



UNIVERSITY OF
ILLINOIS
URBANA - CHAMPAIGN

Academic Program Review Self-Assessment

[Anthropology]

[September 6, 2024]

Academic Program Review Self-Assessment

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The Department of Anthropology at the University of Illinois at Urbana-champaign is a medium sized department structured according to the four traditional disciplinary sub-fields of archaeology, biological anthropology, linguistic anthropology and socio-cultural anthropology. Despite this traditional scaffolding, we embrace the position that anthropology is inherently interdisciplinary, spanning the biological and social sciences, humanities, and arts.

In AY 2024-25 we are a community of 33 faculty (29.75 FTE): 26.25 tenure-track[TT] (15 Full, 7 Associate, 6 Assistant professors) and 3.5 ‘specialized’ non-tenure track [NTT] 1.5 Clinical Associate, 2 Teaching Assistant professors) distributed as follows:

Archeology 7 TT + 2 Academic Professionals (Directors of Museum Studies and Public Service Archaeology Program)

Biological Anthropology 7TT + 2 NTT (1 Clinical Associate Professor - Director of ITE; 1 Teaching Assistant Professor)

Linguistic Anthropology 5.25 TT + 1 NTT (Teaching Assistant Professor)

Socio-cultural Anthropology 7 TT + .5 NTT (Clinical Associate Professor)

Our faculty FTE total has increased slightly since our 2015 external review (from 24 TT, 5 NTT) with faculty renewal and growth making up for the attrition of 5 TT faculty (2 retirements, 2 internal transfers and 1 departure to another institution). Thanks to three hiring approvals from campus in archaeology, forensic anthropology, and linguistic anthropology, we have been able to execute some longer-term hiring plans, with an increase of 3 FTE in archaeology, 4.75 FTE in linguistic anthropology and 1FTE in biological anthropology, thereby achieving our goal of a more equitable balance between subfields.

Area 1: Overall Goals, Trends and Challenges

Our main goals and aspirations are :

- to improve our ranking as a top-tier, rigorous, four-field anthropology department that encourages cross-disciplinary collaboration and interdisciplinary training
- to promote ethical, conscientious research grounded in best practices
- to continue working towards a vibrant, publicly engaged anthropology
- to embody our values of respect and accountability

Interdisciplinarity

In our research, teaching and service, we seek to embrace the possibilities afforded by the inherent interdisciplinarity of anthropology. We aim to provide high-quality undergraduate and graduate instruction that encourages conversations between anthropological subfields as well as interdisciplinary engagements across campus. This goal is enhanced by the joint appointments held by several of our faculty, creating direct interdisciplinary connections with African American Studies, American Indian Studies, Latina/Latino Studies, and East Asian Languages and Cultures.

Anthropology faculty contribute both service and leadership to interdisciplinary centers such as the [Humanities Research Institute](#) (HRI) the [Unit for Criticism and Interpretive Theory](#), the [Beckman Institute](#) for Advanced Science and Technology, [Institute for Genomic Biology](#), [Illinois Global Institute](#), the [European Union Center](#), the [Human Animal Studies Initiative](#), [Center for Advanced Studies](#), and a proposed [Center for Gender and Sex in Health](#). The department also hosts [IFUSS](#) (International Forum for U.S. Studies, a center for the transnational study of the United States), and the [Public Service Archaeology and Architecture Program](#).

Our commitment to interdisciplinarity is also well illustrated by faculty affiliations in several units within the College of Liberal Arts and Sciences (LAS) such as the Program in Ecology Evolution and Conservation (PEEC), Departments of Animal Biology, Gender and Women's Studies, and several geographical area centers within the Illinois Global Institute (IGI) such as the Center for African Studies, Center for European Studies, Center for Latin American and Caribbean Studies, LAS Global Studies, Center for East Asian and Pacific Studies, Women and Gender in Global Perspective and more. Outside of LAS, our faculty have affiliations in the Department of Dance in the College of Fine Arts, the College of Veterinary Medicine, and the College of Law.

That our intellectual leadership contributes broadly to interdisciplinary research within LAS and beyond is also demonstrated by the fact that six anthropology faculty with 50% or 100% appointments in our department are currently serving as Directors of the following units: Global Studies (Moodie), the Center for Latin American and Global Studies (Orta), the European Union Center (Greenberg),

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American Indian Studies (Davis), Latina/o Studies (Rosas) and the Anatomy Program in the Carle Illinois College of Medicine (Shackelford).

Anthropologists also hold 25% appointments in East Asian Languages and Cultures (Martin) and Linguistics (Smalls), as well as 75% appointments in African American Studies (Harrison) and 50% appointments in American Indian Studies (Davis, Maldonado).

Anthropologists with affiliations to the department are in the Departments of Classics (Kauffman - archaeology), Communication (Koven- linguistic anthropology) Asian American Studies (Rana - sociocultural), Latina/o Studies (Velasquez Estrada - socio-cultural), and the Carle-Illinois College of Medicine (Sheppard – Medical Anthropology).

Ethical, Conscientious Research Grounded in Best Practices

Our research efforts motivate a continued, intentional focus on Illinois Anthropology's commitment to practicing ethical anthropology and socially engaged work, and we assess our progress towards these shared goals via ongoing reports, program revisions and discussion. For example, in alignment with disciplinary trends nationally and internationally, our faculty and graduate students engaged in a series of challenging conversations to investigate what it means to “decolonize” research practices toward a more critical, self-reflexive awareness of inequity and exclusion, and towards a rethinking of research practices and racializing discourses. Stimulated by graduate students and guided by the significant contributions of Faye Harrison, Jenny Davis, and Krystal Smalls among others, we created and passed a [resolution](#) on our commitment in April 2021. During 2023-24 we undertook a significant revision of our [graduate curriculum](#) to be more inclusive of disciplinary trends toward decolonizing theories and methods, including critical self-reflexive histories of the discipline, collaborative research methods and ethics, respect for the treatment of human remains, and greater inclusion of international scholarly contributions. We also produced a report focused on our retention of students of color (Smalls and graduate student Escamilla) and a report and inventory of our osteological collections (Davis). Campus began working towards compliance with federal NAGPRA (Native American Graves Protection and Repatriation Act) as a result of successful efforts led by Jenny Davis and Brenda Farnell to establish a campus NAGPRA office. These developments are responses to significant disciplinary trends away from extractive research methods and towards collaboration and ethical responsibilities grounded in mutual respect.

Shared Values - Respect and Accountability

We seek to be pro-active in attending to department climate and interpersonal relationships among all members of our community while also providing a venue for robust departmental and disciplinary discussion. For example, immediately Post-Covid we developed a successful graduate and undergraduate in-person support program ([LEAD Scholars Program- Learning Environments in Anthropology Disciplines](#)) and over the last two years we have engaged faculty and graduate students in multiple workshops on topics such as healthy conflict management, ethics, grant writing, and graduate mentoring.

Public Engagement and Faculty Collaborations

Anthropologists are collaborating more than ever before and our faculty are leading major public engagement research efforts and with units across campus where our holistic, human-centered perspectives are valued and even relied upon. Public engagement between the Department and the State of Illinois has developed across subfields, illustrating our overall commitment to including issues of social justice in service of a 'science for the public good'. For example:

- We have responded to disciplinary developments and student interest in forensics/ genomics in biological anthropology with a new [Investigative Technology Exchange](#) (ITE). Directed by Cris Hughes and affiliated with the Institute for Genomic Biology (IGB), the ITE involves extensive collaboration with, and a substantial financial commitment from, the Illinois State Police, with the goal of promoting research and best practices in forensic anthropology addressing criminal justice reform. The ITE will support graduate student professional development in this rapidly expanding research area with growing career opportunities.
- A second research project led by [LaKisha David](#) involves co-operation with State Representative Ammons and the Illinois state legislature regarding support for genetic genealogical research. This project creates significant links between contemporary West African peoples and African Americans, restoring family narratives following the transatlantic slave trade and contributing to reparations and healing.
- During the pandemic, a cross sub-field team including bioanthropologist Jessica Brinkworth and socio-cultural faculty Korinta Maldonado, Ellen Moodie, and Gilberto Rosas developed the UIUC LAS Impact Award winning [Labor, Health, Equity, Action Project](#) (LHEAP) that provided an underserved Illinois community with vitally important COVID-19 testing and flu vaccinations during the pandemic.

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- [Mythic Mississippi](#) This public engagement and cultural heritage project, funded by a UIUC presidential initiative to support the Humanities and Arts, and directed by Helaine Silverman, seeks to develop multiple regional-level tourism trails along and near the Mississippi River that will link local towns according to particular heritage themes. Faculty and students conduct research collaboratively with local governmental, business and educational partners aimed at achieving sustainable strategies and effective policies that will foster local economic and social development.
- Award winning historical archaeologist Chris Fennell directed [The New Philadelphia Archaeological Project](#), in which archaeologists, historians, genealogists and members of the local and descendent communities worked together to advance research into the first town in Illinois legally founded by African Americans. Thanks to efforts led by Professor Fennell, the New Philadelphia site is now America's 424th National Park and included in the National Park Service's National Underground Railroad Network to Freedom. Professor Fennell is also editor of the *Journal for African Diaspora and Heritage* and co-editor of a Routledge book series *Restorative Justice and Heritage Studies in Archaeology*.
- [The Human-Animal Studies Initiative at Illinois](#), directed by Jane Desmond, and located in the Center for Advanced Study (CAS) integrates the dynamic complementary realms of teaching, research, and international outreach to address the needs of research faculty, graduate students, undergraduates, and the wider public, and expand our understanding of human relations with non-human animals. Human-Animal Studies hosts an annual summer institute that attracts external funding and international participants.

Additional public facing research with Indigenous America highlight our affiliations with the American Indian Studies Program.

- The [Center for Indigenous Science \(CIS\)](#) uses Indigenous Science frameworks to provide alternative scientific models, promoting research that is ethical, sustainable, and community focused. CIS is a collaboration between American Indian Studies and IGB, co-directed by Anthropology and AIS faculty Jenny Davis and Ripan Malhi, with support from affiliated archaeology faculty Kate Bishop and Brandon Ritchison.
- The [Summer Internship for Indigenous Peoples in Genomics](#) (SING) developed by bioanthropologist Ripan Malhi, is an annual workshop that discusses the uses, misuses and limitations of genomics as a tool for Indigenous peoples' communities. The workshop assists in training Indigenous peoples in the concepts and methods currently used in genomics and seeks

to increase the number of Indigenous peoples in science research, leadership and teaching careers at all levels.

- The [Indigenous Languages on the Move Collective](#), is directed by Korinta Maldonado in collaboration with the Pixan Konob' Q'anjob'al Language Justice Collective and The Champaign County Immigrant Cooperative. The Collective aims to build Indigenous-led workshops on issues of language vitality and maintenance, training for Indigenous interpreters, and Q'anjob'al literacy and create resources with and for community language workers. Professors Davis and Farnell are also engaged in Indigenous language revitalization work with Indigenous Chickasaw and Nakota communities in Oklahoma and Montana, respectively.

Continuing Challenges

Our greatest challenges are (i) financial (ii) physical facilities (iii) faculty in administrative positions.

(i) Financial: The Department of Anthropology has, in recent years, introduced a number of large online courses and added several summer courses to supplement our income in response to a new campus budget model that resulted in a large annual deficit. We also generate significant income from Indirect Cost Returns (ICR) and faculty buyouts. 100% of this income is automatically applied to support the Graduate Program through Teaching Assistantships. Our TA positions are a critical means by which we support our graduate program, already fairly lean for the ideal size of our faculty. Like other departments in LAS, these TA positions support large Gen. Ed. courses that are responsible for educating thousands of Illinois students each year across the entire campus. However, we find the current campus budget model unsustainable because we still face a budget deficit each year and are now without an operating budget. This is currently hampering our ability to recruit and support undergraduate and graduate students, fund department intellectual and social events, handle emergencies, or pay for the many facilities repairs that are constantly needed in the building. (We recognize that LAS is working to address this situation, which also affects many other departments). [See also p12 for financial challenges in student/academic programming and professionalization]

(ii) Physical Facilities: Davenport Hall (built in 1901) is one of the oldest buildings on our campus and has been scheduled for a comprehensive renovation for over 25 years. A master plan developed for the project in 2014 has yet to be implemented, and a start date for the renovation remains uncertain. As a direct result, despite being a successful department with internationally

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renowned and award-winning faculty (two former Presidents of the American Anthropological Association and three elected Fellows of the American Association for the Advancement of Science [AAAS]) we struggle to operate in a crumbling physical infrastructure that a previous external review labeled “embarrassing” for an R1 institution. The master plan, which aims to consolidate many of our operations within the building, would see our footprint in Davenport Hall increase from ~17,000 sq ft. to ~35,500 sq ft, which numbers demonstrate the extent to which we currently rely on laboratory and other resources located around our campus. Despite the recent face-lift given to the undergraduate-facing portion of Davenport Hall, the offices and lab facilities where anthropology faculty, graduate students and postdocs work, continue to be pest-ridden, poorly climate controlled, with recurring leaks, concerns about mold, and without disability access. This is particularly embarrassing, as UIUC has a long history of [accessibility](#), being the first secondary education institution to implement “curb cuts.”

The poor condition of the building also sends entirely the wrong message to potential students – is Anthropology a fusty, outdated, irrelevant discipline like our neglected building? Until the planned renovations take place, the state of the building will continue to create serious limitations for our department. *We have lost faculty and potential hires due to our inadequate physical facilities* but are very much relieved to acknowledge recent support from LAS to renovate a space for the creation of a new Forensic Anthropology Lab in Davenport Hall, and a new Primate Research lab, albeit in a separate building some distance away from the department.

Social Space: A related physical challenge is the absence of social space in our portion of Davenport Hall. This is isolating in ways that have a negative effect on morale, inhibiting our efforts towards community building since there are few opportunities for the kinds of informal encounters with colleagues that develop a sense of shared purpose and belonging. Currently, we do not control a space large enough for a full faculty meeting and must repeatedly request permission to use another unit’s space for social events, student workshops, and faculty meetings.

- **(iii) Faculty in Administrative Positions:** Ironically perhaps, this challenge arises from our success. As a wide-ranging holistic discipline with exemplary scholars, many anthropologists have joint appointments, which means they divide their service and teaching between Anthropology and other units in the College of LAS. Others find themselves in administrative positions distributed throughout LAS. As mentioned above, six anthropology faculty are currently serving as Directors or Acting Directors of LAS units or the College of Medicine. On the one hand this is positive, as it shows how important anthropology is to many units and exposes more students to

our work through cross-listed courses. On the other hand, we have less faculty to perform needed service and teaching duties within the department: for example, our current course offerings are reduced by 15 courses due to this administrative service elsewhere on campus. In addition, like everyone, we have been affected by the pandemic in multiple ways: the culture of scarcity; the loss of in-person gathering and the habit of productive ‘hanging out’ with colleagues; students who are more high need than ever before; our own family struggles and health challenges. We find that these external appointments distribute peoples’ time/energy in a way that also distributes their ability to participate in community building efforts in our department.

Area 2: Academic/ Student Experience

Academic Programs: The department offers an undergraduate BA major and minor, a joint major with Computer Science (CS+ANTH), a non-terminal MA on the path toward the PhD, and a PhD in Anthropology. The department also hosts/or offers interdisciplinary programs in Museum Studies, and practical training in CRM (Cultural Resource Management) with the Public Service Archaeology and Architecture Program (PSAAP).

Enrollment: Undergraduate Majors: 10 yr range between 96–130:n Current majors = 125

Minors: 17-41: current minors = 41

[Trends: Notable increase in minors and transfer students. Increase of majors in yrs 3/4 also a result of Juniors/Seniors who switch after ‘discovering’ Anthropology via Gen. Ed. courses.

Graduate PhD students: 10 yr range between 48 – 62 ; current = 51

[Trends: Applications up slightly in 2023-4 at 48, but regularly lower than the high of 83 a decade ago; increase in international applicants; decline in grad. admissions acceptance due to competing peer institutions that offer higher fellowship stipends.

Undergraduate Curriculum and Learning Objectives

Anthropology at the U of I prepares college graduates to enter a broad range of jobs and professions by providing them with research, writing and analytical skills that will enable them to confront problems, issues and situations that require cultural knowledge and sensitivity. College graduates with a degree in anthropology thrive in social services, teaching, law, medicine & health professions, government, NGOs, international relations, business, bioscience, technology,

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and many more lines of work. In 2022-23 we revised and streamlined our [undergraduate curriculum](#) and requirements resulting in:

- Revised course sequencing that includes requiring methods courses in the third year leading to improved preparation for the senior capstone course or senior thesis writing.
- Revised [Undergraduate Learning Outcomes Assessment](#).
- Implementation of four sub-disciplinary “concentrations” that make potential career paths more visible.
- New u/g certificate in Forensic Science in response to increase in student interest; adds to existing u/g certificate in Museum Studies.
- Our joint major with Computer Science (CS + ANTH) is an area with promise of further growth and collaboration, especially if we can expand staffing for more courses.
- We are also responding to the demonstrated national need for certified specialists in CRM (Cultural Resource Management). In process is a proposal for a 5th year/ MA professional certification in CRM which has potential to be a revenue generating program.
- Going forward we anticipate development of a Medical Anthropology option facing towards careers outside the academy.

Graduate Curriculum

During 2022-24 we revised the graduate curriculum and accompanying [Graduate Student Handbook](#), responding to student feedback, disciplinary trends, and changes in faculty expertise.

We have:

- Streamlined the curriculum, focusing on core theory and methods courses in each subfield, and a minimal number of course requirements beyond this.
- Revised the language requirement to allow for language or skills requirements appropriate to the field/lab-based work students will conduct, and the scholarly conversations in which they will need to engage.
- Made substantial revisions to the sub-disciplinary core courses and requirements to align with student interest and disciplinary trends, including careers outside of academia.
- Developed new courses in forensic and genetic genealogy in collaboration with training opportunities provided by the Investigative Technology Exchange (ITE). This is one

example of how we are advancing a clear track towards careers outside of academia, as is the CRM certification program mentioned above.

- Developed a linguistic anthropology PhD distinct from its former combined status with socio-cultural anthropology, while maintaining established links between them. This has been made possible by a recent increase in linguistic anthropology faculty.

Major Challenges

- Archaeology and Bioanthropology programs have been excluded from the eligibility to charge “differential tuition,” a revenue generating source that is enjoyed by other lab-based science programs. This exclusion denies us much needed funding to support essential lab-based methods courses, offset our deficit in TA budgets, and develop and maintain human skeletal and zoo-archaeological osteological teaching collections.
- The ability to staff required courses on a regular or predictable (at least) two-year cycle presents an ongoing struggle. This stems from two factors: first, our faculty are in high demand across campus for administrative positions, which come with course buyouts. Similarly, faculty are frequently successful at winning internal and external fellowships that allow for course buyouts. Second, we have no real mechanism in place for balancing curricular needs against those of research and additional administrative service, which prompts a yearly need to shuffle courses and staffing in response to these opportunities and obligations.

Faculty Support for Graduate and Undergraduate Professional Development

Strengths: Across our self-study conversations, faculty emphasized the importance to educational excellence of providing opportunities for direct mentoring via hands-on experience through labs, field schools and opportunities for internships/independent research. Currently, existing labs and field school programs are most well developed in archaeology, and include a new zooarchaeology lab (Bishop), Ritchison’s field school, and Riggs’ mentoring of several students doing field projects alongside weekly mentoring. In addition, Lucero’s Maya archaeology field site in Belize has generated coauthored reports with graduate advisees, several honors theses, and multiple opportunities for independent study. Unfortunately, due to political and legal precarities affecting LGBTQ persons, a newly developed primate study field school in Uganda (Stumpf) had to be cancelled. Within our Museum Studies Program, we have a strong

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pipeline to on-campus resources such as the Spurlock Museum and Illinois State Archaeology Survey (ISAS) as well as local /regional museums, which also provide effective professional development opportunities for students.

With respect to undergraduate mentoring, several faculty discussed their direct engagement with students in support of grad. college and job applications and other aspects of professionalization. This level of support varies greatly among faculty members. In the past, an 8-week professionalization course was successful in helping students transition to the job market. Making this a regular offering would be productive. Post-Covid we developed the aforementioned [LEAD Scholars Program- Learning Environments in Anthropology Disciplines](#) a successful dual graduate and undergraduate in-person support program. Professor Brinkworth also contributes to our student support by engaging student volunteers informally in the development and care of pollinator gardens and plastic recycling efforts.

In addition to ongoing efforts to improve individual student mentoring with academic advisors, our strategies for mentoring and support of graduate students include regular ‘town hall’ meetings, writing workshops (grant proposals and dissertation) in and outside of the classroom.

Challenges: Funding limitations, staffing, and time limitations continue to be persistent barriers to regularizing and expanding our more successful initiatives and efforts in student support and professionalization. Our long-term records ([Illinois Anthropology Graduate Alumni \(2016 - Present\)](#)) show graduate student successes in the job and post-doctoral market in their first- or second-year post-graduation. Some students obtain postdoctoral positions but may struggle with permanent employment in subsequent years. Tracking career development longitudinally would assist us to shed light on such issues: although not directly the responsibility of the graduate program it is nonetheless part of the larger context for how we think about mentoring. One challenge facing our graduate student mentoring strategies is an increased interest in pursuing non-academic careers. While all agree this represents a valuable expansion of anthropological knowledge into the non-academic workplace, faculty express varying levels of comfort with this direction. In our most successful model, some graduate students (particularly in archaeology and bioanthropology) are undertaking dissertation research within federal and state agencies or industry. These connections are likely to continue to produce post-graduate career opportunities. Developing these pipelines is one possible exploratory strategy we can implement to improve future job placement.

Funding Limitations: We are currently experiencing a decline in graduate admissions

acceptances due to higher fellowship stipends being offered by competing peer institutions able to offer \$5K – \$10K more than our Graduate College Fellowships. Anthropology is unable to respond with supplementary funding because of the aforementioned lack of unobligated funds, and our current gift funds do not align with this need. In addition, for graduate students, opportunities for networking through conferences, and other venues which afford professional exposure are crucial. We constantly struggle to find sufficient financial resources to assist students present their research at professional events, attendance at which can cost anywhere from \$1,000-2,000. The Graduate College's Conference Presentation Award program of \$350, while helpful, is woefully inadequate given current costs.

The afore-mentioned post-covid LEAD program has been incredibly successful in promoting mentoring in ways that together benefit both undergraduate and graduate students. However, funding limitations make continuing this program a challenge. The department has responded with a scaled down version of LEAD utilizing a limited gift fund and offering credentialing (e.g. graduate student mentoring certificates) in lieu of stipends.

Gift Funds: One area of existing strength is our gift-funded Liebman program, which provides funding support for undergraduate students to attend field schools, internships and conduct independent research. While an excellent opportunity, administration and oversight requires a great deal of time, currently afforded by a course release for the Director of Undergraduate Studies. Over the years, we have generated a number of excellent suggestions for improving, expanding and publicizing this program (including pipeline relationships with community organizations for funded internships). Active participation with the campus Advancement Office has resulted in recent gift funds in support of Illinois Archaeology (Mund Fund) and Biological Anthropology (Giles and Miller Funds). An array of smaller gift funds support annual competitive awards for Graduate Students, but we continue to struggle for basic operational funds.

Staffing: Faculty note that their mentoring and professionalization activities would be strengthened if these tasks could be integrated into the curriculum and/or 'counted' toward course loads. This is especially true for faculty who spend considerable time training and preparing students to undertake complex field or lab research, or otherwise prepare for hands on experience (such as forensic casework). A revised course load policy and curriculum planning that reflects this additional field/lab training work would support the kinds of professionalization that best serves our students. However, we continue to struggle with staffing our current course

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offerings, and already rely on advanced graduate students as instructors.

Area 3: Research

[Please see pages 3-7 for an overview of our current and emerging research themes. Individual [faculty profiles](#) on our website testify in detail to the wide-ranging expertise and tremendous productivity of our intellectual community across and between sub-disciplines.

Research Strengths by Sub-field

Research Strengths - Archeology

Archaeology faculty have research strengths in Isotope analysis, prehistoric diets, climates/environments in Kenya/Ethiopia (Ambrose); Zooarchaeology human-animal relationships in the US Southwest (Bishop); Historical Archeology and African Diaspora in the US (Fennell); Museums and their communities, collections management, Tennessee Valley/Midwest (Frankenberg); Ancient Maya, Mesoamerican cultures, climate change and water management, Belize ([Lucero](#)); Contemporary and historical archaeology, displacement and refugee resettlement India and Pakistan (Riggs); Pre/post-colonial settlement in Eastern US/Georgia Coast, GIS analysis, ceramic analysis, geophysical survey and Bayesian chronological modelling (Ritchison); Andean/south coastal Peru, appropriation of past for the present, heritage management, globalized tourism industry, comparative study of World heritage Sites, Mythic Mississippi Project (Silverman). Program strengths include: the diversity of research interests of our faculty; our ability to train students in various methodological specialties (e.g. zooarchaeology, ceramic analysis, archaeometry, field work, heritage management and modern landscape analysis). Our interdisciplinary work with colleagues in other departments includes Architecture, American Indian Studies, History, Urban Planning, Veterinary Medicine, African American Studies, in addition to our engagement with contemporary issues and broader themes.

Research Strengths - Biological Anthropology

Biological anthropology faculty are actively involved in field research in Poland, Southeast Asia, Uganda, Ghana, and Indigenous North America in addition to research conducted in campus laboratories. Research topics include: evolutionary immunology and genomics ([Brinkworth](#)); reproductive ecology and physiology; reproductive biology and human health ([Clancy](#)); primate behavioral and microbial ecology ([Stumpf](#)), forensic anthropology ([Hughes](#)); quantitative

genetics; ancient DNA and Molecular Anthropology (David, [Malhi](#)); functional anatomy (Konigsberg), paleoanthropology (Ambrose, Shackelford); Environmental Isotope Paleobiogeochemistry ([Ambrose](#)). Several faculty are affiliated with other campus units, including the [Program in Ecology and Evolutionary Biology \(EEB\)](#), the [Host-Microbe Systems Group in the Institute for Genomic Biology](#), the [Beckman Institute for Advanced Science and Technology](#), the [Center for African Studies](#), the Center for Indigenous Science, and the [Carle-Illinois College of Medicine](#).

Research Strengths - Sociocultural Anthropology

Faculty conduct ethnographic research in West Africa, East Asia, Post-Soviet Europe, Latin America and the Caribbean, and North America. Research topics include: Mexico and the US-Mexican border area ([Rosas](#)); emergent subjectivities in post-conflict transitions in Central America, particularly El Salvador and Cuba ([Moodie](#)); Aymara communities and foreign missionaries in highland Bolivia, global MBAs, anthropology of capitalism ([Orta](#)); French, English, and Spanish-Speaking Caribbean ([Dominguez](#)); Policing, security, politics, justice in China, Taiwan and Hong Kong ([Martin](#)); Law, politics and human rights in Europe ([Greenberg](#)); Global Studies of the US ([Desmond](#) and [Dominguez](#)); human-animal studies (Desmond), semiotics of body movement, signed languages/ gesture, dance/performance studies, martial arts ([Farnell](#), Desmond, Martin); research ethics, gender and queer theory ([Davis](#)); migration and diasporic communities ([Rosas](#), [Harrison](#), [Telep](#), [Smalls](#)); race and racialization (Smalls, Davis, Delfino, Telep, Calhoun)

Research Strengths - Linguistic Anthropology

Faculty conduct ethnographic research on various aspects of language, identity and power within the US, including African American ([Delfino](#), [Calhoun](#), [Smalls](#)), Filipino (Calhoun), and Indigenous North American communities ([Davis](#), [Farnell](#)). Additional research sites are Post-Soviet Europe ([Greenberg](#)), Cameroon & Paris ([Telep](#)), and African diaspora communities (Smalls, Telep). Topics include race and racialization (Smalls, Davis, Delfino, Telep, Calhoun); language and gender, humor, politics in the US ([Kramer](#)); law and human rights (Greenberg); language in education (Delfino, Telep); online/media and institutional discourses (Calhoun, Kramer); youth musical/discourse expressive culture in the African Diaspora (Smalls, Telep); Indigenous language revitalization (Davis, Farnell); semiotics of sign languages and gesture/embodiment (Farnell).

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Research Laboratories: Archaeology Faculty Labs

- [The Valley of Peace Archaeology Project](#) - Directed by Dr. Lisa J. Lucero: The Valley of Peace Archaeology (VOPA) project conducts research on the ancient Maya, Mesoamerican cultures, complex societies, political systems, ritual and politics, the role of climate change and water management.
- [The Southeastern and Midwestern Archaeology \(SEAM\) Lab](#) - Directed by Dr. Brandon Ritchison: The SEAM Lab focuses on archaeological investigations of past societies in Eastern North America to look at the relationships between human mobility, environment, history, and sociopolitical organizations.
- [The Historical Archaeology Lab](#) - Directed by Dr. Chris Fennell: The Historical Archaeology Lab addresses aspects of historical archaeology, African diaspora heritage, industrial archaeology, and the dynamics of social group affiliations among African Americans and European Americans in the 18th and 19th centuries.
- [The Zooarchaeology Lab](#) - Directed by Dr. Kate Bishop: The Zooarchaeology Lab reconstructs the relationships between people and animals in the past through the analysis of faunal remains recovered from archaeological sites in the Americas, and especially the United States Southwest.
- [The Environmental Isotope Paleobiogeochemistry Lab](#) - Directed by Dr. Stanley Ambrose: This lab includes the Stable Isotope Lab (SIL), Mass Spectrometry Lab (MSL), and Lithic Technology Lab (LTL). The SIL and MSL research the reconstruction of prehistoric diets, climates and environments through isotopic analysis while the LTL hosts reference resources for high magnification use-wear analysis.

Research Laboratories: Biological Anthropology Faculty Labs

- [The Clancy Lab](#) - Directed by Dr. Kathryn Clancy: The Clancy Lab is an intersectional feminist biology research playground that critically engages with questions around the women and gender minorities.
- [The Evolutionary Immunology and Genomics Lab](#) - Directed by Dr. Jessica F. Brinkworth: The Evolutionary Immunology and Genomics Lab investigates the evolution and ecology of

the immune system using a broad range of immunological, genomic, and computational techniques.

- [The Malhi Molecular Anthropology Lab](#) - Directed by Dr. Ripan S. Malhi: The Malhi Molecular Anthropology Lab generates DNA variation data from different genetic systems to infer evolutionary history of populations and species. Currently, the ancient DNA lab has two primary research areas, the evolutionary history of Native Americans and evolutionary genetics of non-human primates.
- [The Stumpf Lab](#) - Directed by Dr. Rebecca Stumpf: The Stumpf Lab applies comparative biology in biodiverse, natural environments in Africa to shed light on patterns of ape behavior, and biology, host-microbial relationships, microbial transmission, and antibiotic resistance from a One Health Perspective.

Recent Faculty Book Publications Archaeology:

Fennell, Christopher C. 2021. *The Archaeology of Craft and Industry*. University Press of Florida.

Fennell, Christopher C. 2017. *Broken Chains and Subverted Plans: Ethnicity, Race and Commodities*. University Press of Florida.

Lucero, Lisa J. In press. *Maya Wisdom and the Survival of Our Planet*. Oxford University Press, New York and Oxford. January 2025.

Lucero, Lisa. 2022. (co-edited). *Sustainability and Water Management in the Maya World and Beyond*. University Press of Colorado.

Riggs, Erin 2024. *A Contemporary Archeology of Post-Displacement Resettlement. Delhi's 1947 Partition Refugee Homesplaces*. Routledge.

Silverman, Helaine. 2017 (co-edited) *Heritage in Action: Making the Past in the Present*. Springer Press.

Silverman, Helaine 2017. (co-edited) *Heritage of Death: Landscapes of Emotion, Memory and Practice*. Routledge.

Biological Anthropology

Clancy, Kate, 2023. *Period: The Real Story of Menstruation*. Princeton University Press.

[NB: publications in this sub-field are primarily journal articles]

Sociocultural Anthropology

Dominguez, Virginia and Jane Desmond. 2017. *Global Perspectives on the United States: Pro-Americanism, Anti-Americanism and the Discourses Between*. U of Illinois Press.

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- Farnell, Brenda (co-authored w/ Monique Mojica) 2023. *Chocolate Woman Dreams the Milky Way: Mapping Embodied Indigenous Performance*. University of Michigan Press.
- Greenberg, Jessica (in press). *Justice in the Balance: Judicialization, Human Rights, and Rule of Law in Europe*. Stanford Studies in Human Rights book series, Stanford University Press.
- Martin, Jeffrey T. 2019. *Sentiment, Reason and law: Policing in the Republic of China on Taiwan*. Cornell University Press
- Orta, Andrew. 2019. *Making Global MBAs: The Culture of Business and the Business of Culture*. California Series in Public Anthropology, University of California Press.
- Rosas, Gilberto. 2023. *Unsettling: The El Paso Massacre, Resurgent White Nationalism and the US Mexico Border*. [Honorable Mention for the 2024 American Ethnological Society Senior Book Award.]
- Rosas, Gilberto 2023. (co-edited w/Mireya Loza). *The Border Reader*. Duke University Press.

Linguistic Anthropology

- Davis, Jenny L. 2018. *Talking Indian: Identity and Language Revitalization in the Chickasaw Renaissance*. University of Arizona Press.
- Davis, Jenny L. 2022. *Trickster Academy*. (Sun Tracks). University of Arizona Press.
- Delfino, Jennifer B. 2020. *Speaking of Race: Language, Identity and Schooling Among African American Children*. Lexington Books.
- Smalls, Krystal 2024. *Telling Blackness: Young Liberians and the Raciosemiotics of Contemporary Black Diaspora*.

Research Productivity and Research Impact

The most recent National Research Council assessments of graduate programs (2010) recognized our Anthropology Department's success by ranking us as No. 1 out of 82 comparable graduate programs in overall Program Outcomes. [Edu Rank](#) currently lists us 18th in the US and 27th in the World among Best Anthropology Departments based on research performance (a comparison of 1028 universities). International rankings ([Topuniversities.com](#)) place us in a 51-100 range.; [Scimago institutions](#) ranks us #41 out of 152 departments in the US. We rank #37 on [College Factual's](#) most recent list of best schools for anthropology majors, which puts our bachelor's program solidly in the top 15% of all colleges and universities in the country.

Comparison of our research productivity to peer departments remains challenging because of

large variations in size and different balances between subdisciplines. Our peers range in size from 50+ faculty (UCLA, Michigan) to 12-17 (Iowa, Minnesota). Peer departments may support 3 subfields and have 0 linguistic anthropologists (Wisconsin, Minnesota, Iowa, Ohio State) others lean heavily towards one subfield (at U of Arizona 17 out of 35 faculty [50%] are archaeologists). In a few cases Medical Anthropology has been added as a 5th subfield (UCLA-10; Michigan State -2). Since we consider ourselves as spanning areas of social science, natural science, the humanities, and arts, it is challenging to compare ourselves in any meaningful way to departments elsewhere that may have a narrower scope. “Research impact” is also problematic. Some of our faculty can turn to the h-index out of the SCOPUS database or Google Scholar, but that measure is not universally applicable. Although some peer-reviewed journals are assigned “impact” levels, this does not always reflect the significance of contributions to minority focused journals or specialized subject matter. As the saying, often attributed to Einstein, goes, “Not everything that counts can be counted, and not everything that can be counted counts.”

The awarding of grants from national agencies is also an indicator of our research impact. Anthropology Faculty have received research awards from NSF (Ambrose, Brinkworth, Clancy, Fennell, Greenberg, Konigsberg, Lucero, Malhi, Moodie, Ritchison, Shackelford, Stumpf); NIH (Konigsberg, Malhi, Stumpf); NEH (Fennell, Calhoun, Riggs); Leakey Foundation (Ambrose, Shackelford, Stumpf); Ford Foundation (Desmond, Dominguez) Rockefeller Foundation (Desmond, Dominguez); Dept. of Education (Dominguez); Mellon Foundation (Dominguez); Wenner-Gren Foundation (Farnell, Moodie, Shackelford, Stumpf); SSHRC (Farnell); Genome Canada (Malhi)

Our research impact can also be assessed informally by recognizing the many faculty who are invited to give presentations internationally (e.g. Ambrose, Desmond, Farnell, Fennell, Frankenberg, Greenberg, Konigsberg, Lucero, Malhi, Riggs, Rosas, Silverman, Stumpf); testify before congress (Clancy); have book agents and go on book tours (Clancy, Lucero, Rosas); and publish in the *Proceedings of the National Academy of Sciences (PNAS)* (Lucero, Shackelford), *Science* (Ambrose, Malhi) and *Nature* (Malhi, Shackelford). Faculty are also regularly called upon to provide expert commentary on major events, topics and publications for news media such as the *New York Times*, *The Guardian* (Ambrose, Brinkworth, Lucero, Malhi.), *CNN* (Clancy), *ProPublica* (Frankenberg, Konigsberg), NPR and AP (Malhi) and *BBC* (Lucero).

This academic year, we plan to revisit the subject of guidelines for promotion to clarify expectations in alignment with recent changes to campus guidelines. We will ask each sub-discipline to establish guidelines regarding expectations for promotion and convey these to tenure-track candidates prior to the Third Year Review, and to Associate Professors in

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preparation for promotion to Full. In promotion and tenure cases, we provide external reviewers with explicit criteria by which to judge the quality and quantity of the portfolio.

Area 4: Human, Physical and Financial Resources

[Limitations and challenges relating to revenue/financial viability and physical facilities to meet the needs of research and learning have been included in earlier sections.]

Human Resources

For a mid-size department with 33 faculty, we feel understaffed, with an office staff of three and one academic advisor (all of whom are women and two are underrepresented minorities). We have endured serious challenges during the past 2 years replacing two core positions, an accounting associate and office administrator, which latter position took more than a year to fill.

We note that successful office staff often change units to obtain a meaningful salary increase. Our eventual Administrative Assistant hire, although promising, has no prior university administrative experience so multiple onboarding tasks and trainings take work time away from other staff. We are currently without staff to support development and alumni relations, or grant support, but acknowledge that the College is aware of these needs and growing programs to provide support.

Shared Governance

In support of shared governance, the anthropology department has a four-member Advisory Committee elected annually by the faculty to advise the Head on matters of substance, policy, and procedure and to carry out such additional duties and responsibilities as specified in the department bylaws and university statutes. Candidates are tenured or tenure track [we are considering revision to include an NTT faculty member] and hold appointments greater than zero-time in the Anthropology Department. At least one member of the committee must be a Full Professor and one an Associate Professor and should contain members from all three [now expanded to 4] sub-disciplines (archaeology, bioanthropology, sociocultural and linguistic anthropology). Gender, racial and ethnic diversity among committee membership is also encouraged. The Advisory Committee meets approx. once a month to discuss issues with the Head often prior to discussion by the whole faculty. Ex officio members are DGS, DUS and Associate Head (AEO). Topics include review of applications for course releases, review and revisions to Bylaws and other protocols; advise the Head on any concerns that arise from faculty, staff and students. In addition, a smaller 'leadership team' consisting of EO, AEO, DGS

and DUS meets weekly to discuss short and long-term planning, identify needs and address problems. Regular faculty meetings provide opportunities for transparency and broader discussion.

Engagement Activities

We have described multiple public engagement activities and service to the department and campus in the narrative above. Faculty service to the profession, both national and international is also extensive, including frequent participation on national funding agency review panels, and article and manuscript reviews for journals and book publishers. Our senior faculty also frequently serve as external reviewers for promotion cases and participate in department reviews for other institutions. Associate and Full professors also provide service in editorial positions on journals and book series (e.g. Delfino, Greenberg, Davis). Since our faculty includes two former Presidents of the *American Anthropological Association* (Dominguez, Harrison) and three elected Fellows of the *American Association for the Advancement of Science* [AAAS] (Konigsberg, Malhi and Lucero), we here present brief summaries of national and international service to the profession by these five distinguished professors, and a few other senior faculty.

Former Presidents of the *American Anthropological Association*

Virginia Dominguez: Edward William and Jane Marr Gutgsell Professor, Anthropology 2022 Wilbur Cross Medal from the Yale Graduate School Alumni Association for outstanding achievements; President of the *American Anthropological Association* (2009-11); elected Secretary-General of the IUAES (the *International Union of Anthropological and Ethnological Sciences*) (2023-4) ; Editor of *American Ethnologist* (2002-2007); Associate Editor, *American Anthropologist*: World Anthropology Section (2014-21); Member Editorial Board, *American Anthropologist* (2112-2021) ; 20+ additional national and international Editorial Boards including *Comparative American Studies* (UK), *Acoma* (Italy) and *Indraprasth* (India); Editor, *Reviews in Anthropology* (international) and Associate Editor *Vibrant* (Brazil).

Faye Harrison: Bronislaw Malinowski Award from the *Society of Applied Anthropology* 2022; President, *Association of Black Anthropologists* (1989-91); Member, Executive Board of *American Anthropological Association* (1990-91, 1999-01); Chair, Commission on the Anthropology of Women, a unit of the *International Union of Anthropological & Ethnological Sciences* (IUAES) 1993-2009; President, *International Union of Anthropological & Ethnological Sciences* (IUAES);

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During her term of office, the IUAES Executive Committee collaborated with the leadership of the World Council of Anthropological Associations (WCAA) to establish the World Anthropological Union (WAU), whose inaugural steering committee she co-chaired.

Fellows of the *American Association for the Advancement of Science* [AAAS]

Lyle Konigsberg: Executive Committee, *American Association of Biological Anthropologists* (2018-23); Editor of the *Yearbook for Biological Anthropology* (2018-23).

Lisa Lucero: President, Archaeology Division, *American Anthropological Association* (2017-2019); Editorial Board, Institute of Medieval and Early Modern Studies (IMEMS); Editorial Board Durham University book series, *Studies in World Heritage*, UK.

Ripan Malhi: Fellow of the *American Association for the Advancement of Science*; Editorial Board: *Yearbook of American Journal of Biological Anthropology*; IDEAS Committee, *American Association of Biological Anthropologists*; Community Partnership Committee, *American Association of Biological Anthropologists*; Special Advisor to the AAA committee on ethical treatment of human remains.

Additional Selected Examples of Service to the Profession

Chris Fennell: Recipient of 2020 Daniel G. Roberts [Award](#) for Excellence in Public Historical Archaeology for “commitment to public scholarship” and “anti-racism scholarship and education in historical archaeology,” awarded by the *Society for Historical Archaeology*; Editor of *African Diaspora Archaeology Network and Newsletter* (ADANN); Founding Editor of *Journal of African Diaspora Archaeology and Heritage*.

Helaine Silverman: Member of Board of Trustees and Executive Committee of ICOMOS-USA, Scientific Committee on Cultural Tourism (ICTC); UNESCO consultant on international World Heritage nominations; Affiliate Member, Cambridge Heritage Research Centre, University of Cambridge, UK.; Editorial Boards - *International Journal of Heritage Studies*, *Heritage & Society*, *World Art*, *Thema*, and *Built Heritage*; has served on Editorial Boards of *American Anthropologist* and *Journal of Latin American and Caribbean Anthropology*; former editor-in- chief of the flagship journal *Latin American Antiquity* (*Society for American Archaeology*); member of Advisory Board, *Illinois State Historical Society*.

Kate Clancy: Provided [Congressional testimony](#), and co-authored a [National Academies report on sexual harassment of women in STEM](#); consulted on two Congressional bills on sexual harassment in science ([H.R. 6161](#), [H.R. 36](#)); served on National Academies Action Collaborative Advisory Board on Sexual Harassment in the Sciences (2019, 2016); won Gender Equity Award, *American Anthropology Association* (with Dianna Shandy and Gabriela Torres) 2018; provided multiple talks and run workshops at national and international events, and contributed expertise on legal cases involving sexual harassment in science; [co-directs a project](#) on under exploration of menstrual experiences in vaccine trials, particularly the SARS-CoV-2 vaccines, and resulting risk of promoting vaccine hesitancy and refusal; Campus Award for Excellence in Public Engagement, 2020 and Outstanding Faculty Leadership Award, 2024.

Jenny Davis: appointed member of the AAA's Commission on the Ethical Treatment of Human Remains (TCETR).

Jane Desmond: Invited member, International Feminist Ethics Working group for Veterinary Medicine; chair of National Prize committee: *Society for Veterinary Medical Ethics*; International Advisory Board, European Union Funded 5year project sponsored by Czech Institute for Ethnology, Prague; Founding Editor *Animal Lives* Book Series, U of Chicago Press; Co-founder and Co-editor (with Dominguez) *Global Studies of the United States* book series, U of Illinois Press; Editorial Boards: *Korean Society of Dance Studies Journal*, *Sapienza Studies in American Literature* (book series) Sapienza University Press (Rome); International Advisory Board *Transpositiones: Journal for Transdisciplinary and Intermedial Cultural Studies* (European Journal of Cultural Studies), Warsaw.

Area 5: Guiding Principles: Diversity, Equity, Inclusion and Shared Governance

Commitment to Diversity, Equity and Inclusion

Our faculty gender equity now stands at 75% women/25% men [24/8]; our ethnic diversity is 37.5% BIPOC [12/32] which places Anthropology in the top campus percentile on both measures.

- **Hiring Strategies.** Recent hiring has enabled us to increase our faculty in underrepresented groups. We pay particular attention to the wording of job search advertisements to attract a diverse pool. Our two approved searches revealed multiple excellent candidates who could be leveraged into additional hires via campus-wide programs such as the dual career program and

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two diversity initiatives - the TOP [Target of Opportunity] and SHI [Strategic Hiring Initiative]. Utilizing these programs enabled us to increase the faculty by an additional 6 FTE while also increasing the ethnic and gender diversity of the department. We also identified an excellent post-doc candidate from our forensic anthropology search for whom we have secured a campus (diversity) DRIVE postdoctoral fellowship. If successful, the post-doc appointment can transition into a tenure-track position after 2 years.

- To ensure a more inclusive atmosphere among our office staff we identified specific goals for the hiring committee for our Administrative Assistant position. We were looking for a resume and work/life experience that showed comfort and expertise with DEI work. Our new hire is doing a very good job creating a professional and inclusive environment.
- **Annual Activity Reports:** The following questions relating to DEI appear in the required Annual Faculty Activity Report, ensuring that DEI sensibilities are applied to teaching, mentoring, and service.

Q. Describe any new developments in your approach to teaching and mentoring related to diversity, equity and inclusion (narrative -up to 250 words; see below for guidance*)

**For example, you may want to describe a syllabus that addresses related issues or have a syllabus you have updated or revised towards these goals, or you attended a campus training or mentoring group. You might also highlight the diversity of your graduate student collaborators and mentees. Please include any changes you have made or will make in response to department's Anti-Racism and Decolonizing Anthropology initiatives. For some specific examples, see below (slide #7 in the PowerPoint presentation Changes to Communication #9 Promotion and Tenure Requirements*

Q. Service related to diversity, equity and inclusion. (Narrative—up to 250 words).

[For example, how have you contributed to the department, the university, your academic discipline(s)/subfields, and/or the community or broader publics during the past year? Please include trainings you have participated in (either as trainer or trainee), and highlight any committee work, non-committee work, student recruitment or community engagement work you may have participated in and/or initiated.]