of Anthropological Associations establish the Brazil-based *Antropologos sem fronteiras* (Anthropologists without Borders) of which she serves as Vice-President. She also currently serves as Chair of the WCAA's Task Force on Advocacy and Outreach Activities and as Associate Editor of the World Anthro section of *American Anthropologist*. Author, coauthor, editor, and coeditor of multiple books, she is perhaps best known for her work on the U.S. (especially in *White By Definition: Social Classification in Creole Louisiana*) and her work on Israel (especially in *People as Subject, People as Object: Selfhood and Peoplehood in Contemporary Israel*). Prior to joining the UIUC faculty in 2007, she taught at Duke University, the Hebrew University of Jerusalem, the University of California at Santa Cruz, the University of Iowa, and Eotvos Lorand University in Budapest. She has also been Directeur d'Etudes at the EHESS (the Ecole des Hautes Etudes en Sciences Sociales) in Paris, a Simon Professor at the University of Manchester, a Mellon Fellow at the University of Cape Town, a Morgan Lecturer at the University of Rochester, a Research Fellow at the East-West Center in Honolulu, and a Junior Fellow at Harvard.

Brenda Farnell
Professor and Director of Undergraduate Studies, Anthropology
Faculty Affiliate, American Indian Studies

As a socio-cultural and linguistic anthropologist with a professional background in modern dance and dance education in England, U.K. my research interests coalesce around an enduring interest in the rich complexity and diversity of body movement practices in human lives and their relative absence in Western modes of academic thought. My research and teaching address the dance, signed languages & gesture, performance arts & expressive culture, focusing on topics such as problems in socio-cultural theory and embodiment; personhood; ethnopoetics; semiotic anthropology; discourse analysis, movement literacy (Labanotation); visual anthropology, and multimedia ethnography. A current ethnographic research project applies these resources to Indigenous North American theatre and postcolonialism. A collaborative project with artists LeAnne Howe, Monique Mojica and the *Chocolate Woman Collective* in Toronto was awarded a Canadian Social Science and Humanities Research grant of \$230,000. A second project explores the multi-modal semiotics of the choreographic process in American contemporary concert dance with *Robert Wood Dance- New York*. Recent co-authored papers with Mr. Wood are "Performing Precision and the Limits of Observation" in *Redrawing Anthropology: Materials, Movements, Lines* (ed. Tim Ingold, Ashgate Press, 2011) and "Intimate Choreographies" in *Collaborative Intimacies: Anthropologies of Sound and Movement* (ed. E. Chrysagis & P Karampampas, Berghahn Books [in press]). My most recent book is *Dynamic Embodiment for Social Theory: "I Move, Therefore I am"* (Routledge, 2012). Other major papers are "Theorizing 'the Body' in Visual Culture," in *Visions of Culture: A History of Visual Anthropology* (eds. M. Banks & J. Ruby, U of Chicago Press, 2011) and "The Second Somatic Revolution" (with C. Varela), in the *Journal for the Theory of Social Behavior* (2008). I am currently editor of the international *Journal for the Anthropological Study of Human Movement*; and serve as Chair of the Advisory Board, Native American House.

Christopher C. Fennell
Associate Professor and University Scholar

I am an anthropologist and lawyer (MA, U. Pennsylvania; JD, Georgetown U. 1989; Ph.D., U. Virginia 2003), specializing in historical archaeology, African diaspora studies, and legal anthropology as an Associate Professor of Anthropology. I served as the Director of Graduate Studies and Associate Head of Anthropology at UIUC from 2010 through 2013. I also teach courses as a Visiting Professor of Law at the University of Chicago Law School. My empirical research addresses subjects in trans-Atlantic historical archaeology and the dynamics of social group affiliations and lifeways among Europeans, Africans, and various social groups within the Americas. These research initiatives include interpretative frameworks focusing on social group identities, ethnic group dynamics and racialization, diaspora studies, regional systems and commodity chains, stylistic and symbolic elements of material culture, consumption patterns, and analysis of craft and industrial enterprises.

In addition to teaching courses in anthropology and archaeology, my faculty work includes: affiliate faculty member of the Department of Landscape Architecture, offering courses on landscape analysis and surveying techniques; member of the College of Law faculty, offering interdisciplinary seminars for graduate and law students; faculty affiliate of the Center for African Studies and the Department of African American Studies, offering courses addressing African diaspora subjects and issues of racialization. Publications, including recent books, research papers, and works in progress, are listed in my resume.

I am the founding editor of the *Journal of African Diaspora Archaeology and Heritage* (Maney Press), publisher and past editor of the *African Diaspora Archaeology Newsletter*, a member of the editorial board of the *International Journal of Historical Archaeology* (Springer Press), and a member of the board of directors of the Society for Historical Archaeology (2012-2015). I received the 2009 *John L. Cotter Award* by the Society for Historical Archaeology for scholarly "achievement which is truly outstanding," the 2010 *Gustave O. Arlt Award in the Humanities* by the Council for Graduate Schools for "outstanding contribution to scholarship," and a *University Scholar* award and appointment (2014-2017) in recognition of excellence in research, scholarship, and teaching. I was nominated by the College of Liberal Arts and Sciences in 2015 for the *Campus Award for Excellence in Guiding Undergraduate Research*.

I am also collaborating on a multi-year research projects concerning: African-American craft innovations and industrial-scale production activities in the Edgefield Pottery District in South Carolina; cultural landscapes and intersections of tradition and modernity in west Ireland; and the social history of New Philadelphia, Illinois, a demographically integrated town founded by a free African American in 1836. From 2004 to the present, I have been grateful to receive the support of: \$217,681 in competitive, peer-reviewed research grants awarded by the University of Illinois Research Board, University Scholars program, and grant programs of the Andrew Mellon Foundation and Community Informatics Initiative; and \$536,656 in competitive, peer-reviewed research grants awarded by external agencies including the National Science Foundation, National Endowment for the Humanities, and the National Center for Preservation Technology and Training.

Susan R. Frankenberg
Museum Studies Coordinator

RESEARCH SPECIALIZATION

Organizational behavior of museums worldwide; museum-visitor interactions and informatics; curation

Bayesian-based estimation methods and modeling of age, health and migration in past human groups

TEACHING SPECIALIZATION

Developed the curriculum for the Interdisciplinary Graduate Minor and Undergraduate Concentration in Museum Studies; Deliver the museum studies core curriculum for both undergraduate and graduates

APPOINTMENTS (SINCE 1990)

- 2013 *Interim Director*, Spurlock Museum, University of Illinois
2009- *Graduate Faculty*, Department of Anthropology, University of Illinois
2007- *Museum Studies Program Coordinator*, Liberal Arts and Sciences, University of Illinois
1996-2007 *Curator and Research Assistant Professor*, Department of Anthropology, and *Curator*, Frank H. McClung Museum (through 1999), University of Tennessee
1991-1996 *Senior Archaeologist (Principal Investigator)*, G.A.I. Consultants, Inc., Monroeville PA
1988-1990 *Research Associate*, Department of Genetics and Department of Physiology & Medicine, Southwest Foundation for Biomedical Research, San Antonio TX

SELECTED PRODUCTS (PAST 5 YEARS)

- 2014 **Frankenberg, SR** "Regional/site museums." IN: *Encyclopedia of Global Archaeology*, C Smith, ed. Springer Science+Business Media, pp. 6261-6264.
2014 **Frankenberg, SR** "Reframing Ethnographic Objects in Museums: Co-curation, Object Biographies and Layered Interpretation." Symposium organizer, moderator and presenter, Central States Anthropological Society, Bloomington IL.
2013 Konigsberg, LW and **SR Frankenberg** "Bayes in biological anthropology." *Yearbook of Physical Anthropology* 152(suppl. S57): 153-184.
2013 Konigsberg, LW and **SR Frankenberg** "Chapter 11: Demography." IN: *Research Methods in Human Skeletal Biology*, EA DiGangi and MK Moore, eds. Academic Press/Elsevier, pp. 293-324.
2013 **Frankenberg, SR** "Representation in the museum." Invited seminar, Critical Approaches to Heritage Module, University of Birmingham, England.
2013 **Frankenberg, SR** "Museums as media." Invited faculty colloquium, Institute for Ethnology, Religious History and Gender Studies, Stockholm University, Sweden.
2011 Konigsberg, LW and **SR Frankenberg** "Migration muddles in prehistory: The model-bound versus model-free distinction." IN: *Rethinking Anthropological Perspectives on Migration*, G Cabana and JJ Clark, eds. University Press of Florida, pp. 278-292.

SELECTED SYNERGISTIC ACTIVITIES (GRANTS, LEADERSHIP AND SERVICE SINCE 2007)

- Provost's External Advisory Board*, Glenn Black Laboratory of Archaeology, Indiana University, Bloomington (2013-present)
Advisory Committee, Ancient Technologies and Archaeological Materials, Illinois State Archaeological Survey, Prairie Research Institute (2013-present)

Illinois Distributed Museum Project, Co-Principals M Twidale and M VanBlaricum,
Engineering/ LAS/ GSLIS, University of Illinois, <http://distributedmuseum.illinois.edu/>
(2012-present)
Curators Committee, American Alliance of Museums (2011-present)
Academy of Entrepreneurial Leadership Faculty Fellow, University of Illinois (2008-2012)
Advisory Board, CHAMP (Collaborative for Cultural Heritage Management and Policy),
University of Illinois (2007-present)

Alma Gottlieb
Professor

Alma Gottlieb is a cultural anthropologist impassioned by understanding all things human.

She received her B.A. in anthropology and French from Sarah Lawrence College (where she studied with Sherry Ortner and Irving Goldman) and her Ph.D. in anthropology from the University of Virginia (where she studied with Victor Turner, David Sapir, and Christopher Crocker).

A past president of the Society for Humanistic Anthropology, Gottlieb promotes humanistic perspectives on the human condition through her **research and publications**, and her **teaching**. Her specialties include migration and diaspora, infants and children, gender and sexuality, religion, issues of representation, and ethnographic writing.

Her **research** is based on long-term commitments with African communities. Her first major research project was with the Beng people in Côte d'Ivoire. Her current research is with Cape Verdeans who have Jewish ancestry, both those living on the islands and those living in the diaspora (Europe and the U.S., especially New England). Her research and writing have been supported by the Guggenheim Foundation, Social Science Research Council, National Endowment for the Humanities, Wenner-Gren Foundation, European Union, and other agencies.

Gottlieb has published eight **books** and is currently working on two more. Her first book, *Blood Magic: The Anthropology of Menstruation*, was listed by *Choice* as one of the best Anthropology books of 1988; fourteen years later, it won the first Most Enduring Edited Collection Award from the Society for the Anthropology of Reproduction. A memoir of living with the Beng coauthored with Philip Graham, *Parallel Worlds: An Anthropologist and a Writer Encounter Africa*, won the Victor Turner Prize and has been taught at over 200 colleges and universities nationwide. A collection co-edited with Judy DeLoache, *A World of Babies: Imagined Childcare Guides for Seven Societies*, has been taught in courses at over 85 universities in over six countries and across at least 18 disciplines. An ethnography of Beng childcare, *The Afterlife is Where We Come from: The Culture of Infancy in West Africa*, was listed as the Highly Commended Runner-up for the Amaury Talbot Prize for African Anthropology (Royal Anthropological Institute of Great Britain and Ireland). Gottlieb's two most recent books are *Braided Worlds*, a second fieldwork memoir co-authored with Philip Graham; and a collection of essays about changing research projects, *The Restless Anthropologist: New Fieldsites, New Visions*, which has been listed as one of 12 Core Anthropology Titles for 2012 by YBP Library Services.

Gottlieb is Prof. of Anthropology, African Studies, and Gender and Women's Studies, at UIUC. She has also taught and held research appointments at Princeton U., Brown U. (current), the École des Hautes Études (Paris), Katholieke U. of Leuven (Belgium), the Instituto Superior

da Ciências Sociais e Políticais (Lisbon), and elsewhere. In 2011-13 Gottlieb served as an Ambassador for the European Union's PromoDocs Program.

Gottlieb has been listed 22 times on the List of Teachers Ranked as Excellent by Their Students at UIUC for teaching 17 different courses. She has also received the Outstanding Graduate Mentor Award from the UIUC Graduate College, and two Graduate Mentor Awards and two Distinguished Service Awards from the Department of Anthropology at Illinois.

Jessica Greenberg
Associate Professor

Jessica Greenberg is an associate professor of Anthropology at the University of Illinois, Urbana-Champaign. Greenberg's work is motivated by a long-standing interest in the everyday life of social movements, as well as the hopes and disappointments that have animated democratic political activism after the fall of European state-socialism. Her book, *After the Revolution: Youth, Democracy, and the Politics of Disappointment in Postsocialist Serbia* (Stanford University Press, 2014) chronicles the lives of student activists as they confront the possibilities and disappointments of democracy in the shadow of recent political transformation in Serbia. In exploring the everyday practices of student activists—their triumphs and frustrations—*After the Revolution* argues that disappointment is not a failure of democracy but a fundamental feature of how people live and practice it. Her peer-reviewed work has been published in *American Anthropologist*, *Political and Legal Anthropology Review*, *Eastern European Politics and Societies*, *Slavic Review*, *Language and Communication*, and *Nationalities* papers. She has also written several academic book and film reviews, as well as other non-peer reviewed essays.

Greenberg's future research builds on her long-standing interests in democratic practice, language and power in the European Union and its peripheries. This project will examine the animating visions of democracy and rights that are produced through legally-mediated battles over sovereignty as pan-European courts confront threats to European democracy. She plans to conduct field research in the European Court of Human Rights.

Greenberg's research agenda informs her approach to teaching ethnographically grounded and theoretically nuanced anthropology at the graduate and undergraduate level. Her current courses are clustered around themes of language and power, citizenship, youth and social movements, temporality, and the anthropology of Modern Europe. Her graduate and undergraduate courses consistently make the List of Teachers Ranked as Excellent, developed by the Center for Innovation in Teaching and Learning, at the U of I. She is on several graduate student committees and has mentored several undergraduates on Capstone and Senior Thesis projects.

Greenberg has served on several department and campus-wide committees, including the Executive Board of the Russian, East European and Eurasian Center and the Board of Global Studies at UIUC. She is an affiliate member of REEEEC and Jewish Studies and holds a 0-percent appointment in The Unit for Theory and Criticism. She continues to increase her service in professional associations. She will be Program Co-chair for APLA in 2016. She is an active reviewer for academic presses, including Indiana University Press and Cambridge University Press. She also reviews for several top journals in Anthropology and East European Studies.

Greenberg has been invited to give public lectures on her work, including the University of Chicago's World Behind the Headlines Series (2014), Northwestern University's Rhetoric and Public Culture Summer Institute "Politics, Mediation, and the Affective Turn (2015)", and the Eureka College Mary Newson lecture series on International Affairs (2015).

Prior to coming to UIUC, Greenberg was an Academy Scholar at the Harvard Academy for International and Area Studies and an assistant professor in Communication Studies at Northwestern University. She received her PhD in anthropology from the University of Chicago in 2007.

Faye Venetia Harrison
Professor of African American Studies and Anthropology

Faye V. Harrison is a Professor of African American Studies and Anthropology as well as a Faculty Affiliate with the Program on Women & Gender in Global Perspectives at the University of Illinois at Urbana-Champaign. She is a sociocultural anthropologist specializing in the study of social inequalities, human rights, and intersections of race, gender, class, and (trans)national belonging (or **not** belonging). She has also contributed to the history and politics of anthropology and African American/African Diaspora studies. She earned her BA at Brown University and her MA and PhD in Anthropology at Stanford University. She has done research in the Caribbean, the United Kingdom, and South Africa as well as in the United States. Her intellectual interests and professional activities have taken her to many other places in the world, including Nigeria, India, Denmark, the Netherlands, and Japan. She has published extensively on the gendered division of labor within Jamaica's urban informal economy; the interplay of gangs, crime, and politics in Jamaica; the impact of neoliberal globalization on everyday life in Jamaica, Cuba, and the United States; racism, antiracism, and human rights in the global context; and critical race feminist methodology as a tool for global research.

Dr. Harrison is the author of *Outsider Within: Reworking Anthropology in the Global Age* and editor of and contributor to *Resisting Racism & Xenophobia: Global Perspectives on Race, Gender, & Human Rights; African-American Pioneers in Anthropology* (co-ed.); and three editions of *Decolonizing Anthropology: Moving Further toward an Anthropology for Liberation* (1991, 1997, 2010). She has contributed to several important anthologies on the African Diaspora, among them: *Afro-Descendants, Identity, and the Struggle for Development in the Americas; Transnational Blackness: Navigating the Global Color Line; Afro-Atlantic Dialogues: Anthropology in the Diaspora; and Blackness in Latin America & the Caribbean*. Her writings also appear in several significant feminist collections, among them: *Third World Women & the Politics of Feminism; Women Writing Culture; Situated Lives: Gender & Culture in Everyday Life; Gender & Globalization: Women Navigating Cultural & Economic Marginalities*; and most recently *Feminist Activist Ethnography* (for which she wrote the foreword).

Among the awards she has received are: the William R. Jones Most Valuable Mentor Award from the Florida Education Fund (2013), the Legacy Scholar Award from the Association of Black Anthropologists (2010), the Presidential Award from the American Anthropological Association (2007), the inaugural Zora Neale Hurston Award for Mentoring, Service & Scholarship (2007) from the Southern Anthropological Society, and the Society for the Anthropology of North America Prize for Distinguished Achievement in the Critical Study of North America (2004).

She is a past President of the Association of Black Anthropologists (1989-91) and also served twice on the Executive Board of the American Anthropological Association (1990-91, 1999-01). From 1998-2009, she chaired the Commission on the Anthropology of Women, a unit of the International Union of Anthropological & Ethnological Sciences. In 2013 she was elected to a five-year term as President of that world organization.

Cris Hughes

Department of Anthropology, University of Illinois at Urbana-Champaign

Research Summary

My research has focused on Guatemala, Mexico, and undocumented border crossers, informed by my applied experience with casework. My forensic anthropological casework experience with undocumented Mexicans occurred over my tenure as a primary forensic anthropology analyst for the Forensic Osteological Investigations Laboratory at the University of Santa Cruz, California, as well as my 2011 employment at the Pima County Office of the Medical Examiner (PCOME) in Tucson Arizona. Currently, I'm interested in how biological science informs social science issues in the medico-legal death investigation. My current research includes 1) the uses and limitations of forensic DNA phenotyping regarding race and hair/eye pigmentation 2) inferring trends in morphogenetic variation of Mexicans for improving identification of deceased undocumented border crossers.

Selected Peer-Review Publications

Hughes CE, Hunter CD, Vargas PT, Schlosser MD, Malhi RS. Police endorse color-blind racial beliefs more than lay. *Submitted*. Journal of Criminal Justice.

Hughes CE, BFB Algee-Hewitt, E Clausen, R Reineke, BE Anderson. *Submitted for Invited Special Issue*. Temporal Patterns of Mexican Migrant Ancestry: Implications for Identifications. American Journal of Physical Anthropology

Sans M, G Figueiro, **CE Hughes**, J Lindo, PC Hidalgo, RS Malhi. *Submitted*. A South American prehistoric mitogenome: context, continuity, and the place of C1d haplogroup. PLOS ONE.

Paul Verdu, Trevor J. Pemberton, Romain Laurent, Brian M. Kemp, Angelica Gonzalez-Oliver, Clara Gorodezky, **CE Hughes**, Milena R. Shattuck, Barbara Petzelt, Joycelynn Mitchell, Harold Harry, Theresa William, Rosita Worl, Jerome S. Cybulski, Noah A. Rosenberg, Ripan S. Malhi. 2014. Patterns of admixture and population structure in native populations of northwest North America. PloS Genetics DOI: 10.1371/journal.pgen.1004530

Cui Y, J Lindo, **CE Hughes**, J Johnson, A Hernandez, BM Kemp, J Ma, R Hernandez, B Petzelt, J Mitchell, D Archer, JS Cybulski, RS Malhi. 2013. Ancient DNA analysis reveals temporal continuity of complete mitochondrial genomes from the mid-Holocene to the present-day on the Northwest Coast of North America. PloS one 8.7:e66948.

Hughes CE, M Tise, L Trammell, B. Anderson. 2013. Cranial Morphological Variation among Contemporary Mexicans: Regional Trends, Ancestral Affinities, and Genetic Comparisons. American Journal of Physical Anthropology, 151(4):506-517.

Synergistic Activities

2015-Present Colibri Center for Human Rights Research Advisory Board Member

2015-Present Pima County Office of the Medical Examiner Research Review Board Member

2014-Present Consultant for Medicolegal DNA and/or Forensic Anthropology: St. Louis County ME Office, Wake County Sherriff's Office, Le Salle County Coroner Coroner's Office, Iroquois County Coroner's Office, Will County Coroner's Office

Collaborators and Other Affiliations

- a. Collaborators: Algee-Hewitt BFB (Stanford, FSU), Juarez CA (NCSU), Fowler G (ULincoln), Anderson BE (PCOME), Reineke R (ASU, Colibri Center for Human Rights), Vargas P (UIUC), Hunter CD (UIUC), Schlosser MD (UIUC-PTI), Tise M (ULincoln)
- b. Graduate and Postdoctoral Advisors: Galloway A (UCSC), Malhi RS (UIUC)

Petra E. Jelinek

Lecturer

Petra Jelinek is a lecturer in anthropology. Prior to joining the University of Illinois Department of Anthropology, she taught Introductory Anthropology courses at Parkland College as an adjunct instructor and gave invited presentations on special topics within biological anthropology and bioarchaeology. She is a biological anthropologist with specializations in patterns of variation and sex differences in the human brain, brain morphometrics, development and aging, and human and primate cognitive evolution. Her PhD (University of Illinois, 2012) was entitled: "Sexual Dimorphism in Sub-Cortical Structures in the Adult and Aging Human Brain: Patterns of Allometry and Integration". She is a member of the American Anthropological Association, American Association of Physical Anthropology, and Midwest Primate Interest Group. She has presented research at the American Association of Physical Anthropology Annual Meeting and annual meetings for the Midwest Primate Interest Group. As a graduate student, Dr. Jelinek was twice awarded the Cognitive Science/Artificial Intelligence Summer Fellowship from the Beckman Institute for Advanced Science and Technology. Her primary role is Lecturer, and she is currently developing several courses that are biocultural in scope, including Evolution of Childhood and Adolescence, Neuroanthropology

LYLE W. KONIGSBERG

Professor of Anthropology

Post Baccalaureate Education:

Postdoctoral Scientist in Genetics (1988 – 90), Southwest Foundation for Biomedical Research, San Antonio, TX

Ph.D. (1987) & M.A. (1981) in Anthropology, Northwestern University, Evanston, IL

Professorial Positions Held:

Professor (2007 – pres) Department of Anthropology, University of Illinois, Urbana, IL

Professor (2000 – 2007), Associate Professor (1995 – 2000), and Assistant Professor (1990 – 1995) Department of Anthropology, University of Tennessee, Knoxville, TN

Service to the Discipline:

Board Member, FBI Scientific Working Group for Disaster Victim Identification (2010-2014)

Secretary-Treasurer (2009 – 2013) and Vice President (2004 – 2006), American Association of Physical Anthropologists

Associate Editor (1992 – 96, 2004 – 09) and Book Review Editor (1998 – 2002), *American Journal of Physical Anthropology*

Recent Keynote Addresses:

Konigsberg, LW Keynote address in a symposium on age estimation cosponsored by the British Association for Biological Anthropology and Osteoarchaeology and the Society for the Study of Human Biology. Oxford, UK, December 11, 2014.

Konigsberg, LW “Migrations in past populations”, Conferencia Magistral (“keynote address”), XVII Coloquio Internacional de Antropología Física Juan Comas. Colima, Mexico, November 14, 2013.

Book:

Mielke, JH, **LW Konigsberg**, and JH Relethford

(2011) *Human Biological Variation*, 2nd ed. Oxford University Press. (ISBN 0195188713)

Sample of Refereed Publications:

Konigsberg, LW (2015) Multivariate cumulative probit for age estimation using ordinal categorical data. *Ann. Hum. Biol.* DOI: 10.3109/03014460.2015.1045430

Konigsberg, LW and S.R. Frankenberg (2013) Bayes in biological anthropology. *Yrbk. Phys. Anthropol.* 57:153-184.

Konigsberg, LW, BFB Algee-Hewitt, and DW Steadman (2009) Estimation and evidence in forensic anthropology: Sex and race. *Am. J. Phys. Anthropol.* 139:77-90.

Konigsberg, LW, NP Herrmann, DJ Wescott, and EH Kimmerle (2008) Estimation and evidence in forensic anthropology: Age-at-death. *Journal of Forensic Sciences* 53:541-557.

Konigsberg, LW and SR Frankenberg (2002) Deconstructing death in paleodemography. *Am. J. Phys. Anthropol.* 117:297-309.

Konigsberg, LW, SM Hens, LM Jantz, and WL Jungers (1998) Stature estimation as calibration: Maximum likelihood and Bayesian approaches in physical anthropology. *Yrbk. Phys. Anthropol.* 41:65-92.

Adrienne Shiu-Ming Lo

Associate Professor

I am a linguistic anthropologist, and I look at race and multilingualism in South Korea and among Korean Americans. I have published on ideologies of multilingualism in the South Korea media and on language socialization among Korean Americans. My research has been funded by the Spencer Foundation and the Academy of Korean Studies. My publications include an edited volume on education migration and globalization entitled *South Korea's Education Exodus: The Life and Times of Study Abroad* (University of Washington Press, 2015) and an edited volume on the linguistic anthropology of Asian Americans entitled *Beyond Yellow English: Toward a Linguistic Anthropology of Asian Pacific America* (Oxford University Press, 2009). I am currently working on a monograph with three other University of Illinois faculty members on the changes at the University of Illinois wrought by the internationalization of the undergraduate student body, and on a special issue of *Language and Society* on “Mobility, Mediatization, and Enregisterment”. I have served in a leadership position with the Language and Social Justice Task Force of the American Anthropological Association, a joint committee of the Society of Linguistic Anthropology and the Committee for Human Rights. I have taught courses for the anthropology department and for the online masters program in Global Studies in Education. My courses cover methodology (discourse analysis), core courses at the graduate and undergraduate level in linguistic anthropology, and seminars in language and race and multilingualism. I also regularly teach an upper division anthropology of education course that attracts graduate students from curriculum and instruction, educational policy studies, and anthropology.

Lisa J. Lucero
Professor, AAAS Fellow

My interests focus on the emergence and demise of political power, ritual, water management, the impact of climate change on society, and the Classic Maya. I am currently advising two PhD students and two undergraduate students (independent study, senior honor's thesis), and serving on the dissertation committee of five other graduate students. Each spring I teach Anth 101, introduction to anthropology, with from c. 300 to 600 students. I typically teach 200 (e.g., Anth 278, climate change and civ) or 400 (e.g., the ancient Maya) level courses, though once in a while I teach 500 level courses. Since coming to the U of I in Fall 2007, I have taught two 6-week archaeology field schools in Belize ('08, '10). I plan to teach one in summer 2016.

I have been conducting archaeology projects in Belize for over 25 years; the long-term goals of the Valley of Peace Archaeology (VOPA) project are to examine how settlement articulates with sacred landscape features in addition to assessing climate and landscape transformation at Cara Blanca, Belize (funded by National Geographic Society, NSF, and the U of I). The 2014 VOPA crew (3 U of I graduate students and 1 undergrad) and I submitted a research paper to *Science* (Aug. 17); an article in Cara Blanca and pilgrimage as published in 2015 in the *Cambridge Archaeological Journal*. Related publications include *Water and Ritual: The Rise and Fall of Classic Maya Rulers*, U Texas Press, 2006 (re-issued in paperback 2010), and a chapter in *Water and Humanity: A Historical Overview*, sponsored by UNESCO (in press). I recently co-authored, as a member of the American Anthropological Association (AAA) Climate Change Task Force Report, *Changing the Atmosphere: Anthropology and Climate Change* (2015), the outline of which was discussed at a 3-day seminar at the School for Advanced Research. I have been working with Roland Fletcher (Angkor, Cambodia; U Sydney) and Robin Coningham (Anuradhapura and Polonnaruwa, Sri Lanka, Durham U) on a comparative project on low-density urbanism, water management, and sustainability in the Tropics resulting in a paper (in press, *Antiquity*).

In the past 10 years, I have been awarded a National Geographic research grant, two NSF grants (one senior, one, High-Risk Research in Physical Anthropology and Archaeology), two U of I Research Board grants, two Arnold O. Beckman grants from the U of I, a SAR seminar grant (co-chaired by S. Fiske and A. Oliver-Smith), an Amerind-SAA seminar, and a Wenner-Gren conference grant (with R. Fletcher in Siem Reap Cambodia). I have been invited to talk about my work by the Istanbul Research Institute, Brown U, U Cambridge, Durham U, UC London, UCLA, Smithsonian, Columbia U, U Arizona, Vanderbilt U, APSARA Authority Headquarters, Siem Reap, Cambodia, The Field Museum, for the Chicago Humanities Festival, New York Academy of Sciences and Wenner-Gren Foundation, Universidad Autonoma de Campeche (Mexico), and others. Upcoming invited talks include one for UNESCO in Mexico City this December on managing production and consumption for sustainability in the tropical forest, and one in Erfurt, Germany in June 2016 on lived religion and urbanism.

On campus this past spring, I co-organized with Tim Pauketat and Kristin De Lucia a symposium, 'The Medieval Americas: Violence, Religion, and Cultural Exchange Before Columbus.' I co-organized with Gillen Wood (English) and William Sullivan (Landscape Architecture) of 'The Human Story of Climate Change' in spring 2009; speakers included writers from *New York Times*, *USA Today* and the *Chicago Tribune*, popular science, academics, and public policy.

I was recently elected as President-Elect (2015-2017) and President (2017-2019) of the Archaeology Division of the AAA, and as a member of the Electorate Nominating Committee of the Anthropology Section, American Association for the Advancement of Science (AAAS), Feb. 2014- Feb. 2017. I recently served for two years as an associate editor for *WIREs Water* (Wiley) and six years on the Amerind-SAA seminar series committee (the latter 3 as chair). I have served

on two NEH panels. I am an active member of the Maya arm of the Integrated History and Future of People on Earth (IHOPE), an organization that seeks to address current problems by understanding our human past. I have served other AAA offices, as well as for the Society for American Archaeology (Minority Scholarships Committee, Task Force on Diversity Initiatives).

Media coverage of my project includes National Geographic online, *Linternaute Voyager* (French travel magazine), El Mundo (Spain), Canadian Broadcasting Corporation (CBC) Radio interview, *USA Today*, NSF and AAAS websites, NBC Latino, and others. I have been interviewed for television shows such as BBC Channel 4 'Man on Earth' series and the History Channel, 'The Real Tomb Hunters.' I also wrote for the *New York Times* 'Scientist at Work' blog (2011-12).

Korinta Maldonado, PhD.

Post Doctoral Research Associate

Department of Anthropology/American Indian Studies Program

My research centers on indigenous movements, human rights and racial formations in Latin America. I examine the Mexican multicultural state and the way the state's multicultural languages and practices inform indigenous subjectivities. My research in Puebla and Chiapas is the result of years of engagement and collaborative work with indigenous organizations and state sponsored indigenous institutions.

I published along with anthropologist Adriana Terven, a monograph in Spanish *Los Juzgados Indígenas de Cuetzalan y Huehuetla: Vigencia y Reproducción de los Sistemas Normativos de los Pueblos de la Sierra Norte de Puebla* [*The Indigenous Courts of Cuetzalan and Huehuetla: The Force and Reproduction of Normative Systems of the Peoples of the Highlands of Puebla*]. Other publications include "El Juzgado Indígena de Huehuetla, Sierra Norte de Puebla. Construyendo la totonaqueidad en el contexto del multiculturalismo mexicano," [The Indigenous Court of Huehuetla, Highlands of Puebla. Constructing Totonac Indigeneity in the Context of Mexican Multiculturalism] in *Justicia y diversidad en América Latina: Pueblos indígenas ante la globalización*. Chenaut V., Teresa Sierra, Magdalena Hernández, Héctor Ortiz, eds. CIESAS and FLACSO, Mexico

My teaching specialization is broadly on legal and political anthropology, and indigenous studies from an American hemispheric perspective. Indigenous Mexico is my site of expertise. I am also developing a course for the Spring 2016 on the theoretical and ethical of challenges of activist and engaged anthropology.

Finally, I am currently serving in the Abya Yala Native American Indian Studies Association group as a way of furthering theoretical and academic exchange between indigenous non-indigenous academics, groups, and organizations working with indigenous issues across the Americas.

Ripan S. Malhi

Associate Professor

Current Appointments

January 2015 to present – Co-Chair Committee on Diversity (COD). American Association of Physical Anthropologists (AAPA).

January 2015 to present – Associate Editor of *American Journal of Physical Anthropology*.

September 2013 to present – Executive Editor of *Human Biology*.

August 2011 to present – Director of Summer Internship for Native Americans in Genomics (SING) Program.

August 2011 to present – Associate Professor in Anthropology, University of Illinois Urbana-Champaign.

Research

I am broadly interested in understanding the evolutionary history of *Homo sapiens*, with a specific interest in Native American populations. In my research program, I analyze DNA variation and combine the results of analysis with other anthropological information (e.g. archaeology, linguistics) to infer the evolutionary history of Native Americans. My laboratory addresses questions that span the history of Native American populations. We study the demographic processes associated with the initial peopling of the Americas and signatures of natural selection acting on gene variants associated with phenotypes that provided adaptations to novel environments. In addition, we study the effects of European colonization, like non-native admixture and the large population decline that occurred following European contact. We focus on generating and analyzing DNA sequence data (at both the genetic and genomic levels) on modern-day individuals as well as ancient individuals (through the analysis of skeletal remains) to address questions of human evolutionary history. Recently, in partnership with indigenous communities in Alaska, we have begun to investigate gene expression variation and health disparities likely associated with the rapid environmental and social changes associated with European colonization. My research program has resulted in over 50 publications in peer-review journals and multiple awards from the National Science Foundation (NSF) and National Institutes of Health (NIH). Recent notable publications include:

2015 Rasmussen M, Sikora M, Albrechtsen A, Komeliussen TS, Moreno-Mayar JV, Poznik GD, Zollikofer CP, Ponce de Leon MS, Allentoft ME, Moltke I, Jonsson H, Valdiosera C, **Malhi RS**, Orlando L, Bustamante CD, Stafford TW Jr, Meltzer DJ, Nielsen R, Willerslev E. The ancestry and affiliations of Kennewick Man. *Nature* 523(7561): 455-8.

CE, Shattuck MR, Petzelt B, Mitchell J, Harry H, William T, Worl R, Cybulski JS, Rosenberg NA, **Malhi RS**. Patterns of admixture and population structure in native populations of northwest North America 10(8): e1004530.

Teaching and Community Engagement

Along with teaching generalized biological anthropology and forensic science courses, I specialize in teaching courses on human genetic variation and population genetics. In addition, I organize a summer short course (funded by NSF & NIH) to train indigenous students and community members in the Americas in genomic techniques and use genomics as a tool within an indigenous framework. In total, 50 participants from 44 different communities have attended the short course.

MARTIN F. MANALANSAN IV

Associate Professor of Anthropology and Asian American Studies

Martin F. Manalansan IV is Associate Professor of Anthropology and Asian American Studies and a Conrad Professorial Humanities Scholar at the University of Illinois, Urbana-Champaign. He is an affiliate faculty in the Department of Gender and Women's Studies, the Global Studies Program Center for East Asian and Pacific Studies, Center for Latin American and Caribbean Studies and the Unit for Criticism and Interpretive Theory.

Manalansan's research and publication focus on issues of sexuality, race, and gender in the context of migration, transnationalism and globalization. His research projects also include those

that explore issues of embodiment around food and social difference. He is the author of *Global Divas: Filipino Gay Men in the Diaspora* (Duke University Press, 2003; Ateneo de Manila University Press, 2006) explores the travails of Filipino gay immigrants in the United States. His second book project “Queer Dwellings” is based on several years of fieldwork in Queens, New York and revolves around the ethical and embodied dimensions of undocumented queer immigrants of color as they confront neoliberal forces of gentrification, homonormative (mainstreaming of gay and lesbian lives) and poverty.

He is editor/co-editor of three anthologies namely, *Cultural Compass: Ethnographic Explorations of Asian America* (Temple University Press, 2000) and *Queer Globalizations: Citizenship and the Afterlife of Colonialism* (New York University Press, 2002), *Eating Asian America: A Food Studies Reader* (New York University Press, 2013) as well as two special issues of *International Migration Review* and *GLQ*. He is also co-editing three anthology projects, on martial law regime in the Philippines, on the city of Manila and on the decade of the 1980s in the U.S. as it relates to queer cultural productions. His publications include essays in *Radical History*, *Antipode*, *Social Text*, *GLQ*, *International Migration Review*, *Positions*, and several other journals including a forthcoming curatorial essay on queer anthropology in *Cultural Anthropology*.

Manalansan was on the editorial board of *American Anthropologist* and the *Journal of Asian American Studies*. He is currently on the editorial board of *Sexualities* and *American Sexuality*. He was Social Science Review Editor of *GLQ: a journal of Gay and Lesbian Studies* (2010-2015). He is also on the editorial boards of Asian American Experiences book series at the University of Illinois Press and the Asian Canadian book series at the University of Toronto Press.

At present, he is on the national council of the American Studies Association and has been on the board of the Association for Asian American Studies. He was co-chair of Society of Lesbian and Gay Anthropology (now Association of Queer Anthropologists). Manalansan was awarded the Cultural Studies Book Prize and the Excellence in Mentorship award by the Association of Asian American Studies. His first book was awarded the Ruth Benedict Prize by Society of Lesbian and Gay Anthropology (now Association of Queer Anthropologists).

Dr. Jeffrey T. Martin

Assistant Professor of Anthropology and of East Asian Languages & Cultures
University of Illinois at Urbana Champaign

Dr. Martin is a sociocultural anthropologist who spent nearly fifteen years in the field studying the police of Greater China, including Taiwan, Hong Kong and Mainland China. His research focus is the historical aspect of police culture, as this intersects with technological change and political reform. He has published peer-reviewed articles in such venues as *The Law & Society Review*, *Law & Social Inquiry*, the *Hong Kong Law Journal*, *Theoretical Criminology*, and *Crime, Law & Social Change*, and contributed a number of chapters to books and encyclopedias. During his time in Hong Kong he served as Asian regional editor for *Policing & Society*. He currently serves on the boards of the *Association for Political and Legal Anthropology* within the American Anthropological Association, and the *Center for East Asian and Pacific Studies* at the University of Illinois. He founded and ran the *Policing Studies Forum* at the University of Hong Kong during his time there, and remains a contributing editor of the *Anthropoliteia* blog. He has done consulting work for Taiwan’s *National Police Administration*, and Hong Kong’s *Independent Commission for Complaints Against Police*. He is currently

involved with an interdisciplinary group at the University of Illinois working to establish a *Critical Policing Research Institute* with a focus on issues of race in American policing, in affiliation with the University's existing *Police Training Institute*.

Prior to coming to Illinois Dr. Martin held full-time teaching positions at the Central Police University of Taiwan, the Graduate Institute of Taiwan Studies at Chang Jung University, and the University of Hong Kong. He has served as a core faculty member for degree-granting programs in anthropology, sociology, criminology, area studies, and policing studies. He has been instructor of record for courses on 23 distinct topics, ranging from basic social theory and method, through legal sociology, political anthropology, and policing to folklore, citizenship, and the martial arts.

Ellen Moodie

Associate Professor, Associate Head, and Director of Graduate Studies
Department of Anthropology
University of Illinois at Urbana-Champaign

Ellen Moodie's research focuses on post-conflict political processes. In her first major project she studied the effects of postwar violence on political affect, specifically support for state institutions in a transition to democracy in urban El Salvador. She takes an ethnographic approach to her research: she engages in long-term participant observation, records conversations and conversational interviews, interviews public officials and experts, researches mass media and political statements, and examines archival records. She has also worked on projects among former guerrilla combatants in a rural area of Eastern El Salvador and studied short-term Christian mission and service travel. Her current project considers the "post-postwar generation" of activist middle-class youth in El Salvador who have come of age with little or no memory of the country's twelve-year civil war, which ended in 1992.

Her books include *El Salvador in the Aftermath of Peace: Crime, Uncertainty, and the Transition to Democracy* (Pennsylvania 2010) and *Central America in the New Millennium: Living Transition and Re-imagining Democracy*, co-edited with Jennifer L. Burrell (Berghahn 2013). She has written articles for *The Annual Review of Anthropology*, *American Ethnologist*, *The Journal of Latin American and Caribbean Anthropology*, and *Social Text*, as well as a number of chapters in edited volumes.

Her teaching portfolio includes courses on Central America, crime, human rights, ethnographic fieldwork and research methods, ethnography through language, the core social theory course for graduate student anthropologists, the introduction to sociocultural anthropology course for undergraduates, and the anthropology of the city.

Her external awards and recognitions include a residential fellowship at the Freie Universität in Berlin, in November 2014; a National Science Foundation grant (2010-2013); a Wenner-Gren Foundation grant for an international conference (2008); At the U of I, she was received two faculty fellowship from the Illinois Program for Research in the Humanities (IPRH) (2014-15 and 2007-8); three Campus Research Board awards, and Humanities Release Time (2013), and the Mellon Post-Doctoral Fellow in the Humanities (2003-5). She has served as the secretary and then co-chair of the Central America section of the Latin American Studies Association (2009-2014), and a councilor for the Society for Urban, National and Transnational Anthropology of the American Anthropological Association.

She first became involved in Central America in 1982 through solidarity activities while an undergraduate at Indiana University. She first traveled to El Salvador in 1993 with a sister-cities organization based in New Jersey, where she worked as a journalist for seven years. At the *Jersey Journal* in Hudson County, she reported on many issues involving Central American

migrants and refugees. As such, she has long been involved in activities that combine her academic research with issues of public concern.

Her recent public engagement activities include the co-organization of a national campaign in August 2014 to petition the Obama administration to treat as refugees Central American unaccompanied minors in custody after crossing the U.S.-Mexico border (allowing them the right to petition for asylum in the U.S. courts); numerous interviews or background information provided to journalists regarding Salvadoran elections (March 2014) and Central American migrant crisis (July and August 2014); an interview on the Central American migrant-border “crisis” for “A Minute with...” feature of University of Illinois News Bureau, July 18, 2014 (see <http://illinois.edu/lb/article/72/86025>), and expert testimonies offered in four cases of applications for asylum for Salvadorans fleeing violence in their country (2014-2015).

Andrew Orta

Professor and Head

Department of Anthropology

Affiliations in Center for Latin American and Caribbean Studies and Program in Global Studies

Andrew Orta is a sociocultural anthropologist with research programs focused on the Bolivian highlands and on the United States. His work in Bolivia centers on highland Aymara communities to examine ethnographically their entanglements with a range of regional and global institutions and processes. Earlier work in the region focused on contemporary Catholic missionization; more recent work examines the impact of neoliberal processes of political decentralization on the reproduction of local modes of authority and regional integrity. Another line of research is based on ethnographic study of MBA training in the United States, with a focus on the internationalization of MBA curricula intended to prepare U.S. MBAs to work in a global, international, and cross-cultural business environment. Research and teaching emphases include: Andean ethnography; anthropologies of religion; colonialism and postcolonialism; economic anthropology and anthropologies of capitalism; area studies; and the history of anthropology.

Orta’s research has been published in such journals as *American Anthropologist*, *American Ethnologist*, *Cultural Anthropology*, *Current Anthropology*, and *The Journal of Latin American and Caribbean Anthropology*. Recent publications include: Margins of difference: MBA training and the “value chain of culture” *American Ethnologist* 40(4): 689-703 [2014]; Forged communities and vulgar citizens: autonomy and its *limites* in semi-neoliberal Bolivia. *Journal of Latin American and Caribbean Anthropology* 18(1):108-133 [2013]; and invited contributions to *Theory in Social and Cultural Anthropology* (“Area Studies”; R. McGee and R. Warms, eds. [2013]); *The Cambridge History of Religions in Latin America* (“Inculturation”; V. Garrard-Burnett and P. Freeston, eds. [in press]) and *The Oxford Handbook of Latin American Christianity* (“Indigenous Cristianities”; S. Fitzpatrick, D. Orique, and M. Vasquez, eds. [forthcoming]). Orta is the author of *Catechizing culture: missionaries, Aymara, and the “new evangelization”* (Columbia, 2004). A book manuscript of the MBA project, *Managing the margins: making global M.B.A.s*, is in preparation.

Orta is currently Head of the Department of Anthropology (2011-present). He previously served as Director of the UIUC Center for Latin American and Caribbean Anthropology (2009-11), and as Associate Head and Director of Graduate Studies in Anthropology. He has served on the Executive Board of the Society for Latin American and Caribbean Anthropology (2008-11) and as Contributing Editor to the Handbook of Latin American Studies (2000-2013). He has been interviewed as an expert on the Andean region for articles appearing in *American Prospect*, *The*

New York Times, and *The Wall Street Journal*. He has been named to the University of Illinois' List of Excellent Teachers 11 times.

TIMOTHY R. PAUKETAT
PROFESSOR OF ANTHROPOLOGY AND MEDIEVAL STUDIES

Among the most enduring yet pressing social-scientific and humanistic concerns of great significance to the contemporary world is the relationship between belief and history. Why do people believe what they do? My archaeological research interrogates that ultimate question by focusing on proximate *how* questions. How are religion, ontology, urbanism, materiality, affects, and power in the past related? Or how are space, matter, and time entangled and to what effect? I seek answers to such questions in the beginnings of urbanism, city life, and organized religion, specifically in North America through fieldwork in the pre-Columbian Mississippi valley. My approach has always been one that blends social theory with thick historical descriptions rich with the things, houses, foods, stimulants and the varied experiences of everyday agrarian life. These are the contexts wherein people and other-than-human agencies might be subsumed within larger social, political and cultural orders in ways that profoundly alter social futures. Understanding them necessitates an archaeology that bridges the humanities and social sciences, and that takes seriously its mission to positively affect our global future. This is the goal to which I aspire through my research, teaching, and everyday engagements in the world.

In 2008, I began to write my most recent theory book, *An Archaeology of the Cosmos* (Routledge, 2013), a significant departure for me both theoretically and methodologically. That book defines my current thinking on questions of agency, religion, and history. There, I began to build my own version of a “relational approach” in archaeology (drawing from Bruno Latour, Gilles Deleuze and others) by developing what can be labeled a theory of “bundling” (see also a co-edited volume, *Big Histories, Human Lives*, SAR Press, 2013). The result is both a less-anthropocentric approach to religious movements and a less landscape-tethered approach to social experience, where agency is a consequence of the convergences of phenomena and beings in social fields that stretch into the sky. This is the rapprochement of agency-based approaches, which tend to focus on short-term microhistories, with the traditional long-term changes covered by archaeologists. This book was the basis for my current field research as well, which targets the beginnings of organized religion at the Emerald Acropolis and other early Cahokian shrine complexes (see list grants below). All of this was also a necessary precursor to my current book project (tentatively retitled *Dragons and Affects in the Ancient City*) that I am writing on a 2015-2016 NEH fellowship.

RECENT AWARDS, FELLOWSHIPS, SCHOLARSHIPS AND GRANTS

- 2015-16 NEH Fellowship (for *Spirits, Birds, and Luminous Beings: Ancient Urbanism and Human Nature*).
- 2014-17 National Endowment for the Humanities grant (RZ-517699-14), “Cahokia’s Richland Farmers: Agricultural Expansion, Immigration, Ritual, and the Foundations of Mississippian Civilization” (\$301,745).
- 2014-17 John Templeton Foundation grant 51485, “The Foundations of Ancient American Indian Religion and Civilization at Cahokia’s Emerald Acropolis” (\$336,557).
- 2012-14 Religion and Innovation in Human Affairs program, The Historical Society, Boston (funded by the John Templeton Foundation, S. Alt and T. Pauketat, Co-PIs), “Cahokian Religion, the Emerald Pilgrimage Center, and Cultural Innovation,” (\$180,000).
- 2012 Visiting Scholar, Amerind Foundation, Dragoon, AZ, Oct-Nov.

- 2009-12 National Science Foundation Grant BCS-0924138, “Mississippianization, Religious Conversion and Identity Formation in Pre-Columbian Wisconsin” (\$177,898).
- 2008-09 Weatherhead Fellow, School for Advanced Research, Santa Fe, NM.
- 2007 Choice Outstanding Academic Title (for *Chiefdoms and Other Archaeological Delusions*)

John David Polk
Associate Professor

Research:

My research focuses on the evolution and function of human and primate locomotor systems. I address questions of gait symmetry, trabecular and subchondral bone adaptation to mechanical loading in limb bones, and the functional interpretation of fossil remains.

Teaching:

I regularly teach courses on human evolution (introductory and advanced), human osteology, and functional morphology in the Department of Anthropology. I also teach medical Gross Anatomy in the College of Medicine and to Anthropology graduate students. I also teach a graduate course on comparative and quantitative methods in biological anthropology.

Notable Publications:

- **Polk JD** (2002) Adaptive and phylogenetic influences on musculoskeletal design in cercopithecine primates. *Journal of Experimental Biology*. 205:3399-3412.
- Lieberman DE, **Polk JD**, and Demes B. (2004) Predicting long bone loading from cross-sectional geometry. *American Journal of Physical Anthropology* 123:156-171.
- **Polk JD**, et al., (2008) Knee Posture Predicted from Subchondral Apparent Density in the Distal Femur: An Experimental Validation. *The Anatomical Record*: 291:293–302.
- Shorter KA, **Polk JD**, Rosengren KS, Hsiao-Wecksler ET (2008) A new approach to detecting asymmetries in gait. *Clinical Biomechanics* 23:459-467.
- Grabowski MW, **Polk JD** & Roseman CC (2011) Divergent patterns of integration and reduced constraint in the human hip and the origins of bipedalism. *Evolution* 65:1336-1356.
- Raichlen DR and Polk JD (2013) Linking Brains and Brawn: Exercise and the evolution of the human neurobiology. *Proceedings of the Royal Society of London B*. 280:20122250.

Federal and Foundation Grant Support

- **Polk JD**. National Science Foundation. BCS-0639630. 02/01/07-01/31/09. “Comparative Analyses of Subchondral Bone Density in Primates.” \$32,974.
- Hsiao-Wecksler E, Dankowitz H, **Polk JD**, Hong S. National Science Foundation. CMMI 07-27083 1 Jan 2008-31 Dec 2010. “Quantitative characterization of complex motion patterns using shape-based and multivariate techniques.” \$303,109.
- Roseman C, **Polk JD**. National Science Foundation. BCS- 0962903. Integration and evolution of human and non-human primate postcranial morphology. \$149,773. Jun 2010 – May 2013.

Leadership Positions:

Campus: **Liberal Arts and Sciences, Dean’s Fellow** (2013-2014); **Faculty Senate:** (2004-2010)

Professional Associations: **Associate Editor:** *Journal of Human Evolution* (2007-2010); *American Journal of Physical Anthropology* (2014-Present).

International: **Grant Panelist for Biological Sciences.** Natural Sciences and Engineering Research Council of Canada (2014-Present)

Gilberto Rosas
Associate Professor
Departments of Anthropology and Latina/o Studies

My award winning book, *Barrio Libre: Criminalizing States and the Delinquent Refusals of the New Frontier* (Durham: Duke University Press 2012), makes a series of important interventions to existing fields of scholarship. First, it provides an analysis of how US-Mexico border does far more than exclude, exemplified in the birth of new subjectivities as analyzed in my ethnography of abjected, criminalized, and racialized youth and their complex dealing with Mexican and United States authorities. The necessarily incomplete nature of sovereignty in the neoliberal age, exemplified in border policing, surveillance and certain jagged exceptions, effectively punishing undocumented border crossers. They face the “killing deserts” of southern Arizona, where thousands have died, but thousands more survive, or, as in this case, through a below border sewer system, where they are exposed to death racialized abjection of crossing through a sewer system, where they encounter the youth of *Barrio Libre*, or the free ‘hood. Second, I hold that large scale processes such as the re-structuring of Mexico’s welfare state in the wake of the North American Free Trade Agreement and the country’s own bureaucratic policing of its borders, effectively co-produce the youth. These processes marginalize and criminalize the dispossessed generally and, in this case, the youth of Barrio Libre. The youth in turn victimize Others. They target chántaros or new immigrants, who they cast as the indigenous, Central Americans, or parochial hicks. In the book, I these practices to a eugenicist, anti-indigenous and ultimately white supremacist mestizaje, or ideologies and processes of racial mixture that are central in the racial government of difference in Mexico and other parts of Latin America, and, increasingly, the United States. Finally, with respect to the well-intentioned scholarship on criminality that all too often tends to explain away rather than confront the social and political implications of crime, I argue that the youth “choose” Barrio Libre. They opt for its freedom. They refuse redemption. Barrio Libre is their delinquent refusal of the new.

I have also been involved in the production of two edited volumes. I was co-editor of the first along with Junaid Rana, titled *Managing Crisis: Post-9/11 Policing and Empire* in 2006. It included several well-received articles regarding the dramatic upsurge of policing of immigrant populations as well as those perceived as immigrants in the United States and across the globe by scholars in Ethnic Studies, anthropology, and Cultural Studies. I also edited the second volume, titled *The New Frontiers of Race: Culture, Criminality, and Policing in the Global Era* in 2010. The volume includes several critical interventions on the links between dynamics of racialization and criminalization in the Americas and based on a conference that I organized during my residential fellowship at the Center for the Study of Race, Culture, and Politics at the University of Chicago in 2008-2009. Moreover, I am in enthusiastic conversations with Duke University Press about another book project, *The Border Reader*.

My book and other projects have prompted invitations to give several high profile talks, nationally and internationally. I have given invited talks at the University of Chicago, Cornell, Emory, Duke, among other institutions, and in Canada, Mexico, and recently in Europe. In 2011, my project the “Thickening Borderlands” prompted an invitation to give a keynote address for a conference sponsored by the Centro De Investigaciones y Estudios Superiores en Antropología Social (CIESAS), a prominent research institute that has centers across Mexico. I gave a plenary at the biannual meetings of the *Society for Cultural Anthropology* in May 2014 on “The Ends of Work” in Detroit, giving another plenary this fall at immigrant history conference at the University of Minnesota, and I am participating in an executive session on “Policing and Estrangement” at the forthcoming AAA meetings in Denver.

Finally, I am a board member of the *Association of Latino and Latina Anthropologists*. I am also a founding editorial board member of the *Oxford Bibliography in Latino Studies*.

Charles C Roseman

Associate Professor

Selected Recent Publications

Book Chapters

- Joganic JL, Willmore KE, Roseman CC, Richtsmeier JT, Rogers J, and Cheverud JM (2012) Comparative quantitative analysis of cranial capacity and craniofacial morphology in two closely related primate species. pp. 37-59 in: *Bones, Genetics and Behavior of Rhesus Macaques: Macaca mulatta of Cayo Santiago and beyond*, Series: *Developments in Primatology-Progress and Prospects*, edited by Wang Q. Springer, New York, USA

Articles

- Grabowski MW and Roseman CC (Accepted) Complex and changing patterns of natural selection explain the evolution of the human hip. *Journal of Human Evolution*.
- Roseman CC (2015) Troublesome Reflection: Racism as the Blind Spot in the Scientific Critique of Race. *Human Biology*. 83: 233-239.
- Roseman CC and Auerbach BM (2015) Ecogeography, genetics, and the evolution of human body form. *Journal of Human Evolution*. 78: 80-90.
- Schroeder L, Roseman CC, Cheverud JM, and Ackermann (2014) Characterizing the evolutionary path(s) to early *Homo*. *PLoSOne*. 9:3114307.
- Wolf JB, Leamy LJ, Roseman CC, and Cheverud JM (2011) Disentangling prenatal and postnatal maternal genetic effects reveals persistent prenatal effects on offspring growth in mice. *Genetics*. 189: 1069-1082.
- Miley DD, Baumgartner MH, Cheverud JM, Roseman CC, Rogers J, McLeod DE, Reyes E, and Hildebolt CF (2011) Heritability of alveolar bone loss from periodontal disease in a baboon population: A pilot study. *Journal of Periodontology*. 82: 575-580.
- Grabowski, MW, Polk JD, and Roseman CC (2011) Divergent Patterns of integration and reduced constraint in the human hip and the origins of bipedalism. *Evolution*: 65: 1336-1356.
- Roseman CC, Weaver TD, and Stringer CB (2011) Do modern humans and Neandertals have different patterns of cranial integration? *Journal of Human Evolution*. 60: 684-693.
- Roseman CC, Willmore KE, Rogers J, Hildebolt C, Sadler BE, Richtsmeier JT, and Cheverud JM (2011) Genetic and environmental contributions to variation in baboon cranial morphology. *American Journal of Physical Anthropology*. 143: 1-12.

Mahir Saul

Professor

Saul's main line of research since 2010 is sub-Saharan African migration to Turkey, within the framework of shifting global production centers and international trade flows, which have resulted in the amplification of sub-Saharan migrations and their diversification to destinations other than the conventional European or North American urban areas. In this research he focuses on migration patterns, the organization of migration on the sending side, and the subjectivities of African migrants.

At the same time he continues publishing on his earlier West African research relying for that on data gathered during long years of prior research. One related field in which Saul is active in publication and for which he is sought for making assessments and reviews is sub-Saharan African cinema.

Another distinct field in which Saul has become active again after some years of inactivity is Judeo-Spanish and Sephardic culture. In the past five years he organized an international colloquium abroad on this topic and a conference in our campus. He edited a book on the topic, published an article in a phonology journal, and is in the midst of co-editing another book that brings together the papers delivered in the most recent conference.

Saul is the recipient of the Amaury Talbot Prize of the Royal Anthropological Institute of Great Britain and Ireland and in 2004 was given the Distinguished Africanist Award of the Association for Africanist Anthropology of the American Anthropological Association.

In the past five years Saul received a research grant from the Wenner-Gren Foundation for Anthropological Research, a Hewlett International Research Grant for fieldwork in Istanbul, a fellowship for a short residency at the University of Zurich from the Swiss National Science Foundation (SNSF), and a fellowship from an Erasmus Mundus program administered by a consortium of a French, an Italian, and a Portuguese University. He is a continuing member of the Social Sciences Review Panel of the Belgian National Science Foundation (FNRS) and serves in the overseeing board of the Erasmus Mundus program.

Saul organized an African Film Festival in Urbana-Champaign in 2008 and served as curator for an African film series at the Istanbul Museum of Modern Art in 2012. He is also one of the curators of our own William R. and Clarice V. Spurlock Museum.

Saul teaches courses on African cinema, African ethnography, economic anthropology, research methods, social organization, and migration from Muslim majority countries to Western Europe.

In December 2012 *Utne Reader* magazine listed Saul as one of **12 People Changing Your World** and granted him its Visionaries Award, on the basis of an illustrated profile article authored by Khalid Halhoul and entitled "Cinematic Mind Changer," which was published in the July-August issue of the same magazine (pp. 78-79).

Laura Lynn Shackelford
Associate Professor

Specializations / Research Interest(s)

- Paleoanthropology, Southeast Asia, Late Pleistocene human evolution, postcranial biomechanics, functional anatomy

Courses

- BMS 622&623 Human Anatomy
- Anth 102 Human Origins & Culture
- Anth 399, 499 Biology of the Neandertals
- Anth 435 The Neandertal Debate
- Anth 456 Human Osteology
- ANSC 398 ACES Africa Wildlife Discovery in South Africa
- Anth 440 Human Paleontology

Grants

- 2012 Arnold O. Beckman Research Award, UIUC Research Board
- 2007 L.S.B. Leakey Foundation
- 2007 UIUC Research Board
- 2009 UIUC Research Board
- 2011 Hewlett Foundation International Research Grant
- 2003 Lambda Alpha Research Grant

- 2003-04 National Science Foundation BCS-0314002: Doctoral Dissertation Grant
- 2003 AMNH Collection Study Grant
- 2002 Sigma Xi Research Grant

Selected Recent Publications

Books

- Bacon, A-M, F Demeter, T Sayavongkhamdy, P Duringer, E Patole-Edoumba, A-S Coupey, L Shackelford, K Westaway, J-L Ponche, P-O Antoine, and P Sichanthongtip. *Les sites de Tam Hang, Nam Lot et Tam Pa Ling au nord du Laos. Des gisements a vertebres du Pleistocene aux origines des Hommes modernes*. Paris: CNRS Editions, 2012.

Book Contributions

- Shackelford, Laura L. "Bone strength and subsistence activities at Point Hope." *The Foragers of Point Hope: the biology and archaeology of humans on the edge of the Alaskan arctic*. Cambridge University Press, 2014.
- Shackelford, Laura L. "Variation in mobility and anatomical strategies in the Late Pleistocene." *Mobility: Towards a definition for application in human evolution*. Springer, 2014.
- Stock, J T., M C. O'Neill, C B. Ruff, M Zabecki, L L. Shackelford, and J Rose. "Body size, skeletal biomechanics, mobility and habitual activity from the Late Palaeolithic to the Mid-Dynastic Nile Valley." *Human Bioarchaeology of the Transition to Agriculture*. Ed. R Pinhasi and J T. Stock. West Sussex: Wiley-Blackwell, 2011. 347-370.
- Shackelford, Laura. "Descriptive and comparative study of the lower limb." *Spy Cave: State of 125 years of pluridisciplinary research on the Betche-aux-Rotches from Spy*. Ed. H Rougier and P Semal. Brussels: Royal Belgian Institute of Natural Sciences and NESPOS, 2011.

Journal Articles

- Demeter F, Shackelford L, Westaway K, Duringer P, Bacon A-M, et al. (2015). Early modern humans and morphological variation in Southeast Asia : Fossil evidence from Tam Pa Ling, Laos. PLOS One DOI :10.11371/journal.pone.0121193.
- Shackelford, Laura, Fiona Marshall, and Joris Peters. "Identifying donkey domestication through changes in cross-sectional geometry of long bones." *Journal of Archaeological Science* 40.12 (2013): 4170-4179.
- Demeter, Fabrice, Laura Shackelford, Anne-Marie Bacon, Philippe Duringer, Kira Westaway, Thongsa Sayavongkhamdy, Jose Braga, Phonephanh Sichanthongtip, Phimmasaeng Khamdalavong, Jean-Luc Ponche, Hong Wang, Craig Lundstrom, Elise Patole-Edoumba, and Anne-Marie Karpoff. "[Anatomically modern humans in Southeast Asia \(Laos\) by 46 ka.](#)" *Proceedings of the National Academy of Sciences, USA* (2012): 20 Aug. 2012.
- Demeter, F, L Shackelford, K Westaway, P Duringer, T Sayavongkhamdy, and A-M Bacon. "Reply to Pierret et al.: Stratigraphic and dating consistency reinforces the status of Tam Pa Ling fossil." *Proceedings of the National Academy of Sciences USA* 109.51 (2012): E3524-E3525.
- Shackelford, Laura L., Ashley Stinespring Harris, and Lyle Konigsberg. "[Estimating the distribution of probable age-at-death from dental remains of immature human fossils.](#)" *American Journal of Physical Anthropology* (2012): 21 Dec. 2011.
- Shackelford, Laura, and Fabrice Demeter. "[The place of Tam Hang in Southeast Asian human evolution.](#)" *Comptes rendus Palevol de l'Academie des sciences, Paris* (2011): doi:10.1016/j.crpv.2011.07.002. 23 Sep. 2011.
- Bacon, A-M, P Duringer, P-O Antoine, F Demeter, L Shackelford, T Sayavongkhamdy, P Sichanthongtip, P Khamdalayong, S Nokhamaomphu, V Sysuphanh, E Patole-Edoumba, F Chabaux, and E Pelt. "[The Middle Pleistocene mammalian fauna from Tam Hang](#)

[karstic deposit, northern Laos: new data and evolutionary hypothesis.](#)" *Quaternary International* (2010): doi:10.1016/j.quaint.2010.11.024.

Dr. Helaine Silverman
Professor

Research

My research explores representations of the past in the construction and marketing of national identity; impact of tourism on historic built environments and their residents; cultural governance and cultural rights; community production of heritage; and reception/interpretation of the World Heritage brand. I am engaged in a long-term project in Cuzco, Peru that examines heritage conflicts in the UNESCO-designated district of the city. I have three smaller comparative projects on related World Heritage issues: (1) in a Thai town where daily life and the performance and valuation of local cultural heritage do not smoothly accommodate national tourism development plans [completed]; (2) at Ironbridge Gorge in England where my concern is branding of the World Heritage site as "Birthplace of Industry" rather than WH and the project will be expanded in 2016 to the Durham, UK WH site; (3) in Collinsville, IL where, similarly, the WH status of Cahokia appears irrelevant to the surrounding community. England and Illinois are important as novel studies of the World Heritage brand in developed countries. I also have studied the dissemination of Peru's nation brand, *la marca Perú*, created by PromPerú [completed], which I hope to expand into an institutional ethnography of PromPerú itself. CHAMP has begun what we expect to be a major, long-term, team project, "The Mythic Mississippi", potentially leading to a World Heritage nomination.

Teaching Specializations

Archaeology and Popular Culture (Anth 175); Archaeology/Anthropology of Death (Anth 180); Tourist Cities and Sites (Anth 224); Global Heritage (Anth 420); Heritage Management (Anth 460); Museum Theory and Practice (Anth 462); Social Construction of Space (Anth 557)

Examples of Notable Publications (2005-2015)

EDITED/CO-EDITED: *Encounters with Popular Pasts* (2015); *Cultural Heritage Politics in China* (2013); *Contested Cultural Heritage* (2011); *Intangible Heritage Embodied* (2009); *Handbook of South American Archaeology* (2008); *Cultural Heritage and Human Rights* (2007); *Archaeological Site Museums in Latin America* (2006). PEER-REVIEWED ARTICLES: "Border Wars – Thailand and Cambodia" *International Journal of Heritage Studies* (2011); "Perspectives on Community Archaeology" *Historical Archaeology* (2011); "Mayor Daniel Estrada and the Plaza de Armas, Cuzco, Peru" *Heritage Management* (2008); 24 books chapters

Honors

I am Visiting Research Fellow at Ironbridge International Institute for Cultural Heritage at the University of Birmingham, UK (2013-2016). I am an Honorary Member of ICOMOS-Peru.

Grants

BRIDGE/Birmingham-Illinois Partnership for Discovery, Engagement and Education grant to CHAMP (Collaborative for Cultural Heritage Management and Policy), which I direct, for team research in England; Arnold O. Beckman Award for research in Thailand.

Notable Positions of Leadership

I am the Director of CHAMP/Collaborative for Cultural Heritage Management and Policy, which is a multi- and interdisciplinary heritage research center at UIUC. I am the editor of two book series: "Heritage, Tourism and Community" for Left Coast Press and "Multidisciplinary Perspectives on Archaeological Heritage Management" for Springer Press (with Douglas Comer).

Notable Service in International Professional Societies

I am an Expert Member in ICOMOS' international scientific committee on archaeological heritage management (ICAHM) and am active in various ICAHM initiatives such as the

revision of the U.S. Tentative List for the UNESCO World Heritage List and the promulgation of a new set of standards on archaeological parks. In 2008-2010 I was the lead co-editor of *Latin American Antiquity*, the flagship journal of the Society for American Archaeology.

Public Engagement

I am a founding member of the UNESCO Center for Global Citizenship.

Rebecca M. Stumpf
Associate Professor, Department of Anthropology,
The University of Illinois at Urbana-Champaign

RESEARCH SPECIALIZATIONS:

Hominoid behavioral ecology, behavioral endocrinology, the primate microbiome, microbe-host interactions, preterm birth, social and sexual development, evolutionary mechanisms, primate evolution, conservation.

TEACHING SPECIALIZATIONS: Primatology, Behavioral Endocrinology, Primate Morphology and Sociocology, Behavior and Biology of Women, Sex and Reproduction

NOTABLE PUBLICATIONS:

[1] **Stumpf R**, Wilson B, Rivera A, Yildirim S, Yeoman C, Polk J, White B, Leigh S. (2013) The primate vaginal microbiome: Comparative context and implications for human health and disease. *Yrbk. Phys Anthropol* 152:119-134.

[2] **Stumpf R**, Martinez-Mota R, Milich K, Righini N, Shattuck M. (2011) Sexual conflict in primates.

Evol Anthropol 20:62-75.

[3] Rushmore J, Caillaud D, Matamba L, **Stumpf R**, Borgatti S, Altizer S (2013) Social Network Analysis of Wild Chimpanzees Provides Insights for Predicting Infectious Disease Risk." *J. Anim Ecol*

[4] **Stumpf R**, Boesch C. The efficacy of female choice in chimpanzees of the Taï Forest, Côte d'Ivoire. *Behav Ecol Sociobiol* 60:749-765.

[5] Yildirim, S, Yeoman C, Sipos M, Torralba M, Wilson B, Goldberg T, **Stumpf R**, Leigh S, White B Nelson K. Characterization of the fecal microbiome from non-human wild primates reveals species specific microbial communities. *PLoS ONE* 5.11 (2010): e13963.

[6] **Stumpf, RM**. (2011) Chimpanzees and bonobos: Inter- and intra-species diversity. *Primates in Perspective, 2nd Edition*. Ed. C Campbell, A Fuentes, K MacKinnon, S Bearder, R **Stumpf**. Oxford: Oxford Univ. Press.

[7] Campbell, C., A Fuentes, K MacKinnon, S Bearder and **RM Stumpf** (2011). *Primates in Perspective 2nd Edition* Oxford University Press. Oxford.

HONORS:

2011 Excellence in Undergraduate Teaching, Department of Anthropology, University of Illinois
2010-2011 Irwin C. Gunsalus Scholar, given annually to University of Illinois faculty members in the physical or life sciences who exhibit exemplary scholarship and teaching

2008-2009 Beckman Fellow. Center for Advanced Study Fellowship, University of Illinois

2005 Arnold O. Beckman Research Award, University of Illinois
2004, 2005 (2), 2007, 2008, 2009 (3), 2010 (2), 2011, 2013 (2), 2014 (2), 2015: Teachers Ranked as Excellent by their Students, Center for Teaching Excellence

Harvard University

2004 Certificate of Distinction in Teaching,
2004 President's Award for

Outstanding Dissertation, SUNY - Stony Brook

GRANTS: (Incomplete list)

2014-2017 National Science Foundation. Female Dispersal and Social Relationships in Wild Chimpanzees. PI: **RM Stumpf**; Co-PI: Kevin Langergraber. \$376,155.

- 2012-2014 U.S. Fish and Wildlife Department. "Sexually transmitted diseases and African ape conservation." PIs: J. Rushmore, S. Altizer, and **R.M. Stumpf**; \$31,292.
- 2011-2014 National Institute of Health. Wilson, BA, **Stumpf, RM**, Yildirim, S., "Dynamics of Normal Pigtailed Macaque Vaginal and Intestinal Microbiota," University of Washington subaward.
- 2009-2015 National Science Foundation Human Origins Moving in New Directions (HOMINID). "Microbes, diet, and hominin evolution: comparative and metagenomic perspectives." PI: S. Leigh, **R.M. Stumpf (since 2012)**; Co-PIs: B. White, K. Nelson, A. Salyers; \$2,470,000.
- 2008-2015 National Science Foundation. "Primate Microbial Ecology." PI: **R.M. Stumpf**; Co-PIs: S. Leigh, B. Wilson, A. Salyers. \$299,991. NCE.

Leadership and Service:

- American Association of Physical Anthropologists, American Primatological Society, International Society of Primatologists, Midwest Primate Interest Group
National Science Foundation: Study Section Member, Senior Biological Anthropology Panel (4X).
- 2013-present Board Member: The Wild Chimpanzee Foundation, Leipzig, Germany
2014-present Scientific Advisory Board: The Primate Microbiome Project (U. Minnesota)
2014- present Founder, The Primate Microbiome Consortium (U Illinois)

Appendix C
**Anthropology Faculty With Administrative Appointments
(beyond ANTH) with impacts to teaching contributions**

Nancy Abelmann

Associate Vice Chancellor for Research -- Humanities, Arts, and Related Fields,
2009-present.
Director CEAPS 2005-2008

Matti Bunzl

Director, Illinois Program for Research in the Humanities. 2003-2007
Director, Program in Jewish Culture and Society. 2008-2014.
Artistic Director, Chicago Humanities Festival, 2010-2014

Jane Desmond

Co-Director. International Forum for U.S. Studies

Virginia Dominguez.

President, American Anthropological Association 2009-2011

Susan Frankenberg.

Interim Director, Spurlock Museum 2013-2014

Steve Leigh

Associate Dean (Social Sciences), College of Liberal Arts and Sciences, 2010-2012

Alejandro Lugo

Associate Dean, Graduate College 2013-2014

Martin Manalansan

Acting Director, Asian American Studies Program, 2007-2008

Andrew Orta

Director, Center for Latin American and Caribbean Studies 2009-2011

John Polk

Dean's Fellow, College of Liberal Arts and Sciences, 2012-2014.

Arlene Torres

Chair, Department of Latina/Latino Studies 2004-2009

Additionally:

Christopher Fennell is in residence one semester per year at the University of Chicago Law School

Jessica Brinkworth, Cris Hughes, Lyle Konigsberg, John Polk, and Laura Shackelford are in a teaching rotation serving the Human Gross Anatomy course sequence in the College of Medicine. This entails two faculty faculty involved 100% in COM teaching each semester.

Appendix D.
The Undergraduate Curriculum

Major in Anthropology

Anthropology is the study of historical and contemporary cultural and linguistic diversity throughout the world. It is a broad field covering four areas or subfields: socio-cultural anthropology, the study of contemporary societies; archaeology, the study of the material remains of past societies; linguistic anthropology, the study of talk and text; and biological anthropology, the study of human evolution and human biological diversity. At the University of Illinois, we specialize in all four of these areas.

Majors select core courses across all four fields of anthropology: archaeology, biological, linguistic and sociocultural anthropology. With a foundation in all four fields, students may build their own program of study with our Thematic Areas or choose from one of our subfield Course Concentrations.



Anthropology majors have opportunities to work with faculty in state-of-the-art labs on innovative research projects, join faculty on archaeological field schools, and engage with local communities on cultural and linguistic projects.

All students must discuss their selection of anthropology courses and supporting coursework with a departmental advisor.

Total Credit Hours

Hours required for the major: 48 hours (including 39 hours of Anthropology courses, or 42 in the case of honors students)

The Anthropology Major consists of 5 sections:

I. Required Anthropology Courses (12 hrs)

Student may make one substitution for 1 of the 4 required courses, choosing from the options listed in parentheses to the right of each course.

Hours Courses

- 3 ANTH 220—Introduction to Archaeology (or ANTH 105)
- 3 ANTH 230—Sociocultural Anthropology (or ANTH 103)
- 3 ANTH 240—Biological Anthropology (or ANTH 102)
- 3 ANTH 270/271—Linguistic Anthropology (or ANTH 104)

II. Elective Anthropology Courses (18 hrs)

Assemble a cohesive package of courses from the anthropology Thematic Areas or follow a subfield Course Concentration.

Hours Courses

- 3 ANTH course, any level
- 3 ANTH course, any level
- 3 ANTH 300 or 400 Level
- 3 ANTH 300 or 400 Level
- 3 ANTH 300 or 400 Level

3 ANTH 300 or 400 Level

III. Related Courses (9 hrs)

Select additional courses from the anthropology Thematic Areas and/or choose courses in related fields, such as Sociology, Psychology, Education, Integrated Biology, Molecular and Cell Biology, History, Gender and Women's Studies, African American Studies, etc. Students may substitute an official minor offered by another department as long as the supporting coursework, hours, and level of requirements are met.

IV. Undergraduate Research and Service Learning (6 hrs)

Students are required to select one of the following methods and research combinations. Students may choose to undertake additional methods courses or research, but only one is required.

Archaeology

Hours Courses

- 3 Archaeology Field School (ANTH 454)
- 3 Archaeological Lab Research (ANTH 455)

Biological Anthropology

Hours Courses

- 3 Biological Field School (ANTH 444)
- 3 Biological Lab Research (ANTH 445)

Engaged Anthropology

Hours Courses

- 3 Professional Anthropology Internship (ANTH 494)
- 3 Anthropology Internship (ANTH 390)

Museum Studies

Hours Courses

- 3 Museum Theory and Practice (ANTH 462)
- 3 Museum Internship (MUSE 390) OR Study Abroad Internship

Sociocultural/Linguistic Anthropology

Hours Courses

- 3 Sociocultural/Linguistic Field Research Methods (ANTH 411)
- 3 Sociocultural/Linguistic Field Research (ANTH 390)

V. Senior Capstone Project

Seniors in anthropology normally take the Senior Capstone Seminar (ANTH 399 SCS) in fulfillment of their Senior Capstone Project unless selecting an Honors Thesis.

Senior Capstone Seminar

Hours Courses

- 3 Senior Capstone Seminar (ANTH 399SCS)

This research and writing course is for anthropology majors who are completing their Senior Capstone requirement. Students will normally register for this research and writing course in the fall of their senior year. This 3 credit course will meet one day a week, for a three-hour session.

Honors Thesis

Two consecutive semesters of research resulting in a written thesis

Hours Courses

3 Honors Individual Study (ANTH 391)

3 Honors Individual Study (ANTH 495)

*** Attention Current Anthropology Majors: The Sociocultural/Linguistic Concentration has been absorbed into the new General Anthropology Concentration (beginning Fall 2015). Students who are already pursuing that concentration may complete it under the previous guidelines.

Archaeology Concentration

I. Required Anthropology Courses (12 hrs)

[See Major requirements]

II. Elective Anthropology Courses (18 hrs)

Hours Courses

3 ANTH course, any level in Archaeology

3 ANTH course, any level in Archaeology

3 ANTH 300 or 400 Level in Archaeology

3 ANTH 300 or 400 Level on a specific culture area or time period (e.g. ANTH 358, 376, 419, 448, 449, 459)

3 ANTH 300 or 400 Level in Methods/Materials analysis skills (e.g. ANTH 378, 420, 451, 452, 453, 460, 462, 477)

3 ANTH 300 or 400 Level in Methods/Materials analysis skills (e.g. ANTH 378, 420, 451, 452, 453, 460, 462, 477)

III. Related Courses (9 hrs)

Hours Courses

3 ANTH course, any level in Biological Anthropology

3 Any related course

3 Any related course

IV. Undergraduate Research and Service Learning (6 hrs)

Archaeology Field School

Hours Courses

3 Archaeology Field School (ANTH 454)

3 Archaeological Lab Research (ANTH 455)

A six-credit-hour field school (six weeks minimum) or field study course comparable to ANTH 454 and ANTH 455. Proposed projects will be evaluated for qualification on a case-by-case basis by archaeology faculty. Archaeology faculty will assess non-UIUC field schools to determine number of credits.

CRM (Cultural Resource Management) project employment/participation, or non-field school fieldwork participation, or lab research participation, if extensive/intensive, and for a duration equivalent to a field school, will be considered on a case-by-case basis.

V. Senior Capstone Project

[see Major requirements]

Minor in Anthropology

The minor in anthropology may be tailored to each student's individual needs, thus accommodating students with majors as diverse as pre-medicine, pre-law, geography, art history, computer science, engineering, business, environmental sciences, and social work.

Total Credit Hours

Hours required for the minor: 18 hours

I. Required Anthropology Courses (6 hrs)

Choose two of the following courses. Student may make one substitution for 1 of the 2 required courses, choosing from the options listed in parentheses to the right of each course.

Hours Courses

- 3 ANTH 220—Introduction to Archaeology (or ANTH 105)
- 3 ANTH 230—Sociocultural Anthropology (or ANTH 103)
- 3 ANTH 240—Biological Anthropology (or ANTH 102)
- 3 ANTH 270/271—Linguistic Anthropology (or ANTH 104)

II. Elective Anthropology Courses (12 hrs)

Assemble a cohesive package of courses from the anthropology thematic areas.

Hours Courses

- 3 ANTH course, any level
- 3 ANTH course, any level
- 3 ANTH 300 or 400 Level
- 3 ANTH 300 or 400 Level

Appendix E.
Undergraduate Outcomes
Recent Undergraduate Anthropology Achievements
(an incomplete list)

Recent graduates and placement:

Zachary Nissen (2015)-PhD program in Archaeology at Northwestern University (Advisor-Lucero)

Paige Jamieson (2015) PhD program in biological anthropology at U of California San Diego (Clancy)

Elizabeth Claussen (2015) PhD program in biological anthropology at U of California San Diego (Hughes & Malhi)

Devin Malone (2015) Awarded *Abraham Lincoln Fellowship* in support of Masters Degree in Museum Studies at UI Chicago (Frankenburg)

Molly Block (2015) 1 yr program *Tikkun Olam* in Tel Aviv-Jaffa (social justice internship/volunteer)

Taylor Thornton (2014) - PhD program in Archaeology at University of Toronto

Keqi Wei (2014)– PhD program in psychology at U of Tulsa (Farnell)

Tatyana Shields (2014)– After 1 yr with *Teach for America*, accepted into Master of Science (2015) - Justice/Law/Criminology American University School of Public Affairs.

Newton Hood (2014) MS Marine Biology (Sea Mullusks), California State University at Fullerton.

Richelle Brown (2014) UIUC Bronze Scholar, medical school, U of North Carolina

Mechell Frazier (2014) PhD School of Evolution and Social Change, Arizona State University

Ashley Jackson-Lee (2014) MSc Gastronomy Program, Boston University

Kristine Parker (2014) Master of Nonprofit Management, DePaul School of Public Service.

Jessica Good (2014) Masters Degree in Library and Information Science, UIUC

Caitlyn Reizman (2013) MA Museum Studies, George Washington University [Currently works as Digital Implementation Plan Contractor for Audience Viewpoints Consulting and Exhibit Specialist (Federal Pathways Intern) National Library of Medicine (NLM) DC

Chris Nixon (2013) MS Library and Information Science UIUC—now interaction designer at Expedia Seattle

Jacklyn Rodriguez (2013) UIUC Graduate School, Integrated Biology

Katherine Norton (2013) Graduate School, Colorado School of Mines

Gabriela Cerda (2013) PhD program, Biomedical Anthropology at SUNY Binghamton

Molly Tutt (2013) MA, International Affairs, George Washington University

Leslie Drane (2012) PhD Indiana University PhD Archaeology/Anthropology. Winner of Charles J. Bareis Award In Illinois Archaeology.

Catherine Keane (2012) MA program, University of Edinburgh

Aaron Yao (2012) MA Medical Anthropology, University of London, Goldsmiths College

Recent Undergraduate Student Awards and Achievement

2012-13 (55 graduating seniors)

Bronze Tablet Awards (Top 100 Students in College of LAS or top 3%):

- Caroline Brown
- Tara McGovern

3rd Annual Capstone Senior Conference

Presenters:

- Araceli Ambriz
- Caroline Brown
- Leonard Caccamo
- Mary Claire Gustafson
- Kelly Holem
- Dan Leja
- Bridget McDonald
- Tara McGovern
- Maria Nava
- Chris Nixon

Ethnography of the University Initiative Conference 2013

Three students in ANTH 399BF (Farnell- Language in the Real World) won a Multimedia Award for their panel presentation and Video Podcast, "Out and About: Social Spaces and the LGBT Community"

- Ariella Cohen
- Fatimata Diabate
- Shaunette Smith

Patricia O'Brien Award

- Danielle Cunningham, Rethinking Microfinance: Rural Kenyan Women's Experiences with Microfinance"

Charles J. Bareis Award in Illinois Archaeology

- Leslie Drane

Paul A. Liebman Awards (for summer research and internship projects)

Summer Internship Award:

- Molly Block: To work as an intern for the NGO, Extending Lives, which brings young women from Niger to Chicago for a short period in the summer to train them as community leaders

Summer Research Awards:

- Karen Cottrell: "Building Community by Building [Community] Gardens."
- Jennifer Freeland: "Summer research at the Archaeological Site of Troy near Çanakkale, Turkey."
- Taylor Thornton: "Faunal Analysis of a Middle Woodland Pit Feature from the Mound House site in Greene County, IL."
- Jenny Winkler: "Heritage Preservation and Identity Expression in Three Central Illinois Franciscan Communities."

Foreign Language and Area Studies Fellows

- Jennifer Freeland: FLAS for Turkish—from UIUC Center for Global Studies.
- Jennan Qato: FLAS for Arabic from European Union Center (on campus study Arabic in Summer Institute for the Languages of the Muslim World; during AY 2013-14 –Fall Study Abroad in Jordan.

Suzanne and David Martin-Reay Study Award Scholarship, from International Programs & Studies

- Molly Block --to study abroad and intern in Nairobi during fall 2013 through University of Minnesota (MSID Kenya program).

Carlene and Andy Ziegler Study Award Scholarship, from International Programs & Studies

- Stephanie Mundis: --to study abroad and intern in Nairobi during fall 2013 through University of Minnesota (MSID Kenya program).

Mary E Mohler International Study Grant

- Mallory Meade

2013 International Undergraduate Achievement Award (Distinguished campus-wide award).

- Tara McGovern: Tara also won a Fulbright Award and will be going back to Ecuador as an English Teaching Assistant.

2013 Lambda Alpha National Anthropology Honors Society.

- Jen Freeland - Director's Award

2013-14 (39 graduating seniors)

4th Annual Capstone Senior Conference

Presenters:

- Ashley Loreal Jackson Lee (advisor – Farnell)
- Rachel Loth (Advisor - Ripan Mahli). Rachel was awarded an Anthropology Department travel grant to present a poster at the AAPA (American Association of Physical Anthropologists) meeting in Calgary, Canada in April.
- Stephanie Mundis (Advisor Ripan Mahli)
- Taylor Thornton (advisor Chris Fennell;)
- Madelaine Walker (advisor Stan Ambrose)
- Keqi Wei (advisor: Adrienne Lo)

The Anthropology Senior Capstone Conference was featured as a component of the new campus-wide Undergraduate Research Symposium week.

Patricia O'Brien Award

- Taylor Thorton “an examination of middle woodland spatiotemporal settlement trends in the lower illinois river valley.” Taylor’s research was also awarded first place by 2013 Midwest Archaeological Conference (MAC) and gave a successful presentation at the SAA meetings in Austin TX.

Charles J. Bareis Award in Illinois Archaeology

- Mechell Frazier. Nominated by Dr. Lisa Lucero with support letter from Tim Pauketat.

Paul A. Liebman Awards (for summer research and internship projects)

Summer Internship Awards

- Elizabeth Clausing – Malhi Laboratory for Genetics and Molecular Anthropology (Cris Hughes)
- Grace Hall Chicago Field Museum (Mahir Saul)
- Sharon Kim -- rape crisis counseling organization (Adrienne Lo)

- Shafia Murad -- UI Office of Student Affairs (Jessica Greenberg)

Summer Research Awards

- Scarlett Andes, for sociocultural research on Jewish heritage museum displays in Quebec, Canada. Nominated by Virginia Dominguez
- Mikayla Eastman for archaeological research with Prof. Pauketat at the Emerald Mounds site, Illinois. Nominated by Helaine Silverman
- Thi Li, for sociocultural research on traditional medicine and tourism in Peru in connection with Prof. Silverman's study abroad course. Nominated by Helaine Silverman
- Kelsey Reinker also for archaeological research with Prof. Pauketat at the Emerald Mounds site, Illinois. Nominated by Kristen DeLucia.
- Zach Nissen for archeological research with Prof. Lucero's field school in Belize. Nominated by Lisa Lucero.

2014-15 (53 graduating seniors)

Bronze Tablet (Top 100 Students in LAS or top 3%)

- Karen Cotrell
- Grace Gill
- Rachel Ogden
- Hannah Rickey

James Scholars (Honors Students)

- Fakhra Ahmad
- Scarlett Andes
- Grace Gill
- Dhruv Joshi
- Shixin Lan
- Florence Lin
- Jayna Patel
- Hannah Rickey

Patricia O'Brian Award

- Paige Jamieson

Ronald Filler Scholarship - for outstanding advanced undergraduate students.

- Scarlett Andes

Matthews Scholar

- Hannah Rickey

Illinois Achievement Scholarship

- Hannah Rickey

Chancellor's Public Engagement Fellow 2015-16

- Alberto Lara Valdivieso - to devise new retention strategies for Latino students at Champaign High School. He aims to understand how to assist students to make sense of their educational experiences and how to construct their own knowledge collaboratively with faculty, advisors and their peers.

Foreign Language and Area Studies Fellowships

- Halley Juvik (Portuguese)

Lemann Scholarship for Brazilian Studies

- Halley Juvik

Paul A. Liebman Awards (for summer research and internship projects)

Summer Internship Awards

- Abigail Brake- bio-anthropology internship with the Department of Defense laboratory in Champaign (Farnell)
- Halley Juvik – musem studies internship with Douglas County Museum, Tuscola IL (Silverman)
- Alexis March- summer internship with the US State Department in Paris (Farnell).
- Daisy Salgado – internship in forensic anthropology with Colibri Center’s missing migrants project

Summer Research Awards

- Cristina Diaz Socio-cultural Research with NGO in Tuscon AZ on Migrant Deaths (Rosas/ Hughes)
- Mikayla Eastman - Collinsville Heritage Project (Silverman)
- Mu Li - Socio-cultural Summer Research Project on Asian American gay modes of self in NYC (Manalansan)
- Ciara Reilly - Socio-cultural Summer Research Project on anti-coal mining activism in Southern Illinois (Farnell)

Appendix F

The Anthropology Major/Minor (Proposed Curriculum revisions - Fall 2015)

Brief Description of Proposed changes:

- 1) *Revert to one Anthropology Major, reassigning the socio-cultural and linguistic option to one of several Concentrations offered within the new major.*
- 2) *Remove several alternative core course options (Section I) so that all majors/minors have a similar level of preparation for their advanced coursework in the major.*
- 3) *Group existing courses into Thematic Areas that focus student intellectual interests and suggest possible career options.*
- 4) *Offer sub-field and cross-sub-field Concentrations within the major for those students wishing to specialize. Students not following a specific Concentration have flexibility to design their own program of study within sections II and III.*
- 5) *Include one sub-field methods and research training sequence of 2 courses in the Major (Section IV). This may or may not be part of a Concentration.*
- 6) *Revise the existing Capstone requirement (Section V, major only) to include a broader range of student experiences while assuring a greater level of consistency and adequate faculty supervision.*

The Anthropology Major

Majors select core courses across all four fields of anthropology: archaeology, biological, linguistic and sociocultural anthropology. With a foundation in all four fields, students may build their own program of study with our Thematic Areas or choose from one of our subfield Course Concentrations.

Anthropology majors have opportunities to work with faculty in state-of-the-art labs on innovative research projects, join faculty on archaeological field schools, and engage with local communities on cultural and linguistic projects.

All students must discuss their selection of anthropology courses and supporting coursework with a departmental advisor.

Total Credit Hours

Hours required for the major: 48 hours (including 39 hours of Anthropology courses, or 42 in the case of honors students)

The Anthropology Major consists of 5 sections:

I. Required Anthropology Courses (12 hrs)

Student may make one substitution for 1 of the 4 required courses, choosing from the options listed in parentheses to the right of each course.

3 ANTH 220—Introduction to Archaeology (or ANTH 105)

- 3 ANTH 230—Sociocultural Anthropology (or ANTH 103)
- 3 ANTH 240—Biological Anthropology (or ANTH 102)
- 3 ANTH 270/271—Linguistic Anthropology (or ANTH 104)

II. Elective Anthropology Courses (18 hrs)

Assemble a cohesive package of courses from the anthropology Thematic Areas or follow a subfield Course Concentration.

- 3 ANTH course, any level
- 3 ANTH course, any level
- 3 ANTH 300 or 400 Level
- 3 ANTH 300 or 400 Level
- 3 ANTH 300 or 400 Level
- 3 ANTH 300 or 400 Level

III. Related Courses (9 hrs)

Select additional courses from the anthropology Thematic Areas and/or choose courses in related fields, such as Sociology, Psychology, Education, Integrated Biology, Molecular and Cell Biology, History, Gender and Women's Studies, African American Studies, etc. Students may substitute an official minor offered by another department as long as the supporting coursework, hours, and level of requirements are met.

IV. Undergraduate Research and Service Learning (6 hrs)

Students are required to select one of the following methods and research combinations. Students may choose to undertake additional methods courses or research, but only one is required.

Archaeology

- 3 Archaeology Field School (ANTH 454)
- 3 Archaeological Lab Research (ANTH 455)

Biological Anthropology

- 3 Biological Field School (ANTH 444)
- 3 Biological Lab Research (ANTH 445)

Engaged Anthropology

3 Professional Anthropology Internship (ANTH 494)

3 Anthropology Internship (ANTH 390)

Museum Studies

3 Museum Theory and Practice (ANTH 462)

3 Museum Internship (MUSE 390)

Sociocultural/Linguistic Anthropology

3 Sociocultural/Linguistic Field Research Methods (ANTH 411)

3 Sociocultural/Linguistic Field Research (ANTH 390)

V. Senior Capstone Project

Seniors in anthropology take the Senior Capstone Seminar (ANTH 399 SCS) in fulfillment of their Senior Capstone Project unless selecting an Honors Thesis.

Senior Capstone Seminar (ANTH 399SCS)

This research and writing course is for anthropology majors who are completing their Senior Capstone requirement. Students will normally register for this research and writing course in the fall of their senior year. This 3 credit course will meet one day a week, for a three-hour session. Within this course students may choose from the following:

- a) One semester of independent research resulting in a Senior Capstone Project
- b) Data analysis and research report following an approved departmental Field School
- c) A portfolio and report following an approved departmental internship
- d) A portfolio and report following an approved study abroad experience

Honors Thesis

Two consecutive semesters of research resulting in a written thesis

3 Honors Individual Study (ANTH 391)

3 Honors Individual Study (ANTH 495)

Thematic Areas

Anthropology intersects with the world in many different ways. The following course themes reflect faculty expertise and combine related topics to address a wide range of contemporary issues. You can guide your studies by selecting courses that fit your interests and career goals. See <http://www.anthro.illinois.edu/programs/index.html> for courses within each area

Our thematic areas are:

- Anthropology of the Americas
- Criminality, Law & Social Justice
- Engaged Globalization
- Health, Medicine and Wellness
- Identity & Politics: Race, Class, Gender & Sexuality
- Immigration, Transnationalism & Diaspora
- Language, Culture & Communication

Course Concentrations

Students may choose to concentrate their program of study in anthropology in one of the following areas:

Archaeology Concentration

Museum Studies Concentration

Socio-cultural & Linguistic Concentration (in progress)

Biological Anthropology (in progress)

Archaeology Concentration

I. Required Anthropology Courses (12 hrs)

[See Major requirements]

II. Elective Anthropology Courses (18 hrs)

- 3 ANTH course, any level in Archaeology
- 3 ANTH course, any level in Archaeology
- 3 ANTH 300 or 400 Level in Archaeology
- 3 ANTH 300 or 400 Level on a specific culture area or time period (e.g. ANTH 358, 376, 419, 448, 449, 459)
- 3 ANTH 300 or 400 Level in Methods/Materials analysis skills (e.g. ANTH 378, 420, 451, 452, 453, 460, 462, 477)
- 3 ANTH 300 or 400 Level in Methods/Materials analysis skills (e.g. ANTH 378, 420, 451, 452, 453, 460, 462, 477)

III. Related Courses (9 hrs)

- 3 ANTH course, any level in Biological Anthropology

- 3 Any related course
- 3 Any related course

IV. Undergraduate Research and Service Learning (6 hrs)

Archaeology Field School

- 3 Archaeology Field School (ANTH 454)
- 3 Archaeological Lab Research (ANTH 455)

A six-credit-hour field school (six weeks minimum) or field study course comparable to ANTH 454 and ANTH 455. Proposed projects will be evaluated for qualification on a case-by-case basis by archaeology faculty. Archaeology faculty will assess non-UIUC field schools to determine number of credits.

CRM (Cultural Resource Management) project employment/participation, or non-field school fieldwork participation, or lab research participation, if extensive/intensive, and for a duration equivalent to a field school, will be considered on a case-by-case basis.

V. Senior Capstone Project

[see Major requirements]

Museum Studies Concentration

The inter- and multi-disciplinary Museum Studies Program, administered by the Department of Anthropology at the University of Illinois, is predicated on the idea that professional work in, and scholarship on, museums require strong grounding in traditional academic disciplines coupled with museum-related perspectives and skill sets that cross-cut disciplines. To this end, the museum studies program sponsors an interdisciplinary graduate minor and an undergraduate concentration. Course offerings are designed to complement the student's major program of study, providing additional perspectives and skill sets that better prepare students for professional work and/or scholarship in museum contexts.

Because museum studies is seen as a series of perspectives and skill sets lying at the intersection of numerous disciplines that simultaneously rely on strong disciplinarity, museum studies is not designed to become a major course of study. Reflecting the collaborative and synergistic nature of museum studies, the program is peopled by all interested campus museum professionals and faculty who teach museum-related courses and/or who actively participate in museum-related research. Oversight and advice is provided by representatives from all departments choosing to participate in the program.

The **Museum Studies Undergraduate Concentration** consist of core instruction in museum theory and practice, elective courses in a variety of units across campus that enable students to focus on particular aspects of museum work, and practical applied experience via an internship. Courses are offered annually or biannually, reflecting teaching rotations already in place; internships are offered every semester. This cycle enables undergraduates to acquire the concentration in two to three years. The undergraduate concentration requirements total **21 credit hours** consisting of:

Two Required Core Courses (6 hours)

MUSE 200	Introduction to Museums
ANTH 462	Museum Theory and Practice (cross-listed as ARTH 462, LA 472)

Four Elective Courses (12 hours) from the following list

ANTH 224	Tourist Cities and Sites (honors only)
ANTH 460	Heritage Management (cross-listed as LA 460)
ANTH 473	Museums and Communities
ARTE 260	Museums in Action
ARTE 475	Art Museum Exhibition Practice
ARTH 460	Museum Management (Louvre study abroad)
HIST 314	Material Culture
LIS 490	Advanced Topics: Museum Informatics
MUSE 250	The World through Museums (cross-listed as ANTH 250; gen ed.)
MUSE 330	Learning in Museums
MUSE 389	Seminar in Museum Studies
MUSE 420	Collections Management
MUSE 440	Museum Registration
ANTH 199	Undergraduate Open Seminar (approved sections only)
ANTH 499	Topics in Anthropology (approved sections only)
ARTH 299/ANTH 399	Special Topics (approved sections only)
ARTH 395	Junior Seminar in Art History (approved sections only)
ARTH 491	Topics in Art History (approved sections only)
ARTH 495 /ANTH 498	Senior Seminar (approved sections only)
LIS 199	Undergraduate Open Seminar (approved sections only)
LIS 390	Special Topics Info Studies (approved sections only)

One Required Internship (3 hours) from the following list

3	Museum Theory and Practice (ANTH 462)
3	Museum Internship (MUSE 390)
3	Internship in Art History (ARTH 399)
3	Professional Internship (LA 345)

Additional Requirements:

1. At least nine total hours (three elective hours) must be 300- and 400-level courses.
2. No more than six total hours may be at the 100-level.
3. The student's course plan must be approved by the Museum Studies office.
4. A minimum grade point average of 2.50 in the concentration is required for certification.

Minor in Anthropology

The minor in anthropology may be tailored to each student's individual needs, thus accommodating students with majors as diverse as pre-medicine, pre-law, geography, art history, computer science, engineering, business, environmental sciences, and social work.

Total Credit Hours

Hours required for the minor: 18 hours

I. Required Anthropology Courses (6 hrs)

Choose two of the following courses. Student may make one substitution for 1 of the 2 required courses, choosing from the options listed in parentheses to the right of each course.

Hours Courses

- 3 ANTH 220—Introduction to Archaeology (or ANTH 105)
- 3 ANTH 230—Sociocultural Anthropology (or ANTH 103)
- 3 ANTH 240—Biological Anthropology (or ANTH 102)
- 3 ANTH 270/271—Linguistic Anthropology (or ANTH 104)

II. Elective Anthropology Courses (12 hrs)

Assemble a cohesive package of courses from the anthropology thematic areas.

Hours Courses

- 3 ANTH course, any level
- 3 ANTH course, any level
- 3 ANTH 300 or 400 Level
- 3 ANTH 300 or 400 Level

General Description for Undergraduate Anthropology Courses

100 Level

The 100-level classes provide introductions to the sub-fields of anthropology — archaeology, biological anthropology, socio-cultural anthropology and linguistic anthropology. These courses are often the first exposure that undergraduates have to the discipline and its approaches to understanding human variation from evolutionary origins to cultural differences within

historical and contemporary contexts. Most 100-level classes draw large enrollments, and usually consist of large lectures with small discussion sections or labs. Typically, classes on this level are suitable for general education listing. They have no prerequisites and should be accessible to both non-majors and majors. We encourage anthropology majors and minors to take 100-level classes during their first year in the program, starting with the four-field introduction (ANTH 101).

200 Level

The core 200-level classes (220, 230, 240 and 270) provide more advanced introductions to the theories and methods of each sub-field. Students are encouraged (and in some cases required) to take the corresponding 100-level sub-field course as a prerequisite.

Additional 200-level courses offer a focused introduction to a wide range of topical and geographical areas that also fulfill General Education and major/minor requirements. These topic-driven classes are grouped into thematic clusters, which offer a suggested course of study for students interested in particular issues (such as *Criminality, Law & Social Justice* and *Health, Medicine & Wellness*). We encourage students to select courses grouped into thematic clusters. Class sizes range from medium to large lectures, with larger classes including small discussion groups. Suitable for general education listing, these courses are accessible to non-majors as well as to majors.

300 Level

The 300-level courses fulfill upper-level course requirements for the major, and are limited to 25-30 students. Such courses offer a variety of more specialized topics in anthropology, and often build on 200-level knowledge and skills. Many of these courses are also incorporated in our suggested thematic clusters. Courses on this level may have prerequisites (or are otherwise available through the instructor's discretion), and may fulfill General Education requirements.

400 Level

The 400-level courses provide advanced seminars in particular topical and geographical areas in anthropology as well as methodological training and original research opportunities. Enrollments are limited in size to preserve the discussion format. Typically such courses are open to students who have taken a specific prerequisite course, are pursuing a major in anthropology, or have secured the permission of the instructor. Graduate students may take 400-level courses for graduate credit.

Appendix G
The University of Illinois at Urbana-Champaign
Department Of Anthropology

REGULATIONS FOR THE

GRADUATE PROGRAM

AND

FOREIGN LANGUAGE REQUIREMENTS

Effective 2009-2010

I. Policies

This statement is intended to acquaint graduate students with the procedures and policies of the Department of Anthropology regarding admissions, course requirements, advising, foreign language requirements, preliminary examinations and requirements for the Ph.D. and M.A. degrees, and to relate these procedures to the requirements of the Graduate College and the University. For additional information about these regulations, or for information about other procedures and policies of the department, students should consult with their advisory committees, with the Director of Graduate Studies, or with the Head of the Department.

Admissions: The Admissions Committee screens applications each year. The department employs three general criteria in admitting students to the graduate program: a. the prospective student's capacity for sustained, rigorous, intellectual work; b. the department's capacity to offer suitable instruction and training; and c. the departmental need for student diversity to match the diversity of faculty expertise. With the exception of the subfield of archaeology, the department does not typically admit students seeking only a Master's degree.

Applicants for admission as first year graduate students must have a grade point average of at least 3.0 on a 4.0 scale (B average) for the last 60 hours of undergraduate work. Admission on a special probationary basis may be recommended for an especially promising candidate with a grade point average between 2.5 and 3.0 on a 4.0 scale. GRE scores are required for domestic applicants.

A candidate for the Ph.D. degree entering with an M.A. degree in anthropology from another university automatically receives thirty-two hours of graduate credit. A student with previous work in the subject but without an M.A. degree can petition through his or her advisor to transfer credit.

Program: The department makes an effort to stimulate creative scholarship and sound teaching and research capabilities in its students. Departmental training encourages a curiosity and intellectual probing of the discipline and its four subfields. We expect students to accumulate the knowledge and skills to produce first-rate scholarship in their particular concentration. In developing students' career trajectories, advisors and committees will guide students to pursue their special interests by drawing upon courses and facilities both within and outside of anthropology. Such training may be secured not only through regular courses but also by means of tutorial sessions and independent or guided research undertaken on or off the campus.

Course Requirements: The general course requirements for all entering graduate students in anthropology, along with the subfield specific curricula, have been undergoing transformation during the last several years. Since the 1990s the faculty has undergone a fairly dramatic change in personnel and the evolving course requirements reflect this as well as a broader reconfiguration of our discipline. We have tried to arrive at a set of general requirements and specific subfield curricula that will prepare students for their doctoral research, build on the strengths of our department, and position Illinois students as leaders in their fields.

A list of the general and subfield curricula for current graduate students follows. For a description of previous curricular requirements, please see the 2003 version of these Graduate Regulations:

GENERAL REQUIREMENTS:

All doctoral students are required in their first year of graduate study to take the two-semester .5 unit course, **Introduction to Illinois Anthropology (Anth 515IA)**. In addition, a set of two courses, **Social Theory/Ethnography I and II**, is required of all entering sociocultural students. Only one semester of the latter courses (**Social Theory/Ethnography I**) is required of all entering archaeology students. All entering biological anthropology students are required to take a **Cross-Disciplinary Course**, which is usually offered in the spring semester. Please see Attachment "A" for chart of these particular course requirements.

Special Note: During their fourth semester in the program, all doctoral students (in all subfields) must submit a **Second Year Report** detailing their coursework to date as well as their intended coursework, prelim exams, and research plans (more on this below).

Besides meeting the general requirements specified above, students must fulfill the subfield specific curricula listed below.

FOR DOCTORAL STUDENTS CONCENTRATING IN BIOLOGICAL ANTHROPOLOGY:

Students entering the Anthropology doctoral program beginning in AY 2009/2010 with a specialization in biological anthropology have the following requirements:

(1) Complete, with a grade of B or better, the graduate **Cross-Disciplinary Course** in Spring Semester (e.g. The nature of Sex and Culture) and the **Illinois Anthropology** sequence. The academic goal of this requirement is to provide students with a course that integrates the intellectual perspectives and traditions of these two important subfields of Anthropology. The Fall Semester Social Theory/Ethnography course required for sociocultural and archaeology graduate students is recommended.

(2) Complete with a grade of B or better one course from each of the following 5 intellectual clusters. The academic goal of this requirement is to provide students with professional training and knowledge in a range of subfields and theoretical frameworks in Biological Anthropology.

Completing courses in or outside of Anthropology can fulfill the remainder of a student's course requirements. A student's program of study should be designed by the student in close consultation with her/his advisor and intellectual committee and provide the student with expertise in their specialized area of research.

All courses, language, skill, and other Department requirements must be completed before a student can schedule her/his preliminary examinations and be advanced to candidacy.

CLUSTERS

Evolutionary theory and genetics

- 432 *Genes and Behavior*
- 431 *History of Bioanthropology*
- 441 *Human Genetics*
- 5XX *Evolutionary Genetics*
- 540 *Seminar in Bioanthropology*

Evolution and functional anatomy

- 408 *Human Evolutionary Anatomy*
- 409 *Human Evolutionary Anatomy Lab*
- 440 *Human Paleontology*
- 446 *Behavioral Inference & Fossils*
- 456 *Human Osteology*
- 540 *Seminar in Bioanthropology*

Behavior and Ecology

- 442 *Animal Behavior*
- 443 *Primate Form and Behavior*
- 4XX *Sex in Nature and Culture*
- 514 *Seminar in Cognitive Science*
- 543 *Seminar in Primate Ecology*
- 540 *Seminar in Bioanthropology*

Development, Energetics and Disease

- 433 *Conservation Ecosystem Health*
- 437 *Behavioral endocrinology*
- 438 *Primate Life History Evolution*
- 494 *Human Paleopathology*
- 541 *Ontogeny and Phylogeny*
- 540 *Seminar in Bioanthropology*

Research Methods in Biological Anthropology

- 407 *GIS for Anthropologists*
- 410 *Research Design in Anth*
- 412 *Quantitative Analysis in Anth*
- 444 *Methods in Bioanthropology*
- 445 *Research in Bioanthropology*
- 540 *Seminar in Bioanthropology*
- 559 *Bioanthropological Theory*
- Other units: *Statistics (univariate, multivariate)*

Reminder: During their fourth semester in the program, all doctoral students (in all subfields and in consultation with their individual committees) must submit a **Second Year Report**

detailing their coursework to date as well as their intended coursework, prelim exams, and research plans.

FOR DOCTORAL STUDENTS CONCENTRATING IN ARCHAEOLOGY:

Besides successfully completing **Social Theory/Ethnography I** in Fall Semester and the **Illinois Anthropology** sequence, archaeology graduate students must meet the following requirements*:

CORE COURSE REQUIREMENT

Students must take the following archaeology core courses in sequence:

- 461 The History of Archaeological Theory
- 561 Archaeological Theory
- 410 Research Design in Anth, or 511 Proposal Writing

METHODS CLUSTER

Students must take at least two of the following:

- 407 GIS for Anthropologists (or an equivalent course)
- 412 Quantitative Analysis or its equivalent (e.g., an upper level statistics course)
- 451 Archaeological Surveying
- 452 Stone Tool Technology Analysis
- 457 Archaeometry
- 458 Archaeozoology
- 477 Pottery Analysis
- 478 Adv Methods in Archaeology

REGIONAL CLUSTER

Students must take at least two of the geographical region courses, one in the student's region of specialization and one in any other geographical area:

- 449 North American Archaeology
- 448 The Prehistory of Africa
- 450 Prehistoric Europe
- 475 The Archaeology of Mexico
- 476 Maya and Aztec Archaeology
- 558 Central Andean Archaeology

TOPICAL CLUSTER

Students must take at least one of the following:

- 447 Hunters and Gatherers

- 453 Landscape Archaeology
- 460 Heritage Management
- 462 Museum Theory and Practice
- 474 Archaeology of Imagery
- 552 Res Prob in Archaeology
- 555 The Archaeology of Complexity
- 557 Social Construction of Space
- 562 Archaeology and Racialization

READINGS COURSE ALLOWANCE

Graduate students in Archaeology will not be permitted to take individual readings courses until the 3rd semester of their residency. No more than three Readings in Anthropology courses (Anthropology 589) will be counted toward the Ph.D.

COMPETENCY

A written statement by the student and countersigned by the student's advisory committee will be turned in at the time of the preliminary examination demonstrating the following:

- 1.) Statistical Literacy: We expect all of our graduates in archaeology to be statistically literate. This can be achieved through demonstrated prior training or UIUC coursework that introduces the student to the fundamentals of statistical inference, probability, significance testing, the linear model, and the basics of multiple regression.
- 2.) Field Training: We expect all of our graduates in archaeology to know how to organize and conduct field research, including survey and excavation. Thus, all archaeology graduate students must have completed a Field School program or have received field training comparable to Anthropology 454/455 before undertaking their Prelims.
- 3.) Analytical Methods Training: We expect all of our graduates in archaeology to acquire the skills required to analyze and interpret data and materials recovered from excavations and site surveys. Thus, all archaeology graduate students will have to demonstrate training in the methods appropriate for their proposed thesis research before undertaking their Prelims. With the approval of their advisory committee, students may use "proficiency" in Geographic Information Systems, Advanced Statistical Methods, archaeozoology, archaeological botany, lithic or ceramic analysis, ancient DNA analysis, stable isotope or other geochemistry, geochronology, geoarchaeology, or other analytical methods that are essential skills for accomplishing archaeological research objectives, to fulfill one of the ordinary-level language requirements of the Department. In this case, proficiency is defined as the receipt of a final course grade in the "A" range for graduate-level coursework in any of these skills that features an analytical project demonstrating that proficiency.

**NOTE* concerning 400-level courses: Graduate students in 400-level courses will meet with the instructor apart from the undergraduates for an additional 1 to 2 hours per week.

Reminder: During their fourth semester in the program, all doctoral students (in all subfields and in consultation with their individual committees) must submit a **Second Year Report** detailing their coursework to date as well as their intended coursework, prelim exams, and research plans.

SOCIOCULTURAL AND LINGUISTIC ANTHROPOLOGY:

Besides successfully completing **Social Theory/Ethnography I** in Fall Semester and **Social Theory/Ethnography II** in Spring Semester, as well as the **Illinois Anthropology** sequence, the faculty of sociocultural and linguistic anthropology recommends that sociocultural and linguistic anthropology students complete the following subdisciplinary curriculum prior to taking the preliminary examination.

1. Two 400- or 500-level geographical area courses. One of these should cover the student's region of specialization, and the other must focus on a different world region.
2. A Pre-fieldwork Seminar (such as Methods of Cultural Anthropology [Anth 411]).
3. Topical courses distributed over at least 3 different thematic cores. "Thematic Cores" reflect a rough categorization of topics in sociocultural and linguistic anthropology. Seminars addressing these core themes will be offered regularly: in some cases, annually; in others, seminars will be offered every two years.

Seminars fulfilling the following thematic cores will be offered annually:

COLONIALISM/POSTCOLONIALISM/TRANSNATIONALISM
GENDER/SEXUALITY/FEMINIST ANTHROPOLOGY
LANGUAGE/CULTURE/DISOURSE ANALYSIS
RACE/ETHNICITY/NATIONALISM
SOCIOCULTURAL THEORY AND HISTORY OF ANTHROPOLOGY

Seminars fulfilling the following thematic cores will be offered biennially:

BODY/PERSONHOOD/SELF
HISTORY/MEMORY
KINSHIP AND SOCIAL STRUCTURE
RELIGION/COSMOLOGY/RITUAL
WORK/CLASS/ECONOMY/ECOLOGY

Reminders: Students in sociocultural and linguistic anthropology must submit (in consultation with their committees), as part of their **Second Year Report**, a statement detailing their coursework to date and their intended coursework and showing how that curriculum fulfills the recommendations of the faculty or, if it is different, how it better serves their needs in preparation for their intended dissertation research.

Readings Courses

Graduate Students in Sociocultural and Linguistic Anthropology may not take readings courses (e.g., ANTH 589) during their first year in the program. With the approval of their advisory committee, students may take one Readings Course during their second year in the program and additional readings courses during their remaining years of coursework.

Responsibilities: Providing rigorous graduate training makes heavy demands on faculty and students alike. These responsibilities will be shared. The faculty provides guidance and support and facilitates access to resources. A student must take the initiative in formulating academic goals and in developing a specific educational plan.

The Advisory System: An entering graduate student is assigned an advisor, or a set of two co-advisors, based on a match with the student's interests. This advisor or set of advisors is responsible for giving the student academic counseling. As the student's program develops, the advisor/s may be changed when appropriate. In the case of a change, the student must request a new faculty member to serve, and the latter must accept this responsibility in writing. The request and consent become part of the student's file. The Change of Advisor Form can be picked up in Room 109 E from Liz Spears.

THE INTELLECTUAL COMMITTEE

To help students define their intellectual trajectories, all students must choose an intellectual committee (usually made up of three faculty members) by the end of their second year in the department. This committee must include the student's advisor/s and at least two other faculty members. The department recommends that students try to form this committee in the first semester of the second year, and that students and their advisor/s arrange a meeting of this committee shortly after its formation. Together, students and their intellectual committees will work on the student's **Second Year Report**, thus establishing goals for the following years; and members of this intellectual committee will consult with the student on progress toward these goals when needed.

THE PRELIMINARY EXAMINATION COMMITTEE

When students' doctoral research interests take shape, and they begin concrete plans for their preliminary examinations (sometimes referred to as qualifying examinations), then they should, in consultation with their advisors, form a preliminary examination committee. The preliminary examination committee succeeds the intellectual committee. The preliminary examination committee is composed of a minimum of four faculty members, three of whom (the majority) must be appointed members of the Department of Anthropology faculty. Over all, three committee members must be members of the Graduate College and at least two must be tenured, preferably in the anthropology department. The fourth (and any additional members) may be from other departments of the University or from outside the University of Illinois. The committee structure includes a Chair and Director of Research. These two positions may be filled by the same person but need not be. It is the advisor's responsibility to ensure that the committee membership is made part of the student's official departmental file, to notify the Director

of Graduate Studies and the Head of the Department, and to see that the faculty is informed of each committee's constituency at each semi-annual Graduate Student Review Meeting.

The preliminary examination committee is responsible for guiding the student toward preliminary examinations and preparations for doctoral research. Typically, the committee is formed during a student's third year with the examinations completed by the end of the fourth year (in certain cases, however, IF the student entered the Ph.D. Program with a Masters in anthropology from another institution, it is not uncommon for the preliminary committee to be formed by the end of the second year). The committee may be asked to meet as a body at any time. In anticipation of the student's actual preliminary exams, the advisor/s along with the other committee members will petition the Head of the Department to recommend that the Dean of the Graduate College formally appoint the preliminary examination committee to administer the examination. With the successful completion of the preliminary examination, the student advances to candidacy for the Ph.D. and may begin dissertation research.

The Preliminary (or Qualifying) Examination: With the consent of their preliminary examination committee, students who have completed course requirements for their subdisciplinary program and fulfilled the departmental language requirement(s) may schedule their preliminary examinations (more on the language requirement below).

A preliminary examination consists of four parts:

Written Examinations consisting of four 3-to-4 hour examinations (definitely NO longer than four hours), each focused on a question or questions submitted by a faculty member of the preliminary examination committee. These four written examinations reflect four areas of expertise relevant to the student's training and dissertation research. While taking the written examinations, the students are NOT allowed to use any materials, either hard copies or digitalized, to answer the questions asked by the committee members.

Pre-dissertation paper: This is typically an article-length work. It may be written specifically for the preliminary examination, or it may be a revised version of a seminar paper, or a combination of some other previous work.

Research proposal: This should be a detailed presentation of the proposed dissertation research.

Oral examination: The preliminary examination is completed with an oral examination of the student by the Preliminary Examination Committee, addressing the written examinations, the pre-dissertation paper, and the research proposal.

THE DOCTORAL DISSERTATION OR FINAL EXAMINATION COMMITTEE

The Preliminary Examination Committee becomes a Dissertation Committee as soon as a student begins work on dissertation research. Since a proposal for dissertation research is part of the preliminary examination, there is little practical distinction between a preliminary examination committee and the dissertation committee. In most cases, the membership of both committees is the same. The dissertation committee is not formally

appointed or approved by the Graduate College until the student is ready to defend the dissertation. At that point, in a process similar to the formal constitution of a preliminary examination committee, the Head of Department requests that the Dean of the Graduate College appoint the dissertation committee as a “final examination committee.” The final examination committee must have at least four members. At least three of these must be appointed members of the department AND of the Graduate College faculty, and at least two of the four members must be tenured, preferably in the anthropology department.

SEMI-ANNUAL EVALUATIONS OF STUDENT PROGRESS

The faculty of the Department of Anthropology meets twice each academic year to evaluate the progress of all continuing students in the department. The entire faculty meets for an annual student review at the end of each fall semester. Subdisciplinary faculty groups meet to review the progress of students in each program at the end of the spring semester each year. Advisors are responsible for providing students with a written summary of those evaluations conveying any specific recommendations or concerns.

Second Year Reports: As noted earlier, all students must submit in the spring of their second year of coursework a statement reviewing their work to date, their emerging research trajectory and their plans for completing their coursework and preliminary examinations and beginning their dissertation research. This statement should be prepared in consultation with the student’s intellectual committee, who must prepare a separate statement of evaluation and approval. The second year report should be submitted at the same time applications for continuing student funding are due (typically in mid- or late-March). Submission of these statements will be a condition for eligibility for funding. The student statement and the statement of approval by the intellectual committee will be discussed by subdisciplinary faculty at the student evaluation meetings at the end of the spring semester.

EMERITUS FACULTY ON ADVISORY COMMITTEES

In accordance with the regulations of the Graduate College, Emeritus Faculty may serve on preliminary examination and doctoral dissertation committees in the Department of Anthropology. Emeritus faculty also may chair doctoral committees in the Department of Anthropology as long as the Emeritus faculty was serving as the student's advisor at the time of retirement. However, only under exceptional circumstances can an Emeritus faculty chair a student's prelim committee. In order for this to occur, the student and the Emeritus faculty must file a petition with the Head of the Department and the Director of Graduate Studies. In this petition, a strong case must be made that there is a significant disadvantage to the student in having a regular faculty member serve as committee chair. A decision to approve or reject the petition will be rendered by the Head.

II. Specific Requirements for the Advanced Degrees

The department offers two advanced degrees, Master of Arts and Doctor of Philosophy. The qualified student may work directly for the Ph.D. degree without taking an M.A. If an M.A. is taken, all requirements for it must be met by the time of, or before, the completion of the Preliminary Examination for the Ph.D. degree.

The Ph.D. Degree: The doctoral program requires a minimum of 96 hours of graduate credit. Doctoral students must earn at least 64 hours (which may include 599) at the Urbana-Champaign campus. After the residence requirement has been fulfilled the student may petition the Graduate College for permission to register *in absentia*. To register *in absentia* for thesis credit, approval must be obtained from the Graduate College by petition through the advisor and the department head. Most Ph.D. candidates spend at least three years in residence at the University of Illinois at Urbana-Champaign. Students must be registered in the semester of their defense of thesis.

A thesis is required for the Ph.D. degree. Ordinarily the thesis is based on either a combination of field and library research or a combination of laboratory and library research.

The M.A. Degree: The Master's program requires 32 hours of graduate course work at least half of which must be taken at UIUC. Three of the units must be in courses numbered in the 500 series, and at least two of these three must be in anthropology.

An M.A. thesis or a paper in lieu of thesis is required for an M.A. degree. An M.A. thesis must conform to Graduate College regulations and guidelines and receive signed approval by the advisor, one other faculty member and the department head. An M.A. paper in lieu of thesis must receive signed approval by the advisor and one other faculty member. The former is deposited in the library, reading room and student's file. The latter is deposited in the reading room and the student's file. The two final copies of the M.A. paper together with the signed approval form must be made available to the Head of the Department before he or she will certify the candidate for the M.A. degree list.

No more than 4 hours of thesis credit (599) may be included in the 32 hours of M.A. graduate credit. If a thesis is to be submitted, the candidate will include in his or her program 4 hours of Anthropology 599 (Thesis Research). If a paper is to be submitted then at least 4 hours of Anthropology 590 should be included in the program. When doing a paper in lieu of thesis Anthropology 599 cannot be used. The student must be registered to deposit an M.A. thesis.

REQUIREMENTS FOR A M.A. DEGREE IN ARCHAEOLOGY

All requirements for an MA archaeology student are the same as those for a PhD student except for these two changes:

- 1) The 511 proposal writing requirement is waived.
- 2) The 515A (Illinois Anthropology) requirement is waived.

THE COURSE OF STUDY FOR THE M.A. DEGREE

TWO REQUIRED CORE COURSES

Students **must** take the following archaeology core courses:

- 461 The History of Archaeological Theory
- 561 Archaeological Theory

METHODS CLUSTER

Students must take at least **two** of the following *or may substitute one relevant methods course from another discipline for one of our two archaeology courses, with the written permission of the student's advisor/s.*

- 407 GIS for Anthropologists (or an equivalent course)
- 412 Quantitative Analysis or its equivalent (e.g., an upper level statistics course)
- 451 Archaeological Surveying
- 452 Stone Tool Technology Analysis
- 458 Archaeozoology
- 477 Pottery Analysis
- 400-level Archaeometry (Prof. Ambrose submitting paperwork)

REGIONAL CLUSTER

Students must take at least **one** of the geographical region courses:

- 448 The Prehistory of Africa
- 449 North American Archaeology
- 450 Prehistoric Europe
- 459 The Ancient Maya
- 475 The Archaeology of Mexico
- 478 Civilization in Ancient Peru

TOPICAL CLUSTER

Students must take at least **one** of the following courses *or receive written permission from his/her advisor to make a substitution:*

- 447 Hunters and Gatherers
- 453 Landscape Archaeology
- 460 Heritage Management
- 462 Museum Theory and Practice
- 552 Res Prob in Archaeology (*topics vary; may be repeated for credit*)
- 555 The Archaeology of Complexity
- 557 Social Construction of Space
- 562 Archaeology and Racialization

OPTIONAL COURSEWORK

Students will consult with their advisors about other courses in Anthropology and outside departments concerning courses of benefit to them.

READINGS COURSE ALLOWANCE

Graduate students in archaeology will not be permitted to take individual readings courses until the 3rd semester of their residency. No more than three "Readings in Anthropology" courses (Anth 589) will be counted. We urge M.A. students not to take more than two such courses.

THESIS *or* PAPER IN LIEU OF THESIS

M.A. students (as well as students in the doctoral track) are required to write a thesis or a paper in lieu of thesis -- the choice, topic and configuration to be determined in consultation with the particular student's M.A. committee and subject to that committee's approval.

COMPETENCY

A written statement by the student and countersigned by the student's advisory committee will be turned in at the time the thesis/paper is submitted in order to demonstrate competency in the following:

- 1) Statistical Literacy. We expect all of our graduates in archaeology to be statistically literate. This can be achieved through demonstrated prior training *or* UIUC coursework that introduces the student to the fundamentals of statistical inference, probability, significance testing, the linear model, and the basics of multiple regression.
- 2) Fieldwork Proficiency. We expect all of our graduates in archaeology to know how to organize and conduct field research, including survey and excavation. Thus, all archaeology graduate students must have completed a Field School program or have received field training comparable to Anthropology 454/455 before writing their M.A. thesis/paper.
- 3) Analytical Methods Ability. We also expect our graduates in archaeology to acquire the skills required to analyze and interpret data and materials recovered from excavations and site surveys. Thus, all archaeology graduate students will have to demonstrate training in the methods appropriate for their proposed thesis research before undertaking the M.A. thesis/paper. With the approval of their advisory committee, students may use "proficiency" in Geographic Information Systems, Advanced Statistical Methods, archaeozoology, archaeological botany, lithic or ceramic analysis, ancient DNA analysis, stable isotope or other geochemistry, geochronology, geoarchaeology, or other analytical methods that are essential skills for accomplishing archaeological research objectives, to fulfill this requirement.

III. Policy and Procedures for Foreign Language Examinations

Prior to taking the preliminary examination, a student must fulfill the following foreign language requirement.

Foreign Language Requirement: A doctoral candidate is required to show a high proficiency in one, or ordinary proficiency in two foreign languages. In the former case the language must have an established scholarly literature. In the latter case, at least one of the two languages must have such a literature. Through individualized testing the student must demonstrate reading knowledge of two foreign languages, or high reading and speaking competence in one. The choice of languages and the level of proficiency to be tested will be decided upon in consultation between a student and his or her intellectual committee. Languages and the level of skill should be relevant to the student's scholarly specialization. The purposes of the foreign language requirement are to ensure that students have an ability to use at least one language for scholarly purposes and to provide the opportunity to demonstrate mastery of a field language as well. With respect to the latter, showing high proficiency in a major and well-established indigenous/local language will also fulfill the foreign language requirement.

The language requirement should be satisfied early in the doctoral program and, if necessary, the student should incorporate language study in his or her graduate training plan.

The requirement for one of two languages passed at an ordinary proficiency level may be satisfied by demonstrated expertise in a specialized skill. To request such a substitution the student and his or her advisor should submit written justification indicating the scholarly benefits to be derived from the alternative skill and the requirements for demonstrating competence in that skill. Appropriate areas for substitution include advanced mathematics, computer applications or labanotation. As an example, competence in statistics might include 4 semesters of course work at least two semesters of which must be at the 400 level or above and the interpretation of a significant work or works involving statistical analyses. Students' intellectual and/or preliminary examination committees must approve these specialized skill requirements.

In the case of labanotation, students pursuing this alternative must satisfy the following requirements:

1. A one-semester course in Labanotation that could be taken as an Independent Study.
2. The successful completion of a research project (independent study - summer or academic year).
3. Pass both the Elementary and Intermediate Certification exams in Labanotation. The international certification standards are set by ICKL (International Council of Kinetography Laban) and administered in the USA by the Dance Notation Bureau in New York. It is estimated that two semesters of training will be necessary to achieve this level of fluency.

Procedures for Foreign Language Examinations.

Faculty members who know the language should administer language examinations. If no department member knows the language under consideration, then someone elsewhere in UIUC

or an extra-UIUC examiner should carry out the certification process. The student's advisory committee, in consultation with the Director of Graduate Studies will oversee arrangements for the language examinations.

The examination will be held as follows and in general will be evaluated as pass/fail.

Ordinary Proficiency. Either a book or a scholarly article or book chapter in the target language and in a subject relevant to the student's area of specialization will be chosen in consultation with the student's advisor and will be given to the student to read. If the language being tested is a language with a scholarly literature, the book/article/chapter selected should include the development of an intellectual argument. The student has three weeks at most to report back with or without written notes for an oral examination in English as to the material read. At this time the examiner will also give the student a passage or passages amounting to about 600 words to translate in writing into English at once with or without the use of a dictionary. The examiner should forward to the Director of Graduate Studies the results of both the oral and the written part of the examination together with the actual English translation by the student and a copy of the foreign language passage or passages so translated. The examiner should also complete the standard form (which is provided by the Graduate Program Coordinator) to be submitted to the committee. This form is placed in the student's file.

High Proficiency. As above and the oral examination will be conducted in the target language. At this time additional conversational capacity can be incorporated into the exam. In addition, and subject to the student's intellectual/preliminary committee's judgment, the examiner may ask the student to translate a passage in English into the target language, preferably excerpts from the student's own work. This passage should be of about 300 words in length and in such cases the passage to be translated from the target language and the English passage may each be about 300 words long. Both written passages as well as copies of the originals from which translations have been made should be submitted to the Director of Graduate Studies (or the Graduate Program Coordinator) with a completed copy of the standard form.

Note: In general the department will not accept Educational Testing Services (ETS) examinations or other externally administered standard language examinations, including grades in language courses, as satisfying the departmental foreign language requirement. But in view of the fact that a student may wish to have an ETS examination, in order to let the result be made part of his or her official record, the language committee will make arrangements for the student to take such examination. Moreover, whenever there is nobody on the staff of the department or elsewhere in the university who is able to administer an examination in a particular language, a student's advisor/s may request the Language Testing Committee to accept an ETS or similar examination in lieu of any other examination, and this request will be honored.

Although a student for the Master's Degree need not meet a foreign language requirement, s/he may, if desired, take the foreign language examination in either ETS or department form or both and the results will be appropriately recorded in the departmental file.

If a student is required to satisfy a requirement in some language and can produce written evidence from one of his or her professors or instructors of having substantially used that language in a course research paper or similar work relevant to the degree training, that evidence, submitted in writing by that instructor or professor will be accepted in lieu of a formal examination for ordinary proficiency and will be so entered in the students departmental file. In the case of students for whom English is a second language, they may, with the consent of their intellectual/preliminary exam committee, fulfill the department foreign language requirement by demonstrating high proficiency in English. In these cases, successful completion of written and oral components of the preliminary examination can serve in lieu of a separate language examination. The preliminary examination committee should certify this in writing at the time of the oral examination.

IMPORTANT: PLEASE SEE ATTACHMENT “B” FOR CHART, “An Idealized Timeline for Graduate Study in Anthropology at Illinois”.

An Idealized Timeline for Graduate Study in Anthropology at Illinois

Year 1	Year 2	Year 3	Year 4	Research	Dissertation
<p><u>You should be doing:</u></p> <ul style="list-style-type: none"> • Required general first year courses • Required sub-field first year courses. • Consulting with preliminary advisor. • Developing contacts with other faculty. <p><u>You might be doing:</u></p> <ul style="list-style-type: none"> • Additional course requirements. • Language training. • Preliminary summer field research. 	<p><u>You should be doing:</u></p> <ul style="list-style-type: none"> • Sub-field course requirements. • Forming intellectual committee. • Developing problem for dissertation research. <p><u>You might be doing:</u></p> <ul style="list-style-type: none"> • Language training. • Language exam. • Preliminary summer field research. • Preparation for preliminary exams. 	<p><u>You should be doing:</u></p> <ul style="list-style-type: none"> • Completing sub-field course requirements. • Developing problem for dissertation research • Forming preliminary examination committee. • Preparation for preliminary exams. • Language exam. <p><u>You might be doing:</u></p> <ul style="list-style-type: none"> • Preliminary exams. • Preliminary summer field research. • Funding proposals for dissertation research. 	<p><u>You REALLY should be doing:</u></p> <ul style="list-style-type: none"> • Completing sub-field course requirements. • Developing problem for dissertation research. • Preparation for preliminary exams. • Preliminary exams. • Language exam. • Funding proposals for dissertation research. 	<p><u>You should be doing:</u></p> <ul style="list-style-type: none"> • Research for thesis 	<p><u>You should be doing:</u></p> <ul style="list-style-type: none"> • Data analysis. • Writing up. • Consultations with dissertation committee. • Presentation of work at meetings of relevant professional associations. • Professionalization workshops. • Job applications. • Post-doc applications.

Appendix H
Graduate Placement (past 20 years)

Year of PhD	Name	Focus Area	Professional Placement
2015	Melissa Baltus	Archaeology	Cultural Resource Archaeologist, Illinois State Archaeological Survey
	John Lindo	Biological Anthropology	University of Chicago Provost's Career Enhancement Postdoctoral Scholarship.
2014	Lauren Anaya	Sociocultural Anthropology	Adjunct Secretary, Antropologos sem Fronteiras
	Sergio Lemus	Sociocultural Anthropology	Center for Operational Excellence, City Colleges of Chicago
	Natalie Uhl	Biological Anthropology	No information available
2013	Sarah Otten Baires	Archaeology	Assistant Professor of Anthropology, Eastern Connecticut State University
	George Calfas	Archaeology	Archaeologist and analyst for the U.S. Army Corps of Engineers
	Yu Dong	Archaeology	Postdoctoral Researcher at Department of Kinesiology and Community Health, University of Illinois at Urbana-Champaign
	Pilar Eiguez-Guevara	Sociocultural Anthropology	Postdoctoral Fellow, Department of Kinesiology and Community Health, University of Illinois at Urbana-Champaign
	Kate Grim-Feinberg	Sociocultural Anthropology	Lecturer, LAS Global Studies, University of Illinois at Urbana-Champaign
	Anthony Jerry	Sociocultural Anthropology	Associate Director and Graduate Advisor, Center for Latin American Studies, San Diego State University
	Tim Landry	Sociocultural Anthropology	Assistant Professor of Anthropology and Religion, Trinity College
	Nicoletta Righini	Biological Anthropology	Postdoctoral Fellow, Institute of Ecology, INECOL, Veracruz, Mexico
2012	Paul Benson	Sociocultural Anthropology	Grants Development Specialist, Office of Sponsored Programs, State University of New York, Fredonia
	Karen Berkhoudt	Sociocultural Anthropology	Visiting Lecturer, Appalachian State University, Boone, North Carolina
	Mark Grabowski	Biological Anthropology	Postdoctoral Fellow, Center for Advanced Study of Hominid Paleobiology, George Washington University
	Petra Jelinek	Biological Anthropology	Lecturer, Dept. of Anthropology, University of Illinois at Urbana-Champaign
	Lancy Larkin	Sociocultural Anthropology	Adjunct Assistant Professor of Anthropology, Illinois Wesleyan University
	Krista Milich	Biological Anthropology	Postdoctoral Fellow, The Kinsey Institute for Research in Sex, Gender, and Reproduction
	Philip Millhouse	Archaeology	Archaeologist, Illinois State Archaeological Survey

	Teresa Ramos	Sociocultural Anthropology	Outreach Director, Advance Illinois
	Isabel Scarborough	Sociocultural Anthropology	Assistant Professor, Parkland College
	Tomi Tusia	Sociocultural Anthropology	No information available
	Julie Williams	Sociocultural Anthropology	Assistant Professor of Anthropology, Universidad San Francisco de Quito, Ecuador
	Caie Yan	Biological Anthropology	Visiting Lecturer, San Jose Sate University and San Francisco State University
2011	Dana Beehr	Archaeology	Position descriptions to be added
	Alleen Betzenhauser	Archaeology	Archaeologist, Illinois State Archaeological Survey
	Junjie Chen	Sociocultural Anthropology	Postdoctoral Fellow, American Council for Learned Societies, at Department of Anthropology and East Asian Studies Center, Columbia University
	Song Pae Cho	Sociocultural Anthropology	Postdoctoral Fellow, Korea Foundation, Center for Korean Studies, University of California, Berkeley; Postdoctoral Fellow in Transregional Research, Social Science Research Council; Lecturer, International and Area Studies, University of California, Berkeley
	Angela Glaros	Sociocultural Anthropology	Assistant Professor, Eastern Illinois University
	Alison Goebel	Sociocultural Anthropology	Grants Coordinator and Researcher, Greater Ohio Policy Center
	Michele Hanks	Sociocultural Anthropology	SAGE Fellow, Case Western Reserve Univerity
	Milena Shattuck	Biological Anthropology	Visiting Assistant Professor, Duke University
	Elizabeth Spreng	Sociocultural Anthropology	Instructor, University of Kansas
	Kok Kee Tan	Sociocultural Anthropology	Assistant Professor, Shandong University, China
	Cristopher Valencia Ramirez	Sociocultural Anthropology	Assistant Professor, Department of Anthropology, University of New Mexico, Albuquerque
	Scott Williams	Biological Anthropology	Assistant Professor, New York University
2010	Aidé Acosta	Sociocultural Anthropology	Visiting Instructor, University of Illinois
	Glen Freimuth	Archaeology	Professor Emeritus, Richland Community College, Decatur
	Jin-Heon Jung	Sociocultural Anthropology	Postdoctoral Research Fellow, Max-Planck-Institute for the Study of Religious and Ethnic Diversity
	Melissa Raguets-Schofield	Biological Anthropology	Tutor, Department of Anthropology, Washington University, St. Louis
	Jason Ritchie	Sociocultural Anthropology	Assistant Professor, Department of Global & Sociocultural Studies, Florida Intl University, Miami, FL

	Batamaka Some	Sociocultural Anthropology	Consulting Specialist in Gender and Africa in the Market Access Initiative and Agricultural Development Program, Bill and Melinda Gates Foundation; Gender and Agricultural Consultant, United Nations World Food Program in Rome
	Stanley Thangaraj	Sociocultural Anthropology	Assistant Professor of Anthropology, City College of New York
	Frank Tortorello	Sociocultural Anthropology	Researcher, Professional Solutions LLC
2009	William Hope	Sociocultural Anthropology	Assistant Professor, Knox College
	HyunHee Kim	Sociocultural Anthropology	Lecturer, Seoul National University, South Korea
	Tzu-kai Liu	Sociocultural Anthropology	Postdoctoral Research Associate, Department of Anthropology, University of Illinois
	Brian Montes	Sociocultural Anthropology	Assistant Professor, Department of Latin American and Latino/a Studies, John Jay College of Criminal Justice
	Jennifer Shoaff	Sociocultural Anthropology	Assistant Professor of Gender and Race Studies, University of Alabama
	Bernardo Urbani	Biological Anthropology	Associate Researcher at the Centro de Antropologia, Instituto Venezolano de Investigaciones Cientificas, in Venezuela
	Richard VanderHoek	Archaeology	Archaeologist, Alaska Department of Natural Resources, Anchorage, Alaska
2008	Andrew D. Asher	Sociocultural Anthropology	Scholarly Communications Fellow, Bertrand Library, Bucknell University, Lewisburg, PA
	Margaret Brown Vega	Archaeology	Postdoctoral Researcher, Department of Anthropology, Pennsylvania State University
	Jalh Dulanto	Sociocultural Anthropology	Visiting Assistant Professor, Department of Anthropology, DePauw University
	Alyssa Garcia	Sociocultural Anthropology	Assistant Professor, Women's Studies & Africana Studies, Pennsylvania State University
	Dawn Grimes-MacLellan	Sociocultural Anthropology	Assistant Professor, Japanese Studies, Earlham College, Richmond, IN
	Timothy P. McCleary	Archaeology	Department Head, General Studies Department, Little Big Horn College
	Noriko Muraki	Sociocultural Anthropology	Independent Scholar, Japan
	Akiko Takeyama	Sociocultural Anthropology	Assistant Professor in the Department of Anthropology and Women's Studies, University of Kansas
	Nicole Tami	Sociocultural Anthropology	Director of Global Education Initiatives, University of New Mexico
	Sujey Vega	Sociocultural Anthropology	Assistant Professor, Women and Gender Studies, School of Social Transformation, Arizona State University
	Mary Walker	Sociocultural Anthropology	Position descriptions to be added
	Jill Wightman	Sociocultural Anthropology	Assistant Professor and Director of Anthropology, Bradley University

2007	Gregory E. Blomquist	Biological Anthropology	Assistant Professor, Department of Anthropology, University of Missouri
	Michelle Croissier	Sociocultural Anthropology	Visiting Assistant Professor, SIU-Carbondale
	Kristin Hedman	Biological Anthropology	Human Skeletal Analyst, Illinois State Archaeology Survey
	Martin Kowalewski	Biological Anthropology	Executive Director of the Estacion Biologica de Usos Multiples de Corrientes and the Museo Argentino de Ciencias Naturales-Conciet, Argentina
	Shanshan Lan	Sociocultural Anthropology	Postdoctoral Fellow, Connecticut College
	Isadore Lobnibe	Sociocultural Anthropology	Associate Professor, Department of Anthropology, Western Oregon University
	Laurel Monnig	Linguistic Anthropology	Assistant Professor, Wright State University, Ohio
	Joy Sather-Wagstaff	Sociocultural Anthropology	Assistant Professor of Anthropology, North Dakota State University
2006	Susan Alt	Archaeology	Associate Professor of Anthropology, Indiana University, Bloomington, IN
	Soo-Jung Lee	Sociocultural Anthropology	Assistant Professor, University of North Korean Studies, Seoul
	So Jin Park	Sociocultural Anthropology	Researcher, Yonsei University
	Han-Sun Yang	Sociocultural Anthropology	Assistant Professor of Anthropology, Ajou University
2005	Margarita Chaves-Chamorro	Sociocultural Anthropology	Researcher, Inst Colombiano de Antropologia e Historia (ICANH)
	Angelina Cotler	Sociocultural Anthropology	Associate Director, Center for Latin American and Caribbean Studies, University of Illinois
	Sandra Hamid	Sociocultural Anthropology	Senior Director for Programs, The Asia Foundation, Indonesia
	Eric Hollinger	Archaeology	Case Officer in the Repatriation Program, Smithsonian, Washington DC
2004	Robin Bernstein	Biological Anthropology	Associate Professor, Anthropology, University of Colorado, Boulder
	Jennifer Creamer	Sociocultural Anthropology	International Education Administrator, University of Pittsburgh
	Derek Pardue	Sociocultural Anthropology	Faculty, Department of Culture and Science, Aarhus University, Denmark
	Tesfaye Wolde-Medhin	Sociocultural Anthropology	Graduate student, School of Library and Information Science, University of Illinois
	Rui Wang	Archaeology	Position descriptions to be added
	Michelle Wibbelsman	Sociocultural Anthropology	Assistant Professor, Latin American Indigenous Cultures, Ohio State University
	Barth Wright	Biological Anthropology	Associate Professor of Anatomy, Kansas City University of Medicine and Biosciences, Kansas City, Kansas
2003	Ida Fadzillah	Sociocultural Anthropology	Associate Professor, Department of Sociology and Anthropology, Middle Tennessee State University

	William Leggett	Sociocultural Anthropology	Associate Professor, Department of Sociology and Anthropology, Middle Tennessee State University
	Michelle Loyet	Archaeology	Assistant Director, Graduate and Online Advising, Webster University
	Colin McEwan	Sociocultural Anthropology	Curator of Latin American Collections, The British Museum, London; Research Faculty, University of London
	Giovanna Micarelli	Sociocultural Anthropology	Assistant Professor, Research Associate, Universidad Nacional sede Leticia in Colombia
	Jennifer Rehg	Biological Anthropology	Associate Professor, Department of Anthropology, Southern Illinois University, Edwardsville
	Jesook Song	Sociocultural Anthropology	Associate Professor of Anthropology, St. George Campus, University of Toronto
2002	Lamissa Bangali	Sociocultural Anthropology	Anthropological consultant, ODEC Information Technology and Services, Burkina Faso
	Jose A. Berenguer	Sociocultural Anthropology	Chief Curator, Chilean Museum of Precolumbian Art
	Patricia A. Howard	Sociocultural Anthropology	Adjunct Professor, Bluegrass Community and Technical College, Lexington, KY
	Michelle Johnson	Sociocultural Anthropology	Associate Professor of Anthropology and African Studies Minor Co-Coordinator, Bucknell University
	Monica McManus	Linguistic Anthropology	Research Scientist and Site Director for Welfare, Children and Families Project, Johns Hopkins University
	James G. Ostlund	Biological Anthropology	Deceased
	Sarah D. Phillips	Sociocultural Anthropology	Professor of Anthropology, Indiana University
	Kayoke Toshihara	Archaeology	Position descriptions to be added
	Katherine L. Wiegele	Sociocultural Anthropology	Adjunct Assistant Professor, Department of Anthropology, Northern Illinois University
2001	Gina L. Bessa Hunter	Sociocultural Anthropology	Associate Professor of Anthropology, Illinois State University
	Naoki Chiba	Sociocultural Anthropology	Professional Translator and Editor for Japanese publications
	Timothy P. Daniels	Sociocultural Anthropology	Assistant Professor of Anthropology, Hofstra University
	Richard B. Freeman	Sociocultural Anthropology	Assistant University Librarian, Anthropology Subject Specialist, University of Florida, Gainesville
	Kathryn J. Litherland	Sociocultural Anthropology	Managing Editor, Hispanic American Historical Review, the University of Maryland
	Walter Little	Sociocultural Anthropology	Associate Professor, Department of Anthropology, State University of New York, Albany
	Agnes G. Loeffler	Sociocultural Anthropology	Assistant Professor, Department of Pathology and Laboratory Medicine, University of Wisconsin, Madison
	Chie Saito	Sociocultural Anthropology	Associate Professor of Cultural Anthropology/Folklore, Suzuka International University, Japan
	Maria Tapias	Sociocultural Anthropology	Associate Professor of Anthropology, Associate Dean, Grinnell College, Iowa

2000	Moeslim Abdurrahaman	Sociocultural Anthropology	Deceased
	Angulmaduwe Ariyaratne	Sociocultural Anthropology	Faculty, Anthropology Program, Division of Social and Business Sciences, Heartland Community College, Illinois
	Colin M. Betts	Archaeology	Associate Professor of Anthropology, Luther College
	Julio Bicca-Marques	Biological Anthropology	President of the Brazilian Primatological Society; Professor, Laboratório de Primatologia Departamento de Biodiversidade e Ecologia, Faculdade de Biociências Pontifícia Universidade Católica do Rio Grande do Sul, Porto Alegre, Brasil
	Rachel Corr	Sociocultural Anthropology	Associate Professor of Anthropology, Florida Atlantic University
	Thomas D. Denberg	Sociocultural Anthropology	Associate Professor, University of Colorado, Anschutz Medical Campus
	Ricardo H. Herrera	Sociocultural Anthropology	Professor of Anthropology and Education and Director of International Cooperation, Universidad de la Frontera, Chile
	Haruko Kinase-Leggett	Sociocultural Anthropology	Independent Scholar and Author, Urbana, Illinois
	Michael Noll	Archaeology	No information available
	Isabel M. Perez-Chiriboga	Sociocultural Anthropology	Research Consultant with International Development firm working in Colombia, Panamá, Honduras, Costa Rica and Guatemala
	Yuji Yamamoto	Sociocultural Anthropology	Professor, Sociology of Education, Kansai University, Japan
1999	Shanshan Du	Sociocultural Anthropology	Associate Professor of Anthropology and Director of Asian Studies, Tulane University
	Sasch Goluboff	Sociocultural Anthropology	Associate Professor of Cultural Anthropology, Washington and Lee University
	Amanda Grunden	Sociocultural Anthropology	University of Illinois Division of Academic Outreach
	Jill Pruetz	Biological Anthropology	Walvoord Professor of Liberal Arts and Science, Department of Anthropology, Iowa State University
	Russell Zanca	Sociocultural Anthropology	Professor, Department of Anthropology, Northeastern Illinois University
1998	Edward G. Adelman	Sociocultural Anthropology	No information available
	Thomas E. Berres	Archaeology	Archaeologist, Our Heritage Archaeological Services, Inc.
	Gene-Wong Chung	Sociocultural Anthropology	No information available
	Soo Hyun Jang	Sociocultural Anthropology	Professor, Department of Anthropology, Kwangwoon University
	Xiaoxing Liu	Sociocultural Anthropology	Associate Professor of Chinese Language and Culture, Soka University of America, Aliso Viejo, California
	Mwenda Ntarangwi	Sociocultural Anthropology	Executive Director, Office of Global Initiatives, Indiana Wesleyan University
	Christopher S. Thompson	Sociocultural Anthropology	Chair, Department of Linguistics, Ohio University

	Nan L. Volinsky	Sociocultural Anthropology	Outreach Coordinator and Academic Coordinator, Center for Latin American and Caribbean Studies, University of Illinois
1997	Carolee Berg	Sociocultural Anthropology	Assistant Professor, Manhattenville College
	JoAnn D'Alisera	Sociocultural Anthropology	Head, Department of Religion, and Associate Professor of Anthropology, University of Arkansas
	Rosa DeJorio	Sociocultural Anthropology	Associate Professor and Program Director for Anthropology, University of North Florida
	Patricia J. Hammer	Sociocultural Anthropology	Director of Center for Well-Being, Lima, Peru
	Joanna Lambert	Biological	Professor, Department of Anthropology, University of Colorado at Boulder
	Jill A. Leonard	Sociocultural Anthropology	Consultant, Washington, DC
	Lynne Macklin Wolforth	Biological Anthropology	Lecturer, Department of Anthropology, University of Hawaii, Hilo
	Leng Leng Thang	Sociocultural Anthropology	Associate Professor, Department of Japanese Studies, National University of Singapore
	Cameron Wesson	Archaeology	Lucy G. Moses Distinguished Professor of Anthropology at Lehigh University
	William W. Wood	Sociocultural Anthropology	Associate Professor, Department of Anthropology, University of Wisconsin, Milwaukee
	Stephen Wooten	Sociocultural Anthropology	Associate Professor of Anthropology and International Studies, University of Oregon
	Carol A. Yokell	Archaeology	Adjunct Professor, Texas Christian University and Wright State University; Analyst, Fiduciary Executive Group, J. P. Morgan
	Marta Zambrano	Sociocultural Anthropology	Associate Professor of Anthropology, Universidad Nacional, Santa Fe de Bogotá, Colombia
1996	Brian Adams	Archaeology	Assistant Director, University of Illinois Public Service Archaeology & Architecture Program
	Sibel Barut	Archaeology	Associate Professor of Anthropology, Northern Illinois University
	Giovanni Bennardo	Sociocultural Anthropology	Associate Professor of Anthropology, Northern Illinois University
	Robert Clouse	Archaeology	Executive Director, University of Alabama Museums
	Marcus B. Griffin	Sociocultural Anthropology	Professor of Anthropology and Sociology, Christopher Newport University, Virginia
	Richard Howard	Sociocultural Anthropology	Independent Consultant, Jakarta, Indonesia
	C. Richard King	Sociocultural Anthropology	Department of Anthropology, Drake University
	Denise Roth	Sociocultural Anthropology	Behavioral Scientist, Behavioral and Clinical Surveillance Branch, Division of HIV/AIDS Prevention, Centers for Disease Control and Prevention, Atlanta
	Patrick Y. Royer	Sociocultural Anthropology	Research Associate, Department of Anthropology, University of Illinois
	Hong Wang	Archaeology	Analyst, Isotope Geochemistry Section, Radiocarbon Dating Laboratory, University of Illinois

	Jonathan Zilberg	Sociocultural Anthropology	Independent Researcher and Editor, Jakarta, Indonesia
1995	Robert Connolly	Archaeology	Associate Professor and Director of the Chucalissa Museum, University of Memphis
	Patrick J. Devlieger	Sociocultural Anthropology	Fellow at the Royal Belgian Academy for Science and the Arts, Department of Social and Cultural Anthropology, University of Leuven
	Richard B. Edging	Archaeology	Archaeologist, Illinois Transportation Archaeological Research Program, University of Illinois
	Richard Freeman	Sociocultural Anthropology	Paul Mellon Fellow in Archives Administration & Records Management, National Gallery of Art, Washington, DC
	Kyejung Rhee-Yang	Sociocultural Anthropology	Anthropological consultant on Latin American and Korean affairs, Washington, DC
	Nancy E. Sikes	Biological Anthropology	Principal Investigator and Project Manager, Cogstone Group
	Arlene Torres	Sociocultural Anthropology	Associate Professor, Director of Chancellor's Latina/Latino Faculty Initiative, City University of New York, Hunter College
	Jolee A. West	Biological Anthropology	Director of Academic Computing and Digital Library Projects, Information Technology Services, Wesleyan University

Appendix I **GRADUATE PROGRAM HIGHLIGHTS**

An incomplete list of awards, honor accomplishments (past three years)

Completed Dissertations (5/12-5/15):

- Lauren Anaya Fractured identities and fragments of power: the influence of the European Union on the Italian judicial system as seen through the lens of the struggle for rights on behalf of same-sex couples
- Constancio Arnaldo Embodying scales of Filipina/o American sporting life: transnational sporting cultures and practices in the Filipina/o diaspora
- Sarah Baires “Cahokia's Origins: Religion, Complexity and Ridge-top Mortuaries in the Mississippi River Valley” (now at Eastern Connecticut State University)
- Melissa Baltus “Transforming Material Relationships: 13th Century Revitalization of Cahokian Religious-Politics” (now at the Illinois State Archaeological Service)
- George Calfas ‘Nineteenth Century Stoneware Manufacturing at Pottersville, South Carolina: The Discovery of a Dragon Kiln and the Reinterpretation of a Southern Pottery Tradition’
- Jennifer Hardin “Unsettled elites: reproducing the hacendado in neoliberal Ecuador” (now Cultural Anthropologist, National Park Service)
- Anthony Jerry ‘Chasing Blackness: Reinvesting Value and Mexico’s Changing Racial Economy’
- Timothy Landry ‘When Secrecy Goes Global: Vodun, Tourism, and the Politics of Knowing in Benin, West Africa’
- Lance Larkin Following the stone: Zimbabwean sculptors carving a place in 21st century art worlds
- Sergio Lemus –“Class, Labor, and Color Hierarchies: an Ethnographic Study of Mexica Yarderos/as in Chicago” (now at The City Colleges of Chicago)
- Rodolfo Martinez- Mota (dissertation title not available)
- Nicoletta Righini – Primate nutritional ecology: The role of food selection, energy intake, and nutrient balancing in Mexican black howler monkey (*Alouatta pigra*) foraging strategies” (now Postdoc researcher - Red de Manejo Biorracional de Plagas y Vectores Instituto de Ecología, A.C. Xalapa, Veracruz, México).
- Sarah Rowe “Community and Memory at the Late Valdivia Site of Buen Suceso, Ecuador” (now Assistant Professor of Anthropology, in the Department of Sociology and Anthropology, at the University of Texas Rio Grande Valley).
- Natalie Uhl “Using Multivariate Calibration To Evaluate Hominin Brain/Body Size Relationships”

Campus and national awards for our graduate students.

- Kathrina Aben has been awarded a “Women in Archaeology Scholarship” by the Center for American Archaeology.
- Alana Ackerman was awarded a Tinker summer pre-dissertation fellowship.
- Jamie Arjona received a Graduat College Conference Travel Award, Graduate College Fellowship, and a National Science Foundation Graduate Fellowship.
- Lauren Anaya – EU fellowship at the Collegio Carlo Alberto in Turin, Italy; Graduate College Intersect Fellowship in Cultures of Law in Global Contexts; Graduate College Dissertation Completion Fellowship
- David Aristizábal won a Tinker Foundation summer research fellowship from the Center for Latin American and Caribbean Studies.

Mike Atienza received the Tanaka Award, a research grant from Asian-American Studies
Alyssa Bader won a Graduate College Conference Travel Award as well as an NSF
(IGERT) East Asian and Pacific Summer Institutes Award
Sarah Otten Baires – an NSF Doctoral Dissertation Improvement grant
Sophia Balakian received funding from the Wenner-Gren Foundation for
Anthropological Research to support dissertation research in Kenya and the Nelle
Signor Graduate Scholarship in International Relations
Aimee Carbaugh received an Honorable Mention for the NSF Graduate Research
Fellowship Program.
Zev Cossin NSF Graduate Research Fellowship , a Tinker grant from the Center for Latin
American and Caribbean Studies for summer research in Peru.
Nicole Cox has a Graduate College Distinguished Fellowship
Doreen Dong – Graduate College Dissertation Completion fellowship (2012-2013)
Noelle Easterday received a FLAS fellowship for the academic year and summer as well
as summer funding from the Critical Language Scholarships program in South
Korea
Pilar Eguez will be a Postdoctoral fellow with the National Secretariat of Superior
Education, Science and Technology, in Ecuador, and a Postdoctoral Fellow in the
Department of Kinesiology and Community Health at UIUC for the coming 2
years
Shawn Fields received a Graduate College Distinguished Fellowship.
Ofira Fuchs, received a Grad College dissertation research travel grant and Wenner-Gren
Foundation Research Fellowship for dissertation field research in Israel.
Brenda Garcia was awarded a Tinker summer pre-dissertation fellowship, as well as a
Latina/o Studies travel conference award, so she could attend the the Tepoztlan
Institute for the Transnational History of the Americas, to which she was
accepted.
Kate Grim-Feinberg – Marion Morse Wood Fellowship in Interpersonal Communication
from Grad College for 2011-12.
Anthony Jerry – Ford Foundation Fellowship for dissertation completion
Yoonjung Kang won a Grad College Conference Travel grant; Korea Foundation
Graduate Studies Fellowship; an IPRH-Nicholson Graduate Fellowship
Dohye Kim received a fellowship to attend the Institute of Philippine Culture (IPC)
International Summer School for Doctoral Researchers on the Philippines,
provided by Ateneo de Manila University, a travel grant from Kyoto University to
present her work in Japan, as well as a Grad College Dissertation Travel Grant
and a Wenner-Gren Foundation dissertation research grant.
Alex Lee – FLAS Fellowship and a Social Science Research Council dissertation proposal
development grant
Katie Lee has an NSF Graduate Research Fellowship and received a Grad College
Dissertation Travel award.
Kyou-Ho Lee – Travel and Research Grant from DKim Foundation for preliminary
dissertation fieldwork in Singapore
Colleen Lindsay – Chatham Fellowship in Medicinal Botany from the Missouri Botanical
Garden, a Clark Research grant
John Lindo received the University of Chicago Provost's Career Enhancement
Postdoctoral Scholarship.
Rodolfo Martinez Mota won the Dissertation Completion Grant in 2014-2015;
Fellowship from the German Academic Exchange Service to conduct research at
the Robert Koch Institute in Berlin; a Dissertation Travel grant by the Graduate
College; and a Conservation and Science grant through The Phoenix Zoo.

Natasha Mazumdar is an Illinois Distinguished Fellow
Talia Melber – Dissertation Travel grant from the Graduate College
Emily Metzner Graduate College Dissertation Travel Award; Graduate College Intersect Fellowship in Cultures of Law in Global Contexts
Anya Minetz – Oak Ridge Institute for Science and Education Fellowship
Kathleen O'Brien – Graduate College Dissertation Completion Fellowship (2013-14)
Jonghyun Park – Graduate College Fellowship; received "honorable mention" for the 2013 Society for Linguistic Anthropology Graduate Student Essay Contest.
Nicoletta Righini received a NSF Doctoral Dissertation Improvement grant and an International Primatological Society Research grant
Mary Rogers received a NSF Graduate Fellowship; Graduate College Dissertation Travel Award
Isis Rose, has a Graduate College Fellowship, and received the SPI Excellence Award for a project she completed the summer before as part of the 2014 Illinois Summer Research Symposium. She was also accepted into the Open School of Ethnography and Anthropology in Yucatan, Mexico.
Monica Santos won a Grad College Conference Travel grant and received an IPRH Graduate Student Fellowship
Becky Schuman received a University of Illinois fellowship for 2015-2016 in the INTERSECT Initiative on Cultures of Law in Global Contexts.
Philip Slater awarded an NSF Dissertation Improvement grant
Agnes Sohn received the Korea Foundation Graduate Studies Fellowship for the 2014-2015 academic year.
John Ben Soileau received an InterAmerican Foundation Grassroots Development Fellowship and a National Security Education Program Boren Fellowship to support dissertation field research in Brazil; a Social Science Research Council – Dissertation Proposal Development Fellowship (Summer 2013) and a Lemann Institute for Brazilian Studies Graduate Fellowship, 2013-14
John Tao FLAS award from the Center for East Asian and Pacific Studies.
Natalye Tate – Graduate College Fellowship
Julie Torres received a Graduate College Fellowship, and an Excellence Recognition Award for her Service to the UIUC's Graduate College Educational Equity Program.
Natalie Uhl – Graduate College Dissertation Travel grant, 2012
Elizabeth Youngling NSF Dissertation Research Grant
Kari Zabler – Graduate College Dissertation Travel grant, 2012
Amaziah Zuri – awarded the Marianne A. Ferber Graduate Scholarship in Women's Studies for her dissertation research project and a three-year fellowship in the Diversifying Higher Education Faculty program

Assessment of the Illinois Doctoral Experience Report

Doctoral Program: Anthropology Ph.D.

Program Status: Category 1

Improvement rating: 3

Data Utilized in the Review:

Data referenced in this document include the program’s response to the 2013 Program Questionnaire, the Doctoral Recipient Placement Database, data collected by DMI, and a series of four doctoral student surveys. Survey 1 was sent to applicants who were accepted by the program (both those who accepted and those who declined admission). Survey 2 was sent to students after their first year in the doctoral program. Survey 3 was sent to students who appointed their preliminary examination committee within the last year. And Survey 4 was sent to graduates, one year after graduation.¹

For the Anthropology program, 9 out of 11 students (82%) responded to Survey 1 upon acceptance of admission, and 4 out of 4 students (100%) responded after declining admission. Corresponding percentages were 74% and 73% for accepters in the Applied Health and Social Sciences group and campus, respectively, and 59% and 56% for decliners. The total number of Anthropology survey responses for Surveys 2-4 was 28 out of 52 surveys sent, for a 54% overall response rate. That compares to a response rate of 50% for the Applied Health and Social Sciences group, and 47% for campus. To protect student confidentiality we do not report data from any samples that are smaller than 5 students.

Assessment Matrix

Program Effectiveness	High	Satisfactory (Category 2)	Good (Category 1)	Excellent (Category 1)
	Medium	Needs Improvement (Category 3)	Satisfactory (Category 2)	Good (Category 1)
	Low	Requires further evaluation (Category 3)	Needs Improvement (Category 3)	Satisfactory (Category 2)
		Low	Medium	High
Student Evaluation of Satisfaction and Preparedness				

Improvement Scale

4 Minimal effort evident	3 Substantial effort; results not yet evident	2 Strong, promising effort with emerging evidence of impact	1 Exemplary effort with clear evidence of impact
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Examples of “evidence of impact” include decreased time to degree, greater selectivity, enhanced retention rates, increased URM enrollment, or substantially improved student ratings on items directly relevant to improvement efforts. Improvements are an important factor in this review, however, with only two years since the last review, their impact may not yet be evident.

¹ In order to increase Survey 2, 3, and 4 samples for programs reviewed this year, surveys were sent to students who hit the triggering milestone within the previous three years, with the most “advanced” survey sent to students who qualified for multiple surveys.

I. Assessment Summary

Program Effectiveness:

The Committee has rated the program as “High” in this area. Program demand remains strong. Admissions are selective with high yields. Student cohorts continue to fall within the range needed to maintain the ideal program size according to the program narrative. Retention and graduation rates are better than the group and the campus. Graduates reported that they made numerous research presentations and authored multiple grant applications during their doctoral program.

Student Evaluation of Satisfaction and Preparedness²:

The Committee rated the program as “Medium” in this area. Most students felt that the program was preparing them to begin a career in their discipline “Moderately well” or “Very well,” with a mean of 3.5/5.0 (where 1 was “Not well at all” and 5 was “Extremely well”). This placed the program slightly below the mean of 3.8/5.0 for the group and campus. The Committee noted that the program made strides in addressing the gender gap in student satisfaction ratings. In the 2011 Doctoral Program Assessment (DPA), 0% of women reported being “Extremely satisfied” (compared to 25% for men) and only 60% of women reported being “Very satisfied” (compared to 75% for men). The new survey responses no longer showed a gender gap, evidenced by the mean response of 3.8/5.0 for both men and women (where 1 was “Not at all satisfied” and 5 was “Extremely satisfied”). However, the gap persisted when respondents were asked about the collegiality of the program. Mean ratings for women were 3.1/5.0 compared to 3.6/5.0 for men (where 1 was “Not at all collegial” and 5 was “Extremely collegial”). Mean ratings for collegiality were lower than for the group and campus (overall program mean 3.3/5.0, group 3.7/5.0, campus 3.8/5.0).

II. Assessment Findings

Program Demand:

The program’s mean³ enrollment is 57 students. Program demand is high with a mean of 75 students applying annually. The program is selective, admitting a mean of 13% of those who applied. These numbers are consistent with the program’s target of maintaining a cohort of 8 to 12 incoming students (the mean is 7.3). The program has a mean yield of 81%.

Diversity:

The program’s diversity is good with a mean of 66% women, 14% underrepresented minority (URM) students, and 24% international students. The program should continue efforts to ensure that a good balance of domestic, international, and URM students is sustained.

Retention and Time to Degree:

The program is very effective at retaining or graduating its students. The mean for students retained or graduated in two years is 100%, in five is 77%, and in seven⁴ is 79%. These numbers compare favorably to the mean retained or graduated in the group and campus (two years 91% and 92% respectively, five years 73%, and seven years 69%). The mean number of terms to degree is 15.5.

² To determine student satisfaction, students were asked, “How satisfied are you with your educational experience in the doctoral program?” To determine preparedness the students were asked, “How well do you think the doctoral program is preparing you to begin a career in your discipline?” The final rating, however was developed after considering all other survey responses as well as relevant contextual information provided by the program.

³ All means of DMI data reported here were based on the information available since 2008-2009.

⁴ Seven-year graduation and retention rates were available for only two cohorts.

Program Structure, Research Preparation and Professional Development:

The program offers many opportunities for first year students to learn about the program and become acclimated. The program reports that they make orientation information, student handbook, and workshops available. Students complete coursework, a preliminary exam, and develop a dissertation research proposal in the first four years. To support these activities the program provides advanced seminars, hands-on research training, conference travel grants, and a 50% appointment (involving teaching, research and/or a fellowship). Subsequently, students do their dissertation fieldwork, and students typically find their own funding for this phase of their program (through grants, loans or employment). Once their fieldwork is complete, students are supported for an additional 1.5 years, and they are often given opportunities to teach courses independently at this time.

Students report presenting numerous scholarly works (average of roughly 6 regional/national, and 2 international presentations), with most students receiving financial support from the program for at least some presentations. Students reported submitting fewer publications than the group and campus means (roughly 2 among Anthropology students, or about half of the group and campus means), but students, on average, authored more than 5 grant applications (more than triple the group and campus means).

Advisee/Faculty Ratio:

The program has a mean of 2.1 enrollees per faculty FTE (compared to the campus mean of 2.3), and a mean of 0.4 degrees awarded per faculty FTE (compared to 0.5 mean for the campus). In other words, these figures are on par with campus norms. However, advising is not well distributed among the faculty. In the last five years, six faculty members advised 50% of the students who graduated.

Mentoring and Advising:

Survey respondents had mixed reviews about their advising. Students' mean response for satisfaction with the advising they received was 3.9/5.0 (where 1 was "Not at all satisfied" and 5 was "Extremely satisfied"), and the mean rating of survey respondents' satisfaction with the quality of the relationship with their advisor was 4.0/5.0 (equivalent to the mean rating for both the group and the campus). Although only a small number of graduates responded to the survey, when asked what they would do differently if they could begin their graduate studies again, over half stated they would choose a "Different advisor" or a "Different program." Several graduates expressed issues with their advisors, including feelings that their advisors supported them in their chosen career path only "A little," or "Not at all." Additionally, most graduates would have been more satisfied with their advisor had they received "More career advice."

Student Placement:

The program reports that there is excellent placement of students despite national decline in the availability of tenure-track jobs. From the data submitted to the Graduate College database, 36% (20 in all) of graduate placements are unknown. The program needs to do a better job of maintaining their placement records. Of the placement data available, 31% of graduates obtained tenure-track employment. The Committee felt the placement of students was good. Most known placements are in the education sector (78%).

Financial Package:

DMI data show that the mean of students receiving a waiver is 84%. In each year since 2008-9 more students have been supported by teaching assistantships (47% mean) than by research assistantships (32% mean). The program relies heavily on state funding to support student appointments, ranging from 46% (in 2008-9) to 66% (in 2010-11) with a mean of 57%. In response to the survey, 50% of students stated that funding was "Somewhat less than" sufficient for their needs (compared to 33% for the group and 25% for the campus).

III. Program Improvement:

The Committee rated the program as a “3” on the 4-level improvement scale, indicating "Substantial effort; results not yet evident." The program has initiated practices to address all the areas in need of attention in the 2011 DPA. The program has established a colloquium and workshop series on opportunities outside of traditional academia, a new internship program, and a new professionalization course. A standing committee has been established to encourage diversity which coordinates with the admissions committee in an effort to increase the URM applicant pool.

Although the program engaged in activities to enhance students' knowledge in the area of developing and teaching courses (identified as a need in the 2011 DPA), the AIDE survey results do not yet allow us to assess progress in this area.

The activities supported by the Sustaining Excellence funds to enhance students' preparation and success in obtaining non-academic careers will hopefully produce benefits that will be evident in the next round of AIDE and will be integrated into the program over the long term.

IV. Areas in Need of Attention

The Committee notes the following areas of concern and recommends that the program address these:

- The program needs to better track graduates and report their findings in the Graduate College Doctoral Recipient Placement Database.
- The program should monitor the distribution of advisees among advisors to ensure that specific faculty members are not over-burdened.
- The program should undertake ways to improve student preparedness.
- Outside funding sources are needed to mitigate the high level of reliance on state sources.
- The program needs to address whether individual students have adequate funding.
- Continue to bolster the collegiality perceived by students, especially women.
- The program should continue efforts to provide students with information about alternative, non-academic career paths.
- Continue efforts to increase URM enrollments.
- The program leaders should ensure they are reporting all accepted students to the Graduate College via the Apply Yourself system, both for the sake of data consistency and integrity, as well as to maximize the number of Survey 1 responses (which can inform program recruitment efforts).

V. Meeting with Program Leadership

Associate Dean Sarah Lubienski and Dr. Jose Cheibub (AIDE Committee members) and Dean Dutta met with Dr. Andrew Orta, Head, and Dr. Ellen Moodie, DGS on February 17, 2014. The draft report was discussed, and it was agreed that no major changes were necessary. The draft has been updated with minor changes to create this final report. The following is a summary of key points discussed:

- a) The distribution of faculty advisors among recent graduates will never be completely even, given that some faculty are new and other faculty are in areas of study that, although critical to the program, attract few doctoral students. The fact that students are assigned co-advisors during the first year of the program helps equalize advising effort across faculty.
- b) All admitted students are guaranteed 5.5 years of 50% funding (4 years initially and 1.5 years after their dissertation data collection). Students' relative lack of satisfaction with their funding might relate to uncertainties regarding funding for the field work phase of their program, as opposed to general dissatisfaction with the amount of funding.
- c) Given the multi-disciplinary nature of anthropology, as well as the traditionally isolated nature of research in the field, the program likely has additional challenges to overcome when promoting a sense of community among students and faculty. The department's new colloquium series (currently in its second year) appears to be helping promote collegiality.
- d) The program leaders asked whether Asian American students could be considered URM students, given their lack of representation in the field of Anthropology. The Graduate College strives to be consistent with campus rules on this (e.g., for TOP hires), and is currently in conversation with the Provost's Office about the need to clarify URM definitions.

Appendix K Diversity Action Plan

Department of Anthropology Action Plan (2004; revised spring 2011).

This action plan is a critically revised version of the action plan submitted to the faculty in May 2004. The initial action plan was prepared in response to the report by the Chancellor's Committee on Latina/o Issues titled "Latinas/os at the University of Illinois: A History of Neglect and Strategies for Improvement, 1992-2002."

The Department of Anthropology has set itself the goals of recruiting and maintaining an active and innovative scholarly community made up of a diverse student body and faculty. In this updated Action Plan, we evaluate the impact of the recommendations of the original report, and put forth a series of new recommendations to the department.

The original Action Plan was conceived and implemented in response to the Chancellor's Committee's call to address problems of racism and discrimination as reported in the *Latinas/os at the University of Illinois: A History of Neglect and Strategies for Improvement, 1992-2000* report and criticisms of the Department of Anthropology from within. While the campus wide and intradepartmental roots of racism and discrimination are intertwined, the particulars of the history of the department of anthropology and our present situation call us to continue to reflect on these criticisms and strive to address them to produce a just and inclusive scholarly environment.

Before summarizing our assessment of the previous action plan and outlining a set of newly proposed and revised aims, it is important to recognize that the discussion of issues of diversity and confrontation of problems of racism and other forms of discrimination in the department has been in large part driven by the efforts of dedicated student-scholars in the department. Through the volunteer efforts of CHiLa, the Diversity Committee, and individual members of the department, discussions issues of diversity and the confrontation of problems of racism and other kinds of discrimination have been kept alive and continually renewed in the department. Their ideas and energy have made notable improvements in fostering community, thus ensuring that the department remains a site for the production of rigorous scholarship.

The following report first evaluates the attempts to implement the original action plan and then presents a series of recommendations to the department. The methods were essentially ethnographic and archival in nature as the members of the committee were tasked with talking to members of the department and compiling relevant statistics. The committee convened regularly to compare notes and to use our common experiences to assess which of the recommendations of the original action plan were carried out and the extent to which they were successful in achieving their aims. This report summarizes the results of these discussions. We thank the members of department for their willingness to participate.

The deterioration of the funding situation at the University poses significant challenges to the Department of Anthropology. Nevertheless, the department should maintain a substantial commitment to the funding of under-represented students as a part of maintaining an intellectually robust and diverse department..

Evaluating progress on accomplishing departmental goals from the previous action plan.

The specific goals of the 2004 action plan were fostering departmental community, recruitment and retention of faculty and students, improving classroom environment, orienting and welcoming first year graduate students, revising the graduate curriculum to welcome a diversity of scholarly outlooks, re-evaluating the undergraduate curriculum, a commitment to update the action plan, and a commitment to securing resources to assist in achieving the diversity goals of the department. In the following sections we evaluate the department's performance on achieving each of the goals.

Fostering departmental community

The specific actions recommended in the original action for fostering departmental community were:

- Hold a departmental workshop with a mediator on issues of race and community.
- Establish mechanisms for graduate students to communicate concerns and problems, especially around issues of race, to the department at large. (This will fall under the scope of the standing Committee on Diversity and Departmental Community, discussed below).
- Work with counseling professionals on campus to assist us in the sometimes highly emotional process of negotiating these relations and make sure that all department members understand the availability and importance of these campus services.
- Encourage the resumption of an electronic departmental newsletter.
- Encourage the resumption of graduate student conferences.
- Plan department wide social events and activities such as beginning and end of the year potlucks and picnics.
- Redesign and improve the graduate student lounge.

The department has made several concrete strides toward building a better sense of community. These include: holding regular gatherings and increasing awareness of the activities of members of the department through the department website, and initiating the production of a biannual newsletter. We have also updated the newsletter format with news postings, a department blog, and an email newsletter to be sent out to all department alumni. The blog format in particular now provides an open and regularly updatable forum for discussions and community engagement. Furthermore, the department has carried out a series of workshops focusing on diversity and issues of racism and other forms of discrimination or oppression. On one occasion, a counsellor specializing in these issues in group settings directed one of the workshop sessions.

The results of the efforts are mixed. We have many department activities and members of the staff, graduate students, and faculty have put much effort into developing and improving these gatherings. Many department members we talked to noted improvements in the gatherings. They are, however, variably attended by faculty and students alike and a number of respondents noted that there may be altogether too many meetings. Much of the variable attendance appears to be due to the vicissitudes of busy academic life and other commitments, but it is clear that there are still feelings of unease over on the part of some students and faculty about participating in these events. These feelings have their roots in different causes, ranging from a personal dislike of the gatherings to a feeling that discriminatory practices have not been contravened to a point where the gatherings are welcome to members of underrepresented groups. While strides have been made in the direction of building communities, we need to be

mindful that communities can be built in an exclusionary manner. As we plan social events, we should be aware that that they can easily become vehicles for the replication and reinforcement of hierarchies.

The biannual department newsletter was begun in 2005, although, lately, it has not been produced with regularity. In January 2011, the AnthroIllinois Blog (<http://anthroillinois.wordpress.com/>) and a news page (<http://www.anthro.illinois.edu/resources/students/>) were created to provide information about department events and accomplishments, and largely has taken the place of the printed newsletter.

The departmental workshop on diversity held in January 2009 was organized around an extra-departmental facilitator who specialized in motivating group discussions of diversity. While reasonably well attended by students and faculty alike, it was clear that we as a department are very hesitant to discuss issues of race and racism in our departmental and campus communities. While the effort was notable, we need to rededicate ourselves to either implementing more effective means of facilitating discussions or to explore other means of addressing these issues as a department.

Student conferences (specify which conferences e.g. graduate scholarly conferences or diversity conferences) have been a staple of the department for the last few years. We encourage their continuation and note that they tend to be poorly attended by faculty. Attendance on the part of the faculty should be more aggressively promoted.

Recruitment and retention of faculty and students

The recommendations of the original action plan for the recruitment and retention of faculty and students were:

- Assemble and review data from previous searches and prepare an evolving set of recommendations for future faculty searches.
- Explore ways of working more closely with recruitment efforts at the UIUC Graduate College to increase the number of applications to all subfields in anthropology from undergraduate students of color.
- Provide information and workshops for anthropology faculty to encourage increased participation of anthropologists in mentorship programs and other recruitment efforts.
- Continue efforts to assess progress through program milestones and time to degree of graduate students in anthropology with particular attention to current cohorts of students of color and the successes and failures of the department in nurturing them through our program.
- Continue to seek new faculty hiring opportunities that will enable anthropology to maintain and build upon its strengths. Include as part of this effort identification of candidates for TOPS hiring initiatives.

Since the last action plan the Department of Anthropology has had a mixed record in the recruitment and retention of faculty from underrepresented groups. Of the 31 members of the faculty, six are members of underrepresented groups (two tenured and two untenured). It should be noted that these figures do not include two Asian American scholars, who nevertheless participate in our diversity efforts. Across the College of Liberal Arts and Sciences, individuals from underrepresented groups make up 9.5% of the tenure track/tenured faculty.

Two untenured faculty from university-recognized underrepresented groups were hired since the last Action Plan report and two members of the faculty from within-department underrepresented groups were also recruited. We recently lost one tenured member and one non-tenured faculty member from underrepresented groups to other institutions.

Graduate students from underrepresented groups (Defined here as U.S. minority graduate students. Those self-identifying as African American, Hispanic or Latina/o, or Native American) make up 10 of 59 graduate students or 17% of the graduate student body based on enrollment in the 2008-2009 fall semester. At first glance this bodes well for the department in that we are able to recruit and graduate students from underrepresented groups into successful positions. The absolute number of graduate students within the department is small, however, making the meaning of comparisons with the larger population of students on campus difficult to assess. Nevertheless, a commitment to diversity is critical for the maintenance of a critical, rigorous, community of scholars.

Moreover, the size of incoming classes of graduate students has been dwindling concomitant to the decrease in funding of the department, making it more difficult to maintain a viable graduate program. Students from underrepresented groups have been successful in competitions for fellowships at the university and national level and we need to foster an environment that will allow this success to continue. That said, the department should establish and maintain funding commitments to underrepresented students with an emphasis on fellowship support pursuant to the completion of dissertations. This is to ensure that our diversity obligations are not at the mercy of the financial situation of the university and external granting agencies. Moreover, diversity must remain a fundamental commitment of the department given the likelihood of further funding cuts at the university level.

In the recent past, several faculty members, including two scholars from underrepresented groups have been recruited to other institutions. While recruitment has been taking place during this period, the loss of two scholars of color to other institutions represents a serious blow to the scholarly and teaching efforts of our department in addition to our efforts to recruit and maintain a diverse faculty. As is the case with our graduate community, the finances of the university appear to make this difficult to address. Small numbers of faculty combined with the stochastic nature of offers and counter-offers make large changes in the number of faculty likely, which puts our plans for recruiting and maintaining a diverse faculty at risk..

Classroom environment

The recommendations of the original action plan for improving the classroom environment were:

- Form reading/discussion groups and provide workshops for faculty on best practices for diverse classrooms at the undergraduate and graduate level.
- Include in current professional training for graduate students discussions about classroom environment and about diversity in our discipline and in our educational institutions.
- Establish these goals as something all faculty advisors will strive to reinforce and model for their advisees.
- Continue as a department to urge the University of Illinois Board of Trustees to join us in creating a welcoming campus environment for all students by retiring the campus mascot, Chief Illiniwek.

We can happily reflect on the retirement of Chief Illiniwek as an official emblem of the university and the pivotal role that many of our graduate students and faculty played in this victory. The high prevalence of unofficial knock-off clothing and other merchandise including the Chief emblem in classrooms, on campus, and the community at large is still a grim reality, however, and does contribute to perpetuating racist hierarchies. We encourage the adoption of a new non-damaging mascot and new popular identifier to replace “The Fighting Illini.” Moreover, the committee recognizes and encourages the continued tradition of the regular intervention of the department in matters regarding diversity across the campus and the larger Urbana-Champaign community.

The previous Diversity Outreach Coordinator, Anthony Jerry, Monica Santos, Brenda Farnell, and Janet Keller produced a video entitled *Diversity in the Classroom* in conjunction with the diversity committee, the Provost’s Initiative on Teaching Advancement, Lisa Fay, and InnerVoices. Videography was directed by Bill Yauch. The film consists of a series of short scenarios depicting incidents of racism, sexism, and other forms of aggressive behavior and discrimination in order to provide points for discussion during diversity training sessions. The short pieces were scripted based on ethnographic research conducted by the producers with members of the community, students and instructors alike, and attempt to accurately convey common classroom problems found in our department.

The film is an important resource for the department and we should aggressively pursue its use. It would provide a very useful basis for discussing classroom strategies in workshops designed to communicate skills useful for promoting an inclusive classroom environment. Redoubling our efforts to make sure that viewings of this important film are held and attended is important to make sure that this opportunity does not go to waste. Our graduate students are now, and should continue to be, required to engage with the material in regular training sessions.

First year graduate students

The recommendations of the original action plan for improving the experience of the first year graduate students were:

- Develop a set of orientation activities for incoming graduate students that will address themes of race, diversity and inclusion and make clear our expectations for collegial interactions in our classrooms, in our hallways and lounges, and across our campus.
- As part of an ongoing reexamination of our graduate curriculum, focus particularly on the first year experience both for its cohort building function and for its presentation of a community of scholarship that includes and values a wide and sometimes divergent range of interests and positions.
- Encourage the formation of formal mentoring relationship between faculty and graduate students of color. These would supplement relations with preliminary academic advisors and ensure a network of committed faculty contacts for students from the moment of their entrance to the program.
- Providing secure office space for all anthropology graduate students. Currently only students with TA or RA appointments receive office space. Students with fellowships (and this includes a number of students of color) do not currently have office space within the department.
- Increasing the accessibility and functionality of other spaces of student life in our department: e.g., extending the hours of the department computer lab; redesigning our student lounge.

The orientation for new graduate students is coordinated by the Director of Graduate Studies (Chris Fennell) and the Graduate Program Coordinator (Liz Spears) working with the assistance of other faculty and continuing graduate students. In a “Welcoming Meeting,” new students are introduced to the second and third year student cohorts, representatives of GASA, GEO, and ChiLa, our Anthropology Librarian at the Graduate Library, staff from ATLAS, and our Diversity Outreach Coordinator (Jason Romero). An overview of the graduate program and resources available across campus is provided, including details of the advisory process and the multiple opportunities for students to benefit from mentorship within the department and university communities. The diverse character of our department is discussed as part of this orientation, noting recent developments in student and faculty recruitment, and observing our diversity in ethnic, racial, national, international, and professional training backgrounds, as well as diversity in gender, class, and sexual orientation within our department community.

At the conclusion of this Welcoming Meeting, the new students have lunch with second-year students who then take them on a walking tour of campus. This orientation is followed soon after by the departmental “Meet and Greet” and the Fall picnic. Additional workshops on specific topics, such as ethics in research, grant writing, academic publishing, teaching strategies, non-academic careers, and the job search process are offered during the academic year. Our Spring Banquet provides another annual gathering of the department community and celebration of accomplishments by our students and faculty. It is important to note, as before, that these gatherings are not viewed as open and welcoming to all members of the department and further effort needs to be put into trying to ensure that all who are inclined to attend may do so without fear of discrimination.

Efforts to recruit and retain minority students and faculty have resulted in an increasingly diverse departmental community. We participated in the Alliances for Graduate Education and Professoriate Program and our Committee on Diversity and Departmental Community works rigorously to review and improve our diversity recruitment and retention initiatives. The 2010 National Research Council assessments recognize our department’s success by ranking us as No. 1 out of 82 comparable graduate programs in “Percent of Students Receiving Full Support” and in overall “Program Outcomes.” We also ranked 6th in “Percent of Minority Students,” 7th in “Percent of International Students,” and 8th in “Time to Degree.” Superficially, these numbers may compare well with other institutions, but they do not bear on the climate of the department nor is it clear that other anthropology departments are a good point for comparison in favor of an idealized standard.

Our computer lab was recently upgraded with a host of new equipment supported by ATLAS, and the student lounge and adjacent conference room space were renovated in connection with repairs due to steam pipe leaks. Students’ access to office space is made available through the TA/RA assignments and also by students consulting with Liz Spears and Karla Harmon on other work space opportunities.

Graduate Curriculum

The recommendations of the original action plan for revising the graduate curriculum to reflect the diversity of scholarly views and to ensure that students from underrepresented groups were being properly served by the graduate curriculum were:

- Plan, in coordination with the public education program “Understanding Race and Human Variation” being undertaken by the American Anthropological Association, a series of colloquia and seminars that feature critical race perspectives on the

discipline. Give this series a particular focus by inviting Latina/o academics and other scholars of color to serve as role models and future mentors for Latina/o students and other students of color in the program.

- During academic year 2004-05, invite Professors Alan Goodman (Professor of Anthropology, Hampshire College, President-Elect American Anthropological Association) and Yolanda Moses (Visiting Professor Claremont Graduate University, Past President: American Association of Higher Education; City College of New York; American Anthropological Association) to speak on our campus.
- Devote a semester of the Sociocultural Anthropology Workshop to a program focused on current critical scholarship on race in the U.S. and the challenges to anthropology.
- Initiate, through these and other events, dialogues with scholars from ethnic studies programs on our campus to thicken intellectual and collegial ties.
- Provide resources and encouragement to support the formation of graduate student and faculty reading groups that might: bring together diverse groups of students and faculty, complement the existing graduate curriculum in ways that will be more immediately responsive to the interests of different cohorts of students, and serve as something of an intellectual laboratory for course development within our department.
- Draw upon resources within our discipline and resources on our campus, such as the Graduate College career center, to support students considering a range of career paths –applied, public, and academic—within anthropology and beyond.

Since the original action plan, the graduate curriculum has undergone substantial revision and classes that include discussions of race and racism are being taught with some regularity. Likewise, a social theory class for sociocultural and archaeology students has been implemented with the aim of providing early and rigorous training in a fundamentally important part of anthropology. The understanding is that this course will include discussions of race and its intersections with other social processes.

The departmental engagement with the American Anthropological Association project on Understanding Race and Human Variation, spearheaded by a coalition of graduate students, was successful in bring in Dr. Yolanda Moses for a talk. Continuing engagement with national professional organizations should be reinforced and continued.

In recognition of the evolving questions of diversity, the department should initiate dialogues with scholars in Gender and Women Studies as well as other allied programs. In addition to recognizing the applied, public, and academic career trajectories, activist questions and methods should be valued as a strength of the department.

Undergraduate programs

The recommendations of the original action plan for revising the undergraduate curriculum were vague. It is likely that our department will increasingly rely upon the enrollment of undergraduates to determine our share of university resources. This provides an important opportunity for the faculty to articulate how diversity will play a role in the development of our undergraduate program.

Continuing elaboration and implementation of this Action Plan

- A student-faculty task force has been formed and will be undertaking a range of fact-finding measures intended to provide an ethnographic snapshot of conditions in our department and a glimpse of the experiences of a range of members of our

department. This task force will devote its efforts to responding rapidly to the information gathered, and proposing immediate initiatives for the coming school year. An additional goal of the task force will be to contribute directly to the sort of examination called for by the Chancellor's Committee of the differences among Latina/o student experiences on this campus. Beginning in AY 2004-05, the task force will work with the Committee on Diversity and Departmental Community (below).

- Formation of a standing departmental Committee on Diversity and Departmental Community which, beginning in AY 2004-05, will have responsibilities that include oversight of the implementation of this Action Plan and its subsequent development.
- Beginning in AY 2004-05, the Head of Anthropology will meet with the Chairs of all of the standing committees in the department and instruct them to assess how the work of their committees might serve to further the aims of this Action Plan.
- Develop a procedure for periodic formal reviews/revisions of this plan and related initiatives.

The initial action plan has been implemented through several avenues although these differ somewhat from those envisioned in the action plan. The diversity committee has been an active presence in the department as has the Diversity Outreach Coordinator and the present report was compiled in fulfillment of the last aim of this report.

Resources

The original action plan specified three areas where resources were needed in order to facilitate the implementation of its recommendations.

- Continue to seek support at the campus level for our graduate program through Teaching Assistantships, Graduate Assistantships, Block Grants, etc.
- Continue to seek support at the campus level for our undergraduate program through restored discussion sections for large lecture courses, discovery courses, etc.
- Identify and apply for resources at the national level to support the initiatives detailed in this Action Plan

Little headway has been made in acquiring the necessary resources. This is owing in part to the drastic underfunding of the university as a whole in recent years. Funding was secured from the National Science Foundation and at the university level to continue funding our Diversity Outreach Coordinator. As previously mentioned, a local initiative, funded by the Provost's Initiative on Teaching Advancement and LASTA was undertaken to produce the film "Diversity in the Classroom." Individual students have been successful in university- and nation-wide competitions for funding, but the prospects for substantial increases in funding range from grim to uncertain. As previously stated, the department should make diversity a priority in recruiting and funding irrespective of the financial condition of the university. This should extend to fellowships in addition to teaching and graduate assistantships.

Action plan revision

While the department has made some constructive steps in the directions outlined in the original Action Plan, it is clear that we have also made missteps. After evaluating the results of our discussions with students and faculty, we recommend that several of the original action plan proposals be continued in modified form and that we implement several new policies. The theme that runs throughout these recommendations is that diversity and inclusiveness need to

become a part of the scholarly and administrative discourse in the department. Diversity is a critical part of the intellectual vitality of the department.

We propose that we accomplish the following goals:

Establish the Diversity Committee as a standing committee within the department.

Modifying the department bylaws to include the diversity committee will help to ensure a continuing commitment on the part of the department to build a diverse scholarly community and to take a strong stand against racism and other forms of discrimination and oppression. This would require dedicated faculty and graduate student (and, we hope, undergraduate) participation. It would also provide a place in the department for the spirit of the original action plan to continue and to mature as the department changes.

Specifically revise and add to departmental by-laws to institutionalize policies regarding race and racism along with other forms of discrimination in the department.

As with a codification of statutes governing the diversity committee in the department, procedures for fairly addressing student grievances and outlining expectations for all members of the department should be established. This would ensure that these policies would not be subject to modification with changing leadership of the department. This would be a guiding principle in our effort to create a just and inclusive department and provide a sense of continuity and permanence about these principles.

Emphasize intellectual rationales for the department to embrace a commitment to inclusion and non-discriminatory practices.

The current departmental discourse focuses on specific problems of underrepresented groups. This perspective inherently creates a schism that further alienates students who feel excluded and allows others within the department to view these problems as isolated and unrelated to themselves. We propose a shift in discourse towards the benefits of a department, a community, and a practice of anthropology that is committed to non-discriminatory and inclusive practices. This includes making clear that scholarship on themes of race, racism, and other ways that power is differentially exercised is a welcome and necessary part of anthropology locally and as a discipline. We need to stop asking the question “how is *that* anthropology?” and start asking how anthropology can be useful to many kinds of research problems and how scholarship from within and without anthropology may help transform our discipline in a constructive and rigorous manner.

Commission service awards to be given to one graduate student and one faculty member each academic year for their commitment and service to issues of diversity.

These awards are intended to motivate and reward members of the department for their continuing efforts to address issues of diversity and improve the climate of the department. The diversity and awards committee could play a joint role in deciding the criteria for these awards. Recipients of these awards would be decided by the Diversity Committee based on nominations from members of the department.

Propose peer-to-peer graduate mentoring processes to address the pervasive feelings of isolation among the graduate students.

A recurring theme in our discussions with graduate students is isolation whether it be due to exclusion as a result of racist acts and sentiments, other forms of exclusion, or simple lack connection among people in the program. We propose strengthening connections among students in the department in a more formal manner to address these problems.

Install a process for faculty and students to use to address concerns about racism or other forms of exclusion when an individual faculty member does not feel able to adequately address the topic personally.

Accountability of members of the department for their actions and clear avenues for those who feel aggrieved to seek redress or reconciliation are necessary for an inclusive and just scholarly environment.

Create a pamphlet to address strategies for dealing with episodes of racism or discrimination in the classroom from experiential perspectives.

We envision this pamphlet to include contributions from members of the Action Committee as well as other members of the department who have experiences dealing with relevant conflicts in a classroom or department and strategies for dealing with them. This would then serve as a resource, particularly for graduate students who will be TAs, for methods of handling these conflicts should they arise. We will also consider creating an online version of these submissions that would include an open forum for additions to be made by anyone who could share a relevant experience. The *Diversity in the Classroom* DVD has a manual which includes information along these lines (e.g. questions to ask oneself, strategies for enhancing classroom inclusion) and may serve as a good model for developing further literature.

Hold a workshop at the beginning of the fall semester to discuss inclusive and non-discriminatory pedagogical practices.

The first such workshop was held earlier this calendar year. We need to make issues surrounding diversity need to be a central part of departmental discourse and to make sure that we as students, scholars, advisors, and instructors have the skills to contribute to the goal of making our classrooms, department, and university an inclusive place. A regular workshop, perhaps at the beginning of each fall, would provide us with an official venue to discuss issues of diversity in the department including expectations of department members and skills to deal with situations we may encounter in the classroom, lab, office, and hall. A good point of departure for these workshops would be a screening and discussion of the short films compiled in *Diversity in the Classroom* as mentioned above.

Appendix L

**MID-CAREER EVALUATIONS AND PATHWAYS TO PROMOTION TO FULL
PROFESSOR IN ANTHROPOLOGY**
Spring 2015

This document sets out the department's commitment to providing enhanced guidance to midcareer (advanced Associate Professors) faculty in Anthropology seeking promotion to Full Professor. The document advocates regular evaluations of Associate Professors and provides a statement of departmental expectations as these will inform reviews of Associate Professors by the Full Professors. As such, this document echoes the increasing attention nation-wide among professional organizations from a concerted focus on the pre-tenure mentoring process to a wider consideration of the demands of a career-long trajectory.

Faculty careers are highly individual and, in the four-field context of Anthropology, they are shaped by varied sub-disciplinary practices of research, publication and other scholarly activities. The expectations outlined here are intended to be general enough to provide guidance regardless of subfield. Regular reviews of Associate Professors will provide opportunities to fine-tune those general expectations in view of specific sub-disciplinary scholarly careers.

We strongly encourage our Associate Professors to take advantage of resources for mid-career faculty offered elsewhere on our campus. Simultaneously, the Professors in the department will revise these guidelines as necessary, —in light of policies and practices at the college- and campus-levels.

The following sections provide 1) a narrative overview of the changing responsibilities and expectations for faculty at the rank of Associate Professor seeking promotion; 2) a “close reading” of key sections of Provost's Communication No. 9 as these apply to expectations of research, teaching and service for mid-career faculty in Anthropology; and, 3) an outline of procedures for biennial reviews of Associate Professors in Anthropology.

**1. CHANGES IN RESPONSIBILITIES AND EXPECTATIONS OVER THE CAREER
SPAN.**

Service and Leadership

Service expectations increase substantially post-tenure. While Assistant Professors are asked to focus mainly on their own scholarship, with limited service requirements, later career stages demand the demonstration of a wider sense of responsibility to the department and to the field. “Service” may take any number of forms, but is increasingly expected to expand not only in quantity, but also in terms of scope: from the department level to the college- and university-wide levels and to the level of national and international organizations in the scholar's intellectual specialties. For example, the scholar may serve on a university wide task force, or on one of the committees of a professional society such as the AAA, AAPA, or SAA. Eventually, the expectation is that service will develop into “leadership” and that UIUC faculty will take on national and internationally visible roles of leadership in scholarly organizations, transnational endeavors, collaborative programs and so on. Full professors at UIUC are expected to be intellectual and, often, as well, institutional leaders in their field.

Teaching and Mentorship

Promotion to Full Professor requires further contributions to the development of the curriculum and the intellectual life of the department. These contributions can include the development of

new courses, guidance of undergraduates through honors projects, capstones, and other initiatives.

At a research university with very high research activity (an “RU/VH” institution under the current Carnegie Classification of Institutions of Higher Education denoting the most research intensive institutions in the country like UIUC), the mentoring of graduate students becomes an additional primary responsibility for tenured faculty. Full Professors are expected to have successfully guided graduate students through to the completion of the Ph.D. They should demonstrate competence in the multiple demands of mentorship, from intellectual guidance through assistance in professional preparation, and should show an in-depth competence in developing the next generation of Ph.D.s.

Scholarship

At a RU/VH institution like UIUC, the production of outstanding scholarship is expected throughout the working life of a scholar. The types of projects, modes of dissemination, and manner of funding may change over time, but continued productivity is expected. Promotion to the rank of Full Professor requires evidence that the promise expected for promotion to Associate Professor has been and will continue to be fulfilled. A Full Professor at UIUC is expected to have produced a substantial and influential body of scholarship, one that helps define and address key issues in their area of intellectual expertise. The form that this scholarship takes, in articles or books, or in additional types of material (for instance, film) will vary with the demands of the work being engaged. Where applicable or where needed for research, a Full Professor is also expected to have attracted substantial external grants to fund his/her work.

While there is no one single formula for assessment, there must be clear agreement that the scholar has established herself/himself as a leader in the field and, by the time of promotion to full professor, should have established a national and international reputation. This reputation can be measured in multiple ways, including by assessments by other leaders in the field, by citations of the scholar’s work, and so on. While the production of a substantial body of work post-tenure is essential, amount alone is not enough. It is also crucial that that work have a recognizably distinctive and important impact on the scholar’s field by the time the scholar is assessed for promotion to full professor.

The Full Professors undertaking review of Associate Professors to promotion to Full Rank are also guided by Communication No. 9’s recognition that scholarly work can take many forms, including forms anchored in community engagement. Therefore, the full range of a scholar’s output will be assessed by the Full Professor Committee.

Time to promotion

Unlike the tenure process, there is no specified timetable for faculty at the Associate Professor rank seeking promotion to Full Professor. Nationally, a substantial number (by some measures, as high as approximately 25%) of Associate Professors *never* come up for promotion to Full Professor, *but that number is less at RU/VH institutions*. UIUC expects continued research output over the entire course of a career. Therefore, it is expected that the vast majority of Associate Professors *will* be considered for promotion to the rank of professor at our institution. While there are differences among fields nationally, and large scale data is only now being developed, some recent national measures (like that by the MLA or at Johns Hopkins Medical School) estimate that the average time in the rank of tenured Associate Professor is approximately 7 to 8 years. In our own department in the last 10 years, promotion has taken place from between year 5 (a rare occurrence) to a much longer period of a decade or more. This

document, and the institution of regularized post-tenure assessments and guidance, will assure that progress is more carefully monitored, more regularly assessed, and more fully mentored.

2. CORE CRITERIA FOR REVIEW

This section provides more detailed criteria for assessing accomplishments. The points below are organized around the language from Provost's Communication No. 9, which is as follows:

Promotion from associate professor to professor should include evidence of national or international stature in a field, supervision of graduate or professional students to degree completion (or corresponding achievements involving undergraduates for positions permitting minimal engagement in graduate/professional education), and that he or she is a leading scholar and teacher, creative artist, or provider of public service, according to the primary assigned responsibilities.

Evidence of national or international stature in anthropology

There are various measures that can be used to determine whether an anthropologist has achieved national or international stature, and there are as well different potential forms of evidence across the sub-disciplines of anthropology. For those who focus on producing major monographs, the publication of a second (post-tenure) sole-authored monograph by a major academic press or leading commercial presses with academic content, like Springer Publishers or Palgrave MacMillan is an important milestone for demonstrating stature in anthropology. We also recognize the role of edited volumes, in cases where edited volumes function to set new national agendas for discussion. For those who focus primarily on producing journal articles, stature in the field can be achieved by having produced a series of outstanding published peer reviewed articles in a particular field of specialization. This should demonstrate a sustained research trajectory that identifies the scholar as a leader in the field. A strong candidate for promotion should have a publication record that indicates that they are driving the research for the field and they are not simply one of many co-authors. A higher rate of scholarly productivity post-tenure compared to during the tenure probationary periods is generally expected.

Additional factors that can figure into determinations of national or international stature include forms of service and leadership such as service as an editor or a member of the editorial board of a high impact journal, or as an officer with a leadership role in a professional anthropological society. A record of success in obtaining large external grants is another measure of national stature in anthropology.

Supervision of graduate students to degree completion

Producing high quality Ph.D. students reflects well on the major professor, on the doctoral committee, and on the department and university. The quality of doctoral students can be reflected in their having been placed in postdoctoral positions, in tenure-lines, or in cognate private sector jobs that make use of their advanced degree. The success of graduate students in obtaining significant external grant support or placing published work in high-impact journals while under faculty supervision may be additional evidence of accomplishment by a candidate for promotion. The emphasis here is on *quality* of graduate students rather than on quantity. Limitations on the size of our graduate program and the fact that some areas of study do not attract large numbers of

graduate students mean that a range of forms of graduate student mentorship (co-advising, committee service, etc.) will also be considered.

... and that he or she is a leading scholar and teacher

Having received awards and/or honors is one sign that an individual is a leading scholar and teacher. A strong record of invited seminars at prestigious universities, of keynote addresses at major conferences, or of acting as an invited discussant for a symposium is another sign. And a record of scholarly production and success in securing external grant support as discussed above in the section on “stature” serve as evidence of an Associate Professor’s status as a leading scholar.

The candidate for promotion to Full Professor should also have a strong record of teaching. A strong record of teaching is reflected in continued evidence of high quality and high impact teaching as measured by course evaluations and teaching reviews, and by the success of one’s undergraduate as well as graduate students marked by awards, fellowships awarded, and so on, while under the guidance of the professor, or by the receipt of curriculum development awards. A strong record of teaching may also be evident in an Associate Professor’s contributions to the teaching mission of the department and the university through core courses, through the development of new courses, and/or through the development of new curriculum directions for the undergraduate and graduate programs in anthropology.

Service

While Provost’s Communication Number 9 does not specifically mention service in relation to promotion to the rank of Full Professor, we know that service is a component of all promotion reviews on our campus. As detailed at various points above, an expanding scope of service and leadership is an expected feature of a scholar’s mid-career trajectory. A record of service—through positions of leadership at the department, college or campus levels, through service to national and international professional societies, or through editorial positions—helps provide evidence of a candidate’s stature as a scholarly leader in his or her field.

Why should you be promoted to Full Professor now?

Because there is no “promotion clock” driving evaluations of Associate Professors, an implicit question for all potential Full Professor promotion cases is “why now?” Mid-career milestones such as the completion of a significant post-tenure project (as evident in a second book or a series of high-impact publications), significant awards, or positions of scholarly leadership all contribute to addressing this question. However, there is no one single “trigger” for promotion from Associate to Full Professor, as noted above, and time in rank varies greatly. A strong case will reflect a balanced set of post-tenure accomplishments commensurate with the expectations described above. Additional considerations in a department level decision about initiating a promotion review may include whether there are especially significant accomplishments over the past year or two, and whether existing work in progress would significantly contribute to the balance and strength of the case. Because neither the department nor the potential candidate benefit from a failed attempt at promotion, these questions need to be carefully considered.

3. MID-CAREER REVIEWS

To assist mid-career faculty in assessing their progress toward promotion and to offer timely guidance and support along the way, the Department of Anthropology will review all Associate

Professors on a two-year cycle, regardless of whether such review has been requested. This biennial review is a new policy intended to increase feedback during the Associate Professor years. These biennial reviews will begin in the second year after promotion to the rank of Associate Professor. By the start of the spring semester, the head will appoint a review committee of two Full Professors and ask the Associate Professor under review to assemble a dossier including post-tenure contributions to research, teaching and service along with a narrative statement describing the goals and progress of post-tenure lines of scholarship. For Associate Professors who have already undergone review, subsequent narrative statements should include an indication of how they are fulfilling or have fulfilled the recommendations from the previous review(s). On the basis of this material, conversations with the faculty member under review, observations of the faculty member's teaching, and other information, the review committee will prepare a letter of evaluation to be discussed by the committee of Full Professors. The head will then prepare a review letter for the Associate Professor under review, integrating the observations and recommendations of the review committee and the committee of full professors. The review letter will outline accomplishments to date and propose goals for the coming two or three years. That letter will be the basis of additional consultations with the head and/or members of the review committee during the semesters leading up to the next biennial review. Associate professors will have the option of deferring a biennial review for one year.

Appendix M
Department of Anthropology
Teaching Load and Course Release Policies
(presented to ANTH faculty on 1/29/15)

For tenure-line faculty:

Expected teaching load is 2/2, with courses distributed across the undergraduate and graduate levels and including higher-enrolling and smaller seminar style classes.

Modifications to this teaching load require approval by the head, and that approval will be based upon departmental needs. Reductions in teaching will be considered under the following circumstances.

- 1) Faculty who have taught cumulative instructional units (IUs) exceeding 900 in a given academic year are eligible to request a one-course release in a subsequent semester. (For faculty with reduced appointments in Anthropology [75%; 25%], the IU threshold will be reduced proportionately.)
- 2) Faculty managing grants with ICR returns to the department greater than \$15,000 are eligible to request a one-course release.
- 3) Faculty managing grants generating two RA appointments for high-priority graduate students in Anthropology are eligible to request a one-course release.
- 4) Faculty receiving competitive internal UIUC fellowships or Humanities Release Time awards that provide funds to the department for course release are eligible for course release according to the conditions of the fellowship.
- 5) Faculty in the Department of Anthropology are eligible to apply internally for a course release to enable the completion of a specific task related to their research and publication program. Requests will need to be submitted during the preceding academic year, and will be reviewed and ranked by a faculty committee. The number and timing of internally awarded leaves will be at the discretion of the head, but is not likely to exceed two in a given academic year.
- 6) Faculty applying for grants and fellowships that provide funds explicitly for salary replacement or course buyouts, should consult with the head to determine the appropriate rate (figured as a percentage of base salary) and for approval of the potential course release.
- 7) Course release arrangements for faculty appointed to administrative positions on campus providing teaching replacement funds are subject to approval by the head.
- 8) Existing course release agreements related to recruitment or retention offers are unchanged by these policies without the approval of the faculty involved. (Such course release agreements that are subject to review and renewal will be reconsidered in the light of these general policies.)

These course release opportunities cannot be combined for more than 2 course releases in a given academic year. Additional release will require alternative buyout arrangements and are subject to the approval of the head.

Faculty with teaching loads reduced through these policies should plan their remaining teaching to include at least one lower-level (100- or 200-) and/or general education requirement-fulfilling course.

Faculty with teaching loads reduced through these policies will retain all advising and service responsibilities in the department.

Team teaching: to encourage innovation in our curriculum and our continued development as instructors, faculty can propose to team teach courses as part of their standard teaching load. As part of a standard teaching load, one course per year can be team-taught. For faculty with course releases, one course out of every 4 can be team-taught.

Minimum enrollments: Courses must meet the following minimum enrollment thresholds to “count” as fulfilling a faculty member’s teaching load: 100-level classes (25); 200-level classes (15); 300- and 400-level classes (10); 500-level classes (6). In the event of a class not meeting the enrollment threshold, the course may be cancelled and/or the faculty member may take on additional teaching or other curricular responsibilities. This will be determined at the discretion of the head and in consultation with the Director of Undergraduate or Graduate Studies.

Reviewing this policy: This policy will be reviewed for renewal or amendment in three years. Factors to consider for renewal or amendment include its impact through positive increases in grant productivity/ICR, trends in departmental IUs and majors, and the transparency and equity of the administration of the policy.

For specialized (non-TT) faculty.

Instructors: Specialized faculty appointed to the instructor track have the majority of their appointment dedicated to teaching. The standard teaching load for an instructor is 3/3 with the expectation that the teaching assignments will not exceed more than 4 individual “preps” in a single academic year, and that one of the courses may be replaced by other contributions to the curriculum, subject to the approval of the head.

Teaching Professors: Specialized faculty appointed to this track have the majority of their appointment dedicated to teaching, with the expectation of additional effort devoted to their professional development related to the theory and practice of teaching. The standard teaching load for a teaching professor is 2/3 with the expectation that the teaching assignments will not exceed more than 4 individual “preps” in a single academic year, and that one of the courses may be replaced by other contributions to the curriculum, subject to the approval of the head.

Clinical Professors: Specialized faculty appointed to this track have the majority of their appointment dedicated to teaching, with the expectation that their teaching is informed by continuing applied research and service activities connected to their area of specialization. The standard teaching load for a clinical professor is 2/2.

Appendix N

UIUC's Department of Anthropology and the Ethnography of the University Initiative Composed for the external review of UIUC's Department of Anthropology

The Ethnography of the University Initiative (EUI) was founded in 2002 through a cooperative effort of faculty, staff, and students and was made possible by the conceptual, administrative, and financial support of the Department of Anthropology. Dr. Nancy Abelmann (Professor of Anthropology) spearheaded the initiative and, as a co-director, worked to build EUI into an innovative cross-disciplinary program that provides a platform for students to learn about and practice anthropology's most prized method, ethnography, in a semester-long course. EUI actively promotes ethnographic research to be conducted at the university and about the university by inviting, training, and working with faculty who wish to affiliate their courses with EUI. These courses are designed to promote student research, both undergraduate and graduate, about the university as an institution within broader social, political, and historical contexts. Foregrounding ethnography as the primary method of investigation, though other methods such as archival work, surveys, focus groups, etc. are also utilized, EUI students must learn the processes involved in conducting human subject research including applying to and gaining permissions through the Institutional Review Board (IRB).

Since its founding, EUI has worked with over 150 affiliated courses across six colleges and seventeen departments at UIUC (and at five additional colleges and universities). EUI has begun to expand its partnership to Illinois high schools, including a successful outreach program with Oak Park River Forest High School in 2014-15 and a nascent collaboration with Centennial High School in the 2015-16 academic year. More than 3,200 students have participated in over 1,100 student projects and presentations, which are archived in UIUC's digital repository, Illinois Digital Environment for Access to Learning and Scholarship (IDEALS). The EUI collection is one of IDEALS' most-used archives, with over 495,000 downloads of student research since 2005. EUI has held twenty-four (biannual) student conferences and has produced one dissertation and a number of senior honors' theses and capstone projects, as well as over fifteen articles and presentations highlighting EUI.

Today, EUI is burgeoning not least due to the Department of Anthropology's efforts to develop and support EUI since its inception. The Department of Anthropology has supported EUI administratively and financially by creating and funding program coordinator, graduate assistant, and research assistant positions to facilitate the development, maintenance, and expansion of the program. In 2014, EUI became officially housed under the Office of Undergraduate Research (OUR). However, anthropology faculty members continue to work with EUI as course instructors and members of the internal and external advisory boards, and anthropology students continue to work as graduate/research assistants (the stipend for which is funded by the Department of Anthropology), and editors of EUI's annual undergraduate research journal *Peer Review: The Undergraduate Research Journal of the Ethnography of the University Initiative*. This journal, the only one of its kind, publishes undergraduate-authored, research-based articles and multimedia pieces about the university as an institution and the university as a community.

Appendix O

CHAMP

Collaborative for Cultural Heritage Management and Policy
Department of Anthropology
University of Illinois at Urbana-Champaign

CHAMP is a strategic research center dedicated to the critical study of cultural heritage and museum practices on a global scale. It was established in Fall 2005. CHAMP has extraordinary faculty strength with more than thirty faculty members (<http://champ.anthro.illinois.edu/faculty/>) of which a core group of fifteen assist the Director (Helaine Silverman, Anthropology) and Associate Director (Paul Kapp, Architecture) as the Advisory Board and are especially engaged with each other (mutual guest lectures in each other's courses; collaborative research; publications). CHAMP faculty conduct research around the world (<http://champ.anthro.illinois.edu/projects/>) and bring that experience into the classroom.

More than a dozen graduate students work with CHAMP faculty to pursue minors in Heritage Studies and in Museum Studies (<http://champ.anthro.illinois.edu/academics/>) en route to their disciplinary doctorates (<http://champ.anthro.illinois.edu/grads/>). CHAMP faculty are training a new generation of heritage scholars, heritage managers and museum professionals capable of dealing with complex realities and of articulating progressive policies to local and national governments and other agencies. Our graduates are successful upon graduation (bottom of this page: <http://champ.anthro.illinois.edu/grads/>). The list of CHAMP courses taught over the past decade (<http://champ.anthro.illinois.edu/courses/> and <http://champ.anthro.illinois.edu/courses/past/>) reveals the multidisciplinary and interdisciplinary character of CHAMP (departments/programs represented include: Advertising; Anthropology; Architecture; Art History; Business Administration; European Union Studies; Landscape Architecture; Law; Library and Information Science; Museum Studies; Recreation, Sport and Tourism).

A highlight of CHAMP from its founding has been its spring conference program which joins international speakers with University of Illinois faculty speakers and other national speakers. CHAMP has hosted 10 conferences on campus resulting in 7 edited volumes:

2015- "Entrepreneurial Heritage and the Information Economy" → volume: *Entrepreneurial Heritage in Europe*, edited by Helaine Silverman, Matt Rosenstein and Ulrich Fuchs (in preparation, contract with Left Coast Press)

2014- "The Controversial Dead" [this led to the Stockholm conference, see below]

2013- "Encounters with Popular Pasts" → volume: *Encounters with Popular Pasts: Cultural Heritage and Popular Culture*, edited by Mike Robinson and Helaine Silverman (Springer, 2015)

2012- "Contemporary Authenticity"

2012- "Cultural Heritage and Landscape in India"

2011- "Cultural Heritage Politics in China" → volume: *Cultural Heritage Politics in China*, edited by Tami Blumenfield and Helaine Silverman (Springer 2013)

2010- "Heritage Cities" → volume: *On Location. Heritage Cities and Sites*, edited by D. Fairchild Ruggles (Springer, 2012)

2009- "Pseudo-Science: Why the Past Is Important in the Present"

2008- “Contested Cultural Heritage” → volume: *Contested Cultural Heritage: Religion, Nationalism, Erasure, and Exclusion in a Global World*, edited by Helaine Silverman (Springer, 2011)

2007- “Intangible Cultural Heritage” → volume: *Intangible Heritage Embodied*, edited by D. Fairchild Ruggles and Helaine Silverman (Springer, 2009)

2006- “Cultural Heritage and Human Rights” → volume: *Cultural Heritage and Human Rights*, edited by Helaine Silverman and D. Fairchild Ruggles (Springer, 2007)

Most recently CHAMP co-sponsored (with its partner, University of Birmingham Ironbridge International Institute for Cultural Heritage, UK) its first international conference abroad, “Trans-Atlantic Dialogues on Cultural Heritage” in Liverpool, England. The strategic international partnership with IICH has already resulted in (see above) *Encounters with Popular Pasts: Heritage and Popular Culture* (Springer 2015), edited by CHAMP’s director, Helaine Silverman and IICH’s director, Mike Robinson, and based on CHAMP’s 2013 conference on campus.

CHAMP and IICH are also advancing their plan for a hybrid MA in International Heritage Management to be offered on both campuses with students spending the Fall at Birmingham and the spring at Urbana.

In September CHAMP is co-sponsoring its second international conference abroad, “Heritage of Death,” with its partner, Stockholm University Critical Heritage Studies Network.

Edited volumes will result from the Liverpool and Stockholm conferences (with Ashgate Press).

CHAMP recently established its third international partnership, with the Heritage, Arts and Visitor Research Collaborative at York St. John University in York, England. We are in the final stages of producing the first edited volume from this collaboration, *Heritage in Action*, to be published by Springer Press in 2016.

In addition to its conferences, CHAMP sponsors and co-sponsors an active lecture program each year (champ.anthro.illinois.edu *click on menu tabs under Past Events*). Our first scheduled speakers in AY 15-16 are Morag Kersel (Loyola University) and Andreas Pantazatos (Durham University, UK) around the theme of heritage ethics and material culture.

Last spring CHAMP embarked on the creation of a signature project, *The Mythic Mississippi*, which is conceived as a long-term commitment to locally relevant research of benefit to the State of Illinois, as an opportunity for training undergraduate and graduate students in various of the disciplines participating in CHAMP, as a rich and accessible source for faculty research, and as the data basis for a potential nomination of the Mississippi River to UNESCO’s World Heritage List. We will continue to plan this initiative in the current academic year.

CHAMP is also fulfilling its service mission by being a founder member of the UNESCO Center for Global Citizenship (<http://unesco.wix.com/unesco-> *and* <https://www.facebook.com/UnescoCenterForGlobalCitizenship>), which brings together University of Illinois faculty and members of the Champaign-Urbana community through activities that further the vision and educational and cultural mission of UNESCO.

CHAMP’s two newsletters summarizing 2013 and 2014 are available on line and provide a comprehensive view of recent activities (<http://champ.anthro.illinois.edu/newsletter/>).

*** Please note that CHAMP’s website will be updated soon- the fall semester has just begun ***

Appendix P

Museum Studies Program.

Museum Studies is an interdisciplinary program that serves multiple departments in the Colleges of Liberal Arts and Sciences, Fine and Applied Arts and the Graduate School of Library and Information Science. It is housed in the department of Anthropology. The program offers a graduate minor in museum studies, effective Fall 2009. It also offers an undergraduate concentration, and serves as an informal hub of museums-related research on campus. Museum Studies courses are offered each fall and spring term. The full range of current courses is listed below. Please check the university course information pages to see which courses are available in a specific term. If you become aware of other course offerings relevant to museum studies, please contact us at museumstudies@illinois.edu.

Graduate Minor in Museum Studies

The Graduate Minor in Museum Studies is designed for MA and PhD students who wish to complement their degree program with interdisciplinary study of the theory, organization and management of museums and collections. The program offers broad coverage of different disciplines' approaches to museum theory and practice, focusing on the collaborative, international and multicultural nature of museum work. The minor is open to graduate students across campus and colleges, contingent on approval by their major advisor. Students may tailor the minor to their career goals via their choice of electives and projects.

Requirements

• MUSE 500: Problems in Museum Theory and Practice	4 hrs
• Three elective courses from approved list (at least one 500-level)	12 hrs
• Capstone project	16 hrs

Every student must complete an approved capstone internship, museum-related project, or research paper. The capstone is conducted in consultation with a three-member committee consisting of the student's major advisor, a Museum Studies Steering Committee member, and another graduate faculty member. If a student uses thesis/dissertation chapters to fulfill the capstone requirement, a Museum Studies Steering Committee member must be a formal member of their committee. Students may receive credit for the capstone via MUSE 590; all students must submit a capstone product in the form of a written document or portfolio.

Courses for Graduate Students

- MUSE 500 Core Problems in Museum Theory and Practice (every fall)
- MUSE 420 Collections Management (every other year)
- MUSE 440 Museum Registration (every other year)
- MUSE 589 Special Topics in Museum Studies
- MUSE 590 Museum Studies Capstone (every semester)
- ANTH 460/LA 460 Heritage Management (every fall)
- ANTH 473 Museums and Communities
- ANTH 560/LAW 678 Anthropology and Law
- ARTH 460 Museum Management (summer abroad program)
- ARTH 539 Academies of Art
- ARTH 560 Collections, Museums & Patrons
- LIS 490 Museum Informatics (every year)
- LIS590 Library and Museum Exhibitions
- THEA 457 Model Making for the Stage

- ANTH, ARTE, ARTH, LA, LIS graduate seminars specifically about museums

Courses for Undergraduate Students

- MUSE 200 Introduction to Museums (every fall)
- ANTH 462/ARTH 462/LA 472 Museum Theory and Practice (every spring)
- MUSE 250/ANTH 250 The World through Museums (gen ed; every spring)
- MUSE 330 Learning in Museums (every other year)
- MUSE 389 Seminar in Museum Studies
- MUSE 390 Museum Internship
- MUSE 420 Collections Management (every other year)
- MUSE 440 Museum Registration (every other year)
- ANTH 460/LA 460 Heritage Management (every fall)
- ANTH 473 Museums and Communities
- ARTE 260 Museums in Action (every year)
- ARTH 460 Museum Management (summer abroad program)
- HIST 314 Material Culture
- LIS 490 Museum Informatics (every year)
- THEA 457 Model Making for the Stage
- ANTH, ARTE, ARTH, LA, LIS undergraduate seminars specifically about museums

For more information about both graduate and undergraduate curricula, museum studies events and other resources, please direct contact Dr. [Susan Frankenberg](#), Museum Studies Program Coordinator.

Appendix Q

Public Service Archaeology & Architecture Program (PSAAP)

About

The Public Service Archaeology & Architecture Program is a full-service cultural resource management and research program sponsored by the Department of Anthropology, University of Illinois at Urbana-Champaign. Initiated in 1991, the program conducts a variety of research and cultural resource management projects for federal, state, and local agencies and private organizations in prehistoric and historical archaeology. Projects have been conducted across the continental United States with a focus in the Midwest. These projects provide funding and research opportunities for graduate and undergraduate students in the Department of Anthropology.

The mission of the Public Service Archaeology & Architecture Program is to assist the Department of Anthropology's mission in providing teaching, research, and public service to the larger community. As one of the premier departments in its field, the Department of Anthropology attracts some of the brightest and most talented undergraduate and graduate students in the country. The first goal of the program is to supplement the ability of the Department to teach archaeology to its students by providing opportunities for participation in field and laboratory research. The second goal of the program is to promote and conduct innovative and quality archaeological research through sponsored research projects. The final goal of the program, denoted by its title, is to provide public service to federal, state, and local governmental agencies as well as private organizations and individuals. Public service activities range from helping organizations fulfill legal requirements concerning the identification and evaluation of cultural resources to the dissemination of information through publications and presentations.

Staff

The program maintains a full-time staff of two Ph.D.-level archaeologists who are project directors, research specialists, an Archaeological Historian and five M.A.-level archaeologists who act as project directors. The support staff includes two graphic artists and 10-15 full- and part-time field crew members.

Dr. Kevin P. McGowan (Ph.D. University of Illinois 1990) is the Program Director. With nearly 20 years of experience in eastern North American archaeology, Dr. McGowan has directed a wide variety of archaeological projects in the Midwest including Phase I surveys, Phase II evaluation and Phase III mitigation projects. The projects have included both prehistoric and historic archaeological sites. His research interests include the archaeology of the Midwest and Eastern United States.

Gregory R. Walz (M.A. Western Michigan University 1991) is a Research Associate with the program. He has more than ten years experience in eastern North American archaeology and has directed a number of survey and excavation projects. In addition, he serves as paleobotanical analyst for the program and has conducted a number of botanical analysis from sites throughout eastern North America. His research interests include eastern North America,

paleobotany, agricultural systems, and subsistence/settlement systems. Email: gwalz@netonecom.net

Eva Pajuelo-Flores (M.A. University of Illinois 2006, C.Phil 2006) is a Public Service Archaeology Specialist. She has worked in the Midwest and the Andes leading survey and excavation crews. Her interests include settlement studies using GIS, ceramic technology, social archaeology, and public education.

Marcy Prchal (MPhil University of Glasgow, 2003) is the program's Architectural Historian. She has worked in the Midwest and Europe doing architectural and archaeological survey and evaluation. Her research interests include eighteenth and nineteenth century North American architecture and urban development. Email: gurski@illinois.edu

Alice Berkson (M.A. Illinois State University 1992), Staff Historian, has worked in Illinois archaeology for more than 35 years on both prehistoric and historic period research. Her interests include post-contact Native American archaeology and public archaeology, including long-time involvement with the avocational organization Illinois Association for Advancement of Archaeology and the new Illinois Master Naturalist program.

Susan Brannock-Gaul (B.A. University of Illinois 1991) is the program's Graphics Coordinator. With degrees in Visual Arts and Anthropology, she has created figures for archaeological reports since 1991. Her work with the program includes artifact illustration, photography, scanning, the creation of topographic maps from digital files, and producing illustrations with a variety of design, drawing, and photographic software. Email: sbrannoc@illinois.edu

Christopher Flynn - Historic Research

Michael Smith (B.A. Western Michigan University 1998) is the program's lab director. He has worked in Midwest archaeology for over ten years. He supervises the processing, identification, and curation of the program's artifact assemblages as well as assisting with historic background research on projects. His research interests include material culture studies and historic period archaeology.