Acknowledgments

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Executive Summary

The Department of Anthropology at Texas A&M University was established as a department in 1980, after existing for one decade as a program within a joint sociology/anthropology department. The department offers BA, MA and PhD degrees in Anthropology. The department is situated in the heart of the campus, in the Anthropology Building, a 46,000 square foot building that is currently in the midst of a major renovation project which will provide a new heating and cooling (HVAC) system, electrical power system, phone lines, and flooring.

The faculty currently consists of 23 tenured/tenure-track faculty members, including 10 professors, 12 associate professors, and two assistant professors. The department also has three additional faculty members: one half-time senior professor, one half-time research assistant professor, and one full-time visiting assistant professor.

Currently, the department is administratively divided into four programs (representing three of the subfields of anthropology): archaeology, biological anthropology, cultural anthropology, and nautical archaeology. The department has two research centers: the Center for the Study of the First Americans (CSFA), which was brought to Texas A&M in 2002, and the Center for Maritime Archaeology and Conservation (CMAC), which was founded in 2005. The department is also closely affiliated with the Institute of Nautical Archaeology (INA), an independent non-profit organization which arrived on the Texas A&M campus in 1976. Although the department’s strengths have always been in archaeology (both prehistoric and nautical), the biological and cultural anthropology programs are emerging as equally robust programs with several internationally recognized scholars.

The study period (2004-2012) covers the eight year period since the department was last reviewed in January 2004. A number of significant changes have taken place during this period, including a few changes that were initiated before this period, as outlined below.

Administrative Structure. The department has completed the
transition from a department that contained a semi-autonomous unit (the nautical archaeology program) to a department with four distinct programs with equal representation. Faculty participation in the governance of the department remains strong. During the study period, an increasing amount of work (including the selection of graduate students and graduate assistantships) has shifted from department-wide meetings to program committees, departmental committees (which typically include at least one representative from each program) and faculty administrative positions. In addition to four program committees, the department has four standing committees: the Executive Committee, the Curriculum Committee, the Diversity Committee, and the Assessment Committee. Since the last review, the department has added the following service roles: Director of Graduate Studies, Departmental Curator, Assessment Coordinator, and Placement Coordinator. The department has also appointed an Associate Head, after a long period of not having such a position.

Strategic Plan. In 1997, the university developed a strategic plan, “Vision 2020: Creating a Culture of Excellence,” with the ultimate goal of having Texas A&M University be recognized as one of the top ten public universities by 2020. The goals put forward in Vision 2020 continue to serve as a guide for the university and the College of Liberal Arts. In 2007, the College of Liberal Arts prepared a report for an external review (which assesses progress towards Vision 2020), and in 2008, the university developed a new Academic Master Plan 2015 (which incorporates and refines the Vision 2010 goals).

In 2010, the new dean of the College of Liberal Arts initiated a strategic planning process in each department. The Department of Anthropology prepared a new Strategic Plan in May 2011, which outlines a number of steps the department is taking to strengthen its undergraduate and graduate programs. The strategic plan identifies two primary areas of strength: Nautical Archaeology and First Americans (or Paleoamerican) Archaeology. The plan also identifies a number of metrics that can be used to benchmark the department’s progress in improving its overall reputation relative to several peer institutions that have been identified in the university’s Vision 2020 Strategic Planning process. The department has identified five goals: improving the funding situation for graduate students, improving the placement record for PhD graduates; strengthening the national profile in archaeology; maintaining and strengthening programs in biological anthropology and cultural anthropology; and increasing
the diversity of faculty and graduate students.

**Undergraduate Program.** The department has a vibrant undergraduate anthropology program. The department is one of the fastest-growing departments in the College of Liberal Arts, with an 85% increase in the number of majors since 2004. There are currently 211 undergraduate majors. The undergraduate student body in anthropology is more diverse in terms of race/ethnicity and sex than the university and the college student body as a whole. The four-year and six-year graduation rates for anthropology majors is 29.4% and 57.9% respectively, which are higher than the university level rates but slightly lower than the college level rates. Beginning in 2011, majors have the option of completing an archaeology track (instead of a general track with equal coursework in each of the subfields). Approximately half of our undergraduate majors complete a high-impact learning experience before graduation, such as participating in an archaeological excavation, working in a lab, completing an internship, or completing an independent study. In the past few years, the department has introduced a new scholarship program for undergraduates and an undergraduate research award competition.

**Graduate Program.** The department had 131 registered students in the Fall of 2012, including 32 MA students and 99 PhD students. Prior to the last review, the department had started to shift its emphasis from the MA program to the PhD program. Between 2004 and 2012, the number of PhD students increased by 135%, while the number of MA students decreased by 52%. Most of the MA students are in the Nautical Archaeology Program, where students acquire conservation skills and fieldwork experience that can be marketed to a variety of jobs. In general, the number of applicants to the department has increased 28% during the study period, while the admissions process has become more competitive (with only 26% of applicants accepted last year). An increasing number of graduate students in the program are receiving competitive external grants, presenting their research at national and international conferences, and publishing their work in peer-reviewed journals. The department has awarded 105 MA degrees and 41 PhD degrees since 2003. Of those PhD graduates, 13 students earned tenure-track appointments, nine earned non-tenure track academic appointments, and 13 obtained professional positions (as contract archaeologists, museum curators, etc.).
The charge below was presented to our site-visit team during the Fall of 2012. It is reproduced here to provide a context for the remainder of the document.

Thank you for assisting us with continuous quality improvement of academic programs in the Department of Anthropology (ANTH) at Texas A&M University. The Academic Program Review (APR) to which you are contributing is part of a periodic review of all Texas A&M University academic programs. APR affords opportunity to assess the standards of our programs and to learn from review team members’ experiences with similar programs. In addition to the charge to the committee, this letter provides you with a brief overview of the academic programs offered by the Department of Anthropology.

**Peer-Review Team Charge**

The review team is charged with examining the programs listed above and making recommendations that we may use to inform continuous quality improvement processes. Resources that you will have for this assessment are a self-study to be completed by the department, other materials that may be provided by the department and our office, information you gain through personal interactions while visiting Texas A&M University, and any additional information that you request. Within the broad charge of informing continuous quality improvement are the following specific questions that we would like you to address:

1) While evaluating the program, please consider the resource context within which the department operates (both human and fiscal) and the absolute level of support the department receives from the university. Please comment on the overall efficiency and effectiveness of the department’s use of these human and fiscal resources in pursuit of its mission.

2) Please address the following questions about assessment of learning outcomes:
a) Has the department identified specific learning outcomes for its educational programs?

b) Please comment on the appropriateness of these learning outcomes for this department.

c) Does the curriculum and instruction afford students opportunity to achieve the learning outcomes?

d) Does the department have a written plan for assessment of its identified learning outcomes? Is that plan of acceptable quality? Are the metrics used for assessment appropriate and of acceptable quality?

e) To what extent is the department successful in achieving its learning outcomes?

f) Does the learning outcome assessment process inform continuous quality improvement?

3) Please share with us any strengths, weaknesses, opportunities, and threats related to the current and future quality of each or all of these academic programs.

4) Please comment on the scope, efficacy, and desirability of current and potential collaboration of this department with other departments and groups, both on campus and off.

5) Please provide us your team’s judgment on the national ranking of this department, as a percentile rank. For example, is this department in the top 5% of programs in Anthropology nationally? Top 10%? Top 50%?

6) Please address the department’s contributions to two guiding strategic initiatives developed by Texas A&M University. The first of these is a document developed in 1999, entitled Vision 2020: Creating a Culture of Excellence, and identifies twelve specific areas of focus for Texas A&M’s future. The other is the more recent Education First: Action 2015, intended to build on our gains made since the inception of Vision 2020. Both documents may be referenced at http://provost.tamu.edu/strategic-planning-2010. Summaries of both documents will be provided upon your arrival at Texas A&M University.

Overview of the Department

Established in 1971, the Department of Anthropology at Texas A&M University has been in existence for over forty years. Today, the department contains 23 full-time tenure/tenure-track faculty members and 10 affiliated faculty members situated in four distinct programs: Archaeology, Biological Anthropology, Cultural Anthropology, and Nautical Archaeology. The department is home to two research centers that relate to the department’s two primary research strengths: the Center for Maritime Archaeology and Conservation (CMAC) and the Center for the Study of the First Americans.
(CSFA). The department also has a longstanding affiliation with the Institute for Nautical Archaeology (INA), an independent non-profit organization housed at Texas A&M University.

Graduate students may get MA and PhD degrees in Anthropology. Undergraduate students may receive a BA degree in Anthropology. Beginning in the Fall of 2012, the department introduced a new track in archaeology. Majors have the option of choosing to complete the general anthropology track, or the archaeology track. Currently, the department has approximately 200 undergraduate majors and 135 graduate students. Sixty graduate students are pursuing MA and PhD degrees in Nautical Archaeology.

### Academic-Program Review Team

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Numbers of graduates of the Department of Anthropology’s degree programs.
Additional Questions Submitted by Department to Review Committee

As part of your analysis of the questions posed in the charge to the review team, it would be helpful for the department to receive guidance on the following questions.

**Undergraduate Curriculum.** Please comment on the breadth and depth of undergraduate course offerings for anthropology majors. How do the course offerings and degree requirements compare to other institutions? Are there any significant gaps in the course offerings?

**Graduate Curriculum.** Please comment on the breadth and depth of the course offerings at the graduate level. How do the course offerings and degree requirements compare to other research institutions? To what extent does the training in each of the four programs allow the department to produce graduate students who are knowledgeable of the discipline and competitive on the academic and non-academic job markets?

**Number of Undergraduate Majors.** The department is currently taking steps to attract more anthropology majors. Please comment on the strengths and weaknesses of these efforts.

**Number of Graduate Students.** The department is taking steps to reduce the total number of graduate students, improve funding situation for graduate students, and speed up the average time to completion for MA and PhD students. Please comment on the strengths and weaknesses of these efforts.

**Degree Offerings.** The department currently offers a BA, MA and PhD in Anthropology. The department has recently considered the possibility of adding new degree programs in the near future, including a BS (or BA) in Archaeology (expanding the BA track) and a MA in Nautical Archaeology (emphasizing professional skills for museum and conservation positions). Please comment on these possible degree offerings.
Chapter 1. Department of Anthropology Overview

Introduction

The Department of Anthropology as an administrative unit at Texas A&M University was founded in 1980, after a decade as an academic program within the Department of Sociology and Anthropology. Thirty-two years later the department boasts 23 full-time tenure-track faculty positions, a vibrant PhD program with more than 100 enrolled graduate students, and a rapidly growing BA program in Anthropology with more than 200 majors. Although the Department’s strength has always been in archaeology, (both prehistoric and nautical), during the last decade faculty in biological and cultural anthropology have developed equally robust programs with internationally recognized scholars.

Departmental History

The College of Liberal Arts was formed as a new unit within Texas A&M University in 1968. Dr. David Maxwell, from Tulane University, was appointed as the first dean of the College and was charged with building a viable liberal arts unit within the University. In 1969, as part of the creation of new departments within the new college, Dr. Maxwell appointed Dr. Robert Skrabanek, a rural sociologist in the College of Agriculture as the first department head of the new Department of Sociology and Anthropology. Four other rural sociologists from the College of Agriculture, with Dr. Skrabanek, became founding members of the Department.

In the fall of 1970, as part of the new budget for the coming year, Dean Maxwell asked Dr. Skrabanek to find an anthropologist to become a new faculty member in the Department of Sociology and Anthropology. Dr. Skrabanek conferred with several colleagues outside...
Texas A&M University to help him find someone to fill the position. Dr. William Elsik, an employee of Exxon suggested he contact Dr. Vaughn Bryant, an anthropologist and faculty member at Washington State University. That suggestion led to an invitation for Dr. Bryant to visit Texas A&M University in March, 1971. After a brief visit, Dr. Bryant was offered the position, accepted it, and began his appointment during the summer of 1971 as the first anthropologist on the Texas A&M campus. As part of his appointment, the Dean requested that Dr. Bryant provide guidance in building a unique anthropology department that would offer undergraduate and graduate degrees, including doctoral degrees. The goal was to accomplish this within the next 20 years.

In the fall of 1971, Dr. Bryant introduced two new anthropology courses, Anthropology 201 (Introduction to Anthropology) and Anthropology 205 (Peoples and Cultures of the World). During the next few years the Department of Sociology and Anthropology steadily grew in number of faculty and courses offered, with Dr. Harry Shafer (an archaeologist) joining the faculty. By 1975 there was enough student demand for the University to request, and receive approval, to offer a BA degree in Anthropology. In 1975 the College of Liberal Arts also created a new Program in Anthropology and appointed Dr. Bryant as the Program Head (Figure 1-1). The new Anthropology Program operated with its own budget but was still part of the combined Department of Sociology and Anthropology. In 1976 Texas A&M requested and received approval to offer a graduate MA degree in Anthropology.

As the demand for more undergraduate and graduate courses in anthropology grew, so did the size of the department. New faculty members continued to be added at the rate of one new member each academic year. By the mid-1970s, Drs. Bruce Dickson as well as Norm Thomas and Glen Weir had joined

![Figure 1-1. A younger Dr. Vaughn Bryant, founding faculty member of the Department of Anthropology at Texas A&M University.](image)
the faculty. Moreover, in 1976 there was an opportunity to expand the program by adding a unique group of individual faculty members who specialized in nautical archaeology. In that year Dr. George Bass (Figure 1-2) and the Institute of Nautical Archaeology (INA), an independent non-profit 501(c) entity, arrived. Soon new nautical archaeologists joined the faculty—Richard Steffy in 1976, Dr. Frederick Van Doornink in 1977 and Dr. Donny Hamilton in 1978. Moreover, to further expand the program’s offerings to include biological anthropology, Dr. Gentry Steele joined the program in 1979 (Figure 1-3). Through the 1970s, the department’s professors and students were involved in a variety of important field archaeological projects in Texas and abroad (Figure 1-4).

In 1980 the growing Anthropology Program was separated from Sociology and became the Department of Anthropology, with Dr. Bryant appointed as the first Department Head. At the same time, a Nautical Archaeology Program was established as an autonomous unit within the Department of Anthropology. In an effort to maintain the uniqueness of the program, as requested by the Dean, the focus of the new department continued to be archaeology, an area within anthropology that was only weakly emphasized at other doctoral-granting state universities in Texas. It was this desire to be unique within the Texas higher education system
that led to acquiring the emphasis in nautical archaeology and also the development of the Archaeological Research Laboratory, an active research and academic program in cultural research management. This latter new research program, under the initial guidance of Dr. Harry Shafer, grew rapidly and with grants and contracts was soon conducting a wide range of archaeological projects throughout Texas and neighboring states. This CRM program provided training for a large group of graduate students wanting to complete their academic studies and then become professional archaeologists. In 1981 Dr. David Carlson joined the faculty and replaced Shafer as the director of the Archaeological Research Laboratory.

By the mid-1980s, when Dr. Michael Waters joined the faculty, the department had gained a reputation as having a unique graduate program in environmental archaeology and nautical archaeology. Realizing the need to expand its offerings in biological and cultural anthropology, however, the department also began to add new faculty positions in these directions. Drs. Norbert Dannhaeuser arrived in 1981, Katherine Dettwyler in 1987, and Tom Green and Sylvia Grider in 1988, the latter two being folklorists who transferred from Texas A&M’s Department of English (after being jointly affiliated with Anthropology for a number of years). Dr. Lee Cronk, a behavioral ecologist, arrived in 1989, and along with Dannhaeuser, Green, and Grider, provided the department with expertise in cultural anthropology and folklore. Gentry Steele and Katherine Dettwyler, meanwhile, provided the department with a core group of biological anthropologists.

By this time it had become apparent that a growing number of students wanted to continue their graduate studies through the doctoral level. Again, by focusing on the uniqueness of the Texas A&M archaeology emphasis, it was possible to convince the State of Texas Coordinating Board on Higher Education that students needed an opportunity to gain doctoral-level training in archaeology. As a result,
in 1986 Texas A&M was awarded permission to offer a PhD in Anthropology, with an emphasis in archaeology, within the Department of Anthropology. After successfully demonstrating their doctoral training efforts, and with growing demands for doctoral study programs in other fields of anthropology, the department received approval to offer doctoral studies in biological anthropology, cultural anthropology, and folklore in 1994. These were added as curricular tracks within the PhD program.

During these fledgling years of the Department of Anthropology’s PhD program, Drs. Kevin Crisman (1990), Shelley Wachsmann (1990), Frederick Hocker (1991), Cemal Pulak (1997), and Wayne Smith (1997) joined the nautical archaeology program. Among cultural anthropologists, Dr. Duncan Earle arrived in 1990 but was soon replaced by Dr. Jeff Cohen in 1995, and among biological anthropologists, Dr. Lori Wright arrived in 1996. In addition, in 1990 Dr. Alston Thoms arrived and became Associate Director of the Archaeological Research Laboratory, and in 1995 he became its director, as David Carlson vacated that position and later (in 1999) become the Department of Anthropology’s new Head (replacing Vaughn Bryant). The name of the laboratory was changed to the Center for Ecological Archaeology, but it continued to...
serve as the department’s research and academic program in cultural resource management.

Coincident with these events by the mid-1990s was a significant “physical” change for the Department of Anthropology. For the first time in its history, the entire Anthropology Faculty was placed under one roof, in what has become known as the Anthropology Building, located in the heart of the Texas A&M campus (Figure 1-5). Before this time, the department was physically fragmented into several different spaces, for example the second and third floors of Bolton Hall, basement and second floor of the USDA (later Bell) Building, and the basement of the Special Services Building (which incidentally was condemned immediately after being vacated by the Archaeological Research Laboratory). The Institute of Nautical Archaeology and nautical archaeology faculty, moreover, had before been located 10 miles away at the university’s Riverside Campus. By bringing the Department of Anthropology together into a single physical space, the Department’s faculty and programs could be better unified.

By 2000, the full development of the PhD program in Anthropology at Texas A&M had led to a gradual shift from a student body dominated by MA students to one dominated by PhD students. The MA program had been a very successful one, producing over 200 graduates, but administrative changes at the university and college levels eventually led to the refocus on production of PhDs. In 2000, cultural anthropologists Drs. Michael Alvard and

Figure 1-5. View of the Anthropology Building in 2012, from southeast.
Cynthia Werner joined the faculty, replacing Cronk and Cohen. In 2001, Dr. Filipe Castro joined the nautical archaeology program, replacing Fred Hocker.

In the early 2000s, three important events occurred in the history of the Department of Anthropology. First, in 2000 Gentry Steele tragically had to take disability leave and soon thereafter early retirement, and Katherine Dettwyler left the faculty for Delaware. As a result, the biological anthropology group underwent a major transformation, culminating with the arrival of three new faculty members, Drs. Sharon Gursky (2000), Sheela Athreya (2003), and Darryl de Ruiter (2003).

The second transformational event occurred in the archaeology program in 2002. At this time the Center for Ecological Archaeology completed its final CRM-based research projects and closed its doors, and its director, Alston Thoms, was converted to a full-time tenure-track appointment within the department. Coincidentally and independent of this closing, Dr. Robson Bonnichsen, with the help of Michael Waters, moved the Center for the Study of the First Americans from Oregon State University to Texas A&M, creating a sizeable research endowment for Paleoindian archaeological research and opportunities for growth in a new direction.

The third significant developed occurred in January 2004 when the department underwent an important external review. Among the findings of this review was that the department’s administrative and programmatic structure needed to change. Specifically, since its arrival at Texas A&M, despite being part of the Department of Anthropology, the Nautical Archaeology Program’s budget and administration had been separate from the department’s, leading to what external reviewers referred to as a “fragmented graduate program”. They recommended that the administration of the academic program in nautical archaeology be better melded with the rest of the Department of Anthropology’s programs.

In response to the findings of the external-review committee, the department reorganized itself in two ways. First, four academic programs were established: archaeology, biological anthropology, cultural anthropology, and nautical archaeology. All were to be administered under the Department Head. This change led to a formal splitting of archaeology, biological anthropology, cultural anthropology, and nautical archaeology. And cultural anthropology/folklore into separate programs, a process that had started in the early 2000s when Archaeology/Biological Anthropology and Cultural Anthropology/Folklore had emerged as distinct entities within the program.
The second aspect of reorganization led to the creation of the Center for Maritime Archaeology and Conservation (CMAC) within the Department’s administration, with Donny Hamilton becoming CMAC’s first director. The management of CMAC’s resources (including laboratories) was placed under the direction of the CMAC director, who from then on reported directly to the Department Head. This new structure, coincidentally, mirrored the manner in which the Center for the Study of the First Americans had been administratively organized a few years before.

Since 2004, the Department of Anthropology has continued to grow, in terms of the size of its faculty and graduate-student body, as well as its number of undergraduate majors. Drs. Deborah Carlson, Fadeke Castor, Travis Du Bry, Suzanne Eckert, Ted Goebel, Kelly Graf, and Jeff Winking joined the department during this time. David Carlson completed a second term as Department Head in 2007, Donny Hamilton served in that role between 2007 and 2011, and Cynthia Werner has served since then. The chapters that follow in this report present the department’s recent
history and performance during the last eight years, as well as the current state of its programs. The Department of Anthropology to this day maintains a strong focus in archaeology and scientific anthropology, and in this way it remains a distinctive PhD-granting program in Texas as well as the United States.

**Administrative Structure**

The personnel and responsibilities in the Department of Anthropology are organized as in Figure 1-6. Cynthia Werner serves as Department Head. The Department Head is the administrative director of the Department, acting as a liaison between the Dean of the College of Liberal Arts and the Department's Faculty, managing the Department's curricula and budgets, and setting agenda and chairing Department meetings. Department Heads are appointed by the Dean and typically serve a term of four years, potentially renewable. The Head is assisted by a staff including the Assistant to Department Head (Cindy Hurt), Academic Advisor (Marco Valadez), Business Coordinator II (Rebekah Luza), Office Associate (Rickie Fletcher), and student office assistants (Figure 1-7).

Faculty administrative roles currently include Associate Department Head (Ted Goebel), Director of Graduate Studies (Sheela Athreya), Assessment Coordinator (Alston Thoms), Placement Coordinator (Michael Alvard), and Curator of Anthropology Research Collections (Suzanne Eckert). The Director of Graduate Studies typically serves a three-year term (renewable), while the other faculty administrative positions are one-year appointments, all potentially renewable. Roles of each of these faculty administrative positions are summarized below.

The Associate Head prepares special reports, shepherds faculty and staff award nominations through the university system, organizes
the department brownbag lecture series, and functions as Head when the permanent Head is absent from campus.

The Director of Graduate Studies works with the Academic Advisor to manage graduate admissions, the graduate-course schedule, and graduate teaching-assistant assignments, as well as maintains statistics and prepares reports concerning the MA and PhD programs. The Academic Advisor in turn coordinates course schedules and advises undergraduate and graduate students in curricular and professional matters.

The Assessment Coordinator manages student assessment of the undergraduate and graduate programs, attends college and university meetings and workshops related to program review, and chairs meetings of the Assessment Committee.

The Placement Coordinator advises graduate students in postgraduate employment, coaches them on their CVs and job talks, and maintains records about the success of our PhD and MA graduates.

The Curator, finally, manages the department’s collections and acts as the department’s NAGPRA (Native American Graves Protection and Repatriation Act) official.

Department business is conducted through a set of standing committees. The Executive Committee consists of the Associate Head, directors of the Department’s centers, and coordinators of the Archaeology, Biological Anthropology, Cultural Anthropology, and Nautical Archaeology programs. The department’s Curriculum Committee, Diversity Committee, and Assessment Committee each include one representative from each program.

Directors of the Center for the Study of the First Americans (Michael Waters) and Center for Maritime Archaeology and Conservation (Kevin Crisman) are long-term positions.

Governance of the Department is further managed by program coordinators, currently Michael Waters (Archaeology), Darryl de Ruiter (Biological Anthropology), Norbert Dannhaeuser (Cultural Anthropology), and Donny Hamilton (Nautical Archaeology). These positions typically rotate biannually, with members of respective programs electing their chairs. Similarly, the Curriculum, Diversity, and Assessment committees are made up of representatives from each of the four programs, and committee chairs are typically elected by committee members. The Tenure & Promotion Committee, however, is made up of all tenured faculty members, while a senior Tenure & Promotion Committee, made up of just full professors in the department, reviews candidates for promotion to full professor. The
Department Head does not participate in the activities of the T&P Committee. The Chair of the T&P Committee is elected annually by the voting members of the committee; currently Ted Goebel serves in that role.

**Policies and Procedures**

No policy in the Department’s Bylaws or Strategic Plan (Chapter 2) can contradict the Policy and Procedures Manuals of the College of Liberal Arts or Texas A&M University. The following presentation of departmental polices and procedures is based on the Department of Anthropology’s current Bylaws, most recently revised in 2009. (Some minor revisions to the Bylaws are currently underway.)

**Faculty Membership**

Members of the Department of Anthropology include all persons holding full-time, part-time, visiting, and adjunct academic appointments to the Department, with the rank of Professor, Associate Professor, Assistant Professor, Instructor, or Lecturer of any grade.

The Voting Faculty includes all faculty in the department who hold tenured or tenure-track appointments, and full-time lecturers, including faculty who hold joint appointments with other departments or administrative units at the university. Emeritus faculty, visiting faculty, graduate assistants, and adjunct faculty of any rank have the privilege of the floor in department meetings, but they do not vote. Responsibilities of Voting Faculty in the governance of the department include participation in Faculty meetings, service on committees, review of graduate applications, preparation of annual reviews of professional accomplishments, preparation of supporting documentation for tenure and promotion consideration, and preparation of supporting documentation for post-tenure review.

Adjunct faculty can be recommended to the department by any Voting Faculty member. Nominations are submitted to the Executive Committee of the department in writing and include a current CV. With a favorable vote of the Faculty (and approval of the Dean), adjunct appointments are for one academic year. Adjunct appointments can be renewed annually through a letter of request by the holder, recommendation of the Executive Committee, and favorable vote of the Faculty. All adjunct positions expire annually on August 31. Appointments are normally made in the Fall Semester. An Adjunct Faculty member must have a doctorate, collaborate with at least one current faculty member, or otherwise provide a service to the department. Typically, the Adjunct Faculty member holds a faculty position at another university.
Departmental Programs

The Department of Anthropology is organized into four sub-departmental programs that primarily follow the subdisciplines of the field of Anthropology: Archaeology, Biological Anthropology, Cultural Anthropology, and Nautical Archaeology (Figure 1-8). Individual faculty members have affiliation and voting privileges in the sub-departmental program to which they are hired. Program membership may be reassigned to include members from other programs for special considerations. Each program elects a Coordinator by secret ballot. Typically, the Coordinator is a tenured faculty member in the program; however, the tenure requirement may be waived by vote of the program members. Program coordinators are members of the Department's Executive Committee.

Each program has the following responsibilities.

1. Every two years the program elects a Program Coordinator and representatives to the Department's various committees (i.e., Curriculum, Diversity, and Assessment). To maintain continuity, Archaeology and Biological Anthropology hold elections during odd years while Cultural Anthropology and Nautical Archaeology hold elections during even years.

2. Each program reviews graduate-student applications, which are organized according to areas of research indicated in the students' applications.

3. Each program reviews applications for graduate assistantships and reports their rankings to the Curriculum Committee.
4. Each program reviews and votes on the recommendations of a Search Committee created to recruit a new Faculty member in their program, and they communicate that vote to the whole Faculty.

5. Programs review and approve new course proposals and curriculum changes within their respective areas, and they develop and coordinate semester-by-semester class schedules with the Academic Advisor.

6. Programs conduct annual reviews of their respective graduate students each February, forwarding reviews to the Curriculum Committee.

**Departmental Officers**

**The Department Head** is appointed by the Dean of the College of Liberal Arts in accordance with College and University policy. The Department Head is the chief executive officer of the Department. In addition to duties assigned by the Dean, the Department Head has the following duties:

1. **Administrative.** The Department Head represents the Department at official functions; promotes the Department’s academic programs and research activities; presides at Department meetings; calls for nominations for election to Departmental, College, and University committees; hires new and replacement staff; supervises clerical staff; conducts annual reviews of all Faculty members; oversees tenure and promotion considerations; and encourages Faculty development.

2. **Communication.** The Head consults with the Executive Committee regarding programmatic and Departmental issues, including annual reviews of all Faculty and strategic plans.

3. **Curricular.** The Department Head oversees course scheduling and consults with the Curriculum Committee regarding developmental and long-range plans concerning the undergraduate and graduate curricula, graduate admissions, and graduate programs.

4. **Budgetary.** The Head prepares the Department’s annual budget report to the Faculty; supervises Departmental expenditures; allocates appropriate salary increases to individual Faculty members and staff in consultation with the Executive Committee; seeks gifts and grants for the Department; and recommends appropriate budgetary resources, including Faculty salary increases and competitive pay scales, Departmental operating expenses, and graduate-assistantship concerns to the Dean.

5. **Reporting.** The Department Head reports to the Department and Curriculum Committee the funding available for graduate assistantships and the number of graduate assistants to be selected each semester.
6. Acting Head. When the Head is unavailable, an acting head is designated by the Head, the Chair of the Executive Committee or the Dean. Normally an acting head will be selected from the Executive Committee.

An Associate Head(s) can be appointed at the discretion of the Department Head. Duties and service conditions as well as monetary compensation, or course reduction, if any, are stipulated at the time of the appointment. Each Associate Head serves at the pleasure of the Head, and, when designated, serves as the Acting Department Head whenever the Head is unavailable and exercises authority for matters delegated by the Department Head.

Program Coordinators are elected by the Faculty of each program, as described above. The coordinator chairs meetings of the Program Faculty (for example, meetings to review graduate admissions and graduate-assistantship applications), recommends Chairs for promotion and tenure committees and search committees, represents the interests of the program, and serves on the Executive Committee.

The Director of Graduate Programs serves on the Graduate Instruction Committee of the College of Liberal Arts.

Departmental Committees

The Executive Committee advises the Department Head and serves as a liaison between the Faculty and Head. The Executive Committee consists of the four Program Coordinators and Director of CSFA and CMAC (the latter as non-voting members). Substitutes to committee meetings are appointed by the respective coordinator or program faculty. The committee selects a Chair in September from the four Program Coordinators.

Among the Executive Committee's duties is advising of the Department Head on departmental administration, budget, and planning. Other duties may include: coordinating Department Head review process; reviewing budget projections and making recommendations for allocation of Departmental operating expenses; nominating faculty and staff for university and college awards; reviewing strategic plans for the department; reviewing requests for adjunct faculty appointments; considering faculty, staff and student issues brought to the committee and attempting to mediate disputes; and coordinating the department's Tenure and Promotion Committee. Further, a member of the Executive Committee may be appointed as Acting Head in the absence of the Department Head.

The Curriculum Committee is made up of faculty representatives from each program, elected annually by secret ballot. The committee addresses issues related to graduate and undergraduate
curriculum planning, review of graduate student applications, recommendations for graduate-student awards, and annual review of graduate students. Typically the Curriculum Committee includes the department’s representatives on the College of Liberal Art’s Graduate Instruction and Undergraduate Instruction committees. Additional duties can include reviewing and approving new course proposals and 489/689 courses that have been approved by the programs; reviewing and recommending changes to graduate and undergraduate degree requirements and certificate programs proposed by the programs; working with the Academic Advisor to schedule courses, recruiting prospective students; reviewing program recommendations and selecting applicants for Merit, Vision 2020, and Diversity fellowships; awarding graduate-student funding for pilot dissertation research and conference travel; reviewing graduate-assistant-teaching applications and the recommendations received from each program, and reporting recommendations to the Department Head; and coordinating annual reviews of graduate students by each program in February.

The Diversity Committee fosters the appreciation of diversity issues at the department level by organizing visits by speakers, examining departmental programs to identify means to improve the climate with respect to diversity, and promoting the recruitment and retention of a diverse faculty, staff and student body in the department.

The Assessment Committee, created in 2010, evaluates program outcomes, especially the evaluation of the major writing assignments completed by graduating seniors. It is presently composed of one representative from each of the department’s four programs, including one representative (currently Dr. Alston Thoms) who serves as the Assessment Coordinator.

The Tenure and Promotion Committee reviews applications for tenure and promotion from Assistant to Associate Professor and consists of all tenured Faculty at the Associate Professor or Professor rank. Committees reviewing candidates for promotion from Associate to Professor consist of all tenured Faculty at the rank of Professor. The Department Head does not serve on Tenure and Promotion Committees, but may be invited by the committee to provide needed information.

For each candidate being evaluated for promotion, the Program Coordinator recommends a Chair to the Department Head. The chair arranges for meetings and then notifies the appropriate faculty members about such meetings. The chair coordinates the various reports and calls meetings of the committee to evaluate the candidate.
All tenure and promotion reviews are conducted in accordance with Texas A&M University’s “University Statement on Academic Freedom, Responsibility, Tenure, and Promotion 12.01.99.M2”, the Dean of Faculties’ “Tenure and Promotion Packages Submission Guidelines” (http://dof.tamu.edu/admin/tp/), College of Liberal Arts “Procedures for Review, Tenure and Promotion” (http://dof.tamu.edu/admin/tp/), and the Anthropology Department’s “Guidelines for Tenure and Promotion” (https://anthropology.tamu.edu/intranet/index.php?page=procedures). Votes are carried out by secret ballot, and absentee voting (in writing, submitted to chair of the T&P Committee) is allowed only when the absent faculty member has reviewed relevant files. Within 24 hours of the meeting where a vote on tenure/promotion is taken, absentee votes are counted. Emeritus, Visiting, and Adjunct Faculty do not have voting privileges on matters concerning tenure, promotion, or hiring.

Responsibilities of the Tenure and Promotion Committee include working with the Department Head to arrange external reviewers for each candidate for tenure or promotion; assigning sub-committee chairs to prepare teaching, research, and service reports; reviewing all documentation provided by the candidate; meeting to review, discuss, revise, and vote on each sub-committee report and chair’s summary report; and communicating the results of the evaluation to the Department Head.

The Post-Tenure Review Committee manages review of each tenured faculty member every five years. The tenured faculty of equivalent or higher rank in the Department of Anthropology meets as a Post-Tenure Review Committee and elects a chair at the beginning of each academic year to coordinate the review process. This committee evaluates the performance of the professor/associate professor scheduled for review, and submits an evaluation report to the Head of the Department. If favorable, the process ends at this stage; however, if the performance is questionable, the committee and Head meet with the professor to make remedial recommendations. A copy of the evaluation is placed in the faculty member’s personnel file. Those being reviewed submit to the committee a two-page personal statement, previous five departmental annual reports, updated vita, and most recent report required by the college if the professor holds an endowed position.

Search Committees conduct searches for new faculty members, both tenure-track and temporary replacement positions. At the start of a new search, the Program Coor-
ordinator from the program recruiting a new faculty member recommends a Search Committee Chair to the Department Head. The Department Head then appoints four additional members (one from each Program) to the Search Committee, in consultation with each program. Members serve until the search is completed. The Search Committee is responsible for all stages of the search, from advertisement of the position through presentation of final recommendations to the Faculty. Through the process, the committee prepares an announcement for the position and broadcasts it widely; reviews applications and notifies applicants of their status during the search; provides updates on the progress of the search at departmental faculty meetings; provides summary information about each candidate to the faculty; solicits letters of recommendation for candidates as needed; handles arrangements and scheduling of on-campus interviews of candidates; and makes final recommendations in consultation with the program filling the new faculty position, reporting the recommendation to the whole faculty for discussion and action.

The Collections Committee for years oversaw curation of the department’s collections (Figure 1-9); however, in 2011 the department replaced the committee with a faculty Curator of Collections. As a result of this change the Collections Committee’s role has been minimized and it likely will be disbanded in the current review of the Bylaws of the Department. At the present time, an ad hoc Collections Committee works with the Curator to review collections policy, loans of collections to other institutions, and

Figure 1-9. The Department curates collections generated by its Faculty’s projects, for example these perishable artifacts from Hinds Cave, excavated by Drs. Vaughn Bryant and Harry Shafer in the 1970s.
requests to access collections for research.

**Departmental Meetings**

The Department of Anthropology holds at least two faculty meetings each semester, typically on the first Monday of each month. The Department Head provides an agenda for each meeting, sometimes calling special meetings to deal with single topics too complex or time-consuming for a regular meeting. All faculty regardless of rank are expected to attend departmental faculty meetings. In addition, the Graduate Student Council representative is also expected to attend, except when evaluations of graduate students or faculty, or other personnel matters, are being discussed.

As noted above, only voting faculty members have voting rights when formal votes are taken. All faculty members and the graduate-student representative, however, can participate in straw polls, advisory votes, and informal resolutions, and can participate in discussions and debates prior to formal votes. Personnel actions (i.e., hiring, promotion, and tenure) are conducted via secret ballot. Absentee balloting is allowed, as noted above.

**Programs**

The Department of Anthropology is organized into four subdisciplinary programs, Archaeology, Biological Anthropology, Cultural Anthropology, and Nautical Archaeology (Figure 1-8). Each of these is described in some detail below.

**Archaeology**

The Archaeology Program at Texas A&M offers students train-
ing in the study of the human past through its material remains. Archaeologists in the program draw on a wide range of theoretical and methodological techniques to reconstruct and explain human technological, economic, and social behavior from the deep Paleolithic past to historic times.

Currently there are six full-time, tenured faculty members of the Archaeology Program, including Drs. Vaughn Bryant, David Carlson, Suzanne Eckert, Ted Goebel, Alston Thoms, and Michael Waters, as well as one half-time senior professor, Bruce Dickson, and one half-time assistant research professor, Kelly Graf. They are united in their use of an interdisciplinary, scientific approach in their research.

The Archaeology Program is organized around three research themes: (1) peopling of the Americas studies, with a focus on archaeological and paleoecological aspects of the problem, including the study of Paleoindian geochronology, technology, subsistence, and settlement, as well as reconstruction of paleoenvironments; (2) archaeology of hunter-gatherers, including environment and ecology, subsistence and diet, land-use intensification, and lithic technology and technological organization; and (3) archaeology of pre-state and historical societies, focusing on social and economic organization, subsistence and diet, lithic and ceramic technology and production organization, cognition, culture change, and warfare. The Archaeology Program Faculty currently directs field- and laboratory-based projects in many areas of the North America, as well as the Pacific Islands and northeast Asia.

Graduate students in the Archaeology Program are expected to design original research that is theoretically founded and methodologically sound, and to become proficient in the method and theory of a range of archaeological subfields, including geoarchaeology, lithic analysis, ceramic analysis, bioarchaeological analysis, dietary/subsistence analysis, paleobotanical analysis, and zooarchaeological analysis. Each student must also become well-versed in the archaeology of a culture area. The Archaeology Program typically only accepts students who are seeking the PhD as their ultimate degree objective; however, the MA can be acquired as a step toward the doctorate.

**Biological Anthropology**

The Biological Anthropology Program at Texas A&M trains students in the anthropological science that deals with the adaptations, variability, and evolution of primates and human beings, including their living and fossil relatives (Figure 1-10). Biological anthropologists in the program draw on a wide range of theoretical and methodological techniques to reconstruct and explain human technological, economic, and social behavior from the deep Paleolithic past to historic times.
theoretical perspectives and methodological techniques to investigate aspects of bioarchaeology, primatology, and hominin evolution during the Pliocene and Pleistocene.

Currently there are four faculty members with primary affiliation in the Biological Anthropology Program. These include Drs. Sheela Athreya, Darryl de Ruiter, Sharon Gursky-Doyen, and Lori Wright. Together they use an interdisciplinary, scientific approach in their anthropological research, providing broad-based training in all aspects of biological anthropology.

The Biological Anthropology Program is organized around three principal research themes: (1) behavioral ecology and conservation of non-human primates, focusing on the relationship between group living and ecological pressures such as predation and the temporal distribution of resources, as well as primate conservation; (2) bioarchaeology, paleodiet and paleopathology of human skeletal remains, examining the relationship between culture and biology in ancient human societies through study of skeletal growth and development, health, and bone chemical analysis of diet; and (3) paleoanthropological investigation of Pliocene and Pleistocene hominins, including Middle Pleistocene Homo in Europe and Asia as well as the South African australopithecines and their surrounding animal paleocommunities. The Biological Anthropology Faculty directs field- and laboratory-based projects in many areas of the world, including Central America, Europe, Asia, and Africa.

Graduate-student training is theoretically and methodologi-
cally based. Graduate students are expected to become proficient in a range of theoretical topics including the principles of evolution and natural selection, human variation, molecular and population genetics, bioarchaeology, and primatology. Graduate students are expected to develop and design original research projects that are both theoretically and methodologically sound, with particular emphasis being placed on obtaining external research funding and publication of original research in leading peer-reviewed journals. Students can earn both MA and PhD degrees through the Biological Anthropology Program, but the program's faculty place strong emphasis on PhD students and do not regularly admit students seeking only the MA degree. Students who enter the PhD program with a BA can earn the MA as a step toward the PhD.

**Cultural Anthropology**

The Cultural Anthropology program at Texas A&M trains students in the comparative study of human behavior, culture and society throughout the world (Figure 1-11). Cultural anthropologists in the program draw on a wide range of theoretical perspectives and methodological techniques; however, they are united in the use of an interdisciplinary comparative approach in their anthropological research of culture.

Currently there are six full-time tenured or tenure-track faculty members with primary affiliation in the Cultural Anthropology Program: Drs. Michael Alvard, Fadeke Castor, Norbert Dannhaeuser, Tom Green, Cynthia Werner, and Jeff Winking. In addition, the Program has a Visiting Professor position (currently filled by Dr. Travis Du Bry) and an affiliated Faculty member, Dr. Amanda Stronza, from the Department of Recreation, Parks & Tourism Sciences at Texas A&M.

The Cultural Anthropology Program has three identified strengths: (1) Cultural Studies, including folklore, performance, identity, and politics of difference; (2) Environment and Ecology, with a focus on Darwininan approaches to culture and society; and (3) Globalization, focusing on migration, ethnicity, tourism, and development. Geographically, the Cultural Anthropology Faculty conducts ethnographic research in many areas of the world, including North and South America, the Caribbean, Asia, and Europe.

Graduate students in the Cultural Anthropology Program have the opportunity to receive an MA and/or PhD degree. Students in the MA program are required to complete a Master’s thesis, while students in the PhD program are expected to complete a non-thesis MA degree (by completing an oral defense of a
The Department of Anthropology at Texas A&M is unique in that it provides graduate students with full instruction in the field of Nautical Archaeology, the study of the remains of ships in the context of the cultures that created and used them. By carefully excavating and recording shipwrecks, as well as conserving and analyzing their recovered artifacts, the Nautical Archaeology Faculty researches the seafaring past, shedding light on the history of wooden-ship construction and related technology, shipboard life, the development of maritime trade and economic systems, naval warfare, and the role of seafaring in exploration and contact between cultures (Figure 1-12).

Currently, the Nautical Archaeology Program has seven tenured faculty members, including Drs. Deborah Carlson, Filipe Castro, Kevin Crisman, Donny Hamilton, Cemal Pulak, Wayne Smith, and Shelley Wachsmann. They are united in their scientific approach to the study of the archaeology and history of ships and seafaring.

The Nautical Archaeology Program has four main research themes: (1) ship construction, focusing on the evolution of wooden-planked water transport including

Figure 1-12. Cemal Pulak (left) excavating the hull of a Byzantine shipwreck with PhD candidate Michael Jones, Istanbul.
the development of building techniques and underlying philosophies guiding design and construction practices; (2) Old World seafaring, covering seafaring in the Mediterranean and Black Sea from earliest evidence of maritime activity to the end of the medieval period (ca. AD 1450); (3) world seafaring, covering the early-modern period from the age of exploration to modern times, with an emphasis on the post-1500 spread of western European culture and seafaring practices around the globe; and (4) conservation and recording of archaeological materials, emphasizing the stabilization of archaeologically recovered objects, particularly from underwater sites. Faculty in the Nautical Archaeology Program conduct research in a variety of regions, primarily the waterways and shores of North America as well as the Caribbean, Mediterranean, and Black seas. Faculty and students, furthermore, coordinate research with the Center for Maritime Archaeology and Conservation as well as the Institute of Nautical Archaeology. Each of these is presented below.

**Affiliated Centers**

The Department of Anthropology at Texas A&M is home to two centers and one institute: the Center for the Study of the First Americans, Center for Maritime Archaeology and Conservation, and Institute of Nautical Archaeology. Each of these is presented below.

**Center for the Study of the First Americans**

The Center for the Study of the First Americans (CSFA) explores the Pleistocene peopling of the Americas through research, teaching, and outreach. The mission of CSFA is three-fold: (1) to develop new knowledge regarding the origins and dispersal of the first Americans; (2) to educate students in first Americans studies; and (3) to disseminate results of academic research to the general public. The Center accomplishes these objectives by conducting scientific archaeological research across the Americas and northeast Asia (Figure 1-13), training undergraduate
and graduate students, organizing public conferences, maintaining an active web site (www.centerfirstamericans.org), and publishing a quarterly magazine (The Mammoth Trumpet), and book series (“Peopling of the Americas Publications”) with Texas A&M University Press). CSFA also published the journal Current Research in the Pleistocene until 2012, and it hopes to replace it with a new peer-reviewed journal starting in 2013. Also in 2013 CSFA plans a large public convention on the peopling of the Americas, to be held in Santa Fe, New Mexico. The Center has about 1000 members including professional archaeologists, avocationalists, and the public.

CSFA came to Texas A&M University in 2002, when Dr. Robson Bonnichsen joined the Anthropology Faculty and moved it from Oregon State University. Bonnichsen died unexpectedly in 2004, and since then Michael Waters (who served as Associate Director in 2002-2004) has been CSFA’s Director. Ted Goebel joined the Faculty in 2006 and became Associate Director.

In Fall 2012, CSFA had a faculty of two tenured professors (Goebel and Waters) and one half-time non-tenure-track assistant research professor (Kelly Graf), as well as a half-time post-doc (Jessi Halligan) and a half-time office manager (Laurie Lind). Together Goebel, Graf, and Waters supervise 12 graduate students, 11 of whom are enrolled in the Department’s PhD program. In the past five years, CSFA has produced four PhDs and seven MAs.

CSFA offices and laboratories are located on the second floor of the Anthropology Building. Besides an office suite, seminar room, and
library of books, dissertations, and reprints, CSFA maintains three archaeological laboratories. The first serves as an accessioning and conservation lab, the second is a curation and analysis lab, and the third is a microscopy lab, with four different kinds of microscopes.

CSFA manages an endowment of $3,289,960. This includes the Northstar Archaeological Research Fund ($1,233,739), graciously founded by Joe and Ruth Cramer in 2002, Endowed Chair in First Americans Studies ($1,222,652), Endowed Professorship in First Americans Studies ($639,002), and Roy J. Shlemon Student Field Geoarchaeology Program ($204,567). Additional endowment funding has been secured in the form of future bequests. Beyond endowment support, in the past five years CSFA faculty and PhD students have been successful at obtaining funds for research from external funding agencies like the National Science Foundation (9), National Geographic Society (2), Elfrieda Frank Foundation (2), and Wenner Gren Foundation (1).

Center for Maritime Archaeology and Conservation

The Center for Maritime Archaeology and Conservation (CMAC) was created in 2005 to provide an ideal environment for the creation of interdisciplinary research, education, and outreach programs in the field of nautical archaeology. As a full functioning administrative center of Texas A&M University, it serves as a liaison between the Department of Anthropology and the Institute of Nautical Archaeology, also housed within the Anthropology Building on campus. CMAC provides direction and coordination to scholars worldwide whose research is related to nautical archaeology, maritime archaeology, underwater archaeology, and conservation of materials recovered from marine and other aqueous environments (Figure 1-14). CMAC accomplishes these goals by facilitating research by nautical archaeology faculty in the Department, maintaining the Department's nautical archaeology laboratories (see below), publishing an annual News & Reports series, and hosting the public “Shipwreck Weekend” event every year on the Texas A&M campus.

In 2012, CMAC had seven affiliated faculty (Drs. Deborah Carlson, Filipe Castro, Kevin Crisman, Donny Hamilton, Cemal Pulak, Wayne Smith, and Shelley Wachsmann), as well as a staff of five research associates (Helen Dewolf, Peter Fix, Glenn Grieco, John Hamilton, and Jim Jobling). All CMAC Faculty are also members of the Nautical Archaeology Program. Together the CMAC/Nautical Archaeology Program Faculty supervises 32 PhD and 21 MA students. In the past five years, CMAC has produced 11 PhDs and 32 MAs.
The Institute of Nautical Archaeology (INA) is an independent, private, non-profit research organization that became affiliated with Texas A&M University in 1976. The goal of the union was to create the world’s first and largest academic program in maritime archaeology. In 2005, INA became more specifically affiliated with the Department of Anthropology through its affiliation with the Nautical Archaeology Program and CMAC.

INA staff occupies an office suite in the first floor of the Anthropology Building, and its present Director is a member of the Texas A&M Faculty, Dr. Deborah Carlson. Besides its presence on the Texas A&M campus, INA boasts a state-of-the-art conservation and preservation facility in Bodrum, Turkey, where INA staff and visiting scholars, along with Texas A&M faculty and students, work year-round to conserve and restore artifacts raised during INA shipwreck surveys and excavations.

INA regularly provides funding support for faculty and graduate-student projects in nautical archaeology, and many of the program’s students gain vital and practical field experience on INA-sponsored excavations and research projects.

Recognizing INA’s close relationship with Texas A&M, its patrons and directors have contributed long-term financial support to the Nautical Archaeology Program. Their efforts have led to the development of university-managed endowments worth about $7,800,000, funds that facilitate a wide array of professional, educational, and outreach activities. The endowments include two faculty chairs (Abell Chair in Nautical Archaeology and Yamini Family Chair in Liberal Arts).
Figure 1-15. Map of Texas A&M University campus, showing the central location of the Anthropology Building.

Arts), four faculty professorships (two Mayer Professorships in Nautical Archaeology, Meadows Professorship in Biblical Archaeology, and Yamini Professorship in Nautical Archaeology), two faculty fellowships (Nautical Archaeology Faculty Fellowship and INA Faculty Fellowship), and two graduate fellowships (Marian Cook and Ray Sigfried Graduate Fellowships in Nautical Archaeology).

**Facilities**

The Department of Anthropology is housed primarily in the Anthropology Building in the heart of the Texas A&M campus, adjacent to Evans Library, the main university library (Figures 1-15). Besides this
Figure 1-16. Floor plan of the Anthropology Building, first through third floors.
central space, the Department also maintains laboratory, workshop, and collections storage space on the Riverside campus about 10 miles northwest of College Station.

In 2012-2013, the Anthropology Building is undergoing a major renovation of its heating and air-conditioning system. In addition, new flooring is being installed throughout the building, some office and labs are being repainted and reconfigured, and all faculty and staff offices are being equipped with new Voice Over IP (VOIP) phone lines. This has affected everyone in the Department, because in a staggered fashion during the Summer and Fall semesters of 2012 and the Spring and Summer semesters of 2013, faculty and student offices, laboratories, and classrooms have been temporarily relocated to various other spaces around campus. During the External Review of the Department in February, 2012, only 1/3 of the Anthropology Building is fully functioning and available for touring. As a result, we provide below a detailed description of the Department’s regular space.

The three floors of the Anthropology Building total about 46,000 square feet of usable space (Figure 1-16). Nearly all of this is currently assigned to the Department of Anthropology for use as offices, laboratories, and classroom space.

First Floor, Anthropology Building

The first floor of the building (about 15,200 square feet) houses the Nautical Archaeology Program. The east wing (rooms 112-127) is the office suite of the Institute of Nautical Archaeology (INA), with offices of Debbie Carlson and Shelley Wachsmann as well as staff and graduate students associated with INA projects and programs. Room 113 serves as a seminar/meeting room for the Nautical Archaeology Program.

The central core of the first floor (rooms 105-108 and 128-131) is made up of offices and laboratories of the Nautical Archaeology Program and Center for Maritime Archaeology and Conservation (CMAC). Rooms 105/105A house the Steffy Ship Reconstruction Laboratory and office of Filipe Castro, room 106 houses the Ship Model Shop, room 108 houses the Wilder 3-Dimensional Imaging Laboratory, rooms 128/128A house the Old World Nautical Laboratory and office of Cemal Pulak, and rooms 131/131B house the New World Nautical Laboratory and office of Kevin Crisman. Office suite 107 is the administrative home of CMAC, and room 129 houses the Nautical Archaeology Program’s library. Room 130, finally, serves as a classroom used by the entire Department.
The west arm of the first floor (rooms 101-103) holds the Conservation Research Laboratory (room 102), photography laboratory and darkroom (room 103), and office of Donny Hamilton (room 102B).

**Second Floor, Anthropology Building**

The second floor of the building (about 15,400 square feet) houses the Department of Anthropology’s main office, offices of various faculty and graduate assistants, a classroom, collections facility, and Center for the Study of the First Americans office suite and labs.

The east wing of the second floor comprises the main office suite of the Department (rooms 219-234). Rooms 219 and 228-234 house the Department’s office staff, including Assistant to the Head (Cynthia Hurt) (room 233), Business Coordinator (Rebekah Luza) (room 231), Academic Advisor (Marco Valadez) (room 228), and Office Associate (Rickie Fletcher) (room 234C). Room 234AA is the office of the Department Head, and room 219 is the Department’s mailroom. Rooms 221-227 function as offices for various faculty and graduate students in the Cultural Anthropology and Archaeology programs. Michael Alvard is in room 227 and David Carlson is in room 226. Room 220 serves as the Cultural Anthropology Program’s Folklore Library and meeting room.

The central portion of the second floor serves multiple purposes. Room 214 is a dedicated classroom space, and rooms 215A-E are graduate-assistant offices. Office suite 235 includes Cultural Anthropology Program offices (235B, Norbert Dannhaeuser; 238, Tom Green) and the Archaeobotany Lab Annex (235E). Rooms 236 and 237 serve as the curation and collections storage space for the Department’s collections facility.

The Center for the Study of the First Americans is housed in the west end of the second floor. Rooms 212, 213, and 238 serve as CSFA labs, and the CSFA office suite is housed within rooms 201-210. Specifically, rooms 203, 204, and 208 are offices for Kelly Graf, Michael Waters, and Ted Goebel, respectively, rooms 202 and 207 are graduate-assistant offices, room 206 houses the Center’s reprint library, room 209 is the Center’s conference room/book library, and room 210 is CSFA’s office manager’s office.

**Third Floor, Anthropology Building**

The third floor consists primarily of labs and offices for Archaeology and Biological Anthropology.

The east wing of the third floor is primarily office space for Faculty and graduate assistants. Specifically, Alston Thoms is in room 309J, Bruce Dickson is in room 309H, Jeff Winking is in room 309E, Vaughn
Bryant is in room 308, and Suzanne Eckert is in room 308E. Rooms 308H and 308I serve as the Department’s student computer lab.

The central portion of the third floor consists primarily of laboratories. Room 313 is the Palynology Laboratory, room 302 is the Ceramics Laboratory, room 303 is the Archaeological Ecology Laboratory, rooms 304 and 311 serve as Archaeological Preservation Laboratories and office of Wayne Smith, and room 305/306 serves as the Zooarchaeology Laboratory and office of Darryl de Ruiter. Suite 310 consists of several small offices used by graduate assistants in the Biological Anthropology program, and Suite 312 is a new space to the Department, until last year assigned to the Africana Studies Program. This new Anthropology space has not yet been assigned, due to the remodeling.

The west wing of the third floor is the Biological Anthropology office and laboratory suite. Room 300 is the Biological Anthropology Teaching Laboratory, room 300K is storage for biological anthropology teaching casts, and room 300B serves as the Biological Anthropology Program’s seminar and meeting room. Sharon Gursky-Doyen is in room 316C, Lori Wright is in room 316B, and Sheela Atheya is in room 316E. Room 316A, finally, is the Isotope Laboratory.

**Laboratories**

**Archaeology Laboratories**

The Archaeology Program maintains seven research laboratories on the second and third floors of the Anthropology Building.

**CSFA Laboratories**, located on the second floor of the Anthropology Building, include a collections processing laboratory, collections analysis and curation laboratory, and a microscopy laboratory. CSFA curates collections generated by its field projects, for example the Friedkin site (Texas), Bonneville Estates Rockshelter (Nevada), and various sites in Alaska. It also has an extensive collection of Paleoindian artifact casts. The CSFA microscopy laboratory contains two high-power microscopes one low-power microscope for analysis of lithic use wear and edge damage, taphonomic analysis of faunal remains, and analysis of plant microfossils (i.e., pollen, starches, and phytoliths), and one petrographic scope for micromorphological analysis.

**The Palynology Laboratory** (room 313), managed by Vaughn Bryant, consists of a core of two sterile wet labs and a complex of offices and research rooms. Each lab is sealed from all outside contamination, each has a large fume hood with hot and cold distilled water outlets, all are equipped with acid-resistant plumbing and flume scrubbers to remove toxic, airborne chemi-
cals, and each lab has safety eye washes and showers. Lab areas are equipped with large sinks, vortex stirrers, large and small centrifuges, hot plates, metric balances, and large counter-top work spaces. The lab also has a 5-gallon tank containing a Delta 5 sonicator, which is used for processing in both labs. The Palynology Laboratory also has a fireproof chemical storage room, a sediment core and pollen sampling and storage room, two areas with microscopes for counting, and a large open work area equipped with desk-top computers and printers. The labs are equipped with 10 Nikon standard light microscopes, and one Olympus compound microscope with DIC phase and computer-imaging. The lab also has Wilde and Nikon dissecting microscopes, three equipped with Nikon COOLPIX 950 digital cameras that feed images directly into computers, directly into a VCR recorder, or into a 27-inch TV monitor for visual display. The lab also boasts a series of reference collections for coprolite, wood, seed, pollen, and spore analysis, representing plant taxa from around the world, modern and prehistoric.

The Paleoethnobotanical Laboratory (room 235E), also managed by Vaughn Bryant, is equipped with five herbarium cases that house a collection of pressed plant specimens, wood samples, charcoal reference material, seed and fiber samples, and other reference plant macrofossil materials. Analytical equipment includes Nikon and Wilde dissecting microscopes, metric balances, and several desk-top computers, desks and tables, and a working library of reference books, articles, and other materials pertinent to paleoethnobotanical analysis.

The Ceramics Laboratory, located on the third floor of the Anthropology Building (room 302), has a full range of equipment specifically dedicated to the analysis of ceramic artifacts. The lab has the standard suite of equipment necessary for decorative and attribute analyses of pottery including a Nikon petrographic microscope, binocular microscope, calipers, digital scale, Munsell color charts, drying oven, and access to a kiln (not physically in the lab due to fire safety). The lab also has an updated computer workstation made available to all students working in the lab, as well as individual work areas assigned to students with ongoing ceramic research projects. Through association with Dr. W. D. James at the Center for Chemical Characterization and Analysis on campus, students interested in ceramic research also have no-cost access to geochemistry facilities for INAA, ICP-MS, and XRF.

The Archaeological Ecology Laboratory (located in room 303 and managed by Alston Thoms) and its
affiliated graduate students conduct projects to better understand relationships between archaeological records and ecological factors, including various forms of pedoturbation, weathering of cooking stones, and preservation conditions for microfossils, especially starch granules. It has an electric oven for baking foods, a plant/sediment-drying oven, hot plate for boiling foods, an electric kiln for heating cooking stones, a clean-bench to minimize air-contamination while processing samples, a sub-zero freezer for storing processed and un-processed plant and animal foods, various scales, microscopes, and computers, as well as lay-out space, work tables and field equipment. On-going laboratory and actualistic experiments examine the nature and life histories of earth ovens and root foods (i.e., geophytes) baked therein. This work often involves collaboration with Native American groups (Figure 1-17).

**Biological Anthropology Laboratories**

The Biological Anthropology Program maintains three laboratories located on the third floor of the Anthropology Building.

The Biological Anthropology Teaching Laboratory (room 300) contains study casts of modern-human skeletons, fossil hominins, and other primates, as well as measuring tools needed to conduct experiments and collect data in ANTH 225.

The Isotope Laboratory (room 316) is managed by Lori Wright. It
contains materials needed to prepare and analyze isotopic samples from osteological remains.

The Zooarchaeology Laboratory (room 305/306), managed by Darryl de Ruiter, maintains a comprehensive reference collection of animal skeletons indigenous to the USA, as well as a selection of skeletons from around the world. The Zooarchaeology Laboratory (developed by Dr. Gentry Steele) is known in particular for its extensive collection of bird skeletons, as well as its large collection of Texas and Gulf Coast mollusk shells. The Zooarchaeology collection is utilized for teaching both undergraduate and graduate classes, and for archaeological research, including comparative morphological and isotopic studies.

Nautical Archaeology Laboratories

The Nautical Archaeology Program and CMAC maintain seven laboratories, all located on the first floor of the Anthropology Building.

The J. Richard Steffy Ship Reconstruction Laboratory (room 105) was created by J. Richard Steffy in 1976. This lab is now managed by Filipe Castro. Its mission is to acquire and disseminate knowledge about shipbuilding through time. As a classroom its main objective is to provide an effective learning environment. As a research laboratory its objective is to facilitate investigation, seek public and private research funds, and recruit and retain quality students for its projects. As an outreach institution it aims at providing information, education, and guidance about the discipline of nautical archaeology and the importance of the world’s submerged cultural heritage, perhaps more than ever threatened by treasure hunting.

Conservation Research Laboratory (CRL) (room 102), directed by Donny Hamilton, founded in 1978, is one of the oldest continuously operated conservation laboratories that deals primarily with archaeological material from shipwrecks and other underwater sites, as well as terrestrial sites. CRL plays an important role in the academic training and research of the Nautical Archaeology Program and the TAMU-affiliated Institute of Nautical Archaeology. Every NAP student is required to take the introductory course in conservation, but most take the three formal courses that are offered and earn a Conservation Training Certificate (12 credit hours in conservation) along with their graduate degree. In addition, many of the funded positions at CRL are filled with graduate assistants who get invaluable training. CRL deals with archaeological projects year-round and consists of two laboratories. One, located on campus, is used primarily to teach conservation classes to students at TAMU; however, artifacts are treated there
as well. The second laboratory, located at Riverside Campus, deals with large projects, such as the material from the sunken city of Port Royal, Jamaica, and the Belle, a 17th-century French ship that wrecked on the Texas coast in 1686. All kinds of artifacts are treated at CRL—iron, copper, brass, pewter, wood, leather, glass, ceramics, and some textiles. Many of the projects are done on a contract basis for other archaeological agencies. Both of the CRL laboratories are well-equipped with an array of both film and digital cameras, radiography machines, freeze drying equipment, a Faro Arm equipped with a laser for 3D digitizing of artifacts, electrolytic reduction equipment, treatment vats and storage vats. Outstanding unique equipment includes a large vat, 60' long, 20' wide and 12' deep with a lift that is raised by four winches out of the vat, and a large 40' long and 8' diameter archaeological freeze drier. Both of these are the largest of their kind in the United States and probably the World for conserving waterlogged ship hulls.

The New World Laboratory (room 131), managed by Kevin Crisman, is a focal point for archaeological studies of ships and seafarers in the early modern period, (the late 15th to early 20th centuries). Major research projects have included sailing warships (a book on US and Royal Navy ships of the War of 1812 is scheduled for release by Texas A&M University Press in 2013); sailing and towed canal boats, a two-horse-powered paddle boat; early steamboats, including Phoenix, the oldest known steamboat wreck, and Heroine, the earliest Mississippi River steamboat to be archaeologically studied; and the French and Indian War sloop Boscawen. The lab includes table and desk space for student work on artifact collections (most recently the finds from the Heroine), drafting tables, and extensive files of field notes and ship plans and drawings. Since the lab opened in 1990 it has been used for research that has resulted in over fifty student MA theses and PhD dissertations.

Old World Nautical Laboratory (room 128), managed by Cemal Pulak, represents the base of operations for CMAC’s investigation of ships and shipwrecks of the ancient and medieval Mediterranean. The laboratory’s work space and equipment are shared by Cemal Pulak, Shelley Wachsmann, and Deborah Carlson. Field and artifact data from shipwreck sites are brought to the Old World laboratory for analysis and report preparation. Consequently, the laboratory sees a great deal of research, drafting, and writing activity throughout the year. Among the Laboratory’s recent projects are the late Bronze Age shipwreck excavation at Uluburun, Turkey, conducted in the
1980s-1990s (Figure 1-18), ongoing research on a variety of historic Byzantine and Ottoman shipwrecks from the coast of Turkey, survey along the south coast of Crete investigating earliest-phase seafaring in the Mediterranean, and analysis and publication of finds from Classical Greek shipwrecks dating to 600-100 BC.

**Wilder 3-Dimensional Imaging Laboratory** (room 108) was founded by Wayne Smith in 2005 in response to the need for courses in the Department of Anthropology. Working with numerous Wilder Excellence Grants through the Texas A&M Foundation, the Wilder Lab both teaches classes in advanced laser imaging, three-dimensional printing, NURBS-based CAD programming for site reconstruction, digital photography and high-definition photography. The Wilder is among the first labs in the country to offer courses in these technologies. Currently, the lab appeals strongly to students from the Department of Anthropology and the Departments of Architecture, Medicine and Veterinary Medicine. Recently, the Wilder Lab has garnered recognition from Louisiana State University, which has created the DIVA Lab to conduct joint research and education of students within their archaeology and geography programs. The Wilder Lab has also started to accept sponsored projects, replicating museum artifacts for display and educational purposes.

**The Ship Model Laboratory** (room 106) is a fully-equipped woodworking and machine shop directed by model builder Glenn Grieco. The laboratory works closely with other CMAC laboratories and with students and faculty of the department to create reconstructions of artifacts and structures that are currently being investigated. The goal of the Ship Model Laboratory is to provide a better understanding of the original appearance and construction of artifacts excavated from marine sites. In addition to research and teaching models, the laboratory contracts to build display

![Figure 1-18. The Old World Laboratories excavation at Uluburun, Turkey.](image-url)
models for museums, providing an effective way to present the results of research to the public. Ongoing projects include a one-twelfth scale cutaway model of the seventeenth century French vessel Belle for the Bob Bullock Museum in Austin, and the full-scale reconstruction of a nineteenth century Marsilly gun carriage to support a 9-inch Dahlgren cannon barrel being conserved by the Conservation Research Laboratory.

Archaeological Preservation Research Laboratory (APRL) (rooms 304 and 311) was founded by Wayne Smith in 1997. Viewed as a unique lab for archaeological conservation research, the lab became known as the ‘what if’ lab in the international archaeological conservation community. Accordingly, archaeologists and conservators from around the world have traveled to Texas A&M University to conduct targeted research using both Passivation Polymer technologies (patented by Wayne Smith) and other non-conventional conservation strategies to preserve one-of-a-kind artifacts deemed to require special treatment. APRL has served as a sounding board in archaeological conservation. Many conservation working groups within the International Council of Museums and government agencies from England, France, Sweden, Denmark, Greece, Israel, Turkey, Australia and Indonesia have consulted with the lab regarding development of alternative conservation strategies for artifacts.

Libraries

The Department of Anthropology manages three libraries.

Room 220 is the Department’s Folklore Collection, consisting of books and journals dedicated to world folklore.

Rooms 206 and 209 make up the CSFA library. This library consists of about 3500 books and more than 10,000 reprints relating to the archaeology and biological anthropology of the peopling of the Americas.

Room 129 is the Nautical Archaeology library, which contains thousands of books and reprints pertaining to the history and archaeology of maritime activities.

Collections Facility

The Anthropology Research Collections supports and complements the Department of Anthropology’s goals of education and research focused on understanding the human experience across space and time. The collections facility, primarily housed in rooms 236 and 237, serves this mission primarily through maintaining, and making available to researchers, anthropological materials collected during research projects led by Texas A&M faculty and students.

Historically, the collections facility curated prehistoric, historic and
ethnographic collections acquired as a result of anthropological research, archaeological survey and excavation conducted by a succession of research centers including the Anthropology Research Laboratory, Center for Archaeological Research, Center for Environmental Archaeology, and Center for Ecological Archaeology, as well as by other members of the Department of Anthropology, donations, and scholarly exchange. In 2008, the Department decided that — due to limited funds and space — the collections facility would become a closed repository. During this reorganization, the position of Collections Manager (held for many years by Ms. Patricia Clabaugh) was replaced with a Faculty Curator. Dr. Suzanne Eckert was appointed to that position. The Anthropology Research Collections considers curating materials collected by TAMU Anthropology faculty and students, when a more appropriate facility can not be found to house the collection and its collections-policy criteria are met.

Space in the collections facility is provided for non-TAMU researchers performing responsible analyses that conform to state and federal laws as well as ethical guidelines outlined by the Society for American Archaeology. Suzanne Eckert currently serves as the Department’s Curator of Collections.

**Computing Operations**

During the past several years, the College of Liberal Arts has shifted from departmental-centered instructional (IT) support to a consolidated college IT staff with centralized services. These services include network storage space, daily backups of data, email, web access, and a help desk. Departmental file storage is networked so faculty and students have access to their data regardless of what computer they are physically logged into. Nearly all faculty and graduate-assistant work stations in laboratories in the department are hard-wired to the college server. In addition, wireless internet is available throughout the Anthropology Building.

When a new professor is appointed to the department’s faculty, she/he receives as part of a standard start-up package a personal computer. After that, every four years faculty members can apply for a new personal computer; older machines are repurposed for use in other areas that assist in the department’s overall mission. Most Faculty choose Windows-based PCs; however, a few have Apple computers.

For faculty and staff operating on the Liberal Arts network, the college provides Microsoft licensing and other software including Identity Finder, SPSS, and Atlas.ti.

The department maintains a small computer laboratory available to
graduate students. While in past years the student computer lab had as many as seven personal computers, a loss in space during the recent renovation is causing the number of personal computers to drop to just three. The student computer lab offers scanning, plotting, and printing facilities. Among these is a large color plotter available to print full-sized conference posters.

**Teaching Facilities**

The Department of Anthropology controls three “smart” classrooms located in the Anthropology Building. Rooms 130 and 214 are lecture-style classrooms that hold about 30-36 and 27-30 students, respectively. Both of these classrooms are networked and have a personal computer, audio-visual hardware, Powerpoint projector, and smartboard. Room 300 is a dedicated biological anthropology teaching laboratory. It, too, is a fully networked smart classroom, and it seats about 20 students. Room 300 typically is used only for lab sections associated with ANTH 225 (Physical Anthropology).

The department also has four smaller rooms in the Anthropology Building that serve as meeting and seminar spaces: rooms 113, 209, 220, and 300B (Figure 1-19). Each can conveniently seat about 10-12 people around a single seminar table. While Room 220 is managed by the department, rooms 113, 209, and 300B are managed by INA, CSFA, and the Biological Anthropology Program, respectively.

Several research laboratories in the department occasionally double as teaching laboratories. Room 102 (Conservation Research Laboratory) is used to teach ANTH 605 and
Table 1-1. Programs and Special Expenses Budget for Department of Anthropology.

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<td>Staff computers &amp; software</td>
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<td>Website development</td>
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<td>Curation (NAN Ranch &amp; Hinds Cave)</td>
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<td>Job search expenses</td>
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<td>Building renovations</td>
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<td><strong>Total</strong></td>
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<td>$65,010.00</td>
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</table>
606 (Conservation of Archaeological Resources I and II, respectively). Room 105 (Steffy Ship Reconstruction Laboratory) is typically used to teach ANTH 614 (Books and Treatises on Shipbuilding), ANTH 616 (Research and Reconstruction of Ships), and ANTH 618 (Medieval Seafaring in the Mediterranean). Room 302 (Ceramics Laboratory) is typically used to teach ANTH 646 (Ceramic Artifact Analysis), and Room 305 (Zooarchaeology Laboratory) is typically used to teach ANTH 625 (Zooarchaeology).

**Fiscal Information**

The Department of Anthropology's operating budget is set by the Dean of the College of Liberal Arts, and is based on a variety of factors including the number of faculty and the number of weighted student credit hours. The FY12 base budget totaled $1,972,686. Of this, $1,645,327 was dedicated to faculty salaries, $146,974 to staff salaries, $95,275 to graduate-assistant salaries, and $85,000 to operating expenses.

In terms of operating expenses, each year, the Department Head, in consultation with members of the Executive Committee, sets an operating budget for programs and special expenses. The budget for the last two fiscal years is summarized in Table 1-1. In FY12 this operating budget totaled $56,107.72, and in FY13 it increased by 11%, to $62,450. Additional operating budget funds (the balance of the $85,000 in operating expenses mentioned above) are used for office expenses, such as office supplies and copy machine rental fees.
Chapter 2.
2011 Strategic Plan

In May 2011, the Department of Anthropology prepared a strategic plan for the College of Liberal Arts. The plan has served as a guide for departmental decisions and strategies in the past 1.5 years. This chapter presents the original plan, occasionally providing updated information as well as parenthetical references to changes that have occurred since its approval.

Distinctive Features of the Anthropology Department

Anthropology involves the study of humans, past and present, using a holistic, comparative approach. Within North America, the discipline of anthropology is divided into four subfields: archaeology, cultural anthropology, biological anthropology, and linguistic anthropology. The “four-field” approach to anthropology is rooted in the history of the discipline and still characterizes the majority of research universities. In most anthropology departments, cultural anthropology is the largest subfield, followed by archaeology. Biological anthropology is typically the smallest program, and linguistic anthropology is absent in many departments.

The Texas A&M (TAMU) Anthropology Department is a medium-sized department with three of the four subfields. The department is unique in having a large number of archaeologists (14) relative to cultural anthropologists (7). Nationwide, only three other research universities have anthropology departments where archaeologists outnumber cultural anthropologists: University of Arizona, Arizona State University, and University of Missouri. Of the five universities in Texas that offer a PhD degree in Anthropology (Table 2-1), TAMU is the only one with this characteristic. Southern Methodist University (SMU) is split 50:50 between cultural anthropology and archaeology. UTSA is evenly divided among three subfields, while University of Texas-Austin and Rice are dominated by cultural anthropology.

TAMU is also unique in that the archaeologists are divided into two programs: nautical archaeology and prehistoric archaeology.
TAMU and the University of West Florida have the only anthropology departments in the nation with this particular organizational structure. The very existence of nautical archaeology is a distinctive feature, as this subspecialty is not found at most universities. The prehistoric archaeology program is comprehensive, with multiple areas of expertise (listed below) and two interconnected foci – ecological archaeology and First Americans archaeology.

Each subfield in anthropology contains many topical, temporal, and/or geographical research specialties. Anthropology departments typically include a wide breadth of specialties. At TAMU, the following specialties are represented:

- **Prehistoric Archaeology**: first Americans (Paleoindian) archaeology; ecological archaeology (including palynology, paleoethnobotany, and diet); lithic and ceramic technology; hunter-gatherers; warfare; geoarchaeology; zooarchaeology;
- **Nautical Archaeology**: ship construction; seafaring through the ages; maritime commerce, cargoes and ports; artifact conservation methods;
- **Cultural Anthropology**: globalization and transnational processes; human behavioral ecology; economic anthropology; folklore; the African Diaspora;
- **Biological Anthropology**: hominin evolution especially in Pliocene and Pleistocene periods; bioarchaeology, paleodiet; primate behavioral ecology and conservation.

Other Texas universities also have a breadth of research specialties. Table 2-1, however, focuses on those areas which are particularly strong, illustrating that the strengths at TAMU do not significantly overlap with the strengths at other Texas universities.

A striking feature of the TAMU Anthropology Department is the presence of two research centers and one independent non-profit institute devoted to archaeological research (discussed above in Chapter 1 and more below).

Finally, the department is notable in its commitment to ethical principles. As of May 2011, the department was among the first nationwide to be in compliance with the Native American Graves Protection and Repatriation Act (NAGPRA), a U.S. federal law that requires institutions that receive federal funding to return cultural materials to respective Native American groups. In addition, the department regularly offers an ethics course, and students won the national Ethics Bowl at the 2010 annual meeting of the Society for American Archaeology.
The majority of faculty members in TAMU's Anthropology Department have nationally prominent research records in their respective areas. As detailed in Chapter 3, the success of the department can be measured by recent publications by faculty and graduate students in top-tier anthropology journals (such as *American Anthropologist, American Journal of Physical Anthropology, and Current Anthropology*); grants funded by competitive external agencies (such as the National Science Foundation, Fulbright Foundation, and Wenner Gren Foundation for Anthropological Research); and service on journal editorial boards, grant review panels, and national organizations. Research by anthropology faculty has made national news headlines several times in the past few years. This includes Darryl de Ruiter's articles in *Science* and *Nature* documenting a new hominin species, Sharon Gursky-Doyen's discovery of the pygmy tarsier, and Vaughn Bryant's study of illegally imported honey.

Although many individual faculty members have strong research records, an outside observer would note that TAMU's Anthropology Department has two clear strengths: (1) nautical archaeology, and (2) first Americans archaeology (a specialty within the Archaeology Program that is closely intertwined with ecological archaeology). Both strengths are areas where the department is already competing successfully with highly ranked departments in the nation. The section below highlights some of the achievements that demonstrate the national and international prominence of these areas.
**Nautical Archaeology**

The Nautical Archaeology Program includes professors Filipe Castro, Donny Hamilton, and Shelley Wachsmann; Associate Professors Debbie Carlson, Kevin Crisman, Cemal Pulak, and Wayne Smith.

**Research Center and Non-Profit Institute.** The Center for Maritime Archaeology and Conservation (CMAC) operates eight research laboratories that specialize in artifact conservation, ship reconstruction and modeling, and shipwreck studies. CMAC publishes a semi-annual newsletter (*CMAC News and Reports*), and organizes both a brown bag lecture series (10 per year) and an invited speaker series (5 per year). The Institute of Nautical Archaeology (INA) is an international non-profit research institute that specializes in documenting, excavating and preserving underwater archaeological sites (Figure 2-1). INA produces a newsletter (*The INA Quarterly*) and a yearbook (*The INA Annual*). Nautical archaeology at TAMU is supported by $7.8 million in endowments.

**High-Profile Research and Publications.** Nautical archaeology faculty members have published a total of fifteen books (with several more forthcoming). They also regularly publish articles in peer-reviewed journals appropriate to this specialty, including *International Journal of Nautical Archaeology*, *Historical Archaeology*, *American Journal of Archaeology*, and *Hesperia*. Research conducted by TAMU nautical archaeologists is frequently

![Figure 2-1](image)

*Figure 2-1*. The Institute of Nautical Archaeology, affiliated with the Nautical Archaeology program at TAMU, maintains a world-class curation and analysis facility in Bodrum, Turkey.
showcased in popular magazines, such as National Geographic and Archaeology. Given the university's reputation in nautical archaeology, TAMU University Press offers the world's leading book series in nautical archaeology. Hamilton (with two NAP graduate students) recently co-edited the Oxford Handbook of Maritime Archaeology.

**Faculty Prominence.** In recent years, Wachsmann and Carlson were both selected for the prestigious Martha S. Joukowsky Lecture-ship (a lecture tour of 12 venues and with a stipend of $12,500 administered by the Archaeological Institute of America). Hamilton was invited to give the plenary address at the Society for Historical Archaeology annual meetings. Carlson currently serves as the President of the Institute of Nautical Archaeology. Castro serves on the editorial boards of Historical Archaeology, Nautical Research Journal, and Archaeonautica.

**High Caliber of Graduate Students.** The Nautical Archaeology Program (NAP) receives approximately 50 applications a year for about 12 slots. Many applicants have undergraduate degrees from highly ranked institutions, including Michigan, Penn State and Boston. In 2011, the average GRE score for incoming students was 1240. Within the past year, NAP graduate Kroum Batcharov accepted a tenure-track position at the University of Connecticut, and NAP graduate Ben Ford accepted a tenure-track position at Indiana University of Pennsylvania.

**Patents.** Hamilton and Smith have 11 patents for specific conservation methods.

**First Americans Archaeology**

The first Americans program includes professors Ted Goebel and Michael Waters, and Research Assistant Professor Kelly Graf.

**Research Center.** The Center for the Study of the First Americans (CSFA) is a research center that focuses on questions related to human dispersal and settlement during the late Pleistocene. CSFA has $3.3 million in research endowments, and publishes a quarterly newsletter (The Mammoth Trumpet) and through 2012 a peer-reviewed journal (Current Research in the Pleistocene). In 2010, the Center launched a new speaker series with two invited lectures per year.

**High-Profile Research and Publications.** Waters’ recent articles in Science on pre-Clovis lithic assemblages at the Friedkin and Manis sites were international news stories. Goebel, Waters and Graf regularly publish their work in top peer-reviewed publications, such as Science, Nature, Journal of Archaeological Science and American Antiquity. TAMU Press has established a book series on Paleoamerican archaeology due to the university’s
strength in this area, and they display, advertise, and distribute CSFA books. Goebel and Waters have two separate volumes recently published with TAMU Press, and Graf has a co-edited volume with University of Utah Press.

**Faculty Prominence.** In addition to giving multiple invited lectures in recent years, Goebel, Graf and Waters have had active grants from the National Science Foundation (NSF), National Geographic Society, and Elfrieda Frank Foundation (for a total of $474,207) (Figure 2-2).

**High Caliber of Graduate Students.** CSFA currently has nine PhD and two MA students. Many applicants have undergraduate degrees from highly ranked universities, including Harvard University and American University. The average GRE score for current students is 1210. In the past few years, five graduate students have received NSF dissertation grants. As a relatively new area in the department, the first generation of CSFA students are just beginning to complete their doctorates. One of the first, Dr. Ashley Smallwood, began a tenure-track faculty appointment at another university in 2012.

**Benchmarks**

**Department Rankings**

The National Research Council (NRC) ranks graduate programs in anthropology every ten years. The TAMU anthropology program introduced a PhD program in archaeology in 1986. PhD programs in biological anthropology and cultural anthropology were added in 1994 (Figure 2-3). Due to the relatively new status of the PhD programs in Anthropology, the 2010 rankings were the first to include the TAMU Anthropology
The 2010 NRC rankings are based on data collected from 2005-2007, which is just a few years after CSFA moved to TAMU. The NRC ranked 84 anthropology PhD programs using two different ranking systems (survey-based and regression-based). An additional seventy graduate programs, including UTSA, were not ranked because they were too new and/or too small. To minimize bias, the NRC pre-

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<th>Overall Survey-Based Ranking</th>
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<th>Publications</th>
<th>Grants</th>
<th>Student Outcomes</th>
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<td>24 (15-36)</td>
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<td>University of Florida</td>
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</tr>
<tr>
<td>University of Illinois, Urbana-Champaign</td>
<td>42 (33-51)</td>
<td>39 (28-53)</td>
<td>43 (31-54)</td>
<td>23 (13-41)</td>
<td>61 (40-72)</td>
<td>28 (13-41)</td>
<td>7 (4-13)</td>
</tr>
<tr>
<td>UNC-Chapel Hill</td>
<td>49 (34-60)</td>
<td>65 (51-72)</td>
<td>73 (63-79)</td>
<td>77 (41-71)</td>
<td>71 (58-77)</td>
<td>31 (15-47)</td>
<td>38 (23-46)</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>53 (36-59)</td>
<td>67 (50-73)</td>
<td>36 (25-49)</td>
<td>13 (4-22)</td>
<td>52 (29-68)</td>
<td>65 (50-71)</td>
<td>67 (57-76)</td>
</tr>
<tr>
<td><strong>TEXAS UNIVERSITIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UT-Austin</td>
<td>11 (8-30)</td>
<td>29 (21-40)</td>
<td>57 (50-66)</td>
<td>55 (43-69)</td>
<td>59 (38-73)</td>
<td>16 (6-38)</td>
<td>4 (2-9)</td>
</tr>
<tr>
<td>Rice University</td>
<td>47 (31-59)</td>
<td>72 (62-77)</td>
<td>77 (66-79)</td>
<td>82 (71-84)</td>
<td>79 (75-81)</td>
<td>15 (4-45)</td>
<td>15 (10-26)</td>
</tr>
<tr>
<td>Texas A&amp;M</td>
<td>61 (44-71)</td>
<td>60 (40-73)</td>
<td>48 (28-62)</td>
<td>35 (20-68)</td>
<td>12 (3-44)</td>
<td>64 (35-79)</td>
<td>75 (68-79)</td>
</tr>
<tr>
<td>SMU</td>
<td>69 (57-76)</td>
<td>71 (55-77)</td>
<td>39 (24-54)</td>
<td>42 (23-73)</td>
<td>7 (1-36)</td>
<td>58 (41-68)</td>
<td>81 (78-82)</td>
</tr>
</tbody>
</table>

Source: Phds.org website based on NRC 2010 dataset of 84 ranked programs. About 70 programs were not ranked.
sented the data as a range of rankings. As illustrated in Table 2-2, the TAMU Anthropology Department ranking ranges from 44-71 in the regression-based survey and from 40-73 in the survey-based survey, for an average ranking of around 60 out of 84 in both surveys.

Table 2-2 shows how TAMU’s Anthropology Department compares to Vision 2020 (TAMU’s current development campaign) Peer Institutions and other Texas Universities. Based on the relative range of rankings, four of these universities are categorized as aspirant peer universities: UC-Berkeley, UCLA, Penn State and UT-Austin. Six others are categorized as peer universities: Florida, Illinois, UNC, Ohio State, Rice and SMU.

In overall rankings, TAMU ranks below all of these peer institutions, with the exception of SMU and possibly Rice. However, in terms of overall research productivity, TAMU ranks above UNC, UT-Austin, and Rice. The department’s grant record is extremely strong, with TAMU ranking above all peers other than SMU. The department’s publication record is also particularly strong, with TAMU ranking above UC-Berkeley, UCLA, Florida, UNC, UT-Austin, Rice and SMU. This suggests that TAMU’s Anthropology Department is competitive with all of the designated peer institutions on some of the most important indicators of excellence.

In contrast to strengths in research productivity, TAMU is relatively weak in the general category of student outcomes, ranking below all peer institutions except Florida and Ohio State. This category includes the proportion of students funded, length of time to complete a degree, and graduate placement record. Two sub-categories are particularly troublesome: TAMU is ranked 80th on the proportion of students funded and 78th on graduate placement record upon graduation. TAMU’s placement record, however, is much better if one looks at a three-year window. TAMU also scores low in the area of diversity, ranking near the bottom with Penn State and SMU. This variable takes into account gender and ethnic/racial diversity among faculty and students. The outcome in this category should be higher now due to recent strides in increasing diversity among faculty and graduate students.

Program Rankings

There are no current rankings of archaeology programs, or sub-specialties within archaeology. Based on faculty size, student quality, number of course offerings, and endowment funding, it is reasonable to argue that TAMU has the strongest programs in nautical archaeology and first Americans archaeology.
There are no comparable PhD-granting institutions in nautical archaeology. Eastern Carolina University (ECU) and University of West Florida offer an MA degree and BA degree respectively in Maritime Studies. Several universities have a single scholar specializing in nautical archaeology (often TAMU graduates): Florida State, Rhode Island, Connecticut, and Indiana. (TAMU graduates are employed at ECU, UWF and Connecticut.)

There are few institutions that have a comparable strength in PaleoAmerican (i.e. first Americans) archaeology. The University of Wyoming, however, has a PhD program in Paleoindian archaeology, six affiliated archaeologists, and one research institute (the Frison Institute). Several other departments have a single scholar who specializes in this field, but no coherent focus or program. This includes New Mexico, Arizona, Southern Methodist, Oregon, Oregon State, and Oklahoma.

**Metrics for Measuring Progress**

Although TAMU has two nationally prominent programs, the NRC rankings reveal several areas where the Anthropology Department needs to improve. This strategic plan outlines five general goals to enhance the department, and specific strategies to achieve each goal. Funding for additional graduate-student assistantships and faculty lines in the two designated strength areas are considered to be “tipping points” where strategic investment will improve the department’s national reputation and rank.

**Goal One: increase funding opportunities to attract and retain high**

---

*Figure 2-3. The Biological Anthropology Program has long had a presence in bioarchaeology, most recently with the Mesoamerican studies conducted by Lori Wright and her students.*
caliber graduate students. Due to recent budget cuts, the Anthropology Department is only able to provide graduate teaching and research assistantships for approximately one-quarter of enrolled graduate students. Further, the pay rate for GA positions ($9,100/year) is below the national average and the TAMU average ($13,403/year). This situation severely limits the department’s ability to attract and retain the best students. [In 2012-13, the department increased the number of assistantships, and increased the stipend to $10,100/year; see Chapter 4 for more information.]

Strategies: (1) Secure more graduate assistantships from the Strategic Development Fund, faculty grants, and other sources. (2) Continue to nominate students for Merit and Diversity awards through OGS. (3) Target private and corporate fund-raising efforts on graduate student funding. (4) Explore the possibility of using some departmental funds to provide graduate work-study positions. [The department attempted the last strategy in 2012, but changes in the work-study program now limit graduate-student eligibility.]

Goal Two: improve placement record of PhD graduates. Anthropology graduate students (from all four programs) have received tenure-track positions at peer institutions (including Brown, Maine, Nebraska, Washington State, Connecticut, Central Florida, Indiana University of Pennsylvania). However, in recent years, only 33% of our PhD

Figure 2-4. Cultural anthropologists in the Anthropology Department work in a variety of contexts, for example studying Lamaleran whale hunting in Indonesia.
graduates have secured academic positions. Many others receive relevant employment in museums, cultural resource management, and government agencies.

Strategies: (1) Continue to offer professional training workshops and courses on proposal writing, teaching, publishing and the job market so students will be competitive on the academic job market. [In 2011, the department appointed a Placement Coordinator to assist students on the job market.] (2) Since most academic jobs are more broadly defined than “nautical archaeology” or “first Americans archaeology,” encourage students interested in academic positions to receive broad training in anthropology. (3) Increase teaching opportunities for PhD students. (4) Establish post-doc research and teaching positions for PhD graduates to allow more time for graduates to find a tenure-track position.

Goal Three: strengthen the national profile of the archaeology programs. Although nautical archaeology and first Americans archaeology have achieved national and international prominence, further steps can be taken to maintain and strengthen these areas and other foci within archaeology.

Strategies: (1) Apply for additional tenure-track faculty lines in archaeology through the Strategic Development Fund. Initially, new hires in archaeology would focus on the designated strengths. Subsequent hires may be targeted at other areas within archaeology, such as ecological archaeology, that complement these strengths. [The department is currently undergoing a search for a new tenure-track position in first Americans archaeology.] (2) CMAC and CSFA have plans to raise the national visibility of these programs by hosting national symposia in the near future. [CSFA has organized the “Paleoamerican Odyssey” convention to be held in Santa Fe, New Mexico, in October 2012.] (3) The department will promote its new undergraduate track in archaeology and investigate the possibility of adding a BA in Archaeology within 5 years. [A new BA track in Archaeology was approved in Spring 2012, and dozens of students are pursuing this track already.] (4) The department will develop an archaeological field school for undergraduates. [The department offered field schools in Alaska and Idaho during the summers of 2011 and 2012, respectively, and plan two field schools for summer 2013, in Alaska and New Mexico.]

Goal Four: Maintain and strengthen biological and cultural anthropology. Faculty and graduate students in these other areas contribute significantly to the department’s success in research productivity, graduate student outcomes, and diversity (Figure 2-4). These subfields
are also essential for training well-rounded graduate students in both archaeology programs.

**Strategies:** (1) The department will work to develop stronger links between all programs by establishing themes that cut across the subfields. (2) Graduate students working in these subfields will continue to be supported by GA positions and travel money. (3) Additional hires in these subfields will be considered after several hires are made in archaeology, and/or faculty departures in these areas occur.

**Goal Five: Attract and retain graduate students and faculty from underrepresented groups.** Currently, nine of the 26 full-time faculty members are women, including four women of color. [However, in 2012 the department experienced the loss of two women of color faculty members, and in 2013 we expect the loss of an Hispanic male professor.] Approximately 55% of the graduate students are female and 10% are from underrepresented groups.

**Strategies:** (1) The department has plans to host a symposium and panel on diversity and climate issues in Spring 2012. [The department received funds from the college to host two diversity-related lectures, and in Spring 2012 hosted a two-day symposium and panel on diversity.] (2) The department's Diversity Committee will work on developing new diversity initiatives, including departmental diversity awards; mentoring program for graduate students from underrepresented groups; and departmental workshops on diversity issues in the classroom. (3) All faculty searches will involve efforts to ensure a diverse pool of applicants. (4) The department will continue to nominate students for Diversity Fellowships. [Two incoming students received Diversity Fellowships in 2012.]
Chapter 3.
Anthropology Faculty Profile

Demographics and Diversity

The faculty of the Department of Anthropology at Texas A&M University currently consists of 23 tenured or tenure-track faculty members and three non-tenure track faculty members (Table 3-1). These include ten professors, twelve associate professors, and two assistant professors. The non-tenure track positions include a half-time senior professor, half-time research assistant professor, and a full-time, one-year visiting assistant professor. Faculty biographies and CVs are presented in Appendix A.

Of 26 faculty members, 18 are men, eight are women. Six hail from other countries (Filipe Viera de Castro, Portugal; Darryl de Ruiter, Wayne Smith, and Lori Wright, Canada; Cemal Pulak, Turkey; and Shelley Wachsmann, Israel). One professor is African American, one is Asian American, and one is Hispanic.

All tenured or tenure-track faculty are members of the graduate faculty and eligible to chair supervisory committees for graduate students and teach graduate classes. Bruce Dickson, Senior Professor, Kelly Graf, Research Assistant Professor, and Travis Du Bry, Visiting Assistant Professor, are also members of the graduate faculty.

Seven of our faculty are in part-time departmental administrative positions and teach reduced loads. Cynthia Werner serves as Department Head, Deborah Carlson is President of the Institute of Nautical Archaeology, Michael Waters is Director of the Center for the Study of the First Americans, Kevin Crisman (Figure 3-1) serves as Director of the Center for Maritime Archaeology and Conservation, Ted Goebel is Associate Department Head and Associate Director of the Center for
Sheela Athreya serves as Director of Graduate Studies, and Suzanne Eckert is Curator of Anthropological Collections.

Two faculty members hold joint positions with other departments: Michael Waters with Geography and Fadeke Castor with Africana Studies. Waters’ primary department is Anthropology (75:25), while Castor’s affiliation is 50:50.

Table 3-1. Tenure-track faculty by program area within Anthropology.

<table>
<thead>
<tr>
<th>Archaeology</th>
<th>Biological Anthropology</th>
<th>Cultural Anthropology</th>
<th>Nautical Archaeology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vaughn Bryant</td>
<td>Sheela Athreya</td>
<td>Michael Alvard</td>
<td>Deborah Carlson</td>
</tr>
<tr>
<td>David Carlson</td>
<td>Darryl de Ruiter</td>
<td>Fadeke Castor</td>
<td>Filipe Castro</td>
</tr>
<tr>
<td>Suzanne Eckert</td>
<td>Sharon Gursky</td>
<td>Norbert Dannhaeuser</td>
<td>Kevin Crisman</td>
</tr>
<tr>
<td>Ted Goebel</td>
<td>Lori Wright</td>
<td>Tom Green</td>
<td>Donny Hamilton</td>
</tr>
<tr>
<td>Alston Thoms</td>
<td></td>
<td>Cynthia Werner</td>
<td>Cemal Pulak</td>
</tr>
<tr>
<td>Michael Waters</td>
<td></td>
<td>Jeff Winking</td>
<td>Wayne Smith</td>
</tr>
</tbody>
</table>

The Department of Anthropology also has eight endowed chairs and professorships in archaeology, the most of any department in the College of Liberal Arts (30%). Donny Hamilton holds the George T. and Gladys H. Abell Chair in Nautical Archaeology and the George O. Yamini Family Chair in Nautical Archaeology. Cemal Pulak and Filipe Castro hold Frederick R. Mayer Professorships in Nautical Archaeology.

Figure 3-1. Kevin Crisman serves as Director of the Center for Maritime Archaeology and Conservation and chairs many graduate committees.
Table 3-2. New tenure-track or tenured faculty hires since 2003.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Start Date</th>
<th>Rank</th>
<th>When Hired</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darryl de Ruiter</td>
<td>Fall 2003</td>
<td>Assistant</td>
<td>Biological Anthropology</td>
<td></td>
</tr>
<tr>
<td>Sheela Athreya</td>
<td>Fall 2004</td>
<td>Assistant</td>
<td>Biological Anthropology</td>
<td></td>
</tr>
<tr>
<td>Deborah Carlson</td>
<td>Fall 2004</td>
<td>Assistant</td>
<td>Nautical Archaeology</td>
<td></td>
</tr>
<tr>
<td>Suzanne Eckert</td>
<td>Fall 2005</td>
<td>Assistant</td>
<td>Archaeology</td>
<td></td>
</tr>
<tr>
<td>Ted Goebel</td>
<td>Fall 2006</td>
<td>Associate</td>
<td>Archaeology</td>
<td></td>
</tr>
<tr>
<td>Sara Busdiecker</td>
<td>Fall 2007</td>
<td>Assistant</td>
<td>Cultural Anthropology/Africana Studies</td>
<td></td>
</tr>
<tr>
<td>Neha Vora</td>
<td>Fall 2008</td>
<td>Assistant</td>
<td>Cultural Anthropology/Women's &amp; Gender Studies</td>
<td></td>
</tr>
<tr>
<td>Jeff Winking</td>
<td>Fall 2008</td>
<td>Assistant</td>
<td>Cultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>Fadeke Castor</td>
<td>Fall 2009</td>
<td>Assistant</td>
<td>Cultural Anthropology/Africana Studies</td>
<td></td>
</tr>
</tbody>
</table>

*Start date indicates when faculty were hired into tenure/tenure-track position.

...biology, Shelley Wachsmann holds the Meadows Professor of Biblical Archaeology, and Deborah Carlson holds the Sara W. and George O. Yamin Professorship in Nautical Archaeology. Michael Waters holds the Endowed Chair in First Americans Studies, and Ted Goebel holds the Endowed Professorship in First American Studies.

Of 23 current tenure-track professors, six are assigned to the Archaeology Program, seven to the Nautical Archaeology Program, six to the Cultural Anthropology Program, and four to the Biological Anthropology Program (Table 3-1). In addition, non-tenure-track lines include one half-time research assistant professor position and one half-time senior professor in archaeology as well as one full-time visiting assistant professor position in cultural anthropology. Currently, the department has an open search to fill a seventh tenure-track position in archaeology.

During the past decade the department has seen 18% growth in the number of faculty (Figure 3-2). In 2003, there were 22 faculty lines and 22 full-time equivalent positions (FTEs), whereas today there are 26 lines and 24.5 FTEs. The number of faculty peaked at 27 in 2010 and 2011, the complement of 25 FTEs.

Nine new tenure-track or tenured faculty have joined the faculty since 2003 (Table 3-2). Four of these were in cultural anthropology, two in archaeology, two in biological anthropology, and one in nautical archaeology.

Four professors have left the faculty in the last decade (Table 3-3). Robson Bonnichsen passed away in 2004 and Sylvia Grider retired...
Figure 3-2. Faculty composition and duration at rank.
Table 3-3. Faculty departures since 2003.

<table>
<thead>
<tr>
<th>Name</th>
<th>Departure Date</th>
<th>Field</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robson Bonnichsen</td>
<td>Dec 2004</td>
<td>Archaeology</td>
<td>Passed away</td>
</tr>
<tr>
<td>Sylvia Grider</td>
<td>Jan 2007</td>
<td>Cultural Anthropology</td>
<td>Retired</td>
</tr>
<tr>
<td>Sara Busdiecker</td>
<td>May 2012</td>
<td>Cultural Anthropology/Africana Studies</td>
<td>Recruited away, Spelman College</td>
</tr>
<tr>
<td>Neha Vora</td>
<td>May 2012</td>
<td>Cultural Anthropology/Women’s &amp; Gender Studies</td>
<td>Recruited away, Lafayette College</td>
</tr>
</tbody>
</table>

in 2007, while Sara Busdiecker and Neha Vora moved to academic posts at other colleges in 2012.

The Anthropology Faculty is a “maturing” one (Table 3-4). Thirty-six percent are full professors, 44% are associate professors, and only 16% are assistant professors. Since 2003, eight faculty have been promoted to associate professor with tenure (Figure 3-2), a 100% success rate. However, only five faculty have been successfully promoted to full professor. Nonetheless, in 2012, with the promotions of Sharon Gursky-Doyen and Lori Wright (Figure 3-3), the Department of Anthropology has its first female full professors. Among the two tenure-track assistant professors, Jeff Winking is scheduled to undergo tenure and promotion review in Fall 2013.

**Teaching Loads and Teaching Evaluations**

The standard course load in the Department of Anthropology is two courses per semester.

Table 3-4. Faculty by rank.

<table>
<thead>
<tr>
<th>Rank</th>
<th>No. of Faculty Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Professor</td>
<td>1</td>
</tr>
<tr>
<td>Professor</td>
<td>9</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>12</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>2</td>
</tr>
<tr>
<td>Visiting Assistant Professor</td>
<td>1</td>
</tr>
<tr>
<td>Research Assistant Professor</td>
<td>1</td>
</tr>
</tbody>
</table>

Figure 3-3. In 2012, Lori Wright, along with Sharon Gursky-Doyen, became the first female full professors in the Anthropology Department’s history.
Individual faculty members are eligible for course-load reductions when holding administrative posts. Also, assistant professors who have passed mid-tenure review typically receive a semester release from teaching, during their fourth year in the program. According to current College of Liberal Arts policy, the Department Head, after serving a full term, receives a two-semester course release so that he/she can reorient toward full-time research and teaching. Faculty members are also eligible to apply for faculty-development leave at six-year intervals. Other course-load reductions are occasionally granted on an ad hoc basis, for example if a professor is able to “buy out” of teaching through an external grant, or if an awarded fellowship requires the full attention of the professor.

Summer-term teaching is typically not considered part of a faculty member’s normal teaching load. The Department offers a few summer courses, primarily Anth 201 (Introduction to Anthropology), Anth 205 (Peoples and Cultures of the World), Anth 330 (Field School) (Figure 3-4), Anth 410 (Anthropological Theory), and Anth 415 (Anthropological Writing). Typically about half of these sections are taught by faculty, with the other half being instructed by advanced PhD students.

Teaching evaluations of Anthropology faculty follow the standard web-based evaluation process of the

Figure 3-4. The 2011 archaeological field school at Dry Creek, Alaska, led by Kelly Graf.
College of Liberal Arts (see Chapter 6, on Assessment). Students are expected to respond to a battery of descriptions about the instructor and course, including “On the whole, this is a good instructor” and “On the whole, this was a good course.” Unfortunately, given that these evaluations are conducted online and not in class, student involvement in the evaluation process is not guaranteed. In academic year 2014, the University plans on implementing a new evaluative system.

Student evaluations constitute the only regular method through which faculty teaching in Anthropology is evaluated. Tenured senior faculty, however, conduct peer evaluations of untenured professors’ courses during mid-tenure and tenure review, and starting in 2012, such peer evaluations are conducted as part of the review process for promotion of an associate professor to full professor.

**Awards and Accolades**

Anthropology faculty have been successful at earning University awards for teaching and research. In teaching, seven active faculty have been granted a college-level Distinguished Faculty Teaching Award from the TAMU Association of Former Students: Vaughn Bryant (1974), David Carlson (1992), Norbert Dannhaeuser (1999), Bruce Dickson (1983 and 1998), Tom Green (1990, 2009), Michael Waters (1998), and Suzanne Eckert (2012). Moreover, although the Student Led Award for Teaching Excellence (SLATE) was recently discontinued by the University (in part because of perceived redundancy with other teaching-award programs), Cynthia Werner, Jeffrey Winking (Figure 3-5), and Michael Waters received SLATE awards in 2008, 2009, and 2011, respectively. Hence, nine active faculty (35%) in the department have been recognized for outstanding teaching, five (17%) since 2003.

Three faculty have recently received research awards at Texas A&M. Darryl de Ruiter (Figure 3-6) was granted the College of Liberal Art’s prestigious Ray A. Rothrock ’77 Fellowship for Outstanding...
Table 3-5. Measures of faculty success described in text.

<table>
<thead>
<tr>
<th>Productivity Measure</th>
<th>2003-7</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty with publications in top journals</td>
<td>11/23</td>
<td>6/26</td>
<td>8/26</td>
<td>7/27</td>
<td>9/27</td>
<td>6/26</td>
</tr>
<tr>
<td></td>
<td>(48%)</td>
<td>(23%)</td>
<td>(31%)</td>
<td>(26%)</td>
<td>(33%)</td>
<td>(23%)</td>
</tr>
<tr>
<td>Faculty with published books</td>
<td>10/23</td>
<td>4/26</td>
<td>1/26</td>
<td>2/27</td>
<td>5/27</td>
<td>3/26</td>
</tr>
<tr>
<td></td>
<td>(43%)</td>
<td>(15%)</td>
<td>(4%)</td>
<td>(7%)</td>
<td>(19%)</td>
<td>(12%)</td>
</tr>
<tr>
<td>Faculty with external competitive grants or contracts</td>
<td>14/23</td>
<td>10/26</td>
<td>13/26</td>
<td>8/27</td>
<td>8/27</td>
<td>3/26</td>
</tr>
<tr>
<td></td>
<td>(61%)</td>
<td>(38%)</td>
<td>(50%)</td>
<td>(30%)</td>
<td>(30%)</td>
<td>(12%)</td>
</tr>
<tr>
<td>Faculty with fellowships from external agencies</td>
<td>1/23</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(4%)</td>
<td>(0%)</td>
<td>(0%)</td>
<td>(4%)</td>
<td>(0%)</td>
<td>(0%)</td>
</tr>
<tr>
<td>Faculty with national awards or recognition</td>
<td>3/23</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(12%)</td>
<td>(0%)</td>
<td>(0%)</td>
<td>(0%)</td>
<td>(0%)</td>
<td>(4%)</td>
</tr>
<tr>
<td>Faculty with keynote or distinguished lectures</td>
<td>9/23</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(39%)</td>
<td>(15%)</td>
<td>(15%)</td>
<td>(15%)</td>
<td>(22%)</td>
<td>(8%)</td>
</tr>
<tr>
<td>Proportion of faculty editing or co-editing journals</td>
<td>2/23</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(8%)</td>
<td>(8%)</td>
<td>(8%)</td>
<td>(8%)</td>
<td>(16%)</td>
<td>(0%)</td>
</tr>
<tr>
<td>Faculty serving on journal editorial boards</td>
<td>4/23</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(16%)</td>
<td>(16%)</td>
<td>(12%)</td>
<td>(15%)</td>
<td>(15%)</td>
<td>(19%)</td>
</tr>
</tbody>
</table>

Research, Teaching, and Service in 2009, Lori Wright was granted the College’s 2012 Cornerstone Fellowship, in recognition of her outstanding research and teaching record, and Michael Waters in 2011 was awarded the University-level Distinguished Research Award in Research from the Association of Former Students, and in 2012 he was awarded the Texas A&M Newsmaker of the Year Award, for a series of recent high-impact publications.

Three faculty have received national awards in the last decade (Table 3-5). Vaughn Bryant was awarded the Fryxell Award for Outstanding Botanical Research in Archaeology, by the Society for

![Figure 3-6. Associate Professor Darryl de Ruiter published three research reports in Science and one in Nature in 2011.](image)
Table 3-6. Top-tier science journals in which Department of Anthropology faculty have published since 2003. SJR = Scopus Scientific Journal Rankings.

<table>
<thead>
<tr>
<th>Top-Tier Journal</th>
<th>SJR</th>
<th>Faculty Appearances, 2003-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature</td>
<td>14.548</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>11.187</td>
<td>15</td>
</tr>
<tr>
<td>Proceedings of the National Academy of Sciences</td>
<td>5.350</td>
<td>3</td>
</tr>
<tr>
<td>Philosophical Transactions of the Royal Society</td>
<td>2.985</td>
<td>1</td>
</tr>
<tr>
<td>PLoS One</td>
<td>1.764</td>
<td>1</td>
</tr>
</tbody>
</table>

American Archaeology in 2007 (Figure 3-7). Michael Waters was granted the Rip Rapp Archaeological Geology Award in 2004 and Kirk Bryan Award in 2003, both from the Geological Society of America, and was elected a Fellow of the GSA in 2003.

In terms of service awards, Vaughn Bryant has been recognized twice for service to the university: in 1976 with a University Distinguished Service Award and in 1990 with a Distinguished Achievement Award in Administration. In 2012 Cynthia Werner was awarded an SEC Academic Leadership Development Fellowship, in recognition of her outstanding service to the Department of Anthropology and College of Liberal Arts at Texas A&M.

Figure 3-7. Distinguished winners of national awards, 2003-2012.

- **Vaughn Bryant**
  - SAA Fryxell Award, 2007

- **Michael Waters**
  - GSA Rip Rapp Award, 2003, and Kirk Bryan Award, 2004
Table 3-7. First-tier anthropology/archaeology journals in which Department of Anthropology faculty have published since 2003.

<table>
<thead>
<tr>
<th>First-Tier Journal, Anthropology &amp; Archaeology</th>
<th>AAA Survey</th>
<th>SJR</th>
<th>Faculty Appearances, 2003-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal of Human Evolution</td>
<td>A</td>
<td>2.07</td>
<td>5</td>
</tr>
<tr>
<td>Evolutionary Anthropology</td>
<td>A</td>
<td>2.03</td>
<td>1</td>
</tr>
<tr>
<td>Evolution and Human Behavior</td>
<td>-</td>
<td>1.77</td>
<td>1</td>
</tr>
<tr>
<td>American Ethnologist</td>
<td>A</td>
<td>1.67</td>
<td>1</td>
</tr>
<tr>
<td>Forensic Science International</td>
<td>-</td>
<td>1.33</td>
<td>3</td>
</tr>
<tr>
<td>Journal of Archaeological Science</td>
<td>A</td>
<td>1.21</td>
<td>15</td>
</tr>
<tr>
<td>Cambridge Archaeological Journal</td>
<td>-</td>
<td>1.16</td>
<td>1</td>
</tr>
<tr>
<td>American Journal of Physical Anthropology</td>
<td>A</td>
<td>1.08</td>
<td>10</td>
</tr>
<tr>
<td>Journal of Anthropological Archaeology</td>
<td>A</td>
<td>1.07</td>
<td>5</td>
</tr>
<tr>
<td>Current Anthropology</td>
<td>A</td>
<td>1.07</td>
<td>1</td>
</tr>
<tr>
<td>Journal of the Royal Anthropological Institute</td>
<td>-</td>
<td>0.99</td>
<td>1</td>
</tr>
<tr>
<td>Human Nature</td>
<td>-</td>
<td>0.95</td>
<td>5</td>
</tr>
<tr>
<td>American Antiquity</td>
<td>A</td>
<td>0.86</td>
<td>4</td>
</tr>
<tr>
<td>World Archaeology</td>
<td>-</td>
<td>0.85</td>
<td>1</td>
</tr>
<tr>
<td>Archaeology in Oceania</td>
<td>-</td>
<td>0.82</td>
<td>1</td>
</tr>
<tr>
<td>International Journal of Primatology</td>
<td>-</td>
<td>0.80</td>
<td>7</td>
</tr>
<tr>
<td>American Journal of Human Biology</td>
<td>-</td>
<td>0.71</td>
<td>3</td>
</tr>
<tr>
<td>Archaeometry</td>
<td>-</td>
<td>0.71</td>
<td>2</td>
</tr>
<tr>
<td>American Anthropologist</td>
<td>A</td>
<td>0.69</td>
<td>2</td>
</tr>
</tbody>
</table>

**Publishing**

Anthropology faculty members frequently publish in top-ranked science journals, first-tier anthropology journals, and other first-tier disciplinary journals outside anthropology, and they regularly publish books with academic publishers (Table 3-5).

Specific data on faculty journal publishing are presented in tables 3-6, 3-7, 3-8, and 3-9, with journals being ordered by Scopus Scientific Journal Ranking (SJR). Publishing in top-tier science journals (e.g., *Science*, *Nature*, *Proceedings of the National Academy of Sciences*, *Philosophical Transactions of the Royal Society*, and *PLoS One*) is a measure of the broad impact of faculty research (Table 3-6). Since 2003, seven faculty (30%) have published
Table 3-8. Second-tier anthropology/archaeology journals in which Department of Anthropology faculty have published since 2003.

<table>
<thead>
<tr>
<th>Second-Tier Journal, Anthropology &amp; Archaeology</th>
<th>SJR</th>
<th>Faculty Appearances, 2003-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropological Science</td>
<td>0.64</td>
<td>1</td>
</tr>
<tr>
<td>African Archaeological Review</td>
<td>0.63</td>
<td>1</td>
</tr>
<tr>
<td>Archaeological Prospection</td>
<td>0.62</td>
<td>1</td>
</tr>
<tr>
<td>Geoarchaeology</td>
<td>0.61</td>
<td>6</td>
</tr>
<tr>
<td>International Journal of Osteoarchaeology</td>
<td>0.59</td>
<td>3</td>
</tr>
<tr>
<td>Primates</td>
<td>0.55</td>
<td>1</td>
</tr>
<tr>
<td>Folia Primatologica</td>
<td>0.48</td>
<td>3</td>
</tr>
<tr>
<td>Journal of Field Archaeology</td>
<td>0.47</td>
<td>1</td>
</tr>
<tr>
<td>Journal of Anthropological Science</td>
<td>0.45</td>
<td>1</td>
</tr>
<tr>
<td>Historical Archaeology</td>
<td>0.41</td>
<td>4</td>
</tr>
<tr>
<td>Palynology</td>
<td>0.39</td>
<td>4</td>
</tr>
<tr>
<td>Koedoe</td>
<td>0.38</td>
<td>2</td>
</tr>
<tr>
<td>Ancient Mesoamerica</td>
<td>0.34</td>
<td>1</td>
</tr>
<tr>
<td>Hesperia</td>
<td>0.34</td>
<td>2</td>
</tr>
<tr>
<td>Grana</td>
<td>0.34</td>
<td>2</td>
</tr>
<tr>
<td>Journal of Anthropological Research</td>
<td>0.30</td>
<td>2</td>
</tr>
<tr>
<td>Journal of Ethnobiology</td>
<td>0.28</td>
<td>3</td>
</tr>
<tr>
<td>Marine Technology</td>
<td>0.26</td>
<td>1</td>
</tr>
<tr>
<td>Arctic Anthropology</td>
<td>0.24</td>
<td>1</td>
</tr>
<tr>
<td>International Journal of Nautical Archaeology</td>
<td>0.21</td>
<td>12</td>
</tr>
<tr>
<td>Plains Anthropologist</td>
<td>0.23</td>
<td>1</td>
</tr>
<tr>
<td>American Journal of Archaeology</td>
<td>0.33</td>
<td>2</td>
</tr>
<tr>
<td>Journal of American Folklore</td>
<td>0.15</td>
<td>1</td>
</tr>
<tr>
<td>Journal of Folklore Research</td>
<td>0.14</td>
<td>2</td>
</tr>
<tr>
<td>Asian Ethnicity</td>
<td>0.14</td>
<td>1</td>
</tr>
<tr>
<td>Anthropos</td>
<td>0.13</td>
<td>2</td>
</tr>
<tr>
<td>Ethnology</td>
<td>0.10</td>
<td>1</td>
</tr>
<tr>
<td>Phoenix</td>
<td>0.10</td>
<td>1</td>
</tr>
</tbody>
</table>
in such journals: Sheela Athreya, Vaughn Bryant, Darryl de Ruiter, Ted Goebel, Kelly Graf, Michael Waters, and Jeffrey Winking. Moreover, Bryant, de Ruiter, Goebel, and Waters have appeared multiple times.

First-tier anthropology journals include those with SJR rankings equal to or higher than *American Anthropologist* (0.69), the lowest SJR-ranked journal given a grade of “A” in a recent survey of professional anthropologists conducted by the American Anthropological Association (but incidentally the “flagship” journal of the AAA). As shown in Table 3-7, anthropology faculty regularly publish in such contexts, indicating the relevance and significance of their research in the field. Biological anthropologists in the de-

**Figure 3-8.** In the past decade, Michael Alvard has published articles in leading scientific anthropological journals, three times in *Human Nature*, once in *PNAS*, and once in *Evolutionary Anthropology*.

Anthropology faculty regularly publish in second-tier anthropology/archaeology journals (Table 3-8). Archaeologists, for example, have regularly appeared in *Geoarchaeology, Palynology*, and *Journal of Ethnobiology*; nautical archaeologists in *International Journal of Nautical Archaeology* (Figure 3-9), *Hesperia, Historical Archaeology*, and *American Journal of Anthropology*; biological anthropologists in *Koedoe* and *International Journal of Osteoarchaeology*; and cultural anthropologists in *Anthropos* and *Journal of Folklore Research*. Although not highly ranked by Scopus, many of these are leading sub-disciplinary journals.
Anthropology faculty members also publish in first-tier journals (with SJR rankings greater than or equal to *American Anthropologist*, 0.69) outside anthropology (Table 3-9). These include journals in the geosciences, biological sciences, forensic sciences, and behavioral sciences. In 2011, for example, Michael Waters appeared in *Quaternary Research*, and Ted Goebel co-edited a special issue of *Quaternary International*, in which both he and Kelly Graf published articles.

Perhaps as instructive as identifying where TAMU anthropology faculty publish is where they do not publish. Some important, highly SJR-ranked journals in which our faculty members have not appeared are *Annual Review of Anthropology*, *Social Networks*, *Environmental Ar-

![Figure 3-10. Recent books by anthropology faculty at Texas A&M University.](image)
chaeology, Human Biology, American Journal of Human Genetics, and Medical Anthropology Quarterly. Some of these, however, are journals related to subdisciplines that the current anthropology faculty at TAMU does not cover, for example human genetics, human biology, physiological anthropology, and medical anthropology. Expanding in these directions could enhance the department's future impact on the field.

Many anthropology faculty publish academic books (Figure 3-10). Since 2003, 16 professors have appeared as book authors or editors (70%), some of them multiple times. Tom Green, for example, edited nine books, Sharon Gursky-Doyen edited two books and wrote a third (Figure 3-11), Filipe Castro...
wrote or edited four books, Norbert Dannhaeuser and Cynthia Werner together co-edited two books, Cynthia Werner co-edited a third book, and faculty with the Center for the Study of the First Americans (Michael Waters and Ted Goebel) wrote or edited five books. Some of these are shown in Figure 3-10. Book-publishing efforts continue: Travis Du Bry just co-edited the book Re-inforcing Governance: Development, Poverty and Global Crises, published in 2012 by PIE-Peter Lang, Brussels; Michael Waters coauthored the book The Hogeye Clovis Cache, Texas, currently in press at Texas A&M University Press; and David Carlson has a contract with Cambridge University Press to publish Quantitative Methods in Archaeology Using R, which he will submit to the press in 2013.

Table 3-10 presents citation data for individual faculty in the department, using Google Scholar, accessed October 15, 2012. Google Scholar is an appropriate citation index for anthropologists because books, journal articles, edited-book chapters, and even unpublished reports are tracked, as long as they have been cited by peer-reviewed publications indexed by the Google Scholar database. Moreover, in Google Scholar each publication is weighed equally, irrespective of where it was published.

Google Scholar reports two variables, number of citations and H-index for individual researchers. Number of citations is a useful measure of the relative importance of an individual scholar’s research, while H-index measures both frequency and “cite-ability” of an author’s publications. For H-index, H represents the number of an individual’s works that have been cited H number of
<table>
<thead>
<tr>
<th>Name</th>
<th>Number of Citations</th>
<th>Citations Per Year</th>
<th>H-Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vaughn Bryant</td>
<td>1618</td>
<td>37.6</td>
<td>23</td>
</tr>
<tr>
<td>Filipe Castro</td>
<td>123</td>
<td>11.2</td>
<td>6</td>
</tr>
<tr>
<td>Norbert Dannhaeuser</td>
<td>184</td>
<td>4.7</td>
<td>9</td>
</tr>
<tr>
<td>Ted Goebel</td>
<td>1099</td>
<td>57.8</td>
<td>16</td>
</tr>
<tr>
<td>Sharon Gursky-Doyen</td>
<td>453</td>
<td>30.2</td>
<td>14</td>
</tr>
<tr>
<td>Donny Hamilton</td>
<td>124</td>
<td>3.4</td>
<td>5</td>
</tr>
<tr>
<td>Shelley Wachsmann</td>
<td>313</td>
<td>14.2</td>
<td>10</td>
</tr>
<tr>
<td>Michael Waters</td>
<td>1648</td>
<td>56.8</td>
<td>20</td>
</tr>
<tr>
<td>Lori Wright</td>
<td>1096</td>
<td>60.9</td>
<td>17</td>
</tr>
<tr>
<td>Associate Professors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Alvard</td>
<td>1951</td>
<td>102.7</td>
<td>16</td>
</tr>
<tr>
<td>Sheela Athreya</td>
<td>284</td>
<td>28.4</td>
<td>6</td>
</tr>
<tr>
<td>David Carlson</td>
<td>408</td>
<td>12.4</td>
<td>7</td>
</tr>
<tr>
<td>Deborah Carlson</td>
<td>38</td>
<td>4.8</td>
<td>3</td>
</tr>
<tr>
<td>Kevin Crisman</td>
<td>20</td>
<td>0.9</td>
<td>3</td>
</tr>
<tr>
<td>Darryl de Ruiter</td>
<td>1150</td>
<td>187.3</td>
<td>21</td>
</tr>
<tr>
<td>Suzanne Eckert</td>
<td>33</td>
<td>3.7</td>
<td>4</td>
</tr>
<tr>
<td>Tom Green</td>
<td>221</td>
<td>5.8</td>
<td>9</td>
</tr>
<tr>
<td>Cemal Pulak</td>
<td>587</td>
<td>36.7</td>
<td>12</td>
</tr>
<tr>
<td>Wayne Smith</td>
<td>unavailable</td>
<td>unavailable</td>
<td>unavailable</td>
</tr>
<tr>
<td>Alston Thoms</td>
<td>161</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Cynthia Werner</td>
<td>238</td>
<td>15.9</td>
<td>9</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fadeke Castor</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Jeff Winking</td>
<td>222</td>
<td>31</td>
<td>13</td>
</tr>
<tr>
<td>Non-Tenure-Track Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bruce Dickson</td>
<td>unavailable</td>
<td>unavailable</td>
<td>unavailable</td>
</tr>
<tr>
<td>Travis Du Bry</td>
<td>9</td>
<td>1.1</td>
<td>2</td>
</tr>
<tr>
<td>Kelly Graf</td>
<td>131</td>
<td>32.8</td>
<td>8</td>
</tr>
</tbody>
</table>

Table 3-10. Citation data by professor, from Google Scholar (accessed October 15, 2012). H-index is a measure of both research productivity and impact of the researcher, with H equalling the frequency of H papers with at least H citations (see text for explanation).
times. For example, Vaughn Bryant has an H-index of 23. This indicates that 23 of his publications have been cited at least 23 times. Likewise, Kelly Graf’s H-index of 8 indicates that eight of her publications have been cited at least eight times. It’s expected that a scholar’s H-index will increase through time as she/he publishes more and her/his impact on the field rises. As such, it’s useful to analyze citation data by professorial rank and year since Ph.D.

Use of the H-index and number of citations to quantify faculty impact can be problematic, however. Faculty who primarily publish books, for example, will be at a disadvantage because over their careers they will publish fewer titles than faculty who predominantly publish journal articles. Moreover, the H-index favors those faculty who publish frequently as coauthors on multi-authored publications, or those faculty who frequently self-cite. Despite these shortcomings, the data in Table 3-10 are useful for establishing the impact the Texas A&M faculty has had on the anthropological discipline.

According to Google Scholar, full professors in the department have been cited a total of 6654 times, for a full-professor average of 734 citations. Since earning PhD degrees, this equates with an average of 31 citations per year. Resulting H-indexes for full professors range from 5 to 23, averaging 13.3. Lori Wright, Michael Waters, and Ted Goebel have among the highest citations per
year and H-indexes in the department.

 Associate professors have been cited a total of 5091 times, for an average of 463 citations per professor (not including Wayne Smith, for whom citation data were not available). Since earning their PhD degrees, associate professors on average are cited 37 times per year. H-indexes range from 3 to 21, with an average of 8.7. Darryl de Ruiter’s high individual statistics are an indication of not just his productivity in the past decade, but also the significance of his team’s research results.

 Combined, assistant professors in the department (tenure-track as well as non-tenure-track) have a total of 362 citations, an average of 91 citations per professor. Average citations per year (since earning PhD) is 16, and average H-index is 5.8. From these data, it is clear that Jeff Winking and Kelly Graf as junior scholars are beginning to make an impact in their respective fields.

 Table 3-11 and Figure 3-12 compare citation data across programs in the department. By these measures, the biological anthropology faculty is obviously the most productive and cited group in the department, with all four members having more citations per year than the average for cultural anthropology and nautical archaeology. Likewise, although the prehistoric archaeology program is the most senior in terms of average professorial rank, its mean citations per year is lower than biological anthropology. Cultural anthropology’s relatively low scores are partly the product of its lower mean professorial rank as well as a tendency to produce more single-authored works (leading to fewer publications and hence fewer citations), while the nautical archaeology program’s low scores are likely the product of it being a highly specialized field that until recently has focused on book publishing instead of article publishing, leading to fewer publications per faculty member over time. As a result,

<table>
<thead>
<tr>
<th>Program</th>
<th>Average Professorial Rank</th>
<th>Average Citations per Year</th>
<th>Average H-index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archaeology</td>
<td>2.7</td>
<td>29.7</td>
<td>12.0</td>
</tr>
<tr>
<td>Biological Anthropology</td>
<td>2.5</td>
<td>76.7</td>
<td>14.5</td>
</tr>
<tr>
<td>Cultural Anthropology</td>
<td>1.7</td>
<td>23.0</td>
<td>8.3</td>
</tr>
<tr>
<td>Nautical Archaeology</td>
<td>2.4</td>
<td>11.8</td>
<td>6.5</td>
</tr>
</tbody>
</table>

Table 3-11. Citation data by program (with professorial rank being scored as 3, full professor; 2, associate professor; and 1, assistant professor).
when reviewing these statistics, it is important to consider other ways to evaluate scholarly work.

**Grants and Funding**

Another important measure of faculty success is grantsmanship. The Department’s faculty recognizes that success in obtaining competitive external grants is critical to building a vibrant graduate program and to maintaining a leadership role in the discipline. External competitive grants provide students with important field and laboratory experiences, and they demonstrate that faculty are engaged in significant and current research that is having a major impact not just in our field but also broadly in science or the humanities.

In the last ten years, Anthropology faculty members have earned 13 competitive grants from the National Science Foundation, and one grant from the National Endowment for the Humanities (Table 3-12). Moreover, nine faculty have received competitive grants from private foundations including the National Geographic Society, Wenner Gren Foundation for Anthropological Research, Institute for Aegean Prehistory, and Fulbright-Hayes Foundation, as well as competitive grants from federal agencies including U.S. National Park Service and the Portuguese equivalent of our National Science Foundation. As Figure 3-14 demonstrates, since 2006 archaeology faculty have brought in 11 competitive external grants; biological anthropology, eight; cultural anthropology, two; nautical archaeology, 12. Figure 3-15 shows dollar amounts in competitive external grants awarded by year by program since 2006. Nautical archaeology grants are typically the largest, averaging $93,765, while archaeology’s average $62,030, biological anthropology’s average $17,458, and cultural anthropology’s averages $93,683. Large grants are

**Figure 3-13.** Some of the Department’s recent National Science Foundation grantees.

Sheela Athreya  
2009

Suzanne Eckert  
2009

Kelly Graf  
2009

Cynthia Werner  
2008
Table 3-12. External competitive grants (>\$10,000) awarded since 2006 (not including student dissertation grants).  

<table>
<thead>
<tr>
<th>PI Name</th>
<th>Year</th>
<th>Grant Agency</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vaughn Bryant</td>
<td>2012</td>
<td>U.S. National Science Foundation</td>
<td>$90,667</td>
</tr>
<tr>
<td>Sharon Gursky-Doyen</td>
<td>2012</td>
<td>M. bin Zayed Species Conservation Fund</td>
<td>$10,000</td>
</tr>
<tr>
<td>Cemal Pulak</td>
<td>2012</td>
<td>Institute for Aegean Prehistory</td>
<td>$38,000</td>
</tr>
<tr>
<td>Michael Waters</td>
<td>2012</td>
<td>National Geographic Society</td>
<td>$15,000</td>
</tr>
<tr>
<td>Michael Alvard</td>
<td>2011</td>
<td>Wenner Gren Foundation</td>
<td>$14,365</td>
</tr>
<tr>
<td>Deborah Carlson</td>
<td>2011</td>
<td>National Endowment for the Humanities</td>
<td>$215,000</td>
</tr>
<tr>
<td>Ted Goebel</td>
<td>2011</td>
<td>U.S. National Science Foundation</td>
<td>$50,195</td>
</tr>
<tr>
<td>Cemal Pulak</td>
<td>2011</td>
<td>Institute for Aegean Prehistory</td>
<td>$40,000</td>
</tr>
<tr>
<td>Ted Goebel</td>
<td>2010</td>
<td>U.S. National Science Foundation</td>
<td>$93,465</td>
</tr>
<tr>
<td>Ted Goebel</td>
<td>2010</td>
<td>National Geographic Society</td>
<td>$19,742</td>
</tr>
<tr>
<td>Sharon Gursky-Doyen</td>
<td>2010</td>
<td>National Geographic Society</td>
<td>$13,000</td>
</tr>
<tr>
<td>Cemal Pulak</td>
<td>2010</td>
<td>Institute for Aegean Prehistory</td>
<td>$37,000</td>
</tr>
<tr>
<td>Sheela Athreya</td>
<td>2009</td>
<td>U.S. National Science Foundation</td>
<td>$18,935</td>
</tr>
<tr>
<td>Deborah Carlson</td>
<td>2009</td>
<td>International Catacombs Society</td>
<td>$30,000</td>
</tr>
<tr>
<td>Suzanne Eckert</td>
<td>2009</td>
<td>U.S. National Science Foundation</td>
<td>$137,413</td>
</tr>
<tr>
<td>Suzanne Eckert</td>
<td>2009</td>
<td>U.S. National Science Foundation</td>
<td>$12,106</td>
</tr>
<tr>
<td>Kelly Graf</td>
<td>2009</td>
<td>U.S. National Science Foundation</td>
<td>$191,000</td>
</tr>
<tr>
<td>Kelly Graf</td>
<td>2009</td>
<td>U.S. National Science Foundation</td>
<td>$20,000</td>
</tr>
<tr>
<td>Ted Goebel</td>
<td>2008</td>
<td>Shared Beringia Heritage Program, U.S. NPS</td>
<td>$33,127</td>
</tr>
<tr>
<td>Sharon Gursky-Doyen</td>
<td>2008</td>
<td>National Geographic Society</td>
<td>$25,000</td>
</tr>
<tr>
<td>Cemal Pulak</td>
<td>2008</td>
<td>Institute for Aegean Prehistory</td>
<td>$40,000</td>
</tr>
<tr>
<td>Cynthia Werner</td>
<td>2008</td>
<td>U.S. National Science Foundation</td>
<td>$173,000</td>
</tr>
<tr>
<td>Filipe Castro</td>
<td>2007</td>
<td>Fundacao para Ciencia e Tecnologia, Portugal</td>
<td>$76,000</td>
</tr>
<tr>
<td>Darryl de Ruiter</td>
<td>2007</td>
<td>Wenner Gren Foundation</td>
<td>$24,550</td>
</tr>
<tr>
<td>Cemal Pulak</td>
<td>2007</td>
<td>Institute for Aegean Prehistory</td>
<td>$60,000</td>
</tr>
<tr>
<td>Sheela Athreya</td>
<td>2006</td>
<td>U.S. National Science Foundation</td>
<td>$11,909</td>
</tr>
<tr>
<td>Sheela Athreya</td>
<td>2006</td>
<td>National Geographic Society</td>
<td>$12,050</td>
</tr>
<tr>
<td>Deborah Carlson</td>
<td>2006</td>
<td>National Geographic Society</td>
<td>$25,000</td>
</tr>
<tr>
<td>Filipe Castro</td>
<td>2006</td>
<td>U.S. National Science Foundation</td>
<td>$404,180</td>
</tr>
<tr>
<td>Darryl de Ruiter</td>
<td>2006</td>
<td>Wenner Gren Foundation</td>
<td>$24,220</td>
</tr>
<tr>
<td>Ted Goebel</td>
<td>2006</td>
<td>U.S. National Science Foundation</td>
<td>$19,618</td>
</tr>
<tr>
<td>Cemal Pulak</td>
<td>2006</td>
<td>Institute for Aegean Prehistory</td>
<td>$60,000</td>
</tr>
</tbody>
</table>
available through the biological and cultural anthropology programs, as well as other programs, at NSF, so these low amounts cannot be interpreted as solely a reflection on the state of funding for these sub-disciplines. It is worth noting that one cultural anthropology professor, Cynthia Werner, has received two large NSF grants in the recent past, in 2002 and 2008.

Another evident pattern in the data presented in Table 3-12 and Figure 3-15 is an increase in the
archaeology faculty’s grantsmanship starting in 2008. This is partially the product of adding new professors to the faculty. In fact, Suzanne Eckert, Ted Goebel, and Kelly Graf have been among the department’s most active competitive external proposal writers during the past five years.

Some faculty have been successful in obtaining research funds through private foundations and donations (Table 3-13). Federal and state contracts are important, too, in that they facilitate faculty-led research and provide students with research opportunities. Since 2003, seven faculty members have received such contracts, together bringing about $5,600,000 in research funds to the department (Table 3-14). Donny Hamilton in particular has earned 36 contracts totalling more than $3.3 million in the past decade (Figure 3-16).

Department faculty also have been successful at earning internal funding for their research (Table 3-15). In the last five years, for example, faculty members have been awarded 12 grants from the Vice President for Research’s Program to Enhance Scholarly and Creative Activities, two Strategic Development awards from the Dean of the College of Liberal Arts, and six awards from the Glasscock Center for Humanities Research. These awards have been instrumental in

Table 3-13. External foundation grants and donations (> $10,000) awarded since 2006.

<table>
<thead>
<tr>
<th>PI Name</th>
<th>Year</th>
<th>Grant Agency</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Waters</td>
<td>2012</td>
<td>Elfrieda Frank Foundation</td>
<td>$50,000</td>
</tr>
<tr>
<td>Michael Waters</td>
<td>2011</td>
<td>Elfrieda Frank Foundation</td>
<td>$150,000</td>
</tr>
<tr>
<td>Shelley Wachsmann</td>
<td>2009</td>
<td>The MacDonald Center</td>
<td>$546,246</td>
</tr>
<tr>
<td>Shelley Wachsmann</td>
<td>2007</td>
<td>The MacDonald Center</td>
<td>$216,227</td>
</tr>
<tr>
<td>Cemal Pulak</td>
<td>Various</td>
<td>Four Private Donations</td>
<td>$145,500</td>
</tr>
<tr>
<td>Shelley Wachsmann</td>
<td>Various</td>
<td>Four Anonymous Private Donations</td>
<td>$640,000</td>
</tr>
</tbody>
</table>

Figure 3-16. In the past decade, Donny Hamilton has obtained nearly $3.4 million in research funds, through archaeological conservation contracts.
getting faculty and students into the field, as well as in developing more involved grant proposals to external funding agencies like the National Science Foundation and National Endowment for the Humanities.

The Department also has a large endowment that supports research in the Nautical Archaeology and Archaeology programs, from underwater shipwreck excavations in Turkey to archaeological field schools in Alaska. During the last decade the Department’s endowments have grown to about $11,100,000 (Table 3-16). In Nautical Archaeology, endowments managed by faculty total about $7,800,000. These earn about $420,000 annually that are used to support faculty-led research and graduate-assistant positions. In Archaeology, endowments managed by faculty in the Center for the Study of the first Americans currently total $3,289,960; annual earnings, which are used to support faculty-led research activities, graduate-assistant positions, and outreach activities of the Center, total $150,000.

### Other Scholarly and Professional Activity

Besides publishing and grant-writing, the Department of Anthropology measures success through faculty fellowships, distinguished lectures, journal editing, and sitting on important professional or non-profit boards (Table 3-5).

In the last decade, two faculty members have had prestigious external fellowships. In 2006, Deborah Carlson earned a fellowship from the American Research Institute in Turkey, and in 2010, Sharon Gur-sky-Doyen was awarded a Fulbright Fellowship to study the Philippine tarsier in the wild.

Department faculty members typically present four or more distinguished or keynote lectures per year. In the past decade, Deborah Carlson, Filipe Castro, Cemal Pulak, and Shelley Wachsmann

---

**Table 3-14.** External research contract activity by Anthropology faculty since 2003 (including contracts >$10,000).

<table>
<thead>
<tr>
<th>PI Name</th>
<th>Frequency of Funding</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vaughn Bryant</td>
<td>&gt;18 contracts</td>
<td>&gt;$680,000</td>
</tr>
<tr>
<td>Kevin Crisman</td>
<td>7 contracts</td>
<td>$471,690</td>
</tr>
<tr>
<td>Donny Hamilton</td>
<td>36 contracts</td>
<td>$3,398,390</td>
</tr>
<tr>
<td>Cemal Pulak</td>
<td>5 contracts</td>
<td>$471,275</td>
</tr>
<tr>
<td>Wayne Smith</td>
<td>2 contracts</td>
<td>$55,000</td>
</tr>
<tr>
<td>Alston Thoms</td>
<td>5 contracts</td>
<td>$359,896</td>
</tr>
</tbody>
</table>
Table 3-15. Internal competitive research grants awarded in last five years, 2008-2012.

<table>
<thead>
<tr>
<th>PI Name</th>
<th>Year</th>
<th>Funding source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ted Goebel</td>
<td>2012</td>
<td>CLA Strategic Development Fund</td>
<td>$34,266</td>
</tr>
<tr>
<td>Sharon Gursky--Doyen</td>
<td>2012</td>
<td>College of Liberal Arts Seed Grant</td>
<td>$15,000</td>
</tr>
<tr>
<td>Tom Green</td>
<td>2012</td>
<td>Glasscock Center for Humanities Research</td>
<td>$1000</td>
</tr>
<tr>
<td>Jeff Winking</td>
<td>2012</td>
<td>College of Liberal Arts Seed Grant</td>
<td>$15,000</td>
</tr>
<tr>
<td>Michael Alvard</td>
<td>2011</td>
<td>Program to Enhance Scholarly &amp; Creative Activities</td>
<td>$9980</td>
</tr>
<tr>
<td>Sheela Atheya</td>
<td>2011</td>
<td>Program to Enhance Scholarly &amp; Creative Activities</td>
<td>$10,000</td>
</tr>
<tr>
<td>Darryl de Ruiter</td>
<td>2011</td>
<td>International Research Travel Assistance Grant</td>
<td>$4762</td>
</tr>
<tr>
<td>Fadeke Castor</td>
<td>2011</td>
<td>Glasscock Center for Humanities Research</td>
<td>$1500</td>
</tr>
<tr>
<td>Fadeke Castor</td>
<td>2011</td>
<td>TAMU NSF Advance Scholarship</td>
<td>$2000</td>
</tr>
<tr>
<td>Suzanne Eckert</td>
<td>2011</td>
<td>Program to Enhance Scholarly &amp; Creative Activities</td>
<td>$10,000</td>
</tr>
<tr>
<td>Neha Vora</td>
<td>2011</td>
<td>Program to Enhance Scholarly &amp; Creative Activities</td>
<td>$10,000</td>
</tr>
<tr>
<td>Michael Waters</td>
<td>2011</td>
<td>CLA Strategic Development Fund</td>
<td>$30,000</td>
</tr>
<tr>
<td>Cynthia Werner</td>
<td>2011</td>
<td>Glasscock Internal Faculty Fellowship</td>
<td>$1500*</td>
</tr>
<tr>
<td>Sara Busdiecker</td>
<td>2010</td>
<td>Glasscock Center for Humanities Research</td>
<td>$1500</td>
</tr>
<tr>
<td>Fadeke Castor</td>
<td>2010</td>
<td>Program to Enhance Scholarly &amp; Creative Activities</td>
<td>$10,000</td>
</tr>
<tr>
<td>Fadeke Castor</td>
<td>2010</td>
<td>Glasscock Center for Humanities Research</td>
<td>$1500</td>
</tr>
<tr>
<td>Darryl de Ruiter</td>
<td>2010</td>
<td>Program to Enhance Scholarly &amp; Creative Activities</td>
<td>$10,000</td>
</tr>
<tr>
<td>Sharon Gursky-Doyen</td>
<td>2010</td>
<td>Program to Enhance Scholarly &amp; Creative Activities</td>
<td>$10,000</td>
</tr>
<tr>
<td>Wayne Smith</td>
<td>2010</td>
<td>Vice Chancellor for Technology Commercialization</td>
<td>$5000</td>
</tr>
<tr>
<td>Jeff Winking</td>
<td>2010</td>
<td>CLA Faculty Research Enhancement Award</td>
<td>$5000</td>
</tr>
<tr>
<td>Sheela Athreya</td>
<td>2009</td>
<td>Program to Enhance Scholarly &amp; Creative Activities</td>
<td>$10,000</td>
</tr>
<tr>
<td>Sara Busdiecker</td>
<td>2009</td>
<td>Race and Ethnic Studies Institute Research Grant</td>
<td>$5000</td>
</tr>
<tr>
<td>Sharon Gursky-Doyen</td>
<td>2009</td>
<td>Program to Enhance Scholarly &amp; Creative Activities</td>
<td>$10,000</td>
</tr>
<tr>
<td>Sharon Gursky-Doyen</td>
<td>2009</td>
<td>International Research Travel Assistance Grant</td>
<td>$1250</td>
</tr>
<tr>
<td>Sharon Gursky-Doyen</td>
<td>2009</td>
<td>TAMU Soltis Center, Costa Rica</td>
<td>$4400</td>
</tr>
<tr>
<td>Shelley Wachsmann</td>
<td>2009</td>
<td>Glasscock Center for Humanities Research</td>
<td>$1500</td>
</tr>
</tbody>
</table>

*Plus one semester course release.
Table 3-15. (Continued).

<table>
<thead>
<tr>
<th>PI Name</th>
<th>Year</th>
<th>Funding source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cynthia Werner</td>
<td>2009</td>
<td>Glasscock Center for Humanities Research</td>
<td>$1500</td>
</tr>
<tr>
<td>Sheela Athreya</td>
<td>2008</td>
<td>CLA Faculty Research Enhancement Grant</td>
<td>$4000</td>
</tr>
<tr>
<td>Sara Busdiecker</td>
<td>2008</td>
<td>Program to Enhance Scholarly &amp; Creative Activities</td>
<td>$10,000</td>
</tr>
<tr>
<td>Deborah Carlson</td>
<td>2008</td>
<td>Program to Enhance Scholarly &amp; Creative Activities</td>
<td>$10,000</td>
</tr>
<tr>
<td>Suzanne Eckert</td>
<td>2008</td>
<td>Program to Enhance Scholarly &amp; Creative Activities</td>
<td>$10,000</td>
</tr>
<tr>
<td>Cynthia Werner</td>
<td>2008</td>
<td>Glasscock Center for Humanities Research</td>
<td>$1500</td>
</tr>
<tr>
<td>Cynthia Werner</td>
<td>2008</td>
<td>International Studies International Research Grant</td>
<td>$1500</td>
</tr>
</tbody>
</table>

have held distinguished lectureships with the Archaeological Institute of America, and in 2011-2012 Ted Goebel held a distinguished lectureship with Sigma Xi, the Scientific Research Society (Figure 3-17). AIA and Sigma Xi distinguished lectureships require travel to numerous college campuses and organization chapters across the U.S.

Since 2008 at least eight faculty members have presented keynote or plenary lectures at conferences or symposia: Vaughn Bryant at the 2012 Pollen Collection Conference (Washington DC), Ted Goebel at a 2011 invited symposium at the National Museum of Nature and Science (Tokyo, Japan), Tom Green at the 2010 Pan-Asian Conference on Sport and Physical Education (Nanchang, China) (Figure 3-18), Donny Hamilton at the 2011 annual meeting of the Society for Historical Archaeology (Austin, Texas), Cemal Pulak at the 2011 annual meeting of the American Institute of Archaeology, Alston Thom at the 2011 annual meeting of the Society for American Archaeology (Sacramento, California), and Michael Waters at a 2009 invited symposium at the University of Sheffield, England. Moreover, in 2012 Goebel presented the H. Marie Wormington Lecture at Eastern New Mexico University, in 2011 Waters presented the H. Marie Wormington Lecture at the Denver Museum of Nature and Science, and in 2008 Cemal Pulak presented the Charles K. Wilkinson Lecture at the Metropolitan Museum of Art in New York City. Earlier, between 2003-2007, Michael Alv and, Filipe Castro, Ted Goebel, Donny Hamilton, Cemal Pulak, Wayne Smith, Alston Thom, Shelley Wachsmann, and Michael Waters also presented distinguished lectures.

The Department recognizes the importance of editing journals and serving on editorial boards of academic journals. Ted Goebel has
Table 3-16. Endowments in the Department of Anthropology.

<table>
<thead>
<tr>
<th>Endowment Name</th>
<th>Faculty Member</th>
<th>Current Market Value</th>
<th>2012 Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sara W. and George O. Yamini Fellow</td>
<td>Deborah Carlson</td>
<td>$690,73</td>
<td>$37,052</td>
</tr>
<tr>
<td>Frederic R. Mayer Fellow II of Nautical Archaeology</td>
<td>Filipe Castro</td>
<td>$844,276</td>
<td>$45,288</td>
</tr>
<tr>
<td>Nautical Archaeology Faculty Fellow</td>
<td>Kevin Crisman</td>
<td>$1,059,120</td>
<td>$56,812</td>
</tr>
<tr>
<td>George T. &amp; Gladys H. Abell Professor of Nautical Archaeology</td>
<td>Donny Hamilton</td>
<td>$1,067,086</td>
<td>$57,240</td>
</tr>
<tr>
<td>Yamini Family Professor of Liberal Arts</td>
<td>Donny Hamilton</td>
<td>$903,727</td>
<td>$48,476</td>
</tr>
<tr>
<td>Frederic R. Mayer Professor I of Nautical Archaeology</td>
<td>Cemal Pulak</td>
<td>$1,056,645</td>
<td>$56,682</td>
</tr>
<tr>
<td>Ray Sigfried Graduate Fellowship in Nautical Archaeology</td>
<td>Nautical Archaeology Program</td>
<td>$410,588</td>
<td>$22,024</td>
</tr>
<tr>
<td>Marian Cook Graduate Fellowship in Nautical Archaeology</td>
<td>Nautical Archaeology Program</td>
<td>$526,540</td>
<td>$28,244</td>
</tr>
<tr>
<td>INA Faculty Fellow in Nautical Archaeology</td>
<td>Wayne Smith</td>
<td>$411,856</td>
<td>$22,092</td>
</tr>
<tr>
<td>Meadows Professor of Biblical Archaeology</td>
<td>Shelley Wachsmann</td>
<td>$836,455</td>
<td>$44,868</td>
</tr>
<tr>
<td><strong>Nautical Archaeology Sub-Total</strong></td>
<td></td>
<td><strong>$7,807,036</strong></td>
<td><strong>$418,778</strong></td>
</tr>
<tr>
<td>Center for the Study of the First Americans Endowed Chair-TAMU</td>
<td>Michael Waters</td>
<td>$591,226</td>
<td>$37,712</td>
</tr>
<tr>
<td>Center for the Study of the First Americans Endowed Chair - Foundation</td>
<td>Michael Waters</td>
<td>$631,426</td>
<td>$30,564</td>
</tr>
<tr>
<td>Center for the Study of the First Americans Northstar Foundation</td>
<td>Michael Waters</td>
<td>$1,223,739</td>
<td>$53,991</td>
</tr>
<tr>
<td>Center for the Study of the First Americans Endowed Professorship</td>
<td>Ted Goebel</td>
<td>$639,002</td>
<td>$28,292</td>
</tr>
<tr>
<td>Center for the Study of the First Americans - Shlemon Fund</td>
<td>CSFA</td>
<td>$204,567</td>
<td>$9,174</td>
</tr>
<tr>
<td><strong>First Americans Archaeology Sub-Total</strong></td>
<td></td>
<td><strong>$3,289,960</strong></td>
<td><strong>$153,733</strong></td>
</tr>
<tr>
<td>Department Total</td>
<td></td>
<td><strong>$11,096,996</strong></td>
<td><strong>$572,511</strong></td>
</tr>
</tbody>
</table>
edited the journal *Current Research in the Pleistocene* since 2004, Michael Waters has edited *The Mammoth Trumpet* since 2005, Lori Wright served as Associate Editor of the *American Journal of Physical Anthropology* from 2005 through 2008, and Sheela Athreya has served as book-review editor for *Human Biology* since 2010.

Anthropology faculty regularly serve on editorial boards of important disciplinary journals. Some significant recent activities of this sort include Sheela Athreya on the editorial board of *Human Origins Research* since 2010, Filipe Castro on the editorial board of *Historical Archaeology* since 2008 and Ted Goebel on the editorial board of *American Antiquity* since 2012 (Figure 3-19). In addition, Vaughn Bryant has served on the editorial boards of *Journal of North American Archaeology* since 1987 and *Dig Magazine* since 2011, Filipe Castro has served on the advisory board of the *Nautical Research Journal* since 2006 and the editorial board of *Archaeonautica* since 2011, Kevin Crisman has served on the editorial board of the *Journal of Maritime Archaeology* since 2006, Tom Green has served on the editorial board of *Revista de Artes Marcial Asiáticas* since 2010, and Cemal Pulak has served as scientific advisor for underwater archaeology for *National Geographic* magazine, since 2001.

**Figure 3-17.** Distinguished lectureships, 2003-2012.

- **Deborah Carlson**  
  American Institute of Archaeology, 2008-2012

- **Filipe Castro**  
  American Institute of Archaeology, 2008-2009

- **Ted Goebel**  
  Sigma Xi Scientific Research Society, 2011-2012

- **Cemal Pulak**  
  American Institute of Archaeology, 2011

- **Shelley Wachsmann**  
  American Institute of Archaeology, 2011
Faculty also regularly share their expertise by serving on boards of university, professional and non-profit organizations. Some of these activities are described below, by program.

Among cultural anthropologists, Cynthia Werner served on the board of the Central Eurasian Studies Society from 2008-2011 and currently serves as President. She also served as Secretary of the Society for Economic Anthropology from 2009-2012. Michael Alvard served on the board of the Evolutionary Anthropology Society of the American Anthropological Association, 2007-2011. Tom Green likewise has served as a member of the scientific committee of the Scientific Congress on Martial Arts and Sports, since 2009, and as a United States delegate to the Pan-Asian Congress of Sports and Physical Education, held in China in 2010.

Among archaeologists, Alston Thoms has long been involved in governance of the Society for American Archaeology (Figure 3-20), currently serving on the board of directors since 2010, and earlier as a member of the committee on repatriation, 2008-2010, and on the committee on consulting archaeology, 1999-2004. He also serves as honorary director of the Land Heritage Institute Foundation, San Antonio, since 1998. Vaughn Bryant has served on the board of advisors of Useful Wild Plants, a non-profit organization in Austin, Texas, since 2000, as well as secretary and trustee on the board of directors of the American Association of Stratigraphic Palynologists, since 1990. Bruce Dickson served as secretary of the board of directors of the Brazos Valley Museum of Natural History, 2000-2004. Suzanne Eckert has served on the campus board of Aggie Allies since 2011. Michael Waters serves on the Board of the Directors of the Camp Hearne Museum, the site of a World War II prisoner of war camp in central Texas.

Among nautical archaeologists, Shelley Wachsmann is an academic trustee of the Archaeological Institute of America (2011-present), and since 1997 he has served that
organization in a variety of committee assignments. Filipe Castro has served on the executive board of directors of two organizations, the Advisory Council of Underwater Archaeology and the International Committee for the History of Nautical Science, since 2005 and 2008, respectively. Kevin Crisman has served on the board of the Manitou Passage Underwater Preserve Committee, a non-profit organization in Michigan. Donny Hamilton has served on the advisory committee of the Texas A&M University Press (since 2003), the executive committee of the Institute of Nautical Archaeology (1998-2007), and conservation advisory committee for the Mariners’ Museum, Virginia, since 2002. Cemal Pulak serves on the scientific advisory committee of the Cyprus Institute, as well as the board of scientific advisors for the German Society for the Promotion of Underwater Archaeology, since 1999. Wayne Smith served as president and vice chair of the Monitor National Marine Sanctuary Advisory Council, 2007 and 2008-2009, respectively.

Among biological anthropologists, Sharon Gursky-Doyen has...
served on the scientific advisory board of Primate Conservation Inc., since 2004.

**Review Panels**

The department also recognizes that service on scientific review panels for major granting agencies is an important component of service. Ted Goebel served on the National Science Foundation senior archaeology panel in 2005-2008. Likewise, Kelly Graf served on the NSF senior arctic social sciences panel in 2010, and Sharon Gursky-Doyen served on the NSF physical anthropology DDIG panel in 2011-2012.

Cynthia Werner served on the review panel for the Social Science Research Council’s International Dissertation Research Fellowship in 2007. She also served on three different grant review committees for the International Research and Exchanges Board’s (IREX) grant programs between 2004 and 2011.

**Patents**

Although not typical among anthropologists and archaeologists, Department faculty members also have a history of developing patents, primarily in archaeological conservation. Wayne Smith (Figure 3-21), for example, was granted a patent in 2009 for a method in manufacturing bullet-proof glass, and between 2003 and 2007, he and Donny Ham-

![Figure 3-21. Wayne Smith's research in archaeological conservation has led to five patents in the past decade.](image)

ilton were granted four patents related to the conservation of organic and inorganic materials.

**Faculty Mentoring and Student Advising**

All junior faculty are assigned faculty mentors. Although the Department has a formal mentorship program, the mentor-mentee relationship is somewhat informal, being based largely on the needs of the junior faculty member and whether the junior faculty member takes advantage of the relationship. Typically the mentor advises the junior professor in how to successfully achieve tenure and promotion—for example, which journals to publish in, whether to focus on writing books or journal articles, proposal writing, etc., as well as how
Faculty Collaborations

The Department of Anthropology currently has two professors who have joint appointments with another program on campus. Fadeke Castor is also affiliated with Africana Studies (50:50) (Figure 3-22), and Michael Waters is affiliated with Geography (75:25). They teach cross-listed courses and provide service to these other programs.

The Department also has faculty members who cooperate with other academic programs on campus. Michael Alvard, Darryl de Ruiter, Sharon Gursky-Doyen, and Jeff Winking are affiliated faculty with the interdisciplinary research program in Ecology and Evolutionary Biology; Deborah Carlson is an active member of the Classics Program (within the newly constituted Department of International Studies) and regularly teaches courses in Classical Archaeology and Latin. Several faculty members and graduate students participate in activities organized by the Race and Ethnic Studies Institute (RESI) on campus. Suzanne Eckert and Cynthia Werner are affiliated with the Women’s and Gender Studies interdisciplinary program; Ted Goebel is affiliated with the Asian Studies interdisciplinary program; and Lori Wright is an associate member of the Intercollegiate Faculty of Nutrition.

Dr. Amanda Stronza serves as one of the PIs for the Applied Biodiver-
sity Science (ABS) NSF-IGERT Program on campus; she is a full-time faculty member in the Department of Recreation, Park and Tourism Sciences, and an adjunct & affiliated faculty member in the Department of Anthropology. Dr. Michael Alvand in the department is a participating faculty member of ABS.

The department has been involved in the NSF Advance program on campus. Dr. Cynthia Werner serves on the Internal Advisory Board and the Awards Committee. Dr. Fadeke Castor is part of the ADVANCE Scholar Program.

The department is a strong supporter of the Aggie ALLIES, a group of students, staff and faculty who show support for lesbian, gay, bisexual, and transgender people in the university community. The majority of faculty and staff in the department have joined the Aggie ALLIES by participating in an Allies Advance awareness workshop.

The Department has had a long affiliation with the Glasscock Center for Humanities Research, and currently Tom Green serves on their advisory committee. Deborah Carlson and Cynthia Werner also served on their advisory committee, from 2008-2011 and 2002-2008, respectively.

Besides this, Department faculty members have close research and teaching connections with a number of other programs on campus, for example the Center for Chemical Characterization and Analysis and Department of Soil and Crop Science. In the local community, finally several faculty members and graduate students are actively engaged in activities organized by the American Institute of Archaeology.

**Salaries**

Faculty salaries in the Department of Anthropology are relatively low when compared to College and University averages at Texas A&M, as well as to Anthropology faculty salaries at peer institutions (Table 3-17). This is especially the case at more senior levels. In 2011, anthropology professors at TAMU

<table>
<thead>
<tr>
<th>Rank</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Full Professor</th>
<th>Weighted Average</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAMU Anthropology</td>
<td>$62,256</td>
<td>$66,812</td>
<td>$86,648</td>
<td>$72,028</td>
<td>24</td>
</tr>
<tr>
<td>TAMU College of Liberal Arts</td>
<td>$65,909</td>
<td>$75,512</td>
<td>$122,712</td>
<td>$85,162</td>
<td>278</td>
</tr>
<tr>
<td>TAMU University-wide</td>
<td>$75,474</td>
<td>$86,507</td>
<td>$118,606</td>
<td>$98,395</td>
<td>1660</td>
</tr>
<tr>
<td>Peer Institutions</td>
<td>$66,242</td>
<td>$76,930</td>
<td>$109,737</td>
<td>$85,163</td>
<td>340</td>
</tr>
</tbody>
</table>

*Table 3-17. Weighted average faculty salary comparisons vs. College of Liberal Arts faculty, University-wide faculty, and peer institutions, for 2011.*
earned only 73% of full professors TAMU-wide, 77% of full professors in the College of Liberal Arts, and 79% of anthropology professors at peer institutions. The discrepancy increases at the associate professor level. Similarly, the average associate professor in anthropology at Texas A&M makes only 77% of the average associate professor TAMU-wide, and 88% of the average associate professor in the TAMU College of Liberal Arts. Similarly, anthropology associate professors at Texas A&M make only 87% of their counterparts at peer institutions. The gap narrows slightly among assistant professors. In 2011, the average assistant professor salary was only $62,256, just 82% of the average assistant-professor salary TAMU-wide, and 94% of the average assistant-professor salary in the TAMU College of Liberal Arts and in anthropology departments at peer institutions nationwide.

The same pattern is evident when comparing average faculty salaries during the past five years (Figure 3-22). Not only are TAMU anthropology faculty salaries significantly lower than salaries in peer anthropology programs, the TAMU College of Liberal Arts, and across the TAMU campus, the gap between TAMU anthropology salaries and the others has steadily increased since 2007.
Chapter 4.
The Graduate Program

Overview

The Department of Anthropology offers MA and PhD degrees in Anthropology. All students receive broad training within the discipline of Anthropology, and more specialized theoretical and methodological training in one of four program areas: Nautical Archaeology, Archaeology, Biological Anthropology, and Cultural Anthropology. The graduate program also provides students with the foundations for professional success through formal training and informal mentoring on research ethics, grant writing, publishing, and undergraduate teaching. MA and PhD graduates in Anthropology are prepared for a variety of careers in academic and professional settings, including university professor, museum curator, and professional archaeologist.

Compared to most of our peer institutions, the graduate program in anthropology is relatively young. The MA degree in Anthropology was first introduced 35 years ago (in 1977), one year after Dr. George Bass brought the Institute for Nautical Archaeology (INA) to Texas A&M University and six years before the Department of Anthropology was established as a separate unit from the Department of Sociology. In 1986, the newly formed department added a PhD degree track for graduate students. Reflecting the faculty composition at the time, the PhD degree curriculum was initially limited to training in archaeology (both prehistoric and nautical). As the department expanded to include more biological and cultural anthropologists, the PhD degree was recertified in 1996 to include curricular options for students in Biological Anthropology, Cultural Anthropology, and Folklore. Today, 65% of graduate students specialize in Archaeology or Nautical Archaeology, reflecting the department’s continued strength in archaeology.
There are 131 graduate students currently enrolled in the Department of Anthropology, including 32 MA students and 99 PhD students. This represents an 18% increase from the total number of students who were in the program in 2004, the year of the last external review. At that time, there were 114 graduate students, including 71 MA students and 43 PhD students. Between 2004 and 2012, the number of PhD students increased by 135%, while the number of MA students decreased by 52%. This shift is explained in part by an increased emphasis on PhD programs at both the college and university levels that started shortly before the last external review in 2004. This change has brought some unintended consequences, such as an increase in the student:faculty ratio and a decrease in the proportion of funded students, due to the simple fact that PhD students on average take more time to complete their degrees. The department is currently taking steps to address these issues.

Despite these problems, the graduate program has made significant progress since the last external review was conducted in 2004. On average, the quality of applicants and the quality of graduates has improved. Between 2005 and 2011, the number of applicants to the program increased 28% from 81 to 104 applicants per year. During the same time period, the percent of applicants admitted into the program annually decreased from an all-time high of 59% to an all-time low of 26%.

The department has made efforts to improve the professional development of its students, and these efforts have paid off. In the past few years, our graduate students have increasingly received external grants, such as National Science Foundation Doctoral Dissertation Improvement Grants and Wenner-Gren Foundation for Anthropological Research Pre-Doctoral Grants (Figure 4-1). Our graduate students have also successfully presented their research at national conferences, and published their research in peer-reviewed journals.

In the past 10 years (2003-2012), the department has awarded 105 MA degrees and 41 PhD degrees. Of the MA graduates in this time period, 23.8% have continued their education at the PhD level (at Texas A&M or elsewhere), and 27.6% have been hired into professional positions relevant to their graduate training (i.e. as professional archaeologists, museum curators, etc.). Unfortunately, we do not have placement data for 40% of our MA graduates. During the same time period, 13 (32%) of our PhD graduates have been hired into tenure-track academic positions, nine (22%) have obtained non-tenure-track academic appointments, nine
(22%) have been hired as professional archaeologists, and four (10%) have been hired as museum curators. Our academic placements include tenure-track appointments at University of Arizona, Brown University, University of Connecticut, Washington State University, and California State University Chico.

As a relatively new department, the graduate program in anthropology was ranked by the National Research Council (NRC) for the first time in 2010. The 2010 NRC rankings are based on data collected from 2005-2007. The NRC ranked 84 anthropology PhD programs using two different ranking systems (survey-based and regression-based). An additional seventy graduate programs were not ranked because they were too new and/or too small. To minimize bias,

**Figure 4-1.** Some of the Department’s recent recipients of National Science Foundation Doctoral Dissertation Improvement Grants.

John Blong (2012)  
Prehistoric Settlement of Central Alaska’s Uplands (Advisor: T. Goebel)

Nanda Grow (2010)  
Altitudinal Variation in *Tarsius pumilus* (Advisor: S. Gursky-Doyen)

Jessi Halligan (2010)  
Geoarchaeology of Submerged Paleoindian Sites in Florida (Advisor: M. Waters)

Ashley Smallwood (2009)  
Clovis Technology in the American Southeast (Advisor: T. Goebel)

Heather Smith (2012)  
Origins and Spread of Northern Fluted-Point Technologies (Advisor: T. Goebel)

Angela Younie (2012)  
The Chindadn Complex and Peopling of Beringia (Advisor: T. Goebel)
the NRC presented the data as a range of rankings. The Department of Anthropology ranking ranged from 44-71 in the regression-based survey and from 40-73 in the survey-based survey, for an average ranking of around 60 out of 84 in both surveys. In overall rankings, the department ranks below all of the institutions identified in the university’s Vision 2020 plan as “aspirant peers” and below most of the institutions identified as “peer institutions,” with the exception of SMU and Rice (See Chapter Two of this report for more details on these rankings). The department’s national rankings are relatively strong in the area of research productivity, including faculty grant record and faculty publication record, and relatively weak in the area of student outcomes, including funding levels, time to degree and graduate placement. The final section of this chapter describes several steps the department is taking to improve the overall quality of the graduate program. Many of these steps are also addressed in the department’s 2011 Strategic Plan (See Chapter 2).

**Graduate Program Concentrations**

All graduate students in the Department of Anthropology are accepted into one of the four programs, and work closely with a faculty member in that program who serves as the Chair of their Graduate Advisory Committee. Each of the four programs has developed specific areas of strength that reflect research and teaching interests of their faculty.

**Nautical Archaeology Program**

Nautical archaeology is the study of the remains of ships in the context of the cultures that created and used them. By carefully excavating and recording shipwrecks, then conserving and analyzing the recovered artifacts, it is possible to gain a deeper understanding of the seafaring past. Archaeological investigations have shed light on the history of wooden ship construction and related technology (Figure 4-2), shipboard life, the development of maritime trade and economic systems, naval warfare, and the role of seafaring in exploration and contact between cultures. The Nautical Archaeology Program is organized around four themes, as described briefly below.

**Ship Construction** focuses on the evolution of wooden-planked water transport including the development of building techniques and the underlying philosophies guiding design and construction practices. All time periods, including ancient, medieval, and early modern, are topics of study.

**Old World Seafaring** covers seafaring in the Mediterranean and Black Sea from earliest evidence of maritime activity to the end of the
medieval period (circa A.D. 1450).

*New World Seafaring* covers the early-modern period from the age of exploration to modern times, with an emphasis on the post-1500 spread of Western European culture and seafaring practices around the globe. Maritime activity in the western hemisphere is a major area of concentration, particularly in the North American lakes and rivers, the Gulf Coast, and the Caribbean Sea.

*Conservation and Recording of Archaeological Material* emphasizes the stabilization of archaeologically-recovered objects, particularly from underwater sites.

**Archaeology Program**

In the Archaeology Program, an interdisciplinary and scientific approach to the study of past cultures has developed from a strong legacy of archaeological and paleoenvironmental research, and heritage resource management in Texas. In the past ten years, faculty have been conducting field-based projects in many areas of the world, including North America, Pacific Islands, Northeast Asia, and Europe. The Archaeology Program is organized around three research themes, as described below.

**Peopling of the Americas Studies** focuses on archaeological and paleoecological aspects of the problem, including the study of Paleoindian geochronology, technology, subsistence, and settlement, and reconstruction of paleoenvironments.

**Archaeology of Hunter-gatherers** includes the study of environment and ecology, subsistence and diet, land-use intensification, and lithic technology and technological organization of small-scale, foraging societies.

**Archaeology of Pre-state and Historic Societies** focuses on social and economic organization, subsistence and diet, lithic and ceramic technology and production organization, cognition, culture change, and warfare of prehistoric agricultural societies as well as technology.
Biology, and warfare of historic American society.

**Biological Anthropology Program**

In the Biological Anthropology Program, an interdisciplinary and scientific approach to the study of primates, humans, and their fossil ancestors provides broad-based training in all aspects of biological anthropology. In the past ten years, faculty have directed field-based projects in many areas of the world, including Central America, Europe, Asia, and Africa. The Biological Anthropology program is organized around three principal research themes.

*Behavioral Ecology and Conservation of Non-human Primates* focuses on the relationship between group living and ecological pressures such as predation and the temporal distribution of resources, as well as primate conservation.

*Bioarchaeology, Paleo diet and Paleopathology of Human Skeletal Remains* examines the relationship between culture and biology in ancient human societies (especially the Maya) through study of skeletal growth and development, health, and bone chemical analysis of diet.

*Paleoanthropological Investigation of Pliocene and Pleistocene Hominins* includes Middle Pleistocene Homo in Europe and Asia as well as the South African australopithecines and their surrounding animal paleocommunities.

**Cultural Anthropology Program**

In the Cultural Anthropology Program, faculty draw on a wide range of theoretical perspectives and methodological techniques. Although each faculty member has their own specific research interests, the program as a whole has strengths in the following areas.

*Cultural Studies* include folklore, performance, identity, and the politics of difference.

*Environment and Ecology* focuses on Darwinian approaches to culture and society, evolutionary ecology, conservation, and political ecology;

*Globalization* focuses on migration, ethnicity, tourism, and development.

**Graduate Courses**

The Department of Anthropology offers extensive graduate coursework in archaeology, biological anthropology, cultural anthropology, and nautical archaeology, focusing on the department faculty's strengths. A complete list of graduate-level coursework is presented in Figure 4-3.

**Graduate Program Degree Requirements**

Work leading to the MA degree in Anthropology is designed to give students a thorough and comprehensive knowledge of their professional field and training in their methods of research. There are two
The Department of Anthropology offers a variety of courses at the graduate level, including:

• **Three core seminars:**
  ANTH 601 – Biological Method and Theory (3 hrs) – Biological Anthropology faculty
  ANTH 602 – Archaeological Method and Theory (3 hrs) – Archaeology faculty
  ANTH 604 – Cultural Method and Theory (3 hrs) – Dannhaeuser

• **Four core seminars specific to Nautical Archaeology Program:**
  ANTH 605 – Conservation of Archaeological Resources I (4 hrs) – Hamilton
  ANTH 611 – Nautical Archaeology (3 hrs) – Pulak
  ANTH 615 – History of Wooden Shipbuilding (3 hrs) – Pulak
  ANTH 616 – Research and Reconstruction of Ships (3 hrs) – Castro

• **Three general seminars related to professional development:**
  ANTH 638 – Proposal Writing in Anthropology (3 hrs) – Wright or Eckert
  ANTH 642 – Research Design in Anthropology (3 hrs) – David Carlson
  ANTH 650 – Anthropological Ethics and Professionalism (3 hrs) – Werner

• **One course for archaeological fieldwork**
  ANTH 660 – Field Archaeology (1-6 hrs) – Nautical Archaeology & Archaeology faculty

• **15 elective seminars developed and taught by faculty in Nautical Archaeology (including 3 seminars in Conservation techniques and 2 seminars related to digital techniques):**
  ANTH 603 – Seafaring Life and Maritime Communities (3 hrs) – Crisman
  ANTH 606 – Conservation of Archaeological Resources II (3 hrs) – Hamilton
  ANTH 607 – Historical Archaeology (3 hrs) – Hamilton
  ANTH 611 – Outfitting and Sailing the Wooden Ship (3 hrs) – Crisman
  ANTH 612 – Preclassical Seafaring (3 hrs) – Wachsmann
  ANTH 613 – Classical Seafaring (3 hrs) – Carlson
  ANTH 614 – Books and Treatises on Shipbuilding (3 hrs) – Castro
  ANTH 617 – Conservation III: Preservation of Organic Materials (3 hrs) – Smith
  ANTH 618 – Medieval Seafaring in the Mediterranean (3 hrs) – Castro
  ANTH 628 – New World Seafaring (3 hrs) – Crisman
  ANTH 639 – Post-Medieval Seafaring (3 hrs) – Crisman
  ANTH 633 – Deep Submergence Archaeology (3 hrs) – Wachsmann
  ANTH 636 – Computer Graphics in Archaeology (3 hrs) – Smith
  ANTH 644 – Classical Archaeology (3 hrs) – Carlson
  ANTH 654 – Archaeological Photography (3 hrs) – Smith

• **15 elective seminars developed and taught by faculty in Archaeology:**
  ANTH 619 – Indians of Texas (3 hrs) – Thoms
  ANTH 620 – Prehistory of Texas (3 hrs) – Thoms
  ANTH 621 – Prehistoric Technology (3 hrs) – Eckert; Goebel
  ANTH 624 – Geoarchaeology (3 hrs) – Waters
  ANTH 634 – Palynology (4 hrs) – Bryant
  ANTH 635 – Violence and Warfare (3 hrs) – Dickson
  ANTH 637 – Paleoethnobotany (4 hrs) – Bryant
  ANTH 639 – Gender, Ethnicity and Class in Archaeological Research (3 hrs) – Eckert
  ANTH 645 – Cultural Resources Management (3 hrs) – Thoms
  ANTH 646 – Ceramic Artifact Analysis (3 hrs) – Eckert
  ANTH 647 – Lithic Artifact Analysis (3 hrs) – Goebel
  ANTH 655 – Empires and World-System (3 hrs) – Dickson
  ANTH 651 – Pleistocene Prehistory of Northeast Asia and Alaska (3 hrs) – Goebel
  ANTH 652 – First American Archaeology (3 hrs) – Waters
  ANTH 653 – Hunter-Gatherer Archaeology (3 hrs) – Thoms

• **8 elective seminars developed and taught by faculty in Biological Anthropology:**
  ANTH 625 – Zooarchaeology (3 hrs) – De Ruiter
  ANTH 626 – Human Paleopathology (3 hrs) – Wright
  ANTH 627 – Human Paleonutrition (3 hrs) – Wright
  ANTH 631 – Primate Behavioral Ecology (3 hrs) – Gursky-Doyen
  ANTH 632 – Archaeology of Death (3 hrs) – Wright
  ANTH 643 – Australopithecine Paleoecology (3 hrs) – de Ruiter
  ANTH 648 – Issues in Human Evolutionary Ecology (3 hrs) – Athreya
  ANTH 649 – Origin and Evolution of the Genus Homo (3 hrs) – Athreya

• **7 elective seminars developed and taught by faculty in Cultural Anthropology:**
  ANTH 608 – Folklife and Material Culture (3 hrs) – Green
  ANTH 609 – Culture and Evolution (3 hrs) – Alvard
  ANTH 622 – Folklife Forms and Method (3 hrs) – Green
  ANTH 623 – Folk Narrative (3 hrs) – Green
  ANTH 630 – Human Evolutionary Ecology (3 hrs) – Alvard
  ANTH 641 – Applied Anthropology (3 hrs) – Werner; Du Bry
  ANTH 650 – Ethnographic Field Methods (3 hrs) – Werner
<table>
<thead>
<tr>
<th>Basic Component</th>
<th>Department and University Requirements</th>
<th>Program Variations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Coursework</td>
<td>Minimum of 9 core hours</td>
<td>Archaeology, Biological and Cultural students: ANTH 601, 602 &amp; ANTH 604 (6 hours)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nautical Archaeology students: ANTH 602, 605, 611, 615, and 616 (16 hours)</td>
</tr>
<tr>
<td>Graded Coursework in the Department (i.e., Electives)</td>
<td>Minimum of 9 elective hours</td>
<td>Archaeology, Biological, and Cultural students: minimum of 9 hours in Anthropology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nautical Archaeology students: minimum of 12 hours of Nautical Archaeology courses, including 9 on the history of seafaring</td>
</tr>
<tr>
<td>Graded Coursework Outside the Department</td>
<td></td>
<td>Archaeology, Biological, and Cultural students: STAT 651 or ANTH 642 (recommended)</td>
</tr>
<tr>
<td>Minimum Hours Required</td>
<td>Thesis MA: 30 hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-thesis MA: 36 hours</td>
<td></td>
</tr>
<tr>
<td>Foreign Language Competence</td>
<td>Students must demonstrate competence in one foreign language</td>
<td></td>
</tr>
<tr>
<td>Graduate Committee</td>
<td>Three committee members, including a Chair from inside the department and at least one member from outside the department</td>
<td></td>
</tr>
<tr>
<td>Fieldwork</td>
<td>Thesis MA: fieldwork is required</td>
<td>Expected length of thesis varies by program.</td>
</tr>
<tr>
<td></td>
<td>Non-thesis MA: not required</td>
<td>Typically, the Non-thesis MA is only an option for PhD students in the Archaeology, Biological, and Cultural programs.</td>
</tr>
</tbody>
</table>
types of MA degrees which are identified on a student’s transcript and diploma: the Thesis MA and the Non-Thesis MA option. The Non-Thesis option is typically available only to students in the Archaeology, Biological, and Cultural Programs. MA Students affiliated with the Nautical Archaeology Program are typically expected to complete a Thesis MA, as well as specialized coursework in ship construction and recording, seafaring, and conservation methods. Students can complete all degree requirements for either a Non-Thesis MA or a Thesis MA in two to three years of study. Table 4-1 summarizes the basic requirements for the MA degree in Anthropology.

Work leading to the PhD degree in Anthropology is designed to give students a thorough and comprehensive knowledge of their professional field and training in their methods of research. There are two types of PhD plans: 64 hour degree plan (for students entering with an MA or MS) or 96 hour degree plan (for students entering with a BA or BS). Students can complete all degree requirements for a 64-hour degree plan in 4-5 years of study, and all degree requirements for a 96-hour degree plan in 5-6 years of study if the student does not complete an MA degree, or 6-7 years of study if the student does complete an MA en route to the PhD. The basic components for the PhD Degree in Anthropology are outlined in Table 4-2. Appendix B includes more details on the requirements for each program.

**Graduate Certificates**

Graduate students in the Department of Anthropology have the option of completing graduate-level certificates from Texas A&M University. Many graduate students in the Nautical Archaeology program, for example, have completed an interdisciplinary certificate in Conservation Training. This is the only certificate offered by the department. The certificate requires 12 hours of coursework, including all three courses in conservation offered by Nautical Archaeology faculty.

Many anthropology graduate students have the opportunity to complete other graduate certificates offered by other departments and programs. For example, Archaeology and Nautical Archaeology graduate students may complete a graduate certificate in Historic Preservation offered by the College of Architecture. This certificate requires 15 hours of graduate coursework, including a graduate seminar in Historic Preservation Theory and Practice. Graduate students in the Cultural Anthropology program may complete interdisciplinary graduate certificates in Women’s and Gender Studies, or Africana Studies. The certificate in Women’s and Gender Studies requires 12
Table 4-2. Basic components of the PhD degree in Anthropology.

<table>
<thead>
<tr>
<th>Basic Component</th>
<th>Department and University Requirements</th>
<th>Program Variations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Coursework</td>
<td>Required for all students: ANTH 601, 602, and 604 (9 hours)</td>
<td>Nautical Archaeology students also must complete ANTH 605, ANTH 611, ANTH 615, and ANTH 616 (13 hours)</td>
</tr>
<tr>
<td>Graded Coursework in the Department (i.e., Electives)</td>
<td>No strict requirement; at the discretion of the committee. Typically, students take two years of coursework (from MA) and three years of coursework (from BA)</td>
<td>The Cultural Anthropology program has set a minimum number of hours (48 hours from BA/30 hours from MA)</td>
</tr>
<tr>
<td>Graded Coursework Outside the Department</td>
<td>Minimum of 6 hours</td>
<td>Archaeology, Biological, and Cultural students must also take STAT 651 or ANTH 642</td>
</tr>
<tr>
<td>Minimum Hours Required</td>
<td>64 hour degree plan (for students entering with an MA or MS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>96 hour degree plan (for students entering with a BA or BS)</td>
<td></td>
</tr>
<tr>
<td>Foreign Language Competence</td>
<td>Students must demonstrate competence in one foreign language</td>
<td></td>
</tr>
<tr>
<td>Graduate Committee</td>
<td>Four committee members, including a Chair from inside the department and at least one member from outside the department</td>
<td></td>
</tr>
<tr>
<td>Preliminary Exams</td>
<td>Required. The form of exam may vary depending on preference of committee members. Typically, students take four written take-home exams within a week, followed by an oral exam.</td>
<td></td>
</tr>
<tr>
<td>Dissertation Proposal</td>
<td>Required by Office of Graduate Studies.</td>
<td></td>
</tr>
<tr>
<td>Fieldwork/Lab Analysis</td>
<td>Required, unless the committee agrees to an exception.</td>
<td></td>
</tr>
<tr>
<td>Dissertation</td>
<td>Required. Typically, the dissertation is a book-length manuscript based on original research.</td>
<td>In some programs, students have the option of writing a dissertation based on an article model (i.e., three related journal-length articles, plus an introduction and conclusion).</td>
</tr>
</tbody>
</table>
hours of coursework, including a seminar in feminist theory. The certificate in Africana Studies also requires 12 hours of coursework, including a capstone graduate seminar. Finally, graduate students in the department may complete an Applied Statistics certificate, offered by the Department of Statistics. This certificate requires 12 hours of graduate coursework related to statistics.

**Graduate Course Enrollments**

Enrollments in graduate courses are listed in Appendix C.

**Graduate Student Demographics**

During Fall 2012, 99 PhD students and 32 MA students enrolled in the Department of Anthropology. This includes three MA students and 1 PhD student who graduated in December 2012, and approximately 14 PhD students and 6 MA students who are projected to graduate by August 2013. The demographic composition of the graduate student body is diverse in terms of gender, race/ethnicity and national origin. Over 9% of the students are international, including students from Australia, Canada, China, Brazil, Japan, Korea, Spain, and Taiwan. Sixty percent of the students are female, and 17% of the students who are U.S. citizens are from ethnic and racial minority groups (Table 4-3).

Recognizing that graduate students from diverse social and cultural backgrounds can enhance the educational experience of all students, the department has taken steps to increase the diversity of our

<table>
<thead>
<tr>
<th>Rank/Ethnicity</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Only</td>
<td>58</td>
<td>38</td>
<td>96</td>
</tr>
<tr>
<td>Hispanic or Latino of Any Race</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Asian Only</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Black Only and Multi-Racial (including one Black)</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Multi-racial (excluding Black)</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>American Indian Only</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>International</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Unknown or Not Reported</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>78</td>
<td>53</td>
<td>131</td>
</tr>
</tbody>
</table>

*These are race/ethnicity categories used by the Office of Institutional Strategy and Planning (OISP) at Texas A&M University.
graduate student body. One of the primary strategies is to nominate eligible students for three-year Diversity Fellowships from the Office of Graduate Studies, and one-year Lechner Awards from the College of Liberal Arts. The department also contacts potential applicants who fill out interest cards at college fairs targeted towards students from underrepresented groups.

Although the ethnic/racial diversity of the student body does not reflect the diversity within the State of Texas, it is comparable with other PhD granting departments of anthropology. According to the 2010 Final Report prepared by the American Anthropological Association’s Commission on Race and Racism in Anthropology, an estimated 15-16% of PhD graduates in anthropology (completing the 1995 and 1997 PhD graduate surveys) self-identify as members of underrepresented minority groups.

The distribution of graduate students across the years is shown in Table 4-4. The total number of graduate students in the program has increased by 18% since the last program review was conducted in 2004. At that time, there were 114 graduate students, including 71 MA students and 43 PhD students. Therefore, in the past eight years, the number of PhD students has increased by 135%, while the number of MA students has decreased by 52%.

In 2004, the external review committee noted that the department

Table 4-4. Enrolled graduate students by incoming year.

<table>
<thead>
<tr>
<th>Year in Program</th>
<th>No. of MA Students</th>
<th>No. of PhD Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year</td>
<td>3</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>2nd year</td>
<td>9</td>
<td>22</td>
<td>31</td>
</tr>
<tr>
<td>3rd year</td>
<td>5</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>4th year</td>
<td>4 (1)</td>
<td>13</td>
<td>17 (1)</td>
</tr>
<tr>
<td>5th year</td>
<td>5</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>6th year</td>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>7th year</td>
<td>2 (1)</td>
<td>6</td>
<td>8 (1)</td>
</tr>
<tr>
<td>8th year</td>
<td>3 (1)</td>
<td>8</td>
<td>11 (1)</td>
</tr>
<tr>
<td>9th year and beyond</td>
<td>0</td>
<td>12 (1)</td>
<td>12 (1)</td>
</tr>
<tr>
<td>Total</td>
<td>32 (3)</td>
<td>99 (1)</td>
<td>131 (4)</td>
</tr>
</tbody>
</table>

*Numbers in parentheses represent the number of December 2012 graduates.*
would be able to fund more of its existing students by decreasing the total number of students. Specifically, the committee recommended that the size of the combined MA/PhD program be reduced to a target ratio of no more than 3 students per faculty member. With 26 faculty members, that would mean a total graduate body of approximately 78 students. Although the number of students has increased since 2004, the department has taken several steps in the past year to reduce the total number of students, including limiting the number of admitted students, establishing a new set of admissions procedures, and setting firm deadlines for students who are not completing their degrees in a timely fashion.

**Graduate Student Admissions**

The Department of Anthropology typically reviews prospective student applications annually for fall admissions. The graduate program admits three categories of students:

- MA students (who seek a terminal MA degree);
- PhD students (who enter with a BA degree); and
- PhD students (who enter with an MA degree from another university).

Prospective students are encouraged to prepare a statement of purpose that is directed to one of the four programs within the department. All applications are currently reviewed by faculty at the program level, and approved by the Department Head. (Prior to 2004, applicants for the Archaeology, Biological, and Cultural Programs were reviewed collectively by faculty in these three programs, while applicants for the Nautical Archaeology program were reviewed by faculty in the Nautical Archaeology Program.)

When reviewing applications for the MA and PhD courses of study, faculty consider the whole person, including the statement of purpose, fit with existing faculty research interests, GRE, GPA, previous coursework, previous extracurricular experiences (including fieldwork), letters of recommendation, writing sample, and other indications of scholarly promise.

The total number of applications to the department has increased significantly between 2004 and 2012 (Table 4-5). Between 2005 and 2010, the department received approximately 80 applications per year. Beginning in 2011, the department started to receive over 100 applications per year. Between 2004 and 2011, the department accepted between 42-60% of all applicants. The number of applicants and the number of accepted students has varied by program, due to unique admissions procedures.
Table 4-5. Graduate student admissions, incoming class (Fall 2005-Fall 2012).

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Applicants</td>
<td>81</td>
<td>85</td>
<td>76</td>
<td>84</td>
<td>75</td>
<td>84</td>
<td>106</td>
<td>104</td>
</tr>
<tr>
<td>Number of Admissions</td>
<td>48</td>
<td>39</td>
<td>32</td>
<td>38</td>
<td>43</td>
<td>38</td>
<td>55</td>
<td>27</td>
</tr>
<tr>
<td>Applicants Accepting Admissions*</td>
<td>20</td>
<td>21</td>
<td>16</td>
<td>19</td>
<td>24</td>
<td>26</td>
<td>28</td>
<td>16</td>
</tr>
<tr>
<td>Selectivity</td>
<td>59%</td>
<td>46%</td>
<td>42%</td>
<td>45%</td>
<td>57%</td>
<td>45%</td>
<td>52%</td>
<td>26%</td>
</tr>
<tr>
<td>Yield</td>
<td>42%</td>
<td>54%</td>
<td>50%</td>
<td>50%</td>
<td>56%</td>
<td>68%</td>
<td>51%</td>
<td>59%</td>
</tr>
<tr>
<td>Entering Class: MA Students</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Average GRE Scores for Incoming Class</td>
<td>1190</td>
<td>1180</td>
<td>1220</td>
<td>1230</td>
<td>1230</td>
<td>1190</td>
<td>1170</td>
<td>1170</td>
</tr>
<tr>
<td>Entering Class: PhD Students</td>
<td>14</td>
<td>12</td>
<td>9</td>
<td>9</td>
<td>15</td>
<td>17</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td>Entering Class: % Female</td>
<td>45%</td>
<td>89.4%</td>
<td>31.3%</td>
<td>63.2%</td>
<td>54.2%</td>
<td>44%</td>
<td>57.1%</td>
<td>87.5%</td>
</tr>
<tr>
<td>Entering Class: % Minority</td>
<td>15%</td>
<td>21.1%</td>
<td>12.5%</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>10.7%</td>
<td>18.8%</td>
</tr>
<tr>
<td>Entering Class: % International</td>
<td>15%</td>
<td>5.2%</td>
<td>12.5%</td>
<td>5.3%</td>
<td>8.3%</td>
<td>20%</td>
<td>16%</td>
<td>7.1%</td>
</tr>
</tbody>
</table>

*Includes a few students who defer admissions for one or two semesters. The number of MA and PhD students reflects the number of students who started in the Fall Semester.

Table 4-6. Graduate student admissions by program, 2010-2012.

<table>
<thead>
<tr>
<th>Program</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Apps.</td>
<td>% Accepted</td>
<td>% Yield</td>
</tr>
<tr>
<td>Archaeology</td>
<td>21</td>
<td>48</td>
<td>50</td>
</tr>
<tr>
<td>Biological</td>
<td>9</td>
<td>56</td>
<td>80</td>
</tr>
<tr>
<td>Cultural</td>
<td>10</td>
<td>90</td>
<td>56</td>
</tr>
<tr>
<td>Nautical</td>
<td>44</td>
<td>33</td>
<td>86</td>
</tr>
<tr>
<td>TOTAL</td>
<td>84</td>
<td>45</td>
<td>68</td>
</tr>
</tbody>
</table>
and issues (Tables 4-5, 4-6). As a well-established program with a highly competitive applicant pool, the Nautical Archaeology Program typically sets a target number of entering students, and then admits a number of the top applicants that are likely to yield that number. In the other three programs, the faculty typically admit students based on the overall strength of the application and the fit with a potential advisor.

Beginning last year, the department has started to discuss the need to reduce the total number of students. One part of this effort is to reduce the number of students admitted into the program. This spring, only 26% of applicants were admitted into the program. This enabled the department to increase recruitment efforts, by offering multi-year funding packages to a greater percent of incoming students (6 of 13 entering PhD students), and partial funding to an additional 3 students. In Fall 2012, the department continued to have discussions about graduate admissions and graduate funding. The faculty have approved a new plan to admit a smaller number of graduate students each year with the goal of yielding approximately 10 PhD students each year, in
addition to several MA students. The department will continue to review applications at the program level, and the Executive Committee will be responsible for resolving any program-level conflicts about admissions. At the moment, however, there is no faculty consensus about the ideal number of graduate students to admit each year. Some faculty have expressed concerns that reducing the number of admitted students might impact the department’s ability to fill graduate seminars (which require a minimum of 5 students) or the availability of students to work in labs and on field projects. Others have acknowledged the importance of considering the limited number of academic jobs available.

**Time to Degree**

**MA Degree**

The Department of Anthropology awarded 105 MA degrees in the ten-year period between 2003 and 2012, including 66 degrees in Nautical Archaeology, 24 degrees in Archaeology, 9 degrees in Biological Anthropology, and 6 degrees in Cultural Anthropology. In the past ten years, the time to degree completion has ranged from 1.5 years to over eight years in the past ten years (Figure 4-2). The mean time to degree for all MA degrees completed during this time period is 4.94 years (Table 4-7). The average time to degree, however, has decreased from an average of 6 years in 2007-08 to an average of 4.33 in 2011-12 (Table

<table>
<thead>
<tr>
<th>Program</th>
<th>Thesis MA</th>
<th>Non-Thesis MA</th>
<th>All MA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total #</td>
<td>Mean Time to Degree</td>
<td>Total #</td>
</tr>
<tr>
<td>Archaeology</td>
<td>20</td>
<td>4.8</td>
<td>4</td>
</tr>
<tr>
<td>Biological</td>
<td>3</td>
<td>4.5</td>
<td>6</td>
</tr>
<tr>
<td>Cultural</td>
<td>2</td>
<td>4.0</td>
<td>4</td>
</tr>
<tr>
<td>Nautical</td>
<td>63</td>
<td>5.21</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>88</td>
<td>5.07</td>
<td>17</td>
</tr>
</tbody>
</table>

**Table 4-7. Time to degree for MA degrees, 2003-2012 (by program).**

<table>
<thead>
<tr>
<th>FY03</th>
<th>FY04</th>
<th>FY05</th>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of degrees</td>
<td>7</td>
<td>14</td>
<td>9</td>
<td>12</td>
<td>8</td>
<td>10</td>
<td>15</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Mean time to degree</td>
<td>5.5</td>
<td>4.5</td>
<td>4.4</td>
<td>4.8</td>
<td>5.5</td>
<td>6.0</td>
<td>5.8</td>
<td>4.9</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**Table 4-8. Mean time to degree for all MA degrees, 2003-2012 (by year).**
The average time to degree varies significantly depending on the type of MA degree (Thesis vs. Non-Thesis). Most students conduct original fieldwork for a Thesis MA, and write a much longer thesis (compared to the paper that is now required for a Non-Thesis MA). Therefore, students who have completed a Thesis MA degree have taken nearly a year longer on average to complete their degree (Table 4-7). Despite these variances, degree requirements are such that students should be able to complete a non-thesis MA degree in approximately two years, and a Thesis MA degree in three years or less.

**PhD Degree**

The Department of Anthropology awarded 41 PhD degrees in the ten-year period between 2003 and 2012, including 16 degrees in Archaeology, 16 degrees in Nautical Archaeology, 5 degrees in Biological Anthropology, and 4 degrees in Cultural Anthropology. This includes students who completed both an MA and PhD degree at Texas A&M, students who completed a PhD at Texas A&M (while bypassing the MA), and students who entered with an MA from another institution and completed a PhD at Texas A&M. For all three categories of students combined, the time to degree completion has ranged from four years to over 17 years in the past ten years (Figure 4-3). This includes students who have completed Thesis and Non-Thesis MA degrees. On average, the students who have completed both degrees
at Texas A&M have taken 10.6 years to do so. In comparison, students who have skipped the MA degree en route to the PhD degree have been able to finish their PhD in an average of 7.6 years, and students who entered with an MA degree have been able to complete their PhD in an average of 6.0 years (Table 4-9). Time to completion varies somewhat by program, but it's possible that this variance can be explained by the smaller sample size for Biological Anthropology and Cultural Anthropology (Table 4-10).

The department is taking the following steps to reduce further the average time to degree completion for both MA and PhD students:

**Setting Clear Expectations.** Recently, the department has established expectations regarding time to completion, and shared these expectations with graduate students (via open forums and email messages to all students). MA students are expected to finish their degrees in three years or less. For PhD level of study, students should be able to complete an MA and PhD degree

### Table 4-9. Mean time to degree for all PhD degrees, 2003-2012 (by year).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of degrees (BA to MA to PhD)</td>
<td>7</td>
<td>14</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Mean time to degree (BA to MA to PhD)</td>
<td>12.5</td>
<td>10.1</td>
<td>9.9</td>
<td>10.6</td>
</tr>
<tr>
<td>Number of degrees (BA to PhD)</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Mean time to degree (BA to PhD)</td>
<td>8.25</td>
<td>7.3</td>
<td>7.5</td>
<td>7.6</td>
</tr>
<tr>
<td>Number of degrees (MA to PhD)</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Mean time to degree (MA to PhD)</td>
<td>6.25</td>
<td>5.3</td>
<td>6.3</td>
<td>6.0</td>
</tr>
</tbody>
</table>

### Table 4-10. Time to completion for PhD degrees, 2003-2012 (by program).

<table>
<thead>
<tr>
<th>Program</th>
<th>BA to MA to PhD</th>
<th>BA to PhD (no MA)</th>
<th>MA to PhD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total #</td>
<td>Mean Time to Degree</td>
<td>Total #</td>
<td>Mean Time to Degree</td>
</tr>
<tr>
<td>Archaeology</td>
<td>8</td>
<td>10.8</td>
<td>4</td>
<td>8.4</td>
</tr>
<tr>
<td>Biological</td>
<td>0</td>
<td>--</td>
<td>2</td>
<td>7.3</td>
</tr>
<tr>
<td>Cultural</td>
<td>1</td>
<td>8.0</td>
<td>1</td>
<td>7.0</td>
</tr>
<tr>
<td>Nautical</td>
<td>7</td>
<td>10.7</td>
<td>3</td>
<td>7.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16</td>
<td>10.6</td>
<td>10</td>
<td>7.6</td>
</tr>
</tbody>
</table>
combined in seven years, a PhD (without an MA) in six years, and a PhD from the MA in five years. These ideal timelines are based on approximately one year of fieldwork and one year of dissertation write-up.

**Identifying Students who are Behind Schedule.** Beginning last year, the department started to use the annual review process to identify students who are not making satisfactory progress towards degree completion. Students who were behind schedule received formal letters indicating that they were behind schedule, and needed to graduate by May 2013.

**Reviewing Curriculum.** The department has recently started to review curricular issues that might impede timely progress towards degree.

**Attrition vs. Completion**

For each entering cohort of graduate students, there are some students who finish the degree they intended to complete, some MA students who matriculate to PhD student status, some PhD students who only complete an MA degree, and some students who leave the program without completing any degrees (Figure 4-4). Reasons for dropping out of the program and/or completing a terminal MA vary. Students who drop out in their first year or two often do so because they realize that they are not interested in pursuing an academic career and/or they are concerned that there are limited job opportunities for PhDs in Anthropology. Some students also drop out due to limited funding opportunities to support their graduate studies. At-
Figure 4-5. Number of students admitted (MA and PhD combined) versus number completing terminal degree (MA and PhD combined), 2003-2012.

Figure 4-6. Number of MA students admitted versus number of MA degrees awarded (MA degrees awarded, in red, includes students who entered the department as a PhD student, and either completed a terminal MA or an MA degree en route to the PhD; MA degrees awarded to MA students, in green, includes students who entered the department in the MA program, regardless of whether they continued on to the PhD program).
Attrition rates at later stages are often attributed to an inability to complete the thesis or dissertation. On rare occasions, the department may terminate a student who either fails their preliminary exams or fails to meet performance expectations.

Due to attrition rates, the number of degrees awarded each year has been lower than the number of students who enter the program (Figure 4-4). The only exception is last year when the department made a concerted effort to reduce the number of admitted students. With a shifting balance between MA and PhD students and an increased number of PhD students completing an MA en route to the PhD, three interrelated trends have emerged since 2007. First, the difference between the total number of students entering the program and the total number of students completing their final degree increased until the past year (Figure 4-5). The size of this gap should decrease as more PhD students who entered the program in the mid-2000s continue to complete their degrees. Second, the number of MA degrees awarded each year is consistently exceeding the number of MA students admitted (Figure 4-6). Third, the number of PhD degrees awarded remains significantly lower than the number of PhD students admitted (Figure 4-7).

**Graduate Funding: Fellowships, Stipends, and Scholarships**

Graduate students in the Department of Anthropology are funded
from a variety of sources, including faculty grants, faculty endowments, departmental base budget, college fellowships, and university fellowships. The amount of funding per student varies significantly. The department does not currently have the resources to provide all students with departmental support. Opportunities for funding vary depending on a student's degree status, year in the program, and program affiliation.

**Recruitment Fellowships**

A limited number of students in the Department of Anthropology are funded through multi-year recruitment fellowships (Table 4-11), as described in detail below.

**Texas A&M Graduate Merit Fellowship (Office of Graduate Studies).**

<table>
<thead>
<tr>
<th>Name of Award</th>
<th>Source of Funding</th>
<th>Number of Years</th>
<th>Amount per Year</th>
<th>Work Obligation (Yes/No)</th>
<th>Number of Awards (FY13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Merit Fellowship</td>
<td>Office of Graduate Studies</td>
<td>4</td>
<td>$25,000 (1st year) $10,100 (years 2-4)</td>
<td>No (1st year) Yes (years 2-4)</td>
<td>6 students (including two 1st year students)</td>
</tr>
<tr>
<td>Graduate Diversity Fellowship</td>
<td>Office of Graduate Studies</td>
<td>3</td>
<td>$18,000</td>
<td>Yes</td>
<td>3 students (including two 1st year students)</td>
</tr>
<tr>
<td>Vision 2020 Fellowship</td>
<td>College of Liberal Arts</td>
<td>4</td>
<td>$19,100</td>
<td>Yes</td>
<td>1 student (1st year)*</td>
</tr>
<tr>
<td>Department of Anthropology Fellowship</td>
<td>College of Liberal Arts</td>
<td>5</td>
<td>$17,500</td>
<td>Yes</td>
<td>1 student (1st year)*</td>
</tr>
</tbody>
</table>

*These fellowships were introduced recently.

These are four-year fellowships to recruit top incoming students. The award includes a $25,000 stipend for the 1st year of study, a departmental assistantship for three additional years of study (which includes a stipend valued at $10,111 per year), $9,000 to cover tuition and fees for all four years, and a $2,112 insurance reimbursement for the first year. The stipend for the first year is particularly attractive, but there is a sharp drop-off in subsequent years. The College of Liberal Arts has attempted to address this issue by providing Merit Fellows with additional stipend income in subsequent years. These supplements have been awarded on a competitive basis for the past two years.

Only U.S. citizens or permanent residents are eligible for the
Merit Fellowship. All incoming PhD students who meet this eligibility requirement may be considered for this award. The department submits nominations for top incoming students to the Office of Graduate Studies. Students who receive this award have no work obligations for their first year, but they do have work obligations for the other three years. If a student receives an award, the department is required to provide the student with a departmental assistantship (i.e. GA position) in the second, third and fourth years of the fellowship.

**Texas A&M Graduate Diversity Fellowship (Office of Graduate Studies).** These are three-year fellowships to recruit top incoming students who contribute to the diversity of the student body. The award includes an $18,000 stipend per year for three years, $9,000 per year for tuition and fees, and a departmental assistantship (an additional $9,100 stipend/year) for three years. Students who receive this award are required to work as teaching or research assistants each year. Only U.S. citizens and permanent residents are eligible for this award. All incoming PhD students who meet this eligibility requirement AND who will contribute to the overall diversity of the university may be considered for this award. The department submits nominations for eligible students to the Office of Graduate Studies.

**Vision 2020 Fellowship (College of Liberal Arts).** These are four-year fellowships intended to recruit top incoming students. The award includes a $19,100 stipend per year for 4 years, tuition coverage, and eligibility for health insurance. Students who receive this award are provided with an assistantship and required to work as teaching or research assistants for each year of the fellowship. (The department provides a portion of the funds for the annual stipend from the pool of funds used to provide assistantships.) The department’s Curriculum Committee submits nominations to the College of Liberal Arts.

**Graduate Fellowship (Department of Anthropology).** This five-year fellowship, newly funded by the College of Liberal Arts, is intended to recruit one top incoming student in anthropology (in FY12 and FY13). It includes a $17,500 stipend per year for five years, tuition coverage, and eligibility for health insurance. Award recipients are required to work as teaching or research assistants for each year of the fellowship. (The department provides a portion of the funds for the annual stipend from the pool of funds used to provide assistantships.) The department’s Curriculum Committee selects the recipient for this award.

**Graduate Assistantships**

The Department of Anthropology provides graduate assistantships
There are two types of assistantships: Graduate Assistant Teaching (GAT) and Graduate Assistant Research (GAR).

The salary and benefits for both types of positions are identical. Assistantships come with a $10,111 stipend over the course of nine months and eligibility for university health insurance. Most GATs and GARs qualify for tuition coverage for nine hours/semester. Graduate assistantships, however, do not provide coverage for fees (which currently average about $1,160/semester for a full course load).

Funding for GAT positions comes from four different sources: the departmental base budget, the college's budget for replacement teaching, the university's budget for a program known as the FOCUS Learning Community (a university program to provide a learning community for select students), and university course fee program (IE/EF funds). Funding for GAR positions also comes from a variety of sources: external and internal

<table>
<thead>
<tr>
<th>Type of Funding</th>
<th>Source of Funding</th>
<th>Selection Process</th>
<th>Amount per Year</th>
<th>Type of Work</th>
<th>Number of Awards (FY13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Assistantship-Teaching (GAT)</td>
<td>Department base; course fees; salary savings; FOCUS program</td>
<td>Curriculum Committee</td>
<td>$10,111 (plus tuition)</td>
<td>Teaching as sole instructor; assisting faculty instructor; or lab instructor</td>
<td>26</td>
</tr>
<tr>
<td>Graduate Assistantship-Research (GAR)</td>
<td>Grants; contracts; endowments; College SDI program</td>
<td>Faculty member (or program) with funding</td>
<td>$10,111</td>
<td>Research assistant</td>
<td>13</td>
</tr>
<tr>
<td>Wage Positions*</td>
<td>Grants; contracts; endowments; College funds for special purposes</td>
<td>Faculty member with funding</td>
<td>Variable ($5-$10,000/year)</td>
<td>Typically lab work</td>
<td>10 (including 2 funded by College)</td>
</tr>
<tr>
<td>Scholarships*</td>
<td>Department base; grants; contracts; endowments</td>
<td>Curriculum committee; faculty member with funding</td>
<td>$1000 (plus in-state tuition rate)</td>
<td>Typically, 65 hours of research or teaching assistance</td>
<td>16 (Dept.); 10 (faculty funding)</td>
</tr>
</tbody>
</table>

*Some students have both wage positions and scholarships.

(GA positions) on a competitive basis to graduate students enrolled in the PhD program (Table 4-12). There are two types of assistantships: Graduate Assistant Teaching (GAT) and Graduate Assistant Research (GAR).

Table 4-12. Summary of funding opportunities in the department.
grants; contracts with federal and state agencies; and faculty endowments.

Students apply for assistantships on an annual basis. Each year, a portion of the assistantships are reserved for students with multi-year recruitment fellowships from the college and the university. The remaining assistantships are awarded on a competitive basis. Decisions regarding GAT positions are made at the department level by the Curriculum Committee. In the past few years, all GAT positions have been limited to PhD students, and students in the second, third and fourth year of study have priority over other students. Decisions regarding GAR positions are made by individual faculty who receive these sources of funding. Typically, most GAR positions are awarded to PhD students, though some positions are awarded to MA students.

All students with GA positions are expected to work 20 hours/week during the academic year. Some GATs are assigned to assist a professor, while others serve as the instructor of record for a course. GARs are assigned to individual professors as research assistants.

During the 2012-13 academic year, the department has provided 26 students with GAT positions, including:

- 10 GAT positions from IE/EF fees (i.e., course fees generated from intro-level anthropology courses are used to support a teaching assistant);
- 9 GAT positions from the department's base budget for graduate salaries;
- 3 GAT positions funded by the college to meet special teaching needs;
- 2 GAT positions from the university's FOCUS program (a learning community for select students); and
- 2 GAT positions funded by the college as part of new recruitment fellowships (Vision 2020 and Department of Anthropology Fellowship).

During the Fall 2012 semester, the department provided 13 students with GAR positions, including:

- 5 GAR positions from the college's Strategic Development Fund grant program;
- 5 GAR positions from contracts with federal and state agencies;
- 2 GAR positions from faculty endowments;
- 1 GAR position from the college to support the Department Head;
- 0 GAR positions from external grants (in this particular year).

In the spring 2013 semester, the department will provide one additional student with a GAR position, provided by the college's Strategic Development Fund.
Scholarships

The Department of Anthropology provides $1,000 scholarships on a competitive basis to graduate students enrolled in the PhD program. Scholarships are limited to students who did not receive a graduate assistantship. Non-residents who receive one of these awards are entitled to pay the fees and charges for Texas residents for the entire academic year (including for summer coursework). For the typical out-of-state student, these scholarships provide a $7,300 value. The department started to use departmental funds to provide scholarships in 2011-12 in an effort to provide some funding to high-performing students who were unable to secure an assistantship. During the 2012-13 academic year, the department awarded 16 scholarships to PhD students. Ten additional MA and PhD students received scholarships from other sources of funding within the department (contracts, grants, endowments, CSFA, and INA).

Wage Positions

Some MA and PhD students are hired for wages within the department. All wage positions are funded through contracts, grants, and

<table>
<thead>
<tr>
<th>Program</th>
<th>Source of Funding</th>
<th>Purpose</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Anthropology Graduate Student Travel Awards</td>
<td>The department receives an allotment from the college each year ($17,500 in FY13) for these awards</td>
<td>Conference travel or research travel/fieldwork</td>
<td>Individual awards typically range from $200 to $750</td>
</tr>
<tr>
<td>Graduate Scholar Awards</td>
<td>Glasscock Center for Humanities Research</td>
<td>Research (archives, fieldwork, etc.)</td>
<td>$2,000</td>
</tr>
<tr>
<td>Jordan Fellows</td>
<td>Jordan Institute for International Awareness</td>
<td>Research travel</td>
<td>$2,000</td>
</tr>
<tr>
<td>Professional Development Grants</td>
<td>College of Liberal Arts</td>
<td>Professional development (language training, workshops)</td>
<td>Variable; typical amounts range from $500 to $3,000</td>
</tr>
<tr>
<td>Vision 2020 Dissertation Improvement Grants</td>
<td>College of Liberal Arts</td>
<td>Research expenses related to dissertation</td>
<td>$5,000</td>
</tr>
<tr>
<td>Lechner Awards</td>
<td>College of Liberal Arts</td>
<td>Research bursary for students who contribute to diversity</td>
<td>$5,000</td>
</tr>
<tr>
<td>Graduate Student Grants</td>
<td>Race and Ethnic Studies Institute</td>
<td>For research related to thesis or dissertation</td>
<td>$1,500</td>
</tr>
</tbody>
</table>

Table 4-12. Additional sources of funding for graduate students.
endowments. For the 2012-13 academic year, ten students are in wage positions, primarily as lab technicians where they are paid hourly wages. These positions provide $5-10,000 of income per year, but do not come with tuition or insurance benefits. Several students have both a scholarship and a wage position.

**Funding for Dissertation Write-Up**

Texas A&M Dissertation Fellowships (Office of Graduate Studies) are one-year fellowships intended to support graduate students who are in their final year of dissertation write-up (Table 4-12). The award provides a $15,000 stipend, tuition payment for up to five credit hours per semester, and $2,056 for health insurance costs. There are no work requirements for this fellowship.

For the 2012-13 academic year, two anthropology PhD students are funded through the Texas A&M Dissertation Fellowship.

**Funding Limitations**

Currently, the Department of Anthropology does not have enough

---

**Table 4-13. Number of graduate assistants in the Department (by source).**

<table>
<thead>
<tr>
<th></th>
<th>FY05</th>
<th>FY06</th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept. GAT (Base)</td>
<td>15</td>
<td>16</td>
<td>19</td>
<td>19</td>
<td>16</td>
<td>12</td>
<td>12</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Dept. GAR (Base)</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
<td>6.5</td>
<td>9.5</td>
<td>6.5</td>
<td>7.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dept. GAT (FOCUS)</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Dept. GAT (Enh)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1.5*</td>
<td>1**</td>
<td>2</td>
</tr>
<tr>
<td>Dept. GAT/GAR (IE/EF)</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Dept. GAT (Replacement)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.5**</td>
<td>3</td>
</tr>
<tr>
<td>Sub-Total (Dept. GA)</td>
<td>23</td>
<td>24</td>
<td>27</td>
<td>28</td>
<td>28</td>
<td>23</td>
<td>24.5</td>
<td>14.5</td>
<td>26</td>
</tr>
<tr>
<td>Faculty GAR (Contracts/grants)</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>10</td>
<td>8</td>
<td>13</td>
<td>10</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Faculty GAR (Endowment)</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>4.5</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Sub-Total (Faculty GA)</td>
<td>7</td>
<td>5</td>
<td>9</td>
<td>18</td>
<td>14</td>
<td>20</td>
<td>14.5</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>29</td>
<td>36</td>
<td>46</td>
<td>42</td>
<td>43</td>
<td>39</td>
<td>29.5</td>
<td>39</td>
</tr>
<tr>
<td>Total GAT</td>
<td>17</td>
<td>18</td>
<td>21</td>
<td>21</td>
<td>18</td>
<td>16</td>
<td>15</td>
<td>11.5</td>
<td>26</td>
</tr>
<tr>
<td>Total GAR</td>
<td>13</td>
<td>11</td>
<td>15</td>
<td>25</td>
<td>24</td>
<td>27</td>
<td>24</td>
<td>18</td>
<td>13</td>
</tr>
</tbody>
</table>

*Both positions funded through Grad Enhancement were GAR positions; half of the funds for one position were provided from an endowment.

**Three students had GAT positions for one semester only.**
funding to support all graduate students in the program. In addition, the department is concerned that the stipend for graduate assistantships is not competitive with peer universities, despite a $1,000 increase in 2012.

The total number of assistantships fluctuates from year to year. The number of GAs supported by the FOCUS program is relatively stable, while the number of GAs funded through contracts and grants is highly variable (Table 4-13 and Figure 4-8). Beginning in the 2011-12 academic year, the number of department-based GA positions decreased significantly due to a ten percent budget cut across the university. The number of endowment-based GA positions also decreased with drops in investment returns, as
well as a slight shift to funding more students through wage positions. Unfortunately, these budget cuts coincided with a significant increase in the number of incoming graduate students, significantly reducing the department’s ability to fund students in the coursework phase of the program. During the 2012-13 academic year, the department added 10 new department-based GA positions by increasing and reallocating the use of course fees (IE/EF funds). A few additional GA positions were also obtained from the college for temporary replacement teaching. Figure 4-8 illustrates how the number of assistantships, as well as funding sources, have fluctuated over the past nine years.

At $10,111/year, the current stipend for graduate assistantships is low compared to peer institutions, despite increasing twice in the past five years. Prior to 2007-08, the stipend for graduate assistants ranged from $8,100 to $8,550, with slightly higher rates given to GATs with more experience (and successful performance). During the 2007-08 academic year, the former department head received funds from the college to increase the stipend for all graduate assistants to a standard rate of $9,100. Beginning in 2011-12, the stipend increased again by approximately $1,000. The increase was funded by increasing/reallocating course fees and reducing the total number of base salary assistantships by one. Due to funding limitations, the department has had to make difficult choices about which students to

<table>
<thead>
<tr>
<th>Program</th>
<th>No. of PhD Students</th>
<th>Full Funding</th>
<th>Percent w/ Full Funding</th>
<th>Partial Funding</th>
<th>Percent w/ Partial Funding</th>
<th>Any Funding</th>
<th>Percent w/ Any Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archaeology</td>
<td>26</td>
<td>10</td>
<td>38.5%</td>
<td>10</td>
<td>38.5%</td>
<td>20</td>
<td>76.9%</td>
</tr>
<tr>
<td>Biological</td>
<td>21</td>
<td>7</td>
<td>33.3%</td>
<td>4</td>
<td>19.0%</td>
<td>11</td>
<td>52.4%</td>
</tr>
<tr>
<td>Cultural</td>
<td>17</td>
<td>7</td>
<td>41.2%</td>
<td>3</td>
<td>17.6%</td>
<td>10</td>
<td>58.8%</td>
</tr>
<tr>
<td>Nautical</td>
<td>35</td>
<td>17</td>
<td>48.6%</td>
<td>5</td>
<td>20.0%</td>
<td>24</td>
<td>68.6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>99</td>
<td>41</td>
<td>41.4%</td>
<td>24</td>
<td>24.2%</td>
<td>65</td>
<td>65.7%</td>
</tr>
</tbody>
</table>

**TAMU funding** refers to any funding that provides salary, wages, and tuition support. This does not include any funding for travel, research, or professional development.

**Full funding is defined as a fellowship or assistantship from the University, College, or Department that provides a minimum of $10,000/semester, plus tuition benefits (e.g., 37 GA positions + 2 OGS Dissertation Fellowships + 2 Merit Fellowships). Partial funding refers to Departmental Scholarships and/or wages.
The department distinguishes between students with “full funding” and students with “partial funding” from Texas A&M. Full funding is defined as a fellowship or assistantship from the university, college, or department that provides a stipend, plus tuition benefits. Partial funding is defined as a $1,000 scholarship and/or a wage position. Only 41.4% of PhD students in the department currently have full funding from Texas A&M, and only 63.6% of PhD students in the department have any funding from Texas A&M (Table 4-14).

Table 4-15. Graduate assistantships in 2012-13 (by program).

<table>
<thead>
<tr>
<th>Program</th>
<th>No. of Graduate Students (MA &amp; PhD)</th>
<th>Department GA Positions*</th>
<th>Faculty GA Positions</th>
<th>Total GA Positions</th>
<th>Percent w/ GA Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archaeology</td>
<td>28</td>
<td>6</td>
<td>3</td>
<td>9</td>
<td>32.1%</td>
</tr>
<tr>
<td>Biological</td>
<td>22</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>27.2%</td>
</tr>
<tr>
<td>Cultural</td>
<td>25</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>28.0%</td>
</tr>
<tr>
<td>Nautical</td>
<td>56</td>
<td>8</td>
<td>9</td>
<td>17</td>
<td>30.6%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>131</td>
<td>26</td>
<td>13</td>
<td>39</td>
<td>29.8%</td>
</tr>
</tbody>
</table>

*Only PhD students are eligible for Departmental GA positions. Not all PhD students applied for departmental GA positions, and not all PhD students were eligible for department-based funding due to previous funding and/or number of years in the program.

Table 4-16. PhD students in first four years with TAMU funding in 2012-13.

<table>
<thead>
<tr>
<th>Program</th>
<th>No. of PhD Students</th>
<th>No. w/ Full Funding**</th>
<th>Percent w/ Full Funding</th>
<th>No. w/ Partial Funding</th>
<th>Percent w/ Partial Funding</th>
<th>No. w/ Any Funding</th>
<th>Percent w/ Any Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>12*</td>
<td>6</td>
<td>50.0%</td>
<td>3</td>
<td>25.0%</td>
<td>9</td>
<td>75.0%</td>
</tr>
<tr>
<td>2nd Year</td>
<td>22**</td>
<td>14</td>
<td>63.6%</td>
<td>7</td>
<td>31.8%</td>
<td>21</td>
<td>95.4%</td>
</tr>
<tr>
<td>3rd Year</td>
<td>13</td>
<td>9</td>
<td>69.2%</td>
<td>1</td>
<td>7.7%</td>
<td>10</td>
<td>76.9%</td>
</tr>
<tr>
<td>4th Year</td>
<td>13</td>
<td>6</td>
<td>46.2%</td>
<td>3</td>
<td>23.1%</td>
<td>9</td>
<td>69.2%</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>35</td>
<td>58.3%</td>
<td>14</td>
<td>23.3%</td>
<td>49</td>
<td>81.7%</td>
</tr>
</tbody>
</table>

*Does not include one incoming PhD student who deferred admission until Spring 2013. **Includes former MA students.
The percent of students with full funding varies somewhat across the programs. Each program receives a comparable number of assistantships from the department (Table 4-15), yet some programs have a greater number of faculty-based assistantships (from grants, contracts, and endowments). A portion of the students without funding are ineligible for funding, according to university and department policies.

As a general rule, the department places a funding priority on PhD students in their first 3-4 years, when most students are registered for more hours (three years for students who enter with a MA, four years for students who enter with a BA/BS). Of the 60 PhD students in their first four years of study, 81.7% of PhD students have some funding from Texas A&M, yet only 58.3% have “full funding” from the department, college and university (Table 4-16). An additional 10-15% of students in this category have full funding from other departments, the U.S. government, or external fellowships and grants.

Due to funding limitations, the department is no longer able to provide funding for MA students. However, several MA students are funded through grants, contracts, and endowments, and one MA student with partial funding received funding before he decided to complete a terminal MA. Only 5.1% of MA students have full funding, and only 26.5% of MA students have any funding (Table 4-17). The majority of MA students and the majority of MA students with funding are in the Nautical Archaeology Program.

### Table 4-17. MA students with TAMU funding in 2012-13.

<table>
<thead>
<tr>
<th>Program</th>
<th>No. of MA Students</th>
<th>Full Funding</th>
<th>Percent w/ Full Funding</th>
<th>Partial Funding</th>
<th>Percent w/ Partial Funding</th>
<th>Any Funding</th>
<th>Percent w/ Any Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archaeology</td>
<td>2</td>
<td>0</td>
<td>0%</td>
<td>2</td>
<td>100%</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Biological</td>
<td>1</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Cultural</td>
<td>8</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>12.5%</td>
<td>1</td>
<td>12.5%</td>
</tr>
<tr>
<td>Nautical</td>
<td>21</td>
<td>2</td>
<td>9.5%</td>
<td>5</td>
<td>23.8%</td>
<td>7</td>
<td>33.3%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>32</td>
<td>2</td>
<td>6.3%</td>
<td>8</td>
<td>25.0%</td>
<td>10</td>
<td>31.3%</td>
</tr>
</tbody>
</table>

Graduate Student
Supervision and Training

**Graduate Program Administration**

Beginning in 2007, the department expanded the role of the Faculty Graduate Advisor into a new position defined as the Director of Graduate Studies. The Director of Graduate Studies is responsible for administering all aspects
Table 4-18. Faculty advising loads.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Current MA Advisees</th>
<th>Current PhD Advisees</th>
<th>MA Students Advised through Completion in the Past 7 Years</th>
<th>PhD Students Advised through Completion in the Past 7 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alvard, M.</td>
<td>1</td>
<td>1</td>
<td>C. Cherry, 2007</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C. Laporte, 2011*</td>
<td></td>
</tr>
<tr>
<td>Athreya, S.</td>
<td>0</td>
<td>6</td>
<td>R. Grossman, 2009*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A. Laurence, 2011*</td>
<td>M. Morse, 2009</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T. Riley, 2011</td>
</tr>
<tr>
<td>Carlson, David</td>
<td>0</td>
<td>1</td>
<td>R. Lassen, 2006</td>
<td>S. Sweitz, 2005</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C. Atkins, 2010</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>H. Brown, 2011</td>
<td></td>
</tr>
<tr>
<td>Castor F.</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>H. Miyashita, 2006</td>
<td>P. Creasman, 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>T. Kane, 2006</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S. Campbell, 2007</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>T. Miguel Fraga, 2008</td>
<td></td>
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<td></td>
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<td></td>
<td>E. Laanela, 2008</td>
<td></td>
</tr>
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<td>B. Rodriguez, 2009</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>G. Schwarz, 2009*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>V. Valenti, 2009</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>R. Sasaki, 2009*</td>
<td></td>
</tr>
<tr>
<td></td>
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**Table 4-18. (Continued).**

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<th>Faculty Name</th>
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<th>Current PhD Advisees</th>
<th>MA Students Advised through Completion in the Past 7 Years</th>
<th>PhD Students Advised through Completion in the Past 7 Years</th>
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*Student continued into the PhD program after completing MA degree.

of the graduate program, including recruiting applicants, supervising admissions, preparing departmental nominations for university fellowships, and overseeing the funding decisions. (Sheela Athreya is currently serving as the Director of Graduate Studies; Sharon Gursky-Doyen served as Interim Director during the Fall 2012 semester while Dr. Athreya was on leave.) The Director of Graduate Studies also provides professional advice to graduate students. The Director of Graduate Studies typically serves as the Chair of the Curriculum Committee, and serves as the department representative to the college’s Graduate Instruction Committee.

The Director of Graduate Studies works closely with the department’s Academic Advisor. The Academic Advisor (Marco Valadez) schedules graduate seminars, coordinates graduate admissions files, assists graduate students with university paperwork, and advises students on their academic progress.

Beginning in 2011, the department added a new faculty service role designed to assist graduate students on the job market. The Placement Officer (Dr. Michael Alvard) organizes workshops on the job market, reviews job application materials, and advises students who are looking for academic positions.
**Advising**

Upon arrival, graduate students are assigned a provisional advisor. All incoming students in the Nautical Archaeology Program are assigned to the Nautical Archaeology Program Coordinator, while students in other programs are matched with faculty based on research interests. The student's advisor serves as a faculty mentor. Students are expected to file a degree plan by the end of their second year, at which time they formalize the members of their graduate committee (MA or PhD) and identify the chair of their committee. MA committees consist of at least three members, including one member from outside the department. PhD committees consist of at least four members, including one member from outside the department. Table 4-18 summarizes the supervision of MA and PhD students within the past seven years. The number of students advised varies significantly within the department. Students who work as Teaching Assistants are also assigned a faculty supervisor who serves as a teaching mentor.

**Professional Development**

Students receive further training through a series of professional development workshops, organized by the Director of Graduate Studies or the newly appointed Placement Coordinator. Regular topics include the academic job market, publishing, applying for grants, and preparing for preliminary exams. Typically, these workshops are organized as a panel of faculty members who discuss a topic, and respond to graduate student questions. Several years ago, the department also initiated an annual Graduate Student Conference to give students an opportunity to present their research to peers and to get feedback on their presentation.

**Annual Evaluation**

Each spring, students are expected to submit an annual evaluation form to their advisor, detailing core courses completed, milestones achieved, grants, presentations, and publications. Each student’s advisor is expected to write a short evaluation, and to meet with the student to discuss the evaluation. The evaluations play a role in funding decisions. The evaluations also help the department identify students who are not performing well and who are not making timely progress towards the completion of their degree. Students who do not complete their evaluation are blocked from registration.

**Graduate Student Productivity**

**Conference Presentations**

Anthropology graduate students are strongly encouraged to present their research at national and regional conferences. They gave
44 paper or poster presentations in 2010, and 59 paper and poster presentations in 2011.

**Publications**

Anthropology graduate students are also encouraged to submit manuscripts to peer-reviewed journals before they complete their degrees. Collectively, our students published 4 refereed journal articles, ten non-refereed articles, and one book chapter in 2010, and twelve refereed articles, ten non-refereed articles, and two co-edited books (with faculty members) in 2011.

**Grants and Fellowships**

As a general rule, the department expects students to apply for external funding to cover the costs of dissertation fieldwork. In the past several years, graduate students have received dozens of competitive research grants:

- National Science Foundation (2 awards, 2010; 2, 2011; 3, 2012; total $139,472);
- Wenner-Gren Foundation for Anthropological Research (1 award, 2012; $20,000);
- American Research Institute in Turkey (1, 2010; $15,500);
- Primate Conservation, Inc. (2, 2010, 2, 2011; total $7,759);
- Institute of Nautical Archaeology (7, 2010; 9, 2011; total $16,500);
- Conservation International (1, 2010, 1, 2011; total $5,500);
- American Philosophical Society’s Lewis & Clark Fund (1, 2010; 1, 2012; total $8,500);
- Geological Society of Award (1, 2011; $2,500);
- Institute of Renaissance Studies (1, 2011; $2,000);
- American Society of Primatology (1, 2011; $1,500);
- Explorers Club (1, 2011; total $1,500);
- Women Divers Hall of Fame (1, 2011; $1,500);
- American Schools of Oriental Research (1, 2010; $1,000);

### Table 4-19. Overview of MA graduate placements (by program).

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<th>Program</th>
<th>Number of Degrees</th>
<th>Continued to PhD Status</th>
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<tr>
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<td>18</td>
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<tr>
<td>TOTAL</td>
<td>105</td>
<td>25</td>
<td>31</td>
<td>9</td>
<td>42</td>
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</table>

136
In the past several years, eight graduate students in the Department of Anthropology have also been successful in their efforts to receive competitive fellowships at Texas A&M University to support dissertation research:

- Arctic Institute of North America (1, 2011; $1,000);
- Texas Academy of Science Research Grant (1, 2011; $1,000);
- Sigma Xi (1, 2012; $500).

In the past several years, eight graduate students in the Department of Anthropology have also been successful in their efforts to receive competitive fellowships at Texas A&M University to support dissertation research:

- Office of Graduate Studies Graduate Fellowship (1, 2011, 2, 2012; total $45,000);
- College of Liberal Arts Dissertation Award/Vision 2020 Fellowship (2, 2009, 2, 2010, 3, 2011, 3, 2012; total $50,000);
- Glasscock Center for Humanities Research (4, 2010, 7, 2011, 1, 2012; total $10,350);
- LT Jordan Institute for International Awareness (1, 2010, 1, 2011; 1, 2012 total $6,000).

### Placement of Graduate Students

In the past 10 years (2003-2012), the department has awarded 105 MA degrees (Table 4-19). Unfortunately, we only have information on the whereabouts of 63 of the 105 MA graduates. Of the 105 MA graduates, 27.6% obtained a professional position that is directly related to their training as an anthropologist (Figure 4-9). Of the students in this category, 71.4% obtained a job...
working as a professional archaeologist for a government agency or private firm, and 28.6% received a job working at a museum (as a curator or related position). Another large group of MA graduates (23.8%) continued their education at the PhD level. This includes 78% who chose to continue their studies at Texas A&M, while 22% went on to complete a PhD at another university. The complete list of MA and PhD graduate placements can be found in Appendix D.

The department awarded its first PhD degree in 1988. By 2002, the department had awarded approximately 40 PhD degrees. A number of our early graduates are currently employed as associate professors and professors at universities around the country, including

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<tr>
<td>TOTAL</td>
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Table 4-20. Overview of PhD graduate placements (by program).

Doctoral Graduates’ Occupations

![Figure 4-10. Placement record for PhD graduates (N = 41), since 2003.](image-url)
California State University-Chico, Eastern Carolina University, Texas A&M University, Texas A&M University – Galveston, University of Arkansas, University of California-San Diego, University of Central Florida, University of Maine, University of Nebraska, University of New Mexico, University of West Florida, and Washington State University.

Between 2003 and 2012, the department awarded 41 PhD degrees (Table 4-20). We know the whereabouts for 39 of the 41 graduates. Twenty-two of our PhD graduates (53.7%) have obtained academic appointments at universities and colleges (Figures 4-10, 4-11). Fourteen graduates have obtained tenure-track appointments, including three in departments that offer...
PhD degrees (University of Arizona, Brown University, and University of Connecticut) and three in departments that offer an MA degree (California State University-Chico, and Eastern Carolina University, Indiana University of Pennsylvania). Of the eight graduates who are in non-tenure-track academic positions, approximately half have renewable contracts, while the others are on the academic job market (in post-doc or lecturer positions). Thirteen of our PhD graduates (31.7%) have obtained professional positions, including nine who are working as professional archaeologists or anthropologists for government agencies, private firms or non-profit organizations, and four who are working in a museum (as curator, etc.). Of the remaining four students, one has a position that is not closely related to their degree, one is unemployed (and searching for an academic position), and two are currently unemployed or retired (and not searching for a position).

**Summary of Comments from Graduate Student Survey**

In preparation for the Academic Program Review, the department conducted a survey of graduate students in the Spring of 2012 (Appendix E). The survey was completed by 75 students, with proportional representation across the four programs and the two degree statuses. Almost 75% of participants were in the first four years of graduate study.

**Why Texas A&M?**

Fifty-one of 56 respondents stated that they chose Texas A&M due to the reputation of the faculty and/or faculty research interests. Twenty-three respondents made specific reference to the unique status of the Nautical Archaeology Program. Several respondents also made reference to the Center for the Study of the First Americans.

**Funding for Graduate Study**

Respondents had variable experiences with funding. Forty-three of respondents indicated that they had received at least one year of full funding. Several others indicated that they had received a scholarship. Fifty-two percent indicated that they had sought employment outside the department due to insufficient funding from the department. This includes advanced students who are teaching at other colleges and universities, and students who are working as graduate assistants in other departments. However, approximately 33% of respondents note that they have worked jobs that have no relevance to their degree or career plans to pay for their education, 73% have taken out loans to pay for their graduate education, and 88% have relied on personal savings (or family support) to pay for their graduate education. Twen-
ty-seven percent of respondents have taken out $25,000-49,999 in loans, while 18% of respondents have taken out more than $50,000 in loans.

**Time to Degree**

The survey included two questions about factors that have slowed progress towards degree completion. Responses varied, and several students cited multiple factors. This is a summary of the most common responses: perception that there is too much (graded) coursework required; perception that some courses are not offered frequently enough; challenge of balancing schoolwork with inside or outside employment to pay for education; lack of direction from advisor; slow response from advisor (in reviewing proposals, draft chapters, etc.); time required to complete fieldwork; and personal factors (such as starting a family).

**Satisfaction with the Curriculum**

The survey included a series of questions related to student satisfaction with the curriculum:
- 62.8% of students were “satisfied” or “somewhat satisfied” with the courses available in their program;
- 66.7% of students were “satisfied” or “somewhat satisfied” with the courses available in their specific area of interest;
- 92.7% were “satisfied” or “somewhat satisfied” with the overall quality of the courses they had completed; and
- 76.8% were “satisfied” or “somewhat satisfied” with the overall variety of the courses they had completed.

**Satisfaction with Professional Development Training**

The survey included a series of questions related to student satisfaction with professional development training.
- 72.5% were “satisfied” or “somewhat satisfied” with the training on research presentations;
- 52.9% were “satisfied” or “somewhat satisfied” with the training on grant applications;
- 44.1% were “satisfied” or “somewhat satisfied” with the training on publishing research;
- 36.4% were “satisfied” or “somewhat satisfied” with the training on applying for jobs; and
- 37.3% were “satisfied” or “somewhat satisfied” with the training on teaching courses.

The overall level of satisfaction with professional development seems quite low. A qualitative follow-up to this question provides some clarification. Several students noted that they have not been able to attend workshops due to their work schedules. In addition, several students noted that they had not had an opportunity to teach (and therefore were not satisfied with
training provided). Other students gave answers that suggest that they might have been a little confused about these questions and/or unaware of workshops and grant-proposal-writing courses offered by the department. Specifically, some seemed to think that professional development training was limited to formal classroom instruction, rather than workshops.

**Career Aspirations**

Of the PhD students who completed the survey, 84% are interested in an academic career. MA and PhD respondents who were not interested in an academic career were interested in jobs working for a museum, cultural resource management firm, government agency (including Texas Historical Commission (THC), National Oceanic and Atmospheric Administration (NOAA), and National Park Service (NPS)).

Overall, the survey provides a rich source of information for understanding student satisfaction with the program. Appendix E includes a complete list of survey answers to selected qualitative questions about the program.

**Conclusion**

In conclusion, the department has come a long way since the graduate program was first introduced in the 1980s. The department is in the midst of taking steps to further improve the graduate program by re-evaluating admissions procedures, reducing the overall size of the graduate student body, reviewing curricular issues that might slow down time to completion, finding ways to increase graduate student funding, and improving graduate student placements.
Chapter 5.
The Undergraduate Program

Overview

The Department of Anthropology offers a BA degree in Anthropology, and a Minor in Anthropology. The BA degree involves coursework in all four program areas: archaeology, biological anthropology, cultural anthropology, and nautical archaeology. Beginning in 2012, in line with the department’s strategic plan, the department added a track in archaeology to the existing BA degree. Students who complete the track will shift the balance of anthropology coursework towards courses in archaeology, and be required to participate in a credit-bearing archaeological fieldwork experience (or comparable lab experience).

Anthropology is the holistic study of humans and other primates. The discipline examines and tries to determine the depth and diversity of what it means to be human and how humans vary from one another. To accomplish this broad mission, anthropologists focus their study on human cultures and the material culture produced by people in the past and present. Anthropologists also explore the biological nature and development of humans from the earliest forms more than 4.5 million years ago up through modern humans, *Homo sapiens sapiens*. Through its programs in archaeology, biological anthropology, cultural anthropology, and nautical archaeology, the Anthropology Department at Texas A&M allows students to develop a multi-faceted understanding of who they are in relation to other cultures and historic periods. The Department of Anthropology offers courses in such areas as: peoples and cultures of the world, New World and Old World nautical archaeology, studies of Native American cultures, human behavioral ecology,
primate conservation, peopling of the Americas, biblical archaeology, gender, culture change and development, globalization, human evolution, and human osteology/bioarchaeology. Undergraduate degrees in anthropology prepare graduates to pursue careers in the US State Department, USAID, National Park Service, museum curation, arts/historical commission liaisons, forensics, and for appropriate foundations in education, law, medicine, and the military.

The number of anthropology majors is relatively small, but growing. The number of majors has increased 85% from 114 to 211 between 2004 and 2012. Before graduation, nearly half of our majors participate in at least one high-impact learning experience, such as participating in a field school, working in a research lab, studying abroad, or completing an independent research project.

**Degree Requirements**

Anthropology majors pursuing the general anthropology track receive foundations in the archaeology, biological anthropology and cultural anthropology subfields of anthropology as well as options to pursue upper-level courses in each of the subfields (Table 5-1). Students who elect to pursue the archaeology track take the foundation courses in anthropology (ANTH 202, 210 and 225) but also take more upper-level courses which focus on specific topics in archaeology. Students who pursue the archaeology track are

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**Figure 5-1.** Undergraduate students in the 2011 archaeology field school received instruction in a variety of topics, from survey and excavation methods to vegetation history and geomorphology.
Table 5-1. Basic components of the BA degree in Anthropology (General track).

<table>
<thead>
<tr>
<th>Type of Requirement</th>
<th>Department and University Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Coursework</td>
<td>13 hours total:</td>
</tr>
<tr>
<td></td>
<td>ANTH 202 Introduction to Archaeology (3 hrs)</td>
</tr>
<tr>
<td></td>
<td>ANTH 210 Introduction to Sociocultural Anthropology (3 hrs)</td>
</tr>
<tr>
<td></td>
<td>ANTH 225 Introduction to Biological Anthropology (4 hrs)</td>
</tr>
<tr>
<td></td>
<td>ANTH 410 Anthropological Theory (3 hrs)</td>
</tr>
<tr>
<td></td>
<td>(or ANTH 412 Archaeological Theory)</td>
</tr>
<tr>
<td>Electives in Anthropology</td>
<td>18 hours total, including:</td>
</tr>
<tr>
<td></td>
<td>Minimum of 1 course in Archaeology (300 or 400 level)</td>
</tr>
<tr>
<td></td>
<td>Minimum of 1 course in Biological Anthropology (300 or 400)</td>
</tr>
<tr>
<td></td>
<td>Minimum of 1 course in Cultural Anthropology (300 or 400)</td>
</tr>
<tr>
<td>Writing Intensive Courses</td>
<td>2 courses in Anthropology (to meet university requirement)</td>
</tr>
<tr>
<td></td>
<td>(can include courses that also count as electives in Anth)</td>
</tr>
<tr>
<td>Total Hours Required in Anthropology</td>
<td>31 hours in Anthropology</td>
</tr>
<tr>
<td>Statistics Course (Department Requirement)</td>
<td>STAT 302 or STAT 303 (3 hrs)</td>
</tr>
<tr>
<td>University Core Curriculum Requirements</td>
<td>72 total hours, including:</td>
</tr>
<tr>
<td></td>
<td>1 course in Composition in Rhetoric (3 hrs)</td>
</tr>
<tr>
<td></td>
<td>1 course to meet Communication requirement (3 hrs)</td>
</tr>
<tr>
<td></td>
<td>2 courses to meet Literature requirement (6 hrs)</td>
</tr>
<tr>
<td></td>
<td>4 courses to meet Foreign Language requirement (14 hrs)</td>
</tr>
<tr>
<td></td>
<td>2 courses to meet Mathematics &amp; Logic requirement (6 hrs)</td>
</tr>
<tr>
<td></td>
<td>2 courses to meet Natural Sciences requirement (8 hrs)</td>
</tr>
<tr>
<td></td>
<td>2 courses to meet Humanities &amp; Visual/Performing Arts requirement (6 hrs)</td>
</tr>
<tr>
<td></td>
<td>2 courses to meet Social/Behavioral Sciences requirement (6 hrs)</td>
</tr>
<tr>
<td></td>
<td>2 courses in Political Sciences (6 hrs)</td>
</tr>
<tr>
<td></td>
<td>2 courses in U.S. History (6 hrs)</td>
</tr>
<tr>
<td></td>
<td>2 courses in International/Cultural Diversity (6 hrs)</td>
</tr>
<tr>
<td></td>
<td>2 courses in Kinesiology (2 hrs)</td>
</tr>
<tr>
<td>General Electives</td>
<td>20 hours</td>
</tr>
<tr>
<td></td>
<td>(may be used to fulfill requirements for a minor, 15-18 hrs)</td>
</tr>
<tr>
<td>Total Hours Required for BA</td>
<td>120 hours</td>
</tr>
</tbody>
</table>

also required to complete at least one three-hour research course involving archaeological fieldwork or lab work (Table 5-2) (Figure 5-1). In both tracks, majors receive a broad yet rigorous liberal arts education. **Requirements for a Minor in Anthropology**

Students who major in another subject have the option of completing a Minor in Anthropology.
<table>
<thead>
<tr>
<th>Type of Requirement</th>
<th>Department and University Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Coursework</strong></td>
<td>13 hours total:</td>
</tr>
<tr>
<td></td>
<td>ANTH 202 Introduction to Archaeology (3 hrs)</td>
</tr>
<tr>
<td></td>
<td>ANTH 210 Introduction to Sociocultural Anthropology (3 hrs)</td>
</tr>
<tr>
<td></td>
<td>ANTH 225 Introduction to Biological Anthropology (4 hrs)</td>
</tr>
<tr>
<td></td>
<td>ANTH 412 Archaeological Theory (3 hrs)</td>
</tr>
<tr>
<td><strong>Electives in Anthropology</strong></td>
<td>12 hours total, including:</td>
</tr>
<tr>
<td></td>
<td>Minimum of 3 courses in Archaeology (300 or 400 level)</td>
</tr>
<tr>
<td><strong>Archaeological Fieldwork or Research</strong></td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td>ANTH 330, ANTH 485, or ANTH 489</td>
</tr>
<tr>
<td><strong>Writing Intensive Courses</strong></td>
<td>2 courses in Anthropology (to meet university requirement)</td>
</tr>
<tr>
<td></td>
<td>(can include courses that also count as electives in Anth)</td>
</tr>
<tr>
<td><strong>Total Hours Required in Anthropology</strong></td>
<td>31 hours in Anthropology</td>
</tr>
<tr>
<td><strong>Statistics Course (Department Requirement)</strong></td>
<td>STAT 302 or STAT 303 (3 hrs)</td>
</tr>
<tr>
<td><strong>University Core Curriculum Requirements</strong></td>
<td>72 total hours, including:</td>
</tr>
<tr>
<td></td>
<td>1 course in Composition in Rhetoric (3 hrs)</td>
</tr>
<tr>
<td></td>
<td>1 course to meet Communication requirement (3 hrs)</td>
</tr>
<tr>
<td></td>
<td>2 courses to meet Literature requirement (6 hrs)</td>
</tr>
<tr>
<td></td>
<td>4 courses to meet Foreign Language requirement (14 hrs)</td>
</tr>
<tr>
<td></td>
<td>2 courses to meet Mathematics &amp; Logic requirement (6 hrs)</td>
</tr>
<tr>
<td></td>
<td>2 courses to meet Natural Sciences requirement (8 hrs)</td>
</tr>
<tr>
<td></td>
<td>2 courses to meet Humanities &amp; Visual/Performing Arts requirement (6 hrs)</td>
</tr>
<tr>
<td></td>
<td>2 courses to meet Social/Behavioral Sciences requirement (6 hrs)</td>
</tr>
<tr>
<td></td>
<td>2 courses in Political Sciences (6 hrs)</td>
</tr>
<tr>
<td></td>
<td>2 courses in U.S. History (6 hrs)</td>
</tr>
<tr>
<td></td>
<td>2 courses in International/Cultural Diversity (6 hrs)</td>
</tr>
<tr>
<td></td>
<td>2 courses in Kinesiology (2 hrs)</td>
</tr>
<tr>
<td><strong>General Electives</strong></td>
<td>20 hours (may be used to fulfill requirements for a minor, 15-18 hrs)</td>
</tr>
<tr>
<td><strong>Total Hours Required for BA</strong></td>
<td>120 hours</td>
</tr>
</tbody>
</table>
Minors must complete 15 hours of coursework in Anthropology. There are no specific course requirements at the department level, but college requirements specify that a minimum of 6 hours are at the 300-level or above.

**Undergraduate Coursework in Anthropology**

The Department of Anthropology offers a variety of courses at the undergraduate level. These courses relate to the Department Faculty’s strengths in archaeology, biological anthropology, cultural anthropology, and nautical archaeology. Many of these courses are active-learning classes with labs, field trips, and other non-traditional, out-of-the-classroom experiences (Figure 5-2). Figure 5-3 presents a complete list of current Anthropology undergraduate courses.

**Course Enrollments**

Collectively, faculty and graduate students in the Anthropology Department offer about 1750 seats in undergraduate courses each semester. Class enrollment varies from a minimum of 10 for upper-level elective courses to a maximum of 250 for some sections of introductory courses (Appendix C). Given the relatively small number of anthropology majors, many of our courses are filled by non-majors, most of whom are taking electives which fulfill university core curriculum requirements. For example, approximately 1300 seats are filled by non-majors enrolled in four introductory courses (ANTH
The Department of Anthropology offers a variety of courses at the undergraduate level, including:

- **Six core classes:**
  
  ANTH 202 – Introduction to Archaeology (3 hrs) – Archaeology faculty
  
  ANTH 210 – Social and Cultural Anthropology (3 hrs) – Cultural anthropology faculty
  
  ANTH 225 – Introduction to Biological Anthropology (3 hrs) – Biological anthropology faculty
  
  ANTH 316 – Nautical Archaeology (3 hrs) – Smith
  
  ANTH 410 – Anthropological Theory (3 hrs) – Dannhaeuser
  
  ANTH 412 – Archaeological Theory (3 hrs) – Eckert

- **Two general writing-intensive courses:**
  
  ANTH 305 – Fundamentals of Anthropological Writing (1 hr) – Green & GATs
  
  ANTH 415 – Anthropological Writing (3 hrs) – Multiple faculty & GATs

- **Four courses for high-impact learning experiences:**
  
  ANTH 330 – Field Research in Anthropology (1 to 9 hrs) – Multiple faculty
  
  ANTH 484 – Anthropology Internship (3 hrs) – Multiple faculty; primarily Da. Carlson
  
  ANTH 485 – Directed Studies (1-9 hrs)
  
  ANTH 491 – Research (3 hrs)

- **22 electives in Archaeology & Nautical Archaeology:**
  
  ANTH 301 – Indians of North America (3 hrs) – Thoms
  
  ANTH 302 – Archaeology of North America (3 hrs) – Eckert
  
  ANTH 303 – Archaeology of the American Southwest (3 hrs) – Eckert
  
  ANTH 308 – Archaeology of Mesoamerica (3 hrs) – Wright
  
  ANTH 313 – Historical Archaeology (3 hrs) – Hamilton
  
  ANTH 317 – Introduction to Biblical Archaeology (3 hrs) – Wachsmann
  
  ANTH 318 – Nautical Archaeology of the Americas (3 hrs) – Castro
  
  ANTH 323 – Nautical Archaeology of the Mediterranean (3 hrs) – Castro
  
  ANTH 353 – Archaeology of Ancient Greece (3 hrs) – De. Carlson
  
  ANTH 350 – Archaeology of the Old World (3 hrs) – Goebel
  
  ANTH 354 – Archaeology of Ancient Italy (3 hrs) – De. Carlson
  
  ANTH 360 – Ancient Civilizations of the World (3 hrs) – not offered recently
  
  ANTH 401 – Ice Age Humans in North America (3 hrs) – Waters
  
  ANTH 403 – Anthropology of Religion (3 hrs) – Dickinson
  
  ANTH 418 – Romans, Arabs, and Vikings—Seafaring in the Mediterranean during the early Christian Era (3 hrs) – Castro
  
  ANTH 419 – Indians of Texas (3 hrs) – Thoms
  
  ANTH 439 – Gender, Ethnicity, and Class in Archaeological Research (3 hrs) – Eckert
  
  ANTH 444 – Classical Archaeology (3 hrs) – De. Carlson
  
  ANTH 446 – Ceramic Artifact Analysis (3 hrs) – Eckert
  
  ANTH 447 – Lithic Artifact Analysis (3 hrs) – Goebel
  
  ANTH 454 – Archaeological Photography (3 hrs) – Smith
  
  ANTH 461 – Environmental Archaeology (3 hrs) – Graf

- **7 electives in Biological Anthropology:**
  
  ANTH 312 – Fossil Evidence of Human Evolution (3 hrs) – de Ruiter
  
  ANTH 405 – Introduction to the Primates (3 hrs) – Gursky-Doyen
  
  ANTH 409 – Science, Pseudoscience, and Critical Thinking in Anthropology (3 hrs) – de Ruiter
  
  ANTH 423 – Bioarchaeology (3 hrs) – Wright
  
  ANTH 425 – Human Osteology (3 hrs) – Wright
  
  ANTH 426 – Anthropology of Food and Nutrition (3 hrs) – not offered recently
  
  ANTH 427 – Human Variation (3 hrs) – Athreya

- **14 electives in Cultural Anthropology:**
  
  ANTH 229 – Introduction to Folklore (3 hrs) – Green
  
  ANTH 300 – Cultural Change and Development (3 hrs) – Dannhaeuser
  
  ANTH 314 – Agrarian Peasant Societies (3 hrs) – Dannhaeuser
  
  ANTH 315 – Peoples and Cultures of Africa (3 hrs) – not offered recently
  
  ANTH 319 – Indians of Mexico and Central America (3 hrs) – not offered recently
  
  ANTH 325 – Texas Cultural History (3 hrs) – not currently offered
  
  ANTH 335 – Cultures of Central Asia (3 hrs) – Werner
  
  ANTH 340 – Folklore and the Supernatural (3 hrs) – Green
  
  ANTH 404 – Women and Culture (3 hrs) – Werner
  
  ANTH 424 – Human Evolutionary Ecology I: Culture, Cooperation, & Subsistence (3 hrs) – Alvard
  
  ANTH 430 – Applied Anthropology (3 hrs) – Werner or Dubry
  
  ANTH 434 – Human Evolutionary Ecology II: Reproduction and Parenting (3 hrs) – Winking
  
  ANTH 440 – Studies in Globalization (3 hrs) – Castor
  
  ANTH 445 – Studies in African Diaspora (3 hrs) – Castor

- **Two elective courses taught by faculty in other departments (cross-listed in ANTH):**
  
  ANTH 324 – Music in World Cultures (3 hrs)
  
  ANTH 421 – Museums and Their Functions (3 hrs)
201, ANTH 202, ANTH 205, and ANTH 210) that can be used to fulfill university core curriculum requirements for International and Cultural Diversity, Behavioral and Social Sciences, and/or Humanities and/or Visual and Performing Arts. Frequently, students change their major to Anthropology after taking one of these courses. The single course with the largest enrollment is ANTH 205 – Peoples and Cultures of the World. In a typical semester, one or two sections are taught by faculty, and up to ten sections of the course are taught by graduate student instructors. About six years ago, the department introduced distance-learning versions of this course, which continue to be offered almost every semester.

Table 5-3 summarizes the anthropology courses which can be used to meet core curriculum requirements. Currently, over half of our undergraduate course offerings can be used to meet core curriculum requirements, and this helps explain why so many non-majors enroll in our courses. The university is in the process of re-evaluating core curriculum requirements, based on pressure from the Higher Education Coordinating Board in the State of Texas. The outcomes of these discussions are still unclear, but two of the proposed changes could have significant impacts on our department. The first proposed change (which is very likely to be implemented) is to reduce the total number of courses that can be used to meet core curriculum requirements. If this goes through, our department might find it challenging to fill courses that are removed from the core, especially if they continue to be offered with the same frequency. The second proposed change is to limit core curriculum courses to 200- and 300-level courses. This will limit the number of non-majors who take upper-level electives in anthropology (and other fields). If this change is implemented, the impact of this new policy will be even more detrimental, unless we attract more anthropology majors. This possible change would affect some of the 17 Anthropology courses in the core curriculum (Table 5-4).

**Undergraduate Student Demographics**

Currently, there are 211 undergraduate students at Texas A&M who major in Anthropology. Over half enter the department after their freshman year, after initially majoring in something else. An increasing number of students, however, declare anthropology as their major upon arrival to Texas A&M University (Table 5-5).

At many colleges and universities, certain types of resources are linked to the number of students. This is especially true at land-grant research universities, where one of the primary missions is to educate
Table 5-3. Anthropology courses in the University Core Curriculum.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Core Curriculum Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 201</td>
<td>Introduction to Anthropology</td>
<td>Social and Behavioral Sciences</td>
</tr>
<tr>
<td>ANTH 202</td>
<td>Introduction to Archaeology</td>
<td>Humanities</td>
</tr>
<tr>
<td>ANTH 205</td>
<td>Peoples and Cultures of the World</td>
<td>Humanities; International &amp; Cultural Diversity</td>
</tr>
<tr>
<td>ANTH 210</td>
<td>Social and Cultural Anthropology</td>
<td>Social and Behavioral Sciences; International &amp; Cultural Diversity</td>
</tr>
<tr>
<td>ANTH 225</td>
<td>Introduction to Biological Anthropology</td>
<td>Social and Behavioral Sciences</td>
</tr>
<tr>
<td>ANTH 300</td>
<td>Cultural Change and Development</td>
<td>Humanities; International &amp; Cultural Diversity</td>
</tr>
<tr>
<td>ANTH 301</td>
<td>Indians of North America</td>
<td>Humanities; International &amp; Cultural Diversity</td>
</tr>
<tr>
<td>ANTH 302</td>
<td>Archaeology of North America</td>
<td>Humanities</td>
</tr>
<tr>
<td>ANTH 303</td>
<td>Archaeology of the American Southwest</td>
<td>Humanities</td>
</tr>
<tr>
<td>ANTH 313</td>
<td>Historical Archaeology</td>
<td>Humanities</td>
</tr>
<tr>
<td>ANTH 314</td>
<td>Agrarian Peasant Societies</td>
<td>Social and Behavioral Sciences; International &amp; Cultural Diversity</td>
</tr>
<tr>
<td>ANTH 316</td>
<td>Introduction to Nautical Archaeology</td>
<td>Humanities</td>
</tr>
<tr>
<td>ANTH 317</td>
<td>Introduction to Biblical Archaeology</td>
<td>Humanities</td>
</tr>
<tr>
<td>ANTH 318</td>
<td>Nautical Archaeology of the Americas</td>
<td>Humanities</td>
</tr>
<tr>
<td>ANTH 324</td>
<td>Music in World Cultures</td>
<td>Humanities; Visual and Performing Arts; International &amp; Cultural Diversity</td>
</tr>
<tr>
<td>ANTH 350</td>
<td>Archaeology of the Old World</td>
<td>Humanities</td>
</tr>
<tr>
<td>ANTH 353</td>
<td>Archaeology of Ancient Greece</td>
<td>Humanities</td>
</tr>
<tr>
<td>ANTH 354</td>
<td>Archaeology of Ancient Italy</td>
<td>Humanities</td>
</tr>
<tr>
<td>ANTH 403</td>
<td>Anthropology of Religion</td>
<td>Social and Behavioral Sciences; International &amp; Cultural Diversity</td>
</tr>
<tr>
<td>ANTH 404</td>
<td>Women and Culture</td>
<td>Social and Behavioral Sciences; International &amp; Cultural Diversity</td>
</tr>
<tr>
<td>ANTH 410</td>
<td>Anthropological Theory</td>
<td>Social and Behavioral Sciences</td>
</tr>
<tr>
<td>ANTH 439</td>
<td>Gender, Ethnicity and Class in Archaeological Research</td>
<td>Social and Behavioral Sciences</td>
</tr>
</tbody>
</table>
residents. At Texas A&M, base operating expenses for the college are based in part on a “state formula” which takes into account the number of seats offered by each college, and base operating expenses for departments in turn are based in part on the number of undergraduate majors.

### Number of Majors

The number of anthropology majors is relatively small compared to other majors within the College of Liberal Arts (Figure 5-4). However, the number of anthropology majors (and the growth in the number of majors) needs to be considered within the broader

### Table 5-4. Enrollment in Anthropology courses offered during Fall 2011.

<table>
<thead>
<tr>
<th>Course Number (ANTH)</th>
<th>Course Title</th>
<th>Number of Anthropology Majors</th>
<th>Number of Non-Majors</th>
<th>Total Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>201</td>
<td>Intro to Anthropology</td>
<td>--</td>
<td>246</td>
<td>246</td>
</tr>
<tr>
<td>202</td>
<td>Intro to Archaeology</td>
<td>35</td>
<td>134</td>
<td>169</td>
</tr>
<tr>
<td>205</td>
<td>Peoples &amp; Cultures of the World</td>
<td>4</td>
<td>737</td>
<td>741</td>
</tr>
<tr>
<td>210</td>
<td>Soc &amp; Cult Anth</td>
<td>46</td>
<td>176</td>
<td>222</td>
</tr>
<tr>
<td>225</td>
<td>Intro to Biological Anth</td>
<td>43</td>
<td>30</td>
<td>73</td>
</tr>
<tr>
<td>301</td>
<td>Indians of N America</td>
<td>11</td>
<td>38</td>
<td>49</td>
</tr>
<tr>
<td>302</td>
<td>Archaeology of N America</td>
<td>11</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>305</td>
<td>Fundamentals Anth Writing</td>
<td>27</td>
<td>--</td>
<td>27</td>
</tr>
<tr>
<td>314</td>
<td>Agrarian Peasant Soc</td>
<td>16</td>
<td>33</td>
<td>49</td>
</tr>
<tr>
<td>316</td>
<td>Nautical Archaeology</td>
<td>24</td>
<td>96</td>
<td>120</td>
</tr>
<tr>
<td>324</td>
<td>Mus in World Cultures</td>
<td>19</td>
<td>103</td>
<td>122</td>
</tr>
<tr>
<td>353</td>
<td>Archaeol Ancient Greece</td>
<td>9</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>405</td>
<td>Intro to the Primates</td>
<td>12</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>415</td>
<td>Anthropological Writing</td>
<td>25</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>424</td>
<td>Intro Human Evol Ecology</td>
<td>12</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>425</td>
<td>Human Osteology</td>
<td>15</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>447</td>
<td>Lithic Artifact Analysis</td>
<td>7</td>
<td>--</td>
<td>7</td>
</tr>
<tr>
<td>484</td>
<td>Anthropology Internship</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>485</td>
<td>Directed Studies</td>
<td>7</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>489</td>
<td>Special Topics in...</td>
<td>15</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>
Table 5-5. Number of Anthropology majors.

<table>
<thead>
<tr>
<th>Semester &amp; Year</th>
<th>Number of Freshman Anthropology Majors</th>
<th>Total Number of Anthropology Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>15</td>
<td>114</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>16</td>
<td>110</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>19</td>
<td>133</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>19</td>
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</tr>
<tr>
<td>Fall 2008</td>
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<td>136</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>13</td>
<td>137</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>26</td>
<td>166</td>
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<td>Fall 2011</td>
<td>28</td>
<td>192</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>30</td>
<td>211</td>
</tr>
</tbody>
</table>

context of undergraduate enrollment patterns at Texas A&M University and in the College of Liberal Arts. Between 2004 and 2012, the number of undergraduate students at Texas A&M University increased 12.2% from 35,732 to 40,103, while the number of students in the College of Liberal Arts increased 6.4% from 6,251 to 6,653. During this same time period, the total number of anthropology majors increased 85% from 114 to 211 (Figure 5-4) and the annual number of graduates practically doubled (Figure 5-5). The Department of Anthropology

Figure 5-4. Number of undergraduate majors (relative to other majors in the College of Liberal Arts).
has increased its share of majors within the College of Liberal Arts from 1.82% to 3.17%. Only one other major (International Studies) has experienced the same rate of growth. Other majors experiencing growth between 2004 and 2012 include Sociology, Economics, and Communication. Both Philosophy and Political Science have experienced a decline in the number of majors, while History, English, and Psychology have remained about the same.

Given that tuition generates a significant portion of university income, the university is currently proposing to increase undergraduate enrollment further in the next few years. Each college is expected to come up with a plan for projected enrollments through 2015, and it is likely that the number of undergraduate majors in anthropology will continue to increase.

Texas A&M University’s Diversity Plan emphasizes the university’s commitment to diversity, and the educational benefits of a diverse learning environment. The plan notes the importance of qualitative measures for evaluating progress in diversity (such as curriculum, perceptions of campus climate, etc.), yet acknowledges that quantitative metrics that demonstrate the increased representation of traditionally underrepresented groups do have some value. The university only collects statistics along certain aspects of diversity, namely race/ethnicity and sex. Within the university, the undergraduate student body is more diverse than the college student body and the university student body in both categories.

Figure 5-5. Number of Anthropology BA degrees awarded, 1999-2012.
For example, 69.2% of the total student body and 67.7% of the college student body respectively self-identify as “White Only,” yet only 60.67% of anthropology majors self-identify as “White Only.” Further, 47.9% of the total student body and 59.6% of the college student body are female, yet 67.8% of the anthropology majors are female.

At Texas A&M University, there is a significant pressure from the state to improve the 4-year and 6-year graduation rates. At the college (and department level), this statistic measures how many students have been retained within or graduated from exactly the same college (or department) into which they first entered. Data for First-Time in College Full-Time Students are collected separately from Transfer Students.

At Texas A&M, the 4-year and 6-year graduation rates for the most recent cohorts were 28.4% and 45.8% respectively. In the College of Liberal Arts, the 4-year and 6-year graduation rates for the most recent cohorts were much higher at 45.8% and 65.4%. Within the Depart-

<table>
<thead>
<tr>
<th>Ethnic Origin</th>
<th>Anthropology</th>
<th>Liberal Arts</th>
<th>Texas A&amp;M University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>Total</td>
</tr>
<tr>
<td>2 or more/excluding Black</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>American Indian Only</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian Only</td>
<td>5</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Black only + 2 or more/1 Black</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Hispanic or Latino of any Race</td>
<td>42</td>
<td>20</td>
<td>62</td>
</tr>
<tr>
<td>International</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian Only</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown or Not Reported</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White Only</td>
<td>87</td>
<td>41</td>
<td>128</td>
</tr>
<tr>
<td>White Only (as percent of total)</td>
<td>60.8</td>
<td>60.3</td>
<td>60.7</td>
</tr>
</tbody>
</table>

Table 5-6. Undergraduate demographics–sex and race/ethnicity.*

<table>
<thead>
<tr>
<th>Ethnic Origin</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Total</td>
<td>143</td>
<td>68</td>
<td>211</td>
<td>3972</td>
<td>2691</td>
<td>6663</td>
<td>19216</td>
<td>20887</td>
<td>40103</td>
</tr>
</tbody>
</table>

*Race/ethnicity categories used by the Office of Institutional Strategy and Planning, Texas A&M University.
ment of Anthropology, the graduation rates for the same cohorts – at 29.4% and 57.9% - were stronger than the university level, but weaker than the college level (Table 5-7).

**Undergraduate Research Opportunities**

The Department of Anthropology offers a variety of high-impact learning experiences. Before graduating, approximately 50% of anthropology majors work in an archaeological or biological anthropology lab, do fieldwork at an archaeological excavation, conduct ethnographic research, complete an internship with a local museum, and/or conduct independent research under the supervision of a faculty member. Some of these experiences are shown in Table 5-8.

**Archaeological Fieldwork**

Anthropology majors interested in archaeology are strongly encouraged to participate in at least one archaeological excavation before they graduate. There are multiple credit-bearing opportunities to conduct fieldwork, including opportunities with Texas A&M faculty members. During the summer of 2010, two students conducted fieldwork in Alaska under the supervision of Dr. Kelly Graf, and one student conducted fieldwork in Belize under the supervision of Dr. Bruce Dickson. During the summer of 2011, five students participated in the 5-credit

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**Table 5-7. Anthropology majors: retention and graduation rates.**

<table>
<thead>
<tr>
<th>Fall Cohort Year</th>
<th>Cohort</th>
<th>First Year Retention</th>
<th>Fourth Year Graduation</th>
<th>Sixth Year Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>16</td>
<td>62.5%</td>
<td>18.8%</td>
<td>37.5%</td>
</tr>
<tr>
<td>2001</td>
<td>10</td>
<td>50.0%</td>
<td>30.0%</td>
<td>30.0%</td>
</tr>
<tr>
<td>2002</td>
<td>6</td>
<td>50.0%</td>
<td>16.7%</td>
<td>33.3%</td>
</tr>
<tr>
<td>2003</td>
<td>8</td>
<td>50.0%</td>
<td>25.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>2004</td>
<td>15</td>
<td>60.0%</td>
<td>40.0%</td>
<td>46.7%</td>
</tr>
<tr>
<td>2005</td>
<td>15</td>
<td>53.3%</td>
<td>26.7%</td>
<td>26.7%</td>
</tr>
<tr>
<td>2006</td>
<td>19</td>
<td>73.7%</td>
<td>57.9%</td>
<td>57.9%</td>
</tr>
<tr>
<td>2007</td>
<td>19</td>
<td>47.4%</td>
<td>15.8%</td>
<td>--</td>
</tr>
<tr>
<td>2008</td>
<td>17</td>
<td>35.3%</td>
<td>29.4%</td>
<td>--</td>
</tr>
<tr>
<td>2009</td>
<td>13</td>
<td>84.6%</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2010</td>
<td>26</td>
<td>73.1%</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>2011</td>
<td>28</td>
<td>67.9%</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Student Name(s)</td>
<td>Time Period</td>
<td>Faculty Advisor</td>
<td>Type of Experience</td>
<td>Course Credit</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------</td>
<td>-----------------</td>
<td>--------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Sarah Mize</td>
<td>Fall 2012</td>
<td>Gursky-Doyen</td>
<td>Independent Research</td>
<td>ANTH 485</td>
</tr>
<tr>
<td>Kristen Higgins</td>
<td>Fall 2012</td>
<td>Smith</td>
<td>Independent Research</td>
<td>ANTH 485</td>
</tr>
<tr>
<td>Aiden Powell</td>
<td>Fall 2011/Spring 2012</td>
<td>Werner</td>
<td>Senior Thesis</td>
<td>Anth 485</td>
</tr>
<tr>
<td>Jude Magaro</td>
<td>Fall 2012</td>
<td>Winking</td>
<td>Independent Research</td>
<td>ANTH 485</td>
</tr>
<tr>
<td>Colleen Evans</td>
<td>Fall 2011</td>
<td>Wright</td>
<td>Internship</td>
<td>ANTH 485</td>
</tr>
<tr>
<td>Suzy Billington</td>
<td>Fall 2011</td>
<td>de Ruiter</td>
<td>Independent Research</td>
<td>ANTH 485</td>
</tr>
<tr>
<td>Thomas DerryBerry</td>
<td>Fall 2011</td>
<td>Castro</td>
<td>Independent Research</td>
<td>ANTH 485</td>
</tr>
<tr>
<td>Morgan Wagnon</td>
<td>Fall 2011</td>
<td>Dickson</td>
<td>Independent Research</td>
<td>ANTH 485</td>
</tr>
<tr>
<td>Kelsey Witt</td>
<td>Fall 2011</td>
<td>de Ruiter</td>
<td>Independent Research</td>
<td>ANTH 485</td>
</tr>
<tr>
<td>Michele Horner</td>
<td>Summer 2011</td>
<td>Alvard</td>
<td>Independent Research</td>
<td>ANTH 485</td>
</tr>
<tr>
<td>Scott Baumgarten</td>
<td>Summer 2011</td>
<td>Smith</td>
<td>Field Research</td>
<td>ANTH 485</td>
</tr>
<tr>
<td>Thomas DerryBerry</td>
<td>Summer 2011</td>
<td>Castro</td>
<td>Independent Research</td>
<td>ANTH 485</td>
</tr>
<tr>
<td>Jennifer Nichols</td>
<td>Spring 2011</td>
<td>Wachsmann</td>
<td>Independent Research</td>
<td>ANTH 485</td>
</tr>
<tr>
<td>Cy Mills</td>
<td>Spring 2011</td>
<td>Dickson</td>
<td>Independent Research</td>
<td>ANTH 485</td>
</tr>
<tr>
<td>Amy Skrla</td>
<td>Spring 2011</td>
<td>Thoms</td>
<td>Senior Honors Thesis</td>
<td>ANTH 485</td>
</tr>
</tbody>
</table>
Table 5-8. (continued).

<table>
<thead>
<tr>
<th>Student Name(s)</th>
<th>Time Period</th>
<th>Faculty Advisor</th>
<th>Type of Experience</th>
<th>Course Credit</th>
<th>Project Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Hueck</td>
<td>Fall 2010</td>
<td>Dannhaeuser</td>
<td>Independent</td>
<td>ANTH 485</td>
<td>The transition from Roman to Byzantine empire</td>
</tr>
<tr>
<td>Angela Gore</td>
<td>Fall 2010</td>
<td>Athreya</td>
<td>Independent</td>
<td>ANTH 485</td>
<td>Techniques of morphometric analysis</td>
</tr>
<tr>
<td>Tarah Marks</td>
<td>Fall 2010</td>
<td>Athreya</td>
<td>Independent</td>
<td>ANTH 485</td>
<td>Techniques of morphometric analysis for modern human femur</td>
</tr>
<tr>
<td>Lisa Lopez</td>
<td>Fall 2010/</td>
<td>Green</td>
<td>Senior Thesis</td>
<td>ANTH 485</td>
<td>Impacts of globalization on Yi ethnicity in China</td>
</tr>
<tr>
<td></td>
<td>Spring 2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caroline Barrow</td>
<td>Summer 2010</td>
<td>Werner</td>
<td>Ethnographic</td>
<td>ANTH 485</td>
<td>Success and challenges of NGO projects designated to reduce trafficking of women and children for prostitution</td>
</tr>
<tr>
<td>Alesha Summers</td>
<td>Summer 2010</td>
<td>Dannhaeuser</td>
<td>Independent</td>
<td>ANTH 485</td>
<td>Review of ethnographic studies in Thailand</td>
</tr>
<tr>
<td>Kaitlyn Stiles</td>
<td>Fall 2010/</td>
<td>Athreya</td>
<td>Independent</td>
<td>ANTH 485</td>
<td>Morphometric analysis of modern femur bone</td>
</tr>
<tr>
<td></td>
<td>Spring 2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Field School in Beringian Archaeology and Paleoecology in Alaska, under the supervision of Drs. Kelly Graf and Ted Goebel, one student conducted fieldwork at the Friedkin site in Texas, under the supervision of Dr. Mike Waters, and one student conducted fieldwork in New Mexico under the supervision of Dr. Suzanne Eckert. In 2012, 12 students participated in the Summer Field School in Paleoindian Archaeology in Idaho, under the supervision of Drs. Goebel and Graf. In addition, undergraduates work for pay at department-sponsored excavations. For example, Michael Waters employed 13 students to participate in CSFA excavations in 2011 and 2012.

**Laboratory Opportunities**

Each year, a number of anthropology students do voluntary and paid work in anthropology labs. In 2011, for example, seven students were employed in labs associated with the CSFA under the supervision of Dr. Mike Waters, three students worked in the Curation Lab under the supervision of Dr. Suzanne Eckert, one student worked on archaeological conservation methods under
the supervision of Dr. Wayne Smith, one student worked on a shipwreck visualization project under the supervision of Dr. Filipe Castro, and one student worked in the human osteology lab under the supervision of Dr. Lori Wright. All of these opportunities provide valuable experiences when it comes to future careers relevant to anthropology.

Museum Internships

A significant number of anthropology majors are interested in museum-based careers. The department offers an internship course that many students use to complete an internship at a local museum. In 2010 and 2011, eight students worked as an intern at the Star of the Republic Museum, under the supervision of Dr. David Carlson and the museum’s curator. In 2009, one student worked as an intern at the Brazos Valley Museum of Natural History, assisting the museum staff in preparing an exhibit on Mongolian Kazakhs in collaboration with Dr. Cynthia Werner.

Independent Research Projects

Each year, a number of anthropology majors work on independent research projects under faculty supervision. Students typically register for independent study credit for this work, and some may also complete a thesis through the Undergraduate Research Scholar Program or the Undergraduate Honors Program. Eight students conducted independent study projects in the 2010-11 academic year, 10 students conducted independent study projects in the 2011-12 academic year, and three students worked on independent study projects in Fall 2012. Ten different faculty members have supervised these independent projects.

Undergraduate Advising

In the Department of Anthropology, the Academic Advisor (Marco Valadez) serves as the academic advisor for all undergraduate students. Among other things, he meets with majors regularly to discuss course schedules, department requirements, and career options. Undergraduate majors also receive informal advising from faculty members who teach their courses, lead their field schools, and supervise their independent research projects.

New Initiatives for Undergraduates in Anthropology

The Department of Anthropology is taking steps to enhance the undergraduate learning experience. In 2011, the department established three new programs to facilitate student involvement with research, as describe below.

Undergraduate Research Scholarships

These scholarships are intended to support individual research
projects in anthropology and/or to support student participation in an archaeological field school. In most cases, students who receive a scholarship are expected to register for directed studies credit (ANTH 485) if they are working on an independent project, or register for the field school course (ANTH 330) if they are participating in a field school. In February 2012, the department awarded seven $700 scholarships. Two of the recipients worked on independent research projects, two participated in an Osteological Survey and Workshop program in Romania, and three participated in the TAMU-sponsored field school in Paleoindian Archaeology in Idaho. For the 2012-13 academic year, the department has sent two deadlines for scholarship applications (one in the fall for projects during the academic year, and one in the spring for summer projects). In November 2012, the department awarded five $500 scholarships to students.

**Undergraduate Research Awards**

These awards are intended to encourage students to participate in Student Research Week (SRW). Students who give a poster presentation at SRW are eligible to apply for this awards. The prize winner receives a small cash prize.

**Graduate-Undergraduate Mentoring Program**

Graduate students in the Department of Anthropology introduced this program as a way for undergraduate students to receive hands-on experience and guidance from a graduate student by assisting that student with their research. This program recognizes that many undergraduates may feel more comfortable working under the supervision of a graduate student, and students who are planning to go to graduate school might benefit greatly from this mentoring experience. The program was quite successful in its inaugural year. So far, there are 16 undergraduates working with seven different graduate students. Projects include assistance with interview transcriptions, and artifact analysis and cataloging.

**Undergraduate Clubs**

The department has an actively engaged body of undergraduate students. Many students participate in the clubs that are affiliated with the department, as described below.

**Anthropological Society**

The Anthropological Society is an academic organization at Texas A&M focused on providing information and opportunities for those majoring, minoring, or just interested in the four subfields of Anthropology. The club sponsors field trips to local museums and organizes lecture events. The society also provides a networking opportunity for students looking for field work opportunities and students
interested in applying to graduate school. The Anthropological Society is open to both undergraduate and graduate students. Members meet every other Tuesday evening.

**Experimental Archaeology Society**

The Experimental Archaeology club is designed to give students an opportunity to learn firsthand about technologies developed and used by indigenous peoples, such as earthen ovens and atlatls (Figure 5-5).

**Archaeological Diving Club**

This club exists to train Texas A&M University students in the practical aspects of underwater archaeology in a safe and enjoyable environment. The club has four objectives: (1) to promote safe SCUBA diving practices through training and education; (2) to provide opportunities for members to practice underwater archaeological and general SCUBA diving skills; (3) to provide a forum for continued education in diving and related fields and the exchange of ideas between archaeological divers through regular meetings; and (4) to promote archaeological diving to the public through outreach programs.

**Undergraduate Clubs**

The department's undergraduate program is in a period of growth and change. The number of majors has increased significantly since the last external review of the program. The department is actively taking steps to further increase the number of majors, to provide more high-impact learning experiences for majors, and to prepare majors for rewarding careers (within and beyond anthropology). One of the department's biggest concerns at the moment is the potential impact of core curriculum revisions.
Chapter 6.
Student Assessment Procedures and Results

The Department of Anthropology conducts annual assessments of our BA, MA, and PhD programs under the umbrella of Texas A&M’s university-wide assessment program, which is required through the University’s accreditation process through the Southern Association of Colleges and Schools. Anthropology established learning objectives for its programs in 2008 as well as assessment measures and findings, and they are revisited each year and revised to improve their quality. Exit surveys for the department’s BA, MA, and PhD programs are summarized in Figures 6-1 and 6-2.

Undergraduate and graduate students are assessed at multiple levels. On one level, all students are assessed through the grades that they receive in the courses they complete. Graduate students also complete an annual performance evaluation that is reviewed by committee chairs and assessed for adequacy of progress (See Chapter Four). The discussion in this chapter, however, is primarily limited to the university assessment process which focuses on the student learning outcomes and assessment procedures identified by the department.

Assessment Procedures

Assessment procedures aim to identify the extent to which anthropology students are developing the knowledge and skills set by the department.

The BA program outcomes, for example, state that students will be able to understand basic anthropological concepts and write authoritatively about anthropology. A major component of the formal assessment of graduating seniors is an evaluation by members of the Department’s Assessment Committee of a major written assignment from one of the intensive writing courses, including ANTH 305, 340, and 415. One written assignment is selected for each graduating senior. Each member of the committee reads this assignment, and provides
two grades along a three-point scale (0 = does not meet expectations, 1 = meets expectations; and 2 = exceeds expectations): one grade for the student’s ability to understand basic anthropological concepts, and one grade for the student’s ability to write authoritatively about anthropology. The average grades are then compiled. Initially, the department’s target goal was for 75% of graduating seniors to meet or exceed expectations for both outcomes. In 2009, the department increased its achievement target goal from 75% to 90%.

For BA students, the second important component of the Assessment Process is an exit survey completed by all BA graduates (See Figure 6.1). Undergraduate and graduate students are assessed at multiple levels. On one level, all students are assessed through the grades that they receive in the courses they complete.

The primary assessment measure for MA and PhD students is the thesis or dissertation, respectively, or equivalent research papers. For MA and PhD students, the learning outcome is that students have “dem-
Figure 6-2. Exit survey completed by graduating students in the MA and PhD programs.

Exit Survey Completed by all MA and PhD Graduates

Responses range from 1 to 5, with five being “strongly agree”.

1. I feel competent to go out and find employment in anthropology.
2. I feel that I can explain the discipline of anthropology to the lay public.
3. I feel competent to explain the basic concepts of the three main branches of anthropology taught at TAMU: archaeology, biological, and cultural anthropology.
4. The range of courses I was required to take addressed my interests and needs.
5. I would rate the teaching quality of the faculty as a whole highly.
6. I would rate the research quality of the faculty as a whole highly.
7. I would rate the mentoring and/or advising received in the department highly.
8. The study of anthropology has left me better prepared to live in a culturally diverse society/university.

Please add any comments that you believe would be helpful in evaluating your overall experience as an anthropology major at Texas A&M.

Demonstrated analytical and critical thinking abilities.” When students complete their degrees, graduate committee members fill out an assessment form that essentially grades the student’s thesis or dissertation (and defense) along a 3-point scale (0 = below expectations; 1 = meets expectations; and 2 = exceeds expectations).

Similar to undergraduate students, graduate students also complete an exit survey designed to assess satisfaction with their graduate school experiences. The survey form is identical for MA and PhD students (See Figure 6-2).

For all degree levels, program outcomes are evaluated systematically by the department’s Assessment Committee. The Assessment Committee, created in 2010, is presently composed of one representative from each of the department’s four programs, Archaeology, Biological Anthropology, Cultural Anthropology, and Nautical Archaeology, including one representative who serves as the Assessment Coordinator (initially Dr. Tom Green and
Currently Dr. Alston Thoms). Its primary responsibility has been to evaluate the major writing assignments completed by graduating seniors. The coordinator has the additional responsibility of collecting and uploading assessment data into the University’s WEAVE online assessment and planning program.

Below we present some of the results of our assessment program in 2011 and 2012.

2010-2011 Assessment Results

BA Program

All goals and objectives for basic student writing skills and basic concept mastery for our BA students were met at the minimal level (44% and 37%, respectively) or exceeded (56% and 63%) during the 2010-2011 academic year.

The average of all responses on the Student Satisfaction Exit Survey achieved our goal (an average score of at least 4 out of a possible 5) with the exception of Question 1. The following responses represent the average scores for each question from 20 graduating seniors out of a pool of 26 students who were awarded BA degrees in Anthropology.

1. I feel competent to go out and find employment: 3.85.
2. I feel that I can explain the discipline of anthropology to the lay public: 4.8
3. I feel competent to explain the basic concepts of the three main branches of anthropology taught at TAMU, archaeology, cultural and biological anthropology: 4.7
4. The range of courses I was required to take addressed my interests and needs: 4.4
5. I would rate the faculty as a whole highly: 4.65
6. I would rate the mentoring and/or advising received in the department highly: 4.7
7. The study of anthropology has left me better prepared to live in a culturally diverse society: 4.85
8. I feel prepared to continue in a graduate program here or at another university: 4.3

The responses to questions 2, 3, 7, and 8 have particular relevance to the department’s assessment objectives, while the remaining questions are of corollary relevance. While the scores for each of the directly relevant questions exceeded the achievement target, one corollary question (1) failed to achieve the target, by 0.15. Therefore, the departmental goal was considered only partially met.

The score of 3.85 on Question 1 of the Student Exit Survey (“I feel competent to go out and find employment”) suggests that students may not have been aware of the full range of employment opportunities provided by a BA in Anthropology.
Of 26 graduating seniors in Anthropology, the method used in 2010-2011 (i.e., administering the survey to graduating seniors in required writing courses) managed to obtain 20 responses to the Student Satisfaction Exit Questionnaire. Although this was a marked improvement over the previous cycle, a 100% response rate is desirable for the assessment process.

**MA and PhD Programs**

Although goals and objectives for MA and PhD graduating students were met or exceeded during this cycle, the rate of return of both the faculty evaluations and student satisfaction questionnaires was very low (2 of 7 MA graduates, 2 of 5 PhD graduates). Undoubtedly, the low response was in part due to this being a new procedure that was instituted in the midst of departmental reorganization.

**2011-2012 Assessment Results**

**BA Program**

In 2012, assessment of the BA program was conducted through two methods. First, we examined a sample of graduating seniors’ written works; second, we conducted an exit survey of graduating seniors. Results of each of these assessment procedures are reported below.

To assess critical writing abilities of our graduates, we assembled representative written works of our graduating seniors and had them evaluated by a committee of five faculty representatives, including a representative from each of the four programs and the assessment coordinator. The target was 90% mastery (“meeting or exceeding expectations). For the rubric to “write authoritatively about anthropology”, 84% of our senior students (16 of 19) demonstrated mastery. For “understanding of basic anthropological concepts”, 95% (18 of 19) demonstrated mastery. In assessing these results, we noted considerable variation among the scores given by the faculty and attributed it to lack of a standardized instrument and perhaps too many faculty reading each paper.

The BA program assessment exit survey was designed to self-assess “understanding of basic anthropological concepts”. Unfortunately, the response rate among graduating seniors in 2012 was only 18.2% (10 of 55). We do not, therefore, have much confidence in the results. Students responded favorably (4+ on a scale of 1 to 5) to five of eight queries and less than favorably (i.e., below our expectations) on three questions. The lowest score (3.4) was in response to “I feel competent to go out and find employment,” which could have been a reflection of the overall slow economy. In response to “I feel prepared to con-
tinue in a graduate program here or at another university,” the average response was 3.75. In response to “I feel that I can explain the discipline of anthropology to the lay public,” the average response was 3.9.

**MA and PhD Programs**

Of 11 students graduating with MA degrees, only two returned completed departmental exit surveys and submitted their thesis and evidence for oral presentation skills for evaluation. Both theses exceeded expectations, with the two students scoring 4 or better (on a 5-point scale) in their thesis and oral defense.

Of seven students graduating with PhD degrees, only three completed the departmental exit survey and submitted their faculty assessment reports. All exit-survey scores were 4 or better, indicating adequate satisfaction with the TAMU graduate-student experience.

We do not, however, have much confidence in these results, given the low faculty- and student-participation rates (18% of MA graduates and 43% of PhD graduates).

**Discussion**

Evaluation of recent assessment results identified several areas that needed improvement. In recognition of the increasing duties of the Assessment Committee, it may soon be expanded by one person, such that the Assessment Coordinator serves as chair of the committee with four additional members (one from each program).

Results from the past three years of undergraduate assessment show two important trends. First, based on evaluation of writing-course projects, students met minimum requirements in both concept mastery and writing, with student performance improving after the adoption of a new sequence of writing-intensive courses. Second, undergraduate exit-survey results indicate gradual improvement over the period, but a perceived gap remains between program offerings and student needs, especially in regards to preparation for relevant careers.

As a result of the recent period of assessment, we have made the following four changes or adaptations to the BA program. ANTH 305 was added both to provide a more basic introduction to anthropological writing than provided in the more advanced ANTH 340 and ANTH 415 courses, and to facilitate coordination of written research with a companion course in each student’s specific curriculum. Second, course sequencing was introduced through the department’s academic advisor to ensure that students build foundation skills by enrolling in ANTH 305 prior to attempting the more advanced ANTH 340 and ANTH 415. Third, a system of separate cur-
icular tracks (general anthropology and an archaeology specialization) has been developed at the BA level. Fourth, additional opportunities for career and academic counseling are being developed to enhance student understanding of the discipline and professional opportunities available to holders of the BA in Anthropology.

Beyond these new features of the BA program, we plan to institute more formal mentoring by assigning a faculty mentor for each of our junior and senior majors. Faculty mentors for graduating seniors also will be charged with ensuring that they complete the exit survey. We also plan to enhance informal mentoring of undergraduate students through the student anthropology clubs and graduate-student mentors, as well as by regularly posting employment opportunities on the department website and conducting an annual workshop for students on careers available to BA graduates in anthropology.

To standardize faculty evaluations of major written assignments, we plan to provide each faculty reader with a “standard” for scoring that consists of examples of written assignments previously judged as exceeding, meeting, and below expectations. The Assessment Coordinator will only read/score written assignments with unusual variation in faculty scores.

To improve our confidence in the exit survey and thesis or other written- and oral-skill evaluations of our MA’s, we plan to improve our method of gathering requisite data by tasking thesis-committee chairs with the responsibility of ensuring that their students complete the exit survey and obtaining an evaluation of written and oral skills from a fellow program member who was not a member of the student’s thesis committee. To improve our confidence in the exit survey and faculty/student assessment reports for our PhD graduates, we plan to task dissertation-committee chairs with the responsibility of ensuring that their student(s) complete the exit survey and obtain and submit faculty/student assessment reports.

In addition to university-required assessment measures, in Spring 2012 the department initiated a self-assessment of the graduate program. This included two open forums with graduate students and an online survey. Some of the survey results are presented in Appendix E. The department is still in the process of analyzing the survey results and making curricular and procedural changes in response.
Chapter 7.
Contributions to Vision 2020 and Action 2015

In 1997, Texas A&M University developed a strategic plan, entitled “Vision 2020: Creating a Culture of Excellence.” The twelve imperatives within the plan are intended to transform the university into one that is recognized as one of the top ten public universities by 2020, while retaining many of the unique features that have differentiated the university in the past. The goals put forward in Vision 2020 continue to serve as a guide for the university and the College of Liberal Arts. In 2007, the College of Liberal Arts prepared a report for an external review which assessed progress towards Vision 2020, and in 2008, the university developed a new strategic plan, Academic Master Plan 2015, which incorporates and refines most of the Vision 2020 imperatives.

The contribution of the Department of Anthropology to many of the Vision 2020 imperatives and Action 2015 goals are woven throughout this self-study. This section of the Self-Study highlights ways in which the Department of Anthropology has contributed to these two guiding strategic initiatives.

**Vision2020:CreatingCulture of Excellence**

**Imperative 1: Elevate Our Faculty and Their Teaching, Research, and Scholarship.**

- During the study period, multiple faculty members have participated in workshops sponsored by the Center for Teaching Excellence.
- Faculty at all levels—assistant professor, associate professor, and professor—have received university and college awards for teaching excellence.
- Several new faculty have been hired during the study period, especially at the junior level, and salaries for junior faculty have become more competitive with peer institutions.
• Faculty research productivity is evidenced by active fieldwork agendas, success in obtaining external funding, success in obtaining university and college research awards, and strong publication records.

• Faculty members combine the research and teaching missions by including undergraduate and graduate students in the research process. For example, students frequently assist research in the field and on campus.

• The department is home to two of the college’s seven research centers and institutes, and is closely affiliated with the Institute of Nautical Archaeology.

• The department as a whole has been ranked for the first time by the National Research Council, demonstrating relative strengths in faculty productivity.

• The national and international visibility of the department has been strengthened through the development of a new website (in 2012), with regular postings of departmental news.

**Imperative 2: Strengthen Our Graduate Programs**

• Our graduate program has become more competitive during the period of the self-study, and the department has had greater success in recruiting the strongest applicants.

• An increasing number of our graduate students have received recruitment fellowships providing multiple years of funding for graduate training.

• The department has significantly shifted its emphasis in graduate training from the MA to the PhD program.

• The professional training of our graduate students has improved during the study period, with courses devoted to grant proposal writing and ethics, and through workshops on the academic job market, classroom teaching, publishing research, and other topics.

• Our students have become increasingly successful in obtaining competitive external grants (and competitive internal awards).

• The majority of our MA and PhD graduates have found employment inside and outside of academia. In the past ten years, thirty-two percent of our PhD graduates have been hired into tenure-track academic positions.

• PhD students are active collaborators on faculty research projects. Many have at least one publication or have presented at a major anthropological or professional meeting prior to graduation.

**Imperative 3: Enhance the Undergraduate Academic Experience.**

• The department has recently added a new undergraduate track in Archaeology, allowing some students to develop more specialized
training in this area that reflects the department’s strengths.

- Before graduation, nearly half of our majors participate in at least one high-impact learning experience, such as participating in a field school, working in a research lab, studying abroad, participating in an internship, or completing an independent research project.
- Since 2004, the total number of anthropology majors has almost doubled from 114 (in Fall 2004) to 211 (in Fall 2012), an 85% increase.
- All of our department majors complete a minimum of two designated writing-intensive courses within the department before graduation. The typical anthropology major will graduate with multiple courses that develop writing and communication skills.
- The department’s four-year and six-year graduation rates are greater than the university average.
- To facilitate student involvement in research, the department has recently introduced an undergraduate scholarship for anthropology majors, and an undergraduate research award competition.
- Our students’ academic experience has been enhanced by an effective academic advisor, Marco Valadez, who recently received a College of Liberal Arts Staff Superior Service Award.

Imperative 4: Build the Letters, Arts, and Sciences Core

- As one of the twelve departments in the College of Liberal Arts, all of the courses offered by the department, and all of the accomplishments of faculty and students, are essentially contributing to this imperative.

Imperative 5: Build on the Tradition of Professional Education

- Our graduate program prepares students for academic and professional careers. Many of our courses, at the undergraduate and graduate level are providing students with the skills necessary to obtain professional positions. In addition, every year, multiple students complete internships at local museums.
- BA, MA, and PhD graduates from our department often obtain employment as professional contract archaeologists.
- At the graduate level, the department offers a series of courses in conservation, thus preparing students for professional jobs in conservation.
- A number of undergraduate and graduate students work with the department’s Curator to process and
curate the department’s Archaeological Research Collections. This experience prepares students for jobs working with museum collections.

- A number of graduate students work with the Palynology Lab, developing professional skills that enable them to seek employment with a variety of government agencies. Other graduate students completing training in biological anthropology have developed skills that have prepared them to work in forensic anthropology.

Imperative 6: Diversify and Globalize the A&M Community

- The department has been successful in recruiting undergraduate and graduate students from diverse backgrounds. The undergraduate student body in Anthropology is more diverse in terms of race/ethnicity and sex than the university and the college student body as a whole.

- During the study period, the department has been successful in increasing the percent of graduate students from underrepresented groups. The department has actively nominated students for university Diversity Fellowships.

- In the past two years, the department has created a new Diversity Committee that fosters the appreciation of diversity issues at the department level by organizing visits by speakers, examining departmental programs to identify means to improve the climate with respect to diversity, and promoting the recruitment and retention of a diverse faculty, staff, and student body in the department.

- The department is proactive about ensuring that all faculty job searches have a diverse pool of applicants.

- The faculty has become more diverse during the study period. Of 26 faculty members, 18 are men, eight are women. Six are from other countries, including Portugal, Canada, Turkey, and Israel. One professor is African American, one is Asian American, and one is Hispanic.

- Despite improved efforts in recruiting a more diverse faculty, the department has experienced difficulty in retaining faculty of color. The department is working on strategies to improve the department climate for women faculty and faculty of color.

- The department is connected to a global community of scholars. The department regularly hosts international scholars for short-term and long-term visits. In recent years, we have hosted visitors from Turkey, Croatia, Sweden, Russia, Kazakhstan, and Kyrgyzstan.

- Many faculty members also conduct research abroad, and bring
these experiences back to the classroom.

**Imperative 7: Increase Access to Knowledge Resources**

- The department has a designated representative to the library, and a librarian that specializes in Anthropology. The department regularly provides input to the library on resources needed to support our teaching and research.
- Our department maintains an extensive film library available to majors, graduate students, and faculty to utilize in their courses or for individual interest in certain topics.
- Our new website dedicates several webpages to various useful resources for faculty and graduate students, diversity resources, an index of our film library, as well as a list of external links to other websites that students and faculty may find useful for supplemental material for research projects and organizations pertaining to all four subfields.

**Imperative 8: Enrich Our Campus**

- The Department of Anthropology has affiliations with the following programs, centers and organizations at Texas A&M University: Africana Studies Program, Aggie ALLIES, Applied Biodiversity Science (ABS) NSF-IGERT Program, Archaeological Institute of America – College Station, Center for the Study of the First Americans (CSFA), Center for Maritime Archaeology and Conservation (CMAC), Classics Program, Ecology and Evolutionary Biology Program, Glasscock Center for Humanities Research, Institute of Nautical Archaeology (INA), NSF ADVANCE Center, Race and Ethnic Studies Institute (RESI), Women’s and Gender Studies Program, and Asian Studies Program.
- The department organizes a biweekly Brown Bag Lecture Series each semester, and supports several additional guest lectures. All lectures are open to the university community.

**Imperative 9: Build Community and Metropolitan Connections**

- Several faculty members frequently give public outreach lectures within the community, such as lectures at the local museum, the local Lions Club, and other organizations. Thoms and Bryant have been particularly active in public outreach efforts.

**Imperative 10: Demand Enlightened Governance and Leadership**

- All faculty members serve on at least one committee within the department, and thus actively participate in department governance. More than one-third of the faculty have leadership positions within the department.
- Several faculty members serve on college and university committees. The department has one fac-
ulty member on the Faculty Senate.

- The Department Head and the Academic Advisor both completed the university’s forty-hour mediation training.
- The Department Head is currently participating in the Southeastern Conference (SEC) Academic Leadership Development program.

**Imperative 11: Attain Resource Parity with the Best Public Universities.**

- Although faculty salaries on average are below peer institutions, faculty salaries for junior faculty have become increasingly competitive, but still lag behind college and university average salaries.
- The Department of Anthropology has the greatest number of endowment dollars within the College of Liberal Arts. The department’s endowment funds are greater than the typical anthropology department.

**Imperative 12: Meet Our Commitment to Texas.**

- The Conservation Research Laboratory (CRL), a lab within the Center for Maritime Archaeology and Conservation (CMAC), does contract-based research for a number of organizations, including the Texas Historic Commission. Most notably, CRL has spent a number of years conserving the La Belle shipwreck, which will soon become a featured display at the state museum in Austin.
- Several faculty conduct research that highlights the archaeological record of Texas.
- The Archaeological Research Collections within the department includes several significant collections associated with Texas prehistory, including the Hinds Cave collection of ancient coprolites.

**Action 2015**

“Action 2015: Education First” is a strategic plan developed to guide decision-making, resource acquisition, and resource allocation for Fiscal Year 2011 through 2015. The plan emphasizes that the teaching and research missions of Texas A&M University are inseparable.

Specifically, Education First means that we cannot make decisions about only teaching or only research. Rather, the plan demands that we make new, original decisions and investments that will knit together the traditional elements of Education First and enable the innovations required to take Texas A&M University to new levels of performance, productivity, and impact (Action 2015: Education First Strategic Plan, FY 11-15, p. 3).

The plan is “guided by Vision 2020: Creating a Culture of Excellence and its 12 imperatives” (p. 4). It includes two precepts and six goals. Strategies for accomplishing
goals are also advanced, and metrics indicating performance quality are provided for each strategy. Academic departments influence and are influenced by actions that follow from these goals. Examples of contributions of the Department of Anthropology to the goals and their associated metrics follow.

**GOAL 1.** Maintain the current on-campus enrollment and increase the number of students who graduate annually, ensuring that Texas A&M’s learning environment prepares students for a highly competitive and rapidly changing world and professional workforce, and for responsible civic engagement in a diverse society.

- The department is taking steps to increase the number of undergraduate majors. The number of majors has increased significantly in the past five years.
- The four-year and six-year graduation rates for the most recent bachelor’s cohorts in the Department of Anthropology were 29.4% with a 17-student cohort and 57.9% with a 19-student cohort, respectively.
- Approximately half of all anthropology majors participate in a high-impact learning experience before graduation. High-impact learning experiences include fieldwork, field schools, study abroad, lab experience, museum internships, and independent research projects. Many of our undergraduate majors (and graduate students) participate in archaeological field schools, organized by Texas A&M University faculty. These experiences provide practical experiences and skills that will benefit students on the job market.
- Although the department is taking steps to reduce the total number of graduate students, the department is also taking steps to increase graduation rates and reduce the time to degree for MA and PhD students.

**GOAL 2.** Elevate the impact of our scholarship to effectively advance the state, the nation, and the world in meeting societal challenges and opportunities.

- Several faculty conduct research that addresses societal challenges. For example, Gursky-Doyen has been involved in projects that aid primate conservation, and Bryant has been involved in projects related to homeland security.

**GOAL 3.** Diversify the resource base of Texas A&M University by expanding external funding from public and private sources through competitive, philanthropic, and commercialization activities.

- Faculty and graduate students have been increasingly successful in obtaining competitive research grants.
• Several faculty have been successful in obtaining private donations to fund their research.
  • Two faculty members have developed several commercial patents based on their research on conservation methods.
  • The department has a sizeable amount of endowment funds, providing approximately $500,000 of endowment income per year towards research and graduate training.

**GOAL 4.** Recognize and strengthen the contributions and the value of a diverse community of faculty, staff, and administrators who serve Texas A&M University and the State of Texas.
  • The department has been actively involved with the university’s ADVANCE Center for Women Faculty.
  • The department is taking steps to improve the department’s climate and to enhance efforts to recruit and retain faculty of color.

**GOAL 5.** Create clear processes and effective resource utilization to maintain health, safety, and sound infrastructure throughout Texas A&M University.
  • The Anthropology Building is currently being upgraded through the university’s deferred maintenance plan. In the near future, the building will have renovated HVAC system, electrical system, VOIP phone lines, and new flooring.
  • Faculty and graduate student employees complete all required training and comply with all safety requirements on campus.

**GOAL 6.** Ensure public trust in Texas A&M University through open accountability mechanisms demonstrating efficient resource utilization and effective programmatic outcomes.
  • All course syllabi are posted on the university website. The department’s procedures for annual performance evaluation are available on the Dean of Faculties website, and this self-study report will be available on the Provost’s website.
  • The department regularly submits reports to the college and university providing detailed information on how resources are used.
Appendix A. Faculty Biographies and Brief CVs

Michael Alvard

Michael Alvard earned his Ph.D. from the University of New Mexico in 1993. Since then he has held academic posts at Dickinson College, Carlisle PA, State University of New York at Buffalo, NY, and most recently Texas A&M University, where he is an Associate Professor of Anthropology.

Alvard has investigated hunting behavior among the Piro, Native Americans in Peru, Wana blowgun hunters and Lamalera whale hunters in Indonesia, and artisanal fishermen on the island nation of the Commonwealth of Dominica, Caribbean. His research focuses on the evolution of cooperative behavior in the context of hunting and fishing.

His work in Peru tested the conservation proclivities of traditional hunters. Among the Wana, he examined the impact of human predation on the fauna of Morowali National Park. Among the Lamalera whale hunters, he tested various hypotheses to explain cooperative big game hunting. Currently, he is working among Dominican artisanal fishermen and their solutions to the common pool resource problems associated with new technology (FAD - fish aggregating device).

Alvard has published many articles in refereed journals such as Current Anthropology, Human Nature, American Anthropologist, Conservation Biology, Behavioral and Brain Sciences and Evolutionary Anthropology. He also edited Volume 23 of Research in Economic Anthropology: Socioeconomic Aspects of Human Behavioral Ecology.
Michael S. Alvard

Department of Anthropology, Texas A&M University, College Station, TX USA 77843-4352; Tel: (979) 862-3492; e-mail: Alvard@tamu.edu

Professional Preparation
Colorado State University, Anthropology Bachelor of Arts, 1984
University of New Mexico, Anthropology, Master of Science, 1987
University of New Mexico, Doctor of Philosophy, Anthropology, 1993

Appointments
2003 - present; Associate Professor of Anthropology, Department of Anthropology, Texas A&M University, College Station, TX 77843
2000 - 2003; Assistant Professor of Anthropology, Department of Anthropology, Texas A&M University, College Station, TX 77843
1994 - 2000; Assistant Professor of Anthropology, Department of Anthropology, State University of New York - Buffalo, NY 14261
1993 - 1994; Assistant Professor of Anthropology, Department of Anthropology, Dickinson College, Carlisle, PA 17013

Selected Publications
Alvard, M. and A. Gillespie (2004) Good Lamalera whale hunters accrue reproductive benefits:

**Selected Funded Research**
Alvard, M. 2011. Testing hypotheses about cooperation, conflict, and punishment in the artisanal FAD (fish aggregating device) fishery of the Commonwealth of Dominica. Program for the Enhancement of scholar and creative activities, Texas A&M, Office of the Vice President for Research $9,979.40

**Selected Professional Highlights**
Summer (2008); Assistant Director, Anthropological field school, Commonwealth of Dominica. Director: Dr. Rob Quinlan, Department of Anthropology, Washington State University.

**Courses Taught**
ANTH 201 Introduction to Anthropology, ANTH 205 Peoples and Culture of the World, ANTH 210 Social and Cultural Anthropology, ANTH 424 Introduction to Human Evolutionary Anthropology, ANTH 630 Human Evolutionary Ecology, ANTH 609 Culture and Evolution

**Number of Graduate Students Currently Advised:** 3
Sheela Athreya earned her MA in Anthropology from the University of Pennsylvania in 1996 and her PhD from Washington University in 2003. Since then, she has worked at Texas A&M University, where she is now Associate Professor and Director of Graduate Studies.

Athreya’s research focuses on the origin and evolution of our species, Homo sapiens. She studies fossils dating to the Middle and Late Pleistocene (780,000-12,000 years ago) in order to understand the evolutionary path taken by our species vs. Neanderthals. Her work clarifies the biological sources of variation among fossils during this time period. She uses sophisticated morphometric techniques to quantify the nature of variation of the skull, and advanced biostatistical methods to deal with the small sample sizes and incomplete data inherent in the fragmentary fossil record.

Athreya is also the principal investigator of a fieldwork project along the Narmada Valley in western India, where she is seeking to identify the timing of the entry of the earliest modern humans to the subcontinent. Her fieldwork has been funded by the National Science Foundation and National Geographic Society.

Athreya’s publications include more than a dozen articles in refereed journals or edited volumes. Her 2006 paper on frontal bone morphological variation was one of the top 25 most downloaded articles for that year in *Journal of Human Evolution* (Elsevier).

She currently serves as the Book Review Editor for the journal *Human Biology* and is on the faculty advisory board for Texas A&M University Press.
Sheela Athreya

Department of Anthropology, 4352 TAMU, Texas A&M University, College Station TX 77843; phone: 979-845-4785; fax: 979-845-4070; e-mail: athreya@tamu.edu

Professional Preparation
Boston University Broadcasting & Film B.S., 1991
University of Pennsylvania Anthropology M.A., 1996
Washington University Anthropology Ph.D., 2003

Academic Appointments
Associate Professor of Anthropology, Texas A&M University 2011-present
Assistant Professor of Anthropology, Texas A&M University 2003-2011

Representative Publications

**Externally Funded Research**

Athreya S (2009-present) National Science Foundation High Risk Research in Anthropology (BCS-0941237) Testing the Southern Dispersal Hypothesis: the Search for Late Pleistocene Hominin Occupation in the Lower Narmada Valley, Western India

Athreya S.  2006-2008 National Science Foundation Small Grant for Exploration and Research (BCS-0645368) Analysis of Possible Late Pleistocene Human Fossil Remains from a Burial in Rampura, Gujarat, Western India

Athreya S. 2006-2008 National Geographic Expeditions Council Grant.  Identification of Hominin Fossil Localities in the Lower Narmada Valley, Gujarat, Western India

**Other Professional Highlights**

Athreya currently serves as the Book Review Editor for the journal Human Biology, the official journal of the American Association of Anthropological Genetics.  She is also on the scientific advisory board for the journal Human Origins Research.

Athreya served on the Program Committee for the 80th and 81st annual meetings of the American Association of Physical Anthropologists (AAPA).  She is also a member of the AAPA’s Committee on the Status of Underrepresented Groups in Physical Anthropology.

At Texas A&M University, Athreya serves on the Faculty Advisory Board for Texas A&M University Press.

From 2003-2007, Athreya was the Department of Anthropology’s representative to the College of Liberal Arts Diversity Advisory Committee.

**Honors and Awards**

Athreya is a member of the Phi Beta Delta Honor Society for International Scholars.

**Courses Taught**

ANTH 201 Introduction to Anthropology
ANTH 225 Introduction to Physical Anthropology
ANTH 307 Fossil Evidence for Human Evolution
ANTH 427 Human Variation (C-certified Communication class)
ANTH 489/689 The Neandertals (W-certified Writing intensive class)
ANTH 601 Biological Anthropology
ANTH 648 Issues in Human Evolutionary Theory
ANTH 649 Origin and Evolution of the Genus Homo

**Number of Graduate Students Currently Advised:** 6
In 1971, Dr. Bryant began his tenure at Texas A&M University where he taught the first anthropology courses to small classes of students. By 1974, he compiled the data needed to submit a formal request to the Texas Coordinating Board on Higher Education seeking permission to offer a BA in anthropology. Permission was granted in 1975. By 1980, the Coordinating Board approved a request to separate anthropology from sociology and form the Department of Anthropology. Dr. Bryant was appointed as the department’s first head, and he held that leadership position until 1999. Next, he accepted the position as Director of the Center for Ecological Archaeology at Texas A&M University in 1999, and in 2001 he became Director of the Texas A&M Palynology Laboratory.

Dr. Bryant is internationally known for his research in forensic pollen analysis, prehistoric diet reconstruction, honey research, and paleoenvironmental reconstruction. He has discussed his research on many local and national TV programs including the Today Show, 3-2-1 Contact (produced by the Children’s Television Workshop in New York City), CNN, and Fox-Network News, and he was a contestant on the quiz program To Tell the Truth. Most recently, his research was the central focus of a BBC special, a Discovery Channel program, a short feature on CBS News, and an interview on his forensic work with Gretta van Sustern on the Fox-Network. Dr. Bryant regularly writes articles about his research for popular media sources, and his research has been featured in popular U.S. magazines including People, Reader’s Digest, Popular Science, Biblical Archaeology, Science Digest, Scientific American, Seventeen, Forbes, Dig, Odyssey, The National Geographic Magazine, and National Geographic World. International magazines articles about his research include Colours, Der Spiegel, The World and I, and Geowissen Nahrung & Gesundheit.
Vaughn Bryant

Department of Anthropology, Texas A&M University, College Station TX 77843-4352; phone: 979-845-9334; email: vbryant@tamu.edu

Professional Preparation
The University of Texas, Austin Botany Ph.D. 1969
The University of Texas, Austin Anthropology M.A. 1966
The University of Texas, Austin Geography B.A. 1964

Academic Appointments
1999-present Professor of Anthropology, Director of the Texas A&M Palynology Laboratory
1987-1999 Professor of Anthropology and Department Head, Director of the Palynology Laboratory
1980-1987 Professor and Head, Professor of Biology, Director, Palynology Laboratory
1975-1980 Associate Professor, Program Head of Anthropology, and Associate Professor of Biology
1971-1975 Assistant Professor of Anthropology, Program Head of Anthropology (TAMU)
1969-1971 Assistant Professor of Anthropology, Washington State University (WSU)

Recent Representative Publications
2007 (K. Reinhard & V. M. Bryant) Reinterpreting the Pollen Data from Dos Cabezas. Interna-
tional Journal of Osteoarchaeology 17:531-541.

**Externally Funded Research**

2012 Army Small Business Technology Transfer Program Phase I Grant, for portable pollen analyzer. (I. Pavlovsky & V. Bryant) $100,000.

2012 NSF Grant, for consolidation of botanical research collections at Texas A&M University (S. Hatch & V. Bryant) $498,867.

2011-2012 US Customs Grant to conduct forensic studies to establish geolocation of items and train personnel (V. Bryant) $25,000/year.

2009 Central Intelligence Agency Grant to conduct forensic studies to establish geolocation of items and train personnel (V. Bryant) $350,000.

2008-2009 Stoney Forensics contracts for pollen forensics analyses, (V. Bryant) $30,000-40,000/year.

**Other Professional Highlights**

I am the only researcher in the United States conducting extensive studies of pollen in honey from many regions of the world. This research requires a vast collection of modern pollen reference slides.

I am the only forensic palynologist in the United States. For the past decade I have worked with a number of Federal Agencies to catch terrorists, illegal drug dealers, murderers, and others, using pollen.

For more than 40 years I have analyzed human coprolites and other types of botanical remains from archaeological sites.

For 30 years I have analyzed pollen recovered from underwater shipwrecks, to determine cargos, foods eaten on board, and port of origin of the vessel.

**Recent Honors and Awards**

2007 Fryxell Award for Outstanding Botanical Research in Archaeology, presented by the Society for American Archaeology, Austin, Texas.

2005 AASP Honorary Membership Award, awarded at the 38th Annual Meeting of the American Association of Stratigraphic Palynologists.

1999 AASP Distinguished Service Award, awarded at the 32nd Annual Meeting of the American Association of Stratigraphic Palynologists.

1993 UNOCAL/AASP Best Applications Paper Award. Awarded at the 26th Annual Meeting of the American Association of Stratigraphic Palynologists.

1990 Texas A&M University Faculty Distinguished Achievement Award in Administration.

1974 Texas A&M University Faculty Distinguished Achievement Award in Teaching.
David L. Carlson

David Carlson earned his PhD degree from Northwestern University in 1979. After working in cultural resources management for Illinois State University for three years, he arrived at Texas A&M to direct the cultural resources program along with a part-time faculty appointment. The cultural resources program conducted archaeological surveys and investigations throughout the state of Texas for the U.S. Army Corps of Engineers, U.S. Army at Fort Hood, Texas Department of Transportation, Texas Department of Parks and Wildlife, and various private environmental firms. From 1999 to 2007 Carlson served as the Head of the Department of Anthropology during a period of substantial departmental growth.

Carlson excavated prehistoric and historic sites in Texas and supervised two doctoral student dissertations involving excavations at a 19th century sugar plantation in Yucatán, Mexico. He has also directed archaeological field schools at rockshelters at Fort Hood and the Gault Paleoindian site.

Carlson's research involves the application of quantitative methods to archaeological questions. He is a co-author (with M. Waters and C. Pevny) of *Clovis Lithic Technology at the Gault Site, TX* published by Texas A&M University Press that analyzes an area of tool production at the Gault site, a Clovis camp in central Texas. He is currently writing a book under contract with Cambridge University Press on the use of quantitative methods in archaeology using the R statistical system.
David L. Carlson

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Professional Preparation
Wake Forest University   Anthropology   B.A, 1974
Northwestern University    Anthropology   M.A. 1975
Northwestern University    Anthropology   Ph.D. 1979

Academic Appointments
Associate Professor of Anthropology, Texas A&M University  2007-present
Anthropology Department Head, Texas A&M University  1999-2007
Associate Professor of Anthropology, Texas A&M University  1995-1999
Associate Professor of Anthropology and Director, Archeological Research Laboratory, Texas A&M University  1987-1995
Assistant Professor of Anthropology and Director, Archeological Research Laboratory, Texas A&M University  1981-1987

Representative Publications

**Other Professional Highlights**
Carlson served as Department of Anthropology Head from 1999-2007 during which time the Center for the Study of the First Americans was recruited to Texas A&M and the Center for Maritime Archaeology and Conservation was established. The number of faculty in the Department, the percentage of female faculty, the number of doctoral students in the graduate program, and endowments in the department all increased. Carlson directed the Archaeological Research Laboratory (later the Center for Environmental Archaeology) from 1981-1995 conducting cultural resource investigations around Texas and supervising the completion of 30 technical reports.

Carlson taught archaeological field schools in central Texas at Fort Hood and the Gault Site investigating Archaic and Paleoindian adaptations.

**Honors and Awards**
Founding President, Texas A&M Phi Beta Kappa Chapter, 2004-2006 Faculty Distinguished Achievement Award in Teaching, 1992

**Courses Taught**
Anth 201. Introduction to Anthropology (Honors)
Anth 202. Introduction to Archaeology (Honors)
Anth 302. North American Archeology
Anth 360. Ancient Civilizations
Anth 650. Archaeological Field Methods (field school)
Anth 602. Archeological Methods and Theory (graduate)
Anth 642. Research Methods in Anthropology (graduate)
Anth 645. Cultural Resources Management (graduate)

**Number of Graduate Students Currently Advised:** 1
Deborah N. Carlson

Deborah Carlson is a classical archaeologist specializing in trade and seafaring in the ancient Mediterranean. She earned an MA in Classical Archaeology from the University of Arizona, where she participated in terrestrial excavations in Greece and Italy. Her dissertation research, which focused on the amphora cargo from the Tektaş Burnu shipwreck, led to a PhD in Classics at the University of Texas at Austin in 2004. Carlson joined the faculty of the Nautical Archaeology Program at Texas A&M that same year. From 2005 until 2011, she directed the excavation of a ship that sank off the coast of Kızılburun, Turkey in the first-century B.C. while transporting a marble column weighing more than 50 tons. Now a tenured Associate Professor at Texas A&M, she teaches undergraduate courses in Greek and Roman archaeology, Latin, and a graduate seminar in Classical Seafaring. She holds the Sara W. and George O. Yamini Professorship in Nautical Archaeology.

An active member of the Archaeological Institute of America’s National Lecture Program, Deborah was the McCann/Taggart lecturer for 2006-07 and one of two Martha Sharp Joukowsky lecturers for 2010-11. Her archaeological fieldwork has been funded by the National Endowment for the Humanities, National Geographic, American Philosophical Society, Samuel H. Kress Foundation, American Research Institute in Turkey, and Spiegel Television. She has published the results of her maritime research in the American Journal of Archaeology, Hesperia, International Journal of Nautical Archaeology, and Archaeology magazine. As the current INA president, Deborah works with the staff of INA’s Bodrum Research Center and is firmly committed to ensuring INA’s legacy of quality scholarship.
Deborah N. Carlson

Department of Anthropology, Texas A&M University, College Station TX 77845; email: dncarlson@tamu.edu

Degrees Received
2004  PhD, Classics, University of Texas, Austin, Texas
1995  MA, Classical Archaeology, University of Arizona
1992  B.A., Classics with a minor in Italian, University of Arizona

Academic Appointments
2003-2004  Visiting Professor of Anthropology, Texas A&M University
2004-2010  Assistant Professor of Anthropology, Texas A&M University
2010-present  Associate Professor of Anthropology, Texas A&M University

Selected Publications


**External Fellowships and Grants**

2012 Partner University Fund-Andrew W. Mellon Grant, French American Cultural Exchange

2011 Collaborative Research Grant, National Endowment for the Humanities

2009 Shohet Scholars Program Award, International Catacomb Society

2009 Student Travel Grant, Samuel H. Kress Foundation

2007 Symposium Travel Grant, Samuel H. Kress Foundation

2007 Kızılburun Excavation Funding, Spiegel Television

2007 Student Travel Grant, Samuel H. Kress Foundation

2007 Expeditions Council, National Geographic Society

2006 Research Fellowship, American Research Institute in Turkey

2006 Expeditions Council, National Geographic Society

2006 Student Travel Grant, Samuel H. Kress Foundation

2005 Franklin Research Grant, the American Philosophical Society

2004 Olivia James Traveling Fellowship, the Archaeological Institute of America

**Courses Offered**

Beginning Latin (CLAS 121 / 122)

Archaeology of Ancient Greece (ANTH 353 / CLAS 353)

Archaeology of Ancient Italy (ANTH 354 / CLAS 354)

Classical Archaeology (ANTH 444 / 644)

Classical Seafaring (ANTH 613)

Field Archaeology (ANTH 660)

Ships in Latin Literature (ANTH 685)

Mediterranean Pottery (ANTH 689)

**Students Supervised to Completion of Degree:** 6 MA, 1 PhD
N. Fadeke Castor

N. Fadeke Castor received her PhD in cultural anthropology from the University of Chicago in 2009. She has taught at Williams College and Duke University and is currently Assistant Professor in Anthropology and Africana Studies at Texas A&M University. Her research and teaching interests include religion, modernity, postcolonialism, performance, decolonization, citizenship, identity and representation in popular/public culture in the African Diaspora, specifically in the Anglophone Caribbean. N. Fadeke Castor explores emerging forms of cultural citizenship in the African Diaspora, with special attention to decolonizing practices.

Her book manuscript, “Sacred Imaginaries: Performing Africa, Decolonizing Blackness,” examines how people in the Caribbean negotiate multiple modernities through attention to their religious and performative practices. “Sacred Imaginaries” is based on over a decade of ethnographic engagement within Trinidad’s Orisha/Ifa communities, funded in part by grants from Fulbright-Hays and Wenner-Gren. Her research on African-based religious practices in Trinidad reveals spiritual epistemologies and sacred imaginaries that inform processes of decolonization, which redefine conceptions of blackness, Africanness, and national belonging.
N. Fadeke Castor

Department of Anthropology & Africana Studies Program, Texas A&M University, College Station TX 77843; E-mail: ncastor@tamu.edu; phone: 979-845-5242

Education

University of Chicago, Doctor of Philosophy, Sociocultural Anthropology  2009
University of Chicago, Master of Arts, Social Sciences     2000
Pomona College, Bachelor of Arts, Political Philosophy     1994

Academic Positions

Assistant Professor, Anthropology & Africana Studies, Texas A&M University  2009-present
Visiting Assistant Professor, Anthropology & Africana Studies, Texas A&M Univ.  2007-2009

Research and Teaching Interests

Afro-Atlantic religions, modernity, cultural citizenship, decolonization, identity, race and ethnicity, black feminist theory, performance, ritual and festival, popular culture, new media, critical theory, post-colonialism, transnationalism, visual ethnographic methods, Caribbean, African Diaspora

Publications


“Shifting multi-cultural citizenship: Trinidad Orisha opens the road.” Journal article in preparation for submission to Cultural Anthropology.

“Ifá in the ground’ - A weapon against the colonial legacy in Trinidad.” Journal article in preparation for submission to Journal of Religion in Africa.

Fieldwork

Port of Spain, Trinidad  June – July 2012, June - August 2011, June - August 2010

Caracas, Venezuela  September 1999

Fellowships and Awards

Ford Foundation Post-Doctoral Fellowship Program for Minorities, Alternate  2011
NSF ADVANCE Scholar, Texas A&M University  2011
Faculty Stipendiary Fellow, Glasscock Center for the Humanities, Texas A&M University  2011
Faculty Stipendiary Fellow, Glasscock Center for the Humanities, Texas A&M University  
Program to Enhance Scholarly and Creative Activities Grant, Office of the Vice President for Research, Texas A&M University  
Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship  
Wenner-Gren Dissertation Fieldwork Grant

Recent Presentations


Courses Taught
AFST 324/ANTH 489/RELS 489: Afro-Atlantic Religions
AFST 302: Africana Studies Gateway: Issues in Africana Studies
ANTH 210: Introduction to Cultural Anthropology
AFST 201: Introduction to Africana Studies
AFST 326/ ANTH 445: Global Africana Popular Culture
ANTH 489/AFST 481: Global Circuits, Local Cultures: Caribbean Modernities
Filipe Castro earned his PhD from Texas A&M University in 2001. Since then, he has held academic posts at Texas A&M University, including the Frederick Mayer II Professorship in Nautical Archaeology and Director of the J. Richard Steffy Ship Reconstruction Laboratory. Castro has carried out fieldwork in Portugal, Panama, Puerto Rico, Namibia, Italy and Croatia. His research focuses on the history of shipbuilding technology in post-medieval Europe and includes collaborative projects with Texas A&M’s Computer Science and Visualization departments. He is currently excavating a late-16th century shipwreck at Gnalić, Croatia.

Castro is author of the books *A nau de Portugal* (Prefácio, 2003) and *The Pepper Wreck* (Texas A&M University Press, 2005), and he has co-edited two books with two of his students: *Edge of Empire* (Caleidoscópio, 2008) with Katie Custer, and *ACUA Underwater Archaeology Proceedings of the 2011 Annual Meeting of the Society for Historical Archaeology* (ACUA and PAST Foundation, 2011) with Lindsey Thomas. In the last decade he has also published over 40 papers in peer reviewed journals and proceedings of international meetings.

Filipe Castro
Department of Anthropology, 4352-TAMU, Texas A&M University, College Station TX 77843; phone: 979-845-5242; fax: 979-845-4070; e-mail: fvcastro@tamu.edu

Professional Preparation
Universidade Técnica de Lisboa  Engineering    M.S., 1984
Universidade Católica de Lisboa  Management    M.B.A., 1993
Texas A&M University    Anthropology    Ph.D., 2001

Academic Appointments
Professor of Anthropology, Texas A&M University     2012-present
Frederick Mayer Professor II of Nautical Archaeology, Texas A&M University  2002-present
Associate Professor of Anthropology, Texas A&M University    2008-2012
Assistant Professor of Anthropology, Texas A&M University    2002-2008
Invited Professor of Anthropology, Texas A&M University    2001-2002

Representative Publications


“Other Professional Highlights

At Texas A&M University, Castro serves as Director of the J. Richard Steffy Ship Reconstruction Laboratory.

Castro is a member of the executive boards of directors of the Advisory Council on Underwater Archaeology and the International Committee for the History of Nautical Science. He is also a member of the editorial advisory board for the Nautical Research Journal, editorial board for Historical Archaeology, comité de rédaction for Archaeonautica, and editorial board for Mains'l Haul.

In 2011 Castro was Underwater Program Director of the 43rd Annual Conference on Historical and Underwater Archaeology.

Courses Taught
ANTH205 – Peoples and Cultures of the World
ANTH318 – Nautical Archaeology of the Americas
ANTH418 – Romans, Arabs, and Vikings
ANTH614 – Books and Treatises on Shipbuilding
ANTH615 – History of Wooden Shipbuilding Technology
ANTH616 – Research and Reconstruction of Ships
ANTH618 – Medieval Seafaring in the Mediterranean
ANTH628 – New World Seafaring

Number of Graduate Students Currently Advised: 12
Kevin Crisman

Kevin Crisman earned his doctoral degree in American Civilization from the University of Pennsylvania in 1989, writing a dissertation on the history and archaeology of a U.S. Navy War of 1812 shipwreck. Crisman became an assistant professor at Texas A&M University in 1990, and was promoted to associate professor in 1996.

Crisman studies the archaeology of ships and seafaring between the mid-15th century A.D. and the mid-20th century. His research has focused on: ship construction and outfitting; seafaring life and work; North American river, lake, and canal navigation; steamboat design and technology; and naval technology and strategy. Ships of the War of 1812 have been an important interest since 1981 when he recorded the wreck of the naval schooner Ticonderoga; this was followed by intensive study of the U.S. Navy 20-gun brigs Eagle and Jefferson, and since coming to Texas A&M he has supervised graduate student projects on six additional 1812-era vessels. He is the editor of a contributed book (currently in press) on sixteen War of 1812 wrecks. He directed Texas A&M field schools that excavated a rare, nearly-intact horse-propelled paddle ferry boat, a site published in the book When Horses Walked on Water: Horse-Powered Ferries in Nineteenth-Century America (Smithsonian Institution Press, 1998). Between 2002 and 2008 he directed the excavation of the Heroine (1832-1838), the earliest example of a Mississippi River steamboat to be studied by archaeologists.

Crisman served for one year as associate head of the Anthropology Department, and four years as Nautical Archaeology Program coordinator. He has been actively involved in the Institute of Nautical Archaeology, chairing its Archaeological Committee for 12 years. Since coming to Texas A&M Crisman has served on 83 completed graduate committees, 46 of them (13 PhD and 33 MA) as chair; six of his former PhD students are now tenured or tenure-track faculty at U.S. and Australian universities.
Kevin Crisman

Nautical Archaeology Program, Anthropology Department, Texas A&M University, College Station, Texas 77843-4352; (979)-845-6696 / kcrisman@tamu.edu

Degrees Received

1989 Ph.D. American Civilization University of Pennsylvania
1986 M.A. American Civilization University of Pennsylvania
1984 M.A. Anthropology (Nautical Archaeology) Texas A&M University
1981 B.A. Anthropology University of Vermont

Academic Appointments

1996-Present Associate Professor of Anthropology (Nautical Archaeology), Texas A&M
1990-1996 Assistant Professor of Anthropology (Nautical Archaeology), Texas A&M

Representative Publications

In Press Coffins of the Brave: The Nautical Archaeology of the Naval War of 1812 on the Lakes. Accepted for publication in the Nautical Archaeology Series, Texas A&M University Press, College Station, Texas. A contributed-chapter book with 13 chapters by 12 authors. Kevin Crisman is the book editor, also sole author of the introduction, three section introductions, three chapters, the conclusion, and second author of one chapter.


Externally Funded Research


2007 Institute of Nautical Archaeology and RPM Nautical Foundation ($5,000). External grant for post-excavation cataloguing and analysis of the Red River Steamboat hull and artifacts.

Project. Contract for archaeological fieldwork in Fort Towson, Oklahoma.

Other Professional Highlights
2011-2012 Associate Head, Anthropology Department, Texas A&M University.
2008-2012 Vice President, New World Research, Institute of Nautical Archaeology, College Station, Texas.
2007-2012 Director, Center for Maritime Archaeology and Conservation, Texas A&M University.
2006-2012 Member, Editorial Advisory Board, Journal of Maritime Archaeology.
2005-2008 Coordinator, Nautical Archaeology Graduate Program, Anthropology Department, Texas A&M University.
1997-2009 Chair, Archaeological Committee, Institute of Nautical, College Station, Texas.

Courses Taught
Anth 629 Post-Medieval Seafaring
Anth 628 New World Seafaring
Anth 616 Research and Reconstruction of Wooden Ships
Anth 610 Outfitting and Sailing the Wooden Ship
Anth 603 Seafaring Life and Maritime Communities
Anth 318 Nautical Archaeology of the Americas

Graduate Students Currently Advised: 3 Ph.D., 3 M.A
Graduate Student Advisees Completed: 13 Ph.D., 33 M.A.
Norbert Dannhaeuser received his PhD degree from the University of California at Berkeley in 1973. He has held academic positions at Case Western Research University and since 1981, at Texas A&M University.

Dannhaeuser is an economic anthropologist with long-term research interests in the evolution of market institutions in medium-range Third World towns. Recently he has turned his attention to the impact of market developments on the viability of town centers in industrial societies. His research also includes the comparison of socialistic vs. market based entrepreneurship, resilience of trade communities to disasters, and tenancy relations in aquaculture. Since beginning his career he has undertaken fieldwork in the Philippines, India, Germany, and the U.S. (Texas).

Dannhaeuser's research results have been published in three single-authored, scholarly monographs and in more than 25 journal articles and book chapters, all single-authored. Refereed journals in which his work has appeared include American Ethnologist, Human Organization, Journal of Anthropological Research, Anthropos, and Economic Development and Cultural Change, Journal of Developing Areas. He is the editor of five books. His research has been supported by the Ford Foundation, Indo-European Fellowship Program, Fulbright-Hays, and National Science Foundation.

He served as the senior editor of the Research in Economic Anthropology book series and is a member of the Editorial Board of the Journal of International Consumer Marketing. He is the recipient of the University Level Distinguished Teaching Award (TAMU).
Norbert Dannhaeuser

Department of Anthropology, Texas A&M University, College Station, TX 77843

Degrees
Ph.D. University of California, Berkeley, Anthropology, 1973
M.A. University of California, Berkeley, Anthropology, 1971
B.A. University of California, Berkeley, Anthropology, 1966

Employment
Professor of Anthropology, Texas A&M University, 1994 to present.
Associate of Anthropology, Texas A&M University, 1983 to 1994.
Assistant Professor of Anthropology, Texas A&M University, 1981 to 1983.
Assistant Professor of Anthropology, Case Western Reserve University, 1973 to 1981.
Instructor of Anthropology, Case Western Reserve University, 1972 to 1973.

Major Post-Doctoral Fieldwork

Major Fellowships/Grants/Honors
National Science Foundation
Indo-American Fellowship Program
Fulbright Hays Senior Lectureship
Ford Foundation Southeast Asia Research Fellowship
Distinguished Faculty Teaching Award, University Level (Texas A&M University)

Representative Publications


**Teaching**

Dannhaeuser regularly teaches ANTH 210 (Social and Cultural Anthropology), ANTH 300 (Cultural Change and Development), ANTH 314 (Agrarian Peasant Societies), ANTH 410 (Anthropological Theory), ANTH 604 (Cultural Methods and Theory).

Currently he is the Advisor of 7 graduate students.

**Service**

Dannhaeuser is a member of the Editorial Review Board of the Journal of International Consumer Marketing.

He is the Advisor of the TAMU-UNICEF Student Association.
D. Bruce Dickson

Dr. Dickson received a BA from Lawrence College in 1964, an M.A. from Northwestern University in 1967, and a PhD from the University of Arizona in 1973. He joined the faculty of Texas A&M in 1975. He is an archaeologist whose research interests include the study of religion, warfare, and material culture.

Dr. Dickson has conducted archaeological research in multiple locations, including Kenya, Costa Rica, France, and the U.S. He has published five books. He is the recipient of two Distinguished Teaching Awards from the Association of Former Students, in 1983 and in 1998. He served on the Faculty Senate at Texas A&M (1983-1988) and as the Director of Religious Studies from 2007-2009. He has been on the Board of Directors for the Human Areas Relation Files since 1988.

Dr. Dickson semi-retired in May 2012, and for the next two years is serving as a half-time senior professor. In 2012, he earned Professor Emeritus status from the University.
D. Bruce Dickson

Department of Anthropology, 4352-TAMU, Texas A&M University, College Station TX 77843; e-mail: dickson@tamu.edu

Professional Preparation

B.A. 1964 Lawrence College, Appleton, Wisconsin

Academic Appointments

Professor (with tenure), 1991-present, Department of Anthropology, Texas A&M University
Interim Director, 2007-present, College of Liberal Arts Religious Studies Program
Research Fellow, 1994-2006, National Museums of Kenya, Nairobi, Kenya
Research Associate, 1992-1993, Department of History, University of Nairobi, Nairobi, Kenya
Associate Professor, 1981-1991, Department of Anthropology, Texas A&M University
Assistant Professor, 1975-1981, Department of Sociology/Anthropology, Texas A&M University
Research Assistant Professor, 1972-1975, Department of Anthropology, University of Tennessee

Representative Publications


205


1980 *Prehistoric Pueblo Settlement Patterns: The Arroyo Hondo Pueblo, New Mexico Site Survey*. School of American Research, Santa Fe.

**Other Professional Highlights**

Dickson has served as Director of the Human Relations Area Files, Inc., New Haven, Connecticut, since 1984.

Dickson has served as Co-Director of the Texas A&M University Peer-Review of Teaching Program since 2002.

Dickson has served as the College of Liberal Arts Interim Director of Religious Studies Program since 2007.

**Recent Courses Taught**

Undergraduate courses: Introduction to Archaeology, Archaeology of the Old World, Anthropolgy of Religion, Rise of Civilization

Undergraduate honors courses: Rise of the Modern World-system, Archaeology of Africa

Graduate courses: Violence and Warfare, Empires and World-system, Method and Theory in Archaeology

**Number of Graduate Students Currently Advised:** 1
Darryl de Ruiter  earned his PhD in 2001 from the School of Anatomical Sciences at the University of the Witwatersrand in Johannesburg, South Africa. Subsequently he moved to the Bernard Price Institute for Palaeontology at the University of the Witwatersrand, where he was employed until 2003 when he joined Texas A&M University as a tenure-track professor. In 2009 de Ruiter was promoted to Associate Professor with tenure, and was appointed a Ray A. Rothrock ’77 Fellow. de Ruiter also currently holds the rank of Honorary Reader in the Institute for Human Evolution at the University of the Witwatersrand.

de Ruiter has spent his career investigating the australopiths of southern Africa and their associated faunal assemblages. Until recently, he specialized in understanding the anatomy, ecology, and evolution of the robust australopiths, Paranthropus robustus. More recently, de Ruiter has been deeply involved in the analysis of the newly recovered species, Australopithecus sediba from Malapa, South Africa. Since the discovery of Malapa, de Ruiter has served as one of the three principal investigators at the site, responsible for all craniodental remains and all isotopic analyses of *A. sediba*. In addition, de Ruiter is the permit holder and principal investigator of the Middle Pliocene site of Matjhabeng in the Free State of South Africa.

de Ruiter’s publications include more than 50 articles in peer-reviewed journals, including *Science* and *Nature*. His work has been featured in *National Geographic* (both print and a broadcast documentary) and *Scientific American*, and *A. sediba* was named one of the top 100 science stories of 2010 by both *Time Magazine* and *Discover Magazine*. 
Darryl de Ruiter

Department of Anthropology, Texas A&M University, College Station, Texas, 77843-4352, Tel: 091 979 845-5242, Fax: 091 979 845-4070, Email: deRuiter@tamu.edu; and South Africa: Institute for Human Evolution, School of Geosciences, University of the Witwatersrand, Johannesburg, South Africa 2050, Tel: +27 11 717-6668.

Professional Preparation
University of the Witwatersrand       Anatomy, Palaeoanthropology PhD, 2001
University of Manitoba               Anthropology MA, 1995
University of Manitoba               Anthropology MA, 1995

Academic Appointments
Associate Professor of Anthropology, Texas A&M University     2009-present
Honorary Reader, Institute for Human Evolution, Univ. of the Witwatersrand 2009-present
Assistant Professor of Anthropology, Texas A&M University    2003-2009
Research Associate, University of the Witwatersrand             2003-2009

Representative Publications


**Externally Funded Research**


**Other Professional Highlights**

At Texas A&M, de Ruiter serves on the Faculty Senate representing the College of Liberal Arts, and he is currently serving a term as the Program Coordinator for the Biological Anthropology Program.

de Ruiter is one of the three Principal Investigators at the recently discovered fossil site of Malapa in South Africa. He is responsible for all craniodental remains attributed to the new species *Australopithecus sediba*, as well as all isotopic analyses.

In 2008 de Ruiter helped to found the Ecology and Evolutionary Biology Faculty (EEB) of Texas A&M University, a campus-wide consortium of scientists dedicated to research and education in all aspects of ecology and evolutionary biology.

In 2007 de Ruiter helped to found the Texas Association of Biological Anthropologists, and served as its first elected president (2007-2008).

**Honors and Awards**

In 2009 de Ruiter was awarded the Ray A. Rothrock ’77 Fellowship in the College of Liberal Arts, an honor presented for outstanding contributions to research, teaching, and service.

**Courses Taught**

ANTH 201 Introduction to Anthropology; ANTH 225 Introduction to Biological Anthropology; ANTH 312 Fossil Evidence for Human Evolution; ANTH 409 Science, Pseudoscience, and Critical Thinking in Anthropology; ANTH 601 Evolutionary Anthropology; ANTH 625 Zooarchaeology; ANTH 643 Australopithecine Paleoecology.

**Number of Graduate Students Currently Advised:** 4
Travis Du Bry

Travis Du Bry earned his PhD in Sociocultural Anthropology from the University of California Riverside in 2004. His dissertation research was a community study of Mexican-origin farm laborers in the Coachella Valley in the desert of Southern California, specifically investigating the impacts of increasing production in agribusiness in relation to laborer settlement and their involvement in community building.

From 2010-2012, Du Bry held a postdoctoral research position at the Université du Luxembourg in Luxembourg. That project was a comparative ethnographic study of agribusiness and immigrant farm laborers in California and Andalucía, Spain. The Andalucía region is experiencing dramatic social and economic changes due to the growth of global agribusiness, and I investigated the processes of immigration, socioeconomic incorporation of farm laborers, and the effects the agribusiness industry has on rural communities.

Du Bry has served as a Lecturer in the Departments of Anthropology at the University of California Santa Barbara and the University of California Riverside, and held a postdoctoral position at Centro de Investigaciones y Educación Superior en Antropología Social in Mexico City, Mexico. He currently holds a Visiting Assistant Professor position with the Department of Anthropology at Texas A&M University.
Travis Du Bry

Visiting Assistant Professor, Department of Anthropology, Texas A&M University, College Station, TX 77843-4352; travis.dubry@tamu.edu • (979) 845-5242 tel • (979) 845-4070 fax

Education
Ph.D. 2004. Sociocultural Anthropology, University of California Riverside
  Dissertation: The New Pioneers of Mecca: Farm Laborers in the California Desert
  Chairs: Prof. Juan-Vicente Palerm, Prof. Michael Kearney
M.A. 1997. Sociocultural Anthropology, University of California Riverside
B.S. 1995. Sociocultural Anthropology, University of California Riverside

Recent Research and Employment
Visiting Assistant Professor, Dept. of Anthropology, Texas A&M University, Sep. 2012 to present.
Lecturer/Assistant Project Scientist, Dept. of Anthropology, UC Santa Barbara, Jul. 2007 to Jun 2010.

Publications

Grants, Fellowships, and Awards
2007 UC Santa Barbara Non-Senate Faculty Professional Development Grant. Ralph L. Beals Archive Project, National Anthropological Archives, Washington, D.C.

2007 Agriculture, Farm Labor, and Rural Communities in California in the 21st Century. UC Labor and Employment Research Fund Research Grant. (with Juan-Vicente Palerm)

2006 UC MEXUS-CONACYT Postdoctoral Fellowship, “Following los migrantes Home: A Postdoctoral Stay at CIESAS.” Centro de Investigaciones y Estudios Superiores en Antropología Social, Mexico, D.F.

2001-02 Joint Visiting Research Fellowship, Center for U.S.-Mexican Studies & Center for Comparative Immigration Studies, UC San Diego.

2001-02 UC MEXUS Dissertation Research Grant, Title: “Socioeconomic Change in a Desert Farm Laborer Community.”

2001-02 Research Grant, Ernesto Galarza Applied Research Center, UC Riverside.


**Research and Teaching Interests**

immigrants and migrants, agribusiness, agrarian studies, farm laborers, rural areas, borderlands, social change, transnationalism, applied anthropology, Mexicans and Mexican-Americans, Latinos, California, United States, Michoacán, Mexico, Andalucía, southern Spain.

**Courses Taught** – Texas A&M University

ANTH 489/689 – Agriculture & Society in Mexico: Past & Present, Fall 2012. UG/G Seminar.

ANTH 689 – Anthropology of Globalization, Fall 2012. G Seminar.


Suzanne L. Eckert

Suzanne Eckert earned her PhD degree from Arizona State University, Tempe in 2003. Since then, she has held an academic position at Texas A&M University, College Station. She is currently an Associate Professor in the Department of Anthropology, as well as the curator of the Archaeological Research Collections and NAGPRA coordinator.

Suzanne’s research focuses on how pre-European contact and early historic indigenous cultures integrated religious practice and ideology, and gender and ethnic relations, with other aspects of society, including political and social organization. To pursue these questions, she relies primarily upon ceramic technological information including mineralogical and chemical compositional data, as well as decorative data. She has worked on numerous projects in both the southwest United States and Samoa, two of which were funded by the U. S. National Science Foundation and Wenner-Gren Foundation. Her current research focuses on the development of glaze-paint technology in 14th - 16th C. New Mexico and how various cultural dynamics articulated with the production and use of glaze-painted vessels.

Suzanne’s publications include two books, and 13 articles in refereed journals or edited volumes.

She currently serves as a Research Associate for Archaeology Southwest, a nonprofit organization dedicated to preservation archaeology and ethical use of our cultural heritage.
Suzanne L. Eckert

Department of Anthropology, Texas A&M University, College Station TX 77843-4352; phone: 979.871.7136; fax: 979.845.4070; e-mail: sleckert@tamu.edu

Professional Preparation
2003 Ph.D. Anthropology, Arizona State University
1995 M.A. Anthropology, Arizona State University
1992 B.A. Anthropology (honors), University of California at Santa Cruz

Academic Appointments
2011- present Associate Professor, Department of Anthropology, Texas A&M University
2005-2011 Assistant Professor, Department of Anthropology, Texas A&M University
2004-2005 Visiting Professor, Department of Anthropology, Texas A&M University

Representative Publications
in press Suzanne L. Eckert and Daniel R. Welch. A Commanding View of the Pacific: Highland land use as viewed from Vainu’u, a multi-component site on Tutuila Island, American Samoa. *Archaeology in Oceania* (winter)


**Representative Grants, Academic Honors, and Awards Received**

2012    Distinguished Achievement in Teaching Award, College of Liberal Arts
2011    Program for the Enhancement of Scholarly and Creative Activities ($10,000)
2009-2011    National Science Foundation (PI) ($137,413)
2009-2012    National Science Foundation (senior personnel) ($12,106 awarded to TAMU)
2008    Wenner-Gren Foundation ($25,000)
2008    Program for the Enhancement of Scholarly and Creative Activities ($10,000)
2007    American Samoa Historic Preservation Archaeology Grant ($43,290)

**Other Professional Highlights**

At Texas A&M University, Eckert serves as the curator for the Anthropological Research Collections and the NAGPRA Coordinator, as well as serves as an affiliated professor with the Women’s Gender Studies Program.

Eckert serves as a Research Associate for Archaeology Southwest, a nonprofit organization dedicated to preservation archaeology and ethical use of our cultural heritage.

Eckert serves as the faculty sponsor for the Department of Anthropology’s Archaeology Graduate Student ethics debate team, as well as served as a judge for the Ethics Bowl at the Society for American Archaeology’s annual meeting.

Eckert regularly supervises projects in both American Samoa and New Mexico which includes both undergraduate and graduate student involvement.

**Teaching Program**

Graduate courses: Ceramic Analysis; Proposal Writing; Gender, Ethnicity, and Class in Archaeological Research; A History of Americanist Archaeological Theory; Ceramic Technological Organization; Economic Archaeology.

Undergraduate courses: Archaeological Theory; Ceramic Analysis; Archaeology of North America; Archaeology and Anthropology of American Southwest; Gender in Archaeology

**Number of PhD Students Currently Advising:** 4
Ted Goebel earned his PhD from University of Alaska, Fairbanks in 1993. Since then, he has held academic posts at Southern Oregon University, University of Nevada Las Vegas, University of Nevada Reno, and most recently Texas A&M University, where he holds the Professorship in First Americans Studies and is Associate Director of the Center for the Study of the First Americans.

Goebel has investigated Paleolithic and Paleoindian archaeological sites in northeast Asia, Alaska, and the western U.S., exploring the Ice Age dispersal of modern humans into Siberia, Beringia and the New World. He has directed six field archaeological projects funded by the U.S. National Science Foundation, investigating the emergence of the Upper Paleolithic in the Transbaikal region of Siberia, geoarchaeology and dating of the Ushki site in Kamchatka, human settlement of southern interior Alaska during the early Holocene, the newly discovered Serpentine fluted-point site in the Bering Land Bridge National Preserve, Alaska, and the Paleoindian-Archaic transition at Bonneville Estates Rockshelter, a dry cave in the Great Basin Desert of western North America.

Goebel’s publications include more than 50 articles in refereed journals or edited volumes. He recently edited the book From the Yenisei to the Yukon: Interpreting Lithic Assemblage Variability in Late Pleistocene/Early Holocene Beringia, published by Texas A&M University Press.

He currently serves on the editorial board for the journal American Antiquity, and served as editor of the journal Current Research in the Pleistocene from 2004 to 2012.
Ted Goebel

Department of Anthropology, 4352-TAMU, Texas A&M University, College Station TX 77843; phone: 979-862-4544; fax: 979-845-4070; e-mail: goebel@tamu.edu

Professional Preparation
Washington & Lee University  Anthropology  B.A., 1986
University of Alaska Fairbanks  Anthropology  M.A., 1990
University of Alaska Fairbanks  Anthropology  Ph.D., 1993

Academic Appointments
Professor of Anthropology, Texas A&M University  2010-present
Endowed Professor of First American Studies, Texas A&M University  2006-present
Associate Professor of Anthropology, Texas A&M University  2006-2010
Associate Professor of Anthropology, University of Nevada, Reno  2001-2006
Assistant Professor of Anthropology, University of Nevada, Las Vegas  1998-2001
Assistant Professor of Anthropology, Southern Oregon University  1994-1998

Representative Publications


**Recent Externally Funded Research**


**Other Professional Highlights**

At Texas A&M University, Goebel serves as Associate Director of the Center for the Study of the First Americans, as well as Associate Head and Chair of the Tenure and Promotion Committee in the Department of Anthropology.

Goebel regularly teaches or co-teaches archaeological field schools at various field sites in Alaska and the western U.S., investigating Paleoindian and early-Archaic prehistory.

Goebel is a member of the editorial board for the journal *American Antiquity*, and until last year edited the journal *Current Research in the Pleistocene*.

In 2011 Goebel co-organized the international conference “Emergence and Diversity of Modern Human Behavior in Paleolithic Asia”, held at the National Museum of Nature & Science, Tokyo.

**Honors and Awards**

In 2011 and 2012 Goebel was a Distinguished Lecturer for the Sigma Xi Scientific Research Society, presenting public lectures at 12 universities, including Iowa State University, Kansas State University, University of New Mexico, and State University of New York-Stony Brook.

**Courses Taught**

Anth 350 Old World Prehistory; Anth 447/647 Lithic Artifact Analysis; Anth 651 Pleistocene Prehistory of Northeast Asia and Alaska; Anth 689 Method & Theory in the Peopling of the Americas; Anth 689 Lithic Technological Organization.

**Number of Graduate Students Currently Advised:** 7
Kelly E. Graf

Kelly Graf earned her PhD from the University of Nevada, Reno in 2008. Currently she is a research assistant professor in Anthropology and the Center for the Study of the First Americans at Texas A&M University.

Graf has directed and co-directed field-based and lab-based projects in Siberia, Alaska, and the Great Basin, focusing on initial human dispersals in these regions. In Siberia, she analyzed Upper Paleolithic artifact collections from pre-LGM and post-LGM contexts to explain Ice-Age hunter-gatherer land-use and is currently working with geneticists to sample Siberian Upper Paleolithic human remains for ancient DNA, searching for the Siberian origins of the first Americans. In Alaska, she has directed excavations at the Nenana-Denali complex sites of Owl Ridge and Dry Creek, and in Nevada, from 2000-2009 Graf co-directed excavations at Bonneville Estates Rockshelter. Currently she is conducting post-fieldwork geoarchaeological analyses. Last summer she initiated a new project in Centennial Valley, Montana, investigating prehistoric adaptations in this little-studied and ecologically unique region where the Rocky Mountains, Columbia Plateau and Great Basin come together. Next summer she will teach a field school in Alaska and begin a new field-research program.

Graf’s publication record includes more than 20 articles in refereed journals and edited volumes. She has edited a book on Great Basin Paleoindians, titled *Paleoindian or Paleoarchaic: Great Basin Human Ecology at the Pleistocene-Holocene Transition*, published by University of Utah Press, and is currently editing the proceedings of the Paleoamerican Odyssey Conference to be held in October, 2013 and anticipates its publication by the upcoming summer.
Kelly E. Graf

Department of Anthropology, Texas A&M University, 234 Anthropology Bldg., 4352-TAMU, College Station TX 77843; phone: 979-845-0137; fax: 979-845-4070; e-mail: kgraf@tamu.edu

Professional Preparation
Missouri State University Anthropology & Geosciences B.S., 1995
University of Nevada, Las Vegas Anthropology M.A., 2001
University of Nevada, Reno Anthropology Ph.D., 2008

Academic Appointments
Research Assistant Professor of Anthropology, Texas A&M University 2010-present
Research Associate, Center for the Study of the First Americans, Texas A&M Univ. 2008-present
Adjunct Faculty of Anthropology, Texas A&M University 2008-2010
Lecturer, Department of Anthropology, Baylor University 2008

Representative Publications


**Externally Funded Research**

Graf, K. E. (2010) Research Experiences for Undergraduates (REU) Supplement to Collaborative Research: What is the Nenana Complex? New Excavations at the Late-Pleistocene Owl Ridge Site, Central Alaska. Archaeology Program, National Science Foundation, $8,000 (active).

Goebel, T., K. E. Graf, (2010) Early Humans on the Bering Land Bridge: A Proposal to Investigate the Fluted-Point Site at Serpentine Hot Springs, Alaska. Archaeology Program/Arctic Social Sciences Program, National Science Foundation, $94,000 (active).

Graf, K. E. (2009) The Earliest Modern Human Siberians: Who were They? Who were Their Ancestors, and Who are Their Descendants? Rapid Response Research (RAPID) grant, Arctic Social Sciences Program, National Science Foundation, $20,000 (active).

Graf, K. E. (2009) Collaborative Research: What is the Nenana Complex? New Excavations at the Late-Pleistocene Owl Ridge Site, Central Alaska. Archaeology Program/Arctic Social Sciences Program, National Science Foundation, $183,000 (active).

**Other Professional Highlights**

At Texas A&M University, Graf has taught an archaeological field school in Alaska and co-taught one in the northern Great Basin.

Graf regularly serves as a member of the Arctic Social Science Review Panel at the National Science Foundation.

Graf has regularly been invited to participate in international conferences such as the Asian Paleolithic Association Conference in Krasnoiarsk, Russia (2012) and Tokyo (2011), Japan and the Simposio Internacional “El hombre temprano en America” conference in La Plata, Argentina (2010).

**Courses Taught**

Anth 302 North American Archaeology
Anth 330 Anthropological Field Methods
Anth 461 Environmental Archaeology
Anth 489 Archaeology of Environmental Catastrophes
Anth 689 The Paleolithic World

**Graduate Students Currently Advised:** 1
Thomas A. Green, Jr.

Thomas A. Green earned his PhD in Anthropology from the University of Texas (Austin) in 1974. After teaching Folklore at Idaho State University and the University of Delaware, he joined the English faculty of Texas A&M University as an assistant professor in 1978. He was promoted to associate professor with tenure in 1982, given a joint appointment in the Anthropology Department in 1988, and in 1992 was given a full-time appointment in Anthropology. Folklore and cultural anthropology comprise his primary teaching duties. In addition to developing two undergraduate writing intensive courses and a series of special topics courses, he is actively involved in the honors program: developing honors sections of existing courses, directing undergraduate theses, and supervising undergraduate honors scholars. Dr. Green has been recognized for teaching excellence with three awards, including two Association of Former Students college-level awards (1990 and 2009). He has conducted research among groups ranging from urban gang members and Northern Chinese martial artists to Native American political activists with a focus on the ways that traditional art forms identify and manage cultural conflict. He currently collaborates with Chinese colleagues on the impact of state recognition of intangible cultural heritage in Hebei, PRC. In addition to academic articles, he has published twelve books on these topics, two of which have won a total of five awards. Dr. Green has served in editorial roles for academic journals in the U.S. and Europe, including the Journal of American Folklore, the flagship journal of his sub-discipline.
Thomas A. Green, Jr.

Education

Ph.D. Anthropology (Folklore) University of Texas at Austin, 1974.
M. A. English (Folklore) University of Texas at Austin, 1968.
B. A. English University of Texas at Austin, 1967.

Academic Appointments

Associate Professor, Department of Anthropology (joint appointment with English through 1992), Texas A&M University, 1988-present.
Associate Professor, Department of English (joint appointment with Anthropology), Texas A&M University, 1982-1992
Assistant Professor, Department of English, Texas A&M University, 1978-1981.
Assistant Professor, Department of English, University of Delaware, 1975-1978. (Folklore, Ethnic Studies)
Assistant Professor, Department of Anthropology, Idaho State University, 1974-1975. (Folklore, Linguistics, Native American Studies)

Publications

2010 Senior Editor (with Joseph R. Svinth), Martial Arts of the World: An Encyclopedia of History and Innovation. 2 volumes. Santa Barbara: ABC-CLIO.
2009 Editor, Stories from the American Mosaic: Native American Folktales. Westport, CT: Greenwood.
2009 Editor, Stories from the American Mosaic: African American Folktales. Westport, CT: Greenwood.
2009 Editor, Stories from the American Mosaic: Latino Folktales. Westport, CT: Greenwood.


**Awards and Honors**

2009 Distinguished Achievement in Teaching (College of Liberal Arts), awarded by Texas A&M University Association of Former Students.


**Courses Regularly Taught**

ANTH 229 Introduction to Folklore

ANTH 305 Introduction to Anthropological Writing

ANTH 340 Folklore and the Supernatural

ANTH 622 Folklore Forms and Methods

ANTH 623 Folk Narrative

**Graduate Students Advised:** 8
Sharon Gursky-Doyen received her BA in Anthropology from Hartwick College, her MS from the University of New Mexico, and her PhD in 1997 from the State University of New York at Stony Brook. She taught at CU-NY-Queens College from 1997-2000, and joined Texas A&M University in 2000. Dr. Gursky-Doyen was promoted to Associate Professor with Tenure in 2006 and Professor in 2012.

Gursky-Doyen has been studying spectral tarsiers, Tarsius spectrum, in Indonesia since 1994, pygmy tarsiers, Tarsius pumilus, in Indonesia since 2008, and Philippine Tarsiers, Tarsius syrichta, in the Philippines since 2010. Her research focuses on anti-predator strategies, causes of sociality in nocturnal primates, as well as the characterization of ultrasonic vocalizations. Her research projects have been funded by the Fulbright Foundation, National Geographic Society, Primate Conservation Inc., among others.


She currently serves on the editorial board for *PLoS ONE* and the *International Journal of Primatology*. 
Sharon L. Gursky-Doyen

Department of Anthropology, Texas A&M University, College Station, TX 77843-4352
Email: gursky@tamu.edu Telephone: (979) 204-0351

Professional Preparation
1991 - 1997  Doctor of Philosophy, SUNY-Stony Brook
1989 - 1991  Master of Science, University of New Mexico
1985 -1989  Bachelor of Arts, Anthropology, Hartwick College

Academic Appointments
9/2012- present  Professor, Texas A&M University, Anthropology
9/2006-8/2012  Associate Professor, Texas A&M University, Anthropology
9/2002- 8/2006  Assistant Professor, Texas A&M University, Anthropology
8/2000- 8/2002  Visiting Assistant Professor, Texas A&M University, Anthropology
8/1997 – 7/2000  Assistant Professor, CUNY-Queens College, Anthropology
8/1997 – 7/2000  Research Faculty, NY Consortium in Evolutionary Primatology
8/1997 – 7/2000  Faculty Member of the City University of New York (CUNY)

Representative Publications
**Externally Funded Research**

2012  Mohammed bin Zayed Species Conservation Fund $10,000 to study ultrasonic vocalizations in spectral tarsiers in Indonesia.

2012  La Vallee des Singes Conservation Grant  $3500 to conduct population density survey of Philippine tarsiers in Leyte

2011  Conservation International Primate Action Fund to conduct population density survey of Philippine tarsiers in Bohol $2500

2011  Conservation International Primate Action Fund (w/Nichole Roatch) to study Peruvian spider monkeys $2000

2011  Primate Conservation Inc grant to conduct study of Philippine tarsiers $3850

2011  Primate Conservation Inc. grant (w/Nanda Grow) to study pygmy tarsiers $1000

2011  Primate Conservation Inc. grant (w/Ali Kryzton) to study Rhinopithecus $3450

2010  National Science Foundation Doctoral Dissertation Improvement Grant (w/ Nanda Grow) to study pygmy tarsiers $19,888

2010  Fulbright to Study Tarsius syrichta in the Philippines $14,400

2010  Conservation International Primate Action Fund (w/Ali Kryzton) to study pygmy Rhinopithecus $3000

2010  National Geographic Society $13000 Population Density of Pygmy Tarsiers

2010  Conservation International Primate Action Fund (w/Nanda Grow) to study pygmy tarsiers $3500

**Other Professional Highlights**


Gursky-Doyen regularly serves on the NSF Biological Anthropology Scientific Panel as well as on the Scientific Advisory Board for Primate Conservation Inc.

**Courses Taught**

Anth 201 Introduction to Anthropology

Anth 225 Introduction to Biological Anthropology

Anth 405 Primate Behavioral Ecology

Anth 601 Biological Anthropology

Anth 631 The Great Apes

**Number of Graduate Students Currently Advised:** 5
Donny L. Hamilton

Dr. Hamilton received a BA degree in Anthropology from Texas Tech University in Lubbock in 1967 and a PhD in Anthropology from The University of Texas at Austin in 1975. He has been a faculty member of the Nautical Archaeology Program and Anthropology Department at Texas A&M University since 1978 and holds the George T. & Gladys H Abell Chair in Nautical Archaeology and the Yamini Family Chair in Liberal Arts. Dr. Hamilton is the former head of the Department of Anthropology, past director of the Center for Maritime Archaeology and Conservation, former head of the Nautical Archaeology Program, and on-going director of the Conservation Research Laboratory. He is also past president of the Institute of Nautical Archaeology which has been affiliated with Texas A&M since 1976.

Dr. Hamilton specializes in underwater archaeology, artifact conservation and restoration, and North American historic and prehistoric archaeology. He has pioneered many techniques now used in the conservation of artifacts and has gained an international reputation for his work in this field. Dr. Hamilton’s past and present research includes the conservation of artifacts recovered from the shipwreck of the 1554 Spanish Fleet, excavated off the coast of Padre Island in the Gulf of Mexico; excavation and conservation of material from the sunken 17th-century English town of Port Royal in Jamaica; and excavation and analysis of archaeological materials from Granado Cave in west Texas. He is presently in charge of conserving material recovered from the excavation of La Salle’s ship, La Belle, which sank in 1686 in Matagorda Bay, Texas. Dr. Hamilton teaches courses in historical archaeology and artifact conservation. He is a past editor of the Studies in Nautical Archaeology Series published by Texas A&M University Press.
Donny L. Hamilton

Department of Anthropology, 4352-TAMU, Texas A&M University, College Station TX 7784
phone: 979-845-6355; fax: 979-845-4070; e-mail: dlhamilton@tamu.edu

Professional Preparation
Texas Tech University    Anthropology    B.A., 1967
The University of Texas at Austin    Anthropology    Ph.D., 1975

Academic Appointments
Head of Department of Anthropology    2007-2011
Professor of Anthropology, Texas A&M University    2001-present
Holder of the George T. and Gladys H. Abell Chair in Nautical Archaeology
    and the Yamini Family Chair in Liberal Arts, Texas A&M University    2003-present
Associate Professor of Anthropology, Texas A&M University    1985-2001
Assistant Professor of Anthropology, Texas A&M University    1978-1985
Research Associate IV, The University of Texas at Austin    1972-1978

Representative Patents
U.S. Patents (six, 1998-2005)
Jerome Melvin Klosowski, Charles Wayne Smith and Donny Leon Hamilton

Selected Publications
2008 Port Royal, Jamaica: Archaeological Past, Present, and Future, in Underwater and Maritime Archaeology in Latin America and the Caribbean, editors Margaret E. Leshikar-Denton and Pilar Luna Erriguerena, One World Archaeology Series 56, Left Coast Press, Inc. Walnut Creek, Califo-
nia, pp. 259-269.


1976 Conservation of Metal Objects from Underwater Sites: A Study in Methods, Texas Memorial Museum Miscellaneous Papers No. 4, Texas Antiquities Committee Publication No. 1, Austin, Texas, 108 pages.

External Funded Research

Other Professional Highlights
At Texas A&M University, Hamilton served as Director of the Conservation Research Laboratory, the Director of the Center for Maritime Archaeology and Conservation, the Head of the Department of Anthropology, the Associated Head of the Department of Anthropology, the chair of the Executive Committee of the Department of Anthropology, past President of the Institute of Nautical Archaeology, and President of the Council of Texas Archaeologists.

Courses Taught
Graduate Undergraduate
ANTH 605 Conservation of Cultural Resources I ANTH 202 Introduction to Archaeology
ANTH 606 Conservation of Cultural Resources II ANTH 313 Historical Archaeology
ANTH 607 Historical Archaeology ANTH 330 Field Archaeology
ANTH 660 Field Archaeology ANTH 350 Old World Prehistory

Number of Graduate Committees chaired and graduated since 1978: Doctoral 9, Masters 35

Graduate Committees Currently Chaired: Doctoral – 1, Masters – 3
Cemal Pulak

Cemal Pulak received his PhD degree from Texas A&M University in 1996. He joined the Nautical Archaeology Program in the Department of Anthropology at TAMU in 1997, where he holds the Frederick R. Mayer Faculty Fellowship in Nautical Archaeology and is vice-president of TAMU-affiliated Institute of Nautical Archaeology (INA).

Pulak specializes in Late Bronze Age trade and the history and technology of ancient ship construction in the Mediterranean. He has investigated ancient shipwrecks since 1979 and excavated, researched, and published 12 shipwreck sites in Turkey from the 14th century BC to the 16th century AD, as well as conducting many shipwreck surveys along Turkish coasts. His excavation of the Uluburun shipwreck, known as the world’s oldest seagoing ship, was featured in many television documentaries and museum exhibitions, including at the Metropolitan Museum of Art, New York, in 2008-2009. In 2005, Pulak initiated the excavation of Byzantine shipwrecks in the Theodosian Harbor at Yenikapi, Istanbul, excavating and conserving eight (7th -10th century A.D.) of 36 shipwrecks discovered there, the largest graveyard of ancient ships ever found. Pulak is also working on the publication of a 16th-century shipwreck, which represents the only Ottoman-period vessel to have been scientifically excavated, and a 16th-century, 130-foot-long Ottoman Imperial Galley in the Istanbul Naval Museum, which he has demonstrated as the oldest historically preserved ship known.

Pulak’s publications include nearly 100 articles in journals, edited volumes, book chapters, other publications, and two books. Pulak is on the editorial and advisory boards of several journals and organizations, including *Tuba-Ar (Journal of Archaeology of the Turkish Academy of Sciences)* and *Skyllis (Journal of the German Society for Promotion of Underwater Archaeology)*.
Cemal Pulak

Department of Anthropology, 4352-TAMU, Texas A&M University, College Station, TX 77843; Office telephone: (979) 845-6697; E-mail: pulak@tamu.edu

Professional Preparation
Texas A&M University, Anthropology, Nautical Archaeology, Ph.D., 1996
Texas A&M University, Anthropology, Nautical Archaeology, M.A., 1987
Bosporus University (Istanbul, Turkey), Mechanical Engineering M.S., 1977
Bosporus University (Istanbul, Turkey), Mechanical Engineering B.S., 1974

Academic Appointments
Associate Professor, Texas A&M University 2002-present
Endowed Professor of Nautical Archaeology, Texas A&M University 1997-present
Assistant Professor, Texas A&M University 1997-2002
Vice-President and Director of Research in Turkey, INA-TAMU 1994-present
Assistant Research Scientist, INA-TAMU 1987-1994
Research Associate, INA-TAMU 1981-1987

Select Publications


**Externally Funded Research**


**Courses Taught**

Anth 316 Introduction to Nautical Archaeology; Anth 611 Nautical Archaeology; Anth 615 History of Wooden Shipbuilding; Anth 618 Medieval Seafaring in the Mediterranean and Northern Europe; Anth 660 Field Archaeology; Anth 689 Procurement and Trade in the Eastern Mediterranean during the Bronze Age.

**Number of Graduate Students Currently Advised:** 5
C. Wayne Smith

Wayne Smith earned his PhD from Texas A&M University. His post-doctoral research project was conducted at Dow Corning Corporation, Midland, Michigan, which resulted in his book *Preservation of Organic Materials Using Polymers*. In 1997, he served as assistant professor in the Department of Anthropology at Texas A&M University. In the same year, he founded and became Director of the Archaeological Preservation Research Laboratory (APRL) and the Wilder 3-Dimensional Imaging Laboratory in the Anthropology Department.

In 2008, Smith was elected Chair of the Elected Advisory Council and Conservation Chair for the Monitor National Marine Sanctuary, National Oceanic and Atmospheric Administration. In 2009, he was elected as an adjunct professor in the Department of Geography & Anthropology, Louisiana State University. He is an Associate Editor, conservation section, of the *Journal of Library Sciences* and Associate Editor, Technical Briefs Section, of the Society for Historical Archaeology.

Smith's notable research includes scientific studies on the physical remains known as Kennewick Man. He currently holds ten patents, the most recent entitled *Methods for Creating Bullet-Proof Glass*. This patent has garnered a contract for sponsored commercial research associated with the TAMU Office of Commercialization and a leading glass-industry corporation.

Smith currently has two books, five scientific journal articles (from patents), twenty-two book chapters and journal articles, four SHA web-based technical briefs, and sixteen published conference papers, all peer reviewed. Additional research includes work with Defense Advanced Research Projects Agency (DARPA).
C. Wayne Smith

Department of Anthropology, Center for Maritime Archaeology and Conservation, Texas A&M University, College Station, TX; Phone: 979-458-2078; e-mail silicone@tamu.edu

Education

Texas A&M University, Department of Anthropology, TAMU PhD
University of Western Ontario, Department of Anthropology BA

Academic Appointments

2009  Elected Adjunct Professor, Department of Geography & Anthropology, Louisiana State University, Baton Rouge Louisiana
2003  Associate Professor, Nautical Archaeology, Department of Anthropology, TAMU
1997  Assistant Professor, Nautical Archaeology Program, Department of Anthropology, TAMU
1997  Director, Archaeological Preservation Research Laboratory and the Wilder3-Dimensional Imaging Laboratory, Anthropology Department, Texas A&M University.
1986  Assistant Editor, Center for Caribbean Studies, Anthropology Department University of Western Ontario

Appointments

2012  Associate Editor, conservation section, Journal of Library Sciences
2011  Appointed – Associate Editor, Technical Briefs Section, Society for Historical Archaeology (SHA)
2011  Technology Committee, Society for Historical Archaeology, Austin 2011
2010  Digital Humanities, white paper group, Texas A&M University
2009  Elected Adjunct Professor, Department of Geography & Anthropology, Louisiana State University, Baton Rouge Louisiana, October 23, 2009
2008  Vice Chair and Conservation Chair, Monitor Marine Sanctuary Advisory Council, NOAA – National Oceanic and Atmospheric Administration, Unites 2007 States Department of Commerce
2008  Elected Chair and Conservation Chair, Monitor Marine Sanctuary Advisory Council, NOAA – National Oceanic and Atmospheric Administration, Unites States Department of Commerce
2007  Namesake selection, Fish Camp 2007, Texas A&M University: Camp Smith, Session C Red
1999  Award of Recognition for patent research, College of Liberal Arts, Texas A&M University
1999  Award of Merit, Liberal Arts Development Council
2000-present  Institute of Nautical Archaeology (INA) Faculty Fellowship

**Areas of Teaching Competence**

ANTH 216, Nautical Archaeology  
ANTH 316, Introduction to Nautical Archaeology  
ANTH 485, Computer Graphics in Archaeology  
ANTH 605, Conservation of Cultural Resources I  
ANTH 606, Conservation of Cultural Resources II  
ANTH 617, Conservation III, Preservation of Organic Materials  
ANTH 636, Computer Graphics in Archaeology  
ANTH 689, Special Topics in Conservation (Organic Materials)  
ANTH 689, Special Topics, Archaeological Photography  
Photography and Imaging in Archaeology  
Great Lakes Archaeology – Survey of Land and Marine Sites  
Cultures of the Caribbean / Caribbean Archaeology

**Lifetime Funding – Research Grants**

2012  Technology Commercialization License (TAMU) -$30,000.00  
2012  Licensing fee granted with Trigon Armor Corporation, through the Office of the Vice Chancellor for Technology Commercialization, Texas A&M University, $5,000  
2009  Technology Commercialization License, TAMU – annual income stream, $32,000  
2007  Wilder Excellence Grant, A&M Foundation-for Wilder Lab, $40,000  
2006  Wilder Excellence Grant, A&M Foundation-for Wilder Lab, $40,000  
2005  Hillcrest Foundation Grant for Kennewick Man studies, $66,678  
2005  Wilder Excellence Grant, A&M Foundation-for Wilder Lab, $20,000  
2004  Research Excellence Grant, Texas A&M Foundation, William and Donna Wilder, $50,000  
2003  Research Excellence Grant, Texas A&M Foundation, William and Donna Wilder, $25,000  
1987  Post-Doctoral Research and Dow Corning Corporation, Midland, Michigan  
2002  Communities Foundation of Texas subvention grant to Texas A&M University Press for support in publishing a textbook, $9,000  
2001  University of Houston, Sponsors, and Texas A&M University Research Foundation grant to conduct rock art research, $18,750  
1999  Faculty Interdisciplinary Research Grant, through the Anthropology Department and the Visualization Laboratory with Dr. Frederick Parke, Department of Architecture, Texas A&M University, $32,000  
1997  Dow Corning Corporation Post-Doctoral research materials support, $15,000  
1995  Dow Corning Corporation Post-Doctoral research materials grant. $18,000.00 Project title: Preservation of Organic Materials Using Polymers.

**Student Committees Chaired:** 5 PhD; 14 MA
Alston V. Thoms

Alston Thoms earned his PhD in Anthropology from Washington State University (1989). He worked previously as a field archaeologist in research positions at West Texas State University (BA 1970), Texas Tech University (MA 1979), Eastern Washington University (1980-1981), Washington State University (1981-1990), and Texas A&M University where he served as Associate Director and Director of the Center for Ecological Archaeology (1990-2000) and is currently an Associate Professor in the Department of Anthropology.

Thoms studies ancient hunter-gatherer land use in North America and ethnohistoric accounts thereof. He has directed survey, testing, and excavation projects in the Southeast, Southwest, Great Plains, and Pacific Northwest, including five field schools in Texas and Montana. His processual-oriented research focuses on plant-food exploitation, especially hot-rock cooking technology, and related site-formation processes as evidence for understanding land-use intensification during the Holocene. He works collaboratively with Native American groups, finding common ground in the study of ancient foodways as pathways to healthy lifeways today.

His publications include more than 50 articles and chapters in referred journals and edited monographs, including 24 he edited that cover many of his field projects. He will be on leave during the Spring-2013 semester to work on his book about cookstone technology and the onset of ancient carbohydrate revolutions around the world. Since 2001, he has served the Society for American Archaeology, representing Texas in the Government Affairs Network, as a member of the Repatriation Committee, and currently as an elected member of its Board of Directors.
Alston V. Thoms

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Professional Preparation
West Texas State University History B.A., 1970
Texas Tech University Anthropology M.A., 1974
Washington State University Anthropology Ph.D., 1989

Academic Appointments
Associate Professor of Anthropology, Texas A&M University 2006-present
Assistant Professor of Anthropology, Texas A&M University 2001-2006
Senior Lecturer, Texas A&M University 1995-2001
Adjunct Assistant Professor, Texas A&M University 1990-1995

Representative Publications

**Externally Funded Research**  

**Other Professional Highlights**  
Thoms regularly provides on-the-job field and lab training for graduate and undergraduate students through his sponsored-research projects.  
Thoms is elected member (2010-13) of Society for American Archaeology's Board of Directors.  
Thoms recently chaired (2011) the Department of Anthropology’s Diversity Committee and currently serves as the Department’s Student Assessment Coordinator.

**Courses Taught**  
ANTH 202  Introduction to Archaeology  
ANTH 301  Indians of North America  
ANTH 419/619  Indians of Texas  
ANTH 489/645  Cultural Resources Management  
ANTH 602  Archaeological Methods and Theory  
ANTH 620  Prehistory of Texas  
ANTH 653  Hunter-Gatherer Archaeology  
ANTH 689  Ancient Foodways and Cooking Technology

**Number of Graduate Students Currently Advised:** 4.5

From 1976 to 1989 Wachsmann served as Inspector of Underwater Antiquities for the Israel Department of Antiquities and Museums, being responsible for the nautical heritage of Israel. He carried out numerous underwater archaeological surveys and excavations in the Mediterranean, Red Sea and Sea of Galilee. In 1986 Wachsmann directed the excavation of the Sea of Galilee Boat, a 2,000-year-old boat found in the Sea of Galilee near the ancient site of Migdal. Beginning in 1990, Wachsmann became Meadows Visiting Assistant Professor of Biblical Archeology in the Nautical Archaeology Program, Texas A&M University. In 1993 this Chair was converted to a tenure-track position for which Wachsmann was appointed, and in 1999 he received tenure and promotion to Associate Professor. In 2010 he was promoted to Professor.


Since joining the Texas A&M faculty, Wachsmann has continued to carry out fieldwork in the eastern Mediterranean and beyond, for example in Portugal and Easter Island. In 2012, he directed a study of maritime aspects of the Rapa Nui culture, which included the first remote-sensing survey of the crater lake at the statue quarry of Rano Raraku.
Shelley Wachsmann

Higher Education
1970 to 1974 BA in Near Eastern and Classical Archaeology, cum laude, at the Institute of Archaeology, Hebrew University, Jerusalem.

Representative Publication
1987 Aegeans in the Theban Tombs. (Orientalia Lovaniensia Analecta 20). Leuven, Uitgeverij Pe-
ters.

Awards
1997 The Biblical Archaeology Society’s Award for Best Popular Book on Archaeology for 1995-1996 for *The Sea of Galilee Boat: An Extraordinary 2000 Year Old Discovery*.

**Funding**
Since arriving at Texas A&M University in 1990 I have successfully raised over $2.38 million in research funding, 99.7 percent of which comes from external sources. Additionally, in 2002 I received a Texas A&M University Faculty Fellowship. These $100,000 awards are administered over five-year periods to assist faculty members with their research.

**Teaching**
I teach courses in ancient seafaring, deep-submergence archaeology and biblical archaeology.

**Present Service**
Academic Trustee, Archaeological Institute of America (AIA); Chair, Institute of Nautical Archaeology (INA) Archaeological Committee.
Dr. Michael Waters is the Director of the Center for the Study of the First Americans. He is known for his expertise in First American studies and geoarchaeology. Waters has worked on more than fifty archaeological field projects in the United States, Mexico, Russia, Jamaica, and Yemen. His current research projects include the Debra L. Friedkin Site, Texas; Hogeye Clovis Cache site, Texas; Coats-Hines Mastodon site, Tennessee; and Page-Ladson site, Florida. He has authored or co-authored numerous journal articles and book chapters and is the author of *Principles of Geoarchaeology: A North American Perspective*. Waters received the 2003 Kirk Bryan Award and the 2004 Rip Rapp Archaeological Geology Award given by the Geological Society of America. He is also a Fellow of the Geological Society of America. Waters and his colleagues just published a new book about excavations at the Gault site, Texas entitled *Clovis Lithic Technology: Investigation of a Stratified Workshop at the Gault Site, Texas*. He received the Association of Former Students Distinguished Achievement Award for research in April 2012.
Michael R. Waters

Department of Anthropology, Texas A&M University, College Station TX 77843; Email: mwaters@tamu.edu; Phone: 979-845-4046.

Professional Preparation

University of Arizona, Tucson, Geosciences Ph.D. 1983
University of Arizona, Tucson, Geosciences M.S. 1980
University of Arizona, Tucson, Geosciences B.S. 1977 (with Distinction and Honors)

Academic Appointments

Endowed Chair in First Americans Studies (TAMU) 2005 – Present
Director, Center for the Study of the First Americans (TAMU) 2005 – Present
Endowed Professorship in First Americans Studies (TAMU) 2002 – 2004
Associate Director, Center for the Study of the First Americans (TAMU) 2002 – 2004
Executive Director, North Star Archaeological Research Program (TAMU) 2002-present
Professor, Departments of Anthropology and Geography (TAMU) 1998 – 2002
Associate Professor, Departments of Anthropology and Geography (TAMU) 1991 – 1998
Assistant Professor, Departments of Anthropology and Geography (TAMU) 1986 – 1991

Honors and Awards

Rip Rapp Archaeological Geology Award, Geological Society of America, 2004
Fellow, Geological Society of America, 2004
Kirk Bryan Award, Geological Society of America, 2003
Teaching Excellence Award, Office of the Vice Chancellor for Academic Affairs, TAMU, 2011
Association of Former Students, Teaching Award, TAMU, 1998
Association of Former Students, Research Award, TAMU, 2012

Representative Publications

Totals: 59 Refereed journal articles; 14 refereed book chapters; 6 refereed books.


**Research Grants and Endowment Development**

Grants received from: Geological Society of America, National Geographic Society, National Science Foundation, Wenner-Gren Foundation for Anthropological Research. I have raised $7.2 million in endowment funding.

**Invited International Lectures**

University of Sheffield, England (Keynote); University of Leeds, England (Keynote); H. Marie Wormington Lecture, Museum of Nature and Science, Denver (Keynote); Binghamton Geomorphology Symposium (special lecture); Clovis and Beyond Conference (special lecture); Geological Society of America Penrose Conference (special lecture) and invited lectures at the following institutions--University of Maine, Orono; University of Texas, Austin; Washington University, St. Louis; Arizona State University, Tempe; University of Illinois, Chicago; Baylor University, Texas; Seoul National University, Korea; University of Leicester, England; National Museum of Anthropology, Mexico City; Soviet Academy of Sciences, Novosibirsk.

**Courses Taught**

- Anth 202 Introduction to Archaeology
- Anth 330/630 Field Research in Anthropology (Archaeological Field School)
- Anth 401 Ice Age Humans in North America
- Anth 624/Geog 687 Geoarchaeology
- Anth 652 First Americans Archaeology
- Geog 203 Planet Earth: Introduction to Earth Systems Science (with Lab)
- Geog 626 Fluvial Geomorphology
- Geog 686 Quaternary Geomorphology

**Number of Graduate Students Currently Advised:** 3 (graduated Ph.D. 9; M.A. 11)
Cynthia Werner

Cynthia Werner received her PhD in Anthropology from Indiana University in 1997. She taught at the University of Iowa and Pitzer College before joining the Department of Anthropology at Texas A&M University in 2000. Dr. Werner was promoted to Associate Professor with Tenure in 2006. After serving as Interim Head for one year, she began her current appointment as Department Head in May 2012.

Werner’s research focuses on economic, environmental, and gender issues within the post-socialist states of Central Asia (especially Kazakhstan, Mongolia, and the Kyrgyz Republic). She has conducted research on rural survival strategies in a post-socialist context, gift exchange and bribery, international tourism development, bazaar trade, and bride abduction. She currently works on two projects in Central Asia funded by the National Science Foundation. The first looks at the legacy of nuclear testing in northeastern Kazakhstan. Her research focuses on local understandings of radiation and the politics of nuclear testing in the present, as the victims of nuclear testing struggle to find justice in the form of compensation, quality health care, and international aid. The second project examines transnational migration of Mongolia’s Kazakh population between Mongolia and Kazakhstan, within the context of a Kazakhstan’s repatriation program, examining the role of kin-based social networks in maintaining transnational networks and social identities, and the ways in which migration experiences vary by gender.

Werner’s publications include nearly two dozen articles and book chapters in refereed journals and edited volumes. She has also co-edited four volumes in economic anthropology. Werner recently served as the Secretary for the Society of Economic Anthropology, and currently serves as the President-Elect for the Central Eurasian Studies Society.
Cynthia Ann Werner
Department of Anthropology, 4352 TAMU, Texas A&M University, College Station, TX 77843; phone: 979-458-4037; fax: 979-845-4070; email: werner@tamu.edu

Professional Preparation
Texas Christian University, Political Science    B.A., 1989
Indiana University, Anthropology    M.A., 1992
Indiana University, Anthropology    Ph.D., 1997

Academic Appointments
Department Head, Anthropology, Texas A&M University    2012-Present
Interim Department Head, Anthropology, Texas A&M University   2011-2012
Associate Professor of Anthropology, Texas A&M University    2006-Present
Assistant Professor of Anthropology, Texas A&M University    2000-Present
Visiting Assistant Professor of Anthropology, Pitzer College    1998-2000
Visiting Assistant Professor of Anthropology, University of Iowa  1997-1998

Representative Publications


**Externally Funded Research**

Cynthia Werner (lead PI) and Holly Barcus (2008-2010) “Collaborative Research: Networks, Gender, Culture and the Migration Decision-Making Process: A Case Study of the Kazakh Diaspora in Western Mongolia,” Cultural Anthropology Program and Geography and Spatial Sciences Program, National Science Foundation Grant. $173,000.


**Other Professional Highlights**

Werner currently serves as the President-Elect for the Central Eurasian Studies Society (CESS). Previously, she served as an Elected Board Member for CESS.

Werner recently served as the Secretary of the Society for Economic Anthropology (SEA). She previously served as an Elected Board Member and as the Website Manager.

Werner was selected as one of four Texas A&M faculty to participate in the 2012-13 SEC Academic Leadership Development Program.

Werner has been actively involved with the training and mentorship of scholars from Kazakhstan. She has served as the international advisor for several Kazakh scholars who are studying Cultural Anthropology at Kazakhstan National University. She has also served as the international advisor for a young scholar from Kyrgyzstan who received a grant from the Open Society Institute's Central Asia Regional Training Initiative (CARTI) Program.

From 2004-2011, Werner worked as a consultant for the Texas Commission on Environmental Quality (TCEQ) reviewing socioeconomic impacts related to license applications for low-level radioactive waste disposal facilities and uranium mining facilities in the State of Texas.

**Courses Taught**

ANTH 210 Social and Cultural Anthropology; ANTH 223, Cultures of Central Asia; ANTH 404, Women and Culture; ANTH 430, Applied Anthropology; ANTH 640, Anthropological Ethics and Professionalism; ANTH 641, Applied Anthropology; ANTH 650, Ethnographic Field Methods.

**Number of Graduate Students Currently Advised:** 6
Jeff Winking

Jeff Winking received his PhD from the University of New Mexico in 2005. After a post-doc conducted through the Santa Fe Institute and the University of New Mexico, he joined the Department of Anthropology at Texas A&M University in 2008 as an assistant professor.

Winking’s work focuses on the evolutionary origins of human marital, reproductive and parental patterns. Most of his research has been conducted among the Tsimane horticulturalists of Bolivia, among whom he collected his dissertation research as part of a larger research project. Since then, he has continued to collaborate with this project, returning three more times to Bolivia to pursue this line of research.

In the past year, he has begun a new research agenda exploring the nature of human prosociality. During this time he acquired funding to carry out research in Las Vegas, Nevada over the summer of 2012 and is currently seeking additional resources to run associated studies here at Texas A&M.

Winking’s publications include six first-authored publications in some of the most influential journals in Anthropology (and beyond), as well as two more currently under submission. Additionally, he has collaborated on an additional 13 papers on which he is co-author.

Winking has taught seven different courses, including two new classes that were well attended and well received. He was also the recipient of a student-led teaching award in 2009.
Jeffrey William Winking

Assistant Professor, Department of Anthropology, Texas A&M University, College Station, Texas
email: jwinking@tamu.edu

Employment
2008—Present Assistant Professor, Department of Anthropology, Texas A&M University
2005—2008 Post-doctoral fellow, Santa Fe Institute (Conducted through UNM)

Education
2005 Ph.D. degree with distinction, Anthropology, University of New Mexico
2002 M.S. degree with distinction, Anthropology, University of New Mexico
1999 B.A. degree, Magna cum laude, Anthropology, University of Georgia

Selected Fellowships and Grants
2012 College of Liberal Arts Seed Grant. “A Natural Recreation of the Dictator Game.” $15,000
2010 College Faculty Research Enhancement Award. “Divorce and Remarriage among the Tsimane of Bolivia.” $5,000

Selected Publications
Other Professional Highlights

In 2012, Winking served as Chair of the New Investigator Award Committee for the Human Behavior and Evolution Society Conference.

In 2011, Winking presented an invited lecture in the Anthropology Graduate Student Association Speaker Series, University of Cincinnati. Cincinnati, Ohio.

In 2009, Winking was awarded a Student Led Award for Teaching Excellence (SLATE) at Texas A&M University.

In 2006, Winking presented the lecture “Are Men That Bad as Fathers? The Role of Men’s Investments” at the International Seminar on the Ecology of the Male Life Course, organized by the IUSSP Scientific Panel on Evolutionary Perspectives in Demography, Castle of Rauischholzhhausen, Germany.

Courses Taught
Anthropology 689, Quantitative Ethnographic Methods
Anthropology 630, Human Evolutionary Ecology
Anthropology 650, Ethnographic Field Methods
Anthropology 489, Human Evolutionary Ecology: Reproduction and Parenting
Anthropology 424, Human Evolutionary Ecology
Anthropology 210, Social and Cultural Anthropology
Anthropology 205, People and Cultures of the World

Number of Graduate Students Currently Supervised: 1.5
Lori Wright earned her PhD in 1994 from the University of Chicago. She held a Postdoctoral Fellowship from the Social Sciences and Humanities Research Council of Canada from 1994-1996 in the Department of Geology at McMaster University, where she worked with Dr. Henry Schwarcz. Wright began her tenure track appointment in the Anthropology Department at Texas A&M in 1996, and was tenured and promoted to Associate Professor in 2002. She was promoted to the rank of Professor in 2012. She is currently a Cornerstone Faculty Fellow in Liberal Arts (2012-2016).

Wright’s research is focused on the bioarchaeology of the ancient Maya, emphasizing stable isotope geochemistry and paleopathology as research methods. Her dissertation employed stable isotope geochemistry, paleopathology and mortuary analysis to test environmental models of the collapse of ancient Maya society in the Pasión region, Guatemala. Wright then turned to the highland city of Kaminaljuyu, Guatemala, where she discovered that stable oxygen isotopes in tooth enamel could be used to study breastfeeding and childhood diets. Since 2000, she has expanded her isotopic toolkit to include stable strontium isotopes, which she uses to track mobility among the ancient Maya. Her field and laboratory research also has emphasized osteological analysis of skeletons from ancient Tikal, in addition to subsequent paleodietary and paleomobility research.

Wright’s publications include more than 30 articles in peer-reviewed journals and edited books, and a single author book published by Vanderbilt University Press. She has received a number of external research grants from the National Science Foundation, Wenner Gren Foundation, and Foundation for the Advancement of Mesoamerican Studies. In 2005-2008 she was Associate Editor for the American Journal of Physical Anthropology.
Lori E. Wright

Department of Anthropology, 4352-TAMU, Texas A&M University, College Station TX 77843; fax: 979-845-4070; e-mail: lwright@tamu.edu

Professional Preparation
Trent University, Canada Anthropology & Biology B.A., 1987
University of Chicago Anthropology M.A., 1989
University of Chicago Anthropology Ph.D., 1994

Academic Appointments
Professor of Anthropology, Texas A&M University 2012-present
Associate Professor of Anthropology, Texas A&M University 2002-2012
Assistant Professor of Anthropology, Texas A&M University 1996-2002

Representative Publications


Wright, L.E. (2005) Identifying immigrants to Tikal, Guatemala: Defining local variability in

**Externally Funded Research**

2006  NSF, Physical Anthropology Program, Dissertation Improvement Grant, BCS-0648770. $3,075. L.E. Wright & Maria S. Parks, Testing the subsistence model for the adoption of ceramic technology among coastal foragers of southeastern Brazil.

2004  Foundation for the Advancement of Mesoamerican Studies, Inc. US$ 7,875 L.E. Wright, M. Masson, & S. Serafin, Isotopes and Ethnicity at Mayapan.


2004  NSF, Physical Anthropology Program, Dissertation Improvement Grant, BCS-0452672. $12,000. L.E. Wright and Cassady J. Yoder. The Black Death and the Late Medieval Agrarian Crisis: Implications for Dietary Inequality in Denmark.


Other Professional Highlights

Wright served as an Associate Editor of the American Journal of Physical Anthropology from 2005-2008. At Texas A&M, Wright chairs the Diversity Committee in the Department of Anthropology, and currently serves on the Academic Civil Rights Investigative Committee.

Honors and Awards.

In 2012, Wright was awarded a Cornerstone Faculty Fellowship in Liberal Arts from Texas A&M. This is a four year award, which provides a small annual research fund.

**Courses Taught**

ANTH 225: Intro. to Physical Anthropology; ANTH 423: Bioarchaeology; ANTH 425: Human Osteology; ANTH 308: Archaeology of Mesoamerica; ANTH 601: Biological Anthropology; NTH 625: Human Paleopathology; ANTH 627: Paleonutrition; ANTH 632: Archaeology of Death; ANTH 638: Proposal Writing in Anthropology; ANTH 689: Dental Anthropology

**Number of Graduate Students Currently Advising:** 7 Ph.D. students

**Number of Graduate Students who have Graduated:** 5 Ph.D.s and 3 M.A.s.
Appendix B. Program Requirements for Graduate Degrees

Doctor of Philosophy

Work leading to the degree of Doctor of Philosophy (PhD) in Anthropology is designed to give prospective candidates a thorough and comprehensive knowledge of their professional field and training in their methods of research. Students entering the Nautical Archaeology Program receive a PhD in anthropology with additional specialized coursework and dissertation research in ship reconstruction, seafaring, and conservation.

Student’s Advisory Committee

Upon admission to the PhD program the student will be assigned a provisional advisor. The advisor will be a faculty member whose research is related to the topics of interest identified by the student in his or her application materials, but may or may not continue as Advisory Committee Chair. In the case of Nautical Archaeology, all students are initially matched with the Program Coordinator. Incoming students should consult with their provisional advisor before registering for classes regarding any background preparation they may need in preparation for the core courses. By the end of the second year, the student should select an Advisory Committee Chair and, in consultation with the chair, select the remainder of the Advisory Committee. The student’s Advisory Committee will consist of not fewer than four members of the Texas A&M graduate faculty representative of the student’s fields of study and research. The chair or co-chair must be from the student’s department. Two members should be from the Department and one must be outside the Department. The duties of the committee include the responsibility for the proposed degree program, the annual evaluation, the dissertation research proposal, the preliminary examination, the dissertation and its oral defense. An individual who is not a member of graduate faculty may be on the committee in name only.
This person will not be listed nor
sign any Office of Graduate Studies
(OGS) paperwork. S/he will review
a student's work and advise within
their expertise.

Degree Plan

By the end of the fourth semes-
ter a student must prepare a degree
plan for approval by his or her Ad-
visory Committee. The degree plan
lists the courses that the student will
take to satisfy the course require-
ments of the Ph.D. degree. The de-
gree plan may be modified later by
the student with the approval of his
or her Advisory Committee. Please
refer to the Office of Graduate Stud-
ies website for proper procedure.
http://ogs.tamu.edu/

All degree plans must include the
following:
Residence: A Ph.D. candidate must
spend two academic years (one
of these in continuous full-time
residence) in residence beyond the
baccalaureate degree, or one year
in residence beyond the Masters
degree.

Archaeology, Biological, and Cul-
tural Programs

The Degree Plan must be filed
prior to completion of 66 credit
hours, usually by the end of the
sixth semester.

Core Courses. These include:
• ANTH 601 Biological Anthropol-
ogy
• ANTH 602 Archaeological Meth-
ods and Theory
• ANTH 604 Cultural Methods and
Theory

Students who have taken similar
graduate level courses before enter-
ing TAMU may petition to bypass
ANTH 601, ANTH 602, and ANTH
604. Petitions to bypass a course
must be made in writing and must
include a copy of the syllabus of
the equivalent course. Faculty who
teach the core course will review the
petition and vote to accept or reject
it.

Students who are granted a waiver
for ANTH 602 must take an alter-
nate Archaeology Program course.

Archaeology Program students
must take ANTH 602 Archaeologi-
cal Methods and Theory at TAMU.
There are no exceptions to this
policy.

Quantitative Methods

All students must take STAT 651
Statistics in Research or an equiva-
 lent course. Any course that is not
STAT 651 or ANTH 642, for exam-
ple a graduate-level statistics course
taken at another university, must
have prior departmental approval
before being placed on a student’s
degree plan.

Nautical Archaeology Program

The Degree plan should be filed
by the end of a student's fifth semes-
ter.
Core Courses. These include:
- ANTH 601 Biological Anthropology
- ANTH 602 Archaeological Methods and Theory
- ANTH 604 Cultural Methods and Theory
- ANTH 605 Conservation of Archaeological Resources I
- ANTH 611 Nautical Archaeology
- ANTH 615 History of Shipbuilding Technology
- ANTH 616 Research and Reconstruction of Ships

Students who have taken similar graduate level courses before entering TAMU may petition to bypass ANTH 601, ANTH 602, and ANTH 604. Petitions to bypass a course must be made in writing and must include a copy of the syllabus of the equivalent course. Faculty who teach the core course will review the petition and vote to accept or reject it.

Students who are granted a waiver for ANTH 602 must take an alternate Archaeology Program course. All Programs Anthropology Courses. All students must take at least 33 credit hours within anthropology. Students entering with an MA must take at least 30 credit hours. (This is in addition to ANTH 601, 602, 604, and ANTH 691 Research.)

Outside Electives
All students must take at least 6 credit hours outside the Department of Anthropology in subjects related to their research interests. These include such courses as history, geography, geology, ecology, second foreign languages, and other areas of technical or theoretical specialization approved by the student’s Advisory Committee. Courses required to satisfy the minimum foreign language requirement and STAT 651 cannot be used to meet this requirement.

Research Hours Students must take a reasonable number of Research (ANTH 691) credit hours not to exceed 22 hours. Research hours taken while registered as an MA student can not be used on the PhD degree plan.

Undergraduate Coursework
Advanced undergraduate courses (300 or 400-level) are permitted on the degree plan. The exact number of credit hours is contingent on Advisory Committee approval.

Other Course Exclusions
No more than 12 hours of ANTH 660 may be used. No credit hours of FREN 601 or GERM 603 may be used. No more than 3 hours of ENGL 697 may be used. No correspondence study may be used. No credit hours of extension course work may be used.

Transfer Credit
A grade of B or higher is required. A student must be in a degree-seeking status at TAMU or the insti-
tution where courses were taken when the courses were completed. Courses previously used for another degree are not acceptable for degree plan credit. Course work in which no formal grades or letter grades are given is not acceptable.

**Total Hours**

The degree plan must include 96 credit hours beyond the baccalaureate or 64 credit hours beyond the master's. International degrees will be assessed by Graduate Admissions. Some international MA programs do not translate as graduate level to Texas A&M and students who hold these will be required to follow a 96 hour degree plan.

**Foreign Language Requirement**

All Ph.D. students must have competence in at least one foreign language used in research. This language should be one with significant scientific literature of relevance to the student's research areas (e.g. French, German, Spanish, and Russian) or be a language the student will use in his or her field research. Students in the Nautical Archaeology Program must have a reading knowledge of two foreign languages or can substitute one language for a research skill at the discretion of their graduate committee (e.g. quantitative methods, remote sensing). The student's advisory committee can specify what language(s) must be used to meet this requirement and how the requirement is to be met. In general, the language requirement can be met in one of the following ways: (1) Four semesters of undergraduate course work with a B average or above in the last two semesters or advanced course work (beyond the fourth semester) with a B average or above (at A&M or as demonstrated by a transcript); (2) two semesters of undergraduate course work with a B average or above (at A&M or as demonstrated by a transcript) and completion of a one semester graduate course in reading technical literature of the same language at Texas A&M with a grade of B or above (e.g. FREN 601, GERM 603, SPAN 615); (3) students can demonstrate competency equivalent to four undergraduate semesters by taking the departmental exams administered for French, German, Italian, Latin, Russian, Japanese, and Spanish by Measurement and Research Services (MARS). MARS also offers correspondence exams for other languages; (4) international students from non-English-speaking countries can use a passing TOEFL score to meet this requirement; or (5) Anthropology faculty can provide translation tests to certify competence in languages. Faculty members who can provide such tests are included in an appendix.

The foreign language requirement should normally be satisfied by the end of the third year. The pre-
liminary exam cannot be scheduled until it has been satisfied. Upon satisfaction of the requirement the chair of the Advisory Committee will place a memo in the student's file indicating that the requirement has been satisfied.

**Time Limit**

Students must complete all requirements within 10 years. Students may apply for an exception but may have to repeat "expired" coursework.

**Continuous Enrollment**

Students who have completed all formal course work on their degree plan must be registered each fall and spring semester until they graduate. Usually, a student will register for 1 credit hour of ANTH 691 Research each semester while finishing the thesis. Students who fail to register for a semester will be blocked from registration until they have undergone a favorable recommendation from a departmental review committee, the endorsement of the department head, and the approval of the Office of Graduate Studies.

**Annual Evaluation**

Each student will be evaluated by the faculty in that student's area of study (nautical archaeology, physical anthropology, archaeology, and cultural anthropology/folklore) each Spring semester. The purpose of the evaluation will be to gauge the student's academic progress and provide guidance for the following year and if the student should continue in the doctoral program. The evaluation will be sent out each year on the listserv, and each student is responsible for filling one out and submitting it to their faculty advisor/committee chair. Any student that does not turn in an evaluation by the stated deadline will have a registration block placed on their account. A student that has inadequate progress for two or more years may be dismissed from the program. Students not continuing in the doctoral program may have the opportunity to meet the requirements for the MA degree as described in the appropriate section of this document.

**Dissertation Proposal**

The research proposal is a description of the research which the student intends to undertake and which will be reported in a detailed, comprehensive fashion in the completed thesis or dissertation.

It offers the student an opportunity to convince the Chair and other members of the Advisory Committee of his/her ability to pursue the projected topic to a successful conclusion. Filing the proposal is one of the requirements for the admission to candidacy for the doctoral degree.

The proposal must be approved by the entire advisory commit-
tee. Committee members and the Department Head sign the Proposal Title Page. http://ogs.tamu.edu/forms/current/prop.pdf The proposal and signed Title Page are then submitted to OGS. The proposal must be approved by OGS at least 14 weeks prior to graduation. The proposal must be approved by OGS at least 15 working days prior to the final examination, the defense.

**Preliminary Exam**

A preliminary examination is required. It is to be given no later than the end of the first semester after completion of course work and no earlier than a date at which the student is within approximately six credit hours of completion of the formal course work on the degree program (with the exception of courses 681, 684, 690, 691 and 692). The student must have an overall and degree plan >3.0 GPR at the time of the examination and must have met the Foreign Language requirement. Prior to scheduling the preliminary examination, the committee chair will review with the student the eligibility criteria using the Preliminary Examination Checklist http://ogs.tamu.edu/forms/current/preliminarexam.pdf. The schedule for the preliminary exam must be arranged with all committee members.

The preliminary examination for all Ph.D. students will include both written and oral portions. Each member of the advisory committee is responsible for administering a written examination in his/her particular field. A member may choose to waive participation in this part of the examination. Two or more members may give a joint written exam. Each written exam must be completed and reported as satisfactory to the chair before the oral portion may be held. The exact format of the preliminary exam is determined by the student’s Advisory Committee.

Students in the Nautical Program are required to take the written portion of their preliminary examination as closed book. Access to outside reference sources is not allowed. If a student’s committee wants to administer the exam otherwise, it is to be addressed and decided upon at a Nautical Archaeology Program faculty meeting. Students are required to be on campus for the oral portion of the preliminary exam.

If the preliminary examination is failed, there is no obligation for a re-examination. At their discretion, the advisory committee and OGS may allow one re-examination when adequate time has passed to allow the student to address inadequacies (normally six months).

The chair will report the results of the examination along with the checklist http://ogs.tamu.edu/forms/current/preliminarexam.pdf
to OGS within 10 working days of the scheduled oral exam and at least 14 weeks prior to the date of the final examination, the dissertation defense.

All students must complete all requirements for the Ph.D. within four years after completing their preliminary examination. Otherwise the student will be required to repeat the preliminary examination.

**Candidacy**

To be admitted to candidacy the student must have met the residency requirement, completed all formal course work listed on the degree plan, passed the preliminary examination, have an overall and degree plan 3.0 GPR and filed a dissertation proposal with the OGS which has been approved by the student’s Advisory Committee.

**Dissertation Defense**

A student must have been admitted to candidacy to take the final examination, the dissertation defense. The student must be registered at the time the final exam is administered. The dissertation must be in final form and ready for distribution to committee members. All members of the student’s Advisory Committee must have a copy of the dissertation before the defense can be scheduled. OGS must have approved the schedule of the final examination at least 10 working days prior to the exam.

http://ogs.tamu.edu/forms/faculty/ogsfinalrequest.pdf The format of the dissertation must be acceptable to the Thesis Office. The dissertation must be approved by all members of the student’s Advisory Committee and must represent the candidate’s ability to conduct original, independent research which represents an advance in the field and to communicate the results of that research. The student shall present an oral presentation (open to the public), on the topic of the dissertation research. This presentation will generally be presented on the same day as the actual defense of the dissertation. A candidate for the Ph.D. degree must defend the dissertation by deadline dates announced in the graduate studies calendar. http://ogs.tamu.edu/calendar

**Award of PhD Degree**

The style and format of the dissertation must be approved by the library thesis clerk and the student must deposit two copies of the dissertation in the library before the degree can be awarded. The final copies of the dissertation must be deposited within one year of the dissertation defense. http://thesis.tamu.edu/

The semester a student intends to graduate an application for graduation must be submitted electronically to the Office of the Registrar by the deadline given. https://degreeapp.tamu.edu/index.asp There
is also a graduation fee that must paid.

A student who applied for graduation and will not graduate at the intended date must file a Graduation Cancellation Form with OGS.

**Master of Arts (Thesis Option)**

Work leading to the degree of Master of Arts (MA) in Anthropology is designed to give prospective candidates a thorough and comprehensive knowledge of their professional field and training in their methods of research. In addition to the general anthropology M.A. degree, the department offers a nautical archaeology area of specialization through the Nautical Archaeology Program which involves specialized coursework in ship construction and recording, seafaring, and conservation methods.

The Department offers two MA degrees: the MA Thesis Option and the MA Non-Thesis Option. The Non-Thesis Option is available only to students in the Archaeology, Biological, and Cultural Programs.

**Admission Requirements for the M.A. Program**

All students entering the MA program in Anthropology must satisfy three criteria. They must meet the minimum standards established by OGS. They must have completed a Bachelor’s degree. Finally, they must be approved by the Department.

Acceptance by the Department will be based on grade point average as an undergraduate, on GRE scores, and on the compatibility of the student’s proposed research with the expertise and interests of the department faculty. Students admitted into the M.A. program in recent years have an average grade point average of 3.55 and an average combined GRE score of 1210. Students who wish to pursue nautical archaeology as an area of specialization should indicate their interest on their application.

**Student’s Advisory Committee**

Upon admission to the MA program the student will be assigned a provisional advisor. The advisor will be a faculty member whose research is related to the topics of interest identified by the student in his or her application materials, but may or may not continue as Advisory Committee Chair. Incoming students should consult with their advisor before registering for classes regarding any background preparation they may need in preparation for the core courses. By the end of the first year, the student should select an Advisory Committee Chair and, in consultation with the chair, select the remainder of the Advisory Committee. The student’s Advisory Committee will consist of not fewer than three members of the graduate faculty representative of the student’s fields of study and research.
Two of the members should be faculty in the department and one must be from outside the department. The duties of the committee include the responsibility for the proposed degree program, thesis research proposal, the thesis and its oral defense.

**Degree Plan**
A student must prepare a degree plan for approval by his or her Advisory Committee. The degree plan lists the courses that the student will take to satisfy the course requirements of the M.A. degree. This plan must be submitted to the Director of Graduate Studies before a student can register for the fourth semester. The degree plan may be modified later by the student with the approval of his or her Advisory Committee.

All degree plans must include the following:

**Residence**
An MA student must spend one semester in full-time residence beyond the baccalaureate degree.

**Master of Arts Thesis Option Archaeology, Biological, and Cultural Programs**

**Core Courses.** These include:

- ANTH 601 Biological Anthropology
- ANTH 602 Archaeological Methods and Theory
- ANTH 604 Cultural Methods and Theory

Students who have taken similar graduate level courses before entering TAMU may petition to bypass ANTH 601, ANTH 602, and ANTH 604. Petitions to bypass a course must be made in writing and must include a copy of the syllabus of the equivalent course. Faculty who teach the core course will review the petition and vote to accept or reject it.

Archaeology Program students must take ANTH 602 Archaeological Methods and Theory at TAMU. There are no exceptions to this policy.

**Anthropology Courses.** All students must take at least 9 credit hours within anthropology. (This is in addition to the core courses and ANTH 691 Research.)

**Quantitative Methods.** All students must take STAT 651 Statistics in Research or an equivalent course. Any course that is not STAT 651 or ANTH 642, for example a graduate-level statistics course taken at another university, must have prior departmental approval before being placed on a student’s degree plan.

**Outside Electives.** All students must take at least 6 credit hours outside the Department of Anthropology in subjects related to their research interests. These include such courses as history, geography,
geology, ecology, second foreign languages, and other areas of technical or theoretical specialization approved by the student's Advisory Committee. Courses required to satisfy the minimum foreign language requirement and STAT 651 cannot be used to meet this requirement.

**Nautical Archaeology Program**

**Core Courses.** These include (16 credit hours)

- ANTH 602 Archaeological Methods and Theory (or ANTH 604 Cultural Methods and Theory if ANTH 602 was taken elsewhere or as an undergrad)
- ANTH 605 Conservation of Archaeological Resources I
- ANTH 611 Nautical Archaeology
- ANTH 615 History of Shipbuilding Technology
- ANTH 616 Research and Reconstruction of Ships

**Seminar Courses** (12 credit hours). Students take 12 hours in Nautical Archaeology seminars.

**All Programs**

**Research Hours and Directed Studies.** No more than 12 hours may be used in any combination of the following categories: (This includes 684, 685, 690, 691, and 695 in all departments.)

No more than 6 credit hours in the combination of 691 Research or 684 Internship may be used.

No more than 8 credit hours of 685 Directed Studies may be used.

No more than 3 hours of 690 Theory of Research may be used.

No more than 3 hours of 695 Frontiers in Research may be used.

**Undergraduate Courses.** No more than 9 hours of advanced undergraduate courses (300- or 400-level) may be used.

**Other Course Exclusions.** No more than 2 hours of 681 Seminar may be used on a degree plan.

No credit hours of FREN 601 or GERM 603 may be used.

No more than 3 hours of ENGL 697 may be used.

No correspondence study may be used.

No credit hours for continuing education courses may be used.

No credit hours of extension course work may be used.

A course taken S/U may not be used on the degree plan. Exceptions: 681, 684, 690, 691, 692, 693, and 695.

**Transfer Credit.** No more than 12 hours may be transferred from an accredited institution. A grade of B or higher is required. A student must be in a degree-seeking status at TAMU or the institution where courses were taken when the courses were completed. Courses previously used for another degree...
are not acceptable for degree plan credit.

**Total Hours.** The degree plan must include at least 30 credit hours.

**Foreign Language Requirement.** M.A. students are expected to have competence in at least one foreign language. Normally that competence is obtained as an undergraduate student with four semesters of language study. Students entering the program without previous language training will be expected to obtain it during their graduate studies. The student's Advisory Committee will determine the best way to meet these expectations.

**Time Limit.** Students must complete all requirements within 7 years.

**Continuous Enrollment.** Students who have completed all formal course work on their degree plan must be registered each fall and spring semester until they graduate. Usually, a student will register for 1 credit hour of ANTH 691 Research each semester while finishing the thesis. Students who fail to register for a semester will be blocked from registration until they have undergone a favorable recommendation from a departmental review committee, the endorsement of the department head, and the approval of the Office of Graduate Studies.

**Thesis Proposal.** The research proposal is a description of the research which the student intends to undertake and which will be reported in a detailed, comprehensive fashion in the completed thesis or dissertation. It offers the student an opportunity to convince the Chair and other members of the Advisory Committee of his/her ability to pursue the projected topic to a successful conclusion. Filing the proposal is one of the requirements for graduation with a Master of Arts Thesis Option.

The proposal must be approved by the entire advisory committee. Committee members, the student, and the Department Head sign the Proposal Title Page. [http://ogs.tamu.edu/forms/current/prop.pdf](http://ogs.tamu.edu/forms/current/prop.pdf)

The proposal and signed Title Page are then submitted to OGS. The proposal must be approved by OGS at least 14 weeks prior to graduation. The proposal must be approved by OGS at least 15 working days prior to the final examination, the thesis defense.

**Thesis Defense.** OGS must approve the Request and Announcement of the Final Examination 10 business days before the exam takes place. All members of the student's Advisory Committee must have a copy of the thesis before the defense can be scheduled. For students who qualify under the rules of the university, the oral thesis defense may be waived at the discretion of the committee. The format of the thesis must be acceptable to the Thesis Office. The thesis must be approved by
all members of the student’s Advisory Committee and must represent the candidate’s ability to conduct independent research and communicate the results of that research.

**Award of MA Degree.** The semester a student intends to graduate an application for graduation must be submitted electronically to the Office of the Registrar by the deadline given. [https://degreeapp.tamu.edu/index.asp](https://degreeapp.tamu.edu/index.asp) There is also a graduation fee that must paid.

A student must be registered in residence in the University for the semester in which the degree is to be conferred. The style and format of the thesis must be approved by the library thesis clerk and the student must deposit three copies of the thesis in the library before the degree can be awarded. The final copies of the thesis must be deposited within one year of the thesis defense. A student who applied for graduation and will not graduate at the intended date must file a Graduation Cancellation Form with OGS.

**Master of Arts (Non-Thesis Option)**

**Archaeology, Biological, Cultural Programs**

**Core Courses.** These include:
- ANTH 601 Biological Anthropology
- ANTH 602 Archaeological Methods and Theory
- ANTH 604 Cultural Methods and Theory

Students who have taken similar graduate level courses before entering TAMU may petition to bypass ANTH 601, ANTH 602, and ANTH 604. Petitions to bypass a course must be made in writing and must include a copy of the syllabus of the equivalent course. Faculty who teach the core course will review the petition and vote to accept or reject it.

Archaeology Program students must take ANTH 602 Archaeological Methods and Theory at TAMU. There are no exceptions to this policy.

**Anthropology Courses.** All students must take at least 9 credit hours within anthropology. (This is in addition to the core courses.)

**Quantitative Methods.** All students must take STAT 651 Statistics in Research or an equivalent course. Any course that is not STAT 651 or ANTH 642, for example a graduate-level statistics course taken at another university, must have prior departmental approval before being placed on a student’s degree plan.

**Outside Electives.** All students must take at least 6 credit hours outside the Department of Anthropology in subjects related to their research interests. These include such courses as history, geography, geology, ecology, second foreign
languages, and other areas of technical or theoretical specialization approved by the student’s Advisory Committee. Courses required to satisfy the minimum foreign language requirement and STAT 651 cannot be used to meet this requirement.

**Research Hours, Internships, and Directed Studies.** No more than 9 hours may be used in any combination of the following categories: (This includes 685, 690, and 695 in all departments.) No more than 8 credit hours of 685 Directed Studies may be used. No more than 3 hours of 690 Theory of Research may be used. No more than 3 hours of 695 Frontiers in Research may be used. No credit hours of 691 Research may be used. No credit hours of 684 Internship may be used.

**Advanced Undergraduate Courses.** No more than 9 hours of advanced undergraduate courses (300- or 400-level) may be used.

**Other Course Exclusions.** No more than 2 hours of 681 Seminar may be used on a degree plan.

No credit hours of FREN 601 or GERM 603 may be used.

No more than 3 hours of ENGL 697 may be used.

No correspondence study may be used.

No credit hours for continuing education courses may be used.

No credit hours of extension course work may be used.

**Transfer Credit.** No more than 12 hours may be transferred from an accredited institution. A grade of B or higher is required. A student must be in a degree-seeking status at TAMU or the institution where courses were taken when the courses were completed. Courses previously used for another degree are not acceptable for degree plan credit. Course work in which no formal grades or letter grades are given is not acceptable.

**Total Hours.** The degree plan must include at least 36 credit hours.

**Foreign Language Requirement.** M.A. students are expected to have competence in at least one foreign language. Normally that competence is obtained as an undergraduate student with four semesters of language study. Students entering the program without previous language training will be expected to obtain it during their graduate studies. The student’s Advisory Committee will determine the best way to meet these expectations.

**Final Examination.** A final comprehensive examination is required. Students may not be exempted from this exam. This exam may be either oral or written and is determined by the Advisory Committee. The exam may not be held prior to the midpoint of the semester or summer term in which remaining course work will be completed. A student shall be given only one opportunity
to repeat the final exam and that must be before the end of the following regular semester (summer terms are excluded).

*Time Limit.* Students must complete all requirements within 7 years.

*Continuous Enrollment.* An MA NTO student should graduate the same semester in which they complete their coursework on the degree plan. A terminal MA NTO student (one who will not continue in the PhD track) is not required to register the semester they graduate if all degree plan coursework is complete. If a student needs to register for any reason after degree plan coursework is finished, they should register for ANTH 685 Directed Studies.

*Award of MA Degree.* The semester a student intends to graduate an application for graduation must be submitted electronically to the Office of the Registrar by the deadline given. [https://degreeapp.tamu.edu/index.asp](https://degreeapp.tamu.edu/index.asp) There is also a graduation fee that must paid.

A student who applied for graduation and will not graduate at the intended date must file a Graduation Cancellation Form with OGS.
Appendix C. Course Enrollments

Introduction

Course enrollments for the period from 2004 through 2012 are presented in the tables that follow. Table C-1 presents annual graduate course enrollments, fall and spring semesters combined. Table C-2 presents annual undergraduate course enrollments, fall and spring semesters combined. These data are analyzed in Chapters 4 and 5, respectively.
Table C-1. Graduate course enrollments, fall and spring semesters combined.

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273
Appendix D. MA and PhD Graduate Placement

Introduction

The Department of Anthropology at Texas A&M University has had remarkable success in placing the graduates of its MA and PhD programs in academic and professional positions. Table D-1 tracks each graduate of the PhD program to her/his present position. Table D-2 tracks each graduate of the MA program to her/his present position. These data are discussed in Chapter 4.
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<td>Texas Department of Transportation (Archaeologist)</td>
</tr>
<tr>
<td>M. Harpster</td>
<td>2005</td>
<td>NAUT</td>
<td>Pulak</td>
<td>Eastern Mediterranean University, Cyprus (Assistant Professor, Department of Archaeology and</td>
</tr>
<tr>
<td>A. Scherer</td>
<td>2005</td>
<td>BIO</td>
<td>Wright</td>
<td>Brown University (Assistant Professor, Department of Anthropology and Archaeology)</td>
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<tr>
<td>S. Sweitz</td>
<td>2005</td>
<td>ARCH</td>
<td>Dav. Carlson</td>
<td>Michigan Technological University (Assistant Professor, Industrial Archaeology Program,</td>
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<td>E. Bartelink</td>
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<tr>
<td>W. Dickens</td>
<td>2006</td>
<td>ARCH</td>
<td>Waters</td>
<td>Unemployed (retired)</td>
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<td>M. Franklin</td>
<td>2006</td>
<td>NAUT</td>
<td>Hamilton</td>
<td>Unknown</td>
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<td>ARCH</td>
<td>Waters</td>
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<td>J. Wiersema</td>
<td>2006</td>
<td>BIO</td>
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<td>Harris County Medical Examiners’ Office (Forensic Anthropologist)</td>
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<tr>
<td>C. Yoder</td>
<td>2006</td>
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<tr>
<td>J. Anand</td>
<td>2007</td>
<td>CULT</td>
<td>Dannhaeuser</td>
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<tr>
<td>Name</td>
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<td>2007</td>
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<td>Texas A&amp;M University (IT specialist)</td>
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<td>A. Hazlett</td>
<td>2007</td>
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<td>Castro</td>
<td>Cultural resource management firm in Hawaii (Underwater Archaeologist)</td>
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<tr>
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<td>2008</td>
<td>NAUT</td>
<td>Deb. Carlson</td>
<td>Promare, Promoting Marine Research and Exploration (Professional Archaeologist)</td>
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<td>V. Galan</td>
<td>2008</td>
<td>ARCH</td>
<td>Waters</td>
<td>Deep East Texas Archaeological Consultants (Owner)</td>
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<td>D. Marshall</td>
<td>2008</td>
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<td>Bryant</td>
<td>Archaeological Consulting Services, Tempe (Head Paleontologist/Paleoethnobotanist)</td>
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<td>W. van Duivenvoorde</td>
<td>2008</td>
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<td>Crisman</td>
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<td>2009</td>
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<td>Crisman</td>
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<td>Indiana University of Pennsylvania (Assistant Professor, Department of Anthropology)</td>
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<tr>
<td>McK. Morse</td>
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<td>George Bush Presidential Library and Museum (Archives Technician)</td>
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<tr>
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<td>2009</td>
<td>ARCH</td>
<td>Waters</td>
<td>Christopher Goodwin and Associates (CRM firm), Louisiana (Research Project Manager)</td>
</tr>
<tr>
<td>K. Bojakowski</td>
<td>2011</td>
<td>NAUT</td>
<td>Crisman</td>
<td>Atlantic World Marind Archeology Research Institute (Executive Director)</td>
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<tr>
<td>P. Creasman</td>
<td>2011</td>
<td>NAUT</td>
<td>Castro</td>
<td>University of Arizona (Assistant Professor, Department of Anthropology)</td>
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<tr>
<td>E. Eilert</td>
<td>2011</td>
<td>NAUT</td>
<td>Smith</td>
<td>Unemployed; stay-at-home mom</td>
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<td>D. Pertermann</td>
<td>2011</td>
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<td>Dickson</td>
<td>Western Wyoming Community College (Associate Professor, Department of Anthropology)</td>
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<td>Utah State University Eastern Prehistoric Museum (Curator of Archaeology)</td>
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<td>2011</td>
<td>ARCH</td>
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<tr>
<td>P. Bojakowski</td>
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<td>NAUT</td>
<td>Hamilton</td>
<td>Bermuda Maritime Museum (Museum Curator)</td>
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<tr>
<td>J. Brophy</td>
<td>2012</td>
<td>BIO</td>
<td>de Ruiter</td>
<td>Loyola University, Chicago (Visiting Professor, Department of Anthropology)</td>
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<tr>
<td>A. Catsambis</td>
<td>2012</td>
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<td>I Choi</td>
<td>2012</td>
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<td>Werner</td>
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<td>R. Dhanju</td>
<td>2012</td>
<td>CULT</td>
<td>Werner</td>
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<tr>
<td>J. Halligan</td>
<td>2012</td>
<td>ARCH</td>
<td>Waters</td>
<td>Texas A&amp;M University (Post-Doctoral Fellow, Center for the Study of the First Americans)</td>
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<tr>
<td>T. Jennings</td>
<td>2012</td>
<td>ARCH</td>
<td>Waters</td>
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Table D-2. Professional placement of graduates of Anthropology MA program.

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<th>Name</th>
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<td>Smith</td>
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<tr>
<td>A. Borgens</td>
<td>2004</td>
<td>NAUT</td>
<td>Hamilton</td>
<td>State Marine Archaeologist</td>
</tr>
<tr>
<td>M. Crow</td>
<td>2004</td>
<td>ARCH</td>
<td>Thoms</td>
<td>Southwest Archaeological Consultants, Houston (Lead Archaeologist)</td>
</tr>
<tr>
<td>K. Custer</td>
<td>2004</td>
<td>NAUT</td>
<td>Castro</td>
<td>Texas A&amp;M University (PhD student; completed PhD)</td>
</tr>
<tr>
<td>E. Dahlin</td>
<td>2004</td>
<td>ARCH</td>
<td>Shafer</td>
<td>In cultural resource management field, New Mexico</td>
</tr>
<tr>
<td>S. Hoskins</td>
<td>2004</td>
<td>NAUT</td>
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</tr>
<tr>
<td>T. Jones</td>
<td>2004</td>
<td>NAUT</td>
<td>Crisman</td>
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<tr>
<td>C. Rose</td>
<td>2004</td>
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<td>Fort Worth Museum (Curator)</td>
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<td>C. Sabick</td>
<td>2004</td>
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<td>Crisman</td>
<td>Lake Champlain Maritime Museum (Director of Conservation)</td>
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<tr>
<td>S. Vezeau</td>
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<tr>
<td>J. Wiederhold</td>
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<td>Shafer</td>
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<td>Unknown</td>
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<tr>
<td>G. Turner</td>
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<td>College of William and Mary (PhD student)</td>
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<tr>
<td>A. Steere</td>
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<td>2005</td>
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Table D-2. (Continued).

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<th>Name</th>
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<td>Hamilton</td>
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<td>2006</td>
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<td>Pulak</td>
<td>Stanford University (Assistant Professor, Classics Department)</td>
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<td>G. Garcia Ortiz</td>
<td>2006</td>
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<td>Castro</td>
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<td>Castro</td>
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<td>Professional archaeologist (CRM)</td>
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<td>J. Levin</td>
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<td>LymphedIVAS (manufacturer of circulatory sleeves for breast cancer patients) (President)</td>
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<td>T. Nowak</td>
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<td>Peachman Lake Erie Shipwreck Research Center, Great Lakes Historical Society (Archaeological Director)</td>
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<td>A. Roberts</td>
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<td>Unknown</td>
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<td>Texas A&amp;M University (PhD student)</td>
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<td>L. Thomas</td>
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<td>H. Brown</td>
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<td>Deb. Carlson</td>
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<td>A. Lovings</td>
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<td>Wright</td>
<td>Division of Research, Office of Research Compliance and biosafety (IRB) (Researcher)</td>
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Appendix E. Comments from Graduate Student Survey

Introduction
In April 2012, the Department of Anthropology conducted an online survey of current graduate students. Seventy-five students completed the survey. Below is list of all answers to a number of select qualitative questions.

1. What were the main factors that led you to apply to Texas A&M?

Archaeology Student Responses
• Recommendation from highly respected anthropologist; department staff; course offerings; school location (8th year PhD)
• Reputation; professors in the department; geographic areas of research interest (2nd year PhD)
• Several professors I was interested in (Dr. Wright, Dr. Waters, Dr. Thoms) (5th year PhD)
• The main reason was my familiarity with the program and my want to study under a certain professor (Archaeology; 2nd year PhD)
• I applied to Texas A&M due to the presence of the CSFA (1st year PhD)
• I was interested in earth ovens and prehistoric cooking. Dr. Thoms’ publications on the subject caused me to seek him out (2nd year MA)
• Specific professor (MA)
• Strong focus on my specific research interests (2nd year PhD)
• The reputation of the CSFA (5th year PhD)
• Faculty; research; location (2nd year PhD)
• Active research being done in the area I’m interested in (1st year PhD)

Biological Anthropology Student Responses
• Interest in my advisor’s research (5th year PhD)
• Wanted to work with a specific advisor (2nd year PhD)
I was interested in working closely with a faculty member at Texas A&M, which was the main reason I applied (3rd year PhD).
I met my advisor about 2 years ago working on another project. It was at this time that I began considering A&M. Additionally, my previous advisor recommended the program and in particular to work with my current advisor. (1st year PhD)
Reputation of Faculty (1st year PhD)
My specific advisor (6th year PhD)
The interests listed on my advisor’s page on the Anthropology website matched my interests (1st year MA)
In-state tuition; interests of professors (7th year PhD)
To work with my advisor (2nd year PhD)
Specific faculty; resources available from other departments at A&M (3rd year PhD)

**Cultural Anthropology Student Responses**
Affordability/in-state tuition (1st year MA)
Faculty interests match to my own (2nd year PhD)
Money (3rd year PhD)
Location and selected faculty (PhD)
A particular professor (4th year PhD)
Faculty on campus with similar research interests (7th year PhD)
The folklore classes and the location of Texas A&M (3rd year MA)
I like the PhD program in the department and there were professors that I wanted to work with (1st year PhD)
Reputation; cost (2nd year PhD)
The faculty in various departments that are conducting research in areas that I am interested in (2nd year PhD)
Location; price (5th year PhD)

**Nautical Archaeology Student Responses**
Best Nautical Archaeology program in the country (1st year PhD)
Best Nautical (2nd year MA)
The reputation of the Nautical program (1st year PhD)
The renown Nautical Archaeology program (2nd year PhD)
Uniqueness of the Nautical Program (3rd year MA)
• I wanted someone where I could find support for my interest in Maritime Archaeology (6th year PhD)
• Reputation of the Nautical Program (11th + year MA)
• Prestige of the program; opportunities with faculty (4th year PhD)
• Nautical Archaeology Program (2nd year MA)
• The best Nautical Program in the world (7th year PhD)
• It is the only grad school with Nautical Archaeology (instead of “maritime history”) (4th year PhD)
• The prestige and renown of the Nautical Archaeology Program (1st year PhD)
• The conservation certificate and research lab, in addition to the Nautical Archaeology Program (3rd year MA)
• Excellence in Nautical Archaeology (2nd year PhD)
• Nautical Archaeology Program (11th + year PhD)
• Specialty in Nautical Archaeology (4th year MA)
• The conservation certificate, combined with a nautical focus (4th year MA)
• To study under Dr. Cemal Pulak (6th year PhD)
• Quality and uniqueness of the Nautical Program (2nd year PhD)
• Reputation of the Nautical Archaeology Program (3rd year PhD)
• Program/Professor reputation and expertise in Nautical (3rd year PhD)
• The Nautical Archaeology Program is known as one of the best of the world. The faculty of the NAP (2nd year PhD)
• There was only one: A&M is where to go if you want to study Nautical Archaeology (2nd year MA)
• The NAP (3rd year MA)

Response from Student with No Program Affiliation Listed
• Faculty research interests (Not selected in survey; 6th year PhD)

If you were accepted to other programs, why did you choose to attend Texas A&M?

Archaeology Student Responses
• I appreciated the balanced (4-field, sort of) approach to the curriculum; appreciated the balanced interests of the faculty (8th year PhD)
- Size of department; positive interactions with potential advisor; offer of fieldwork from TAMU was more interesting than that from another school (2nd year PhD)
- A&M was able to offer me funding (5th year PhD)
- N/A (2nd year PhD)
- It was a PhD program, rather than a terminal MA. There was better access to other departments for multidisciplinary capabilities. There was more opportunity to explore my research interest in perishables. (3rd year MA)
- A&M had most prestigious archaeology program; well known for CSFA; offered opportunities for funding through GA positions (7th year PhD)
- I chose to attend Texas A&M because my academic interests were best met by the professors currently at Texas A&M. While being in-state was a big factor, I chose to attend Texas A&M because of the top notch professors within Paleoindian studies at this university (1st year PhD)
- There is no option for “Zero” listed above. Luckily, was my first choice anyway (2nd year MA)
- Specific professor (MA)
- TAMU offered the most appropriate program considering my research interests and goals (2nd year PhD)
- I visited the campus and I was impressed with the faculty and facilities (5th year PhD)
- Location (2nd year PhD)

**Biological Anthropology Student Responses**

- Wanted to work with a specific advisor (2nd year PhD)
- I chose to attend Texas A&M because I was interested in working with a faculty member here and I was told that chances for funding would be high for me. The other institutions that I applied to offered funding as well, but I was most interested in coming to work with faculty here. (3rd year PhD)
- I wanted to work with my current advisor. While I am focusing on a slightly different region, I wanted the knowledge base they could offer and their support with my research. Additionally, upon visiting the school, I really appreciated and enjoyed the student body within the department. (1st year PhD)
- Advisor field of study and impression from meeting (1st year PhD)
• While the other school is more well-known, they only offered funding in the form of paid tuition with no guarantee for teaching experience. At A&M, I was offered a teaching position with the guarantee of future teaching positions. (And luckily I have been able to obtain ample teaching experience as promised) (6th year PhD)
• Faculty and potentially a better chance of funding (1st year PhD)
• Compatibility with advisor; in-state tuition; fellowship (7th year PhD)
• To work with my advisor (2nd year PhD)
• Specific faculty; research resources available from other departments at A&M; assumption of department funding at a later date (3rd year PhD)

_Cultural Anthropology Student Responses_
• Affordability; family/friends in state (1st year MA)
• In-state tuition was a better deal (3rd year PhD)
• Better university and offered PhD track (4th year PhD)
• N/A (7th year PhD)
• Top choice for advisor; better funding opportunity; chance to pursue PhD without changing institutions (1st year PhD)
• I wanted to pursue my PhD in anthropology (1st year PhD)
• Location; PhD rather than MA (5th year PhD)

_Nautical Archaeology Student Responses_
• Close to home; Best program (1st year PhD)
• Only program to which I applied (1st year PhD)
• I only wanted Texas A&M NAP (2nd year MA)
• It had the reputation for being the best school in the world for Nautical Archaeology (5th year MA)
• Because it was my first choice (1st year PhD)
• The prospects for funding looked the most promising (2nd year PhD)
• Preferred to stay in the US. FSU closed program in the year of my application (3rd year MA)
• The promise of funding (2nd year MA)
• Couldn't afford UCL (6th year PhD)
• It was the only nautical program with a focus in the old world (11th + year MA)
• Prestige of the program; opportunities with faculty (4th year PhD)
• Larger department (2nd year MA)
• Again, the best nautical program in the world (7th year PhD)
• It is the only one that accepted both me and my husband (4th year PhD)
• A&M is close to home; I could receive in-state tuition; it was my first choice before the other (3rd year MA)
• I applied only to the NAP (6th year PhD)
• Reputation of the NAP and INA affiliation (5th year PhD)
• ECU only had an MA at the time (2nd year PhD)
• Research interest fit (2nd year PhD)
• Lack of ability to work in Denmark while attending school (3rd year PhD)
• Combination of specific focus at TAMU: better opportunities for specific training, research experience, and networking; financial support (3rd year PhD)
• I chose the Nautical Program, not the university (2nd year PhD)
• N/A (2nd year MA)
• Everyone I talked to said it was the best program for Nautical Archaeology. Debatable at this point (3rd year MA)
• N/A (3rd year MA)
• I want to focus on conservation; cost/convenience; fieldwork opportunities (1st year MA)
• Strength of Nautical Program, assistantship at CRL (3rd year MA)

Response from Student with No Program Affiliation Listed
• Faculty research (6th year PhD)

If you do not think you will complete your degree within an acceptable or “normal” period of time, what factors do you think slowed down your progress toward graduation?

Archaeology Student Responses
• Poor understanding of graduate advisor of the degree process and his unwillingness to accept my direction in this area due to lack of his (8th year PhD)
• Extensive required coursework (2nd year PhD)
• Technical setbacks - using a new methodology that I don’t really have experience with (5th year PhD)

• The main factor was finding a research topic I was passionate about and that I felt I could get some funding for once the project started (2nd year PhD)

• Very high course credit requirement compared to other programs combined with poor university funding opportunities compared to other programs of similar caliber (this has declined since I first started here). Unlike most universities, unable to get resident tuition as a graduate student despite living and working in Texas for 7 years. Minimum time requirement to finish course load exceeds maximum number of semesters TA positions are allowed (7th year PhD)

• The large amount of coursework required by this department in completing a graduate degree (1st year PhD)

• Insufficient guidance towards developing a degree plan (2nd year MA)

• Lack of support (MA)

• The amount of coursework required for the PhD program (when contrast to other Anthro programs within Texas) is extremely heavy. It is pretty disappointing to watch as one of the people that I went to MA school with takes their prelims and works on their dissertation while I still have yet another year of coursework (2nd year PhD)

**Biological Anthropology**

• I hope I will complete within a normal period of time, but I am concerned about the stories of other students who have stayed in the program for an excessive amount of time (2nd year PhD)

• At this time, only funding would slow down my time to degree (1st year PhD)

• As someone with a Master’s already, I believe it should not have taken 7 years to obtain a doctorate. I feel I lost a lot of time to unnecessary course work. Upon entering this program I was told I could opt out of core classes, however once I got here I was told I could not. I had to take courses not related to my focus (e.g. Nautical Archaeology) and I had to RETAKE courses that I previously had. Being able to focus more on my own research or at least on courses somewhat related to my research, would have greatly sped my dissertation along (6th year PhD)

• Lack of funding (1st year PhD)
• The lack of funding at this university will do one of two things. One, require part-time attendance to decrease tuition costs and earn an income. Two, force me to leave this program and seek completion at another institution that is able to offer funding (2nd year PhD)

• I have had about a year of slow to no progress due to having a baby and there are no real options to stop the “clock” while I tend to that. I am worried that I will have to apply for graduation extensions (7th year PhD)

• To accurately answer the question above a definition of “normal is needed”. Here, I feel that completing a Ph.D. coming in with a Masters should take 4 years, although normal for this department appears to be 6 or 7 years (2nd year PhD)

• Having to spend substantial time seeking funding outside of the department has caused me to feel detached from the department and to lose focus in classes and on my degree (3rd year PhD)

Cultural Anthropology Student Responses

• I would define “normal” as 5-6 years without a Master’s degree. Lack of significant research and writing funding stalled my progress somewhat (7th year PhD)

• I work full time in another city (3rd year MA)

• Since I am working full time, I cannot take three classes at a semester and this slows down my progress (1st year PhD)

Nautical Archaeology Student Responses

• No issues yet…although I am still in the first year (1st year PhD)

• My concern is the limited availability of seats in classes and the low registration priority given to us. (I was allowed in the full computer graphics class after offering to supply my own computer, only to see that there was one undergrad and one non-Anthro department student already in the class) (1st year PhD)

• Holding an assistantship and taking the required coursework made it difficult to work on my thesis. I also felt there was a lack of guidance from our professors (4th year MA)

• Inability to complete required coursework in a timely fashion (3 years to get all the necessary courses since they were not offered). It is also difficult to come up with a reasonable MA topic when given the history of other student’s MA topics (3rd year MA)

• Lack of classes (2nd year MA)

• Taking full time employment elsewhere (11th + year MA)
• Conservation theses and field projects in general take more time, but, in reality, professors do not push the students to complete their degrees and offer little guidance in the completion process. In addition, the course load at the start of the programs prohibits work on a thesis or dissertation topic until at least the second or third semester. Also, field projects take up summer working time, where in other graduate programs students have that time to complete their thesis or dissertation, which is just the nature of archaeology (3rd year MA).

• This program is not designed to allow students to finish in a timely fashion. 6-8 years is ridiculous for PhD students coming in with a prior Master's (2nd year PhD).

• The nature of the project (analysis of a large assemblage of archaeological material) requires more time than most Ph.D's in my field or in many other fields (11th + year PhD).

• I have had a very difficult time getting material through my advisor. I took me 4 months (and 6 drafts) to have my proposal approved. I have also been forced to spend too much time trying to get money, since the department has changed many of their policies towards MA student funding since I started here (4th year MA).

• Field work adds considerable time when combined with Large class credit expectation combined with a high lack of guidance in starting a thesis due to there bring too many students for the number of professors (4th year MA).

• Archaeology degrees often require the student to participate in excavations of the materials that their research is based on or students to be delayed by the conservation of artifacts. The average MA in the NAP is 4 years. I could have been finished in 4, but have opted to participate in other excavations and outside courses at other Universities as well (5th year PhD).

• Timing of key classes, class requirements, requirement to pursue 9 units of classwork in order to keep an assistantship (difficult to do both of those and write a thesis/dissertation) (3rd year PhD).

• Students are forced to take seminar classes that have relevance to his or her area of study, because that is what the requirements are. Also, the practical skills needed in nautical archaeology have changed in recent years. The program does not teach classes in these areas and forces students to take classes in other departments and in outside workshops. One last factor is the indifference of the faculty and staff. Nothing like being a student for...
over a year and half and have a professor introduce himself to you. Ridiculous and embarrassing on all accounts (3rd year MA)

- The Nautical program requires 4 core courses, archaeological methods and theory, and three seminars. That is 25/30 required credits. There is no time to write, and PhD level work is typically required for MA thesis. (3rd year MA)

**Response from Student with No Program Affiliation Listed**

- Funding – I have had to focus on seeking outside employment and working a non-academic job, rather than my degree. I also do not want to take out the maximum amount of student loans, so have not completed as many courses as I should have. Also, disagreements with advisor. (Not selected in survey – 6th year PhD)

**What do you think about the course offerings within your program of study and the department as a whole? Do the existing courses offered by the department provide sufficient training for your specific research interests? If not, please explain.**

**Archaeology Student Responses**

- Overall yes. The course work is one of the positive aspects of the department (8th year PhD)

- More variety of options would be nice during any given semester (2nd year PhD)

- Courses for the department that I have partaken in I do like, appreciate, and gained a lot from. For my program I think they are all highly valuable and have gained from them. However, I also focus on prehistoric hunter-gatherers and the classes available I believe are very lacking. Of the two I have taken both are based around food, hot rock cooking, and Binfordian theory. If they could be broadened and more encompassing I believe the program would be greatly strengthened. In fact I highly suggest offering a course focusing on hunter-gatherer food procurement and processing; I’m very sure many students (both grad and undergrad) would take and benefit from this (2nd year PhD)

- I have taken a number of classes that were only loosely related to field, there are no classes in perishables research (which is my specific area), and there aren’t really enough classes in Paleoindian research or the archaic. With this, and perishables, I’m had to do myself (3rd year MA)
• There needs to be a larger variety of courses, especially with such a high course requirement. To fulfill my course load, I’ve had to take courses that don’t apply at all to my research. Additionally, classes I am interested in/required to take are often not taught for years at a time. It seems like professors don’t have time to teach a lot of graduate courses because they spend so much time teaching undergraduate courses that used to be taught by graduate students! Additionally, in recent years, some attempts have been made to have more theory-based classes, but this department is still lacking in teaching archaeological theory (7th year PhD)

• So far, the course offerings within my program have been very sufficient for training in my specific research interests (1st year PhD)

• There is nowhere near enough anthropological/archaeological theory offered. Also, nothing is up-to-date. The faculty members are all stuck in 30-50 year old mindsets. Especially the CSFA people. I’m not saying the theory from the 60s and 70s is bad, but there isn’t much variety of perspective. Also, there is bloody more to archaeology than goddamn Beringia (2nd year MA)

• I think it has improved some (MA)

• I think that the existing courses provide all of the necessary training for my career/research interests. I never had to take a class I didn’t want to take just to fill my schedule (5th year PhD)

• Course offerings are vast, and the material is both challenging and engaging (sorry Darryl, I’m just no good at Bio). The problem with having so many delicious courses is that you get a variety of students that are taking all of the “fun” courses, but are not making substantive progress toward the final goal of this whole damn process. First year graduate students should have a prescribed course load (at least for the first semester - could be a part of your weed out strategy) - period. Along those same lines, we need a drastic modification to the Methods and Theory classes. Having one class that is team-taught by representatives from anth/bio/arch, and two follow-up courses that are discipline specific (i.e. archaeological methods, then archaeological theory) would make sense (is that why we’re not doing this - because it makes sense?). While I enjoyed the M&T courses, I do not feel like they contributed significantly to my overall comprehension of the field of anthropology. I challenge you to find a student - subsequent to taking one of these courses - that can tell you the history of anth/bio/arch thought. Had I not had a large-scale theory course in undergrad, I would have no idea of the contributions of Kluckhohn, Childe, and Brew (2nd year PhD)
Biological Anthropology Student Responses

• No comment (7th year PhD)
• I am generally satisfied with the courses offered. However, compared to other programs I have been involved with, I strongly feel that developing a student's theoretical background is not a priority with many of the professors here (2nd year PhD)
• Not really, I would like the university to offer a wider variety of anatomy-based courses for the Biological Anthropology students. While Osteology, Dental Anthropology, and Zooarchaeology (and for some - Gross Anatomy) are nice, it would also be nice to have courses in functional morphology and biomechanics. I would also like it if the professors incorporated more lecture (rather than just discussion) into their courses (5th year PhD)
• I think that I was wrong to choose this program because I do not feel that I am receiving sufficient practical training for a career in my area of interest. I am concerned about the course variety and the level of training the courses provide (2nd year PhD)
• I believe that they do. I have had a sufficient amount of hands on field work and field based education, this department has provided me with an opportunity to learn more about theory and think more critically (1st year PhD)
• Classes that pertain more to early Homo, similar to the Australopithecine classes being taught (1st year PhD)
• I think the special courses offered by the Biological Anthropology staff provide us with a well-rounded background in our diverse field. One of the greatest assets of A&M, in my opinion, is the strong individuals representing the 4 main subfields of Biological Anthropology. Additional courses more related to my specific focus in biological anthropology would be nice; however I was able to take directed independent studies to fill those gaps (6th year PhD)
• I think that integrating a course on the philosophy of the field would aid in my personal thesis interest, but I don't know if anyone else would be interested (1st year MA)
• The department focuses on archaeology to a large degree, this not being my specialty causes great frustration. There have been no course offerings for my specific area of interest. Professors should tailor their courses to the interests of those in the class to try and make them more relevant and useful. I would like to see more courses that provide useful tools to career advancement and the completion of the degree in a quick manner. This
could be done by focusing less on seminar style discussions and increasing the amount of independent research projects given, assisting in faculty research and being placed on publications, giving more talks by students in accordance with professional meeting guidelines, etc. More methods courses specific to biological anthropology in addition to research design would be particularly useful. Many of the classes offered here are remotely related to what I came here to study and often serve as more of a distraction to my research and grant writing than any other purpose. Lastly, the course requirements of this department are greater than any other program I was interested in attending. This department needs to focus more on research and grants than courses that serve little more than to make the university money. Grants and research will get me publications and a job, all of this coursework takes away vital time to what a PhD program is supposed to be about (research). Lastly, reading about theory and methods is very different from actually doing science. I would encourage instructors to engage in more hand on learning that actually teaches us valuable, marketable skills that will make us more competitive for grants and jobs (2nd year PhD)

- When applicability, content, class structure and person teaching are taken into account, there have been a limited number of courses available for me to take. Moreover, the timing of when classes that would be helpful are taught necessitates either 1) taking classes that are not relevant or 2) taking independent studies. In terms of the first, just because a class has ANTH in front of the number does not mean the class will be helpful in furthering a student's career. There are many other classes offered by the university that may be of more use to a student than a required anthropology class (e.g. Old English Literature, Geology, Architecture, and Crop Science). While I understand the necessity of students taking the 3 core classes, once these are completed a student's curriculum should be solely up to the advisor and the committee (2nd year PhD)

- I think that the courses offered by my advisor do fit my area of interest, however frequently there are other classes I would be very interested in taking but overlap with required ones or are at odd/ nonstandard times making them more difficult to take. I would enjoy if opportunities to create independent studies with other faculty were made more available (3rd year PhD)

**Cultural Anthropology Student Responses**

- I wish that there were more environmentally focused classes for the cultural students. That’s the concentration that I am here with, but most of the
classes are biologically based or archaeologically based and not relevant to my overall research goal (1st year MA)

- I think our program should have more theoretical training, and also, more about courses about current development in anthropology (2nd year PhD)

- Cultural course offerings are extremely poor; departmentally speaking, the only program I feel has excellent course offerings is the archaeology program. I don't feel like I have been insufficiently trained; however, I also don't feel like I am a competent anthropologist either (3rd year PhD)

- I would like the opportunity to take more classes related to ethnography (1st year PhD)

- There need to be more cultural anthropology courses. And there simply must be some evening courses in the Anthro department, even if faculty find it inconvenient. There are relatively few cultural courses, and because there are no evening ones, too many overlap (PhD)

- No...cultural courses are seriously lacking... for example I lobbied 3 years ago for Urban Anth...we could/should offer more... e.g. upper level Anth of childhood, anth of women, anth of religion and numerous others (4th year PhD)

- The number of faculty and courses in my specific field were limited when I began the program. Now, there are more varied courses, but with no good focus for any one field alone (7th year PhD)

- I think the course offerings are both diverse and interesting (3rd year MA)

- I would like to see more variety of classes in cultural anthropology (1st year PhD)

- The course offerings are extremely limited. In the cultural program, there are something like 10 courses offered. If we took out methods, theory, ethics, grant writing courses (of course these are extremely important), we are left with basically folklore. There are no courses on thematic issues, geographic areas, or specific areas of study. That said, professors have been willing to do directed studies to help out (2nd year PhD)

- I believe the department has accepted more students than they have made room for in available classes, note the difficulties this year’s cohorts had getting into core classes. I also believe that at least one linguistics class should be required (3rd year PhD)
Responses from Nautical Archaeology Students

• Very few options this semester (1st year PhD)
• I was surprised that with 7 faculty members in Nautical Archaeology, only 2 graduate courses in Nautical Archaeology were offered this semester. To augment this lack of choice, I took a required Anthro course at A&M, and a classics course at UT-Austin, to fill the gap. I also feel it is unsatisfactory to not have a projection of what courses will be taught in which future semesters, to allow better development of my degree plan (1st year PhD)
• LOVE the Nautical Dept., despite its being at these times underfunded and overworked (2nd year MA)
• Quality of courses has been good. A course dedicated to “practical” matters would have been very beneficial (i.e. survey techniques, excavation techniques, remote sensing, preparing a paper for conference / publication, etc. (5th year MA)
• I am reasonably happy so far (1st year PhD)
• My only complaint about the course offerings within my program is that there are no true seminar style classes. Most “seminar” classes are primarily focused on presentation as opposed to readings and discussion. I also wish that classes were offered at the graduate level for the terrestrial archaeology of the ancient Mediterranean (2nd year PhD)
• I was very pleased with all of the courses I took from the NAP. More course offerings would be great because right now the selection is limited. Also, field methods is an area that I feel could be stronger (4th year MA)
• It would be nice to see more courses in the Classics. I have had to travel to UT Austin in order to have a more Mediterranean focused course load (3rd year MA)
• The courses are satisfactory when they are offered. The biggest problem is the lack of classes (2nd year MA)
• Too much focus on technical issues, little to no theoretical background provided, insufficient support for interest in social questions (6th year PhD)
• Courses are great at providing theory and background knowledge but generally weak in application and “real world” issues (11th + year MA)
• A wider variety of courses could only benefit the department (4th year PhD)
• I have enjoyed all my courses, some more than others. I like how the 1st semester is really difficult, it put me on the right track (2nd year MA)
• There are not enough professors in the nautical to provide wider range of courses/ more variety. They just offer all the same... (7th year PhD)

• There are several courses in the catalogue that have not been taught since some of the teachers were students. Also many times required courses are taught at the same time, so it takes longer to finish a degree because you cannot take the classes you need to in a timely fashion. This semester I had to take two classes as directed studies because one of them is the kind that hasn't been offered in years and the other will not be taught again until 2014, and these were 2 of the last 3 classes left on my degree plan. Also for my specific research interests I have had to look outside of the department for relevant classes because despite the fact that it is considered a “track” there are really only 3 relevant courses in the department (4th year PhD)

• The course offerings in the Nautical Program are seriously lacking this year, but I also know that is due to sabbaticals, exemptions, and other factors. I am hoping that I will have more options over the coming years, but have looked into other departments to supplement my research interests (1st year PhD)

• More consistency in course offerings would be beneficial. It is currently impossible to complete the conservation certificate in a timely manner without taking courses as an independent study. This is only possible if you are working at the Conservation Research Lab, which can substitute for the experience gained in class (3rd year MA)

• Courses need to have a smaller personal presentation portion. Having to give 6-9 30-min presentations per class per semester does not allow students to prepare for discussion by completing general reading, nor does it allow them time to complete personal research outside of class. Furthermore, courses are only offered once every 2-3 years, which isn't often enough for people to be able to finish in a timely fashion (2nd year PhD)

• The courses in my area are excellent overall (11th + year PhD)

• Seems alright (4th year MA)

• Yes (4th year MA)

• On the whole, there are excellent professor in the dept., and the NAP professors are the very top in our field (6th year PhD)

• Our program courses provide a background of material for a field that is still in its infancy. These courses are not generally taught or available to undergraduates, so you have to start your nautical archaeology studies here, with little to no previous background (5th year PhD)

• Average (2nd year PhD)
• The nautical archaeology program is woefully inadequate to prepare students for a non-academic career in nautical archaeology. There are no hands-on courses, no lab courses that teach equipment use, no results analysis, etc. (3rd year PhD)

• I am building a combination of scholarly background and technical training, balancing anthropology with GIS computer skills, for example. The department needs an Anthropology professor that knows GIS - this is the future for industry projects, spatial interpretations, data presentations and analysis (3rd year PhD)

• At the moment they are a bit limited and you do not know when they are going to be offered. It is difficult to put together a degree plan (2nd year PhD)

• If they are combined with independent research (serious summer and follow-up work) and taking full advantage of extracurricular activities (INA and CMAC stuff, conferences, conference prep like Student Research Week etc.) then absolutely (2nd year MA)

• NO! I feel the professors see teaching as burden. If they really do not care to be there, why should I? I feel the faculty is unwilling to change the curriculum. The next question needs an area to write in. Yes or no is not applicable to all students. The question I am talking about is “Are you primarily interested in pursuing an academic career (i.e. getting a job as a professor at an academic institution)?” Since I cannot answer it the way I want to, I will leave it blank (3rd year MA)

• The course offerings are limited within the Nautical Program, but varied and decent in the department as a whole. While the quality of classes has been very high, their ability to train students to teach, present, and write has been good, their ability to train techniques have been limited. More importantly the Nautical Program does a very poor job training students in grant and proposal writing. Fortunately the department as whole offers classes to fill in this gap (3rd year MA)

• It was a bit frustrating this year with so many of the nautical staff not teaching, but after talking with a few professors I know there will be more variety next semester. The classes I’ve taken so far have been excellent (1st year MA)

• More practical methods courses (plural) are REQUIRED. Remote sensing, excavation, survey, artifact analysis. These are necessary for the job market. If you wish to market the argument that this program is designed to train scholars and academics, then admit that in this economy, the ob-
jective of this program it to train people for being dropouts or unemployed (3rd year MA)

Response from Student with No Program Affiliation Listed

• For students in more specialized subfields, of course there are fewer course offerings. Pro - get a wider background from the coursework. Con - you lack a certain level of expertise in your subfield (6th year PhD)

If you are not interested in an academic career, what type of career would you like to pursue with your degree?

Archaeology Student Responses

• Parks, museums, or private company (2nd year PhD)
• Why isn’t teaching university an option? (5th year PhD)
• Eventually I would like to end-up in academia, however right now I prefer to work one-on-one with landowners. My goal post-graduation is finding a job where I can serve as an educator, consultant, manager, and researcher; I feel this could be accomplished by working for the Texas Historical Commission, Texas or National Park Service, USDA NRCS, or a non-profit. Like I said before I do want to get into academia as a full professor. However all of this hinges on comprises between me and my partner. If none of the previously mentioned careers are a viable option I believe I could start my own processing, identification, and research lab based on the training I have received here at Texas A&M (2nd year PhD)
• I plan on starting a CRM company (2nd year MA)
• In this economy, any career (MA)
• I believe the question above was worded incorrectly. I want to pursue a career in academia (2nd year PhD)
• CRM/Government (2nd year PhD)

Biological Anthropology Student Responses

• I would like to pursue a career in librarianship, perhaps in the Smithsonian Libraries or in any university setting (1st year MA)
• I would prefer a level 2 research university, but would be happy with a BA granting institution or community college. Though, because of my husband’s job location, I may be forced to settle for “any job in academia” and pursue a job in administration (7th year PhD)
• Tenure track university faculty (2nd year PhD)
• With the current job market, I would be happy with any job. An alternate to a job in academia would be to work in contract archaeology or the private sector. Fortunately I have independently built up additional experience which ideally will have facilitated this (3rd year PhD)

**Cultural Anthropology Student Responses**

• Working for a non-profit/NGO or working for a state or federal such as the EPA or the TCEQ (1st year MA)
• Teaching or research position at a university (1st year PhD)

**Nautical Archaeology Student Responses**

• I would be interested in signing up with a deep water search company, or starting my own. I also would be interested in living overseas and perhaps lecturing/working part time (1st year PhD)
• Commercial applications and fun. It is simply good to know I could do it. I’m currently pursuing a PhD in Ethnology at University of New Mexico (2nd year MA)
• I would prefer to have a CRM type of job, either working for a governmental organization or working for or starting a private firm (1st year PhD)
• Museum or laboratory work (3rd year MA)
• I think you meant ‘if the answer to the question above is ‘yes’”… (6th year PhD)
• Any position where I actually used my education (11th + year MA)
• Museums, public outreach (4th year PhD)
• Museum conservator, but I would do curator if I had to (4th year PhD)
• Work at a conservation laboratory or museum (3rd year MA)
• I would also like to consider research positions in Europe (4th year MA)
• Also becoming more strongly interested in CRM (2nd year PhD)
• Consulting on archaeology projects for technical issues/technical surveys (3rd year PhD)
• I’m open to alternatives: NOAA, NPS, other government, private industry, CRM, etc. (3rd year PhD)
• Level one and two research would be great as well, as would founding and operating a research company with NAP’s good ethics (2nd year MA)
• Something within the museum/cultural resource field, like a conservator or museum curator (1st year MA)
What do you like the most about the graduate program in the Department of Anthropology?

Archaeology Student Responses

• Good course offerings, efforts and professional manner of some faculty on behalf of graduate students (8th year PhD)
• Comprehensive, challenging, and good preparation for the academic world. The staff and professors are very supportive (2nd year PhD)
• The variety of interests of the students and professors (3rd year MA)
• The CSFA and its professors are highly renowned and provide a lot of useful training, advice, funding, and useful experience. I feel that a graduate degree from this program (in Paleoindian archaeology) means a lot to potential employers (7th year PhD)
• I like that the professors I have come across are very involved in the academic sphere and the opportunities this will provide (1st year PhD)
• That they accepted me. Also, I am grateful to have office space in the Ecological Archaeology lab (2nd year MA)
• The level of research currently undertaken by the professors and students. Also, funding is better than other programs I have been affiliated with (2nd year PhD)
• I like the guidance that is available from faculty members (5th year PhD)
• My advisor and her octopus (2nd year PhD)

Biological Anthropology Student Responses

• Working with my advisor (2nd year PhD)
• The opportunity to work with professors who are very successful in their chosen fields (5th year PhD)
• I have enjoyed the variety of classes offered within Biological Anthropology. Additionally, I feel as through the professors I have taken classes from were directly interested in me as a student and in developing my research goals. Additionally, I have enjoyed meeting and getting to know both the students within the department as well as the variety of research they conduct (1st year PhD)
• My advisor and the other bio students. I have learned more as a graduate student in 2 semesters than in most of my undergraduate (1st year PhD)
• I enjoy the diverse biological anthropology faculty in which each individual is participating in “cutting edge” research. I feel that it is important to have a holistic view of your particular subfield (whether it is biological, archaeological, cultural). However, I would also like additional biological faculty to help create some sense of focus/strength in the department. As terrestrial archaeology is known for their first Americans research, I think biological anthropology would benefit from both overall diversity and a “focus” (whether it is paleoanthropology, primate behavior, bioarcheaoogy etc.). This way, students get the “best of both worlds” (6th year PhD)

• I like the introductory classes that everyone must take. I think they allow for cross-program interaction that we miss out on otherwise (1st year MA)

• My advisor (2nd year PhD)

• Faculty interaction and helpfulness (7th year PhD)

• To be honest, my favorite things about the graduate program are those developments which have only happened in the last year. Specifically, I really like the brown bag lunches, talks with outside speakers, and opportunities for academic competition or presentation of independent research within anthropology (among students). Essentially these are the things that I see as being an integral factor of the graduate student experience, and these have been noticeably lacking until recently. Makes me feel like I am in a good program (3rd year PhD)

Cultural Anthropology Student Responses

• The connectivity and familial nature of the department (1st year MA)

• The flexibility of research would be the main thing that I appreciate to our department (2nd year PhD)

• My relationship with my advisor; fellow graduate students (1st year PhD)

• My advisor and the other graduate students (3rd year PhD)

• The supportive, well-trained faculty (PhD)

• The staff in our department is diligent about helping students in all regards. Having this type of support is extremely important (7th year PhD)

• The professors are very helpful and establish a personal relationship with students (3rd year MA)

• The people and the way I am respected and treated as a peer (4th year PhD)

• There is a very friendly atmosphere in the department and also people are willing to help you (1st year PhD)
• One on one, every professor has been patient and willing to chat with students (2nd year PhD)
• Some faculty members are extraordinary. Some are very, very good (3rd year PhD)

**Nautical Archeology Student Responses**

• The faculty and students (1st year PhD)
• Best Nautical Archaeology professors in the country. The Nautical Archaeology curriculum is exactly what I want to study. I greatly value the deep networking connections with research/excavations in progress worldwide. I greatly appreciate the dept.’s symbiosis with INA, in which I hope to participate in many levels in the future (1st year PhD)
• Fantastic professors in the NAP, great labs, a stellar course of study (2nd year MA)
• The fact that nautical archaeology is offered and a major part of the department (5th year MA)
• The faculty have done an amazing job with the courses they teach (1st year PhD)
• The professors (2nd year PhD)
• Reputation of the Nautical Archaeology Program (3rd year MA)
• Professors are very helpful and supportive (2nd year MA)
• I like that I’m almost done, that I was able to design and execute my own project (6th year PhD)
• The accessibility of faculty and the wide breadth of student interests (11th + year MA)
• Its high-profile nature (4th year PhD)
• I like that the professors are very experienced and knowledgeable about our field (2nd year MA)
• I think one of the greatest strengths of this program is the diversity. Not just demographic-wise, but with each of our projects. When I talk about this program to others I always mention how far-reaching and diverse the student projects are here. We have many leaders in these fields as well, so I believe it is worthwhile simply for the interaction we as grad students can get from the professors (2nd year PhD)
• The best part of the Anthro department is Nautical Program (7th year PhD)
• CRL (4th year PhD)
• Academic quality (3rd year MA)
• Expertise of instructors. We have excellent scholars in many of the represented subfields (2nd year PhD)
• We have some world-class scholars as professors and courses and research opportunities that are not available anywhere else, especially opportunities to work with the different laboratories and archaeological collections as well as fieldwork opportunities. Being able to gain this sort of practical experience has been the most valuable contribution of the department to my education (11th + year PhD)
• Quality of education and access to such specialized resources (4th year MA)
• I like the most the fact that I can do my research and have the tools to do it (funding, libraries, Evans, advices and suggestions from my professors) (6th year PhD)
• The Nautical Archaeology Program. Without it, I would not have applied to Texas A&M University for an anthropology degree (5th year PhD)
• Learning environment (2nd year PhD)
• The NAP reputation (3rd year PhD)
• Opportunities (3rd year PhD)
• Faculty (2nd year PhD)
• It houses the Nautical Archaeology powerhouse of the world (2nd year MA)
• That during the Summer I do not have to see most of the other students. Sad, but true (3rd year MA)
• The level of education and expectation in the Nautical Program is very high and it encourages self-motivation (3rd year MA)
• It’s a very welcoming environment—I feel like the faculty and other students want me to succeed (1st year MA)
• The large number of amazing, dedicated teachers (3rd year MA)

Response from Student with No Program Affiliation Listed
• Graduate student community (6th year PhD)
If you could change one or two other things about the department and/or the graduate program in Anthropology, what would they be?

Archaeology Student Responses

• The department and faculty would actually follow the degree plan requirements in the intended time frame (8th year PhD)
• The coursework is excessive compared to other programs, and the language requirement would be nice to drop (2nd year PhD)
• The main thing I would like to see changed is professors pushing students harder to find funding and graduate quicker. In the same respect I believe the professors should be more active in providing guidance and telling students to make cuts to their projects. If what the student is wanting to research is too time consuming, tell them! This also applies to class projects as well, it is very frustrating to be nearing the end of a semester and realizing the project is too big and should have been approached on a much smaller scale (2nd year PhD)
• More variety of classes/offering the more rare classes more often, allowing for more time for individual research, bring in outside researchers for seminar segments (3rd year MA)
• More money needs to go into graduate funding, though RA, TA, and actual teaching positions which would then take some of the undergraduate coursework load off of professors and give them more time for their own research and for teaching graduate courses. More funded RA positions would also help fund graduate students and help professors with their research. Additionally, I would be OK with the level of coursework required if funding were provided to pay for it and if that number of classes were actually available in courses that apply to my research (7th year PhD)
• More stringent acceptance into the program, and better funding opportunities (1st year PhD)
• While I’ve no doubt the faculty members here are excellent scholars, many of them are bloody terrible lecturers. Many of them could use some extra training on how to construct a syllabus. I’ve had too many situations in my 4 semesters here where Profs simply aren’t clear enough about what they expect from students in their courses (2nd year MA)
• More support and guidance (MA)
• More funding opportunities for graduate students (5th year PhD)
• 1) All coursework (if we're going to have this much) needs to point directly toward the research of the student taking the course. 2) We need a course on research design (keep the statistics version, but make one tailored to create toward creating a proposal - and do this sooner than later (2nd year PhD)

**Biological Anthropology Student Responses**

• Increase graduate student funding (of course) and decrease the number of incoming graduate students (5th year PhD)
• I would like more practical training for publishing, presenting, and networking in the discipline. I would also like more hands-on practical training in research methods. Also, there needs to be more oversight and training for graduate students who teach (2nd year PhD)
• I would suggest that the credit requirement for PhD students entering the program with an MA be lowered (3rd year PhD)
• Lower number of credit hours needed for both master level and PhD level student. After speaking to a variety of students in other programs, it has come to my attention that this program requires a rather high number of credits which may impede the process in obtaining these degrees (1st year PhD)
• Aside from funding, I have no changes to recommend (1st year PhD)
• Eliminate the need to take courses that are not useful for more focus on particular research areas; Standardize the requirements and passing-scores for prelims, foreign language exams, and even degrees (particularly MAs) (6th year PhD)
• I would suggest making more of the specialized classes auditable, because I think that my course of study is limited by the grade pressure to only take 9 credits (1st year MA)
• The first and most important would be the funding situation. Many of us came in with the understanding that funding would be available in the coming years, we are here now, working hard, accumulating debt, love our work, but are confused as to whether or not we can stay (due to finances). This ultimately decreases productivity because it is difficult to determine if one will be here next semester, the one after that, etc. Second, I would immediately cut down the credit hour requirement of the department. This would decrease the amount of years in the department and cut down dramatically on the loans that need to be taken out to cover tuition and living expenses (2nd year PhD)
• Develop a rubric or scoring system in awarding TA positions. For example, you could award 5 points for a first author paper, 4 points for a co-authored paper, 3 for a first authored talk, 2 for a first author poster and or an A in a class, etc. (2nd year PhD)

• Besides increased and fairly distributed funding, I would like to see an increase in official graduate student social, academic, and professional interactions (3rd year PhD)

_Cultural Anthropology Students_

• Physically: a place for students to study and/or lounge who don't have an office. In general, coffee after 2 pm :) (1st year MA)

• Provide enough space for all or at least PhD students for research or study inside the department (2nd year PhD)

• Offer more cultural Anthro classes each semester; provide more funding (1st year PhD)

• More diverse course offerings for the cultural program and opportunities to work more closely with the professors (3rd year PhD)

• Get rid of the stats requirement for cultural students. I say this not because of my personal feelings about stats, but because such students are better served with the methods courses already available (PhD)

• Get the graduate students collaborating and working together.... e.g. in sociology they have an extremely active Facebook site and peer review Know each other's work (4th year PhD)

• 1) Develop workshops for hands-on training that extend beyond the limited classroom setting (e.g. fieldwork, methods, etc.) and 2) organize writing groups for various stages in the program (i.e. OGS proposals, grant proposals, thesis, dissertations, publications) (7th year PhD)

• More T.A. positions would be helpful for grad students (3rd year MA)

• Building, to move a bigger place. Provide assistantship for all of the graduate students (1st year PhD)

• Work space. This is so much more important than just a desk. The library has those. I feel that the professors don't know us, we don't know them, and we don't know each other. Professional socializing, networking, getting to know research interests more in depth are all things that a space in the building would address. Of course the building can't grow, but there is open space (locked EMPTY office in the 2nd floor TA office area). Basically, we don't have the space nor the money for students, why bother? (2nd year PhD)
• Keep the graduate handbook accurate about the classes that are really offered, and post all scheduled classes as soon as they are known, so students can realistically plan their degree (3rd year PhD)

**Nautical Archaeology Students**

• Learning of new areas of exploration (1st year PhD)
• I am in a required Anthro class (ANTH 602--methods and theory) which during registration had a specified class size of 15. There are 27 graduate students in the class. I submit the department should have created two sections for this class...27 students is a nice size for a high school or undergraduate class, but is not acceptable at the graduate level. I also suggest that if excavation work and language proficiency are required as part of the degree, the department should take some sort of initiative to help students understand what options exist, and if not fund, at least encourage accomplishment of those requirements. I need to observe how the department operates over the next year or so to be able to give meaningful input at a more macro scale--right now, all I am qualified to discuss are the classes I have had during my first 6 months (1st year PhD)
• Less “liberal arts” label, more science. Nautical archaeology should be considered a scientific or engineering centered discipline (2nd year MA)
• If we accepted less students, we could offer more funding, which would attract higher-quality students. Faculty could take a more active role in getting students finished a.s.a.p. (5th year MA)
• Honestly, I think my number one concern is the absurdly poor condition of the building. The A/C barely works on the first floor, and the rest-rooms are usually below the standard of fast-food restaurants. We are hardly putting our best foot forward when we try and get people through the doors to see the displays in the halls (1st year PhD)
• More teaching opportunities (2nd year PhD)
• More involvement between the profs and the students. Most of our profs seem to be focused entirely on their own research. I wish that I had a mentor/advisor who really inspired me and worked with me to accomplish my goals (4th year MA)
• I would put more structure into the writing component of the programs. Having a degree plan submitted at a certain point is the only structure in the writing portion of the program. Proposals, outlines, and chapters should have specific due dates to ensure students finish their degrees in a timely manner. Additionally, accepting more and more PhD students is an irresponsible practice. The market cannot handle the flood of PhD’s and
the department is encouraging students to earn degrees that they will not be able to use. More importantly, we are creating a population of overqualified graduates where many jobs only require an MA (3rd year MA)

- Offer more graduate level nautical courses on a more regular basis (2nd year MA)

- The Nautical program is an absolute failure in preparing its students for jobs in academia, and unless you find some reliable way of offering those who are interested an opportunity to put teaching on their CVs this will continue to be the case (6th year PhD)

- More practical real life instruction. Funding. More follow through from faculty on student progress (11th + year MA)

- Faculty involvement/support of students, better and more consistent funding (4th year PhD)

- We need large summer programs that involve many students, and give us opportunities to develop solid research (2nd year MA)

- Department should be more aggressive in helping our students to get jobs. Right now, all the help we get is a joke (7th year PhD)

- Less politics- teachers should not use students in their power struggles against each other, they should be trying to help the students get finished and out of here (4th year PhD)

- Most of the Method and Theory classes have no usefulness or bearing on Nautical Archaeology (1st year PhD)

- More and better quality female role models; more care taken in teaching students practical job skills for job opportunities outside academia (3rd year MA)

- I really, really hate having to have a second job to pay for school. Even with one of the best funding packages that Anth offers, it is not viable to live on the TAMU stipend without accruing debt, depleting savings, and so on. I have never, ever heard of a PhD program that was so unsupportive to students. While I respect that the college is doing its best, it is clear to the students that the environment (from the President's office, to the Deans office, and on down) is a toxic one, and one that is not meant to produce better students and better scholars, but to fund Texas A&M (2nd year PhD)

- I would like to see less tension between the department's professors. It adversely affects the atmosphere in the department and relations between the students (11th + year PhD)

- Better balance student to professor ratio to address funding, graduation rates and ability to complete in a timely fashion (4th year MA)
• I would attempt find a resolution to the internal conflicts among the faculty. Further, I would work to make a consistent set of enforced rules for each program if not the department as a whole (5th year PhD)
• More networking (2nd year PhD)
• I think the nautical archaeology program is a bit too incestuous at the moment, and I would like to see the next hire come from another program. I’d like to see a training field school, similar to what EC provides (hands-on instruction in tools and techniques) (3rd year PhD)
• More skills training and grant/research design training. Not just NSF. More immediate feedback on papers (3rd year PhD)
• More specialized courses (2nd year PhD)
• More interaction on a larger scale - I went to a lecture the other night given by Dr. Greene, and it was so refreshing to see my professors openly discussing things and interacting with students and other people, it was a powerful reminder that we are members of a powerful team, and we need that more often (2nd year MA)
• Fund students for at least two years. Do not fund students 4, 5, or 6 years plus (3rd year MA)
• The ingrained “departmentalism” that separates the different programs is a huge detriment to the program. This causes discord within the department at all levels and as a result the students suffer most. The biggest detriment I see from this impact is that often students from different programs are not aware of or willing to use the many resources available throughout the department for research, information, and to further their education (3rd year MA)
• Have fewer meetings and spend more time with US. Everyone will be happier, and less of your time will be wasted. Teach practical courses (survey, proposal writing) as well as scholarly courses (3rd MA)

Response from Student with No Program Affiliation Listed
• Prioritize support for current students over expanding the program (6th year PhD)

Do you have any additional comments that are not covered in the questions above?

Archaeology Student Responses
• I am very thankful for the level of publicity and action the department has achieved for the GLBT community, as anthropologists I am glad this
department was ahead of every other department at Texas A&M in addressing the issue. Within the department I am definitely glad the rifts between the different programs are subsiding at least at the grad student level, however this may be because several of are actively pushing for these rifts to be bridged rather than relying on others to do so (2nd year PhD)

• There is also a shortage of office space in the department. I think all graduate students should be offered some sort of office/research space in the building, rather than only those who are TAs or RAs (3rd year MA)

• While being here, I have found the department to be extremely segregated between the different subfields. Students and professors constantly complain about people on “the other floor.” There are very limited department activities and opportunities to meet other students. Every day I walk down the hall and see someone I do not know. Also, I would like to see student participation in the department brown bag talks. We all know what the professors research interests are, but often have no clue what people in our own cohort do (2nd year PhD)

• I would like to congratulate Dr. Werner for her hard work since her becoming department head. She has done a lot to improve the department, particularly for graduate students, including locating additional funding, making graduate-related procedures (e.g. assistantship selection) more transparent and better explained, and taking the time to listen to what we have to say. I am the most satisfied with the department atmosphere since I have been here (5th year PhD)

• I like the program, but it needs work (revise and resubmit please). In my limited experience, I can tell you that setting common goals is the only way to steer a ship this size. If you don’t have a bull’s eye (or even a target for that matter) to aim your efforts toward, you risk the possibility of really running into some serious issues. Leave your issues with other people elsewhere, pick a direction, and run with it. It feels like we’ve been in a huddle on the 50 yard line since I arrived here. Let’s run the ball - better yet, let’s go deep (2nd year PhD)

**Biological Anthropology Student Responses**

• I thought it was interesting how in the notes taken regarding the recent faculty meeting there was a discussion surrounding the ethics of producing so many PhDs in light of the lack of jobs in academia. I think the issues with securing academic jobs need to be discussed more openly and bluntly with graduate students, especially in light of the pathetic funding situation with many students taking out large loans. It's unethical to ignore the fact that students are incurring massive debt for a degree that may not lead to a
job. Realistic alternative employment to academia should be discussed with students so they can evaluate if the debt is worth the risk. Additionally, the dept. head, GSC, and other pertinent faculty should have an open discussion with students about the current funding situation (how many students are anticipated to receive funding for next year, how will TA opportunities be determined, etc.) I would encourage an open forum relating to these issues in the near future (this semester) so students can begin making responsible, financially sound decisions for their immediate future and more specifically whether or not accumulating debt in this program makes sense (2nd year PhD)

- Great idea for the survey, and I appreciate the active efforts for disclosure and seeking the opinions of graduate students (3rd year PhD)

**Cultural Anthropology Student Responses**

- The tables in all the hallways say “do not sit on the tables!” Instead of having tons of tables, why not replace some of them with chairs so students have a place to sit while waiting for their classroom to open up or empty? (1st year MA)
- Risky as it may to say, I feel obliged to express my great disappointment and frustration with the internal politics over subdisciplines, theoretical viewpoints, and personality conflicts. All departments have politics, but it increasingly seems the extreme, unprofessional factionalism in our department has become detrimental to our department as a whole and to the graduate students in particular (PhD)
- It would be really useful to have a library/reading room in the department that is away from computers. Not as a “hangout” place, but a place to work (7th year PhD)
- No, thank you (1st year PhD)
- Funding, work space, and opportunities for professional development or networking (especially for 1st-2nd year students) are the main things. On the upside, it goes a long way that surveys like this actually exist, and that those in charge want to know the issues. Sincere thanks for that! (2nd year PhD)
- I am deeply grateful that our department accepted me as a Ph.D. student. All in all, I feel this is a very good program, but one that has not quite yet decided what it wants to be when it grows up (3rd year PhD)

**Nautical Archaeology Student Responses**

- I have the sense that there is tension in the anthropology department between the 4 sub-disciplines. If true, that is not constructive. I provide
this input as a nautical archaeology student--the TAMU Naut Arch program is world-renowned. So I am embarrassed professionally when I walk down the hall, and see yellowed newspaper clippings on bulletin boards, or use a toilet that spills water onto the floor every day (engraved onto the toilet bowl “Beware Leak”). I think there ought to be a Nautical Archaeology exhibit at the airport, for everyone who flies in and out to see. I think the Nautical Archaeology professors ought to be treated like rock stars on campus, and to a lesser extent, their grad students. I think the department ought to lift itself up by championing its finest professors, instead of trying to drag everyone down to the lowest common denominator. I think the department needs to target funding in other departments, instead of continually fighting over internal scraps of money. So I suppose I would begin by saying, what is the mission statement of the Anthro dept.; what characteristics of instruction and infrastructure are required to accomplish that mission; and what metrics should be in place to measure performance (1st year PhD)

- Nautical Archaeology should not be a subdivision of Anthropology (2nd year MA)
- Thanks for effort you’ve taken to reach out to the students; I appreciate the unprecedented level of dialogue between the administration and the students. It’s very much appreciated (5th year MA)
- I am tremendously grateful that you are being so proactive in tackling the issues of the department; it is very refreshing to see (1st year PhD)
- I think the number of students being accepted is a major problem in the department. It is unfair to both the students currently enrolled and the incoming students. Professors cannot give the individualized attention students need. Some professors have too many students already and do not take on students, leaving students without the adviser they came to A&M for. This also limits the resources available to enrolled students. Other programs partner professors and students for publishing and projects, I have not seen this done whatsoever at A&M (3rd year MA)
- Funding should not be promised at all if the department is unsure it will be able to fulfill this promise. I feel that the availability of funding was misrepresented when I was accepted (2nd year MA)
- The programs are growing very insular again, and it’s really a detriment to everyone (6th year PhD)
- No (11th + year MA)
• The department should do evePromote NAP! This is the selling point of the whole dept. NAP is considered the best in the world and I am perplexed that the dept. does not put more resources into it (7th year PhD)

• I must emphasize that I am grateful for the support that I’ve been given. However, in the opinion of MANY students, the current trajectory of the department (accepting unsupportable numbers of PhD students, offering very few teaching positions, offering small stipends, continuing to fund master’s students for 5-7 years, forcing the formation of more undergrad, not graduate classes, etc.) is driving the research potential of the department into the ground. It’s been said, by more than one professor, that “the best applicants don’t come to TAMU, because we can’t support them.” This is insulting and discouraging to the students that are here, and also indicative of the willingness of the University and the Department to accept students they don’t really want for political and financial reasons (2nd year PhD)

• Encourage students to spend their time critically developing their own research, within the context and guidance of any course. Reduce the time spent testing or writing on extraneous facts or ideas that interest the professor. Evaluate the students in class based on their performance advancing their own thesis research, measured throughout the semester through submitting components (3rd year PhD)

• Just to say thanks to everyone for their hard work (2nd year MA)

• All programs have ups and downs. The NAP is on its way down. It is a sinking ship (pun intended). The Old are not helping the New (3rd year MA)

• More active guidance is necessary. Graduate students spend their first year walking around in a daze. Pursue students and delegate projects. And Seminar courses are great for learning to present - however, they are very time consuming when more than one is taken at a time. If you want students to graduate in a timely fashion, then they can't be researching and creating a new PowerPoint every week (3rd year MA)