

DEPARTMENT OF ANTHROPOLOGY

Dorothy F. Schmidt College of Arts and Letters

Program Review Self-Study

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December 2019 rev.

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Executive Summary

Mission and Purpose: Incorporating Approaches from the Humanities to Sciences

The Department of Anthropology provides the university community with the foundation for understanding humans as cultural and biological beings. The department's areas of interest include the critical concepts and theories in three (3) subfields of anthropology: *cultural anthropology*, which studies the wide cultural diversity that currently exists among humans; *archaeology*, which focuses on the origins, evolution, and variation in ancient human societies and cultures; and *biological anthropology* with its focus on human evolution and variation, as reflected in both the fossil record and in genetics; primatology, the study of our closest non-human relatives; human osteology, skeletal anatomy, and forensics.

An International and Interdisciplinary Focus

The Department of Anthropology is inherently interdisciplinary, global or international in focus, with first hand faculty expertise in North America, South America, Africa, Asia, and Europe. Further, we are deeply engaged in south Florida and in our research connections to diverse cultural and ethnic groups who have settled the region. Additionally, our commitment to place stretches from Palm Beach County south to Key West and west to Ft. Myers, as our grant-funded Florida Public Archaeology Network Center delivers programming across that entire region. The faculty, as a result, are uniquely positioned to provide opportunities and mentorships to a globalized student body.

Productive Undergraduate and Graduate Teaching and Student Opportunity

With a relatively modest-sized faculty (8 tenured/tenure-earning, 1 instructor, and 2 adjuncts), the department delivers a large number of student credit hours, while retaining a focus on mentoring undergraduate students on the individual level. The faculty also produce graduate students whose theses are high quality, original research. Both undergraduate and graduate students have substantial opportunities to participate in field- and laboratory-based research projects here and abroad, under the supervision of our faculty.

An Accomplished Research Portfolio

Between 2013 and 2018, the nine full-time faculty members authored 4 books, 43 peer reviewed articles, 40 technical or scientific reports, and 94 professional presentations; created 2 exhibitions/productions; and submitted 17 grants to external agencies.

Notable external funding successes include an annual Florida Public Archaeology Network grant (total circa \$3 million to date) and an Ambassador's Fund for Cultural Preservation grant for work in Ecuador (\$110,000). The Department of Anthropology's externally funded sponsored research represents, on average, a majority of the College of Arts and Letters new awards received between fiscal year 2013 and 2019.

Program Changes since 2013

A brief list of major changes since the 2013 program review:

- a. The graduate curriculum was redesigned to focus more on research methods and proposal writing directed toward students' ability to complete their thesis in a timely manner.
- b. Student credit hour production during the previous review averaged 6,886 student credit hours (SCH) per annum. That average has increased to 9,068 SCH for the current period under review, a 32% increase.
- c. Since 2013, the Department's Southeast/Southwest Florida Public Archaeology Network (FPAN) center has expanded to include the Southwest Florida region as well. This grant has generated over \$3 million to date. The Center is devoted to full-time community engagement concerning the impact of archaeology in the region, a catchment area encompassing Palm Beach, Broward, Miami-Dade, Monroe, Charlotte, Lee, Collier, Glades, and Hendry counties.
- d. One tenure-track faculty member in biological anthropology left the department and was replaced by a bioarchaeologist who studies human skeletal remains from historic archaeological sites, with a particular focus on the bioarchaeology of childhood in 19th century America and what these remains tell about past daily lives. This hire was strategically chosen to expand the breadth of the program by hiring a specialist in post-cranial morphology and to increase opportunities for external funding.
- e. An instructor position was added as a regular instructor line.
- f. An undergraduate honors program has been added.
- g. A substantial number of eLearning courses have been developed and taught and an online minor is delivered.
- h. Directed Independent Research (DIR) courses have been added to the undergraduate curriculum.
- i. An internship course has been established.

In Summary

The Department of Anthropology at Florida Atlantic University strives to provide a quality education to our student population at both the undergraduate and graduate levels. Concurrently, the faculty carry out a highly interdisciplinary and international agenda of research and scholarly projects, while providing service to the university as well as to local and professional organizations. As a faculty, we are a group of highly dedicated scholars, teachers, and researchers.

Mission and Purpose of the Program

The Department of Anthropology provides the university community with the foundation for understanding humans as cultural and biological beings. The department's areas of interest include the critical concepts and theories in three (3) subfields of anthropology: *cultural anthropology*, which studies the wide cultural diversity that currently exists among humans; *archaeology*, which focuses on the origins, evolution, and variation in ancient human societies and cultures; and *biological anthropology* with its focus on human evolution and variation, as reflected in both the fossil record and in genetics; primatology, the study of our closest non-human relatives; human osteology, skeletal anatomy, and forensics. We approach these general interests through a commitment to research based on primary data collection; as anthropologists we emphasize and give priority to the first-hand collection of information in the field and in our laboratories, analysis of these data, and the dissemination of our results to students and to the wider profession. Thus, our teaching and research are very much in a constant and dynamically reinforced synergy with each other. This is coupled with a strong commitment to student mentoring at all levels, focused on the acquisition of academic and research skills.

The department brings together the diverse interests of cultural anthropologists, archaeologists, and biological anthropologists. It is inherently interdisciplinary, global or international in focus, with first hand faculty expertise in North America, South America, Africa, Asia, and Europe. Further, we are deeply engaged in south Florida and in our research connections to diverse cultural and ethnic groups who have settled the region. Additionally, our commitment to place stretches from Palm Beach County south to Key West and west to Ft. Myers, as our grant-funded Florida Public Archaeology Network Center delivers programming across that entire region. The faculty, as a result, are uniquely positioned to provide opportunities and mentorships to a globalized student body. The department work is clearly in harmony with the university's strategic plan's stated goal of building prominent groups of researchers and scholars, as our faculty's involvement in the field of anthropology is recognized in both national and international forums. The department's programs enrich the educational experience of FAU students as described in strategic plan goals, where research and scholarship are actively supported and practiced. The program articulates with local communities as well as communities internationally. The B.A. program provides a strong exposure to the field and to the skills used for generating information. The M.A. program focuses on producing graduates who can skillfully carry out anthropological research, taking it from the concept or the thesis question, through data collection, analysis, and interpretation, and who are therefore prepared to enter doctoral study and professional careers.

Previous Program Review

The last program review of the Department of Anthropology programs was carried out in 2013 under the direction of the College's former interim dean, Heather Coltman. That review enunciated three major findings and recommendations for anthropology: 1) additional tenure-track lines were necessary to

ensure that its programs continued to develop apace with enrollments at all levels of instruction; 2) more reliable and better funding of infrastructure, operating expenses, and graduate assistantships were necessary; and 3) additional support (funding, staffing, and equipment) for new instructional pedagogies and technologies were necessary.

Subsequent to the 2013 program review, the department has witnessed substantial increases in student credit hour production, but no additional tenure-track lines have been funded. However, an instructor position has been provided and that has certainly helped enormously to bolster undergraduate teaching capacity pressures. Infrastructural support has recently been provided by the College for the anthropology teaching laboratory used in both undergraduate and graduate courses. Operating expenses provided by the College have not increased during this time. The department has successfully made use of its funds to provide undergraduate and graduate students with computer workstations. The number of graduate teaching assistantships has increased due to the department's partnership with the Department of Philosophy and a multi-year FPAN grant. However, the size of stipend awards has not increased.

Department Changes since Previous Review

The major changes in the Department of Anthropology since the last program review are as follows:

- j. The graduate curriculum was redesigned to focus more on research methods and proposal writing directed toward students' ability to complete their thesis in a timely manner.
- k. Student credit hour production during the previous review averaged 6,886 student credit hours (SCH) per annum. That average has increased to 9,068 SCH for the current period under review, a 32% increase.
- l. The department was awarded a multi-year grant in 2008 to operate the Southeast Center of the Florida Public Archaeology Network (FPAN). Since 2013, this center has expanded to include the Southwest Florida region as well. This grant has generated over \$3 million to date. The Southeast/Southwest FPAN Center funds a director, 2 program outreach coordinators, a part-time outreach assistant, a part-time secretary, and two graduate assistantships annually. The Center is devoted to full-time community engagement concerning the impact of archaeology in the region, a catchment area encompassing Palm Beach, Broward, Miami-Dade, Monroe, Charlotte, Lee, Collier, Glades, and Hendry counties.
- m. One tenure-track faculty member in biological anthropology left the department and was replaced by a bioarchaeologist who studies human skeletal remains from historic archaeological sites, with a particular focus on the bioarchaeology of childhood in 19th century America and what these remains tell about past daily lives. This hire was strategically chosen to expand the breadth of the program by hiring a specialist in post-cranial morphology and to increase opportunities for external funding.
- n. An instructor position was added as a regular instructor line.
- o. An undergraduate honors program has been added.
- p. A substantial number of eLearning courses have been developed and taught and an online minor is delivered.
- q. Directed Independent Research (DIR) courses have been added to the undergraduate curriculum.
- r. An internship course has been established.

Department and Faculty Composition

The Department of Anthropology is staffed by eight tenured/tenure track professors, one instructor, two adjuncts (occasionally more), and a program administrator. Additionally, the department employs five more individuals through its grant-funded Southeast/Southwest Florida Public Archaeology Network Center. That Center is staffed by a director, outreach coordinator, and secretary in our Ft. Lauderdale office; our Ft. Myers office houses an outreach coordinator and a part-time outreach assistant.

The teaching faculty is made up of 8 tenured/tenure line persons, one instructor, and two adjuncts. The chairperson, counted among the teaching faculty, typically teaches four courses per year. Among all faculty currently teaching, 55% are female, including one African American woman and one Hispanic woman. The tenured/tenure-earning faculty is represented by five professors, two associate professors, and one assistant professor. Academic specialty is comprised of four cultural anthropologists, two archaeologists, and two biological archaeologists. The instructor and one adjunct are both archaeologists as well. The final adjunct is a cultural anthropologist. To increase the department’s topical coverage within the field of anthropology as well as to address the high student-faculty ratio (see Table 3), there is a need for additional full-time faculty. For example, the department would greatly benefit by adding an archaeologist who can generate Florida-based research projects. Details on faculty research, areas of specialization, and specific accomplishments are provided in sections below and individual CVs are provided in Appendix 3.

Table 1: Faculty Characteristics

Faculty Member	Discipline	Rank	Geographic Area	Specializations
Clifford Brown	Archaeology	Professor	Mesoamerica	Ceramics, Quantitative analysis
Susan Love Brown	Cultural Anthropology	Professor	Caribbean, U.S.	Intentional Communities, Gender, Ethnicity, Political and Psychological
Mary Cameron	Medical Anthropology	Professor	South Asia	Gender, Caste, Traditional Medicine, Environment
Christian Davenport	Archaeology	Adjunct	U.S.	Palm Beach Co. Archaeology
Kate Detwiler	Biological Anthropology	Associate Prof	Africa	Primate Hybridization and Genetics, Conservation
Meredith Ellis	Bioarchaeology	Assistant Prof	U.S.	Osteology, Childhood

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Arlene Fradkin	Archaeology	Professor	U.S., Mediterranean	Zooarchaeology, Museum Studies
Michael Harris, Chair	Cultural Anthropology	Associate Prof	South Asia and South America	Environment, Medical Anthro
Max Kirsch	Cultural Anthropology	Professor	U.S.	Environment, Sex and Gender, Human Rights
Valentina Martinez	Archaeology	Instructor	South America	Ceramics, Lithics. Archaeological Methods
Nancy Stein	Cultural Anthropology	Adjunct	Europe, U.S.	Visual Anthropology, Human Rights, Peace Studies

Undergraduate Instruction

The Department of Anthropology's degree programs are focused on delivering high-quality, contemporary courses in the fields of cultural anthropology, archaeology, and biological anthropology.

The B.A. program focuses on ensuring that all students receive a diverse exposure to the breadth of anthropology. The major requires six credit hours of coursework in each of the subfields, and students are required to take a minimum of six credits of research methods courses. B.A. students benefit from the opportunity to work closely with faculty through directed independent studies on specialized topics and to develop their own particular research interests in the context of the major. In the department, we believe strongly in the role of professor as academic mentor and we remain accessible to students both inside and outside the classroom.

Assessment

The B.A. program's assessment plan is constructed to evaluate instruction and student outcomes. The basic learning goals are: 1) the demonstrated knowledge of major concepts, theories, and methods in anthropology; 2) the ability to communicate anthropological knowledge in written form; and 3) the critical examination of topics in the field with the ability to weigh arguments in a logical, persuasive form. Our most recent assessment overall shows that our students in the sociocultural, biological, and archaeological research methods are performing at the Satisfactory or Above levels. The results have led both the sociocultural research and archaeology methods instructors to modify both course content and expectations regarding final papers.

Our assessment plan is built on the examination of student research papers developed in research methods courses. Faculty members who teach the courses participate in the review of student work. This assessment does sometimes impact the content or pedagogy of methods courses, as reviewers examine course material. The research methods courses, as a result, are consistently reexamined by the faculty who teach these courses in light of developing the skills and capabilities we want from students.

Appendix 1 presents the student learning outcomes used in the assessment.

Assessment of the graduate program took place during the Fall 2018 semester and led to significant program changes that are slated to take effect in the Fall 2020 semester. Those changes are outlined in detail in the Research section of this report.

Peer and Regional Comparison

The Department of Anthropology's B.A. program is similar to other such programs in the southeast region of the U.S. (i. e. University of South Florida, University of Florida, University of Central Florida, University of Georgia). The FAU program requires a minimum of 36 credits in total anthropology credits, of which only 3 credits are from the lower, 2000-level. The rest of the courses must be spread across the cultural anthropology, archaeology, and biological anthropology subfields at the upper division level. The most striking differences between the FAU program and others are that: 1) our major requires an overall greater concentration of credits at the upper division and 2) we require six credits of research methods in the field. The differences are important. Because of these differences, the FAU degree provides undergraduate majors with a more solid, skills-based degree. In addition to these differences, the department faculty at FAU participate in sponsoring many of our undergraduates in specialized, directed training in the field and laboratory. Every student has the opportunity to take advantage of one-on-one work with a faculty member. Since our last review, we have hired a new bioarchaeologist to fill the role previously occupied by a biological specialist in brain evolution. This has allowed us to expand our course offerings in bioarchaeology, a field that is in demand currently, both through upper division course offerings and in directed independent studies/research.

Interdisciplinary Connections

The undergraduate program's courses are linked to interdisciplinary learning pedagogies or curricula across the university, such as the Americas Initiative, Environmental Studies, Women, Gender and Sexuality Studies, Ethnic Studies, Asian Studies, Caribbean and Latin American Studies, Peace Studies and Film Studies. In addition, many of our majors earn a certificate in Geographic Information Systems from Geosciences and the Biotechnology Certificate from Biology.

Contributions to the Core Curriculum/Intellectual Foundations Program (IFP)

The Department provides three courses in the Intellectual Foundations Program and all are in compliance with university and state prerequisites. The course Introduction to Anthropology (ANT 2000), is located in the Foundations of Society and Human Behavior core. Introduction to Biological Anthropology and its lab (ANT 2511/2511L), respectively, are in the Foundations of Science Core. Culture and Society (ANT 2410) is a course that satisfies the Foundations in Global Citizenship – Global Perspectives core. These courses have high enrollment and are lecture-driven forums. All three have undergone significant redesign over the past few years. Introduction to Anthropology has focused on tightly integrating graduate teaching assistant discussion sections and in ensuring that typical historical ethnographic examples from texts are brought into contemporary relief. Additionally, it is being offered online and satisfies the Writing Across the Curriculum requirement. Culture and Society has increased its focus on non-western cultures, placing cultural groups within their contemporary contexts. Introduction to Biological Anthropology has redesigned and strengthened its laboratory manual and classroom exercises and has increased integration between lecture and lab components. An online version is under development and that course will serve

as one of the few online lab courses offered by the university.

Course Delivery Formats

Pedagogically, department courses are delivered in a variety of formats. All faculty members are adept at current standards for delivering course material (e.g., use of computer, projector, and PowerPoint-type presentations). iClicker interactive technology is being used in large lecture IFP/core courses. Five faculty members have been trained in eLearning/online pedagogy and are teaching a variety of courses in that format. It is anticipated that more faculty will be trained in online pedagogy over the next few years and more courses will be offered online in the near future. The department currently offers a minor online.

Student Credit Hour (SCH) Productivity

Table 2 presents the steady enrollment and SCH production in both our lower division and upper division courses. We continue to grow our lower division courses and are on track to increase that growth this academic year. In our previous review, we reported a more than doubling of our lower division credit hours by increasing course sections and course caps. We are beginning a second phase of growth now with our lower division courses, as we push to put more sections online. Since our last review our faculty have developed eight online courses in the lower and upper divisions. One new lower division course is in development now, and is expected to have large SCH production. We anticipate seeing another growth in our overall lower division SCH production because of these innovations.

Our undergraduate student credit hour production has increased significantly since the previous program review in 2013. The average SCH production for the years covered in the 2013 review was 6,886 SCH. As can be seen in the table below, total SCH production is significantly greater today, with an average of 9,068 SCH. This represents a 32% increase since the 2013 program review. Its growth is primarily due to the large number of students taught by the instructor.

In our upper division courses, we continue to maintain steady numbers of SCH. As with the lower division courses, we have moved some of our courses online to facilitate steady enrollment and growth during the summer, in particular. It is worth noting that these numbers and the growth that we have experience has all been done without the addition of any new faculty tenure-track lines. In our last review, we noted that the gains that had been recorded since 2005 would likely be maintained, and they were, but future growth at all levels will be quite modest without the addition of new faculty lines.

Department faculty are highly productive. On a per-faculty member basis, we produce a large number of FTEs. Table 2 provides a clear indication that department serve a large number of students. Our per-faculty production rate (student-faculty ratio) has increased over the past three years by 24% and is well above both College and University averages (Table 3). Average class sizes are robust; for example, in Fall 2019 the lower division class size average was 203 (n=5), upper division 39 (n=11), and research methods 16 (n=2). The lower average class size in methods courses speaks to our faculty's focus on the training of students in research skills in an intensive, low ratio setting.

Table 2: Student Credit Hours

Academic Year	State Fundable SCH Lower Division	State Fundable SCH Upper Division	Total SCH Undergraduate
2012-2013	4927	3941	8868
2013-2014	5738	3757	9495
2014-2015	5297	3526	8823
2015-2016	5638	3571	9210
2016-2017	6009	3416	9425
2017-2018	5457	3135	8592
2018-2019 (Fall semester)	3505	2083	5583 (Fall only)

Table 3: Student FTE Produced per Faculty (Student-Faculty Ratio)

Student Level	2015-2016	2016-2017	2017-2018	College of Arts and Letters	University
Undergraduate	56.3	58.4	69.9	51.7	50.5

Curriculum

The B.A. program provides a flexible curriculum designed to ensure broad exposure to anthropology while allowing for significant individual student interests to be explored and skills to be acquired. In regular rotation in the department curriculum are seven biological, seven archaeology, fourteen cultural, and five research methods courses. Additionally, special topics courses are routinely offered. Other courses are offered on an as-needed basis.

The B.A. curriculum requires three credits of lower division introductory material and six credits each of upper division cultural anthropology, archaeology, biological anthropology, and research methods courses. Nine credits of electives provided from the upper division complete the basic major of 36 credits. A student chooses his/her particular combination of courses within each section, making the major a flexible menu as opposed to a fixed set of courses. An honors-in-the-major is available to the high performing student; students pursuing the honors track complete a two semester sequence focused on producing an honors thesis.

Internships, Field Experiences, and Study Abroad Opportunities

The Department offers a variety of opportunities to students for hands-on empirical experience. These include international fieldwork in Ecuador, Nicaragua, Congo, and Tanzania. Our FPAN Center provides student opportunities throughout South Florida. Many students as well do internships with the Palm Beach County Archaeologist and at regional museums.

Ecuador Field Program

The Department's field program in Ecuador trains students in both archaeological and ethnographic field methods in the context of long-term faculty research projects in Manabí Province. These programs attract not only FAU students, but undergraduate and graduate students from other US and UK

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universities. To date, the program has trained more than 250 students. The Ecuador program serves as one way to interest students from other universities to consider our graduate program as a viable option for their Master's study. The Ecuador program provides our undergraduates the opportunity to learn how to do field work, as opposed to learning about it only theoretically. The program has led to fifteen M.A. theses from FAU and four Ph.D. dissertations from other universities.

International Opportunities

Individual faculty members are involved in training students in other international field contexts as well, with student-faculty research projects in Mexico and Nicaragua. Undergraduates also have opportunities to work in a genetics lab with our primatologist and some have carried out primate studies in Congo and Tanzania.

Local Field Opportunities and Internships

Our new bioarchaeologist has allowed students to have hands on collection management experiences with skeletal remains here in the US. The Department's Southeast and Southwest Center Florida Public Archaeology Network provides undergraduates and graduate students the opportunity to engage in educational outreach to the school systems of Miami-Dade, Broward, Monroe, Palm Beach, Charlotte, Lee, Collier, Glades, Hendry Counties, to certified local governments, and to the state's Division of Historical Resources. Students, both undergraduate and graduate, participate in internships with the Palm Beach County Archaeologist or other archaeologists from Broward and Miami-Dade. Other opportunities for hands-on experience and developing professional relationships have included students with positions associated with the Seminole Tribe's museum and archaeology program, the History Miami Museum, Boca Raton Historical Museum, Jupiter Inlet Lighthouse and Museum, and the Spady Cultural Heritage Museum. Finally, students are engaged with trips to the Everglades and other regional sites of environmental, cultural, and historic importance.

To more clearly demarcate student involvement in particular off- and on-campus activities linked to their academic programs, the department created specific course numbers for both internships and directed independent research. In prior years we had registered all such student under the directed independent study course title. Thus, as a department we are more directly fomenting student participation in a variety of skills-based training and work in organizations.

Teaching

The department has a standard 3-2 teaching load for all tenure track faculty. Many faculty members teach lower and upper division as well as graduate courses. Additionally, faculty engage in supervision of a significant number of directed independent study (DIS/DIR) hands-on/lab work with students. It is common for faculty to supervise several undergraduate and graduate students each semester. Faculty members are generous with their time in this regard. The Chair often teaches four courses per year, which represents a one course overload, in order to help with department productivity.

Our faculty teach a wide range of courses that deploy a variety of formats, including lecture, flipped classrooms, and online learning. In academic year 2019-2020, the department will offer eight online courses and is currently developing two more courses for future years. This has been a considerable investment of time and resources for our faculty. This innovation will allow us to serve our students in

ways that best meet their needs, and continue to increase our SCH.

Student Population Demographics

We have a diverse student population that reflects our appeal to a wide group of undergraduates. The student population of majors is generally more female than male. Over the last three years, the ratio of female students to male students has remained steady with 2-3 female students for every male student. The Department's programs in terms of race and ethnic composition mirror that of the University as a whole. For 2015-2018, race and ethnicity averaged as follows: 40% white, 16% black, and 35% Hispanic. This is an increase in diversity since our last review, when we averaged 70-72% white, 4-6% black, and 16-20% Hispanic (see Appendix 2).

Advising procedures

Advising is frequently carried out by College advisors, who generally tell students to seek advisement in the department. The primary first contact in the department is the chairperson. Advising is carried out in one-on-one meetings with students in which the major is explained, a general review of the student's status vis-à-vis the major is established, and a general plan for the future is mapped. Oftentimes, students are encouraged to seek further advising in the area of the primary interest, thus diffusing the advising responsibility and input to a wide group of faculty members. Many students take advantage of this field-specific advising. If there is a weakness in the system, it is that not all students seek out early advising, which would obviously be the most helpful to their progress through the major. This is an area that the department could reasonably make improvements on.

Retention and Graduation Rates

Our progress and retention rates (Table 4) are consistent with those of the Dorothy F. Schmidt College of Arts and Letters and with those of the University overall. The figures provided in the table below reflect annual rates that are unstable, primarily due to relatively small numbers of anthropology majors at the freshman level. Given that instability, a better estimate of overall progress/retention during the period is the average of 75.1% for the years in the table below. This figure is less than typical College and University figures and may indicate an area for the department to address.

Table 4: Progress and Retention Rates

Cohort Year	Anthropology Progress %	Anthropology Retention %	DFS College of Arts and Letters Progress %	DFS College of Arts and Letters Retention %	University Progress %	University Retention %
2013	92.3	92.3	74.9	68	74.6	65.9
2014	50.0	50.0	77.1	73.7	77.8	72.2
2015	88.9	88.9	78.3	75.7	77.1	74.7
2016	81.8	81.8	82.6	81.4	80.1	78.4
2017	62.5	62.5	83.8	81.5	82.2	80.3

Our 6-year graduation rates (Table 5) are consistent, on average, with those of the Dorothy F. Schmidt College of Arts and Letters and with those of the University overall. As graduation rates are time-lagged statistics, the department expects improvements in rates, as a major focus of university policy and university structural improvement has focused in on this issue. Four-year graduate rates in anthropology are generally consistent with the College figures, if not, on average slightly higher. Anthropology 4-year graduation rates (Table 6) are generally higher than overall university figures for the time period under review.

Table 5: 6-Year Graduation Rates

Cohort Year	Anthropology 6-Year Graduation %	DFS College of Arts and Letters 6 Year Graduation %	University 6 Year Graduation %
2010	45.5	55.7	49.3
2011	64.0	58.1	50.7
2012	55.6	56.8	51.7

Table 6: 4-Year Graduation Rates

Cohort Year	Anthropology 4-Year Graduation %	DFS College of Arts and Letters 6 Year Graduation %	University 6 Year Graduation %
2010	27.3	25.0	19.0
2011	36.0	27.6	23.7
2012	33.3	29.2	25.3
2013	27.8	35.3	27.2
2014	55.6	41.9	33.7

Placement rates/employment profile

Anthropology B.A. graduates enter the workforce much as any other recent graduate does. The structure of employment in the U.S. today is such that, with the exception for purely vocational degrees, a graduate enters the labor pool as one in a stream of the college-educated. That means that the anthropology B.A.s are entering the corporate or business world, non-governmental organizations, and government with their degree as a primary credential. Some of our students will parlay particular skills acquired during their education at FAU to specific types of careers, for example ethnographic skills utilized in market research jobs, bioanthropology lab skills in private sector testing venues, or archaeology skills in Cultural Resource Management or Environmental Consulting. The aforementioned careers are simple examples only. Students begin their working careers and utilize their analytical skills acquired, their critical faculties, and their communication skills with a wide, anthropological perspective. Wages for anthropology B.A.s are generally consistent with College and University figures (mid \$30,000s to low \$40,000s).

Student Recruitment

A modest number of first-time-in-college students (FTIC) enter the university with a major of anthropology in mind. Anthropology is not an ordinary part of the high school curriculum, except for specialized programs like the International Baccalaureate program and we certainly do see majors from these backgrounds. Rather, entrance to anthropology as a major is more closely associated with decisions made after entering the university, as students encounter anthropological topics and perspectives, typically

through one of our three introductory courses. However, university practices currently push FTICs to choose a major prior to entrance or within the first semester. Anthropology to incoming freshman is relatively unknown, since it is not a typical part of the high school curriculum. However, some of our faculty members are occasionally called upon to present anthropology to middle and high school classes. For our transfer majors, the exposure to anthropology occurs at the state college level and we receive many such students from Palm Beach State and Broward College.

Our strongest suit is recruiting students interested by anthropology's wide lens or perspective on humans as biological organisms adapting through time and who have developed civilizations and cultures over time that are the roots of the diversity we see in the world today. To many students, this perspective offers a broad framework to understand the complexities of the world, its nation-states, its peoples, and its disjunctures.

M.A. Graduate Program

The Curriculum

The Department's M.A. program is in transition, as we begin a new curriculum beginning Fall 2020. The program is explicitly constructed to produce students who are prepared to either enter the workforce or move on to doctoral study. The M.A. is minimally a two-year degree, with students finishing, on average, in year three (due to field and lab data collection). All graduate students complete a M.A. thesis that represents original research. Most students collect their own data for the thesis (as opposed to relying solely on secondary sources or existing databases), spending time in the lab, museum, or the field (both in Florida and internationally). The M.A.T. (Master of Arts in Teaching) degree is also available. Few graduate students follow this track, as it requires courses in pedagogy and the development of a curricular plan for K-12 students.

The graduate curriculum at FAU is comparable to other university programs that offer the B.A./M.A. degrees. A strength of FAU's program is that, since its inception, it has focused on cultural anthropology, archaeology, and biological anthropology as necessary foundations to the overall M.A. degree in anthropology. Students acquire a specialization in one of these subfields through their particular thesis work and coursework. Many B.A./M.A. programs of comparable size tend to focus more on two of the three subfields, for example cultural anthropology and archaeology. However, our department's delivery of three disciplines places us at a competitive advantage regionally.

In 2019, the department renovated its curriculum to focus our efforts on more timely graduation. The changes to be instituted include reducing the anthropological theory seminar from two to one semester; eliminating two advanced research seminars; the addition of a requirement that students take a class on research methods focused on their specific subfield (cultural anthropology, archaeology, or biological anthropology), a new course in proposal development and writing, and more opportunities for new seminars. The general intent of the changes is to improve the efficacy and efficiency of the program, and specifically, to shorten time to graduation and improve graduation rates.

The redesigned curriculum retains the core of our program: seminars in biological anthropology, cultural anthropology, archaeology, quantitative methods, and anthropological theory. We are adding to this core

the aforementioned courses in methods (field-specific), proposal development, and elective seminars.

The essence of the graduate program is found in the faculty-student interaction. Generally speaking, a faculty member guides the graduate student through an entire research sequence: developing a research question, operationalizing it, contextualizing the question as a contribution to the field of anthropology, linking to the anthropological literature, defining a methodology, creating an analysis plan, and producing a thesis proposal that is publicly defended. Subsequently, the student carries out the data collection, analysis and thesis write up. The M.A. thesis in anthropology is an arduous process, requiring a significant time investment from the student and the faculty members associated with the thesis. The results are high quality, research-based, original theses.

Admissions and Advising

The graduate program accepts applications on a rolling basis. Minimally, we require a university GPA of 3.0, GRE (no stated cutoff), two letters of recommendation, transcripts, and a statement of purpose. Admissions decisions are based on faculty input in the following manner: once all parts of the application are complete, the student's materials are printed and topped with a cover page that includes all faculty names and space for individual commentary. The packet circulates through the department faculty, acquiring written feedback and an accept/reject indication from each. Acceptance/rejection is based on majority opinion.

In a typical year, the anthropology graduate program admits 10-15 students. Upon entrance to the first semester, students meet with the Graduate Director and develop a plan of study for the degree program. Students are also assigned an initial faculty advisor with whom to consult on their progress and development of thesis interests. Many students change advisors as their individual interests are refined and they move toward writing a thesis proposal.

Collaborations Beyond FAU Anthropology

Not uncommonly, our M.A. thesis students seek out faculty members from other departments at FAU or elsewhere for thesis committee participation. These types of outside relations are generally related to expertise in a particular area, whether that be methodological, topical, or theoretical. These outside collaborations may as well be linked to the use of others' laboratories or the use of particular types of data, for example the use of GIS databases, software, mapping strategies, and analytic methods.

Graduate faculty members serve on thesis and dissertations beyond the confines of the Department of Anthropology. Some of our faculty members have served as chair or members of doctoral committees in Geosciences and Integrative Biology programs. In addition, we have faculty who participate on doctoral committees as chair or member for the College's Comparative Studies doctoral students, and we expect this number to increase as the new Social Sciences track fully develops. Some anthropology faculty members serve on thesis/dissertations committees in Nursing and the College of Design and Social Inquiry. Finally, we expect some of our faculty to contribute to the new MS program in Data Science.

International Collaborations

As previously noted, many of the faculty carry out research in non-U.S. locations and this experience has a direct effect on the training and thesis work of graduate students. The long-term field program in Ecuador has led to 15 master’s theses at FAU as well as field training for many more. Many of these thesis students include colleagues from other universities on their committees. Continuing archaeological work in Nicaragua, as well, has provided a number of M.A. theses and/or fieldwork training for at least seven students. The relatively newer opportunities in field primatology in Africa, in the Democratic Republic of Congo and Tanzania, has led to at least four M.A. theses as well as primate molecular genetics laboratory training for many more.

Graduate Teaching Assistantships

The graduate program generally awards about 14 teaching assistantships annually, relatively evenly divided between new and continuing students. Two assistantships are funded through the department’s FPAN grant. Additionally, through a partnership with the Department of Philosophy, between six and eight graduate assistantships are available to anthropology graduate students, in that discipline’s introductory IFP/core course. The FAU graduate program attracts students from a national pool, with about twenty percent coming from out of state.

Table 7: Graduate Student Credit Hours

Academic Year	State Fundable SCH Graduate I	State Fundable SCH Graduate II	Total SCH Graduate
2013-2014	556	13	569
2014-2015	488	6	494
2015-2016	396	6	402
2016-2017	497	6	503
2017-2018	470	10	480

Table 8: Graduate Student FTE Produced per Faculty (Student-Faculty Ratio)

Student Level	2015-2016	2016-2017	2017-2018	College of Arts and Letters	University
Graduate	3.1	3.9	4.9	2.1	6.0

M.A. Demographics

In general, M.A. demographics are comparable to those for the College and University. The graduate body is skewed slightly toward females. In the three academic years between 2015 and 2018 (Appendix 2), the percentages of female students, in chronological order, were 56%, 54%, and 55%. The Department’s program in terms of race and ethnic makeup roughly mirror that of the University as a whole, yet is, overall, slightly less diverse.

Graduation

The program graduated 7 - 13 M.A. students per year from 2015-16 to 2017-18. All students have completed substantial original thesis work. In the anthropology graduate program, students may take longer to complete their theses, in comparison to other social science departments, due to the need for primary data collection in the lab or the field. The anthropology program has no non-thesis option that allows students who do not complete the thesis to graduate.

Recruitment

About one-half of the department's M.A. students are drawn from the FAU undergraduate population. Out of state students are attracted to the program through web presence, listing in the American Anthropological Association's Guide to Departments, a recently developed flyer/ mailing, and by recruitment from the Ecuador Field Program that attracts students from a national pool. Over the past year, the department faculty and the College administration have increased outreach to FAU undergraduates. At the department level, we have embarked on an explicit recruitment of our most promising undergraduates and all faculty are encouraged to participate in this endeavor.

Placement/Employment

Employment, salary, and placement data for anthropology M.A. graduates is based on exceedingly low numbers of survey respondents. Hence, what is here offered are some general observations. Of six graduates during a typical year, two or three seek entrance to doctoral programs. Depending on the year, between one and three will be accepted (and the three will be accepted in a 2nd round of application). Non-doctorate seeking students either begin working in a field related to their thesis work or continue within their current careers. The 2019 Bureau of Labor Statistics Occupational Outlook notes that, "Employment of anthropologists and archeologists is projected to grow 10 percent from 2018 to 2028, faster than the average for all occupations" (<https://www.bls.gov/ooh/life-physical-and-social-science/anthropologists-and-archeologists.htm>). The Bureau describes the biggest areas of growth to be in the private sector, in corporate and marketing environments as well as in construction and environmental services.

B.A. and M.A. Summary

In summary, the Department of Anthropology's instructional programs at the B.A. and M.A. levels are successfully delivering a high-quality education that is diverse yet focused, that investigates who we are as humans in both biological and cultural contexts and that examines humanity's deep past and continuing cultural heritage. We do this in our teaching, our scholarship, our research, and our outreach to students and the public. Faculty members are heavily involved in graduate teaching and student mentoring and are devoted to giving much more than called for. However, faculty resources are stretched thin and, in order to meet the university's goals for increasing growth in both the instructional and research sectors, clearly more lines are needed.

Research

The faculty members of the Department of Anthropology engage in substantial and significant research in the fields of cultural anthropology, archaeology, and biological anthropology. The faculty actively seek external and internal funding and have experienced notable success in this regard since the previous program review. The high research productivity of department faculty is carried out within the context of a 3-2 teaching load, substantial undergraduate and graduate student mentoring, and substantial service obligations to the college and university.

Nonetheless, faculty members in anthropology are highly productive. Between 2013 and 2018, the eight full-time faculty members authored 4 books, 43 peer reviewed articles, 40 technical or scientific reports, and 94 professional presentations; created 2 exhibitions/productions; and submitted 17 grants to external agencies. The detailed listing of these is in the included faculty CVs. Notable external funding successes include an annual Florida Public Archaeology Network grant (total circa \$3 million to date) and an Ambassador’s Fund for Cultural Preservation grant for work in Ecuador (\$110,000). As Table 9 below illustrates, the Department of Anthropology’s externally funded sponsored research represents, on average, a majority of the College of Arts and Letters new awards received between fiscal year 2013 and 2019. Successes at securing internal, university funded grants and awards are also common, but too numerous to list, and clearly attest to the fact that faculty are active in seeking funds.

Table 9: New Award Amounts, External Sources, by Fiscal Year, 2015-2019*

Year	Anthropology	College	Percent of Total
2015	\$315,000**	\$324,836**	97%
2016	\$329,999	\$388,936	85%
2017	\$392,292	\$436,398	90%
2018	\$329,945	\$380,260	87%
2019	\$429,003	\$470,972	91%
Mean	\$359,248	\$400,280	90%

*Figures provided by Office of Research/Sponsored Research

**2015 Figures calculated from Sponsored Research and GrantsEra

Faculty research in anthropology is heavily dependent on primary data collection in the form of fieldwork and/or laboratory work. The research carried out by department members is international, with members having worked in Ecuador, Argentina, Mexico, Nepal, Nicaragua, Tanzania, Congo, Bangladesh, Italy, etc. as well as in Florida and other parts of the United States. Research interests are diverse and include specializations in primate genetics, economic anthropology, human rights, ecological anthropology,

Maya archaeology, fractal analysis, medical anthropology, zooarchaeology, bioarchaeology, Asian medical systems, communal studies, South American archaeology, psychological anthropology, and political anthropology. In general, faculty members are encouraged to carry out field and/or laboratory investigations and we routinely adjust teaching needs to allow for faculty absences due to primary data collection.

Table 10: Anthropology Research and Scholarly Productivity, 2013-2018

		Anthropology				
		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1. Books (including monographs & compositions)	#	1	0	1	0	2
2. Other peer-reviewed publications	#	5	7	12	11	8
3. All other publications	#	4	6	22	4	4
4. Presentations at professional meetings or conferences	#	27	18	18	16	15
5. Productions/Performances/Exhibitions	#	0	0	0	2	0
6. Grant Proposals Submitted	#	3	2	4	5	3

Research Goals

Research goals for Department faculty are threefold: 1) to continue to produce scholarly work in the form of books and/or peer-reviewed publications; 2) to increase the number of grants submitted to external agencies; and 3) to encourage the continued participation of undergraduates and graduate students in faculty research projects. The continued production of scholarly work is part and parcel of the faculty’s ongoing professional development and motivation. We define ourselves by and through our research projects. All engage continuously in the research process. This includes the following sample array of faculty research interests: the analysis of zooarchaeological remains from southeastern U.S. sites, bioarchaeology of childhood in 19th century United States, hybridization and ecology of guenons, Ayurvedic medicine in Nepal, ecology and culture in the Everglades, fractal analysis in archaeology, new developments in Nicaraguan archaeology, archaeology in coastal Ecuador, and political ecology in Ecuador.

The goal of increasing the number of external grants submitted can be approached by creating incentives for grant writing. The College to date has begun to support grant writing as an activity worthy of release time and the attention of as Associate Dean. Yet it may be possible to assign faculty fewer service responsibilities in return for dedicated grant writing and this can be accomplished at the departmental level.

The faculty is committed to including both undergraduates and graduate students in faculty research

projects. As previously noted, the Department's Ecuador program annually includes about 12 FAU undergraduates and between 2 and 5 graduate students annually. Primatology research in Africa has included many graduate student projects and the creation of a PCR laboratory that trains undergraduates and graduate students in genetic research and analysis. A contingent of undergraduate and graduate students have been involved in faculty research in Nicaragua over several summers. The Department will remain committed to providing opportunities to its students. The following advantages are important: the opportunity to work closely with a professional in the chosen field; the chance to observe the realities of in-field research projects; and the opportunity to develop professional relationships to enhance their career development.

Southeast/Southwest Center of the Florida Public Archaeology Network

Since the last program review in 2013, the Southeast Center of the Florida Public Archeology Network (FPAN) has been expanded to include the Southwest Florida region as well. The FPAN grant has generated over \$3 million to date and funds a program of outreach on archaeology and historic preservation issues to educational institutions (K-12) and community organizations. The program employs a director, 2 program outreach coordinators (one for SE and one for SW region), an outreach assistant, and two graduate student assistants who deliver programming from the southern tip of Key West in Monroe County, through Miami-Dade and Broward, to the northern reaches of Palm Beach County as well as in Charlotte, Lee, Collier, Glades, and Hendry counties in Southwest Florida. The Center is further tasked to articulate with certified local governments (CLGs) over this entire region on historic preservation issues and planning. The Center aids the State of Florida's Division of Historical Resources with both local site-specific data and the dissemination of information to certified local governments. The Center also provides a strong involvement with environmental issues and is a key actor in the Heritage Monitoring Scout program. This program is focused on monitoring the effects of sea level rise on archaeological sites.

The Center has been an excellent means for the Department of Anthropology and FAU to increase visibility, especially in the southern parts of the state and to connect with local audiences (school teachers, community organizations) that are highly diverse and dispersed in the entire region.

Service

Table 11: Anthropology Service Commitments

		Anthropology				
		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1. Faculty memberships on department, college or university committees	#	40	38	35	34	41
2. Faculty memberships on community or professional committees	#	10	10	7	11	8
3. Faculty serving as editors or referees for professional publications	#	7	6	6	7	8

All department faculty members engage in a variety of service. In a relatively small department, the service load is proportionately high, due to the simple fact that fewer people must represent the unit in both college and university venues. Faculty members are engaged in committee work stretching from the department up to the university level. Department faculty members engage in this service as part of their assigned faculty responsibilities, but they also go beyond such matters of pure assignment. All of the faculty members engage with committees that suit their interests. A non-exhaustive listing includes the following: Peace, Justice and Human Rights, the doctoral program in Comparative Studies, the executive committee for the Women, Gender, and Sexuality Studies, and Latin American Studies. Anthropology has been a critical member of the ADVANCE/NSF program focused on women in science. Faculty members also devote themselves to the College's Faculty Assembly and the University Faculty Senate.

Professional community/committee engagements are usually carried out by all faculty members, with memberships and executive memberships with national organizations and committees such as the Communal Studies Association and the Nepal and Himalayan Studies Association. Also, two faculty members serve on the Palm Beach County's Historical Preservation Board. Another provides service to the International Baccalaureate program. Most faculty members annually engage regularly in the peer review process for journals, publishers, and granting agencies.

Service Goals

The goals for service are to meet the department's obligations for meaningful collaborations at the College and University levels, while maintaining professional obligations with regard to organizations/associations and editorial/peer-review.

The addition of more tenure line faculty has the potential to greatly impact the overall service burden on department faculty, with the result being to free up time for increased research productivity. There is

the general sense among the faculty that College and University service has become more onerous during the period since the previous review as the number of committees has proliferated.

Other Program Goals

The Anthropology programs, in their entirety, are dependent on the goodwill and generosity of its personnel and students. That is, a successful program like ours is one in which the participants involved are given the freedom to work toward their individual goals while contributing, and feeling obligated to, the greater good of the department. A crucial goal is to maintain and nourish this greater good: encouraging a workplace that values everyone's efforts and individuals who will contribute unselfishly. This basic idea is one that should be understood by faculty, staff, and students.

Another program goal is to create new links to existing university opportunities, particularly a greater articulation and interaction with the university's Pillars and Platforms. These areas have, through structural incentives, offered the greatest opportunities for growth and anthropology has some clear benefits to offer. Critically, our benefit can be described as the human angle: how we behave and adapt to new technologies, to aging, to environmental change, and to our local communities.

Strengths, Opportunities, Weaknesses, and Threats (SWOT)

Strengths

- a. A diverse, highly qualified and productive, faculty whose work is topically diverse and international in scope.
- b. A flexible undergraduate curriculum, strong on methods/doing anthropology/primary data collection.
- c. A strong M.A. program that places students in doctoral programs and careers in the field.
- d. The sole Department of Anthropology in southeastern Florida with full complements of cultural anthropology, biological anthropology, and archaeology.
- e. International research experience in Africa, Asia, Europe, the Middle East, and North, South, and Central America.
- f. Adequate lab space for teaching and for curation of materials.
- g. Excellent student learning opportunities in the classroom, abroad, in the field and lab.
- h. Many ties to undergraduate and graduate interdisciplinary programs.

Opportunities

- a. Collaboration with the university's pillars, with particular connection to Healthy Aging and Environmental Sciences.
- b. Collaboration with the university's platforms, especially Data Analytics, Community Engagement, Diversity, Global Perspectives, Peace, Justice, and Human Rights as well as South Florida Culture and Undergraduate Research.
- c. Collaboration with the College of Biomedicine's programs, both in teaching and research.
- d. Increasing research and student training synergies with the College of Science's Integrative Biology program.
- e. For our programs, an overall increasingly large student body that is more diverse, with an interest in exploring this diversity.

Weaknesses

- a. The need for more topical courses at both the graduate and undergraduate levels that focus on faculty expertise. With the addition of both more faculty and students, the curriculum can be moved in this direction.
- b. Restricted time for grant preparation.
- c. Limitations on the number of graduate research assistantships. Most tuition waivers are only earmarked for instructional personnel.
- e. Lack of an active southeast Florida field archaeology component. Small and medium-sized contracts could be generated for cultural resource management work.
- f. Limited opportunities for new hires.

Threats

- a. Statewide prioritization of some degrees as more valuable than others. It appears that the importance of anthropological skills is overlooked in both discussions of statewide workforce needs and the push to favor narrowly defined STEM fields.
- b. A flat budget within the context of increasing student credit hours.
- c. A generalized corporatization of university structures and academics focused not on what faculty believe students should learn and know, but what will generate dollars or credit hours.

Resource Analysis

There are a number of resource issues that must be addressed to meet all of the programmatic needs of Anthropology.

- a. Tenure line hires in new areas of anthropology that can address contemporary issues and problems, for example an environmental specialist and a specialist in the anthropology of emerging technologies.
- b. Addition of another instructor, as the current instructor's SCH productivity is at capacity. A new instructor would also assist with the addition of more online offerings.
- c. The curation facility for storage of osteological, ceramic, and lithic materials must be renovated to modern museum-grade protocols. Plywood cabinets do not fill this need.
- d. The Department's wood shop can be renovated for extra laboratory and graduate student space.

Future Directions

The changes anticipated in anthropology for the near-term future includes adapting to the following trends:

- a. Continued pressures to increase teaching productivity and continuing to improve the department's research profile, especially through increased external grant submissions.
- b. The addition of more faculty, with the hope to be able to develop new initiatives at both the undergraduate and graduate level. A Pillar hire should be pursued.
- c. Creating and nurturing the relationships for collaborating successfully on new initiatives, including the pillars and platforms alluded to earlier.

Questions for Reviewers

- a. How can the Department of Anthropology position itself more forcefully within the context of STEM initiatives, while retaining its linkages to the humanities?
- b. What additional resources will provide the unit with the ability to increase its teaching and scholarly productivity?
- c. How can the department increase its research productivity, given local constraints?
- d. Are there national trends in anthropology with which the Department should be looking to engage?

Appendix 1: Student Learning Outcomes

The Anthropology curriculum is designed to ensure that each student receives a broad background in the discipline. Additionally, the program is built for each student to have the flexibility to specialize in their particular interest through further coursework.

A major requirement is that all students complete at least six credits in research methods. The research methods courses in the Department of Anthropology provide the opportunity for students to demonstrate learning outcomes in the areas of content knowledge, communication skills, and critical thinking in a variety of contexts. These research methods courses are:

- ANT 4116 (Archaeological Research Methods)
- ANT 4192 (Research Methods in Bioarchaeology)
- ANT 4495 (Research Methods in Cultural Anthropology)
- ANT 4802 (Ethnographic Fieldwork)
- ANT 4824 (Fieldwork in Archaeology)
- ANT 4905 (Directed Independent Study)
- ANT 4917/4918 (Directed Independent Research)

CONTENT KNOWLEDGE (Declarative Knowledge): Students will demonstrate knowledge of the major concepts, theories, and methods of each of the three subdisciplines: archaeology, biological anthropology, and cultural anthropology. Assessment of students will be based on demonstration of satisfactory or better performance (on average) on exams, papers, and other coursework for two upper division courses in each of three subdisciplines (archaeology, biological anthropology, and cultural anthropology) for individual graduating students. Refer to the degree requirements for a list of these courses.

COMMUNICATION (Written Communication): Students will demonstrate the ability to communicate anthropological knowledge in written form. Depending on topic, students will produce written work in conformity with the publication guidelines of the American Association of Physical Anthropology, the American Anthropological Association, or the Society for American Archaeology. Each student will complete six credit hours in anthropology research methods courses for which in-depth papers (10 pages or more) are required and in which the successful student is evaluated “satisfactory” or better on such papers.

CONTENT KNOWLEDGE (Declarative Knowledge): Students demonstrate knowledge of the major vocabulary, concepts, theories, and arguments associated with a research question or topic. Assessment of students will be based on demonstration of satisfactory or better performance on literature review and research significance sections (or equivalents) of research papers or laboratory reports in research methods courses.

CONTENT KNOWLEDGE (Research Skills): Students will demonstrate the ability to apply basic data collection strategies and methodologies to anthropological research projects based on library research, field research, or laboratory research. Assessment of students will be based on demonstration of satisfactory or better performance on methodology sections of research papers or laboratory reports in research methods courses.

CRITICAL THINKING (Analytical Skills): Students will demonstrate the ability to conduct library or field-based research on an anthropological topic that demonstrates critical, analytical (qualitative and/or quantitative), or technical skills. Assessment of students will be based on demonstration of satisfactory or better performance on analysis sections (or equivalents) of research papers or laboratory reports in research methods courses.

Appendix 2: Department Dashboard Indicators 2017-2018

I Instruction

A Assessment goals and outcomes for each degree program (reported separately)

B Input Data

B 1 Headcount, Person Years and FTE -- Overall and Devoted To Instruction

Anthropology

			Anthropology			College Total	University Total
			2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Total Headcount	7	8	8	173	695
		Total Person-Years	6.1	6.6	6.7	138.6	579.4
		Person-Years Devoted To Instruction	3.3	3.2	3.4	74.3	270.0
		Total FTE	8.1	8.8	8.9	184.8	772.5
		FTE Devoted to Instruction	4.4	4.3	4.5	99.0	360.1
Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Total Headcount	1	1	1	40	239
		Total Person-Years	0.8	0.8	0.7	33.7	192.7
		Person-Years Devoted To Instruction	0.8	0.8	0.7	32.5	148.5
		Total FTE	1.0	1.1	1.0	45.0	256.9
		FTE Devoted to Instruction	1.0	1.1	1.0	43.4	197.9
Other personnel paid on faculty pay plan	Scholar/ Scientist/ Engineer, Research Assoc, Assoc In, Asst In, Postdoc Assoc	Total Headcount				26	159
		Total Person-Years				21.8	131.6

		Person-Years Devoted To Instruction					20.6	68.2
		Total FTE					29.1	175.5
			Anthropology			College Total	University Total	
			2015-2016	2016-2017	2017-2018	2017-2018	2017-2018	
		FTE Devoted to Instruction					27.5	90.9
Adjuncts	--	Total Headcount	5	4	3	124	701	
		Total Person-Years	0.6	1.0	0.9	25.3	133.9	
		Person-Years Devoted To Instruction	0.5	0.8	0.6	24.4	128.0	
		Total FTE	0.8	1.4	1.2	33.8	178.5	
		FTE Devoted to Instruction	0.7	1.0	0.9	32.5	170.7	
Graduate Assistants	--	Total Headcount	30	31	28	230	1,254	
		Total Person-Years	9.7	8.3	10.0	72.6	389.5	
		Person-Years Devoted To Instruction	8.7	1.9	9.0	65.6	247.0	
		Total FTE	12.9	11.1	13.3	96.8	519.3	
		FTE Devoted to Instruction	11.6	2.6	12.0	87.4	329.4	
Other	--	Total Headcount	2			27	280	
		Total Person-Years	0.8			2.1	27.9	
		Person-Years Devoted To Instruction	0.7			1.6	16.9	
		Total FTE	1.0			2.8	37.2	
		FTE Devoted to Instruction	1.0			2.2	22.5	

Total	Total Headcount	45	44	40	620	3,328
	Total Person-Years	17.9	16.7	18.3	294.2	1,454.9
		Anthropology			College Total	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
	Person-Years Devoted To Instruction	14.1	6.7	13.7	219.0	878.6
	Total FTE	23.9	22.3	24.4	392.2	1,939.9
	FTE Devoted to Instruction	18.8	8.9	18.3	292.0	1,171.5

Source: Instruction and Research File

Report includes summer, fall and spring semester data

Faculty headcounts are unduplicated within year; faculty with appointments in multiple departments are counted in the department where they devoted most effort.

Adjuncts and Grad Assistants are counted in each department where they had an appointment.

Person-year= 1 person working full time for one year

1.00 FTE = .75 person-years

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
 Anthropology

Instructional Faculty (Tenured, tenure-earning, & non-tenure-earning)		Anthropology			College Total	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Asian or Pacific Islander	Female				3	44
	Male				5	101
	Total				8	145
Black (Not of Hispanic Origin)		0				
	Female	1	1	1	9	38
	Male				5	24
	Total	1	1	1	14	62
Hispanic	Female	1	1	1	17	39
	Male				6	33
	Total	1	1	1	23	72
White (Not of Hispanic Origin)		0				
	Female	3	4	4	93	326
	Male	3	3	3	99	409
	Total	6	7	7	192	735
Total		0				
	Female	5	6	6	122	447
	Male	3	3	3	115	567
	Total	8	9	9	237	1,014

Source: Instruction and Research File

Instructional Faculty includes tenured, tenure-earning and non-tenure-earning faculty members who taught a course during the year.

B 2 Instructional Faculty and Adjuncts By Gender and Ethnicity
Anthropology

Adjuncts		Anthropology			College Total	University Total
		2015- 2016	2016- 2017	2017- 2018	2017-2018	2017-2018
American Indian/Alaskan Native	Female					1
	Male					1
	Total					2
Asian or Pacific Islander	Female				1	12
	Male					14
	Total				1	26
Black (Not of Hispanic Origin)	Female				6	49
	Male				3	34
	Total				9	83
Hispanic	Female				15	47
	Male				10	33
	Total				25	80
White (Not of Hispanic Origin)	Female	2	3	2	48	287
	Male	3	1	1	41	223
	Total	5	4	3	89	510
Total	Female	2	3	2	70	396
	Male	3	1	1	54	305
	Total	5	4	3	124	701

Source: Instruction and Research File

B 3 Average Course Section Size and Percent of Sections Taught By Faculty
Anthropology

				Anthropology			College Total	University Total	
				2015- 2016	2016- 2017	2017- 2018	2017- 2018	2017-2018	
Course Level	Type								
Undergraduate	Lecture/Seminar	Sections Offered	#	58	49	52	1,944	5,462	
			# Enrolled	3,071	3,128	2,827	55,028	203,379	
			Avg Section Enrollment	52.9	63.8	54.4	28.3	37.2	
		Sections Faculty-Taught	#	43	38	42	1,405	3,682	
			%	74.1	77.6	80.8	72.3	67.4	
		Lab	Sections Offered	#	8	8	8	24	902
				# Enrolled	199	195	178	415	16,280
				Avg Section Enrollment	24.9	24.4	22.3	17.3	18.0
			Sections Faculty-Taught	#	4	8	8	20	468
	%			50.0	100.0	100.0	83.3	51.9	
	Discussion		Sections Offered	#	14	12	7	119	322
			# Enrolled	309	226	168	2,837	8,205	
			Avg Section Enrollment	22.1	18.8	24.0	23.8	25.5	
		Sections Faculty-Taught	#	14	12	7	119	270	
			%	100.0	100.0	100.0	100.0	83.9	
	Other Course Types	Sections Offered	#	35	31	41	504	1,374	
			# Enrolled	43	37	54	3,476	8,508	
			Avg Section Enrollment	1.2	1.2	1.3	6.9	6.2	
		Sections Faculty-Taught	#	31	30	40	333	1,058	
			%	88.6	96.8	97.6	66.1	77.0	

				Anthropology			College Total	University Total
				2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Graduate	Lecture/Seminar	Sections Offered	#	9	9	11	195	1,840
			# Enrolled	89	109	80	1,320	23,939
			Avg Section Enrollment	9.9	12.1	7.3	6.8	13.0
		Sections Faculty-Taught	#	9	9	11	193	1,485
			%	100.0	100.0	100.0	99.0	80.7
		Lab	Sections Offered	#				1
			# Enrolled				8	577
			Avg Section Enrollment				8.0	7.2
	Sections Faculty-Taught		#				1	52
			%				100.0	65.0
	Other Course Types		Sections Offered	#	59	66	90	347
			# Enrolled	86	88	102	481	3,936
			Avg Section Enrollment	1.5	1.3	1.1	1.4	2.0
		Sections Faculty-Taught	#	59	65	90	339	1,865
			%	100.0	98.5	100.0	97.7	95.0

Source: Instruction and Research File and Student Data Course File

'Other Course Types' includes DIS, Thesis/Dissertation Research, Individual Performance Instruction, Internships, etc.

Sections taught by tenured, tenure-earning and non-tenure-earning faculty are counted as 'faculty-taught'

B 4 a Majors Enrolled By Level (Annual Headcount)
 Anthropology (Program CIP: 450201)

	Anthropology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Professional					250
Bachelors	158	139	120	4,293	28,345
Masters/Specialist	50	46	44	345	4,785
Doctoral				49	999
Unclassified				1	3,073
Total	208	185	164	4,688	37,452

Source: Student Data Course File

Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

B 4 b Majors Enrolled (Annual Headcount) By Gender and Ethnicity
 Anthropology (Program CIP: 450201)

			Anthropology			College Total	University Total
			2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Professional	Asian or Pacific Islander	Female					16
		Male					22
		Total					38
	Black (Not of Hispanic Origin)	Female					12
		Male					8
		Total					20
	Hispanic	Female					15
		Male					13
		Total					28
	White (Not of Hispanic Origin)	Female					67
		Male					86
		Total					153
	Not Reported	Female					2
		Male					9
		Total					11
	Total	Female					112
		Male					138
		Total					250
Undergraduate	American Indian/Alaskan Native	Female	1	3	2	16	102
		Male		1		10	85
		Total	1	4	2	26	187
	Asian or Pacific Islander	Female	3	4	3	126	896
		Male	3	2	1	50	725
		Total	6	6	4	176	1,621
	Black (Not of Hispanic Origin)	Female	21	19	16	519	3,884
		Male	6	2	3	352	2,427
		Total	27	21	19	871	6,311

		Anthropology			College Total	University Total	
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018	
	Hispanic	Female	39	36	32	777	4,458
		Male	12	11	16	454	3,191
		Total	51	47	48	1,231	7,649
	White (Not of Hispanic Origin)	Female	50	44	29	1,064	6,037
		Male	21	12	12	805	5,398
		Total	71	56	41	1,869	11,435
	Non-Resident Alien	Female		2	2	54	417
		Male		2	2	27	492
		Total		4	4	81	909
	Not Reported	Female	2	1	2	21	129
		Male				18	104
		Total	2	1	2	39	233
	Total	Female	116	109	86	2,577	15,923
		Male	42	30	34	1,716	12,422
		Total	158	139	120	4,293	28,345
Graduate	American Indian/Alaskan Native	Female				1	13
		Male					8
		Total				1	21
	Asian or Pacific Islander	Female	2	1	2	11	198
		Male	1	1	1	4	126
		Total	3	2	3	15	324
	Black (Not of Hispanic Origin)	Female	1		1	24	688
		Male				19	288
		Total	1		1	43	976
	Hispanic	Female	2	4	3	47	658
		Male	5	4	4	32	411
		Total	7	8	7	79	1,069
	White (Not of Hispanic Origin)	Female	22	20	18	130	1,648
		Male	15	16	15	91	1,188

Total	37	36	33	221	2,836
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		Anthropology			College Total	University Total	
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018	
	Non-Resident Alien	Female	1			24	239
		Male	1			11	319
		Total	2			35	558
	Total	Female	28	25	24	237	3,444
		Male	22	21	20	157	2,340
		Total	50	46	44	394	5,784
Unclassified	American Indian/Alaskan Native	Female					5
		Male					1
		Total					6
	Asian or Pacific Islander	Female					178
		Male					115
		Not Reported					1
		Total					294
	Black (Not of Hispanic Origin)	Female					288
		Male					144
		Total					432
	Hispanic	Female				1	384
		Male					253
		Total				1	637
	White (Not of Hispanic Origin)	Female					847
		Male					666
		Total					1,513
	Non-Resident Alien	Female					85
		Male					81
		Total					166
	Not Reported	Female					10
		Male					15

		Total					25
	Total	Female				1	1,797
			Anthropology			College Total	University Total
			2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
		Male					1,275
		Not Reported					1
		Total				1	3,073

Source: Student Data Course File

Note: For Annual Headcounts, each student is counted once whether enrolled in summer, fall or spring. Students enrolled in more than one term during the year are included in the level of their latest term.

Productivity Data

C 1 Annualized State-Fundable FTE Produced By Level
Anthropology

	Anthropology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Undergraduate Total	230.2	235.6	286.4	5,525.8	21,144.0
Graduate Total	12.6	15.7	20.0	221.8	2,526.4
Grad I	12.4	15.5	19.6	197.7	1,969.6
Grad II	0.2	0.2	0.4	24.1	556.8
Classroom	10.9	13.8	17.5	201.7	2,343.6
Thesis-Dissertation	1.6	1.9	2.5	20.1	182.8
Grand Total	242.8	251.3	306.4	5,747.6	23,670.4

Source: Student Data Course File

Based On State-Fundable Credit Hours

Note: Grad I and Grad II groups will sum to Graduate Total; Classroom and Thesis-Dissertation will sum to Graduate Total.

C 2 Annualized State-Fundable FTE Produced In/Out Of Department or College

Anthropology

		Courses offered by:				
		Anthropology			College of Arts & Letters	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Course Level	FTE produced by students who are:					
Lower Division Undergraduate	Majors within the department	2.7	4.3	3.3	319.9	1,024.9
	Majors outside the department, but within the college	25.7	25.4	32.0	571.3	2,516.5
	Majors outside the college	112.6	120.6	146.6	2,564.0	5,684.0
	Total	141.0	150.2	181.9	3,455.2	9,225.4
Upper Division Undergraduate	FTE produced by students who are:					
	Majors within the department	37.1	34.5	42.1	1,222.0	7,113.8
	Majors outside the department, but within the college	22.6	23.8	27.0	383.9	3,207.5
	Majors outside the college	29.5	27.1	35.4	464.6	1,597.3
	Total	89.3	85.4	104.5	2,070.6	11,918.6
Graduate	FTE produced by students who are:					
	Majors within the department	12.0	15.4	19.3	203.8	2,078.8
	Majors outside the department, but within the college	0.2	0.1	0.3	9.1	259.1
	Majors outside the college	0.4	0.2	0.4	8.9	188.5
	Total	12.6	15.7	20.0	221.8	2,526.4
Total	FTE produced by students who are:					
	Majors within the department	51.8	54.2	64.7	1,745.7	10,217.4
	Majors outside the department, but within the college	48.5	49.3	59.2	964.3	5,983.1
	Majors outside the college	142.5	147.8	182.5	3,037.5	7,469.8
	Total	242.8	251.3	306.4	5,747.6	23,670.4

Source: Student Data Course File
Based On State-Fundable Credit Hours

C 3 Degrees Awarded
 Anthropology (Program CIP: 450201)

		Anthropology			College Total	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
	Degrees awarded with a:					
Associates	Single major					229.0
	All					229.0
Bachelors	Degrees awarded with a:					
	Single major	36.0	34.0	29.0	1,057.0	5,734.0
	Double or triple major	2.5		0.5	26.0	88.0
	All	38.5	34.0	29.5	1,083.0	5,822.0
Masters	Degrees awarded with a:					
	Single major	13.0	7.0	12.0	95.0	1,574.0
	All	13.0	7.0	12.0	95.0	1,574.0
Specialist	Degrees awarded with a:					
	Single major					12.0
	All					12.0
Doctorate	Degrees awarded with a:					
	Single major				4.0	140.0
	All				4.0	140.0
First Professional	Degrees awarded with a:					
	Single major					64.0
	All					64.0
Total	Degrees awarded with a:					
	Single major	49.0	41.0	41.0	1,156.0	7,753.0

	Double or triple major	2.5		0.5	26.0	88.0
	All	51.5	41.0	41.5	1,182.0	7,841.0

Source: Student Data Course File

Note: Degrees awarded with multiple majors may result in fractional degree totals for some groups.

A degree awarded with a single major contributes 1 degree, a double major contributes 1/2 degree in each major, and a triple major contributes 1/3 degree in each major to the degree totals.

Efficiency Data

D 1 B Annualized Student FTE Produced Per FACULTY Instructional Person-Year (Student Faculty Ratio)
Anthropology

	Anthropology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Undergraduate	56.3	58.4	69.9	51.7	50.5
Graduate	3.1	3.9	4.9	2.1	6.0
Total	59.3	62.3	74.8	53.8	56.6

Source: Instruction and Research File and Student Data Course File

Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only
Annualized FTE (C 1) produced for each person-year devoted to instruction (B 1 department total).

D 2 Degrees Awarded Per FACULTY Instructional Person Year
 Anthropology (Program CIP: 450201)

	Anthropology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
Associates	0	0	0	0	0.5
Bachelors	9.4	8.4	7.2	10.1	13.9
Masters	3.2	1.7	2.9	0.9	3.8
Specialist	0	0	0	0	0.0
Doctorate	0	0	0	0.0	0.3
First Professional	0	0	0	0	0.2
Total	12.6	10.2	10.1	11.1	18.7

Source: Instruction and Research File and Student Data Course File

Includes Instructional Person-Years from Tenured, Tenure-earning and Non-tenure-earning faculty only

Number of Degrees (C 3) produced for each Faculty person-year devoted to instruction (B 1 tenured, tenure-earning and non-tenure-earning faculty).

Effectiveness Data

E 1 Rating Instructor's Overall Teaching Effectiveness (item 6) from Student Perception of Teaching (SPOT)
Anthropology

Scale: 1=Excellent 5=Poor		6. Rate your instructor's overall teaching effectiveness in this course								
		Anthropology			College Total			University Total		
		Summer 2017	Fall 2017	Spring 2018	Summer 2017	Fall 2017	Spring 2018	Summer 2017	Fall 2017	Spring 2018
Undergraduate	# Sections	7	27	25	208	880	766	957	2,775	2,411
	Mean Rating	1.6	1.9	1.7	1.5	1.5	1.6	1.6	1.7	1.6
Graduate	# Sections				7	71	53	230	564	560
	Mean Rating				1.3	1.5	1.3	1.6	1.6	1.6
Total	# Sections	7	27	25	215	951	819	1,187	3,339	2,971
	Mean Rating	1.6	1.9	1.7	1.5	1.5	1.6	1.6	1.7	1.6

Source: Student Perception of Teaching Results, Summer 2017 to Spring 2018

Research, Creative & Scholarly Activities

A Assessment Goals and Outcomes for Research (reported separately) B 1 Faculty Person Years and FTE

Devoted to Research

Anthropology

				Anthropology			College Total	University Total	
				2015-2016	2016-2017	2017-2018	2017-2018	2017-2018	
Departmental Research	·	--	Person-Years				0.1	4.2	
			FTE				0.1	5.7	
	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	1.4	1.7	2.2	38.3	151.2	
			FTE	1.9	2.3	2.9	51.1	201.6	
	Non-tenure- earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years				0.2	3.6	
			FTE				0.3	4.8	
	Other personnel paid on faculty pay plan	--	Person-Years					4.8	
			FTE					6.4	
	Total			Person-Years	1.4	1.7	2.2	38.6	163.8
				FTE	1.9	2.3	2.9	51.4	218.4
Sponsored Research	·	--	Person-Years				0.1	6.9	
			FTE				0.1	9.2	
	Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Person-Years	0.1		0.0	1.1	23.4	
			FTE	0.1		0.0	1.5	31.2	
	Non-tenure- earning faculty	Instructors, Lecturers, Visiting Faculty	Person-Years	0.0			0.0	6.1	
			FTE	0.0			0.0	8.1	
	Other personnel paid on faculty pay plan	--	Person-Years					27.3	
			FTE					36.4	
	Total			Person-Years	0.1		0.0	1.2	63.7

			Anthropology			College Total	University Total
			2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
		FTE	0.1		0.0	1.6	84.9

Source: Instruction and Research File

'Other personnel paid on faculty pay plan' includes Scholar/Scientist/Engineer (all ranks), Research Assoc, Assoc In, Asst In, Postdoctoral Assoc

Includes summer, fall and spring semester data Person-year= 1 person working full time for one year

1.00 FTE = .75 person-years

C 1-9 Research/Scholarly Productivity Anthropology

		Anthropology			College Total	University Total
		2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
1. Books (including monographs & compositions)	#	1	0	2	10	82
2. Other peer-reviewed publications	#	12	11	8	117	1,308
3. All other publications	#	22	4	4	133	585
4. Presentations at professional meetings or conferences	#	18	16	15	208	1,545
5. Productions/Performances/Exhibitions	#	0	2	0	234	289
6. Grant Proposals Submitted	#	4	5	3	7	272

Sources: College Dean's Office and Division of Research (Grant Proposals Submitted)

Note: Grant Proposals Submitted includes proposals administered by the Division of Research only. This number does not include funding proposals administered by the FAU Foundation

University Total Grant Proposals Submitted excludes proposals submitted by units outside the University's Colleges (e.g., IRM, Library).

	Anthropology			College Total	University Total
	2015-2016	2016-2017	2017-2018	2017-2018	2017-2018
1. Books (including monographs & compositions) per faculty member	0.1	0.0	0.3	0.1	0.1
2. Other peer-review publications per faculty member	1.7	1.4	1.0	0.7	1.9
3. All other publications per faculty member	3.1	0.5	0.5	0.8	0.8
4. Presentations at professional meetings or conferences per faculty member	2.6	2.0	1.9	1.2	2.2
5. Productions/Performances/Exhibitions per faculty member	0.0	0.3	0.0	1.4	0.4
6. Grant proposals submitted per faculty member	0.6	0.6	0.4	0.0	0.4

Scholarly output(Section II, C 1-9) per tenured and tenure earning faculty member (Section I B)

A Assessment Goals and Outcomes for Service (reported separately) B 1-3 Service
 Productivity
 Anthropology

		Anthropology			College Total	University Total
		2015- 2016	2016- 2017	2017- 2018	2017- 2018	2017-2018
1. Faculty memberships on department, college or university committees	#	35	34	41	363	2,508
2. Faculty memberships on community or professional committees	#	7	11	8	131	1,060
3. Faculty serving as editors or referees for professional publications	#	6	7	8	71	499

Source: College Dean's Offices

C 1-3 Efficiency
Data
Anthropology

	Anthropology			College Total	University Total
	2015- 2016	2016- 2017	2017- 2018	2017- 2018	2017-2018
1. Faculty memberships on department, college or university committees per faculty member	5.0	4.3	5.1	2.1	3.6
2. Faculty memberships on community or professional committees per faculty member	1.0	1.4	1.0	0.8	1.5
3. Faculty serving as editors or referees for professional publications per faculty member	0.9	0.9	1.0	0.4	0.7

Faculty committee memberships and faculty serving as editors or referees (Section III B 1-3)
per tenured and tenure earning faculty member (Section I B 1)

Appendix 3: Abbreviated Faculty CVs

Clifford Brown

CURRICULUM VITAE

CLIFFORD T. BROWN, Ph.D., RPA

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EDUCATION

Tulane University. Ph.D., in Anthropology, August 1999.

Dissertation Title: *Mayapán Society and Ancient Maya Social Organization*

Chair: E. Wyllys Andrews V; Committee members: Victoria R. Bricker, Dan Healan

Tulane University, Master of Arts, in Anthropology, December 1989.

Yale University, Bachelor of Arts, *cum laude*, in Archaeology, May 1983.

Professional Licensure: Registered Professional Archaeologist, ID# 11381, Register of Professional Archaeologists, 2000 to present.

EMPLOYMENT HISTORY

CURRENT APPOINTMENTS

Professor, Department of Anthropology, Florida Atlantic University, Boca Raton, Florida. August 2016 to present.

Research Fellow, Middle American Research Institute, Tulane University, New Orleans, Louisiana. 2002 to present.

PREVIOUS TEACHING APPOINTMENTS

Associate Professor, Department of Anthropology, Florida Atlantic University, Boca Raton, Florida. May 2009 to August 2016.

Assistant Professor, Department of Anthropology, Florida Atlantic University, Boca Raton, Florida. August

2003 to May 2009.

PUBLICATIONS

BOOKS

Witschey, Walter R. T. and Clifford T. Brown (2012). *Historical Dictionary of Ancient Mesoamerica*. Lanham, MD: Scarecrow Press, a division of Rowman and Littlefield.

Brown, Clifford T. and Larry S. Liebovitch (2010). *Fractal Analysis*. Quantitative Applications in the Social Sciences, Monograph No. 165. Thousand Oaks, Calif.: Sage Publications.

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- Strawinska-Zanko, Urszula, Larry S. Liebovitch, April Watson, and Clifford T. Brown (2018). Capital in the First Century: The Evolution of Inequality in Ancient Maya Society, in *Mathematical Modeling of Social Relationships: What Mathematics Can Tell Us about People*, edited by Urszula Strawinska-Zanko and Larry Liebovitch, pp. 161-192. New York: Springer.
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- Witschey, Walter R. T. and Clifford T. Brown (2012). 5000 Sites, and Counting: The Inspiration of Maya Settlement Studies, in *The Ancient Maya of Mexico: Reinterpreting the Past of the Northern Maya Lowlands*, edited by Geoffrey Braswell, pp.170-188. London: Equinox Publishing.
- Brown, Clifford T., Larry S. Liebovitch, and Rachel Glendon (2010). Hunter-Gatherers Optimize Their Foraging Patterns Using Lévy Flights, in *Human Ecology: Contemporary Research and Practice*, edited by Daniel G. Bates and Judith Tucker, pp. 51-65. New York: Springer.
- Brown, Clifford T. (2010). Reflections on “Metaarchaeology”, in *Advancing Phenomenology*, edited by Philip Blosser and Thomas Nenon, pp. 391-400. Contributions to Phenomenology No. 62. Dordrecht: Kluwer Academic Publishers.
- Brown, Clifford T. (2006). Water Sources at Mayapán, Yucatán, México, in *Precolumbian Water Management: Ideology, Ritual, and Power*, edited by Lisa Lucero and Barbara Fash, pp. 171-188. Tucson: University of Arizona Press.
- Brown, Clifford T. (2005). Caves, Karst, and Settlement at Mayapán, Yucatán, in *In the Maw of the Earth Monster: Mesoamerican Ritual Cave Use*, edited by James E. Brady and Keith M. Prufer, pp. 373-402. Austin: University of Texas Press (The Linda Schele Series in Maya and Pre-Columbian Studies).

FUNDED GRANTS

(Unfunded proposals omitted)

EXTERNAL

Instrumental Neutron Activation Analysis of Archaeological Ceramics from Chinandega, Nicaragua
(National Science Foundation [NSF] Archaeometry subsidy)

Dates: 2018

Role: Principal Investigator

Amount: \$11,940

Funding source: NSF Archaeometry grant to the University of Missouri Research Reactor (MURR) (NSF grant number 1621158).

Remote-Sensing Detection of Ancient Cultural Features in the Maya Area of Mesoamerica.

Dates: 2017-2019

Roles: Co-Principal Investigator.

Amount: The commercial value of the dataset is between \$727,000 and \$908,000.

Funding source: German Aerospace Centre (DLR).

Southeast and Southwest Regional Public Archaeology Centers of the Florida Public Archaeology Network.

Dates: 2008-present. Annually recurring.

Roles: Co-author of proposal. Co-Principal Investigator. Member of grant supervisory committee.

Amount: \$2,759,622 from 2/1/2007 – 6/30/2018; current year's funding: ~\$300,000.

Funding source: Florida Public Archaeology Network, University of West Florida.

Additional Archaeological Cataloguing and Rehabilitation Jupiter Inlet site

Dates 2017-2018

Role: Principal Investigator

Amount: \$15,000

Funding Source: United States Bureau of Land Management

Archaeological Cataloguing and Rehabilitation Jupiter Inlet site

Dates: 2016-2018

Role: Principal Investigator

Amount: \$44,791

Funding Source: United States Bureau of Land Management

Archaeological Curation

Dates: 2013-2018

Role: Principal Investigator

Amount: \$11,875 over 5 year term, or \$2375/yr.

Funding Source: United States Bureau of Land Management

Old Vero Ice Age Sites Archaeological Excavation and Analysis

Dates: 2016-2017

Role: Co-Principal Investigator, Project Advisor

Amount: Total: \$60,000+: \$50,000 award plus \$10,100 match from FAU and additional matching funds from the Old Vero Ice Age Sites Committee.

Funding sources: State of Florida, Department of State, Division of Historic Resources, Special Category Grant, S1705 and match from the Old Vero Ice Age Sites Committee

Old Vero Ice Age Sites Archaeological Materials Analyses

Dates: 2015-2016

Role: Co-Principal Investigator, Project Advisor

Amount: Total: \$60,000+: \$50,000 award plus \$10,100 match from FAU and additional matching funds from the Old Vero Ice Age Sites Committee.

Funding sources: State of Florida, Department of State, Division of Historic Resources, Special Category Grant, S1606 and match from the Old Vero Ice Age Sites Committee

Continued Excavation, Documentation, and Analysis of Materials from the Old Vero Ice Age Site

Dates: 2016-2017

Role: Co-Principal Investigator, Project Advisor

Amount: Total \$525,000: \$350,000 award plus \$175,000 match from community.

Funding sources: State of Florida, Department of State, Division of Historic Resources, Special Category Grant, SC714 and match from the Old Vero Ice Age Sites Committee

Continued Old Vero Site Archaeological Study

Dates: 2015-2016

Role: Co-Principal Investigator, Project Advisor

Amount: Total \$525,000: \$350,000 award plus \$175,000 match from community.

Funding sources: State of Florida, Department of State, Division of Historic Resources, Special Category Grant, SC604 and match from the Old Vero Ice Age Sites Committee

Speleothem Proxies for Interactions of Climate, Land Use, and Culture in the Ancient Maya Lowlands.

Dates: 2007-2010

Role: Co-Principal Investigator. Principal investigator: Bruce Dahlin[†], Shepherd University.

Amount: \$94,708

Funding Source: National Science Foundation

SUSAN LOVE BROWN, PH.D.
Professor
Department of Anthropology
Florida Atlantic University
777 Glades Road – SO 175
Boca Raton, Florida 33431-0991
E-Mail: slbrown@fau.edu
Phone: 561-297-2325

Education

- 1992 Ph.D. degree in Anthropology
University of California, San Diego
Dissertation: *“This is the REAL Bahamas”: Solidarity and Identity
In Cat Island,*
- 1987 M. A. degree in Anthropology
San Diego State University
Thesis: *Ananda Revisited: Values and Change in a Cooperative,
Religious Community*
- 1984 B. A. degree in Literature in English
Excelsior College (formerly Regent’s Degree Program of the University of the State of
New York)
Albany, New York

Other Training

- 2014 Quality Matters (QM) certification for ANT 4315 African American
Anthropology (November 19, 2014).
- 2012 CeL 1001 Certification in eLearning Certificate (Florida Atlantic
University)
- 2011 Certificate in Copyediting (University of California, San Diego
Extension)
- 2009 Certificate in Teaching Online (University of California, San Diego Extension)

Professional Employment and Appointments

- 2015-16 Lifelong Learning Society Professorship in Current Affairs
“Emma, Golda, and Ayn: Three Russian Radicals” – series of
four lectures in Winter 2016. Research stipend.

-
- 2008 - Present Professor**
Department of Anthropology
Florida Atlantic University
Boca Raton, Florida
- 2006-2008 Interim Director**
Ph.D. Program in Comparative Studies
Florida Atlantic University
Boca Raton, Florida
- 2006-2008 Director**
Public Intellectuals Program
Ph.D. in Comparative Studies
Florida Atlantic University
Boca Raton, Florida
- 2006-Present Member, Graduate Faculty**
Florida Atlantic University
- 1998-2008 Associate Professor**
Department of Anthropology
Florida Atlantic University
Boca Raton, Florida
- 1993-Present Member, Associate Faculty of the Women's Studies Program,**
Florida Atlantic University
Boca Raton, Florida
- 1993-1998 Assistant Professor**
Department of Anthropology
Florida Atlantic University
Boca Raton, Florida

Publications

Books

- 2000** *Meeting Anthropology Phase to Phase.* Durham, North Carolina: Carolina Academic Press. Co-authored with Robert Bates Graber, Ralph Rowlett, Randall R. Skelton, Ronald Kephart.

Edited Books

- 2002** *Intentional Community: An Anthropological Perspective.* Albany:

Chapters in Books

- 2017 "Babyboomer Mythology and *Stephen King's It*." *Americana: The Journal of American Popular Culture 1900 to Present* 7(1) Spring. (Online journal www.americanpopularculture.com/journal/articles/spring_2008/brown.htm) Reprinted in *Stephen King, 2017 Edition*. Bloom's Modern Critical Views Set. Bloom's Literary Criticism. Ebook. Chelsea House/Infobase Publishing.
- 2016 Race, Rules, and Real Estate in August Wilson's *Radio Golf*. In *Capitalism and Commerce in Imaginative Fiction: Perspectives on Business in Novels and Plays*, pp. 417-430. Edited by Edward W. Younkens. Lanham, MD: Lexington Books.
- 2015 From Utopian Socialism to Utopian Capitalism in the American Individualist Republic. In *A New Social Question: Capitalism, Socialism, and Utopia*, pp. 43-63. Edited by Casey Harison. Cambridge: Cambridge Scholars Publishing.
- 2012 African Americans. In *Race and Ethnicity: the United States and the World*, 2nd edition. Chapter 8. Edited by Ray Scupin. Upper Saddle River, NJ: PrenticeHall/Pearson. This is a revised version of the 2002 edition of this text. (Published 7/13/2011; copyrighted 2012.)
- 2010 "Utopian and Communitarian Experiments." In *Encyclopedia of Religion in America*. Edited by Charles H. Lippy and Peter W. Williams. Washington, D.C.: CQ Press/Sage.
- 2007 Beyond the "Stillborn Aspiration": Virtuous Sexuality in *Atlas Shrugged*. In *Ayn Rand's Atlas Shrugged: A Philosophical and Literary Companion*, pp. 289-301. Edited by Edward W. Younkens. London: Ashgate Publishing Ltd.
- 2006 The New Age: A Twentieth Century Movement. In *Introduction to New and Alternative Religions in America (Five Volumes), Volume 3: Metaphysical, New Age, and Neopagan Movements*, pp.132-148. Edited by Eugene V. Gallagher and W. Michael Ashcraft. Westport, Connecticut: Praeger/Greenwood.
- 2002 African Americans. In *Race and Ethnicity: An Anthropological Focus on the U. S. and the World*, pp. 159-190. Edited by Ray Scupin. Upper Saddle River, NJ: PrenticeHall.
- 2002 Introduction. In *Intentional Community: An Anthropological Perspective*, pp. 1-15. Edited by Susan Love Brown. Albany, NY:

State University of New York Press.

- 2002 **Community as Cultural Critique.** In *Intentional Community: An Anthropological Perspective*, pp. 153-179. Edited by Susan Love Brown. Albany, NY: State University of New York Press.
- 2001 **God and Self: the Shaping and Sharing of Experience in a Cooperative, Religious Community.** In *The Psychology of Cultural Experience*, pp. 173-195. Edited by Carmella C. Moore And Holly F. Mathews. Cambridge, UK: Cambridge University Press.
- 1999 **Ayn Rand: the Woman Who Would Not Be President.** In *Feminist Interpretations of Ayn Rand*, pp. 275-298. Edited by Chris Sciabarra and Mimi Gladstein. State College, PA: Pennsylvania State University Press.
- 1997 **The Free Market as Salvation from Government: the Anarcho-Capitalist View.** In *Meanings of the Market in Western Culture*, pp. 99-128. Edited by James Carrier. Oxford: Berg.
- 1992 **Baby Boomers, American Character, and the New Age: A Synthesis.** In *Perspectives on the New Age*, pp. 87-96. Albany, NY: State University of New York Press.

Papers in Refereed Journals

- 2016 **"Nathaniel Branden's Oedipus Complex."** *Journal of Ayn Rand Studies*. Volume 16 (1-2):25-40.
- 2015 **"Ayn Rand and Rape."** *Journal of Ayn Rand Studies*. Volume 15, No. 1 (July) Issue #29, 3-22.
- 2011 **"Cheating in Online Courses: The Student Definition."** (Deborah Raines, Peter Ricci, Susan L. Brown, Terry Eggenberger, Tobin Hindle, and Mara Schiff). *Journal of Effective Teaching*, 11(1).
http://uncw.edu/cte/et/articles/Vol11_1/Raines.pdf
- 2008 **"Ayn Rand as Public Intellectual: Notes from the Margin."** *Studies in the Humanities*. 35(2): 180-197 (December). Special Issue on *The Artist as Public Intellectual* . [Issue actually appeared in February 2009]
- 2008 **"Babyboomer Mythology and Stephen King's It."** *Americana: The Journal of American Popular Culture 1900 to Present* 7(1) Spring. (Online journal www.americanpopularculture.com/journal/articles/spring_2008/brown.htm)

- 2007 Society: Toward an Objective View. *Journal of Ayn Rand Studies*. 9(1): 113-138.
- 2006 Essays on Ayn Rand's Fiction. *Journal of Ayn Rand Studies* 8(1): 63-84.
- 2005 Solidarity and Individualism in an Archipelago State: A Bahamian Cultural Model in Historical Context. *Journal of Caribbean Studies* 19(3):129-150.
- 2004 God and Gender: Structures of Opportunity in a Cooperative, Religious Community. *Communal Societies* 24:1-24.
- 1991 Breaking the Habits of the Heart. *Critical Review* 5(3):379-397.

Reference Works

- 2019 Caribbean Religions. *Encyclopedia of Psychology and Religion*. Edited by David A. Leeming. Switzerland: Springer Nature/Springer-Verlag.
- 2018 Mecca. In *Encyclopedia of Psychology and Religion*. Edited by David A. Leeming. Switzerland: Springer Nature/Springer-Verlag.
- 2018 Revitalization Movements. In *Encyclopedia of Psychology and Religion*. Edited by David A. Leeming. Switzerland: Springer Nature/Springer-Verlag.
- 2016 Randol Fawkes. In *Dictionary of Afro-Caribbean and Latin American Biography*. Edited by Henry Louis Gates, Jr. and Franklin W. Knight. Oxford University Press. [1,026 words]
- 2016 Doris Johnson. In *Dictionary of Afro-Caribbean and Latin American Biography*. Edited by Henry Louis Gates, Jr. and Franklin W. Knight. Oxford University Press. [1,300 words]
- 2009 Martin Luther King, Jr. and the Southern Christian Leadership Conference (SCLC). In *International Encyclopedia of Protest and Rebellion 1500 to the Present*. Edited by Immanuel Ness. Wiley-Blackwell.
- 2009 Ella Josephine Baker. In *International Encyclopedia of Protest and Rebellion 1500 to the Present*. Edited by Immanuel Ness. Wiley-Blackwell.
- 2009 Rosa Parks and the Montgomery Bus Boycott. In *International Encyclopedia of Protest and Rebellion 1500 to the Present*. Edited by Immanuel Ness. Wiley-Blackwell.

Mary Cameron

Mary M. Cameron. Professor, Anthropology

(revised for Department of Anthropology Program Review, 10/2019)

Higher Education

M.A, 1988; Ph.D. 1993 Anthropology, Michigan State University, East Lansing, MI. Dept. of Anthropology
Additional (FLAS language, anthropology): U. Michigan-Ann Arbor, U. Wisconsin-Madison, SUNY-Albany
B.S. 1978 Biology, Russell Sage College, Troy, NY. Honors.
Additional: Lancaster University, England (junior year abroad)

Academic Appointments & Administration

2010-present Full Professor, Anthropology, Florida Atlantic University, Boca Raton, FL
2016-present Clinical/Research Affiliate Professor, College of Nursing
2015-present Faculty Associate, Peace, Justice and Human Rights Center
2006-present Faculty Associate, Women, Gender and Sexuality Studies
2001-2010 Associate Professor, Anthropology, Florida Atlantic University, Boca Raton, FL
2001-2005 Director, Women's Studies Center, Florida Atlantic University, Boca Raton, FL
1998-2001 Director, Women's Studies Program, Auburn University, Auburn, AL
1997-2001 Associate Professor, Anthropology. Dept. Sociology, Anthropology, and Social Work, Auburn University, Auburn, AL.
1992-1997 Assistant Professor, Anthropology. Dept. Sociology, Anthropology, and Social Work, Auburn University, Auburn, AL.

President, Association for Nepal and Himalayan Studies, 2012- 2015

American Peace Corps, 1978-81. Nepal. High-school mathematics, science and health teacher.

Grants, Honors, Awards, Fellowships (Additional 20 grants and awards totaling approx. \$155,000)

2018 Leadership Award, Center for eLearning, FAU. \$2500.
2018 Affordable Curriculum Today (ACT) Platinum Award. \$3000, to be awarded after completion of e-book, *Trading Health* by 2020
2017-18 Peace, Justice, and Human Rights Initiative Conference Travel Award. \$750 (declined)
2016 College of Arts and Letters Advisory Board Research Grant, FAU \$2000
2016 Course-release award. For 10 years of service to the College of Arts and Letters Ph.D. in Comparative Studies.
2016 Service award, ANHS Executive Committee
2014 Distinguished Professor in Current Affairs, Lifelong Learning Society, FAU \$5000
2014 Curriculum Development Grant, Office of Undergraduate Research, FAU \$2500
2013 Woman of Influence Alumna Award, Russell Sage College, Troy, NY

- 2013 Asian Studies Course Development Grant. *Health Development and Culture in South Asia*. \$2000
 2012 Grant-in-Aid, American Embassy, Kathmandu, Nepal. \$1640.
 2011-12 Council of American Overseas Research Centers' Multi-Country Research Fellowship Program. \$12,000.
 2011 Asian Studies Course Development Grant. *Asian Medical Systems*. \$3500
 2009 United States Department of Education Fulbright-Hays Faculty Research Award. \$100,383
 2005 Continuing Research Grant, Office of Sponsored Research, FAU. \$14,392.
 2005 International Travel Grant, Office of Sponsored Research, FAU. Award amount: \$1500
 2003 First Annual Wall of Distinction Alumni Award, Hudson Falls High School, Hudson Falls, NY.
 2002 Research Initiation Grant, Office of Sponsored Research, FAU. \$5000
 1999 Breeden Teaching Award, Provost's Office, Auburn University. Award Amount: \$1000.
 1999 Fulbright Senior Fellowship, Nepal (for 1999-2000). \$11,500.
 1997 Teaching Effectiveness Award, College of Liberal Arts, Auburn University. \$500
 1994 Illinois-NWSA Manuscript Award, 1st place. *On the Edge of the Auspicious*. \$1000.
 1988-89 Fulbright-Hays Doctoral Dissertation Grant. Michigan State University. Nepal. \$8000

Select Publications (single author Mary M. Cameron; 4 exceptions in bold)

2019. *Three Fruits: Nepali Ayurvedic Doctors on Nature, Health, and Social Change*. Lexington Books.
2019. Ripu M. Kunwar, Maria Fadiman, Santosh Thapa, Ram P. Acharya, **Mary Cameron**, Rainer W. Bussmann. "Interdependencies of Phytosociological Indices and Use Values: Implications for Conservation in Kailash Sacred Landscape, Nepal." *Ecological Indicators*.
2019. Weisner, Meaghan L. and **Mary M. Cameron**. "Does Yoga Increase Sustainability? Enhanced Sensory Awareness and Environmental Behavior in South Florida." *Worldviews* (in press).
2019. *Trading Health: Biodiversity Conservation and Ayurvedic Medicine in Nepal* (book ms. in progress).
2016. Kunwar RM, Baral K, Paudel P, Acharya RP, Thapa-Magar KB, **Cameron M**, et al. "Land-Use and Socioeconomic Change, Medicinal Plant Selection and Biodiversity Resilience in Far Western Nepal." *PLoS ONE* 11(12): e0167812. doi: 10.1371/journal.pone.0167812.
2015. Folmar, Steven, **Mary Cameron**, Mitra Pariyar. "Digging for Dalits: Social Justice and an Inclusive Anthropology of Nepal. In *Aftershocked. Cultural Anthropology, HotSpots*: online Oct. 14.
2012. "Why Not Nepali Ayurveda? Conservation Development & Indian Markets." *SINHAS*: Kathmandu: Mandala Book Press.
2011. "[Trading Health: Biodiversity Conservation, Traditional Medicine, Natures, and the Poor in South Asia](#)." *Anthropology CourseReader*.
2010. "Healing Landscapes: Sacred and Rational Nature in Nepal's Ayurvedic Medicine." In *Culture and the Environment in the Himalaya*. Ed. Arjun Guneratne. NY: Routledge.

2010. "Feminization and Marginalization? Women Ayurvedic Doctors and Modernizing Health Care in Nepal." *Medical Anthropology Quarterly*.

2009. "Gender, Science, and Indigenous Medicine: Planning Research on Asian Women Prof. Providers." *Health Care for Women International*

2009. "Untouchable Healing: A Dalit Ayurvedic Doctor from Nepal Suffers his Country's Ills" *Medical Anthropology*

2008. "Modern Desires, Knowledge Control, and Physician Resistance: Regulating Ayurvedic Medicine in Nepal." *Asian Medicine*

2007. "Considering Dalits and Political Identity in Imagining a New Nepal." *Himalaya*.

2002. "Teaching Medical Anthropology in Nepal." *Education about Asia*.

1998. *On the Edge of the Auspicious: Gender and Caste in Nepal*. Urbana, IL: University of Illinois Press. 328 pages.

1999. "Negotiating Marriage in Nepal." *Till Death Do Us Part*. Eds R. Miller & S. Browning. Stamford, Connecticut: JAI Press, Inc.

1996. "Biodiversity and Medicinal Plants in Nepal: Involving Untouchables in Conservation and Development." *Human Organization*

1995. "Transformations of Gender and Caste Division of Labor in Rural Nepal: Land, Hierarchy, and the Case of Untouchable Women." *Journal of Anthropological Research*

Additional: Co-edited book 1. Republished book 1. Peer-reviewed articles and book chapters 10. Book reviews 6. Published reports 12+. Conference presentations, panels organized, invited presentations 125+. Manuscripts reviewed 28+ for 28 journals and presses

Editorial Work

PROFESSIONAL JOURNALS

- American Anthropologist
- Medical Anthropology Quarterly
- Medical Anthropology
- American Ethnologist
- Current Anthropology
- Contemporary South Asia
- Himalaya
- Asian Medicine
- Anthropology and Humanism

- Studies in Nepali History and Society
- Maternal and Child Health
- Women's Reproductive Health
- Ethnos
- Global Public Health
- Society and Natural Resources
- Sociological Spectrum
- Working Papers on Women and International Development

PRESSES AND FUNDING ORGANIZATIONS

- University of Arizona Press
- Social Science and Humanities Research Council (Canada)
- National Science Foundation
- Austrian Science Fund START Program
- Oxford University Press
- University of California Press
- World Bank (Social Exclusion Index)
- Vanderbilt University Press
- McGraw-Hill Publishing
- Fulbright Specialist Program
- Boren Foundation

Courses Taught FAU

ANT 2000 Introduction to Anthropology

ANT 3361 Cultures of South Asia (WAC, online)

ANT 3403 Culture and Ecology

ANT 4302 Gender and Culture (online)

ANT 4365 Asian Medical Systems (new course)

ANT 4419 Anthropology of Nature (new course, online)

ANT 4469 Culture, Gender and Health (new course, online)

ANG 6084 Seminar in Anthropological Theory 2

ANG 6090 Advanced Anthropology Research 1

ANG 6930/WST 6615 Gender, Health and Power (new course)

ANG 6930 Ethnographic Perspectives on Culture and Health (new course)

WST 6652 Seminar in Feminist Studies and Qualitative Research (new course)

Graduate Student Advising FAU

Chaired or served on over 30 MA student committees in Anthropology, Women's Studies, English, Sociology and others.

Chaired or served on over 20 PhD student committees in Comparative Studies, Nursing, Geosciences, Public Policy, Religious Studies (University of Chicago) and others.

Also served as external reviewer on 4 doctoral dissertations at international universities.

Expert Witness Testimony

Provided expert witness testimony for 6 individuals and/or families from Nepal seeking political asylum or citizenship in the United States.

CURRICULUM VITAE

KATE M. DETWILER

PROFESSIONAL PREPARATION

Bates College	Biology	BS 1995
New York University	Anthropology	MA 2002
New York University	Anthropology	PhD 2010
Columbia University	Ecology, Evolution, Environmental Biology	Postdoc 2010-2011

APPOINTMENTS

2018-Present	Associate Professor, Anthropology, Florida Atlantic University
2012-Present	Faculty Member, Environmental Sciences Program, Florida Atlantic University
2012-Present	Faculty Member, Integrative Biology PhD Program, Florida Atlantic University
2011-Present	Assistant Professor, Anthropology, Florida Atlantic University
2010-2011	Postdoctoral Science Fellow, Ecology, Evolution, and Environmental Biology, Columbia University

PEER REVIEWED JOURNAL PUBLICATIONS WITHIN PAST 3 YEARS

Accepted Arenson, J.L., Sargis, E.J., Hart, J.A., Hart, T.B., **Detwiler, K.M.**, Gilbert, C.C. Skeletal morphology of the lesula (*Cercopithecus lomamiensis*) and the evolution of guenon locomotor behavior. *American Journal of Physical Anthropology*.

2019 **Detwiler, K.M.** Mitochondrial DNA analyses of *Cercopithecus* monkeys reveal a localized hybrid origin for *C. mitis* in Gombe National Park, Tanzania. *International Journal of Primatology* 40 (1): 28-52.

- 2019 **Detwiler, K.M.**, Nkoranigwa, M., Detwiler, C.K., Whittier, C.A. Auto-amputation following acute traumatic forelimb injury in a wild *Cercopithecus* monkey. *African Primates* 13: 39-46.
- 2019 van der Valk, T., Gonda, C.M., Silegowa, H., Almanza, S[†]., Sifuentes-Romero, I^{*}., Hart, T.B., Hart, J.A., **Detwiler, K.M.**, Guschanski, K. The genome of the endangered dryas monkey provides new insights into the evolutionary history of the vervets. *Molecular Biology and Evolution*, msz213, <https://doi.org/10.1093/molbev/msz213>.
- [†]FAU undergraduate student, ^{*}FAU postdoctoral scientist
- 2016 Tapanes, E.[†], **Detwiler, K.M.**, Cords, M. Bat predation by *Cercopithecus* monkeys: Implications for zoonotic disease transmission. *Ecohealth*, 13: 405-409.
- [†]FAU graduate student
- 2016 Tosi, A.J., **Detwiler, K.M.**^{*}. The efficacy of sex-chromosomal markers in studies of *Cercopithecus* hybridization: Discovery of a captive hybrid and applications in wild populations. *Zoo Biology*, 35(1):1-4. ^{*}Gombe Hybrid Monkey Project photo used as the cover image for the January/February 2016 issue.

OTHER SELECTED PUBLICATIONS WITHIN PAST 3 YEARS

- 2019 Hart, J.A., **Detwiler, K.M.**, Alempijevic, D.^{*} Lokasola, A., Rylands, A.B. *Cercopithecus dryas*. The IUCN Red List of Threatened Species 2019. eT4216A17947691.
- ^{*}FAU graduate student
- 2016 **Detwiler, K.M.**, Hart, J.A., McPhee, S.G.^{*}, Ayali, P., Hart, T.B. Species profile of *Cercopithecus lomamiensis*. In: N. Rowe (ed.) *All the World's Primates*. East Hampton, NY: Pogonias Press. ^{*}FAU graduate student
- 2016 **Detwiler, K.M.** Species profile of *Cercopithecus ascanius*. In: N. Rowe (ed.) *All the World's Primates*. East Hampton, NY: Pogonias Press.

EXTERNAL GRANTS WITHIN PAST 3 YEARS

1. Lukuru Wildlife Research Foundation. Project title: Conservation genetics of African forest monkeys in the Tshuapa-Lomami-Lualaba landscape, Democratic Republic of Congo. PI, \$10,000 (Awarded 2019)
2. Primate Conservation, Inc. Project title: A behavioral study of the dryas monkey using arboreal camera traps in the Balanga Community Forest, Democratic Republic of Congo. PI, \$4,001 (Awarded 2018)

3. The Margot Marsh Biodiversity Foundation Grant. Project title: Population assessment and conservation of the endangered *Cercopithecus dryas* in the Tshuapa-Lomami-Lualaba landscape, Democratic Republic of Congo. PI, \$16,000 (Awarded 2016)
4. The Mohamed Bin Zayed Species Conservation Fund Grant, Project title: *Cercopithecus dryas*: Discovery and documentation of the Democratic Republic of Congo's most enigmatic and endangered monkey species. PI, \$12,500 (Awarded 2016)
5. Primate Conservation Inc. Project title: Population assessment of the endangered Dryas monkey in the Balanga Forest of the Democratic Republic of Congo. Research Grant, PI, graduate student D. Alempijevic co-PI, \$4,001 (Awarded 2016)

INTERNAL FAU GRANTS WITHIN PAST 3 YEARS

1. 2017-2018 College Distinguished Lecture Series Award, \$1,000.
2. 2018 College Research Funds Award, \$6,000.
3. 2017 OURI Summer Undergraduate Research Fellowship (SURF), \$4,000.
4. 2016 Technology Equipment Grant, \$16,995.

SYNERGISTIC ACTIVITIES WITHIN THE PAST 3 YEARS

2019-	Committee member of ADVANCE Internal Advisory Committee (IAC) and STRIDE
2017-2019	Director of FAU's NSF ADVANCE IT CATALYST grant PI: Dr. Russell Ivy, Associate Provost for Programs and Assessment
2019	Lead planner and host for an evening lecture at FAU by Dr. Jane Goodall
2019	Speaker in FAU's Frontiers in Science Public Lecture Series, feature scientist in Dr. Ata Sarajedini's "Ask a Scientist", and keynote speaker at the Megrath Scholarship Dinner, Forest Hill High School's Gale Environmental Academy
2016-present	Graduate student advisor (thesis and dissertation) for 6 Anthropology MA students, 3 Biology MSc graduate students, 3 Biology PhD students. Committee member for an additional 5 graduate students in Anthropology and Biology
2016-present	FAU undergraduate research mentor to 4 OURI student group projects and Summer SURF Program recipient (involving 7 undergraduate students from Anthropology, Biology, Psychology, and FAU High School)
2016-present	Science Communication Fellow, Patricia and Phillip Frost Museum of Science, Miami, FL. Provide research presentations during the museum's public program

	of Scientist Sundays and special events.
2016-present	Manuscript reviewer: Evolutionary Anthropology, American Journal of Physical Anthropology, International Journal of Primatology, American Journal of Primatology, Primates, Folia Primatologica, Oryx. Grant reviewer: NSF Biological Anthropology Program, National Geographic Research and Conservation Grants

Meredith Ellis

Meredith Alyson Berman Ellis, PhD

Florida Atlantic University

Department of Anthropology

777 Glades Road, Boca Raton, Florida 33431

(561) 297-4768 ellism@fau.edu

Education:

- 2014 Syracuse University, PhD in Anthropology (Dr. Shannon Novak, Advisor)
2011 Syracuse University, MA in Anthropology
2005 University of Rochester, MA in English
2004 William Smith College, BA in Anthropology and English, Honors in Anthropology, Summa Cum Laude, Phi Beta Kappa.

Publications in Print:

Refereed Journal Articles

- 2016 **Ellis, Meredith A.B.** Presence and Absence: An Exploration of Scurvy in the Commingled Subadults in the Spring Street Presbyterian Church Collection, Lower Manhattan. *International Journal of Osteoarchaeology*. 26: 759–766
- 2011 **Ellis, Meredith A.B.**, Christopher W. Merritt, Shannon A. Novak, and Kelly J. Dixon. 2011 The Signature of Starvation: A Comparison of Bone Processing at a Chinese Encampment in Montana and the Donner Party Camp in California. *Historical Archaeology* 45(2).
- 2010 **Ellis, Meredith A.B.** The Children of Spring Street: Life and Rickets in a Nineteenth Century Congregation. *Northeast Historical Archaeology* 39.

Books

- 2019 **Ellis, Meredith A.B.** *The Children of Spring Street: The Bioarchaeology of Childhood in a 19th Century Abolitionist Congregation*. New York: Springer Press.
- 2018 Baxter, Jane Eva and **Meredith A.B. Ellis**, editors. *Nineteenth Century Childhoods in Interdisciplinary and International Perspectives*. Society for the Study of Childhood in the Past Monograph Series, Volume 6. Oxford: Oxbow Books.

Refereed Book Chapters

- 2018 Baxter, Jane Eva and **Meredith A.B. Ellis**. Introduction. In J. Baxter and M. Ellis (eds.) *Nineteenth Century Childhoods in*

Interdisciplinary and International Perspectives. Society for the Study of Childhood in the Past Monograph Series, Volume 6. Oxford: Oxbow Books, 1-14.

- 2014 **Ellis, Meredith A.B.** A Disciplined Childhood: A Social Bioarchaeology of the Subadults of the Spring Street Presbyterian Church. In *Tracing Childhood: Bioarchaeological Investigations of Early Lives in Antiquity* ed. Jennifer Thomson, Marta Alfonso, and John Crandall. Gainesville: University of Florida Press, 139-158.

Book Reviews

- 2013 **Ellis, Meredith A.B.** Book Review: *A Fine and Private Place: The Archaeology of Death and Burial in Post-Medieval Britain*. Annia Cherrysen, Zoe Crossland, and Sarah Tarlow. *Historical Archaeology* 47(2).

Works in Press:

- 2019 **Ellis, Meredith A.B.** Still Life: A Bioarchaeological Portrait of Fetal Remains Buried at the Spring Street Presbyterian Church. *Historical Archaeology* 53(4). 43 manuscript pages
- 2019 **Ellis, Meredith A.B.** Childhoods in Bioarchaeology: The Importance of Categorizing and Analyzing Age. In *Historical Archaeology of Childhood and Parenting* ed. Suzanne Spencer-Wood, April Kamp-Whitaker, and Jamie Devine. New York: Springer Press. 25 manuscript pages.

Non-Refereed Publications:

- 2019 **Ellis, Meredith A.B.** "Inventory: Jose Marti," NAGRPA compliance.
- 2019 **Ellis, Meredith A.B.** "Inventory: Emerald Towers," NAGRPA compliance.
- 2019 **Ellis, Meredith A.B.** "Inventory: FAU 95," NAGRPA compliance.
- 2019 **Ellis, Meredith A.B.** "Inventory: Bullhead Grove," NAGRPA compliance.
- 2019 **Ellis, Meredith A.B.** "Inventory: Hutchinson Island Site," NAGRPA compliance.
- 2019 **Ellis, Meredith A.B.** "Inventory: Boca Weir," NAGRPA compliance.
- 2019 **Ellis, Meredith A.B.** "Inventory: Riviera Beach," NAGRPA compliance.
- 2019 **Ellis, Meredith A.B.** "Inventory: Kendall Site," NAGRPA compliance.
- 2019 **Ellis, Meredith A.B.** "Inventory: 8DA33," NAGRPA compliance.
- 2019 **Ellis, Meredith A.B.** and Branden Young. "Inventory: Belle Glade," NAGRPA compliance.
- 2019 **Ellis, Meredith A.B.** and Branden Young. "Inventory: Canal Point 2," NAGRPA compliance.
- 2019 **Ellis, Meredith A.B.** and Branden Young. "Inventory: Canal Point 3," NAGRPA compliance.
- 2019 **Ellis, Meredith A.B.** "Inventory: Hialeah," NAGRPA compliance.

Grants:

External Funded

- 2013 American Dissertation Fellowship, *American Association of University Women*. \$20,000
- 2011 St. Clair Drake Travel Grant, *Society for Anthropology of North America*: "A Disciplined Childhood: A Social Bioarchaeology of the Subadults of the Spring Street Presbyterian Church," AAA Meetings November 2011. \$250
- 2007 Professional Equity Project Grant, Conference on College Composition and Communication, Spring 2007 NYC conference.

Internal Funded

- 2011 Dean's Summer Fellowship, *Maxwell School of Citizenship and Public Affairs, Syracuse University*.
- 2010 University Fellow, *Syracuse University*. \$20,000.
- 2010 Roscoe-Martin Grant, *Maxwell School of Citizenship and Public Affairs, Syracuse University*. \$1,000
- 2010 Dean's Summer Fellowship, *Maxwell School of Citizenship and Public Affairs, Syracuse University*. \$2,500
- 2008 University Fellow, *Syracuse University*. \$20,000.

Service:

- Service to the Institution

Department Service

- 2018-Present Social Media Outreach program
- 2018 Organizer/Faculty host, Anthropology department lecture, Dr. Jonathan Bethard, Assistant Professor of Anthropology, University of South Florida.
- 2018 Organizer/Faculty host, roundtable discussion with graduate students and Dr. Jonathan Bethard, Assistant Professor of Anthropology, University of South Florida.
- 2017 Member of department committee to develop performance metrics for S.W.A.T.
- 2017 Organizer/Faculty host, Anthropology department lecture, Dr. Pamela Geller. Associate Professor of Anthropology, University of Miami.
- 2017 Organizer/faculty host, roundtable discussion with graduate students and Dr. Pamela Geller. Associate Professor of Anthropology, University of Miami
- 2016-Present Creator/Leader of the Bioarchaeology Working Group

University Service

- 2019-Present Vice Chair, Faculty Assembly, College of Arts and Letters
2018-Present Executive Committee, PhD program in Comparative Studies,
Social Sciences Track.
2018-2019 Steering Committee, Faculty Assembly, College of Arts and
Letters
Spring 2019 Women's Networking Event, Project ADVANCE, Panel Presenter
Fall 2018 Undergraduate Programs Committee, College of Arts and Letters
Fall 2017 Undergraduate Programs Committee, College of Arts and Letters

Service to the Profession/Discipline

- 2019-Present Conference Coordinator, the Anthropology of Childhood and Youth
Interest Group, American Anthropological Association.
2019 Peer reviewer for *Historical Archaeology*
2019 Peer reviewer for *International Journal of Osteoarchaeology*
2018 Peer reviewer for the *International Journal of Paleopathology*
2018 Peer reviewer for the *International Journal of
Osteoarchaeology*.
2017 Peer reviewer for *Historical Archaeology*.
2017 Peer reviewer for *Florida Archaeology*.
2016 Peer review for the *International Journal of
Osteoarchaeology*.
2016 Peer reviewer for the edited volume *Embodying Impairment:
Towards a Bioarchaeology of Disability*.
2015 SAA Program Committee Member, Bioarchaeology.
2012-2015 Bioarchaeologists' Northeast Regional Dialogue, Organizing
Committee.

Service to the Public

- 2018-Present Storm of '28 Memorial Park Coalition, Inc. Volunteer
2017 Advisor to Florida Public Archaeology Network and local and
state government agencies during test excavations at suspected unmarked
burials at Davie Community Worship Center.

ARLENE FRADKIN

Address

Department of Anthropology
Florida Atlantic University
777 Glades Road SO 171
Boca Raton, FL 33431

Tel: (561) 297-3231
Fax: (561) 297-0084
E-mail: afradkin@fau.edu

Professional Preparation

State University of New York at Albany	Anthropology	B.A., 1973
University of Florida	Anthropology	M.A., 1976
University of Florida	Anthropology	Ph.D., 1988

Appointments

2017-present: Professor, Department of Anthropology, Florida Atlantic University
2004-2017: Associate Professor, Department of Anthropology, Florida Atlantic University
1998-2004: Assistant Professor, Department of Anthropology, Florida Atlantic University
1997-1998: Visiting Assistant Professor, Department of Anthropology, Florida Atlantic University
1992-1997: Adjunct Assistant Professor, University of Central Florida, Rollins College,
University of South Florida, University of North Florida
1991-1997: Contract Zooarchaeologist, Environmental Archaeology, Florida Museum of
Natural History, University of Florida
1989-1990: Postdoctoral Fellowship—Research Associate/Exhibit Preparator, *THE YEAR
OF THE INDIAN: Archaeology of the Calusa People* grant project,
Florida Museum of Natural History, University of Florida

Research Grants

2015-2016 Florida Humanities Council grant (\$15,000)—exhibition/public programs, *A.E. Backus and
Florida's Highwaymen: History, Commerce and Art*, Co-Principal Investigator (Co-PI)
(with Rod Faulds, Director, University Art Galleries, and Brian McConnell, Professor, Visual Arts &
Art History, as Project Co-Curators).
2011 Florida Humanities Council grant (\$1,900)—Florida Public Archaeology (FPAN) exhibition, *Then
and Now: Life Along Ft. Lauderdale's New River*, Principal Investigator (PI).
2007-present State of Florida, Public Archaeology Network Grant (\$335,000)—*Southeast/Southwest
Regional Public Archaeology Center of the Florida Public Archaeology Network*, Co-Principal
Investigator (Co-PI) (with Michael Harris, PI, and Clifford Brown, Co-PI, Department of
Anthropology, Florida Atlantic University). Funded at \$335,000 for the first 18 months of operation
and currently at \$315,000 for annual continuing operations. Total funds to date over \$3 million.

Refereed Publications

2019 **Fradkin, Arlene**. Colonial and Modern Fisheries in the Indian River Lagoon, Florida, USA. *International Journal of Osteoarchaeology* 29(3):477-486.
2019 Wheeler, Ryan J., Donna Ruhl, **Arlene Fradkin**, and Fredrick J. Rich. The Archaeology of the Whitebelt 1 Circle-Ditch (8PB220), Palm Beach County, Florida. *The Florida Anthropologist* 72(2):68-126.

- 2018 **Fradkin, Arlene**, and Tamra Walter. Foodways at a Colonial Military Frontier Outpost in Northern New Spain: The Faunal Assemblage from Presidio San Sabá, 1757-1772. *Historical Archaeology* 52(2):397-419.
- 2016 **Fradkin, Arlene**. Pre-Columbian Estuarine Fishing along the Lower St. Johns River, Florida, USA. *Environmental Archaeology: The Journal of Human Palaeoecology* 21(2):161-171.
- 2016 **Fradkin, Arlene**. Early Human Settlement and Natural Formation of the Florida Everglades, USA: The Ichthyoarchaeological Evidence. *Journal of Archaeological Science: Reports* 8(2016):463-469.
- 2013 **Fradkin, Arlene**. Fishing to Survive: Minorcans in Britain's Smyrnéa Settlement, Florida, North America, 1766-1777. *Archaeofauna: International Journal of Archaeozoology* 22:179-188.
- 2012 **Fradkin, Arlene**, Roger T. Grange, Jr., and Dorothy L. Moore. A Minorcan@ Ethnogenesis and Foodways in Britain's Smyrnéa Settlement, Florida, 1766-1777. *Historical Archaeology* 46(1):28-48.
- 2010 **Fradkin, Arlene**, and Mallory O'Connor. Before Bartram: Artist-Naturalist Mark Catesby. In *Fields of Vision: Essays on the Travels of William Bartram*, edited by Kathryn E. Holland Braund and Charlotte M. Porter, pp. 91-114. The University of Alabama Press, Tuscaloosa.
- 2008 **Fradkin, Arlene**. Applying a Measure for Determining Season of Oyster Harvesting: A Case Study of a Pre-Columbian Florida Site, USA. *Archaeofauna: International Journal of Archaeozoology* 17:147-156.
- 2008 **Fradkin, Arlene**, and Omri Lernau. The Fishing Economy at Caesarea. In *Caesarea Reports and Studies: Excavations 1995-2007 Within the Old City and the Ancient Harbor*, edited by Kenneth G. Holum, Jennifer A. Stabler, and Eduard G. Reinhardt, pp. 189-200. BAR International Series 1784. British Archaeological Reports, Archaeopress, Oxford, England.
- 2008 Carr, H. Sorayya, and **Arlene Fradkin**. Animal Resource Use in Ecological and Economic Context at Formative Period Cuello, Belize. *Quaternary International: The Journal of the International Union for Quaternary Research* 191(2008):144-153.
- 2008 **Fradkin, Arlene**, and H. Sorayya Carr. Middle Formative Fishing at Cuello, Belize. In *Archéologie du Poisson. 30 Ans d'Archéo-ichtyologie au CNRS. Hommage aux travaux de Jean Desse et Nathalie Desse-Berset*, edited by Phillippe Béarez, Sandrine Grouard, and Benoît Clavel, pp. 151-160. Éditions APDCA, Antibes, France.
- 2006 **Fradkin, Arlene**, and Omri Lernau. The Fish Bone Remains. In *Tel Tanninim. Excavations at Krokodeilon Polis, 1996-1999*, edited by Robert R. Stieglitz, pp. 211-222. American Schools of Oriental Research Archaeological Reports 10. The American Schools of Oriental Research, Boston, MA.
- 2004 **Fradkin, Arlene**. Snake Consumption among Early Inhabitants of the *River of Grass*, South Florida, USA. *Archaeofauna: International Journal of Archaeozoology* 13: 57-69.
- 2003 **Fradkin, Arlene**, and H. Sorayya Carr. Middle Preclassic Landscapes and Aquatic Resource Use at Cuello, Belize. In *Zooarchaeology: Papers to Honor Elizabeth S. Wing*, edited by F. Wayne King and Charlotte M. Porter. *Bulletin of the Florida Museum of Natural History* 44(1):35-42.
- 1999 **Fradkin, Arlene**. Animal Figures in the Basilical Building Mosaics at Roman Sepphoris, Lower Galilee, Israel. *Near Eastern Archaeology* 62(4):233-239.
- 1997 **Fradkin, Arlene**. Long-Distance Trade in the Lower Galilee: New Evidence From Sepphoris. In *Archaeology and the Galilee: Texts and Contexts in the Graeco-Roman and Byzantine Periods*,

edited by Douglas R. Edwards and C. Thomas McCollough, pp. 107-116. South Florida Studies in the History of Judaism 143. Scholars Press, Atlanta, Georgia.

Book Contract

Fradkin, Arlene, Brian E. McConnell, and Evan P. Bennett (editors). *A.E. Backus and Florida's Highwaymen: History, Commerce & Art*. Under contract with University Presses of Florida.

CURRICULUM VITA

Michael S. Harris

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Fax: (561) 297-0084
email: mharris@fau.edu

EDUCATION

Ph.D. Anthropology, Southern Methodist University. May, 1989. Thesis - Diminishing Resources: Land Fragmentation and Inheritance in a Bangladeshi Village.

M.A. Anthropology, Southern Methodist University. December, 1986.

B.A. Mathematics and Anthropology, Macalester College, St. Paul, MN. December, 1982.

TOPICAL AND REGIONAL RESEARCH INTERESTS

Environment and Culture (human-environment interaction)
Medical Anthropology (medicine, health and illness as culturally constructed)
Applied Anthropology (anthropology guided by policy concerns)
South Asia - Bangladesh
South America - Ecuador
Indigenous Knowledge Systems (indigenous perceptual/cognitive categories)
Islam and Hinduism as Belief Systems

POSITIONS HELD/PROJECT EXPERIENCE

Chair, Department of Anthropology, Florida Atlantic University (August 2003 – present).

Interim Chair, Department of Philosophy, Florida Atlantic University (May 2012 – May 2017).

Associate Professor. Florida Atlantic University, Department of Anthropology (August, 1998 - present).

Faculty Supervisor and Instructor of Record. FAU Department of Anthropology
Archaeological and Ethnographic Field School in Ecuador (1997 - present).

Assistant Professor. FAU Department of Anthropology (August, 1993 - August 1998).

Research Specialist/Anthropologist. Texas Infant Deaths and Maternal Risk Factors. Texas
Department of Health, Austin, TX (June, 1992 - August, 1993).

Visiting Assistant Professor. Department of Anthropology, University of North Dakota

(August, 1990 - May, 1992).

PUBLICATIONS AND PAPERS PRESENTED

2018 (with Weisner, M and T. Root) The Socioeconomics of Tap Water Quality. Southeastern Division of the American Association of Geographers. November, 2018. Johnson City, TN.

2018 (with Weisner, M and T. Root) Resident Reactions to Tap Water Testing in South Florida. Paper presented at American Association of Geographers. April, 2018. New Orleans, LA.

2016 A Generous Spirit. Invited paper presented to the Society for American Archaeology. April, 2016. Orlando, FL.

2013 Anthropological Engagements and People-Making: El Pueblo Manta and the Politics of Anthropology in Coastal Ecuador. American Anthropological Association. November, 2013. Chicago, IL.

2012 (with Boas, M, Broadfield, D.) The positioning of the lunate sulcus in *Pan troglodytes*: a statistical analysis. American Journal of Physical Anthropology, Supp. 54: 101-102.

2012 (with Philmon, K, Broadfield, D., Ferdinando, P.) A comparative study of treponemal disease in the tibiae of two south Florida archaeological populations: Fort Center (8GL12) and Highland Beach (8PB11). American Journal of Physical Anthropology, Supp. 54:237.

2010 Cien Años. Text and design for Salango Museum Permanent Exhibit. Salango, Manabi Province, Ecuador.

2009 Creating the Indigenous: Identity, Politics, and Anthropology in coastal Ecuador. Paper presented to the Association of Social Anthropology. April, 2009. Bristol, UK.

2008 The Politics of Anthropology and Identity. Paper presented to the Conference on Andean and Amazonian Studies. October, 2008. Boca Raton, FL.

2007 Native Appropriations of the Native. Paper presented to the American Anthropological Association. November, 2007. Washington D.C..

(with Valentina Martinez and Jan Graber)

2007 Anthropology and Archaeology in Ecuadorian Ecosystems. Francois Bouchard, ed. Paris: **Centre National de la Recherche Scientifique.**

2005 Book Review of Pallares, Amalia, 2002, *From Peasant Struggle to Indian Resistance: The Ecuadorian Andes in the Late Twentieth Century.* Norman, OK: University of Oklahoma Press. And Striffler, Steve, 2002, *In the Shadows of State and Capital: The United Fruit Company, Popular Struggle, and Agrarian Restructuring in Ecuador, 1900-1995.* Durham, NC: Duke University Press. *Ethnohistory* 52(5):666-669.

2004 The Complex Interplay of Culture and Nature in Coastal South-Central Ecuador. *Expedition* 46(1): 38-43.

AWARDS AND GRANTS

Ambassadors Fund for Cultural Preservation grant for Pueblo Manta project (2018 - co-PI with Valentina Martinez), \$110,000.

Florida Public Archaeology Network Grant for Creating the Southeast Center for Public Archaeology (2006 – ongoing). \$330,000 startup, \$240,000 2008-2009, \$183,500 2009-2010, \$178,000 2010-2011, \$178,000 2011-2012, \$178,000 2012-13, \$244,000 2013-2014, \$244,000 2014-2015, \$315,000 2015-2016, \$315,000 2016-2017, \$315,000 2017-2018, \$315,000 2018-2019

Morrow Research Professor (2008-2009, 2019).

Ambassador's Fund for Overseas Development for Renovation of La Tropical (2008). \$78,980.

UNIVERSITY SERVICE

University Governance:

Steering Committee Member, University Faculty Senate (Fall 2014 – present)

Member, Academic Planning and Budget, University Faculty Senate (Fall 2014 – present)

Senator, University Faculty Senate (2003- present)

Selected Committees at Florida Atlantic University:

Member, University Research Council (2009 – 2012).

Member, Honors Council (2007-2008).

Member, Dorothy F. Schmidt Executive Committee/Management Council (2003-present).

Member, Institutional Review Board, Human Subjects Research (2005-2013).

Max Kirsch

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DELRAY BEACH, FLORIDA 33445
E-MAIL: Mkirsch@Fau.edu
TEL:561/866-9393

ADMINISTRATIVE/TEACHING EXPERIENCE

- 2006- **Florida Atlantic University/Professor of Anthropology**
2002- Florida Atlantic University/UNESCO Chair in Human and Cultural Rights
1999-2003 FAU, Director and Associate Professor, Ph.D. Program in Comparative Studies: The
Public Intellectuals Program
1997-1999: Oberlin College
Visiting Joint Appointment in Anthropology and Sociology
1994-1996: Graduate Faculty of Political and Social Science, New School for Social Research:
Associate Dean
1987-1994: City University of New York
Professor and Director of Research and Planning, Office of Technology, Industry and
Government Partnerships
Director, College Assessment Program Evaluation (National) (1991-1994)
Director, National Project on Technology in the University (National) (1988-1992)

OTHER:

- 2012- Chief Examiner, International Baccalaureate Organization
2008- Assessor/(Chief) – Human Rights School Based Syllabi, International Baccalaureate
Organization
2005- SENIOR Examiner, Anthropology, International Baccalaureate Organization
2004- Academic Consultant: (1) Anthropology, (2) Global Politics-International
Baccalaureate Organization

PROFESSIONAL/RESEARCH INTERESTS

Rapid Social Change; Human and Cultural Rights, Gender; Globalization; The Politics of Place;
Rural Development/USA; The Anthropology of Work; Work, Labor and the Environment;
Social Service Infrastructures; Issues of Identity; Comparative Studies; Social Movements.

CURRENT RESEARCH/FIELDWORK:

Everglades Redux: Work, Legislation and the Environment in the Florida Everglades (2004-
present);

Place. Environment and the Environment in Buenos Aires, Argentina (1997-present)

BOOKS/MANUSCRIPTS:

2017 .Global Politics. Oxford, UK: Oxford University Press. (To be translated into Spanish and French).

2006. *Inclusion and Exclusion in the Global Arena* (ed.), Routledge

2005. *Rethinking Disney: Private Control, Public Dimensions* (ed. With M. Budd.). Middletown, CT: Wesleyan University Press,

2000. *Queer Theory and Social Change*. London: Routledge.

1998. *In the Wake of the Giant: Multinational Restructuring and Uneven Development in a New England Community*. SUNY Series in the Anthropology of Work. Albany: State University of New York Press.

_____ Reproduced as Audio by Simon & Schuster (Trade Division)

1989. (Ed.). *Computers in the Writing Class*. City University of New York, Instructional Resource Center

RECORDINGS:

1989. “Technology in the Writing Curriculum” Crofton, MD: Recorded Resources Corp.

BOOKS FORTHCOMING OR IN PROGRESS:

- *The Way We Live Now*. London: Routledge (Contract)
- *Everglades Redux: Manufactured Participation, Community Organization and the Politics of Place in the Florida Everglades* (ND -Working Title—negotiating contract with Columbia University Press).
- *The Politics of Place* (ed. with June Nash), TBP
- *Integrating the Environment* (Ed. with J. Volin).

PEDAGOGICAL BOOKS/SYLLABI IN PRINT OR SCHEDULED:

TRANSLATED INTO SPANISH AND FRENCH

- 2010. *Anthropology*. International Baccalaureate Organization, (Collaboration) 2010
- 2011/2015. *Global Politics*. International Baccalaureate Organization, (Collaboration)
- **SELECTED ARTICLES (PEER-REVIEWED)**

2017 “Queer Theory”, in *Encyclopedia of Social Theory*, New York: Wiley (Scholar One)

2015 *Queer Theory: Passing Fad or Breakthrough?* in *Handbook of Social and Cultural Theory*. London: Routledge.

2007a. “Universities and the Generation of Knowledge: What Kind of Knowledge?” Selected Proceedings of the UNESCO Forum on Research and Higher Education Policy, UNESCO: Paris.

2007b. “Queer Theory, Late Capitalism and Internalized Homophobia” in the *Journal of Homosexuality*, (52) 1/2, 19-45. Special Issue on the Contested Terrain of LGBT Studies

- and Queer Theory, to be published simultaneously as *The Contested Terrain of LGBT Studies and Queer Theory*, Karen Lovaas, John Elia and Gust Yep (eds.) New York: The Haworth Press.
- 2006a. "Introduction: Inclusion and Exclusion in the Global Arena" in M. Kirsch, ed. *Inclusion and Exclusion in the Global Arena*. New York: Routledge, pp. 1-27.
- 2006b "Legislation and the Florida Everglades" in M. Kirsch, ed. *Inclusion and Exclusion in the Global Arena*. New York: Routledge, pp. 243-268.
2005. "The Politics of Place: Legislation, Civil Society and the Restoration of the Florida Everglades" in J Nash, ed. *Social Movements: A Reader*. Malden MA: Blackwell,
- 2003a "The Politics of Exclusion: Place, Community Organization and the Legislation of the Florida Everglades" in *Urban Anthropology, Special Issue on Inclusion and Exclusion*, Max Kirsch, editor. 3(2) pp 99-133.
- 2003b "Introduction" to *Urban Anthropology, Special Issue on Inclusion and Exclusion*, Max Kirsch, editor. 3(2), Spring, pp 1-6.
- 2003c "Integrating the Environment with Human Rights" *UNESCO Bulletin, Paris*
- 2002 "Initiating a New UNESCO Chair" *UNESCO Bulletin, Paris*.
1994. "Corporate Culture and Social Responsibility" in T. Hamada and W.E. Sibley, Eds. *Anthropological Perspectives on Organizational Culture*. Latham: University Press of America (with June Nash).
1993. "The National Project on Computers and College Writing" *Lessons Learned from FIPSE Projects II.*, U.S. Government Printing Office: U.S. Department of Education
1992. "Computers and College Writing" *THE Journal, September*
Ed. and "Introduction," *Microcomputers in the Higher Education Curricula*. Collegiate Microcomputer, Special Issue, May.
1990. "Computers in the Writing Class. *Technology and Learning*. 3:4
1988. "The Discourse of Medical Science in the Construction of Consensus Between Corporation and Community" *Medical Anthropological Quarterly*, Spring, 159-173 (With June Nash).
1987. "Polychlorinated Biphenals in the Electrical Machinery Industry: An Ethnological Study of Community Action and Corporate Responsibility" *Social Science and Medicine*, 2(1), pp. 131-138. (with June Nash).

ARTICLES IN PROGRESS:

- A Lynching in Belle Glade: Community Organization and Environmental Justice in a Rural Southern Community
- With Dale Stratford , (Center for Disease Control) "Structural Violence and The Persistence of AIDS In a Rural Southern Community" in M. Kirsch and J. Nash, ed. *The Politics of Place*, TBP.
- "Space, Place and Community in the Global Ecumene," 2019
-

BOOK REVIEWS

1999. Kathleen Barker and Kathleen Christensen, eds.

- Contingent Work: American Employment Relations in Transition
LABH 40 (1999), 4, 568-570
1999. Gregory Mantsios, ed. A New Labor Movement for the New Century
LABH 40 (1999), 4, 568-570

COMPETITIVE GRANTS

- Fund for the Improvement of Post Secondary Education, U.S. Department of Education (Computers and College Writing, 1987-1990)
- Apple Computer Inc. (Computers and College Writing)
- National Science Foundation, June Nash, Principal Investigator (Ethnographic Research, Pittsfield, MA., 1983-85)
- National Endowment for the Humanities, June Nash, Principal Investigator (Ethnographic Research, Pittsfield, MA., 1983-85)
- Wenner Gren Foundation for Anthropological Research (Ethnographic Research, Pittsfield, MA., 1986-88).
- Latter Foundation Award for Course Development on the Environment (2000)
- Florida Atlantic University Nomination for NEA Summer Research Fellowship (2001)
- Florida Atlantic University Scholarly Achievements Research Award (2004-2005)
- Florida Atlantic University Office of Research and Graduate Studies Travel Award (2005)

ARTICLES/CLIPPINGS

- 2000a. Norah Vincent, A Talking Head Ph.D., *The Village Voice: NY Mirror*, Nov 5-11.
- 2000b. Judith Shulevitz, The Next Intellectuals, *Slate Magazine*, slate.msn.com/id/1003907
- 2000c. Re-envisioning the PhD: News and Updates: Promising Practices, Graduate School, University of Washington, Pew Charitable Trusts

INTERNATIONAL CONFERENCE ORGANIZER, CHAIR

1993. Redefining Skills: Transforming New Approaches into Pedagogy, A Conference of the College Assessment Program Evaluation Project, New York, Adelphi University.
1993. Computers in an Age of Uncertainty. New York, A Conference of the National Project on Computers and College Writing. New York: Marriott Hotel.
1994. Computers and University Technology: Curriculum Assessment for the 1990s. A Conference of the National Project on Computers and College Writing. New York.: Vista/World Trade Center Hotel.
1988. Multiple Literacies: Language and Strategies for a New Decade, A Conference of the College Assessment Program Evaluation Project, New York: Vista/World Trade Center Hotel.

SELECTED TEACHING EXPERIENCE

Development and Social Change
Ethnographic Aspects of the World Capitalist System
Globalization, Technology and Labor
Human and Cultural Rights
Human Rights and Structural Violence
Industry and Community
Industry, Community and Social Change in the Florida Everglades
Integrating the Environment
Crisis in the Everglades
Whose Nature?
Labor and Work
Publics and Public Policy
Queer Theory and Social Change
Seminar in Anthropological Theory
The Anthropology of Film
The Anthropology of the United States
The Anthropology of Violence
The Anthropology of Water and Crisis
The Anthropology of Work
The Environment and Human Rights
The Public Matters (Ph.D. Core Course)
Urban Anthropology

ACADEMIC ADMINISTRATION

Florida Atlantic University

Director, Ph.D. Program in Comparative Studies:

- Responsible for development and implementation of new College-wide Ph.D. Program
- Chairs Program's Executive Committee and member of college's graduate program committee
- Advises all first year students; coordinates Program advising
- Faculty advisor for student organizations
- Responsible for Program's curriculum development
- Responsible for international faculty recruitment to program
- Responsible for Program development, course development, faculty and departmental participation. Media consultation
- Responsible for coordination and development of Program infrastructure
- Supervises admissions and financial aid awards
- Coordinates course scheduling and Ph.D. teaching
- Coordinates all student committees and exams

- Responsible for maintenance of Program budget and resources
- Liaisons with Dean's and University offices on Program needs and development

***New School for Social Research, Graduate Faculty of Political and Social Science
Associate Dean of Graduate Faculty:***

- Responsible for day to day operations of Graduate Faculty of the New School for Social Research
- Manager of Fifteen Million Dollar annual budget; allocated departmental budgets
- Supervised Offices of Student Affairs, Financial Aid and Admissions
- Responsible for coordination of teaching with undergraduate college of the university
- Primary Liaison with Central Administration, budget offices and colleges of the University
- Coordinated all student exam and dissertation committees
- Member of College Personnel and Budget Committee
- Liaison to funding organizations and government agencies and community organizations

City University Of New York:

Office of Technology, Industry and Government Partnerships (formerly Academic Computing):

- Developed University and national software licensing protocols
- Directed National Project on Computers and College Writing, A FIPSE Funded Assessment and Demonstration Project integrating fifteen universities nationwide
- Directed College Assessment Program Evaluation Project, A FIPSE Funded National Project on Program Evaluation
- Developed Faculty Development, Technology and Writing Efforts for implementation in the Colleges of the University
- Developed, organized and chaired four international conferences

PROFESSIONAL SERVICE

- Developed strategic planning documents and foundation proposals for Classical Action: Performing Arts Against AIDS
- Directed Theatre Education Alliance/Prometheus Project, a unique collaboration between the City University of New York and New York Theatres
- Developed Research and assessment Project on the role of Settlement Houses and the Settlement House System in New York City Neighborhoods

EDUCATION

1989.	Ph.D. Anthropology	City University of New York
1976.	B.A. Anthropology	State University of New York College at Purchase
1972-74		Bennington College

Dissertation Committee: Eric Wolf, June Nash and Eleanor Leacock

Outside Evaluator: Shepard Forman, Ford Foundation

Valentina Martinez

Valentina L. Martínez

vmartine@fau.edu

Work:

- Senior Instructor, FAU Department of Anthropology (2018 – present)
- Director, Archaeology Field School in Ecuador, FAU's Department of Anthropology Field School Summer Program (1997 – present)

Education

- M.A. Anthropology, Southern Methodist University (1988).
- Egresada, Centro de Estudios Arqueológicos y Antropológicos, ESPOL University, Guayaquil, Ecuador (1985)

Academic Programs

- Director, FAU Archaeological Field School (1997 - present)
- Co-Director, FAU Andean Cultural Program (2002 -2005)
- Coordinator, Ruta Quetzal in Coastal Ecuador (2002)

Exhibits, Restoration Projects and, museums development

- 2018 Exhibit "Qhapac Ñan/El Gran Camino del Inca: Construyendo un Imperio." "Salón Olmedo, UASB, Quito, Ecuador. National Museum of American Indian of the Smithsonian Institute, Florida Atlantic University and, Universidad Andina Simón Bolívar.
- 2015 Exhibit "The Manteños of the Cloud Forest." *Parque Vicente Amador Flor*, Portoviejo, Ecuador. INPC - Región 4, Manabí.
- 2015 (with A. Sánchez) Exhibit "Presley Norton and his research legacy." *Centro de Investigaciones y Museo Salango*. Comuna Salango.
- 2014 (with J. Guerrón) Permanent exhibit and site museum "The Chapel of Man Archaeological Site Museum." *Chapel of Man Museum*, Quito, Ecuador. Guayasamín Foundation.
- 2012 Exhibit "The Manteño Identity." *Feria de Cultura*, Manta, Ecuador. Manta Municipality, Manabí, Ecuador.
- 2010 (with M. Harris) "Salango: The last 100 years," *Casa Hacienda la Tropical Museum*, Salango, Ecuador. Ayuda en Acción Foundation, Comuna Salango and, Florida Atlantic University.
- 2010 Exhibit "Window to the Past," *Parque Nacional Machalilla*, Puerto López, Ecuador. INPC-Regional 4 Manabí.

Cultural Preservation Projects

- 2018 - 2020 (with M. Harris) Conservation Project “Preserving the Archaeological Cultural Heritage of the Pueblo Manta.” Ambassador’s Fund for Cultural Preservation Grant.
- 2011 Construction Project “Archaeological Storage Building,” Salango, Ecuador. Ministry of Culture, INPC - Región 4 Manabí, Ecuador.
- 2009 (with M. Harris) Restoration Project “Casa Hacienda la Tropical, Salango, Ecuador.” Ambassador’s Fund for Cultural Preservation Grant.
- 2002 Renovation Project “Salango Archaeological Museum,” Salango, Ecuador. Cemento Nacional, INPC Región 7 Guayas, Ecuador.

Publications

- 2018, “Los Manteños del Norte y el Señorío de Çalangome: Identificando los Posibles Límites del Señorío a Través del Registro Arqueológico.” *In: De Arqueología Hablamos las Mujeres: Perspectivas sobre el pasado ecuatoriano*, M. A. Cordero, editora. Universidad Laica Eloy Alfaro, Manta, Ecuador.
- 2015, “Cocinando con los Ancestros: Ollas Globulares y Hornos en el Registro Arqueológico.” *En: Jornadas Académicas de Patrimonio y Turismo. Memorias Científicas*, S. Waterreus, editor, paginas 105-110. ESPAM MFL (Escuela Superior Politécnica Agropecuaria de Manabí Manuel Félix López), Calceta, Manabí, Ecuador. ISBN 978-9942-8595-0-1.
- 2015 (with N. Jastremski, first author), “Florida Atlantic University’s Anthropology Filed School: Report from Ecuador.” *In: Paleopathology Newsletter* 171: 8-11.
- 2012 (with T. Walter), “El Horno Manabita: Un Caso de Estudio de Interacción de Saberes Arqueológicos, Etnográfico y Locales.” *En: Boletín del Ministerio Coordinador de Patrimonio*, Quito, Ecuador, Vol.2:17: 73-78.
https://issuu.com/inpc/docs/inpc_revista_2
- 2006 (with Y. Grabber and M. Harris), “Interdisciplinary Studies in the South-Central Coast of Manabí Province.” *In: Bulletin de l’Institut Francais de Etudes Andines*, Vol. 35: 3: 433-444, Paris, France.
- 2004 (with M. Harris, W.J. Kennedy, C. Roberts and J. Gammack-Clark). “The Complex Interplay of Culture and Nature along the Coast of South-Central Ecuador.” *In: Expedition*, Vol. 46:1: 38-43, University of Pennsylvania Museum.
- 1996 “The Midland Site.” *In: Handbook of Texas Archaeology Online*. Texas State Historical Association, Austin, Texas. <http://www.tshaonline.org/handbook/online/articles/bbm03>.
- 1987 “Agricultural Raised Fields in Peñón Del Río, Guayas, Ecuador.” *In: BAR International Series* 359j (I): 267-278. W. Denevan, K. Mathewson and, G. Knapp, Eds.

Conferences (Sampled list)

- 2019 (with Michael Harris, second author), “The Transformation of Long Term Anthropological and Archaeological Engagements in Communities: Cases from Southern Manabí Province,” Paper presented at the 84th Society of American Archaeologists, April 10-14, Albuquerque, NM.

- 2019 (with Amy Klemmer, first author), “Zooarchaeological analysis of a Guangala pit at Rio Chico site (N4C3-170), Ecuador.” Poster presented at the 84th Society of American Archaeologists, April 10-14, Albuquerque, NM.
- 2017 “El Señorío de Salangome: Intercalando el Registro Etnohistórico con el Arqueológico. Symposium. De Arqueología hablamos las mujeres. July 28 - 29. UNESUM University, Jipijapa, Manabí.
- 2017 “The Salangome Chiefdom of Coastal Ecuador.” Paper presented at the 82nd Society of American Archaeologists, March 29 - April 2, Vancouver, Canada.
- 2017 (with Andres Garzón, first author), “A Manteño Semi-Urban Settlement in the El Pital Cloud Forest.” Paper presented at the 82nd Society of American Archaeologists, March 29 - April 2, Vancouver, Canada.
- 2016 (with Tamra L. Walter, second author; and Sari Turcotte, third author), “Clay Matters: Pottery Changes at C-084B, a Manteño Site in the Cloud Forest of El Pital, Coastal Ecuador.” Poster presented at the 81st Society of American Archaeologists, April 6 – 10, Orlando, Florida.
- 2016 (with Nicole Jastremski, first author), “Bioarchaeology in Coastal Ecuador.” Poster presented at the 81st Society of American Archaeologists, April 6 - 10, Orlando, Florida.
- 2016 (with Andres Garzón, first author), “Results of Survey and Preliminary Analysis of Manteño Archaeological Sites with Stone Structures in the Las Tusas River Valley, Rio Blanco, Ecuador.” Paper presented at the 81st Society of American Archaeologists, April 6-10, Orlando, Florida

Grants, Scholarships and, Awards (Sampled list)

- 2018 Preserving the Cultural Heritage of the Pueblo Manta. The Ambassador’s Fund for Cultural Preservation Grant, with M. Harris (Co-Investigator).
- 2010 Archaeology and Ethnography of Jaramijó, Ecuador. Instituto de Patrimonio Cultural, Región 4-Manabi, with V. Domínguez (Co-Investigator).
- 2009 Restoration Casa hacienda La Tropical, The Ambassador’s Fund for Cultural Preservation, with M. Harris (Principal Investigator).
- 2002 The Chapel of Man Archaeological Site, Fondo de Salvamento de la ciudad de Quito, Quito, Ecuador.

Academic Responsibilities

- Teaching Responsibilities:
 - Introduction to Anthropology, ANT 2000
 - Culture and Society, ANT 2410 (2 sections)
 - Development of Ancient Civilizations, ANT 4141
 - South America Before Columbus, ANT 3165
 - Study Abroad, Summer Field School Program, ANT

➤ FAU Student's Thesis Advisor:

- 2000 (Monica Oyola-Courier), A preliminary Investigation of Ceramic Styles and Chronology at the Rio Chico Site, Manabí, Ecuador.
- 2002 (Alexander J. Martin), The Dynamics of Pre-Columbian Spondylus Trade across the South American Central Pacific Coast.
- 2005 (Nicole Jastremski), Analysis of Osteological Remains from Salango Ecuador with comparisons to Four Other Coastal Ecuadorian Sites.
- 2006 (Rose Hores), Census of Non-human Primates Populations of Comuna El Pital in south central coast of Ecuador.
- 2007 (Ray Skinner), Working Spondylus at Rio Chico, Manabí, Ecuador.
- 2009 (Ronda Graves), Paleopathology of Human Remains from La Plaza San Marcos, Quito, Ecuador.
- 2013 (Laura Van Voorhis), Land of Contrast: Osteological Analysis from Remains of Salango, Ecuador. A comparison of paleopathologies between coastal and highland sites in Ecuador.
- 2014 (Brittany Reneau), Determining Functionality and Living Patterns: Analysis of Two Prehistoric Structures in Rio Blanco, Comuna El Pital, Manabí, Ecuador.
- 2015 (Alexander Builles), Inferring Function: A Study of Three Prehistoric Structures in El Pital, Puerto López, Manabí, Ecuador
- 2018 (Tasia Scott), Investigating Abandonment Processes in the Cloud Forest: An Ethnoarchaeological Study of Manteño Site Abandonment from Manabí, Ecuador.
- 2018 (Andres Garzón-Oeschle), The Manteño of the Cloud Forest: Settlement Patterns and Spatial Analysis of Manteño Stone Architecture in the Las Tusas River Valley in Manabí, Ecuador.
- 2019 (Cassandra Boyer), Dental Analysis of Prehistoric Populations in coastal Ecuador.
- 2018 – present (Colin Waldron), Household Archaeology: Building Strategies and Activity Areas at Structure #2, El Pital.

➤ External Student's Thesis Advisor

- 2015 (Sari Turcotte), The Manteño had Style: A Material Culture Analysis Utilizing Ceramics to Determine Chronology and Function of a Manteño Site in Coastal Ecuador. Department of Sociology and Anthropology, Texas Tech University, Lubbock, Texas.
- 2018 (Amy Milson Klemmer), A Zooarchaeological Study of Fishing Strategies Over Time at the Rio Chico Site on the Central Coast of Ecuador. Department of Anthropology, University of Wisconsin, Milwaukee, Wisconsin.