GRADUATE PROGRAM REVIEW RETREAT

March 14, 2016

Graduate Council
Academic Senate
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**DUTIES PERFORMED BY GRADUATE COUNCIL**

Graduate Council Analyst receives data from Graduate Division and the Office of Strategic Academic Research and Analysis (SARA) that pertains to:

- **Students** - enrollment, admissions, applicants, degrees awarded, time to degree, doctoral exit survey data, student headcounts, graduate student support, student workload, number of majors (undergraduate and graduate).
- **Faculty** – faculty headcounts, courses taught, and summary teaching activity.
- **Program and staff** - course enrollments, program budget and expenditures, faculty and staff FTE.

*This data is provided to the program as soon as it is received by the Senate Analyst. It should be referred to and summarized in the various documents that the program submits to the Graduate Council. If the program finds any discrepancies in the data, please inform the Senate Analyst as soon as possible so that the data can be corrected well in advance.*

Graduate Council Analyst will provide program with a spreadsheet of all active grant data.

Grant data is obtained from the Office of Research after the faculty list is received from the program.

This grant data should be summarized and referenced in the Program Self Statement.

Graduate Council Analyst invites extramural review team panel and sends appointment letters to extramural reviewers.

Graduate Council Analyst will make hotel reservations for reviewers at Hyatt Place (3500 Market St Riverside, CA 92501), as well as transportation arrangements to/from the airport, if needed.

Graduate Council Analyst will send out confidential questionnaires to former graduate students once Placement Data is received from the program (Placement data due 10/17/16).

Graduate Council Analyst will work with Computing & Communications to send out confidential questionnaires to current faculty and students. Questionnaires are completed via the iEval system.

Graduate Council Analyst sends schedule to program to fill in and finalize. Scheduled times are set and flexibility is very limited.

Graduate Council Analyst will prepare pdf binder (eBinder) of all review materials.

Review eBinder will be forwarded to program Chair and Graduate Advisor(s) for approval prior to it being sent to the extramural review team, appropriate administrators, and Graduate Council review subcommittee.

Graduate Council Analyst will forward eBinder to extramural review team, appropriate administrators, and Graduate Council review subcommittee.

Graduate Council Analyst will work with Program to determine which Chairs of related graduate programs should be invited to the luncheon with the review team on the first day of the review.

Graduate Council Analyst will invite the Chairs of related programs to the luncheon.

The Senate (GC Analyst) will request temporary campus wireless accounts and parking permits (if needed) for the reviewers.

The Senate will order lunches and purchase snacks and beverages for extramural reviewers and guests for meetings that occur in the Senate.
**DUTIES PERFORMED BY THE PROGRAM**

<table>
<thead>
<tr>
<th><em>Submit all required documents to Graduate Council Analyst, Sarah Miller – <a href="mailto:sarah.miller@ucr.edu">sarah.miller@ucr.edu</a></em></th>
</tr>
</thead>
</table>

### DUE AS SOON AS POSSIBLE –
- Faculty list – include faculty first and last name, title, UCR net ID, and email address

### DUE OCTOBER 17, 2016 –
- Ph.D. Placement data – *data will assist Graduate Council in sending out confidential questionnaires to former students.*
- List of faculty by rank (include department affiliation and participation in other graduate programs) – *this list is separate from the faculty list above*
- Program Self-Study Report
- Digested faculty biographies (bio-sketches)
- Program material distributed to graduate students – *a list of web links are sufficient*
- Faculty grant activity summary – *Graduate Council will provide grant data from the Office of Research. This data should be summarized and referenced in the Program Self-Study Report.*
- Customized cover sheet for eBinder (optional)

*Program will receive data from Graduate Council that should be summarized and referenced in the various documents listed above.*

### DUE 6 WEEKS PRIOR TO REVIEW –
Inform the Senate Analyst if the program wishes to host a reception for the extramural reviewers.

This reception is optional as it is hosted by the program. The Graduate Council requires that the reception be on campus to allow for a central location where faculty and students can both attend. Invitations must be extended to both faculty and students. The first day of the review at 4:00pm is reserved on the schedule for the reception.

### DUE 4 WEEKS PRIOR TO REVIEW –
- Finalize schedule with Graduate Council Analyst – program will need to fill-in faculty and students who will be meeting with the reviewers. Students must be given the opportunity to meet with the review team without faculty present. Time slots for these meetings are predetermined and cannot be changed.

- Review pdf binder (eBinder) of materials and respond with approval to Senate Analyst within the time frame specified.
  - No other materials may be provided to the review team other than the materials that are vetted by the Graduate Council and included in the review eBinder.

### DUE 2 WEEKS PRIOR TO REVIEW –
Work with Graduate Council Analyst to determine which Chairs of related graduate programs should be invited to the luncheon with the review team.

Purchase snacks and beverages for extramural reviewers and guests for meetings that occur in the department.
SELF-STUDY REPORT GUIDELINES

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

Sections:

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

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

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

C. Graduate Degree Programs. Provide a summary of the goals, rationale, and structure of your graduate degree programs, namely: What is it that you currently do, what do you do well, what areas need to be strengthened, and what changes do you anticipate in the future? You should discuss the quality (including GPA and GRE statistics) and depth of your applicant pool, career goals and opportunities for
graduates, the intrinsic importance of your fields of study, and the prospects for intramural and extramural funding. You should also include a description of your admissions process, including the number of applications, admits, and SIRs (statements of intent to register). Where relevant, include a discussion of enrollment by specialty, recruitment of graduate students, ratio of domestic to international students, ratio of out-of-state to in-state domestic students, and student diversity. You may receive or request documents from the Graduate Division and/or Graduate Council that provide national-level comparative data. It will be important to integrate comparisons whenever possible in the following areas: learning objectives for graduate education, average time to candidacy and to degree, attrition, and on any other metrics that the department/program would like to include (summaries of ARPE form data to track progress to degree across all student cohorts). Academic advising structure and graduate student participation in departmental or unit affairs are also topics for inclusion in this section.

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

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

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

Revised 3/4/2016
PLEASE NOTE:

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

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

PROGRAM IN ______, FACULTY INFORMATION
BRIEF BIO-SKETCH

NAME:

POSITION TITLE:

YEAR AND RANK OF APPOINTMENT AT UCR:

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

HIGHEST DEGREE EarnED, INSTITUTION, YEAR EarnED:

POSTDOCTORAL TRAINING:

AREAS OF RESEARCH SPECIALIZATION:

TOTAL NUMBER OF PEER-REVIEWED PUBLICATIONS:

FIVE MOST IMPORTANT PEER-REVIEWED PUBLICATIONS:

SELECTED AWARDS AND HONORS OVER THE PAST TEN YEARS:

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

NUMBER OF GRADUATE STUDENTS SUPERVISED IN THE PAST TEN YEARS:

<table>
<thead>
<tr>
<th>STUDENT CATEGORIES</th>
<th>THESIS CHAIR</th>
<th>THESIS MEMBER</th>
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<tbody>
<tr>
<td>Ph.D. students who have completed their degrees</td>
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<td>Ph.D. students in progress</td>
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<tr>
<td>Ph.D. students supervised in other graduate programs</td>
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<tr>
<td>Master’s students who have completed their degrees</td>
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<td>Master’s students in progress</td>
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<tr>
<td>Master’s students supervised in other graduate programs</td>
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</table>

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

FOR FIELDS IN WHICH EXTRAMURAL GRANTS COMPRIZE A SIGNIFICANT ACTIVITY, PLEASE PROVIDE INFORMATION ON YOUR CURRENT RESEARCH GRANTS AND THE NUMBER OF GRADUATE STUDENTS YOU CURRENTLY SUPPORT WITH GRANT MONEY:

<table>
<thead>
<tr>
<th>TITLE OF GRANTING AGENCY</th>
<th>TOTAL AWARD (DIRECT COST)</th>
<th>NUMBER OF GRADUATE STUDENTS SUPPORTED THROUGH THIS GRANT</th>
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Graduate Program Review FAQ’s
(Approved by the Graduate Council 11/20/2014)

1. **How long is the review site visit?** The review will take place over two full days.

2. **Where will the review team stay?** Lodging will be coordinated for all reviewers at the Hyatt Place in downtown Riverside - 3500 Market St., 92501.

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

4. **What type of transportation will be provided for the review team to and from the airport?** The Academic Senate uses Super Shuttle for airport transport.

5. **Who provides transportation to and from campus?** The Graduate Council (Chair of the Review Subcommittee) and the program share this responsibility. Specific drop off and pick up notes will be included on the review schedule.

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

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

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

9. **What types of materials are provided to the review team?** All material is provided to the review team in an electronic binder (eBinder). The eBinder is reviewed by the program prior to it being distributed to the review team. eBinder material is provided by the program, Graduate Division and the Office of Strategic Academic Research and Analysis (SARA). The program may not provide the review team with any material outside of what is in the eBinder, or which has not been vetted first by the Graduate Council review subcommittee.

10. **Who provides meals for the review team?** A complimentary breakfast is provided by the Hyatt. Lunches on both days are provided by the Senate. Reviewers are on their own for dinner; however, they will be reimbursed by the Senate for any meals they purchase (minus alcohol). The program may provide drinks and snacks for the review team while they are in the department.
11. **When will the review team be in the department?** The review team will visit the department after lunch on the first day of the review and spend the remainder of the day there. On the second day of the review, the review team will begin their morning in the department and will leave at noon for a working lunch in the Senate. The remainder of day two will be spent in the Senate.

12. **How should meetings with faculty and students be scheduled with the review team?** The program will be given blocks of time on both days to schedule faculty and student meetings with the review team. The Graduate Council Analyst will send a schedule to the program at least one month prior to the review indicating these blocks of time. Meetings can be scheduled at the program’s discretion within the specified blocks of time. As an example, some programs schedule short 20 minute meetings with individual faculty and students and other programs schedule longer meetings with groups of faculty and students.

   The Graduate Council requires that the program schedule separate student meetings with the review team without faculty present. Students should be given the same amount of access to the reviewers as the faculty.

13. **Who else does the review team meet with while they are here?** The review team will also meet with the Graduate Council review subcommittee, college Dean, Graduate Division Dean, and program leadership (Chair and Graduate Advisor). There will also be a lunch with Chairs of closely related graduate programs on the first day. These Chairs are selected by the program leadership and are invited by the Graduate Council Analyst.
Review Materials to Submit to Graduate Council

Check when complete:

**DUE ASAP**

☐ Faculty list – must include faculty names, department (for interdepartmental programs), title, email address, and UCR Net ID.

**DUE OCTOBER 17, 2016**

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

☐ Ph.D. Placement Data – placement data for all Ph.D. degrees awarded since the program’s last review. Must include student’s name, graduation date, dissertation Chair, first position, current position, and current email address. See sample of Placement Data.

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

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

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

☐ Customized Cover Sheet for eBinder (optional) – see Cover Sheet sample.

* No other materials may be provided to the review team other than the materials that are vetted by the Graduate Council and included in the review eBinder.
APPENDIXES – SAMPLE MATERIALS
Graduate Review 2012 –2013

Department of
Mechanical Engineering

UC Riverside
Bourns College of Engineering
## SAMPLE
GRADUATE PROGRAM
REVIEW MATERIALS

<table>
<thead>
<tr>
<th>Section #1</th>
<th>Program Review Schedule</th>
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<tbody>
<tr>
<td>Section #2</td>
<td>Set of General Questions for Reviewers</td>
<td>Page 3</td>
</tr>
<tr>
<td>Section #3</td>
<td>Program Self-Study Report</td>
<td>Page 4 – 14</td>
</tr>
<tr>
<td>Section #4</td>
<td>Materials Available to Graduate Students</td>
<td>Page 15</td>
</tr>
<tr>
<td>Section #5</td>
<td>Faculty by Rank (with other program affiliations) and Digested Biographies</td>
<td>Page 16 – 53</td>
</tr>
<tr>
<td>Section #6</td>
<td>Graduate Student Placement Data</td>
<td>Page 54 – 63</td>
</tr>
<tr>
<td>Section #7*</td>
<td>CONFIDENTIAL: Faculty Questionnaire Responses</td>
<td>Page 64 – 67</td>
</tr>
<tr>
<td>Section #8*</td>
<td>CONFIDENTIAL: Current Student Questionnaire Responses</td>
<td>Page 68 – 74</td>
</tr>
<tr>
<td>Section #9*</td>
<td>CONFIDENTIAL: Former Student Questionnaire Responses</td>
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### APPENDIXES

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<td>Appendix #2</td>
<td>Graduate Division Admission Data – Applicants &amp; Enrollments (gender, domestic vs foreign, ethnicity, GPA range, GRE/GMAT scores, application status); Completion Rates; Doctoral Exit Survey</td>
<td>Page 95 – 107</td>
</tr>
<tr>
<td>Appendix #3</td>
<td>Graduate Student Support Data; Summary Teaching Activity and Listing of all Courses Taught; Course Enrollments; Student Workload FTE; Number of Majors; Degrees Conferred</td>
<td>Page 108 – 140</td>
</tr>
<tr>
<td>Appendix #4</td>
<td>Departmental Budget and Expenditures, Ladder Faculty FTE &amp; Staff FTE</td>
<td>Page 141 – 142</td>
</tr>
<tr>
<td>Appendix #5</td>
<td>Program Self-Study from previous review</td>
<td>Page 143 – 148</td>
</tr>
<tr>
<td>Appendix #6</td>
<td>Post-review documents from previous review – Review close-out memo; program's response to Graduate Council’s Findings &amp; Recommendations (F&amp;R); Graduate Council’s F&amp;R; program's response to reviewers report; extramural reviewers report</td>
<td>Page 149 – 170</td>
</tr>
</tbody>
</table>

*Confidential questionnaire responses (Sections 7–9) are not provided to the program or administrators.*
**External Review Panel:**
Reviewer name
Reviewer name
Reviewer name

**Wednesday, January 11, 2017 - arrival**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:30 AM</td>
<td>Arrive Ontario International Airport</td>
<td>Take Super Shuttle to Hyatt Place</td>
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<tr>
<td></td>
<td></td>
<td>3500 Market Street, Riverside, CA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>92501</td>
</tr>
<tr>
<td>8:35 – 9:05 AM</td>
<td>Meeting with Graduate Council Chair or Vice Chair and Members of Review Subcommittee</td>
<td>Senate Conference Room, 219 UOB</td>
</tr>
<tr>
<td>9:10 – 9:40 AM</td>
<td>Meeting with College Dean and Division/Assoc. Deans</td>
<td>Senate Conference Room, 219 UOB</td>
</tr>
<tr>
<td>9:45 – 10:15 AM</td>
<td>Review Team regroup/break</td>
<td>Senate Conference Room, 219 UOB</td>
</tr>
<tr>
<td>10:20 – 11:50 AM</td>
<td>Meeting with Program Leadership - Chair and Graduate Advisor(s)</td>
<td>Senate Conference Room, 219 UOB</td>
</tr>
<tr>
<td>12:00 – 1:00 PM</td>
<td>Lunch with Chairs of related graduate programs</td>
<td>Senate Conference Room, 220 UOB</td>
</tr>
<tr>
<td>1:00 – 1:15 PM</td>
<td><strong>Team moves to Department</strong></td>
<td></td>
</tr>
<tr>
<td>1:20 – 4:00 PM</td>
<td>Meetings with faculty and students:</td>
<td>At department</td>
</tr>
<tr>
<td></td>
<td>1:20-2:10 –</td>
<td></td>
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<tr>
<td></td>
<td>2:10-2:20 – <strong>Break</strong></td>
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<td></td>
<td>2:20-3:00 –</td>
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<tr>
<td></td>
<td>3:00-3:10 – <strong>Break</strong></td>
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<td></td>
<td>3:10-4:00 –</td>
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<tr>
<td>4:00 – 5:00 PM</td>
<td>Reception (optional)</td>
<td>On campus location</td>
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<tr>
<td>Program escorts team to Hyatt Place</td>
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<tr>
<td>6:00PM</td>
<td>Working Dinner at Hyatt</td>
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Graduate Program Review  
January 12 & 13, 2017

**Friday, January 13th**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td>Program picks up Team from Hyatt Place</td>
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</tbody>
</table>
| 8:30 – 11:15 AM  | Meetings with faculty and students:  
|                  | 8:30-9:15 –  
|                  | 9:15-9:30 – Break  
|                  | 9:30-10:15 –  
|                  | 10:15-10:30 – Break  
|                  | 10:30-11:45 – At department Specified Location  
| 11:45 – 12:00 NOON| Return to Senate Office                                                  |
| 12:00 – 1:30 PM  | Working Lunch Senates Conference Room, 219 UOB                         |
| 1:30 – 3:30 PM   | Meetings with faculty and students:  
|                  | 1:30-2:00 –  
|                  | 2:00-2:15 – Break  
|                  | 2:15-2:45 –  
|                  | 2:45-3:00 – Break  
|                  | 3:00-3:30 – Senate Conference Room, 219 UOB                            |
| 3:30 - 4:00 PM   | Review Team regroup/break                                               |
| 4:00 – approximately 5:00 PM | Exit Interview with Graduate Council Chair or Vice Chair, Graduate Council Review Subcommittee, Graduate Dean Childers, College Dean(s), and P&EVC  |
|                  | Senate Conference Room, 220 UOB                                         |

Return to Hyatt Place, if needed (Graduate Council Chair or Vice Chair will return reviewers to hotel)

- **Senate Staff Contact**: Sarah Miller, (951) 827-5538, sarah.miller@ucr.edu
- **Program Contact**: ____________
The following questions are designed to aid your review of the graduate program in ____; they are not meant to restrict the scope of your inquiry. You are free to disregard them if you prefer to do so. The program has seen these questions.

QUESTIONS FOR EXTRAMURAL REVIEW OF THE
_________ GRADUATE PROGRAM

1. What is the quality of the program with respect to the following?
   a. Overall reputation.
   b. Faculty research.
   c. Faculty teaching.
   d. Students in the program.
   e. Placement and reputation of program graduates.

2. Does the graduate program present a coherent program of study for students? Is it adequate in scope and depth to insure education appropriate for the M.A./M.S./Ph.D.?

3. Is the faculty quality and quantity adequate for a strong graduate program?
   a. Areas that should (must) be strengthened or added?
   b. Areas that should (must) be de-emphasized or removed?
   c. Where should the next appointment (resources permitting) be made?

4. Has the program done reasonable planning for the future? If so, is it planning for appropriate future changes? If not, what do you suggest?

5. What would be needed for this program (or some component) to achieve true national distinction giving due consideration to present UCR faculty resources compared to those available at top ranked programs elsewhere?

6. Are the admission mechanisms and standards appropriate for a quality M.A./M.S./Ph.D. program in _____? Are they applied fairly?

7. Do students receive appropriate supervision, e.g., do fair and appropriate evaluations of graduate students occur at proper times, is there sufficient counseling, are students treated fairly with regard to assignment of TAs, GSRs, thesis advisers, etc.? Are annual reviews of graduate students accomplished appropriate with due notice of the results being given to the students?

8. Do problems of physical facilities, research equipment, or aids to scholarship exist?

9. Is there sufficient interaction between the program and any campus programs with which it should interact?

10. Are the times to degree appropriate for a ______ M.A./M.S./Ph.D.?

11. How does the program conceptualize diversity? Is the program working to increase diversity? If this program is working to increase diversity, how is it trying to do so?
SAMPLE PROGRAM SELF-STUDY

Report Preparation:

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

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

INTRODUCTION

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

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

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

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

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

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

ACADEMIC ITEMS: USE OF NON-LADDER FACULTY

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

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

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

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

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

**FACULTY RESEARCH**

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

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

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

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

A fourth research theme shared by a number of faculty members is iconography, aesthetics, performance, and language, such as symbolism and symbolic practices of Mesoamerica, the Caribbean, Southeast Asia and the Philippines (Ashmore, Harvey, Ness, Ryer, Schwenkel, Taube). Three faculty
members (Ness, Schwenkel, Taube) are also actively engaged in studying dance and performance in Southeast Asia (Vietnam, Indonesia, and the Philippines) and Mesoamerica. In addition, art and aesthetics are addressed in the teaching and research of no less than four faculty of the department (Ness, Ossman, Schwenkel, Taube), which is another unique departmental strength that has gained international recognition.

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

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

See Appendix A for interdisciplinary collaborations.

CURRENT RESEARCH SUPPORT AND POSSIBILITIES FOR SUPPORT

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

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

FACULTY TEACHING LOAD AND ACTIVITIES

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

In each of the last five years, one Anthropology faculty member has participated in the transdisciplinary CHASS-Connect or the CHASS-First Year Experience Program, with a sixth member slated to teach the introductory course of the three-quarter series in the coming academic year. While the faculty views its
lower-division Anthropology courses as both introductory and service courses, the upper-division courses are primarily intended for Anthropology majors and for students in other programs across the campus who are interested in Anthropology. Roughly 60% of the students enrolled in these courses are majors; the other 40% come from the arts and humanities (c. 12%), interdisciplinary and liberal studies (c. 12%), social sciences (4%), life sciences (c. 4%), engineering (c. 2%), and business (c. 4%). The faculty also recognize the importance of the CHASS-First experience for students and have, in fact, recruited majors from that sequence.

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

FACULTY TEACHING AWARDS

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

STAFFING AND FACULTY HIRING CONCERNS

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

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

With regards to the Mesoamerican Archeology focus the department foresees the retirement of three of the four current archeologists within the next 2-3 years. The focus on Mesoamerican archeology has been among the most important draws to UCR for graduate students. Combined these faculty (Ashmore, Fedick, Patterson, and Taube) are the primary advisors for approximately half of the active graduate students, and half of replacements: 19 out of 36 graduate placements 2004-2011 (Appendix D). The department views the continuation of this specialization as integral maintaining the stature of the archeology focus, but more importantly because of its ties to colleagues in the department and across the university (as described above). This is an opportune moment to maintain the strength of the program and innovate new areas in perspectives on ancient diet and nutrition, agriculture, bio-diversity and urban development. As evidence of the department and campus commitment to this focus, we will begin a search for a mid-level archeologist who will continue the Mesoamerican strength.
With regards to the Linguistic Anthropologist the department requested this faculty hire first in 2004. While the request is old and persistent, a Linguistic Anthropologist would work towards building a new strength that reflects a commitment to anthropology’s four-field approach. The field research, theoretical innovations, and methodological approaches are broadly concerned the study of language within the context of culture and social life as intersecting with race, class and/or gender. Topically the ideal candidate’s research and teaching should interface with one or more of the following departmental foci: 1) language/politics/power; 2) transnationalism, migration and global processes; 3) materiality and technology; 4) language use in health care; 5) voices in media and performance; and 6) linguistic symbolism in both ancient and contemporary modalities. Specializations in bi- and multi-lingualism are also desirable.

C. GRADUATE PROGRAM

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

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

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

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

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

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

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

GRADUATE APPLICATION PROCESS AND APPLICANTS

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

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

GRADUATE STUDENT FUNDING

Funding for the recruitment of graduate students continues to be a hindrance to many applicants. Approximately 77% of first year student enter the program with full support, and 13% have extra-mural funding (NRC 2006). Despite the high rate of funding during the first year this level of support is only
guaranteed through the second year. As noted in the 2004 review, this is simply not enough to attract the best students.

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

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

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

**DISSERTATION ADVISING**

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

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

**D. COMPARISON TO PREVIOUS REVIEW**

**CHANGES IN HIRING**

Hiring priorities expressed in 2004 envisioned 1 critical medical anthropologist; 2 applied anthropologists, with foci respectively in human rights and transnationalism, and in labor, minorities and political ecology; and an ethnographer of speaking. While these priorities were subsequently met in part, the thrust of hires was shaped as well by unanticipated changes in faculty composition within the department.
Three faculty members left the department in 2005: Maria Cruz-Torres and Carlos Vélez-Ibañez were recruited to Arizona State University, with Vélez-Ibañez becoming professor emeritus at UCR; Paul Gelles resigned to teach at a private high school. Because all three are sociocultural anthropologists, urgent hiring priority was given to scholars associated with that subfield.

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

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

**CHANGES IN CURRICULUM**

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

**CHANGES IN ADVISING**

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

**CHANGES IN GRADUATE STUDENT FEES**

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

**CHANGES IN SPACES FOR COMMUNITY BUILDING**

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

Contracts & Grants and IC Expenditures

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Millions
Name: **Abigail Penguin**

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

Number of peer-reviewed publications: 100

Five most important publications:

XXXXX  
XXXXX

Selected Awards and Honors, 2004 to present:

XXXXX  
XXXXX

Graduate Courses Taught, 2004 to present: Catastrophic Climate Change

Current graduate students (PhD):

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Department/Program</th>
<th>Date started</th>
<th>Anticipated graduation date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Philip Penguin</td>
<td>Art of Getting Things Done</td>
<td>09/2012</td>
<td>07/2017</td>
</tr>
<tr>
<td>4. Stan Penguin</td>
<td>Biology</td>
<td>09/2012</td>
<td>07/2017</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Department/Program</th>
<th>Date started / Date completed or left group</th>
<th>PhD Awarded?</th>
<th>Current Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>NONE</td>
<td></td>
<td></td>
<td>Y or N</td>
<td></td>
</tr>
</tbody>
</table>

Extramural grant information 2004 to present:

<table>
<thead>
<tr>
<th>Agency</th>
<th>Amount</th>
<th>Period</th>
<th>Number of Graduate Students Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. World Wildlife Fund</td>
<td>30,000</td>
<td>07/2013-06/2014</td>
<td>2</td>
</tr>
<tr>
<td>2. Zoological Association Research Funds</td>
<td>50,000</td>
<td>07/2013-06/2015</td>
<td>2</td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Date of Degree</td>
<td>Research Director</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>xxxx</td>
<td>Ph.D.</td>
<td>12/13/2003</td>
<td>Doe, John</td>
</tr>
<tr>
<td>xxxx</td>
<td>Ph.D.</td>
<td>03/20/2004</td>
<td>Doe, Jane</td>
</tr>
<tr>
<td>xxxx</td>
<td>Ph.D.</td>
<td>03/20/2004</td>
<td>Doe, John</td>
</tr>
<tr>
<td>xxxx</td>
<td>Ph.D.</td>
<td>08/28/2004</td>
<td>Doe, Jane</td>
</tr>
<tr>
<td>xxxx</td>
<td>Ph.D.</td>
<td>03/19/2005</td>
<td>Doe, John</td>
</tr>
<tr>
<td>xxxx</td>
<td>Ph.D.</td>
<td>06/16/2006</td>
<td>Doe, Jane</td>
</tr>
<tr>
<td>xxxx</td>
<td>Ph.D.</td>
<td>06/16/2006</td>
<td>Doe, John</td>
</tr>
<tr>
<td>xxxx</td>
<td>Ph.D.</td>
<td>06/16/2006</td>
<td>Doe, Jane</td>
</tr>
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