



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW  
ANNUAL PROGRAM REPORT**

College	CLASS
Department	AGES
Program Units	Anthropology, Geography & Environmental Studies
Reporting for Academic Year	2013-2014
Department Chair	David Larson
Date Submitted	6/1/2014

**1. SELF-STUDY**

AY 2013-14 has been noteworthy for AGES. Although its merger proposal was approved by the Academic Senate and President Morishita last June, AGES would not officially become a single unit until the summer of 2014. Yet the desire to move forward was such that in September the regular members of the faculty all signed and submitted to Dean Rountree a Memorandum of Understanding stating that AGES would function as a single unit, in the manner of the other 16 academic departments in CLASS (one chair, a single budget, etc.) throughout the 2013-14 academic year.

**Composition and Mission**

AGES is comprised of three compatible disciplines which take the world throughout human history as their subject matter. All three fields of study feature an inherently interdisciplinary approach, integrating science, social science and humanistic curriculum. AGES' mission is to educate students about the geographical, cultural, and linguistic diversity of the globe, the evolutionary history of humanity, including the history of human biological and cultural adaptations to, and alterations of, the physical environment; and lessons for sustainable approaches to human/environmental coexistence into the future drawn from current best practices and diverse cultural experiences of resource stewardship across time and space.

**Highlights**

During the current academic year faculty and students made their presence felt at the University. An enduring highlight was AGES' co-sponsorship (with the Office of Diversity and Wonderfest) of one of the featured events of CSUEB's "Week of Inclusive Excellence" in February: Dr. Yonatan Sahle's presentation "The African Origins of Human Intelligence – What Science tells us about When, Where, and How Our Ancestors Got Smart." This public lecture, drawing an impressively large crowd from the off-campus community, nearly filled the University Theatre and as a consequence shined a favorable light on the university and our department. ... Two other campus activities were less glamorous yet meaningful contributions. Prof. Larson's spring environmental field class, in one of the culminating events of "Earth Week," removed lawn and dead shrubs adjacent to Robinson Hall and installed a Water-Wise Botanical Garden, adding to the California Native Plant Garden his field class planted last year. ... And in the C.E. Smith Museum of Anthropology, students developed and presented an exhibit entitled, "The Woman with 1,000 Faces – from Mythic Matriarch to Modern Mystique." Displays included instructional and creative materials and interactive exhibits on women in the media plus other opportunities for visitor engagement.

## Thumbnails of Faculty Activities

Andrew Wong was a recipient of both a Faculty Support Grant and a Diversity and Social Justice Fellowship. His research on branding and semantics resulted in three significant publications. He continued in the role of manuscript reviewer for five distinct academic publications. ... Gary Li, an Academic Senator for 2013-14, served as the Chair of the University Tenure and Promotion Committee. He also represented the department as FACT Faculty Fellow. ... David Woo continued serving as the Faculty Chair of the Asian and Pacific Islander (API) Faculty and Staff Association, which he has done since 2012, and as a member of the API Faculty Learning Community. He also is the faculty sponsor of the Cal State East Bay Chapter of Gamma Theta Upsilon, the International Honor Society in Geography. ... Henry Gilbert's campus contributions included serving on the CLASS Curriculum Committee, on the FACT assessment committee as the representative of the Anthropology program, and as the faculty mentor for the students producing Yonatan Sahle's "African Origins of Human Intelligence" presentation. His scholarship included a presentation at the Third Annual Forensic Anthropology Seminar in Mexico City in August and as a panel participant at the PaleoCore Workshop in Austin Texas in November. He also saw his co-authored article on a new species of horse published in the *Journal of Vertebrate Paleontology*. ... Michael Lee was a work horse as usual. Besides serving as a member of the Planning For Distinction Instructional Program Task Group, he chaired the Search Committee for the Director of Sustainability (a new administrative position that will report to the Provost) and served as the Faculty Advisor for the ASI Sustainable Earth Club. He was the moderator for the ASI Industry Job Panel on Sustainability in April and currently serves as a member of the Advisory Board for the Alameda County Board of Education's "Shape Up Hayward" project. He served as the Principal Investigator for a successful "Campus as a Living Laboratory" grant from the Chancellor's Office. On tap: three presentations at state-wide and national sustainability conferences over the next few months. ... David Larson, besides chairing AGES in its inaugural year, served as one of only four faculty members on the Planning For Distinction Support Services Task Group. He continues in his president-appointed role as the *NCAA Faculty Athletics Representative* and serves on the FAR Eligibility Committee for Cal State East Bay's athletic conference. ... The entire faculty eagerly awaits the fall 2014 return of Karina Garbesi, who has been involved in several high-profile renewable energy projects at the Lawrence Berkeley National Lab during her extended professional leave from the University.

## A. Five-year Review Planning Goals

AGES's primary planning goal going forward is to integrate into more than one program's curriculum any new courses and cross-list existing courses so they can count as degree requirements in at least two majors. We will await the results of our first external review in AY 204-15 before identifying a new set of planning goals.

AGES has also fully committed to crossing traditional disciplinary boundaries to reshape the department's programs with hybrid tenure-track positions that will serve more than one discipline. After the awarded 2014-15 search (Archaeology of the Americas and archaeological field methods) next in our multi-year plan is Medical Anthropology/Health Geography. This is where our vision is clearest; hence a more detailed description of that position is included. The other, briefer, position descriptions reflect what we currently believe will be priorities as AGES evolves in the next few years.

Search in 2015-16:

Position: Medical Anthropology/Health Geography (hybrid)

The preferred candidate will be able to provide direct involvement for students in environmental health research (patterns of morbidity and mortality, health care, equity, beliefs, practices). The combined focus will help integrate key parts of the AGES curriculum. This TT position will also require the teaching of global health and other geography or anthropology or environmental studies courses in a way that advances Cal State East Bay's STEM initiatives; for example, quantitative data analysis and epidemiological research methods. Important synergies exist with other campus programs including Health Sciences, Ethnic Studies, Social Work, and International Studies among others.

With this TT position, students will gain familiarity with state-of-the-art biocultural theory and research on culturally diverse approaches to global health and environmental health. This TT faculty member will introduce students to scientific (quantitative) methods associated with population health. Geographic emphasis in South Asia (India), Sub-Saharan Africa or Latin America is preferred so as to expand or complement/strengthen current faculty expertise.

Search in 2017-18:

Position: Environmental Anthropology (hybrid)

The preferred candidate will have expertise in some combination of cultural ecology, conservation, urbanism, and sustainable development. Courses currently existing and those to be created by the successful candidate will apply to more than one discipline and contribute to two or more majors.

Search in 2018-19:

Position: Environmental Geography (hybrid)

The preferred candidate will have expertise in the physical Earth and its resources. Programmatic needs by late in the decade would appear to require the ability to teach a combination of courses focusing on the growing field of global change and the so-called Anthropocene: climate change, global land-use change, earth-surface processes, biogeography, and human responses/adaptations to environmental change.

## **B. Five-year Review Planning Goals Progress**

This is Year 1 as a merged department. Both former departments wiped the slate clean in terms of their previous planning goals as a show of good faith in the decision to merge. We have started anew in AY 2013-14.

## **C. Program Changes and Needs**

The most significant “changes” were in the realm of expectation. When the merger document was prepared in 2012-13, it was expected that Anthropology would bring 4 full-time faculty members to join the 5 in Geography & Environmental Studies to form a 9-member department. Instead, 2 of the anthropologists took a different route. One decided to FERP at .50 time and the other was lured away by an offer from U.C. Berkeley. Hence, expectations regarding how workloads would be assigned, how frequently some classes could be taught and how (and when) assessment would be conducted, required readjustments. The operating budget supplied by CLASS was sufficient to cover the needs of the department. Essential curriculum for the three programs was not compromised. New field instruments and other equipment were acquired via A2E2 allocation and the Anthropology Museum’s funding request was met by an EIRA allocation. The only potential issue centered on the need for additional administrative staff to appropriately serve the needs of a larger faculty and nearly 200 student majors in the three programs.

## **2. SUMMARY OF ASSESSMENT**

### **A. Program Student Learning Outcomes**

Anthropology

1. Identify, summarize and sequence the basic schools of anthropological thought in all four academic subfields 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.

#### Geography

1. Demonstrate a broad and deep understanding of the fundamental concepts and techniques of the discipline of Geography (ILO 6);
2. Prepare, use, and interpret maps and other spatial data with and without the aid of computers (ILO 6);
3. Communicate geographic ideas, perspectives and conclusions clearly and persuasively orally, in writing and through maps and graphics (ILO 2);
4. Think critically and apply analytical and quantitative reasoning to address problems across local, national and global geographic scales and to effect practical and sustainable solutions both as an individual and within a team (ILO 1,4,5);
5. Demonstrate their knowledge of the characteristics and cultures of two world regions in addition to their own (ILO 3, 5).

#### Environmental Studies

1. Demonstrate the knowledge, skills and sensitivities needed to perform effectively as an environmental professional individually and in a team setting (ILO 4, 6);
2. Demonstrate a basic understanding of politics, law, economics, ethics, biology, chemistry, geography and geology as they apply to the environmental studies field (ILO 6);
3. Communicate clearly and persuasively concerning a range of environmental issues orally and in writing and to critically analyze environmental impact reports, statements, and assessments (ILO 2, 3);
4. Apply scientific reasoning and quantitative and statistical methods applicable in the environmental field (ILO 1, 6);
5. Understand the practical/field dimensions of a range of Bay Area environmental issues and their linkages to regional, national and global processes critical to sustainable development (ILO 5).

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

In 2012-13 Anthropology's PSLO 5 was assessed. To assess this PSLO an on-line information program and assessment quiz were administered. Student scores varied, and the department discussed the results and addressed issues they raised.

Specific PSLOs for 2013-14 assessment for the three programs are identified in C.

### **C. Summary of Assessment Process**

#### Anthropology

ANTH assessed the basics of both the BA and MA programs in 2013-2014. PSLO 1 was assessed. Students in lower-division classes in Spring 2014 are taking a survey quiz, and class artifacts and writing samples from upper-division courses have been assessed. Results of the 2013-14 assessment will post by the third week of June.

#### Geography

Assessment is being conducted in GEOG 4605 (Applications of Geographic Information Systems). PSLO 3 will be assessed based on student term-project presentations and reports. Students will orally present their projects in class via PowerPoint (PPT) format. Each student will have 10 minutes for their slide presentation. Both the PPT and written reports will include (1) explanation of problem(s) or issue(s);

(2) data acquisition and processing; (3) procedures of ArcGIS in spatial/environmental analysis; (4) results and conclusions (may include maps and tables); and (5) discussions and comments. PSLO 3 will be assessed based on oral presentations, written reports, final map projects, and conclusions drawn. Student presentations will be video recorded and, along with written reports, will be submitted to the faculty assessment team at the conclusion of Finals Week.

#### Environmental Studies

Assessment is being conducted in the ENVT 4800 (Capstone Seminar) in Spring Quarter 2014. Student teams have been video-taped making presentations on their capstone projects, have submitted group written reports and have completed mid-way and end-point teamwork reviews, each using standard rubrics. They submitted a draft presentation of the report, received comments based on the rubric, and submitted a second version of the presentation of the report. These documents will be re-reviewed by the faculty assessment team after Finals Week and the students will be judged as to their ability to a) communicate orally and in writing (PSLO 3) & b) ability to work professionally and in a team setting (PSLO 1). Using the rubrics developed for the capstone on oral presentation and professional report writing, the committee will objectively determine if the students have met the requirements in these areas and at what level. The students' self-assessments combined with the oral and written group presentations will be used to determine the degree to which they are able to function in a team environment.

### D. Summary of Assessment Results

A revised Annual Report with results from 2013-14 assessment will be submitted at the end of June.

### 3. STATISTICAL DATA

Starting in Fall Quarter 2013 the College of Letters, Arts and Social Sciences has viewed SCU/FTES, Total Number of Majors, and Faculty Headcount for AGES as a single-number sum of the three programs, underscoring that the decision to merge was in part a driven by a desire to be viewed as a single department for the most critical metrics used in awarding tenure-track searches. AGES receives one SCU target, not three separate targets. It is the department's responsibility to schedule classes and align curriculum in such a manner as to meet the quarterly and annual enrollment targets. It has been determined that Anthropology would be the beneficiary of scheduling preferences in fall, Geography & Environmental Studies in winter, with spring being more or less equally divided between the two former departments. In that context, AGES' Fall 2013 SCU was 4,130, which met its enrollment target. In Winter 2014 AGES fell just shy of its target but then exceeded it by 3% in Spring Qt. For 2013-14, AGES has met its annual target. The tables below show that AGES carried 170 Majors, collectively in Fall 2013.

**California State University, East Bay**  
**APR Summary Data**  
**Fall 2009 - 2013**

Anthropology	Fall Quarter				
	2009	2010	2011	2012	2013
<b>A. Students</b>					
1. Undergraduate	53	32	47	54	64
2. Postbaccalaureate	0	0	0	0	0

3. Graduate	22	27	28	22	14
4. Total Number of Majors	75	59	75	76	78
	<b>College Years</b>				
<b>B. Degrees Awarded</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>
1. Undergraduate	11	12	13	10	10
2. Graduate	5	10	6	9	4
3. Total	16	22	19	19	14
	<b>Fall Quarter</b>				
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>C. Faculty</b>					
<b>Tenured/Track Headcount</b>					
1. Full-Time	5	4	4	4	2
2. Part-Time	1	1	1	1	2
3a. Total Tenure Track	6	5	5	5	4
3b. % Tenure Track	46.2%	62.5%	71.4%	62.5%	40.0%
<b>Lecturer Headcount</b>					
4. Full-Time	0	0	0	0	0
5. Part-Time	7	3	2	3	6
6a. Total Non-Tenure Track	7	3	2	3	6
6b. % Non-Tenure Track	53.8%	37.5%	28.6%	37.5%	60.0%
7. Grand Total All Faculty	13	8	7	8	10
<b>Instructional FTE Faculty (FTEF)</b>					
8. Tenured/Track FTEF	3.5	3.7	4.3	4.3	2.1
9. Lecturer FTEF	2.0	1.0	0.5	1.1	2.8
10. Total Instructional FTEF	5.5	4.8	4.9	5.3	4.9
<b>Lecturer Teaching</b>					
11a. FTES Taught by Tenure/Track	90.4	106.1	143.3	151.2	75.6
11b. % of FTES Taught by Tenure/Track	54.3%	74.7%	89.5%	82.1%	47.2%
12a. FTES Taught by Lecturer	76.0	36.0	16.8	33.1	84.5
12b. % of FTES Taught by Lecturer	45.7%	25.3%	10.5%	17.9%	52.8%
13. Total FTES taught	166.4	142.1	160.1	184.3	160.1
14. Total SCU taught	2496.0	2132.0	2402.0	2764.0	2402.0
<b>D. Student Faculty Ratios</b>					
1. Tenured/Track	26.1	28.4	33.1	35.5	35.5
2. Lecturer	38.1	34.9	31.5	31.1	30.7
3. SFR By Level (All Faculty)	30.5	29.8	32.9	34.6	32.8
4. Lower Division	38.4	50.1	60.1	63.6	39.1
5. Upper Division	30.0	26.0	32.6	30.2	32.5
6. Graduate	11.4	14.4	8.3	13.3	13.1
<b>E. Section Size</b>					
1. Number of Sections Offered	22.0	19.0	22.0	23.0	18.0
2. Average Section Size	32.0	36.2	37.8	39.1	36.2
3. Average Section Size for LD	41.3	63.3	69.0	74.7	54.3
4. Average Section Size for UD	32.8	29.9	35.2	32.9	33.8
5. Average Section Size for GD	7.5	24.0	10.0	19.0	13.0
6. LD Section taught by Tenured/Track	2	3	2	3	2
7. UD Section taught by Tenured/Track	9	7	11	11	5
8. GD Section taught by Tenured/Track	3	5	7	5	2
9. LD Section taught by Lecturer	2	0	0	0	1
10. UD Section taught by Lecturer	6	4	2	4	8
11. GD Section taught by Lecturer	0	0	0	0	0

<b>Geography and Environmental Studies</b>					
	<b>Fall Quarter</b>				
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>A. Students Headcount</b>					
1. Undergraduate	56	55	63	81	73
2. Postbaccalaureate	2	1	1	1	1
3. Graduate	19	20	19	23	18
4. Total Number of Majors	77	76	83	105	92
<b>College Years</b>					
<b>B. Degrees Awarded</b>					
	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>
1. Undergraduate	16	11	17	13	23
2. Graduate	3	0	4	5	2
3. Total	19	11	21	18	25
<b>Fall Quarter</b>					
	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>C. Faculty</b>					
<b>Tenured/Track Headcount</b>					
1. Full-Time	6	6	6	5	5
2. Part-Time	0	0	0	0	0
3a. Total Tenure Track	6	6	6	5	5
3b. % Tenure Track	75.0%	75.0%	75.0%	62.5%	71.4%
<b>Lecturer Headcount</b>					
4. Full-Time	0	0	0	0	0
5. Part-Time	2	2	2	3	2
6a. Total Non-Tenure Track	2	2	2	3	2
6b. % Non-Tenure Track	25.0%	25.0%	25.0%	37.5%	
7. Grand Total All Faculty	8	8	8	8	7
<b>Instructional FTE Faculty (FTEF)</b>					
8. Tenured/Track FTEF	4.5	4.8	4.0	3.1	3.7
9. Lecturer FTEF	1.1	1.1	1.0	1.4	1.3
10. Total Instructional FTEF	5.5	5.9	5.0	4.5	5.0
<b>Lecturer Teaching</b>					
11a. FTES Taught by Tenure/Track	88.0	105.3	106.1	79.5	79.9
11b. % of FTES Taught by Tenure/Track	66.4%	75.8%	78.0%	67.7%	69.4%
12a. FTES Taught by Lecturer	44.5	33.6	29.9	37.9	35.3
12b. % of FTES Taught by Lecturer	33.6%	24.2%	22.0%	32.3%	30.6%
13. Total FTES taught	132.5	138.9	136.0	117.3	115.2
14. Total SCU taught	1988.0	2083.0	2040.0	1760.0	1728.0
<b>D. Student Faculty Ratios</b>					
1. Tenured/Track	19.7	21.9	26.5	25.8	21.8
2. Lecturer	41.7	31.5	28.8	27.6	26.6
3. SFR By Level (All Faculty)	23.9	23.6	27.0	26.3	23.1
4. Lower Division	34.2	30.9	34.3	36.6	28.9
5. Upper Division	19.3	20.9	24.9	23.8	21.9
6. Graduate	9.4	8.0	11.6	13.5	11.5
<b>E. Section Size</b>					
1. Number of Sections Offered	27.0	26.0	23.0	23.0	27.0

2. Average Section Size	28.2	25.5	29.7	26.9	24.8
3. Average Section Size for LD	45.2	32.9	39.4	41.0	30.2
4. Average Section Size for UD	19.9	22.1	27.1	23.3	23.1
5. Average Section Size for GD	17.0	11.0	15.0	17.0	15.0
6. LD Section taught by Tenured/Track	4	6	4	3	3
7. UD Section taught by Tenured/Track	14	10	10	9	11
8. GD Section taught by Tenured/Track	7	4	3	4	5
9. LD Section taught by Lecturer	2	2	1	1	3
10. UD Section taught by Lecturer	2	5	5	7	5
11. GD Section taught by Lecturer	0	0	1	0	1

Source and definitions available at:

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

Headcount Enrollment	Fall Quarter				
	2009	2010	2011	2012	2013
<b>Geography</b>					
1. Undergraduate	16	17	19	25	26
2. Postbaccalaureate	1	1	0	0	0
3. Graduate	19	20	19	23	18
4. Total Number of Majors	36	38	38	48	44
<b>Environmental Studies</b>					
1. Undergraduate	40	38	44	56	47
2. Postbaccalaureate	1	0	1	1	1
3. Graduate	0	0	0	0	0
4. Total Number of Majors	41	38	45	57	48
Degrees Awarded	College Years				
	08-09	09-10	10-11	11-12	12-13
<b>Geography</b>					
1. Undergraduate	11	4	6	3	8
2. Graduate	3	0	4	5	2
3. Total Number of Majors	14	4	10	8	10
<b>Environmental Studies</b>					
1. Undergraduate	5	7	11	10	15
2. Graduate	0	0	0	0	0
3. Total Number of Majors	5	7	11	10	15

D. Student Faculty Ratios	Geography				
1. Tenured/Track	16.3	17.8	25.7	23.6	19.8
2. Lecturer	41.7	34.0	30.9	29.2	26.8
3. SFR By Level (All Faculty)	23.8	20.9	26.8	25.5	21.7
4. Lower Division	38.6	25.1	43.3	39.0	27.3
5. Upper Division	21.5	21.0	25.3	24.4	21.6



6. Graduate	9.4	8.0	11.6	13.5	11.5
<b>E. Section Size</b>					
1. Number of Sections Offered	19.9	21.5	18.5	18.6	21.5
2. SCU taught	1296.0	1483.0	1564.0	1380.0	1348.0
3. Average Section Size	26.5	22.8	29.7	26.0	25.1
4. Average Section Size for LD	43.3	25.0	45.5	41.0	26.8
5. Average Section Size for UD	22.0	22.9	28.3	24.3	25.5
6. Average Section Size for GD	17.0	11.0	15.0	17.0	15.0
7. LD Section taught by Tenured/Track	1	3	1	1	1
8. UD Section taught by Tenured/Track	9	10	10	8	9
9. GD Section taught by Tenured/Track	7	4	3	4	5
10. LD Section taught by Lecturer	2	2	1	1	3
11. UD Section taught by Lecturer	2	3	3	5	3
12. GD Section taught by Lecturer	0	0	1	0	1
<b>D. Student Faculty Ratios</b>	<b>Environme</b>				
1. Tenured/Track	24.2	38.3	29.2	33.7	31.0
2. Lecturer	0.0	18.7	18.8	17.0	25.1
3. SFR By Level (All Faculty)	24.2	35.4	27.5	30.0	29.6
4. Lower Division	30.9	38.3	29.2	34.5	31.1
5. Upper Division	12.4	18.7	18.8	16.5	25.2
6. Graduate	0.0	0.0	0.0	0.0	0.0
<b>E. Section Size</b>					
1. Number of Sections Offered	7.1	4.5	4.5	4.4	5.5
2. SCU taught	692.0	600.0	476.0	380.0	380.0
3. Average Section Size	32.4	37.5	29.8	31.3	23.5
4. Average Section Size for LD	47.0	46.0	35.3	41.0	37.0
5. Average Section Size for UD	10.5	12.0	13.0	12.0	10.0
6. Average Section Size for GD	0.0	0.0	0.0	0.0	0.0
7. LD Section taught by Tenured/Track	3	3	3	2	2
8. UD Section taught by Tenured/Track	5	0	0	1	2
9. GD Section taught by Tenured/Track	0	0	0	0	0
10. LD Section taught by Lecturer	0	0	0	0	0
11. UD Section taught by Lecturer	0	2	2	2	2
12. GD Section taught by Lecturer	0	0	0	0	0