

SAMPLE

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 form 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

