

DEPARTMENT OF ANTHROPOLOGY

Dorothy F. Schmidt College of Arts and Letters

Program Review Self-Study

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1. Mission and Purpose of the Program

The Department of Anthropology provides the university community with the foundation for understanding humans as biological and cultural beings. The department's areas of interest include the critical concepts and theories in three (3) subfields of anthropology: *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; *archaeology*, which focuses on the origins, evolution, and variation in ancient human societies and cultures; and cultural anthropology, which studies the wide cultural diversity that currently exists among humans. 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 our laboratories and in the field, 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 biological anthropologists, archaeologists, and cultural anthropologists. It is inherently interdisciplinary, global or international in focus, with first hand faculty expertise in Asia, Europe, Africa, South America, and North America. The department work is clearly in harmony with the university's strategic plan's stated goal of building world class academic programs. 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, using a variety of methods, both local communities as well as communities internationally (Goal III). The BA program provides a strong exposure to the field and to the skills used for generating information. The MA program focuses on producing graduates who can generate 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.

2. Previous Program Review

The last program review of the Department of Anthropology programs was carried out in 2006 under the direction of the College's former dean, William Covino. 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 2006 program review, the department has witnessed substantial increases in student credit hour production, but no additional tenure-track lines have been funded. However, two years ago a visiting instructor position was 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 period and sources by which the program supplemented its equipment needs have been reduced by 30%. Still, the department has successfully made use of student government tech fee grants to provide undergraduate and graduate students with computer workstations. And, the College has provided funds for two significant equipment purchases: a 3-D digitizer and a 3-D scanner, both of which are used by faculty and students in research and lab projects. The number of graduate assistantships has increased significantly 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:

- a. The graduate curriculum was redesigned to offer a broader foundation in theory and quantitative methods that students carry forward into sequential specialized topical and research courses.
- b. The department was the recipient of a \$300,000 bequest from the estate of Mrs. Anne Adams for research in Maya and South American anthropology.
- c. The department was awarded a multi-year grant in 2008 to operate the Southeast Center of the Florida Public Archaeology Network, a grant which has generated about \$830,000 to date. The Center funds one non-teaching faculty member as director, a program outreach coordinator, 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, and Monroe Counties.
- d. One tenure-track faculty member in biological anthropology left the department and was replaced by a primatologist whose focus is genetic, environmental and behavioral research in Africa. This hire was strategically chosen to expand the breadth of the program, position ourselves at the cutting edge of genetic anthropological research, and to increase opportunities for external funding.
- e. A visiting instructor position was added and will be converted to a regular instructor line.
- f. A new assessment plan was developed to more sharply focus on student learning outcomes.
- g. The teaching of courses at the northern campuses (Port St. Lucie and Jupiter) was discontinued due to changes in College policy and budget pressure.

3. Instruction

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

The BA 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. BA 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 BA 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 assessment plan is built on the examination of student research papers developed in research methods courses and through independent study. The plan utilizes individual faculty peer review of student work. While this particular assessment has been carried out for an initial year, results did impact the content of one methods course: Research Methods in Social and Cultural Anthropology was redesigned to more forcefully ensure that student research projects include a greater attention to related academic literature.

Peer and Regional Comparison

The Department of Anthropology's BA 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 biological anthropology, cultural anthropology, and archaeology 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.

Interdisciplinary Connections

The undergraduate program’s courses are linked to interdisciplinary learning pedagogies or curricula across the university, such as Environmental Studies, Gender and Sexuality Studies, Ethnic Studies, Asian Studies, Caribbean and Latin American Studies, Peace Studies and Film Studies.

Contributions to the Core Curriculum/Intellectual Foundations

The Department provides three courses in the Intellectual Foundations Program and all are in compliance with university and state regulations concerning prerequisites. The course ANT 2000, Introduction to Anthropology, is located in the Foundations of Society and Human Behavior core. Introduction to Biological Anthropology and its lab, ANT 2511 and ANT 2511L, 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. Culture and Society has increased its focus on non-western cultures and, similarly, 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.

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 technology is being used in large lecture IFP/core courses. Two faculty members have been trained in elearning pedagogy and are teaching a variety of courses in distance learning format. A graduate-level professional development e-course of one credit is also required. It is anticipated that more faculty will be trained in e-learning pedagogy over the next few years and it be predicted that more courses will be offered online in the near future.

Table 1. Anthropology SCH and FTE, 2005-2011

Anthropology Academic Year	State Fundable SCH					Annualized State Fundable FTE				
	Lower Div	Upper Div	Grad I	Grad II	Total	Lower Div	Upper Div	Grad I	Grad II	Total
2005-2006	2,618	2,396	440	4	5,458	65.5	59.9	13.8	0.1	139.2
2006-2007	2,848	3,150	327	7	6,332	71.2	78.8	10.2	0.2	160.4
2007-2008	3,241	2,581	423	0	6,245	81	64.5	13.2	0	158.8
2008-2009	3,306	3,499	401	15	7,221	82.6	87.5	12.5	0.5	183.1
2009-2010	3,607	3,436	326	3	7,372	90.2	85.9	10.2	0.1	186.4
2010-2011	4,287	3,877	486	6	8,656	107.2	96.9	15.2	0.2	219.5
2011-2012	5,873	3,493	485	12	9,863	146.8	87.3	15.2	0.4	249.7
% - Growth 2005-2011	124%	46%	10%	200%	81%	124%	46%	10%	300%	81%

Student Credit Hour (SCH) Production

Table 1 presents the growth that Anthropology programs have experienced since the previous program review. The most impressive change over that time period has been the overall growth of the department's commitment to the undergraduate lower division. In the previous program review, Dean Covino noted Anthropology's relatively small commitment to the lower division as opposed to its greater concentration on the graduate program. Since that review, the department conscientiously addressed this issue, with the result of more than doubling (124%) its generation of lower division student credit hours. In 2005-2006, lower division SCH represented 48% of total SCH production; in 2011-2012 that figure had risen to 60%. This has been accomplished by adding more sections of lower division courses, with larger course caps, the hiring of an instructor, and by increasing the number of graduate teaching assistantships. Although there was no increase in tenure-line faculty, there has still been small but robust growth at the upper division (46%) and relatively modest growth (10%) at the graduate level. The gains that have been recorded since 2005 can likely be maintained, but future growth at all levels will be quite modest without the addition of new faculty lines. Overall, the program produces about five percent of total college student credit hours.

Class Sizes

Class sizes in anthropology have increased significantly since the previous review. Between 2005-2006 and 2011-2012, the average size of lecture courses has increased from 49.2 to 62.5. These averages largely reflect the increased enrollments in the department's lower division courses. It should be appreciated that Anthropology's lecture section averages are significantly larger than those of the College (29.5 in 2010) and the University (34.0 in 2010). Most upper division anthropology courses are capped at 50 and represent a strenuous workload for faculty members, as courses typically require substantial student papers. The BA program's research methods courses are kept at caps of 25-30, as they require greater faculty-per-student time investments on individual research projects.

At the graduate level, class sizes have also increased, despite course caps generally set at between 15 and 20 students. Average class size in 2005-2006 was 9.3 and has since grown to 13.4 in 2011-2012, a figure which surpasses the College average.

Student Opportunities

The Department offers a variety of opportunities to students for hands-on empirical experience. 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 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 seven MA theses from FAU and three Ph.D. dissertations (Pittsburgh, Illinois, and Neuchatel, Switzerland), with more to come.

Student Involvement in Faculty Research

Individual faculty members are involved in training students in other international field contexts as well, with student-faculty research projects in Mexico, Nicaragua, and, shortly, Tanzania and the Central African Republic. The Department's Southeast 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 and Palm Beach Counties, to certified local governments, and to the state's Division of Historical Resources. Students, both undergrad and grad, participate in internships with the Palm Beach County Archaeologist. 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, Morikami Museum, and the Broward County Medical Examiner.

Student Population Demographics

The student population of majors is generally more female than male. In 2008, female undergraduate majors outnumbered males by a 3:1 ratio. That ratio has steadily decreased to its current figure of 1.9:1 females to males for 2011-2012. At the graduate level, a similar pattern is evident. In 2008, females represented 70% (2.3 females for every male) of the graduate student population, but by 2011 that figure had reduced to 55% (1.2:1). The Department's programs in terms of race and ethnic makeup mirror that of the University as a whole. For 2008-20011, race and ethnicity varied as follows: 70-72% white, 4-6% black, and 16-20% Hispanic.

Retention and Graduation

Retention and graduation rates for the department major are based on relatively small numbers. However, according to the university's official records, the anthropology undergraduate program's six year graduation rate for first-time-in-college (FTIC) students entering in the years 2000-2004 is 56.2%, a figure which is substantially greater than the comparable university figure. For transfer students who entered between the years 2000-2004, the four-year graduation rate was 70.1% and by six years it increased to 79%. Persistence for FTICs averaged just over seventy percent for the years 2000-2008 through year two of study. The relatively successful retention and graduation rates are likely to be due to the department faculty's commitment to mentoring and to other one-on-one study and research opportunities.

Teaching Loads

The faculty teaching load of 3-2 is standard for the College, based on a simple count of the number of courses taught. All faculty members teach courses from the lower division to graduate level and each course is counted equally. Additionally, all faculty members engage in substantial supervision of directed independent study (DIS) work with students; it is common for a faculty member to have more than two such undergraduates per semester as well as MA level students with both independent study and thesis credit work under their supervision. To date, DIS and thesis credit work is not counted within the 3-2 teaching load calculation. Faculty members have been incredibly generous with their time in this regard. The Chair teaches a 2-2 load, a one-course overload, to help with department productivity. The new assistant professor was given a 2-2 load for her first two years, but is slated to move to a full load next year.

Faculty Composition

The teaching faculty is made up of 8 tenured/tenure line persons, one visiting instructor, and two adjuncts. Among all faculty currently teaching, 55% are female, including one African American and one Hispanic woman. The tenured/tenure-earning faculty is represented by three professors, four associate professors, and one assistant professor. Academic specialty is comprised of four cultural anthropologists, two archaeologists, and two biological archaeologists. The visiting instructor and one adjunct are both archaeologists as well. The final adjunct is a cultural anthropologist. For the department to continue to meet its student credit hour production, the instructor position must be continued. To increase the department's topical coverage within the field of anthropology, there is a need for an archaeologist who can generate Florida-based research projects and a biological anthropologist specializing in post-cranial morphology at the assistant professor level.

MA Program Specifics

The Department's MA program is explicitly constructed to produce students who are prepared to either enter the workforce or move on to doctoral study. Graduate students participate in: a year-long seminar on anthropological theory, seminars in biological anthropology, cultural anthropology, archaeology, and quantitative methods as well as advanced research, independent study, and thesis work. The program is minimally a two-year degree, with students finishing, on average, in year three (due to field and lab data collection). Graduate students complete a MA 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 MAT (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 program generally awards about 13 assistantships annually, relatively evenly divided between new and continuing students. Additionally, through a partnership with the Department of Philosophy, between six and eight graduate assistantships are available to anthropology grad students, as graders 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.

During fall 2012, the department conducted a study of its recently graduated MA students. For the past five years' 21 MA graduates, 11 (52.4%) have entered doctoral or professional study at another university and two more are likely to do so within another year. For the ten graduates not pursuing a higher degree, 100% are employed in fields that utilize their training, whether in education, non-profit foundation work, government, cultural resource management, and business.

In a typical year, the anthropology graduate program admitted 10-15 students. It graduated 5-6 MA students per year. 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.

In summary, the Department of Anthropology's instructional programs at the BA and MA 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 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.

4. Research

The faculty members of the Department of Anthropology engage in substantial and significant research in the fields of cultural anthropology, biological anthropology, and archaeology. The faculty actively seek external funding and has experienced notable success in this regard since the previous program review. That being said, university policy has, over the past two years, focused on increasing faculty labor devoted to instruction. This has had the effect of creating greater difficulty on maintaining research productivity.

Nonetheless, faculty members in anthropology are highly productive. Between 2008 and 2011, the eight full-time faculty members authored 4 books, 58 peer reviewed articles, 33 technical reports, 52 professional presentations, and submitted 14 grants to external agencies. The detailed listing of these is in the included faculty CVs. Notable external funding successes included a Florida Public Archaeology Network grant (\$830,000, 2008 to date), Ambassador's Fund grant for work in Ecuador (\$78,000), and a faculty member Fulbright research scholar award (\$102,000) for Nepal. As Table 2 below illustrates, the Department of Anthropology's externally funded sponsored research represents, on average, over half of the College of Arts and Letters new awards received between fiscal year 2009 and 2012. 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 2. New Award Amounts, External Sources, by Fiscal Year, 2009-2012*

Year	Anthropology	College	Percent of Total
2009	232,417	569,581	40.8%
2010	283,797	497,336	57.1%
2011	183,414	409,933	44.7%
2012	357,566	426,886	83.8%
Mean	\$264,298	475,934	56.0%

*Figures provided by Office of Research/Sponsored Research

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 Nepal, Nicaragua, Tanzania, Congo, Ecuador, Argentina, Mexico, Bangladesh, etc. as well as in Florida and other parts of the United States. Research interests are diverse and include specializations in primate brain evolution, primate genetics, economic anthropology, human rights, ecological anthropology, Maya archaeology, fractal analysis, medical anthropology, zooarchaeology, Asian medical systems, communal studies, psychological 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 3. Anthropology Research and Scholarly Productivity, 2008-2011

		Anthropology			
		2008-2009	2009-2010	2010-2011	2011-2012*
1. Books (including monographs & compositions)	#	0	1	2	1
2. Other peer-reviewed publications	#	20	14	11	13
3. All other publications	#	11	12	5	4
4. Presentations at professional meetings or conferences	#	15	13	8	16
5. Productions/Performances/Exhibitions	#	2	0	1	0
6. Grant Proposals Submitted	#	5	3	5	1
Sponsored Research & Program Expenditures					
7. Organized Research	#	\$26,730	\$69,478	\$0	\$0 *
8. Sponsored Instruction	#	\$0	\$0	\$0	\$0
9. Other Sponsored Activities	#	\$201,743	\$215,029	\$241,258	\$0*

*2011-2012 Organized/Sponsored Activities do not reflect actual dollar amounts, due to the figures not being available as of the date of this report. For Anthropology, Other Sponsored Activities expenditures for 2011-2012 should be at least \$180,000.

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, cranial structures of *Homo sapiens*, 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 made little effort to support grant writing as an activity worthy of release time. Yet, it may be possible to assign faculty less service responsibility in return for dedicated grant writing and this can be accomplished at the departmental level. The other means of approaching this goal is primarily through suasion, especially when articulated at the College 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, recently started, will shortly include 2 grad student projects and the creation of a PCR laboratory will soon be training undergraduates and graduate students in genetic research and analysis. A contingent of undergraduate and graduate students is currently involved in data input for a faculty member's Nepal project, and a couple of grad students will be participating in faculty research in Nicaragua this summer. 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.

SE Center of the Florida Public Archeology Network

The SE Center of the Florida Public Archeology Network grant funds a program of outreach on archaeology and historic preservation issues to educational institutions (K-12) and community organizations. The program employs a director and a program coordinator who, together with two graduate student assistants, 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. 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 has been an excellent means for the Department of Anthropology and FAU to increase its 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 target area.

5. Service

Table 4. Anthropology Service Commitments

		Anthropology			
		2008-2009	2009-2010	2010-2011	2011-2012
1. Faculty memberships on department, college or university committees	#	36	39	37	33
2. Faculty memberships on community or professional committees	#	7	10	6	8
3. Faculty serving as editors or referees for professional publications	#	8	6	17	6

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 at the rate of more than 4 obligations per person, stretching from the department level 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: Peace Studies, the doctoral program in Comparative Literature, the executive committee for the Women, Gender, and Sexuality Studies, and the Institutional Review Board. Faculty members also devote themselves to the College's Faculty Assembly and the University Faculty Senate. The new assistant professor in biological anthropology received a reduced service obligation in the first two years of employment. Next year, some service will be included in the assignment.

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 and holds a UNESCO Professorship in Human and Cultural Rights. Most faculty members annually engage regularly in the peer review process for journals, publishers, and for 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.

6. 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 emerging university developments. The College of Biomedicine's Global Health MS degree has the potential to be a fruitful collaborative engagement with some of the anthropology faculty. Another potential collaboration is with the emerging Human Rights efforts taking place in the College of Arts and Letters; the department has faculty members whose research is clearly in accord with this field. With the setup of a Polymerase Chain Reaction (PCR) laboratory in Integrative Biology, run by our biological anthropologist, new opportunities in genetics loom for both research and student training. Finally, as the University settles on how it will focus on its signature theme, Contemporary Societal Issues, the Department and its faculty will, in all likelihood, be highly active participants.

7. Strengths and Opportunities

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 MA 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 College of Biomedicine's Masters in Global Health, both in teaching and research. This opportunity will depend on Biomedicine's successful launching of the program.
- b. Collaboration with emerging Peace and Human Rights initiatives in the College of Arts and Letters.
- c. Increasing research and student training synergies with the College of Science's Integrative Biology program through the creation of the PCR laboratory.
- d. Opportunities for further integration of anthropological study into the University's signature theme, Contemporary Societal Issues.
- e. For our programs, an overall increasingly large student body that is more diverse, with an interest in exploring this diversity.

8. Weaknesses and Threats

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. Unpredictable access to graduate teaching assistantships. The state-mandated core curriculum redesign has the potential to affect graduate assistantship support in anthropology, as most assistantships are assigned to such courses.
- d. Current College policy essentially makes such assistantships impossible (tuition waivers are only applied to 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.

Threats

- a. Statewide prioritization of some degrees as more valuable than others. It appears that the importance of anthropological skills are overlooked in both discussions of statewide workforce needs and push to favor narrowly defined STEM fields.
- b. A declining budget. Recent years have seen the curtailing of the anthropology minor in the northern campuses due to budget cuts, the restriction of adjunct hires, and the reduction of the department's operating expense budget.
- c. Increased teaching assignments, due to student enrollment growth without faculty line additions, place stress on developing new research avenues, scholarly production, and submission of grants for external funding.

9. 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 biological anthropology and archaeology. Two tenure earning lines will allow the department to increase its teaching, and research portfolios overall as well as relieve pressure on service activities. Program growth will be low without the addition of new personnel.
- b. The secretary of the department is the center of the department's web of relationships and has been increasingly expected to take on more responsibilities. The position must be converted to that of program assistant, with an accompanying salary increase. Soon, a part-time additional assistant will be needed.
- c. Make the instructor position a full-time, continuing position. The current holder of the visiting position has contributed to the Department for over 15 years directly through regular semester teaching and through the creation of the successful Ecuador field program.
- d. 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.
- e. The Department's wood shop can be renovated for extra laboratory and graduate student space.

10. 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. Creating and nurturing the relationships for collaborating successfully on new initiatives, including the Global Health masters, Human Rights initiatives, and Integrative Biology.
- c. Creation of an undergraduate honors program in anthropology. The department has much of the plan already complete and it is consistent with the university's Quality Enhancement Plan focusing on undergraduate research.
- d. Consideration of changes to the graduate curriculum with the goal to move students through the program in a timely manner.
- e. Adaptation to the state-mandated core curriculum.

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?

**External Review
of the
Department of Anthropology
Florida Atlantic University**

Process

The program review team consisted of Dr. K. Anne Pyburn, the Provost's Professor of Anthropology at Indiana University, Dr. Penn Handwerker, Professor of Anthropology at the University of Connecticut, and Dr. Charles Roberts, Associate Dean of Graduate Studies, the Charles E. Schmidt College of Science, Florida Atlantic University.

On Monday, April 22, we met with the Anthropology department in the early morning for breakfast, introductions and a general discussion. This was followed by a meeting with Dr. Edward Pratt, Dean of Undergraduate Studies. We then came back to the department to meet individually with faculty. We met Nancy Stein, adjunct, Valentina Martinez, visiting instructor, Dr. Clifford Brown, Dr. Mary Cameron, Dr. Susan Brown. We had a lunch meeting with the department chair, Mike Harris.

In the afternoon, we met with the Associate Provost of Academic Affairs, Diane Alperin. Then we met with Dr. Heather Coltman, Acting Dean of the College of Arts and Letters. Our next meeting was with Dr. Barry Rosson, Dean of the Graduate College.

In the late afternoon, we had discussion sessions with first the undergraduate anthropology majors and then the graduate anthropology students. The review team then had a dinner meeting, to talk about issues and to develop a plan for the final report.

On Tuesday, April 23, we had a second breakfast meeting with the Anthropology department faculty. This was followed by a meeting with Dr. Kate Detwiler, and Dr. Michael Harris.

Mission & Goals

American Anthropology is usually classified as a social science consisting of four subfields: Biological Anthropology, Linguistics, Archaeology, and Cultural Anthropology. Biological anthropology includes genetics, human evolution, paleoanthropology, forensics, and primatology, so it overlaps the biological sciences. Linguistics applies scientific methods to the

study of human communication and is closely aligned with cognitive science. Archaeologists focus on the most recent several hundred thousand years history to tell the story of human origins, the creation of extraordinary diversity in human communities, and despite significant global variation, comparable developments in social organization, technology and economic productivity. And cultural anthropologists study living peoples and their recent history, to create increasingly sophisticated understandings of what it means to be a human being in the present world. These four subfields overlap and few anthropologists combine their research to a single one. As a field, anthropology stands at the interface between science and the humanities, and enriches the academy by humanizing science and bringing the comparative method to the humanities.

The National Science Foundation classifies Anthropology as a central STEM discipline. The State of Florida recognizes that future participation in the global economy will require increasingly higher levels of competence in STEM disciplines – sciences, technologies, engineering and mathematics. By classical criteria, STEM fields count as a central component of a high quality 21st century Liberal Arts education – they provide the skills and knowledge free people need to participate effectively in the civic life of their local communities, state, nation, and globe. Anthropology draws from both the findings and the methods of all branches of science (Earth, Life, Physical, and Formal) to understand the subject matter of all branches of the humanities – what it means to be human. Perhaps more than most STEM fields, Anthropology contributes to FAU's Strategic Plan (2012-2017) as “... an interdisciplinary [field] addressing real-life and societal problems of great significance,” as well as “...the opportunity to strengthen its existing private/public partnerships and to develop new ones,” because it is the only field that researches and employs data to not only improve academic knowledge but to address the needs of diverse learning communities. Whether students succeed in the sciences, technologies, engineering and mathematics is significantly affected by the issues of heritage, history, social position, linguistic competence and physical requirements that are the specific target of anthropological research.

Evaluation of Teaching

Forty-eight undergraduate and twenty-two graduate courses are offered by one visiting, two adjunct and eight permanent faculty members. The courses cover the three most prominent of the

four traditional subfields of anthropology: cultural, archaeological, and biological or physical anthropology. The fourth subfield, linguistic anthropology is brought in tangentially in a few courses in other subfields. Although desirable, linguistic anthropology is a shrinking field and is often absent from the curricula in smaller anthropology programs, so its absence at FAU is not alarming. The other subfields are well covered by the courses listed in the catalogue, but this is a large number of courses and not surprisingly many are taught rarely. Again this is to be expected in a small faculty, where requirements must be covered first and the opportunity to fill very specialized courses with enough students to be cost effective is not reliable. Nevertheless, students complained about wanting more of the classes that are on the books to be taught; this was especially the case with graduate students who are only in campus for two to three years. Any course with a greater than two year rotation will be missed by some graduate students.

The faculty teaching standards appear to be quite high. Requirements for the major and minor for both graduate and undergraduate cohorts are similar to those at comparable institutions. Syllabi provided to the review committee in the information package appeared to be comprehensive and pedagogically sophisticated. Course descriptions included clear teaching goals, broad coverage of classical as well as recent literature, a fundamental commitment to critical thinking, and an unusually consistent emphasis on research methods and analysis. Interviews with faculty revealed a healthy enthusiasm for teaching and genuine concern for the needs of students. Both graduate and undergraduate FAU anthropology students are encouraged to do original research and faculty projects afford them an unusual number of opportunities for fieldwork and data analysis in all three subfields.

The quality of the teaching in the department was echoed during the committee's interviews with students, whose academic preparation showed in their ability to be articulate about their interests, clear about what anthropology has to offer and why they chose it as a field of study. Both graduates and undergraduates evinced respect and affection for their professors. This is not to say that all students liked all professors equally, but no particular teacher was singled out by complaints, while most were particularly lauded by one student or another. The only consistent complaint was that students wanted more time with their professors and more individual

attention, but not because they found the faculty inaccessible. On the contrary, the accessible and friendly attitude of the faculty in general is what makes students so eager for their time.

All students, especially good ones, always want more time with faculty, and typically fail to understand that what appeals to them is their professor's research experience and that central to their chance of getting a good job or an advanced degree is the reputation that professor has acquired through research. Pedagogical skills are crucial, but the reason to attend a research oriented university is the opportunity to learn from the people whose work goes into the textbook, rather than from someone who exclusively retails the work of others, no matter how skillfully. The success of students graduating from FAU with an MA verifies this point. Of the twenty-one MA students graduating in the past five years, eleven have entered PhD or further graduate programs and the remaining ten are employed in fields that make direct use of their training. However, the ability of the FAU anthropology faculty to continue to mentor their students at this level cannot go on indefinitely with no additional support. Furthermore, for the program to grow or even sustain its current enrolment, some increase in the variety of courses offered is necessary. Right now some of this shortcoming is being met through individual studies (for both grad and undergrad students), which serves the needs of students, but is time consuming and not cost effective for faculty.

MA students mentioned wanting more emphasis on professionalization through seminars on employment and grant writing, plus more emphasis on publication and presentation at professional meetings. Not all students agreed about needing more of this, and it was clear that some were getting more such advising than others, probably depending on where their advisor happened to be in her/his professional cycle, which would determine how much time could be offered to students in this area. Clearly a standardized professionalization seminar would be useful, but there is no faculty member available for such a course at his time.

Currently the MA program takes three years to complete. This is mainly because the fieldwork and written thesis requirement slow down time to graduation, but also because students must sometimes wait for a required class to be taught. Additionally, faculty ability to mentor each student on a semester basis, which can improve time to graduation, is hampered by the

overworked faculty and staff. While a three year MA is not unusual and likely partly responsible for the success of graduates, a two year MA is possible and successfully carried off at other institutions where there is more faculty support.

Obviously the outstanding research profile of the anthropology faculty (covered in another section) is the basis for the high quality of their classes and the accomplishments of their students. The number of grants and publications would be considered appropriate at an R1 institution, but would usually be made possible by a 2/2 teaching load. That the FAU faculty produce scholarship at this rate while carrying a 3/2 load is remarkable, but it cannot be sustained.

Evaluation of Research

Very few people outside the discipline realize what a typical anthropology research project entails. For the most part, anthropology is a field science that is costly and time consuming to an extent unique in the academy. Most projects take place away from any university campus, many are pursued outside the United States. Often research involves teamwork in a venue that is challenging and requires adaptive equipment and expert knowledge just for survival. In the case of archaeology, the team may be large which causes elaborate logistical problems, especially outside economically developed areas of the world.

A typical anthropology field project includes several steps or phases. First of all, funding must be sought from several sources since often the work requires expensive equipment, analysis and multiple participants who must be supported while in the field and paid for their expertise and their labor. Funding acquisition typically takes 2 years even for very high quality well planned research designed by established scholars.

Contemporary social science research requires human subjects' protection compliance. All subfields of anthropology are now considered to be involved with human subjects, in some cases including vulnerable populations. Not only approval of the home university, but also of the approval and even collaboration with the subject community, local experts, a host organization such as a local college or university near the field site, and in some cases more than one national

government much be achieved. This involves not only familiarity with human subjects protocols, which require specialist training, but also strategic political knowledge for the cultural context of the project. Such information must usually be acquired and local relationships and approvals developed before most types of funding can be sought.

Once the funding is in place and the human subjects protocols approved, the researcher must handle logistical complexities, acquire equipment and supplies, and gain permissions and data collection permits from appropriate local and national authorities. Even though these must usually be negotiated in advance of the funding, the actual documentation can be difficult to acquire. Once final permissions are obtained and the field program is launched the director must continue to negotiate the social context of the work, which may include labor relations, government research requirements, and ongoing responsibility to the public (tourists, students, descendant groups, local residents). All data must be processed, computerized, analyzed, and curated, including forms, videos, maps, artifacts or material culture, field notes, and maps.

After sufficient data are collected more complex types of analysis can begin; it may be possible to work from field data brought back to the lab or analysis may require additional costly and time consuming trips to the field site. Usually several seasons of data recovery and analysis are required for more than preliminary reports to be published. Nevertheless, preliminary reports answering specific requirements must be produced for funding agencies and host governments at regular intervals; often these are quite extensive. Continued funding and permissions rest on the timely production of such reports.

During all phases of the project engagement with the public is significant as the link between scientific research and public awareness is crucial for future research; the continued support for a particular project, has been shown to be very strongly correlated with successful public outreach. Creating a friendly public face for anthropology is now considered essential and researchers who refuse to make this effort are considered unethical. Public lectures, school programs, media releases, and publications in popular periodicals are now all part of any anthropologist's professional responsibility.

Of course not all anthropologists run their own projects, many are part of a team where responsibilities are shared, or for which they provide expert consultation and have little administrative or logistical responsibility. Some do the bulk of their research in the laboratory or the library. Nevertheless, all the faculty members at FAU are involved in field research to some extent, all have run or co-directed their own projects, and several have added the additional effort of a field school to their basic research agendas.

After data are funded, collected, curated, sorted, analyzed, approved by the host country, explained to the public, and recorded, they can be published. Few if any of these tasks are part of the salaried responsibilities of professional academics; all must be done during summer breaks or after regular teaching and administrative work is complete. Professional researchers, who can carry out their projects in laboratories or libraries, or who, like field biologists, go into the field alone or with one or two companions and little capital equipment, are usually unaware of the different requirements that make anthropology such a protracted process.

It is on the foundation of such responsibilities that the FAU anthropology faculty's productivity must be considered. Between 2008 and 2011, eight faculty authored four books and fifty-eight peer reviewed articles. This is the equivalent of two peer reviewed articles per year per faculty member, which is the standard rate of production expected at most research universities. In addition thirty-three technical reports (counted as publications in many disciplines), fifty-two professional presentations and fourteen grants to external agencies make up a substantive contribution to the field of anthropology and to the university.

Several faculty run field programs that train students in the summer. Most faculty members have active local or international research projects that include students. The field school in Ecuador has two components, ethnographic and archaeological and offers an important opportunity to FAU students and adds visibility to the university. The program is run collaboratively by Associate Professor Michael Harris and visiting Professor Valentina Martinez, who contribute their summers, (Harris is unpaid), to run the field school. Other summer opportunities are provided by field courses offered by Associate Professor Arlene Fradkin, independent study

opportunities faculty offered by Cliff Brown, Kate Detwiler, and Doug Broadfield, and through the department's affiliation with the Florida Public Archaeology Network.

Assistant Professor Kate Detwiler has very high profile research ongoing in the Congo; Clifford Brown works in Nicaragua; Associate Professor Douglas Broadfield has recently expanded his research interests into field research in Latin America. Although neither runs a formal field school, both offer field opportunities at an individual level and infuse their teaching with their research experience, as evidenced by the listings of graduate research interests on the department website.

Three of these five faculty members have associate status though all three would have a reasonable case for promotion to full professor. Martinez has visiting status with no possibility of a tenure line. Detwiler is very junior, but her recent work with the team that discovered a new monkey in the Congo has catapulted her to international stardom and she is certain to be head-hunted by universities with full scale graduate programs in the near future.

Senior faculty in the department are involved in national and international service to their fields of study. This is in addition to sitting on an average of four university committees per faculty member. All faculty members are engaged with the public to some extent. These responsibilities are typical of university positions, but the level of commitment of the FAU anthropology faculty again resembles the performance of faculty at research universities.

In fact all these faculty members are working "above their pay grade," and are handling too many classes, graduate students, administrative duties while publishing R1 quality research to be able to maintain their productivity indefinitely. The external review of the department produced in 2006 concluded that the department needed more faculty to handle the course load, more internal research support, more student support and more clerical support. Instead, the amount of support has deteriorated further, while FTE has nearly doubled (82% increase), with a 124% increase in enrolments in lower division courses as requested by the dean in response to the 2006 external review.

The anthropology department at FAU is functioning at the level of an R1 institution without the level of support that they would be afforded at such an institution. If, as administrators told the 2013 review committee, FAU aspires to become an R1 institution, they would do well to offer some significant encouragement to the anthropology faculty who have responded successfully to requests by the administration to increase undergraduate teaching, but are still managing to lead the way to that ranking. On the other hand, overworked faculty members faced with no relief in sight are likely to pull back on their workload due to exhaustion, or accept an offer from a more generous institution.

Recommendations:

1. Summer field school teaching should be considered when teaching load is calculated or when service is rewarded; summer programs attract publicity and students to the university, not only to anthropology.
2. Anthropologists in other departments at FAU (several are listed in the AAA Guide to departments) should be asked to cross-list courses and team teach courses
3. A CRM specialist should be hired with expectation of covering her/his salary within 5 years (recommend consultation on how to structure this position and a CRM component to the department). This is a logical connection to the FPAN.
4. Grants specialist should be hired to expedite proposal writing, can be shared with one or two other departments. (Predicted that this person will cover their own salary with overhead within 5 years)
5. Recognize that although anthropology is one of the humanities it is also one of the sciences, and has responsibilities and grant-getting potential that more resemble science. Consequently, reduced teaching (= FAU science faculty) is likely to result in significant increase in overhead generating grants to faculty, so it will be cost effective. Also, less classroom teaching will ultimately result in larger student population due to improved mentoring and increased publication-related visibility
6. FAU field programs should investigate possible REU funding from NSF
7. Collaborative hire of forensic specialist should be considered with department of criminal justice, psychology, paleontology, etc. Collaborative hires with other departments and programs should be actively sought, since cross disciplinary work is increasingly common both within and

outside universities. The applied dimension of anthropology, as well as its hybrid science-humanities profile makes it a likely field for collaborative hires (e.g. gender studies, political science, sociology, psychology, biology, museum studies, business administration, economics, Kinesiology, marketing, area studies, etc.)

8. Should establish internships in the state governor's office and legislature to improve visibility of program, state-wide comprehension of value of field and relevant experience for students interested in political or applied anthropology.

9. Tenure clock for associates should be evaluated; Harris in particular is ready for promotion to full professor.

10. Assistant Professor should be granted additional assistantships to attract PhD level students enrolled in other departments to enhance probability of her retention by FAU

11. Anthropology department should be placed front and center in the campaign to create FAU as an R1 institution, since it can model productivity goals for both science and the humanities

12. Faculty should post publications and CVs online on Academia.com and Linked-In and on departmental website

13. A 1-2 credit hour professionalization seminar should be held at least once a year. Possibly emeritus faculty might be willing to take this on. Both graduate and undergraduate students should be included.

14. The graduate students should develop a student run publication series to come out once per year, providing a venue for first-time authors, as well as a report on the annual doings of department members and affiliates. Such a publication is an excellent means of keeping in touch with alumni and could easily be used to help seed an alumni fund to support students or other department needs. The publication should be mailed to alumni, but should also be posted on the departmental website. Because the anthropology faculty are so overcommitted, it might be feasible to have the editors of such a publication be mentored through the journalism department.

Concluding Comments

According to the published mission statement of the university, FAU is committed to a set of educational standards and goals (<http://www.fau.edu/iea/factbook/mission12.pdf>). Some of these are specifically fulfilled by anthropology faculty:

1. *Preparing students to fulfill productive destinies in the workplace and in society*

Anthropology does this through its successful placement of graduates and the hands-on opportunities offered in many classes that provide not only the intellectual comprehension but the practical skills needed to succeed in the workforce.

2. *Promoting academic freedom and an atmosphere of free and open inquiry*

That anthropology does this is clear from student statements about supportiveness of faculty, and from the department's very good graduation rate

3. *Recognizing and rewarding superior performance, innovation and creativity in all facets of University activity*

Anthropology does this through its special efforts by the department to achieve student financial support and through emphasis on well directed independent study and personalized mentoring

4. *Accounting for the sound use and careful stewardship of its resources, ensuring responsibility for its mission*

Broadly this may be interpreted as met by the anthropology department's commitment to teaching stewardship of Florida's heritage and the archaeological record, and through the several faculty who teach and research in areas pertinent to environmental sustainability

5. *Fostering community service and social responsibility*

Various outreach programs are undertaken by FAU anthropologists, and students also have opportunities to work in the community on programs related to their coursework

Furthermore, following the FAU Strategic Planning document for 2012-2017, the expansion of FAU's research mandate via increased grant seeking is exactly what FAU faculty have done and will be able to continue to do even more effectively with more university support. The emphasis in the strategic plan on internationalism is clearly met by anthropology's several international and internationally recognized research programs and field schools. All the STEM fields as well as the interdisciplinary programs mentioned are easy allies of anthropology and the faculty have already reached across the aisle in many of these areas. A look at the course offerings and the

syllabi makes it clear that real-world problems and public engagement along with civic responsibility are central to anthropology pedagogy at FAU, and that the high quality of teaching rests directly on the blue ribbon primary research that informs all anthropology classes. The university is to be congratulated on attracting such an outstanding faculty who have developed a creative and effective program for FAU students. They deserve increased recognition and support.

Respectfully submitted 10 August 2013

K. Anne Pyburn, chair

External Review Committee for Anthropology

**APR Action Plan
2013**

DEPARTMENT: ANTHROPOLOGY

#	Goals and Objectives Action Item	Individual(s) Responsible	Resources Needed	Action Taken/ Status	Projected Start Date	Target Date for Completion	Progress Review Date (if needed)	Funding Request	Dean's Support
Recommendation 1:									
	Hire Environmental Anthropologist - Asst Professor	Department faculty as a whole	Office space, computer support, etc.	Request	August, 2014	March, 2015		\$69,306 plus \$5000 start up	There is currently no funding allocated for this position. However, given its connection to STEM, I would prioritize this position should funding become available.
Recommendation 2:									
	Hire Biological Anthropologist - Asst. Professor	Department faculty as a whole	Office space, computer, support, start up funds	Request	August, 2016	March, 2017		\$69,306 plus start up	There is currently no funding allocated for this position. However, given its connection to STEM, I would prioritize this position should funding become available.
Recommendation 3:									
	Create Honors in Anthropology Program	Clifford Brown w/participation of all faculty		In development	Sept., 2013	May, 2014		None	I support the creation of an Honors program.
Recommendation 4:									
	Hire grants coordinator	Harris/Dean's office	Office space, computer support	Request	Sept., 2014	May, 2015		\$60,000	There is currently no funding allocated for a grants coordinator in the College. However, such a position is needed and would greatly enhance our ability to improve our participation in grants. I would prioritize this should funding become available.
Recommendation 5:									
	Create undergraduate and graduate student internships	Fradkin w/participation of faculty as a whole	None	In development	January, 2014	July, 2014		None	I support this initiative given that it meets College strategic plan goals.
Recommendation 6:									

**APR Action Plan
2013**

#	Goals and Objectives Action Item	Individual(s) Responsible	Resources Needed	Action Taken/ Status	Projected Start Date	Target Date for Completion	Progress Review Date (if needed)	Funding Request	Dean's Support
	Revise and add to department web page	Wilson, Harris, Broadfield, grad students	computer	In development	October, 2014	May, 2014		\$4,000	This is a priority for the entire College, and should funding becoem available I would support this recommendation.