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Academic Program Review Self-Study  
Spring 2009- Spring 2018

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Prepared by

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## **CRITERION 0. INTRODUCTORY SECTION AND BACKGROUND INFORMATION**

**UNM Anthropology.** Over the past 90 years, the faculty, students, and staff of the Department of Anthropology at the University of New Mexico have established an outstanding national and international reputation through their research, teaching, and service to the diverse communities in which they live and work. Numbered among its past and present faculty are 10 members of the National Academy of Sciences, two MacArthur Foundation fellows, six members of the American Academy of Arts and Sciences, nine UNM distinguished professors, one UNM president, four University Regents, and presidents of the American Anthropological Association, the American Association of Physical Anthropologists, the American Ethnological Society, and the Society for American Archaeology.

In addition to conducting seminal research on the history, culture, and biology of the peoples of the US Southwest, faculty and students in Archaeology, Ethnology and Evolutionary Anthropology have conducted research on five continents, and they have active field sites in New Mexico, Hawaii, North Dakota, Michigan, Louisiana, Arizona, Portugal, Belize, Spain, Peru, Honduras, Chile, Brazil, Colombia, Ecuador, Bolivia, Argentina, Israel/Palestine, Nicaragua, Canada, Mexico, China, Vanuatu, Ethiopia, and Uganda. Annual summer field schools, which began under Edgar Lee Hewett in 1928, have continued at various sites, including Chaco Canyon, the Diamond Tail Ranch, the Valles Caldera National Preserve, Deann's Folsom Site, the Water Canyon Paleoindian Site, central New Mexico (Paa-ko, Kuaua, San Marcos, Astialakwa, and Tyuonyi), Israel/Palestine, and Hawaii.

The goal of this APR self-study is to develop a comprehensive strategy to continue and expand upon this 90-year history of excellence. We have identified several strengths of our program, including the consistent placement of our graduate students in tenure-stream faculty positions, the implementation of assessment protocols for our undergraduate degree programs and core courses, and the high productivity of our faculty. We have also identified several areas of concern related to declining undergraduate enrollments, rising student loan debt, and the need to provide our students with measurable skills that will help them achieve their personal and professional goals. We look forward to receiving critical and constructive feedback from the external review team.

*0A. Executive Summary that provides a one to two-page summary/abstract of the information contained within the Self-Study Report.*

**Executive Summary.** The mission of the UNM Department of Anthropology is to create, disseminate, preserve, analyze and apply knowledge about human sociocultural, biological, and linguistic diversity and change in past and present environments for the betterment of society. The goals of this self-study are to assess the strengths and weaknesses of the department in fulfilling this mission over the past 10 years, and to develop a list of recommendations that will enhance the quality of research, teaching, and service moving forward.

Key findings and recommendations include:

### **Undergraduate Program**

**Strengths.** Anthropology undergraduates are routinely accepted into top-tier graduate programs, and they are employed in diverse fields. Over the past three years, the Anthropology Department has developed student learning objectives for each degree program and protocols to assess success in meeting curricular objectives.

**Areas for improvement.** In 2013, after decades of steady increase, enrollments began to drop in Anthropology and other social science programs across the country. At UNM, the number of majors in anthropology declined by 29 percent between fall 2014 and fall 2017.

In Criterion 4F, we outline a series of steps intended to reverse the trend of declining enrollments, including improvements to assessment, expanded collection and analysis of enrollment and retention data, expanded tracking of employment and graduate-school placement, creation of new courses that engage with the interests and career aspirations of a broader range of students, and creation of a human biology program that articulates with biology, epidemiology, the School of Nursing, and the School of Medicine.

### **Graduate Program**

**Strengths.** The graduate program excels in preparing students for academic positions; since the last APR, graduate students have published more than 100 peer-review articles and received in excess of 50 research grants, and more than 20 graduates of the PhD program have received tenure-stream academic positions. Archaeology and Evolutionary Anthropology are among the top programs in the US in placing PhDs into tenure-stream positions. Students have also excelled in obtaining non-academic positions in diverse fields and leadership positions in a range of public, private, and non-profit organizations.

This success in part reflects the continued national and international reputation of the anthropology faculty, as exemplified most recently by the election of Dr. Patricia Crown to the National Academy of Sciences. It also reflects the fact that, over the past 10 years, the department has accepted fewer graduate students and increased graduate student funding.



Additionally, Archaeology instituted a highly competitive Public Archaeology master's program that serves as a separate track for students who wish to enter the profession as consulting archaeologists, work for governmental organizations, or advocate on behalf of heritage management.

**Areas for improvement.** Despite these successes, a survey of graduate student alumni suggested several areas for improvement, including helping students to reduce loan debt, following the lead set by the Archaeology program in helping students to prepare for non-academic career paths, and implementing skill-oriented assessment protocols. The Archaeology subfield has taken an initiative to facilitate mentoring and extensive training in labs on and off UNM campus that will fulfill skills requirements and provide technical expertise.

### **Department Personnel**

**Strengths.** UNM Anthropology has a 90-year history of excellence in research. The department ranked 13<sup>th</sup> of 82 institutions in faculty research activity according to a 2010 study by the National Research Council. Since 2008, anthropology faculty have published 16 books and more than 350 articles in leading academic journals, and they and their students have received external funding totaling in excess of \$10 million. Recently, the department secured new office and laboratory space for one archaeologist and two evolutionary anthropologists in the Physics/Astronomy and Interdisciplinary Science (PAIS) facility, scheduled to be completed in 2019. The new space will permit faculty members to conduct cutting-edge research in radiogenic and stable isotope analyses, human-environment interactions, and human and non-human primate reproductive ecology, and it will help the department attract top-quality faculty and graduate students. Additionally, it fills a UNM and NSF priority for interdisciplinary research by creating a facility specifically designed to create synergy among students and faculty working across disciplinary boundaries. In the last three years, the department, the Ethnology faculty, the Alfonso Ortiz Center for Intercultural Studies, and the Maxwell Museum, in collaboration with the Tlowtisis Nation of Kwakwaka'wakw Indians, have redressed the historic injustice involved in the illicit acquisition of the Smith Family Totem Pole. These activities put the department at the cutting edge of decolonizing both museums and the discipline of anthropology.

### **Areas for Improvement.**

Criterion 5 documents concerns related to salary compression, funding for new-faculty start-ups, and facilities. In support of nationwide and UNM efforts to end sexual and gender-based harassment and discrimination, the department will supplement mandatory annual OEO training by inviting OEO to give an annual presentation to explain new and existing reporting policies and to provide faculty with a list of university resources. Additionally, new mentoring policies will be developed to support faculty members. The department faces staffing shortages caused by the retirements and changes in college policies, such as the centralization of IT. Within the constraints of the limited resources available to it, the department will seek innovative solutions to deal with these staffing shortages.

## **Department Facilities**

Since the last APR, using curricular fees, the department annual operating budget, retention agreements, and start-up funds, the department has been able to improve laboratory and classroom space. A full summary of facilities upgrades is listed in Criterion 7.

*OB. A brief description of the history of each degree/certificate program offered by the unit.*

**Overview.** Undergraduate and graduate instruction in anthropology began at UNM in 1928. The first BA and MA degrees were conferred in 1931, and the first PhD was awarded in 1948. Since 2008, the department has awarded 618 baccalaureate degrees, 145 master's degrees, and 91 doctorates. In that time, more than 20 graduates of the PhD program have obtained tenure-stream academic positions.

**Subfields.** When the department was established in 1928, its official name was "The Department of Archaeology and Anthropology," and three courses were offered: General Anthropology, American Archaeology, and Social Anthropology. The department was renamed "The Department of Anthropology" in 1935, signifying its intention to build a faculty with expertise in archaeology, ethnology, and physical anthropology. Today, the department is comprised of three subfields: Archaeology, Ethnology, and Evolutionary Anthropology. This subfield structure and a broad commitment to 3-field anthropology shapes the content of the department's undergraduate and graduate curricula.

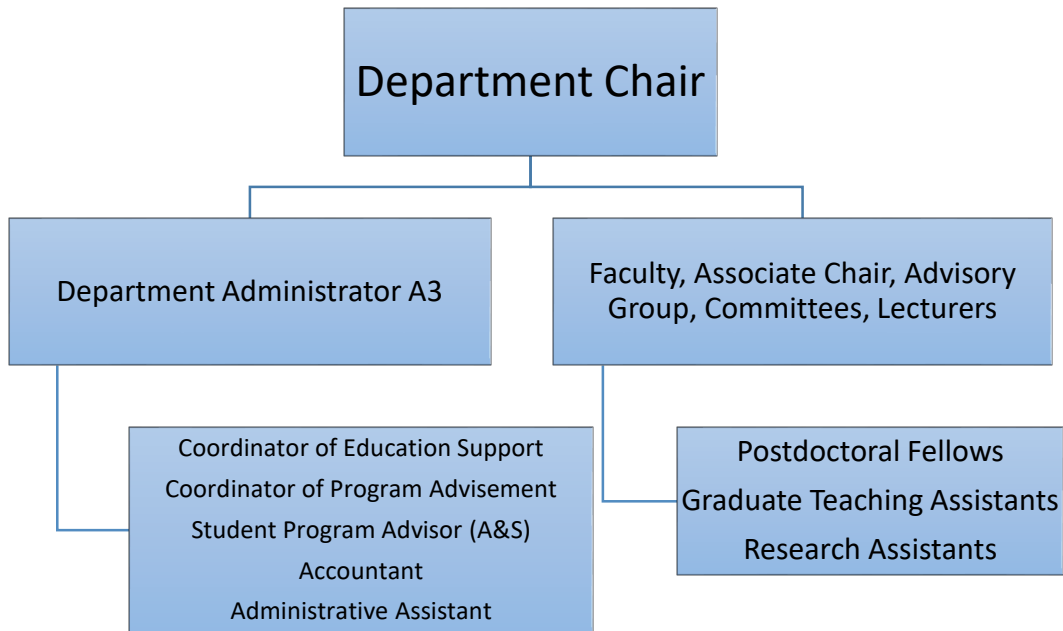
**Affiliated organizations.** The Museum of Anthropology became Albuquerque's first public museum in 1932. In 1972, it was renamed the Maxwell Museum of Anthropology in honor of philanthropists Dorothy and Gilbert Maxwell. The museum plays a major role in identifying and preserving archeological sites in New Mexico through the Office of Contract Archeology, which was founded in 1973 as a semi-autonomous unit of the department and is now a research division of Maxwell Museum.

The department houses two professional journals. In 1945, Professor Leslie Spier founded the *Southwestern Journal of Anthropology*, renamed the *Journal of Anthropological Research* (JAR) in 1973. JAR is currently edited by Leslie Spier Distinguished Professor Emeritus Lawrence Strauss. *Human Nature: An Interdisciplinary Biosocial Perspective* has been edited by Distinguished Professor Emerita Jane Lancaster since its founding in 1990.

In 1999, the Department and Maxwell Museum established the Alfonso Ortiz Center for Intercultural Studies, named in honor of Professor Alfonso Ortiz, a faculty member from 1974 to 1997. The center promotes equitable partnerships between communities and the University of New Mexico through collaborative programs in the humanities and public anthropology.

OC. A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.

**Department of Anthropology Administrative Organization**



**Department Chair.** Responsible for the daily operation of the department, including management of the budget, personnel, and facilities.

**Associate Chair.** Appointed by the Department Chair to assist with administrative duties.

**Advisory Group.** The department chair convenes an Advisory Group (AG) comprised of the conveners of the three subfields, the directors of the Undergraduate and Graduate Committees, and the Associate Chair. The AG assists the chair with planning, policies and procedures.

**Subfield Conveners.** Coordinate subfield business, including graduate student admissions, teaching assignments, course scheduling, annual student progress reports, subfield hiring plans, nominations for hiring committees, student advisement, allocation of graduate funding, and selection of part-time instructors.

**Undergraduate Committee.** Comprised of three representatives, one from each subfield, to advise undergraduate students, coordinate program and HED-course assessment, and assist the chair with planning, policies and procedures.

**Graduate Committee.** Comprised of three representatives, one from each subfield, the Coordinator of Program Advisement and the Department Administrator, to advise graduate students, coordinate program assessment, select graduate awards and scholarships, and assist the chair with planning, policies and procedures.

**Department Administrator.** Provides administrative oversight of daily operations and staff, provides support to the Department Chair, deals with publicity, and coordinates support activities for students and faculty.

**Department Accountant.** Provides fiscal monitoring, processes reimbursements for travel and other expenses, provides guidance on policies and procedures related to grant submissions and other fiscal matters, and monitors and oversees grants.

**Coordinator of Program Advisement.** Serves as the graduate advisor in the department, guides graduate students on course of study, processes contracts for graduate teaching and research assistantships, and provides information regarding awards, funding opportunities, and campus resources.

**Coordinator of Education Support.** Assists the Department Administrator with curriculum, scheduling, inventory control, facilities management, and instructional resources.

**Student Program Advisor.** Provides undergraduate advisement on course of study, processes transfer evaluations, and provides reporting on the undergraduate program.

**Administrative Assistant.** Provides office support including reception, mailing services, supplies, and copy equipment.

*OD. Information regarding specialized/external program accreditation(s) associated with the unit, including a summary of findings from the last review, if applicable. If not applicable, indicate that the unit does not have any specialized/external program accreditation(s).*

**Master's in Public Archaeology.** The Public Archaeology master's program trains students for professional careers outside of traditional academic settings. In addition to core curriculum requirements that mirror those in the PhD program, the Public Archaeology master's program provides training in historic preservation and Antiquities Act compliance, professional ethics, and heritage management. The capstone of the program is a required internship. The program articulates with the UNM Museum Studies graduate (MA/MS) program in areas such as CRM, collections management, heritage, and conservation; it is expected that this articulation will grow in coming years. Graduates of the Public Archaeology master's program are employed in federal, state, local, and tribal government, private CRM firms, engineering firms, museums, and as independent consultants.

**Museum Studies Program.** The Museum Studies Program provides students with academic training in essential aspects of museology. The curriculum equips students with a range of museum skills and enables them to tailor learning to their career objectives. The program offers: 1) an undergraduate certificate, 2) an undergraduate minor, 3) a professional development graduate certificate, 4) a graduate minor, and 5) a graduate degree in museum studies. The Museum Studies Program is separate and distinct from Anthropology and will be subject to a separate APR.

*OE. A brief description of the previous Academic Program Review Process for the unit. The description should:*

- *note when the last review was conducted;*

**2008 Academic Program Review.** The self-study for the last APR was completed in October 2008 by the chair of the department, Michael Graves, the Associate Chair, Marta Weigle, and the Department Administrator, Jennifer George. The external review report was submitted on January 19, 2009 by Timothy Earle (Anthropology, Northwestern University) acting as Chair, Melissa Axelrod (Linguistics, University of New Mexico), Yolanda Moses (Anthropology, University of California, Riverside), and Richard Wrangham (Anthropology, Harvard University). The department response to the external review report was submitted by Michael Graves on May 23, 2009.

- *provide a summary of the findings from the Review Team Report;*

**Areas of concern highlighted by the review team:**

**Hiring Plan.** The review team noted that the three subfields of the department had developed independently, resulting in unevenness in the distribution of program strengths and a lack of integration with respect to achieving broader departmental goals. They recommended that the department think about integration as they developed a new strategic hiring plan. In this vein, they cautioned against replacing department faculty on a one-to-one basis, a strategy they called “pothole filling,” which they noted was ineffective as a means to achieve distinction.

**Graduate Programs.** The review team concluded that:

- a. The faculty accepted too many graduate students and funded them poorly. The committee noted, for example, that the department accepted 57 students in 2003 and 36 students in 2007.
- b. The outdated comprehensive examination format slowed time to completion of degree and failed to prepare students to conduct research.
- c. Faculty failed to adequately engage undergraduate students in research.

**Facilities.** The review team noted that facilities in the Anthropology Annex and Bandelier were “ineffective and dangerous.”

**Committee recommendations to the Department of Anthropology and the UNM administration (copied directly from their report):**

1. **Create a 10-year [hiring] plan** used to guide future hiring that will deserve strong support from the University. This plan should identify clearly the focus for each subfield and the themes that bind the subfields together within the overall objectives of the department.
2. **Reduce the size of the entering graduate class** perhaps to 10 to 12 students and provide them with a multi-year package of support. **Speed the time to degree** and professionalize the teaching process by eliminating the comprehensive exams and replacing them with a new system that evaluates the student’s abilities to write grant proposals and publish papers.
3. **Authorize the hiring of a new Director for the Ortiz Center** and a new Ethnology faculty member.
4. **Strengthen the successful undergraduate program** with an expanded honors program, better staff support, and recognition for faculty investment in students.
5. Place **renovations of the Anthropology Annex and in the Bandelier basement** as a high priority for capital improvement

• *indicate how the Unit Response Report and Initial Action Plan addressed the findings*

1. **Create a 10-year hiring plan.** The department created a 10-year hiring plan organized into four clusters:  
Cluster 1. Cultural dynamics and human adaptation  
Cluster 2. Evolutionary and environmental studies of contemporary and past human groups  
Cluster 3. Expressive culture and preservation in a globalizing, developing world  
Cluster 4. Integrative analyses of sustainability related to land, water, health, and food

The plan targeted four hires in Ethnology, two in Archaeology, two in Evolutionary Anthropology, and two in any one of the three subfields. Cross-cutting all four clusters, the department committed to continue its geographic focus on the US Southwest, Latin America, and indigenous groups throughout the world.

2. **Reduce the size of the entering graduate class and speed the time to degree.** The department agreed to reevaluate admissions and comprehensive examinations policies.
3. **Authorize the hiring of a new Director for the Ortiz Center.** The hiring plan also included a faculty member who would serve as Director for the Ortiz Center.

4. **Strengthen the successful undergraduate program.** The department accepted the recommendation of the review team to hire a 0.50 FTE administrative assistant to support the undergraduate program. The department also accepted the recommendation to enhance the honors program, and it agreed to recognize faculty who invested in undergraduate students, but it did not provide recommendations for how to do so.
  5. **Renovations of the Anthropology Annex and the Bandelier basement.** The department proposed to renovate and expand the Anthropology Annex. The proposal called for the gutting of interior space in the existing building, a two story addition to the western elevation to eliminate a below-grade loading ramp, installation of a handicap accessible elevator, a new HVAC system, sprinklers, and upgraded telecommunications and electrical systems. For the space in Bandelier, the Department proposed to renovate one of the windows to allow egress in case of emergency. Other proposed upgrades included lighting, HVAC, telecommunications, painting, installation of electrical outlets, and furnishings.
- *provide a summary of actions taken in response to the previous APR.*

1. **Create a 10-year hiring plan.** Since the previous APR, department hired twelve tenure-stream faculty members:

Clusters 1, 3, and 4.

1. Ronda Brulotte, a Latin Americanist cultural anthropologist (hired 2009) (transferred to Department of Geography and Environmental Studies, January 2017)
2. Erin Debenport, a linguistic anthropologist, (hired 2010) (took job at UCLA, August 2016)
3. Lindsay Smith, a science and technologies studies cultural anthropologist (hired 2012) (transferred to Department of Geography and Environmental Studies, January 2017)
4. Cristobal Valencia, a cultural anthropologist who studies the politics of natural resources (hired 2012) (dismissed September 2016)
5. A new cultural anthropologist, who works in both Latin America and North America; will not be in residence until August 2019

Cluster 2.

6. Heather Edgar, an evolutionary anthropologist specializing in biocultural anthropology and bioarchaeology in the US and Mexico (hired 2010)
7. Melissa Emery Thompson, an evolutionary anthropologist specializing in non-human primate reproductive and behavioral ecology (hired 2013);
8. Hannah Mattson. Ceramic technology, personal adornment, materiality, social identity, ritual practice, agricultural production and agrarian settlement organization, public archaeology, US Southwest (hired 2018).
9. Siobhan Mattison, an evolutionary anthropologist specializing in kinship, parenting, reproduction, and social inequality in China and Vanuatu (hired 2015).

10. Emily Jones, a zooarchaeologist who studies human-environment interactions, evolutionary ecology, public archaeology, and Paleolithic Europe. Dr. Jones directs the Public Archaeology MA (hired 2012)
11. Loa Traxler, a Mayanist archaeologist who studies complex societies and architecture and the built environment in Mesoamerica. Dr. Traxler directs the Museum Studies Program (hired 2013).
12. Bruce Huckell, an archaeologist specializing in hunter-gatherer paleoecology, lithic technology, geoarchaeology, Paleoindian and Archaic periods, and the US Southwest and Plains. (hired 2014)

Other hires.

13. Carla Sinopoli. In 2018, the Department conducted a successful search for the new Director of the Maxwell Museum of Anthropology. Dr. Sinopoli is a tenured Full Professor in the Department.

Two of the above hires (Mattson and the new Ethnologist) were made possible by the retention offer to Dr. Patricia Crown, who was elected to the National Academy of Sciences in April 2014.

- 2. Reduce the size of the entering graduate class and speed the time to degree.** The establishment of a terminal-degree Public Archaeology master's program made it possible to transition to fewer admissions to the archaeology PhD program. Prior to 2010, upwards of 12 new students were admitted each year to the PhD program. Currently, successful admissions to the PhD program number about 3 to 6 new students each year. Another 4-5 students are admitted to the Public Archaeology master's program. The master's degrees associated with the PhD program and the Public Archaeology master's program have virtually the same requirements, except for a project or paper that distinguishes the final requirement for each. Students wishing to transition from the Public Archaeology to the PhD program need to reapply.

Since the last APR, Ethnology has increased graduate funding for its incoming classes which have been reduced to 4-6 students per year; ethnology students seeking a PhD have become increasingly successful in securing both intramural and extramural funds. Ethnology has concluded that its current system of administering comprehensive exams before the beginning of the second year, followed by special exams and publicly-defended research proposals in the third year, provides students with skills and knowledge required for placement in the workforce.

Since the last APR, the Evolutionary Anthropology subfield has accepted 2-5 graduate students per year. On average, 1-3 per year students have enrolled in the program. The department has funded all students for a minimum of three years; in many cases, students are fully funded through graduation. The comprehensive exams now consist of an NSF-formatted or NIH-formatted grant proposal.



3. **Authorize the hiring of a new Director for the Ortiz Center.** Dr. Beverly Singer was appointed Director of the Ortiz Center in 2000. Following her retirement in 2016, Dr. Lea McChesney, Curator of the Ethnology Collection in the Maxwell Museum, was appointed Director of the Ortiz Center in 2017.
4. **Strengthen the successful undergraduate program.** The Honors program maintains annual enrollments of 6-12 students. Faculty mentorship of Honors student research is annually recognized at the department's commencement ceremony and in the department's newsletter. The department has expanded funding for undergraduate research through two new endowments (the Ann Ramenofsky Honors Fellowship Award and the Maxine Graves Undergraduate Award), which each provide up to \$500 per student to support research expenses. The Barbara MacCaulley Endowment now provides two awards annually of \$500 each, and the John Martin Campbell Undergraduate Research Award provides two awards of \$250 per year. The Hibben Trust has created an Undergraduate Research and Training Fellowship that provides funding for 2-3 students per summer who participate in field schools.
5. **Renovations of the Anthropology Annex and the Bandelier basement.** Renovations to the Anthropology Annex over the past 10 years include:

- 2012 Renovation to create a Zooarchaeology Lab in Annex 108 (1/3 funded by Jones start-up, 1/3 funded by F&A, and 1/3 funded by Curricular Fees)
- 2014 Creation of Archaeology Graduate Student Study Area in B06  
Installation of a sump pump to drain flood water away from building (funded by Crown retention package)  
Addition of wireless access
- 2015 Creation of Archaeology Graduate Student Computer Lab in B06A  
Creation of Zooarchaeology Lab in Annex in B04
- 2017 Upgrade and replacement of HVAC and lighting and addition of storm windows (funded by Crown retention package)
- 2018 Renovations including enlarging and modernizing of seminar room, Annex 120 (funded by Crown retention package)

There have been no renovations to the Bandelier basement, and the faculty member who used that space has retired from the university. The department currently uses the area for storage.

### *Challenges since the last APR*

In 2015 - 2016 the department experienced a series of personnel crises that began with allegations made by students of sexual harassment and gender discrimination against a male junior faculty member. This individual was ultimately dismissed by UNM. The handling of these complaints and concerns over privacy and retaliation led two female Associate Professors and one Assistant Professor, who were mandated reporters of the harassment allegations, to leave the department. One secured employment at another university. With assistance from the College of Arts and Sciences, the remaining two faculty moved their faculty and funding lines from the Anthropology Department to another department.

The department continues to work with OEO, A&S, Faculty Senate, and the University Counsel to assure that we develop departmental policies and procedures that ensure the safety of students, faculty, and staff; adopt best practices for crisis communications; protect the confidentiality of mandated (and other) reporters; and ensure no one is exposed to retaliation.

## **CRITERION 1. STUDENT LEARNING GOALS AND OUTCOMES**

The unit should have stated student learning goals and outcomes for each degree/certificate program and demonstrate how the goals align with the vision and mission of the unit and university. (Differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

*1A. Brief overview of the vision and mission of the unit and how each offered degree/certificate program addresses the vision and mission of the unit.*

### **Anthropology Mission Statement**

The mission of the Department of Anthropology is to create, disseminate, preserve, analyze and apply knowledge about human sociocultural, biological, and linguistic diversity and change in past and present environments for the betterment of society.

### **Anthropology Vision Statement**

**Archaeology.** To understand from the analysis of material objects and residues the processes and contexts of human cultural and biological change.

**Ethnology.** To affirm the unity of humankind and the universality of human rights, challenging the unfolding variations on racism through a commitment to multiple forms of critical inquiry.

**Evolutionary Anthropology.** To understand how evolution has molded all aspects of human uniqueness and diversity and to use this knowledge productively.

*1B. Relationship of the unit's vision and mission to UNM's vision and mission. In other words, to assist the university in better showcasing your unit, please explain the importance of its contribution to the wellbeing of the university, including the impact of the unit's degree/certificate program(s) on relevant disciplines/fields, locally, regionally, nationally, and/or internationally?*

### **UNM Mission Statement**

The University will engage students, faculty, and staff in its comprehensive educational, research, and service programs.

- UNM will provide students the values, habits of mind, knowledge, and skills that they need to be enlightened citizens, to contribute to the state and national economies, and to lead satisfying lives.
- Faculty, staff, and students create, apply, and disseminate new knowledge and creative works; they provide services that enhance New Mexicans' quality of life and promote economic development; and they advance our understanding of the world, its peoples, and cultures.

- Building on its educational, research, and creative resources, the university provides services directly to the city [Albuquerque] and state [New Mexico], including health care, social services, policy studies, commercialization of inventions, and cultural events.

**Teaching.** Anthropology teaches nine courses that meet UNM Core Curriculum requirements. These classes are distributed in two of the state’s Higher Education Core Curriculum Areas: 101, 130 and 220 are part of the Social and Behavioral Sciences Area, and 120, 122L, 150, 151L, 160, and 161L are part of the Physical and Natural Sciences Area. Additionally, the department offers dozens of upper-level courses taken by students who major in diverse disciplines throughout the university. These classes disseminate knowledge about, and promote critical analysis of, the data, theory and methods that anthropologists and other social scientists use to study human sociocultural, biological, and linguistic diversity and change. Through these core courses and others in the department, students gain a deeper understanding of who we are, how we became this way, and what we can do to solve the problems facing our species. As such, these classes promote all three components of UNM’s mission statement.

**Research.** In terms of the creation and dissemination of new knowledge and creative works, since 2009 our faculty have produced over 350 peer-reviewed journal articles and book chapters, five single-authored books, eleven edited books, and hundreds of conference abstracts. Additionally, faculty have received grants in excess of ten million dollars.

**Service.** In terms of the third component of UNM's mission statement, faculty and graduate students work in communities within the state, conducting research that is used in educational materials, signage in parks and museums, and helping communities understand their past. Both faculty and students give public lectures throughout the state. The Office of Contract Archeology (OCA), through its cultural resources management (CRM) program, conducts “innovative, large-scale, interdisciplinary cultural resources studies throughout New Mexico and adjacent portions of Arizona, Colorado, and Texas.” Additionally, by training archaeology students in CRM, OCA also directs a flow of professionals who serve the needs of communities across the state. Likewise, the Chaco Culture National Historical Park Museum Collection Facility conserves and makes accessible the most important archaeological site in this state. Students in service learning courses help clean and analyze artifacts, give tours at national parks, and volunteer at the annual Archaeology Day activities. Finally, the Alfonso Ortiz Center for Intercultural Studies is dedicated to public service through its mission that “promotes equitable partnerships between communities and the University of New Mexico through collaborative programs in the humanities and public anthropology.”

The Hominoid Reproductive Ecology Laboratory was established in 2008 with co-directors Martin Muller and Melissa Emery Thompson. Renamed the Comparative Human and Primate Physiology Center (CHmPP), the laboratory focuses on analysis of biomarkers of stress, reproductive function, and health, and has a particular emphasis on non-invasive methods that allow comparisons across great apes. The CHmPP is an internal service center at UNM, providing lab analysis for other campus entities.

The environmental Archaeology and the Center for Stable Isotopes (CSI) radiocarbon laboratories, directed by Keith Prufer were developed to advance new applications of sample preparation for radiocarbon dating and isotopic analysis of poorly preserved and potentially contaminated organic materials from archaeological or paleoecological research. The laboratories engage in student training, sponsored research, and as a service center through CSI, an interdisciplinary center led by faculty from EPS, Biology, and Anthropology. CSI and Radiocarbon will deepen their collaborative relationship when they occupy adjacent laboratory, office and seminar spaces in the new PAIS building starting in 2019.

*1C. Program goals and student learning outcomes for each degree/certificate program within the unit. Include an explanation of how they are current and relevant to the associated discipline/field. In accordance with the Higher Learning Commission's criteria for accreditation, student learning goals and outcomes should be articulated and differentiated for each undergraduate and graduate degree and post-graduate and certificate program.*

**Anthropology Program Goals.** A primary goal of the Department of Anthropology is to create, disseminate, preserve, and critically analyze and apply knowledge about human diversity and change in past and present environments. With this goal in mind, the undergraduate curriculum in Anthropology has focused on communicating knowledge about human uniqueness and diversity and helping students to think critically about the sociocultural and subsistence challenges that have faced our species at different places and times. Though the curriculum has emphasized knowledge and critical thought, it has also imparted skills related to methods of inquiry, data collection, methods of analysis, and oral and written communication.

In the minds of many anthropology faculty, this combination of knowledge and skills has been successful in preparing students to lead fulfilling and productive lives. The current trend towards formal “outcomes assessment” recognizes that university programs have not adequately formalized their student learning objectives in the context of a clear and compelling mission. Additionally, anthropology programs have often made insufficient effort to communicate the value of their teaching and research to their students and to the public.

In recognition of these shortcomings, over the past 10 years, the Anthropology Department has developed Broad Learning Goals (BLGs) and Student Learning Objectives (SLOs) for each degree program, and it has developed protocols to assess its success in meeting curricular objectives. These objectives are posted on the [department website](#) and in course syllabi.

The BLGs and SLOs for undergraduate degrees are listed below. They are relevant to the discipline because they were written by faculty members within each subfield after extensive discussions about what they wanted students to know and to be able to do when they graduated from UNM. They are current because they were written within the last three years.

## **Undergraduate Program**

### **Archaeology BA and BS**

#### ***Broad Program Learning Goals:***

1. Use an evidence-based approach to evaluate the range of theories and interpretive approaches regarding the causes and consequences of major transitions in human history;
2. Describe the kinds of evidence and the techniques involved in archaeological research;
3. Identify and evaluate scientifically credible vs. non credible sources of information in archaeological research;
4. Understand and be able to communicate the importance of Cultural Resource and Heritage Management;
5. Acquire skills necessary for entry level employment or advanced study in archaeology.

#### ***Student Learning Objectives:***

1. Identify multiple lines of evidence that have been used in theories concerning behavioral and cultural changes in human history (Broad Program Goal 1)
2. Recognize and distinguish between categories of material evidence used in archaeological research (Broad Program Goal 2 & 3)
3. Apply field and laboratory skills to the collection and analysis of archaeological evidence. (Broad Program Goal 2 & 5)
4. Use a scientific methodology to evaluate dynamic links between humans and environments through time (Broad Program Goal 3)
5. Summarize current legal protections regarding the treatment of human remains and archaeological remains on public and private lands (Broad Program Goal 4)

### **Ethnology BA**

#### ***Broad Program Learning Goals:***

1. Describe ethnology's focus on 'culture' as behavior that is acquired in social contexts, behavior that varies from social context to social context, behavior that is not biologically determined.
2. Describe the scientific method as it applies to the documentation and analysis of learned behaviors, those varieties of behavior acquired in social contexts.
3. Describe the ethnographic approach to behavior as first articulated by Bronislaw Malinowski in the "Introduction" to his 1922 study, Argonauts of the Western Pacific.
4. Adapt the ethnographic approach to modern sociocultural inquiry
5. Summarize:
  - a. The broad patterns of imperial process in world history;
  - b. The broad patterns of response to imperial pressure attested in history, including 'ethnization,' 'nationalism,' 'revitalization,' 'assimilation,' etc.

6. Demonstrate an awareness that anthropological concepts have originated in political as much as scientific contexts, and that our capacity to use them to illuminate depends our awareness of past uses and abuses. Concepts of interest include 'race,' 'culture,' 'language,' 'nationality,' 'society,' 'evolution,' 'tribe,' 'species,' 'selection,' 'utility,' etc.

***Student Learning Objectives:***

1. Demonstrate the ability to evaluate whether a particular behavior is biologically determined – for example, a behavior attributed to 'race' – or whether some aspects of it at least are acquired in a social context, or structural circumstance.
2. Demonstrate the ability to explicate hypotheses and evaluate them by reference to delimited bodies of data available in the ethnographic and historical literature.
3. Outline the ethnographic method as detailed by Bronislaw Malinowski, describe its limitations for modern sociocultural inquiry, and tailor it to situations documented in the ethnographic and historical literature (e.g., 1. Situating groups in world historical contexts rather than viewing them as independent systems existing in isolation, 2. Documenting members' insights into the political circumstances they face, not merely their insights into group internal experiences of daily life).
  - a. Describe imperialism as it has been practiced in world history, e.g., the European imposition of capitalism around the world as outlined in Eric Wolf's, Europe and the Peoples with History (1982), or a specific case of mercantile colonialism or settler colonialism, and consider the implications for understanding imperial processes more generally.
  - b. Describe a particular case of response to imperialism, e.g., the construction of 'ethnic community,' 'nation building,' 'revitalization,' 'assimilation,' etc., and consider the implications for understanding social movements more generally.
4. Describe the history of key anthropological concepts, e.g., 'race,' 'culture,' 'language,' 'nationality,' etc., attending to both the political and the social scientific contexts of their use; and consider the implications for understanding social scientific concepts more generally.

**Evolutionary Anthropology BA and BS**

***Broad Program Learning Goals:***

1. Articulate the principles of biological evolution;
2. Use a scientific methodology to test hypotheses about the nature and causes of human biological and social diversity;
3. Provide evidence for how evolutionary processes have molded anatomical, physiological, behavioral, and genetic diversity within and among extinct hominin taxa and contemporary primate populations;
4. Use quantitative and qualitative methods to analyze and interpret data;
5. Evaluate the adherence of research plans to standards of ethical research.

### ***Student Learning Objectives:***

1. Use the principles of evolution to analyze inheritance, variation, and the evolution of human characteristics (Broad Program Goals 1 - 4)
2. Use a scientific methodology to distinguish among competing hypotheses about the nature and causes of behavioral, sociocultural, genetic, and phenotypic variation in extinct and extant humans and non-human primates (Broad Program Goals 2 - 4)
3. Demonstrate the relationships among primate taxa (human and non-human, extant and extinct), and list the derived anatomical, behavioral and life-history traits associated with those taxa (Broad Program Goals 3 - 4)
4. Synthesize ecological, anatomical, physiological, behavioral, and genetic evidence for the evolution of unique human features such as extended development, provisioning, cooking, and nuclear families (Broad Program Goal 1 – 4)
5. Perform statistical analyses of data, solve equations, construct and interpret graphs in the context of hypothesis testing (Broad Program Goal 4)
6. Evaluate the adherence of research plans to established principles of ethics and conservation (Broad Program Goal 5)

### **Graduate Programs**

The Graduate Committee is currently developing formal learning objectives and assessment protocols for the graduate programs.

#### *1D. Unit primary constituents and stakeholders.*

**Constituents of the Anthropology Department.** Students who major and minor in anthropology, non-majors who take anthropology courses, departmental faculty and staff, affiliated academic departments, external funders, New Mexico citizens, donors, alumni, and affiliated units such as the Alfonso Ortiz Center for Intercultural Studies, Maxwell Museum of Anthropology and the Office of Contract Archaeology.

- *Explain how the student learning goals and outcomes for each degree/certificate program are communicated to students, constituents, and other stakeholders.*

**Communication of Learning Goals and Outcomes.** BLGs, SLOs, and assessment protocols are communicated to constituents and stakeholders through the departmental website, through course syllabi, and through advisement.

- *Explain how satisfaction of the student learning goals and outcomes for each degree/certificate program would serve and support students' academic and/or professional aspirations. Provide specific examples.*

In addition to highlighting baseline knowledge in each subfield, the undergraduate SLOs emphasize skills that are valued by employers and graduate schools. In archaeology, for



example, SLOs emphasize methods of data collection and analysis in both field and laboratory settings. These skills are valued by CRM firms. In ethnology and evolutionary anthropology, SLOs emphasize basic skills in research methods, critical thinking, and scientific literacy that position students for jobs in industry, NGOs, government, etc. Success in meeting these objectives is evidenced by the placement of our students in diverse jobs and graduate programs throughout the country.

Formal assessment procedures are currently in development for the graduate programs. Nonetheless, evidence of “satisfaction of the student learning goals and outcomes” includes successful job placement (see Criterion 4E).

More information about the achievements of our graduate students is provided in Criterion 4 below and in the appendices.

*1E. Evidence of outreach or community activities (local, regional, national, and/or international) offered by the unit including: how these activities relate to the unit’s achievement of its student learning goals; and the impact of these activities on the academic and/or professional success of students. (These activities could include activities such as colloquia, case competitions, conferences, speaker series, performances, community service projects, research, etc.)*

**Department Outreach.** A partial list of 126 community service projects provided by faculty and students of the Anthropology Department over the past 10 years is located in Appendix B. The projects include public lectures, media interviews, podcasts, presentations to K-12 students, judging for science fairs, etc. These projects contribute to our mission by informing the public about the value of the research conducted at UNM.

The department sponsors 5-10 outside speakers per year as part of the Anthropology Colloquia Speaker Series (Appendix A). *The Journal of Archaeological Research* (JAR) sponsors two annual lectures from leading scholars. Anthropology faculty regularly give the annual Maxwell Museum’s Ancestors Lecture. The Snead Wertheim Lecture is a rotating lectureship between the Department of Anthropology and the Department of History.

Graduate and undergraduate research is supported by numerous awards (see Criterion 4D). Venues for the presentation of graduate student research include the annual Ruth Kennedy Memorial Award public lecture, the annual Frieda D. Butler Scholarship public lecture, and the Annual Conference in Anthropology sponsored by the Anthropology Graduate Student Union (AGSU). Undergraduate students also attend and present research at the AGSU conference.

Graduate student service includes the Undergraduate Anthropology Society (UAS) Mentoring Program, which helps undergraduates conduct research and prepare for graduate school admission.

*1F. Discuss how the unit's strategic planning efforts have evolved in relation to student learning goals and outcomes of its degree/certificate program(s), serving its constituents and stakeholders, and contributing to the wellbeing of the university and UNM community. Include an overview of the unit's strategic planning efforts going forward. For example, discuss the strengths and challenges of the unit, including the steps it has taken to maximize its strengths and address both internal and external challenges.*

**Strategic Planning: Student Learning Goals and Outcomes.** Strategic changes to the curriculum since the last APR include eliminating the General Anthropology degree, which will take effect in catalog year 2018-2019. This decision was made because the number of students selecting a General Anthropology degree was much lower than the number selecting subfield specific specializations. In many years, zero students selected the General Anthropology degree.

Over the past five years, the department has made progress in developing broad program goals and student learning objectives for its degree programs and core curriculum courses. It has developed assessment protocols, collected data, and submitted reports to the College Assessment Review Committee. However, data collection has been uneven, chiefly concentrated in the hands of a few faculty members who teach 100-level classes, and the department has not used the data to improve the curriculum.

**Future Strategic Planning Efforts:**

- Write and implement program assessment protocols that are more directly tied to knowledge and skills that are 1) consistent with the mission of the department, and 2) help students identify and accomplish their career objectives;
- Analyze assessment data in ways that permit the department to assess true weaknesses in the courses and programs, and revise both course and program curricula accordingly;
- Routinely track job placement and graduate-school admission for undergraduate student alumni;
- Add a full-time member of the Ethnology subfield faculty to the undergraduate committee;
- Meet as a faculty at least once per year to discuss assessment results, revise assessment protocols, and implement curricular changes.

## CRITERION 2. TEACHING AND LEARNING: CURRICULUM

The unit should demonstrate the relevance and impact of the curriculum associated with each degree/certificate program. Differentiate for each undergraduate and graduate degree and certificate program offered by the unit.

*2A. Provide a detailed description of the curricula for each degree/certificate program within the unit. Include a description of the general education component required and program-specific components for both the undergraduate and graduate programs. If applicable, provide a justification as to why any bachelor's degree program within the unit requires over 120 credit hours for completion.*

### Undergraduate Program

**UNM Core Curriculum Requirements.** The core curriculum consists of seven subject areas from which UNM undergraduate students must complete a minimum of 37 credit hours.

<u>Subject Area</u>	<u>Minimum credit hours</u>
AREA 1: WRITING AND SPEAKING	9 credit hours
AREA 2: MATHEMATICS	3 credit hours
AREA 3: PHYSICAL AND NATURAL SCIENCES	7 credit hour, include a 1cr lab
AREA 4: SOCIAL AND BEHAVIORAL SCIENCES	6 credit hours
AREA 5: HUMANITIES	6 credit hours
AREA 6: FOREIGN LANGUAGE	3 credit hours.
AREA 7: FINE ARTS	3 credit hours

The Anthropology Department offers nine courses that satisfy requirements in two of the seven subject areas. Anth 101, 130 and 220 are part of the Social and Behavioral Sciences area, and 120, 122L, 150, 151L, 160, and 161L are part of the Physical and Natural Sciences area. Undergraduate anthropology students are required to take at least two of these courses.

### **General Requirements for a Major or Minor Degree in Anthropology**

**Major Study Requirements (36 credits).** There are three undergraduate concentrations in Anthropology:

- Archaeology
- Ethnology
- Evolutionary Anthropology

Students must select one of these concentrations as their focus. Students can receive a Bachelor of Arts (BA) degree in Ethnology. Students can receive a Bachelor of Arts (BA) degree or a Bachelor of Science (BS) degree in Archaeology or Evolutionary Anthropology. All degrees require 36 total credit hours and a minimum of 18 upper division credits (300-400 level).

**Bachelor of Science Degree.** Students wishing to receive a BS degree must:

- Concentrate in either Archaeology or Evolutionary Anthropology.
- Take 3 or more credit hours of a field school or upper-level laboratory (300-400 level).
- Take 6 hours of mathematics or statistics.
- Minor in astrophysics, biochemistry, biology, chemistry, computer science, earth and planetary science, geography, mathematics, psychology or physics.

**Minor Study Requirements (21 credits).** A minor in anthropology requires a total of:

- 21 hours of anthropology courses.
- Anthropology 101.
- At least one of the following core curriculum sequences:
  - Archaeology; 120/122L or 220, and 320
  - Ethnology; 130 and 330 or 310
  - Evolutionary; 150/151L or 160/161L, and 350 or 360.
- A minimum of 9 hours of upper division courses (300-400 level).

**Distributed Minor Outside Anthropology (36 Credits).** Anthropology majors may develop a distributed minor designed to prepare them for diverse professional or educational goals. All courses for these distributed minors are taken outside of Anthropology. A distributed minor requires 30 - 36 hours, with a minimum of 15 hours of upper division courses (300-400 level).

**Distributed Minors within Anthropology (30 credits).** Students majoring in other fields may select a distributed minor with an emphasis on anthropology. The minor requires a minimum of one core curriculum sequence and six additional credits of anthropology.

**Grades.** To receive credit towards a degree in anthropology, students must receive a grade of C or higher in all anthropology courses. Grades of C- and below will not count for the Anthropology Major or Minor. Additionally, these classes must be taken for a grade. Credit/No Credit is not permitted.

## Subfield Requirements for a Major or Minor Degree in Anthropology:

**Table 1. Major requirements by subfield concentration**

Major Requirements	Archaeology	Ethnology	Evolutionary
<b>Core Subfield Requirements</b>	Anth 120/122L Archaeological Method and Theory <b>and</b> Anth 220 World Archaeology (3 credits) <b>and</b> Anth 320 Strategy of Archaeology (3 credits)	Anth 130 Cultures of the World (3 credits) <b>and</b> Anth 330 Principles of Cultural Anth (3 credits)	Anth 150 Evolution and Human Emergence <b>or</b> 160 Human Life Course (3 credits) <b>and</b> Anth 151L <b>or</b> 161L (1 credit) <b>and</b> Anth 350 Human Biology <b>or</b> 360 Human Behavioral Ecology (3 credits)
<b>Second Subfield Requirements</b>	Two-course core sequence from Ethnology or Evolutionary (6 credits)	Two-course core sequence from Archaeology or Evolutionary (6 credits)	Two-course core sequence from Archaeology or Ethnology (6 credits)
<b>Third Subfield</b>	200-400-level course in remaining subfield (3 credits)	200-400-level course in remaining subfield (3 credits)	200-400-level course in remaining subfield (3 credits)
<b>Other Concentration Requirement</b>	<u><b>Group 1 (one 3-credit course)</b></u> Anth 372 Analytical Methods in Anth Anth 373 Technical Studies in Archaeology Anth 375 Summer Arch Field Session Anth 473L Lab Methods in Archaeology Anth 480 Ceramic Analysis Anth 482L Geoarchaeology	<u><b>2 courses (6 credits)</b></u> Anth 331 Indigenous Peoples of N America Anth 332 Indigenous Peoples of S America Anth 343 Latin Amer Cultures and Societies Anth 337 Anth of New Mexico	Two courses from following groups (6 credits) <u><b>Group 1. Laboratory Classes</b></u> Anth 458 Dental Anth Anth 351L Anth of the skeleton Anth 451 Bioarcheology Anth 453L Paleoecology Anth 454 Human Paleopathology Anth 450 Hormones and Behaviors <u><b>Group 2. PaleoAnth</b></u> 357 Human Origins <u><b>Group 3. Non-Human Primates</b></u> Anth 362 Great apes: Mind and Behavior Anth 363 Primate Social Behavior
	<u><b>Group 2 (one 3-credit course)</b></u> Anth 325 Stone Age Europe Anth 327 African Prehistory Anth 328 Near Eastern Archaeology	<u><b>2 courses (6 credits)</b></u> Anth 317 Phonological Analysis Anth 318 Grammatical Analysis Anth 333 Ritual Symbols and Behavior Anth 339 Human Rights in Anth Anth 340 Topics Anth 346 Expressive Culture Anth 385 Images of the Indian in American Culture Anth 410 Topics: Linguistic Anth Anth 416 Introduction to Language Change Anth 448 The Anth of Music and Sound	
	<u><b>Group 3 (one 3-credit course)</b></u> Anth 321 SW Archaeology Anth 322 Mesoamerican Prehistory Anth 324 American Archaeology: S America Anth 371 PreColumbian Cultures Ancient Mexico Anth 376 Mayan Archaeology		
<b>Other Subfield Requirements</b>			Two more upper-level (300/400) courses in Evolutionary Anth (6 credits)
<b>Electives</b>	Anth electives to meet the 36 credits, 18 hours of which must be 200-400 level	Anth electives to meet the 36 credits, 18 hours of which must be 200-400 level	Anth electives at any level in any subfield to make a total of 36 hours
<b>BS Degree</b>	- 3 or more credit hours of a field school or upper-level laboratory - 6 hours of mathematics or statistics - Minor in science (see "Bachelor of Science Degree" above)	NA	- 3 or more credit hours of a field school or upper-level laboratory - 6 hours of mathematics or statistics - Minor in science (see "Bachelor of Science Degree" above)

## **Graduate Programs**

**Archaeology.** Degrees offered: MA or MS in Anthropology; MA or MS in Public Archaeology; PhD

***Public Archaeology Master's Degree.*** The Public Archaeology Master's is a terminal degree; students earning an MA/MS with a concentration in Public Archaeology who wish to earn a PhD in Anthropology at UNM must apply for and gain admission to the doctoral program in archaeology. The MA graduate degree in Public Archaeology requires 36 credits while the MS option requires at least 6 additional graduate credits in sciences, such as Chemistry, Biology, Earth and Planetary Sciences, and Mathematics.

### ***Public Archaeology Master's Course Work Requirements (36 Credits):***

#### A. Core Requirements (15 hours total)

##### GROUP I (9 hours)

ANTH 570: Advanced Topics: Science in Archaeology

ANTH 574: History and Theory of Archaeology

ANTH 579: Current Debates in Archaeology

##### GROUP II (3 hours)

ANTH 592: Managing Cultural Resources

##### GROUP III (3 hours)

ANTH 570/581: Anthropology of Heritage

#### B. Thematic Electives (12 hours total)

##### GROUP I: Lab Methods/Skills (6-9 hours)

ANTH 522: Lithic Analysis

ANTH 570: Quantitative Methods in Archaeology

ANTH 573: Zooarchaeology

ANTH 573L: Archaeological Measurement/Laboratory Analysis

ANTH 580: Ceramic Analysis

ANTH 582L: Geoarchaeology

##### GROUP II: Area and Theory (3-6 hours)

ANTH 501: Native American Art I

ANTH 502: Native American Art II

ANTH 509: Seminar in Native American Art

ANTH 521: Southwest Archaeology

ANTH 531: Indigenous Peoples of North America

ANTH 570: Advanced Topics: Historic Archaeology of the Spanish Borderlands

ANTH 576: Southwestern Archaeology seminar

ANTH 582: Museum Methods

ANTH 585: Seminar in Museum Methods

ANTH 586: Practicum: Museum Methods

MSST 585: NAGPRA seminar

- C. Internship/Practicum (9 hours total)
  - ANTH 597: Problems (max of 6 hours)
  - ANTH 598: Advanced Problems

**Public Archaeology Master's Internship.** In addition to the coursework requirements listed above, the student must complete an internship project with an appropriate agency, museum, or other entity involved in Public Archaeology.

**Public Archaeology Master's Paper.** In the third and fourth full-time semesters, Public Archaeology students write a master's paper demonstrating skills learned in the program. The paper is submitted to the student's committee, ideally by March 1<sup>st</sup> of the student's fourth semester.

**Public Archaeology Master's Oral Exam.** After the student's committee has approved the Master's paper, the committee will conduct an oral exam based on the master's paper and the student's internship experience.

**PhD track master's coursework requirements (32 credits):**

Core requirements (12 credits):

- STAT 527: Advanced Data Analysis I OR
- ANTH 570: Quantitative Methods in Archaeology OR comparable graduate level statistics course
- ANTH 570: Advanced Topics: Science in Archaeology
- ANTH 574: History & Theory in Archaeology
- ANTH 579: Current Debates in Archaeology

One of the following laboratory courses (3-4 credits):

- ANTH 522: Lithic Analysis
- ANTH 573L: Archaeology Measurement/Lab Analysis
- ANTH 573: Zooarchaeology
- ANTH 580: Ceramic Analysis
- ANTH 582L: Geoarchaeology

Electives to 32 credit hours. Must include coursework focused upon foraging, middle range, and complex societies required for the PhD (see below). The MS degree requires at least 6 additional graduate hours in sciences such as Chemistry, Biology, Earth and Planetary Sciences, and Mathematics.

**PhD-track Master's Exam.** The Master's Exam, which will be taken in the 4<sup>th</sup> semester, consists of:

1. A research paper

2. An oral exam based on the paper

**Archaeology PhD Course Work Requirements (36 Credits):**

The following courses must be completed by the end of the student's second year in residence:

A. Core requirements (12 credits):

STAT 527: Advanced Data Analysis I (Preferably Stats 528 as well) OR  
ANTH 570: Advanced Topics: Quantitative Methods in Archaeology OR  
other comparable graduate level statistics course  
ANTH 573: Science in Archaeology  
ANTH 574: History & Theory of Archaeology  
ANTH 579: Current Debates in Archaeology

B. One (1) of the following laboratory courses (3-4 credits):

ANTH 522: Lithic Analysis  
ANTH 573L: Archaeology Measurement/Lab Analysis  
ANTH 573: Zooarchaeology  
ANTH 580: Ceramic Analysis  
ANTH 582L: Geoarchaeology

C. One course from each of the following three groups (9 credits):

Foraging Societies: ANTH 525: Stone Age Europe  
ANTH 527: African Prehistory  
ANTH 570: Advanced Topics: Paleoindians  
ANTH 570: Southwest Hunter-Gatherers  
ANTH 577: Seminar: European Prehistory

Middle Range Societies: ANTH 521: Southwest Archaeology  
ANTH 523: Archaeology of Eastern North America  
ANTH 570: Advanced Topics: Bronze & Iron Age Europe  
ANTH 576: Seminar: Southwestern Archaeology

Complex Societies: ANTH 524: South American Archaeology  
ANTH 528: Near Eastern Archaeology  
ANTH 529: Archaeology of Complex Societies  
ANTH 570: Advanced Topics: Medieval Archaeology

Electives to 36 credit hours.

**Additional PhD Requirements:**

Doctoral Qualifying Assessment



Upon successful completion of the master's paper and exam, students who wish to continue into the PhD program must submit a letter expressing intent to do so. A letter of support from the student's advisor must accompany the student's letter. The faculty member's letter will assess the student's performance over the first 2 years in the graduate program, and the student's potential to continue into the PhD program. Both letters should be completed and submitted by the end of the student's 4th semester in the program. The decision to allow the student to continue will be by vote of the subfield faculty.

By the end of the 5<sup>th</sup> semester, students chosen to continue in the PhD program must produce a portfolio containing the following elements:

1. a 1-page dissertation prospectus
2. three annotated bibliographies developed in an independent readings class (Anth 698), covering theory, methods, and area relevant to the proposed research
3. three exemplary (revised if desired) research papers from courses
4. a draft program of study
5. an oral presentation covering the three papers, the dissertation prospectus, and the program of study

The student will provide these materials and make the oral presentation—not to exceed 30 minutes—to the full subfield faculty. The faculty will evaluate the student's readiness to continue on to the dissertation proposal.

For students entering with a master's degree, the portfolio and oral presentation must be completed by the end of the 3rd semester

After completing the Doctoral Qualifying Assessment students must complete:

ANTH 675 Anthropological Research Proposals

#### Language/ Skill Requirement

Two languages or one language and one skill must be completed. The "two skills" option is not available in Archaeology. The language(s) MUST be appropriate to the student's course of study, as determined by the student's dissertation committee. Students must demonstrate reading proficiency in the language(s).

#### Doctoral Specials Examination (Proposal)

1. A dissertation proposal and expanded, comprehensive bibliography;
2. A presentation and oral exam based on the proposal and bibliography;
3. Submission of the proposal to an external funding agency that provides peer review.

#### Dissertation Final Defense and Submission.

A final oral presentation (40-45 minutes followed by 15 minutes of questions from the public with priority for non-committee departmental faculty) covering the dissertation and its relationship to Anthropology is required.

**Ethnology.** Degrees offered: MA, PhD

***Master's-degree course requirements (32 Credits):***

A two-semester, three-course-long "pro-seminar" sequence:

- ANTH 546: Theory in Ethnology I (Fall)
- ANTH 547: Theory in Ethnology II (Spring)
- ANTH 510: Linguistic Pro-seminar (Spring)

One methods course from among the following:

- ANTH 530: Topics: Visual Anthropology
- ANTH 530: Topics: Discourse Analysis
- ANTH 530: Proposal Writing
- ANTH 530: Identity—Methods and Approaches
- ANTH 540: Topics: Autobiography and Life History in Anthropology
- ANTH 541: Problems and Practice in Ethnography
- ANTH 572: Analytic Methods in Anthropology

Four additional seminars in ethnology

Successful completion of the Comprehensive Examination minimally at the MA level

Successful completion of the Second Year Graduate Plan of Study

If MA Plan I (thesis option) is selected, successful completion of Master's thesis.

***Ethnology Doctoral Requirements:***

- Form a committee of three tenure track faculty with at least two from the Ethnology subfield
- Submit a description of the proposed dissertation research with the Second Year Plan of Study that is approved by the Ethnology faculty
- Successful completion of the Comprehensive Examination at the PhD level
- Successful completion of the Specials Exam
- Successful completion and defense of the Dissertation Proposal
- 18 dissertation credit hours
- One foreign language course and one skill-oriented course
- Successful defense and submission of the PhD thesis

**Evolutionary Anthropology.** Degrees offered: MA, MS, PhD

***Master's coursework requirements (32 credits):***

1. ANTH 555 Anthropological Genetics
2. ANTH 557 Paleoanthropology
3. ANTH 5xx Human Behavioral Ecology and Life History
4. ANTH 5xx (Graduate Seminar in Primatology)

Electives to 32 credit hours.

To earn a Master's of Science degree, the student must (1) complete the required courses listed above with at least a B average, and (2) pass a Masters Comprehensive Exam. Students who decide after completing their coursework not to continue in the doctoral program should follow Plan 1 below. Students who plan to pursue a doctoral degree must complete Plan 2.

***The Master's Comprehensive Exam (Plan I).*** This option is for students who plan to leave the program and not pursue a doctoral degree in Anthropology at the University of New Mexico.

The student must:

1. Form a committee of three tenure track faculty with at least two from the Evolutionary Anthropology subfield
2. Submit a Master's Course-Work Form to their advisor.
3. Schedule a meeting with their committee to conduct an oral exam.

***The Master's Comprehensive Exam and Doctoral Qualifying Exam (Plan II).*** This option is for students who plan to pursue a doctoral degree in Anthropology at the University of New Mexico. For the Master's Comprehensive Exam, the student compiles a portfolio consisting of the final exam or final paper from each of the four required core courses as well as a letter of support from their advisor. A committee comprising the student's advisor and two other tenure-track faculty members of the evolutionary anthropology subfield will review the portfolio.

***Evolutionary Anthropology Doctoral Coursework Requirements:*** Prior to advancement to candidacy, students must complete

1. An advanced statistics course, in consultation with their advisor
2. Develop a skill demonstrating methodological expertise in the student's area of specialization

*2B. Discuss the unit's contributions/collaboration with other UNM units, such as offering general education core courses for undergraduate students, common courses for selected graduate programs, courses that fulfill pre-requisites of other programs, courses that are electives in other programs, cross-listed courses, etc.*

**Course Offerings.** UNM Anthropology courses are integral to the university’s undergraduate curriculum. The Anthropology Department offers nine courses that satisfy requirements for the UNM Core Curriculum.

**New Mexico Higher Education Area 3: Physical and Natural Sciences:**

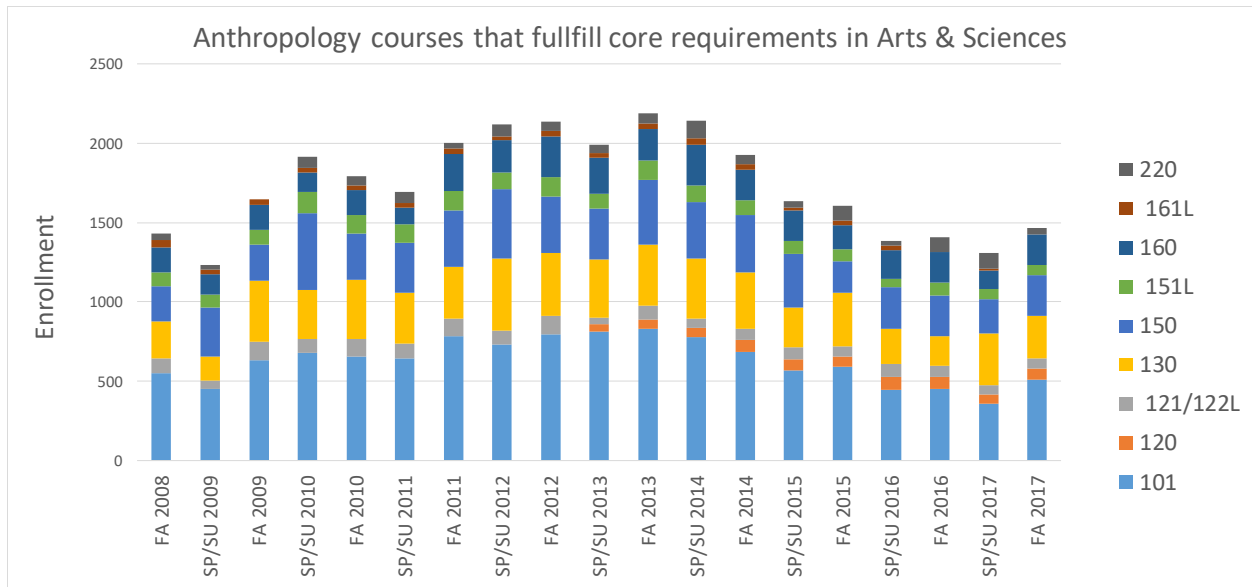
- Anth 120: Arch Method & Theory
- Anth 122L: Required Lab for ANTH 120
- Anth 150: Evolution and Human Emergence
- Anth 151L: Optional Lab for ANTH 150
- Anth 160: Human Life Course
- Anth 161L: Optional Lab for ANTH 160

**New Mexico Higher Education Area 4 – Social and Behavioral Sciences:**

- Anth 101: Introduction to Anthropology
- ANTH 130: Cultures of the World
- ANTH 220: World Archaeology

Figure 1 shows the enrollment in these courses from Fall 2008 to Fall 2017. Summer enrollments are included in the spring totals. Table 2 lists cross-listed courses.

**Figure 1. Anthropology Courses that Fulfill Core Requirements in the UNM College of Arts & Sciences. Fall 2008 - Fall 2017**



**Table 2. Anthropology Courses Cross-Listed with Other UNM departments**

Anth course	Cross-list dept	Cross-list course
Anth 310	Linguistics	Ling 101; CJ 319
Anth 491/591	Biology	Biol 491/591
Anth 482L/582L	Earth & Planetary Science	EPS 482L/582L

**Other Contributions to and/or Collaboration with other Internal Units within UNM.** The minor in Museum Studies is designed to complement majors in the fields of anthropology, biology and environmental sciences, history, art and art history, and education. The Master's in Museum Studies offers graduate-level training in museum practices integrated with specialized study tailored for individual students in fine arts, area studies, natural history, education, anthropology, and other social sciences. The curriculum provides a firm grounding in museum theory with an emphasis on current standards, best practices and trends in the museum profession.

*2C. Discuss the efficiency and necessity of the unit's mode(s) of delivery for teaching courses.*

To meet demand for our classes and to assist the university's goal of reducing time to degree for undergraduate students, the department offers face-to-face 16-week lecture and laboratory courses, 8-week lecture courses, and 4-week lecture courses. Courses are offered in Fall, Spring, Summer, and Winter Intercession.

Anthropology was one of the first departments to offer a wide array of on-line courses. The department currently offers multiple on-line courses each term, including 16-week, 8-week, and 4-week sections of Anth 101, 130, 150, 160, 220, 251, 350, and 360.

*2D. Discuss the unit's strategic planning efforts going forward for identifying, changing and/or examining areas for improvement in its curricula.*

**Strategic Planning: Curricula.** The department's graduate programs can be judged successful because of:

- Increasing financial support for graduate students particularly those seeking a PhD, and consistent placement of graduating PhDs in academic jobs, post-doctoral fellowships, and other areas of employment;
- Graduate student success in publication and obtaining grants;
- Training in state of the art research laboratories, and at field sites around the world;
- A curriculum that continues to address the changing character and content of scholarship in the three subfields;
- Recruitment of high-quality students;
- Faculty commitment to mentoring students towards their degree goals.

For the foreseeable future, the department's successes in producing new MA/MS and PhD anthropologists look secure.

By contrast, the undergraduate program in the Anthropology Department is cause for concern. Undergraduate enrollments in public universities, like UNM, are decreasing, and the social sciences and humanities are particularly affected. Students, administrators, regents, and legislators increasingly focus upon how undergraduate education directly prepares individuals for specific areas of employment, which bears upon enrollments in the social sciences and humanities. New Mexico is changing the General Education requirements, the number of credits required for graduation from public universities, and other important aspects of university education, often with little consultation with the educators.

For these reasons, the undergraduate curriculum in this department (and across the departments and programs of the College of Arts and Sciences) needs to be analyzed and updated (see Criterion 4F). The overhaul will require time and resources, and in the financially strapped world of the UNM College of Arts and Sciences, much of the burden for change will fall on faculty and staff. Through outcomes assessment, we are producing data that will be useful for undertaking that process.

### CRITERION 3. TEACHING AND LEARNING: CONTINUOUS IMPROVEMENT

The unit should demonstrate that it assesses student learning and uses assessment to make program improvements. In this section, the unit should reference and provide evidence of the program's assessment plan(s) and annual program assessment records/reports. (Differentiate for each undergraduate and graduate degree/certificate program and concentration offered by the unit.)

*3A. Describe the assessment process and evaluation of the student learning outcomes for each degree/certificate program by addressing the items below.*

- *Describe the overall skills, knowledge, and values that are expected of all students at the completion of the program (refer to the program learning goals outlined in Criterion 1).*

The Broad Learning Goals and Student Learning Objectives for each degree program are listed in Criterion 1C above.

- *Explain how the current direct and indirect assessment methods were established and are administered as program-level assessments including how they are used to measure the student learning outcomes. Also, provide a description of the courses in which the assessment methods are administered and the extent to which students are expected to meet the relevant student learning outcomes.*

**Assessment Protocols.** In consultation with the full faculty, members of the Undergraduate Committee created the assessment protocols for the department's undergraduate programs. The following sections describe the typical methods of data collection, analysis, and interpretation for each program.

- *How are learning outcomes assessed, and who conducts the assessment?*

**Direct Measures.** At the end of each term, each program SLO is assessed in one or more upper division courses (e.g., Anth 320, 330, 350, 360) with an examination consisting of short-answer, essay, and/or multiple choice questions. Each question is tied to one SLO. Additionally, at least one SLO is evaluated in each upper-division courses each time it is taught, with the course instructor choosing a subset of SLOs that is most relevant to their course. The SLOs are listed in the course syllabi.

The course instructor computes the average score across all students for each SLO. A successful outcome consists of an average score for each SLO  $\geq 70\%$ . If all scores exceed 70%, faculty concentrate improvement efforts on the SLO that received the lowest score.

**Indirect measure 1.** Course evaluations include questions that ask students to assess their proficiency on each SLO. [Note: this indirect measure was established in 2017 and we have yet to implement it in our courses. We hope to do so beginning in 2018].

**Indirect measure 2.** At the end of each spring term, graduating seniors complete an on-line survey assessing their proficiency on each SLO. The survey includes both Likert-scale and open ended questions. Faculty concentrate their improvement efforts on the 1-2 SLOs that received the lowest scores.

- *When are learning outcomes assessed?*

**Annual Evaluation.** One or more SLOs are evaluated in each upper division course every time it is taught. All SLOs are evaluated in at least one course every year.

- *When and in what forum are results of the assessment discussed? What is the unit's process to analyze/interpret assessment data and use results to improve student learning?*

**Undergraduate Program Assessment.** The course instructor tabulates the results for direct-measure exams described above and sends them to the Undergraduate Committee. The Undergraduate Committee presents the exam results to the faculty, who make relevant changes to the curriculum and assessment protocols. Each fall, the Undergraduate Committee prepares and submits program and core-course assessment reports to the College of Arts & Sciences.

**Graduate Program Assessment.** The Graduate Committee is currently developing formal learning objectives and assessment protocols for the graduate programs.

- *Explain and provide evidence of how the program has progressively improved, evolved and/or maintained the quality and effectiveness of its assessment structure and activities in order to reflect, sustain and/or maximize student learning (i.e., refer to updated assessment plans, annual assessment reports, assessment maturity scores, etc.)*

**Undergraduate Program Assessment Improvements.** Since the last APR, the department has expanded and improved program assessment. Each degree program now has a list of Broad Learning Goals and Student Learning Objectives and protocols that describes (1) how learning outcomes are assessed, (2) who conducts the assessment, and (3) the process for analyzing and interpreting assessment data and improving student learning.

Appendix E provides evidence for ongoing data collection in the form of the annual program assessment report submitted to the College of Arts and Sciences for the Evolutionary Anthropology BS degree in October 2017. Similar reports are submitted annually for all anthropology degrees.

**Limitations of Current Assessment Procedures.** The assessment protocols describe how assessment should work. In actuality, many SLOs are superficially conceived, and few of them are oriented toward skills. Assessment-related data are collected in only a handful of courses. The burden of collecting and analyzing data and writing assessment reports has fallen on the



three-member undergraduate committee, one of whom is not full-time faculty. Goals related to knowledge are not hierarchically oriented, e.g., using Bloom's taxonomy. Program-level goals and SLOs are not included on all course syllabi, and our indirect measures are poorly developed. Most importantly, faculty do not formally meet to discuss outcomes, and the assessment process has not been used to make changes to the undergraduate degree programs.

In large part, these problems stem from onerous reporting requirements and a lack of assistance from the Office of Assessment. The focus on annual reporting leaves little time for analysis and reflection, and the lack of assistance and direction from the Office of Assessment has placed the burden of creating and implementing assessment protocols, and motivating over-worked and under-resourced faculty, on the chair of the department and the three members of the undergraduate committee.

### **Recommendations for Improving Assessment:**

1. For each program, re-write SLOs to concentrate on 1-2 broad learning goals. Create 1-2 SLOs per goal, and develop a workable plan for data collection and analysis that requires participation from all faculty. Each SLO should be measurable and should emphasize knowledge and skills that are deemed by subfield faculty to be important and appropriate with respect to the accomplishment of the department's mission.
2. Analyze assessment data in ways that permit us to assess true weaknesses in our courses and programs, and revise both course and program curricula accordingly.
3. Add a full-time member of the Ethnology faculty to the undergraduate committee
4. Dedicate one subfield and faculty meeting each semester exclusively to assessment.
5. Revise the annual survey of graduating seniors to better assess student attitudes about the skills and knowledge they have gained, including attitudes about their ability to apply knowledge and skills in real-world situations.

*3B. Synthesize the impact of the annual assessment activities for each degree/certificate program by addressing the items below.*

- *How have the results/data of each of the aforementioned program-level assessment methods been used to support and inform quality teaching and learning?*
- *How have the results/data from the program's assessment methods and activities been used for program improvement, curricular improvement and/or to maximize student learning?*
- *Overall, explain how the program strategically monitor the short- and/or long-term effects and/or impact of it changes/improvements.*

**Program Assessment Reporting.** Listed below are excerpts from the Program Assessment Reports submitted to the College of Arts and Sciences in Fall 2017.

### **Archaeology**

**Analysis/Faculty Discussion.** Archaeology faculty did not meet to discuss results.

**Recommendations for Improvement/Changes.** Since the subfield made significant changes in the Broad Program Goals and SLOs and in the exit interview during the previous cycle, the subfield is still monitoring whether these changes were effective; put another way, since the subfield is asked to produce a report every single year, it is not possible to collect enough data over a sufficient length of time to warrant making changes or improvements in the program.

### **Ethnology**

**Analysis/Faculty Discussion.** The data the subfield has was obtained through the indirect measure, i.e. the graduating seniors survey. These questions and the SLOS upon which they were based were unfortunately developed without full consultation among the Ethnology faculty. The subfield takes very seriously the necessity to formulate SLOs that accurately reflect our program's training and goals.

The Ethnology faculty met on Feb 17, April 7, and Sept 22, all in 2017 to discuss the unsatisfactory state of the subfield SLOs and to change them. [The revised SLOs are listed Criterion 1C, above]

**Recommendations for Improvement/Changes.** The subfield was aware that the SLOs were sub-par. With new SLOs the subfield will have more useful data to address improvements to the Ethnology pedagogy and the entire degree program.

### **Evolutionary Anthropology**

**Analysis/Faculty Discussion.** The results of the **direct** assessment suggest that students performed well with straightforward questions based on facts they learned in the course but had difficulty with critical thinking and interpretation of data, figures, and hypotheses. While lectures use graphical presentations of data and discuss alternative hypotheses, students have not previously been asked to interpret or evaluate these materials for themselves.

On the **indirect** assessment, for SLOs 1, 2, and 4, greater than 70% of students stated that they either "agreed" or "strongly agreed" that our "classes accomplished this objective." The values were lower for SLO 3 (66.6%) and SLO 5 (66.6%). SLO 3 requires students to construct and interpret evolutionary trees. SLO concerns research ethics. The subfield determined that few of our upper-level courses directly covered this material.

**Recommendations for Improvement/Changes.** In ANTH 360, 362, and other upper-level courses, the subfield will introduce exercises for students to actively practice interpretation of data, figures, and hypotheses. The subfield will develop a few short exercises to be given throughout the semester in ANTH 360 and 362 where students will be introduced to graphical representations of data with detailed explanations, and then asked to either interpret or generate analogous figures. A written assignment will guide students through the process of critically evaluating alternative scientific hypotheses after reading opposing views from two sources.

In upper-level courses, including ANTH 455 (Genetic Anthropology), the subfield will add materials on phylogenetic methods, including additional instruction on methods of phylogenetic tree construction and interpretation, and the subfield will add more lecture and reading material related to research ethics.

## CRITERION 4. STUDENTS

The unit should have appropriate structures in place to recruit, retain, and graduate students. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

*4A. Discuss the unit's admission and recruitment processes (including transfer articulation(s)) and evaluate the impact of these processes on enrollment.*

**Undergraduate Program.** Many students are drawn to anthropology after taking one of the nine courses that fulfill UNM's core-course requirements. The Undergraduate Anthropology Society (UAS) frequently participates in informational student events, and staff participate in UNM Student Days, providing information about the Anthropology program to undergraduate students. Otherwise, there are no department-specific recruitment processes. The department follows standard College of Arts and Sciences and UNM policies with respect to student and course transfers from other colleges and universities.

### **Graduate Programs:**

**Archaeology.** The subfield undertakes recruitment of students by notifying our colleagues and former students that the subfield is prepared to take on additional students. Potential applicants are strongly advised to write to faculty to inquire about their availability to serve as advisers should they apply to the program. Admitted students are assigned two faculty advisors, the primary advisor who is expected to work closely with the student throughout the PhD program, and a secondary advisor who fills in if the primary is not available. This outreach to potential students and inquiry from such students targets our recruitment so as to best match students with faculty members.

The subfield also undertakes informal recruitment of some of our best undergraduate students, particularly those who are residents of New Mexico, for the Public Archaeology master's program, including first generation college attendees or members of a protected class.

In general, the subfield has sought to diversify the graduate student body in archaeology, something made possible by the Hibben Trust, which provides support for Native American, Hawaiian, and Pacific Islanders who are admitted to our graduate programs. The Trust also supports students who are New Mexico residents who successfully apply to our graduate programs.

**Ethnology.** The Ethnology program does not have formal recruitment practices for its MA and PhD programs. Students from around the US and the world frequently write to individual Ethnology professors during the course of the academic year and are encouraged to apply and to visit. UNM undergraduates who majored in Anthropology with an Ethnology specialization are also encouraged to apply, particularly students who completed the undergraduate Honors program.

Graduate applications are due in early January. Whereas paper application materials were once distributed to faculty in a systemic fashion by an Admissions Coordinator within the subfield to guarantee that at least three faculty reviewed every application, on-line availability of all applications in the last three years has meant that the review process involves the subfield as a committee of the whole. By late February, the Ethnology faculty has identified the top candidates for admission among the applicants and invites several students to visit. In March and up to the April 15 acceptance deadline, as the prospective students let Ethnology know whether they have accepted admission, the faculty may move down the list of applicants from the most highly ranked applicants, to the “hold” category. Ethnology typically admits a total of 10 candidates per year, of whom 4-6 end up in each incoming year’s class. Hibben Foundation recruitment awards have enabled Ethnology to bring an increasing number of Native American students and students from other under-represented minorities into the MA and PhD programs.

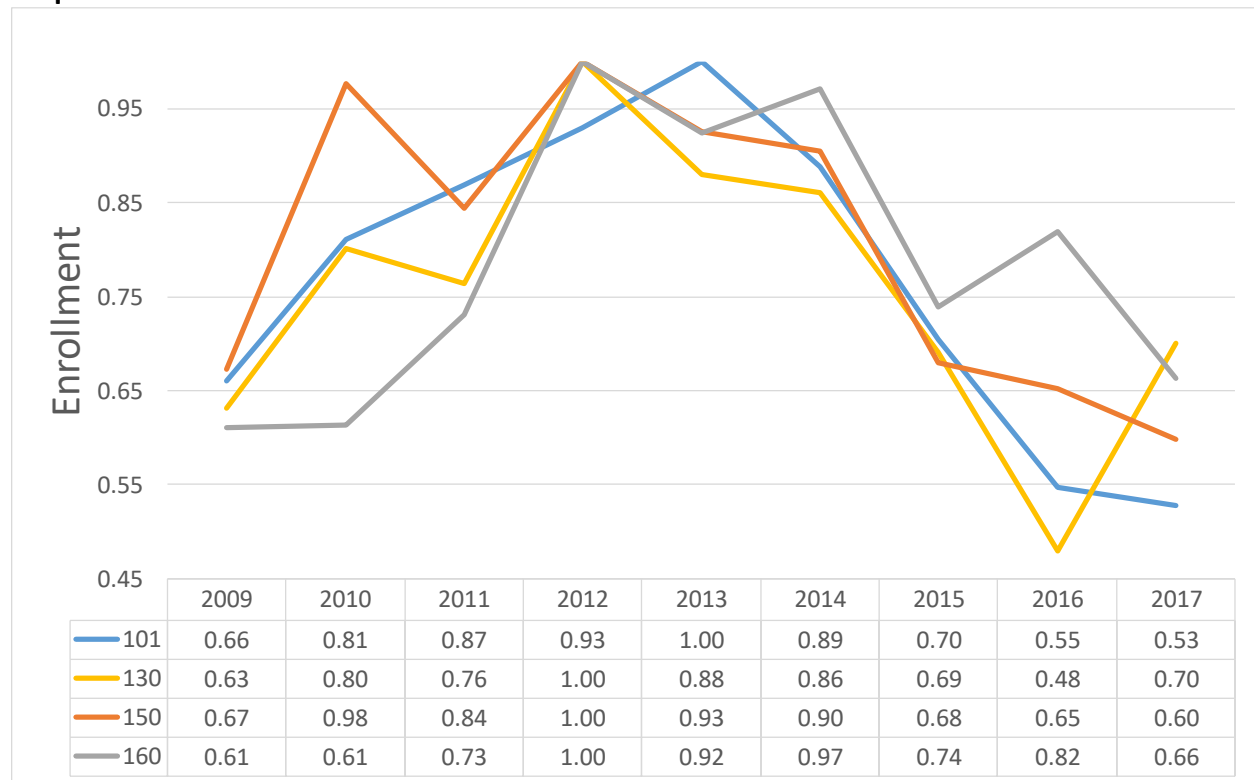
**Evolutionary Anthropology.** Graduate applications are due in early January. Application materials are distributed to faculty in mid-February. In mid to late February, faculty create a list of prospective students who are invited to visit the campus. Faculty meet in March to make final admissions decisions, and, if necessary, to rank students for funding opportunities (in addition to 3-years of guaranteed funding). The deadline for acceptance is April 15. Evolutionary Anthropology generally admits 3-5 students per year, and 1-3 students enroll.

There are no formal recruitment policies or procedures. Top-quality students are often referred to individual faculty members from colleagues at other institutions.

*4B. Provide an analysis of the unit’s enrollment, persistence/retention, and graduation trends, including an explanation of the action steps or initiatives the unit has taken to address any significant challenges or issues highlighted in these trends.*

**Undergraduate Program: Enrollments.** Figure 2 shows enrollments by year in what have historically been the department’s four highest-enrollment courses. Enrollments in these courses rose steadily from 2009-2013. Anth 101 enrollments, for example, increased by 51 percent over the 4-year period. By way of comparison, UNM-wide undergraduate enrollments increased by only 8 percent during this period (source: [Provost Dashboard](#)).

**Figure 2. Enrollment in UNM Anthropology Courses that Fulfill UNM General Education Requirements**



The increased enrollment in part reflected the desire for new training among unemployed and underemployed New Mexicans following the economic downturn of the late 2010s. This demand for higher education dovetailed perfectly with the large increase in the number of on-line courses offered at UNM. Anthropology embraced on-line courses during this period because the university returned a large portion of the tuition to the department.

The trend of sharply increasing enrollments ended in 2013. From 2013 to 2017, enrollments in ANTH 101, 130, 150 and 160 dropped respectively by 47 percent, 20 percent, 35 percent and 28 percent. During this period, university-wide undergraduate enrollments dropped by only 12 percent. The decline coincided with improving economic conditions nationwide, and, at UNM, the termination of the policy of returning on-line course tuition to departments (in 2014). The percentage of tuition funded by the state (Lottery Scholarship) also steadily declined after 2014. The recent reduction in the number of ethnology faculty also played a role in the decline in ANTH 101 and ANTH 130.

**Undergraduate Program: Majors.** Figure 3 shows that the number of anthropology majors has also declined sharply over the past several years (data from UNM [Provost Dashboard](#)). The figure shows the percent change per term relative to Fall 2014. The 29 percent decline in Anthropology is comparable to the decline in Earth and Planetary Sciences (31 percent). The declines are more modest in Biology (15 percent) and Psychology (17 percent).

**Figure 3. Percent Change in Number of Majors Fall 2014 -- Fall 2017 in UNM Anthropology and Selected Programs, Relative to Fall 2014.**

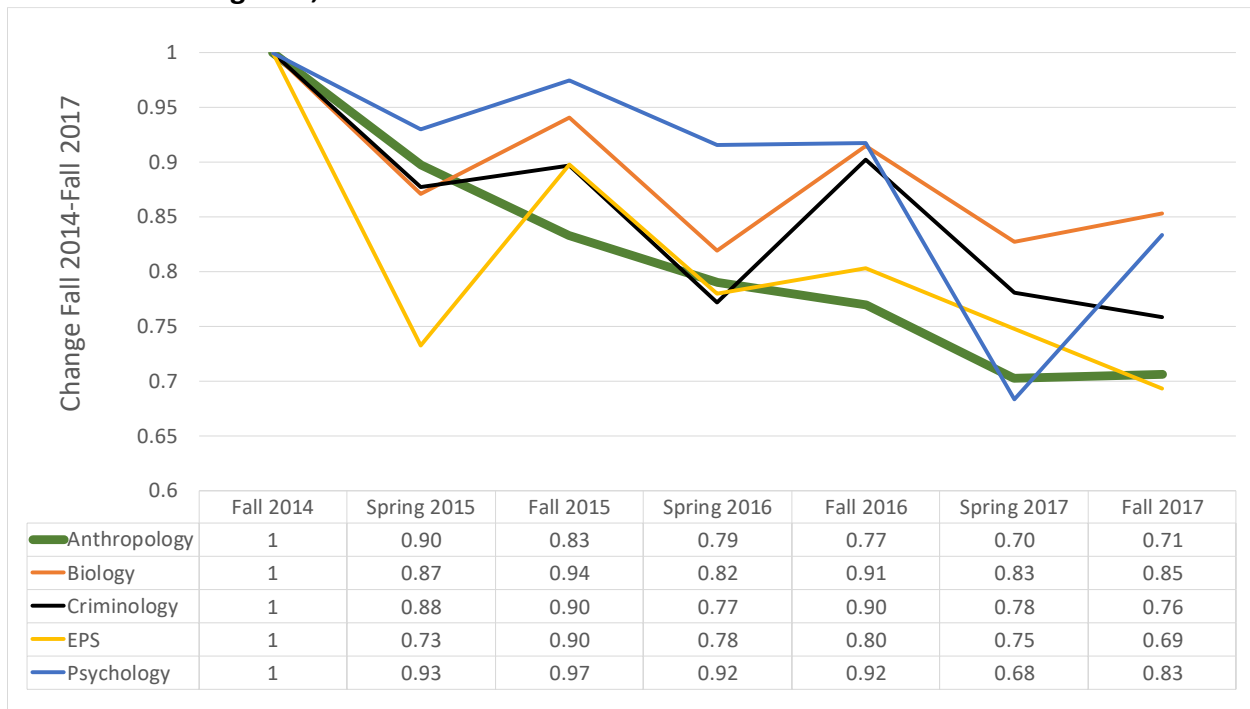
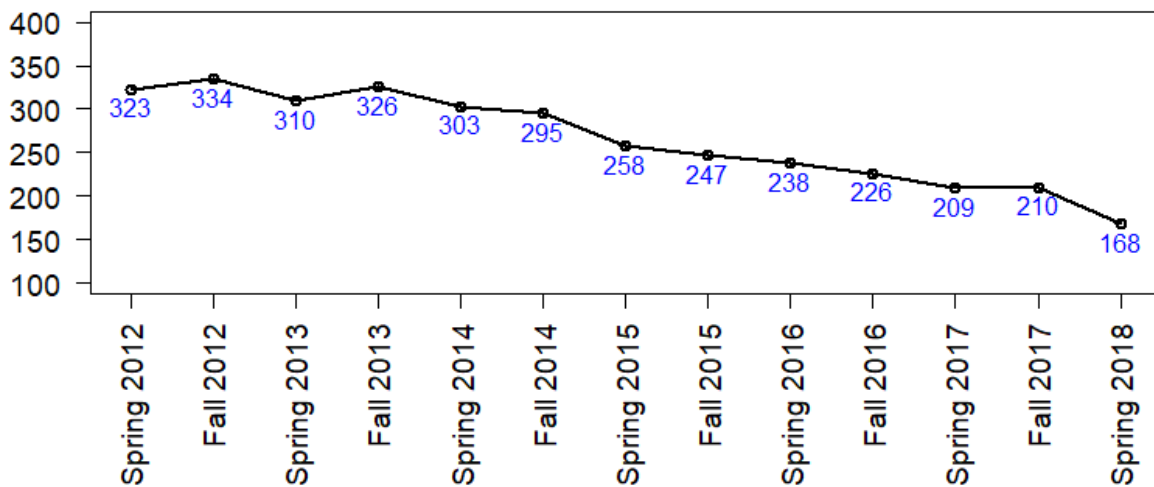


Figure 4 shows enrollment trends from a second UNM data source covering fall and spring terms between 2012 and 2018. The numbers differ from those in table 5 (we are unsure why the two sources differ), but the trends are the same; the number of anthropology majors has declined sharply since 2013.

**Figure 4. Anthropology Majors by Term, Spring 2012 – Spring 2018. Data from the Advisement Office of the College of Arts and Sciences.**



**Degrees awarded.** Table 3 show that, with the exception of a spike in 2012, the number of Anthropology degrees awarded per year over the past 10 years has been steady at about 62. Based on the declining core-course and program enrollments described above, however, we expect the number of degrees to decrease over the next few years.

**Table 3. UNM Anthropology, Number of Undergraduate Degrees Awarded by Calendar Year 2008 - 2018**

Calendar Year	Total degrees	BA	BS	Archaeology	Ethnology	Evolutionary	General
2008	58	41	17	9	9	14	26
2009	56	33	23	16	12	17	11
2010	64	44	20	11	18	26	9
2011	58	37	21	14	20	19	5
2012	80	47	33	24	9	40	7
2013	62	30	32	20	13	25	4
2014	64	37	27	15	16	25	8
2015	56	37	19	12	14	12	18
2016	59	39	20	19	12	20	8
2017	61	41	20	14	13	25	9
2018*	29	18	11	12	8	7	2
<b>Total</b>	<b>647</b>	<b>404</b>	<b>243</b>	<b>166</b>	<b>144</b>	<b>230</b>	<b>107</b>

\*Spring term only.

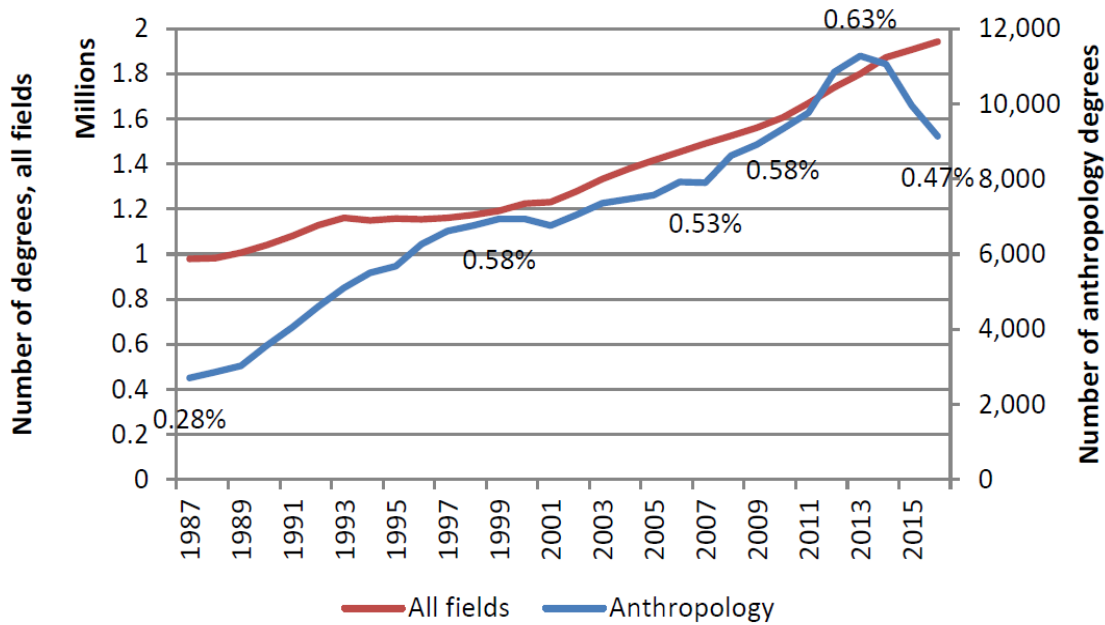
The trend of declining enrollments is characteristic of anthropology programs across the country. Figure 5 is copied from a 2017 report from the American Anthropology Association (AAA). It shows a sharp drop in the number of anthropology degrees awarded from US universities since 2013. A key finding of the report is that the decline is common to social science disciplines that lack a clear post-graduation career path. This conclusion is consistent with analyses of unemployment rates and salaries for anthropology majors (see [Dewey 2012](#); [Goudreau 2012](#)), and with data from the US Bureau of Labor Statistics as reported by [US.News](#). The report ranks Anthropology 4<sup>th</sup> in “[Best Science Jobs](#)”, but goes on to state that the projected 3 percent growth rate between 2016-2026 equates to only 300 new jobs, most of which will undoubtedly go to master’s and PhD students. Based on analyses of these and other data sources, [Speakman et al 2018b](#) concluded that “jobs in anthropology are available for fewer than 8 percent of new anthropology graduates (PhD, MA/MS, and BA/BS).”

Importantly these trends are not limited to anthropology. Multiple studies document similar trends across social sciences and humanities disciplines (cited in [Speakman et al. 2018b](#)).

**Figure 5. Copied from “Trends in Anthropology Bachelor’s Degrees (AAA 2017)” showing the number of anthropology degrees awarded from US universities over the past 17 years compared to degrees in all other fields. Percentages are per the total number of undergraduate degrees. Data are from the National Center for Education Statistics/Integrated**



Postsecondary Education Data System (NCES/IPEDS).



**Retention rates.** Table 4 shows the retention rates for high-enrollment majors in the UNM College of Arts and Sciences from 2007 – 2016, ordered by average. Over the 9-year period, the retention rate in anthropology varied between 35 percent and 63 percent, with a mean of 49 percent. These rates are par with those from Criminology and Earth and Planetary Sciences but low compared to Biology and Psychology. Retention rates have not decreased over the past 3-4 years, suggesting that the decline in enrollments describe above has not affected retention rates.

**Table 4. UNM Retention Rates for High-Enrollment Majors, Sorted by Nine-Year Average.**

Major	Average	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Number Majors Fall 2016
Speech & Hearing Sciences	0.70	0.80	0.50	0.57	0.57	0.80	0.54	0.88	0.82	0.83	134
Biology	0.57	0.56	0.49	0.51	0.58	0.62	0.54	0.56	0.59	0.63	1098
Journalism & Mass Comm	0.55	0.44	0.50	0.67	0.47	0.50	0.53	0.53	0.55	0.76	250
Psychology	0.54	0.49	0.49	0.47	0.49	0.56	0.54	0.61	0.58	0.60	1267
Biochemistry	0.53	0.52	0.45	0.61	0.26	0.58	0.52	0.52	0.62	0.65	354
Political Science	0.52	0.40	0.53	0.56	0.42	0.56	0.51	0.60	0.53	0.58	251
Criminology	0.52	0.40	0.48	0.47	0.46	0.54	0.59	0.63	0.55	0.52	500
<b>Anthropology</b>	<b>0.49</b>	<b>0.63</b>	<b>0.43</b>	<b>0.47</b>	<b>0.61</b>	<b>0.42</b>	<b>0.54</b>	<b>0.35</b>	<b>0.54</b>	<b>0.43</b>	<b>166</b>
Earth & Planetary Sciences	0.47	0.00	0.50	0.60	0.50	0.29	0.50	0.50	0.60	0.70	88
History	0.46	0.36	0.35	0.50	0.32	0.55	0.52	0.60	0.33	0.65	151
Chemistry	0.42	0.45	0.44	0.39	0.30	0.40	0.24	0.38	0.65	0.53	136
Spanish	0.41	0.14	0.67	0.29	0.43	0.60	0.25	0.50	0.33	0.50	66
Environmental Science	0.41	0.20	0.63	0.31	0.29	0.41	0.47	0.44	0.58	0.38	86
Economics	0.41	0.33	0.17	0.40	0.11	0.50	0.58	0.47	0.52	0.57	144
Philosophy	0.40	0.50	0.46	0.33	0.25	0.50	0.33	0.43	0.20	0.63	59
Mathematics	0.40	0.08	0.50	0.43	0.22	0.53	0.44	0.26	0.53	0.62	114
Communication	0.36	0.20	0.22	0.24	0.35	0.33	0.41	0.52	0.50	0.45	323
Sociology	0.35	0.33	0.42	0.30	0.38	0.52	0.21	0.32	0.43	0.28	179
English Studies	0.29	nd	nd	nd	nd	nd	nd	0.00	nd	0.58	211

Table 5 shows the 4-year graduation rates for high-enrollment majors in the College of Arts and Sciences from 2008-2014, sorted by average across the six time periods. The 4-year graduation rate in the UNM Anthropology Department is 30 percent. By way of comparison, data from the NCES/IPEDS list 4-year graduation rates as:

- 14.6 percent for UNM as a whole,
- 37 percent for 145 institutions classified as “Research Universities” by the Carnegie Foundation for the Advancement of Teaching Basic Classification,
- 47 percent across the 50 public “flagship” universities in each state

**Table 5. Four-Year Graduate Rates for High-Enrollment Majors at UNM, Sorted by Average**

Major	Average	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Political Science	0.43	0.27	0.28	0.39	0.63	0.49	0.55
Philosophy	0.43	0.11	0.17	0.43	0.90	0.33	0.63
Speech & Hearing Sciences	0.43	0.44	0.36	0.35	0.38	0.60	0.42
Economics	0.42	0.45	0.39	0.25	0.38	0.44	0.61
History	0.40	0.31	0.22	0.33	0.41	0.44	0.68
Criminology	0.36	0.21	0.20	0.27	0.39	0.43	0.63
Journalism & Mass Comm	0.34	0.15	0.26	0.34	0.43	0.36	0.48
Biochemistry	0.32	0.11	0.24	0.51	0.27	0.45	0.35
Psychology	0.31	0.16	0.26	0.30	0.28	0.39	0.47
Sociology	0.31	0.18	0.12	0.32	0.43	0.32	0.50
Communication	0.31	0.20	0.12	0.35	0.24	0.43	0.50
<b>Anthropology</b>	<b>0.30</b>	<b>0.25</b>	<b>0.27</b>	<b>0.26</b>	<b>0.18</b>	<b>0.49</b>	<b>0.33</b>
English Studies	0.25	nd	0.00	0.00	0.00	0.50	0.75
Mathematics	0.25	0.35	0.32	0.38	0.06	0.22	0.14
Biology	0.24	0.17	0.17	0.19	0.28	0.27	0.38
Chemistry	0.22	0.24	0.09	0.14	0.24	0.35	0.26
Environmental Science	0.21	0.00	0.11	0.27	0.25	0.25	0.37
Spanish	0.15	0.12	0.13	0.20	0.13	0.18	0.15
Earth & Planetary Sciences	0.10	0.06	0.00	0.00	0.40	0.00	0.13

**Graduate Program.** Table 6 shows that there has been a steady decline in the number of the graduate degrees in UNM Anthropology since 2009. Overall enrollments also declined during this period (table 7). The declines in part reflect a strategic reduction in the per-year number of students accepted into the program since the last Academic Program Review.

**Table 6. UNM Anthropology. Number of Graduate Degrees Awarded by Academic Year 2008 – 2017**

Academic Year	MA/MS	PhD	Total
2008	14	11	25
2009	21	12	33
2010	12	11	23
2011	18	10	28
2012	17	10	27
2013	13	10	23
2014	16	7	23
2015	6	4	10
2016	5	6	11
2017	7	6	13
Totals	129	87	216

**Table 7. UNM Anthropology. Number of Graduate Students Enrolled. Fall 2014 - Fall 2017**  
**[Data from 2008 - 2013 are unavailable.]**

Term	Graduate student enrollment
Fall 2014	122
Fall 2015	117
Fall 2016	106
Fall 2017	105

As with the undergraduate programs, the declines might also reflect reduced demand for graduate training in anthropology. NCES data on trends in the number of Master’s degrees in the social sciences and history are plotted in Figure 6. The values above each point indicate the percent change from the previous year. Master’s degrees dropped each year between 2012-2016. Doctoral degrees increased each year between 2008-2015 until dropping by 3.3 percent between 2015 and 2016.

**Figure 6. Graduate Degrees in the Social Sciences and History Conferred by US Universities 2008 - 2016. (The numbers above each point show the percent change from the previous year. Data from NCES/IPEDS.)**

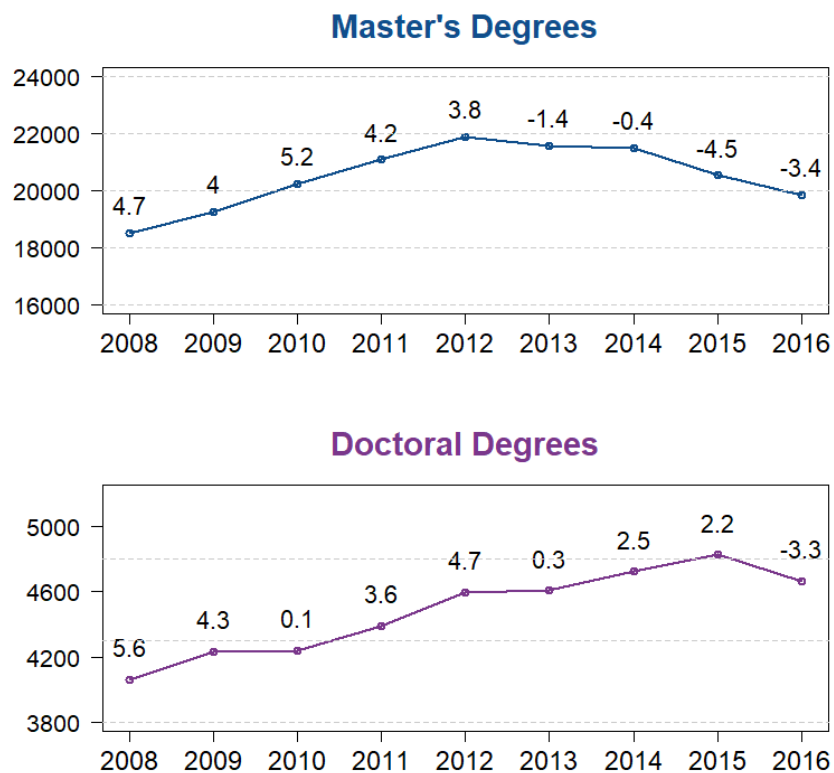
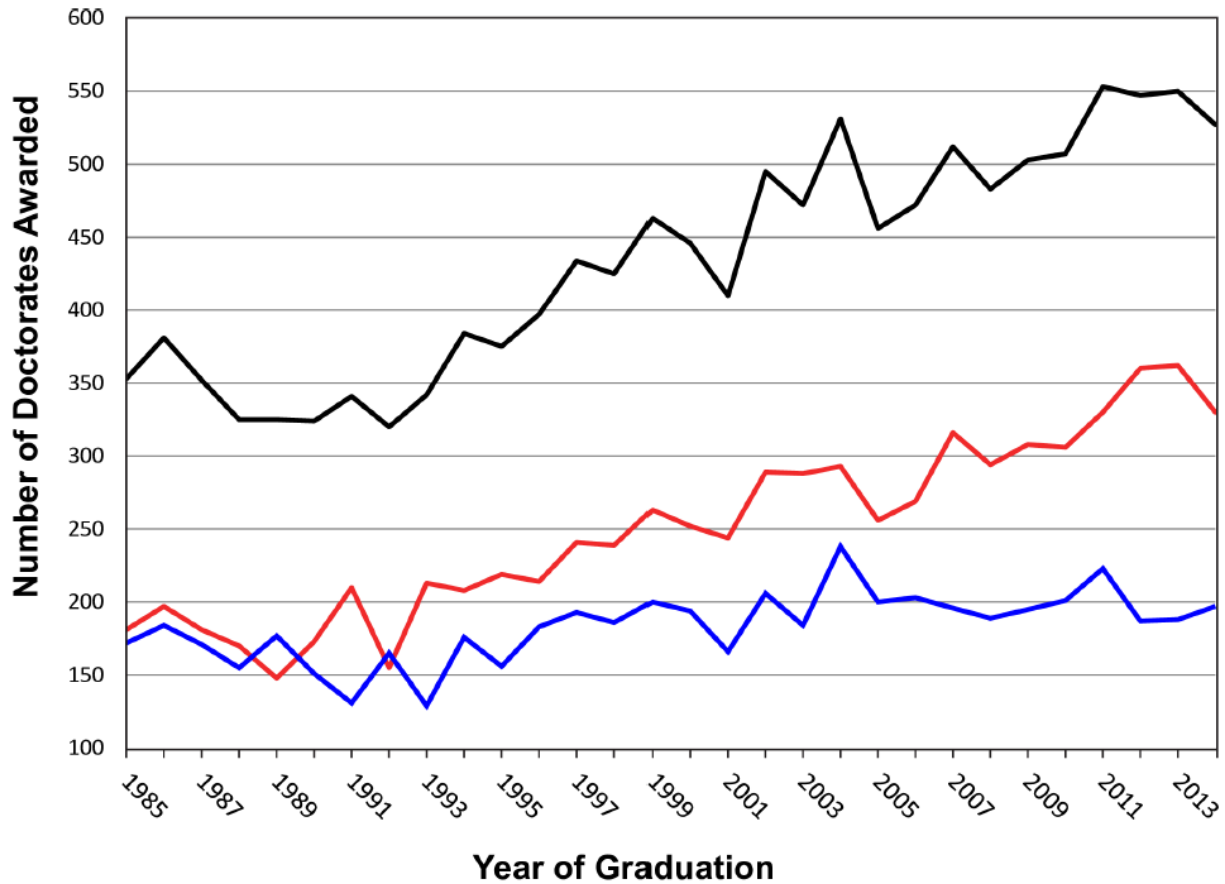


Figure 7 is copied from [Speakman et al 2018b](#). It shows the number of PhDs awarded in the US in anthropology between 1985-2013. It replicates the trend of increasing enrollment through 2013 shown in Figures 5 and 6. Because UNM Anthropology has chosen to invest more heavily in fewer students, the trend at UNM in enrollments should remain steady over the next 10 years. For this reason, job placement instead of enrollment may be a better indicator of success.

**Figure 7. Number of PhDs Awarded in the US in Anthropology 1985-2013 (Copied from [Speakman et al. 2018b](#))**



4C. Discuss the unit’s advisement process for students, including an explanation of how the unit has attempted to improve or address issues regarding its advising practices (i.e., consult with the college’s designated professional advising manager and/or the program’s designated professional advisor; refer to the advising: outcomes, assessment practices, assessment data; etc.).

**Student Advisement**

**Undergraduate Student Advisement in the College of Arts and Sciences.** The following text is from the UNM University College:

*The interaction between students and the Advisement Center begins with their initial academic placement and advisement during Lobo Orientation. This guidance continues for the next 1- 3 years. The Center maintains an intensive advising program for students on academic probation. In order to promote a healthy sense of community and pro-actively participate in the academic careers of the diverse EPAC student population, the Advising Center also functions within a spectrum of campus wide initiatives and programs that have a direct impact on student success and retention. The Advising Center plays a major role in smoothing the transition to UNM. Staff advisors participate heavily in the design and execution of the advising segments of Lobo Orientation.*

**Undergraduate student advisement in the Anthropology Department.** The UNM College of Arts and Sciences provides an approximately 0.70 FTE undergraduate advisor to the department. Each spring, newly declared anthropology majors are required to attend a departmental orientation. Anthropology students are also required to undergo regular degree audits with the College of Arts and Sciences advisor to ensure that they are on track to graduate.

Additional advisement occurs through the Undergraduate Committee, which is comprised of a faculty member from each subfield. These advisors counsel undergraduate students on degree requirements, research opportunities, career paths, etc.

**Graduate student advisement in anthropology department.** The Coordinator of Program Advisement is a staff position that provides graduate advisement for students in the program. This individual facilitates the processing of paperwork at various stages as the graduate student progresses through the program, and serves on the Graduate Committee.

**Graduate student orientation.** New graduate students undergo a one-day orientation. The orientation includes training in the prevention of sexual harassment. The department plans to add a financial advisement component to this training beginning in 2019.

**Bi-annual chair meeting with grad students.** The department chair meets twice per year with graduate students to discuss curricular and policy issues.

**Graduate advisement in archaeology.** New Archaeology students are assigned a primary advisor when admitted, who is expected to advise the student throughout the program. No students are admitted without an agreed upon primary advisor. They are also assigned a secondary advisor to assist in the event the primary advisor is not available.

**Graduate advisement in ethnology.** New students are assigned a temporary faculty advisor during their first semester of study. After two semesters of course work, no later than the completion of twelve hours of course work, students choose a permanent faculty advisor and

notify the Coordinator of Program Advisement of the faculty member's agreement to oversee their progress and exams.

**Graduate advisement in evolutionary anthropology.** Students are admitted to the program to work with a specific advisor, with whom they work closely throughout their graduate career. Most faculty members meet with their graduate students on a weekly basis.

*4D. Discuss any student support services that are provided by the unit and evaluate the relevancy and impact of these services on students' academic success.*

## **Student Support Services**

### ***Facilities***

**Research laboratories.** Undergraduate and graduate students are trained in nine departmental research laboratories and in the Office of the Medical Investigator. At the undergraduate level, this training provides students with experience in data collection and analysis as they prepare for admission to graduate school. At the graduate level, students use the laboratories to conduct their own research.

**Table 8. Research Laboratories**

Research Laboratories	Location	Faculty Director(s)
Anthropological Genetics	Anth 164	Keith Hunley
Ceramic Analysis	Annex B07	Patricia Crown
Chaco Canyon Archaeological Research	Anth 143	Chip Wills
Comparative Human and Primate Physiology	Anth Patio 210	Melissa Emery Thompson, Martin Muller
Environmental Archaeology	Anth 142	Keith Prufer
Genetics Computation	Anth 145	Jeff Long
Human Family and Evolutionary Demography	Anth 164	Siobhán Mattison
Paleoecology	Anth B76	Sherry Nelson
Zooarchaeology	Annex 108	Emily Jones

Additional details are provided on the [Anthropology Department website](#).

**Field research.** Many faculty members provide students access to their field sites in New Mexico, Hawaii, North Dakota, Portugal, Belize, Spain, Peru, Honduras, Chile, Brazil, Nicaragua, Colombia, Ecuador, Israel/Palestine, Canada, Mexico, China, Vanuatu, Ethiopia, and Uganda. In many cases, faculty provide funding for student travel to and active research presence at these field sites.

**The Office of the Medical Investigator (OMI).** The Maxwell Museum and OMI have long had a partnership that benefits students in the Anthropology department through research and training opportunities. In 2017, Heather Edgar joined the OMI as the State Forensic Anthropologist through a half-time appointment in the department of pathology. This more formal relationship between the anthropology department and the OMI provides important

resources, including paid training and experience in forensic anthropology and research. For example, the OMI employed a graduate of our undergraduate program for nine months, until she left to continue her education. Currently, two graduate students are employed part-time as anthropology assistants at the OMI. An additional graduate student has a research assistantship working on a joint anthropology/OMI project funded by the National Institute of Justice. This project also employs two to three undergraduates who are conducting telephone survey work.

The anthropology facilities at the OMI are state of the art, including available portable x-ray, faxitron, CT, MRI, and microscopy. The lab consists of two spaces, "Wet" (biohazard safety level 3) and "Dry," connected by a sealed pass-thru. The wet lab includes a steam jacket kettle, induction burners, autopsy table and lighting, a fume hood, and various other equipment. The dry lab includes worktables, photographic and anthropometric equipment, and supplies for field recovery.

**Graduate Student Facilities.** The Archaeology graduate lounge is located in Room B06 in the Anthropology Annex, and a secure computer lab is located in B06A. The Ethnology lab is located in Room 105 in the Anthropology Patio. The Evolutionary Anthropology lab is located in Room 150 in the main anthropology building. Students also have access to resources and meeting space in the Clark Field Archive and Library.

### ***Undergraduate Research Training***

**Undergraduate Honors.** Each year, from 6 to 12 qualified anthropology majors are admitted to the Anthropology Department Honors Program. Honors students take a seminar in the fall semester of their senior year, and in the spring semester of their senior year, they write a thesis in collaboration with their advisor. In this way, the Honors Program supports an intensive and personal relationship between students and faculty-advisors. For those who intend to pursue graduate or professional study, the Honors Program provides extra guidance, and it normally leads to *cum laude* or higher honors at graduation. Honors theses since 2008 include:

- Ascoli, Samantha 2019 expected. Thesis title: *Settlement Patterns in the Late Bonito Phase, Chaco Canyon, New Mexico*
- Benhalim, Ahmed Fethi 2011. Thesis title: *Rhetorics and Ideologies of Non Acknowledgment: The Case of Palestine*
- Combs, Angela 2015-2016. Thesis title: *Determining weaning behaviors in wild chimpanzees through stable isotope analysis*
- Carpenter, Cybele 2013-2014. Thesis title: *Measuring Craniofacial Development in Wild Chimpanzees Using Photogrammetry, with Implications for Reconstructing Hominin Life History Evolution*
- Daugherty, Margaret 2018. Thesis title: *The Politics of Twitter: Twitter and its Role in the 2016 US Presidential Election*



- Dudasik, Laurie 2012. Thesis title: *A GIS Model for Prehistoric Population Estimates in Chaco Canyon, New Mexico*
- Franz, Eden 2017. Thesis title: *Shifting Subsistence and Social Strategies in Bronze and Iron Age Thailand: A Zooarchaeological Perspective*
- Hartline, Judy 2008-2009. Thesis title: *Dental microwear of South African australopithecines*
- Halter, Shayne 2019 expected. Thesis title: *Evaluation of modern chimpanzee sites as models for early hominin habitats*
- Kabella, Danielle M. 2014. Thesis title: *Addiction Treatment Paradox: Combining Holistic and Biomedical Interventions in New Mexico*
- Langley, Charles 2013. Thesis title: *Help Mom! Help! Survival Strategies of Middle-Class America in the 21<sup>st</sup> Century Recession*
- LaZar, Miranda 2019 expected. Thesis title: *Ritual economies and flute/whistle production in Pueblo IV New Mexico*
- MacInnes, Heather 2011. Thesis title: *Dimensions of the Birth Canal and Age at Death in Prehistoric New Mexican women: A test of Evolutionary Optimality; 2011*
- Mertens, Nickolas 2018. Thesis title: *The National September 11 Memorial and Museum: The Use and Commercialization of Negative Heritage*
- Nylander, Arielle Rose 2011. Thesis title: *Purity and Danger? Reframing Spirituality, Purity, and Practice among a South Indian Community in Diaspora*
- Paisner, Raoul Justis 2011. Thesis title: *Shrimp and Oil: The BP Disaster and a Way of Life at Risk*
- Pilbro, Clayton 2009-2011. Thesis title: *Comparison of Early Eocene San Juan Basin, NM *Phenacolemur jepseni* with *Phenacolemur citatus* and *Phenacolemur praecox* from Bighorn Basin, WY – a study of variation and validity of these *Phenacolemur* species*
- Rajha, Roudina 2011. Thesis title: *What will people say? Social Reputation in a Damascus Community*
- Schwartz, Celeste 2009. Thesis title: *Casting and molding dentition, dental microwear*
- Sherrill, Amelia 2017. Thesis title: *An Introduction to Anthropology through the Musical Lens: Culture and History of the Diné*
- Swisley, Sonee T. 2013. Thesis title: *Use It and Lose It: Current Theory on the Evolution, Use and Attrition of the Anterior Dentition in the Genus Homo”*
- Vallejos, Joshua 2009-2010. Thesis title: *Dental microwear of Kibale primates*
- Trujillo, Amber Eliza 2016. Thesis title: *Making Accessible Research Careers (MARC) Program. Project title: Morphoscopic analysis of bone healing in post-mortem remains: Prediction of time between injury and death*
- Wittrup, Amanda Rae 2012. Thesis title: *Climate, Geography, and Human Cranial Form*

**Undergraduate Research in Faculty Labs.** Faculty labs are centers for undergraduate student research experiences. Engagement of students in faculty research comes in the form of student volunteers, paid student research assistants, UNM Anthropology Honors student projects, and NSF-REU (Research Experience for Undergraduates) supplements to support student research project. For undergraduates, laboratory research experiences allow for the opportunity to be a part of larger, often interdisciplinary, cutting edge research, interacting with graduate students and senior researchers, gaining methodological skills, and frequently conducting smaller research projects linked to faculty research goals.

Examples of how undergraduate research is facilitated by Anthropology and Maxwell Museum faculty include:

- **The Chaco Research Semester** (Drs. Patricia Crown and Wirt Wills) engages undergraduate students in independent research projects and service learning activities. This 15-credit hour set of courses includes an Advanced Laboratory course, Seminar in Chaco Archaeology, Field School, and Service Learning course. Around 45 undergraduate students have taken the Chaco Research Semester or Chaco Field School the four times it has been taught since 2008. The Research Semester and Field School provide an off-campus study opportunity for many undergraduate students who cannot afford study abroad. Students engage in externally-funded research projects led by two senior faculty members, including excavation and survey; each student writes an excavation report for their units and completes site documentation forms for the National Park Service. They also conduct service learning projects in the park that involve interaction with the public through interpretive programs, and during the campus portion of the semester they engage in service learning with the Office of Contract Archaeology, Maxwell Museum of Anthropology, and National Park Service Chaco Culture Museum, learning about artifact/sample processing, conservation, and cataloging of artifacts. The students conduct independent research projects involving Chaco materials in the Maxwell Museum or collected by the project. Such projects have included studies of the impacts of ants on artifacts, color patterning of ornaments on the Pueblo Bonito trash mounds, maker's marks on Chaco ceramics, and historic glass at the Wetherill Homestead. A number of undergraduates have also participated in Crown's or Wills' research projects in Chaco that are not field schools, but paid opportunities. These have included a re-excavation of Room 28 in Pueblo Bonito, an NSF-funded study of buried sites in Chaco, and NPS-funded site assessment. Some undergraduates are also hired to continue the research during the academic year. In addition, Wills supervised one undergraduate honors project during the past decade. Over the years, undergraduate research projects have led to publications, presentations at professional meetings, and proposed projects for graduate school admissions.
- **The Osteology Lab** (Dr. Heather Edgar) provides research opportunities and training in osteological and forensic methods to 1-3 undergraduate students each year. The students participate in active research projects and lab meetings.
- **Comparative Human and Primate Physiology (CHmPP) Center** (Drs. Melissa Emery Thompson and Martin Muller) trains students in basic laboratory techniques and safety

and specific methods for immunoassay. Ten undergraduate students have completed independent study, work study, or other training in the wet lab, including 2 honors thesis students (Cornell, magna cum laude: Testosterone and hunting behavior in male chimpanzees; Williams, cum laude: Effects of cooked diets on health biomarkers).

- **The Hibben-UNM Undergraduate Research and Training Summer Fellowship for Native American, Pacific Islander and Alaska students** (Funding secured by Dr. Frances Hayashida, 2015-2017)
- **Zooarchaeology Lab** (Dr. Emily Jones) One student received a BA with honors based on research conducted in the zooarchaeology laboratory in 2017-2018. She is now a PhD student at UCLA. Two additional students (both current holders of the SAA Wase scholarship) are working on honors projects in the zooarchaeology laboratory.
- **2011 UNM Southwestern Archaeological Field School** (Dr. Bruce Huckell) An undergraduate analyzed the flaked stone artifacts recovered from the Martin Folsom site. In 2018, an undergraduate analyzed the  $\delta^{13}C$  values of 5 pieces of bison tooth enamel from a late Paleoindian site in White Sands National Monument.
- **2017 & 2018 UNM Southwestern Archaeological Field School** (Dr. Hannah Mattson) Fourteen students were involved in laboratory analyses of the collections, including six independent studies, one work study, and seven volunteers. Combined field and lab experiences formed the foundation for one honors project, two collaborative Society for American Archaeology poster presentations, and student research projects for both Anthropology and Geography courses.
- **Environmental Archaeology Laboratory** (Dr. Keith Prufer) Four Honors Thesis projects; 7 Undergraduate student Research Assistants; 4 NSF-REU projects (two of which also involved field experiences), and 2 student volunteers.
- **Funded Project: A Reassessment of the Impact of European Contact on the Structure of Native American Genetic Diversity** (Dr. Keith Hunley) This research trained two undergraduate students in research design and data analysis, and it resulted in a coauthored publication with the students in PLoS One (11(8), e0161018. 2016).
- **Paleoecology Laboratory** (Dr. Sherry Nelson) In the past ten years, 19 undergraduates have been involved in research in the Paleoecology laboratory, with six completing honors' theses. The most recent theses include measuring craniofacial development in wild chimpanzees using photogrammetry and using stable isotopic analyses of chimpanzee habitats to reconstruct early hominin paleoecology. These undergraduates have presented their work at research symposia as well as professional meetings of the Society of Vertebrate Paleontology. They have received numerous grants and awards for their research, including Anthropology Honors Grants, John M. Campbell Research Grant, Archaeological Society of New Mexico Research Award, two Sigma Xi Undergraduate Research awards/grants, the New Mexico Geological Survey Lucille H. Pipkin Undergraduate Research Award, and first place presentation awards at the Anthropology Graduate Symposium and UNM Science and Research Conferences.
- **Museum Studies** (Dr. Loa Traxler) Mentored Anthropology UG students in their Honors research work with Maxwell Museum collections, has involved UG students in field research and analysis in Museum Studies courses focused on the NPS properties in SE

Arizona, and has supervised UG students in both ANTH and MSST versions of Museum Practice, which are internships focused on applied learning in professional museum settings. With the Museums & NAGPRA seminar, Dr. Traxler has analyzed the public displays and collection management work of the Maxwell Museum as relates to descendant communities in the Southwest.

- **Ethnology.** The Honors theses provide students with the opportunity to develop sustained projects of their own, often parallel to our current research; the Ethnology faculty support Honors students in developing their own research projects, from proposing questions for research, to situating these questions within published research, to using different methods for small scale field work, to analysis and writing up their data in an academic format.
- **2011 & 2015 Palestine/Israel Field School** (Dr. Les Field) provided undergraduates the opportunity to conduct research with two UNM professors (one from the department) and to ground concepts and theoretical perspectives they had learned during a semester-long class focused on this region.
- **Maxwell Museum of Anthropology.** Anthropology students are deeply involved in activities of the Maxwell Museum, which includes to Office of Contact Archaeology (OCA). Undergraduate and graduate students conduct independent research on museum collections, are assigned to assist museum staff as part of the fellowships, volunteer to gain valuable experience, and are paid as student workers. This includes as curatorial assistants, lab assistants, graphic artists, public program assistants, archival researchers, collections researchers, and through practicums and internships. While Maxwell does not track specific department affiliations of students who work, volunteer, or conduct research at their facilities, they estimate that 80-90 percent are from Anthropology. From AY 2015 to AY 2018 a total of 420 students were involved with Maxwell. Of these, 301 were paid for their efforts either as student workers or on assistantships, and 119 were unpaid. This includes 222 graduate students and 198 undergraduate students. OCA accounted for 87 of these students while the remaining 278 worked directly with or for the Museum

### ***Student Awards***

**Undergraduate Student Research Awards.** The department provides several sources of funding for undergraduate research, particularly for Honors students. This funding provides training in data collection and analysis, and it prepares undergraduates to conduct research in graduate school.

Funding sources include (see detailed descriptions of each award in Appendix A):

- Maxine Graves Undergraduate Award
- Barbara MacCaulley Endowment Scholarship
- Undergraduate Fellowships for Indigenous Students

- The John Martin "Jack" Campbell Award for Undergraduate Student Research
- The Ann Ramenofsky Honors Fellowship Award
- The Hibben Undergraduate Research and Training Summer Fellowship
- The Dave Stuart Scholarship for Students in Public Anthropology

### **Graduate Student Research Awards**

- Anthropology Graduate Student Travel Award
- Dave Stuart Scholarship for Students in Public Anthropology
- Frank J. Broilo, Harry W. and Margaret Basehart Memorial Endowed Scholarship
- Frieda D. Butler Scholarship
- Harvey C. & Sarah Moore Endowed Fellowship
- Joseph Powell Anthropology Endowment Fund
- Karl H. Schwerin Graduate Fellowship in Ethnology
- Linda Cordell Endowed Graduate Scholarship
- Louise Lamphere Ortiz Center for Intercultural Studies Public Policy Fellowship
- New Mexico Folklore Scholars Endowment
- Ruth E. Kennedy Award
- The Hibben Scholar Fellowship Program
- The Anthropology Dissertation Fellowship
- The Linda Cordell Graduate Scholarship Fund
- The Peter Harrison Fund
- The Helen McKay Spuhler Fellowship for Biological Anthropology

### ***Student Organizations***

**UNM Undergraduate Anthropology Society (UAS).** The purpose of the UAS is to promote appreciation of anthropology as the science that studies humankind in all of its aspects and to foster the use of anthropological knowledge in addressing human problems and conditions. The UAS is open to all anthropology students regardless of concentration. Activities include film series, guest lecturers, social events and field trips, and bi-monthly meetings.

**Anthropology Graduate Student Union (AGSU).** The AGSU meets regularly to discuss issues of interest and concern to Anthropology Graduate students. Since 1993, AGSU has organized an annual symposium that offers graduate students in Anthropology and other departments in the College of Arts and Sciences the opportunity to present their research through papers and posters. The symposium is designed to help students prepare for professional meetings and presentations.

**Graduate and Professional Student Association (GPSA).** GPSA is the independent service organization that was established in 1969 to serve part-time and full-time graduate students. The GPSA supports various campus organizations such as the Child Care Center, the Teaching

Assistant Resource Center, the ASA Gallery, and UNM Daily Lobo. In addition, the GPSA Student Research Allocation Committee provides funds for student research projects and travel to research-associated conferences such as the American Anthropological Association annual meetings.

### ***Other Resources and Services***

The department provides students with the opportunity to meet with outside speakers through the colloquium series, JAR lectures, and job searches. Evolutionary Anthropology faculty members host a weekly journal club series that includes training in manuscript review, CV writing, job application, etc.

The department also provides up to 500 photo-copies per semester for each graduate student.

The department provides support and mentoring for the Undergraduate Anthropology Society.

*4E. Discuss the success of graduates of the program by addressing the following questions:*

- *Where graduates are typically placed in the workforce?*
- *Are placements consistent with the program's learning goals?*
- *What methods are used to measure the success of graduates?*
- *What are the results of these measures?*

### **Alumni Survey Results**

**Undergraduate Alumni Survey.** Attachment A contains responses to a 23-question survey of students who received their major or minor anthropology degrees between 2008 - 2017. Fifty-two alumni responded to the survey. The following sections summarize survey responses related to graduate school admission, attitudes about skills obtained in the program, post-graduation employment, and recommendations for improvement.

**Graduate School Admission.** Half of respondents attended graduate school; all but three of these stated that they were admitted to one of their top-choice graduate programs. For respondents who listed graduate schools, table 9 shows the institution and highest degree expected or completed.

**Table 9. List of Graduate Institutions Attended by UNM Undergraduate Anthropology Alumni and Highest Degree Awarded or Sought**

Subfield	UNM Undergrad		Highest degree awarded or sought
	Degree	Graduate School	
Archaeology	BS	University of Richmond School of Law	JD
Ethnology	BA	University of Maryland College Park	PhD
Ethnology	BA	Boston university	MA
Ethnology	BA	University of New Mexico	History
Ethnology	BA	Brandeis, UNM	MA
Evolutionary Anthropology	BA	University of Nebraska Medical Center	MS PA
Evolutionary Anthropology	BS	University of Michigan	MPH
Evolutionary Anthropology	BA	Northern Arizona University, and UNM.	PhD
Evolutionary Anthropology	BS	Unm School of Medicine	MD
Evolutionary Anthropology	BA	East Carolina University	MS
Evolutionary Anthropology	BS	University of New Mexico	MPH
Evolutionary Anthropology	BS	University of Virginia	JD
Evolutionary Anthropology	BS	University of North Texas	MS
Evolutionary Anthropology	BS	University of Houston-Clear Lake	MA
Evolutionary Anthropology	BS	UNM School of medicine	MD
Evolutionary Anthropology	BS	Tufts University	MA
Evolutionary Anthropology	BS	UC Santa Barbara	MS
General Anthropology	BA	UNM School of Law	JD
General Anthropology	BS	UNM School of Medicine	MD
General Anthropology	BA	Indiana University School of Law	JD
General Anthropology	BA	Indiana University School of Law	JD
General Anthropology	BA	University of Cape Town	PhD
General Anthropology	BA	Loughborough University	MBA

- 1. Skills Obtained in the Undergraduate Program.** Alumni expressed satisfaction with the faculty and the skills they obtained in the anthropology program. Eighty-three percent agreed or strongly agreed with the statement “My Anthropology courses helped me to become a better writer.” Eighty-eight percent of students agreed or strongly agreed with the statement “Overall, my experience with professors in the Anthropology Department was positive.” Eighty-one percent of respondents answered “yes” to the question “Knowing what you know now, if you had it to do it over again, would you select Anthropology as your major at UNM?”
- 2. Post-Graduation Employment.** Fifty-eight percent of respondents reported being employed within six months of graduating. Current job titles and employers are listed in table 10. The majority of respondents (66 percent) stated that their current employment was unrelated to their anthropology degree. Of the students who responded, 58 percent agreed or strongly agreed with the statement “My course work provided knowledge and skills required to obtain my desired job,” and 46 percent agreed or strongly agreed with the statement “The anthropology program at UNM prepared you well for your current work.”

**Table 10. Current Job Titles and Employers of Undergraduate Alumni Survey Respondents**

Subfield	Degree	Title	Employer or field
Archaeology	BA	Archeologist	Cultural Resource Management
Archaeology	BA	Paralegal	Law firm
Archaeology	BA	Senior Academic Advisor	UNM Arts & Sciences Advisement Center
Archaeology	BA	Technical Data Specialist	Oxnard College
Archaeology	BS	Assistant District Attorney	District Attorney
Ethnology	BA	Field Research Assistant	UNM- College of Population Health
Ethnology	BA	Site Manager of Casa San Ysidro	Albuquerque Museum Anthropology
Ethnology	BA	Site Manager of Casa San Ysidro	Albuquerque Museum Anthropology
Ethnology	BA	Municipal Bonds Trader	Bank of New York Mellon
Ethnology	BA	Title Agent	Acertus
Ethnology	BA	Title Agent	Acertus
Ethnology	BA	Dispatcher	UNM
Ethnology	BA	Lummi Early Learning Schelangen Coodinator	Lummi Early Learning Programs
Ethnology	BA	Graduate Assistant	UNM
Evolutionary Anthropology	BA	PA-S	US Army
Evolutionary Anthropology	BA	Graduate Assistant	Northern Arizona University
Evolutionary Anthropology	BA	Actor	Actors kinda work for themselves
Evolutionary Anthropology	BA	Schedule Planner	Apple Inc
Evolutionary Anthropology	BA	Investment Research Analyst	Investment Advisor
Evolutionary Anthropology	BA	Morphology Technician Forensic Anthropology	Office of the Medical Investigator
Evolutionary Anthropology	BA	AFSO	
Evolutionary Anthropology	BA	Child caretaker	Childcare
Evolutionary Anthropology	BA	Online sales manager	Black Duck Inc
Evolutionary Anthropology	BA	Medical Records Technician	Health Information Management
Evolutionary Anthropology	BS	Clinical Research Project Manager	University of Michigan Hospital
Evolutionary Anthropology	BS	Statistician	Higher Education
Evolutionary Anthropology	BS	Registered nurse	UNMH
Evolutionary Anthropology	BS	Community Research Specialist	UNM- Public Health Research
Evolutionary Anthropology	BS	Associate Attorney	Law
Evolutionary Anthropology	BS	Artist	
Evolutionary Anthropology	BS	Mom, at home	
Evolutionary Anthropology	BS	Book editor	Publishing
Evolutionary Anthropology	BS	Exhibits, Visitor Experience Coordinator	Edward M Kennedy Institute for the US Senate
Evolutionary Anthropology	BS	Customer service representative	Customer service
General Anthropology	BA	Training Support Analyst	UNM
General Anthropology	BA	Student position at UNM School of Medicine	UNMH - program assistant.
General Anthropology	BA	Research Coordinator	UNM HSC
General Anthropology	BA	Environmental attorney	Non-profit
General Anthropology	BA	Environmental attorney	Non-profit
General Anthropology	BA	Data Scientist	South African Environmental Observation Network
General Anthropology	BA	Social Insurance Specialist	US Federal Government
General Anthropology	BS	Inside sales representative	Eggelhof inc
General Anthropology	BS	Web Technical Producer	Center for Action and Contemplation
General Anthropology	BS	Resident Physician	UNM HSC
General Anthropology	BS	Behavior Therapist	Applied behavior analysis

**3. Alumni Recommendations for Improvement.** Curriculum-related responses to the question “If you could do one thing to improve the Anthropology program, what would it be?” included:

*... our program lacked courses on a variety of areas in the world. Of course, southwestern studies is the primary draw for many students to the UNM anthropology program, but during my undergrad we had only recently brought on a professor for Maya studies ... and had very little coverage for areas in East China and Africa that weren't prehistoric.*



*Improve the interaction experience of the online classes. Many of the professors were distant or not involved, leaving the course work to the TA/GA.*

*Provide research opportunities for Undergraduate students in the Ethnology program. Increase the number of faculty on that area of concentration, and the number of courses available for that area each semester.*

*Clearer, more robust math requirements with greater emphasis placed on competency in statistics and math in general.*

The most negative comments concerned departmental advising. In the past year, advisement has shifted from the Anthropology Department to the College of Arts and Sciences. The current Arts and Sciences advisor, himself an alumnus of the undergraduate anthropology program, has excellent rapport with students. We believe that this change will alleviate student concerns.

**Graduate Student Placement.** Table 11 shows the percentage of tenure-stream positions in US anthropology departments that were attained by anthropology graduates in 10-year increments beginning in 1974 and for the 20-year period between 1991-2014. For the 20-year period, UNM ranked 14<sup>th</sup> of 110 institutions, UNM archaeology graduates were in the 75<sup>th</sup> percentile, and Evolutionary Anthropology graduates were in the 90<sup>th</sup> percentile.

**Table 11. Percentage of Academic Market Share by Anthropology Subfield, 2004-2014. (Taken from Table S1 in Speakman et al (2018b) based on data in the AAA AnthroGuide.)**

University	All Years (3522)		<1974 (161)		1974-1983 (557)		1984-1993 (734)		1994-2003 (1045)		2004-2014 (1025)		20 Year Total (2070)		Percentile
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
Univ. Chicago	220	6.2	24	14.8	37	6.6	44	6	54	5.2	61	6	115	5.6	95th
Foreign	199	5.6	18	11.1	30	5.4	37	5	61	5.8	53	5.2	114	5.5	95th
Univ. Michigan, Ann Arbor	187	5.3	7	4.3	32	5.7	42	5.7	57	5.5	49	4.8	106	5.1	95th
Univ. California, Berkeley	172	4.9	12	7.4	27	4.8	43	5.9	50	4.8	40	3.9	90	4.3	95th
Harvard Univ.	166	4.7	14	8.6	27	4.8	46	6.3	44	4.2	35	3.4	79	3.8	95th
Univ. Arizona	105	3	4	2.5	15	2.7	23	3.1	28	2.7	35	3.4	63	3	95th
Univ. Texas, Austin	76	2.2	1	0.6	11	2	12	1.6	16	1.5	36	3.5	52	2.5	90th
Univ. Pennsylvania	97	2.8	2	1.2	22	3.9	22	3	23	2.2	28	2.7	51	2.5	90th
Univ. California, Los Angeles	90	2.6	1	0.6	10	1.8	30	4.1	29	2.8	20	2	49	2.4	90th
New York Univ.	62	1.8	1	0.6	7	1.3	6	0.8	16	1.5	32	3.1	48	2.3	90th
Yale Univ.	73	2.1	1	0.6	15	2.7	13	1.8	26	2.5	18	1.8	44	2.1	90th
Stanford Univ.	76	2.2	2	1.2	15	2.7	18	2.5	28	2.7	13	1.3	41	2	75th
Columbia Univ.	89	2.5	11	6.8	22	3.9	17	2.3	17	1.6	22	2.1	39	1.9	75th
Univ. New Mexico	55	1.6	0	0	2	0.4	14	1.9	19	1.8	20	2	39	1.9	75th

**Graduate Alumni Survey.** Attachment B contains responses to a 24-question survey of graduate student alumni who received their terminal degrees between 2008 - 2017. Alumni were identified primarily through the Graduate Student Alumni page on the [Anthropology Department website](#). Emails were obtained for 76 students, representing 35 percent of the 216

students who graduated during the period (129 terminal Master's, 87 PhD). Forty-two PhD students responded, corresponding to approximately 48 percent of the 87 students who received their PhD during the period.

Appendix C also lists selected graduate student grants and articles in refereed journals. The list focuses on research that was conducted while students were enrolled in anthropology programs at UNM.

The survey highlighted strengths of the program, such as the high frequency of placement in tenure-track positions, listed in table 12, below. Other positive results include the 78 percent agreement rate ("Agree" or "Strongly Agree") to the statement "Overall, my graduate experience in the UNM Anthropology Department was positive." The value was similar for the statement "Overall, my experience with my advisor was positive" (85 percent), and the majority of students answered yes to the question "Knowing what you know now, if you had it to do it over again, would you select UNM Anthropology?" (72 percent).

**Table 12. Current Job Titles and Employers of Graduate Alumni Survey Respondents**

Subfield	Degree	Title	Employer
Archaeology	MA	Archaeologist	Institute of Archaeology, Belize, Central America
Archaeology	MA	Archeological Technician	National Park Service, Southeast Arizona Group
Archaeology	MS	GIS Analyst	
Archaeology	PhD	Associate Professor of Anthropology	Texas State University
Archaeology	PhD	Assistant Professor	CSU, Chico
Archaeology	PhD	Archaeologist	U.S. Army Corps of Engineers
Archaeology	PhD	Director of Development	Southwest Center for HIV/AIDS
Archaeology	PhD	Postdoctoral Research Fellow	Max Planck Institute
Archaeology	PhD	Associate Professor of Anthropology	University of Texas San Antonio
Archaeology	PhD	Assistant Professor	Missouri State University
Archaeology	PhD	Laboratory Manager	Crow Canyon Archaeological Center
Archaeology	PhD	Assistant Professor/Sustainability Coordinator	University of Maine at Farmington
Archaeology	PhD	Vice President	Paleoresearch Institute
Archaeology	PhD	Curator of Anthropology and Natural History	University museum
Archaeology	PhD	Director of Education	University Illinois, Spurlock Museum
Archaeology	PhD	Data Analyst, Enrolment Services	Mount Royal University
Archaeology	PhD	Archaeologist	Forest Service
Archaeology	PhD	Instructor	Central New Mexico Community College
Ethnology	PhD	Senior Lecturer	Vanderbilt University
Ethnology	PhD	Assistant Professor of Anthropology	University of Hawaii West Oahu
Ethnology	PhD	Assistant Curator of Native American Art	Minneapolis Institute of Art
Ethnology	PhD	Assistant Professor of Practice, Assistant Director	University of Nebraska-Lincoln
Ethnology	PhD	Assistant Professor	Anthropology, Western Washington University
Ethnology	PhD	Director of Education	Crow Canyon Archaeological Center
Ethnology	PhD	Assistant Professor of Anthropology	Missouri State, Dept. of Sociology and Anthropology
Ethnology	PhD	Associate Professor of Anthropology	University of Maine Farmington
Ethnology	PhD	Assistant Professor	A research university
Ethnology	PhD	Environmental Dir/Tribal Historic Preserv Officer	Pala Band of Mission Indians
Ethnology	PhD	Assistant Professor	University of Guelph
Ethnology	PhD	Lecturer II	UNM Valencia, Truckee Meadows Community College
Ethnology	PhD	Lecturer; Program Director	
Ethnology	PhD	Lecturer, Department of Anthropology	University of North Texas
Evolutionary Anthropology	PhD	Assistant Professor of Biological Anthropology	Purdue University
Evolutionary Anthropology	PhD	Postdoctoral Research Fellow	Colorado State University
Evolutionary Anthropology	PhD	Assistant professor in psychology	Wales
Evolutionary Anthropology	PhD	Bioarchaeology Director	University of Iowa Office of the State Archaeologist
Evolutionary Anthropology	PhD	Assistant Professor	R2 University
Evolutionary Anthropology	PhD	Assistant Professor of Anthropology	Southern Illinois University Edwardsville
Evolutionary Anthropology	PhD	Senior Forensic Anthropologist	UNT Center For Human Identification
Evolutionary Anthropology	PhD	Adjunct lecturer	University of Arizona
Evolutionary Anthropology	PhD	Assistant professor	University of a Mississippi Medical Center
Evolutionary Anthropology	PhD	Post-doctoral research associate	University of California, Los Angeles
Evolutionary Anthropology	PhD	Assistant Professor of Anthropology	University at Albany
Other	PhD	Assistant Professor	University of Arizona

The survey also highlights several important concerns about the graduate program. Three of these concerns are highlighted below.

**Students are graduating with substantial student loan debt.** Table 13 is a breakdown by subfield of responses to the question “While in the Anthropology Program at UNM, how much student loan debt did you accumulate?”

**Table 13. Student Loan Debt by Subfield**

Debt	Evolutionary		
	Archaeology (n=19)	Ethnology (n=15)	Anthropology (n=11)
None	33%	7%	18%
Less than 10,000	11%	0%	36%
10,000-25,000	17%	20%	36%
25,000-50,000	22%	27%	0%
More than 50,000	17%	47%	9%

At the same time, a large fraction of survey respondents received little funding from the department. Twenty percent received zero funding, 20 percent received only 1-2 semesters of funding, and 28 percent received only 3-4 semesters of funding. Sixty-three percent of respondents had to take private-sector jobs while in graduate school; twenty percent of respondents worked more than 20 hours per week in these jobs. In this regard, answers to the question “What can we do to improve training for future graduate students?” include:

*Only admit the students that you can afford to support all the way through and prepare them better for alternate careers outside of academia. I found it very difficult to work full-time in the summers and half-time during the semesters for the Forest Service and still keep up with my studies and research.*

*There needs to be more funding support or guidance on how to avoid debt.*

*I think the lack of funding was definitely a hindrance for completing the degree quickly and not accruing significant student loan debt.*

**Students are concerned that they are not receiving job-translatable skills.** When asked to respond to the statement “My course work provided knowledge and skills required to obtain my desired job,” 20 percent of students responded as neutral or worse.

Response rates were similar for the statements “My training prepared me for a successful career in research” and “My training prepared me to write publication/grants.”

The strongest negative comments from students revolved around the issue of skills. Here, relevant responses to the question “What can we do to improve training for future graduate students?” included:

*Provide more methodological training (both qualitative and quantitative); implement more training in applied anthropology to stay relevant and account for the fact that jobs in academia are not readily available; provide more mentorship or courses on grant writing and publishing; provide guidance on how to get a job in academia.*

*Beyond training in research and the academic job process, students need training in cultural resource law and practice in government (both land management agencies and overall cultural resource compliance), and real nuts-and-bolts preparation for the vast majority of available archaeology jobs.*

*Work more on getting them real training in research methods, beyond just the two courses in Ethnology. It would be really useful if faculty would allow students to participate in their research from the start of their career to gain useful methods training.*

*More focus on "real world" research skills: managing large databases, data cleaning, statistical analysis, and writing grants.*

*I've had many individuals contact me since I graduated and went into non-profit work about what I do and how I got here. One person said that they didn't understand how anything they do in grad school could be relevant in any other field and didn't know what skills they had to contribute to venues outside of academia. This person has been in the UNM program for 7 years--that they couldn't assess their own skill set is astounding, and a marker of grad school failing them. I wish I could say that this was the only person who expressed this sentiment to me. They weren't.*

*Teach grad students how to write research papers.*

*In general, training them for technical skills that they will need in the workforce, including oral presentation, writing (e.g. scientific reports and grants), data analysis.*

**Students want preparation for non-academic positions.** Using data from the AAA AnthroGuide, [Speakman et al. \(2018b\)](#) estimated that 79 percent of anthropology doctorates in the US do not obtain tenure-stream university positions (see also [Speakman et al 2018a](#)). In our survey of UNM Anthropology graduates, only 11 out of 46 respondents (24 percent) were not employed in academia. Six of these 11 individuals “found a more desirable position in another field,” and four were “unable to find a position related to [their] graduate education.” Five students expressed a desire for greater skill-oriented preparation for non-academic positions.

Though responses to the survey are unlikely to be random with respect to job placement, UNM Archaeology and Evolutionary Anthropology placement rates are higher compared to other US universities ([Speakman et al 2018a](#), [2018b](#)). Nonetheless, Speakman et al. (2018b) paint a grim picture of employment prospects for anthropology (and other) PhD graduates moving forward, and our students are aware of the fact that most of them will not obtain tenure stream positions, either because of competition for a limited number of positions or because their career goals change after entering the program. In this light, several survey respondents asked the department to provide skills that would help them obtain academic positions. Relevant comments include:

*... implement more training in applied anthropology to stay relevant and account for the fact that jobs in academia are not readily available.*

*Prepare students for careers outside academia.*

*4F. Discuss the unit's strategic planning efforts going forward to improve, strengthen and/or sustain its structures, processes, and/or rates for recruiting, retaining, and graduating students.*

### **Strategic Planning: Improving Recruitment, Retention, and Graduation Rates**

**Undergraduate programs.** Traditionally, the undergraduate curriculum in Anthropology has focused on communicating knowledge about human uniqueness and diversity and helping students to think critically about the sociocultural and subsistence challenges that have faced our species at different places and times. Though the curriculum has emphasized knowledge and critical thought, it has also imparted skills related to methods of inquiry, data collection, methods of analysis, and oral and written communication.

In the minds of many anthropology faculty, this combination of knowledge and skills has been successful in preparing students to lead fulfilling and productive lives. The current trend towards formal “outcomes assessment” recognizes that university programs have not adequately formalized their student learning objectives in the context of a clear and compelling mission, nor do they formally assess their success in meeting their objectives. Additionally, anthropology programs have often made insufficient effort to communicate the value of their teaching and research to their students and to the public.

In recognition of these issues, over the past 10 years, the Anthropology Department has developed broad learning goals and SLOs for each degree program, and it has developed assessment protocols to assess our success in meeting our curricular objectives (Criterion 1C). However, as outlined in Criterion 3A, faculty have yet to fully buy-in to assessment, and the department has not used assessment data to identify strengths and weaknesses of its degree programs. The decrease in enrollments over the last four years highlights the need for important changes to existing methods of assessment and, more broadly, the need on the part of faculty and administration to commit to meeting the evolving education needs and career aspirations of our undergraduate students.

On Sept 7, 2018 the faculty voted to form a working group to examine the causes of the decline in undergraduate enrollments and to recommend changes to the undergraduate curriculum.

Areas of discussion will include:

- Revise Broad Program Goals and SLOs to emphasize skills and knowledge that are helpful to career development and admission to leading graduate programs;
- Conduct ongoing assessment of the success of our degree programs by tracking post-graduation employment and admission to graduate programs.
- Produce an annual report for the faculty on course and program enrollments;

- Continue to create new courses that engage with the interests of a broader range of students, e.g., health sciences, resources and environmental change, heritage, regional and country foci, and identity;
- Create a human biology program that articulates with biology, epidemiology, the school of nursing, and the school medicine;
- Expose students to job skills by creating a service learning intern program. Consider addition of an internship to the curriculum;
- Increase adjunct faculty interactions with undergraduate students and actively involve adjuncts in the internship program;
- Increase the number of laboratory courses and field schools, and include them as part of degree requirements electives;
- Expand engagement of students in our laboratories and expose them to interdisciplinary methods and research opportunities;
- Expand the number of inter-departmental cross-listed courses to draw on skills and knowledge from other departments;
- Create novel, high-quality on-line courses that exploit cutting-edge on-line teaching methods;
- Improve scheduling to avoid course overlap;
- Expand the annual assessment survey to measure skill acquisition;
- Conduct exit interviews with all graduating students to assess the strengths and weaknesses of the program with respect to assessment;
- Create a physical space in the department where undergraduate majors and the Undergraduate Anthropology Society can meet following the model of the subfield graduate lounges which have worked well to foster a sense of community and intellectual engagement for the graduate students;
- Give more attention to featuring undergraduate research (such as honors papers) and social life (the Undergraduate Anthropology Society) on the department webpage.

**Graduate programs.** To maintain the high quality of the graduate programs, the department needs to annually collect admissions, enrollment and retention data that permit faculty to better assess the strengths and weaknesses of the degree programs. Implementing formal outcomes assessment protocols will be important in this regard.

Our recent graduate student survey (Attachment B) points towards areas the department can start to analyze and address. More than any other single issue, students are concerned with reducing their student-loan debt; in response, faculty members need to consider whether and how to reduce time to degree by continuing to take fewer students, funding them longer, and helping them to obtain outside funding.

A second issue is that, while the department's track record in placing PhDs in tenure track positions is excellent, students recognize that there are relatively few academic positions available, and some students are not interested in academic positions, preferring to work in the private sector or for the government. As a result, students are increasingly seeking skills that

will lead to non-academic jobs. In response to this concern, following the last APR, Archaeology instituted a Public Archaeology master's program that serves as a separate track for students who wish to enter the profession as consulting archaeologists, work for governmental organizations, or advocate on behalf of heritage management. In the coming years, Ethnology and Evolutionary Anthropology should evaluate creating learning objectives and training to prepare students for alternative career paths.

Separate from the issue of alternative career paths, students have expressed a desire for improved training in specific areas; for example, quoting from one student, in "oral presentation, writing (e.g. scientific reports and grants), data analysis."

Based on the alumni survey and issues raised in Speakman et al. (2018a, 2018b), in the coming years, the department will need to address the following issues:

- Funding of PhD students is crucial to the continued success of the graduate programs. The department needs to develop plans to maintain and, ideally, expand existing funding in an environment of shrinking faculty lines and declining undergraduate enrollments;
- Faculty members should discuss whether they wish to train graduate students for non-academic jobs. If they decide to do so, they should identify non-academic jobs that are well-suited to anthropology graduates and provide graduate students with skills that will prepare them for those jobs;
- Continue to expand skills development beyond the classroom to encourage students to train in UNM labs including in departments such as EPS, Biology, or Chemistry;
- To assess the strengths and weaknesses of the program in preparing students for academic and non-academic jobs, conduct exit interviews with graduating students and track their placement in jobs following graduation;
- Also track student placement in jobs by conducting an alumni survey every five years;
- As the Graduate Committee prepares protocols for formal assessment of the graduate programs, it should focus on skill-oriented student learning objectives;
- To supplement existing courses-work and one-on-one advisement, subfields could offer workshops and brown-bags in grant writing, pre-dissertation publication, CV preparation, job application, the peer-review process, etc.;
- Add a financial advisement component to the annual new-student orientation.

From the faculty point of view, maintaining high-quality application pools and the overall excellence of our students is of great importance. The department will consider developing procedures to recruit high-quality applicants to the graduate program, such as distributing materials to peer institutions outlining the strengths of our faculty, research opportunities, field schools, funding, etc. The "Junior Hibben" program, which funds archaeology field schools for Native American and other indigenous undergraduates from UNM and other universities is directed towards recruiting such undergraduates to our graduate programs. Publicizing



projects such as the Totem Pole restoration/rededication, the Kibale Chimpanzee Projects, and interdisciplinary research opportunities in the new PAIS facility may also help to recruit promising undergraduates to our graduate programs.

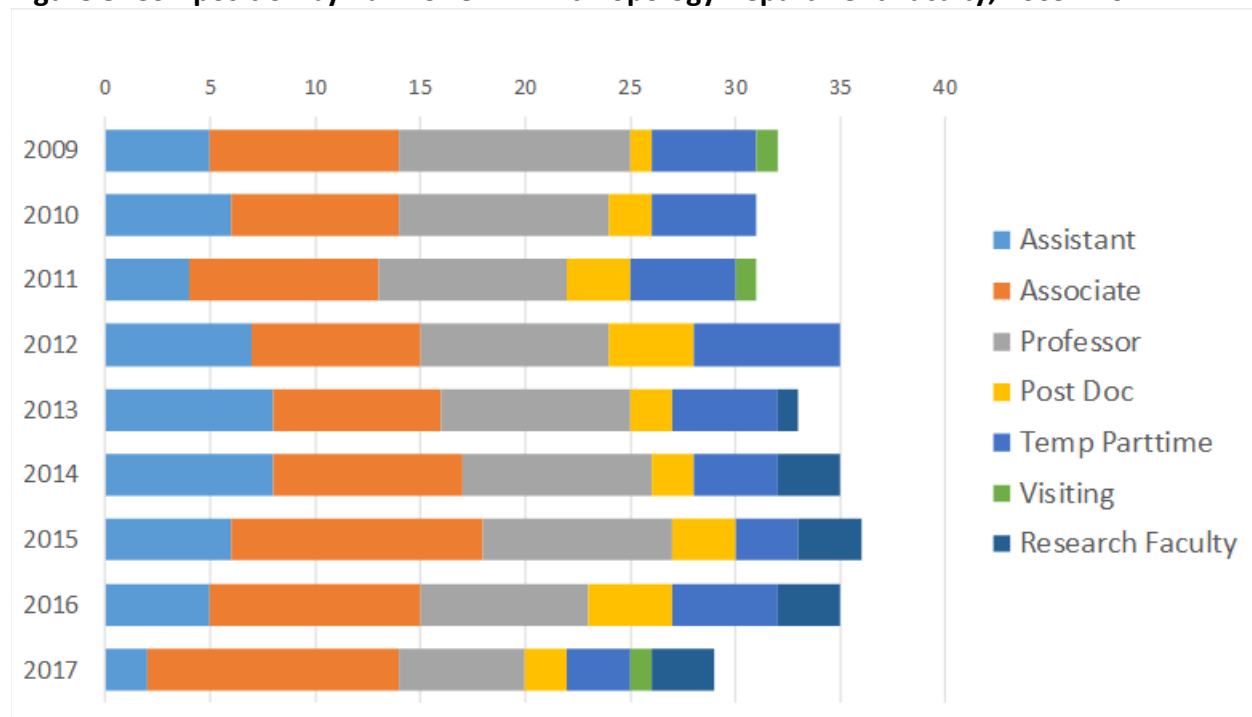
## CRITERION 5. FACULTY

The faculty (i.e., continuing, temporary, and affiliated) associated with any of the unit’s degree/certificate program(s) should have appropriate qualifications and credentials. The faculty should be of sufficient number to cover the curricular requirements of each degree/certificate program. Also, the faculty should be able to demonstrate sufficient participation in relevant research and service activities. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

*5A. Discuss the composition of the faculty and their credentials. Include an overall analysis of the percent of time devoted by each faculty to the relevant degree/certificate program(s) and his/her roles and responsibilities.*

### Faculty Qualifications and Credentials

**Figure 8. Composition by Rank of UNM Anthropology Department Faculty, 2009 - 2017**



The doctoral institutions and areas of specialization for each faculty member are listed below. Faculty earned their doctorates from leading institutions with long-standing traditions of rigorous training in all facets of anthropological inquiry. All faculty members devote 100 percent of their time to the relevant degree programs through their research, teaching, and service.

### Archaeology

- Boone, James (Ph.D. SUNY-Binghamton): Complex societies, evolutionary ecology; Europe, Iberian Peninsula, North Africa, Medieval Period.
- Crown, Patricia (Ph.D. University of Arizona): Ceramic analysis, ritual and ideology, craft production, gender studies, agricultural societies; US Southwest.
- Graves, Michael (Ph.D. University of Arizona): Evolution of prehistoric agriculture, social organization and complexity; geospatial studies; architectural and ceramic stylistic analysis; history of archaeology; Oceania (Hawai'i, Micronesia), US Southwest.
- Hayashida, Frances (Ph.D. University of Michigan): States and empires, political economy, political ecology, ancient agriculture and water management in arid environments, human impacts on the environment, craft production, beer brewing, ethnohistory, ethnoarchaeology, archaeometry; Andean South America (Peru and Chile).
- Huckell, Bruce (Ph.D. University of Arizona): Hunter-gatherer paleoecology, lithic technology, geoarchaeology, Paleoindian and Archaic periods; US Southwest and Plains.
- Jones, Emily (Ph.D. University of Washington): Human-environment interactions, zooarchaeology, evolutionary ecology; public archaeology and outreach; Paleolithic Europe, contact and early historic US Southwest.
- Mattson, Hannah (Ph.D. University of New Mexico): Ceramic technology, personal adornment, materiality, social identity, ritual practice, agricultural production and agrarian settlement organization, public archaeology; US Southwest.
- Prufer, Keith (Ph.D. Southern Illinois University): Mesoamerican archaeology; Environmental archaeology, paleoecology, paleoclimate; Mesoamerica
- Traxler, Loa (Ph.D. University of Pennsylvania): Complex societies in the Americas, Architecture and the built environment. Maya civilizations, Museum studies, Archeological collection, Cultural heritage and public museums; Mesoamerica.
- Wills, Wirt (Ph.D. University of Michigan): Foraging and early farming societies, economic organization, religion and emergent social complexity, 19<sup>th</sup> century Spanish colonial archaeology; US Southwest.

## **Ethnology**

- Dinwoodie, David (Ph.D. University of Chicago): Sociocultural anthropology; Linguistic anthropology; theory and history, ethnonationalism, neoliberalism, and historical consciousness; 19th century British colonialism; Pacific Northwest, Native North America, Canada.
- Field, Les (Ph.D. Duke University): Indigenous Identities; Nationalist Ideologies and the State; Resources, Social Transformations and Landscapes; Conflict Zones; Licit and Illicit; Collaborative Ethnography; Nicaragua, Colombia, Indigenous California, Palestine
- Oakdale, Suzanne (Ph.D. University of Chicago): Sociocultural anthropology, personhood and agency, ritual and religion, autobiographical narrative; Amazonia, Brazil.

## **Evolutionary Anthropology**

- Edgar, Heather J. H. (Ph.D. Ohio State University): Bioarchaeology, dental anthropology, variation in contemporary and past populations, paleopathology; U.S, Mexico, Europe, West Africa.
- Emery-Thompson, Melissa (Ph.D. Harvard University): Reproductive ecology, behavioral endocrinology, primate behavioral ecology, evolution of human behavior, life history.
- Hunley, Keith (Ph.D. University of Michigan): Human origins and prehistory; genetic and linguistic co-evolution; human population genetics, genetic ancestry, health and ethnicity in New Mexico.
- Long, Jeffrey (Ph.D. University of Michigan): Molecular population genetics and evolution, complex traits, statistical genetics, human evolution.
- Mattison, Siobhan (Ph.D. University of Washington): Kinship, parenting, reproduction, social inequality, human behavioral ecology; China, Vanuatu.
- Muller, Martin (Ph.D. University of Southern California): Primate behavioral ecology, reproductive ecology, behavioral and reproductive endocrinology.
- Nelson, Sherry V. (Ph. D. Harvard University): Paleoecology of Miocene apes, hominids; stable isotopic and dental microwear analyses; Asia, Africa, Europe.
- Pearson, Osbjorn M. (Ph.D. SUNY at Stony Brook): Paleoanthropology, origin of modern humans, skeletal biology, functional morphology, quantitative methods; Africa, Europe.

*5B. Explain the process that is utilized to determine and assign faculty course-load. Discuss the efficiency of this process (i.e., how does the unit determine faculty assignment to lower division vs. upper division courses). Include an analysis of faculty-to-student ratio and faculty-to-course ratio (based on the total number of credit hours taught).*

**Faculty Course Load.** The standard teaching load for faculty is two courses per semester. Course reductions are given for (1) administrative assignments (Chair, Associate Chair, Graduate Director, Undergraduate Director), (2) research semesters for tenure-track Assistant Professors, and (3) research-funded buyouts.

With four exceptions, faculty teach exclusively within their area of expertise. The exceptions are:

- ANTH 101, which is rotated among subfields;
- ANTH 498 Honors Seminar, also rotated among subfields;
- Courses that are cross-listed with other departments (e.g., Linguistics, Biology);
- Courses that are co-taught by faculty from two different subfields.

Scheduling is coordinated by the faculty convener of each subfield, and the Department Chair reviews final schedule submissions. Most faculty teach both lower-level and upper-level undergraduate courses, with ratios determined via consensus within each subfield, and with Associate and Full professors regularly teaching 100-level courses. At the graduate level, faculty generally teach at least one graduate class/seminar per year in their area of specialization.

*5C. Discuss and provide evidence of the professional development activities for faculty within the unit including how these activities particularly have been used to sustain research-related agendas, quality teaching, and support students learning and professional development at the undergraduate and graduate level.*

**Faculty Professional Development.** College-level resources are listed [here](#). These resources include sabbaticals, the A&S Teaching Award for Excellence, the Weber Award for Teaching Excellence in Science or Math, Outstanding Teacher Awards, Regents' Professor Appointments, and Regents' Lecturer Appointments.

At the departmental level, the chair, in consultation with the subfields, assigns a tenured faculty mentor to each untenured faculty member upon their hiring. The purpose of the faculty mentor is to work with the untenured faculty member on matters pertaining to preparation for mid-probationary review and promotion and tenure review. The faculty mentor provides feedback to the untenured faculty member regarding teaching methods and strategies, research proposals and projects, and service requirements. The faculty mentor may also provide advice to the untenured faculty member regarding preparation of dossier materials for review, selection of reviewers, and general expectations of the process. Since the establishment of the mentor system, no candidacy for tenure and promotion has been rejected by the Department, the College, or the University.

Other departmental resources supporting faculty include start-up funds, the Annual Snead-Wertheim Lecture Award, curricular fees for materials and resources related to instruction, and funds for travel to professional conferences and meetings.

*5D. Discuss and provide evidence of the research/creative work and efforts of the faculty within the unit at the undergraduate and graduate level. Explain the adequacy and/or significance of the research/creative work and efforts in supporting the quality of the unit and/or the program(s).*

### **Faculty Research and Creative Work**

**NRC Rankings.** Based on faculty research activity, in 2010, the National Research Council ranked UNM 13<sup>th</sup> of 82 graduate anthropology programs. Research activity is measured by publications, citations, grants, honors and awards, and the degree of inter-disciplinarily (see Criterion 8 for more details).

**Citations.** Table 14 lists links to Google Scholar Profiles for full-time tenure-stream faculty. The table excludes recent retirees (Dixon, Lancaster, Kaplan, Singer, Straus). The faculty who have profiles were cited 3,121 times in 2017. The lifetime number of citations for these faculty exceeds 38,760.

**Table 14. Hyperlinks to Faculty Google Scholar Profiles**

Faculty Member
<a href="#">Boone, James</a>
<a href="#">Crown, Patricia</a>
<a href="#">Graves, Michael</a>
<a href="#">Hayashida, Frances</a>
<a href="#">Jones, Emily</a>
<a href="#">Pearson, Osbjorn M.</a>
<a href="#">Prufer, Keith</a>
<a href="#">Field, Les</a>
<a href="#">Edgar, Heather J. H.</a>
<a href="#">Emery-Thompson, Melissa</a>
<a href="#">Hunley, Keith</a>
<a href="#">Long, Jeffrey</a>
<a href="#">Mattson, Hannah</a>
<a href="#">Mattison, Siobhan</a>
<a href="#">Muller, Martin</a>
<a href="#">Oakdale, Suzanne</a>
<a href="#">Nelson, Sherry V.</a>
<a href="#">Wirt Wills</a>

**Publications, Grants, Honors and Awards.** A complete list of faculty publications, grants, and creative works is located on faculty CVs [here](#). Abbreviated CVs covering the past 10 years are located in Appendix D.

Books published by anthropology faculty members between 2008 - 2017 include:

1. 2017 Muller MN, RW Wrangham & DR Pilbeam (editors). [Chimpanzees and Human Evolution](#). Cambridge: Harvard University Press.
2. 2017 Edgar HJH. [Dental Morphology for Anthropology: An Illustrated Manual](#). Routledge.
3. 2016 Kornfeld, Marcel and Bruce B. Huckell (editors). [Stones, Bones, and Profiles, Exploring Archaeological Context, Early American Hunter Gatherers, and Bison](#). University Press of Colorado, Boulder.
4. 2016 Crown P (editor). [The Pueblo Bonito Mounds of Chaco Canyon: Material Culture and Fauna](#). UNM Press, Albuquerque. 274 pp.
5. 2016 Jones, Emily Lena. [In Search of the Broad Spectrum Revolution in Paleolithic Southwest Europe](#). Springer Briefs in Archaeology. New York: Springer.
6. 2016 Field Les, Watkins J, and Gnecco C (editors). [Challenging the Dichotomy: The Licit and the Illicit in Archaeological and Heritage Discourses](#). Tucson: University of Arizona Press.

7. 2016 Traxler L and Sharer R (editors). The Origins of Maya States. University of Pennsylvania Museum, Philadelphia.
8. 2015 Field JS and Graves M (editors). Abundance and Resilience: Farming and Foraging in Ancient Kaua'i. University of Hawai'i Press, Honolulu, HI 262 Pp.
9. 2014 Huckell, Bruce B. and J. David Kilby (editors). Clovis Caches, Recent Discoveries and New Research. University of New Mexico Press, Albuquerque
10. 2014 Oakdale Suzanne and Magnus Course (editors). Fluent Selves: Autobiography, Person, and History in Lowland South America. Lincoln: University of Nebraska Press.
11. 2009 Boone JL. Lost Civilization: Spain and Portugal's Contested Islamic Past. London: Duckworth
12. 2009 Muller MN & RW Wrangham (editors). Sexual Coercion in Primates: An Evolutionary Perspective on Male Aggression Against Females. Cambridge: Harvard University Press.
13. 2008 Nichols D and P. Crown (editors). Social Violence in the Pre-Hispanic American Southwest. University of Arizona Press, Tucson. (submitted 2005)
14. 2008 Field, Les. Abalone Tales: Collaborative Explorations of California Indian Sovereignty and Identity. Durham, NC: Duke University Press.

Since 2008, faculty members have published more than 350 articles in leading academic journals, including:

- American Anthropologist
- American Antiquity
- American Ethnologist
- American Journal of Physical Anthropology
- American Journal of Primatology
- Anthropological Linguistics
- Archaeologies: Journal of the World Archaeological Congress
- Collaborative Anthropologies
- Current Anthropology
- Current Biology
- Ethnohistory
- Evolutionary Anthropology
- Hormones and Behavior
- Human Nature
- Journal of Anthropological Archaeology
- Journal of Anthropological Research
- Journal of Archaeological Science
- Journal of the Royal Anthropological Institute
- Journal of Theoretical Biology
- Latin American Research Review
- Nature
- PLoS Genetics

- PLoS ONE
- Proceedings of the National Academy of Sciences
- Proceedings of the Royal Society B, Biological Sciences
- Science
- Tipití: Journal of the Society for the Anthropology of Lowland South America
- World Archaeology

Since 2008, faculty have received external funding totaling in excess of \$10 million. Funding agencies include:

- American Philosophical Society
- Alphawood Foundation
- Andrew W. Mellon Foundation
- Fulbright Program
- Leakey Foundation
- National Science Foundation
- National Institutes of Health
- National Institute of Justice
- National Endowment for the Humanities
- National Geographic Society
- National Park Service
- Smithsonian Institution
- Wenner-Gren Foundation for Anthropological Research

*5E. Efforts and strategies to involve faculty in student retention and ensure students' academic success at the undergraduate and graduate level (i.e., faculty advising efforts, student engagement activities, etc.)*

See Criteria 4C, 4D and 4E above.

*5F. Provide abbreviated vitae (two pages or less) or summary of the educational background and professional experiences of each faculty member. (If the unit has this information posted on-line, then provide links to the information.)*

**Faculty Vitae.** Abbreviated vitae are located in Appendix D. Table 15 list links to faculty profiles on the department website.

**Table 15. Hyperlinks to Faculty Profiles**

Faculty Member
<a href="#">Boone, James</a>
<a href="#">Crown, Patricia</a>
<a href="#">Graves, Michael</a>

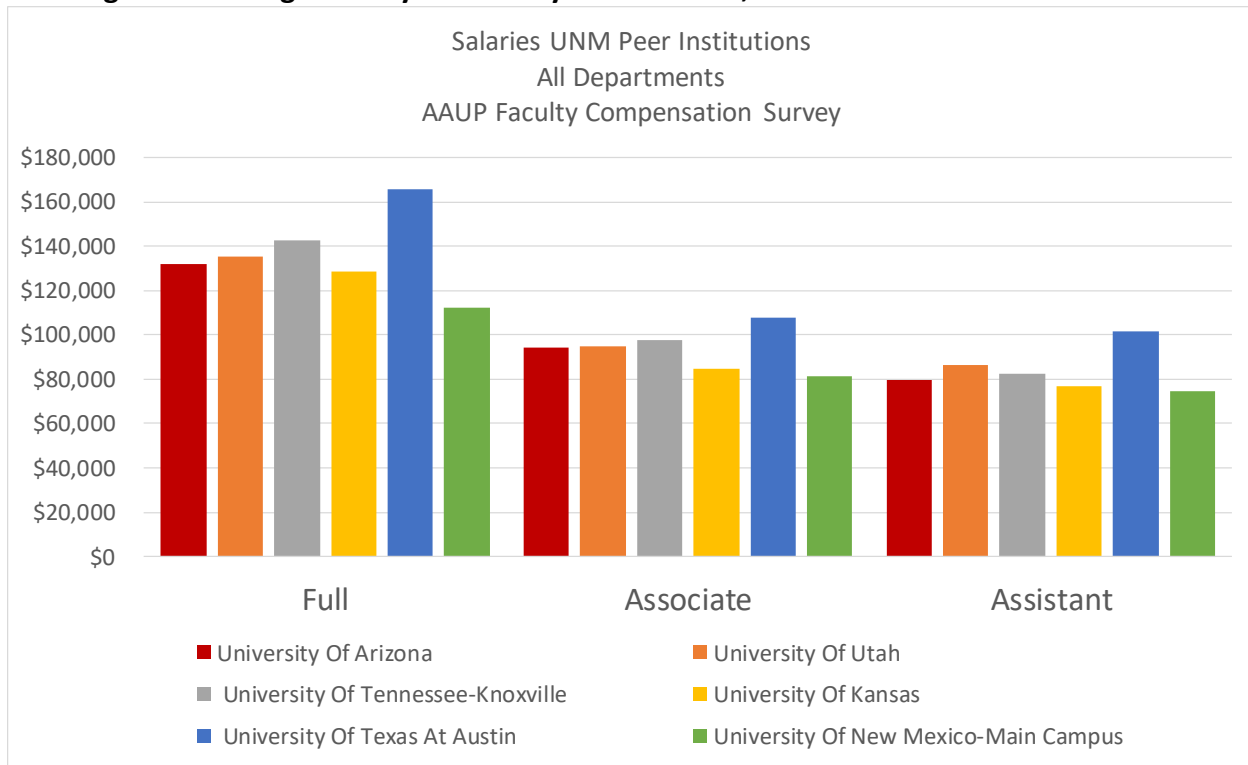


<a href="#">Hayashida, Frances</a>
<a href="#">Huckell, Bruce</a>
<a href="#">Jones, Emily</a>
<a href="#">Pearson, Osbjorn M.</a>
<a href="#">Prufer, Keith</a>
<a href="#">Traxler, Loa</a>
<a href="#">Wills, Wirt</a>
<a href="#">Dinwoodie, David</a>
<a href="#">Field, Les</a>
<a href="#">Oakdale, Suzanne</a>
<a href="#">Edgar, Heather J. H.</a>
<a href="#">Emery-Thompson, Melissa</a>
<a href="#">Hunley, Keith</a>
<a href="#">Long, Jeffrey</a>
<a href="#">Mattison, Siobhan</a>
<a href="#">Muller, Martin</a>
<a href="#">Nelson, Sherry V.</a>

*5G. Discuss the unit’s strategic planning efforts going forward to improve, support, and/or optimize its faculty.*

**Faculty Salaries.** Figure 9 lists average faculty salaries by rank at UNM and five peer institutions in 2018 (see Criterion 8). UNM lags behind peer institutions at all ranks. Table 16 shows the minimum, maximum, and median salaries of UNM anthropology faculty in 2018 and the average salaries for all UNM Main Campus faculty. In the Anthropology Department, salary compression is an ongoing problem that adversely affects morale and encourages our best faculty to seek positions at other universities. Compression within rank is now highest among full professors, where the range of salaries exceeds \$75,000. This disparity will increase as relatively low paid Associates are promoted in coming years. Compression was mitigated to some extent through Dr. Crown’s retention offer, which secured raises for 10 faculty members. Otherwise, chairs in the Anthropology Department have had limited success in securing small equity adjustments in the salaries of faculty who are lagging behind national averages, particularly at the Associate Professor rank. While new hires reinforce inequities, the salaries of new Assistant Professors can potentially be leveraged to support larger salary increases for the Associate Professors.

**Figure 9. Average Faculty Salaries by Rank in 2018, UNM and Five Peer Institutions.**



**Table 16. Faculty Salaries by Rank, UNM Anthropology, 2018**

Rank	Count	Min	Max	Median	Average all UNM Main Campus
Assistant Professor	2	\$75,000	\$75,750	NA	\$74,800
Associate Professor	12	\$73,506	\$91,998	\$76,651	\$81,200
Professor	7	\$77,460	\$156,550	\$108,139	\$112,400

**Travel Funds.** Cuts to the operating budget have reduced travel funds that the department has historically provided to its faculty. These funds are especially important to junior faculty career development. The annual earnings from the new Overstreet 90th Anniversary Endowment will be split equally among the faculty, more than doubling the annual conference travel allocation.

**Start-Up Funds.** The department helps new faculty to negotiate with the College of Arts and Sciences to fund the best start-up packages possible, which prepare them for successful academic careers. Following the last APR, new policies at UNM mandated that funding for start-ups be shared by the department through portions of grant funds that are returned to individual investigators. This policy is understandably highly unpopular among well-funded faculty members. The University is in the process of creating a new policy that will determine how start-ups are funded going forward. In certain cases, it may be possible to secure support for start-ups directly from the Office of the Vice President for Research (OVPR).

**Facilities.** Since the last APR, using curricular fees, operating budget, Dr. Crown's retention offer, overhead, and start-up funds, the department has been able to improve laboratory and classroom space. A full summary of facilities upgrades is listed in Criterion 7.

Additionally, the department has secured new office and laboratory space for two Evolutionary Anthropologists and one Archaeologist in the Physics/Astronomy and Interdisciplinary Science (PAIS) facility. The new space will permit the faculty to conduct cutting-edge research and student training in human and non-human primate reproductive ecology, radioisotopes, and stable isotopes, and it will help the department attract top-quality faculty and graduate students.

**Office of Equal Opportunity (OEO) Training and Support.** In support of nationwide and UNM efforts to end sexual and gender-based harassment and discrimination, the department will invite the OEO to give an annual presentation to the faculty. The purpose of the presentation will be to explain new and existing reporting policies and to provide faculty with a list of university resources. This presentation will supplement mandatory annual OEO training. Additionally, the department will train and support new faculty members in how to handle student complaints that may arise in the future.

**Faculty Mentoring.** A newly created mentoring policy will be implemented to provide additional support for Assistant and Associate Professors.

**Strategic Hiring Plan 2019 - 2022.** In order to guide future hiring, a previous departmental administration identified four thematic clusters (see Criterion OE). The department will no longer use these clusters moving forward. Instead each hiring justification will address the specific interdisciplinary goals of the department, college, and university.

For searches in FY 2019-2021, the department plans to hire six faculty members. These positions underscore interdisciplinary research and instruction that links anthropology to other units across the natural and social sciences, humanities, Latin American and Native American Studies, and the health sciences that are supported by the College of Arts and Sciences and the Office of the Vice President for Research.

- Searches in FY 2019
  - Evolutionary Anthropology
  - Ethnology
- Searches in FY 2020
  - Archaeology
  - Ethnology
- Searches in FY 2021
  - Archaeology
  - Ethnology

This hiring plan benefits from the retention package assembled by the College of Arts and Sciences and the Provost's Office for Dr. Patricia Crown, who was elected to the National Academy of Sciences in 2014. The package included four new hires, two in Archaeology and two in Ethnology that have been part of department hiring plans since 2015.

The two Archaeology hires were targeted to the US Southwest to maintain the department's historical excellence in this region. The first of these concluded successfully in 2018 with the hire of Hannah Mattson. The Dean of the College of Arts and Sciences has promoted the goal of hiring future museum curators as tenure-track faculty members in the relevant department. Accordingly, the next hire will be a Southwest archaeologist who will serve as Assistant Professor in Anthropology and Curator of Archaeology in the Maxwell Museum. This search will begin Fall 2019, and could involve joint or courtesy appointments in Museum Studies, Earth and Planetary Sciences, the Center for Stable Isotopes, Geography, Native American Studies, and Art History. Archaeology will search for an Assistant or Associate Professor in Fall 2020 (FY 2021) with an active research program focused on foraging societies of the Old or New World (Europe, Africa, Asia, North or South America, Australia). This position may include a specialization in lithic analysis. In the past, the Archaeology subfield has maintained a specialization in Paleolithic/Mesolithic societies. The new position maintains that specialization in the context of a search for a new faculty member with expertise in increasingly important and expanding areas of archaeological science.

During the past two years Ethnology faculty have engaged in productive discussions about our future direction and hiring, adjusting previous plans. We have committed to exploring living communities as dialectically constituted cultural forms by combining political economic and linguistic anthropological (also known as social semiotic analysis) and historical documentation. Geographically we have re-committed to supporting research primarily in the US Southwest, Latin America, and North America, especially Native North America. These interests carry forward elements of what was once identified as Cluster 3 (Expressive culture and preservation in a globalizing, developing world) with greater congruency with the theoretical directions in the field of sociocultural anthropology.

With these fresh discussions in mind in Fall of 2017, and with great interest in a University wide initiative to support research on issues like water, the ethnology faculty worked productively to develop a position in the ethnographic study of the environmental anthropology of the Americas; in 2017-18 we successfully carried out the hire of Lucas Bessire, though he will not begin his residence at UNM until Fall 2019. Now in Fall 2018 we have prioritized a second hire for a linguistic anthropologist who researches the transformations through which Indigenous linguistic communities are undergoing. This person will address several issues of great interest among Indigenous peoples today (language loss, communicative revitalization, the changing relationship between language, economic role, and identity). The hire would also fill a need for strengthening subfield analysis by assisting in the productive integration of linguistic anthropology and sociocultural anthropology at the undergraduate and graduate levels.

Ethnology's hires in FY 2020-21 reflect strategic priorities at the department and college levels. The FY 2020 search is open rank, seeking an Ethnologist with expertise in debates and issues surrounding tribal (or other federal) recognition and sovereignty, and engagement with Native groups, particularly but not exclusively in the American Southwest. This position envisages potential collaborations with Political Science, the new Public Policy Program, the American Indian Law Center, the Center for Regional Studies, the Institute for American Indian Research, and the Museum Studies Program, as also would be part of the College's goal of establishing UNM as a center of 21<sup>st</sup> century academic and applied collaborations with indigenous peoples of the US and the Americas. In FY 2021, Ethnology will search for an Assistant or Associate Professor with expertise in anthropology of sociopolitical transformation with ethnographic engagement in health and well-being, labor, work and resources, with the geographic focus open. This hire in the "anthropology of care" including medical anthropology would also respond to items in 4F.

Evolutionary Anthropology's search for a human evolutionary biologist at the Assistant or Associate level, pursuing interdisciplinary translational research, also begins in fall 2019. The desired areas of specialization include but are not limited to evolutionary developmental biology, functional morphology, immunology, health and behavior, and microbial genetics. This position is intended to complement scholars in a new interdisciplinary sciences initiative blending field, laboratory, and experimental research on human biology while providing novel training opportunities for graduate and undergraduate students. The position intersects with several of the priorities identified in Criterion 4F, and may involve joint and/or courtesy appointments in Biology, Health Sciences, Public Health (Epidemiology), Archaeology, and the Center for Social Policy.

Based on the report from the external review committee and discussions of revisions to our undergraduate and graduate programs as discussed in Criterion 4, the department will prepare a 10-year hiring plan by the end of 2019.

## CRITERION 6. RESOURCES AND PLANNING

The unit has sufficient resources and institutional support to carry out its mission and achieve its goals.

*6A. Explain how the unit engages in resource allocation and planning that are effective in helping it carry out its mission and achieve its goals. If the unit has an advisory board, describe the membership and charge and discuss how the board's recommendations are incorporated into decision-making.*

**Department Advisory Group.** The department chair convenes an Advisory Group (AG) comprised of the conveners of the three subfields, the Directors of the Undergraduate and Graduate Committees, and the Associate Chair. The AG assists the chair in developing operating policies and procedures. In 2017, the AG and chair, assisted by other faculty members and the Department Administrator, drafted and revised policies on mentoring, hiring, course buy-outs, spousal accommodations for new hires, and advisement of undergraduate and graduate students. Faculty vote on the adoption of all policies and procedures.

- *Include a discussion of how faculty research is used to generate revenue or apply for grants. How is the revenue gained from research being distributed to support the unit and its degree/certificate programs?*

**External Funding.** Many research grants generate an Indirect Cost returns (IDC), referred to at UNM as F&A (Facilities and Administration) charges made to most grants. A portion of the F&A return is distributed by the Office of the Vice President of Research (OVPR) to the College of Arts and Sciences, which then distributes a portion to departments. Over the past 10 years, the College has received 15 percent to 44 percent of the total F&A, of which it has consistently returned 40 percent of what it receives to departments.

Historically, the department returns a fraction of this F&A to Principal Investigators (PIs). In FY 2014, the department returned 33 percent of its share of F&A to PIs. The university stopped returning on-line-course tuition to departments in 2014. Compounding this loss of revenue, in FY 2015, the OVPR stopped funding new-hire start-ups, and the College of Arts and Sciences began requiring departments to generate 30 percent of start-up costs. As a result of these changes, and on the advice of the College, the department stopped returning F&A to PIs in 2015 and directed these funds toward start-up costs and other department commitments. PIs in this department have expressed frustration with this change. At present, the OVPR and the College are debating how to fund start-ups going forward, and consequently the department will revisit this issue in the near future.

*6B. Provide an analysis of information regarding the unit's budget including support received from the institution and external funding sources.*

- *Include a discussion of how alternative avenues (i.e., external and grant funding, summer bridge programs, course fees, differential tuition, etc.) have been explored to*

*generate additional revenue to maintain the quality of the unit's degree/certificate program(s) and courses.*

**Department Budget.** In FY 2018, the department received \$38,319 in Instructional and General funding (I&G funds) from the College of Arts and Sciences for its Operating Budget. I&G funds finance the purchase of office supplies, computer replacements for existing faculty, and other expenses related to the department's pedagogical mission. I&G funds from the college have dropped substantially in the last several years. In fact, in the past two fiscal years, the College has required departments to return portions of their operating budgets because of ongoing financial crises. In the past two years, Anthropology incurred two sequential "non-recurring" rescissions of between \$6,000 and \$7,000 respectively.

The department receives an I&G allocation of \$359,643 for graduate student GA and RA-ships, which is then administered by the subfields to support instruction of undergraduate-level classes and to provide tuition, health insurance and small stipends to existing and incoming graduate students.

The department maintains several UNM Foundation accounts which fund small scholarships and awards for undergraduate and graduate students (listed in Criterion 4D). These awards recognize achievement and fund research. Graduate awards are also used to recruit qualified students.

A recent gift to the department from the Overstreet family created an endowment, the annual earnings from which will be split equally among the tenure track faculty to support travel to professional meetings and conferences. This public presentation of faculty research plays a direct role in the continuous updating and renewal of materials used in the teaching of classes at the undergraduate and graduate levels; the presentations also attract high-quality graduate students.

The department uses curricular fees to purchase equipment and other materials (visual media, skeletal models and replicas, lab supplies, etc.) that directly support class instruction. Curricular fees are also used to support guest speakers, field trips, and other activities directly related to instruction.

The Hibben Trust Fellowships support Native American graduate students in the department. Fellowships support PhD students for three years, and MA students in Public Archaeology for two years. Additionally, the Trust funds dissertation write-up for senior graduate students. Hibben Fellowships have also supported students from other backgrounds, including Hispanic and Latinx students and indigenous students from the Pacific. In all, more than half of current or incoming Hibben students come from historically under-represented groups. The fellowship awards also prioritize students of all backgrounds who have graduated from UNM and other state universities in New Mexico.

The Alfonso Ortiz Center for Intercultural Studies was established in 2000 by a matching-fund Challenge Grant from the National Endowment of the Humanities. The Ortiz Center supports the graduate programs in the department by placing Hibben Fellows in internship positions. The center also annually awards the Louise Lamphere Ortiz Center for Intercultural Studies Public Policy Fellowship, endowed by Distinguished Professor Emerita, Dr. Louise Lamphere.

Along with American Literary Studies (English), American Studies, Arts of the Americas (Art History), Communications (Communications and Journalism), Hispanic Linguistics and Literature (Spanish and Portuguese), History, Latin American Studies, Linguistics, and Sociology, this department, under former Chair Michael Graves, pioneered the writing of the grant proposal to the Mellon Foundation that created the UNM-Mellon One-Year Dissertation Defense Fellowship. Several Anthropology students have received the fellowship.

“Differential tuition” as described by the College of Arts and Sciences is a proposal to charge tuition fees to students on a per credit hour basis in addition to their regular university tuition. Several colleges at UNM already charge differential tuition. The proposal to implement differential tuition in the UNM College of Arts and Sciences ([described here](#)) will be submitted to the new UNM President. Differential tuition would greatly augment funding for the Anthropology Department’s pedagogical mission.

*6C. Discuss the composition of the staff assigned to the unit and their responsibilities (including titles and FTE). Include an overall analysis of the sufficiency and effectiveness of the staff in supporting the mission and vision of the unit.*

**Analysis of the Sufficiency and Effectiveness of Staff.** The Department of Anthropology staff provide support to department faculty, students, collaborators, and community members. The department has a relatively small staff compared to the size of the academic unit (Academic Department 3), and each staff member provides very specific services to the department (see staff listing below). Since the last APR, the department staff composition has changed due to various budget reductions and changing needs in the department. At the beginning of 2015, the Department Administrator developed a staff reorganization plan to address staffing needs and to retain budgetary funding for staffing. This plan was strongly endorsed by the College office, which has worked with the department to achieve various aspects of that plan.

Two of the most significant changes in staffing have been due to mandatory centralization efforts by core offices: Information Technologies (IT) and Undergraduate Advisement.

In 2015, the department was notified that all Information Technology (IT) positions would be consolidated into a central College of Arts and Sciences IT unit. At the time, the department had a dedicated .75 FTE IT position which allowed us to provide immediate IT support to faculty, staff and students. While the centralization effort was an attempt to improve services, for the department this change resulted in an overall loss of IT support. While the A&S IT unit continues to provide computer set up, break/fix and networking support, there is no website



maintenance support. In addition, due to a lack of staffing support, the College A&S IT unit has steadily lost staff who have not been replaced, impacting their ability to address IT concerns quickly and efficiently. The A&S IT unit provided website development support in order to allow the department to redesign the website to meet the new UNM branding and logo standards, though maintenance of the website was taken over largely by the Department Administrator, with assistance from the Coordinator of Program Support. At present, the main IT office is working on a plan to centralize all campus IT units under their organization.

In 2017, the department Student Program Advisor (undergraduate advisement) retired. While in this position, she provided undergraduate advisement, but also worked as a member of the Anthropology staff team, providing administrative support as needed in addition to her advising duties. Once she retired, undergraduate advisement was centralized under the College of Arts and Sciences Advisement Center. Since that time, the department has had three undergraduate advisors, with varying levels of success. The most recent advisor was assigned to the department office full time, providing advisement to undergraduate majors in Anthropology and History. Since the installation of a full time advisor in the department offices, and the competency of the current advisor, our undergraduate advisement has steadily improved. However, this individual is dedicated to undergraduate advisement exclusively, which has reduced general administrative support capability in the main Anthropology office.

In 2016, the department completed an interdepartmental transfer, providing a new Administrative Assistant III to help cover some of the duties the Student Program Advisor covered for the department, such as instructional resources, catalog, and property accounting. The department was approved to offer a Career Ladder to Coordinator of Education Support, a position which functions to provide instructional resource support including scheduling, catalog, audio/visual, instructional materials, and other aspects related to instruction. This Career Ladder was completed in 2017.

In 2016, the Coordinator of Technical Publications retired. This position was not replaced, as the business management functions associated with the Journal of Anthropological Research (JAR) were transferred to the University of Chicago Press upon the successful completion of their bid for the journal. JAR retains a graduate Research Assistant and an undergraduate student to assist with manuscript review preparation, and other editorial support, which continues to be managed by the department. Upon retirement of the Coordinator, the Department Administrator took over production of the department newsletter.

In 2018, the department was approved to hire a part time (.50 FTE) Administrative Assistant I for the front desk, on the condition that this position be shared with the Department of Philosophy (.50 FTE). The original request was for a full time (1.0 FTE) Administrative Assistant I, and the department still needs the additional .50 FTE in order to achieve staffing levels per the staff reorganization plan. While we do use student employees to help cover front desk duties, this is not a long term solution as they are not permitted access to restricted UNM systems, and our success with student employees in both efficiency as well as employment duration has been erratic.

In 2018, the department hired two library assistants, both undergraduate student employees to allow us to offer more access to the Clark Field Archive and Library. One position is paid for by the department, and the other by the Maxwell Museum. These employees help manage collections as well as maintaining open hours for the CFAL. In future, the department may consider options for students to receive academic credit for working in the archive on specific, directed projects.

Faculty regularly employ undergraduate and graduate students to assist in research labs and on research projects. This allows students to gain practical research experience through an employment position, and to work closely with experts in their chosen field. These experiences provide students with skills and work history that contribute to their academic and professional success.

### ***Department Staff***

**Department Administrator A3, Grade 14 (1.0 FTE).** Oversees and administers programs, strategies, and initiatives designed to develop, enhance, and support the mission of the large, complex, and diverse Anthropology Department, as measured by annual revenue and number of faculty and staff. The DA (1) oversees all internal and external business activities, accounting and finance, and human resources; (2) manages and coordinates facility and resource management, information services, and general department administration; (3) participates with the Chair and senior departmental faculty in strategic and operational decision making as a member of the department's leadership team. In 2013, the Department Administrator was reclassified from a Grade 13 Academic Department 2 to Grade 14 Academic Department 3 based on the size and complexity of the department. As a result, the department is now classified in a higher tier than the majority of departments in the College, along with English and Mathematics.

**Department Accountant 3, Grade 13 (1.0 FTE).** Monitors the business activities of the organization through the maintenance and control of financial records; performs advanced accounting functions in the management of the organization's business affairs; prepares integrated financial and statistical reports, statements, projections, and recommendations that may have long-term impact on funding for the organization.

**Coordinator of Program Advisement, Grade 11 (1.0 FTE).** Oversees, and coordinates graduate student advisement, admissions, graduation eligibility assessment, recruitment, financial aid, and associated administrative/liaison activities within the academic organization; Assists with curriculum planning and program evaluation.

**Coordinator of Education Support, Grade 9 (1.0 FTE).** Coordinates and assists with public, professional, and/or community educational programs, including day-to-day operations; submits curricula changes to the registrar; coordinates class schedules, prepares and collects

instructional materials; and facilitates classes, workshops, seminars, and other training services; maintains facility usage and instructional resources.

**Student Program Advisor, Grade 9 (1.0 FTE).** Provides academic and financial aid/scholarship advisement services to the undergraduate student population, and plans, develops, and implements community outreach activities and campus recruitment and retention programs. This position is funded and managed by the Arts and Sciences Advisement office and provides advisement to Department of History undergraduate majors as well as Anthropology.

**Administrative Assistant I, Grade 5 (.50 FTE).** Performs a variety of office support and administrative duties for the department, such as composing a variety of standard documents and correspondence, relaying and resolving routine telephone and/or walk-up inquiries, scheduling calendar items and meetings, processing forms, performing data entry, establishing and maintaining records, editing and proofreading documents, and maintaining supply orders and office equipment maintenance orders.

**Student Employee(s) (.25 FTE).** Provide library assistance in the Clark Field Archive and Library, including shelving, cataloging, checking out materials, tracking check outs, and monitoring Clark Field email.

*6D. Discuss and provide evidence of the adequacy of the library resources that are available and/or utilized to support the unit's academic and research initiatives.*

**Library Resources.** Department faculty make extensive use of the 40+ brick-and-mortar libraries and associated on-line resources at UNM. Inter-Library-Loan services allow faculty to access resources that are not physically present in the UNM Library system. Our faculty generally express satisfaction with the adequacy of library resources at UNM. Access to library collections is a valuable benefit offered to our adjunct faculty.

The department's historic Clark Field Archive and Library (CFAL), located in the main Anthropology Building, contains a wealth of old and out-of-print books, journals and other documents, which faculty and students use in conducting research. In FY 2018, the CFAL facility was extensively renovated to serve as a venue for seminars and meetings, and we have implemented staffing in order to increase accessibility to this facility.

*6E. Discuss the unit's strategic planning efforts going forward to improve, strengthen, and/or sustain the sufficient allocation of resources and institutional support towards its degree/certificate program(s), faculty, and staff.*

**Strategic Planning: Resources.** While the anthropology department is resourceful with its limited budget, uncertainties regarding our funding allocations make strategic planning difficult. The primary obstacles are overall declining I&G funds for general operating expenses, mid-year budget rescissions, fluctuations in the department's allocation of F&A return, and changing

departmental costs for faculty startups. Further, there is no procedure by which a department can seek to augment its operating budget in the event of budget shortfalls or unexpected expenses.

One priority for the department is to resume the tradition of allocating a portion of F&A returns to the PIs that generating the funds. In the past these have been an important resource for PIs to replace field and lab equipment and supplement small departmental travel awards.

We will continue to generate curricular fees and will attempt to generate them more systematically in the future. We will continue to use those funds to support our instruction, in particular replenishing teaching lab supplies, purchasing teaching media, organizing field trips, and updating teaching technology.

One area of increasing resources has been the department's relationship with the Hibben Trust that substantively supports our graduate degree programs. The Trust has recently agreed to extend the doctoral Fellowship period from two years to three and to provide funding for the Public Archaeology Master's program (a two-year program of study). This has increased the competitiveness of our recruitment efforts. In particular, Hibben Trust funding us to offer more support to Native Americans, students from underrepresented populations, and students who are graduates of UNM and other New Mexico universities. The Hibben Fellowships are facilitating our ability to address the historic under-representation of many peoples in anthropology. In the future, we will request more support from the Hibben Trust to defray the costs of tuition for each fellowship to make the fellowships equivalent to other fellowships given by the department.

The UNM-Mellon One-Year Dissertation Defense Fellowship has been renewed for an additional year, which sustains success and excellence for one more group of students. With the end of this program, the department will need to intensify support of graduate students who are in their write-up period, and will need to seek new funding lines to do so.

By strategically allocating I&G supported assistantships, Hibben Fellowships, the UNM-Mellon Program, and other sources of funding, combined with smaller incoming cohorts of PhD students, the department will continue to sustain its graduate programs, admitting excellent students, training them well, and helping them to secure academic and non-academic jobs. The benefits of a smaller PhD program are that we can offer increased funding packages to recruit better students who would otherwise accept offers from other excellent Anthropology programs, and we can reduce the debt load our students frequently face after graduation. Professional programs like the two-year Public Archaeology program will continue to have higher numbers of enrolled students. As a result, graduate courses will have sufficient enrollments. The undergraduate program will need immediate attention in response to falling enrollments. We will undertake curricular changes with a goal to make our classes and our program more attractive to students in an environment of changing demographics and

new technological innovations. Our goal here is to continue to make anthropology accessible, exciting, and relevant.

## CRITERION 7. FACILITIES

The facilities associated with the unit are adequate to support student learning as well as scholarly and research activities.

*7A. Provide an updated listing from UNM's current space management system of the spaces assigned to your unit. Discuss the evolution and sufficiency of the amount of space your unit has been assigned by category (e.g., offices, support spaces, conference rooms, classrooms, class laboratories, computing facilities, research space, specialized spaces, etc.).*

- *Include an analysis of the square footage-to-student ratio and square footage-to-faculty ratio.*
- *Explain if the unit has any spaces outside or in other locations that are not documented in UNM's space management system.*

**Anthropology Facilities.** Anthropology has been assigned space in five buildings on the main campus:

- Anthropology Building (11) including the Patio Complex
- Anthropology Annex (12)
- The Frank C Hibben Center for Archaeological Research (15)
- Bandelier East and West Buildings (8 and 16)
- The Lomas building (220)

The Department shares space in the Anthropology Building and the Hibben Center with the Maxwell Museum. It shares space in the Bandelier Buildings with Geography and Earth Data Analysis Center (EDAC), and shares space in the Lomas building with the UNM Lockshop.

The main Anthropology building is a historic John Gaw Meem building, built in 1938. It houses teaching and research labs, faculty offices, a large lecture hall (163), and an additional mid-sized classroom (178) on the first floor. The Clark Field Archive and Library is also located in the main Anthropology building. The department administrative offices are located on the second floor of the building, as well as an additional mid-sized classroom/conference room (248). There are seven major laboratory faculties in this building: The Environmental Archaeology Laboratory, the Human Skeletal Repository, the Computational Genetics Lab, the Paleoecology laboratory, the Human Genetics Laboratory, the Chaco Canyon Field Research Laboratory, and the Human Family and Evolutionary Demography lab.

The Anthropology Annex, also a historic John Gaw Meem building built in 1938, is assigned to the archaeology faculty and students. As noted below, it has undergone renovations since the previous APR, including HVAC replacement, lighting replacement, installation of energy efficient interior windows, the installation of a sump pump to eliminate periodic flooding in the basement, the creation of the Zooarchaeology lab on the first floor (108), the renovation of B06 for student teaching and study space, the renovation of B06A to create a secure computer lab for student use, and the repurposing of B04 for additional lab space for the growing Public

Archaeology program. In the summer of 2018, the conference room (120) was renovated and expanded to add teaching space to accommodate up to 25 people.

Anthropology has also been assigned office space in the Lomas building (220) on North Campus. These offices house emeritus faculty and graduate students working on their final stages of dissertation development.

Following the previous APR, in the summer of 2011 the Young Ranch facility, located fifty miles north of Albuquerque in the Jemez Mountains, was destroyed by fire and flood during an intensive drought in New Mexico. This complex of three Pueblo revival-style buildings, which had been renovated in 2007, was used for field training programs in Anthropology, Earth and Planetary Sciences, and the Music department.

The current Anthropology campus facilities are sorted into the following functional categories:

**Administrative Offices.** The main offices are located on the second floor of the Anthropology Building and were remodeled and refurbished in 2008. The offices include a reception area (with two work stations), five staff offices, a copy/fax and computer room, storage areas (files, computers), an open common area and meeting space, a small kitchen, a unisex bathroom with lactation station, and the chair's office. A conference/seminar room is physically part of this complex but included in the classroom space described below.

**Office Space.** Anthropology supplies office space to its full- and part-time faculty, postdocs, teaching assistants, and many research assistants. There are two emeritus faculty offices in the Lomas Building. Two working retirees are provided office space through the duration of their appointments (Jane Lancaster, Editor of *Human Nature* and Lawrence Straus, Editor of the *Journal of Anthropological Research*). There are 17 Faculty/TA/RA offices in the Anthropology Annex, 12 in the main Anthropology building, and 1 in Bandelier West. Since the last APR, the quality of offices has been improved through HVAC and lighting renovation, removal of obsolete furniture and equipment, and the upgrade of furniture, equipment and interior space, while also maintaining the historic quality of the Anthropology buildings.

**Classroom Space.** The Department controls scheduling for several classrooms, including ANTH 248 (35 students) and ANTH 178 (35 students) in the Anthropology building, three seminar rooms (12-16 students each; one in the Annex and two in the Hibben Center), and a lecture hall in the Hibben Center (108 students). The recently renovated Clark Field Archive and Library reading room now serves as a seminar space (10-12 students). The Evolutionary Anthropology Student Lab (ANTH 150) also accommodates seminar classes up to 12 students. Annex room B06 also accommodates teaching of seminars of up to 15 students, though this area will be renovated in 2018 to provide lab space for the new Archaeology hire.

The Department also has access to the large lecture hall ANTH 163 (290 students) in the Anthropology Building, although non-anthropology courses are also allocated to the lecture hall by the central scheduling office on the main campus.

**Teaching Laboratories.** The department's dedicated teaching laboratories consist of the Human Evolution Lab (ANTH 176) seating up to 17 students, the Archaeological Teaching Lab in Hibben 124 that can seat 18 students, and the Annex B07 Ceramics Laboratory that can seat 16 students. The research laboratories listed below are also used for teaching.

**Research Laboratories:** See Table 8 for a list of the research laboratories. Additional information about the labs can be found [here](#).

**Graduate Student Facilities.** The department provides teaching/research/office space for each subfield. The Evolutionary Anthropology student lounge is located in Room 150 in the main anthropology building, and has two PCs available for student use as well as A/V equipment for lectures and presentations. The Archaeology student lounge is located in B06. There is also a secure computer lab for Archaeology students with specialized software in B06A. This lab houses three fully equipped PCs, and two scanners. The Ethnology student lounge is located in Patio 105, and includes two Mac computers, one Dell PC, and a scanner. The department also provides a small refrigerator and microwave in each of the student labs (ANTH 150, Patio 105, and Annex B06) for student use.

Shared graduate student office spaces are located in the main anthropology building room 161, the Patio 212, and the Annex B09, B06E, and B06D. Some professors also provide office space to their graduate students in lab spaces allocated to them, including Annex B07, Annex 104, Annex 109, ANTH B76, ANTH 145, ANTH 142, ANTH 143. Teaching assistants may also request temporary access to space in the Clark Field Archive and Library to hold office hours and meet with students.

Postdoctoral fellow office space is provided as available, but is not permanently allocated. Recently, ANTH 148, Bandelier West 206, and Patio 202 have served as office space for post-doctoral fellows.

**Other Space.** The Department provides office space for the *Journal of Anthropological Research* in the Patio Complex. The Clark Field Archive and Library consists of a three-room suite in the Main building. The front reading room was renovated in Spring 2018 and will be used for seminars, meetings, and office hours in addition to serving as a reading room/research area. The space also houses over 25 active journal collections and a PC computer for student use. The Collections room houses more than 12,000 books, including out of print monographs and books. The archive room houses the Anthropology Department's PhD dissertations that have completed and defended since 1948, course-reserve materials, and rare books in need of repair or special handling. We will work on digitizing many of these materials in order to create more space for future collections.



*7B. Discuss the unit's ability to meet academic requirements with the current facilities. Explain the unit's unmet facility needs.*

- If applicable, describe the facility issues that were raised or noted in the last APR. What were the outcomes, if any?*

**Department Facilities.** Recommendations of the Review Team from the previous APR:

1. Rank renovations of the Anthropology Annex and in the Bandelier basement as a high priority for capital improvement

**Facilities Improvements since Previous APR:**

2007

- Renovation of the main Anthropology building basement level after major flood from broken water main
- Renovation of ANTH 143 Chaco Canyon Field Research Lab

2008

- Renovation of second floor Administrative Offices ANTH 240. Included creation of large conference/teaching room (seating up to 35), large common area, unisex bathroom, kitchen facility
- Renovation of Patio 209/210 to create the Hominid Reproductive Laboratory Internal Service Center
- Renovation of first floor bathrooms, Anthropology Building 11

2009

- Young Ranch Field Research Station renovation completed
- Renovation of ANTH 145 to create Computational Genetics Lab

2010

- Upgrade A/V in ANTH 248
- Installation of A/V in ANTH 178

2011

- Installation of A/V in Hibben 103
- Installation of A/V in Hibben 104
- Installation of A/V in Hibben 125

2012

- Renovation to create Zooarchaeology Lab, Annex 108
- Renovation of ANTH 144/142 to create Environmental Archaeology Lab, including installation of a new fume hood, independent HVAC, upgraded electrical, and fire suppression systems.

- Replacement of roof on west side of Anthropology Building 11 and interior renovation of ceilings in ANTH 148, 146
- Renovation of ANTH B76 to convert to Paleoecology Laboratory
- Expansion of the Hominid Reproductive Laboratory, Patio 210/209
- Renovation of ANTH B73 for Freezer Storage for Hominid Reproductive Laboratory
- Installation of A/V in ANTH 176
- Upgrade wireless routers in Anthropology Building 11

#### 2013

- Installation of student workspaces for Evolutionary Anthropology Graduate Students, ANTH B76
- Upgrade of A/V in ANTH 163

#### 2014

- Creation of Ethnology Graduate Student Lab and Study Area, ANTH 159
- Creation of Archaeology Graduate Student Study Area, Annex B06
- Creation of Evolutionary Anthropology Student Lab and Study Area, ANTH 150
- Installation of two computer work stations for students in the Clark Field Archive and Library, ANTH 171
- Installation of Sump Pump to drain water from back of Annex to mitigate flooding
- Installation of Fume Hood in ANTH 142 Environmental Archaeology Lab
- Upgrade wireless access in Anthropology Annex, Building 12

#### 2015

- Replacement of flooring on second floor, Anthropology Building 11
- Creation of Zooarchaeology Lab (2), Annex B04
- Creation of Archaeology Graduate Student Computer Lab, Annex B06A
- Environmental Archaeology Laboratory merges with Center for Stable Isotopes in developing the Radiocarbon Lab in Castetter Hall Room 155. The lab is fully renovated to accommodate vacuum and gas transfer lines (custom built) as well as MQ H2O polishing, Labconco Centrivap and Freeze Zone freeze dry systems, and micro balance scales.

#### 2016

- Upgrade and replacement of HVAC and lighting Anthropology, Building 11
- Installation of A/V equipment in ANTH 150
- Upgrade of A/V equipment in ANTH 248

#### 2017

- Upgrade and replacement of HVAC, lighting and storm windows, Anthropology Annex, Building 12
- Creation of new Ethnology Graduate Student lab and study space, Patio 105

- Creation of Lactation Station, Second Floor, ANTH 245
- New signage was installed in the main Anthropology building and the Anthropology Annex.

2018

- Renovation of Clark Field Archive and Library Reading Room
- Creation of new lab to house additional freezers for the Comparative Human and Primate Physiology Center as well as the 3D Scanner obtained by Dr. Heather Edgar, ANTH 159
- Renovation of Annex 120 Conference Room
- HVAC upgrade Bandelier West
- Renovation of eastern portion of Annex B06 to create new Southwestern Archaeology Laboratory

*7C. Space management planning efforts of the unit relative to the teaching, scholarly, and research activities of the faculty associated with the unit. Include an explanation of any proposed new initiatives that will require new or renovated facilities.*

See 7D

*7D. Facility goals and priorities and the timelines associated with them. Include a description of short-term goals (1 – 3 years) (e.g. renovation requests) and long-term goals (4 – 10 years) (e.g. new facilities) and how they align with UNM's strategic planning initiatives.*

- *Explain the funding strategies associated with any of the unit's facility goals.*

**Strategic Planning: Facilities.** The department has done an excellent job in the last 10 years in its efforts to improve facilities. The Anthropology Building and the Anthropology Annex are recognized as important historic buildings on the UNM campus, and as such, the department was able to obtain capital improvement support from the Provost office for HVAC and lighting upgrades to increase energy efficiency. The Provost also provided support for renovations as part of retention agreements with faculty.

The department has also utilized curricular course fees to improve instruction spaces, equipment and collections. These funds have also been used for student and research labs in order to provide high quality study and learning environments.

The department has used returns from grant funds, in combination with other funding sources such as start-up and curricular fees, to create new laboratory and teaching facilities from previously underutilized spaces.

### ***Future Facility Goals and Priorities***

## **1 Year Plan:**

**Anthropology Annex 120.** In 2018, the Provost's office provided funding to complete the renovation of Annex room 120 which will increase its capacity to 25, allowing the department to use this room to offer a variety of courses. This room will also be available for students in the graduate program for proposal and dissertation defenses, job talk practice, and other professional development events.

**Anthropology Annex B06 Lab.** In 2018, the department will renovate the east side of Annex B06 to create lab space for a new faculty member. The renovation will be funded through the start-up allocation to the faculty member, with supplemental funding from curricular fees. This lab will be used primarily for research, but it will also be used for undergraduate and graduate instruction.

**Anthropology Annex B07 Lab.** The Ceramics Laboratory in Annex B07 will receive several equipment upgrades as part of the negotiation of start-up with the new faculty member in Archaeology. This equipment will be used for graduate student research and instruction and will be funded through department curricular fees and start-up funds.

**Anthropology B76 Paleoecology Lab.** The paleoecology lab is located in the basement of the Anthropology building. In 2007, a water main broke and flooded the basement to the depth of 4 ft. The flood destroyed all research materials and collections on the basement level (though it did not affect the basement collections areas of the Maxwell Museum). It also created warping on the second floor labs, creating further disruption to research activities. Although the department was given assurances that a flood alarm would be installed to create better response time, and that a flood proof door would potentially be installed on the physical plant room, neither of these improvements have been implemented. The recent HVAC renovation upgraded equipment and pipes in that area, but the threat of flood damage to the valuable collections and equipment remains. The flood-alarm and flood-door need to be installed as soon as possible. This cost should be covered by the Physical Plant Department (PPD).

In addition, while the HVAC renovation led to improvements in most of the buildings, it resulted in the elimination of heating and cooling in the B76A research lab. The department has repeatedly requested resolution to this situation from the PPD. As a short-term solution, the PPD has provided small-space heaters, which have been deemed a fire hazard by the Fire Marshall. This problem needs to be addressed immediately, with all costs being covered by the PPD.

**Zooarchaeology Teaching Lab.** In the Spring of 2018, the department will begin work on a new teaching lab in the basement of the Anthropology Annex. This area will be a 300 square foot room, providing space for collections, research, and teaching. This will accommodate existing needs as well as provide space for expansion of this growing field of Anthropology.

## **2-3 Year Plan:**

**Anthropology Building Hallways.** The department will petition PPD to have the hallways in the main building re-painted. This is part of regular building upkeep and maintenance and should be paid for by the PPD.

**Anthropology Annex Bathrooms.** There are four bathrooms in the Anthropology Annex, two on the first floor and two on the basement level. The plumbing for these bathrooms needs to be renovated to prevent sewer odors that occur regularly. The bathrooms also need new sink and toilet fixtures, painting and deep cleaning of the tile or complete replacement of the tile. The first floor bathroom entries need to be reoriented so that they do not open toward office doorways. In addition, the basement-level bathrooms are cramped and dark, so lighting needs to be improved, and the stalls in each bathroom should be consolidated to create larger, more accessible space. It is unlikely that the basement-level bathrooms are ADA compliant at this time. These renovations should be paid for by the PPD as part of regular building upgrade and maintenance.

**Anthropology/Maxwell Museum Bathrooms.** There are two bathrooms in the hallway between the Maxwell Museum and the Anthropology Patio. These provide public facilities to guests of the museum, as well as for faculty, staff and students. The current configuration of these bathrooms is cramped and difficult to maneuver. These bathrooms should be reconfigured to provide more accessible space to better meet ADA requirements, new fixtures and tile, and deep cleaning. In addition, a water fountain should be installed. We will petition PPD for funding for this project.

**Anthropology Cast Storage 176.** The department invested more than \$10K in removing old, inadequate cabinets and purchasing museum quality ones. This investment made 176 compliant with fire regulations. Additional storage upgrades are required. The funding for these improvements will come from department curricular fees.

**Anthropology Classroom 178.** As a historic part of the original main anthropology building, the floors, walls, and ceiling of ANTH 178 classroom show significant wear and tear and need to be refurbished. The department will explore possibilities to improve the space, which will be funded through the department curricular fees.

**Alfonso Ortiz Center for Intercultural Studies.** The department would like to explore the creation/construction of an Ortiz Center gathering space to be located between the Maxwell Museum and the Department. This would allow greater use, access, and flexibility with the public programming mission of the Center. Funding for this development would come from the annual I&G allocation to the Ortiz Center, and we will explore other funding sources as well.

**PAIS Lab Space.** The department received shared lab space in the new Physics & Astronomy and Interdisciplinary Science (PAIS) building for one Archaeology and two Evolutionary Anthropology faculty members.

**Anthropology Genetics/Kinship Lab 164.** The lab space in ANTH 164 is under-utilized. We will explore potential avenues to renovate and improve the functionality of this space for faculty who conduct research in genetics and kinship and possibly create additional lab or student space.

**Directional Signage.** Two years ago, the university installed directional signage outside of campus buildings. The location and north-south orientation of the sign on the east side of the Anthropology building renders it ineffective. The department will petition to have the sign revised (to list the location of the administrative offices) and placed approximately 5 feet from the current location in an East/West orientation.

**Building Signage.** The PPD is expected to provide funding for modern, ADA compliant signage within campus buildings. The department will use this funding to upgrade signage in the main Anthropology building and the Annex.

#### **4-10 Year Plan:**

**Anthropology Annex 107.** This faculty office suite is currently occupied by Leslie Spier Distinguished Professor Emeritus Dr. Lawrence Straus, who currently manages and edits the *Journal of Anthropological Research*. As new Archaeology hires progress, the office will be reallocated to new faculty, though Dr. Straus will continue to have office space during his tenure as editor. Renovations will include removal of built-in furniture and flooring, painting, installation of new equipment, and potential remodeling to create larger and more accessible lab and office space. The department will request capital funds from the university if they become available, but, otherwise, will complete the renovations using departmental funds, faculty start up, or a combination of the two.

**Renovation of Anthropology Patio Open Space.** The Anthropology Patio complex features an open-air interior space. This two-story open area is not an effective use of space. In the summer, it becomes uncomfortably warm due to the intensity of sunlight and lack of air flow. It also collects rain water due to inefficient drainage. In addition, we have had problems venting the fume hood in Patio lab 209/210. The department will explore ways to enclose the space to create a large meeting area on the ground level and at least two new faculty offices on the second floor. The department will seek major capital improvement funding for this project.

**Lomas Facility/Office Space Replacement.** The PPD has taken over approximately 50 percent of the space allocated to the department in the Lomas 220 building, and they are seeking to take over additional portions of the space. The Lomas offices provide workspace for two emeritus anthropology faculty, as well as one regular faculty member who allows the space to be used by students in the dissertation write-up phase of their academic careers. In the event that the PPD takes over the faculty offices, the department will seek compensatory space from the university. Otherwise, the department will work with other units on campus to identify potential avenues for shared space, and will work with those units to secure funding.

**UNM Chaco Canyon Research Center.** Since 1928, the year the Department of Anthropology was founded, UNM has conducted field schools and research projects at Chaco Canyon. UNM's long history of research at Chaco Canyon was recently recognized with a Field Discovery Award from the Chinese Academy of Social Sciences. UNM also works closely with the National Park Service, and that relationship was codified in 1970 with the signing of a collaboration agreement on the Chaco Canyon Project (the current agreement end in 2020).

The department will use insurance funding from the loss of the Young Ranch (noted above) to partially fund the construction of a UNM Chaco Canyon Research Center in Chaco Canyon, NM. This facility would house research activities and equipment, interactive research stations and exhibits, and housing for researchers and field school students. The insurance funds (estimated to be between \$250,000 and \$300,000) are currently controlled by the PPD. The department expects the PPD to allocate the funds for the construction and maintenance of the center, and the Provost has agreed to provide a yearly maintenance budget as part of Dr. Patricia Crown's retention offer.

## CRITERION 8. PEER COMPARISONS

The degree/certificate program(s) within the unit are of sufficient quality compared to relevant peers. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

*8A. Discuss the distinguishing characteristics of the degree/certificate program(s) within the unit after completing the Peer Comparison Template provided as Appendix H (i.e., examination of student enrollment rates, degrees/certificates offered, number of tenure-track faculty, research/creative work of faculty, etc.). Include an analysis of the unit's degree/certificate program(s) based on comparisons with similar or parallel programs:*

- *at any of UNM's 22 peer institutions;*
- *at other peer institutions identified by the unit; and designated by relevant regional, national, and/or professional agencies.*

### **Peer Comparisons**

**NRC Rankings.** Before proceeding to the peer-institution comparisons, we briefly review the 2010 National Research Council rankings of graduate anthropology programs (available [here](#)). The rankings are based primarily on data from a 2005-06 survey of faculty from 61 fields of study in 5,000 doctoral programs at 222 institutions, and a questionnaire of advanced doctoral students. The NRC used these data to construct 20 measures that were divided into three categories: faculty research activity, student support and outcomes, and diversity of the academic environment. The five ratings summarizing those categories were:

- Research: Based on faculty publications, citation rates, grants and awards, and the degree of inter-disciplinarily
- S-Rank: Based on characteristics that faculty deemed to be important
- R-Rank: Based on the relationship between faculty ratings of representative institutions and the 20 program measures
- Students: Based on completion rates, financial aid, and other criteria
- Diversity: Based on gender balance, ethnic diversity, and proportion of international students

The only rating that was correlated with all 20 program measures was Research, for which UNM Anthropology ranked 13<sup>th</sup> of 82 institutions (table 17). In contrast, UNM Anthropology is in the bottom half of institutions for the Student and Diversity ratings. The low Student rating most certainly captured the fact that prior to 2010, the department accepted a large number of students and funded them poorly. As outlined in Criterion 1, the department has made significant strides in this regard.



**Table 17. Top 20 Anthropology Programs Nationwide Based on the “Research” Ranking of the NRC (2010). (The data were copied from the 30-Sept-2010 issue of the Chronicle of Higher Education.)**

Institution, program	Research	S-Rank	R-Rank	Students	Diversity
Pennsylvania State	1	1	9	5	77
Duke	2	2	33	14	68
Harvard	3	3	1	4	15
U. Wisconsin at Madison	4	25	12	81	66
Northwestern	5	5	17	15	34
Stanford	6	4	27	18	21
SUNY Binghamton	7	17	32	72	52
U.C. Berkeley and at San Francisco Medical Anthropology	8	6	36	2	42
Washington St. Louis	9	8	21	8	65
SUNY Stony Brook	10	14	42	12	56
Arizona State	11	37	37	78	64
U. Pennsylvania	12	13	7	31	60
<b>UNM</b>	<b>13</b>	<b>26</b>	<b>13</b>	<b>65</b>	<b>43</b>
U. Michigan at Ann Arbor	14	7	2	51	11
U. Alaska at Fairbanks	15	31	76	37	29
UC Davis	16	12	22	26	63
NYU	17	21	8	48	18
U. Colorado at Boulder	18	55	77	33	69
Emory	19	9	11	11	41
U. Arizona	20	16	5	53	50
U. of California at Berkeley	21	11	4	29	25

**Peer Institutions.** The following six peer Institutions were chosen in consultation with the Advisory Group. All six institutions are listed as [UNM peer institutions](#) by the UNM Office of Institutional Analytics, and all six minimally offer BA, MA and PhD degrees. Most permit specialization in archaeology, cultural anthropology, or biological anthropology.

**Table 18. Peer Institutions Selected for the APR**

University	Location	Website
University of Arizona	Tucson	anthropology.arizona.edu/
University of Utah	Salt Lake City	anthro.utah.edu/
University of Tennessee	Knoxville	anthropology.utk.edu/
University of Kansas	Lawrence	www.ku.edu/~kuanth/
University of Colorado	Boulder	www.colorado.edu/Anthropology/
University of Texas-Austin	Austin	liberalarts.utexas.edu/anthropology/

Table 19 lists summary data on institution-wide graduation rates, spending, student aid, and SAT scores. The six institutions rank equal to or above UNM in every measure.

**Table 19. Enrollment Data from 2,349 Degree-Granting Institutions in 2013.**  
**(Source available [here.](#))**

Undergrad Student Comparisons	Univ of Arizona	Univ of Utah	Univ of Tennessee-Knoxville	Univ of Kansas	Univ of Colorado-Boulder	Univ of Texas-Austin	UNM
4-year graduation rate	0.399	0.24	0.368	0.358	0.443	0.509	0.146
4-year graduation rate (percentile)	82	55	78	77	87	91	27
6-year graduation rate	0.614	0.604	0.675	0.616	0.697	0.794	0.476
% Freshman returning for 2nd year	81.5	87.9	85.6	79.9	84.6	93.6	77.7
Completions/100 students (any length)	21.3	23	22.4	22.3	22.6	25.2	17.8
Spending per completion	86900	77863	121306	88933	77950	89119	78547
Student aid per receipt	10381	6211	7269	6394	9345	8627	6034
Student Aid (percentile)	94	55	74	59	91	87	49
Median SAT score (percentile)	77	77	90	83	90	96	57

The following descriptions of the anthropology programs of each peer institution were copied from the [AAA AnthroGuide](#).

### University of Arizona

<b>General Description/ Special Programs:</b>	Several Archaeological Field Schools; MA in anthropology with specialization in applied archaeology; PhD concentrations in medical anthropology, applied anthropology, Southwest land & society, archaeology of the Mediterranean world, anthropology of history and social memory, and ecological and environmental anthropology; Joint PhD program in Anthropology and Linguistics; Dual PhD degree in anthropology and Near Eastern Studies
<b>Degrees Offered:</b>	Anthropology PhD, MA, BA, BS
<b>Highest Degree Offered:</b>	PhD
<b>Website:</b>	<a href="http://anthropology.arizona.edu/">anthropology.arizona.edu/</a>
<b>Requests:</b>	For Undergraduate and Graduate Catalogs see <a href="http://catalog.arizona.edu">catalog.arizona.edu</a>
<b>BA/BS Field Areas:</b>	Biological Anthropology, Linguistic Anthropology, Cultural Anthropology, Archaeology
<b>BA/BS Requirements:</b>	The Anthropology BA require 33 units and the BS Majors require a minimum of 36 units in Anthropology, 21 of which must be upper division courses (300-499 inclusive). At least one of the upper division courses must satisfy the Writing Emphasis course requirement. The Anthropology BS Major combines a common core of courses with specialization in either Archaeological Sciences or Human Biology.
<b>MA/MS Field Areas:</b>	Archaeology, Linguistic Anthropology, Biological Anthropology, Cultural Anthropology, Medical Anthropology
<b>MA/MS Requirements:</b>	33 units course work, thesis or research paper required
<b>PhD Field Areas:</b>	Linguistic Anthropology, Biological Anthropology, Archaeology, Cultural Anthropology, Medical Anthropology
<b>PhD Requirements:</b>	Minimum of 48 units course work and 18 of dissertation, 1 language, statistics, written and oral comprehensive exam; fieldwork required in most cases; and final examination (defense) of dissertation.

### University of Utah

No entry in the AAA AnthroGuide

**Degrees offered:** BA, BS, MA, MS, PhD

**Highest Degree Offered:** PhD

**PhD requirements:** Anthropology 6611 (Preparation of Grant Proposals), proficiency in statistics, additional course requirements determined by student's Supervisory Committee, qualifying examination, dissertation

## University of Tennessee, Knoxville

**General Description/ Special Programs:** Historically known for its unparalleled strength in forensic anthropology, the anthropology department at UT is in an exciting period of growth and increased international attention in its core areas of biological anthropology, cultural anthropology, and archaeology. The Forensic Anthropology Center provides a number of service and research functions, including human identification for local, state and national law enforcement and medical examiners, operating and maintaining the National Forensic Anthropology Data Bank, and sponsoring and coordinating forensic anthropology research, providing specialized courses, and publications. Disasters, Displacement, and Human Rights (DDHR) is an interdisciplinary programmatic focus centered in cultural anthropology, with links to other subdisciplinary foci within the department, and to other programs in the university and internationally. The DDHR program broadly emphasizes contemporary anthropological training, research, and application in the areas of disasters, forced migration, conflict and conflict resolution, peacebuilding, human rights, and transitional justice. The Department offers a Masters in Mediterranean Archaeology in cooperation with the Departments of Classic, History, Architecture, and Religious Studies. Together with the Department of Classics it is affiliated with the American School of Classical Studies in Athens.

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**Degrees Offered:** Anthropology PhD, MA, BA

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**Highest Degree Offered:** PhD

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**Website:** [anthropology.utk.edu](http://anthropology.utk.edu)

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**BA/BS Field Areas:** Anthropology

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**MA/MS Field Areas:** Anthropology

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**MA/MS Requirements:** 30 semester hours course work, thesis, 1-hour oral examination

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**PhD Field Areas:** Anthropology

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## University of Kansas

**General Description/ Special Programs:** The department offers graduate training in the major subdisciplines of anthropology: archaeology, biological anthropology and cultural anthropology. Faculty have expertise in applied anthropology, medical anthropology, anthropological and molecular genetics, evolutionary studies, human nutrition, and demography; linguistics, endangered languages, and discourse analysis; geoarchaeology, Great Plains archaeology, Mesoamerican archaeology, and Old World archaeology; political anthropology, symbol systems, gender, economic anthropology, environmental anthropology, and indigenous studies. Area strengths include Latin America, U.S., Africa, Asia, Europe, and the Arctic. The department has ties to other disciplines in the humanities, social sciences, and natural sciences. For example, joint degrees in Anthropology/Genetics are available through an integrated program with the Division of Biological Sciences. The department provides training in geoarchaeology in collaboration with the Kansas Geological Survey. And the department offers courses in the university's interdisciplinary Museum Studies Program (MA degree).

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**Degrees Offered:** Anthropology PhD, MA, BA/BGS major, minor

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**Highest Degree Offered:** PhD

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**Website:** [www.ku.edu/~kuanth/](http://www.ku.edu/~kuanth/)

**Requests:** For Graduate Program Information write to: Mrs. Corinne Butler (Graduate Academic Advisor) at cebutler@ku.edu. For Undergraduate Program Information write to: Mrs. Le-Thu Erasmus Campbell (Undergraduate Officer) at lerasmus@ku.edu

**BA/BS Field Areas:** Anthropology

**BA/BS Requirements:** The Department of Anthropology offers majors and minors for the Bachelor of Arts and Bachelor of General Studies degrees. The BA requires training in a foreign language. The BGS does not. Anthropology major requirements are identical for the two degrees. These are a careers course, introductory courses in linguistics, biological anthropology, cultural anthropology, and archaeology, five upper-division courses distributed among those subdisciplines, and a Capstone course. Graduation with honors requires a senior thesis.

**MA/MS Field Areas:** Cultural Anthropology, Biological Anthropology, Archaeology

**MA/MS Requirements:** 30 credit hours of graduate level work in anthropology and closely related disciplines as specified by each subdiscipline, thesis, and an oral examination. Non-thesis options include oral comprehensive examination, research paper and internship respectively.

**PhD Field Areas:** Cultural Anthropology, Biological Anthropology, Archaeology

**PhD Requirements:** At least 24 hours of post-MA coursework; course in responsible research and scholarship (ANTH 707), 2 field statements, written dissertation proposal, oral examination, fieldwork, dissertation, and defense of dissertation.

## University of Colorado, Boulder

**General Description/ Special Programs:** Admissions: Applicants are considered for admission in terms of letters of recommendation, experience, interests and relevant accomplishments as well as GPA and GRE scores. Applications for admission in the academic year 2018-2019 must be completed by January 15, 2018.

**Degrees Offered:** Anthropology PhD, MA, BA

**Highest Degree Offered:** PhD

**Website:** [www.colorado.edu/Anthropology/](http://www.colorado.edu/Anthropology/)

**Requests:** For Catalog Write To: CU Bookstore, UCB 36, U Colorado Boulder, Boulder, CO 80309-0036

**BA/BS Field Areas:** Anthropology, Cultural Anthropology, Archaeology, Biological Anthropology

**BA/BS Requirements:** Students must complete the general requirements of the College of Arts and Sciences and the following required courses (a minimum of 30 credit hours in anthropology, 18 of which must be upper division, is required for the degree): Anth 2010, Introduction to Physical Anthropology 1; Anth 2100, Frontiers of Cultural Anthropology; Anth 2200, Introduction to Archaeology; one upper-division topical course in cultural anthropology; one upper-division course in archaeology; one upper-division course in physical anthropology.

**MA/MS Field Areas:** Anthropology, Archaeology, Biological Anthropology, Cultural Anthropology

**MA/MS Requirements:** 30 hours of graduate course credit; exams demonstrating a knowledge of the candidate's subdiscipline of anthropology. Training Policy: Students preparing for the MA exams are expected to have a broad knowledge of general anthropology with some specialization in their subdiscipline. MA thesis is required in Archaeology and Biological Anthropology, optional in Cultural Anthropology. Specialization proceeds at the PhD level.

**PhD Field Areas:** Archaeology, Cultural Anthropology, Anthropology, Biological Anthropology

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**PhD Requirements:** MA in anthropology and willingness of a faculty member to sponsor candidacy. Minimum of 30 hours advanced graduate courses. The foreign language requirement can be satisfied by completion of a 4th semester college language course or an equivalent intensive language training program, or by a documented assessment of language proficiency approved by the departmental Graduate Committee. Preliminary and comprehensive exams based on student's field of interest. Dissertation based on field or lab work.

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## University of Texas-Austin

**General Description/ Special Programs:** Graduate and undergraduate programs cover all sub-fields of anthropology. Special programs include the African Diaspora, the Mexican-American Borderlands, and Activist Anthropology.

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**Degrees Offered:** Anthropology PhD, MA, BA major

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**Highest Degree Offered:** PhD

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**Website:** [www.utexas.edu/cola/depts/anthropology/](http://www.utexas.edu/cola/depts/anthropology/)

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**Requests:** Registrar: registrar.utexas.edu/catalogs

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**BA/BS Field Areas:** Linguistic Anthropology, Archaeology, Anthropology, Biological Anthropology, Cultural Anthropology

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**BA/BS Requirements:** Please contact the department's undergraduate advisor for degree requirements.

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**MA/MS Field Areas:** Linguistic Anthropology, Biological Anthropology, Cultural Anthropology, Archaeology

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**MA/MS Specializations:** Anthropology, archaeology, biological anthropology, linguistic anthropology, and sociocultural anthropology.

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**MA/MS Requirements:** For students choosing the "Thesis" option, six (6) of the 30 hours of coursework are represented by the thesis. Student choosing the "Masters Report" option need 30 hours of regular coursework in addition to three (3) hours for the report. For more complete information please visit the department's website.

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**PhD Field Areas:** Biological Anthropology, Archaeology, Linguistic Anthropology, Cultural Anthropology

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**PhD Specializations:** Anthropology, archaeology, biological anthropology, linguistic anthropology, and sociocultural anthropology.

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**PhD Requirements:** Nine semester hours of departmental core courses, nine semester hours of additional work, and a minimum of six semester hours of dissertation hours. The student must also fulfill a foreign language requirement, pass a comprehensive examination in three areas of specialization, successfully defend a dissertation prospectus and write and successfully defend the dissertation. For more complete information please visit the department's website.

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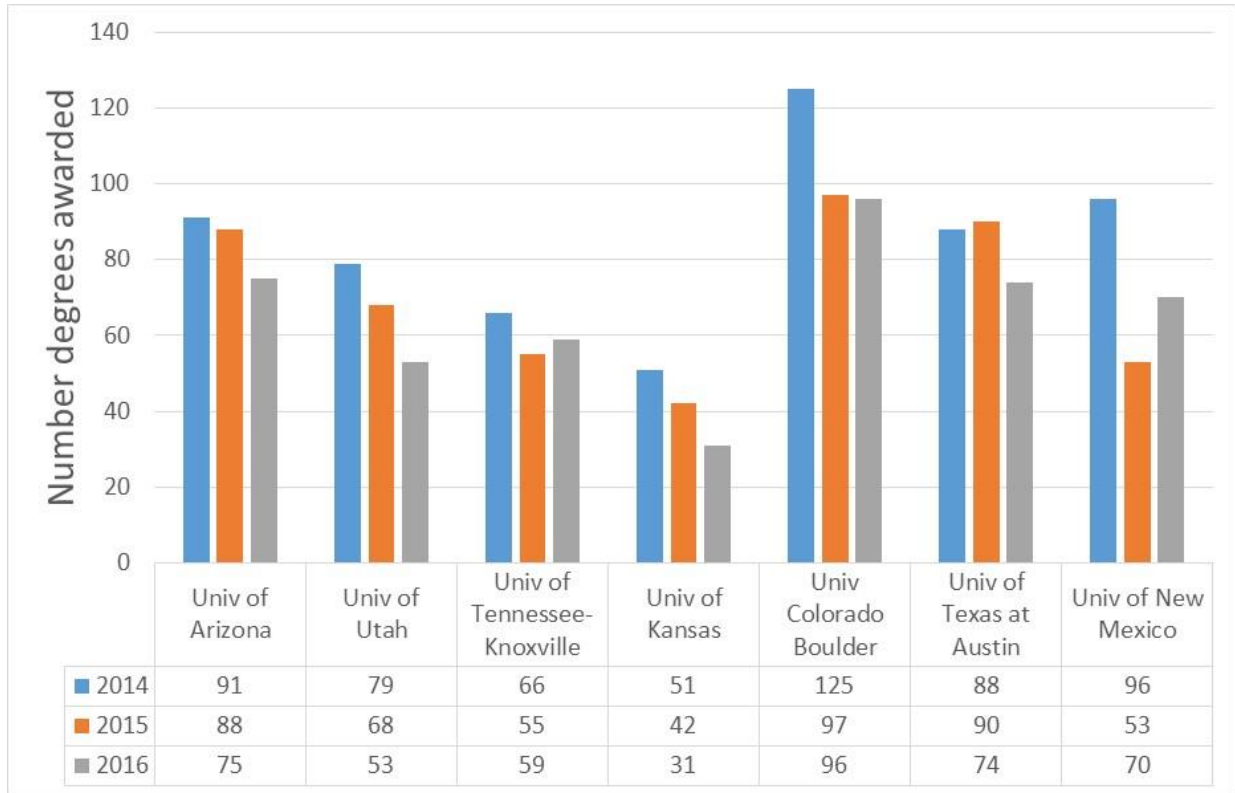
**Anthropology Faculty by Subfield.** Table 20 lists the number of full-time, tenure stream anthropology faculty by subfield for the peer institutions and UNM. The median number of faculty across the seven institutions is 22. The number and proportion of cultural anthropologists is relatively low at UNM.

**Table 20. Full-Time Tenure-Stream Faculty. (Data from [AAA AnthroGuide.](#))**

Subfield	Univ of Arizona	Univ of Utah	Univ of Tennessee-Knoxville	Univ of Kansas	Univ of Colorado-Boulder	Univ of Texas-Austin	UNM
Archaeology	22	5	5	5	7	11	11
Cultural and related	21	1	4	6	8	22	3
Biological/Evolutionary	17	10	5	5	7	10	8
Linguistic	0	0	0	1	1	9	0
Other	0	0	0	0	0	11	0
Total	60	16	14	17	23	52	22

**Number of Degrees Awarded.** Figure 10 shows the number of bachelor’s degrees awarded in anthropology between 2014 - 2016. UNM falls in the middle.

**Figure 10. Number of Bachelor’s Degrees Awarded in Anthropology 2014 - 2016**



*8B. Discuss the unit’s strategic planning efforts going forward to improve, strengthen, and/or sustain the quality of its degree/certificate program(s) in relation to peer institutions.*

See Criterion 4F.

## Appendices

### *Appendix A. Public talks, student funding sources*

#### **Anthropology Colloquia Speaker Series (partial list)**

- February 9, 2017 Dr. Laura Fortunato, Associate Professor in the Department of Anthropology at Oxford University. "Revisiting the effect of red on competition in humans."
- March 2, 2017 Dr. Sandi Copeland, Archaeologist and Acting Resource Management Team Leader of the Environmental Stewardship Group, Los Alamos National Laboratory. "Strontium isotope investigation of a possible Pleistocene large mammal migration on the now-submerged coastal plain of South Africa."
- March 9, 2017 Dr. Jeun Kim, Postdoctoral Research Associate, Departments of Anthropology & Scientific Computing, Florida State University. "Are we looking at the same bone? The new fully-computational, objective age-at-death estimation methods using 3D scans of the pubic symphysis."
- March 23, 2017 Dr. Erick Robinson, Assistant Research Scientist (Postdoc) Department of Anthropology, University of Wyoming. "Human Paleodemography of the Terminal Pleistocene and Holocene in the Western US: The Radiocarbon Record."
- March 30, 2017 Dr. Laura Zanotti, Associate Professor of Anthropology, Purdue University. "From Presence to Influence: Examining the Politics of Indigenous Representation in Global Environmental Governance."
- April 6, 2017 Dr. Margaret Crofoot, Assistant Professor of Anthropology, University of California at Davis. "Collective Behavior in Complex Societies: Conflict, cooperation and compromise in primate groups."
- April 13, 2017 Dr. Shane Macfarland, Assistant Professor, Department of Anthropology University of Utah. "Labor exchange and social support in a smallholder economy: Integrating behavioral ecology and political economic theory."
- April 27, 2017 Dr. Daniel Antoine, Curator of Physical Anthropology, British Museum London UK. "Egyptian Mummies: Exploring Ancient Lives."
- May 4, 2017 Dr. Catherine Rhodes, Visiting Lecturer III, Department of Anthropology, University of New Mexico. "Being and Becoming: Processes of Maya Social Identification in the Yucatan Today."
- September 21, 2017 Dr. Katherine Starkweather, Max Planck Institute for Evolutionary Anthropology. "Variance in the Sexual Division of Labor: Women's Work, Men's Parenting, and Nutritional Outcomes in a Boat-Dwelling Community."
- September 28, 2017 Dr. Andreas Berghanel, Post-doctoral Fellow at the University of New Mexico. "Plasticity in Early Development: How Life History Tradeoffs Shape Growth Variation."
- October 26, 2017 Dr. Shara Bailey, New York University Department of Anthropology, Max Planck Institute for Evolutionary Anthropology. "New Clues About Modern Human Origins: Insights from Morocco."

## Maxwell Ancestors Lecture

- 2016 Ancestors Lecture “The Red Lady of El Mirón Cave: 19000 year-old Magdalenian Burial in Northern Spain” presented by Lawrence Guy Straus
- 2017 Ancestors Lecture “A Minority Report: Daughter Preference, Matriliney, and Ethnicity in Southwest China” presented by Siobhán M. Mattison
- 2018 Ancestors Lecture: A new view of paleoindian and archaic human ecology and archaeology in the tropical lowlands of Central America presented by Keith Prufer

## JAR lectures 2007 - 2017

- Donald Grayson U of Washington 2007 “Ice Age Extinctions in North America: Deciphering the Cause.”
- Jean Clottes French Culture Ministry 2007 “Rock Art: An Endangered Heritage Worldwide.”
- Regna Darnell U of W. Ontario 2008 “Benedictine Visioning of Southwestern Cultural Diversity.”
- E. P. Durrenberger Penn State U 2008 “Global Anthropology of Collective Action & Labor Unions.”
- Paola Villa U of Colorado 2009 “Weapons of Neanderthals & Early Modern Humans.”
- George Armelagos Emory U 2009 “The Omnivore’s Dilemma: Evolution and Food Choice.”
- Walter Mignolo Duke University 2010 “The Global South and World Dis/Order.”
- Melinda Zeder Smithsonian Institution 2010 “Pathways to Animal Domestication.”
- David H. Price St. Martin’s U 2011 “How the CIA & the Pentagon Harnessed Anthropological Research.”
- Sally McBrearty U of Conn-Storrs 2011 “Debunking the Human (R)evolution.”
- William Hanks UC-Berkeley 2012 “Formation & Spread of the Colonial Yucatec Maya Language.”
- Fred H. Smith Illinois State U 2012 “Neanderthals and Folks Like Us.”
- Nancy Parezo U Arizona 2013 “‘The Indian Fashion Show’: Cultural vs. Gender Stereotypes.”
- Ann Stahl U of Victoria 2013 “(Re-)Centering African History through Archaeology.”
- C. Owen Lovejoy Kent State U 2014 “New Light on the Earliest Origins of the Human Clade.”
- Charles Menzies U of British Columbia 2014 “Oil, Energy, & Anthropological Collaboration on the NW Coast.”
- Wendy Ashmore UC-Riverside 2015 “What Were Ancient Maya Landscapes Really Like?”
- Debra Martin U Nevada-Las Vegas 2015 “Hard Times in Dry Lands: Making Meaning of Violence in the Ancient Southwest.”
- Peggy Levitt Wellesley College 2016 “Understanding Immigration through Icons, Images, and Institutions: The Politics and Poetics of Putting the Globe on Display.”



- Gary Urton Harvard U 2016 “Writing the History of an Ancient Civilization without Writing: Reading the Inka Khipus as Primary Sources.”
- Augustin Fuentes Notre Dame U 2017 “How Humans & Apes Are Different and Why It Matters.”
- Elizabeth Ferry Brandeis U 2017 “Glitter, Grit, & Graphics: How Do the Gold & the Gold Market Look from the Perspective of a Historic Mexican Mining City.”

#### **Ruth E. Kennedy Memorial Lecture**

- 2017 “Horsemanship, Environmental Change, and Early Nomadic Life in Eastern Eurasia.” William Taylor
- 2014” Paternal Investment, Testosterone Levels, and Body Composition among Rural Polish Men.” Louis Calistro Alvarado
- 2011 “Active Tuberculosis Risk Factors and Disease Experience in Monterrey, Mexico.” Bonnie N. Young

#### **Frieda D. Butler Scholarship lecture**

- 2014 “Ceramic Analyses in the Maya Periphery: Establishing a Chronology and Evaluating Inter-site Relationships at the Maya site of Uxbenká, Belize.” Jillian Jordan

#### **Student Funding Sources**

**Maxine Graves Undergraduate Award.** This annual scholarship was established by Dr. Michael W. Graves, UNM Professor of Anthropology and his sister, Kathryn Tedrick, to honor the memory of their mother, Maxine Graves. The scholarship supports the research undertaken by undergraduate Honors students.

**Barbara MacCaulley Endowment Scholarship.** These two annual scholarships of up to \$500 are given to an outstanding full-time undergraduate student who is concentrating in Archaeology and entering their senior year. This scholarship may be used to pay for travel and lodging at professional meetings or to conduct field research.

**Undergraduate Fellowships for Indigenous Students.** This annual \$500 award is given to an outstanding indigenous student who has declared their major in Anthropology. The award can be used to cover the costs of tuition or other student fees, field schools, field research, or presentations at professional meetings. Applicants must have at least sophomore status and must be a member of a Native American tribe.

**The John Martin "Jack" Campbell Award for Undergraduate Student Research.** This award was established in honor of Dr. John Martin “Jack” Campbell, former Chair of the Department of Anthropology and former Director of the Maxwell Museum. This \$250 award is given annually to two undergraduate students to pay for travel to professional meetings or to conduct field research.

**The Ann Ramenofsky Honors Fellowship Award.** Dr. Ann Ramenofsky, Southwestern archaeologist and emerita professor, established a research fellowship for undergraduate students in the Anthropology Honors Program. This fellowship is offered every fall in the amount of approximately \$300.00. The funds must support research projects and related activities.

**The Hibben Undergraduate Research and Training Summer Fellowship.** Scholarships may be awarded to undergraduate students attending a UNM field school to support of tuition, fees, and other related costs. Awards are granted based on nomination of the student by a UNM Anthropology faculty member.

**The David Stuart Scholarship for Students in Public Anthropology.** The Dave Stuart Scholarship for students in Public Anthropology was established by Dr. Dave Stuart, faculty member and former Associate Provost at the University of New Mexico. This award may be granted to a senior undergraduate student who has expressed a desire to continue study at UNM in the Anthropology Graduate Program. The award may be granted annually, and provides approximately \$500 per semester for the study of public anthropology.

**Graduate Student Research Awards.** In addition to the internal anthropology awards below, the department helps students secure external funds to conduct research and write their dissertations.

**Anthropology Graduate Student Travel Award.** Provides up to two \$500 awards per subfield each year in travel funding to present research at conferences and to attend professional meetings.

**David E. Stuart Scholarship for Graduate Studies & Public Anthropology.** The scholarship is given to a graduate student who has demonstrated excellence and made a commitment to Public Anthropology.

**Frank J. Broilo, Harry W. and Margaret Basehart Memorial Endowed Scholarship.** The \$500 scholarship is awarded annually to a first or second year full time ethnology or archaeology graduate student in good standing. The award honors Frank Broilo, the first Department of Contract Archaeology director, and Harry Basehart, Professor Emeritus until his death in 1988 and the Department's Journal of Anthropological Research editor, 1962 to 1974 and 1981 to 1982, as well as Margaret Basehart.

**Frieda D. Butler Scholarship.** The scholarship is given annually to honor the memory of Mrs. Butler whose grandson, Dr. Richard A. Barrett, is Emeritus Professor of Anthropology. The recipient, an outstanding master's level student, delivers a public lecture at the annual AGSU Symposium.

**Harvey C. & Sarah Moore Endowed Fellowship.** This fund was established in 2013 to honor Harvey C. and Sarah M. Moore. Dr. Moore graduated in 1950 and taught at American University. This fellowship is used to recruit and support incoming graduate students.

**Joseph Powell Anthropology Endowment Fund.** The purpose of this \$500 endowment is to support Evolutionary Anthropology graduate student research on the topic of human and non-human primate biological variation and behavioral ecology, both past and present.

**Karl H. Schwerin Graduate Fellowship in Ethnology.** The annual \$500 fellowship was established by emeritus ethnologist Karl Schwerin in 1998 to support deserving graduate students who are successfully pursuing a course of study in ethnology, cultural anthropology, or social anthropology. Preference is given to students based on scholastic ability and research potential, and those who have not begun doctoral research or received other support.

**Linda Cordell Endowed Graduate Scholarship.** The scholarship was established in 2014 to honor our former department Chair and faculty member who conducted innovative archaeological research in the Southwest and mentored a generation of graduate students. This award will be made annually to a graduate student pursuing dissertation research in Archaeology.

**Louise Lamphere Ortiz Center for Intercultural Studies Public Policy Fellowship.** This \$12,000 fellowship is awarded annually to a student in the Ethnology program who is at the stage of conducting fieldwork or writing their dissertation. The fellow provides administrative and program support to the Alfonso Ortiz Center for Intercultural Studies.

**New Mexico Folklore Scholars Endowment.** The \$400 endowment is award biannually to a graduate student with an exceptional record, is involved in some investigative research and writing in the area of New Mexico Folklore that is part of a larger project such as an honors paper or graduate thesis, and who can deliver a public lecture at the annual AGSU Symposium.

**Ruth E. Kennedy Award.** The \$500 annual award provides a stipend for an outstanding doctoral candidate in Anthropology who presents a public lecture at the annual AGSU symposium.

**The Hibben Scholar Fellowship Program.** The program is named for and endowed by the late Dr. Frank C. Hibben, an archaeologist who was a Professor of Anthropology and former Director of the Maxwell Museum. The program provides annual awards of varying amounts to support student education, research, and dissertation work. Preference is given to Native American students studying Southwest archaeology (see Criterion 6B).

**The Anthropology Dissertation Fellowship.** This newly established award provides support to graduate students in the dissertation write-up phase of their studies. The award includes a \$25,000/year stipend with an additional \$2,000 research supplement. Awards will begin in the Spring of 2019.

## *Appendix B. Community service projects of Anthropology Department faculty*

- 2003-2012 Senior, Docent, Middle School and High School Tours of Laboratory of Human Osteology.
- 2007, 2011 Naturalist/Study Guide, Harvard Museum of Natural History travel program. Led trips to Uganda/Rwanda, and Tanzania.
- 2008-2018. Workshops and infrastructural development to create community-based NGO Uch'benka Kin Ajaw Association (UKAA) including in Belize 2 years of consultation, facilitation of drafting of community management plan and articles of incorporation of the NGO, and registering NGO as a non-profit Indigenous community development group.
- 2008 "Careers in Anthropology" panel, Girl Scouts of Utah
- 2008 "Sivapithecus: Reconstructing the life of a Miocene ape." Summer Science Program, Socorro, New Mexico.
- 2008 Albuquerque Archaeological Society
- 2008 Associate Producer/Host, series on Archaeology of Hawai'i and Polynesia for 7th grade public schools
- 2008 Consultant for 6th grade series on the Geography, History, and Archaeology of the Pacific
- 2008 CROP walk
- 2008 Indigenous community welcoming ceremony, 2008 SAA Meeting in Vancouver, Canada.
- 2008 Interview on "L'Amérique des Navajos," presented as part of the show "Un Dromadaire sur l'épaule," Radio Suisse Romande
- 2008 Soda Springs Prehistoric Road Show
- 2008 Torrance County Archaeological Society
- 2008 USU Museum of Anthropology "Artifact Roadshow"
- 2008 Zooarchaeology and Climate Change, presentation to Brigham City Kiwanis Club
- 2008-2009 Susan Komen Breast Cancer Walk
- 2008-2010 Science Olympiad Coach—Albuquerque Academy Middle School team
- 2008-2012 Albuquerque Academy Career Day Presenter on Anthropology
- 2009 "Does race exist?" Podcast May 12, Podcast
- 2009 "Scientists tackle mystery of the bones." Interview for KRQE.
- 2009 Archaeological Conservancy Chaco Canyon Lecture Series (Oct. 21)
- 2009 Astronomy and the Chaco Phenomenon, presentation to the Cache Valley Stargazers
- 2009 Aztec National Monument lecture series (July)
- 2009 Discover Archaeology, presentation for children at the Albuquerque/Bernalillo County Public Library, Westgate Branch
- 2009 Indigenous community welcoming ceremony, at the 2009 Society for American Archaeology Meeting in Atlanta, Georgia.

- 2009 Linthicum L. Scientist helps ID the remains. Interview for Albuquerque Journal
- 2009 Maxwell Museum of Anthropology
- 2009 Southwest Seminars Series (Santa Fe non-profit) (March)
- 2009 Stone Age Art: What We Know, and What (We Think) it Means, Albuquerque/Bernalillo County Public Library, Alamosa Branch
- 2009 University Museum, University of Pennsylvania, Lecture Series (Sept. 30)
- 2009 University of New Mexico Foundation Lecture Series at Las Campanas (February)
- 2009-2013 Volunteer, People’s Anti-Cruelty Alliance/Albuquerque Animal Rescue
- 2010-2015 Regular collaborative radio programming on Ah Katun (Indigenous radio station reaching 38 Maya villages in Belize)
- 2010 Albuquerque Archaeological Society Lecture (Jan 19)
- 2010 Albuquerque Museum Docent lecture (February 22)
- 2010 Arizona Archaeological and Historical Society 75 Years after Snaketown (March 6)
- 2010 Aztec National Monument lecture series (July)
- 2010 Café Scientifique. “The human fossil record: interpreting behavior from bones.” Presentations to high school students in Los Alamos, Espanola, Albuquerque, and Santa Fe
- 2010 Center for Desert Archaeology lecture series (September)
- 2010 Keynote Speaker for Crow Canyon Annual Meeting (October)
- 2010 Petroglyph National Monument lecture series (July)
- 2010 Petroglyph National Monument summer lecture series
- 2010 Radio interview for NPR, Pasadena. The discovery of Australopithecus sediba.
- 2010 Renesan Course on The History of Chocolate (March 1)
- 2010 School of American Research Sparks Lecture Series (March 9)
- 2010 Southwest Seminars-Ancient Sites & Ancient Stories lecture series
- 2011 “A research tool with teeth” HSC TV. YouTube video.
- 2011 “What makes us human? Inferences from the fossil record.” Summer Science Program, Socorro, New Mexico
- 2011 Arizona Archaeological and Historical Society Lecture Series (March)
- 2011 Aztec National Monument Lecture Series (June)
- 2011 Chaco Historical Park Lecture Series (May)
- 2011 Crow Canyon Distinguished Lecture (May)
- 2011 Cynthia Irwin Williams Lectureship lecture (April)
- 2011 Do people know your race from your skin, your hair, or your name?” Interview for UNM Today, November 21,
- 2011 Flint knapping for video component of exhibit, Friends of Tijeras Pueblo
- 2011 Fossils presentation. Albuquerque elementary school
- 2011 Idyllwild Arts Summer Program Lecture Series (July)
- 2011 Maxwell Museum of Anthropology Food and Life Lecture (April)
- 2011 Santa Fe Institute Colloquium speaker (March)

- 2011 Snead Wertheim Lectureship lecture (April)
- 2011 UNM Alumni Austin Chapter Lobo Day Speaker (February)
- 2012 Flint knapping demonstration, New Mexico Museum of Art
- 2012 Fossil presentation. Albuquerque elementary school
- 2012 Friends of Tijeras Pueblo Lecture (May)
- 2012 Maxwell Museum Association Lecture (May)
- 2012 Native Plants of New Mexico lecture series (February)
- 2012 Placitas Community Library
- 2012 Research profile for textbook Revealing Archaeology
- 2012 Science fair. Albuquerque elementary school
- 2012-2013 Appointed board member, Maxwell Museum Association
- 2013 “DNA, Race and Identity” Radio interview with Sylvia Rodriguez for Cultural Energy’s People, Culture and Place series.
- 2013 “UNM bone expert comments on Dylan Redwine investigation.” Interview for KOAT.,
- 2013 Chaco Culture National Historical Park (July)- 2 lectures
- 2013 Consultation on educational displays, Friends of Tijeras Pueblo
- 2013 Fossil presentation – Maxwell Museum summer camp
- 2013 FUZE SW 2013 Food+Folklore, Museum of International Folk Art (November)
- 2013 Heard Museum Lecture Series (March)
- 2013 Mesa Verde National Park (July)
- 2013 National Park Service Consultation Meeting (April)
- 2013 Phi Beta Kappa Induction Ceremony UNM (April)
- 2013 Public Archaeology Masters’ recruitment display, Rocky Mountain Anthropological Council Meeting
- 2013 Richard Etulain Lecture, Center for Southwest Research, UNM (November)
- 2013 Southwest Seminars (September)
- 2013 Teeth and Skulls presentation. Albuquerque elementary school
- 2013 The End of a Golden Age? Changing Diets at the End of the Pleistocene in Southwest Europe. Southwest Seminars, Santa Fe, NM
- 2013 University of Missouri Museum of Art and Archaeology (April)
- 2013-2014 Consultant for documentary “Life Force – Borneo,” Natural History New Zealand
- 2013-2016 Volunteer Animal Humane of New Mexico
- 2014 Albuquerque Archaeological Society Lecture (June)
- 2014 FUZE SW 2014 Food=Folklore, Museum of International Folk Art (September)
- 2014 National Park Service Consultation Meeting (April)
- 2014 Pre-Columbian Society of Washington (September)
- 2014 Public Archaeology Masters’ recruitment display, International Council for Zooarchaeology,
- 2014 Science on Tap lecture for UNM/National Museum of Nuclear Science & History (April)

- 2014 Silver City Clay Festival (August- lecture/panel/art show juror)
- 2014 State of New Mexico Annual Site Watch Site Steward Conference lecture (February)
- 2014 The Mighty Rabbit Hunters: Understanding Human-Environment Interactions in Upper Paleolithic Iberia. LAll Lecture Series, University of New Mexico
- 2015 Albuquerque Academy lecture on Chaco Canyon (October)
- 2015 Annual Site Watch Steward Conference, New Mexico Department of Cultural Affairs, Historic Preservation Division
- 2015 Department of Anthropology AGSU Symposium Keynote Speaker (April)
- 2015 Eastern New Mexico University, Cynthia Irwin-Williams Lecture
- 2015 Harvard University Spring Archaeology Seminar (March)
- 2015 Interview on KRSN-Los Alamos.
- 2015 OASIS-Albuquerque (August)
- 2015 On the threshold: New Mexican landscapes and Spanish colonization. Pláticas Presentation for the Mesa Prieta Petroglyph project
- 2015 Ritual or dietary resource? Isotopes, archaeofaunas, and the turkeys of Tijeras Pueblo. Friends of Tijeras Pueblo lecture series, Tijeras, NM
- 2015 School for Advanced Research Public Talk (April)
- 2015 Sigma Xi Science and Society Distinguished Lecture (March)
- 2015 Taos Archaeological Society (May)
- 2015 Turkey husbandry and archaeological context at Tijeras Pueblo (LA 581). Lecture in the UNM Center for the Study of Isotopes brownbag series
- 2015 UNM anthropologist appointed to NAGPRA Review Committee. Interview for UNM Today
- 2016 2016 Fred Wendorf Distinguished Lecture in Archaeology, SMU (September)
- 2016 Brown Bag Lecture to Graduate Students at SMU (September)
- 2016 Daring to be Different. Interview for Albuquerque the Magazine.
- 2016 Emil Haury Lecture Series, Western National Parks Association, Tucson (October)
- 2016 Human evolution and fossil presentation – five Earth Science classes, Albuquerque middle school
- 2016 Maxwell Laboratory of Human Osteology: Science at UNM. Interview for The Maxwell. UNM News
- 2016 School of Advanced Research. A Festive Maya Evening event speaker (December)
- 2016 STEM group, UNM (June)
- 2016 The dead still speak at UNM’s Human Osteology Lab. UNM News
- 2016 UNM researchers seek donations of human remains. UNM News
- 2016. Talking Bones. Mirage Magazine 24-25
- 2017-2018 Development of educational materials for newly built Santa Cruz Community heritage center in Belize

- 2017 Human-environment relationships in New Mexico: a 1000-year retrospective. Plenary at the US AMOC Science Team meeting in Santa Fe, NM
- 2017 New Mexico Museum of Natural History Lecture
- 2017 Rio Rancho Public Library lecture
- 2017 UNM liaison, Albuquerque Biopark Enrichment Committee.
- 2017 William D. Lipe Visiting Scholar Lecture to Method and Theory Class, WSU
- 2017 William D. Lipe Visiting Scholar Public Lecture, Washington State University



**Graduate Student External or Competitive Grants**

- 2007–2013 Sean Bruna. Robert Wood Johnson Foundation Health Policy Fellow
- 2008-2012 Andrea Lopez. Robert Wood Johnson Foundation Center for Health Policy at the University of New Mexico (2008-2012), Mellon Foundation, National Institute on Drug Abuse (NIDA)
- 2009 Edward Jolie. Learning Networks and Social Diversity in the Chaco System, A.D. 850-1140: An Analysis of Basketry Technological Style. NSF Dissertation Award,
- 2009 Bonnie Young and Keith Hunley. Effects of genetic ancestry and socio-cultural factors on susceptibility to tuberculosis in Mexico. Wenner Gren. \$12,969.
- 2009 Kevin Brown. Office of Navajo Nation Scholarship and Financial Assistance, Graduate Scholar,
- 2009 Kevin Brown. American Indian Graduate Center Fellowship Scholar,
- 2009 Kevin Brown. American Indian College Fund, Seven Stars Fellowship Scholar,
- 2009 Kevin Brown. American Indian Education Foundation Fellowship Scholar,
- 2009 Patricia L. Crown and Dorothy Larson. Exploring Migration and Social Identity in the Albuquerque Area during the Late Developmental to Coalition Period Transition NSF Doctoral Dissertation Improvement Grant. \$13064
- 2009 Jill Ahlberg Yohe. Faculty Research Grant, Franklin and Marshall College
- 2009 Kristen Adler. Fulbright Hayes Award
- 2010 Phil R. Geib. War During the Early Agricultural Period in the North American Southwest: Evaluating the Role of Material Need and Status. National Science Foundation. \$18,955.00
- 2010 Patricia L. Crown and Hannah Mattson. The Social Value of Ornaments from Pueblo Bonito and Aztec Ruin NSF Doctoral Dissertation Improvement Grant \$14469
- 2010 Marian Hamilton. Segal AmeriCorps Education Award Grant for completion of AmeriCorps/Teach. For America service \$9450
- 2011–2013 Sean Bruna. Andrew W. Mellon Foundation Fellowship
- 2011 Matthew J. O’Brien. An Archaeological Examination of Shoshone Collective Action. National Science Foundation. \$15,608.00
- 2011 Kevin Brown. Society of American Archaeology National Science Foundation Scholar,
- 2011 Marnie Watson. Wenner-Gren Dissertation Fieldwork Grant: “From Rural Street Theater to Big City Extravaganza: The Meaning of the Manaus Boi-bumbá in the Context of an Urbanizing Brazil.”
- 2012 Drew Enigk. National Science Foundation Graduate Research Fellowship.: \$32,000 annual stipend plus \$12,000 research allowance.
- 2012 Kevin Brown. Smithsonian Institution Summer Institute in Museum Anthropology Research Fellow.

- 2012 Kevin Brown. Newberry Consortium in American Indian Studies Research Fellow.
- 2012 Marian Hamilton. National Science Foundation Graduate Research Fellowship. \$96,000 stipend; \$36,000 research
- 2012-13 Marnie Watson. LAll Dissertation Fellowship
- 2012 Ethan Kalosky. National Science Foundation DDIG. \$12,500
- 2013 Jacqueline Kocer. Smithsonian Institution-National Museum of Natural History Short-Term Visitor Award (\$1,400).
- 2013 Jacqueline Kocer. “Mini Mania!”: Examining the reliability of a quantitative definition for “miniature” bowls from the northern Rio Grande Region, Archaeological Society of New Mexico Scholarship Award.
- 2013-14 Marnie Watson. LAll Dissertation Fellowship.
- 2013 Jason King. National Geographic/Waite Foundation Grant, W295-13 (PI).
- 2014 Jacqueline Kocer. National Science Foundation GRFP (\$32,000/for 3 years).
- 2014 Kevin Brown. Native American Fellow Peabody Essex Museum. Salem, Massachusetts, June-August.
- 2014 Jillian Jordan. Wenner Gren Foundation, Dissertation Research Award \$19,500.
- 2014 Valorie Aquino. Wenner Gren Foundation Dissertation Research Award \$19,600.
- 2015 Kris Sabbi. Wenner-Gren Foundation for Anthropological Research, Dissertation Fieldwork Grant. \$17,316.
- 2015 Jennie Sturm. NSF Dissertation Award, 2015
- 2015-2018 Jason King. National Science Foundation Research Experiences for Undergraduates, Award #1460787 (Senior Personnel)
- 2015 Amy Thompson. National Science Foundation DDIG. \$25,000
- 2016 Sarah Phillips-Garcia. National Science Foundation Doctoral Dissertation Research Improvement Grant [BCS-1613185]. Trade-offs Between Reproduction and Immunological Health in Female Chimpanzees from Kibale National Park, Uganda. \$19,625.
- 2016 Kris Sabbi. Leakey Foundation predoctoral grant. The Ontogeny of Sex-Typed Behavior among East African Chimpanzees. \$5,938.
- 2016 Kris Sabbi. Nacey Maggioncalda Foundation Fieldwork Grant. \$5000.
- 2016 Jacqueline Kocer. Professional Research Grant, Association for Washington Archaeology.
- 2016 Jacqueline Kocer. Ed and Judy Jelks Student Travel Award, Society for Historical Archaeology
- 2016 Marian Hamilton. Assessing philopatry and range size with strontium isotopes Leakey Foundation \$14,875
- 2016 Marian Hamilton. Tracking dispersal and home range size with environmental and faunal strontium isotopes. Wenner-Gren Foundation \$19,980
- 2016 Stephanie Fox. Natural Sciences and Engineering Research Council of Canada Post-Graduate Scholarship – Doctoral (\$63 000 CAN)
- 2016 Rafael Guerra. National Science Foundation DDIG. \$29,000

- 2016 Jill Ahlberg Yohe. National Endowment of the Humanities Planning Grant, for upcoming exhibition, Native Women Artists.
- 2016 Jill Ahlberg Yohe. Luce Foundation Grant, for upcoming exhibition, Native Women Artists
- 2016 Jill Ahlberg Yohe. Shakopee Mdewakanton Sioux Community sponsorship, for upcoming exhibition, Native Women Artists
- 2016 Annie Theodoropolous. L LAll Dissertation Fellowship
- 2017 Caitlin Davis, Wenner-Gren Dissertation Grant
- 2017 Nicholas Barron, Philips Fund for Native American Research, American Philosophical Society
- 2017 Kris Sabbi. Ales Hrdlicka Prize for excellence in student research (\$500). American Association of Physical Anthropologists.
- 2017 Patricia L. Crown and Jacqueline Kocer. Shared Knowledge, Practice and Identity in Semi-Sedentary Populations NSF Doctoral Dissertation Improvement Award for Co-PIs. \$29742
- 2017 Erin Hudson. The Past in the Present: Federal Implementation of the Native American Graves Protection and Repatriation Act Research funded by the SRI Foundation Dissertation Research Grant in Historic Preservation (\$10,000)
- 2017 Annie Theodoropolous. LAll Dissertation Fellowship
- 2017 Valerio Di Fonzo. LAll Dissertation Fellowship
- 2018 Blair Topash-Caldwell, Wenner-Gren Dissertation Grant
- 2018 Nicholas Barron. UNM-Mellon One Year Dissertation Defense Fellowship
- 2018 Valerio Di Fonzo. Latin American Iberian Institute Dissertation Fellowship

#### **Publications with Advisor or Based on Research Conducted at UNM**

- Baker, Jack, Ana Magdalena Hurtado, Osbjorn M. Pearson, Kim R. Hill, Troy Jones, and M. Anderson Frey. “Developmental plasticity in fat patterning of Ache children in response to variation in interbirth intervals: A preliminary test of the roles of external environment and maternal reproductive strategies.” *American Journal of Human Biology* 21, no. 1 (January 1, 2009): 77–83. <https://doi.org/10.1002/ajhb.20820>.
- Baker, Jack, Megan Workman, Edward Bedrick, M. Anderson Frey, Magdalena Hurtado, and Osbjorn Pearson. “Brains versus Brawn: An Empirical Test of Barker’s Brain Sparing Model.” *American Journal of Human Biology: The Official Journal of the Human Biology Council* 22, no. 2 (April 2010): 206–15. <https://doi.org/10.1002/ajhb.20979>.
- Baldini, Lisa M., James U. L. Baldini, Jim N. McElwaine, Amy Benoit Frappier, Yemane Asmerom, Kam-biu Liu, Keith M. Prufer, et al. “Persistent Northward North Atlantic Tropical Cyclone Track Migration over the Past Five Centuries.” *Scientific Reports* 6 (November 23, 2016): 37522. <https://doi.org/10.1038/srep37522>.

- Blackwell, A. D., H. Kaplan, and G. Yetish. “Patterns of Senescence in Human Cardiovascular Fitness: VO<sub>2</sub>max in Subsistence and Industrialized Populations.” *American Journal of ...*, 2013. <http://onlinelibrary.wiley.com/doi/10.1002/ajhb.22445/full>.
- Breitenbach, Sebastian F. M., Franziska A. Lechleitner, Hanno Meyer, Gregory Diengdoh, David Matthey, and Norbert Marwan. “Cave Ventilation and Rainfall Signals in Dripwater in a Monsoonal Setting – a Monitoring Study from NE India.” *Chemical Geology* 402 (May 8, 2015): 111–24. <https://doi.org/10.1016/j.chemgeo.2015.03.011>.
- Brown, Kevin. “The Role of an Indigenous Nations Library Program and the Advancement of Indigenous Knowledge.” *Collection Management* 42, no. 3–4 (October 2, 2017): 196–207. <https://doi.org/10.1080/01462679.2017.1367342>.
- Buchanan, Briggs, J. David Kilby, Bruce B. Huckell, Michael J. O’Brien, and Mark Collard. “A Morphometric Assessment of the Intended Function of Cached Clovis Points.” *PLOS ONE* 7, no. 2 (February 10, 2012): e30530. <https://doi.org/10.1371/journal.pone.0030530>.
- Buchanan, Briggs, Michael J. O’Brien, J. David Kilby, Bruce B. Huckell, and Mark Collard. “An Assessment of the Impact of Hafting on Paleoindian Point Variability.” *PLOS ONE* 7, no. 5 (May 30, 2012): e36364. <https://doi.org/10.1371/journal.pone.0036364>.
- Crown, Patricia L., Kerriann Marden, and Hannah V. Mattson. “Foot Notes: The Social Implications of Polydactyly and Foot-Related Imagery at Pueblo Bonito, Chaco Canyon.” *American Antiquity* 81, no. 3 (July 2016): 426–48. <https://doi.org/10.1017/S0002731600003930>.
- Davidson, Peter J., Andrea M. Lopez, and Alex H. Kral. “Using Drugs in Un/Safe Spaces: Impact of Perceived Illegality on an Underground Supervised Injecting Facility in the United States.” *The International Journal on Drug Policy* 53 (March 2018): 37–44. <https://doi.org/10.1016/j.drugpo.2017.12.005>.
- Dixon, J. E., and K. Monteleone. “Gateway to the Americas: Underwater Archeological Survey in Beringia and the North Pacific.” *Prehistoric Archaeology on the Continental Shelf*, 2014. [https://link.springer.com/chapter/10.1007/978-1-4614-9635-9\\_6](https://link.springer.com/chapter/10.1007/978-1-4614-9635-9_6).
- Drake, Brandon Lee, Wirt H. Wills, Marian I. Hamilton, and Wetherbee Dorshow. “Strontium Isotopes and the Reconstruction of the Chaco Regional System: Evaluating Uncertainty with Bayesian Mixing Models.” *PLOS ONE* 9, no. 5 (May 22, 2014): e95580. <https://doi.org/10.1371/journal.pone.0095580>.
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- Young, Bonnie N., Marcos Burgos, Alexis J. Handal, Jack Baker, Adrian Rendón, Adrian Rosas-Taraco, Jeffrey Long, and Keith Hunley. “Social and Clinical Predictors of Drug-Resistant

Tuberculosis in a Public Hospital, Monterrey, Mexico.” *Annals of Epidemiology* 24, no. 10 (October 2014): 771–75. <https://doi.org/10.1016/j.annepidem.2014.07.001>.

- Young, Bonnie N., Adrian Rendón, Adrian Rosas-Taraco, Jack Baker, Meghan Healy, Jessica M. Gross, Jeffrey Long, Marcos Burgos, and Keith L. Hunley. “The Effects of Socioeconomic Status, Clinical Factors, and Genetic Ancestry on Pulmonary Tuberculosis Disease in Northeastern Mexico.” *PLOS ONE* 9, no. 4 (April 11, 2014): e94303. <https://doi.org/10.1371/journal.pone.0094303>.

### **Undergraduate Honors Theses**

- Ascoli, Samantha 2019 expected. Thesis title: *Settlement Patterns in the Late Bonito Phase, Chaco Canyon, New Mexico*
- Benhalim, Ahmed Fethi 2011. Thesis title: *Rhetorics and Ideologies of Non Acknowledgment: The Case of Palestine*
- Combs, Angela 2015-2016. Thesis title: *Determining weaning behaviors in wild chimpanzees through stable isotope analysis*
- Carpenter, Cybele 2013-2014. Thesis title: *Measuring Craniofacial Development in Wild Chimpanzees Using Photogrammetry, with Implications for Reconstructing Hominin Life History Evolution*
- Daugherty, Margaret 2018. Thesis title: *The Politics of Twitter: Twitter and its Role in the 2016 US Presidential Election*
- Dudasik, Laurie 2012. Thesis title: *A GIS Model for Prehistoric Population Estimates in Chaco Canyon, New Mexico*
- Franz, Eden 2017. Thesis title: *Shifting Subsistence and Social Strategies in Bronze and Iron Age Thailand: A Zooarchaeological Perspective*
- Hartline, Judy 2008-2009. Thesis title: *Dental microwear of South African australopithecines*
- Halter, Shayne 2019 expected. Thesis title: *Evaluation of modern chimpanzee sites as models for early hominin habitats*
- Kabella, Danielle M. 2014. Thesis title: *Addiction Treatment Paradox: Combining Holistic and Biomedical Interventions in New Mexico*
- Langley, Charles 2013. Thesis title: *Help Mom! Help! Survival Strategies of Middle-Class America in the 21<sup>st</sup> Century Recession*
- LaZar, Miranda 2019 expected. Thesis title: *Ritual economies and flute/whistle production in Pueblo IV New Mexico*
- MacInnes, Heather 2011. Thesis title: *Dimensions of the Birth Canal and Age at Death in Prehistoric New Mexican women: A test of Evolutionary Optimality; 2011*
- Mertens, Nickolas 2018. Thesis title: *The National September 11 Memorial and Museum: The Use and Commercialization of Negative Heritage*

- Nylander, Arielle Rose 2011. Thesis title: *Purity and Danger? Reframing Spirituality, Purity, and Practice among a South Indian Community in Diaspora*
- Paisner, Raoul Justis 2011. Thesis title: *Shrimp and Oil: The BP Disaster and a Way of Life at Risk*
- Pilbro, Clayton 2009-2011. Thesis title: *Comparison of Early Eocene San Juan Basin, NM *Phenacolemur jepseni* with *Phenacolemur citatus* and *Phenacolemur praecox* from Bighorn Basin, WY – a study of variation and validity of these *Phenacolemur* species*
- Rajha, Roudina 2011. Thesis title: *What will people say? Social Reputation in a Damascus Community*
- Schwartz, Celeste 2009. Thesis title: *Casting and molding dentition, dental microwear*
- Sherrill, Amelia 2017. Thesis title: *An Introduction to Anthropology through the Musical Lens: Culture and History of the Diné*
- Swisley, Sonee T. 2013. Thesis title: *Use It and Lose It: Current Theory on the Evolution, Use and Attrition of the Anterior Dentition in the Genus Homo”*
- Vallejos, Joshua 2009-2010. Thesis title: *Dental microwear of Kibale primates*
- Trujillo, Amber Eliza 2016. Thesis title: *Making Accessible Research Careers (MARC) Program. Project title: Morphoscopic analysis of bone healing in post-mortem remains: Prediction of time between injury and death*
- Wittrup, Amanda Rae 2012. Thesis title: *Climate, Geography, and Human Cranial Form*

## Appendix D. Faculty CVs

### JAMES L. BOONE

#### Educational History:

- Ph.D., 1980, Anthropology, State University of New York, Binghamton
- M.A., 1977, Anthropology, State University of New York, Binghamton
- B.A., 1972, English, University of Texas at Austin

#### Employment History:

- Professor of Anthropology, 2009-present, Dept. of Anthropology, University of New Mexico
- Associate Professor of Anthropology, 1992-2009, Dept. of Anthropology, University of New Mexico
- Assistant Professor of Anthropology, 1987-1992, Dept. of Anthropology, University of New Mexico

#### Recent Books & Articles

- Book: J.L. Boone. *Lost Civilization: Spain and Portugal's Contested Islamic Past*. London: Duckworth, 2009.
- B.L. Drake, D.T. Hanson, J.L. Boone. The use of radiocarbon-derived  $\Delta^{13}\text{C}$  as a paleoclimate indicator: applications in the Lower Alentejo of Portugal. *Journal of Archaeological Science*. 39(9): 2888-2896, 2012.
- P.L. Hooper, H.S. Kaplan, and J.L. Boone. A theory of leadership in human cooperative groups. *Journal of Theoretical Biology* 265: 633-646, 2010.
- J.L. Boone and F.S. Worman. Rural Settlement and Soil Loss from the Late Roman through the Medieval Islamic Period in the Lower Alentejo of Portugal. *Journal of Field Archaeology* 32: 115-132, 2007.
- J.L. Boone, "Subsistence Strategies and Early Human Population History: An Evolutionary Ecological Perspective." *World Archaeology* 34(1):6-25, 2002.
- K.L. Kramer and J.L. Boone, "Why Do Intensive Agriculturalists Have Higher Fertility? A Household Labor Budget Approach." *Current Anthropology* 43(3):511-517, 2002.

#### Recent Invited Lectures and Papers

- Surplus and inequality: What's the connection? J.L. Boone. Conference on Hunting and Gathering Societies; Vienna, Austria; September 17, 2015.
- Signaling Entitlement. J.L. Boone. 80<sup>th</sup> annual meeting of the Society for American Archaeology, April 17, 2015, San Francisco, CA
- Discussion paper. Evolution of Inequality. The Dynamics of Segmentation, Stratification, and Unequal Reward: A Working Group. Samuel Bowles, Coordinator. Santa Fe Institute, Santa Fe, New Mexico. February 17-19, 2006.
- "Surviving *Titanic*: Social strategies for survival through natural disasters and their implications for long-term population history". Invited lecture and workshop at the Konrad Lorenz Institute/University of Vienna Anthropology Department., Vienna, Austria. December 15-16, 2005.
- "Lost Civilization? The Contested Islamic Past in Spain and Portugal" Public lecture sponsored by the European Studies Program, University of New Mexico, "Islam in Europe" lecture series. Sept 14, 2004.

#### Recent Research funding:



- BCS-0531241. NSF Research Experiences for Undergraduates Grant. Associated with “Land Use and Long-term Sustainability on a Mediterranean Landscape: An Archaeological Case Study in the Lower Alentejo of Portugal” (see below). 2005, \$7953
- “Land Use and Long-term Sustainability on a Mediterranean Landscape: An Archaeological Case Study in the Lower Alentejo of Portugal”
- National Science Foundation, BCS-Archaeology #0412864 2004, \$116,280
- “Tribes, States, and Landscapes: The ecological Impacts of Changing Land use during the Islamic Period in Southern Portugal”
- National Science Foundation Dissertation Improvement Grant (co-PI with Scott Worman) 2004, \$10,000
- “Unreciprocated Giving: Testing theories of indirect reciprocity and generous reputation signaling”
- National Science Foundation Dissertation Improvement Grant (co-PI with Wesley Allen-Arave). 2004, \$10,000

#### **Departmental & University Service**

- Undergraduate Advisor, Archaeology (2010-present)
- Graduate Advisor, Graduate Committee (2007-2010)
- Undergraduate Committee, Archaeology Subfield, Anthropology Department (1996-2002, 2101-present)
- Arts & Sciences Senior Promotion Committee (Member & Chair) 2010-2011, 2016-2017
- UNM Senate and Graduate Professional Committee, Arts & Sciences Representative (Fall 2009-2012)
- Curriculum and New Programs Committee, Arts & Sciences (Fall 2009-2012)
- Tenure and Promotion Committee (Junior Faculty), College of Arts and Sciences (2005-2007)

## **PATRICIA LOUISE CROWN**

### **Education**

- 1974 University of Pennsylvania, Anthropology A.B. summa cum laude
- 1976 University of Arizona, Anthropology MA
- 1981 University of Arizona, Anthropology PhD
- 1984 MIT, Certificate from Center for Materials Research in Archaeology and Ethnography Summer Institute in Ceramics Analysis

### **Professional Appointments**

- 2016-present Leslie Spier Distinguished Professor, Department of Anthropology, UNM
- 2008-2016 Distinguished Professor, Department of Anthropology, UNM
- 1998-2008 Professor, Department of Anthropology, UNM
- 1993-1998 Associate Professor, Department of Anthropology, UNM
- 1992-1993 Associate Professor, Department of Anthropology, Arizona State University
- 1991-1992 Assistant Professor, Department of Anthropology, Arizona State University
- 1985-1990 Assistant Professor, Department of Anthropology, Southern Methodist University

### **Areas of Research:**

- US Southwest Archaeology, Ceramic Analysis, Production and Exchange, Ritual, Gender, Childhood

### **Professional recognition and honors since 2009:**

- 2017 Field Discovery Award, Shanghai Archaeology Forum, Institute of Archaeology, Chinese Academy of Social Sciences
- 2017 Bryon Cummings Award, Arizona Archaeological and Historical Society
- 2015 Presidential Award of Distinction Award, University of New Mexico
- 2015 State of New Mexico Individual Achievement Heritage Preservation Award
- 2014 National Academy of Sciences, election to Anthropology Division, April.

### **Peer Reviewed Publications 2009-2018**

#### **Books**

- 2016 Patricia L. Crown (editor) *The Pueblo Bonito Mounds of Chaco Canyon: Material Culture and Fauna*. UNM Press, Albuquerque.

#### **Articles and Chapters**

- 2018 Drinking Performance and Politics in Chaco Canyon. *American Antiquity*.
- 2018 First author with W.H. Wills. Re-Constructing Pueblo Bonito: The Complex History of Pueblo Bonito and its Interpretation. *Antiquity*.
- 2018 Second author with Caitlin Ainsworth, Emily Jones, and Stephanie Franklin. Ritual Deposition of Avifauna in the Northern Burial Cluster at Pueblo Bonito, Chaco Canyon. *KIVA* 184:110-135.
- 2018 Last author with Marian Hamilton, Lee Drake, W.H. Wills, Emily Jones, Cyler Conrad and Patricia Crown. The Importance of Modern Analogues in Stable Oxygen Isotope Sourcing: A Test Case from Chaco Canyon, New Mexico. *American Antiquity* 83:163-175.
- 2016 Just Macaws: A Review for the U.S. Southwest/Mexican Northwest. *KIVA* 82:331-363.
- 2016 First author with Kerriann Marden and Hannah Mattson. Foot Notes: The Social Implications of Polydactyly and Foot-Related Imagery at Pueblo Bonito, Chaco Canyon. *American Antiquity* 81(3):426-448.

- 2016 Last author with W.H. Wills, David W. Love, Susan J. Smith, Karen R. Adams, Manuel R. Palacios-Fest, Wetherbee B. Dorshow, Beau Murphy, Jennie O. Sturm, Hannah Mattson, and Patricia Crown. Water Management at Pueblo Bonito: Evidence from the National Geographic Society Trenches. *American Antiquity* 81(3):449-470.
- 2016 Secrecy, Production Rights, and Practice within Communities of Potters in the Prehispanic American Southwest. In 'Knowledge on the Move': Situated Learning and Constellating Practices across Time and Space, edited by Andy Roddick and Ann Stahl, pp. 67-96. University of Arizona Press.
- 2016 The Pueblo Bonito Mounds: Background and Research Questions. In *The Pueblo Bonito Mounds of Chaco Canyon: Material Culture and Fauna*, edited by Patricia Crown, pp. 1-12. University of New Mexico Press.
- 2016 Acquisition, Use and Discard of Red and Brown Wares at Pueblo Bonito, Chaco Canyon. In *The Pueblo Bonito Mounds of Chaco Canyon: Material Culture and Fauna*, edited by Patricia Crown, pp. 93-122. University of New Mexico Press.
- 2016 second author with Erin Hegberg. Ground stone from the Pueblo Bonito trash mounds. In *The Pueblo Bonito Mounds of Chaco Canyon: Material Culture and Fauna*, edited by Patricia Crown, pp. 151-168. University of New Mexico Press.
- 2016 Summary and Conclusions: Production, Consumption, and Discard. In *The Pueblo Bonito Mounds of Chaco Canyon: Material Culture and Fauna*, edited by Patricia Crown, pp. 213-238. University of New Mexico Press.
- 2015 Senior author with Jiyan Gu, W. Jeffrey Hurst, Timothy J. Ward, Ardith D. Bravenec, Syed Ali, Laura Kebert, Marlaina Berch, Erin Redman, Patrick D. Lyons, Jamie Merewether, David A. Phillips, Lori S. Reed, and Kyle Woodson. Ritual Drinks in the Prehispanic US Southwest and Northwest Mexico. *Proceedings of the National Academy of Sciences* 112(37):11436-11442.
- 2015 Second author with Jennie O. Sturm. Micro-scale mapping using Ground Penetrating Radar: An Example from Room 28, Pueblo Bonito, Chaco Canyon, New Mexico. *Advances in Archaeological Practice* 3:124-135(12).
- 2014 The Archaeology of Crafts Learning: Becoming a Potter in the Puebloan Southwest. *Annual Review of Anthropology* 43:71-88.
- 2013 Prehispanic Use of Cocoa. In *Chocolate in Health and Nutrition*, edited by R. Watson, V Preedy, and S. Zibadi, pp. 3-10. Humana Press, New York.
- 2012 Senior author with Thomas Emerson, Jiyan Gu, Jeffrey Hurst, Tim Pauketat, and Tim Ward. Ritual Black Drink Consumption at Cahokia. *Proceedings of the National Academy of Sciences* 109(35):13944-13949.

#### **Research Funding- external since 2009**

- NEH Collaborative Research Grant Chocolate, Cylinder Jars, and Ritual in Chaco Canyon, New Mexico PI: Patricia L. Crown 2013-2017, \$123,828
- National Geographic Committee for Research and Exploration Grant CRE: Chocolate, Cylinder Jars, and Ritual in Chaco Canyon, New Mexico, PI: Patricia L. Crown 2013-2014, \$15,000
- Cacao Exchange and Use in the Prehispanic American Southwest NSF Senior Research Grant. PIs: Patricia L. Crown and W. Jeffrey Hurst 2010-2013, \$58,206
- Archaeological Site Condition Assessments for FMSS and Visitor Interpretation in new Boundaries and on Chacra Mesa. Colorado Plateau Cooperative Ecosystem Studies Unit. Co-PIs Wirt H. Wills and Patricia L. Crown 2010-2012, \$93,815.00

- New Archaeological Research at Pueblo Bonito: Reopening National Geographic Society Excavations School of American Research/Short NSF Team Seminar Co-PI: Patricia Crown and Wirt Wills March 10-11, 2010
- Investigating the Material Culture of the Pueblo Bonito Trash Mounds NSF Senior Research Grant. PI: Patricia L. Crown 2007-2010, \$328,240
- 4 NSF Doctoral Dissertation Research Improvement Grants with Crown as PI

**Service Activities since 2009**

- 2009-2012 Senior Research Panel, National Science Foundation
- 2008-2012 Executive Board, Society for American Archaeology
- 2009, 2018 Collaborative Research Panel, National Endowment for the Humanities
- 2009-2018 External Reviews for Tenure/Promotion/Distinguished Professor – 22 cases
- 2009-2018 External Review of Journal Articles – 31 articles
- 2009-2018 External Review of Grant Proposals - 205 proposals
- 2009-2018 Public Lectures - 69 lectures

## **DAVID W. DINWOODIE**

### **Educational History**

- Ph.D. 1996 University of Chicago

### **Employment History**

- Assoc. Prof 2002- U. of New Mexico, Department of Anthropology
- Assist. Prof. 1996-2002 U. of New Mexico, Department of Anthropology
- Lecturer 1993-5 Indiana U., Department of Anthropology

### **Scholarly achievements**

#### **Books**

- Reserve Memories: The Power of the Past in a Chilcotin Community. Lincoln: University of Nebraska Press. 2002.

#### **Peer reviewed articles in refereed journals or chapters in books**

- Dinwoodie, David W. Boas and the Young Intellectuals: Exploring the American Context of Anthropology and Modern Life. In Regna Darnell and Frederic W. Gleach, eds., *Historicizing Theories, Identities, and Nations. Histories of Anthropology Annual, Volume 11.* Pp. 61-86. Lincoln: University of Nebraska Press. 2017.
- Dinwoodie, David W. Anthropological Activism and Boas's Pacific Northwest Ethnology. In Regna Darnell, Michelle Hamilton, Robert L.A. Hancock, and Joshua Smith, eds., *The Franz Boas Papers, Volume 1: Franz Boas as Public Intellectual – Theory, Ethnography, Activism.* Pp. 215-235. Lincoln: University of Nebraska Press. 2015.
- David W. Dinwoodie "He Said He Would Show [the Tobacco] to M. Ogden": Voice and Historical Role in the Tsilhqut'in Fur Trade. In Sebastian Braun, ed., *Transforming Ethnohistories: Narrative, Meaning, and Community.* Pp. 97-112. University of Oklahoma Press. 2013.
- David W. Dinwoodie "Ethnic Community in Early Tsilhqut'in Contact History. *Ethnohistory* 57:4:651-78. 2010.
- David W. Dinwoodie "The Canadian Anthropological Tradition and Land Claims." *Histories of Anthropology Annual Volume 6:*31-47. 2010.
- David W. Dinwoodie "He Expects We Would Be Off from His Lands": Reported Speech-Events in Tsilhqut'in Contact History. *Anthropological Linguistics* 49.1:1-26. 2007.
- David W. Dinwoodie William Morgan (1917-2001): Navajo Linguist. *Anthropological Linguistics* 45.4:427-49. 2003.
- David W. Dinwoodie. Textuality and the 'Voices' of Informants: The Case of Edward Sapir's 1929 Navajo Field School 41(2): 165-192. 1999.
- David W. Dinwoodie. Authorizing Voices: Going Public in an Indigenous Language. *Cultural Anthropology* 13(2):193-223. 1998.
- Douglas R. Parks, David W. Dinwoodie, and Raymond J. DeMallie. Introduction. In *A Retrospective of the Journal: Anthropological Linguistics, Selected Papers, 1959-1985.* *Anthropological Linguistics* 35:1-8.
- David W. Dinwoodie. People and Animals, Lovers and Cannibals: Contingent Patterns in Thompson Cosmology. *Chicago Anthropology Exchange*, 18. 1989.

#### **Works in progress**

- David W. Dinwoodie. The Plateau. *Handbook of North American Indians. Volume 1.* Smithsonian. Accepted 3/25/2018.

#### **Awards**

- Teacher of the Year Award Nomination 2017
- Presidential Teaching Fellow Nomination 2017
- Snead-Wertheim Lectureship 2013: From Maritime Globalism to Territorial Nationality: The Dynamics of the Colonial Geography of the Columbia District and Fort Chilcotin, 1826-46
- Teacher of the Year Award Nomination 2006 (Garth Bawden, Chair)

**Testimony and Consultation**

- Chief Roger Williams et al vs. HMQ et al, Land Claim before the Supreme Court of British Columbia, Canada, consultation on three expert statements (Jan 2006, June 2006, August 2006)
- Chief Roger Williams et al vs. HMQ et al, Land Claim before the Supreme Court of British Columbia, Canada, expert testimony presented in support of Chief Roger William (Jan 2005)
- Chief Roger Williams et al vs. HMQ et al, Land Claim before the Supreme Court of British Columbia, Canada, expert testimony presented in support of Chief Roger William (Dec 2004)
- Senate Committee on Indian Affairs, testimony presented in support of Senate Bill 575 (June 2003)

## **HEATHER JOY HECHT EDGAR**

### **Educational History**

- Doctor of Philosophy, 2002, The Ohio State University, Columbus, Ohio
- Anthropology. Dissertation: “Biological Distance and the African-American Dentition.” Advisor: Paul Sciulli
- Master of Arts, 1994, Arizona State University, Tempe, Arizona. Anthropology. Thesis: “Osteology and Odontology of Basketmaker II Virgin Anasazi from Kane County, Utah.” Advisor: Charles Merbs
- Bachelor of Arts, 1990, University of Nevada, Las Vegas. Anthropology

### **Current positions**

- Associate Professor, 2015-present, Anthropology Department, UNM, Albuquerque NM.
- Associate Professor/Forensic Anthropologist, 2017-present, Pathology Department/Office of the Medical Investigator, UNM, Albuquerque NM.
- Associate Professor, 2015-present, Health Sciences Library and Informatics Center, UNM, Albuquerque NM (courtesy appointment).

### **Selected professional honors**

- New York City Office of the Medical Examiner Visiting Scientist, February 2017.
- National Institutes of Health, National Center for Minority Health and Health Disparities Loan Repayment Program Recipient, 2008-2010, renewed 2010-2012 and 2013.

### **Selected publications (40 total)**

- Edgar HJH. 2017. Dental Morphology for Anthropology: An Illustrated Manual. Routledge.
- Hunley KL, Edgar HJH, Healy M, Mosley C, Cabana G, West F. in press. The case against national standards for ethnic terminology in social science research: Regional identity in New Mexicans of Spanish-speaking descent. *Hum Biol*.
- Ragsdale C, Edgar HJH, Melgar E. 2016. Origins of the offerings of the Templo Mayor, Tenochtitlan. *Cur Anthropol* 57(3):357-369.
- Edgar HJH, Ousley SD. 2016. Dominance in dental morphological traits: implications for biological distance studies. In: Pilloud MA, Hefner JT, editors. *Biological distance analysis: forensic and bioarchaeological perspectives*. Elsevier. 317-334.
- Edgar HJH, Rautman ALM. 2016. Forensic Odontology. In: Irish JD, Scott GR, editors. *A companion to dental anthropology*. Wiley. 339-361.
- Edgar HJH, Willermet CM, Ragsdale CS, O'Donnell A, Daneshvari SR. 2015. Frequencies of rare incisor variations reflect factors influencing precontact population relationships in Mexico and the American Southwest. *Int J Osteoarchaeology*. Early View.
- Ragsdale CS, Edgar HJH. 2015. Cultural interaction and biological distance in postclassic period Mexico. *Am J Phys Anthropol* 157:121-133.
- Edgar HJH, Rautman ALM. 2014. Contemporary museum policies and the ethics of accepting human remains. Invited paper for a special issue, “Archiving Anthropos: Tracking the Ethics of Collections Across History and Anthropology.” *Curator* 57(2):237-247.
- Edgar HJH, Ousley SD. 2013. New approaches to the use of dental morphology in forensic contexts. In: Scott GR, Irish JD, editors. *Anthropological perspectives on tooth morphology: genetics, evolution, and variation*. Cambridge University Press. 510-534.

- Edgar HJH. 2013. Estimation of ancestry using dental morphological characteristics. *J Forensic Sci* 58(s1):s3-8. PMID: PMC3548042
- Edgar HJH, Daneshvari S, Harris EF, Kroth PJ. 2011. Inter-observer agreement on subjects' race and race-informative characteristics. *PLoS ONE* 6(8): e23986. doi:10.1371/journal.pone.0023986. PMID: PMC3163683
- Edgar HJH. 2009. Biohistorical approaches to "race" in the United States: biological distances among African Americans, European Americans, and their ancestors. *Am J Phys Anthropol* 139(1):58-67.
- Edgar HJH, Hunley KL. 2009. Race reconciled: how biological anthropologists view human variation. *Am J Phys Anthropol* 139(1):1-4.

#### **Websites**

- Heritage New Mexico. 2014. Interactive Internet exhibit, Co-curator, with Keith Hunley.
  - <http://heritagenm.unm.edu>
- Maxwell Museum of Anthropology Orthodontics Case File System. <http://hsc.unm.edu/programs/ocfs>

#### **Selected research funding (\$1,839,255 total)**

- National Institute of Justice, "Facilitating multidisciplinary forensic research using a unique computed tomography dataset." 2017-2019. 2016-DN-BX-0144 \$702,938. **P.I.**
- National Science Foundation, "The cultural and biological significance of ethnic substructure in New Mexican Hispanics." 2010-2012, \$327,703, NSF-BCS-0962825. **Co-P.I.** Keith Hunley, P.I.
- National Library of Medicine NIH, "The impact of an ethnically diverse, web-based case file in orthodontic education." 2007-2010, \$413,373, 5G08LM9381. **P.I.** Co-P.I.s Philip Kroth and Edward Harris.
- National Science Foundation, "The cultural and biological significance of ethnic substructure in New Mexican Hispanics." 2010-2012, \$327,703, NSF-BCS-0962825. Co-P.I. Keith Hunley, P.I.

#### **Completed PhD students**

- Lara Noldner 2013 "Spanish Missionization and Maya social structure: skeletal evidence for labor distribution at Tipu, Belize"
- Corey Ragsdale 2015 "Cultural interaction and biological distance among Postclassic Mexican populations."



## MELISSA EMERY THOMPSON

### Education

- 2005 Ph.D. Anthropology, Harvard University, Cambridge, MA
- 2000 A.M. Anthropology, Harvard University, Cambridge, MA
- 1997 B.S. Anthropology & Human Biology, *summa cum laude, phi beta kappa*, Emory University, Atlanta, GA

### Principal Academic Positions

- 2017- Associate Professor, Anthropology, University of New Mexico, Albuquerque, NM
- 2013-2017 Assistant Professor, Anthropology, University of New Mexico, Albuquerque, NM
- 2009-2013 Research Assistant Professor, Anthropology, University of New Mexico, Albuquerque, NM
- 2008-2009 Postdoctoral Fellow, Anthropology, University of New Mexico, Albuquerque, NM
- 2005-2007 Postdoctoral Fellow, Anthropology, Harvard University & Boston University, Boston, MA

### Other Professional Appointments

- 2008- Board of Directors, Kibale Chimpanzee Project, Fort Portal, Uganda
- 2008- Co-Director, Hominoid Reproductive Ecology Laboratory, University of New Mexico
- 2009- International Union for the Conservation of Nature, Species Survival Commission (IUCN-SSC) Primate Specialist Group
- 2014- Editorial Board, *Adaptive Human Behavior & Physiology*
- 2015- Editorial Board, *Hormones and Behavior*
- 2018- Editorial Board, *American Journal of Primatology*

### Areas of Research

- Primate behavior and biology; behavioral endocrinology; determinants of life history variation; evolution of the hominid life course

### Professional Recognition and Honors

- 2018 Invited public lecture, Explorer's Series, Cleveland Museum of Natural History
- 2016 Invited public lecture, Leakey Foundation/Chicago Center for Science & Technology
- 2015 Keynote address, 5th Mexican Congress of Primatology
- 2014 Editor's Choice Award, *American Journal of Primatology*, for most outstanding research article published in 2013

### Selected Research Funding

- 2015-2020. Biodemography of aging in chimpanzees. National Institute on Aging (R01-AG049395). Lead PI (w/J Mitani, A Rosati, R Wrangham). \$2,942,881.
- 2017-2019. Women's extended sexuality: function, form, and endocrinology. National Science Foundation (BCS-1729856). Co-PI (w/S Gangestad). \$300,000.
- 2014-2017. Developmental integration and the ecology of life histories in phylogenetic perspective. National Science Foundation (BCS-1355014). Co-PI (w/M Muller, R Wrangham, and S Nelson). \$221,004.
- 2009-2012. Stress, energetics, and the costs of reproduction in wild chimpanzees. National Science Foundation (BCS-0849380). Co-PI (w/M Muller, R Wrangham). \$150,000.
- 2008-2013. Understanding the role of ecology in saving the orangutan from extinction. National Science Foundation (BCS-0936199). Post-doc, subaward PI (w/C Knott). \$494,400

### Selected Publications

- 2018 Scully, EJ, S Basnet, RW Wrangham, MN Muller, E Oтали, D Hyeroba, KA Grindle, T Pappas, M Emery Thompson, Z Machanda, KE Watters, AC Palmenberg, JE Gern, T Goldberg. Lethal respiratory epidemic in wild chimpanzees associated with human rhinovirus C. *Emerging Infectious Diseases* 24: 267-274.
- 2017 Emery Thompson, M. Energetics of feeding, behavior, and life history. *Hormones and Behavior* 91: 84-96.
- 2017 Emery Thompson, M and PT Ellison. Fertility and fecundity. *Chimpanzees and Human Evolution*. Edited by MN Muller, RW Wrangham, and D Pilbeam. Harvard University Press, pp. 217-258.
- 2016 Emery Thompson, M, MN Muller, K Sabbi, ZP Machanda, E Oтали, and RW Wrangham. Faster reproductive rates trade off against offspring growth in wild chimpanzees. *Proceedings of the National Academy of Sciences USA* 113: 7780-7785.
- 2016 Pontzer, H, MH Brown, DA Raichlen, H Dunsworth, B Hare, K Walker, A Luke, LR Dugas, R Durazo-Arvizu, D Schoeller, J Plange-Rhule, P Bovet, TE Forrester, EV Lambert, M Emery Thompson, RW Shumaker, SR Ross. Metabolic acceleration and the evolution of human brain size and life history. *Nature* 533: 390-392.
- 2014 Emery Thompson, M, MN Muller, and RW Wrangham. Male chimpanzees compromise the foraging success of their mates in Kibale National Park, Uganda. *Behavioral Ecology and Sociobiology* 68: 1973-1983.
- 2014 Emery Thompson, M, and AV Georgiev. The high price of success: costs of mating effort in male primates. *International Journal of Primatology* 35: 609-627.
- 2013 Emery Thompson, M. Comparative reproductive energetics of human and non-human primates. *Annual Review of Anthropology* 42: 287-304.
- 2013 Emery Thompson, M. Reproductive ecology of wild female chimpanzees. *American Journal of Primatology* 75: 222-237.
- 2012 Emery Thompson, M, A Zhou, and CD Knott. Low testosterone correlates with delayed development in male orangutans. *PLoS ONE* 7: e47282.
- 2012 Emery Thompson, M, MN Muller, and RW Wrangham. The energetics of lactation and the return to fecundity in wild chimpanzees. *Behavioral Ecology* 23: 1234-1241.
- 2012 Emery Thompson, M, MN Muller, and RW Wrangham. Variation in muscle mass in wild chimpanzees: application of a modified urinary creatinine method. *American Journal of Physical Anthropology* 149: 622-627.
- 2010 Emery Thompson, M, MN Muller, SM Kahlenberg, and RW Wrangham. Dynamics of social and energetic stress in wild female chimpanzees. *Hormones and Behavior* 58: 440-449.
- 2010 Knott, CD, M Emery Thompson, RM Stumpf, and M McIntyre. Female reproductive strategies in orangutans, evidence for female choice and infanticide counterstrategies in a species with frequent sexual coercion. *Proceedings of the Royal Society B: Biological Sciences* 277: 105-113.
- 2009 Emery Thompson, M, MN Muller, RW Wrangham, JS Lwanga, and KB Potts. Urinary C-peptide tracks seasonal and individual variation in energy balance in wild chimpanzees. *Hormones and Behavior* 55: 299-305.
- 2009 Benenson, JF, H Markovitz, M Emery Thompson, and RW Wrangham. Strength determines coalitional strategies in humans. *Proceedings of the Royal Society B: Biological Sciences* 276: 2589-2595.

## **LES W. FIELD**

### **Research Areas and Interests**

- Nicaragua, Colombia, Ecuador, Indigenous California, Palestine
- Indigenous Identities; Narrative and History; Nationalist Ideologies and the State; Resources and Development; Social Transformations and Landscapes; Conflict Zones; Licit and Illicit; Collaborative Ethnography, Methods, Epistemologies

### **Educational History:**

- Johns Hopkins University: Baltimore, MD, Anthropology, BS, 1979
- Duke University: Durham, NC, Cultural Anthropology, PhD 1987
- Centro Internacional de Agricultura Tropical: Cali, Colombia, Post-Doctoral Fellow 1989-90

### **Academic Awards, Honors and Grants (selected since 2008)**

- 2016-17 UNM Teaching Fellowship
- 2015-16 Wenner-Gren Foundation International Workshop Grant
- 2011 Outstanding Teacher of the Year, OSET-UNM
- 2010-11 Wenner-Gren Foundation International Workshop Grant
- 2008-2009 Snead-Wertheim Endowed Lectureship in Anthropology and History
- 2008-2010 Fulbright Research/Lecturing Fellowship

### **Appointments (since 2008):**

- 2015-present Chair, Anthropology Department, University of New Mexico
- 2010-2014 Director, Peace Studies Program, University of New Mexico
- 2007- present Full Professor, Anthropology Department, University of New Mexico

### **Selected publications (since 2008):**

#### Books:

- *Abalone Tales: Collaborative Explorations of California Indian Sovereignty and Identity.* Durham, NC: Duke University Press. 2008
- *Challenging the Dichotomy: The Licit and the Illicit in Archaeological and Heritage Discourses* Edited by Les Field, Cristobal Gnecco, and Joe Watkins. Tucson: University of Arizona Press. 2016

#### Articles:

- Nd "The 'there' is there, but the 'it' is not there: gold, ontological difference, and object agency," in *The Anthropology of Precious Minerals*, Andrew Walsh, Annabel Vallard and Elizabeth Emma Ferry, eds. University of Toronto Press, forthcoming 2018.
- 2017 "The Colombia-Israel Nexus: Towards Historical and Analytic Contexts," *Latin American Research Review*, 52(4): 639-653.
- 2016 "Dynamism not Dualism: Money and Commodity, Archaeology and Guaquería, Gold and Wampum," in *Challenging the Dichotomy: The Licit and the Illicit in Archaeological and Heritage Discourses*, Edited by Les Field, Cristobal Gnecco, and Joe Watkins. Tucson: University of Arizona Press. Pp. 180-196.
- 2013 a) "Double Trouble: Implications of Historicizing Identity Discourses," in *Anthropology and the Politics of Representation: Identity Strategies, Decentered Selves and Crucial Places.* Gabriela Vargas Cetina, ed. University of Alabama Press. Pp. 19-32.

- b) “Museo del Oro: viñetas” (with Cristobal Gnecco). *Revista Colombiana de Antropología*, vol. 49(2).
- c) “Mapping Erasure: The Power of Nominative Cartography in the Past and Present of the Muwekma Ohlone of the San Francisco Bay Area,” in *Recognition, Sovereignty Struggles and Indigenous Rights in the United States: A Sourcebook*. Amy E. Den Ouden and Jean O’Brien, eds. University of North Carolina Press. Pp. 287-310.
- d) “The Palestine Field School: Decoloniality and the Geopolitics of Knowledge,” (with Alex Lubin, Jakob Schiller and Melanie Yazzie) *Social Text* 31(4): 79-97.
- e) “Introduction,” in “Imagining Palestinian Archaeologies,” Special Issue of *Archaeologies: Journal of the World Archaeological Congress*, 9(2): 1-14.
- 2012 “El sistema del oro: exploraciones sobre el destino (emergente) de los objetos de oro precolombino en Colombia,” *Antipoda: Revista de Antropología y Arqueología (Colombia)*, Vol. 14: 67-93.
- 2011 Introduction to “Collaborative Anthropologies in Latin America,” (co-edited with Joanne Rappaport) Special Issue of *Collaborative Anthropologies*, Vol. 4: 3-17.
- 2009 a) “Four Kinds of Authenticity? Regarding Nicaraguan Pottery in Scandinavian Museums, 2006-2008,” *American Ethnologist* 36(3): 507-520.
- b) “Global Indigenous Movements: Convergence and Differentiation in the Face of the Twenty-First Century State,” in *Border Crossings: Transnational Americanist Anthropology*, Kathleen S. Fine-Dare and Steven L. Rubenstein (eds.) Lincoln and London: University of Nebraska Press. Pp. 230-246.
- Papers, Symposia, Lectures, Conferences (selected since 2008)
- 2018 “Connecting the Dots of 1982: The Dynamics of the Global Left and Right in Latin America and Israel/Palestine” Latin American Studies Association Annual Meetings, Barcelona, May 23-26.
- 2017 “The Palestine Field School: Decoloniality and the Geopolitics of Knowledge.” 5th Action Research Network of the Americas Conference and 1st Global Assembly for Knowledge Democracy. Cartagena Colombia June 13-15.
- 2016 “The State's Own Anthropology: Scholarship, Knowledge, and Governmentality in Palestine and California. “Invited Lecture, University of British Columbia, March 24.
- 2015a “Notes Towards a Theorization of Gold,” participant, Wenner-Gren International Workshop, Toronto, April 30-May 1.
- 2015b “Scholarship, Knowledge, and Governmentality in Palestine and California,” Invited Lecture, Cornell University, October 16
- 2014 “Peace Will Never Come: The (Trans) Nationality of the National Security State,” Fifth International Conference of the Prince Alwaleed Bin Talal Bin Abdulaziz Alsaud Center for American Studies and Research (CASAR), American University of Beirut (AUB), January 6-9.
- 2013a “Theorizing Collaborative Research: An Invited Seminar,” Georgetown University, April 4-6
- 2013b “Collaborative Research in Indigenous and Afro Communities,” Invited Intensive Seminar for PhD students, Universidad del Cauca (Popayan, Colombia), October 7-11.
- 2011 Invited Guest Speaker, “Global Indigenous Politics,” Social Science Research Council (SSRC) Dissertation Proposal Development Fellowship Workshop

## **MICHAEL GRAVES**

### **Education**

- 1974 BA. (with honors) University of Washington, Anthropology
- 1981 PhD. University of Arizona, Anthropology

### **Professional Appointments**

- 2007- Professor, Department of Anthropology, UNM
- 2007-2014 Chair, Department of Anthropology, UNM
- 2002-2006 Chair, Department of Anthropology, University of Hawai'i at Mānoa
- 1995-2007 Professor, Department of Anthropology, UHM
- 1986-1995 Assistant/Associate Professor, Department of Anthropology, UHM
- 1981-1986 Assistant Professor, Director, Anthropology and Micronesian Area Research Center, University of Guam

### **Areas of Research**

- Hawaiian and Pacific Islands archaeology, agricultural development, ceramic ethnoarchaeology, social complexity, method and theory, evolutionary theory

### **Professional Recognition**

- 2016. Member, Annual Meeting Program Committee, Society for American Archaeology
- 2010-2017. Panel Member, Graduate Research Fellowship, National Science Foundation
- 2003. Chancellor's Citation for Meritorious Teaching, UHM
- 2003. Keynote Address. Society for Hawaiian Archaeology Conference, Honolulu.
- 1992-2000. Editor-in-Chief, *Asian Perspectives*, University of Hawai'i Press.
- 1993-1996. Editor, *American Antiquity*, Society for American Archaeology.

### **Selected Peer-Reviewed Publications**

- Ladefoged, T.N., A. Preston, P.M. Vitousek, O.A. Chadwick, J. Stein, M.W. Graves, & N. Lincoln. Soil nutrients and Pre-European contact agriculture in the Leeward Kohala Field System, Island of Hawai'i. *Arch Oceania*. 53, DOI: 10.1002/arco.5138. 2017.
- Graves, M.W., J. Skibo, M.T. Stark, & M.B. Schiffer. An Anthropological Archaeologist: The Contributions of William A. Longacre to Archaeological Theory, Method and Practice. *J Arch Method and Theory*. 23: 990–1022. 2016.
- Field, J.S., & M.W. Graves (editors). *Abundance and Resilience: Farming and Foraging in Ancient Kaua'i*. (Hardcover and Paperback) University of Hawai'i Press, 2015.
- Graves, M.W., S. Jolivette, K.S. Esh, & J.S. Field. Modified and Unmodified Turtle Remains from Nu'alolo Kai. In: *Abundance and Resilience: Farming and Foraging in Ancient Kaua'i*, Pp. 61-74. 2015.
- Field, J.S., & M.W. Graves. Synthesis: The Prehistory of Nu'alolo Kai. In: *Abundance and Resilience: Farming and Foraging in Ancient Kaua'i*, Pp: 188-206. 2015.
- McCoy, M.D., A.T. Browne Ribeiro, M.W. Graves, O.A. Chadwick, & P.M. Vitousek. Irrigated taro (*Colocasia esculenta*) farming in North Kohala, Hawai'i: Sedimentology and soil nutrient analyses. *J Arch Sci*. 40: 1528-1538. 2013.
- Graves, M.W., C. Kēhaunani Cachola-Abad, & T.N. Ladefoged, Modeling the evolutionary ecology of Hawaiian complex chiefdoms: A case study from Hawai'i Island. In: *Roots of*

Conflict: Soils, Agriculture, and Sociopolitical Complexity in Ancient Hawai'i. School for Advanced Research Press, Pp. 135-162. 2011.

- McCoy, M.D., T.N. Ladefoged, M.W. Graves, & J.W. Stephen, Strategies for constructing religious authority in Pre-contact Hawai'i. *Antiquity*. 85: 1-15. 2011.
- Ladefoged, T.N., & M.W. Graves. The Leeward Kohala Field System (LKFS). In: *Roots of Conflict: Soils, Agriculture, and Sociopolitical Complexity in Ancient Hawai'i*, School for Advanced Research Press, Pp. 89-110. 2011.
- McCoy, M.D., G.P. Asner, & M.W. Graves. Airborne Lidar survey of irrigated agricultural landscapes: An application of the slope contrast method. *J Arch Sci*. 38: 2141-2154. 2011.
- McCoy, M.D., M.W. Graves, & G.M. Murakami, Prehistoric introduction of Breadfruit (*Artocarpus altilis*) to the Hawaiian Islands. *Econ Bot*. 20: 1-8. 2010.
- McCoy, M.D., & M.W. Graves, What shaped agricultural innovation in Hawai'i? *World Arch*. 42: 90-107. 2010.
- Palmer, M., M. W. Graves T.N. Ladefoged, T.K Duarte, O.A. Chadwick, S. Porder, & P.M. Vitousek. Sources of nutrients to windward agricultural systems in Pre-Contact Hawai'i. *Ecol Appls*. 19: 1444-1453. 2009.
- Field, J.S., & M.W. Graves. A New Chronology for Pololū Valley, Hawai'i Island: Occupational history and agricultural development. *Radiocarbon*. 50: 205-222. 2008.
- Ladefoged, T.N., & M.W. Graves. Variable development of dryland agriculture in Hawai'i: A fine-grained chronology from the Kohala Field System. *Curr Anth*. 49: 771-802. 2008.
- Skibo, J., M.W. Graves, & M.T. Stark (editors). *Archaeological Anthropology: Perspectives on Method and Theory*. University of Arizona Press. 2007.

#### **Selected research and training funding**

- Building professional leadership and advancing Native American and Latino Humanistic social science. Andrew W. Mellon Foundation. (PI: M.W. Graves, Co-PI: L. Lamphere, B. Singer, and A. Ramírez de Arellano) \$800,000 2014-2019, \$700,000 2008-2013.
- Historical and Archaeological Training Program in Kohala, Hawai'i Island, M.W. Graves, Principal Investigator. Kamehameha Schools (PI: M Graves; Co-PI: K. Kikiloi) \$105,000, 2013-2014.
- Research Experience for Undergraduates Site. National Science Foundation. (PI: M.W. Graves, \$292,251. 2006-2009.
- An Integrative Historical and Archaeological Study of the Rise to Leadership of Kamehameha the Great, Hawai'i, National Endowment for the Humanities (PI: M. W. Graves, Co-PI: C.K. Cachola-Abad, \$110,000. 2005-2008.

## FRANCES M. HAYASHIDA

### Research Interests

Andean archaeology and ethnohistory, states and empires, political ecology and economy, agriculture and water management, craft and food production, ethnoarchaeology, archaeometry

### Education

- Stanford University, Dept. of Anthropology, B.A. with distinction, 1984
- Stanford University, Dept. of Anthropology, M.A., 1984
- University of Michigan, Dept. of Anthropology, Ph.D., 1995

### Academic Appointments

- 2008-present Associate Professor, Dept. of Anthropology, UNM
- 2006-2008 Assistant Professor, Dept. of Anthropology, University of Missouri
- 1998- 2006 Assistant Professor, Dept. of Anthropology, Pennsylvania State University
- 1997-1998 NSF International Postdoctoral Fellow, Dept. of Physics, Technische Universität München, Munich, Germany
- 1997 Lecturer, Dept. of Anthropology, University of Virginia (Spring Term)

### Selected Peer-Reviewed Publications since 2008

- Killick, D., and F. Hayashida Submitted Lung-powered copper smelting of the Middle Sicán period on the Pampa de Chaparrí, Lambayeque Department, Peru: Part 1, Ores and Smelting. *Journal of Archaeological Science*.
- Hayashida, F. Submitted Fields, Sacrifice, Farmers and the State in the Inka Provinces. In *Technology and the Making of Andean Societies*, edited by B. Sillar. UC of London Press.
- Hayashida, F. In Press Making connections in Food, Foraging, and Farming. In *Archaeology and the Pedagogy of Heritage*, edited by S. Bender and P. Messenger. UF Press, Gainesville.
- Hayashida, F. In Press Inka state pottery production: Insights from characterization studies on the north coast of Peru. In *Ceramics of Indigenous Cultures of South America: Production and Exchange*, edited by M. Glascock, H. Neff, and K. Vaughan. UNM Press, Albuquerque.
- Parcero-Oubiña, C., P. Fábrega-Álvarez, D. Salazar, A. Troncoso, F. Hayashida, M. Pino, C. Borie, E. Echenique 2017 Ground to air and back again: Archaeological prospection to characterize prehispanic agricultural practices in the high-altitude Atacama (Chile). *Quaternary International* 435 Part B:98-113. doi:10.1016/j.quaint.2015.12.050 .
- Hayashida, F. 2017 Epilogue. In *The Archaeology of Human-Environment Interactions: Strategies for Investigating Anthropogenic Landscapes, Dynamic Environments, and Climate Change in the Human Past*, edited by D. Contreras, pp. 259-264. Routledge, London.
- Hayashida, F. and N. Guzman 2015 Reading the material record of Inka rule: style, polity, and empire on the north coast of Peru. In *The Inka Empire: A Multidisciplinary Approach*, edited by Izumi Shimada, pp. 287-305. University of Texas Press, Austin.
- Hayashida, F.M., D. Killick, I. Shimada, W. Häusler, F.E. Wagner, U. Wagner 2014 A pre-Columbian copper alloy smelting furnace: Mössbauer and XRD study of the firing conditions. *Hyperfine Interactions* 224:161–170.
- Huckleberry, G., F. Hayashida and J. Johnson 2012 New Insights into the Evolution of an Intervalley Prehistoric Irrigation Canal System, North Coastal Peru. *Geoarchaeology* 27(6):492-520
- Hayashida, F. 2008 Ancient beer and modern brewers: ethnoarchaeological observations of maize beer (chicha) production in two regions of the north coast of Peru, *Journal of Anthropological Archaeology* 27(2):161-174.

### Selected Research Funding since 2008 (PI except where noted)

- 2018 Fulbright Award, Chile

- 2014-2017 Comisión Nacional de Investigación Científica y Tecnología, Chile (CONICYT-USA 2013-0012,), *Water Management and Agrohydraulic Systems in Desert Environments: The Upper Loa from A.D. 1000-1500*, PI Andrés Troncoso, US counterpart and primary proposal author (150,000,000 CLP, ca. \$300,000 when awarded)
- 2013-2016 National Science Foundation Catalyzing New International Collaborations Grant, *Agriculture and Empire in the High Altitude Atacama*, OISE-1265816 (\$68,345)
- 2013-2015 Wenner-Gren Foundation for Anthropological Research, International Collaborative Research Grant, *Agriculture and Empire in the High Altitude Atacama*, PIs F. Hayashida and A. Troncoso, (\$34,233)
- 2013-2014 National Geographic Society Research and Exploration Grant #9296-13, *Agriculture and Empire in the High Altitude Atacama* (\$25,056)
- 2008-2012 National Science Foundation Archaeology Grant BCS-0838211, *The Ynalche Project: The Political Ecology of Late Prehispanic Agriculture on the North Coast of Peru*, (\$259,048)
- 2008 Wenner-Gren Foundation for Anthropological Research, *The Ynalche Project: The Political Ecology of Late Prehispanic Agriculture on the North Coast of Peru* (\$24,997)

#### **Externally funded conferences organized since 2015**

- 2016\* Repensando el Tawantinsuyu desde el Collasuyu, co-sponsored by Dumbarton Oaks, Pre-Columbian Studies Program (Harvard), CONICYT USA 2013-0012, and Faculty of Social Sciences, Universidad de Chile, Pirque, Chile. Co-organizer with A. Troncoso and D. Salazar.
- 2015\* Land, Water and Empire in the High-Altitude Atacama, Research Team Seminar, April 2015, School of Advanced Research, Santa Fe. Co-chair with C. Parcerro-Oubiña, D. Salazar, and A. Troncoso.

#### **Selected papers since 2015**

- Hayashida, F. 2017\* **Discussant** in the symposium *Landscapes of Change: Integrated Socio-ecological histories in the Chicama Valley, Peru*, 82nd Annual Meeting of the Society for American Archaeology, Vancouver, B.C.
- Hayashida, F., C. Parcerro-Oubiña, A. Troncoso, D. Salazar, P. Fábrega-Álvarez 2016 *Desert fields and empire in the high-altitude Atacama, Chile*. 56th Annual Meeting of the Institute of Andean Studies, Berkeley.
- Hayashida, F., D. Salazar, A. Troncoso, C. Parcerro-Oubina, P. Fábrega-Álvarez, M. Pino, C. Borie, E. Echenique 2015 *Paisajes (Agri)culturales durante los periodos tardíos en la cuenca del rio Salado*. Seminarios de Arqueología del Desierto de Atacama, Univ. Católica del Norte, Chile.
- Hayashida, F., C. Parcerro-Oubiña, D. Salazar, A. Troncoso
- 2015 *Feeding empires: perspectives from the north coast of Peru and the Atacama Desert in Chile*. Paper presented at Technology: Ideology, Economics and Power in the Andes. University College London, Institute of Archaeology, June 2015.
- Hayashida, F., A. Troncoso, D. Salazar, C. Parcerro-Oubina, P. Fábrega-Álvarez
- 2015 *Agriculture and empire in the high-altitude Atacama*. Paper presented at the 80th Annual Meeting of the Society for American Archaeology, San Francisco.



## **BRUCE B. HUCKELL**

### **Professional Preparation**

- University of Arizona Anthropology Bachelor of Arts, 1972
- University of Arizona Anthropology Master of Arts, 1976
- University of Arizona Arid Lands Sciences PhD, 1990

### **Appointments**

- 2014 to Present: Associate Professor, Department of Anthropology, University of New Mexico, Albuquerque, New Mexico
- 2000 to 2014: Senior Research Coordinator, Maxwell Museum of Anthropology, and Associate Professor, Department of Anthropology, University of New Mexico, Albuquerque, New Mexico
- 2005 to 2007: Interim Director, Maxwell Museum of Anthropology and Research Associate Professor, Department of Anthropology, University of New Mexico, Albuquerque, New Mexico
- 1994 to 1999: Senior Research Coordinator, Maxwell Museum of Anthropology, and Research Assistant Professor, Department of Anthropology, University of New Mexico, Albuquerque, New Mexico.
- 1992 to 1994: Research archaeologist, Desert Archaeology, Inc., Tucson, Arizona. William H. Doelle, director.
- 1990 to 1992: Associate faculty member, Pima Community College, Tucson, Arizona.

### **Publications**

#### **(i) Project-Related Publications**

- 2013 Hamilton, Marcus J., Briggs Buchanan, Bruce B. Huckell, Vance T. Holliday, M. Steven Shackley, and Matthew E. Hill. Clovis Paleoecology and Lithic Technology in the Central Rio Grande Rift Region, New Mexico. *American Antiquity* 78: 248-265.
- 2011 Huckell, Bruce B., J. David Kilby, Matthew T. Boulanger, Michael D. Glascock Sentinel Butte: Neutron Activation Analysis of White River Group chert from a Primary Source and Artifacts from a Clovis Cache in North Dakota, USA. *Journal of Archaeological Science* 38: 965-976.
- 2009 Holliday, Vance T., Bruce B Huckell, Robert H. Weber, Marcus J. Hamilton, William T. Reitze, and James H. Mayer. Geoarchaeology of the Mockingbird Gap (Clovis) Site, Jornada del Muerto, New Mexico. *Geoarchaeology* 24: 348-370.
- 2007 Haynes, C. Vance, Jr. and Bruce B. Huckell (editors). *Murray Springs, A Clovis Site with Multiple Activity Areas in the San Pedro Valley, Arizona*. Anthropological Papers of the University of Arizona No. 71, University of Arizona Press, Tucson. 308 pages.
- 2007 Huckell, Bruce B. Clovis Lithic Technology: A View from the Upper San Pedro Valley. In *Murray Springs, A Clovis Site with Multiple Activity Areas in the San Pedro Valley, Arizona*, edited by C. Vance Haynes, Jr, and Bruce B. Huckell, pp. 170-213. Anthropological Papers of the University of Arizona No. 71, University of Arizona Press, Tucson.

#### **(ii) Other Publications**

- 2017 Huckell, Bruce B. and Christopher W. Merriman. Unfluted Lanceolate Projectile Points in the Upper Little Colorado River Valley, East-Central Arizona. In *Plainview: Enigmatic Artifact Style of the Great Plains*, edited by Vance T. Holliday, Ruthann /Knudson, and Eileen Johnson, pp.208-229. University of Utah Press, Salt Lake City

- 2014 Huckell, Bruce B. and J. David Kilby (editors). *Clovis Caches, Recent Discoveries and New Research*. University of New Mexico Press, Albuquerque.
- 2014 Huckell, Bruce B. But How Do We Know If It's Clovis? An Examination of Clovis Overshot Flaking of Bifaces and a North Dakota Cache. In *Clovis Caches, Recent Discoveries and New Research*, edited by Bruce B. Huckell and J. David Kilby, pp. 133-152. University of New Mexico Press, Albuquerque.
- 2014 Huckell, Bruce B. West of the Plains: Paleoindians in the Southwest. In *Archaeology in the Great Basin and Southwest: Papers in Honor of Don D. Fowler*, edited by Nancy J. Parezo and Joel C. Janetski, pp. 17-34. University of Utah Press, Salt Lake City.

#### **Synergistic Activities**

- Over 40 public lectures and flint knapping demonstrations presented over 35 years to amateur archaeological societies and other groups in Arizona, New Mexico, Nevada, Colorado, Washington, D.C.; Cultural Properties Review Committee, State of New Mexico 2002-2003; Phi Beta Kappa board, UNM, 2006-2010; University of New Mexico Press Committee, 2007-2014; Committee on Museums, Collections and Curation 2014-present.

#### **Collaborators and Co-Editors**

- Haynes, C. Vance, Jr., Departments of Anthropology and Geosciences, University of Arizona (emeritus)
- Holliday, Vance T., Departments of Anthropology and Geosciences, University of Arizona
- Kilby, J. David, Department of Anthropology, Eastern New Mexico University
- Meltzer, David J., Department of Anthropology, Southern Methodist University

#### **Graduate Advisors**

- Hutchinson, Charles F., Arid Lands Resource Sciences Program, University of Arizona
- Haynes, C. Vance, Jr., Departments of Anthropology and Geosciences, University of Arizona
- Vivian, R. Gwinn, Arizona State Museum, University of Arizona
- Graybill, Donald A., Tree-Ring Laboratory, University of Arizona (deceased)
- Martin, Paul S., Department of Geosciences, University of Arizona (deceased)

#### **Thesis Advisor (Chair or Co-Chair)**

- O'Brien, Matthew J., Anthropology Department, California State University, Chico
- Ruth, Susan, Communication, Humanities, and Social Sciences Department, Central New Mexico Community College, Albuquerque
- Hamilton, Marcus J., Santa Fe Institute, Santa Fe
- Buchanan, Briggs, Department of Anthropology, University of Tulsa
- Kilby, J. David, Department of Anthropology, Eastern New Mexico University
- Benedict, Karl K., Earth Data Analysis Center, University of New Mexico
- Pinson, Ariane O., Department of Anthropology, University of New Mexico
- LeTourneau, Philippe, City of Seattle, Washington
- Schmidt, Kari, Independent faunal analysis consultant
- Thompson, Ian, Choctaw Tribe, Missouri
- Total number of graduate students advised: 21

## **KEITH HUNLEY**

### **Education**

- 1980 BS. Purdue University, Biology
- 1996 MA. University of Michigan, Anthropology
- 2002 PhD. University of Michigan, Anthropology

### **Professional appointments**

- 2011 - Associate Professor. Department of Anthropology. UNM
- 2005 – 2011 Assistant Professor. Department of Anthropology. UNM
- 2004 – 2005 Visiting Assistant Professor. Department of Anthropology. UNM
- 2002 – 2004 Faculty Research Fellow. Department of Human Genetics. University of Michigan

### **Areas of research**

Human origins and prehistory; genetic and linguistic co-evolution; human population genetics; genetic ancestry; health and ethnicity in New Mexico.

### **Professional recognition and honors**

- 2016. Quality Matters Certification for Anthropology 150
- 2016. UNM Online Course Advisory Council's Best Practice Certification for Anthropology 150
- 2015. Invited Commentary. Proceedings of the National Academy of Sciences
- 2015. Invited speaker. Morrison Institute. Stanford University.
- 2015. Keynote speaker. American Association of Physical Anthropologists annual meeting. Symposium: Thinking anthropologically about genetics.
- 2013. Nominee. UNM Outstanding Online Teacher of the Year
- 2009. Invited Speaker. 200th anniversary of Charles Darwin's birth. Biology Department. University of New Mexico.

### **Selected peer-reviewed publications since 2009**

- Hunley K, Edgar H, Healy M, Mosley C, Cabana G, West F. Social identity in New Mexicans of Spanish-speaking descent highlights limitations of using standardized ethnic terminology in research. *Human Biology*. 89(23). 2018.
- Hunley, K., Gwin, K. & Liberman, B. A Reassessment of the Impact of European Contact on the Structure of Native American Genetic Diversity. *PLoS One* 11(8), e0161018. 2016.
- Hunley, K. L., Cabana, G. S. & Long, J. C. The apportionment of human diversity revisited. *Am. J. Phys. Anthropol.* 160, 561–569. 2016
- Hunley K. Reassessment of global gene–language coevolution. *Proceedings of the National Academy of Sciences*. 112(7): 1919–1920. 2015
- Hunley K, Bowern C, Healy M. Rejection of a serial founder effects model of genetic and linguistic coevolution. *Proceedings of the Royal Society B, Biological Sciences*. 279(1736): 2281–2288. 2012
- Hunley K, Healy M. The impact of founder effects, gene flow, and European admixture on Native American genetic diversity. *American Journal of Physical Anthropology*. *American Journal of Physical Anthropology*. 2011. 146(4): 530–538. 2011
- Hunley K, Healy M, Long J. The global pattern of gene identity variation reveals a history of long-range migrations, bottlenecks, and local mate exchange: Implications for biological race. *American Journal of Physical Anthropology*. 139(1): 35–46. 2009.

### **Selected refereed abstracts since 2009**

- West F, Hunley K, Healy M, Mosley C, Cabana GS, Edgar H. Return of Genetic Ancestry Testing Results: An Academic-Setting Case Study. *Am J Phys Anthropol* TBA. 2017
- Hay JL, Berwick M, Kaphingst K, Buller D, Hunley K, Bigney J, White KM, Zielaskowski K, Guest D, Sussman A, Rodríguez VM. Investigating MC1R testing and feedback in primary care: Maximizing personal utility and reach [Abstract]. Society for Melanoma Research 2015 Congress, San Francisco, CA, November, 2015
- Hunley K, Cabana G, Long J. The Impact of Hierarchical and Gene Flow Processes on Patterns of Regional Genetic Diversity. *Am J Phys Anthropol* 56: Suppl. 2015
- Cabana GS, Hunley K. The Impact of Local Mate Exchange and Founder Effects on Global Patterns of Mitochondrial Genomic Variation. *Am J Phys Anthropol* 56: Suppl. 2015
- Mosley C, Healy M, Hunley K, and Edgar HJH. 2015. Exploring Hispanic Identity: Relationships among Socioeconomic Status, Genetic Ancestry, Skin Color, and Ethnicity in the Land of Enchantment. Society for Applied Anthropology, Pittsburgh, PA. 2014
- Mosley C, Healy M, Hunley K, Edgar HJH. Skin deep: is skin color linked to blood pressure in New Mexicans of Spanish-speaking descent? *Am J Hum Biol* 25:268. 2013
- Mosley C, Healy M, Hunley K, Edgar HJH. Self---reported ethnicity predicts allostatic load in New Mexicans of Spanish---speaking descent. Human Biology Association, Knoxville, Tennessee. 2013
- Young B, Rendon A, Rosas---Taraco A, Handal A, Baker J, Long J, Burgos M, Hunley K. Education and marital status are protective against active tuberculosis in Monterrey, Mexico. *American Journal of Physical Anthropology*. Portland. 2012
- Healy M, Gross J, Berwick M, Hill D, Erdei E, Long J, Hunley K. Variability in genetic ancestry in New Mexican Hispanics: the product of a rich and ever---changing ethnic landscape. *American Journal of Physical Anthropology*. Portland. 2012

#### **Research funding since 2009**

- Personalized genomic testing for melanoma: maximizing personal utility and reach. National Cancer Institute. National Institutes of Health. 1R01CA181241-01A1. Co-investigator (PIs: Jennifer Hay and Marianne Berwick). \$735,067. 2014 - 2017
- The cultural and biological significance of ethnic substructure in New Mexican Hispanics. National Science Foundation. BCS 0962825. PI: Keith Hunley, Co-PI: Heather Edgar \$327,703. 2010 - 2015
- The relationship between genetic admixture and sociocultural history in New Mexico. UNM Research Allocation Committee. Discipline-specific Large Grant. PI: Keith Hunley. \$7,260. 2009
- Dynamics of hunter-gatherer language change. National Science Foundation. Co-PI: Keith Hunley (PI: Claire Bowern, Yale University). \$723,133. 2008 - 2011

## EMILY LENA JONES

### A. Professional Preparation:

- Vassar College Anthropology A. B., 1996
- University of Washington Anthropology M.A., 2001
- University of Washington Anthropology PhD, 2004
- University of Arizona Anthropology Postdoc, 2004 – 2005

### B. Appointments

- 2017 – Present Associate Professor of Anthropology, University of New Mexico
- 2012 – 2017 Assistant Professor of Anthropology, University of New Mexico
- 2011 – 2012 Research Assistant Professor of Anthropology, University of New Mexico
- 2008 – 2011 Assistant Professor of Anthropology, Utah State University-Brigham City
- 2007 – 2008 Chair of Social Sciences and Anthropology Instructor, Diné College
- 2005 – 2007 Anthropology Instructor, Diné College

### C. Select Publications

- Jones, Emily Lena, Jonathan Dombrosky, and Caitlin Ainsworth, editors (2018). “New directions in Southwestern zooarchaeology,” special section of *KIVA: Journal of Southwestern Anthropology and History* 84(1):46-135.
- Jones, Emily Lena (2018). Coming to terms with imperfection: comparative studies and the search for grazing impacts in 17th century New Mexico. Chapter 13 in *Zooarchaeology in Practice: Case Studies in Methodology and Interpretation in Archaeofaunal Analysis*, C.M. Giovas, ed. Springer International.
- Jones, Emily Lena (2018). “Mediterranean” Archaeofaunas of Late Pleistocene and Early Holocene Iberia. *Quaternary Science Reviews* 184: 107-113. DOI: 10.1016/j.quascirev.2017.11.018.
- Hamilton, Marian, B. Lee Drake, W.H. Wills, Emily Lena Jones, Cyler Conrad, and Patricia L. Crown (2018). Stable Oxygen Isotope Sourcing of Archaeological Fauna from Chaco Canyon, New Mexico. *American Antiquity* 83(1):163-175. DOI: 10.1017/aaq.2017.61
- Ainsworth, Caitlin, Patricia L. Crown, Emily Lena Jones, and Stephanie Franklin (2018). Ritual Deposition of Avifauna in the Northern Burial Cluster at Pueblo Bonito, Chaco Canyon. *KIVA: Journal of Southwestern Anthropology and History* 84:110-135. DOI: 10.1080/00231940.2017.1420615
- Jones, Emily Lena and David Hurley (2017). Beyond Depression? A Review of the Optimal Foraging Theory Literature in Zooarchaeology and Archaeobotany. *Ethnobiology Letters* 8(1):35-43, DOI: 10.14237/ebl.8.1.2017.786
- Jones, Emily Lena (2016). *In Search of the Broad Spectrum Revolution in Paleolithic Southwest Europe*. Springer Briefs in Archaeology. Emily Lena Jones/Biographical Sketch/2

- Jones, Emily Lena (2016). Changing landscapes of early colonial New Mexico: demography, rebound, and zooarchaeology. Chapter 5 in C. L. Herhahn, and A. F. Ramenofsky, eds., *Exploring Cause and Explanation: Historical Ecology, Demography, and Movement in the American Southwest*. University of Colorado Press, Boulder, CO: pp. 73 – 90.
- Jones, Emily Lena, Cyler Conrad, Seth Newsome, Brian Kemp and Jacqueline Marie Kocer (2016). Turkeys on the fringe: variable husbandry in “marginal” areas of the prehistoric American Southwest. *Journal of Archaeological Science: Reports* 10: 575–583. DOI: 10.1016/j.jasrep.2016.05.051
- Conrad, Cyler, Emily Lena Jones, Seth Newsome, and Douglas Schwartz (2016). Bone Isotopes, Eggshell, and Turkey Husbandry at Arroyo Hondo Pueblo. *Journal of Archaeological Science: Reports* 10: 566-574, DOI: 10.1016/j.jasrep.2016.06.016.
- Jones, Emily Lena (2015). Archaeofaunal evidence of human adaptation to climate change in Upper Paleolithic Iberia. *Journal of Archaeological Science: Reports* 2: 257–263.
- Jones, Emily Lena (2015). The “Columbian Exchange” and Landscapes of the Middle Rio Grande Valley, A.D. 1300 – 1900. *The Holocene* 25(10): 1698–1706, DOI: 10.1177/0959683615588375.
- Jones, Emily Lena and Caroline Gabe (2015). The promise and peril of older collections: meta-analyses in the American Southwest. *Open Quaternary* 1(6): 1–13, DOI: <http://dx.doi.org/10.5334/oq.ag>
- Jones, Emily Lena (2013). Subsistence change among the seventeenth century Diné? A reanalysis of the faunas from the Fruitland Data Recovery Project. *Journal of Ethnobiology* 33(1):148–166.

#### **D. Select honors and awards:**

- *Fulbright Scholar*, Spain, 2017-18
- *Snead-Wertheim Endowed Lectureship in Anthropology & History*, 2016 – 17, University of New Mexico.
- *Exemplary Online Course Award*, Anth 2330, Principles of Archaeology, 2010 – 2011, Regional Campuses and Distance Education, Utah State University.
- *Undergraduate Research Mentor of the Year*, 2010, Regional Campuses and Distance Education, Utah State University.
- *American Anthropological Association Presidential Leadership Fellow*, 2009-10, American Anthropological Association.

#### **E. Select research funding:**

- The Long Term Effects of Animal Introductions on the Ecology of Central New Mexico. National Science Foundation, Archaeology Senior Research. PI: Emily Lena Jones. 2017 – 2019, \$85,040.
- The Broad Spectrum Revolution and Upper Paleolithic rabbit hunting on the Iberian Peninsula. National Science Foundation, Archaeology Senior Research. PI: Emily Lena Jones. 2010 – 2014, \$57,703.
- MRI-R2 Consortium: Acquisition of Multi-Scalar Spatial Data Collection, Analysis, and Visualization Instruments. National Science Foundation, Major Research Instrumentation. PIs: Bonnie Pitblado, Patricia Lambert, Ken Cannon, Emily Jones, and Chris Morgan. 2010 – 13, \$418,251.

## **JEFFREY C. LONG**

### **Educational History**

- University of Pittsburgh Post-doc 1986 Biostatistics
- Medical College of Virginia Post-doc 1985 Human Genetics
- University of Michigan, Ann Arbor PhD 1984 Human Genetics
- University of Michigan, Ann Arbor MS 1982 Human Genetics
- Arizona State University, Tempe MA 1978 Anthropology
- University of California at Santa Barbara BA 1976 Anthropology (physical)

### **Professional Appointments**

- 2015-2016 Associate Chair, Dept. of Anthropology, Univ. of New Mexico, Albuquerque
- 2013- Professor Dept. of Biology, Univ. of New Mexico, Albuquerque
- 2009- Professor (with tenure) Dept. of Anthropology, Univ. of New Mexico, Albuquerque
- 2003-2009 Adjunct Professor, Dept. of Anthropology, Univ. of Michigan, Ann Arbor.
- 2001-2009 Assoc. Director, Genome Sciences Training Program, Univ. of Michigan, Ann Arbor
- 2001-2009 Professor (with tenure), Dept. of Human Genetics, Univ. of Michigan, Ann Arbor.
- 1996-2001 Chief, Section on Pop Genetics and Linkage, LNG, NIAAA, NIH, Bethesda, MD.
- 1995-2001 Senior Investigator (with tenure), NIH, Bethesda, MD
- 1992-1995 Special Expert, Lab. of Neurogenetics (LNG), NIAAA, NIH, Bethesda, MD.
- 1992-1995 Assoc. Prof., (with tenure) Dept. of Anthropology, UNM, Albuquerque.
- 1987-1992 Assist. Prof., Dept. of Anthropology, Univ. of New Mexico, Albuquerque.
- 1986-1987 Assist. Prof., Dept. of Anthropology, Hunter College of CUNY.

### **Selected Professional Activities**

- 2017 NIH/CSR Special Emphasis Panel. Fellowships: Genes, Genomes, Genetics (Feb & Jul)
- 2016 NIH/CSR Special Emphasis Panel. Fellowships: Genes, Genomes, Genetics (Feb & Jul)
- 2015-Current KUNM Advisory Board
- 2015 NIH/CSR Special Emphasis Panel. Fellowships: Genes, Genomes, Genetics (Feb & Oct)
- 2014 Chair, NIH/CSR Genetic, Variation and Evolution Review Panel (Jun) ZRG1 GGG-T (02)
- 2013 NHGRI Special Emphasis Panel. H3 Africa Initiative – (Feb)
- 2012-2015 Member Working Group of the Federal Advisory Committee on Genomics and Society
- 2012-2017 Editorial Board Yearbook of Physical Anthropology
- 2012-Current Editorial Board Journal of Anthropological Research
- 2012 NIH/CSR Genomics, Computational Biology, and Technology Study Section (Oct)
- 2012 NHGRI Special Emphasis Panel. H3Africa Initiative – (Mar)

### **Research Statement:**

My research is in the discipline of human population genetics. I have conducted studies on evolution, the genetics of psychiatric disorders, and statistical genetics. Currently, I am most engaged in studies of evolution and statistical genetics. I focus on the distribution of DNA sequence variation among people throughout the world. I relate this variation to processes such as founder effects, introgression, population size, and local patterns of gene flow and admixture. I collaborate with a colleague in studies on the relative contributions of genetic drift and population admixture to genetic distance. Our work deals with admixture among contemporary populations in the Americas and South Africa. With a current graduate student, I am studying the impact of migrations and population bottlenecks on the creation of a unique genomic architecture of indigenous Americans. Throughout my career, I have contributed to subjects such as race and genetic ancestry testing as a broader impact of my primary research projects. I believe that my research will help unravel the role of genetic diversity in health and fitness. In the past five years, I have devoted much of my scholarly effort to writing a book entitled

'Integrative Human Biology and Evolution'. This book presents a problem-oriented approach that facilitates outcomes assessment in university education.

#### **Professional Recognition and Honors**

- 2017 Elected member UNM Faculty Senate
- 2013 Plenary Speaker Human Biology Association annual meetings.
- 2008 Keynote Address at Indiana University Symposium Rethinking Race in the Americas: Anthropology, Politics, and Policy, Bloomington, IN.
- 2003 Gabriel Lasker Award for best paper published in the journal Human Biology
- 1999 NIAAA EEO Special Achievement Award.
- 1980 NIH Predoctoral Trainee, Genetics (4 yrs.)
- 1976 BA with honors, University of California at Santa Barbara

#### **Selected Peer-Reviewed Publications**

- Koehl AJ, Long JC (2017) The contributions of admixture and genetic drift to diversity among post-contact populations in the Americas. *Am J Phys Anthropol.* DOI: 10.1002/ajpa.23347
- KL Hunley, Cabana GS, Long JC (2016) The apportionment of human diversity revisited *Am J Phys Anthropol* 160 (4), 561-569
- Young BN, Burgos M, Handal AJ, Baker J, Rendón A, Rosas-Taraco A, Long J, Hunley K (2014) Social and clinical predictors of drug-resistant tuberculosis in a public hospital, Monterrey, Mexico. *Ann Epidemiol.* 2014 Oct;24(10):771-5.
- Long JC (2013) The *AIMLESS* genome. Accepted for publication (proofs available), *The Anthropology of Race: Genes, Biology, and Culture*. Edited by J Hartigan. SAR.
- Lisabeth LD, Morgenstern LB, Burke DT, Sun YV, Long JC. (2011) Ancestral heterogeneity in a biethnic stroke population. *Ann Hum Genet.* 2011 Jul;75(4):508-15.
- Royal CD, Novembre J, Fullerton SM, Goldstein DB, Long JC, Bamshad MJ, Clark AG. Inferring genetic ancestry: opportunities, challenges, and implications (2010). *Am J Hum Genet.* May 14;86(5):661-73.
- Weiss KM, Long JC. (2009) Non-Darwinian Estimation: My Ancestors, My Genes' Ancestors *Genome Research*, 19: 703-710.
- Long JC, Li J, Healy ME. (2009) Human DNA sequence: more variation and less race. *Am J Phys Anthropol* 139: 23-34
- Lewis, CM Jr, Long JC (2008) Native South American Genetic Structure and Prehistory Inferred from Hierarchical Modeling of mtDNA. *Mol Biol Evol* 25(3): 478 – 486

#### **Complete List of Published Work in Google Scholar:**

<https://scholar.google.com/citations?hl=en&user=gZp4JssAAAAJ>

#### **Selected Research Funding**

- 2009 – 2014 NSF 0850997, Project Title: Pattern and Process in Human DNA Sequence Variation (Total Award, \$264,000) Three year grant with no-cost extension. Role: Principal Investigator
- 2010 Wiley-Blackwell Sponsorship for Symposium at AAPA meeting. American Association of Physical Anthropologists awarded \$6,500 to the symposium “New Developments in the Origins and Evolution of Native American Populations” organized Jeffrey C. Long and Maria Catira Bortolini (Depart. of Genetics, UFRDS, Brazil)



## **H.V. MATTSON**

### **EDUCATIONAL HISTORY**

- University of New Mexico, Ph.D., Anthropology, 2015
  - Dissertation Title: Identity and Material Practice in the Chacoan World
  - Dissertation Chair: P.L. Crown
- University of New Mexico, M.A., Anthropology, 2002
- Oregon State University, B.A., Anthropology, 2000

### **PRINCIPAL PROFESSIONAL POSITIONS**

- 2018 to present: University of New Mexico, Assistant Professor of Anthropology
- 2017 to 2018: Algonquin Consultants, Western Region Manager/Senior Archaeologist
- 2015 to 2017: University of New Mexico, Post-doctoral Fellow
- 2013 to 2015: Marron and Associates, Cultural Resources Principal Investigator
- 2012 to 2013: Office of Contract Archeology, University of New Mexico, Senior Archaeologist

### **TEMPORARY PROFESSIONAL POSITIONS**

- 2016 to present: Albuquerque Museum of Art and History, Guest Curator
- 2017 to 2018: University of New Mexico, Part-time Temporary Faculty
- 2016 to 2017: Parsons Brinkerhoff, Ceramic Consultant
- 2001 to 2009: National Park Service (Western Regional Center, El Malpais National Monument, Chaco Culture Historical Park, and Aztec Ruins National Monument), Archaeologist

### **SELECTED RECENT PUBLICATIONS**

- In press (H. Mattson) Jewelry of Prehistoric New Mexico. In *American Jewelry from New Mexico*, edited by Andrew Connors. Albuquerque Museum of Art and History and the Museum of New Mexico Press, Santa Fe.
- 2016 (H. Mattson) Ornaments as Socially Valuable Objects: Jewelry and Identity in the Chaco and Post-Chaco Worlds. *Journal of Anthropological Archaeology* 42:122-139.
- 2016 (H. Mattson) Ornaments, Mineral Specimens, and Shell Specimens from the Pueblo Bonito Mounds. In *The Pueblo Bonito Mounds of Chaco Canyon: Material Culture and Fauna*, edited by Patricia L. Crown, pp. 169-188. University of New Mexico Press, Albuquerque.
- 2016 (P.L. Crown, K. Marden, and H. Mattson) Foot Notes: The Social Implications of Polydactyly and Foot Imagery at Pueblo Bonito, Chaco. *American Antiquity* 81(3): 426-448.
- 2016 (W. H. Wills, David E. Love, Susan J. Smith, Karen R. Adams, Manuel R. Palacios-Fest, Wetherbee B. Dorshow, Beau G. Murphy, Hannah V. Mattson, and Patricia L. Crown) Water Management at Pueblo Bonito: Evidence from the National Geographic Society Trenches. *American Antiquity* 81(3):4449-470.

### **SELECTED RECENT FUNDING**

- The Social Value of Ornaments from Pueblo Bonito and Aztec Ruin. PI H. Mattson and P.L. Crown, National Science Foundation Doctoral Dissertation Improvement Grant, \$14,442, 2010-2012.
- Hibben Foundation Doctoral Research Award, University of New Mexico, \$15,000, 2013-2014.

## **SIOBHÁN M MATTISON**

### **Education**

- 2003 BA. Cornell University, Biology (Neurobiology & Behavior)
- 2007 MA. University of Washington, Anthropology (Biocultural)
- 2010 Concentration. University of Washington, Statistics (Center for Studies in Statistics and Social Sciences)
- 2010 PhD. University of Washington, Anthropology (Biocultural)

### **Professional appointments**

- 2015 - Assistant Professor. Department of Anthropology, UNM
- 2014-2015 Research Assistant Professor, Boston University, Department of Biology
- 2011-2013 Lecturer, University of Auckland, Anthropology
- 2010-2011 Post-Doctoral Fellow, Stanford University, Departments of Biology, Anthropology, and History

### **Areas of research:**

Human behavioral ecology, Demography and health, Evolutionary Anthropology, Kinship and social systems, Mixed methods, Breastfeeding, Social Inequality, China, Vanuatu

### **Professional recognition and honors**

- 2018-2019. Guest editor, Special Issue of *Philosophical Transactions of the Royal Society, Series B*. The evolution of female-centered kinship.
- 2018. Invited Speaker. UCSB Broom Center for Demography.
- 2017. Workshop Participant. The Evolution of Leadership. Richmond University.
- 2017. Workshop Participant. New directions in cultural evolution. Stanford University.
- 2017. Invited Speaker. University of Missouri Life Sciences & Society Program.
- 2017. Invited Speaker. University of Montreal.
- 2017. Workshop Host. The evolution of female-centered kinship. UNM.
- 2015,2017. Workshop Participant. The evolution of inequality. Santa Fe Institute.
- 2016. Invited Speaker. Cambridge University (UK).
- 2016. Elected to board of Evolutionary Anthropology Society (2016-2020).
- 2016. Guest editor, Special Issue of *Human Nature*, Modernizing Evolutionary Anthropology.
- 2015. New Investigator Award. Evolutionary Anthropology Society.
- 2013. Future Research Leaders Program, University of Auckland.
- 2011. Guest editor, Special Issue of *Human Nature*, The Rebirth of Kinship.
- 2010. Invited Speaker. UCLA BEC Series.
- 2009. 2<sup>nd</sup> Place, Fieldwork Photography Contest, American Anthropological Society.

### **Select Peer-reviewed publications**

- **Mattison, Siobhán M.**, Edmond Seabright\*, Melissa J. Brown, Jingzhe (Bill) Cao, and Marcus W. Feldman. Adopted daughters and adopted daughters-in-law in Taiwan: A mortality analysis. *Royal Society Open Science*, 5(3): 171745. 2018.
- **Mattison, Siobhán M.**, Cristina Moya, Adam Z. Reynolds\*, and Mary Towner. Evolutionary demography of age at last birth: integrating approaches from human behavioral ecology and cultural evolution. *Philosophical Transactions of the Royal Society*, 373(1743): 20170060. 2018.

- **Mattison, Siobhán M.**, Bret Beheim, Bridget Chak\*, and Peter Buston. Offspring sex preferences among patrilineal and matrilineal Mosuo in Southwest China revealed by differences in parity progression. *Royal Society Open Science*, 3:160526. 2016.
- **Mattison, Siobhán M.** and Rebecca Sear. Modernizing evolutionary anthropology. *Human Nature*, 27(4):1-16. 2016.
- **Mattison, Siobhán M.**, Eric Alden Smith, Mary K. Shenk, and Ethan Cochrane. The evolution of social inequality. *Evolutionary Anthropology*, 25(4):184-199. 2016.

#### Select refereed abstracts

- 4 posters at the AAPA meeting, forthcoming. 2018
- Massengill, Eric D\*. and **Siobhán M. Mattison**. Market integration and lifestyle in Vanuatu, and their effects on health. *American Journal of Physical Anthropology* 162:278-278. 2017.
- Macdonald, L. Hannah\*, **Siobhán M. Mattison**, and Eric D. Massengill. Demographic signatures of economic development in Vanuatu. *American Journal of Human Biology* 29(2) 2017.
- Wander, Katherine and **Siobhán M. Mattison**. The evolutionary ecology of weaning among the Chagga of Kilimanjaro. *HOMO – Journal of Comparative Human Biology*, 64:160. 2013.

#### Select research funding

- UNM, Women in STEM Faculty Development Fund: *The dynamics of gender in matrilineal kinship systems*. (Co-hosts: Mary Shenk & Monique Bergerhoff Mulder). \$10,000. 2016.
- NSF, *Collaborative Research: A multidimensional investigation of the dynamics of market transition and social change in rural China and Bangladesh*, with Mary Shenk, Mary Towner, and Tami Blumenfield (Lead PI; BCS 1461514). \$232,000. 2015-2018.
- UoA Faculty Research Development Fund (FRDF): *The historical demography of adoption and minor marriage in Taiwan*, with Melissa Brown, Bruce Floyd, and Marcus Feldman (Lead PI). NZ\$43,676. 2012.

#### Select student funding

- NSF GRF, Honorable Mention, Adam Reynolds, 2018.
- NSF REG, Adam Reynolds, 2017. \$6000.
- NSF REG, Eric Massengill, 2017. \$6000.

## MARTIN MULLER

### Education

- 2002 University of Southern California, Ph.D. in Anthropology
- 1994 University of Southern California, B.A. in Anthropology (*Summa Cum Laude*)

### Research Interests

Behavioral ecology, Reproductive ecology, Endocrinology, Primate models in human evolution

### Academic Positions

- 2011- Associate Professor, Department of Anthropology, UNM
- 2007-2011 Assistant Professor, Department of Anthropology, UNM
- 2004-2007 Assistant Professor, Department of Anthropology, Boston University
- 2004 Postdoctoral Fellow, Department of Anthropology, Harvard University
- 2003 Visiting Research Investigator, Department of Anthropology, U. Michigan
- 1999-2002 Postdoctoral Fellow, Department of Anthropology, Harvard University

### Professional Service

- 2018- Associate Editor, *American Journal of Physical Anthropology*
- 2013- Scientific Executive Committee, The Leakey Foundation
- 2010- Consulting Editor, *Human Nature*

### Selected Research Grants

- 2014. National Science Foundation. Developmental integration and the ecology of life histories in phylogenetic perspective. MN Muller (PI), SV Nelson, M Emery Thompson & RW Wrangham (3-year grant: \$221,004)
- 2009. National Science Foundation. Stress, energetics and the costs of reproduction in wild chimpanzees. MN Muller, M Emery Thompson & RW Wrangham (\$150,000)
- 2004. National Science Foundation: Long Term Research in Environmental Biology (5-year grant with RW Wrangham and I Gilby). Ecology and endocrinology of aggression in chimpanzees. (\$298,821)
- 2004. National Institutes of Health (PI: Beatrice Hahn). Molecular epidemiology and natural history of SIVcpz. (Muller subcontract: \$333,931)
- 1998. National Science Foundation (with RW Wrangham and PT Ellison). Endocrine aspects of aggression and dominance in chimpanzees. (\$212,982)

### Selected Refereed Publications

#### Books

- 2017 **Muller MN**, RW Wrangham & DR Pilbeam (editors). *Chimpanzees and Human Evolution*. Cambridge: Harvard University Press.
- 2009 **Muller MN** & RW Wrangham (editors). *Sexual Coercion in Primates: An Evolutionary Perspective on Male Aggression Against Females*. Cambridge: Harvard University Press.

#### Journal Articles and Book Chapters

- 2017. **Muller MN**. Testosterone and reproductive effort in male primates. *Hormones and Behavior*. 91: 36-51.
- 2017. **Muller MN**. Sexual coercion in chimpanzees and humans. In MN Muller, RW Wrangham & DR Pilbeam (editors). *Chimpanzees and Human Evolution*. Cambridge: Harvard

University Press.

- 2017. **Muller MN** & DR Pilbeam. Evolution of the human mating system. In MN Muller, RW Wrangham & DR Pilbeam (editors). *Chimpanzees and Human Evolution*. Cambridge: Harvard University Press.
- 2016. Moeller AH, A Caro-Quintero, D Mjunga, A Georgiev, EV Lonsdorf, **MN Muller**, AE Pusey, M Peeters, BH Hahn & H Ochman. Cospeciation of gut microbiota with hominids. *Science*. 353: 380-382.
- 2016. Emery Thompson M, **MN Muller**, K Sabbi, ZP Machanda, E Otali & RW Wrangham. Faster reproductive rates trade off against offspring growth in wild chimpanzees. *PNAS*. 113: 7780-7785.
- 2014. Wilson ML, C Boesch, T Furuichi, IC Gilby, C Hashimoto, CL Hobaiter, G Hohmann, N Itoh, K Koops, JN Lloyd, T Matsuzawa, JC Mitani, DC Mjunga, D Morgan, R Mundry, **MN Muller**, M Nakamura, J Pruett, AE Pusey, J Riedel, C Sanz, AM Schel, N Simmons, M Waller, DP Watts, F White, R Wittig, K Zuberbühler & RW Wrangham. Lethal aggression in *Pan* is best explained by adaptive strategies, rather than human impacts. *Nature*. 513: 414-417.
- 2014. **Muller MN** & RW Wrangham. Mortality rates in Kanyawara chimpanzees. *Journal of Human Evolution*. 66: 107-114.
- 2012. **Muller MN** & M Emery Thompson. Mating, parenting and male reproductive strategies. In JC Mitani, J Call, PM Kappeler, RA Palombit & JB Silk (editors). *Evolution of Primate Societies*. Chicago: University of Chicago Press.
- 2011. **Muller MN**, M Emery Thompson, S Kahlenberg & RW Wrangham. Sexual coercion by male chimpanzees shows that female choice may be more apparent than real. *Behavioral Ecology and Sociobiology*. 65: 921-933.
- 2010. Liu W, Y Li, GH Learn, RS Rudicell, JD Robertson, JBN Ndjanga, CM Sanz, DB Morgan, S Locatelli, MK Gonder, PJ Kranzusch, PD Walsh, E Delaporte, E Mpoudi-Ngolle, AV Georgiev, **MN Muller**, GM Shaw, M Peeters, PM Sharp, JC Rayner & BH Hahn. Origin of the human malaria parasite *Plasmodium falciparum* in gorillas. *Nature*. 467: 420-425.
- 2009. **Muller MN**, F Marlowe, R Bugumba & PT Ellison. Testosterone and paternal care in East African foragers and pastoralists. *Proceedings of the Royal Society B: Biological Sciences*. 276: 347-354.
- 2007. **Muller MN**, S Kahlenberg, M Emery Thompson & RW Wrangham. Male coercion and the costs of promiscuous mating for female chimpanzees. *Proceedings of the Royal Society B: Biological Sciences*. 274: 1009-1014.
- 2006. **Muller MN**, M Emery Thompson & RW Wrangham. Male chimpanzees prefer mating with old females. *Current Biology*. 16: 2234-2238.
- 2005. **Muller MN** & JC Mitani. Conflict and cooperation in wild chimpanzees.
  - *Advances in the Study of Behavior*. 35: 275-331.

## **SUZANNE OAKALE**

### **Education**

- 1985 A.B. with honors in Anthropology, College of the University of Chicago
- 1987 MA. University of Chicago, Anthropology
- 1996 PhD. University of Chicago, Anthropology

### **Professional appointments**

- 2005 - Associate Professor. Department of Anthropology. UNM
- 1998 – 2005 Assistant Professor. Department of Anthropology. UNM
- 1997-1998 Visiting Assistant Professor. Department of Anthropology and Sociology. Williams Collage
- 1997 Adjunct Faculty. Department of Anthropology. UNM

### **Areas of research**

- Indigenous peoples of Amazonia, Brazil, ritual, personhood, autobiographical narrative, historical consciousness, history of Brazilia indigenous policy

### **Professional recognition and honors**

- 2016. Distinguished Honors Fellow, Honors College, UNM
- 2016 (October). Presentation delivered as the Distinguished Fellow at the Honors College Discovery Series, Honors College, UNM
- 2016 (February). Presentation delivered as the Distinguished Fellow at the Honors College Seminar Series, Honors College, UNM
- 2015. College of Arts and Sciences Career Advancement Semester
- 2012-2013, Award for Faculty, National Endowment for the Humanities, \$29,400
- 2008. Dean’s Research Semester Award, UNM
- 2008. Paper presented in the Plenary Session at the Meeting of the Society for the Anthropology of Lowland South America, Oxford, England

### **Peer-reviewed publications**

#### **Books**

- Suzanne Oakdale and Magnus Course, eds.; *Fluent Selves: Autobiography, Person, and History in Lowland South America*. Total number of pages, 319. Lincoln: University of Nebraska Press, 2014.

#### **Edited Journal Issues**

- Suzanne Oakdale and Marnie Watson, Guest Editors; *Journal of Anthropological Research*. Special Issue on the Diversity of the Modern in Amazonia, 2018.
- Suzanne Oakdale, Guest Editor; *Tipití: Journal of the Society for the Anthropology of Lowland South America*. Special Edition in Honor of Terence Turner. 2017.
- Suzanne Oakdale, Guest Editor; *Tipití: Journal of the Society for the Anthropology of Lowland South America*. Special Edition on Life Histories, 2007. (Back issue, published in 2009).

#### **Articles and Book Chapters**

- Suzanne Oakdale: “Speaking through animals: Kawaiwete shamanism and metalingual play.” *Language and Communication*, in press, to be published 2018, available online at <https://www.sciencedirect.com/journal/language-and-communication>.
- Suzanne Oakdale and Marnie Watson; “Introduction to the Special Issue.” *Journal of Anthropological Research*. Special Issue on the Diversity of the Modern in Amazonia, pages 1-9, 2018.

- Suzanne Oakdale; “Brazil’s March to the West’: Memories of an Indigenous Shaman and other ‘Moderns.’” *Journal of Anthropological Research*. Special Issue on the Diversity of the Modern in Amazonia, pages 54-73, 2018.
- Suzanne Oakdale; “Introduction.” *Tipití: Journal of the Society for the Anthropology of Lowland South America*. Special Edition in Honor of Terence Turner, pages 148-153, 2017.
- Federico Bossert, Bartholomew Dean, Silvia María Hirsch, and Suzanne Oakdale; “South American Lowlands.” *Handbook of Latin American Studies* (Hispanic Division of the Library of Congress) Vol 71. T. North and K. McCann, eds. Pages 73-103. Austin: University of Texas Press, 2016.
- Suzanne Oakdale and Magnus Course; “Introduction;” *Fluent Selves*, S. Oakdale and M. Course, eds. Pages 1-32. Lincoln: University of Nebraska Press, 2014.
- Suzanne Oakdale; “An Indigenous Capitão’s Reflections on a Mid-Twentieth- Century Brazilian ‘Middle Ground;”” *Fluent Selves*, S. Oakdale and M. Course, eds. Pages 211-234. Lincoln: University of Nebraska Press, 2014.
- Suzanne Oakdale; “Ritual and the Circulation of Experience;” *Ritual Communication*, E. Basso and G. Senft, eds. Pages 153-170. New York: Berg, 2009.
- Suzanne Oakdale; “The Animals’ Revenge;” *Revenge*, Stephen Beckerman and Paul Valentine, eds. Pages 233-24. Gainesville: University Press of Florida, 2008.
- Suzanne Oakdale; “Introduction.” *Tipití: Journal of the Society for the Anthropology of Lowland South America*. Special Edition on Life Histories, pages 1-12, 2007. (Back issue, published in 2009).
- Suzanne Oakdale; “‘Alterity,’ History, and Subjectivity.” *Tipití: Journal of the Society for the Anthropology of Lowland South America*. Special Edition on Life Histories, pages 59-78, 2007. (Back issue, published in 2009).
- Suzanne Oakdale; “The Commensality of ‘Contact, ‘Pacification’ and Inter-Ethnic Relations in the Amazon: Kayabi Autobiographical Perspectives.” *Journal of the Royal Anthropological Institute* 14:4, pages 791-807, 2008.

**Selected research/workshop funding**

- “The Role of Photojournalism in the Creation of Brazil’s First Multi-Ethnic Indigenous Reservation and National Park,” Career Advancement Semester Grant, UNM, \$4,000, 2015.
- “Life in a ‘Pre-Colonial’ Park at the Center of the Nation,” Latin American and Iberian Institute Field Research Grant, UNM 2011, \$1,142.50.
- “Autobiographical and Biographical Narratives in Lowland South America.” Suzanne Oakdale and Magnus Course, Co-Organizers. Workshop, September 2010, University of Edinburgh Wenner-Gren Foundation (Workshop Grant), US\$7,718 and British Academy (Small Research Grant), 3,924.00 British Pounds.



## **OSBJORN M. PEARSON**

### **Educational History:**

- Ph.D., 1997, Stony Brook University (formerly State University of New York at Stony Brook), Stony Brook, NY 11794, Anthropological Sciences.

### **Employment History (since 1999):**

- Associate Professor, Fall, 2005 – present, Department of Anthropology, University of New Mexico, Albuquerque, NM 87131.
- Assistant Professor, Fall, 1999 – Spring 2005, Department of Anthropology, University of New Mexico, Albuquerque, NM 87131.

### **Scholarly Achievements:**

#### **Articles in Refereed Journals (40, last 5 listed)**

- Assefa, Z., A. Asrat, E. Hovers, Y. Lam, O. Pearson, and D. Pleurdeau. Engraved ostrich eggshell from the Middle Stone Age contexts of Goda Buticha, Ethiopia. *Journal of Archaeological Science: Reports*; vol. 17; pp. 723-729; 2018.
- Tribolo C., Asrat, A., Bahain, J.-J., Chapon, C., Douville, E., Fragnol, C., Hernandez, M., Hovers, E., Leplongeon, A., Loïc, M., Pleurdeau, D., Pearson, O., Puaud, S., and Assefa, Z.; When the rains stopped: Geochronological and sedimentological evidence for the Middle and Later Stone Age sequence of Goda Buticha, Ethiopia; *PLoS One*; vol. 12; p. e01694182017; 2017.
- Betti, L., Lycett, S. J., von Cramon-Taubadel, N. and Pearson, O. M.; Are human hands and feet affected by climate? A test of Allen's Rule; *American Journal of Physical Anthropology*; vol. 158; pp. 132-140; 2015.
- Wallace, I. J., Demes, B., Mongle, C., Pearson, O. M., Polk, J. D., and Lieberman, D. E.; Exercise-induced bone formation is poorly linked to local strain magnitude in the sheep tibia; *PLoS One*; vol. 9; p. e99108; 2014.
- Rabenold, D. and Pearson, O. M.; Scratching the surface: a critique of Lucas et al. (2013)'s conclusion that phytoliths do not abrade enamel; *Journal of Human Evolution*; vol. 74; pp. 130-133; 2014.

#### **Articles Appearing in Chapters in Edited Volumes (11, last 4 listed)**

- Pearson, O. M., Sparacello, V. S.; Behavioral differences between near eastern Neandertals and the early modern humans from Skhul and Qafzeh: an assessment based on comparative samples of Holocene humans; In: Hovers E, and Marom A, editors; *Human Paleontology and Prehistory: Contributions in Honor of Yoel Rak*; New York: Springer, pp. 175-186; 2017.
- Pearson O. M., Petersen T. R., Sparacello V. S., Daneshvari S., Grine F. E. Activity, “body shape”, and cross-sectional geometry of the femur and tibia; In: Carlson K, Marchi D (eds); *Mobility: Interpreting Behavior from Skeletal Adaptations and Environmental Interactions*; Springer, New York: Springer, pp. 133-151; 2014.
- Pearson, O. M. Africa: the cradle of modern humans. In: *The Origins of Modern Humans: Biology Reconsidered*. Edited by F. H. Smith and J. C. Ahern. New York: Wiley-Blackwell, pp. 1-43; 2013.
- Pearson, O. M. Integration of the genetic, anatomical, and archaeological data for the African origin of modern humans: problems and prospects. In S. C. Reynolds and C. G. Menter (eds.): *African Genesis: Perspectives on Hominin Evolution*. Cambridge: Cambridge University Press, pp. 423-448; 2012.

#### **Research Funding: None since 2006**

#### **Teaching**

**Ph.D. Advisement** – 5 current students: Amanda Busby, Robin Cordero (co-Advisor with Emily Lena Jones), Ethan Hill, Paul James, Diana Rabenold. 9 former students who earned a Ph.D.: Vitale Sparacello, Shamsi Daneshvari, Wendy Potter, Timothy Petersen, Demelza Poe, Hsiumann Lin, Anna East, Elizabeth Ann Carson, and Thomas Estenson.

**Ph.D. Committee Membership** – 3 current students: Alexis O’Donnell, Scott Kirk, Anna Rautman; 16 former students who earned a Ph.D.: Jason King, Anthony Koehl, Corey Ragsdale, Matthew O’Brien, Lara Noldner, Michael Church, John Anderson, Danielle Royer, John Rissetto, Oskar Burger, Marcus Hamilton, Jack Baker, Robert Walker, Michael Schillaci, Megan Perry, and Winston Crandall.

Bachelor’s honors advisement: 8 students: Amber Trujillo, Sonee Swisley, Amanda Wittrup, Heather MacInnes, Rachel Sampson, Tahirih de la Cerda, Monica Mondragón, and Alisha Ray.

Service:

**Editorships** (since 2008): Assistant Editor for *Journal of Human Evolution* (2008-2012),

**Reviewing for scholarly journals** (since 2008): *American Journal of Human Biology*, *American Journal of Physical Anthropology*, *The Anatomical Record*, *Annals of Human Biology*, *Bioarchaeology International*, *Evolutionary Anthropology*, *Human Nature*, *International Journal of Osteoarchaeology*, *Journal of Anatomy*, *Journal of Anthropological Research*, *Journal of Experimental Zoology Part B*, *Journal of Anthropological Sciences* (Italy), *Journal of Archaeological Science*, *Journal of Archaeological Science Reports*, *Journal of Human Evolution*, *Journal of the Royal Society Interface*, *Nature Communications*, *PeerJ*, *PLoS One*, *Proceedings of the National Academy of Sciences*, *Proceedings of the Royal Society B*, *Quaternary International*, *Revista Española de Antropología Física* (Spain), *Trends in Ecology and Evolution*.

**Reviewing for national funding organizations** (since 2008): Leakey Foundation, National Geographic Society, National Science Foundation, Research Council of Norway, SSHRC (Canada), Wenner-Gren Foundation.

**Administrative work with professional societies, elect offices held** (since 2008): Local Arrangements Chair, Seventy-Ninth Annual Meeting of the American Association of Physical Anthropologists; Held in Albuquerque, New Mexico, from April 14-17, 2010.

## KEITH MALCOLM PRUFER

**Research Interests:** Environmental Archaeology, Evolutionary Anthropology, Human Behavioral Ecology, Complex Systems, Paleoclimate and Paleoecology, Evolution of Religion, Caves, Chronometric Dating, Mesoamerica, Maya Lowlands

### Employment History

- Full Professor, Department of Anthropology, University of New Mexico 2016-Present
- Core Faculty, Center for Stable Isotopes, Affiliated Faculty - Latin American and Iberian Institute
- Associate Professor, Department of Anthropology, University of New Mexico 2010-2016
- Assistant Professor, Department of Anthropology, University of New Mexico 2007-2010
- Assistant Professor, Department of Anthropology, Wichita State University. 2004-2007
- Visiting Assistant Professor, Department of Anthropology, Auburn University 2002-2004

### Educational History:

- Ph.D. 2002 Southern Illinois University, Anthropology, Title: *Communities, Caves, and Ritual Specialists: A Study of Sacred Space in the Maya Mountains of Southern Belize* (Don S. Rice, advisor). SIU Dissertation of the Year Award.
- M.A. 1996 Southern Illinois University at Carbondale, Anthropology, Title: *Cycles of Violence, Ethnogenesis, and Flight: Historical Movements of the Q'eqchi' Maya of Belize, Central America* (Jonathan D. Hill, Advisor)

**Selected Research Grants (External): Summary 2008-1018**, NSF career total: **\$1,407,000**. Other funding as PI **\$1,200,000** Total career external grants awarded: **>\$2,600,000**

- Alphawood Foundation. Origins of the Maya: Reconstructing Early Holocene Human Ecology and Culture in the Southern Lowlands 2018-2019 (**\$245,000**)
- National Science Foundation. Doctoral Dissertation Research: Doctoral Dissertation Improvement Award: Community Growth and Sustainability in Unstable Times **\$30,273** (PI with RE Guerra, 2017-2019).
- National Science Foundation. Doctoral Dissertation Research: Comparative Examination of the Process of Urban Development **\$25,400** (PI with A.E. Thompson, 2016-2017).
- National Science Foundation. Collaborative Research: Late Pleistocene and Early Holocene Climate Change and Human Ecology in the Tropical Maya Lowlands. SBE1632061 **\$276,000** (lead PI/PD with D.J. Kennett, Y.A. Asmerom, and T. Ryan, B. Culleton, and S. Newsome 2016-2018)
- Alphawood Foundation. Origins of the Maya: Reconstructing Early Holocene Human Ecology and Culture in the Southern Lowlands 2015-2017 (**\$394,674**)
- Alphawood Foundation, Uxbenká Archaeological Project, 2012-2014 (**\$309,800**)
- National Science Foundation, Doctoral Dissertation Improvement Grant: Environmental Variability, Settlement Decisions, and the Status Differentiation at the Classic Period Maya Polity of Uxbenka' 2011-2012 (PI for student dissertation project with E. Kalosky) (**\$19,820**)
- Alphawood Foundation, Uxbenká Archaeological Project, 2011 (**\$29,800**)
- Alphawood Foundation, Uxbenká Archaeological Project, 2010 (**\$123,750**)
- Alphawood Foundation, Uxbenká Archaeological Project, 2009, (**\$53,571**)
- National Science Foundation, HSD (Human and Social Dynamics Program). Collaborative Research: (AOC) Development and resilience of complex socioeconomic systems: A theoretical model and case study from the Maya Lowlands. (with Douglas Kennett, Bruce Winterhalder, Kevin Cannariato, Rebecca Zarger, Patrick Bartlain, and Yemane Asmerom), HSD 0827305, 2008-2013, (total award **\$899,234**).

### Selected publications 2016-2018

- Robinson, Mark, J.G. De Souza<sup>1</sup>, Y. Maezumi, M. Cárdenas, L. Pessenda, K.M. Prufer, R. Corteletti, D.
- Scunderlick, F. Edward Mayle, P. De Blasis, J. Iriarte. Late Holocene forest expansion and the anthropogenic landscape of southern Brazil. *Nature Scientific Reports*. In Review 2018
- Smirnov, D. S. E. B. Breitenbach, F. Georg, F. Lechleitner, **K. M. Prufer**, J. Baldini, N. Marwan, J. Kurths. A regime shifts in the Sun-Climate connection with the end of the Medieval Climate Anomaly. *Nature Scientific Reports*. 2017
- Lechleitner, F.A., T. Dittmar, J.U.L. Baldini, **K.M. Prufer**, and T.I. Eglinton. Molecular signatures of dissolved organic matter in a tropical karst system. *Organic Geochemistry*, 2017
- **Prufer, KM**, C. Meredith, A. Alsgaard, T. Denehey, and D. J. Kennett. The Paleoindian Chronology of Tzib Te Yux Rockshelter in the Rio Blanco Valley of Southern Belize. *Research Reports in Belizean Archaeology* 14,
- 2017
- Lechleitner, F.A., S.E. Breitenbach, H. Ridley, Y. Asmerom, K. Rehfeld, **K.M. Prufer**, D.J. Kennett, V. Aquino, V. Polyak, N. Marwan, G. Haug, T Eglinton, J. Baldini. A persistent low- to mid-latitude hydrologic seesaw over the past millennium. *Nature Scientific Reports*. 2017
- Jordan, J. and **K.M. Prufer**. Identifying Domestic Ceramic Production in the Maya Lowlands: A Case Study from Uxbenká, Belize. *Latin American Antiquity*, 2017
- **Prufer, K.M.**, A.E. Thompson, C. Meredith, B.J. Culleton, J. Jordan, B., C.E. Ebert, B. Winterhalder, and D.J. Kennett. The Classic Period Maya transition from an ideal free to an ideal despotic settlement system at the polity of Uxbenká. *Journal of Anthropological Archaeology* 45, 2017
- L. Baldini, J.U.L. Baldini, J. McElwaine, A. Frappier, Y. Asmerom, K. Liu, **K.M. Prufer**, H. Ridley, V. Polyak, D.J. Kennett, C. Macpherson, V. Aquino, J.J. Awe, S. Breitenbach. Persistent northward North Atlantic tropical cyclone track migration over the past five centuries. *Scientific Reports (Nature)*, 2016
- Lechleitner, F.A., J.U.L. Baldini, S.F.M. Breitenbach, J. Fohlmeister, C. McIntyre, B. Goswami, R.A. Jamieson, T.S. van der Voort, **K.M. Prufer**, N. Marwan, B.J. Culleton, D.J. Kennett, Y. Asmerom, V. Polyak, T.I. Eglinton. Hydrological and climatological controls on radiocarbon concentrations in a tropical stalagmite. *Geochimica et Cosmochimica Acta*, 2016
- Lechleitner, F.A., T. Dittmar, J.U.L. Baldini, **K.M. Prufer**, and T.I. Eglinton. Molecular signatures of dissolved organic matter in a tropical karst system. *Organic Geochemistry*, 2016
- Stemp, W.J., J.J. Awe, **K.M. Prufer**, C.G.B. Helmke. Design and function of Lowe and Sawmill points from the preceramic period of Belize. *Latin American Antiquity* 2016.

## **LOA P. TRAXLER**

### **Professional Positions**

- 2018 - present Associate Professor, Department of Anthropology, University of New Mexico
- 2013 - present Director of Museum Studies, University of New Mexico
- 2013 – 2018 Assistant Professor, Department of Anthropology, University of New Mexico
- 2009 – 2013 Andrew W. Mellon Associate Deputy Director, Univ of Pennsylvania Museum
- 2005 – 2009 American Section Publications Coordinator, University of Pennsylvania Museum
- 2004 - 2009 Research Scientist, American Section, University of Pennsylvania Museum
- 1998 – 2003 Assistant Curator, Pre-Columbian Studies, Dumbarton Oaks, Trustees for Harvard University

### **Education**

- 2004 University of Pennsylvania, Ph.D. in Anthropology
- 1986 – 1987 University of Pittsburgh, courses in Anthropology
- 1986 - 1987 Carnegie Mellon University, courses in Fine Arts
- 1985 Manchester College, B.A. cum laude, with honors in Art
- 1984 Université de Strasbourg, Institut International des Etudes Françaises, Deuxième degré

### **Select Publications**

- 2017 “El uso del cacao por la Élite Maya durante el Período Clásico Temprano en Copán.” (with McNeil, C., W. J. Hurst, R. Sharer, E. Bell) *Yaxkin*, Instituto Hondureño de Antropología e Historia, Tegucigalpa, Honduras.
- 2016 “El Centro del Poder para los Reyes de Copán.” *Revista Ciencias Espaciales*, Volumen 9 Número 2 Otoño, p. 52-72. Facultad de Ciencias Espaciales de la Universidad Nacional Autónoma de Honduras, Tegucigalpa, Honduras.
- 2016 *The Origins of Maya States*. (L. Traxler and R. Sharer, editors) University of Pennsylvania Museum, Philadelphia.
- 2012 “Time Beyond Kings.” *Expedition* 54 (1):36-43.
- 2010 “Kings and commoners at Copan: Isotopic evidence for origins and movement in the Classic Maya period.” (with T. D. Price, J. H. Burton, R. J. Sharer, J. E. Buikstra, L. E. Wright, and K. A. Miller) *Journal of Anthropological Archaeology* 29(1):15-32
- 2008 “Micro-Attenuated Total Reflection Spectral Imaging in Archaeology: Application to Maya Paint and Plaster Wall Decorations.” (with R. A. Goodall, J. Hall, R. J. Sharer, L. Rintoul, and P. M. Fredericks) *Journal of Applied Spectroscopy* 62(1):10-16.

### **Select Exhibitions**

- 2012 – 2013 Exhibition Curator & Project Director *MAYA 2012: Lords of Time* Major special exhibition for University of Pennsylvania Museum highlighting cultural traditions within Maya civilization and calendrical events in 2012.
- 2012 Exhibition Curator *MAYA 2012: Los Señores del Tiempo* Temporary exhibition for Honduran Institute of Anthropology and History.
- 2010 – 2011 Exhibition Coordinator *Water as Creator, Water as Destroyer* Temporary exhibition for University of Pennsylvania Museum.

- 2008 Exhibition Consultant *Robert Woods Bliss Collection of Pre-Columbian Art*  
Reinstallation of permanent gallery exhibition for Dumbarton Oaks.

#### **Select Conferences and Symposia**

- 2000 - present Conference Presentations Over 20 invited and refereed professional presentations in United States, Europe, and Central America.
- 1998 – 2013 Conference Organizer & Chair *Annual Maya Weekend at the Penn Museum*  
Fifteen annual conference events at the University of Pennsylvania Museum, Philadelphia
- 2009 Symposium Co-organizer (Two sessions, with J. Yaeger and M. Canuto) *Understanding Complexity in Mesoamerica: Papers in Honor of Robert Sharer I Understanding Maya Civilization: Papers in Honor of Robert Sharer II* 74th Annual Meeting of the Society for American Archaeology, Atlanta.

#### **Recent Grants and Professional Awards**

- 2017 – 2018 University of New Mexico and U.S. National Park Service Archaeological Site Impacts
- 2016 Public Interpretation program subcontract. (Subcontract total \$15,960) University of New Mexico Research Allocation Small Grant (Award total \$8,300)
- 2013 American Alliance of Museums, Media and Technology MUSE Awards
  - Silver Medal, Interactive Kiosks, Penn Museum for *MAYA 2012: Lords of Time* exhibition.
  - Bronze Medal, Interpretive Interactive Installations, Bluecadet and Penn Museum for *MAYA 2012: Lords of Time* exhibition.
- 2011 – 2013 National Endowment for the Humanities, America’s Historical and Cultural Organizations
  - Implementation Grant. *MAYA 2012: Lords of Time* exhibition. (L. Traxler, Principal Investigator and Exhibition Curator) (GI-50367-11, award total \$400,000)
- 2011 The Andrew W. Mellon Foundation, Program for Museums and Art Conservation
  - Planning Grant. Penn Museum Collection Sharing Program. (Award total \$72,100)
- 2009 – 2010 National Endowment for the Humanities, America’s Historical and Cultural Organizations
  - Planning Grant. *The Ancient Maya City* exhibition. (L. Traxler, Principal Investigator and Exhibition Curator) (GE-50083-09, award total \$39,996)

#### **Recent Professional Service and Affiliations**

- 2013 – 2015 Society for American Archaeology, Committee on Museums, Collections, and Curation.
- 2010 – present American Academy of Arts and Sciences (Elected as Fellow, 2010)
- 2007 - present Board of Directors, Friends of the Ixchel Museum, Inc.
- 2007-2013 Penn Center for Native American Studies, Univ of Pennsylvania, Research Fellow

## **W. H. WILLS**

### **EDUCATIONAL HISTORY**

- University of Michigan, Ph.D., Anthropology, 1985
  - Dissertation Title: Early Agriculture in the Mogollon Highlands of New Mexico
  - Dissertation Chair: R.I. Ford
- University of Michigan, M.A., Anthropology, 1980
- University of New Mexico, B.A., Anthropology, 1977
- Virginia Polytechnic Institute and State University, Geology and History, 1973-75

### **PRINCIPAL PROFESSIONAL POSITIONS**

- 2001 to present University of New Mexico, Professor of Anthropology
- 1993 to 2001: University of New Mexico, Associate Professor of Anthropology
- 1986 to 1993: University of New Mexico, Assistant Professor of Anthropology
- 1977 to 1978 Research staff member, Division of Remote Sensing, National Park Service
- 1976 to 1978: Staff archaeologist: National Park Service, Chaco Center, Albuquerque

### **TEMPORARY PROFESSIONAL POSITIONS**

- 2018 Interim Curator of Archaeology, Maxwell Museum of Anthropology
- 2010 to 2018: National Geographic Society Committee for Research and Exploration
- 2002 to 2018: Research Associate, Museum of Natural History, Smithsonian Institution
- 2000 to 2001: University of Virginia, Visiting Professor of Anthropology
- 1978 to 1984: University of Michigan, Research Assistant, Teaching Assistant, Adjunct Lecturer
- 1982: Staff Archaeologist, Center for Archaeological Investigations, Southern Illinois University

### **SELECTED RECENT PUBLICATIONS**

- In press. Pueblo Bonito's Foundation, Patricia L. Crown and W. H. Wills, Special issue of *Antiquity*, 2018, Barbara J. Mills, editor
- 2017 Investigating Water Control, Exchange and Ritual through Excavations at Pueblo Bonito, Chaco Canyon, New Mexico. Patricia L. Crown and W. H. Wills, *Shanghai Archaeological Forum*, Chinese Academy of Social Sciences
- 2017 Stable Oxygen Isotope Sourcing of Archaeological Fauna from Chaco Canyon, New Mexico. Authors: Hamilton, M., B. L. Drake, W. H. Wills, E. Jones, C. Conrad and P. L. Crown *American Antiquity* online first view
- 2017 Water Management and the Political Economy of Chaco Canyon During the Bonito Phase (ca. AD 850 to 1200). *Kiva: The Journal of Southwestern Anthropology and History* 83:369-413.
- 2016 (W. H. Wills, David E. Love, Susan J. Smith, Karen R. Adams, Manuel R. Palacios-Fest, Wetherbee B. Dorshow, Beau G. Murphy, Hannah V. Mattson, and Patricia L. Crown) Water Management at Pueblo Bonito: Evidence from the National Geographic Society Trenches. *American Antiquity* 81(3):4449-470.

- 2014 (W.H. Wills, Brandon L. Drake, and Wetherbee B. Dorshow). Prehistoric Deforestation at Chaco Canyon? Proceedings of the National Academy of Sciences 111(32):11584-11591.
- 2014 (Drake, B.L., W. H. Wills, W. H., M. Hamilton, and W.B. Dorshow). Strontium Isotopes and the Reconstruction of the Chaco Regional System.: Evaluating Uncertainty with Bayesian Mixing Models. PLoS ONE 9(5)e95580.

#### **SELECTED RECENT FUNDING**

- Archaeological Site Assessments Task Agreement, Chaco Culture National Historical Park, PI: W. H. Wills, \$20,000.00, 2016-2017
- Supplemental Funding: Three Dimensional Landscape Reconstruction and Land Use Modeling at Chaco Canyon, New Mexico. PI W. H. Wills, National Science Foundation, \$7,704.00, August 2016 – August 2017
- Collaborative Research: Three Dimensional Landscape Reconstruction and Land Use Modeling at Chaco Canyon, New Mexico. PI W. H. Wills, National Science Foundation, \$162,886 (UNM), \$307,779 total, July 2015 – August 2017



*Appendix E. Example of Program Assessment Report.*

This report was submitted to the College Assessment Review Committee in October 2017

Degree/Certificate Program Assessment Report

College of Arts and Sciences

The University of New Mexico

*Part I: Cover Page*

<u>Name of Degree or Certificate Program</u>	<u>Degree Level</u> <i>(Certificate, Associate, Bachelors, Master's, etc.)</i>
Anthropology, Concentration in Evolutionary Anthropology	BS

Name of Academic Department (if not a standalone program): **Anthropology**

Name of College/School/Branch: **A&S**

Academic Year/Assessment Period: **2016-17**

Submitted By (include email address): **Keith Hunley (khunley@unm.edu)**

Date Submitted to College/School/Branch for Review: **December 1, 2017**

Date Reviewed by College Assessment and Review Committee (CARC) or the equivalent:

State whether ALL of the program's student learning outcomes (SLOs) are assessed over one year, two years, OR three years:

**Our Program Assessment protocol states that we will assess all SLOs every yea**

If the program's SLO's are targeted/assessed/measured within two years or three years, please state whether this assessment record focuses on SLOs from the first year, second year, or third year of your assessment cycle:

**NA. See above**

Describe the program changes that were implemented during this reporting period in response to the previous period's assessment results. Please include evidence of implemented changes in an appendix:

**We did not implement program changes during this reporting period**

Describe any revisions to your assessment process that you made for this reporting cycle and/or plan to make for future reporting cycles:

**We did not make revisions to the assessment process for this reporting cycle. We are not proposing changes to future reporting cycles.**

*Part II: Report Body*

<b>Program Goal</b>	<b>SLO</b>	<b>UNM Student Learning Goals</b>
Articulate the principles of biological evolution	Use the principles of evolution to analyze inheritance, variation, and the evolution of human characteristics (Broad Program Goals 1 - 4)	Knowledge
Use a scientific methodology to test hypotheses about the nature and causes of human biological and social diversity	Use a scientific methodology to distinguish among competing hypotheses about the nature and causes of behavioral, sociological, genetic, and phenotypic variation in extinct and extant humans and non-human primates (Broad Program Goals 2 - 4)	Knowledge Skills
Provide evidence for how evolutionary processes have molded the anatomical, physiological, behavioral, and genetic diversity within and among extinct hominin taxa and contemporary primate populations	Demonstrate, for example using evolutionary trees, the relationships among primate taxa (human and non-human, extant and extinct), and list the derived anatomical, behavioral and life-history traits associated with those taxa (Broad Program Goals 3 - 4)	Knowledge Skills
Use quantitative methods to analyze data	Synthesize ecological, anatomical, physiological, behavioral, and genetic evidence for the evolution of unique human features such as extended development, provisioning, cooking, and nuclear families (Broad Program Goal 1 – 4)	Knowledge Skills

Understand national and international standards for ethical research	Evaluate the adherence of research plans to established principles of ethics (human and non-human primates) and conservation (non-human primates) (Broad Program Goal 5)	Knowledge Skills Responsibility
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**Assessment Measures (including whether they were direct or indirect):**

For the current reporting period:

**Direct measure.** In fall 2016, a subset of SLOs were assessed using examinations in Anthropology 360, a required course for students who concentrate in Evolutionary Anthropology.

In spring 2017, a subset of the SLOs was assessed using examinations in Anth 362, which fulfills an upper-level elective requirement for students who concentrate in Evolutionary Anthropology.

**Indirect measure.** In spring 2017, graduating seniors were asked to complete an on-line survey assessing their proficiency on each SLO (all SLOs were evaluated). The survey includes Likert-scale and open-ended questions.

**Performance Benchmark:**

**Direct measure.** The instructors for Anthropology 360 and 362 calculated the average score for examination questions associated with each SLO. In most cases, multiple questions were used to assess the SLO. A successful outcome was an average score  $\geq$  70%.

**Indirect measure.** For the on-line survey, faculty discussed the SLO that received the lowest scores (Likert-scale questions) and/or most negative student feedback (open-ended questions).

**Sampled Population and Results:**

**Direct measures.** The assessment questions are located in **Appendix B (Anth 360)** and **Appendix C (Anth 362)**

**Anth 360.** The SLOs were evaluated for 54 students in Anthropology 360. This sampling strategy is appropriate because Anthropology 360 is required for concentrators in Evolutionary Anthropology, and because it provides the background required for all upper-level courses.

**Appendix B contains the exam questions and summary statistics for student responses.**

**Green = met 70% threshold; Yellow = did not meet 70% threshold**

SLO 2. Assessed with four multiple choice questions and three short essay questions.

**SLO 2. MEAN SCORE = 73.4%**

SLO 3. Assessed with a short writing assignment and two short essay questions

**SLO 3. MEAN SCORE = 67%**

**Anth 362.** The SLOs were evaluated for 48 students in Anthropology 362. This sampling strategy is appropriate because Anthropology 362 fulfills an upper-level requirement for concentrators in Evolutionary Anthropology.

**See Appendix C contains the exam questions and summary statistics for student responses.**

Green = met 70% threshold; Yellow = did not meet 70% threshold

SLO 2:

Assessed via essay questions on midterm and final exam.

Essay question midterm: MEAN SCORE = 85%

Essay question final exam: MEAN SCORE = 74%

Essay question final exam: MEAN SCORE = 72%

SLO 3:

Students were asked to fill in a hominid phylogeny on both the midterm and final exams.

MIDTERM MEAN = 67%

FINAL MEAN = 90%

SLO 4:

Students completed 3 assignments involving zoo observations, use of a datasheet, graphing of data, and simple statistical analysis. Evaluated the last of the 3, which involved the most calculation.

MEAN SCORE = 89%

On the final exam, students were asked to interpret graphs that they had seen previously in class:

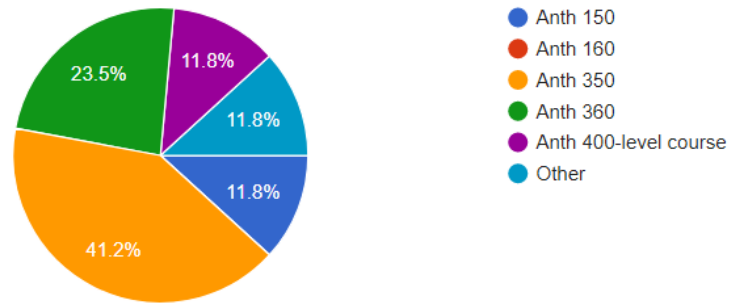
MEAN SCORE = 67.8%

**Results for indirect measure.** 26 graduating seniors completed the on-line survey. The questions and responses are listed below.

5. The student will learn to use the principles of genetics and genomics to analyze inheritance, variation, and the evolution of human characteristics. In regard to this learning objective:

a. Can you recall which classes that you took covered this material?

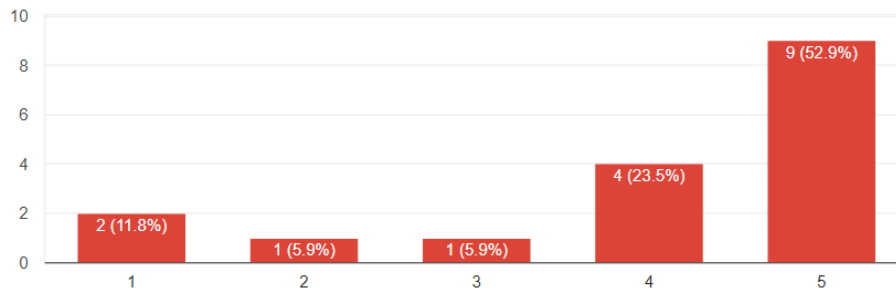
17 responses



b. In my opinion, these classes accomplished this learning objective.

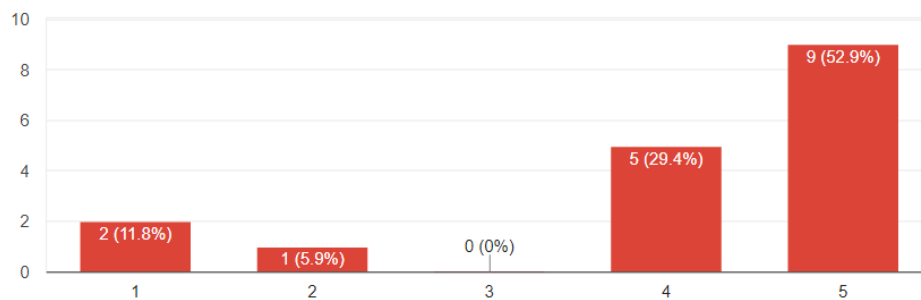


17 responses



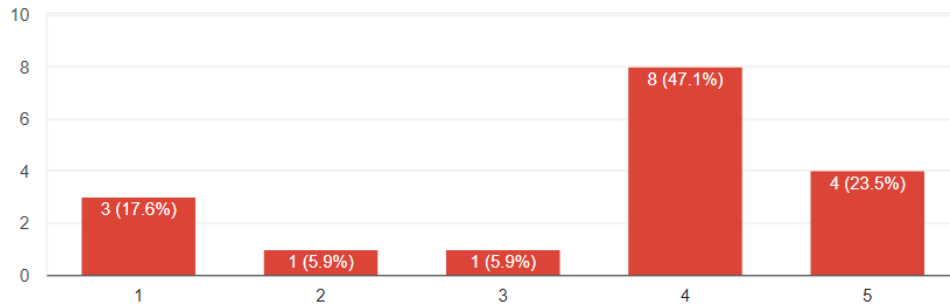
c. After taking these classes, I am better prepared to understand and evaluate media reports about new discoveries on genetics and genomics.


17 responses



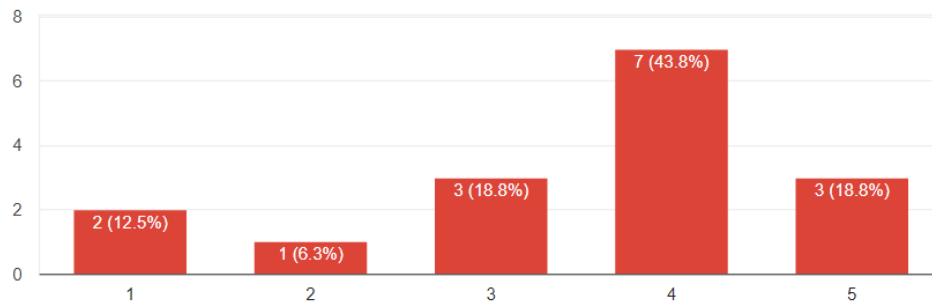
d. After taking these classes, I am better prepared to make decisions in the use of genetics and genomics in everyday life. Here are some examples: 1. interpreting the results of a paternity test 2. deciding on a health program or therapy that uses genomics 3. deciding on recreational pursuits such as genetic ancestry testing.

17 responses



e. My experiences in these classes prepared me for higher-level classes in graduate or professional school. 

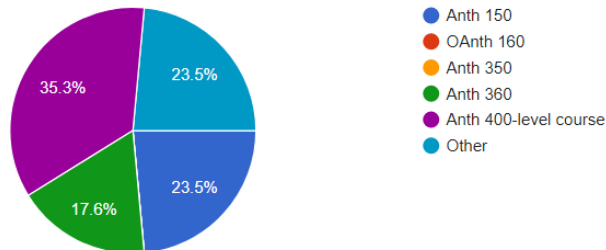
16 responses



6. I am able to use a scientific approach to distinguish among competing explanations for the adaptive evolution of behaviors and phenotypic traits in extinct and extant humans and non-human primates. In regard to this learning objective,

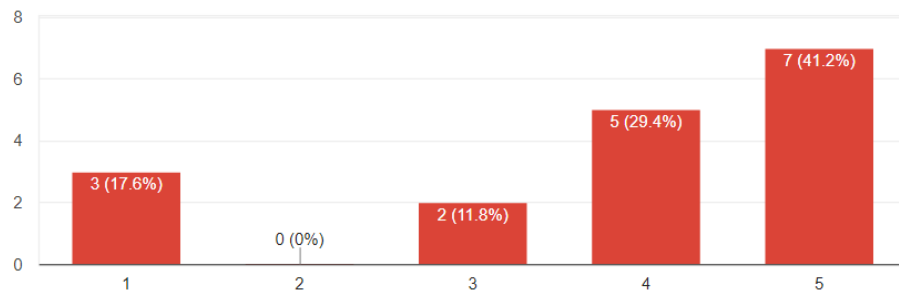
a. Can you recall which classes that you took covered this material?

17 responses



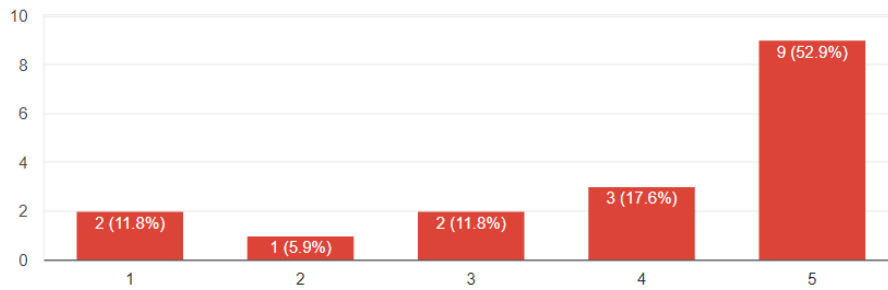
b. In my opinion, these classes accomplished this learning objective.

17 responses



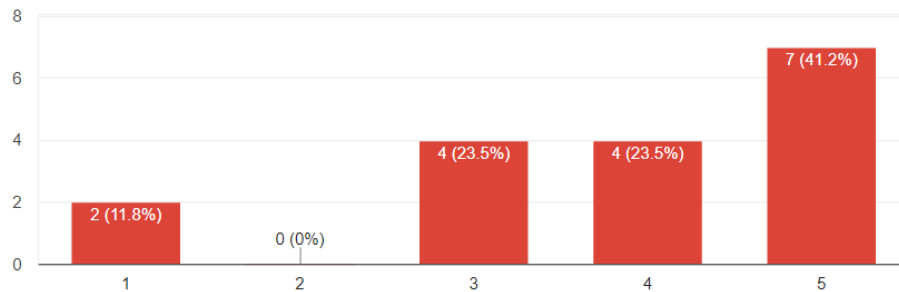
c. After taking these classes, I have gained a deeper understanding of how a scientific approach can be used to understand the existence of widespread human behaviors.

17 responses



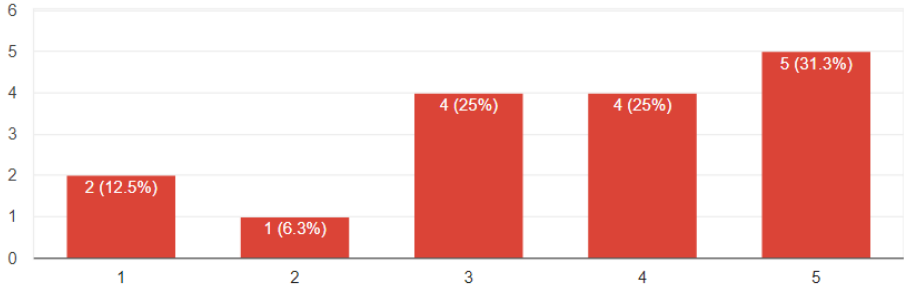
d. From the experience of these studies, I am able to understand and even predict human behavioral tendencies in various social and political contexts.

17 responses



e. My experiences in these classes prepared me for higher-level classes in graduate or professional school.

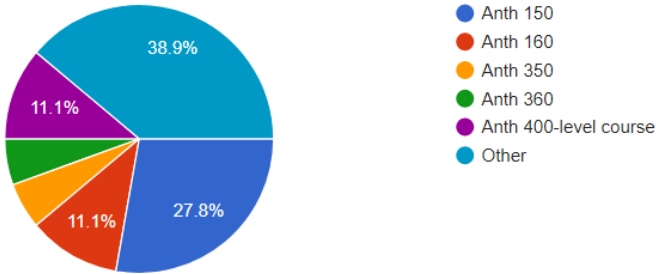
16 responses



7. I am able to interpret trees showing the evolutionary relationships among primate taxa and list the unique anatomical, behavioral and life-history traits of different primate species. In regard to this learning objective,

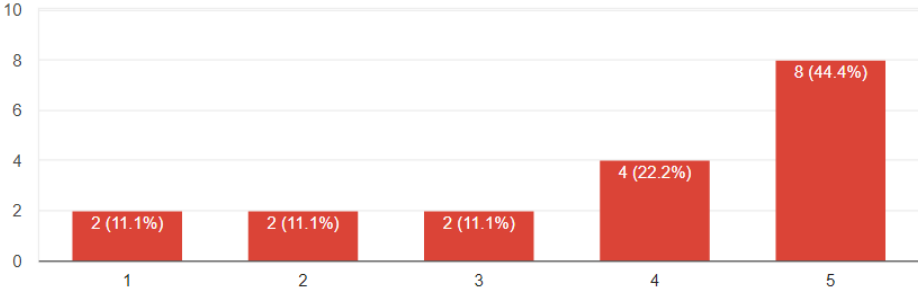
a. Can you recall which classes that you took covered this material?

18 responses



b. In my opinion, these classes accomplished this learning objective.

18 responses

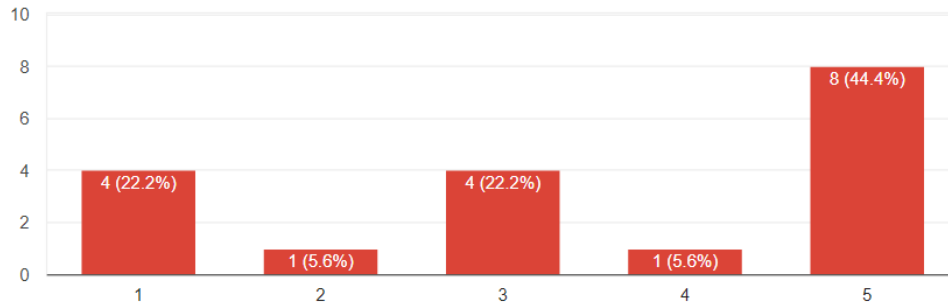




c. After taking these classes, I am more likely to read a newspaper or magazine account about new findings on our fossil ancestors. I am better able to make my own interpretation of how these findings help place humans in the tree of life.

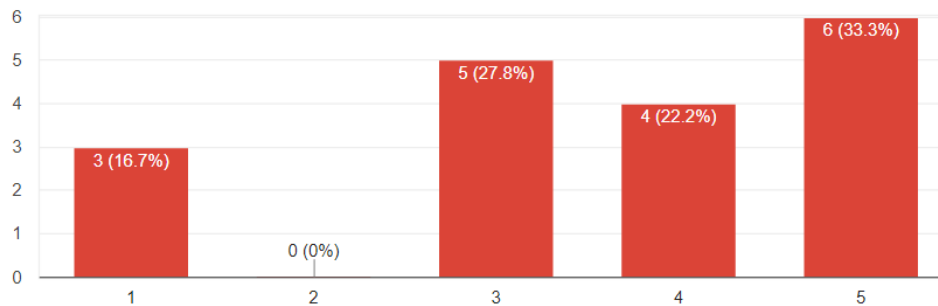


18 responses



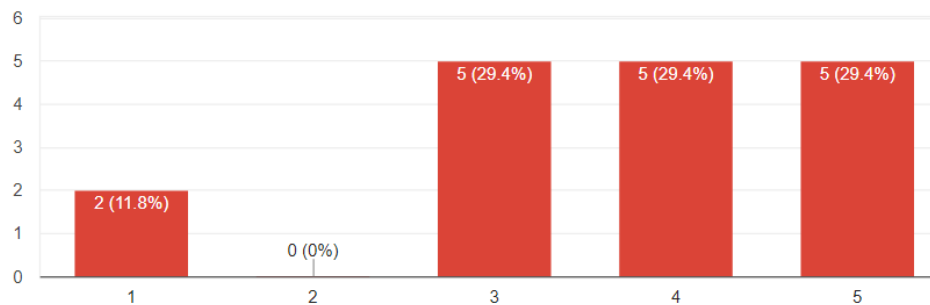
d. Using the knowledge that I have gained on this topic, I might be an appropriate volunteer to accompany a K-12 class on a field trip to a science center.

18 responses



e. My experiences in these classes prepared me for higher-level classes in graduate or professional school.

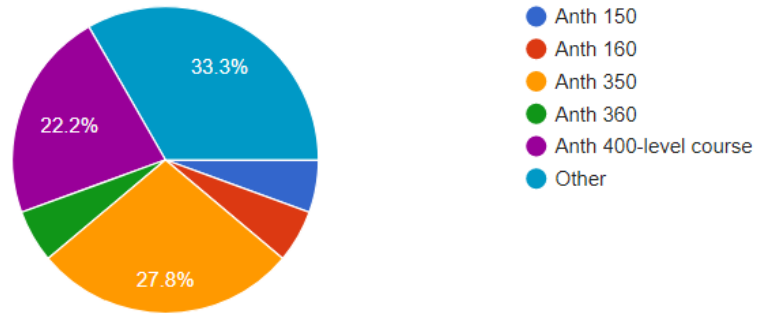
17 responses



8. I am able to synthesize evidence for the evolution of human features such as bipedal locomotion, large cranial capacity, extended development, and high levels of bi-parental investment in offspring. In regard to this learning objective,

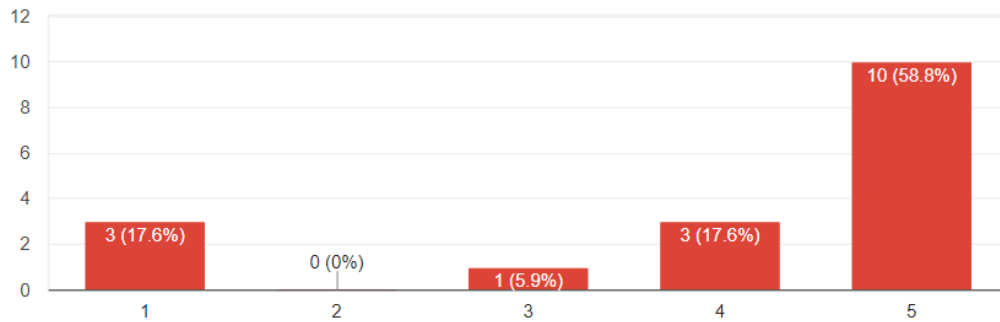
a. Can you recall which classes that you took covered this material?


18 responses



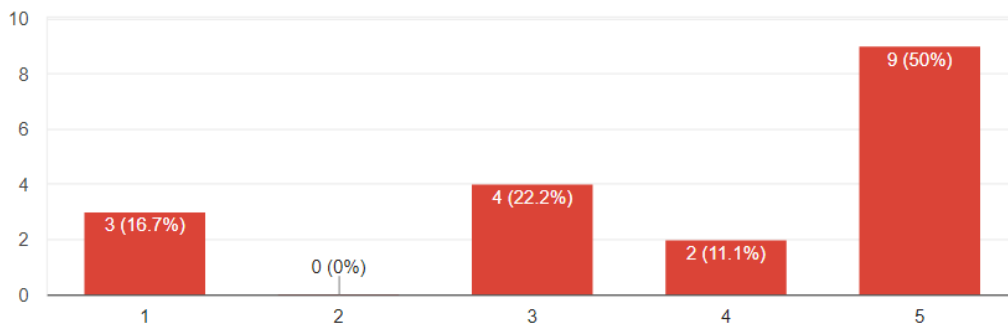
b. In my opinion, these classes accomplished this learning objective.

17 responses



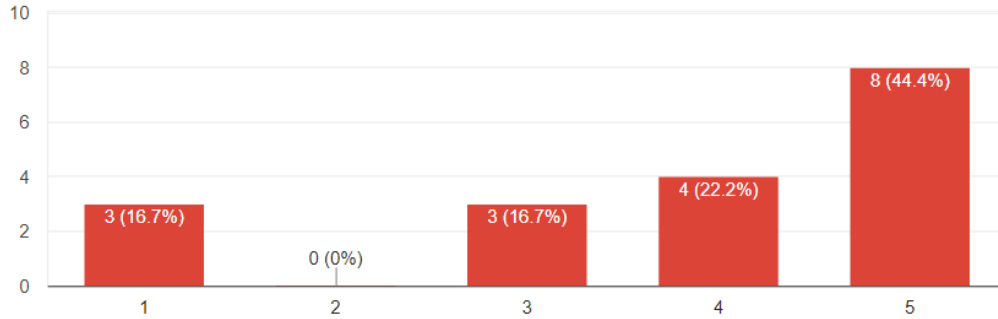
c. After taking these classes, I am better able to understand and critique newspaper and magazine articles about human evolution. 

18 responses



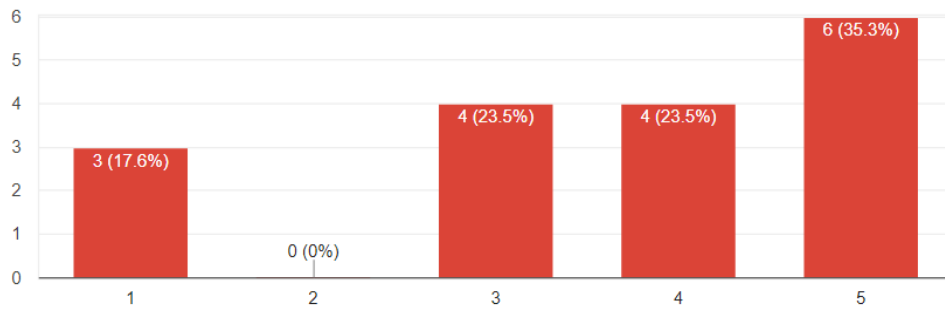
d. After taking these classes, I am more likely to support the teaching of evolution in public supported institutions. 📄

18 responses



e. My experiences in these classes prepared me for higher-level classes in graduate or professional school. 📄

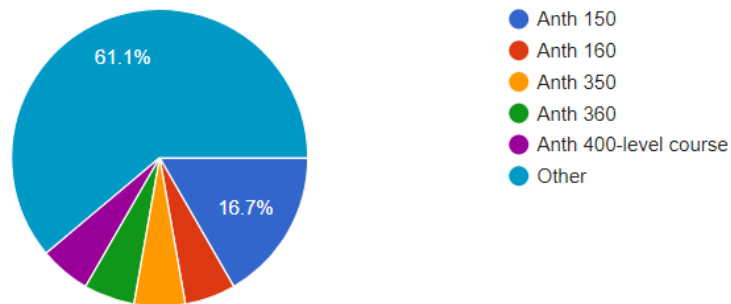
17 responses



**9. The student will apply the principles of research ethics (Beneficence, Justice, and Respect) to a brief plan to recruit participants in an anthropological study. In regard to this learning objective,**

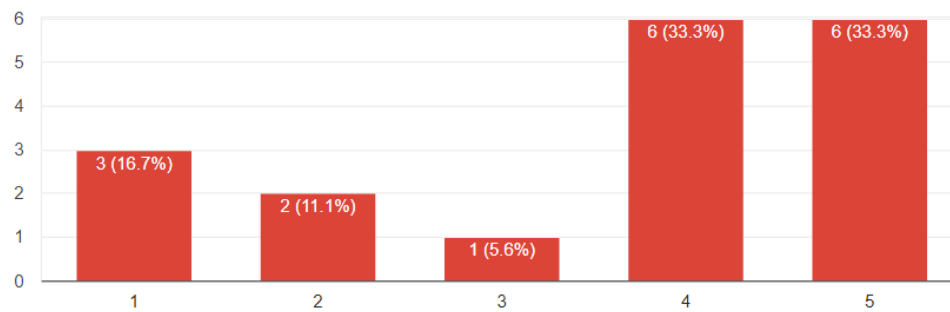
a. Can you recall which classes that you took covered this material?

18 responses



b. In my opinion, these classes accomplished this learning objective.

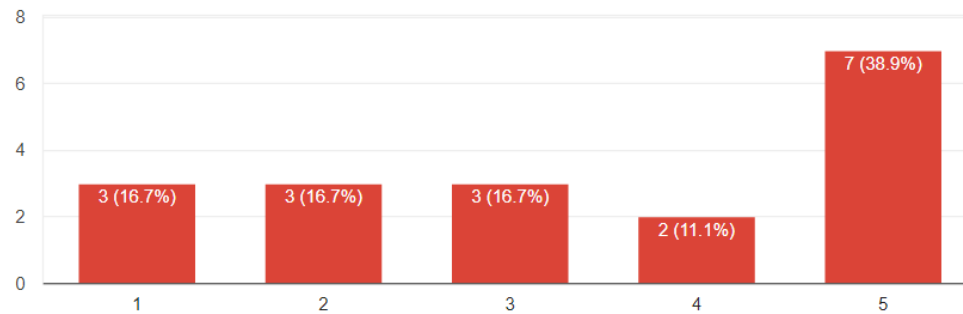
18 responses



c. After taking these classes, I am better prepared to understand and evaluate ethical issues in research such as those reported in the media. Here are some examples: 1. the Tuskegee Syphilis Experiment 2. the Havasupai study on the genetic of schizophrenia 3. the establishment and distribution of cell lines from Henrietta Lacks, etc.

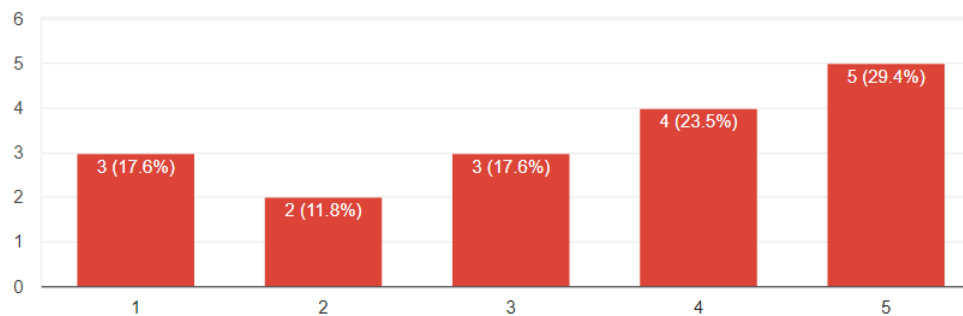


18 responses



d. My experiences in these classes prepared me for higher-level classes in graduate or professional school.

17 responses



e. Research ethic reaches into the everyday lives of many people. For example, Institutional Review Boards that review the University and Hospital research protocols always include a member of the lay community. Do you feel that your studies in anthropology at UNM have prepared you to fill such a role? If so, briefly tell us how.

14 responses

Possibly because ethics is taught in every class I have taken and has been approached in different ways that make students critically think about what they would do.

No. I do not recall any of my classes that dedicated time to research ethics.

It was never my focus so I don't feel as if I could do such a job.

Yes, because I've been exposed to many cultures and interactions that I feel able to be respectful and obedient to any needs that need to be addressed in order to make anyone in the situation comfortable.

Yes, UNM taught me a lot about how surveying is done, how humans evolved from previous ancestors, and what methods are used in certain archaeological situations. This makes me able to communicate the severity and importance of these topics but UNM did not teach me how to talk to 'lay people' if anything I've known how to communicate to the 'lay community' before going to UNM. By the way- it's super pretentious to call people who did not go to college 'a member of the lay community.' That's a condescending term.

I was not trained in this at UNM.

Yes, ethics are an important subject in any field working with people. Even brief knowledge regarding human decency could provide someone with the skills to fill the lay person role.

Yes because in many courses we discussed the ethical role of the anthropologist, in both an archaeological and ethnography sense.

I feel that my studies at UNM have prepared me to sit on an IRB, having been familiarized with many research designs which uphold or break the principles of research ethics, I feel confident in determining potential ethical issues with research design.

The UNM classes have helped me learn because without them I would know nothing of anthropology.

Yes, learning how to observe and treat people a certain way.

Not at all

Yes. I feel familiar with ethical research practices.

No, not so much in ethics.

10. Based on your evaluation of the above statements, what are the weaknesses of the evolutionary anthropology program? What changes would you recommend for improving the program?

None

From an archaeology point of view, I don't think I have a say other than asking for another evol. anth. course on hominids and earlier species of homo.

It was great! No issues.

Better advisors

I believe that there is a lack of outside speakers. Hands on learning is what could really boost the experience of anthropology majors here.

I loved the evolutionary courses I took and did not think that there was a weak spot. All great professors and great information was given during the lectures. I learned the most in this program over any other. Although, I've spent 50 dollars going to the zoo this semester and still to go for another observation. That really sucks as a student. I don't have a car, I don't have a job, so how am I expected to complete these assignments on time when I have several other assignments to do and don't have access to reasonable transportation to the zoo? That sucked. Still sucks because now I'm going to have to turn in an assignment late, again, and hope that I do well enough on my final graduate this spring. Thanks UNM for being entirely theoretical education until the last semester! I would have loved to go on a dig, you know an excavation, but instead I have to go observe animals in a zoo and try to make assumptions and correlate it to how they would behave in the wild. That's really dumb. Does anyone else see my frustration? Either make the entire department theoretical or the entire department hands on- not this wishy-washy, up in the air, bull spit that depends on the class and/or the professor to decide if you are going to go out in the field or read the entire semester. By the way- we had to do both: read, roughly, 1,000 pages of articles and go to the zoo three times this semester to do observations (I have gone five times, have to go a sixth, because the animals aren't always out and when you call the zoo they don't know if the animal are out or not). The whole thing really pissed me off if you couldn't tell.  
Fix it.

N/A

I wish there would have been MORE classes that cover human ancestors, instead of fitting it all into one class for one semester.

Offer more classes, as said before all of the anthropology course were offered at the same times on the same days. It was difficult to take courses that interested you or were required because of the times and days they were offered.

My primary complaint against the evolutionary anthropology program is simply that I wish there were a wider breadth of classes offered, and that it were more integrated with the biology department. There are many interesting, high-level biology courses with direct relevance to evolutionary anthropology locked behind biology prerequisites, even though the evolutionary anthropology track should ostensibly provide students with a sufficient background.

My problem has been the same test not very well prepared for.

Not all courses offered every semester, more options per semester.

I don't know how to fit this into modern society.

Poor integration with other departments; for example, there are biology classes related to evolutionary anthropology but requiring that the student be in a biology program, despite the evolutionary anthropology track ostensibly giving the student a sufficient background.

I would like more biology and genetics requirements.

#### **11. In your opinion, what are the strengths of the evolutionary anthropology program?**

The professors, the classes and the how in depth classes can be.

Not sure. I'm an archaeology major.

All the professors teach at around the same quality

A lot of writing. Test taking is sometimes difficult for many and the anthropology program really focuses on your personal thoughts so there is never any right or wrong answers.

Great professors.

N/A

The professors and labs are fully equip to instruct students about the content from a hands-on perspective.

The course that I did take were rich in information.

The faculty is passionate, approachable, and excellent at communicating the necessity and explanatory power of the field. The program's focus on evolution as a lens through which all human phenotypes can be interpreted is inspiring.

The teachers new what they were talking about and were willing to work with you on matters that were not so easy to understand.

Interesting classes, engaged professors.

Good lecturers

Passionate and knowledgeable faculty.

Melissa Emery Thompson is amazing! The staff is really wonderful

**12. In your own words, define natural selection (remember that your answers are anonymous, so please answer from memory).**

Natural selection is the differential survival and reproduction of individuals due to differences in phenotype. It is a key mechanism of evolution, the change in heritable traits of a population over time.

Natural selection is the concept that prosperous genes are passed down to offspring while undesirable genes are not.

The tendency for less adapted individuals to die prior to their ability to mate and spread their genes.

Natural selection is the everyday competition that occurs within nature that essentially "weeds-out" the strong from weak. The strong or 'most fit to survive' will successfully mate and pass on their genes to the next generation thus making them a better gene pool.

Natural selection is a process in which things adapt in order to survive and reproduce. Charles Darwin coined this term; it is often referred to as survival of the fittest.

Survival of the most adaptable

The process by which genotype frequencies shift as a result of differential reproductive success between genotypes.

Natural Selection is the development of traits in any living organisms in response to the environment they live in. The more successful traits that allow the organism to survive the longest will pass that trait on to its offspring.

The evolution of certain traits over time.

The survival of the fittest.

A change in genotype frequencies over time as a result of differential reproductive success between phenotypes.

The theory created by Charles Darwin that suggests organisms adapt to their environment over time which makes them more likely to successfully reproduce and pass on their genetics.

**Analysis/Faculty Discussion:**

The results of the **direct** assessment suggest that students performed well with straightforward questions based on facts they learned in the course but had difficulty with critical thinking and interpretation of data, figures, and hypotheses. While lectures use graphical presentations of data and discuss alternative hypotheses, students have not previously been asked to interpret or evaluate these materials for themselves.



On the **indirect** assessment, for SLOs 1, 2, and 4, greater than 70% of students stated that they either “agreed” or “strongly agreed” that our “classes accomplished this objective.” The values were lower for SLO 3 (66.6%) and SLO 5 (66.6%). SLO 3 requires students to construct and interpret evolutionary trees. SLO concerns research ethics. We determined that few of our upper-level courses directly covered this material.

### **Recommendations for Improvement/Changes:**

In Anth 360, 362, and other upper-level courses, we will introduce exercises for students to actively practice interpretation of data, figures, and hypotheses. We will develop a few short exercises to be given throughout the semester in Anth 360 and 362 where students will be introduced to graphical representations of data with detailed explanations, and then asked to either interpret or generate analogous figures. A written assignment will guide students through the process of critically evaluating alternative scientific hypotheses after reading opposing views from two sources.

In upper-level courses, including Anth 455 (genetic anthropology), we will add materials on phylogenetic methods, including additional instruction on methods of phylogenetic tree construction and interpretation, and we will add more lecture and reading material related to research ethics.

### **Appendices**

Appendix A. Survey for graduating seniors deployed in spring 2017

Appendix B. Assessment instrument for Anth 360

Appendix C. Assessment instrument for Anth 362

**APPENDIX A. Survey for graduating seniors deployed in spring 2017. The survey results are provided in the document “2017 Survey of Graduating Seniors.pdf.”**

### **ANTHROPOLOGY PROGRAM EXIT INTERVIEW, Version 3.7.16**

*Your responses to the following questions are anonymous. The goal of this survey is to determine whether we are accomplishing our learning objectives for the undergraduate program, so please be completely honest in your assessment.*

**A full list of our learning objectives for our degree programs are available at:**

<http://anthropology.unm.edu/assessment.htm>.

1. What year will you receive your degree?

- 2016
- 2017
- 2018

2. What is your area of concentration?

- Archaeology
- Ethnology
- Evolutionary Anthropology
- General Anthropology

3. What degree will you receive?

- BA
- BS

4. Do you plan to attend graduate school?

- Yes
- No

### **Evolutionary Anthropology**

5. The student will learn to use the principles of genetics and genomics to analyze inheritance, variation, and the evolution of human characteristics.

In regard to this learning objective,

- Can you recall which classes that you took covered this material?
  - In my opinion, these classes accomplished this learning objective.
  - After taking these classes, I am better prepared to understand and evaluate media reports about new discoveries on genetics and genomics.
  - After taking these classes, I am better prepared to make decisions in the use of genetics and genomics in everyday life. Here are some examples:
    - interpreting the results of a paternity test
    - deciding on a health program or therapy that uses genomics
    - deciding on recreational pursuits such as genetic ancestry testing
  - My experiences in these classes prepared me for higher-level classes in graduate or professional school.
6. I am able to use a scientific approach to distinguish among competing explanations for the adaptive evolution of behaviors and phenotypic traits in extinct and extant humans and non-human primates.

In regard to this learning objective,

- Can you recall which classes that you took covered this material?
- In my opinion, these classes accomplished this learning objective.
- After taking these classes, I have gained a deeper understanding of how a scientific approach can be used to understand the existence of widespread human behaviors.

- d. From the experience of these studies, I am able to understand and even predict human behavioral tendencies in various social and political contexts.
- e. My experiences in these classes prepared me for higher-level classes in graduate or professional school.

7. I am able to interpret trees showing the evolutionary relationships among primate taxa and list the unique anatomical, behavioral and life-history traits of different primate species.

In regard to this learning objective,

- a. Can you recall which classes that you took covered this material?
- b. In my opinion, these classes accomplished this learning objective.
- c. After taking these classes, I am more likely to read a newspaper or magazine account about new findings on our fossil ancestors. I am better able to make my own interpretation of how these findings help place humans in the tree of life.
- d. Using the knowledge that I have gained on this topic, I might be an appropriate volunteer to accompany a K-12 class on a field trip to a science center.
- e. My experiences in these classes prepared me for higher-level classes in graduate or professional school.

8. I am able to synthesize evidence for the evolution of human features such as bipedal locomotion, large cranial capacity, extended development, and high levels of bi-parental investment in offspring.

In regard to this learning objective,

- a. Can you recall which classes that you took covered this material?
- b. In my opinion, these classes accomplished this learning objective.
- c. After taking these classes, I am better able to understand and critique newspaper and magazine articles about human evolution.
- d. After taking these classes, I am more likely to support the teaching of evolution in public supported institutions.
- e. My experiences in these classes prepared me for higher-level classes in graduate or professional school.

9. The student will apply the principles of research ethics (Beneficence, Justice, and Respect) to a brief plan to recruit participants in an anthropological study.

In regard to this learning objective,

- a. Can you recall which classes that you took covered this material?
- b. In my opinion, these classes accomplished this learning objective.
- c. After taking these classes, I am better prepared to understand and evaluate ethical issues in research such as those reported in the media. Here are some examples:
  - the Tuskegee Syphilis Experiment
  - the Havasupai study on the genetic of schizophrenia
  - the establishment and distribution of cell lines from Henrietta Lacks, etc.
- d. My experiences in these classes prepared me for higher-level classes in graduate or professional school.

- e. Research ethic reaches into the everyday lives of many people. For example, Institutional Review Boards that review the University and Hospital research protocols always include a member of the lay community. Do you feel that your studies in anthropology at UNM have prepared you to fill such a role? If so, briefly tell us how.

10. Based on your evaluation of the above statements, what are the weaknesses of the evolutionary anthropology program? What changes would you recommend for improving the program?

11. In your opinion, what are the strengths of the evolutionary anthropology program?

### **Appendix B. Assessment instrument for Anth 360**

SLO 2. Use a scientific methodology to distinguish among competing hypotheses about the nature and causes of behavioral, sociological, genetic, and phenotypic variation in extinct and extant humans and non-human primates (Broad Program Goals 2 - 4)

Assessed with 4 multiple choice questions (3 points each if correct, 0 if wrong) and three short essay questions.

#### Multiple choice questions

Which of Tinbergens 4 levels of biological analysis is addressed in the following hypothetical statement about masculinized genitalia in female spotted hyenas?

1. Genital masculinization occurs early in spotted hyena development, so females are born with a phallic clitoris.
2. Female hyenas have masculinized genitalia because high testosterone levels spur extensive growth of the genital tubercle.
3. Brown hyenas and striped hyenas do not exhibit masculinized clitorises, so this trait must have evolved after the spotted hyena lineage split from these other groups.
4. Genital masculinization may benefit females by helping to disguise their sex, as female hyenas are at higher risk for infanticide.

#### Short essay question 1

Briefly describe one criterion that can be used to recognize whether a biological trait is an adaptation. Using this criterion, briefly evaluate the claim that orgasm in human females is an adaptation (8 points possible):

#### Short essay question 2

What is the most likely reason that human infants are born so fat in comparison to other primates? (4 points possible)

#### Short essay question 3

Why is menopause in humans an evolutionary puzzle? How does the grandmother hypothesis attempt to resolve this puzzle? (6 points possible)

SLO 3. Demonstrate, for example using evolutionary trees, the relationships among primate taxa (human and non-human, extant and extinct), and list the derived anatomical, behavioral and life-history traits associated with those taxa (Broad Program Goals 3 - 4)

Assessed with a short writing assignment and 2 short essay questions

#### Short writing assignment

How does the concept of the EEA (environment of evolutionary adaptedness) differ from that of the ARE (adaptively relevant environments)? Pick a specific trait and discuss how it might be better understood by considering the ARE rather than the EEA. (10 points possible.)

#### Short essay question 1

Explain the principle of allocation as it applies to life history theory. (6 points possible)

#### Short essay question 2

What are the three fundamental life history tradeoffs presented in lecture and in the reading? Choose one of the three and explain why it is a tradeoff (i.e., the costs and benefits of each alternative). (8 points possible)

### **Appendix C. Assessment instrument for Anth 362**

ANTH 362 GREAT APES: MIND AND BEHAVIOR.

Melissa Emery Thompson

Enrollment: 51

#### **SLO 2:**

*Assessed via essay questions on midterm and final exam.*

MIDTERM: Using the principles of socioecology, provide an evolutionary explanation for the differences in social organization between orangutans and gorillas. MEAN SCORE: 21.3/25 (N = 50) = 85%

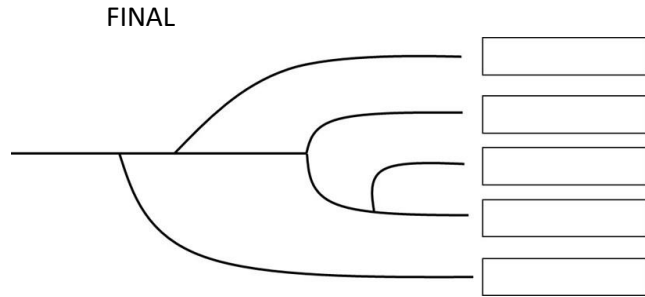
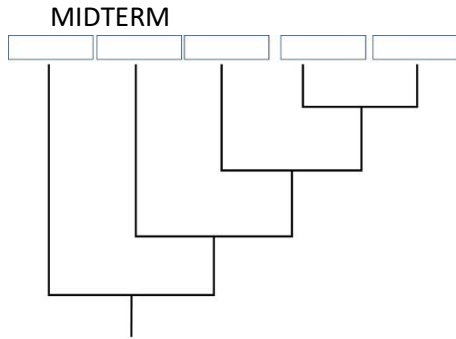
FINAL: Describe the major differences in the biology and social behavior of chimpanzees and bonobos. Explain the 2 evolutionary hypotheses presented in class and the readings for the divergent evolution of bonobos. Then, provide your analysis. Do you think either or both of these hypotheses have merit? Or do you think there are important flaws? Explain your response. MEAN SCORE: 18.6/25 = 74% (N = 48)

FINAL: There is a long-standing debate in evolutionary anthropology as to whether large brains and long juvenile periods evolved in response to ecological challenges (e.g., learning complex foraging) or social challenges (e.g., negotiating complex groups). Evaluate BOTH arguments based on specific information you've learned about great apes in this class. Provide a summary analysis: which do you think had the strongest influence on the evolution of ape cognition? MEAN SCORE: 18/25 = 72% (N = 48)

#### **SLO 3:**

Students were asked to fill in the hominid phylogeny on both the midterm and final exams.

A1. Great ape phylogeny (10 pts). Using the boxes provided, fill in the names of the 5 extant hominid ‘species’ according to the phylogenetic relationships depicted in the tree (for this purpose, consider all gorillas to be one species and all orangutans to be one species). Please note that the orientation of the tree may be different than what you saw in class, so pay attention to the relationships shown.



MIDTERM MEAN: 6.7/10 = 67% (N = 49)

FINAL MEAN: 9.0/10 = 90% (N = 48)

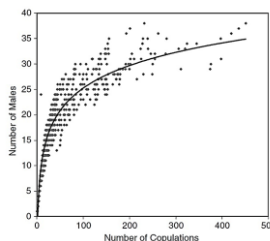
**SLO 4:**

Students completed 3 assignments involving zoo observations, use of a datasheet, graphing of data, and simple statistical analysis. Evaluated the last of the 3, which involved the most calculation. See attachment. MEAN GRADE: 89.1/100 (N = 48)

On the final exam, students were asked to interpret graphs that they had seen previously in class:

B. Short response questions – figure legends (10 pts each). Answer only FOUR of the SIX questions. Shown are figures from class or from the readings on chimpanzees and bonobos. Describe *specifically* what the data in the figure show, and then provide a broader interpretation of the significance of the data (i.e., do they support/refute a hypothesis, or how do they relate to concepts from the course material?). If not specified, be sure to explain which species the graph refers to and how you know that.

[Sample figure]



MEAN SCORE: 27.1/40 = 67.8% N = 48

The following pages contain:

*Attachment A*

*Attachment B*

# Comment report

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*Lists all the questions in the survey and displays all the free text responses to these questions, if applicable.*

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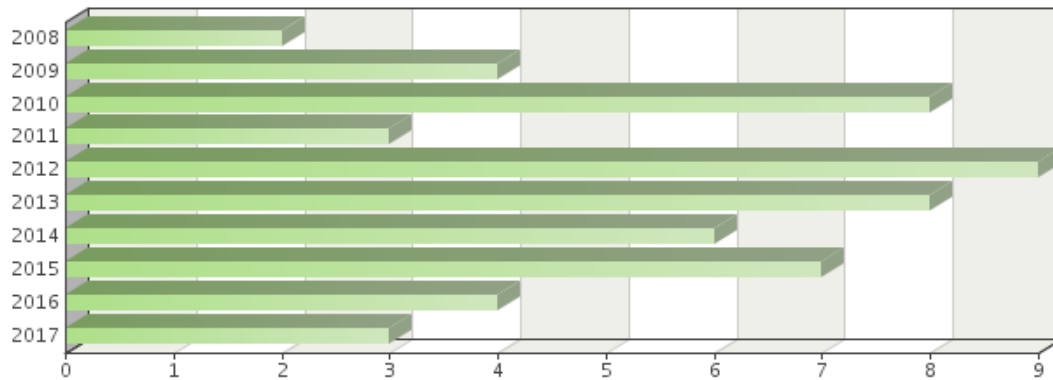


## Report info

<b>Report date:</b>	Wednesday, July 18, 2018 12:10:03 PM MDT
<b>Start date:</b>	Tuesday, June 5, 2018 12:30:00 AM MDT
<b>Stop date:</b>	Friday, July 13, 2018 11:59:00 PM MDT
<b>Stored responses:</b>	54
<b>Number of completed responses:</b>	48

## Question 1

What year did you receive your degree in anthropology?



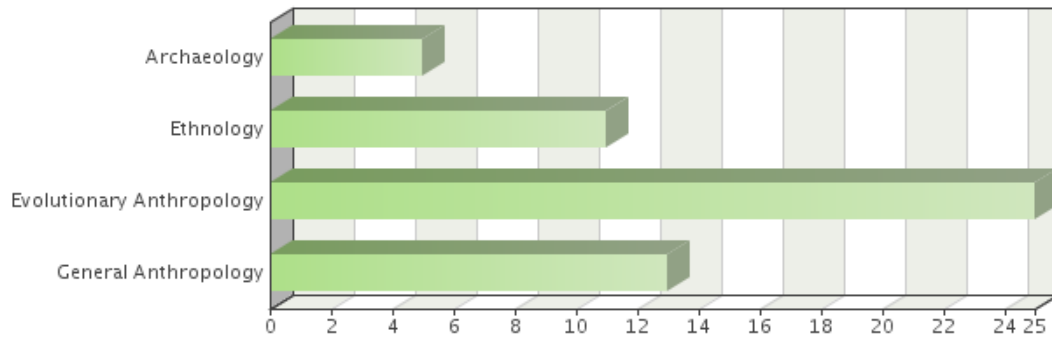
Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
2008	2	2	3.7%	3.7%	3.7%	3.7%
2009	4	6	7.41%	11.11%	7.41%	11.11%
2010	8	14	14.81%	25.93%	14.81%	25.93%
2011	3	17	5.56%	31.48%	5.56%	31.48%
2012	9	26	16.67%	48.15%	16.67%	48.15%
2013	8	34	14.81%	62.96%	14.81%	62.96%
2014	6	40	11.11%	74.07%	11.11%	74.07%
2015	7	47	12.96%	87.04%	12.96%	87.04%
2016	4	51	7.41%	94.44%	7.41%	94.44%
2017	3	54	5.56%	100%	5.56%	100%
Sum:	54	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	5.61	Minimum:	1	Variance:	5.98	
Median:	6	Maximum:	10	Std. deviation:	2.44	

**Total answered: 54**

## Question 2

What was your area of concentration?



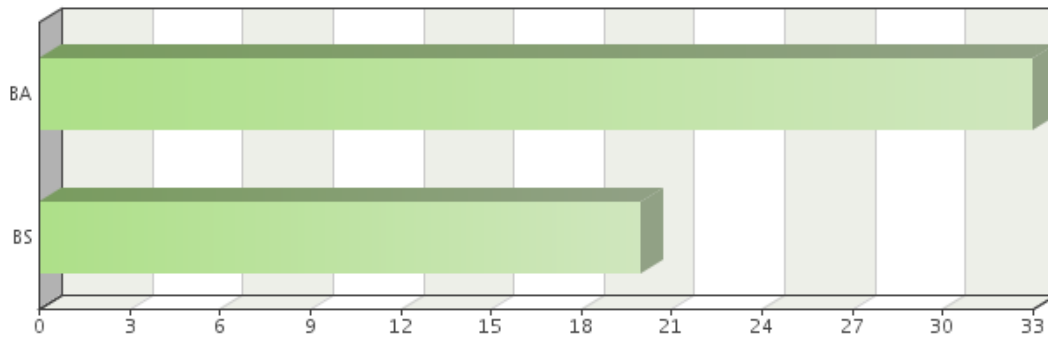
Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Archaeology	5	5	9.26%	9.26%	9.26%	9.26%
Ethnology	11	16	20.37%	29.63%	20.37%	29.63%
Evolutionary Anthropology	25	41	46.3%	75.93%	46.3%	75.93%
General Anthropology	13	54	24.07%	100%	24.07%	100%
Sum:	54	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	2.85	Minimum:	1	Variance:	0.81	
Median:	3	Maximum:	4	Std. deviation:	0.9	

**Total answered: 54**

### Question 3

What degree did you obtain?



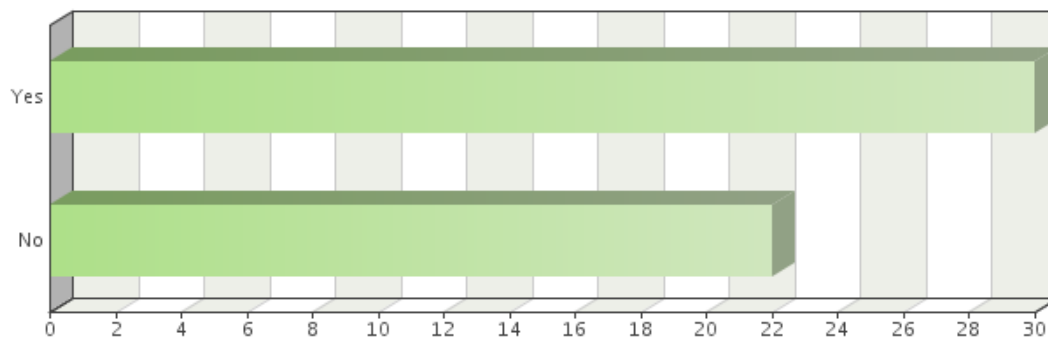
Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
BA	33	33	61.11%	61.11%	62.26%	62.26%
BS	20	53	37.04%	98.15%	37.74%	100%
Sum:	53	-	98.15%	-	100%	-
Not answered:	1	-	1.85%	-	-	-
Average:	1.38	Minimum:	1	Variance:	0.24	
Median:	1	Maximum:	2	Std. deviation:	0.49	

**Total answered: 53**

## Question 4

Were you employed within six months of graduating from UNM?



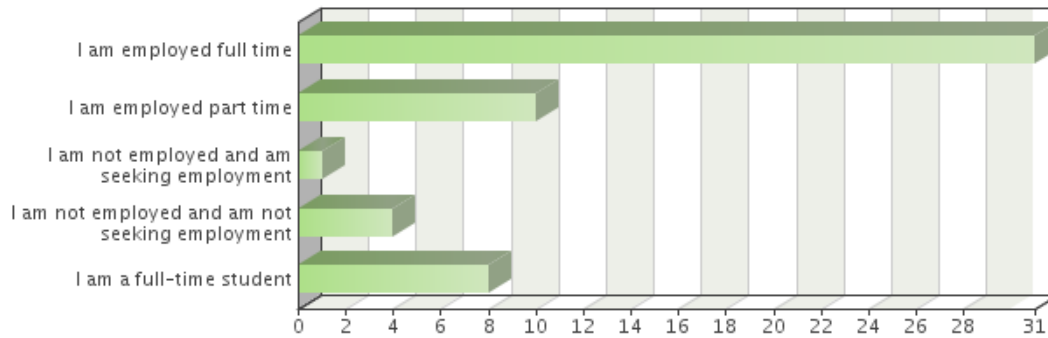
Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Yes	30	30	55.56%	55.56%	57.69%	57.69%
No	22	52	40.74%	96.3%	42.31%	100%
Sum:	52	-	96.3%	-	100%	-
Not answered:	2	-	3.7%	-	-	-
Average:	1.42	Minimum:	1	Variance:	0.25	
Median:	1	Maximum:	2	Std. deviation:	0.5	

**Total answered: 52**

## Question 5

Which of the following best describes your current employment status?



Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
I am employed full time	31	31	57.41%	57.41%	57.41%	57.41%
I am employed part time	10	41	18.52%	75.93%	18.52%	75.93%
I am not employed and am seeking employment	1	42	1.85%	77.78%	1.85%	77.78%
I am not employed and am not seeking employment	4	46	7.41%	85.19%	7.41%	85.19%
I am a full-time student	8	54	14.81%	100%	14.81%	100%
Sum:	54	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	2.04	Minimum:	1	Variance:	2.26	
Median:	1	Maximum:	5	Std. deviation:	1.5	

**Total answered: 54**

## Question 6

If you are currently employed, what is your job title?

Text input

PA-S

Inside sales representative

Training Support Analyst for the College of Education Center for Student Success.

Field Research Assistant

Archeologist, on-call

I'm currently working in an undergraduate student position at the school of medicine while seeking a second undergraduate degree. I had to work retail, food service and low paid clinical jobs after obtaining my anthropology degree.

Research Coordinator

Clinical Research Project Manager

My job title is currently Graduate Assistant, or Teacher's Assistant.

Well, Im an actor now

Statistician

Schedule Planner

Web Technical Producer

Investment Research Analyst

Paralegal

Registered nurse

Morphology Technician-- Forensic Anthropology

Site Manager of Casa San Ysidro

Site Manager of Casa San Ysidro

AFSO

Community Research Specialist

Associate Attorney beginning fall 2018 (graduated law school last month)

Municipal Bonds Trader

Resident Physician

Artist; freelance writer and editor.

Environmental attorney

Mom, at home

Environmental attorney

Title Agent

Title Agent

Assistant District Attorney

Book editor

Child caretaker

N/A

Online sales manager

Behavior Therapist

Data Scientist

Exhibits, Visitor Experience, and Evaluation Coordinator

Senior Academic Advisor

Technical Data Specialist

Customer service representative

Dispatcher

Lummi Early Learning Schelangen Coodinator

Medical Records Technician

Graduate Assistant

Social Insurance Specialist

---

Substitute teacher (not the job I wanted, but at I am using my degree)

---

Community-Based Research specialist

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## Question 7

If you are currently employed, what is the name of your employer? If you prefer, please just list the general field in which you are employed.

Text input

US Army (active duty)

Eggelhof inc

UNM

University of New Mexico- College of Population Health

Cultural Resource Management

UNM (onsite at UNMH)- program assistant.

UNM HSC

University of Michigan Hospital

I am currently employed through Northern Arizona University in Flagstaff, AZ in a Masters in Psychological Sciences program.

Actors kinda work for themselves

Higher Education

Apple Inc

Center for Action and Contemplation

Investment Advisor

Law firm

UNMH

Office of the Medical Investigator

Albuquerque Museum Anthropology

Retail

Albuquerque Museum Anthropology

University of New Mexico- Public Health Research

Law

Bank of New York Mellon

UNM HSC

Non-profit

Non-profit

Acertus

Acertus

District Attorney

Publishing

Childcare

N/A

Black Duck Inc

Applied behavior analysis

South African Environmental Observation Network

Museum - Edward M Kennedy Institute for the United States Senate

Ive literally been told No one likes to hire UNM graduates.

UNM Arts & Sciences Advisement Center

Oxnard College (Ventura County Community College District)

Customer service

University of New Mexico

Lummi Early Learning Programs

Health Information Management

UNM

US Federal Government

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EduStaff

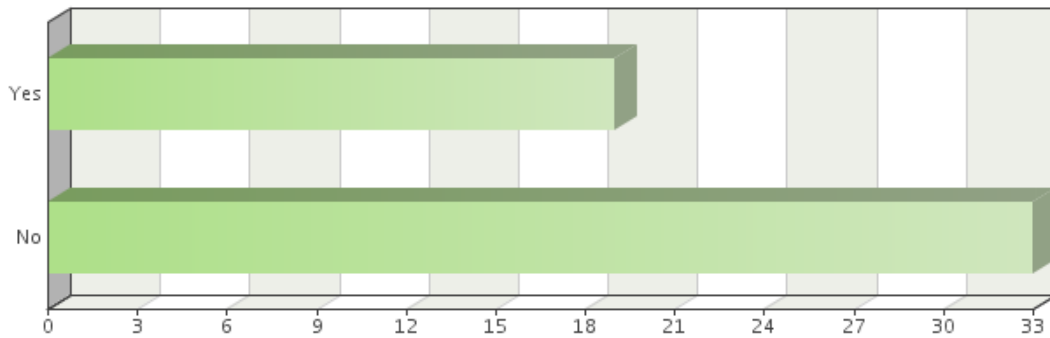
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UNMHSC

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## Question 8

Is any part of your current job related to your UNM Anthropology degree?



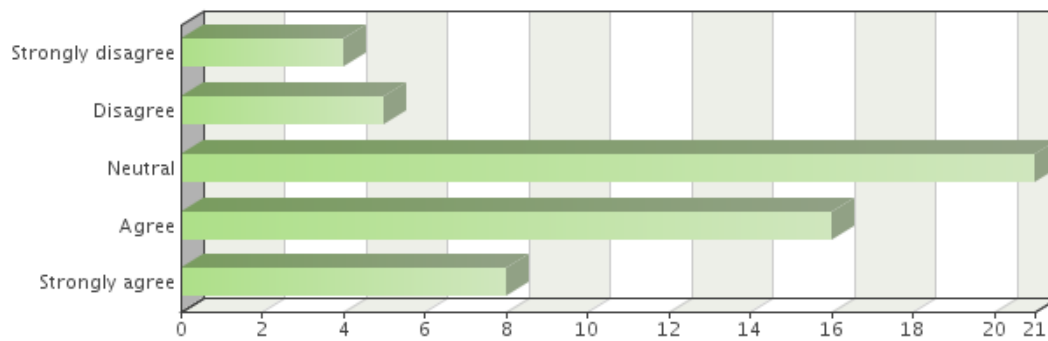
Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Yes	19	19	35.19%	35.19%	36.54%	36.54%
No	33	52	61.11%	96.3%	63.46%	100%
Sum:	52	-	96.3%	-	100%	-
Not answered:	2	-	3.7%	-	-	-
Average:	1.63	Minimum:	1	Variance:	0.24	
Median:	2	Maximum:	2	Std. deviation:	0.49	

**Total answered: 52**

## Question 9

The anthropology program at UNM prepared you well for your current work.



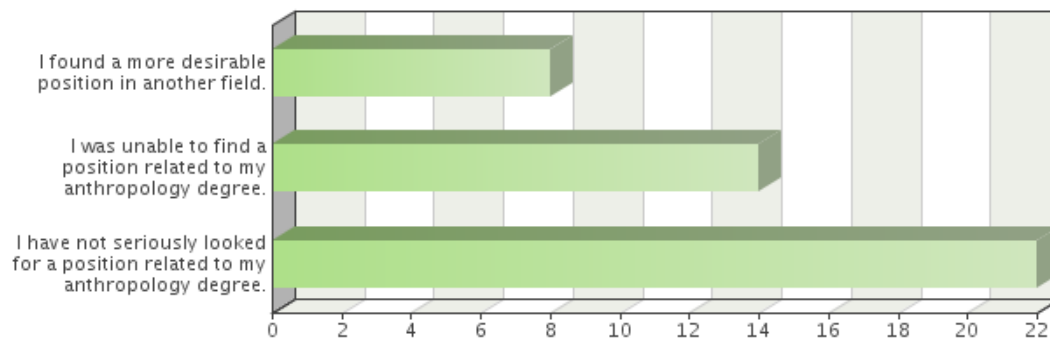
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly disagree	4	4	7.41%	7.41%	7.41%	7.41%
Disagree	5	9	9.26%	16.67%	9.26%	16.67%
Neutral	21	30	38.89%	55.56%	38.89%	55.56%
Agree	16	46	29.63%	85.19%	29.63%	85.19%
Strongly agree	8	54	14.81%	100%	14.81%	100%
Sum:	54	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	3.35	Minimum:	1	Variance:	1.18	
Median:	3	Maximum:	5	Std. deviation:	1.08	

**Total answered: 54**

## Question 10

If your current position is not related to your Anthropology degree, please mark the statement that best describes your situation.



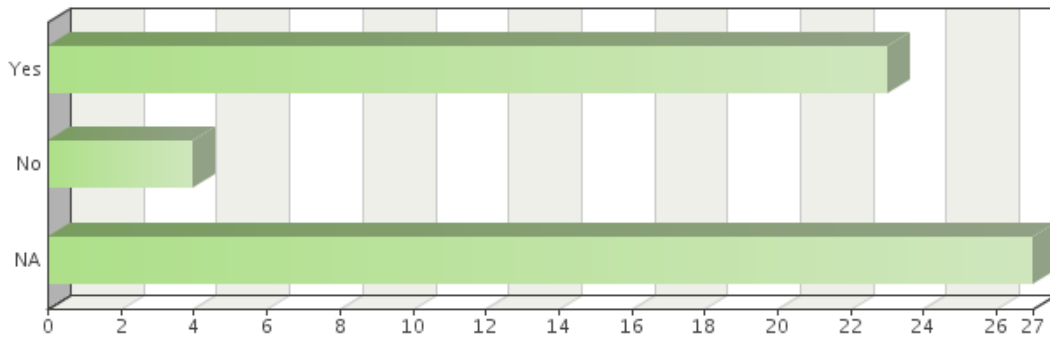
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
I found a more desirable position in another field.	8	8	14.81%	14.81%	18.18%	18.18%
I was unable to find a position related to my anthropology degree.	14	22	25.93%	40.74%	31.82%	50%
I have not seriously looked for a position related to my anthropology degree.	22	44	40.74%	81.48%	50%	100%
Sum:	44	-	81.48%	-	100%	-
Not answered:	10	-	18.52%	-	-	-
Average:	2.32	Minimum:	1	Variance:	0.59	
Median:	2.5	Maximum:	3	Std. deviation:	0.77	

**Total answered: 44**

## Question 11

If you chose to attend graduate school after leaving UNM, were you accepted into one of your top-choice programs?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Yes	23	23	42.59%	42.59%	42.59%	42.59%
No	4	27	7.41%	50%	7.41%	50%
NA	27	54	50%	100%	50%	100%
Sum:	54	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	2.07	Minimum:	1	Variance:	0.94	
Median:	2.5	Maximum:	3	Std. deviation:	0.97	

**Total answered: 54**

## Question 12

If applicable, what university did you choose to attend for graduate school?

Text input

Interservice Physician Assistant Program (University of Nebraska Medical Center)

NA

University of Maryland College Park

I'm still working on a second major in undergrad.

UNM School of Law

University of Michigan

Northern Arizona University, and UNM.

N/A

N/a

Unm School of Medicine

East Carolina University

University of New Mexico

University of Virginia

Boston university

University of New Mexico

UNM School of Medicine

University of North Texas

Indiana University Robert H. McKinney School of Law

Indiana University Robert H. McKinney School of Law

University of Richmond School of Law

University of Houston-Clear Lake

UNM School of medicine

N/A

University of Cape Town

Tufts University

UNM

UC Santa Barbara

Brandeis, UNM

Loughborough University (Loughborough, United Kingdom)

University of North Texas

## Question 13

What degree are you seeking in graduate school (field of study and highest degree that you hope to obtain)?

Text input

MS PA

NA

PhD in Anthropology - Medical anthropology

I'm hopeful to pursue brain and behavior research

Law

I have a Masters in Public Health from University of Michigan. I have this degree now and it is the highest degree that I want to obtain

Currently a Masters, but I am considering a PhD or a PsyD.

PhD in Education

Psychology, PhD

N/a

Will pursue a JD, LSAT scores pending

Medical doctor

M.S.

Social ecological systems Environmental anthropology Sustainability science

Social ecological systems Environmental anthropology Sustainability science

Masters of Public Health

Law, J.D.

Master of Mathematics and Statistics

History

Doctor of Medicine

Master of Science degree in Library Science with a focus in Archival Studies and Imaging Technology. Also pursuing graduate academic certificates in: Archival Management; Digital Curation and Data Management.

JD

JD

Have already obtained a Juris Doctor degree

MA Criminology

MD (doctor of medicine)

Changed degrees. Applying to medical school.

Applied Behavior Analysis

Completed my PhD in Molecular Biology in 2016

MA in Museum Education

MPA, public management (completed Spring 2015) Would like to continue PhD Anthropology, ethnology or PhD LLSS, Education Thought and Sociocultural Studies.

Master's in Evolutionary and Developmental Psychology

SocioAnthropology

Museum Studies (second M.A.) currently; having trouble getting into PhD programs though

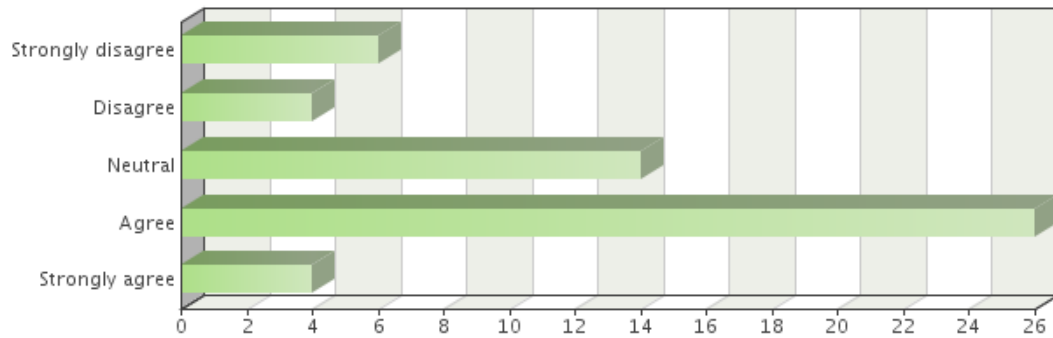
Master of Business Administration (MBA)

I graduated with a Masters of Public Health and a Masters of Applied Anthropology in 2015



## Question 14

My course work provided knowledge and skills required to obtain my desired job.



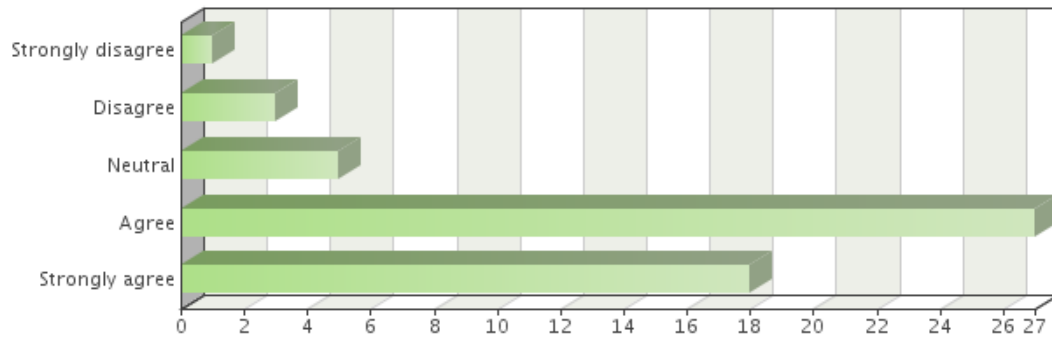
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly disagree	6	6	11.11%	11.11%	11.11%	11.11%
Disagree	4	10	7.41%	18.52%	7.41%	18.52%
Neutral	14	24	25.93%	44.44%	25.93%	44.44%
Agree	26	50	48.15%	92.59%	48.15%	92.59%
Strongly agree	4	54	7.41%	100%	7.41%	100%
Sum:	54	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	3.33	Minimum:	1	Variance:	1.21	
Median:	4	Maximum:	5	Std. deviation:	1.1	

**Total answered: 54**

## Question 15

My Anthropology courses helped me to become a better writer.



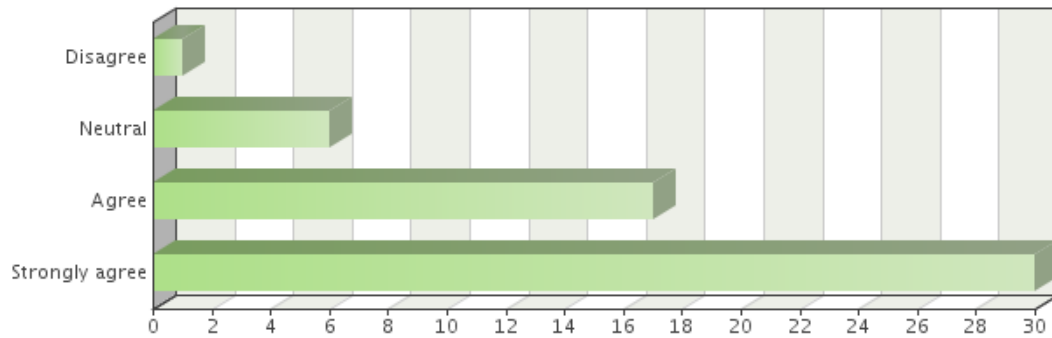
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly disagree	1	1	1.85%	1.85%	1.85%	1.85%
Disagree	3	4	5.56%	7.41%	5.56%	7.41%
Neutral	5	9	9.26%	16.67%	9.26%	16.67%
Agree	27	36	50%	66.67%	50%	66.67%
Strongly agree	18	54	33.33%	100%	33.33%	100%
Sum:	54	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	4.07	Minimum:	1	Variance:	0.82	
Median:	4	Maximum:	5	Std. deviation:	0.91	

**Total answered: 54**

## Question 16

Overall, my experience with professors in the Anthropology Department was positive.



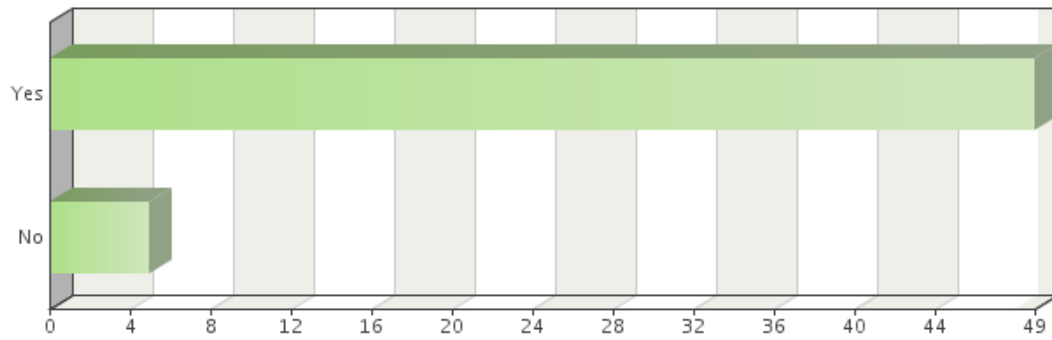
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Disagree	1	1	1.85%	1.85%	1.85%	1.85%
Neutral	6	7	11.11%	12.96%	11.11%	12.96%
Agree	17	24	31.48%	44.44%	31.48%	44.44%
Strongly agree	30	54	55.56%	100%	55.56%	100%
Sum:	54	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	4.41	Minimum:	2	Variance:	0.59	
Median:	5	Maximum:	5	Std. deviation:	0.77	

**Total answered: 54**

## Question 17

Overall, did the UNM Anthropology program meet your educational goals?



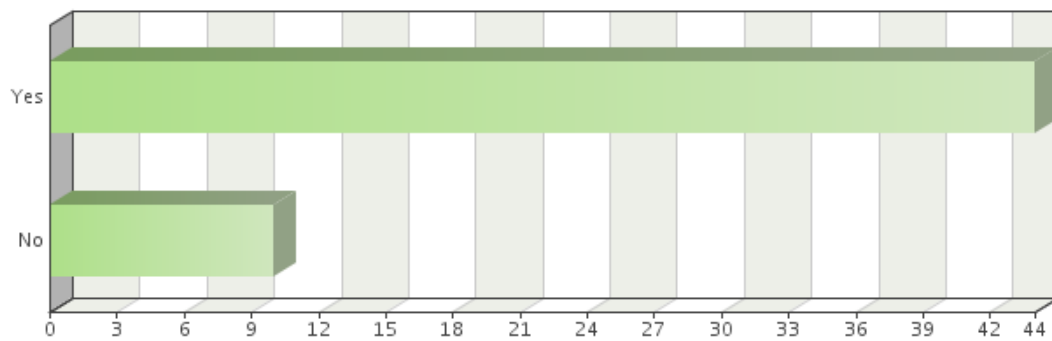
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Yes	49	49	90.74%	90.74%	90.74%	90.74%
No	5	54	9.26%	100%	9.26%	100%
Sum:	54	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	1.09	Minimum:	1	Variance:	0.09	
Median:	1	Maximum:	2	Std. deviation:	0.29	

**Total answered: 54**

## Question 18

Knowing what you know now, if you had it to do it over again, would you select Anthropology as your major at UNM?



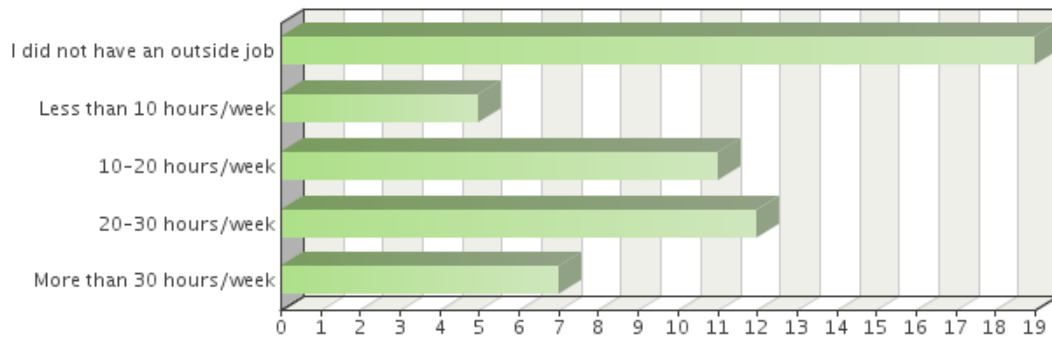
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Yes	44	44	81.48%	81.48%	81.48%	81.48%
No	10	54	18.52%	100%	18.52%	100%
Sum:	54	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	1.19	Minimum:	1	Variance:	0.15	
Median:	1	Maximum:	2	Std. deviation:	0.39	

**Total answered: 54**

## Question 19

Did you have a non-UNM job while you were in the UNM Anthropology Program? If so, how many hours did you work per week on average?



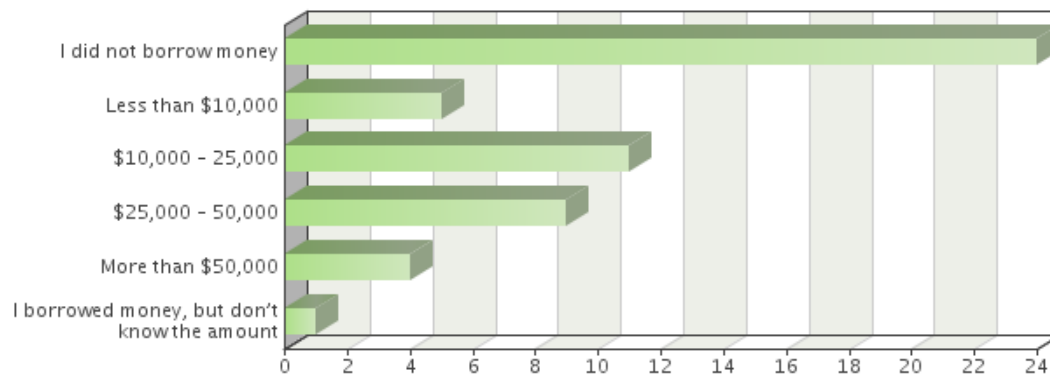
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
I did not have an outside job	19	19	35.19%	35.19%	35.19%	35.19%
Less than 10 hours/week	5	24	9.26%	44.44%	9.26%	44.44%
10-20 hours/week	11	35	20.37%	64.81%	20.37%	64.81%
20-30 hours/week	12	47	22.22%	87.04%	22.22%	87.04%
More than 30 hours/week	7	54	12.96%	100%	12.96%	100%
Sum:	54	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	2.69	Minimum:	1	Variance:	2.18	
Median:	3	Maximum:	5	Std. deviation:	1.48	

**Total answered: 54**

## Question 20

While in the Anthropology Program at UNM, how much student loan debt did you accumulate?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
I did not borrow money	24	24	44.44%	44.44%	44.44%	44.44%
Less than \$10,000	5	29	9.26%	53.7%	9.26%	53.7%
\$10,000 – 25,000	11	40	20.37%	74.07%	20.37%	74.07%
\$25,000 – 50,000	9	49	16.67%	90.74%	16.67%	90.74%
More than \$50,000	4	53	7.41%	98.15%	7.41%	98.15%
I borrowed money, but don't know the amount	1	54	1.85%	100%	1.85%	100%
Sum:	54	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	2.39	Minimum:	1	Variance:	2.17	
Median:	2	Maximum:	6	Std. deviation:	1.47	

**Total answered: 54**

## Question 21

If you could do one thing to improve the Anthropology program, what would it be?

Text input

---

I wouldn't, I had a pleasant experience.

---

Provide research opportunities for Undergraduate students in the Ethnology program. Increase the number of faculty on that area of concentration, and the number of courses available for that area each semester. Taking courses from other fields is not the same than courses taught by anthropologists for anthropology students (even though they fulfill the requirements for graduation).

---

Improve the interaction experience of the online classes. Many of the professors were distant or not involved, leaving the course work to the TA/GA. Online learning can be a good way to take classes that are necessary and lend themselves well to the medium, but they are not supposed to be used as a way to keep distance between those who have knowledge to impart and those who need it.

---

For one thing. Hire a new advisor for the anthropology program. The advisor that was there when I was there had very little enthusiasm and even less helpful information. Secondly, offer seminars on careers in anthropology. Provide networking and talk about options in graduate school.

---

I want to mention Anthropology was my minor, not major. There is no where to clarify this. I actually loved the courses I took, they were the only challenging ones I had during my time at UNM.

---

I have nothing to recommend for improving the Anthropology program. The courses helped me understand the process of writing scientific or academic papers a lot more, and were always incredibly informative.

---

My advisor wasnt very enthusiastic about my education

---

Clearer, more robust math requirements with greater emphasis placed on competency in statistics and math in general.

---

Not an improvement but I want to mention that I was an anthropology minor, not a major. I was an English lit major.

---

Offer more topics classes and more frequently. I minored in Anthropology and had to carefully plan my schedule in advance since not all the classes I needed were offered each semester

---

Perhaps creating clubs or programs that influence students to work together outside of classes (an anthropology honor society or club, etc.).

---

I always thought our program lacked courses on a variety of areas in the world. Of course, southwestern studies is the primary draw for many students to the UNM anthropology program, but during my undergrad we had only recently brought on a professor for Maya studies (2013/2014) and had very little coverage for areas in East China and Africa that weren't prehistoric. Funding is always an issue in these areas, and I don't hold that over the department, but it was always something I thought was lacking in archaeology. Otherwise, I was very pleased with my courses.

---

Better undergraduate advisement

---

I would like the Anthropology department to take on a Master's program. I believe that if a Master's program is instated, then there will be more collaboration between Anthropology and the other departments regarding research projects. I understand that most undergraduates do not possess the time and research skills needed for a large, intersectional project. On the other side, PhD students are worried about conducting research on a longer term basis for their dissertations. Therefore, a Masters program would act as the gracious middle ground for smaller projects between departments. An interdepartmental based Masters program would not only enrich research conducted by the Anthropology department, but also allow graduate students to dabble in methods and perspectives outside of their native fields.

---

Expand program variety. More sustainability science

---

Expand program variety. More sustainability science

---

Better intermingle the different subfields of Anthropology students,

---

I had a fantastic and supportive environment while working toward my degree--I had a double major History and Anthropology. I loved the coursework and I believe it helped me to become a more critical thinker. I was a non-traditional student in that I was in my late 60's when I began. Even though I am not employed using my degree in Anthropology, I am in the middle of writing a book about The Chief White Antelope Blanket. Both Dr. Field and the Southern Cheyenne have supported me and helped me in so many ways. So, I suppose you could say I am working using my Anthropology Degree and learning about another culture from the inside out rather than the outside in.

---

More real world experience opportunities

---

During my time at UNM, I found the departmental advisement to be subpar- occurring too late in my degree pursuit and not governed by a well defined process. I earned degrees in Criminology and Psychology (as well as completed the Honors Program), so my comparison threshold is based on those experiences.

---

Help students with a better understanding of jobs related to Anthropology and encourage students how to stay in the field and also make money.

---

Help students with a better understanding of how to find careers in Anthropology. Maybe a course on how to locate careers in the field.

---

Broader connections with international field schools in Europe, the Middle East, Asia, and Africa.

---

Better guidance in finding jobs or continuing coursework.

---

More genetics courses for undergrads/ interdisciplinary biology-biochem.

---

Better prepare your students for the lack of opportunity to attend graduate school at unmc for anthropology.



I had a very positive experience.

---

Better ethnology courses at the 100 level. I thought my poor experience in the intro to ethnology was representative of the whole concentration. When I finally took an upper level course, though, I was pleasantly surprised and wished I had taken more classes.

---

Overall the whole program. Tanya Mueller should never have been allowed to teach all of the Evolution coursework. She was condescending and dismissive. Do not lose [REDACTED] they are keepers. Dr. Long gave me the best writing advice I have ever received. Quit cross listing undergrad classes with graduate classes. Most of my undergrad coursework was exactly what was required of the 7yr-student debt-PhD students.... Quit having TAs teaching me your undergrads. If were doing the same work load in cross listed classes, what would suddenly qualify them as teaching experts/anthro experts? Fix the general I dont give a shit mentality that is being bred throughout the Anthro department and the new generation of stewards youre teaching. Feel free to call me. Ill keep it real. 505-228-7550

---

Reevaluate departmental professor/instructor hiring practices with a view towards diversity to impact student engagement and retention and improve classroom discussions because this may encourage enrollment into the department and success of underrepresented student populations and may encourage self-examination of perspectives exposing all students to new concepts and ideas. [https://www.aaup.org/NR/rdonlyres/F1A2B22A-EAE2-4D31-9F68-6F235129917E/0/2000\\_diversity\\_report.pdf](https://www.aaup.org/NR/rdonlyres/F1A2B22A-EAE2-4D31-9F68-6F235129917E/0/2000_diversity_report.pdf) [http://cdn-static.findly.com/wp-content/uploads/sites/114/2015/12/Profs\\_Survey\\_Report\\_6-20-08.pdf](http://cdn-static.findly.com/wp-content/uploads/sites/114/2015/12/Profs_Survey_Report_6-20-08.pdf)

---

Several classes were impossible to get into, even with the perks of seniority. These courses should have been offered more often (osteology comes to mind). There needs to be more emphasis on using G.I.S. and courses in this area specifically with archaeology in mind. On a more personal note, I was an older fifty-something student returning to school after 20 years in the information technology field (programmer, sysadmin, database designer, software developer). I was surprised by the lack of technology in both course offerings. Several professors were appallingly ignorant of even the simplest power point presentation.

---

More field research classes at the undergrad level.

---

Faster returns on email approving transferred credits from previous institutions. It nearly took up to graduation to get approval on a class that I had taken prior to going to UNM.

---

I majored in criminology and evolutionary anthropology when I attended UNM. Criminology was my major and evolutionary anthropology was my minor. Then I decided to major in evolutionary anthropology and I did alright. I am happy that I graduated with a degree in evolutionary anthropology. I kept all my anthropology class textbooks and use them as references. I am not sure what one thing to improve the program would be. I would say to keep current with new technologies in the field of anthropology.

---

More courses in SW ethnology topics.

---

Nothing. I enjoyed the coursework, studies, and all the writing. \*\*\*I must add: my minor was Anthropology. While my current position isn't related to Anthropology, after I graduated from UNM, I went on to join the Peace Corps, serving in Samoa.

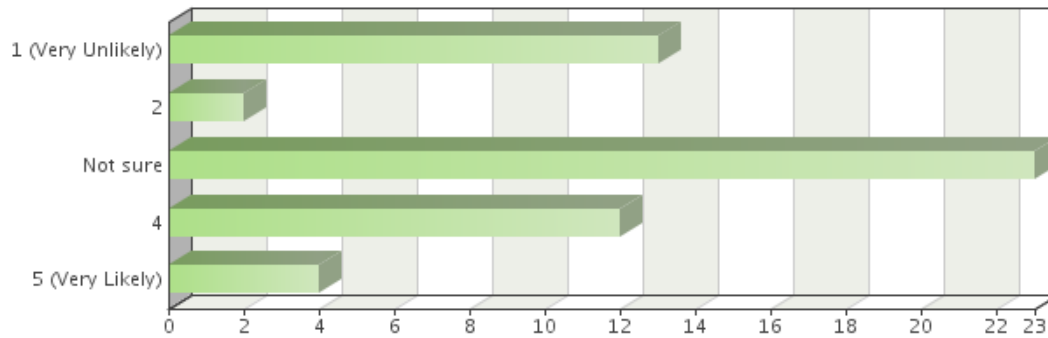
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Guidance in finding a career rather than ending up just taking any job that came up. I think on the whole, the university could do a better job rather than this sit on the entire anthropology department's lap. But maybe since anth is related to the study of people, it's not a bad start. Also, you should note that I received this email as a person who took one particular 100 level course in anthropology. However, survey set up for bachelor's graduate only. It doesn't really make sense, does it? You'd think you'd go after the 400 level students instead if you were looking for graduates?

---

## Question 22

How likely are you to participate in an Anthropology Alumni activity?



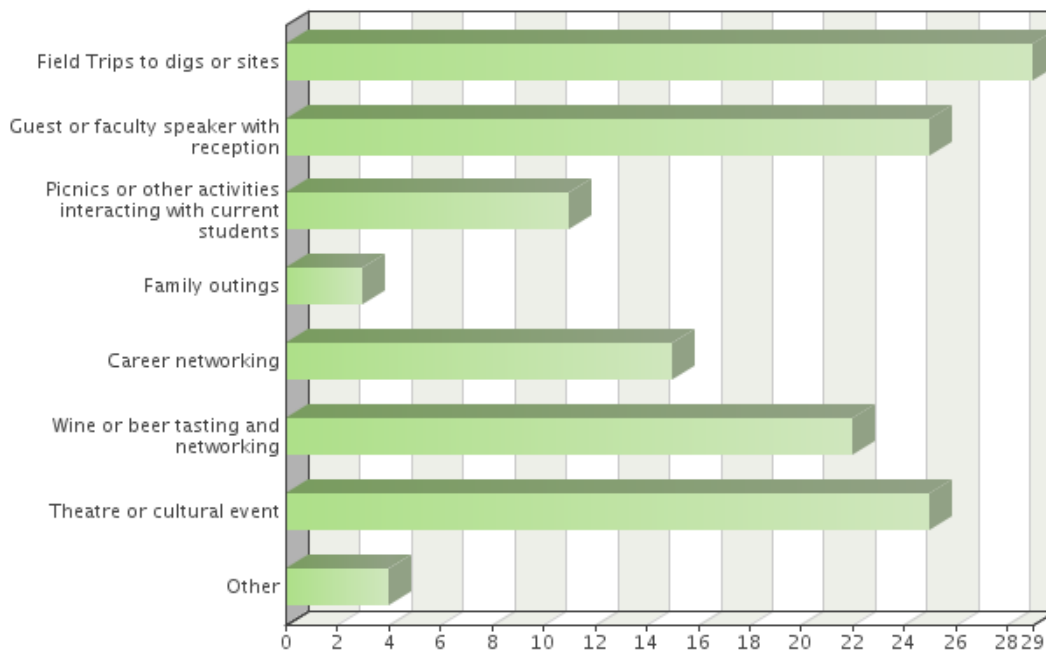
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
1 (Very Unlikely)	13	13	24.07%	24.07%	24.07%	24.07%
2	2	15	3.7%	27.78%	3.7%	27.78%
Not sure	23	38	42.59%	70.37%	42.59%	70.37%
4	12	50	22.22%	92.59%	22.22%	92.59%
5 (Very Likely)	4	54	7.41%	100%	7.41%	100%
Sum:	54	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	2.85	Minimum:	1	Variance:	1.52	
Median:	3	Maximum:	5	Std. deviation:	1.23	

**Total answered: 54**

## Question 23

If the Anthropology Program offered alumni an activity, what would interest you most?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency by choice	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Field Trips to digs or sites	29	29	21.64%	53.7%	53.7%	53.7%	53.7%
Guest or faculty speaker with reception	25	54	18.66%	46.3%	100%	46.3%	100%
Picnics or other activities interacting with current students	11	65	8.21%	20.37%	120.37%	20.37%	120.37%
Family outings	3	68	2.24%	5.56%	125.93%	5.56%	125.93%
Career networking	15	83	11.19%	27.78%	153.7%	27.78%	153.7%
Wine or beer tasting and networking	22	105	16.42%	40.74%	194.44%	40.74%	194.44%
Theatre or cultural event	25	130	18.66%	46.3%	240.74%	46.3%	240.74%
Other	4	134	2.99%	7.41%	248.15%	7.41%	248.15%
Sum:	134	-	100%	-	-	-	-
Not answered:	0	-	-	0%	-	-	-
Average:	4.01	Minimum:	1	Variance:	5.74		
Median:	4	Maximum:	8	Std. deviation:	2.4		

**Total answered: 54**

Last choice text input

I live in South Africa, this is not really possible for me.

Any of the above, if not expensive

I now live in California, so won't be able to attend.

# Comment report

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*Lists all the questions in the survey and displays all the free text responses to these questions, if applicable.*

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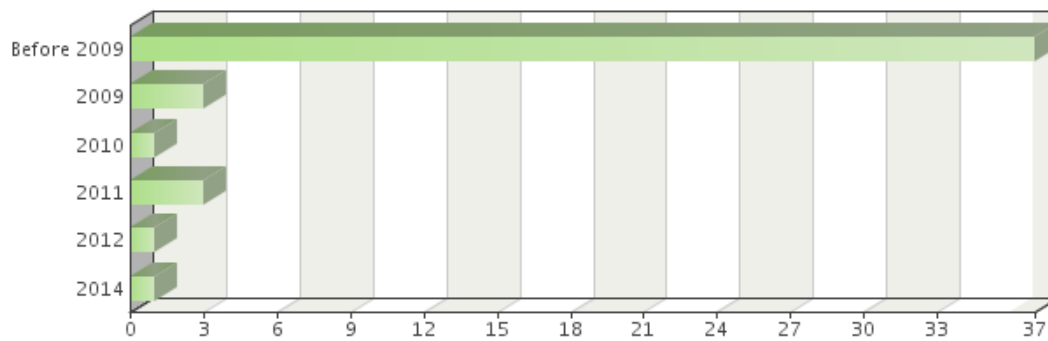
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## Report info

<b>Report date:</b>	Thursday, April 12, 2018 1:31:52 PM MDT
<b>Start date:</b>	Thursday, January 25, 2018 4:41:00 PM MST
<b>Stop date:</b>	Sunday, April 15, 2018 4:41:00 PM MDT
<b>Stored responses:</b>	46
<b>Number of completed responses:</b>	38
<b>Number of invitees:</b>	76
<b>Invitees that responded:</b>	46
<b>Invitee response rate:</b>	60.53%

## Question 1

What year did you enter the graduate program in Anthropology at UNM?



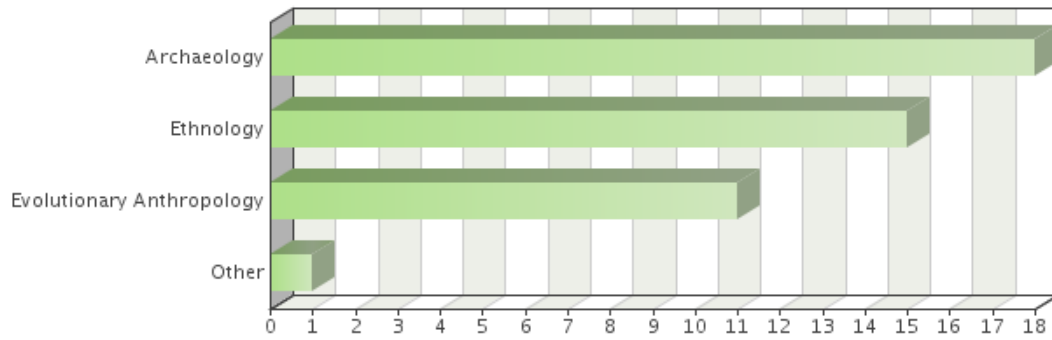
Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Before 2009	37	37	80.43%	80.43%	80.43%	80.43%
2009	3	40	6.52%	86.96%	6.52%	86.96%
2010	1	41	2.17%	89.13%	2.17%	89.13%
2011	3	44	6.52%	95.65%	6.52%	95.65%
2012	1	45	2.17%	97.83%	2.17%	97.83%
2014	1	46	2.17%	100%	2.17%	100%
Sum:	46	-	100%	-	100%	-
Not answered:	0	-	0%	-	-	-
Average:	1.52	Minimum:	1	Variance:	1.63	
Median:	1	Maximum:	7	Std. deviation:	1.28	

**Total answered: 46**

## Question 2

What sub-field were you in ?



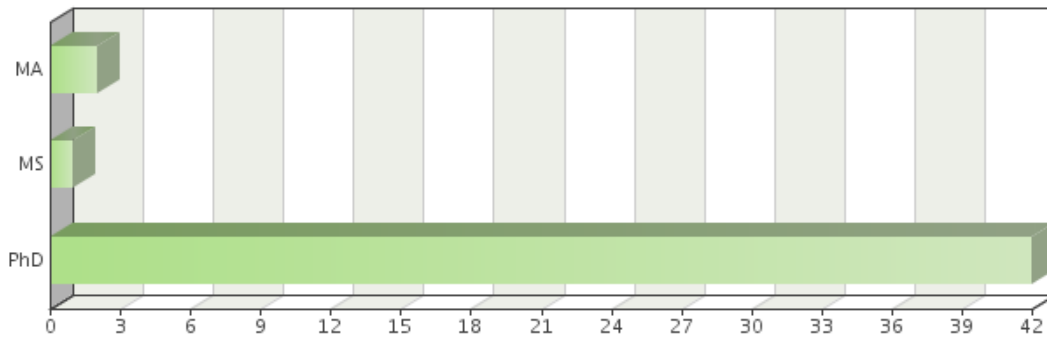
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Archaeology	18	18	39.13%	39.13%	40%	40%
Ethnology	15	33	32.61%	71.74%	33.33%	73.33%
Evolutionary Anthropology	11	44	23.91%	95.65%	24.44%	97.78%
Other	1	45	2.17%	97.83%	2.22%	100%
Sum:	45	-	97.83%	-	100%	-
Not answered:	1	-	2.17%	-	-	-
Average:	1.89	Minimum:	1	Variance:	0.74	
Median:	2	Maximum:	4	Std. deviation:	0.86	

**Total answered: 45**

### Question 3

What was the highest degree that you earned at UNM?



Frequency table

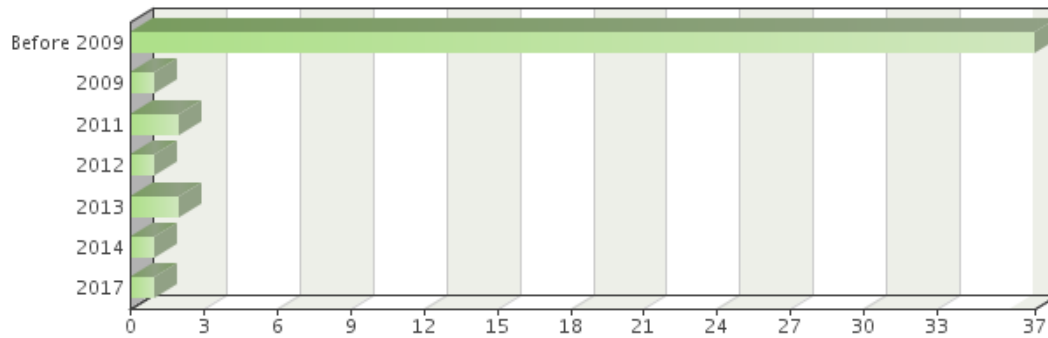
Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
MA	2	2	4.35%	4.35%	4.44%	4.44%
MS	1	3	2.17%	6.52%	2.22%	6.67%
PhD	42	45	91.3%	97.83%	93.33%	100%
Sum:	45	-	97.83%	-	100%	-
Not answered:	1	-	2.17%	-	-	-
Average:	2.89	Minimum:	1	Variance:	0.19	
Median:	3	Maximum:	3	Std. deviation:	0.44	

**Total answered: 45**



## Question 4

What year did you receive your Master's degree?



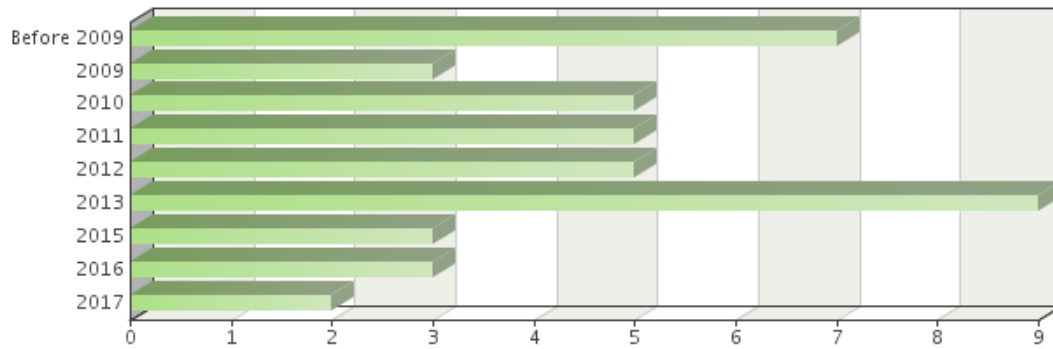
Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Before 2009	37	37	80.43%	80.43%	82.22%	82.22%
2009	1	38	2.17%	82.61%	2.22%	84.44%
2011	2	40	4.35%	86.96%	4.44%	88.89%
2012	1	41	2.17%	89.13%	2.22%	91.11%
2013	2	43	4.35%	93.48%	4.44%	95.56%
2014	1	44	2.17%	95.65%	2.22%	97.78%
2017	1	45	2.17%	97.83%	2.22%	100%
Sum:	45	-	97.83%	-	100%	-
Not answered:	1	-	2.17%	-	-	-
Average:	1.8	Minimum:	1	Variance:	3.94	
Median:	1	Maximum:	10	Std. deviation:	1.98	

**Total answered: 45**

## Question 5

If applicable, what year did you receive your PhD?



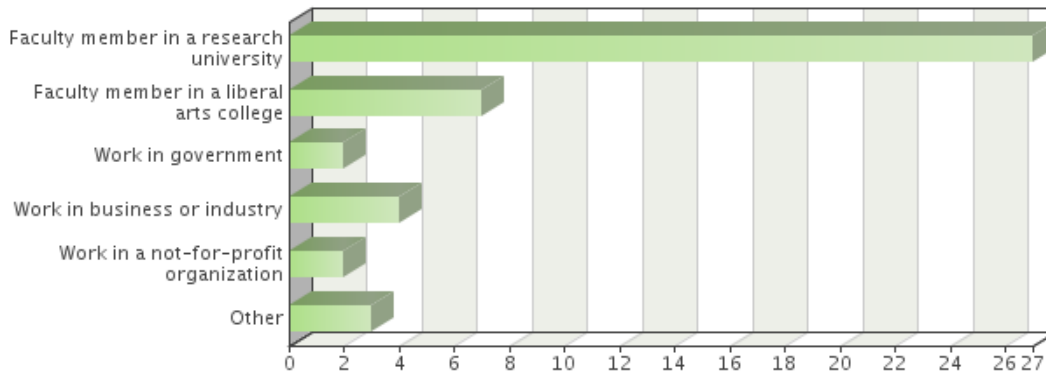
Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Before 2009	7	7	15.22%	15.22%	16.67%	16.67%
2009	3	10	6.52%	21.74%	7.14%	23.81%
2010	5	15	10.87%	32.61%	11.9%	35.71%
2011	5	20	10.87%	43.48%	11.9%	47.62%
2012	5	25	10.87%	54.35%	11.9%	59.52%
2013	9	34	19.57%	73.91%	21.43%	80.95%
2015	3	37	6.52%	80.43%	7.14%	88.1%
2016	3	40	6.52%	86.96%	7.14%	95.24%
2017	2	42	4.35%	91.3%	4.76%	100%
Sum:	42	-	91.3%	-	100%	-
Not answered:	4	-	8.7%	-	-	-
Average:	4.71	Minimum:	1	Variance:	7.18	
Median:	5	Maximum:	10	Std. deviation:	2.68	

**Total answered: 42**

## Question 6

What were your career expectations when you entered the graduate program?



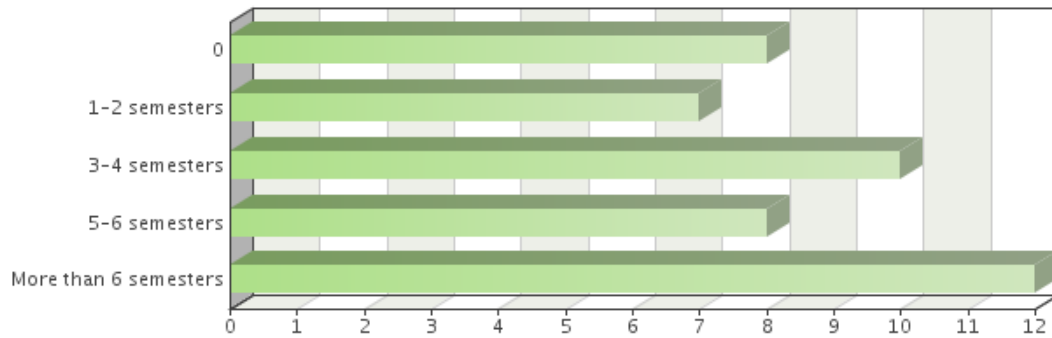
Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Faculty member in a research university	27	27	58.7%	58.7%	60%	60%
Faculty member in a liberal arts college	7	34	15.22%	73.91%	15.56%	75.56%
Work in government	2	36	4.35%	78.26%	4.44%	80%
Work in business or industry	4	40	8.7%	86.96%	8.89%	88.89%
Work in a not-for-profit organization	2	42	4.35%	91.3%	4.44%	93.33%
Other	3	45	6.52%	97.83%	6.67%	100%
Sum:	45	-	97.83%	-	100%	-
Not answered:	1	-	2.17%	-	-	-
Average:	2.33	Minimum:	1	Variance:	4.68	
Median:	1	Maximum:	8	Std. deviation:	2.16	

**Total answered: 45**

## Question 7

Please indicate the approximate number of semesters that you received a teaching or research assistant-ship.



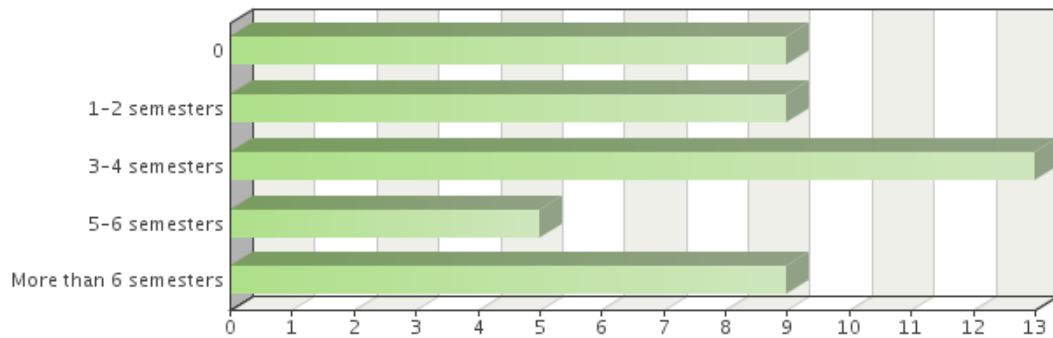
Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
0	8	8	17.39%	17.39%	17.78%	17.78%
1-2 semesters	7	15	15.22%	32.61%	15.56%	33.33%
3-4 semesters	10	25	21.74%	54.35%	22.22%	55.56%
5-6 semesters	8	33	17.39%	71.74%	17.78%	73.33%
More than 6 semesters	12	45	26.09%	97.83%	26.67%	100%
Sum:	45	-	97.83%	-	100%	-
Not answered:	1	-	2.17%	-	-	-
Average:	3.2	Minimum:	1	Variance:	2.12	
Median:	3	Maximum:	5	Std. deviation:	1.46	

**Total answered: 45**

## Question 8

Please indicate the approximate number of semesters that you were funded by a research grant (your own or your adviser's) or a fellowship (e.g., Hibben, LAll).



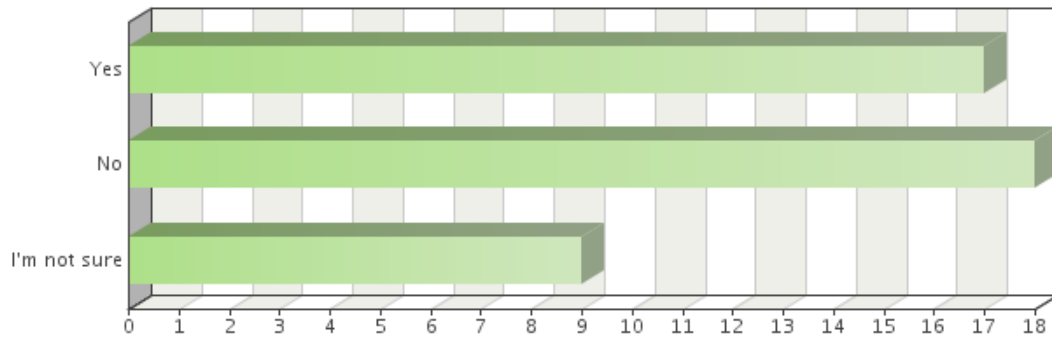
Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
0	9	9	19.57%	19.57%	20%	20%
1-2 semesters	9	18	19.57%	39.13%	20%	40%
3-4 semesters	13	31	28.26%	67.39%	28.89%	68.89%
5-6 semesters	5	36	10.87%	78.26%	11.11%	80%
More than 6 semesters	9	45	19.57%	97.83%	20%	100%
Sum:	45	-	97.83%	-	100%	-
Not answered:	1	-	2.17%	-	-	-
Average:	2.91	Minimum:	1	Variance:	1.95	
Median:	3	Maximum:	5	Std. deviation:	1.4	

**Total answered: 45**

## Question 9

Do you think that funding by the department/university significantly reduced the length of time it took you to graduate?



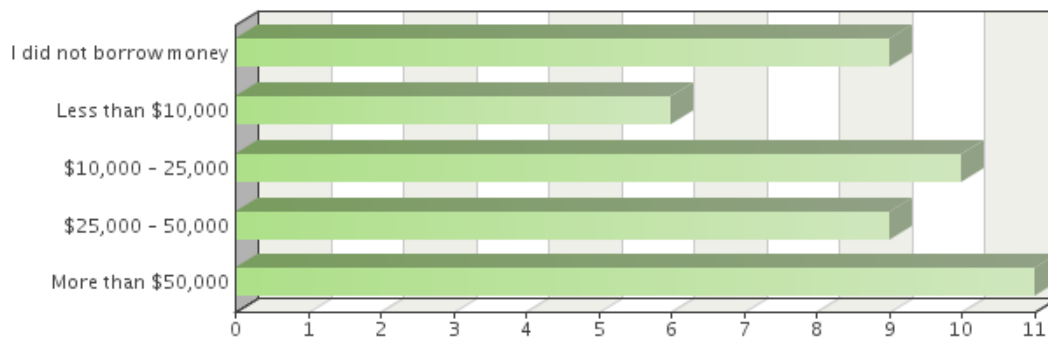
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Yes	17	17	36.96%	36.96%	38.64%	38.64%
No	18	35	39.13%	76.09%	40.91%	79.55%
I'm not sure	9	44	19.57%	95.65%	20.45%	100%
Sum:	44	-	95.65%	-	100%	-
Not answered:	2	-	4.35%	-	-	-
Average:	1.82	Minimum:	1	Variance:	0.57	
Median:	2	Maximum:	3	Std. deviation:	0.76	

**Total answered: 44**

## Question 10

While in the Anthropology Program at UNM, how much student loan debt did you accumulate?



Frequency table

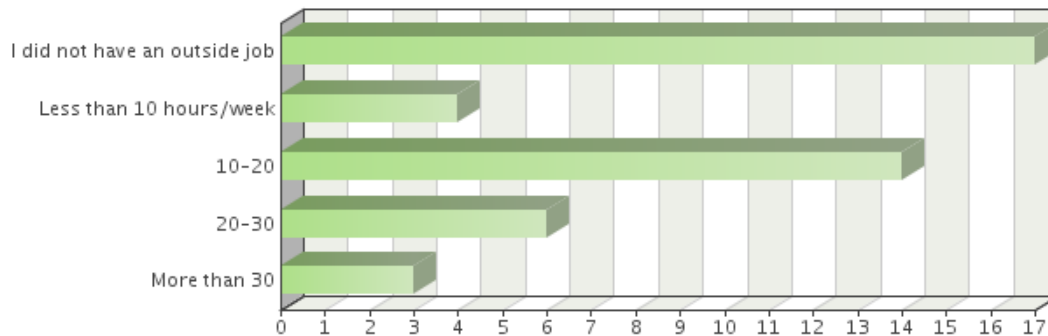
Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
I did not borrow money	9	9	19.57%	19.57%	20%	20%
Less than \$10,000	6	15	13.04%	32.61%	13.33%	33.33%
\$10,000 – 25,000	10	25	21.74%	54.35%	22.22%	55.56%
\$25,000 – 50,000	9	34	19.57%	73.91%	20%	75.56%
More than \$50,000	11	45	23.91%	97.83%	24.44%	100%
Sum:	45	-	97.83%	-	100%	-
Not answered:	1	-	2.17%	-	-	-
Average:	3.16	Minimum:	1	Variance:	2.13	
Median:	3	Maximum:	5	Std. deviation:	1.46	

**Total answered: 45**

## Question 11

Did you have a non-UNM job when you were a graduate student? If so, how many hours did you work per week on average?

Please select from the drop-down list.



Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
I did not have an outside job	17	17	36.96%	36.96%	38.64%	38.64%
Less than 10 hours/week	4	21	8.7%	45.65%	9.09%	47.73%
10-20	14	35	30.43%	76.09%	31.82%	79.55%
20-30	6	41	13.04%	89.13%	13.64%	93.18%
More than 30	3	44	6.52%	95.65%	6.82%	100%
Sum:	44	-	95.65%	-	100%	-
Not answered:	2	-	4.35%	-	-	-
Average:	2.41	Minimum:	1	Variance:	1.74	
Median:	3	Maximum:	5	Std. deviation:	1.32	

**Total answered: 44**



## Question 12

What is your current job title?

Text input

Senior Lecturer

Associate Professor of Anthropology

Assistant Professor of Anthropology

Assistant Professor of Biological Anthropology

Assistant Professor

Archaeologist

Assistant Curator of Native American Art

Assistant Professor of Practice and Assistant Director

Postdoctoral Research Fellow

Assistant Professor

Director of Development

Postdoctoral Research Fellow

Assistant professor in psychology

Bioarchaeology Director

Director of Education

Assistant Professor

Assistant Professor of Anthropology

Archaeologist

Visiting Assistant Professor of Anthropology

Assistant Professor Department of Anthropology

Associate Professor of Anthropology

Assistant Professor

assistant professor

Laboratory Manager

Assistant Professor of Anthropology/Sustainability Coordinator

Senior Forensic Anthropologist

Adjunct lecturer

Environmental Director/Tribal Historic Preservation Officer

Archeological Technician

Assistant Professor

Vlce President

Assistant Professor

Lecturer II

Assistant professor

Curator of Anthropology and Natural History

Lecturer; Program Director

Post-doctoral research associate

Director of Education

GIS Analyst

Data Analyst, Enrolment Services

Assistant Professor of Anthropology

Lecturer, Department of Anthropology

Archaeologist

Instructor

## Question 13

What is your current place of employment?

Text input

Vanderbilt University

Texas State University

University of Hawaii West Oahu

Purdue University

CSU, Chico

U.S. Army Corps of Engineers

Minneapolis Institute of Art

University of Nebraska-Lincoln

Colorado State University

Department of Anthropology, Western Washington University

Southwest Center for HIV/AIDS

Max Planck Institute

Wales

University of Iowa Office of the State Archaeologist

Crow Canyon Archaeological Center

R2 University

Missouri State University Dept. of Sociology and Anthropology

Institute of Archaeology, Belize, Central America

University of Missouri

Southern Illinois University Edwardsville

University of Maine Farmington

Missouri State University

a research university

Crow Canyon Archaeological Center

University of Maine at Farmington

UNT Center For Human Identification, Forensic Anthropology Unit

University of Arizona

Pala Band of Mission Indians

National Park Service, Southeast Arizona Group

University of Arizona

Paleoresearch Institute

University of Guelph

UNM Valencia Campus, Truckee Meadows Community College among others

University of a Mississippi Medical Center

University museum

University of California, Los Angeles

University of Illinois at Urbana-Champaign, Spurlock Museum

Mount Royal University

University at Albany

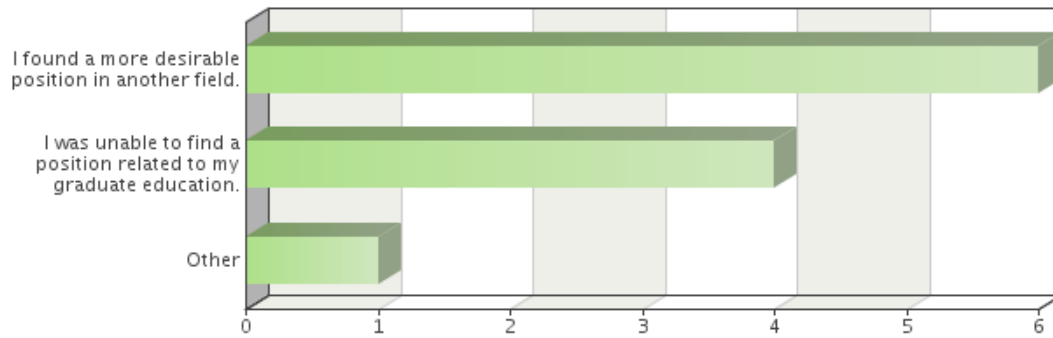
University of North Texas

Forest Service

Central New Mexico Community College

## Question 14

If your current position is not related to your graduate education, please mark the statement that best describes your situation.



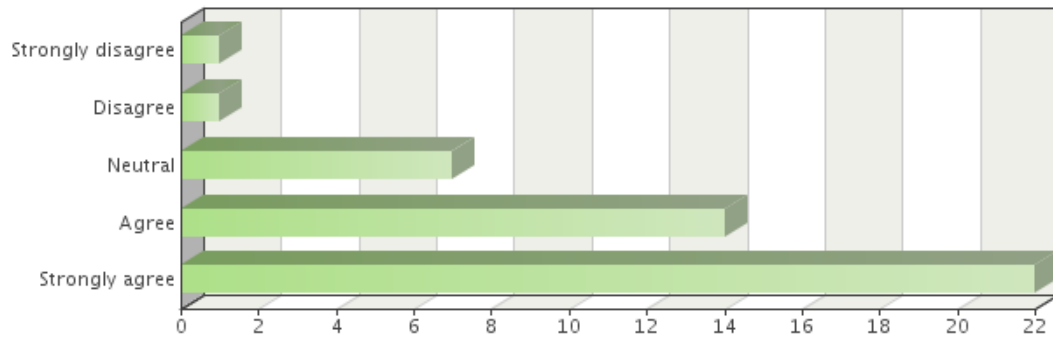
Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
I found a more desirable position in another field.	6	6	13.04%	13.04%	54.55%	54.55%
I was unable to find a position related to my graduate education.	4	10	8.7%	21.74%	36.36%	90.91%
Other	1	11	2.17%	23.91%	9.09%	100%
Sum:	11	-	23.91%	-	100%	-
Not answered:	35	-	76.09%	-	-	-
Average:	1.64	Minimum:	1	Variance:	0.85	
Median:	1	Maximum:	4	Std. deviation:	0.92	

**Total answered: 11**

## Question 15

My course work provided knowledge and skills required to obtain my desired job.



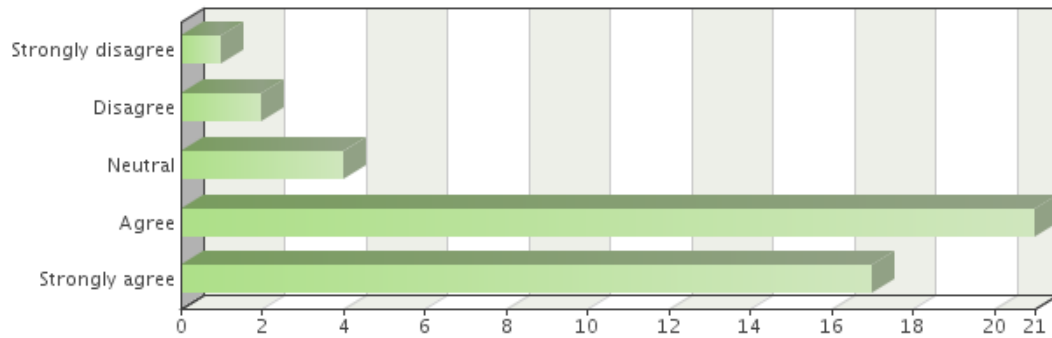
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly disagree	1	1	2.17%	2.17%	2.22%	2.22%
Disagree	1	2	2.17%	4.35%	2.22%	4.44%
Neutral	7	9	15.22%	19.57%	15.56%	20%
Agree	14	23	30.43%	50%	31.11%	51.11%
Strongly agree	22	45	47.83%	97.83%	48.89%	100%
Sum:	45	-	97.83%	-	100%	-
Not answered:	1	-	2.17%	-	-	-
Average:	4.22	Minimum:	1	Variance:	0.9	
Median:	4	Maximum:	5	Std. deviation:	0.95	

**Total answered: 45**

## Question 16

My training prepared me for a successful career in research.



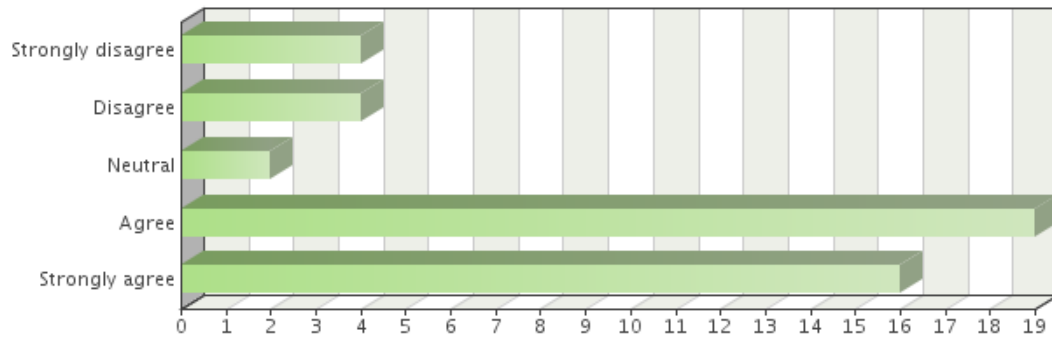
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly disagree	1	1	2.17%	2.17%	2.22%	2.22%
Disagree	2	3	4.35%	6.52%	4.44%	6.67%
Neutral	4	7	8.7%	15.22%	8.89%	15.56%
Agree	21	28	45.65%	60.87%	46.67%	62.22%
Strongly agree	17	45	36.96%	97.83%	37.78%	100%
Sum:	45	-	97.83%	-	100%	-
Not answered:	1	-	2.17%	-	-	-
Average:	4.13	Minimum:	1	Variance:	0.85	
Median:	4	Maximum:	5	Std. deviation:	0.92	

**Total answered: 45**

## Question 17

My training prepared me to write publication/grants



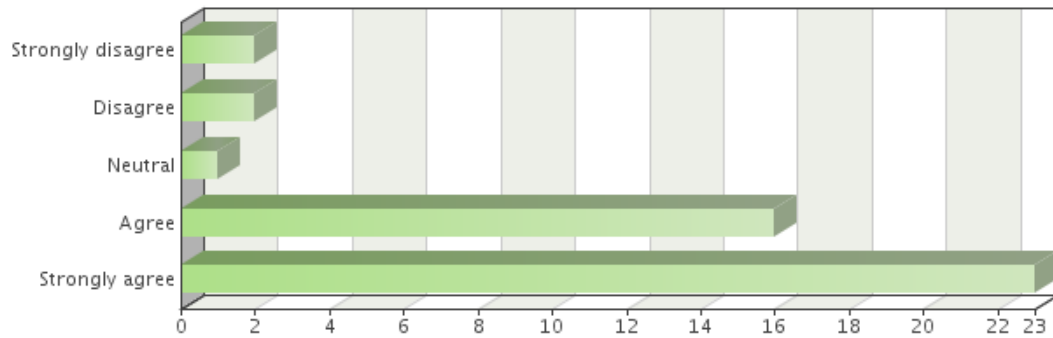
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly disagree	4	4	8.7%	8.7%	8.89%	8.89%
Disagree	4	8	8.7%	17.39%	8.89%	17.78%
Neutral	2	10	4.35%	21.74%	4.44%	22.22%
Agree	19	29	41.3%	63.04%	42.22%	64.44%
Strongly agree	16	45	34.78%	97.83%	35.56%	100%
Sum:	45	-	97.83%	-	100%	-
Not answered:	1	-	2.17%	-	-	-
Average:	3.87	Minimum:	1	Variance:	1.57	
Median:	4	Maximum:	5	Std. deviation:	1.25	

**Total answered: 45**

## Question 18

Overall, my experience with my advisor was positive.



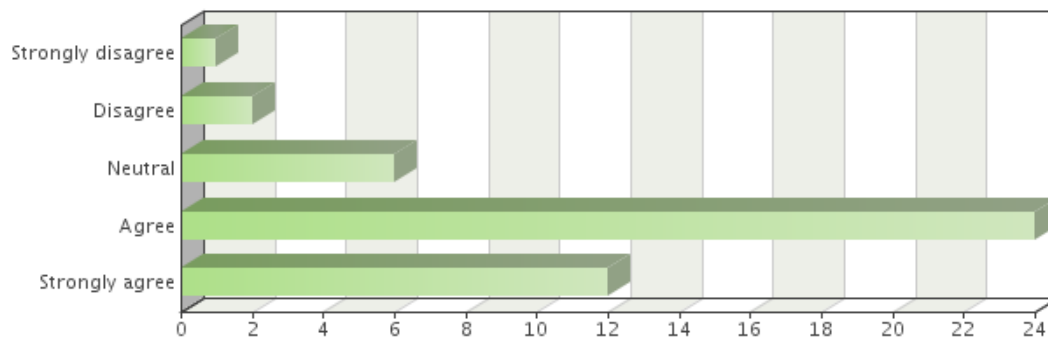
Frequency table

Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly disagree	2	2	4.35%	4.35%	4.55%	4.55%
Disagree	2	4	4.35%	8.7%	4.55%	9.09%
Neutral	1	5	2.17%	10.87%	2.27%	11.36%
Agree	16	21	34.78%	45.65%	36.36%	47.73%
Strongly agree	23	44	50%	95.65%	52.27%	100%
Sum:	44	-	95.65%	-	100%	-
Not answered:	2	-	4.35%	-	-	-
Average:	4.27	Minimum:	1	Variance:	1.09	
Median:	5	Maximum:	5	Std. deviation:	1.04	

**Total answered: 44**

## Question 19

Overall, my graduate experience in the UNM Anthropology Department was positive.



Frequency table

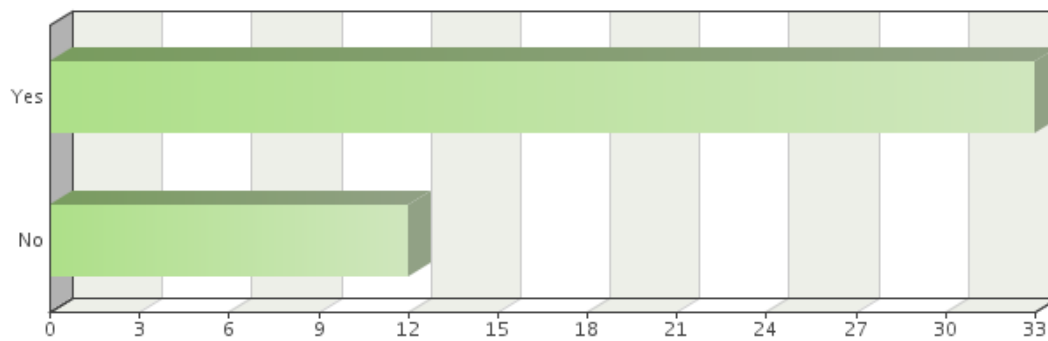
Levels	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Strongly disagree	1	1	2.17%	2.17%	2.22%	2.22%
Disagree	2	3	4.35%	6.52%	4.44%	6.67%
Neutral	6	9	13.04%	19.57%	13.33%	20%
Agree	24	33	52.17%	71.74%	53.33%	73.33%
Strongly agree	12	45	26.09%	97.83%	26.67%	100%
Sum:	45	-	97.83%	-	100%	-
Not answered:	1	-	2.17%	-	-	-
Average:	3.98	Minimum:	1	Variance:	0.79	
Median:	4	Maximum:	5	Std. deviation:	0.89	

**Total answered: 45**



## Question 20

Knowing what you know now, if you had it to do it over again, would you select UNM Anthropology?



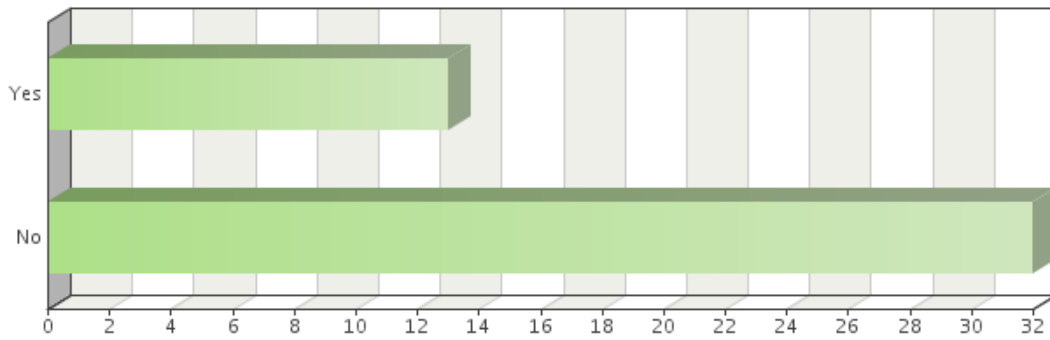
Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Yes	33	33	71.74%	71.74%	73.33%	73.33%
No	12	45	26.09%	97.83%	26.67%	100%
Sum:	45	-	97.83%	-	100%	-
Not answered:	1	-	2.17%	-	-	-
Average:	1.27	Minimum:	1	Variance:	0.2	
Median:	1	Maximum:	2	Std. deviation:	0.45	

**Total answered: 45**

## Question 21

If you had it to do it over again, would you pursue an anthropology degree at a different university?



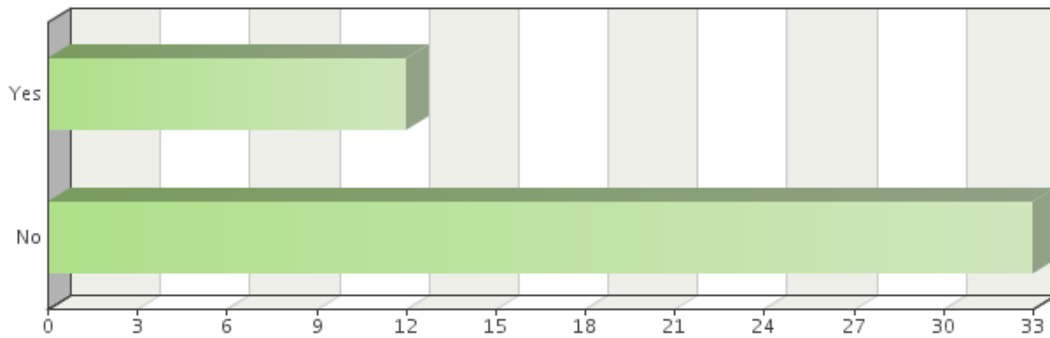
Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Yes	13	13	28.26%	28.26%	28.89%	28.89%
No	32	45	69.57%	97.83%	71.11%	100%
Sum:	45	-	97.83%	-	100%	-
Not answered:	1	-	2.17%	-	-	-
Average:	1.71	Minimum:	1	Variance:	0.21	
Median:	2	Maximum:	2	Std. deviation:	0.46	

**Total answered: 45**

## Question 22

If you had it to do it over again, would you pursue a different graduate degree?



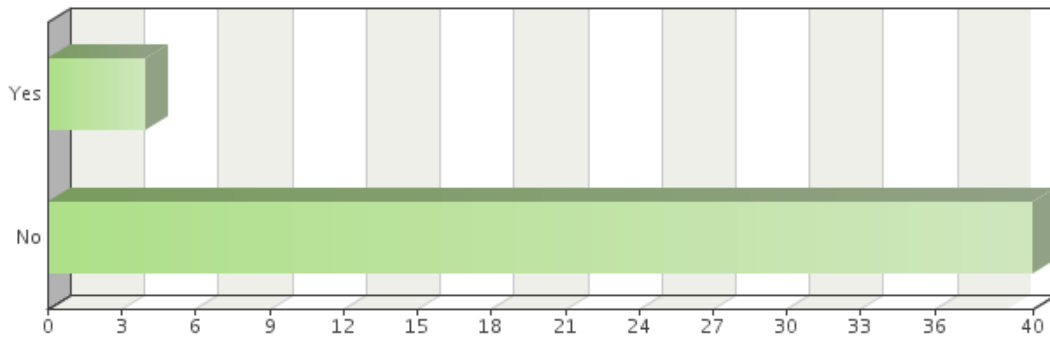
Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Yes	12	12	26.09%	26.09%	26.67%	26.67%
No	33	45	71.74%	97.83%	73.33%	100%
Sum:	45	-	97.83%	-	100%	-
Not answered:	1	-	2.17%	-	-	-
Average:	1.73	Minimum:	1	Variance:	0.2	
Median:	2	Maximum:	2	Std. deviation:	0.45	

**Total answered: 45**

## Question 23

If you had it to do it over again, would you choose not to pursue a graduate degree?



Frequency table

Items	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Yes	4	4	8.7%	8.7%	9.09%	9.09%
No	40	44	86.96%	95.65%	90.91%	100%
Sum:	44	-	95.65%	-	100%	-
Not answered:	2	-	4.35%	-	-	-
Average:	1.91	Minimum:	1	Variance:	0.08	
Median:	2	Maximum:	2	Std. deviation:	0.29	

**Total answered: 44**

## Question 24

What can we do to improve training for future graduate students?

(1,000 character limit)

Text input

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More training about the process of publication and a more structured plan for graduating with some publications.

---

Provide more methodological training (both qualitative and quantitative); implement more training in applied anthropology to stay relevant and account for the fact that jobs in academia are not readily available; provide more mentorship or courses on grant writing and publishing; provide guidance on how to get a job in academia (how to prepare a job talk, an overview of the process and timeline, etc.); keep being awesome Side note: There needs to be more funding support or guidance on how to avoid debt. Despite a 30 hour a week research assistantship in year 1 and assistantships/fellowships/part time work for the remaining years, I still accrued just under \$200,000 in debt though I finished in 7 years.

---

Curriculum was very narrow when I went through, multiple similar classes with a small number of profs, and limited lab opportunities. Power abuses and sexual harassment by faculty made the experience unpleasant, hopefully the dynamic has changed with all the new bio folks.

---

Beyond training in research and the academic job process, students need training in cultural resource law and practice in government (both land management agencies and overall cultural resource compliance), and real nuts-and-bolts preparation for the vast majority of available archaeology jobs. Also: training and experience in directly engaging Native American populations in research -- both in developing research questions, approaches, and interpretations AND consulting THPOs, traditional leaders, etc., on Tribal concerns and opinions on research.

---

Encouragement to take courses in related disciplines to expand understanding and for future employment possibilities. Offer more internships to gain experience.

---

Work more on getting them real training in research methods, beyond just the two courses in Ethnology. It would be really useful if faculty would allow students to participate in their research from the start of their career to gain useful methods training. In addition, more training on applying for grants and funding from the first year. Push students to apply for opportunities that will give them wide range of methodological experiences.

---

More focus on "real world" research skills: managing large databases, data cleaning, statistical analysis, and writing grants. I would have also liked more guidance on how to manage research teams and data collection in a field setting. In my current postdoc position, I find that a multidisciplinary approach is important, so it could be helpful to bridge anthro grad students into diverse projects that are beyond just an anthro focus.

---

Looking back at my experience, and my current role as an advisor of undergraduate and graduate students, I think it would be beneficial to provide a workshop early in the program about the mentor-mentee relationship. Regarding funding, I was fortunate to receive funding from RWJF and Mellon, though looking back, I see that much of the time I spent with those funders pulled me away from my focus... while funding is necessary, care should be taken to let the department/advisor lead scholarly pursuits, not funders (and to this, I might add, the funders have essentially dropped/forgotten/neglected the students they worked with once they entered tenure track positions). Finally, I certainly would have welcomed more diversity (ethnic and socio-economic) in the faculty and cohort.

---

Grad students need training for non-academic careers. So few will go to the tenure track, they know it, and they don't know what to do about it. It's a fact that's easier to avoid than to face, and social pressures from the academic environment also don't help here--there is a persistent culture that non-academic careers are less valued and not worth the faculty investment in the student. I've had many individuals contact me since I graduated and went into non-profit work about what I do and how I got here. One person said that they didn't understand how anything they do in grad school could be relevant in any other field, and didn't know what skills they had to contribute to venues outside of academia. This person has been in the UNM program for 7 years--that they couldn't assess their own skill set is astounding, and a marker of grad school failing them. I wish I could say that this was the only person who expressed this sentiment to me. They weren't.

---

I think that a negative graduate student culture was the main issue during my time at UNM. While i was lucky to be consistently funded, I feel that uncertain finances were often the main source of negativity between students. Also, I feel like many advanced students end up stuck working or teaching nearly full time to pay for their tuition, which ends up giving them no solid block of time to write. One thing that would be a huge boost is some kind of short term waiver for one or two semesters of dissertation credits. Paying 700-1400 dollars out of your own pocket to have the time to finish writing for 1-2 semesters is very, very difficult for a grad student, and it makes an incentive to never stop working long enough to finish writing. Easily the brightest spot of my time was the Zooarch Writing Group, where people met weekly and helped/advised each other.

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No comments here. I had a great graduate school experience at UNM that led me to an awesome career. Many thanks to UNM Anthro faculty, especially my advisor!

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Only admit the students that you can afford to support all the way through and prepare them better for alternate careers outside of academia. I found it very difficult to work full-time in the summers and half-time during the semesters for the Forest Service and still keep up with my studies and research. Also, when I was in the program at UNM there were what felt like a lot of unnecessary hoops to jump through in order to be allowed to begin research. I had to do comps, defend my proposal (which back then you could only present once a year), and take specials. This process took much longer than it should, partly due to how things were set up in the department. I believe some of this has already been addressed.

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There is a trade-off between the number of students in the program and the amount of time an advisor can dedicate to those students. While I think I would have benefited from more one-on-one advising, I recognize that if the number of students admitted was more limited, I probably wouldn't have gotten accepted. I wonder if a master's project would have helped me. This might further delay graduation, but even using data previously collected to complete a small project and write it up, might be useful. And then if this deliverable could be used as a first publication that could be incorporated into the PhD thesis that would be really helpful in gaining manuscript writing skills. I don't think it should be required to have 3 accepted manuscripts, simply because this could delay graduation quite substantially and sometimes graduating and moving into a post-doc is much more useful for one's academic career (although this was not a requirement at the time of my graduation).

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More financial support for graduate students and more teaching opportunities would be helpful. Although, more explicit training in research methods and opportunities to participate in research through the university would have been helpful in terms of learning methods, becoming more connected with the community, and being mentored in research methods.

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I don't know how much this will curve your survey since I am an international student. A couple of things that may change your survey. I could not be here unless I was funded, I can not hold a non UNM job and lastly I can not get student loans.

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Make the program more focused and streamlined. Speed up throughput of grad students through the program. Make sure students don't get lost. Teach grad students how to write research papers.

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The financial support and mentorship at UNM is outstanding, and is a major strength of the program. My training and mentorship not only prepared me for the field, but also for the job market. The only weakness I can identify, though it never applied to me as a student there, is consistency in the graduate curriculum requirements. When viewed across cohorts and subfields, there is a lot of variation in what is required and appropriate for students to complete their pre-ABD portion of the degree. Again, this was not an issue for me at all, but I have heard from other students (mainly prior cohorts before me) that this was an issue for them. My experiences were positive, and I was able to finish my degree in the appropriate time as well as land a permanent job thanks largely to the preparation I received from the Evolutionary Anthropology faculty, as well as faculty from other areas of the department.

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I believe that graduate students could benefit from more training in methodology to successfully complete fieldwork. I felt fortunate to have earned a masters degree from a different institution that provided a solid foundation in methods. Without such background education I believe it would have been challenging to have completed my fieldwork, data analysis, and write up. I also think it would have been difficult to pursue the work I did outside of UNM that required skills with qualitative research methods. Graduate students could also benefit from greater financial support. I worked one to two jobs at a time outside of being a graduate student at UNM, which afforded me invaluable experience, but proved extremely stressful. I also was not able to gain much teaching experience through UNM while a graduate student. Offering more TAs and GAs would greatly enhance the overall experience of UNM graduate students.

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More direct involvement with ongoing research and better networking opportunities are always helpful, as is increased funding.

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You should require that students take at least one course in each of the subfields because those of us who teach, often teach ANTH101. I was woefully under-prepared to teach elements of biological/physical anthropology and archaeology. I wish I could have taken a teaching prep course in each of those areas so that I would be much better prepared to teach ANTH101. I also wish the department would encourage ethnology students to prepare a master's thesis that can be published. Otherwise, we have few publications at the time of completing a PhD and then suddenly are thrust into the world of teaching (often teaching 4/4 or 5/5 course loads) with little time to produce as many publications that we should in order to be viable in our field.

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More funding is always helpful to speed up the process to graduation.

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UNM was a strong department of graduate education. I think the lack of funding was definitely a hindrance for completing the degree quickly and not accruing significant student loan debt. More funding is needed and I know the Hibben fellowships have been a welcome addition (but aren't they limited to research in the American Southwest)? I think a weakness of the archaeology program is methods. I felt like I did not receive adequate field methods (i.e. mapping, survey, sampling design, excavation strategies). There is a presumption that students will get these in a field school, but that typically does not offer enough experience in which to acquire and later acquire knowledge into dissertation research.

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I was creative in finding (non-anthro) UNM work-study/staff positions to defer costs (Biology Dept, Maxwell Museum, OT/PT Dept, CAPS, and OMI (often held 2 jobs concurrently, 30+ hrs/week). Luckily I gained relevant work experience that is directly applicable to my current position. Having to find income slowed my progress a bit, but my delays were due to complications with advisors. The 1st was through no fault of his own, and I was able to earn my MS under him before changing advisors to one with my research interests. Unfortunately, this 2nd advisor was a bit obstructive (she has since left and I don't think she graduated any PhDs). After switching to a 3rd advisor, I was able to finish my PhD quickly. Limiting cohort sizes may improve training, opening up more semesters of grant funding/teaching opportunities and reducing burden on advisors. I enjoyed my time at UNM, valued the diversity of courses, and landed the job I wanted.

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Perhaps include more training directly related to publishing research papers. And provide more discussion of the expectations of different career tracks and the feasibility of doing each type of career with and without family obligations. Hold conversations about work-life balance issues within academia.

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Make more funding available whenever possible. Give students the opportunity to teach before they graduate. Prepare students for careers outside academia.

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Provide more consistent funding beyond semester to semester or year to year.

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In general, training them for technical skills that they will need in the workforce, including oral presentation, writing (e.g. scientific reports and grants), data analysis.

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1) Let students know how much per minute they are paying for the course. Also let them know that a student loan at a 6-8% interest rate means they are going to pay double what they take out on a 10 year plan. 2) Make students aware that tenure-track positions are rare, and that they should not expect to get one, even if they do everything by the book. Let students know it is not a failure to not be in academia. 3) Students should submit at least one manuscript for peer-review as part of their terminal degree progress (Arch & EvAnth). 4) Let them know what vocational skills they picked up at UNM are applicable to the world outside academia.

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My personal successes at UNM were based on a supportive supervisory committee, specific research objectives that I brought with me to the program, and a supportive cohort of students. I believe my successes were based on reasonable expectations of the commitment required to complete a PhD. I hope the department continues to be such a supportive environment. With the benefit of reflection, I suppose a somewhat shorter program might have helped with retention in our cohort. My PhD took 8 years -- and I arrived with a terminal MA from another institution. I see that now as longer than average timeline, and without the support of my committee and my family, I would never have finished.

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More funding would make a big difference. Students can then focus on getting their research done and get going. There was very little funding available for ethnography when I came into the program. So, I always worked at other jobs and took out student loans. This significantly added to how long it took to get through the program.

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Provide more funding opportunities, publication opportunities with faculty, and active advising. I was well-trained for a faculty position at a research university, but the reality is that most anthropology jobs are not faculty nor research type positions.

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I think the key for me graduating in 5 years was to have been able to avoid needing to devote time to non-academic work, and having set tasks for each summer that I could focus on intently without teaching, classwork, or any other obligations. It was also enormously helpful that I could get credit for proposal writing/ paper writing towards my comps/ specials exams, so as to continue focusing specifically on the work I needed to do to finish my dissertation, with minimal outside requirements.

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Listen to students, particularly when they come to you for support with misogyny, abuse, and mistreatment. Believe students. Develop faculty capacity in supporting students of color, queer students and women. Support students as full people, beyond their role providing service to the faculty in the form of research and teaching labor. Provide training in key skills, including publishing in journals and public venues, preparing for the job market, teaching, and public engagement. Support student interest in academic, alt-ac, post-ac, and non-ac career streams. Bring in adjuncts to teach classes that develop non-academic skills and practices (applied anthro, entrepreneurs, social services, allied fields in museums, gov't, non-profit, etc)

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I received zero financial support from the department as a Master's only student. Provide more funding opportunities. Offer classes that more closely reflect real world archaeology -- not academic, but CRM. Grant and proposal writing, report writing. Encourage students to work with OCA.

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I came to UNM for my advisor and made sure I checked the requirements that were needed. My advisor is the only reason I made it through the program in the time I did, the coursework and requirements were unrelated and usually unproductive time. Take students who know what they want to do, take fewer students, and have the students take courses/requirements that are relevant to their research/career. also, your form ignores that fact that some of us have a master's before we entered the program and did not have to complete a masters while in the PhD program.

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More funding would be great for future students. Yet this is only one issue. Faculty are spread too thin to be supportive. I turned in dissertation chapters, and waited months for a response. Further, leadership and faculty need to respond immediately to concerns such as those leveled against Dr. Valencia. By not doing so, leadership clearly conveyed that student security and concerns were not important. We all know that there is a history of sexism and sexual misconduct in Anthro and across the university. Even so, teaching students is UNM's primary mission. It is the responsibility of the leadership and faculty to respond, immediately and decisively when misconduct allegations are leveled. Instead, our senior faculty circled the wagons for self preservation and to protect the department's reputation. We lost three amazing junior faculty members who had the courage to stand up for students. Our department has lost its integrity. I sincerely hope we can get it back.

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The funding I received from the department all went to my research costs. I did not receive much to help with living expenses. Funding for that would have been helpful and would have decreased the number of years to complete my degree. It should be made clear the percentage of people who get professorships out of the program since my career goals were research and teaching, but I ended up with a CRM position to make sure I had permanent work upon graduation. Otherwise, my training at UNM set me up well for research, but it did not provide me basic skills for CRM work. I learned artifact analysis at UNM, but not report writing or GIS skills. Most of what I do, I learned on the job. I suggest that those in a public archaeology track be set up with a mentor/alum in the field. There are lots of us in close proximity to Albuquerque or even farther. We could answer questions and guide students to the right classes and experiences to be marketable in the public archaeology world.

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