



COMMITTEE ON ACADEMIC PLANNING AND REVIEW  
ANNUAL PROGRAM REPORT

College	CLASS
Department	Anthropology
Program Unit	
Reporting for Academic Year	2012-2013
Department Chair	Laura C. Nelson
Date Submitted	6/27/2013

**1. SELF-STUDY**

2012-13 was another busy year for the department of anthropology. The most important news, for the future, was that the department voted, unanimously, to merge with the departments of geography and environmental studies beginning (officially) fall 2014, with merged operations starting fall 2013. This is a strategic merger, which we believe will not only address some resource depletion problems (in particular, the dwindling faculty), but also will stimulate new courses and new intellectual collaborations across these related disciplines. The major and minor, as well as the MA program, will continue for the foreseeable future unchanged.

During this year, faculty and students made progress on a number of research projects. Drs. Andrew Wong and Henry Gilbert both were awarded tenure and promoted to Associate Professor at the end of 2011-2012. These actions were well-deserved; both members of our department are outstanding professors as well as world-renowned active scholars in their respective fields. Dr. Andrew Wong has six new papers published or in-press since the last annual report, and he has been awarded a faculty support grant to research the use of unconventional spelling in brand names, which he will pursue during his sabbatical fall 2013. Dr. Henry Gilbert has also continued his research and publishing schedule. Dr. Laurie Price has been working on two papers on her ethnographic study of resistance to the planned power plants in Hayward. Dr. Laura Nelson published one paper and gave an invited lecture at U.C. Berkeley, and also was the discussant at a panel at the American Anthropological Association annual meeting.

Andrew Wong, publications 2012-2013:

(In press) Branding and linguistic anthropology: Brand names, indexical field, and sound symbolism. *Practicing Anthropology*

(In press) Brand names and unconventional spelling: A two-pronged analysis of the orthographic construction of brand identity. *Written Language & Literacy*

(In press) *Tongzhi*. In Patricia Whelehan and Anne Bolin, eds. *The Encyclopedia of Human Sexuality*. Malden, MA: Wiley-Blackwell.

(In press) The meanings of unconventional spelling. In *Proceedings of the 46<sup>th</sup> Annual Meeting of the Chicago Linguistic Society*. Chicago, IL: Chicago Linguistic Society.

(2013) Media, politics, and semantic change. In Christine Mallinson, Becky Childs, and Gerard van Herk, eds. *Data Collection in Sociolinguistics: Methods and Applications*. New York: Routledge.

(2012) English words in international brand names: Proceed with caution. In Reina Boerrigter and Harm Nijboer, eds. *Names as Language and Capital: Proceedings of the Names in the Economy Symposium III*. 104-110. Amsterdam: Meersten Instituut. (Andrew Wong and Will Leben)

Henry Gilbert, research and publications 2012-2013

Led 5th & 6th International Kesem Kebena Dulecha rescue survey in the Afar Rift of Ethiopia. Collected thousands of Pleistocene fossils and artifacts, most from the world's largest 500,000 year old pre-human occupation landscape.

- Submitted and proofed paper naming a **NEW HORSE SPECIES**: (in press) Bernor, R., W. H. Gilbert, G. Semperebon, S. Simpson, S. Semaw. *Eurygnathohippus woldegabrieli* sp. nov. (Perissodactyla: Mammalia) from the Middle Pliocene of Aramis, Ethiopia (4.4 Ma), *Journal of Vertebrate Paleontology*.

- Submitted paper (submitted) Gilbert, W. H., Doronichev, V., Golovanova, L., Morgan, L., Nuñez, L., Renne, P. R., Archaeology and context of Hugub, a large new Late Acheulean locality in Ethiopia's northern rift. *Journal of Human Evolution*.

- Continued work on FOROST as co-director ([www.forost.org](http://www.forost.org)). This work is an international collaboration, mainly with Universidad Nacional Autónoma de México, that includes collaborators around the world.

2013 A Middle Pleistocene Occupation at Hugub, Ethiopia. Public Presentation Given at Archaeology Research Facility, UC Berkeley.  
2013 [Metabases and Priority](#). Symposium presentation: Toward a Data Standard for Paleolithic Archaeology. Society for American Archaeology, Honolulu, Hawaii.  
2013 A Middle Pleistocene Occupation at Hugub, Ethiopia. Public Presentation Given at Primate Reading Group, UC Berkeley.  
2013 Introducing FOROST: An International Free-Access Visual Forensic Osteology and Osteopathology Metabase William H. Gilbert, PhD; Socorro Baez, MS; Raul Castillo, BS; Carlos Serrano, PhD; Kate Spradley, PhD\*. American Academy of Forensic Science [AAFS Meeting Books](#)  
[Laura Nelson, publication 2012-2013](#)  
(2012) Diagnosing breast cancer in South Korea: "Western" behavior, stress, and survivor activism. *Journal of Korean Studies* 17(2): 253-268.

Two of our students were awarded the CSU East Bay Research Fellowships, for work with faculty mentors. Drs. Henry Gilbert and Laurie Price worked with, respectively, MA students Caitlin Ibarra and Denise Benetatos. The department awarded prizes for our annual student research paper prize, one for an undergraduate paper on the Mayan calendar ("Why we are not all going to die in December") and one for a graduate paper on ethnographic look at a Bay Area Native American purification ceremony lodge. Our Spring 2013 Archaeological Field Methods class at the Alviso Adobe in Pleasanton continued our relationship with the Pleasanton Adobe, and resulted in a new exhibit of the excavation at the Adobe. And, building on our department's relationship with UC Berkeley, five of our students are currently working at the Phoebe Hearst Museum of Anthropology there, one in a paid position.

In the C.E. Smith Museum of Anthropology, students developed and presented an exhibit entitled, "Apocalypse and Adaptation: How Catastrophes Shape Society." Displays included interactive media and visitor participation, as well as instructional and creative materials. Also in the museum, Dr. Charles (Dick) Hitchcock has been volunteering his time and expertise this year. His experience with and knowledge of artifact curation, and particularly of Native American objects, is an invaluable resource for our University and this program.

#### Five-year Review Planning Goals

##### **A. In 2008, our goals were the following:**

1. Regain departmental independence
2. Explore new course offerings
3. Rename existing courses
4. Review content in core courses
5. Increase accessibility of the major
6. Strengthen Cultural Resources Management training
7. Strengthen museology training
8. Increase the number of students majoring and minoring in anthropology
9. Increase total enrollments in undergraduate anthropology classes
10. Improve student career connections
11. Advising and retention
12. Seek a tenure-track position in socio-cultural anthropology with a specialization in religion.
13. Seek a tenure-track position in archaeology, with a specialization in cultural resources management.
14. Seek a tenure-track position socio-cultural anthropology, with a specialization in environmental culture.
15. Seek a tenure-track position in museology.
16. Support faculty research
17. Seek a Permanent Assistant Director Position
18. Increase community and monetary support for the museum.
19. Space for museum collection storage
20. Improve museum web presence
21. Improve museum outreach
22. Curricular Expansion: Museum Management
23. Release time for department chair
24. Release time for the museum director
25. Release time for community outreach
26. A full-time ASC
27. Additional films and videos
28. Qualitative data analysis software
29. Funding for archaeology teaching equipment
30. Space for osteology laboratory and museum collection storage.
31. Space for student / departmental meetings and administration

**B. Progress toward goals:**

Like many departments and programs at CSUEB, we have an MOU signed by the Provost after our last five-year review promising to try to secure resources sufficient to meet our five-year goals, but few of those resources have materialized. (See our annual report 2012 for more about resource inadequacy.) Despite diminishing resources across most aspects of our programs, we have achieved progress on a number of our 2008 goals. We achieved independence, although we are relinquishing that independence in the near future. We have designed new courses, but pressures on us to maintain enrollment levels make it difficult to risk low-enrolled new classes. We have been denied new faculty hires, despite in particular (most galling) this year's request for a hire for an archaeologist/museum director. This College Council rated this request highly, but the Provost's committee chose to grant searches to requests that were ranked lower priority. This puts our program and the museum in jeopardy, and seems to the department to be a death-by-neglect action on the part of the administration. We understand that the university has budgetary constraints, but it is also clear that in advance of the Planning for Distinction process, some programs are being awarded the resources that allow them to thrive and maintain "distinction" while others are smothered. We have, however, maintained a healthy major and minor, and continued to train and graduate masters level students. We have expanded our video collection in the library and secured qualitative analysis software for our MA students to use. We still have a lot of work to do on curricular review and updating, and we desperately need new faculty, and sufficient administrative time, and storage and display space for our collections.

**C. Program changes and needs:**

Given the opportunities of a merged department, the anthropology disciplinary faculty will be reviewing its needs and goals in the next year, alongside our new departmental colleagues. The joint department shares a focus on sustainability, human culture in the long-term (deep past as well as future-oriented), on human/environment interactions, and on human diversity. This shared set of intellectual interests presents a tremendous opportunity to identify courses that can be used across the department's majors, and an opportunity to develop new courses that will draw on our various disciplinary perspectives. 2013-14, however, is likely to be both exciting and difficult. These new possibilities are inspiring; at the same time, during the 2013-14 academic year the program will be operating on a very short staff. Dr. Wong will be on leave in the fall quarter; Dr. Price will enter the FERP program; Dr. Gilbert is planning to conduct research in Ethiopia as usual in the Spring; and Dr. Nelson has separated from the University as of the end of 2012-13. The departmental merger will help to fill-in some of the more generic faculty needs, but the anthropology program at CSUEB is composed of disciplinary faculty who are both excellent teachers and world-class scholars; we are in desperate need of new anthropology faculty to maintain the high quality of our program. In the short term, attention to hiring temporary faculty in key roles will be essential for the coming year.

## SUMMARY OF ASSESSMENT

### 2012-2013 CLASS FACT Assessment Year End Report, June, 2013

Program Name(s)	FACT Faculty Fellow	Department Chair
Anthropology	Henry Gilbert	Laura Nelson (Henry Gilbert)

#### A. Program Student Learning Outcomes

- 1 identify, summarize and sequence the basic schools of anthropological thought in all four academic sub-fields of the discipline;**
- 2 apply basic qualitative and quantitative sociocultural (ethnographic), archaeological, or osteological research methods and skills;**
- 3 describe, compare and relate human cultures across different regions of the globe;**
- 4 examine human diversity holistically and scientifically, discriminating among and analyzing conceptions and misconceptions of ethnicity, "race," and human biological variation;**
- 5 identify pragmatic uses of anthropological methods and perspectives in approaching real-world solutions, and identify instances of and opportunities for applications of anthropological tools and ideas in employment and community development, both locally and globally; and**
- 6 communicate information clearly in written and oral forms.**

#### B. Program Student Learning Outcome(s) Assessed

identify pragmatic uses of anthropological methods and perspectives in approaching real-world solutions, and identify instances of and opportunities for applications of anthropological tools and ideas in employment and community development, both locally and globally

#### C. Summary of Assessment Process

Rapid globalization over the last 150 years has been bringing people of vastly different backgrounds into direct contact in an unprecedented way. Development of culture theory and the illumination of a common human evolutionary prehistory, something only possible over the last 150-200 years and executed in large part from anthropology departments, have proven fundamental in this process. The 'American School of Anthropology' is very well-known for its role in this intellectual/social transition, and anthropology is now considered essential knowledge for leaders and productive members of a modern, multicultural society. Collectively, anthropological knowledge emerges as tolerance, cooperation, and unity, and, as with other essentials of knowledge like history or philosophy, this justifies its place in academics.

But this seemingly esoteric knowledge has proven lately to be of economic utility in multicultural environments where productivity is mandatory. Anthropology is increasingly being applied in the global workplace. Additionally, many of the seemingly less-sublime, non-intellectual contributions of anthropology often go unnoticed. Forensic anthropology, archaeology, and paleontology are highly empirical, method-driven fields, and the engineering and computational aspects of these sciences provide many marketable skills.

Assessment method: The assessment exercise was designed to introduce students to finding jobs INSIDE of anthropology but OUTSIDE of a traditional academic track. On a webpage called the anthropological

niches page (<http://www.fossilized.org/Anthropology/assessment/niches.php>) they find 10 current resources with information about real-world jobs in Anthropology. They read through the information on the links provided, then click over to the assessment page. There they are asked 10 questions about the web resources (and thus provide feedback about their understanding of non-academic careers in anthropology). Students are asked to answer these questions thoroughly for full credit and submit using Turn-It-In.

The assessment compared our subjective grading of student answers to the exercise in lower and upper division classes. Interestingly, there was not such a clear trend towards higher average quality in the upper division that one might think, but, when observed closely, the number of strikingly high performers (those that put great effort in the assignment and who produced very meaningful results) was notably skewed toward upper division. But average lower and upper division students were similar (2.38/5 vs. 2.69/5) in the effort they put into the exercise, as is reflected by the similar mode and median scores (most scores were 2 and 3 and seemed like they lacked significant time investment). It seemed like a valuable exercise mostly for some of the upper division students.

#### **D. Summary of Assessment Results**

ANTH 1000 responses (n=50, lower division, few ANTH majors) rated on subjective quality assessment  
Number of assessments scoring 1=6; Number of assessments scoring 2=21; Number of assessments scoring 3=21; Number of assessments scoring 4=2; Number of assessments scoring 5=0; (1[poor]-5[very well researched]). Note that none of the lower division students were assessed with a 5, although some got 1's.

ANTH 3100 responses (n=35, upper division, many ANTH majors) rated on subjective quality assessment  
Number of assessments scoring 1=0; Number of assessments scoring 2=13; Number of assessments scoring 3=15; Number of assessments scoring 4=4; Number of assessments scoring 5=3; (1[poor]-5[very well researched]). Note that most of the students are in the 2-3 range, while a few scored 5's, something not seen in ANTH 1000.

Summary: It is clear from the assessment exercise that we can do more work to address student careers in the non-academic world, and we will work together to incorporate more anthropology career training into the program.

Anthropology continues to thrive, often as much as a social modality and network builder as a technical skill, but anthropologists are certainly everywhere now. Most Americans now understand that culture is relative and expect and promote diversity, views developed by anthropologists well-over 100 years ago but not popular until the late 20th Century. As a perspective, anthropology is increasingly critical in any globally-oriented cultural environment. In technical respects, anthropology is growing rapidly, but skills tend to be niche-specific, with a mish-mash of great bachelor's level career-track job opportunities sprinkled across various hands-on disciplines.

Of course, as with any science, academic jobs tend to form the core of anthropology careers, but we would like to see our undergraduates prepared for a diversity of jobs after they are done with a BA. Ideally they could put the skills they learn in anthropology to use in starting a rewarding career in many different possible life paths.

One of the major outcomes of 2012-2013 assessment was in methodology. We have now established the format of future assessments, and have, as a group, come up with a larger set of questions and will

produce different web-based exercises and that can address other Anthropology SLO's in a similar format that produces similar results.

### **3. STATISTICAL DATA**

Summary:

Our undergraduate major is holding steady, while our graduate major has shrunk slightly (to a size more appropriate to the intensive nature of master's level study and to the size of our department's faculty). We were slightly more dependent on lecturers than we have been in the recent past, and we forecast *much* higher dependence upon lecturers in 2013-2014 given the confluence of separations, retirements, and leaves. Our tenure-track faculty continue to teach both small classes and mega-sections. Our SFR has been growing, and now approaches an average of 35, with an average section size of 39. (The difference is due almost entirely to the fact that tenured faculty have been teaching large, lower-division classes in order to provide the highest-quality instruction to lower-division students, who need experienced instructors. There is an SFR "penalty" for TT faculty teaching in those classes; we would have higher SFR if we chose to assign temporary lecturers to more of those classes.) The picture is of a department achieving a healthy through-put of students with a commitment to quality teaching.

## **California State University, East Bay**

### **APR Summary Data**

#### **Fall 2008 - 2012**

<b>Anthropology</b>	<b>Fall Quarter</b>				
	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>A. Students</b>					
1. Undergraduate	53	53	32	47	54
2. Postbaccalaureate	0	0	0	0	0
3. Graduate	22	22	27	28	22
4. Total Number of Majors	75	75	59	75	76
<b>College Years</b>					
<b>B. Degrees Awarded</b>					
	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>
1. Undergraduate	5	11	12	13	10
2. Graduate	8	5	10	6	9
3. Total	13	16	22	19	19
<b>Fall Quarter</b>					
	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>C. Faculty</b>					
<b>Tenured/Track Headcount</b>					
1. Full-Time	5	5	4	4	4
2. Part-Time	1	1	1	1	1
3a. Total Tenure Track	6	6	5	5	5
3b. % Tenure Track	46.2%	46.2%	62.5%	71.4%	62.5%
<b>Lecturer Headcount</b>					
4. Full-Time	0	0	0	0	0
5. Part-Time	7	7	3	2	3
6a. Total Non-Tenure Track	7	7	3	2	3
6b. % Non-Tenure Track	53.8%	53.8%	37.5%	28.6%	37.5%
7. Grand Total All Faculty	13	13	8	7	8
<b>Instructional FTE Faculty (FTEF)</b>					

8. Tenured/Track FTEF	5.3	3.5	3.7	4.3	4.3
9. Lecturer FTEF	2.1	2.0	1.0	0.5	1.1
10. Total Instructional FTEF	7.4	5.5	4.8	4.9	5.3
<b>Lecturer Teaching</b>					
11a. FTES Taught by Tenure/Track	146.5	90.4	106.1	143.3	151.2
11b. % of FTES Taught by Tenure/Track	77.7%	54.3%	74.7%	89.5%	82.1%
12a. FTES Taught by Lecturer	42.1	76.0	36.0	16.8	33.1
12b. % of FTES Taught by Lecturer	22.3%	45.7%	25.3%	10.5%	17.9%
13. Total FTES taught	188.7	166.4	142.1	160.1	184.3
14. Total SCU taught	2830.0	2496.0	2132.0	2402.0	2764.0
<b>D. Student Faculty Ratios</b>					
1. Tenured/Track	27.8	26.1	28.4	33.1	35.5
2. Lecturer	19.7	38.1	34.9	31.5	31.1
3. SFR By Level (All Faculty)	25.5	30.5	29.8	32.9	34.6
4. Lower Division	37.9	38.4	50.1	60.1	63.6
5. Upper Division	24.0	30.0	26.0	32.6	30.2
6. Graduate	9.1	11.4	14.4	8.3	13.3
<b>E. Section Size</b>					
1. Number of Sections Offered	30.0	22.0	19.0	22.0	23.0
2. Average Section Size	30.0	32.0	36.2	37.8	39.1
3. Average Section Size for LD	42.2	41.3	63.3	69.0	74.7
4. Average Section Size for UD	27.4	32.8	29.9	35.2	32.9
5. Average Section Size for GD	16.0	7.5	24.0	10.0	19.0
6. LD Section taught by Tenured/Track	3	2	3	2	3
7. UD Section taught by Tenured/Track	13	9	7	11	11
8. GD Section taught by Tenured/Track	6	3	5	7	5
9. LD Section taught by Lecturer	2	2	0	0	0
10. UD Section taught by Lecturer	6	6	4	2	4
11. GD Section taught by Lecturer	0	0	0	0	0

Source and definitions available at:

<http://www.csueastbay.edu/ira/apr/summary/definitions.pdf>