Department of Anthropology, University of California, Berkeley

HANDBOOK FOR THE ARCHAEOLOGY DOCTORAL PROGRAM

(updated August 2024)

This handbook will answer your questions about the processes through which the archaeology faculty implement the PhD program. It contains important information about timing of expected actions on your part. Read it now and review it before every semester to be sure you know what is expected of you.

You should also consult the anthropology department and graduate division websites for other policies affecting you. You should regularly consult your records via the Student Information System (CalCentral).

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Partial list of requirements for completion of the PhD: a checklist

Courses to complete before oral exam for admission to candidacy (QE EXAM)

___Anthropology ***229A, 229B sequence***

___ ***course in analysis/methods*** of archaeological materials

____A course in the archaeology of a ***second area tradition*** distinct from your proposed dissertation focus

____Identify and engage an ***outside (outside the Anthropology Dept) committee member*** for oral exam and dissertation; take a course with them if at all possible; talk to potential committee members early and keep them updated on your plans and progress

___***File the Green sheet*** as soon as the committee members have been identified and in all cases by the ***end of the second year***

___***Satisfy the language requirement as soon as possible and in all cases before the oral exam***; unsuccessful attempts to pass are not counted against you.

___***Attend Anthropology Department Colloquium (Anth 290)*** every semester in residence until admission to candidacy

____***Participate in Outreach programs (Anth 291)***; options for fulfilling this requirement will be explained by the graduate advisor. See policy statement.

____***Take Anth 375: Seminar in Pedagogy in Anthropology*** either before or concurrent with your first GSI appointment (University requirement)

_____***File the Yellow sheet when all requirements to schedule orals are met, at least six weeks before your proposed Qualifying Exam (QE) for admission to candidacy***

Not required but strongly encouraged:

Attendance at ARF weekly brown bag lunches held at noon on Wednesday Formal instruction in statistical, quantitative, and/or computer methods

Year by year PhD schedule: overview and checklist
(see next page for details on these steps)

YEAR ONE

___take Anth 229A/229B
___consider taking the language exam
___take courses to satisfy area and methods requirement (100- or 200-level)
___participate in MA written and oral exams at end of year
___enroll in 290 and 291 (until candidacy is achieved)

YEAR TWO

____take Anth 229B if not already in Year ONE
____aim to complete two field statements
____identify possible outside committee member; try to take a course with them
____satisfy the language requirement if not already completed
___at beginning of fourth semester, participate in progress meeting
___file the **Green sheet** no later than the end of the fourth semester
___enroll in 290 and 291 (until candidacy is achieved)

YEAR THREE

___ be sure you have removed all incompletes from your transcript/course work
____complete third field statement; file all three field statements
____submit dissertation funding proposals with long review cycles
____file the **Yellow sheet as outlined below before the proposed oral exam date**
____distribute dissertation prospectus and field statements three weeks before exam
____take the oral exam for admission to candidacy (Qualifying Exam)
____file paperwork for candidacy and for Dissertation Completion Fellowship
___enroll in 290 and 291 (until candidacy is achieved)

AFTER ADVANCEMENT TO CANDIDACY
____submit dissertation funding proposals (if not already accomplished)
____complete research and writing within Normative Time (six years)
____complete annual Doctoral Candidacy Review (University requirement)
____consider developing a teaching portfolio or completing the Teaching Certificate

FINAL YEAR
___present a Brown Bag lunch about your dissertation
___submit dissertation draft *with sufficient time for committee to review and e-sign*

Year by year PhD schedule: details and comments

YEAR ONE: take required courses; address requirements for one methods course, one area course, and language; take Anth 229A and end-of-year exams.

Courses: The required course load is 12 units per semester. The core required course for the first year is **229A: History and Theory of Archaeology** taught by the archaeology faculty. Topical courses (offered under the graduate course number 230) may be infrequently taught so consider taking them if appropriate. Upper-division undergraduate courses are acceptable options to fulfill area or method requirements. You are also expected to sign up for Anthropology 290 (department colloquium series) and 291 (archaeology outreach program) which together are two units.

***Language requirement*:** The language requirement should be fulfilled with a language appropriate to the dissertation project, whether this is a scholarly language, a field language, or a language represented by primary research documents. Consider attempting a language exam your first year; unsuccessful attempts are not recorded. Exams are offered in French, German, or Spanish based on student responses to email from the Staff Graduate Student Advisor indicating intention to take a specific exam each term. Exams in other languages may be arranged. The standard departmental language exams are timed translation of a passage of approximately 300 words in 90 minutes, using a paper/book dictionary (not electronic). Fulfilling the language requirement with coursework is possible but by Academic Senate regulations college coursework is accepted only for a limited time after completion, and with a minimum grade of B-.

Written end-of-year exam: The end of year exam is a three hour written exam whose content is based on 229A, resulting in a set of essays synthesizing what has been learned.

End of year oral exam: The end of year oral exam, held after the written exam, is a conversation with the faculty that will focus on, but not be limited to, the exam.

Passing the written and oral exams is the capstone requirement that qualifies students who do not already have a Masters in Anthropology to receive one. Berkeley rules prevent receiving a second MA in the same discipline (Anthropology). Failing the written or oral exam can be grounds for dismissal or probation.

YEAR TWO: continue taking coursework, fulfill remaining methods, outside area, and language requirements, aim to complete full drafts of two field statements; progress meeting with faculty midyear; preliminary announcement of proposed committee by end of year.

Courses: Second year students should take at least two regularly scheduled courses per semester. The core required course for the second year is **Anth 229B: Archaeological Research Strategies** taught by the archaeology faculty. Second year students continue to take Anthropology 290 and 291. If teaching for the first time, you will need to take the departmental pedagogy seminar (Anth375), if not already completed. Units of Anth 298 may be taken with the faculty member supervising the field statement to account for time working on field statements.

Field statements: Field statement topics are set in consultation with supervising faculty, one supervising faculty member *from within the department* per statement. In exceptional circumstances a field statement may be written with a faculty member from another department but the program requires it to be co-signed by a department faculty member. Titles should be approved by the field statement supervisors, and reviewed with your advisor, to anticipate possible problems with overly narrow titles or topics.

The archaeology faculty has agreed that the text of the field statement should be no longer than 24 double spaced pages (6000 words), not including references cited. **Completion of at least two field statements in year two, usually working on one each semester, is an expected progress benchmark.**

Outside committee member (also known as the Academic Senate Representative): Every oral exam committee (composed of four members) and thesis committee (normally composed of three) must include one member from another UC Berkeley department (outside Anthropology). Identifying this person, introducing yourself, and taking a course with them if they advise that (100- or 200- level), are critical steps best accomplished early.

Progress meeting*:* The archaeology faculty conduct and hold progress meetings with students at the beginning of the fourth semester. It is helpful to bring a copy of the completed or proposed green sheet to this meeting. Use the checklist at the beginning of this document to assess your completion of benchmarks.

The Green sheet**:** The "Preliminary Announcements of Field and Language Requirements", a form that you access through the Staff Graduate Student Advisor, indicates the proposed committee for your oral exam. Content should be checked with your advisor(s) before being turned in. It lists the three field statement topics and the department faculty member supervising each, who will sign the field statement. It lists how the language requirement was or will be fulfilled. The green sheet also lists the proposed orals committee, which should be the three faculty supervising the field statements, plus one faculty member from another Berkeley department. You *must* designate an orals chair who *must not* be your intended dissertation chair. *Listing these people implies they have agreed to serve*. This announcement is *preliminary* because the proposals on the green sheet may (and often do) change before the orals, when the Yellow sheet confirms the final field statement titles and committee.

YEAR THREE: final preparation for Qualifying Exam; complete pending methods, outside area, or language requirements; complete draft of third field statement, final announcement of orals committee, dissertation prospectus, and oral Qualifying Examination. Do the CITI training certificate if you believe you will do any research with living subjects.

Course work: Third year students continue to take both Anthropology 290 and 291. Any formal courses taken should be directly related to the dissertation prospectus or project. Enrollment can be entirely units of Anth 298 taken with the faculty members supervising the field statements.

Filing the field statements: This takes place in the following stages, with this example giving a countdown beginning at the end of January, punctuated by goals eight weeks, six weeks, and three weeks before your proposed exam date. *Early completion of field statements is better than leaving them all to the sixth semester! But if you are down to the wire these are the deadlines:*

1. Submit a rough draft of each field statement to the faculty member(s) supervising it no later than **January 31** of your sixth semester.

2. Submit a near final version of each field statement to the faculty member(s) supervising it no later than ***eight weeks*** before the proposed Qualifying Exam date.

3. File ***signed*** (approved) copies of the *nearly final* versions of field statements along with the Final Announcement of Field and Language Requirements, or "Yellow Sheet" no later than ***six weeks*** before the proposed Qualifying Exam date. You file these by sending them to the Staff Graduate Student Advisor. Faculty can sign or confirm via email. *Faculty supervisor(s) can approve the nearly final statement while requiring revisions for the final version.*

4. Circulate the *final version* of each field statement, with revisions required by faculty member(s) supervising them, *along with the dissertation prospectus* to all committee members no later than **three weeks** before the proposed Qualifying Exam.

The Yellow sheet**:** The "Final Announcement of Field and Language Requirements" must be filed with the Staff Graduate Student Advisor at least **six weeks** before the proposed date of the oral exam. It lists the final titles of field statements that have been completed and approved, and the supervising faculty member. It confirms how and when the language requirement was satisfied. It lists the final orals committee members, including the outside member. It *must* designate an orals chair who *must not* be your intended dissertation chair. Listing these people implies they have agreed to serve. The Yellow sheet also lists the proposed thesis title, date and location of research, and dissertation committee, including the chair, the outside member, and typically one other member of the anthropology department. *Note that this means you will normally need to choose one member of your orals committee who will* ***not*** *continue as a member of your dissertation committee. You should discuss these decisions with your committee members in advance.* The Yellow sheet also lists the proposed date of the oral exam, which should have been confirmed with committee members, but must still be formally scheduled. ***The information provided on the Yellow Sheet will be circulated to all department faculty for review.***

Dissertation prospectus: This document is given to your QE Committee members prior to your QE exam (you do not need to give a copy to the Staff Graduate Student Advisor. It can be completed as late as three weeks before the exam. The archaeology faculty requires the prospectus text to be concise, ideally no more than eight to ten pages (the length of the Wenner Gren and NSF dissertation fellowship proposals you are likely to be preparing). The main narrative of a grant proposal can be used. The text should describe your intended research, methods, and timeline of work, including any work completed, and status of all needed permissions.

Scheduling the oral exam: You should consult with all committee members well in advance about their availability. You must inform the Staff Graduate Student Advisor of the proposed date and time, and it is not official until it is confirmed with the Graduate Division. Remember that everyone is likely to be trying to complete exams at the same time, be flexible, and start planning early; do not wait until the field statements are signed and filed to ask about people's schedules. *At least three weeks before the oral exam, you should provide copies of field statements and the dissertation prospectus to all your committee members*. Be sure the committee, and especially the outside member, know where the exam is scheduled.

Conducting the exam: The Qualifying Examination for Advancement to Candidacy is a three hour oral examination conducted by the committee appointed for that purpose. Before the examination, you should see the committee appointment in your online record. *Be sure to explain to the outside member how to find the exam location*. The faculty member who is the orals chair will keep time, and will ask you for the order you would like the committee to question you. Talk to the orals chair well in advance of the exam about how he or she will conduct the exam.

Anthropological archaeology combines the approval of the dissertation prospectus with the qualifying exam; thus you will present a brief (ca. 10 minute) description of your proposed dissertation topic at the beginning of the exam. This is followed by rounds of questions from committee members that can extend beyond the field statements and prospectus.

***Advancing to candidacy*:** after the successful conclusion of the qualifying exam, the orals committee chair files a report with the Staff Graduate Student Advisor, who enters the outcome in the online system. Advancing to candidacy is the next step in the process, and you should monitor your CalCentral system for any action items required. If you want to immediately use the Doctoral Completion Fellowship, you need to initiate the form for this online as well, before the start of the relevant semester.

AFTER ADVANCEMENT TO CANDIDACY

Residence and contact information: you may be in residence, teaching or acting as a research assistant, or may be at another location, including fieldwork sites. It is particularly important to maintain up to date contact information with both the archaeology faculty graduate advisor and the staff graduate advisor.

In absentia: If you are conducting research outside the Bay Area, you may apply for up to four semesters of *in absentia* registration, especially important if you will not be on fellowship, and you or someone else is paying your fees; talk to the archaeology faculty graduate advisor about this option. When you apply, you must state that your reason for relocating outside the Bay Area is to conduct research or complete writing. While on *in absentia* status, you cannot work as a GSI or Reader, but you can be employed as a GSR or Graduate Student Assistant if the work can be done remotely. You remain eligible for all forms of fellowship funding and maintain library access.

Progress on the dissertation: Your major focus after admission to candidacy should be carrying out dissertation research and writing the dissertation. You and your dissertation committee are required to complete the online Doctoral Candidacy Review annually (any time between the first day of fall term, and the day before the fall term of the following year begins). You begin the process by entering your report on completed work in the previous year in the form accessible after you advance to candidacy through your student record. When you are satisfied with the report, hit "submit" to submit the report to your doctoral committee chair. They will need to log in to see the report in progress. You should discuss the report with the committee chair and at least one other committee member, ideally in person. Based on that consultation, your committee chair will enter a response to your report and submit it. *A positive review from the previous year is required for you to use the Doctoral Completion Fellowship. If you are going to use the DCF the year after your Qualifying Exam, the Graduate Division treats your success in that exam as equivalent assurance that you are making good progress.*

Normative Time: Ideally, your dissertation should be completed within three years (six terms) of advancement to candidacy, since the Graduate Division considers a total of twelve terms for completion of the PhD in Anthropology as Normative Time. This includes time spent conducting fieldwork and writing up the dissertation. The Graduate Division monitors the time elapsed after admission to candidacy. If too much time passes without progress to the degree, your candidacy will lapse. The Graduate Division may require a new oral exam to be administered. It is thus critical that students keep their dissertation chair, and ideally other committee members, updated on their activities. Informing the faculty graduate advisor for archaeology of any changes in plans is also helpful.

Reconstituting your committee: Changes sometimes have to be made to the dissertation committee that was proposed on the Yellow sheet. The Staff Graduate Student Advisor can guide you through this process. You *must* confirm changes with all faculty affected as a professional courtesy.

Teaching development: For many students, a likely employment site will be a college or university, and even those students who plan to work in the public sector or in private contracting may find opportunities to teach. Colleges and universities all request evidence of teaching effectiveness. The university provides resources that can help students develop materials to submit to potential employers through the GSI Teaching and Resource Center. All first-time GSIs are required to participate in an orientation offered by the center, and must take a department pedagogy seminar (Anth 375). All graduate students have the option of taking advantage of GSI Center programs throughout the academic year. The GSI Center can help students develop a "teaching portfolio" that goes beyond the required course evaluations to include statements of teaching philosophy, sample syllabi, and other evidence of teaching effectiveness. Anthropology also participates in the GSI Center's Teaching Certificate program. Advanced anthropology students have also participated in an intensive summer program *Preparing Future Faculty*.

FINAL YEAR

The final year in the program includes the completion of the dissertation, circulation to the committee, revision, and filing. If in residence, an oral presentation of the thesis is expected as a brown bag talk. The final year will also include employment-related work, including applications for postdocs and jobs.

***Completion and revision of the dissertation*:** It is critical that you consult with your committee to ensure they will have time to review your dissertation. Three weeks is a minimum amount of time to allow a committee member merely to read a dissertation; more time should be allowed if you expect substantive comment. Be sure to leave time to make changes your committee may request.

Registration and filing: You must be registered in fall or spring to file the dissertation in that semester. Students who were registered in spring can file the dissertation in summer without additional payment. Alternatively, immediately following a semester of full registration, you may use the filing fee (a much lower fee) to file the dissertation in the succeeding academic semester. This option is available only once. *Filing fee status is not registration; it does not provide you continued access to university resources such as the library and is appropriate only for the revision and filing stage*. Students with a break in registration should consider filing in summer, by registering for one unit through the Summer Session, as an alternative to paying full registration in fall or spring.

***Filing the dissertation*:** You should consult the extensive documentation of dissertation format requirements and deadlines on the Graduate Division website. *Online filing of the dissertation does not mean that the process is simple, so do not leave it until the last minute*. Be aware of two special situations you should address in advance:

(1) You must get special permission to include text from any published paper of your own.
(2) If your dissertation includes passages from co-authored publications, you need proof of agreement by co-authors for you to use this material.

Dissertation deposit, embargoes, and availability of your dissertation: The policy of the Academic Senate Graduate Council is that the doctorate is conferred based on research disseminated to other scholars. For this reason, your dissertation is deposited with the University Library. The library participates in Open Access, endorsed as the policy of the UC system-wide Academic Senate, so all dissertations are published via the library website, and are searchable and discoverable for scholars anywhere. You may opt to embargo the dissertation for two years at the time of filing. Embargos longer than two years require exception approved by the Graduate Dean.

Doctoral dissertation research timing and funding

Timing

Students with no previous research experience should plan on participation in a field school or a project of a faculty member or other graduate student. Participation in projects outside the intended area of specialization is acceptable *with the support of the faculty advisors*.

It is normal to conduct preliminary dissertation research by the summer before the third year (if not earlier). Dissertation research may be fieldwork-based or involve study of existing curated collections, as determined in consultation with faculty advisors. Pilot project funding may be obtained from the anthropology department, Archaeological Research Facility, or other university sources.

Early planning for dissertation research funding is critical to maintaining progress toward the degree.

Many, if not most, students will already have written proposals for and obtained dissertation-related funding before advancing to candidacy. The culmination of Anthropology 229B course is a draft of an NSF grant proposal, preparing students to apply to this major external funding source. For some students, an additional or alternative source of dissertation funding is the Wenner-Gren Foundation. Decisions by NSF take a minimum of three months, and other external sources, such as the Wenner-Gren Foundation, require six months or more to reach decisions. Many have deadlines best met by submitting proposals in fall of the third year (the fifth semester).

Internal research funding

Lowie/Olsen Funds: The Anthropology Department offers funding for research related to the dissertation, and for attendance at meetings. Application notices and deadlines are communicated via department email. There are normally two deadlines a year. Funding received over the entire UC career is currently capped at $3000.

Generally awards are made for no more than $1500 at one time. The review committee expects requests for funding by students who have completed dissertation research to be for professional development (travel to a meeting to present research). A faculty advisor must endorse your application.

Stahl Fund: The Archaeological Research Facility offers funding for dissertation related research (not for attendance at meetings, coursework, or other activities). Applications are distributed and deadlines communicated through ARF email. There is normally one deadline a year. Funding received over the entire UC career is currently capped at $3000. Your faculty advisor must endorse your application.

Other university funding sources: The Graduate Division offers support for travel to meetings for students in the final stages of their dissertation work presenting work at the meeting.

Many Berkeley research units such as area studies centers have sources of funding, especially for research travel, for graduate students. Opportunities may change from year to year or even semester to semester.

UC system-wide research programs, some with funding for grad students, will be listed on the UCOP website. While these may have a location at a specific campus, they usually are open to participants from all UC campuses.

Dissertation formats

Doctoral dissertations in anthropology have traditionally been based on the humanities or book model, in which a single topic is written about in a sequence of connected chapters. Neither the Department of Anthropology nor the Graduate Division at Berkeley require the book model. Some anthropologists may want to use the article model that is common in the natural sciences instead. This option is open to any student, *provided that their committee chair and members agree that it is appropriate*. The Graduate Division does have requirements for the article model dissertation. These state that "Publishable papers and article-length essays arising from your research project are acceptable only if you incorporate that text into a larger argument that binds together the whole dissertation or thesis. Include introductory, transitional, and concluding sections with the papers or essays." (Notice there is no enumeration of the number of articles that need to be compiled to create an acceptable doctoral dissertation: there is no "three article" minimum or maximum; again, your dissertation committee, and in particular, your dissertation chair, will decide how many chapters you need in the dissertation.)

There are three points to consider in pursuing the article model dissertation:

First, the dissertation must make a unified argument, which the introduction and conclusion frame. So those chapters will not be existing articles. You must at a minimum provide a new introduction and conclusion. The intervening chapters could, in principle, be word for word articles published or presented previously (as long as your committee approves).

Second, the dissertation chapters must be bound together with transitional sections. You can reproduce exactly all the words from an article, but you can also edit the article, removing or inserting additional material, to make the connections from chapter to chapter evident. A common scenario might be to remove redundant descriptions of the underlying research project from a series of chapters, putting that information in the introductory chapter. But at a minimum, there should be a paragraph at the beginning and end of each chapter that explains how it fits into a broader, overarching argument.

Finally, the Graduate Division makes a distinction between already published and unpublished texts. If any part of your dissertation (book model or article model) has been previously published, you need your chair to submit a formal request to allow you to use that previously published material in the dissertation. If the previously published material was co-authored, you will need emails from co-authors agreeing to the use.

The Graduate Division provides template letters that can be found in the website *Dissertation Writing and Filing* for both purposes. Work that has not been published is not subject to these requirements.

BEYOND THE FINAL YEAR OF THE PHD

Employment of Berkeley PhDs: An alumni survey by Berkeley including doctoral graduates from the last forty years, conducted in 2012, shows that for that entire period of time, Berkeley PhDs went on to employment in multiple career paths: 44% to tenured/tenure track academic positions; 42% outside the academy; and 14% in non-tenure track positions within universities, including temporary teaching, research, and career administrative positions. *There were no statistically significant changes in the overall proportions of these three career paths over the forty years covered* (1968-2008). Around 35% of recent PhDs in academic positions stayed in California: 20% in the UC system, 5% in the CSU system, and 10% in other California institutions.

Data on placement of Berkeley anthropological archaeology PhDs was similar: it showed that 18% of graduates over the previous 10 years went directly to tenure track appointments. After five years, 44% of Berkeley PhDs reported tenure track employment, and after ten years, the proportion was 56%.
In 2018-2019, data for Berkeley anthropological archaeology PhDs admitted from 1995 to 2009, including all students with degrees conferred through 2015, was included in the department's ten-year review. The patterns seen were stable, with no statistically significant changes. A total of 69% of these PhDs were employed in higher education. Approximately 53% of graduates were in postdocs or tenure track positions (research shows postdocs usually lead to tenure track employment, so this may be considered the proxy for tenure track employment).
Another 13% were in non-tenure track teaching positions in universities or colleges; longitudinal tracking shows that a variable proportion of those in non-tenure track positions proceed to tenure track employment, with a statistically significant correlation between longer time to degree (8+ years) and permanent adjuncting or alternative employment. Higher ed positions were held by an additional 3%, primarily administrative roles.
Another 21% of these PhDs were employed in careers directly related to the degree, outside universities: 9% in CRM, 6% in museums, and 6% in non-profits with related missions.
The remaining 10% of anthropological archaeology PhDs included medical doctors, lawyers, and K-12 teachers (5%), with a small number of self-employed individuals (3%) and a very small number for whom no information was available (2%).

Time to degree and career path*:* There is a statistically significant correlation in the Berkeley 40-year retrospective alumni survey of *time to degree* with the path of employment in higher education, with shorter time to degree (6.7 years on average in the social sciences) preceding tenure track employment, and longer time to degree (for the social sciences, 7.8 years or more) preceding other forms of employment in the academic sector (administration, continued adjunct teaching).
For anthropology specifically, a separate national study including Berkeley, published in 2008, showed the same pattern: people six to ten years after the PhD who were tenured or tenure track had taken an average of 7.5 years to complete the degree. Those in other higher education careers took longer: non-tenure track teaching 8.5 years, and other academic employment (administrative positions) 8.7 years. The same pattern is evident in data from the anthropological archaeology program. *This means you should aim to finish in 7 years if you want greater possibility of enter tenure track employment.*

Immediate postdoc employment: Repeated studies show that PhD students should be prepared for multiple career options. Even tenure-track appointments routinely follow other forms of transitional employment.
Data for Berkeley PhDs in the social sciences, for anthropology PhDs nationally, for PhDs from the Berkeley Anthropology program, and for PhDs from the archaeology track in anthropology, all show that only about 18% to 22% of new PhDs go directly to tenure track jobs.

Since 1978-1979, about one third of PhDs in the social sciences in the 40-year cohort surveyed by Berkeley reported at least one year of postdoctoral academic employment. For the first five years of Berkeley archaeology PhDs in recent data, fully 22% were employed in research or postdoc positions.

The national study of doctoral recipients six to ten years out from the doctorate in anthropology (PhD recipients between 1995 and 1999) in 2008 defined a common path leading from postdoctoral appointments to tenure track appointments: 68% of postdocs made a transition to tenure track faculty positions, compared to 49% of anthropologists who did not have a postdoctoral year.
Steps to multiple career paths: The message from all the data: you can't predict which career you will have, but you can prepare for multiple career paths. You should expect a transition period if you want to pursue a career in academic employment. Consider seeking a one year postdoc as a transition from your PhD to more permanent employment. Prepare for CRM as a career option, and get practical experience and become knowledgeable about this sector. Familiarize yourself with government employment opportunities.

The best thing you can do to advance all career options is to ensure that you complete the PhD in fewer than eight years, as longer time to degree is correlated with fewer career outcomes. The most recent archaeology ten- year cohort had an average time to degree of 7.6 years; leaving aside some outliers who took more than 10 years, the vast majority of students completed the PhD in an average of 7.3 years (5-9 years range).
Think about the timing of your dissertation filing in relation to your career goals: if you plan to file your dissertation in spring or summer, in your final year you will enter the tenure track academic job market, which takes place in the fall, without the degree in hand, and without being able to state that your dissertation is complete (and more important, without being able to have your doctoral committee members/referees say this). Thus, planning for fall filing (December degree date) may be in your best interests if you intend to enter the tenure track immediately.

Fall is also the period for more intensive postdoctoral fellowship applications. For most of these, not having your dissertation complete is not as much of a problem (major exceptions: the Ford Foundation and Wenner Gren). *Experience shows that attempting to complete the doctoral dissertation the same term as undertaking multiple postdoctoral applications can be challenging*; if you aim for the postdoctoral route, consider linking it with spring or summer filing, and plan for a year of alternative employment, such as non-tenure track (adjunct) teaching or CRM.

Postdoctoral fellowships

You may want to begin thinking about possible postdoctoral fellowships long before you file your thesis. Both Berkeley (Chancellor's Postdoctoral Fellowship) and the University of California (UC President's Postdoctoral Fellowship) administer Postdoctoral Fellowship programs that may be of interest in your longer-term planning if you fulfill the requirements, either by contributing to diversity in scholarship or by researching questions centered on diversity.

Another source of postdoctoral funding that Berkeley PhDs have obtained is the Wenner-Gren Foundation for Anthropological Research's Postdoctoral Fellowship. This program allows you to be in residence wherever you want to advance your goals. For some students, NSF or Ford Foundation Minority Postdoctoral Fellowships may be other options for "portable" postdocs. If you have postdoctoral funding from these or another external source, you may be able to obtain an affiliation with Berkeley as an externally-funded Postdoctoral Fellow, with faculty sponsorship, through the VSPA program. *Please note that this university-mandated program sets required levels of earnings*; if your fellowship does not meet these, the university will not allow a formal affiliation, to avoid exploitation of potential postdocs.

Many postdoctoral fellowships are not "portable", but require you to be in residence at a specific site. Archaeology postdoctoral fellowships have been offered by UCLA, Stanford, Cornell, and Brown in recent years. The School of American Research has a very competitive residential scholars program that could be an option for some students. UC's Humanities Research Institute at UC Irvine also has had a postdoctoral resident fellowship. Resident postdocs often require a specific research project that matches the program interests.

Teaching fellowships

Humanities or liberal arts teaching fellowships at universities (in the recent past including Stanford, Chicago, Columbia, Princeton, and the University of Pennsylvania), are another option. Such teaching postdocs require strong evidence of ability to teach well, and often are interdisciplinary or introductory. Obtaining broader teaching experience during your time at Berkeley is helpful, including teaching in a variety of formats (methods courses, lecture courses, field schools and research supervision, including through URAP). Think about applying to GSI in programs that are interdisciplinary.

Every time you teach, be sure to request your teaching evaluations, and keep examples of your syllabi and other teaching materials for job applications. If you want to be employed in a teaching position in higher education, use the GSI Teaching and Resource Center's programs to help you put together a teaching portfolio. Consider undertaking the Certificate in Teaching in Higher Education, and/or the Summer Institute for Preparing Future Faculty.

You should ask faculty you teach with to nominate you for teaching awards. Every year, each department can nominate up to 9% of its recent GSIs for the Outstanding GSI award. Recipients of the OGSI award are eligible to compete for the Teaching Effectiveness Award, and many anthropologists have won this award.

Lecturer and adjunct teaching

Short term lecturer positions can be valuable ways to gain independent teaching experience, if you think of them as part of developing a teaching portfolio. The Department of Anthropology hires summer, fall, and spring visiting lecturers from a pool ad circulated annually on the AP Recruit website. Application allows you to be considered for positions that may arise. Other Bay Area institutions also hire temporary faculty. Consider adjunct teaching as professional development, and don't become caught in the permanent cycle of lecturerships; use opportunities to teach different kinds of courses.

Publishing: Having the PhD in hand, earned within a reasonable period, ideally with external grant funding, and having well documented teaching experience, are key pieces of your employment credentials for higher education. Publishing is another piece of the puzzle. It is never too early to begin presenting your work at conferences. *Any time you do present a conference paper, consider whether it might not be submitted to a journal for publication*.

Know the relative value of different forms of publication: peer-reviewed journal articles are considered the strongest evidence of good publication quality. Chapters in edited books that are peer-reviewed, especially those published by university presses, are also good evidence of the quality of your work. Chapters in edited volumes or journal articles that are not peer-reviewed still count, especially if you can explain their importance, for example, as the journal of a specific region or research community, or the first volume considering a new research topic.
Taking on the work of editing a volume should be approached cautiously. Being the editor is not as clearly evidence of your own research achievements; it can be good evidence of your ability to carry out a project, but balance the work involved with the credit you can receive.

***Service*:** Service is normally uncompensated work contributing to the institution, the discipline, or the community. Keep track of the kind of service you do, including public service, community engagement, departmental service, university service, and disciplinary service.

Important information on advising and facilities

Advising

Head Graduate Advisor
Program Graduate Advisors are responsible for ensuring departmental compliance with university policies and implementing the admission and funding decisions of the faculty. The university Graduate Council formally appoints the Anthropology Graduate Advisors. Only they can sign university forms; if the signature line says "Graduate Advisor" assume it requires the signature of the program Graduate Advisor, not your faculty mentor, to avoid delays. The Staff Graduate Student Advisor can confirm which forms need an official signature and can obtain it for you. The program Graduate Advisors are knowledgeable about, and responsible for, university policy covering graduate education; if you have concerns or questions about any aspect of the program they will either be able to answer or direct you to other sources.

Faculty Advisor for GSI Affairs
The Graduate Division also appoints a faculty member to oversee implementation of policies affecting teaching, particularly those applying to Graduate Student Instructors. This individual will solicit nominations for GSI teaching awards, will ensure that the university's GSI mentoring policy is followed, and oversees departmental assignments of teaching. If you have any concerns as a GSI or Reader, this person should be the first person to consult.

The Anthropology Staff Graduate Student Advisor (GSAO) is in charge of monitoring all stages of progress toward the degree, including the completion of course and language requirements, the filing of proposed and final committee announcements, the filing of signed field statements, and administration of GSI appointments, departmental Block Grants, and other university fellowships as well as internally-administered research funding (the Lowie-Olson funds).

Faculty advisors
All incoming students are assigned two co-advisors from the archaeology faculty, based on the initial review of the application to the program. One of these faculty is normally a potential dissertation committee chair. Either can sign departmental paperwork, provide endorsements for departmental funding applications, or other advisory assistance. They are prepared to suggest courses, suggest potential outside faculty members, and to address other professional concerns.

Students should consult with both advisors during the first two years in the program. One or both may become a member of the orals committee and the projected thesis chair, but there is no requirement for either advisor to serve in these capacities. It is not unusual for students to change their direction and plans, in which case they may want to change advisors.

As a courtesy, such changes should be discussed with all the affected faculty members. Changes must be reported in writing to the archaeology graduate advisor.

Facilities

ARF: The Archaeological Research Facility

As an archaeology graduate student you have a second community, provided by the interdisciplinary Organized Research Unit that shares 2251 College as a home location. ARF sponsors lectures throughout the year, often by prominent visiting archaeologists, which you should attend. ARF also may organize events bringing together faculty from across the Berkeley campus, and again, while not required, your attendance at these is expected. All archaeologists in the Anthropology Department are also affiliates of ARF. Three dozen faculty affiliates participate in ARF, from ten departments, including Near Eastern Studies, Classics, Geography, Soil Sciences, and History of Art. Numerous Visiting Scholars/Research Associates are affiliated with ARF.

The Laboratory Manager for ARF oversees research equipment housed at ARF, some of which may be available for use by graduate students conducting ARF-affiliated research. Consult with your advisors to determine what ARF laboratory facilities and equipment might be available to you.

Archaeology laboratories

There are anthropology department laboratories for teaching and research in 2251 College, AAPB, and the Social Sciences Building.

Research laboratories in Anthropology and Art Practice Building include the following:

California Archaeology & Indigenizing Archaeological Research (Professors Nicholas Laluk and Kent Lightfoot) AAPB 55

East Asian Archaeology (Professor Junko Habu) AAPB 314

Geoarchaeology and Southwest Asia Prehisoty (Professor Lisa Maher) AAPB 1 Historical Archaeology (Professor William White) AAPB 55

McCown Archaeobotany (Professor Christine Hastorf) AAPB 65

Skeletal Biology (Professor Sabrina Agarwal) AAPB 196

Zooarchaeology (Professor Jun Sunseri) AAPB 197

Other archaeology faculty research laboratories and their locations are:

Central American Archaeology (Professor Rosemary Joyce), 2251 College Room 207 American Material Culture (Professor Laurie Wilkie), 2251 College Room 1

Funding continuing participation in the PhD program

There are four principal ways that the department helps students fund their ongoing enrollment in the program: applying for external fellowships; nominations for internal fellowships; teaching appointments (GSIs and Readers); and block grants. Each of these is described below.

Departmental funding is provided based on applications submitted, usually in spring, through links provided by departmental email. In early spring, the department sends out a **survey** asking your plans for the following academic year. ***Responding to this survey is a requirement; not doing so will be interpreted as meaning you are not seeking any departmental support (including GSI positions).*** Nothing you say in the survey will lock you into a specific decision; it provides the means for the department to project GSI positions based on need; it allows the department to double check that you have pending fellowships if you say you intend to use a fellowship; and it can allow the department to alert you to expiring funding commitments you need to use or lose.

Block grant

Block grant is a fellowship funding source made available to the department by the Graduate Division. It can only be used to cover tuition and fees or stipends. Early each spring, the department is informed of its Block Grant amount for the following academic year. Most of this funding is automatically directed to meet the department stipend target of $34,000 for students in cohort 1 (years 1-5), and to cover the Non-resident Tuition for students in years 2- 3 who cannot qualify as legal residents of California. You may submit a block grant application outlining unique needs, which will be considered if resources are available.

If you have an external grant providing at least $20,000 for a year of research or dissertation writing confirmed before mid-summer, you can apply to the **Graduate Division for a Tuition Support for External Fellowships (TSEF) grant to pay your tuition.** If you are in cohort 1 (years 1-5) you may apply to the program for possible supplement block grant fellowship which if received will count as your department support year.

Graduate Division provides a supplement to the Block Grant specifically intended to cover summer stipends (this replaces the previously administered Summer Grant programs of the Graduate Division). The Block Grant supplement is assigned based on the Summer Funding in your admission letter for cohort year 1-5.

If there is any additional summer funding available funds will be made available equitably across the remaining cohorts 6-7. Any additional funds will be made available equitably as dire needs funds available through an application, circulated in late spring. There is no guarantee that this funding source will continue, but watch for the separate application and submit it if you do not have already confirmed summer funding.

External fellowships

There are many sources of external fellowships listed on the Graduate Division website. The National Science Foundation's Graduate Research Fellowship, which provides three years of funding has historically been particularly significant for the archaeology program. The deadline for NSF application is in the fall.

Early consultation with your advisors is suggested, as they can help you revise your statement for this program so that it has the highest chance of being successful. Eligibility requirements change from year to year; as it currently stands, you have one chance to apply as a graduate student, so consult with faculty about the best timing for you; you must apply before you receive a Masters degree but currently can apply in your first or second year.

Internal Berkeley fellowships

There are a number of internal fellowships for continuing students. Visit the Graduate Division website to see a current list. Let your advisor know if you think you might qualify, as often the department is asked to nominate students, and the advisor may need to write a recommendation. The following fellowships are listed in order of the point in your career when they may be most relevant.

FLAS (Foreign Language Area Studies) fellowships are a major potential funding source for early in your career (before advancement to candidacy). They require you to undertake formal coursework in the language and culture of an eligible world area. Many archaeology students have received academic year and/or summer FLAS fellowships. Generally, applications to area studies centers are due early in the second semester each year; precise deadlines will be communicated by the Staff Graduate Student Advisor via email. There is no central system for the department to know you have applied for one of these fellowships. Please let the GSAO and your program graduate advisor know that you are applying; if the FLAS stipend is lower than the department target stipend, the Department will provide a fellowship in the gap amount in year 1-5. You may be offered a GSI position while waiting for news about a FLAS fellowship. Notifying the department that you have received the FLAS will allow that GSI position to be offered to another student.

Mentored Research Awards provide fellowship support *to undertake pre-dissertation research* under close faculty supervision for a student whose "background and life experiences enhance the diversity within the department or discipline". The department nominates students for these awards, based on an application you submit, normally in your first or second year for a potential fellowship in your second or third year. To be competitive for this award, you will need a strong letter from your proposed mentor (who need not be your potential doctoral committee chair) outlining how they will mentor you.

The Doctoral Completion Fellowship (DCF) is offered by the Graduate Division to encourage progress toward the degree within Normative Time; for anthropology, this means filing the dissertation by the end of the seventh year (Normative Time plus one year grace period). You become eligible to use the DCF when you advance to candidacy, and can start using it the semester after that. To use the DCF, there must be a positive Doctoral Candidacy Review on the Graduate Division online records system for the previous year. *You are responsible for initiating the Doctoral Candidacy Review each year following advancement to candidacy.* If you use the DCF immediately after advancing to candidacy, your QE exam report satisfies this requirement.

You should use the DCF when you and your committee agree it will most help advance your timely completion of the degree, whether for research or writing. **You may use one or both semesters of the DCF as your source of funding during a research period any time through the seventh year; for students advancing to candidacy on anthropology's normal schedule, this will be as early as year four.** Earlier use of the DCF does not advance the date when your eligibility for university fellowships will end; that will continue through year seven no matter when you use the DCF. You can continue as an enrolled student beyond year seven, with funding from employment or loans.

The University of California Dissertation-Year Fellowship provides one year of support for completion of the dissertation. The department forwards nominations for students for this award, selected from those students who submit application materials by the deadline (in early spring) communicated by email. You will need a strong letter from your dissertation chair, addressing specific questions outlined in the call for applications, to be competitive for this fellowship. **This is a final writing fellowship. No further university support can be awarded following the year on this fellowship.**

Teaching appointments (GSIs and Readers)

[See also excerpt policies on GSI on the GSI teaching center website]

A GSI is a teaching assistant who has responsibility for teaching discussion sections or labs (as directed by the instructor of record) and is paid as a percentage of full time employment based on the expected number of hours of average work per week. A reader is paid for a specific number of hours of grading assistance, which includes required attendance at the class and limited office hours to respond to student questions about grading. An application will be circulated by the GSAO for both kinds of employment.

There are four different GSI roles, each giving the GSI a different level of course responsibility. (These roles are not equivalent to GSI steps that are based on experience or advancement to candidacy.):

Role (a): GSI who teaches secondary sections of a larger course. This is the most common type of GSI position. All our courses in Anthropology are secondary sections (Anthro 1,2,3, 114, 115 etc)

Role (b): GSI who functions as the instructor of one of a number of courses in which the curriculum is prescribed, but the GSI is responsible for selecting readings, for how the material is presented, and for grading student work. Examples of this may include language, studio, or Reading and Composition courses. This includes RC courses like R5B

Role (c): Head GSI who functions as coordinator of other GSIs and/or performs other teaching or administrative duties.

Role (d): Acting Instructor-Graduate Student (AI-GS) who has responsibility for curriculum, textbook, and assigning grades. These appointees are the Instructors of Record in the courses they teach. We use these rarely in Anthropology.

All graduate students who teach require faculty supervision. At the beginning of the semester, all GSIs in roles (a), (b), and (c) are required to meet with the faculty member responsible for the course to go over the course syllabus, to clarify GSI responsibilities in the course, and, in the case of discussion sections and labs, to discuss the relationship of sections to lecture.

First-time and continuing GSIs in roles (a), (b), and (c) must also meet regularly throughout the semester with the faculty member in charge of the course to discuss the logistics of curriculum, assignments, tests, grades, etc., and pedagogical matters related to their teaching of the course or sections of the course.

GSIs in role (a) and (c) (Head GSI) do not originate pedagogy or content as per academic senate policy. For role (b) (ex. R5B), the faculty instructor of record has final approval of the course pedagogy and content. GSI may have primary responsibility for curriculum, textbook selection, and evaluation of student work, however a Senate faculty member or members must oversee and approve all course descriptions and reading lists in keeping with the needs and standards of the University.

For role (d) GSIs with the title of Acting Instructor-Graduate Student serve as the Instructor of Record and have full course responsibility. However, all course descriptions and representative reading lists must be overseen and approved by a Senate faculty member or members within the relevant department before submission of a graduate student's appointment to the Graduate Division and the Committee on Courses of Instruction for approval.

GSI appointments are determined in spring (usually April) for the following fall and spring, at a meeting supervised by the Faculty Advisor for GSI Affairs. ***You must have submitted an application to be considered for GSI positions, even if your offer letter promised you support from teaching. This is a requirement under the union contract.***

Positions are assigned to students with funding obligations first, and then other students who applied will be considered for open positions. The faculty member teaching the course is asked for preference of one GSI, and if possible, this is honored. *GSI appointments are not solely the decision of the faculty member teaching a course, who cannot make a binding commitment for teaching*. The department must consider all qualified applicants and fulfill all obligations and observe campus policies on eligibility for teaching. This is similarly the case for reader appointments that are also made each semester for the following term. *You still must apply to be a Reader; the Faculty Advisor for GSI Affairs and GSAO will confirm the selection with the faculty instructor. Faculty members cannot appoint readers for any course on their own.*

The Graduate Division has the authority to approve all ASE (GSI/reader) appointments, and requires that all new GSIs have taken, or concurrently enroll in, a departmental pedagogy seminar (Anth 375, *offered in the fall only*) or an alternative approved by the Faculty Advisor for GSI Affairs; attend the GSI Center's Orientation Program (the Friday before classes begin); and complete an online Ethics course within the first weeks of the semester. ***You will be blocked from re-appointment until you fulfill these requirements.***

You also cannot hold a GSI/Reader position regardless of funding need if you have more than 2 incompletes on your transcript from course taken. More than 2 incompletes can be grounds for probation by the Graduate Division.

Research assistantships (GSR, GSAR)

Some students find support as GSR or GSARs (Graduate Student Researchers or Graduate Student Assistant Researchers), working on projects with individual faculty. *The department has no role in helping you find these or other paid employment opportunities, but if they will be combined with other paid employment on campus adding to more than 50%, the department has to endorse paperwork for the hire.*

These positions *may* include waiver of fees but this is not automatic. They are funded to support research activities, and decisions about employment rest with the research supervisor, normally faculty. A faculty member who controls the funding source *can* make you a commitment without other approvals, but the Graduate Division will review your eligibility. You must complete hiring documents before you are paid; work completed before the hiring cannot be paid retroactively.

ANTHROPOLOGICAL ARCHAEOLOGY PROGRAM POLICY ON GSI ABSENCES FOR RESEARCH (1/19/16)

(1) Employment as a GSI is not meant to interfere with necessary research on the part of graduate students, if that research can be accommodated without undue disruption to teaching duties, and without creating obligations for others. Every GSI should be treated the same way in considering such requests.

(2) In anthropological archaeology, students currently working as GSIs may want to attend professional meetings, or undertake short field or labwork visits off campus. *Any such professional activity taking place during the period of instruction (which begins with the first day of term, and ends when grades are submitted**) should be approved well in advance.***

(3) A GSI intending to be absent for research must have the approval of the instructor of the course, who must be provided an opportunity to work out ways to balance work the GSI would otherwise have done (e.g. by shifting some work from one GSI to another temporarily, by arranging to cover sections personally in return for the GSI undertaking some additional preparation and/or grading, etc.). The arrangement between the instructor and GSI must be confirmed in writing.

(4) If any third party will need to change plans, that person must also confirm in writing (e.g. another GSI or guest instructor).

(5) The GSI seeking accommodation of research must have the support of the primary advisor or dissertation chair as well, who must agree that the work proposed advances the student's academic program.

(6) Any disagreement should be taken up with the archaeology program graduate advisor.

Anthropology Doctoral Program Outreach Policy for Archaeology (edited 8/24/21)

The archaeology faculty in the Department of Anthropology of the University of California, Berkeley, are deeply committed to encouraging doctoral students to develop a continuing engagement with broader communities outside the academy. For this purpose, it is an expectation for the graduate program that students in residence should engage in outreach activities every semester. This document clarifies this policy.

Who is expected to do outreach? All archaeologists should engage regularly in outreach. The formal expectation for engaging in outreach as part of the doctoral program is fulfilled by registration in, and completion of requirements for, *Anthropology 291: Professional Development in Archaeology*. Only students who have not advanced to candidacy can be required to take specific coursework by their program. Once you have advanced to candidacy, you *may* continue to enroll in Anthropology 291 to reflect continued engagement in outreach, but are not required to do so.

What counts as "outreach"? The instructor of Anthropology 291 (usually the graduate advisor for archaeology) approves the outreach activity you propose. As long as the outreach activity fulfills the approximate hours of student effort required for the 1-unit course (see below), there is great latitude in what you might undertake. The key thing is that your outreach activity go beyond the academy; presenting papers at conferences does not fulfill this requirement.

One way that many students fulfill the requirement is by volunteering for service in the outreach efforts of the Archaeological Research Facility, the Organized Research Unit that brings together archaeologists from across the campus. If you are interested, you should watch for announcements of their program. *Participation in the ARF outreach program is not a requirement of the archaeological anthropology PhD program. Staff of the ARF do not grade you for Anthropology 291.*

Some students have connections to existing community outreach programs, including mentorship programs, in-school or after-school programs, community programs, or the like. Some students undertake outreach with local communities near their field sites. Any of these may be eligible ways to fulfill your outreach expectation; when in doubt, communicate with the instructor of Anthropology 291.

How much work should I expect to do? One unit of course credit requires an average of three hours of "total student effort" (including preparation, meetings, and the activity itself) per week. So for credit for Anthropology 291, you should expect to invest approximately 45 hours, total, over the course of a 15- week semester. You may find a specific activity compelling, and find yourself investing more time in it. Please consult your academic advisors in this case; it is critical that you learn now to balance your professional activities, and as a graduate student, advancing to candidacy and completing the dissertation within normative time should be your main goals.

How will I receive credit for my outreach activity? Near the end of the term, the instructor of Anthropology 291 will send you an email asking you to describe your outreach activity. This will provide a record of the work you did and ensure you receive credit.

ARCHAEOLOGY DOCTORAL PROGRAM FUNDING PRINCIPLES
(2015, revised 2018 and Feb. 14, 2022)

(1) All students funded from internal resources should be treated consistently.

(2) Students within the first five years (cohort 1) will be given first priority for support; students beyond this, in normative time plus the one-year grace period established by the Graduate Division (cohort 2, years 6-7) will be given second priority for funding. Students beyond year 8 should not be supported with program resources (Block Grant, GSI, or department restricted funds/endowments).

(3) The annual stipend target for the Anthropology Department cohort 1 (years 1-5) as of fall 2024 will be $34,000.

(4) Priority for summer funding from Block Grant and Graduate Division Summer Grant is given to students in cohort 1 (first five) years who are guaranteed summer funding as part of the department's annual stipend target. The program will strive to identify summer funding for students in cohort 2 (years 6-7) as well. All sources of summer funding, including Block Grant, summer teaching, or individual faculty committed funds are considered in assessing if a student has reached the target stipend for summer.

(5) Offers to incoming students include five years of guaranteed funding, including the two semester DCF fellowship. One year (two semesters) can be deferred and replaced by another fellowship such as FLAS, the Mentored Research Award, or a research fellowship eligible for the Graduate Division's Tuition Supplement for External Fellowships (TSEF). Substituted support with a stipend below the target will normally not be supplemented if used to defer a support year. Requests to supplement a fellowship to the stipend target will be treated as replacing one of the five guaranteed years.

(6) Any admitted student who receives a multiyear fellowship from an external source (such as NSF, Ford Foundation, SSHRC, UCMEXUS-CONACYT or similar programs) is expected to use at least two years of the fellowship during the five years of guaranteed funding. If the stipend provided is below the stipend guarantee, the program will provide additional stipend funding up to the annual stipend guarantee.

(7) All first-year students should be given a year of support without teaching, including non-resident tuition if needed.

(8) Any student admitted who cannot qualify for in-state residency due to citizenship will be guaranteed non-resident tuition (NRST) through their third year, when they are expected to advance to candidacy and qualify for relief from NRST for three years.

The program commitment to each incoming student would thus normally be a first year without teaching obligation; up to six semesters of GSI support (if not replaced by other fellowships); and the DCF. All incoming support years promised in the initial five year offer from departmental sources must be used within Normative Time (six years) unless an exception under parental or other policies applies.

Statement on collaboration and authorship in anthropological archaeology (effective July 1, 2022)

Background
In 1996, the Graduate Council of the Berkeley Academic Senate issued a policy on "Fairness of Authorship Credit in Collaborative Faculty-Student Publications”. The Graduate Council, noting that practices vary by discipline, tasked each program with ensuring a process clarifying these matters was in place. It established an appeals process for graduate students who were concerned about possible violations of disciplinary norms.

This document describes the understanding of norms of publication credit current in anthropological archaeology. The faculty expect that practices of publication will continue to change in the future, and see this as a living document. It is divided into three parts: disciplinary norms; expectations for collaborations between faculty and graduate students, including publication credit; and advice on when and how to clarify credit in collaborations.

Disciplinary norms
Anthropological archaeologists often work collaboratively on field and lab research, and publications may reflect the contributions of different individuals, only some of whom draft the text. There are no discipline-specific authoritative rules for author inclusion or order. A few principles are widely observed, but specifics are subject to individual collaborative agreements (see next sections). ***You cannot assume that other people share the same understandings; discuss these issues on any collaborative project in which you are engaged.***

(1) The "corresponding author" is the individual who will submit the paper for publication and respond to queries about it. They may be asked to obtain signatures from co-authors on publication agreements, but this is not universal. Often, the corresponding author is also the person who writes the draft of the text; they may circulate it for comment, or submit it without circulating it.

(2) The corresponding author may be the first named author, but this is not universal. The first named author may be the director of a project or lab where the research was carried out, and a subsequent author (for example, the second author) will be the corresponding author.

(3) In dissertation-based publications on which a thesis supervisor is co-author, the dissertation writer is normally the first named author. *This is subject to specific agreements between the supervisor and the supervised student. Especially where work is part of a project undertaken under permits, the order of authors may be different.*

(4) Additional authors may be included if they provide intellectual contributions to the work, or if their position on a project requires it (for example, collaborators from communities, international partners). *The kinds of contributions that will merit co-authorship is not subject to a single universal definition in anthropological archaeology, and should be clarified in advance in all collaborations.* The order of additional authors normally represents the level of input each provides.

Co-authors have the right to withdraw from inclusion as named authors in a publication. Unless there is a collaboration agreement that states otherwise, potential co-authors who withdraw from a joint project should not be able to block others from jointly publishing. Endnotes acknowledging other research collaborators will often list people who might otherwise have been co-authors.

While not a universal practice, anthropological archaeologists can and do use footnotes or endnotes, when allowed, to specify the roles that named co-authors have in the work. As in science journals where this is more established, this extends to people who, through the application of expertise, produced data and interpreted it; or who produced data (through lab analysis) without providing an interpretive report; or otherwise facilitated the research (by obtaining funding or providing lab training, access, and resources). It is not normal archaeological practice to name all the participants in a project, which may include many students or other such as paid employees, as co-authors. Anthropological archaeology disciplinary norms imply that being named as a co-author indicates that the person contributed to the intellectual development of the ideas presented, even if they were not themselves responsible for drafting the text.

Collaboration in publication: basic principles

Collaborative projects are a fundamental part of anthropological archaeology. They may involve graduate students and faculty who are their dissertation supervisors or have other roles, and can involve individuals outside of the home institution. Two specific roles that involve additional consideration are when one person is the Principal Investigator (PI) for a grant or permit; and when a person or persons are community collaborators whose permission and involvement is required for research. The individuals in these positions may have the right to oversee and approve all communication, including not just publications, but information shared over social media. *A key requirement of collaboration is clarity about the conditions governing the collaboration (see next section).* Nonetheless, while each collaboration is distinct, there are some general patterns in the discipline.

For publications in anthropological archaeology, the person who drafts a text is normally expected to be a co-author. There are exceptions, where someone is hired under a contract specifying that what they write is a "work made for hire", for which they are compensated. Even here, it is a common practice in anthropological archaeology to cite the writers of the work made for hire (such as a lab report) and to list the document they produced in the bibliography, if the work does not rise to the level of requiring co-authorship in recognition of intellectual contributions. In general, and in contrast to some other scientific fields, anthropological archaeology tends to retain acknowledgement of the specific persons who drafted text, even if the text is embedded in a new context.

A special case is presented by the inclusion in a work of text that one of the authors previously wrote for another purpose-- often, another publication. The best approach is for such prior writing to be cited as a bibliographic source, with quotation marks flagging directly used text. Sometimes, a footnote or endnote acknowledging prior publication will substitute.

Individuals who provide expert reports may be included as co-authors. This is especially so if the expert report includes interpretation that forms part of the intellectual basis of the publication. The expectations for co-authorship are normally explicitly outlined in advance (see next section).

Undergraduate volunteers or field school students and paid field or lab assistants are commonly part of collaborative projects. Individuals like this, who provide labor, even when skilled and experienced, are not automatically included as co-authors in anthropological archaeology. A common exception is when a student produces a text that provides reporting or interpretation that is original, and that gives rise to points in a draft publication. This may come from a lab report, a class paper, or a thesis. Whenever ideas originate with the work of others, that inspiration should be acknowledged, through citation, endnotes, or, where the contribution is significant or the collaborative agreement specifies, co-authorship.

Students should be aware that participating in a project does not automatically entitle you to 'ownership' of project data, even if you generated that data. Projects often have obligations to granting bodies, institutions, and community members that dictate or limit the use of project data. Agreements about publishing data you generate from a project should be worked out prior to the work being conducted. Further, some project MoUs require prior approval/acknowledgement before publishing project data.

Clarifying collaborations: suggested approaches

Because there is no single approach to collaboration and co-authorship in anthropological archaeology, there is no easy answer to the question of who must or should be included as a co-author. In practice, drafting text and originating ideas are normally recognized as bases for co-authorship or explicit bibliographic credit if co-authorship is for some reason impossible (for example, when a contributor has graduated and is no longer available).

Questions about co-authorship are actually best settled long in advance of the moment of submission of publication. They should be considered as part of the definition of a formal or informal "Memorandum of Understanding" (MOU) laying out the expectations for each collaborator. An MOU is not a contract; it does not require co-signature. It can be as simple as an email stipulating what the collaborator understands will be the outcomes of the collaboration. Research project leads may initiate an MOU, but if they do not, project participants can do so.

The model MOU for collaborative research in anthropological archaeology specifies the role of the participants in producing research data, and the expected scope of their participation in publication. Publication here includes undergraduate and graduate theses and dissertationsregardless of whether they will be deposited in a publically accessible repository, as well as social media such as blog posts, conference presentations, "gray literature" reports, and formal publications in peer-reviewed and non-peer-reviewed venues. An MOU can be useful as a project develops and changes, serving as a factual note about the original conditions under which specific people contributed to the project.

Such a document should start with conversation with the project lead(s), PIs, and/or community partners. Any expectations leads or participants have about who will be credited co-authors should be stated clearly. Any requirement for review of manuscripts in advance, including by community partners or agencies, should be discussed. Any contractual or permit- based restrictions or obligations that the project leads take on that also govern other project members should explicitly be defined. This discussion will clarify the ways that a specific project conforms to contemporary research process in anthropological archaeology, in which publishing opportunities normally arise from research undertaken with entities that express rights in the publication process, such as communities, tribes, and local, state, or national governments or agencies.

It is especially critical at this point that any authorship/co-authorship of specific works be confirmed. This may be a thesis, an article to be based on the thesis, or a report. When possible, an ideal timeline for when such publications will be prepared should be discussed. The process of writing should also be discussed-- will drafts be circulated for comment, will collaborators each be expected to write components of a publication, who will be the corresponding author and what responsibilities do others have to inquiries that the corresponding author may have? This is an ideal time to clarify if reports will be cited bibliographically, in place of co-authorship, and is the point when authors of reports should ask for co-authorship.

The resulting understandings should ideally be stated in writing (which can be via email) and circulated to all those who are covered by them. As plans change (for example, addition of participants, new publication goals, new timelines) the collaborators who are in control of leading research or drafting publications should communicate changes to everyone involved.