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Academic Senate

GRADUATE PROGRAM REVIEW PREP

Graduate Council
Academic Senate

GRADUATE PROGRAM REVIEW PREP

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DUTIES PERFORMED BY GRADUATE COUNCIL (remote reviews)

Graduate Council (GC) Analyst receives data from Graduate Division and the Institutional Research Office that pertains to: • Students - enrollment, admissions, applicants, degrees awarded, time to degree, doctoral exit survey data, student headcounts, graduate student support, student workload, number of majors (undergraduate and graduate), PhD placement data. • Faculty – faculty headcounts, courses taught, and summary teaching activity. • Program and staff - course enrollments, program budget and expenditures, faculty and staff FTE, and learning outcomes/assessment. *This data is provided to the program as soon as it is received by the Graduate Council (GC) Analyst. The program should refer to this information and summarize it in the various documents that the program submits to the Graduate Council. If the program finds any discrepancies in the data, please inform the GC Analyst **as soon as possible** so that the data can be corrected well in advance. **PhD placement data must be confirmed (or revised) by October 14, 2024.**
GC Analyst invites extramural review team panel and sends appointment letters to extramural reviewers.
GC Analyst will send out confidential questionnaires to former graduate students once Placement Data is confirmed by the program (placement data confirmation due 10/14/24).
GC Analyst will work with Academic Senate Programmer to send out confidential questionnaires to current students and all cooperating/affiliated program faculty. Questionnaires are completed via Qualtrics (faculty; current and former students). (Questionnaires will be accessible 10/21/24 – 11/15/24).
GC Analyst sends review schedule to program to fill in and finalize. Scheduled times will be pre-populated – these meetings are already confirmed, and flexibility is very limited.
GC Analyst will prepare Google Drive of all review materials. Google Drive link will be forwarded to program Chair and Graduate Advisor(s) for approval prior to it being sent to the extramural review team, appropriate administrators, and Graduate Council review subcommittee.
GC Analyst will forward Google Drive link to extramural review team, appropriate administrators, and Graduate Council review subcommittee approximately one month prior to the review.
GC Analyst will work with Program to determine which Chairs of related graduate programs should be invited to meet with the review team. GC Analyst will invite the Chairs of related programs to the meeting with the review team.

DUTIES PERFORMED BY THE PROGRAM (remote reviews)

*Submit all required documents to Graduate Council Analyst, Sarah Miller – sarah.miller@ucr.edu

DUE AS SOON AS POSSIBLE –

- Faculty list – include faculty first name, last name, and email address

DUE OCTOBER 14, 2024 –

- Ph.D. Placement data – Graduate Division will provide this data to the Senate. GC Analyst will forward data to the program for review. GC Analyst needs to receive confirmation from the program that the data is accurate or receive revisions to the data by 10/14/24. *This data will be used to send out confidential questionnaires to former students.*

DUE NOVEMBER 1, 2024 –

- List of faculty by rank (include department affiliation and participation in other graduate programs) – *this list is separate from the faculty list above*
- Program Self-Study Report
- Digested faculty biographies (bio-sketches)
- Program material distributed to graduate students – *a list of web links are sufficient*
- Faculty grant activity summary – *Program can use eFile or Office of Research database to compile current faculty grant data into a report. This data should also be summarized and referenced in the Program Self-Study Report.*

Templates/samples are available for most of these documents at *https://senate.ucr.edu/reviews/graduate-program*

*Program will receive data in the summer from the GC Analyst that should be summarized and referenced in the various documents listed above.

DUE 4 WEEKS PRIOR TO REVIEW –

- Finalize schedule with GC Analyst – program will need to fill-in faculty, students, postdocs, and staff who will be meeting with the reviewers. Students must be given the opportunity to meet with the review team without faculty present. Blocks of time for these meetings are predetermined and cannot be changed; however, meeting times within these blocks can be arranged at the discretion of the program. It is recommended meetings with students and faculty are not less than 30 minutes in length. Reviewers may request additional meetings after the review begins.
- Review Google Drive with review materials and respond with approval to GC Analyst within one week of receipt.
  - -No other materials may be provided to the review team other than the materials vetted by the Graduate Council and included in the program review Google Drive.

DUE 2 WEEKS PRIOR TO REVIEW –

Work with GC Analyst to determine which Chairs of related graduate programs should be invited to meet with the review team.

SELF-STUDY REPORT GUIDELINES

The Self-Study Report should be a concise document detailing the program's strengths and weaknesses, long-range goals, major changes since last review, and anything the program wishes to bring to the attention of the visiting team or the Graduate Council. The report is the vehicle by which the review team will first understand the philosophy, goals, and scope of your program and thus, in turn, provide constructive and accurate feedback to you. It will comprise a major portion of the basis for the site visit interviews. It will also become an appendix to the report and recommendations arising from the review. The report should be five to fifteen single-spaced pages depending on the size and complexity of the program. Summary tables and graphs should be included where appropriate.

Sections:

A. Process. Begin your report with a short summary of the consultation, preparation, and review process used in the construction of the review document. What was the involvement of faculty, students, and staff in this process? What meetings were held, what surveys were conducted, who prepared the document, who reviewed the final product, etc.? A discussion of dissenting views about the self-study report by the faculty (if any) should be included in its final draft.

B. Vision Statement and Overview. In this section, begin with a **vision statement** that briefly and concisely lays out the immediate goals and planned future direction of the graduate program under review. Write this statement assuming that non-specialists will read it (members of the Administration and Graduate Council). Next, provide an **overview** of your academic program, giving specific data about your department or program as appropriate, and referring to the institutional and Senate data we have provided whenever possible. You might begin by providing a brief introduction to your program or department so that a non-specialist can obtain an idea of what you are trying to accomplish. As appropriate, give specific data about your program, referring to the institutional and Senate data we have provided whenever possible. Include a data summary reporting number of faculty, faculty rank, and number of graduate students. Indicate any distinctions between core and affiliate faculty and summary of bylaws indicating voting rights of both types of faculty.

This section also should include other appropriate academic items, such as the size and diversity of the faculty, as well as your academic staffing priorities for the future, and your use of non-ladder faculty. It should also briefly address non-academic support items, including the number and type of administrative and service staff, and their effectiveness in furthering your academic mission. You should include your outreach and recruitment efforts to maintain student and faculty diversity. You should introduce the review team to the research of your faculty, commenting on major research thrusts, areas where you are particularly strong, areas that need to be strengthened and current research support as well as other possibilities for support. Faculty teaching activities may be discussed, including such items as formal classroom teaching, seminars, advising, thesis/dissertation supervision, teaching load, and evaluation of teaching effectiveness. Describe your current activities, accomplishments and future plans to foster faculty equity with regard to gender and ethnicity in the areas of hiring, advancement, retention, and workload distribution (e.g., teaching, service, and administration). You should comment on the resources available to your program. A brief discussion concerning the physical plant available to your program should also be included. This would include a statement concerning the adequacy of faculty, staff, and student office space, equipment, laboratories, computers, etc. available to your program.

C. Graduate Degree Programs. Provide a summary of the goals, rationale, and structure of your graduate degree programs, namely: What is it that you currently do, what do you do well, what areas need to be strengthened, and what changes do you anticipate in the future? You should discuss the quality (including GPA and GRE statistics) and depth of your applicant pool, career goals and opportunities for

graduates, the intrinsic importance of your fields of study, and the prospects for intramural and extramural funding. You should also include a description of your admissions process, including the number of applications, admits, and SIRs (statements of intent to register). Where relevant, include a discussion of enrollment by specialty, recruitment of graduate students, actual and target ratios of domestic to international students, actual and target ratios of out-of-state to in-state domestic students, and student diversity. You may receive or request documents from the Graduate Division and/or Graduate Council that provide national-level comparative data. It will be important to integrate comparisons whenever possible in the following areas: learning objectives for graduate education, average time to candidacy and to degree, attrition, and on any other metrics that the department/program would like to include (summaries of ARPE form data to track progress to degree across all student cohorts). Academic advising structure and graduate student participation in departmental or unit affairs are also topics for inclusion in this section.

D. Summary Data on Resources and Grant Funding. Comment on the resources available to your program (including both to your unit and to the graduate program within it) to help you fulfill your research and teaching responsibilities. Appropriate items here might include the general departmental operational budget and all instructional and research assistance support (TAs, intramural and extramural GSRs, training grants, any other fellowship funding for graduate students, including successful extramural grant applications). If appropriate for your discipline, provide summary data on faculty and student research grants and fellowships. In addition, if applicable, include the number and funding sources for postdoctoral fellows and discuss how they are integral to your graduate program. Tables, pie charts or graphs are encouraged for data presentation. Information on unsuccessful grant applications is not necessary.

E. Comparison to the Previous Review. Identify how your program now compares to the program at the time of the previous review. When there are continuing important strengths or weaknesses, analyze their causes and, for weaknesses, suggest how to remedy them. If the previously recommended approaches to addressing these weaknesses did not work, suggest why. If they were not tried, explain why. When there have been changes from then to now for better (or worse), analyze their causes and, as needed, suggest a future course of action. This section should be short, addressing important strengths and weaknesses, not necessarily covering every recommendation from the previous review. Here would be the time to discuss how the department/program would benefit from more attention to specific programmatic needs by administrators (not limited only to discussion of increasing size of the faculty).

F. Miscellaneous. In this section, you should feel free to articulate anything else you feel is appropriate and important for the review team to know. For example, you might want to discuss your faculty's participation in other interdepartmental degree programs, any particular successes or problems you have had in dealing with the administration above your department or with the Academic Senate, any special circumstances associated with professional degree programs, or how budget cuts have affected your teaching and research. In short, this last section is a catch-all for any information you feel doesn't fit in the earlier sections, but nonetheless is important background for the review team to have.

Revised 8/8/2023

Graduate Program Review FAQ's

(Approved by the Graduate Council 11/20/2014; revised 3/28/23)

Only questions in red text below apply to remote reviews

1. **How long is the review site visit?** The review will take place over two full days (for in-person reviews) or four half-days (for remote reviews).

2. **Where will the review team stay?** Lodging will be coordinated for all in-person reviewers -- location TBD.

3. **Who is responsible for coordinating lodging and transportation for the review team?** All logistics will be arranged by the Academic Senate.

4. **What type of transportation will be provided for the review team to and from the airport?** Reviewers handle their own transportation to and from the airport.

5. **Who provides transportation to and from campus?** TBD.

6. **Can the program host a dinner for the review team, or can groups of faculty take the review team to dinner?** Departmental and/or faculty-hosted dinners for the review team are not permitted.

7. **What types of events can be hosted for the review team?** There is time held on the schedule (4:00-5:00pm on the first day of the review) for an optional program hosted reception. No other events are allowed.

8. **What are the requirements for the optional reception?** Graduate Council requires that the reception be on campus and invitations must be extended to all faculty and graduate students.

9. **What types of materials are provided to the review team?** All material is provided to the review team in a Google Drive. The Google Drive is reviewed by the program prior to the link being distributed to the review team. Review material is provided by the program, Graduate Division, and the Institutional Research Office. The program may not provide the review team with any material outside of what is in the Google Drive, or which has not been vetted first by the Graduate Council program review subcommittee.

10. **Who provides meals for the review team?** The Senate provides lunches on both days. Reviewers are on their own for breakfast and dinner; however, they will be reimbursed by the Senate for any meals they purchase (minus alcohol). The program may provide drinks and snacks for the review team while they are in the department.

11. **When will the review team be in the department?** For in-person reviews, the review team will visit the department after lunch on the first day of the review and spend the remainder of the day there. On the second day of the review, the review team will begin their morning in the department and will leave at noon for a working lunch in the Senate. The remainder of day two will be spent in the Senate. For remote reviews, programs are welcome to supply pictures or video tours of the facilities.

12. **How should meetings with faculty and students be scheduled with the review team?** The program will be given blocks of time on each day of the review to schedule faculty and student meetings with the review team. The Graduate Council Analyst will send a schedule to the program at least one month prior to the review indicating these blocks of time. Meetings can be scheduled at the program's discretion within the specified blocks of time. As an example, some programs schedule short 20 minute meetings with individual faculty and students and other programs schedule longer meetings with groups of faculty and students. The Graduate Council requires that the program schedule separate student meetings with the review team without faculty present. Students should be given the same amount of access to the reviewers as the faculty.

13. **Who else does the review team meet with while they are here?** The review team will also meet with the Graduate Council review subcommittee, college Dean(s), Graduate Dean, and program leadership (Chair and Graduate Advisors). There will also be a meeting with Chairs/Directors of closely related graduate programs. These Chairs/ Directors are selected by the program leadership and are invited by the Graduate Council Analyst. The exit interview is the last meeting of the review and includes the review team, Graduate Council review subcommittee, College Dean(s), Graduate Dean, and Provost.

Review Materials to Submit to Graduate Council

DUE ASAP

☐ **Faculty list** – must include faculty first name, last name, and email address

DUE OCTOBER 14, 2024

☐ **Confirm that Placement Data** that was received by GC Analyst is correct. If it is not accurate, make necessary revisions and submit to GC Analyst by this date. Data should include placements for all Ph.D. degrees awarded since the program's last review. Must include students name, graduation date, dissertation Chair, first position, current position, and current email address.

DUE NOVEMBER 1, 2024

☐ **List of faculty by rank** – this list is separate from the list above and must include faculty names, rank, department affiliation, and participation in other graduate programs.

☐ **Self-Study Report** - The Self-Study Report should be a concise document detailing the program's strengths and weaknesses, long-range goals, major changes since the last review, and anything the program wishes to bring to the attention of the visiting team or the Graduate Council. A summary of the program's grant activity should be included in the Self-Study; the use of summary tables and graphs is encouraged. The Self-Study report is the vehicle by which the review team will first understand the philosophy, goals, and scope of your program and thus, in turn, provide constructive and accurate feedback to you. It will comprise a major portion of the basis for the site visit interviews. It will also become an appendix to the report and recommendations arising from the review. The report should be five to fifteen single-spaced pages depending on the size and complexity of the program. Summary tables and graphs should be included where appropriate. *See Self-Study Report Guidelines and sample Self-Study.*

☐ **Digested Faculty Biographies (Bio-sketches)** – *see Faculty Information Brief Bio-sketch form and sample Bio-sketch (Abigail Penguin).*

☐ **Program Material Distributed to Students** – A page listing links to website materials available to graduate students (student handbook, program descriptions, procedures statement, recruiting items, etc.).

☐ **Faculty Grant Data** – Use eFile or the Office of Research database to compile current faculty grant data into a report. Grant reporting templates are available on the Senate website https://senate.ucr.edu/reviews/graduate-program

** No other materials may be provided to the review team other than the materials vetted by the Graduate Council and included in the review eBinder.*

TEMPLATES CAN BE FOUND HERE: https://senate.ucr.edu/reviews/graduate-program

THE PROCESS OF A GRADUATE PROGRAM REVIEW

Program materials submitted to Graduate Council

DUE NOVEMBER 1, 2024

Senate Analyst forwards program review materials to Graduate Council Review Subcommittee for review. Subcommittee may suggest revisions to the program.

When materials are finalized, Senate Analyst compiles program binder and sends to program for final review and approval before forwarding to extramural review team and appropriate administrators.

Confidential questionnaires sent by C&C to all faculty, graduate students, former students

Questionnaires OPEN BY: OCTOBER 21, 2024
Questionnaires CLOSE: NOVEMBER 15, 2024

Extramural Review Team Visits

External Review Team Report is due 2 weeks after review

Extramural report of review team is sent to all program faculty for "corrections of fact" (usually a brief document)

DUE FROM PROGRAM 2 WEEKS AFTER RECEIPT OF REPORT

A Findings & Recommendations (F&R) document is prepared by Graduate Council. The F&R includes actions that should be taken by the program.

DUE FROM GRADUATE COUNCIL 2-3 WEEKS AFTER RECEIPT OF PROGRAM'S "CORRECTIONS OF FACT"

Findings & Recommendations (F&R) document is sent to the program. The program's detailed response to the F&R should respond to each point of the F&R in detail.

DUE FROM PROGRAM 4 WEEKS AFTER RECEIPT OF F&R

Graduate Council votes whether or not to accept the program's response document "as is". Further communication between Council and the program may be necessary before the review process is formally closed.

DUE FROM GRADUATE COUNCIL AT THE NEXT MONTHLY MEETING

*** After site visit – Subsequent timeline assumes a simple review and may be adjusted if complications arise**

APPENDICES

SAMPLE MATERIALS

https://senate.ucr.edu/reviews/graduate-program

_____ Graduate Program Review
Review Schedule
DATES (4 – ½ days)

External Review Team:

_____
_____
_____

Day 1	
8:30 – 8:45 AM	Review team introductions/meeting
8:45 – 9:15 AM	Meeting with Graduate Council Review Subcommittee Chair and Members of Review Subcommittee
9:15 – 9:45 AM	Meeting with Graduate Dean
9:45 – 10:15 AM	Meeting with College Dean(s)
10:15 – 10:45 AM	Review team regroup/break
10:45 AM – 12:30 PM	Meeting with program Chair and Graduate Advisor(s)
Day 2	
8:30 – 9:30 AM	Meeting with Chairs/Directors of related Graduate Programs
9:30 – 10:15 AM	Facilities tour (or view pre-made video of facilities) with _____ (optional – can schedule faculty/student meetings in place of this)
10:15 – 10:45 AM	Review team break
10:45 AM – 12:30 PM	Meetings with faculty & graduate students – *broken into smaller groups and shorter meetings (no less than 30 minutes each is recommended)*

Day 3	
8:30 – 10:30 AM	Meetings with faculty & graduate students – *broken into smaller groups and shorter meetings (no less than 30 minutes each is recommended)*
10:30 – 11:00 AM	Review team break
11:00 AM – 12:30 PM	Meetings with faculty & graduate students – *broken into smaller groups and shorter meetings (no less than 30 minutes each is recommended)*
Day 4	
8:30 – 10:30 AM	IF NEEDED: Meetings with faculty & graduate students – *broken into smaller groups and shorter meetings (no less than 30 minutes each is recommended)*
10:30 – 11:30 AM	Review team regroup/break and prepare for exit interview
11:30 AM – 12:30 PM	Exit Interview with Graduate Council Review Subcommittee Chair, Graduate Council Review Subcommittee, Graduate Dean, College Dean(s), and Provost

The following is a list of areas the Graduate Council would like you to address in your review of the graduate program in XXXXXXXX and final report; however, they are not meant to restrict the scope of your inquiry.

EXTRAMURAL REVIEW OF THE
_____ GRADUATE PROGRAM

- Quality of graduate program with respect to overall reputation, faculty research, faculty teaching, students in the program, placement, and reputation of program graduates.
- Coherence, scope, and depth of program of study.
- Faculty quality and quantity.
- Program's future planning.
- Program's ability to achieve national distinction despite having limited resources.
- Appropriateness of admission mechanisms and standards.
- Adequacy of student supervision.
    - Fairness and appropriateness of student evaluations, including annual evaluations.
    - Sufficient counseling/mentoring
- Treatment of students.
    - Fairness of TA and GSR assignments
    - Treatment by faculty advisors
- Financial and other support for student research/creative projects
- Physical facilities, research equipment quality
- Program collaboration with other campus programs
- Time to degree
- Program's diversity efforts
- Target mix of domestic/international students; resident/non-resident students in terms of diversity and financial

SAMPLE PROGRAM SELF-STUDY

Report Preparation:

A. Preparation for this report began with an appointed committee in the Spring of 2012. This committee included Professors McMullin (committee chair), Lee (graduate advisor 2010-12), Ness (graduate advisor at last external review), Ashmore, and Patterson (department chair 2000-12). The 2011-2012 committee reviewed materials describing the department foci and goals, collected new materials to respond to the questions in the self-report evaluation. The preliminary report was submitted to the faculty for discussion of remaining questions at the faculty retreat in September of 2012. The External Review Committee was reconstituted in Fall of 2012. The new committee included Professors McMullin (committee chair and graduate advisor), Lee (department chair), Gailey and Harvey (graduate committee members). After the discussion at the faculty retreat Prof. McMullin integrated the responses, which were then submitted to the External Review Committee. Once approved by the committee the final report was submitted in November 2012 to the faculty for comment.

B. Overview. In this section, provide an overview of your academic program.

INTRODUCTION

Anthropologists consistently make pivotal contributions to the discipline, the campus, the community, and the wider world. The goal and rationale of our graduate program in Anthropology is to continue this tradition by training people as anthropologists who have the capacity and ability to change the world through complex problem solving, and preparation that enables them to pursue diverse career goals within and outside the academy. Through the combined outcomes of our research, transformative teaching, and collaborative outreach, the department works toward continually contributing to science and human understanding. UCR's Anthropology program's strengths include: (1) innovative theory building coupled inseparably with its application to real world situations in the local communities and global contexts; (2) bold tackling of significant research problems through targeted inquiry, while welcoming insights from unanticipated new discoveries; and (3) growing as a nexus for interdisciplinary collaboration, addressing issues of local and global concern.

Our department invests in a vision of Anthropology as an integrated and internally diverse discipline. At UCR, the customary subfields of sociocultural anthropology, linguistic anthropology, biological anthropology, and anthropological archaeology join foci, such as ecological, medical, visual or applied anthropology. The articulation of these specialized pursuits, within the wider from of anthropology as a holistic discipline, contributes to the fullest understanding of what it means to be human. To realize the foregoing goals and assertions, a central goal of the of UCR Anthropology is to provide first-rate training for the next generation of professional anthropologists so that they can take up the difficult and rewarding work of our nation and world and assume important roles in an increasingly diverse, transnational society with changing labor markets.

With fifteen full-time faculty members, UCR-Anthropology is a small- to medium-sized program by comparison to those at other Carnegie Research I universities. The department has a net loss of one full-time faculty member in anthropology since the last review. The research areas of sociocultural and medical have experienced growth, biological has the same number of faculty and there is a net loss of two faculty in archaeological anthropology. At the same time, gender, diversity, and seniority composition of the faculty across the board has strengthened.

COMPOSITION OF THE FACULTY AND GRADUATE STUDENTS

Of the program's 15 ladder faculty members, 8 are Professors, 3 Associate Professors, and 4 Assistant Professors. 9 are female, 6 male. As described in section D, the department has experienced the loss of 10 faculty who were present at the last External Review in 2004 and hired only 9 new faculty members. The department has a commitment to gender and ethnic diversity that is embedded in the strength of an intellectual department. Our research interests lead to a diversity of theoretical and methodological approaches. Our faculty's skill at multiple languages and projects that span the globe provide an atmosphere of inclusion and a diversity of learning experiences for the graduate students.

The faculty has also developed working relationships and collaborations with Anthropologists in other departments; Jennifer Nájera and Amalia Cabezas (Ethnic Studies), Sherine Hafez (Women's Studies), and Jonathan Ritter (Music). These collaborations include activities ranging from advising of graduate students to collaborative workshops sponsored by the Center for Ideas and Society (See Appendix A for details of departmental collaborations).

Since the last review, the number of UCR Anthropology graduate students has remained relatively stable from 54 students in 2004 to 56 in 2011-12. For the 2007 through 2011 cohorts, inclusive, 46 of the applicants were from California, 127 were out-of-state, and 28 were international. Of those who were admitted to our graduate program, 11 were from California, 56 from out-of-state, and 8 were international. Of those who accepted admission to the graduate program, 37 were domestic (from California or out-of-state) and 3 were international.

ACADEMIC ITEMS: USE OF NON-LADDER FACULTY

In the last three years, the campus-wide over-admission of undergraduate students has combined with stasis in faculty size and a near freeze on support for hiring non-ladder instructors. In the same period, the number of Anthropology majors has doubled, from 142 to 369. Hiring our own recent Ph.D. or advanced graduate students to teach upper division courses used to serve well those non-ladder instructors, the students they taught, and the program; such opportunities are now nearly precluded. For the department's academic mission, support for non-ladder faculty is sorely needed, especially in the short term, until ladder hiring resumes and undergraduate admissions stabilize.

NON-ACADEMIC SUPPORT ITEMS: NUMBER AND TYPE OF ADMINISTRATIVE AND SERVICE STAFF

In July 2011, staff for CHASS programs was re-organized into multi-department clusters. What is now the Anthropology/Sociology administrative cluster went from a total of 10 full-time staff to 6, a loss of two full-time and two part-time positions. Anthropology now shares with Sociology 1 Financial and Administrative Officer, 2 Financial Assistants, 1 Graduate Affairs Assistant, and 1 Undergraduate Advisor. (The sixth staff member works only with Sociology.) Because of the estimated doubling of the workload for current staff, we need at least one additional staff position for carrying out paperwork and other tasks attendant on program maintenance and development (e.g., course proposals, program changes).

NON-ACADEMIC SUPPORT ITEMS: STAFF EFFECTIVENESS IN FURTHERING ANTHROPOLOGY'S ACADEMIC MISSION

For budgetary reasons in CHASS, anthropology had not been allowed to replace the staff advisors for undergraduate and graduate students when individuals in those positions left (e.g., one returned to school). Although Anthropology "gained" from the 2011 clustering in now having such advisors again half time, all staff members remain hampered by added responsibilities downloaded from higher administrative levels, as well as by the dramatic increase in the number of undergraduate majors. As a result, important and formerly routine tasks, such as curriculum revision at both graduate and

undergraduate levels, now are difficult to impossible to achieve, for lack of staff time to complete the paperwork needed.

FACULTY RESEARCH

The current strengths of the department involve a number of concentrations of research interests: (1) Mesoamerican and Western North American archaeology and ethnography (Ashmore, Fedick, Harvey, Taube, and Patterson); (2) Transnationalism and political economy (Fay, Gailey, McMullin, Moses, Nelson, Ness, Ossman, Patterson, Ryer, and Schwenkel); (3) Health and medicine (Gailey, Lee, Harvey, Nelson, McMullin); (4) Iconography, aesthetics, performance, and language (Ashmore, Harvey, Ness, Ossman, Ryer, Schwenkel, and Taube); (5) Space, place and the environment (Ashmore, Fay, Fedick, McMullin, Moses, Ness, Patterson, Schwenkel, and Harvey); and (6) Gender and Sexualities (Ashmore, Gailey, McMullin, Moses, Ossman, Patterson, and Schwenkel). As can be seen by this list, the department faculty interests overlap considerably in valuable and dynamic ways. While department faculty and graduate students engage in research in many parts of the world, our greatest geographical strengths for mentoring are in Mesoamerica, Western North America, and East and Southeast Asia.

The research and teaching interests of the Mesoamerican archaeologists (Ashmore, Fedick and Taube) complement one another and constitute one of the strongest, if not *the* strongest, Maya training program in the United States. In addition, Professor Harvey's expertise in contemporary highland Maya linguistics and ethnography further strengthens the department's Mesoamerican program. Two faculty members (Fedick, Taube) have active research interest in the American Southwest, which is also reflected in their teaching.

Another major research focus of the department is transnationalism and political economy. A number of faculty members examine a range of contemporary global issues concerning migration and mobility in various parts of the world, including Latin America, the Caribbean, Southeast Asia, the Pacific, Africa, and the Middle East (Fay, Harvey, McMullin, Moses, Nelson, Ness, Ossman, Patterson, Ryer, Schwenkel). The study of touristic processes, in particular, is a unique strength of the department, with faculty expertise on this topic spanning research sites in Europe, the Middle East, Asia, and North America. A related theme of major interest in the department is ethnic and national identity, including issues of race and the diaspora of populations to other regions, and national historical memory (Harvey, McMullin, Moses, Ossman, Patterson, Ryer, Schwenkel). Still another research interest shared by a number of faculty members is sociocultural change in relation to global development (Fay, Gailey, Harvey, Moses, Ossman, Patterson, Ryer, Schwenkel, Ness).

A number of faculty members are actively engaged in topics concerning health and medicine, including critical medical Anthropology, cultural competence in clinical care, ethno-medicine and evolutionary medicine (Lee, Harvey, Nelson, McMullin). Among the varied themes addressed by these faculty are longevity and cultural meanings of health, in settings as varied as Polynesia, the Caribbean and highland Guatemala. Another critical issue is health and inequality, and among the topics being addressed by faculty members are cancer among Latina women and Pacific Islanders of southern California, public health among indigenous Maya of Guatemala, status and health in Jamaica, identifying and addressing the complexity of health inequalities for migrant groups in Southern California and policies of adoption in relation to gender, race and class (Harvey, Gailey, Nelson, McMullin).

A fourth research theme shared by a number of faculty members is iconography, aesthetics, performance, and language, such as symbolism and symbolic practices of Mesoamerica, the Caribbean, Southeast Asia and the Philippines (Ashmore, Harvey, Ness, Ryer, Schwenkel, Taube). Three faculty

members (Ness, Schwenkel, Taube) are also actively engaged in studying dance and performance in Southeast Asia (Vietnam, Indonesia, and the Philippines) and Mesoamerica. In addition, art and aesthetics are addressed in the teaching and research of no less than four faculty of the department (Ness, Ossman, Schwenkel, Taube), which is another unique departmental strength that has gained international recognition.

For many years, one of the major foci of the department has been space, place and the environment, including the study of political, human and historical ecology, as well as environmental health (Ashmore, Fay, Fedick, Patterson, Harvey). A number of researchers have been actively involved documenting both ancient and contemporary settlement in Mesoamerica, the Andes and Africa (Ashmore, Fay, Fedick, Patterson, Taube). Another related topic addressed by the faculty is agriculture and its attendant symbolism in relation to particular crops and prepared foods (Fay, Fedick, Taube, McMullin). In addition, a number of faculty are interested in current issues concerning conservation, sustainability and environmentalism (Fay, Fedick, Moses, Ness, Harvey).

Another major strength in the department is research concerning gender and sexualities, especially the intersections of gender, race, and class (Gailey, Moses, McMullin, Ossman, Patterson). In their research and teaching, a number of faculty address feminist theory and epistemology (Ashmore, Gailey, Ossman, Schwenkel). Gender dimensions inform research on and teaching about ancient and contemporary households, and likewise about the people's relations to the landscapes they inhabit (Ashmore, Fay, Gailey).

See Appendix A for interdisciplinary collaborations.

CURRENT RESEARCH SUPPORT AND POSSIBILITIES FOR SUPPORT

Faculty members have been very active in applying for and being awarded support for research. The 2006 NRC rankings show 45% of our faculty with grants (Appendix B). Please see faculty biosketches (Appendix C) for detailed information for extramural support.

Internally there are two competitive sources of funding from the Academic Senate. The first is the Omnibus that can provide travel funds and/or research funds up to $2,100. The second is the COR research funds which provides up to $10,000 of seed money for exploratory research and preparation for the applying for extramural funds. The faculty has been successful in obtaining extramural grants from agencies such as the National Endowment for the Humanities, National Institutes of Health, The Hellman Foundation, The Guggenheim Foundation, and the Environmental Protection Agency. Despite this success given the staffing shortage there is also a strain on the administrative support in applying for and managing funded grants.

FACULTY TEACHING LOAD AND ACTIVITIES

Faculty teaching load consists of alternating 4/5 courses per year. Ladder-rank faculty members in the Department of Anthropology teach a mix of lower-division, upper-division, and graduate courses during the year--typically offering each quarter four lower-division introductory courses, six to eight upper-division courses, and six graduate-level seminars, as well as a number of directed or independent studies courses at both the upper-division and graduate levels.

In each of the last five years, one Anthropology faculty member has participated in the transdisciplinary CHASS-Connect or the CHASS-First Year Experience Program, with a sixth member slated to teach the introductory course of the three-quarter series in the coming academic year. While the faculty views its

lower-division Anthropology courses as both introductory and service courses, the upper-division courses are primarily intended for Anthropology majors and for students in other programs across the campus who are interested in Anthropology. Roughly 60 % of the students enrolled in these courses are majors; the other 40 % come from the arts and humanities (c. 12 %), interdisciplinary and liberal studies (c. 12 %), social sciences (4 %), life sciences (c. 4 %), engineering (c. 2 %), and business (c. 4 %). The faculty also recognize the importance of the CHASS-First experience for students and have, in fact, recruited majors from that sequence.

UCR Anthropology has grown since Fall 2000, when it had about 60-65 undergraduate majors and 45 graduate students. In Fall 2011, there were slightly more than 329 undergraduate majors and 56 graduate students. Surveys indicate that two-thirds of the undergraduate majors are women, and that about 60 % of the undergraduate majors are self-identified minorities. The current graduate students (n=56) constitute one of the most diverse programs in the United States: nine international (13 %), thirty-four women (51 %), and twenty-three self-identified minority (34 %).

FACULTY TEACHING AWARDS

Despite the heavy teaching and advising load, our faculty members continue to have some of the highest teaching evaluations across the campus. From 2008-2010 our faculty won the CHASS Junior Faculty Teaching Award (McMullin, Schwenkel, Harvey). The award has not been given since 2010. Professors Fedick and Ashmore received the Academic Senate Teaching Award in 2005 and 2006, respectively. Professor Ashmore's distinguished teaching record was also recognized in 2007 when she received the Dissertation Mentor Award and the Distinguished Humanities Lecture Award in 2010.

STAFFING AND FACULTY HIRING CONCERNS

Budgetary constraints have produced a host of problems that faculty have had to figure out how to work around and/or issues that have detrimentally affected a sustained effort to meet the needs of the students. Staffing, as described above, is one of the more troubling issues. For example, despite our recent hiring of three faculty since 2008, none of these members have been able to propose new courses in their area of expertise. This holds true for faculty who are changing the focus of their research. There is not enough support to manage the paperwork associated with deleting old courses and developing new courses. It has been detrimental to faculty morale and the growth of the program as the courses offerings do not adequately reflect our current strengths.

There are two equally urgent needs for the continued development of a strong and innovative graduate program. These issues rise from the need to maintain the international recognition of the Mesoamerican archeology focus and the need to build a new linguistic anthropology focus.

With regards to the Mesoamerican Archeology focus the department foresees the retirement of three of the four current archeologists within the next 2-3 years. The focus on Mesoamerican archeology has been among the most important draws to UCR for graduate students. Combined these faculty (Ashmore, Fedick, Patterson, and Taube) are the primary advisors for approximately half of the active graduate students, and half of replacements: 19 out of 36 graduate placements 2004-2011 (Appendix D). The department views the continuation of this specialization as integral maintaining the stature of the archeology focus, but more importantly because of its ties to colleagues in the department and across the university (as described above). This is an opportune moment to maintain the strength of the program and innovate new areas in perspectives on ancient diet and nutrition, agriculture, bio-diversity and urban development. As evidence of the department and campus commitment to this focus, we will begin a search for a mid-level archeologist who will continue the Mesoamerican strength.

With regards to the Linguistic Anthropologist the department requested this faculty hire first in 2004. While the request is old and persistent, a Linguistic Anthropologist would work towards building a new strength that reflects a commitment to anthropology's four-field approach. The field research, theoretical innovations, and methodological approaches are broadly concerned the study of language within the context of culture and social life as intersecting with race, class and/or gender. Topically the ideal candidate's research and teaching should interface with one or more of the following departmental foci: 1) language/politics/power; 2) transnationalism, migration and global processes; 3) materiality and technology; 4) language use in health care; 5) voices in media and performance; and 6) linguistic symbolism in both ancient and contemporary modalities. Specializations in bi- and multi-lingualism are also desirable.

C. GRADUATE PROGRAM

UCR Anthropology is committed to a socially engaged, critical anthropology that recognizes the importance of the multiple approaches to understanding the human condition in all its dimensions. Our department has a finely tuned sense of historical temporality that views change as normal as reproduction. We take into account of the existence and potential significance of the variability and diversity of human beings, as both social and natural beings in space, place, and time, and provide culture, ensembles of social relations, and the human body itself with socio-historical contingency. Our work does not separate the historical development of human societies or the human species from the events, contradictions, and forces that shaped their development in time and space. We emphasize that human activity can effect significant change as witnessed by the diverse array of societies that existed in the past and continue to form the present. We acknowledge the complex interrelations of consciousness, communication, and the subjectivity of individuals in particular sets of social relations. Importantly, we engage rather than shy away from the critical social, moral, and political issues of the day, knowing that people occasionally do make their own history, and that some trajectories of change potentially have better outcomes than others.

The faculty and students are committed to an integrated concept of the discipline. They view the traditional subfields—applied, archaeological, sociocultural, biological, and linguistic anthropology--as cross cut by foci that bring faculty and students together in ways that reinforce the unity of the discipline rather than its divisions.

The goal and rationale of the graduate program in anthropology is to train people as anthropologists who have the capacity and ability to change the world through complex problem solving, and preparation that enable them to pursue diverse career goals within and outside the academy. During the first year, the students take a year-long co-taught seminar in the core theories of anthropology that integrates the diverse subfields of the discipline. Many students also fulfill one or more of the two breadth requirements (one graduate seminar in each of two subfields outside of their own specialty) During the second year, they begin to focus their research interests through a combination of seminars and independent reading courses and prepare a preliminary research statement as a prerequisite for taking the written examination. In the third year, they prepare a full-blown research proposal in preparation for the oral examination which is conducted by their dissertation committees plus one other member of the department and one member from another department. At this point, they are also beginning to prepare grant proposals to conduct research.

GRADUATE CURRICULUM

For the graduate program the Core Theory Seminar constitutes the shared training that all incoming graduate students receive. The goals of the three-quarter Core Theory Seminar are to highlight some key theoretical debates within anthropology and to build an intellectual community across the subfields. This course is taught by faculty who are at the rank of full professor. Since the last review there have been some rotation of the faculty teaching the seminar. Yet there continues to be concern that the seminar should be open to faculty at any level.

A recent change in the curriculum was made in 2010-2011. Prior to that year graduate students were required to take two courses (one course could be at the undergraduate upper division level) in two of the other three subfields outside of their own subfield. This requirement has been changed to one course in two of the other three subfields outside of their own subfield. The change was made to insure a continuation of training across the subfields of anthropology, to allow graduate students to take related courses in other departments, and to mitigate the shortage of faculty who teach biological and linguistic anthropology at the graduate level. Often, students could not complete the two course requirement in two of the other subfields in a timely manner because the courses could not be offered frequently enough.

There is one ethnographic methods course currently on the books that was developed and is taught by Professor Schwenkel. This is a high demand course. Because only one faculty member has volunteered to teach the course it occurs only once every other year that results in 18 or more students in this seminar style course. A discussion on how to arrange teaching loads so that this course could be offered every year by different faculty would be of benefit to student training in methods.

Since the last review, Professor Fedick developed and has regularly taught a Professionalization Course, Anth 210B. Beginning with the 2012-2013 cohort, the Graduate Division requires professional development training to be fulfilled with course credit. We anticipate that Anth 210B will fulfill that requirement for all graduate students in the program. Teaching of the course will rotate among the faculty.

GRADUATE APPLICATION PROCESS AND APPLICANTS

There are four steps in the graduate admission process. First, the applicants submit their materials electronically to the Graduate Division; this is monitored by the staff of the Anthropology-Sociology administrative cluster. Second, after the deadline, the faculty are given access to all of the applicants' files and review them. Third, faculty in the various subfields caucus to discuss the applicants and to create a rank order of applicants they would like to admit. Fourth, the faculty meet as a whole to rank order the applicants as a whole; this is done by rotating each year through the various subfields to reach the target numbers set in consolidation at the beginning of the fall quarter with the Graduate Division. For the last few years, our target number has been seven and we assume an acceptance rate of ca. 70%.

Since 2007 there has been an average of 47 applicants to the program 5 of whom are International students (Appendix E). Students admitted to the program in 2011 had an average GRE score was 1230, and GPA of 3.674.

GRADUATE STUDENT FUNDING

Funding for the recruitment of graduate students continues to be a hindrance to many applicants. Approximately 77% of first year student enter the program with full support, and 13% have extra-mural funding (NRC 2006). Despite the high rate of funding during the first year this level of support is only

guaranteed through the second year. As noted in the 2004 review, this is simply not enough to attract the best students.

Resources available to the graduate program come from six sources: (1) TA positions, both permanent and temporary, that are allocated by the College of Humanities, Arts, and Social Sciences; (2) fellowship allocations from the Graduate Division; (3) a small—ca. $2000—budget allocation from the Graduate Division for recruitment; (4) one staff position for two departments; (5) a portion of the financial affairs administrative staff; and (6) Lecturer and Teaching Assistant positions for summer school (funded by fees from summer school and extension students).

Graduate students have been very active and often successful in applying for intramural and extramural funding (Appendix F). One incoming 2011 student was awarded the three-year NSF Graduate Research Fellowship. Since 2004 the department has also succeeded in recruiting two recipients of the prestigious Eugene Cota-Robles Award which is specifically designed to recruit excellent students from diverse backgrounds. Students in the dissertation writing stage have been awarded the UCOP Dissertation year Fellowship and the American Anthropological Association Minority Dissertation Fellowship. Graduates students have also been successful in obtaining funding from Fulbright, UC Pacific Rim, and UC Mexus.

In 2009-2010 the campus began the accreditation from the Western Association of Schools and Colleges (WASC). Appendix G has the learning outcomes and methods of assessment documentation developed for WASC.

DISSERTATION ADVISING

Each new student is assigned a temporary advisor for the first two quarters. During the second quarter, the students select a permanent advisor who may or not be their temporary advisor. In the second year, they students prepare a preliminary research statement and designate their members of the dissertation committee by the end of the fifth quarter. The dissertation committee functions as the committee for their written examinations which are taken sometime during the third year. At this point, the students prepare a research statement by the end of the seventh quarter and take their oral examination.

The dissertation advising distribution continues to be uneven. This distribution does not necessarily have anything to do with the quality of advising. Over the past decade the Maya/Mesoamerican faculty advise approximately half of the enrolled graduate students. This trend has not changed. Other factors that have influenced the advising load include the rapid retirement of nine members of the department, and the number of assistant professors who are working towards recruiting graduate students with whom they will work. The continued shortage of faculty and the increasing number of students has complicated strategies to mitigate the workload for faculty with many students.

D. COMPARISON TO PREVIOUS REVIEW

CHANGES IN HIRING

Hiring priorities expressed in 2004 envisioned 1 critical medical anthropologist; 2 applied anthropologists, with foci respectively in human rights and transnationalism, and in labor, minorities and political ecology; and an ethnographer of speaking. While these priorities were subsequently met in part, the thrust of hires was shaped as well by unanticipated changes in faculty composition within the department.

Three faculty members left the department in 2005: Maria Cruz-Torres and Carlos Vélez-Ibañez were recruited to Arizona State University, with Vélez-Ibañez becoming professor emeritus at UCR; Paul Gelles resigned to teach at a private high school. Because all three are sociocultural anthropologists, urgent hiring priority was given to scholars associated with that subfield.

Applied sociocultural anthropologist Yolanda Moses, UCR Associate Vice-Chancellor for Diversity, Equity, and Excellence, had formally become a member of the department in August 2004; medical sociocultural anthropologist Professor McMullin joined the department that same fall. The next four searches brought additional sociocultural anthropologists, each of whose work addressed aspects of the priorities expressed earlier: Professor Schwenkel in July 2006; Professor Harvey in July 2007; Professors Fay and Ryer in July 2008. Our newest faculty member, Professor Nelson, arrived in Fall 2009, from a search for a biological anthropologist who also contributes to strength of UCR medical anthropology. We benefited from two additional sociocultural anthropology hires from other than department searches: Professor Sutherland came to Anthropology in Fall 2004, and in 2007, Professor Ossman was recruited as part of an open-discipline Middle East hiring cluster in the College of Humanities, Arts, and Social Sciences (CHASS). Seven faculty members have retired since 2004: Professors Anderson, Fix, Kearney, Kronenfeld, Sutherland, Taylor, and Wilke.

The sum total of these changes has prompted the faculty to continue discussions on our vision of the department. The reconstruction of the department website in 2008 was the first step in the outward expression of this process. The Strategic Plan was a second step in this process. The faculty recently attended their first retreat in over eight years. At the event we began a conversation on how to continue building and strengthening the department. We look forward to maintaining this effort and sharpening the vision of the department.

CHANGES IN CURRICULUM

There were several concerns in the 2004 review with regard to the graduate curriculum. These concerns included rotating the teaching of the Core Theory Seminar (see discussion in Graduate Curriculum section C), the addition of a methods and professionalism course (both have been added), and most importantly the use of upper division courses for non-remedial training. The latter concern has been addressed by changing the role of upper division courses in that they no longer can count towards meeting graduate breadth requirements, a recommendation that all breadth requirements be completed in 6 quarters instead of 9 (see discussion in Graduate Curriculum section C). The faculty have offered a range of courses that have broader theoretical appeal rather than courses that are so narrowly defined that they are of interest to specific foci. It should be noted again that many of these courses have yet to make it onto the campus catalog because of constraints on the support staff's time and resources. The breadth of the courses that the faculty are teaching allow the students to learn from more of the faculty rather than two or three faculty who are on the student's committee.

CHANGES IN ADVISING

The Graduate Advisor now assigns preliminary advisors to incoming graduate students during their first year of the program. This gives the student time to learn from multiple faculty while still having direct contact with one faculty member who can assist them in moving through the preliminary steps of the program and who may also suggest other advisors who may better fit a student's developing interests. By the end of the first year students must declare a permanent advisor. The department has also instituted a new student orientation meeting during orientation week of the new academic year. This

orientation familiarizes the student with the graduate handbook, the roles of the support staff and faculty mentors, and the department's expectations of students.

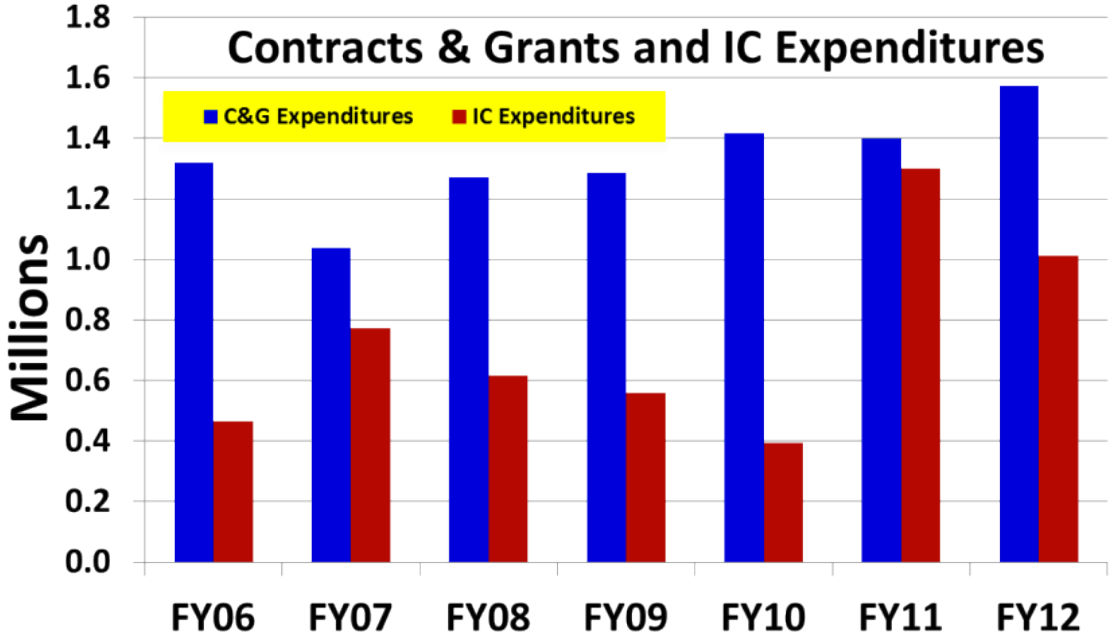
CHANGES IN GRADUATE STUDENT FEES

The 2004 report expressed concern over the ability of students to pay fees during fieldwork trips and at the latter stages of the PhD program. The campus instituted two fee reduction policies that have alleviated some of this concern. The first policy allows students to be "on-leave", paying no fees, for up to six quarters. This policy includes the UC's Family Friendly Policy that has been extended to graduate students. The second is the "in-absentia" policy that allows students to pay reduced fees for up to six quarters if they are in the field or writing their dissertation outside of the state of California.

CHANGES IN SPACES FOR COMMUNITY BUILDING

The 2004 report suggested that a graduate student lounge be created. Due to space and budget limitations this suggestion has not been instituted, although we still believe this to be a useful way to build informal intellectual exchange. In lieu of a physical space, Professor Lee has taken advantage of the rise of social media creating both a Facebook page for the graduate students and a Facebook page for the department. For the graduate student Facebook page, Professor Lee extended invitations to join not only to current graduate students but also to our department's alumni. The page has generated intellectual and social support among the students. It has also created a space for incoming graduate students to ask questions of their peers prior to arriving on campus.

SELF-STUDY REPORT – EXAMPLE CHART



PLEASE NOTE:

- **THIS FORM MAY BE ALTERED TO SUIT THE NEEDS OF EACH PROGRAM, BUT SHOULD BE LIMITED TO TWO TO THREE PAGES AND BE UNIFORM FOR A SINGLE PROGRAM (I.E., ALL FACULTY MEMBERS IN A PROGRAM UNDER REVIEW SHOULD USE EXACTLY THE SAME FORM).**

- **LENGTHY INFORMATION ON GRANT ACTIVITY NEED NOT BE REPORTED HERE BY INDIVIDUAL FACULTY MEMBERS AS WE WILL ACQUIRE THAT THROUGH OTHER MEANS. A BRIEF ACCOUNTING OF CURRENT GRANTS IN RELATIONSHIP TO GRADUATE SUPPORT WILL BE SUFFICIENT HERE.**

PROGRAM IN , FACULTY INFORMATION
BRIEF BIO-SKETCH

NAME:

CURRENT POSITION TITLE:

JOINT OR COLLABORATING APPOINTMENTS IN OTHER PROGRAMS, DEPARTMENTS, OR CENTERS:

YEAR AND RANK OF APPOINTMENT AT UCR:

HIGHEST DEGREE EARNED, INSTITUTION, YEAR EARNED:

POSTDOCTORAL TRAINING:

AREAS OF RESEARCH SPECIALIZATION:

TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:

FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:

SELECTED AWARDS AND HONORS OVER THE PAST TEN YEARS:

ADMINISTRATIVE POSITIONS AND SELECTED MAJOR COMMITTEE/SERVICE WORK OVER THE PAST TEN YEARS, INCLUDING DATES OF SERVICE:

GRADUATE COURSES TAUGHT OVER THE PAST TEN YEARS:

NUMBER OF GRADUATE STUDENTS SUPERVISED IN THE PAST TEN YEARS:

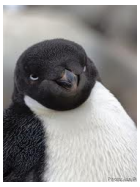
STUDENT CATEGORIES	**THESIS CHAIR**	**THESIS MEMBER**
Ph.D. students who have completed their degrees		
Ph.D. students in progress		
Ph.D. students supervised in other graduate programs		
Master's students who have completed their degrees		
Master's students in progress		
Master's students supervised in other graduate programs		

OTHER MENTORING OR SUPERVISION OF GRADUATE STUDENTS (THIS MAY DIFFER BY PROGRAM AND MAY NOT ALWAYS BE RELEVANT):

For departments in which extramural grants comprise a significant activity, please provide information on your research grants since the last graduate program review. This table should report information based on department standards that are implemented in efile. Below is a template, programs can add columns as needed to suit their field:

Title of Granting Agency	**Your Role** (e.g. PI, Co-PI)	**Total Award Amount***	**Award Period** (M/Y-M/Y)

*(indicate whether Indirect costs are included)



Name: **Abigail Penguin**

Title: Penguin in Charge of Everything
Year and Rank of UCR appointment: 2011, Assistant Professor
Year and institution of Ph.D.: 2008, University of the South Pole
Brief description of specialty area(s): Eating fish, raising baby penguins

Number of peer-reviewed publications: 100

Five most important publications:

XXXXX

XXXXX

Selected Awards and Honors, 2004 to present:

XXXXX
XXXXX

Graduate Courses Taught, 2004 to present: Catastrophic Climate Change

Current graduate students (PhD):

Student Name	Department/Program	Date started	Anticipated graduation date
1.Joe Penguin	Art of Getting Things Done	09/2011	07/2016
2.Mary Penguin	Art of Getting Things Done	09/2011	07/2016
3.Philip Penguin	Art of Getting Things Done	09/2012	07/2017
4.Stan Penguin	Biology	09/2012	07/2017

Former graduate students who graduated or left your group over the past 5 years:

Student Name	Department/Program	Date started / Date completed or left group	PhD Awarded? Y or N	Current Position
NONE				

Extramural grant information 2004 to present:

Agency	Amount	Period	Number of Graduate Students Supported
1. World Wildlife Fund	30,000	07/2013-06/2014	2
2.Zoological Association Research Funds	50,000	07/2013-06/2015	2

PLACEMENT DATA - SAMPLE

Name	Degree	Date of Degree	Research Director	First Position	Current Position	E-mail Address
xxxx	Ph.D.	12/13/2003	Doe, John	MBA Program in San Diego	Senior Associate at PricewaterhouseCoopers	xxxx@xxxx.xxxx
xxxx	Ph.D.	03/20/2004	Doe, Jane	Post Doctoral Researcher, University of California, San Diego	Professor of Molecular Pathogenisis, Shanghai Institute for Biological Sciences, Chinese Academy of Sciences	xxxx@xxxx.xxxx
xxxx	Ph.D.	03/20/2004	Doe, John	Sr. Scientist, Bioanalytical Method Development, Allergan, Inc.	Sr. Scientist, Bioanalytical Method Development, Allergan, Inc.	xxxx@xxxx.xxxx
xxxx	Ph.D.	08/28/2004	Doe, Jane	Post Doctoral Researcher, City of Hope Hospital	Scientist, MEDomics, Orange County, CA	xxxx@xxxx.xxxx
xxxx	Ph.D.	03/19/2005	Doe, John	Post Doctoral Researcher, University of California, San Diego	Project Scientist, University of CA, San Diego	xxxx@xxxx.xxxx
xxxx	Ph.D.	06/16/2006	Doe, Jane	Management Pfizer Beijing	Management Pfizer Beijing	xxxx@xxxx.xxxx
xxxx	Ph.D.	06/16/2006	Doe, John	Post Doctoral Researcher, Cedars Sinai Medical Center	Biomedical Scientist, Georgia Health Sciences University	xxxx@xxxx.xxxx
xxxx	Ph.D.	06/16/2006	Doe, Jane	Post Doctoral Fellow at Scripps Research Institute	Research Scientist at CytRx Corporation	xxxx@xxxx.xxxx

_____ (program name) Graduate Program Review – faculty survey

1) **Please rate the graduate program on the following dimensions.**

	Poor	**Below average**	**Average**	**Above average**	**Excellent**
The overall quality of the graduate program					
The quality of the faculty in the program					
The quality of the graduate students in the program					
The quality of the graduate curriculum					
Graduate student recruitment					
Qualifying examination process					
Financial support for students (fellowships, TAs, GSRs)					
Faculty mentoring of students					
Advising by graduate advisor, program director					
Advising by staff					
Non-academic professional development opportunities for students					
Academic professional development opportunities for students					
Space/facilities for student research/creative activity					
Other graduate student support resources					
Handling of underperforming students					
Placement of graduate students					
Administration's support for the program					
Faculty size for the graduate program					

2) **If you would like to explain any of your ratings, please do so here.**

3) **What are the greatest strengths of the graduate program?**

4) **What are the greatest weaknesses of the graduate program?**

5) **Please describe here any other issues of which the reviewers should be aware.**

_____ (program name) Graduate Program Review – student survey

1) **Please rate the graduate program on the following dimensions.**

	Poor	**Below average**	**Average**	**Above average**	**Excellent**
Overall quality of the graduate program					
Quality of graduate instruction by program faculty					
Frequency of course offerings					
Quality of course offerings					
Qualifying examination process					
Communication of program requirements					
Faculty mentoring of students					
Advising by graduate advisor, program director					
Advising by staff					
Opportunities to conduct research/creative activity					
Opportunities for professional development					
Opportunities for teaching					
Space/facilities for student research/creative activity					
Financial support for professional development (conferences, travel, training, etc.)					
Financial support for students via fellowships, TAs, and GSRs					
Resources for job placement					
Other graduate student support resources					

2) **If you would like to explain any of your ratings, please do so here.**

3) **Why did you choose UCR for graduate studies?**

4) **What are the greatest strengths of the graduate program?**

5) **What are the greatest weaknesses of the graduate program?**

6) **Would you recommend the graduate program to prospective students? If yes, why? If no, why not?**

7) **Please describe here any other issues of which the reviewers should be aware.**

QUESTIONNAIRE for students who graduated from the graduate program in _____

The graduate program from which you received your degree is scheduled to undergo a review by a team of faculty from other institutions. This questionnaire is an essential part of the review process; your input is important to help identify strengths of your program as well as areas where improvements are needed. Please note that your responses are ***anonymous****. Collated responses in which names are removed will be provided only to the review team and to the Graduate Council. Neither your former program nor any other member of the administration will see these responses. Thank you for your participation.*

1) **To what extent do you agree or disagree with the following statements?**

The graduate program enabled me to:	**Strongly disagree**	**Disagree**	**Somewhat**	**Agree**	**Strongly agree**
…be competitive for jobs in my chosen field					
…achieve my career objectives					

2) **Please rate the graduate program on the following dimensions.**

	Poor	**Below average**	**Average**	**Above average**	**Excellent**
Overall quality of the graduate program					
Quality of graduate instruction by program faculty					
Frequency of course offerings					
Qualifying examination process					
Communication of program requirements					
Faculty mentoring of students					
Advising by graduate advisor, program director					
Advising by staff					
Opportunities to conduct research/creative activity					
Opportunities for professional development					
Opportunities for teaching					
Space/facilities for student research/creative activity					
Financial support for professional development (conferences, travel, training, etc.)					
Financial support for students via fellowships, TAs, and GSRs					
Resources for job placement					
Other graduate student support resources					

3) **If you would like to explain any of your ratings, please do so here.**

4) **Why did you choose UCR for graduate studies?**

5) **Would you recommend the graduate program to prospective students? If yes, why? If no, why not?**

6) **What were the greatest strengths of the graduate program?**

7) **What were the greatest weaknesses of the graduate program?**

8) Please describe here any other issues of which the program reviewers should be aware.