



University of Colorado **Boulder**

2020 Program Review

Department of Anthropology

Academic Review and Planning
Advisory Committee Report

Approved

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Process Overview

The Academic Review and Planning Advisory Committee (ARPAC) review of the Department of Anthropology (ANTH) was conducted in accordance with the 2020 program review guidelines. Self-study responses were prepared by the unit and checked by an internal review committee composed of two University of Colorado Boulder (CU Boulder) faculty members outside of the unit. The internal reviewers submitted a summary of findings derived from the self-study and from interviews and/or surveys with faculty, staff, and student unit members. An external review committee, consisting of three experts from outside of CU Boulder, submitted a report based upon review of relevant documents and interviews with faculty, staff, and student unit members and university administrators. Owing to the COVID-19 emergency, ARPAC staff facilitated the external review as a remote visit over April 27 and 28, 2020, using web conferencing tools. Internal and external reviewer comments and recommendations are shared when relevant throughout this report.

Unit Overview

The campus' standardized description of the Department of Anthropology is available on the website of [the Office of Data Analytics \(ODA\)](#). ODA updates the profile annually in the fall semester. This report cites data posted on October 2019, reflecting the state of the Department of Anthropology as of the academic year (AY) 2018-2019.

Results and additional data from the Campus and Workplace Culture (CWC) Survey administered by ODA in February 2019, and published in April 2019, are also cited where relevant.

Disciplinary Context

The department describes the scope of anthropology's field of study as "the study of humans and our biological relatives across time and space. It is the only field to address the diversity of the human experience in its biological, cultural, and historical contexts. The discipline necessarily incorporates a wide range of theoretical and methodological traditions, drawing on and contributing to approaches in the humanities, social sciences, and natural sciences."

The department is structured organizationally and scholastically according to the three subfields of archeology, biological anthropology, and cultural anthropology. To further organize its work analyzing and addressing the social, biological, and environmental dimensions of the human experience, the department has identified four cross-cutting themes: ecology and evolution; human responses to local and global crises; cultural, ethical, and political practices of worldmaking; and collaborative and public anthropology. The external reviewers note that they were “impressed overall with the department’s academic profile, mutual respect between the subdisciplines, and the faculty’s strong commitment to undergraduate and graduate education, research, and mentoring.”

Research and Scholarship

Citing Academic Analytics Scholarly Research Index data from October 2018, the self-study notes that CU Boulder’s anthropology department ranks third for scholarly output out of 34 anthropology programs at Association of American Universities (AAU) public institutions. At the time of the 2013 ARPAC review, the department’s scholarly output ranked 29th among all 62 AAU institutions, both public and private. While the comparison universities are not the same group in the current review as they were for the 2013 review, the self-study makes the reasonable case that their ranking on this measure has improved considerably since the 2013 ARPAC review. The scope of the faculty’s research and scholarly inquiries can be summarized as involving:

- Archaeological studies of Mesoamerica, the American Southwest, the American Great Plains, and Afro-Eurasia, focused on the recovery and analysis of left behind material culture and environmental data.
- Biological anthropology focused on the evolution of, and human responses to, local and global crises, with emphases in primate ecology, evolution, and conservation; maternal and infant health, growth and development in infancy and childhood and endocrinology; paleoecology, hominin diet, and evolution; and developmental biology, comparative anatomy, life history, and microbiomes.
- Cultural anthropology focused on globalization and using ethnographic approaches to understand trends that encourage global homogenization and local fragmentation.

According to the self-study, which cites data from Academic Analytics, the department's faculty members publish their research in highly ranked journals and academic presses and are above the mean of their counterparts at AAU public universities in almost all areas of scholarly productivity. The department notes the lower publication rate of books as one exception, and attributes this to a tradition and tendency among archeologists and biological anthropologists to publish in article journals rather than in book format. The department's work attracts external funding, including from the National Science Foundation (NSF), the Fulbright Program, the Wenner-Gren Foundation, and the National Geographic Society, among others. In addition, the department prioritizes building on its faculty members' public scholarship across various local, national, and global venues. Anthropology faculty members have a record of serving in public capacities, including as guest lecturers, student competition judges, and public speakers.

Collaborations

The self-study notes the department's accomplishments in helping to build bridges between academe and the general public. It describes the unit's collaborations with, among others, the American Museum of Natural History and the San Diego Zoo. Notably, Anthropology has played a leading role in a grant proposal currently under review by the National Science Foundation (NSF) to establish a center for communicating social science research. The center would train faculty and students to communicate research to public audiences and create academic-public collaborations involving journalists, writers, and other interested parties. Several Anthropology faculty members involved in this proposal are already engaged in such endeavors.

Campus Context

The interdisciplinary nature of anthropological scholarship necessarily lends itself to collaboration; the self-study outlines a list of 28 CU Boulder units with which the department partners, including the departments of Applied Mathematics, Ethnic Studies, Geography, History, Integrative Physiology, and Political Science; research centers such as the Center for Asian Studies, the Center of the American West, and the Center to Advance Research and Teaching in the Social Sciences (CARTSS); the School of Law; the School of Education; and the CU Art Museum and CU Museum of Natural History.

A notable recent example is Anthropology's work with the Department of Critical Media Practices and the Research and Innovation Office to form the Center for Documentary and Ethnographic Media (CDEM). According to the self-study, "housing the CDEM enhances [the] department's commitment to multi-media applications to anthropology and will attract students interested in adding media to their research."

At the time of writing of the self-study, the department was in discussions with the Institute of Behavioral Science (IBS) to develop a center focused on archaeological synthesis. This planning came to fruition in October 2020 with the establishment of the Center for Collaborative Synthesis in Archaeology (CCSA). According to the press release published on the department's website, "the new center will work with the SRI Foundation's Coalition for Archaeological Synthesis (CfAS), an international coalition of organizational partners and individual associates, to expand knowledge of the past to shape a more secure and just future." An associate professor from Anthropology was named the center's inaugural director.

True to its commitment of sharing its research and scholarship broadly, the department organizes lectures and events open to the CU community and general public, including a distinguished guest lecture series that spans its three subdisciplines, a graduate colloquium series, brown bag lunches, and book release events. Staff maintain information about these dates on the department's website.

Strategic Vision and Planning

Anthropology's strategic plan details the department's ambitions for near-term changes across several linked and interdependent areas. Proposed improvement areas address the attractiveness of its undergraduate major, the sustainability of its graduate education program, the optimal engagement of its faculty members in teaching and research, and improvements to unit personnel levels and unit culture.

- Undergraduate education: Anthropology wishes to reduce upper-division class sizes to around 25 students (from over 40 today) and to increase the number of upper-division courses focused on teaching research skills, especially writing. The department also affirms its commitment to offering students alternatives to traditional coursework, such as

global seminars recently developed in cooperation with the Office of International Education and a summer archaeological field school.

- Graduate education: Anthropology is driven by concerns that it is losing high-quality graduate students to institutions that offer better funding. It wishes both to increase the number of doctoral students and to extend competitive financial support to those students.
- Research and outreach: Anthropology recognizes that a commitment to publishing widely cited research requires success in finding time and funding for research. Toward that end, the unit has approached the dean of the College of Arts and Sciences about course-banking and buy-out options intended to open more research time. The department also identifies outreach as a critical extension of its scholarship agenda, both to raise awareness about its work and for more tangible ends, such as research cooperation and funding. It seeks ways to better engage its many audiences: whether at CU Boulder, among the general public or alumni, or in the many communities around the world upon which anthropology research depends.
- Department development: Anthropology prioritizes making itself a welcoming and engaged community. Activities such as student-organized colloquia, guest speakers, and social events are designed to bring anthropology students and faculty members together to address and discuss scholarship and to build connections across subdisciplines.
- Hiring: Anthropology has a hiring plan focused on increasing faculty member diversity. However, constraints on available laboratory space and a lack of research support (especially for grant writing) are potential limiting factors. The department is also keen to gain a full-time administrative assistant position to take on administrative support and publicity work.

In addition to these five department-spanning objectives, the archeology, cultural anthropology, and biological anthropology subdisciplines articulate their own strategic visions in the self-study. In the case of all three subdisciplines, the strategic vision describes faculty research specialties, work in progress, and future goals related to research and graduate student training. In addition, the archeology and biological anthropology strategic visions articulate subdiscipline hiring needs.

As mentioned above, the department's strategic vision also entails developing cross-cutting research and teaching themes that span the three subdisciplines:

“We have identified four broad themes that address these problems and potential solutions in ways that cut across the subdisciplines: ecology and evolution, human responses to local and global crises, cultural, ethical, and political practices of worldmaking, and collaborative and public anthropology. These serve as intellectual bridges to create powerful new collaborations within the department and with other programs and institutions that will advance our research and teaching missions as well as create a more integrated departmental vision.”

As observed by the external reviewers, what remains unclear is how these four themes and the three subdisciplines interrelate. Despite the department's laudable record of scholarly success and its atmosphere of mutual respect among faculty members, the external reviewers note that there is “a certain degree of intellectual entrenchment and differing visions for the department and its direction. The departmental strategic vision statement included four broad themes...[but] [t]here seemed to be very little connection with the strategic visions for each of the subdisciplines and for future hiring priorities.” As a result, the four cross-cutting themes “appear aspirational at best” for the department. The external reviewers also note that “the Assistant and Associate Professors were more enthusiastic [than the full professors] about strategically building bridges between the subdisciplines and developing a more cohesive departmental vision and strategic plan.”

Faculty and Research Personnel

According to the AY 2018-2019 ODA unit profile, the department employs 21 tenure-stream faculty members, one instructor, and five lecturers. The self-study updates the ODA count to identify an additional half-time instructor, for a total of 1.5 full-time equivalent (FTE) instructor lines. The self-study account also notes that three of the department's faculty members are co-rostered in the CU Museum of Natural History and that one holds a joint appointment with the Institute of Behavioral Science. The self-study thus describes the total of 20.5 full time equivalent (FTE) tenure-stream and instructor-track faculty lines.

Defined by rank, the department's tenure-stream faculty member count includes nine full professors, six associate professors, and six assistant professors. Per the AY 2018-2019 ODA unit profile, tenure-stream faculty member salaries lag behind those offered by peer departments of the Association of American Universities (AAU). Full professors earn 90% of the AAU peer average, associate professors 93%, and assistant professors 99%.

Defined by their subfields, the tenure-stream and instructor-rank faculty members, described in the self-study in terms of FTE, include six archeologists, six biological anthropologists, and 8.5 cultural anthropologists. Since the 2013 ARPAC review, Anthropology has undergone significant faculty turnover. Replacements and new hiring entailed slight shifts in personnel among the three subdisciplines. The self-study records that the department replaced three retired archeologists with four tenure-stream faculty hires. It replaced one retired biological anthropologist, and another who transferred to a different CU Boulder department, with one tenure-stream faculty member and one instructor. Since the time of the self-study, the department secured an additional tenure-stream appointment in this subfield, a biological anthropologist who was appointed as a Strategic, Targeted, and Accelerated Recruitment (STAR) hire. Finally, the department replaced two retired cultural anthropologists, and one who resigned to accept an appointment elsewhere, with three tenure-stream faculty members and one half-time instructor.

As mentioned above, the department's hiring plan includes a strategic vision for each of its subdisciplines, addressing priorities that include increasing diversity, shoring up needed expertise, and exploring emerging areas of scholarship (for example, to identify cultural anthropologists who specialize in such fields as global media studies or sustainability).

While the self-study hails the importance of having tenure-stream faculty teach lower-division courses (which many non-majors take), the internal reviewers suggest that the department should focus on hiring instructors to teach these. By contrast, the external reviewers feel that it is important for tenure-stream faculty members to teach the introductory courses. The external reviewers also argue for a multi-year hiring plan that builds on departmental strengths and that prioritizes collaborative opportunities among the unit's subdisciplines.

Differing perspectives likewise greeted the question of team-taught graduate courses, where faculty members work together and take turns delivering classroom instruction. The internal

reviewers recommend ending such courses as they feel that these are an inefficient use of teaching resources. By contrast, the external reviewers, echoing the department, laud the courses as valuable for students, but suggest that the department reconsider how they credit faculty members' shared teaching loads.

Staff

According to the AY 2018-2019 ODA unit profile, the department employs two classified staff members, three graduate student research assistants, and nine hourly student employees. The self-study counts three staff positions, indicating that one of these, a half-time position, is vacant. The department hopes to convert the position to full-time and focus it on maintaining the department's social media presence through newsletters, Twitter, Facebook, and Instagram, and on promoting fundraising efforts, instructional opportunities, and public lectures and events. The department also maintains a regularly updated website that the additional staff hours could be allocated towards.

Undergraduate Education

The department confers the Bachelor of Arts (BA) degree in anthropology. Students may also opt to earn an anthropology minor. Anthropology's undergraduate curriculum offers coursework in each of its subdisciplines. According to the AY 2018-2019 ODA unit profile, tenure-stream faculty member teaching accounted for 49% of Anthropology's undergraduate student credit hours, instructors for 26%, and graduate part-time instructors or teaching assistants for 11%. As of fall 2018, 20% of the department's undergraduates identify as belonging to an underrepresented minority population (i.e., African American, Hispanic/Latino, Native American, Pacific Islander), and according to the self-study, this represents a 70% increase over the last five years. The department argues that this change can be attributed to changes among faculty members, with the count of faculty who identify as belonging to an underrepresented minority population likewise growing over this time.

According to the self-study, the department generated 15,162 student credit hours in FY 2013 (a decline from a peak of 17,032 hours in FY 2012). In the years since, the department's student credit hour generation has stabilized, totaling 14,993 hours last year. About 84% of these hours were taken by non-majors, which is a testament to how extensively Anthropology courses fulfill the College of Arts and Sciences' general education requirements in various

areas, including the U.S. and global diversity requirements. Both Anthropology in its self-study, and the external reviewers in their report, note that the department's unique and diverse course offerings are essential to "enhancing the CU Boulder undergraduate curriculum," and to "contributing mightily to the instantiation of a liberal arts education at the University of Colorado Boulder."

In contrast to the department's robust non-major enrollments, Anthropology's count of majors noted in the self-study has declined from 431 in 2012 to 279 in 2019. The number of conferred undergraduate degrees likewise traces this decline, with 93 BAs conferred in FY 2018-2019, representing a five-year 26% decline. The self-study explains that "the most precipitous drop in majors occurred in the first two years of the review period, stabilizing in 2014." However, the ODA unit profile shows a 21% decline in the number of majors in the last five years. In its self-study, Anthropology acknowledges the decline, saying that its faculty members are attempting to "diversify" the ways in which they interact with undergraduates. One tack has been to promote the anthropology minor. Currently, 49 students are enrolled in the minor, which the self-study says represents "a substantial rate of growth" since its launch in fall 2015.

The department also works to attract students through its supplemental offerings, including an anthropology club, a summer archaeological field school, and opportunities to participate in the Undergraduate Research Opportunities Program (UROP). Despite these efforts, the data suggest that fewer anthropology majors are graduating having completed independent research. Namely, the AY 2018-2019 ODA profile indicates that the number of students graduating with honors has declined by 40% over the last five years (currently, 4% of BAs). Since the time of the last review, 45 students received their anthropology BA with Latin honors, and 97 with distinction, according to the self-study.

Recent measures of student satisfaction are overall favorable among Anthropology undergraduates. A survey administered by ODA in spring 2016 found that approximately 80% of Anthropology seniors "agreed" that their studies had met their educational goals and provided them a good general education. Seventy-three percent were satisfied with their opportunities to interact with faculty members. However, their replies also suggested areas for possible improvement. Course selection garnered a "satisfied" rating from only 53% of the survey's respondents, and satisfaction with career preparation topped out at 39%. Fifty-six

percent of students felt that their coursework was effective in preparing them for employment or graduate/professional school; 57% felt that CU had prepared them for the job market.

Based on their spring 2020 meetings, the external reviewers found Anthropology students to be enthusiastic about the program and their classes, but noted a consistent desire for additional methods courses, a need also noted in the unit's self-study.

A January 2020 survey of Anthropology majors and minors conducted by the internal reviewers, which received responses from 87 students, found that 97% of the respondents describe themselves as "satisfied" or "very satisfied" with the department. In their attached comments, the students praised the department's faculty members and the opportunity to learn about different cultures. However, the internal reviewers note that a third of students identified a lack of course availability as one of the least satisfying aspects of their experience and surmise that "Anthropology's substantial contributions to non-majors' undergraduate education may come at the expense of its own majors." The internal reviewers highlight that, while 86% of students "agree" or "strongly agree" that the department is tolerant and respectful of diversity, the remaining 14% did not share this assessment.

Graduate Education

The department offers a master's (MA) degree, a dual master's/Master of Business Administration (MA/MBA) degree in coordination with the Leeds School of Business, and a doctoral (PhD) degree. Students in the PhD program specialize in one of the department's three subdisciplines: archeology, biological anthropology, or cultural anthropology. According to the self-study, the department confers its standalone MA in only one subdiscipline, cultural anthropology. The self-study also notes that the department is developing a new interdisciplinary graduate certificate in ethnography, as a response to "the growing importance of ethnographic methods in and out of academia." The self-study describes its graduate program as highly ranked, although this assessment is apparently based on the fact that, as previously described, Academic Analytics has ranked the department's faculty scholarly production third among Association of American Universities (AAU) public peer institutions offering the anthropology PhD. A ranking specific to anthropology PhD programs is not cited in the self-study.

According to the self-study, the graduate program receives between 80 and 120 applicants annually, with 80% of applications originating outside of Colorado. The AY 2018-2019 ODA unit profile counts nine MA students and 36 PhD students in Anthropology, a decline of 57% and 14% from five years ago, respectively. The self-study counts the fall 2019 graduate student population as totaling 51 graduate students, including seven MA students and 44 PhD students. In AY 2018-2019, the department conferred five MA degrees and nine PhDs. The count of awarded MA degrees has declined by 50% in the past five years, while the number of PhDs awarded has increased 125% over the same time period. According to the self-study, the department's PhD graduates regularly attain jobs as tenure-stream faculty members, as postdoctoral fellows, or in organizational leadership roles in the U.S. and internationally.

Anthropology MA students do not receive funding; PhD students are funded by working as teaching assistants and partly through fellowships. The AY 2018-2019 ODA unit profile shows 31 Anthropology graduate students working as teaching assistants, nine as hourly student assistants, and three as graduate research assistants. The available research assistantships take the form of an archeology scholarship, a National Science Foundation-funded biological anthropology-focused grant, and a cultural anthropology alumni scholarship.

The department recognizes that strong PhD applicants routinely choose anthropology programs that offer more financial aid. At CU Boulder, PhD students are routinely funded at 50%. Anthropology's students lag, receiving offers capped at four years of 40%–45% funding (and this represents a gain from a 30%–35% funding level at the time of the 2013 review). The department is working towards a goal of funding all doctoral students at 50% for five years while still meeting minimum graduate seminar enrollment requirements and employing enough teaching assistants to staff undergraduate courses. In addition to better teaching assistantships, the department would like to add more research assistantships to the mix. The internal and external reviewers agree with the department's thinking, with the latter group urging the university to "continue to provide the level of funding that will allow the department to offer [a] nationally competitive funding package to all students."

The self-study documents a record of graduate student productivity, including completing conference presentations and publications, and the attainment of fellowships and grant awards. With faculty support and guidance, graduate students have also hosted several interdisciplinary international conferences. Graduate students have an opportunity to present

their research in a brown bag series, and the department organizes a graduate student and faculty ethnography-in-progress series where authors gain feedback on works in progress. These activities are designed to foster scholarly development and to build community among graduate students and faculty members. In addition, doctoral students participate in the Anthropology Graduate Teacher Program as preparation for university-level teaching. Doctoral students are also encouraged to pursue certificates in college teaching or in professional development.

Anthropology master's students have a median time to degree of 2.7 years, and PhD students 7.14 years, according to statistics tracked by ODA. The latter measure ranks the department 38th for time to the PhD out of 39 CU Boulder doctoral degree-granting units, a fact that Anthropology attributes to the lengthy fieldwork required of its doctoral candidates. Meanwhile, the internal reviewers assessed the master's time-to-degree as too long and suggested that the department work to graduate its MA students in two years.

The results of a graduate student survey conducted by the internal reviewers in January 2020 indicate overall satisfaction with the program, with 60% of MA students and 82% of PhD students reporting that they were "satisfied or "very satisfied". Eighty percent of MA students and 90% of PhD students assessed themselves as "satisfied" or "very satisfied" with the quality of faculty advising. The students' written comments in the survey backed this up, citing the quality of faculty support and mentorship, the availability of graduate student collaborative undertakings, and the progress of their own research as sources of satisfaction. Graduate students reported funding as a key challenge, and some expressed concerns about required course availability, especially for those pursuing the PhD. Several PhD students also wanted more guidance related to non-academic career options.

Budget

The self-study describes the department's budget as benefiting from several endowments and a revenue-sharing arrangement with the Division of Continuing Education. According to the self-study, the department's largest endowment, the Charles Joseph Norton Fund, provides travel and research funds for approximately 15 graduate students, increased funding for guest lectures, and \$1,500 allocated to the research fund of each faculty line. Further, the department also has the Breternitz, Morris, Haskell-Houghten, Cartwright, and Quintana

scholarship funds that provide additional support for an average of 15 graduate students per year. The Goldstein-Altman and Scott Ferris funds for the cultural anthropology and biological anthropology subdisciplines were established at the time of the last review, and are used to support pre-dissertation research for a number of graduate students; these have been instrumental in improving the success rate in competing for external funds to support dissertation work.

The arrangement with the Division of Continuing Education, in effect since 2016, provides Anthropology a revenue stream based on the department's generation of online and evening course student credit hours. The department uses the money (\$84,000 in 2019) to increase support for faculty research and graduate student travel expenses, and to fund a guest lecture series.

The department has requested an increase of \$66,000 to its continuing budget to fund PhD student teaching assistantships, allowing it to offer 30 students 50% appointments each semester. Additional computing equipment purchase funds for faculty are also identified as a need in the self-study. Anthropology says that the current purchase allowance, which provides a device every four years, is too limited, noting that faculty members typically require more than one device for normal professional development.

The department requests an analysis of anthropology faculty salaries, noting that at the associate and full professor ranks, the AAU peer comparison data reveal a significant pay gap. The external reviewers agree with the department's concern, citing implications for the department's culture if this issue is left unaddressed, and recommend that this analysis "should be done with an explicit assessment of gender equity at all ranks."

High turnover among advancement and development personnel assigned to Anthropology has stymied the department's fundraising efforts. Historically, the department has had success with fundraising, including the Goldstein-Altman and Scott Ferris funds mentioned above. The chair has met with two development directors to refocus Anthropology fundraising efforts beginning in spring 2020. As part of this refocus, the department provided the Office of Advancement with a list of faculty research interests and projects.

While the department is generally satisfied with the research support it receives, it also identifies potential gaps with grant funding identification and administration support. According to the self-study, Anthropology currently shares a grant writer with other departments. As its research endeavors continue, the department notes that “a person specific to the Social Sciences is needed.” Further, the self-study states that the extensive documentation required by the Research and Innovation Office (RIO) for international researchers “has put an undue administrative burden on faculty conducting overseas research.”

Space and Infrastructure

The department is housed in the historic Hale Science Building, which was last renovated in 1992. According to the self-study, “the building provides excellent office and research space for the current faculty and staff.” Anthropology established a space committee in 2015. The group has succeeded in upgrading 20 graduate study spaces and in creating a flexible workspace, the “Nubian Room”, for students and emeritus faculty.

These successes aside, the self-study goes on to describe problems with Hale. The building’s internet and wireless infrastructure requires upgrading, and carpeting in faculty offices has not been replaced since 1992. In addition, the department has serious concerns about areas of the building that fail to comply with the accessibility requirements of the Americans with Disabilities Act (ADA), including the newly renovated graduate student offices that require the addition of ramps.

A growing space deficit also concerns the department, especially following the loss of laboratories previously assigned to Anthropology in the Cristol Chemistry and Biochemistry Building. Expanding on the loss of these labs, the external reviewers note that inadequate lab space especially impacts biological anthropology and archeology assistant professors. Additionally, they see the recent space contraction as a failure to keep a promise made to these faculty members at the time of their recruitment and believe that it will impact the department’s ability to hire new faculty members and to remain “competitive nationally and internationally.”

Governance

The department's bylaws define the obligations of officers, the responsibilities and structures of committees, the design of departmental processes, such as for budgeting, and the role of graduate student participation and mentoring. Anthropology has revised the bylaws three times since the 2013 review, with the last revision dating to September 2018. Changes made include establishing a climate committee, shortening the chair's term, and adding expectations for the chair-elect to ensure a smooth, efficient, and transparent succession. According to the self-study, additional changes are planned, including:

- Updating the bylaws to better describe the participation of graduate students in departmental governance.
- Reviewing reappointment, promotion, and tenure policies to ensure these align with the campus Professional Rights and Duties of Faculty Members policy.
- Drafting procedures for promoting instructors to senior instructors.

Inclusive Excellence

According to the AY 2018-2019 ODA unit profile, 12 of the department's 22 tenure-stream faculty members identify as women (55%), and three (14%) as belonging to an underrepresented minority population (i.e., African American, Hispanic/Latino, Native American, Pacific Islander). Seventy-two percent of undergraduate students identify as women, 27% as belonging to a minority population (i.e., Asian American, African American, Hispanic/Latino, Native American, Pacific Islander), and 20% as belonging to an underrepresented minority population. Sixty percent of graduate students identify as women, 26% as belonging to a minority population, and 21% as belonging to an underrepresented minority population.

The department has focused on faculty hiring as a means to improve its inclusive excellence. As previously noted, a recent success was the recruitment—through the Strategic, Targeted, and Accelerated Recruitment (STAR) program—of a faculty member who had previously worked as a postdoctoral fellow. The department intends to continue to focus on faculty diversity by leveraging CU Boulder's Faculty Diversity Action Plan in proposing new hires. Meanwhile, the department continues to recruit more diverse students. Looking at the student statistics cited above, the department acknowledges that its graduate student profile appears

more diverse than that of its undergraduates, and it attributes this variation to the faculty's direct involvement in graduate student recruitment and admissions. The self-study alludes to a lack of diversity as a campus-wide challenge, and says that the unit is striving "to implement mechanisms to confront [the challenge] at the departmental level."

The self-study cites the department's curricula, academic offerings, and degree plans which are designed to expose students to diverse experiences, and its participation in interdisciplinary activities such as the Bridging Seminars Program, which brings graduate students into contact with guest lecturers working across a wide range of topics, as evidence of how anthropology as a discipline is attuned to inclusive excellence. The department also indicates an awareness of "the history of anthropology and its traditional presumed audience," and has endeavored to undo this legacy; for example, by seeking the participation of historically underrepresented students and by seeking opportunities to cross-list courses, such as with the Department of Ethnic Studies. An overall challenge remains to make more students aware of this focus and of Anthropology's offerings. The department has invested in building a social media presence and in pursuing other forms of outreach, including a department newsletter. As a matter of self-governance, too, the self-study argues that the department is practiced in promoting inclusion; for example, by way of its hiring practices, pursuing an equitable division of teaching duties, and seeking graduate student participation at faculty meetings.

Unit Culture

In February 2019, the Office of Data Analytics (ODA) addressed the Campus and Workplace Culture (CWC) Survey to 58 Anthropology graduate students and 29 faculty and staff members. Of the 87 survey invitees, 65 people provided complete or nearly complete survey responses, representing a 90% response for faculty and staff, and 71% for graduate students.

The survey found that 64% of Anthropology graduate students say they feel welcome at CU Boulder, 67% say they feel that their comments are taken seriously by other graduate students, and 69% by their faculty advisor. However, there are several areas in which students expressed lower levels of satisfaction. Only 38% say that they feel a sense of community in their department, 26% "agree" or "strongly agree" that the department's social climate is positive, 31% "agree" or "strongly agree" that departmental resources are allocated equitably,

and only 31% say faculty members are effective in addressing problematic behaviors. Further, 64% of graduate students reported experiencing at least one type of incivility. When broken down by gender, the percentage of women graduate students who reported experiencing incivility was much higher than that of men (76% and 43%, respectively).

Among Anthropology faculty and staff members, 88% “agree” or “strongly agree” that they are proud to work in the department. That said, more than half of participating faculty and staff members said that they had experienced incivility (54%), and only about a third “agree” or “strongly agree” that angry outbursts are not tolerated (27%), rude behavior is unacceptable (31%), and that everyone is treated with dignity (38%). Further, 43% of the faculty and staff respondents “agree” or “strongly agree” with the statement that “one or more senior faculty/supervisors say things or behave in ways that humiliate or intimidate people,” and 41% “agree” or “strongly agree” that one or more colleagues/coworkers say things or behave in ways that humiliate or intimidate people. According to an analysis conducted by the Office of Institutional Equity and Compliance (OIEC) that accompanied the survey, these measures show a “pervasive lack of civility” and that problematic behavior is normative in Anthropology.

The self-study describes the department’s past work addressing culture concerns that preceded the February 2019 survey:

“In 2016, the department established an ad-hoc committee on climate, which held focus groups and formal and informal conversations with faculty, staff and students. These discussions led to a graduate student climate survey... [The] analysis and subsequent discussion [of the survey results] during the 2016-2017 academic year led to the department establishing a standing climate committee, and members were voted in with one-year terms beginning January 2018.”

The work of the climate committee is described in the department bylaws. The committee works to organize social events, hold effective communication trainings (including for difficult conversations), and generate graduate student orientation materials.

Past Reviews

The Department of Anthropology underwent its last academic program review in 2013. In the intervening years, the department reported progress on many of the recommendations generated by the review committee.

- ARPAC asked the department to discuss its hiring priorities, with a particular focus on its cultural anthropology needs. Along this line, the unit prioritized gaining expertise in global media studies, environment, and sustainability; work now undertaken by the department's most recent cultural anthropology hires, including three tenure-stream faculty members and one instructor.
- The department revised its undergraduate curriculum by changing the major's upper-division course formula, replacing a two-course requirement in cultural anthropology with one that requires majors to take a minimum of one upper-division course in each of the department's three subdisciplines. The department also increased its upper-division courses on offer, thereby reducing class sizes and expanding opportunities for students to interact with faculty members. As an additional reform, and a means to answer student demands for more research methodology instruction, the department is considering introducing an upper-division writing-focused capstone course.
- While the department did not take up ARPAC's suggestion to consider implementing a professional master's program, it did develop a dual MA/MBA program in collaboration with the Leeds School of Business. The department also scaled back its existing master's program to offer the standalone MA only in cultural anthropology.
- Anthropology revised its bylaws to align them with university and campus rules regarding the promotion of instructor-rank faculty and faculty mentoring requirements.
- The department increased the number and breadth of its graduate course offerings and increased funding for doctoral students by increasing teaching assistantship appointments to 45%. Despite this positive development, the unit sees itself in an uphill competition with peer schools for the best students.
- Anthropology engaged its assigned development directors in a renewed and refocused fundraising effort.

Analysis

Strategic Vision and Planning

As described earlier, Anthropology's scholarly productivity has risen since the 2013 review. The department seeks to maintain, if not improve, on its present reputational standing by further growing its research productivity, strengthening its graduate program, and maintaining the quality of its undergraduate program. ARPAC applauds these goals.

As already noted, each subdiscipline has individual strategic hiring and work plans that the external reviewers say are not always clearly aligned with the department's four overarching strategic themes (i.e., ecology and evolution; human responses to local and global crises; cultural, ethical, and political practices of worldmaking; and collaborative and public anthropology). While each subdiscipline articulates clear visions, ARPAC shares the external reviewers' concern that Anthropology's current planning profile appears splintered and discourages a holistic department identity and a cohesive planning focus.

ARPAC encourages Anthropology to better align its three subdisciplines' strategic visions with the department's overall vision. Strategic planning is never easy, and often require protracted conversation. A department retreat and subsequent brown bag sessions might be one way to answer strategic questions; the involvement of pre-tenure and mid-rank faculty members, as well as students, especially graduate students, is strongly advised. As the future of the discipline, these individuals are often adept at proposing new paradigms and frameworks for disciplinary identity. ARPAC's recommendation in this regard aligns with the external reviewers' observation, cited above, that "the Assistant and Associate Professors were more enthusiastic [than the full professors] about strategically building bridges between the subdisciplines and developing a more cohesive departmental vision and strategic plan."

Undergraduate Education

The self-study suggests the value of engaging in a department-wide analysis of the Anthropology undergraduate program. This is recognized as an opportunity to pursue strategies to increase the numbers of majors and minors, to improve student advising, and to evaluate the scope and orientation of anthropology course offerings (i.e., what courses should be offered and what skills taught, particularly among upper division courses; and how teaching

should be allocated among instructors and tenure stream faculty members). ARPAC concurs with the department's determination to study possible improvements and encourages it to also consider the external reviewers' suggestion to offer more methods courses. Such an analysis should also take into account the impact of the recent tenure-stream faculty teaching load reduction (from four courses per academic year to three).

ARPAC already has cause to praise the department's student outreach efforts. These include employing first-year seminars to grow student interest in the major. Anthropology also plans to collaborate with the Division of Continuing Education to offer courses designed to assist students struggling towards graduation. Further, ARPAC endorses the department's plans to add courses that fulfill the College of Arts and Sciences' general education requirements.

These steps aside, the internal and external reviewers identified a need for the department to grow more pathways into the major. They suggest developing new channels into the Anthropology curriculum—for example, by making students in pre-health and pre-law tracks aware of specific courses. The external reviewers also suggested increased attention to academic advising, especially to seek out partnerships with campus career advisors who could help Anthropology majors and minors to identify job opportunities that leverage their degrees. The internal reviewers identified a need for the department to update its mission statement to reflect aspirations related to student career development and to advocate for a part-time staff career counselor. ARPAC concurs with a need for increased undergraduate career advising, and encourages Anthropology to study how to accomplish this.

Both the internal and external reviewers advise the department to analyze its "service course" contributions to CU Boulder's undergraduate curriculum. While both groups of reviewers recognize the potential burden of high service teaching loads on Anthropology's faculty members, they come to different conclusions. The internal reviewers favor hiring more instructors to fulfill service teaching needs. By contrast, the external reviewers view the tenure-stream faculty's involvement in service teaching as a department strength and an opportunity to "reconceptualize the department's contribution to the liberal arts." ARPAC believes that this issue must be analyzed by the department as part of its consideration of faculty teaching responsibilities and possible future hiring.

Anthropology's existing majors also stand to benefit from increased attention to student engagement. The department is working to encourage more students to apply for research funding and to complete honors theses. The self-study mentions Anthropology's efforts to reduce upper-division class sizes and to focus these classes increasingly on writing and research. Not surprisingly, the department would like to gain additional faculty members to accomplish these worthy ambitions. Regardless of an increase in faculty numbers, ARPAC notes that the reduction of faculty teaching loads from 2:2 to 2:1 makes it advisable for the department to expand opportunities for out-of-classroom faculty engagements with undergraduates.

Graduate Education

By all accounts, the department's graduate program generates successful student outcomes. ARPAC sees recent efforts to bolster the program as promising, including work to narrow the terminal MA to a cultural anthropology track and to support Anthropology PhD students with more competitive funding. ARPAC endorses the department's request to the college dean to increase PhD student funding to 50%. The committee recognizes that such a move may require reducing the number of admitted students. Beyond teaching assistantships, Anthropology should also consider incorporating research assistantships as part of PhD student funding proposals.

The internal reviewers raised concerns about the department's highly regarded team-taught graduate seminars, asking how the department can sustain giving a full course credit to both participating faculty members involved in such a course. ARPAC also asks whether the team-taught graduate seminars are sustainable, and recommends that the department undertake an analysis to make sure that this practice aligns with department teaching needs.

As previously noted, Anthropology MA and PhD students take longer than their campus peers to graduate. This is especially so for Anthropology doctoral candidates, who have among the longest times-to-degree among 39 PhD-granting CU Boulder units. While the department attributes this metric to the rigor of its graduate program, including required fieldwork for doctoral candidates, it should take care to determine if the department's average exceeds what is acceptable, especially when compared to other anthropology programs and in light of student feedback about the availability of required courses. Funding shortfalls aside, an

extended completion time could tarnish the department's reputation among prospective students and hinder recruitment success.

Budget

The department requests an increase to its continuing budget of \$66,000 to permit it to offer 50% appointments to 30 graduate students each semester. Second, the department requests an analysis of Anthropology faculty salaries by rank to check that these are on par with their AAU averages. The external reviewers also recommend that the department and the university assess whether current salary allocations reflect any gender-based disparities. While salary compression for the tenured faculty ranks, especially full professors, is endemic at CU Boulder, disparities that may correlate with gender are a matter of special concern. The committee also recognizes that Anthropology has expressed frustration in gaining support for faculty members with identifying and applying for grants. Additionally, ARPAC recognizes that the department has faced challenges with its fundraising efforts due to advancement personnel turnover. ARPAC commends the department for its work in improving its visibility online and with alumni outreach. We hope that these efforts signal the Office of Advancement that Anthropology would make good use of additional fundraising support.

Space, Infrastructure, and Support Needs

The self-study and the external review reports surface concerns about the department's available space, particularly the availability of laboratory space for new faculty hires. The external reviewers recommend that the department evaluate and reorganize its current spaces to better meet the needs of newly arrived faculty members, work with the college dean and the provost to assure that Anthropology is provided with sufficient startup funds and lab space, and advocate for the department's needs in future space planning. The self-study also identifies deferred maintenance needs for the Hale Science Building: improved internet capacity, new carpeting, and ADA compliance upgrades. ARPAC asks that the campus provide Anthropology with necessary funds to fulfill these requests.

Governance

Since the 2013 review, the department has updated its governance structures and procedures, including to establish a climate committee, to shorten the chair's term of service, and to add expectations for the chair-elect. Looking ahead, Anthropology plans to clarify language related

to graduate student participation in department governance and to draft policies that detail a promotion path for instructor-track faculty members. Finally, ARPAC is glad Anthropology is on track to review and update its policies for reappointment, promotion, and tenure in 2020, noting that these were last updated over 20 years ago.

Inclusive Excellence

Perhaps uniquely among university disciplines, anthropology makes inquiries and concerns related to human diversity a core focus of courses, programs, and activities. In particular, the department's scholarship can bring to life the values and opportunities that define inclusive excellence as a deeply meaningful intellectual commitment. The department's ongoing efforts to expose students to diverse human perspectives and experiences are laudatory. That said, it is notable that the department's strategic plan did not mention efforts to diversify its student body.

It is critical for the department to prioritize increasing faculty and student diversity. The department should also address anti-racism as part of its strategic vision, and to confront the cultural challenges discussed further below. It would be especially meaningful for Anthropology to engage more closely with the Office of Diversity, Equity, and Community Engagement (ODECE) and other campus groups dedicated to supporting community members who identify as belonging to underrepresented populations.

Unit Culture

The department is aware of challenges related to its culture. Indeed, Anthropology has made a concerted effort over the past few years to address issues identified by recent surveys, interviews, and discussions. The newly established climate committee has facilitated mechanisms for faculty, staff, and students to surface concerns and address issues. The committee has also organized workshops and trainings, and social and community-building activities intended to foster collegial interactions. Both faculty members and students share enthusiasm for these methods. Still, the most recent culture survey suggests that there is room for improvement. The department needs to address incivility, give the members of its community the skills needed to identify and counteract protected class discrimination, and make departmental practices more transparent. Anthropology is not the only CU Boulder department facing these challenges, and in light of the political landscape and the public health

crisis, finding ways to bring the department together is more challenging than ever. Nevertheless, Anthropology must attend to these shortfalls.

Recommendations

The members of the Academic Review and Planning Advisory Committee address the following recommendations to the Department of Anthropology and to the offices of responsible administrators. ARPAC notes that some of its recommendations require resources, and the committee wishes to acknowledge that this report is being written during the COVID-19 pandemic when CU Boulder's financial outlook is uncertain. Committee members understand that recommendations requiring monetary resources might not be actionable in the near term. However, it is a part of ARPAC's responsibility to record these recommendations in its report in order to describe and document the department's needs at the point of its 2020 academic review.

To the Unit:

1. Develop and implement a coherent strategic plan that—while recognizing the significant autonomy and distinct needs of the archeology, biological anthropology, and cultural anthropology subdisciplines—enables a single, unified future trajectory for the Department of Anthropology.
2. Work with the divisional dean for social sciences and the dean of the College of Arts and Sciences to align the size of the doctoral program with available funding so that all PhD students are recruited with guaranteed 50% five-year appointments.
3. Conduct an analysis of the doctoral program, paying particular attention to students' average time-to-degree in order to determine if the average exceeds what is acceptable, and if so, develop a plan for students to graduate in fewer years. Conduct a similar process for the MA program.
4. Evaluate the current practice of course credit allocation for team-taught graduate seminars to assure that these practices are fair and sustainable.
5. Work with the divisional dean for social sciences and the dean of the College of Arts and Sciences to analyze current faculty salaries in order to identify if salary disparities exist (for example, by rank or by gender), and if so, ameliorate these disparities.

6. Leverage the work of the department climate committee to address culture issues within the department and enlist the support of campus entities such as the Office of Institutional Equity and Compliance (OIEC) and the Ombuds Office in addressing pressing concerns.
7. Continue efforts to increase student and faculty diversity within the department.
8. Conduct an analysis of the undergraduate program in order to address factors that might prevent students from becoming majors. The analysis should take into account:
 - a. Issues related to course offerings and course content.
 - b. Recruitment opportunities for bringing undergraduates into the Anthropology major or minor degree tracks.
 - c. Undergraduate advising practices, particularly to aid students with making appropriate course selections and in planning their career development.
9. Analyze the distribution of teaching loads across instructors and tenure-stream faculty, focusing in particular on how teaching of major gateway courses is determined.
10. Expand the breadth of advising for graduate students to include non-academic career opportunities.
11. Enlist the Anthropology space committee to better orient Hale Science Building space planning toward meeting anticipated future needs. Additionally, identify and address the recent loss of Anthropology-assigned lab spaces in the Cristol Chemistry and Biochemistry Building and work with college space planners to surface awareness of Anthropology's lab space needs.
12. Work with the College of Arts and Sciences to increase the half-time staff position to full time.
13. Engage with ongoing college and campus efforts to bolster fundraising activities targeted at faculty and graduate student research support.

14. Complete a revision of the department's reappointment, promotion, and tenure policies. Care should be taken to ensure that all policies reflect contemporary standards and recommendations of the university, the campus, and the College of Arts and Sciences.
15. Continue the work of clarifying the role of graduate students in departmental governance and implement a policy to facilitate the promotion of instructors to senior instructors.

To the Divisional Dean for Social Sciences and the Dean of the College of Arts and Sciences:

16. Support the department's efforts to mitigate issues related to unit culture and benchmark Anthropology's progress in this area.
17. Include the department in college fundraising efforts to increase research support for faculty members and graduate students.
18. Work with the department to align the size of its doctoral program with available funding so that all Anthropology PhD students are recruited with guaranteed five-year 50% appointments.
19. Support an analysis of the Anthropology undergraduate program, especially to address issues that might depress the enrollment of new majors, such as course offerings and course content, missed recruitment opportunities, and advising practices.
20. Assist the department in analyzing and finding the correct distribution of teaching assignments across instructor and tenure-stream faculty members.
21. Find solutions for Anthropology's space needs, particularly in light of its recent losses in the Cristol Chemistry and Biochemistry Building and the pressing challenge of accommodating newly appointed lab-dependent faculty members and possible future hires. Surface awareness of the department's lab needs in campus discussions about laboratory space distribution and development.
22. Work with the department to increase resources and support for outreach and fundraising.

23. Work with the department to increase student and faculty diversity.

24. Consider the request to increase the department's half-time staff position to full-time to support work such as publicizing the department's programs and activities, student recruitment, fundraising, and department community-building.

To the Provost:

25. Support the divisional dean for social sciences and the dean of the College of Arts and Sciences as they assist Anthropology to improve its culture and climate and to increase the diversity of Anthropology faculty members, and undergraduate, and graduate students.

26. Support Anthropology's requests for increased space allocations and for deferred maintenance projects in the Hale Science Building.

Required Follow-Up

The chair of the Department of Anthropology shall report annually on the first of April for a period of three years following the year of the receipt of this report (i.e., April 1st of 2022, 2023, and 2024) to the divisional dean for social sciences and the dean of the College of Arts and Sciences and to the provost on the implementation of these recommendations. Likewise, the dean of the College of Arts and Sciences shall report annually on the first of May to the provost on the implementation of recommendations addressed to the program.