I. **SELF-STUDY** *(suggested length of 1-3 pages)*

### A. Five-Year Review Planning Goals

*Present your planning goals from your last 5-year plan*

1. Provide students with the knowledge and skills essential to our disciplines, and with the ability to think analytically about the problems of Humanity and Earth.

2. Restructure our curriculum to be ever more intellectually stimulating, personally fulfilling, and relevant to the career goals of our students.

3. Place more of our courses in the university’s General Education offerings as a means of increasing the number and diversity of majors in each of our programs.

4. Raise the visibility of our department, and thus steer transfer students to our programs, by fostering ties with the region’s community colleges.

5. Increase the breadth and depth of our faculty by seeking a new tenure-track position that emphasizes the ties between environment, culture, and everyday life in California in general and in the San Francisco Bay Area in particular.

### B. Progress Toward Five-Year Review Planning Goals

*Report on your progress toward achievement of the 5-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.*

Goal #1. Faculty teaching upper-division courses featuring specialized techniques and research methods in all three programs are constantly incorporating new ways for students to think analytically and problem-solve. The department’s field courses get new equipment on a regular basis. The GIS Lab received a major refresh in 2017-18, with faster computers, larger monitors, and software packages that had, for us, previously been cost-prohibitive. The senior capstone courses in all three programs now include group projects to enhance students’ ability to think analytically while working in teams. Preparing majors in
Anthropology, Geography and Environmental Studies for a rapidly evolving work environment has been and continues to be an AGES imperative. A significant problem encountered in recent years, made all the more apparent in AY 2017-18, has been the inadequate quantitative skills of incoming students. The mitigation has been to spend additional time teaching what should have been learned previously. The extra time afforded by semesters will help.

Goal #2. AGES programs used the semester conversion process to restructure the respective curriculums to enhance the undergraduate experience for majors and non-majors alike. The curricular re-design was informed by workforce imperatives. Anthropology was converted into a program that reflects the academic strengths of current and (it is hoped) future faculty: The Archaeology and Biological Anthropology Concentration now better represents the academic expertise of the current faculty. A more intellectually rigorous capstone course (ANTH 431: Advanced Anthropological Theory) was added to the core requirements. Geography in the semester system will consist of the BS program only (the BA having been allowed to expire with the close of the quarter system). Concentrations were created, one of which includes a cluster of courses that were the backbone of the BA. More emphasis will now be placed on developing quantitative and graphical skills that have workforce applicability. Environmental Studies was transformed with the goals of preparing our students for careers in sustainability and environmental justice; developing enhanced problem-solving skills through multi-disciplinary approaches; and to take advantage of potential synergies arising from having three academic programs in one department.

Goal #3: With the moratorium on curricular changes still in effect during 2017-18, opportunities to place more AGES courses in the university’s GE program did not exist. But on semesters, AGES programs will have a wider footprint in GE. While GE designation was sought and secured for all but one AGES courses that were in the quarter-system B6 or D4 arrays, the implementation of the new Overlays has allowed for a broader AGES presence. ANTH 342 (Language and Sexuality) and ANTH 372 (Medical Anthropology) were approved for the Diversity Overlay; ANTH 333 (Women in Cross-Cultural Perspective) and ANTH 341 (Linguistic Diversity and Social Justice) for the Social Justice Overlay. GEOG 340 (Climate Change), GEOG 455 (Sustainable Food Systems), GEOG 465 (Sustainable Communities and Development), ENVT 101 (Environmental Challenges of the 21st Century), ENVT 307 (Social Impact through Sustainable Solar Design), ENVT 330 (Environment, Sustainability and Social Justice) and ENVT 447 (Energy, Climate and Society) all were approved for the Sustainability Overlay. The subject-matter breadth represented by these courses should expose AGES programs to a larger cross-section of the undergraduate student body, including undeclared students or those who are considering changing their major.

Goal #4: With the conversion to semesters came the opportunity to align all three AGES programs with the lower-division transfer patterns used by California’s community colleges. Geography was the AGES program most in need of alignment and that has been achieved. With the programs aligned and the university now on semesters, we expect each of the programs to be more attractive to transfer students. The department’s visibility on campus has been enhanced by widespread praise for the Museum of Anthropology’s feature exhibit the past two years and the re-emergence of faculty-sponsored student clubs.

Goal #5: As has been noted in previous program reviews, AGES’s hiring plan is committed to bridging fluid disciplinary boundaries to reshape the department with positions that will contribute to the curriculum of more than one program. The first proposal in the current Five-Year Plan is a hybrid position in Environmental Anthropology. A 2017-18 proposal for this position was unsuccessful. In a year of reduced
tenure-track searches campus-wide, this position was not one of the four advanced by the CLASS Dean. It will be resubmitted in 2018-19.

Position: Environmental Anthropology (hybrid)
The preferred candidate will have expertise in some combination of cultural ecology, conservation, urbanism, and sustainability. The Socio-Cultural Anthropology concentration has no regular faculty member at present. Courses currently existing and those to be created by the new hire will contribute to two of the three programs in AGES.

C. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to SB1440, significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

Overview: AY 2017-18 was like no other since the merger of Anthropology with Geography & Environmental Studies that formed AGES in 2013-14. Transitions and far-flung faculty were the salient bywords. Professor Laurie Price, the lone remaining socio-cultural anthropologist, whose expertise includes medical and ethnographic anthropology, completed her FERP. This followed the full retirement of Professor Scott Stine (Geography & Environmental Studies), an internationally recognized authority on climate change and geomorphology. Those away from campus included Professor Michael Lee, who spent the year serving as the Resident Director of CSU in Spain. He was the first faculty member in the history of our university to have been selected to fill this prestigious system-wide position. And Professor Gary Li continued his multi-year research project in the Kenai Peninsula, Alaska, studying the feasibility of extracting methane from saturated sand beds. His work is funded by World Oil Company Ltd (Hong Kong), which buys out 55% of Prof. Li’s annual time base. He continues to teach environmental survey classes online from his research site. Associate Professor Henry Gilbert, a biological anthropologist, was on unpaid personal leave throughout the year.

The regular faculty in residence in AY 2017-18 were contributors in multiple realms. Professor Karina Garbesi, Director of the Environmental Studies program, continued her collaboration with Physics Chair Erik Helgren on teaching and community engagement projects surrounding their innovative work on the social impact of solar energy design. Their latest accolade is the system-wide 2017-18 Faculty Innovation and Leadership Award from the CSU Chancellor’s Office. Professor Andrew Wong, who serves as the Director of the International Studies program, was typically active in his scholarship and curricular expertise, delivering papers at international conferences and serving as one of the university’s faculty experts in Online and Hybrid Course Quality Transformation. Associate Professor David Woo was AGES’s representative to the Bay Area’s professional mapmaking community and to the Asian Pacific American in Higher Education (APAHE) conference. Assistant Professor Albert Gonzalez, Director of the C.E. Smith Museum of Anthropology, took over from Prof. Gilbert as P.I. for a National Endowment for the Humanities and California Humanities grant (“Against All Odds: Native Californian Stories of Endurance and Continuance”), received his own Faculty Support Grant, and
designed the Museum’s widely praised 2018 exhibition. AGES Chair Professor David Larson continued his service as the Faculty Athletics Representative, appointed by the President to represent the university in its relationship to the NCAA and the California Collegiate Athletic Association.

Contributing to faculty governance is an annual goal for AGES faculty. The Academic Senate included two representatives from AGES: Prof. Garbesi served on the Executive Committee as the Vice Chair of the Senate and Lecturer David Matsuda was one of the four elected Lecturer representatives. Prof. Gonzalez was a member of Committee on Research. Prof. Larson was the elected CLASS representative on UARC (University Administrative Review Committee) and continued his service as the CLASS rep on the FAC subcommittee charged with revising the RTP document for the semester system. With the exception of Prof. Gonzalez, all will return to those faculty governance roles in AY 2018-19.

As has been noted in previous reports, the awards, buy-outs and appointments of regular faculty, not all of which are detailed above, amount to a significant amount of release time from teaching. And so the part-time faculty in AGES received more opportunities than ever to make contributions to all three programs. Strategic class scheduling coupled with the flexibility of part-time faculty resulted in robust enrollment numbers throughout AY 2017-18. In response to receiving its highest-ever SCU/FTES targets for each of the three quarters, AGES produced noteworthy results:

- **Fall 2017**: 322 FTES (110% of target)
- **Winter 2018**: 296 FTES (103%)
- **Spring 2018**: 274 FTES (98%)

One structural/administrative change to AGES occurred in AY 2017-18. Prof. Wong, who had been serving as the Interim Director of the International Studies, had the Interim tag removed and received a 3-year appointment. He follows Prof. Michael Lee, who served as the previous director. As a consequence of AGES faculty having directed the INTS program for the past four years and at for least the next two, CAPR approved a request initiated by the CLASS Dean to move International Studies to the administrative control of AGES. Although the multidisciplinary INTS program has only two courses with the INTS prefix (therefore negligible FTES), there are 50+ INTS majors that will be figured into the AGES headcount going forward. The International Studies program completed its 5-Year Program Review in AY 2017-18.

**Curriculum:** The ANTH BA, GEOG BS, ENVT BA (and INTS BA) programs, including majors minors and certificates, all were approved and are ready for the start of the semester system. The remaining curricular issue that needed resolution last year was formal approval of the Concentrations in the GEOG BS. The proposed Concentrations, an official curricular designation, required approval by the Chancellor’s Office; but due to an oversight on our campus that step was not taken. Consequently, the placeholder term “Pathways” was used during the construction of the Degree Audit Report. Appropriate approvals were secured from the CO, CIC and the Academic Senate in time for Concentrations to be incorporated into the DAR.

**SB1440** played heavily in the semester conversion of the ANTH and GEOG programs. Lower-division courses that did not articulate with community college courses were either removed from LD core or allowed to expire with the quarter system. Effective Fall 2018, the LD core in ANTH and GEOG are
aligned with the schema for the transfer degree in those majors. The LD core in ENVT now consists of courses that articulate with those commonly offered by California community colleges.

**Students:** Institutional Research, Analysis and Decision Support data for Fall 2017 shows there were 97 undergraduate majors in AGES programs; this is down from 104 in Fall 2016 and 121 in Fall 2015. The loss of undergraduate majors in ANTH over the last three years is largely attributable, the faculty feels, to the socio-cultural area of the discipline being without a regular faculty member. The entire curriculum in this area is taught by part-time faculty. Geography has fallen by 8 majors and Environmental Studies by 6.

The overall decline in the total number of students in AGES programs extending back to Fall 2013 (170 then, 100 in Fall 2017) is in significant part a result of the department making the decision, after consultation with the CLASS Dean, to allow the two MA programs (Anthropology and Geography) to expire with the end of the quarter system. At the time serious planning for semester conversion began, a carefully considered decision was made to not convert the two graduate programs. In the years immediately prior it had become increasingly difficult to recruit new graduate students who would commit to enrolling in multiple classes each quarter. As a consequence, graduate seminars with fewer than a dozen students were regularly taught. The Dean felt, and the faculty concurred, that this ratio would not be sustainable on the semester system with its increased cost structure. So the MA programs ceased admitting new students in Fall 2014. Faculty worked with already enrolled students who were making meaningful progress complete their degree program by summer 2018. The steady downward slide in overall headcount between 2013 and 2017 largely reflects the departure of graduate students, those earning their degree (the majority) and others who did not complete the program by the designated finish line. In AY 2013-14 there were roughly 40 graduate students combined in the two programs. By fall 2017 there were half a handful. Subtracting the erosion of the graduate students, whose numbers could not be augmented, the AGES headcount of majors has declined, but not dramatically, over the past five years.

Undergraduate students in AGES programs continue to make their presence felt on campus and in the community. The Office of Sustainability annually hires multiple Environmental Studies majors to serve as Sustainability Ambassadors for the university. They assist in new and ongoing research projects on campus that will help the university achieve its sustainability goals: fulfilling the requirements of the mandated Climate Action Plan; reducing water consumption; assessing the composition of the food waste stream; and studying the feasibility of implementing a large-scale composting operation. Off campus, students trained by Prof. Garbesi in the construction and installation of so-called “solar suitcases” have assisted science teachers in the Hayward School District and, working in teams, installed these devices in impoverished areas, particularly Native American communities throughout the state. Anthropology majors with training in curation and working as docents, ensure that the Museum of Anthropology remains open to the public throughout the academic year and especially after the major exhibit opens. ANTH students with interest in archaeology have ably assisted Prof. Gonzalez in his work at the Peralta Hacienda in Oakland’s Fruitvale District. AGES students majoring in all three programs participated in academic or professional conferences over the past year and half, contributing to paper and poster sessions. On campus, the Anthropology Club, under the faculty sponsorship of Dr. David Matsuda, has become a vibrant academic support and social networking group.
Faculty: As was noted in the Overview, in AY 2017-18 virtually every regular faculty member had some or (in two cases) all of their teaching workload reduced by grants, contracts, appointments or personal leave. Consequently, classes taught by part-time faculty increased to the highest number and percentage of the total classes taught since AGES was formed. This has resulted in new annual contracts for quarter-by-quarter instructors and increases in the time bases for long-time Lecturers. For the start of the semester system, AGES will have three (3) Lecturers with 3-year entitlements and five (5) with annual contracts with time bases ranging from .80 to .45. Collectively, the part-time faculty has ensured that AGES curriculum has been appropriately covered and its FTES count highly respectable while regular faculty have been pulled away from the classroom by research opportunities and administrative appointments. The lone departure in AY 2017-18 resulted from the FERP expiration for Professor Emerita Laurie Price, whose curricular expertise will not be entirely covered by part-time faculty.

Staff: AGES hired a dedicated Administrative Support Coordinator (ASC) in Winter 2017, so AY 2017-18 was the first full year Jennifer Palmer served the department. Her probationary period concluded last year and so she is officially on for the long haul. Her administrative responsibilities include full service for all students majoring in Anthropology, Geography, Environmental Studies and International Studies (approximately 150 majors). AGES also has the bookkeeping and accounting services of Catherine Cyr, who primarily serves Theatre & Dance and also occupies the Robinson Hall administrative hub, the outgrowth of the CLASS Dean’s vision to consolidate administrative services in one location to better serve faculty and students in multiple academic programs. One other staff “change” in AY 2017-18 was completion of an updated position description for the Assistant Director of the Museum of Anthropology, Marjorie Rhodes-Ousley. The responsibilities of this position now includes the need to secure A2E2 and other funding to support preparations, including the hiring of student docents, for the Museum’s annual exhibit. This modification formally recognizes the work that the Assistant Director has been doing for the past three years.

Resources: (facilities, space, equipment, etc.)
The most important resource requests by AGES in AY 2017-18 were answered affirmatively! The department’s dedicated Geographic Information Science and Computer Cartography Lab was in dire need of a refresh. An application for A2E2 Institutional and Research Equipment (IRE) funding for new computers, larger monitors with higher resolution, wireless printers, and more sophisticated software packages and site licenses was approved as submitted. Now 22 workstations used by students in five of AGES’s “technology” courses are near state-of-the industry. Other requests for equipment and instruments used in geography, environmental studies and archaeology field courses were also largely funded. And A2E2 funding supported the installation of the Anthropology Museum’s annual exhibit.

One significant request for additional space was also approved by the CLASS Dean. Assistant Prof. Albert Gonzalez requested the conversion on unoccupied space adjacent to his office for the creation of his long-sought “Mud Lab,” formally referred to as the Pacific Earthen Architecture Research Laboratory (PEARL). The lab, an interdisciplinary research and hands-on teaching space, will be dedicated to the archaeological-experimental construction of earthen architectural materials by CSUEB faculty and students as well as to the analysis of prehistoric, historical, and contemporary earthen architecture by academics everywhere. The modest initial funding will be covered by the AGES
Supplies and Service budget. In the future, A2E2 or external funding may be requested to offset some operational costs of the facility.

**Assessment:** Discussed in *Summary of Assessment*, to be submitted in December.

**Other:** *(e.g., major program modifications)*
None not already described elsewhere in this report.

II. **DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

*Each program should provide a one-page discussion of the program data available through CAPR. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to CAPR data only. Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.*

A. **Discussion of Trends & Reflections**

**Notable Trends:**

*Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).*

Overall headcount data was discussed in the section on *Students* above. Another way of looking at how a department and its programs contribute to the university’s mission is assessing overall FTES data. On that score, AGES has more than carried its weight. The Fall FTES snapshot for the past three years reveals that AGES programs, collectively, have increased each year: 2015: 290 FTES; 2016 299 FTES; 2017: 322 FTES. [Fall 2018 will also exceed 300 FTES.] The SFR for the Anthropology program over the same three-year period has also steadily risen: 27.69 to 29.65 to 31.53, an increase of 3.84, the second highest gain of the 18 programs in CLASS. During the same time frame, the SFR for Geography & Environmental Studies increased 1.28.

All AGES programs are presently dominated by upper-division students. Juniors and seniors annually comprise over 80% of AGES majors; in Fall 2017 it was 87%. The Male/Female ratio in the AGES programs over the past three years shows that Females have dropped slightly, from 61% in 2015 to 58% in 2017. Hispanics are the largest Ethnic group in AGES, comprising 49% of the majors in Fall 2017. The average age for majors in the three programs has hovered around 25 years. As had been noted in prior reports, the “older than normal college age” for undergraduates underscores what anecdotal evidence has long suggested: that students commonly find their way into the AGES majors via a non-direct pathway through college, often involving a break in the college experience and then returning as a “re-entry” student in one of our majors.
Reflections on Trends and Program Statistics:

Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.

As noted above, the overwhelming percentage of majors in the AGES programs are juniors and seniors. This percentage was achieved by a combination of CSUEB native students declaring one of our majors and the annual arrival of transfer students. The faculty believed that capturing more transfer students required that the programs be re-designed during the semester conversion process to better align with 2-year colleges throughout the state. In the quarter-system, our programs may have looked much different than the semester programs of the other Bay Area CSUs and it probably cost us students.

AGES will make a concerted effort to offer additional sections of lower-division survey courses on semesters to better expose its programs to undeclared lower-division students. It is uncommon for entering freshmen to have had exposure to our disciplines prior to arriving at the university. Anthropology, Geography and Environmental Studies/Science are not subjects commonly found in high school curriculums. In order to grow the three majors from within, AGES plans to promote the subjects through more frequent offerings of large introductory survey classes. This process has already begun with Anthropology and to a lesser extent with Environmental Studies. More frequent offerings of LD Cultural Geography is the plan for AY 2018-19 and beyond.

The addition of archaeologist Dr. Albert Gonzalez to the faculty in 2015 has, we believe, contributed to the robust increase in Hispanic students in the Anthropology major. He has embraced the reality that he is in fact a role model by force of example and so requests to teach a large intro anthropology class every term. The results thus far have been pleasing for the department. Conversely, the loss of two tenured female anthropologists in recent years (one to U.C. Berkeley and the other to retirement) has negatively impacted the program overall and the socio-cultural concentration in particular.

B. Request for Resources (suggested length of 1 page)

Request for Tenure-Track Hires

As identified in Section I.B.5 above, AGES will submit in AY 2018-19 a tenure-track search proposal for an Environmental Anthropologist at the level of assistant professor. This will be primarily a socio-cultural anthropologist, filling the programmatic area of greatest need in AGES. The new hire will have responsibility for at least five socio-cultural anthropology courses and also contribute to the Environmental Studies by providing our students access to a culturally contextualized Environment Studies program. This can be achieved by teaching the new GE Overlay course in Sustainability and Social Justice and developing a new cross-listed (ANTH/ENVT/GEOG) course along the lines of “Climate Migration and Displacement.” The new hire’s courses will contribute to the university’s ILOs, particularly those involving Sustainability and Diversity.

This new hire is also essential to retention and graduation imperatives and to closing the achievement gap. We expect this assistant professor in Environmental Anthropology to have a track record that includes application of High Impact Practices including, but not limited to, service, community and collaborative
learning and/or student-engaged research, as is currently practiced by both Profs. Garbesi (Solar Suitcase projects) and Gonzalez (Adobe Oven Project).

AGES is a department approaching the cusp of a significant demographic transition. Having already lost three faculty members to retirement since the 2014 merger, AGES currently is home to three other regular faculty over the age of 60. Five faculty members have been at the university 20 or more years. At present, there is only one assistant professor in the department. Consequently, AGES has one eye beyond the coming year, to 2020 and beyond.

Proposal projected to be Submitted in 2019-20:
Position: *Environmental Geography (hybrid)*
The preferred candidate will have expertise in the physical Earth, its processes and natural resources. Curricular needs in Geography and Environmental Studies will require the ability to teach a combination of courses focusing on the global change and the Anthropocene: climate change, global land-use change, earth-surface processes, Geographic Information Systems, and human responses/adaptations to environmental change.

**Request for Other Resources**
AY 2017-18 was a banner year for AGES. The department filled a critical opening in its administrative staff; it received a high-end technology upgrade and thorough refresh of its GIS/Computer Cartography Lab; it acquired space for Assistant Professor Albert Gonzalez to create a lab to analyze and construct earthen building materials; and it received the entire amount requested of A2E2 funding to support an ambitious Museum of Anthropology exhibit that will open this academic year. So other than hoping that a similar A2E2 request for *next* academic year is approved, AGES is not requesting other resources in 2018-2019.
### Overall Enrollments

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