CALIFORNIA STATE UNIVERSITY EAST BAY

ACADEMIC SENATE

Committee on Academic Planning and Review

ANNUAL PROGRAM REPORT

College	Letters, Arts, and Social Sciences
Department	AGES: Anthropology, Geography & Environmental Studies
Programs	Anthropology (BA), Geography (BS), Environmental Studies (BA)[1]
Reporting for Academic Year	2020-2021
Last 5-Year Review	2014-2015
Next 5-Year Review	2021-2022
Department Chair	Michael Lee
Date Submitted	October 1, 2021

I. SELF-STUDY

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.

[1] AGES also includes the Global Studies (GLST) (BA) program for which Director, AGES faculty member Dr. Andrew Wong, has produced a separate annual report.

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

NOTE: At the time of our last 5-year plan, AGES was in its first official year as an academic department, resulting from the merger of Anthropology with Geography & Environmental Studies. The program goals listed above, therefore, were designed to be broad, department-wide goals. AGES receives one budget for all three programs. One SCU/FTES target is assigned each semester, not specific targets for each program. Scheduling decisions often consider which combination of classes will produce the desired SCU target. Our expectation at the time was that for the next 5-year review, scheduled for 2021-22, each program in AGES could develop its own planning goals.

This has not yet happened, not least because of the tremendous, accelerated upheaval that has taken place with respect to department personnel. In 2020-21, the program continued to adjust to the separation from the department of senior faculty in the form of Full Professor Gary Li at the end of Fall 2020 and Associate Professor Henry Gilbert in the prior year (2019-20), and the shift to a 0.5 FERP time-base by Full Professor Karina Garbesi, and Associate Professor David Woo. Long-time adjunct faculty Dr. Dave Matsuda also retired from the University mid-year. At the end of the 2020-21 academic year, we also saw Full Professor David Larson join the ranks of FERP on a 0.5 time base, with half of his time base being allocated by the President to his role of Faculty Athletics Representative (FAR). Dr. Garbesi, in addition to FERPing, also has a significant buy out of her teaching time for an external grant. We had expected to bring in a new faculty member in Geography/ Environmental Studies to start in 2021-22 to join Tony Marks-Block who started his first year of his tenure track in 2020-21 as a new hire in Anthropology, but the hiring process, which we detailed in our 2019-20 job announcement and which was started in Fall 2020 by a search committee made up of Dr. Lee, Dr. Garbesi and Dr. Albert Gonzalez, was cancelled shortly after we had prepared all the materials ready to begin advertising.

Because of all these changes and the obstacles presented by the Covid-19 Pandemic, AGES has thus made little progress in following through on its 2014-15 five-year plan goals in the 12 months of 2020-21 since our last report, and frankly is poorly situated to effectively conduct a meaningful self-study and five-year planning progress as expected of it for 2021-22. Having been absent from East Bay in 2016-17 and 2017-18, and having been elected Senate chair with 18 units of assigned time for most of 2018-19, 2019-20, and 2020-21, the newly installed chair, Dr. Lee, has met or personally interacted with only a few of the current adjunct faculty and knows little of the strengths and weaknesses of the current curriculum, especially within the ANTH BA and ENVT BA, having taught sparingly in only the GEOG BS program the last three years. As part of the transition process, the current chair needs time to learn all the various duties of chair necessary to run the department, for which there is minimal training available, before he can develop the necessary understanding and data with which to develop and execute an adequate self-study strategy and five-year planning process that will systematically and comprehensively include all faculty, staff and student perspectives. The chair has consulted with the Dean's Office concerning the wisdom of requesting a one-year postponement of the 2021-22 five year review to 2022-23 which would then coincide with the review schedule for the Global Studies BA program, now also housed in AGES and for which AGES faculty member Andrew Wong is the Director. The Global Studies BA program, in its former

incarnation as the International Studies BA, was formerly incorporated as a program in AGES in Spring 2017 and thus with respect to our prior five-year planning goals, GLST SCUs are also now included in AGES' commingled semesterly allocation, but were not part of our last five-year self-study and plan. Due to its embedded and commingled status within AGES, it is difficult to imagine effectively planning AGES' future separately in isolation from planning the development of the GLST program (it is likely that AGES will thus petition CAPR to synchronize the GLST BA and the other AGES programs on the same five-year calendar as the rest of the AGES programs). Given that one of the remaining major actors in the AGES program, the newly-tenured Anthropology BA advisor Dr. Gonzalez, is on sabbatical for the Spring semester 2022, the execution of a meaningful five-year planning process will thus be very difficult to accomplish this year.

In the expectation that AGES will seek and be granted a one-year postponement therefore, this annual report is being prepared as a normal 1-4 year cycle report, and not as the truncated report normally expected during the 5th year in which the self-study is scheduled. The plan is for us to submit a formal request from the AGES chair, prior to the November deadline, for CAPR to consider a one-year postponement of our scheduled five-year review until 2022-23. Note that as per past practice, even though it is now thoroughly commingled into the resource allocation of AGES and thus should ideally be part of an integrated planning process, the GLST BA is submitting a separate annual report to CAPR as it currently has a separate five-year review process and timetable, a legacy of its former status outside a department as an interdisciplinary major. Thus, further discussion of the GLST BA program will not be a feature of this AGES annual report.

B. Progress Toward Five-Year Review Planning Goals

Goal #1. There is little to report here for 2020-21. As with all programs, our faculty pivoted to online instruction and most of our energies were put into ensuring that the quality of instruction was maintained under remote Zoom-based or asynchronous modalities. The current chair is unaware of any specific initiatives that were entered into at a department wide level to address this goal. Our intention is to fully address our entire curriculum as part of our upcoming self-study, performing a curriculum mapping exercise designed to break down silos between complementary and overlapping elements of our course structure aligned to the core aspect of all three programs - the sustainability of the biological/environmental, social, economic and other interconnected, intersectional systems on which the future welfare of humans and other species depend.

Goal #2. With respect to this category, there are only two developments of note. **Anthropology** Professor Marks-Block spent 2020-21 developing a new cross-cutting experimental course to be offered in Fall 2021 as an elective that could be used for the major by all three of our program's students: ANTH BA, ENVT BA and GEOG BS using the vehicle of GEOG 397 Issues in Anthropology, Geography and Environmental Studies. The course, Fire Ecology and Management, focuses on Dr. Marks-Block's area of expertise and involves a fieldwork component, something that is in relatively short-supply within our curriculum, a feature which we would like to change. If this course proves successful this semester, we are likely to offer it regularly under its own prefix and as we enter our next five-year plan, modify the curriculum of our programs to include the course in all three majors rather than require substitutions as will be the case with this initial offering using GEOG 397. We feel that providing fieldwork opportunities and a highly applied

curriculum relevant to our State and planet's biggest problems is one of the best ways we can attract and maintain student interest and further our students' career goals, and so will work to develop these opportunities more forcefully in the coming years. The **Geography** program continued to transform its capstone course to become a vehicle with which to assess the program PLOs, having offered it for the first time post-semester conversion the previous year. Dr. Lee worked with GEOG BS advisor Dr. Larson to develop a course structure that would not only allow graduating majors to showcase their knowledge and skill set through an integrative project report in a manner that models some of the expectations of a professional, as well as an academic, work environment, but also give them chance to demonstrate at least three of the five PLOs for the program. We intend to engage more with our adjunct faculty across all our programs to fully coordinate our instruction through the curricular road map our students take on their route to graduation so that courses are not offered in siloed isolation but with full knowledge of all the courses and where we introduce, advance and master the concepts through the learning outcomes.

Goal #3. As reported previously, AGES is one of the few departments in CLASS contributing courses to Area UD-D *and* Area UD-B. AGES now has 41 different courses (including the five cross-listed courses as only a single course - with those it equals 46 which is more than 50% of our total course offerings) that contribute service to the university at the lower and upper division levels in areas B and D. We have three courses in Lower Division Area B, eight courses in Lower Division Area D, seven courses in Upper Division Area B, and 23 courses in Upper Division Area D. In addition, seven of our courses satisfy the sustainability overlay, two courses satisfy the diversity overlay, and two courses satisfy the social justice overlay. Thus, our majors are well situated, due to the double counting allowance, to satisfy their major requirements and many of their GE requirements with the same courses, which makes their pathway to graduation in 120 units possible but also, for many, should allow them the opportunity to pursue a second major or multiple minors and stay within this total. Only a few of our majors do this, however, and we will look at this issue in our forthcoming self-study to determine exactly how many valued added elements (double major, minors, certificates) our majors pursue and, if low, what the obstacles are (e.g. knowledge of options, late selection of major, etc.). This commitment to the GEOC program is not without its complications, however, and we will examine this issue in our forthcoming self-study; how our programs and majors are affected by having such a high proportion of our upper division specialist courses open to non-majors seeking a GE Area or overlay and how UD-D enrollment caps limit impact our FTES. We intend to do that by reviewing enrollment data that maps how many and which non-majors take our courses and the relative performance of majors and non-majors in those courses as captured by average GPA and DFWU rates and gaps.

Goal #4. All three AGES programs align with the lower-division transfer patterns used by the California Community College system. Transfers comprise the majority of students in each of our programs. In order to attract a steady flow of newly transferred majors into our programs, rather than to competing schools that include the other Bay Area CSUs, we need to have more concrete and frequent outreach and collaboration with our regional feeder schools. With the easing off of Covid restrictions, the chair plans to visit the most important community colleges over the coming academic year and provide them with a direct pathway of communication and advising for any AA degree students looking to continue Anthropology, Environmental Studies, Geography and Global Studies to the bachelors level. In doing so, he will consult with our adjunct

faculty, several of whom also teach at our feeder schools and are familiar with their students and faculty, and can thus provide valuable connections.

Goal #5. As has been stated in previous annual reports, AGES "is committed to bridging fluid disciplinary boundaries to reshape the department with *positions that will contribute to the curriculum of more than one program."* Each AGES tenure-track request for the next few hires will be designed to add a faculty member who will contribute to two of the department's three programs. For AY 2021-22, AGES has been approved to search for a tenure-track position in *Sustainable Urban Environments*. The status of that proposal is detailed in **Section III. B. Request for Resources** of this report. That said, with the separation from the University of our biological anthropologist (Dr. Gilbert) and our primary physical geographer (Dr. Li), and with the FERPing of our primary resource environmentalist faculty (with particular skills in the core topics of energy and climate change - Dr. Garbesi) and our spatial techniques geographer (Dr. Woo) we find ourselves with a declining tenure density. For Spring 2021, our tenure density in terms of weighted teaching units will now be ANTH 31%, GEOG 35%, and ENVT 21%, a density of 31% overall. To support our ANTH BA and our GEOG BS concentrations, it would be strategic for us to seek three new positions in the next five years to recover our tenure density and in particular to shore up our GEOG BS program for which we now only have one full-time tenure-track professor with a terminal degree in this field, the chair, Dr. Lee who only teaches one course per semester due to his assigned time. The first of these hires should be a spatial skills geographer who does applied work in an area strongly allied with social justice such as spatial analysis of public health, social inequity, crime, politics, or some other area through which we could form research/teaching alliances with other programs. The additional ability to teach one or more world regional geography courses, thus supporting both our Spatial Techniques and our Regions and Culture concentrations, would be advantageous. Seeking a human geographer would dovetail well with the new Area F requirement at the CSU if we could identify a candidate with a background that includes some training in a field recognized by Ethnic Studies. As a program, we have expressed our interest to the Dean of CLASS and the Chair of Ethnic Studies that we would be delighted to hire a suitable faculty member who could also develop and teach a cross-listed Area F class with the Ethnic Studies BA. A second hire should probably be a physical/resource geographer who could consolidate our core offerings in sustainable resource management, attracting students into our major by teaching lower division courses like GEOG 110 and GEOG 200 and then related upper division courses including GEOG 380, GEOG 445 and GEOG 450 - we can examine the need for this more closely as part of our upcoming five-year review process and in light of our existing adjunct faculty skill sets. Clearly, in doing so, we must engage our adjunct faculty as we review strategic areas in a manner that offers them an opportunity to compete for any tenure-track position, or continues to offer them the chance to deliver the courses that best leverage their expertise. A third AGES hire should strategically be in the area of biological anthropology for which there is a solid demand for instruction but no full-time faculty on the roster following the departure of Dr. Gilbert. We currently have a cultural/linguistic anthropologist, an archaeologist, and an environmental anthropologist who are all early or mid-career and thus adding a biological specialist to this field would provide a robust core to our program. Ideally, we will be able to attract a diverse pool of applicants and hire faculty that can increase our departmental contribution to diversity, equity and inclusion across our ranks of instructors. In reviewing progress on this goal, it is clear that as we continue to pursue tenure-track hires in key areas we should also more strategically include our adjunct faculty in the planning and development of our programs and determine where in our curriculum we can best make use of our lecturer pool, especially in teaching

courses created during semester conversion that we are yet to teach such as GEOG 352 Latin America and the Caribbean or GEOG 356 Europe, or courses which we teach infrequently for which there is unmet student demand. The ability to offer more courses for all faculty, tenure-track or adjunct, is, of course, a function of our budget allocation from CLASS.

C. Program Changes and Needs

Overview: The continuing global pandemic and delivery of most of our instruction wholly online characterized AY 2020-21. The academic year also saw continuing changes in AGES involving faculty, as previously mentioned, with two senior faculty having just entered FERP, Dr. Garbesi and Dr. Woo, and one new faculty member having joined the department, Dr. Marks-Block.

During the past year, AGES faculty continued to make significant contributions to the machinery of the University, particularly in shared governance. Dr. Lee completed his second and final full year (2018-19 having been a partial year) as the Chair of the Academic Senate. He also was an elected member of COBRA. Dr. Wong continued as Cal State East Bay's representative to the CSU's Council on International Programs. Dr. Gonzalez directed the C.E. Smith Museum of Anthropology and served on the CSU Foundation Board. Dr. Marks-Block served on the Senate's Sustainability Committee. Then AGES Chair Dr. Larson continued serving the President's Office as the University's Faculty Athletics Representative (FAR), representing East Bay in the NCAA and California Collegiate Athletics Association. He also served on the University Administrative Review Committee (UARC).

With several regular faculty, including those noted above, teaching reduced loads due to assigned-time buyouts or personal leave, the versatile and dedicated adjunct faculty in all three programs was largely responsible for delivering curriculum, particularly in Fall 2020, which was the only time in the past three years that AGES did not meet or exceed the FTES target assigned to it by the college. This drop may be attributable in part to the lower university-wide FTES in Fall 2020.

Fall Semester 2020: 234.6 FTES (90% of target)
Fall Semester 2019: 277.0 FTES (105% of target)
Fall Semester 2018: 298.0 FTES (106% of target)

In pre-pandemic times, AGES' enrollment strategy was to schedule multiple large sections (70-150 students) of lower-division survey courses each semester. These balance out the 10 to 12 limited-capacity lab and field courses and capstone seminars in each program, most of which feature high-impact, hands-on instruction. The large survey courses furthermore allow AGES to contribute generously to the General Education program in Area UD-D and Overlays, where class enrollments have 30-student caps. The necessity to switch to a dominant online format due to the pandemic meant that some of our largest courses would now be half the size of what they were when taught in-person

Curriculum: There is little new to add in this section for AY 2020-21, except to say that like all programs, we seem to have managed to pivot to deliver most of our instruction online without experiencing obvious negative impacts for our students or our faculty. In fact, several adjunct faculty have reported how well they feel their classes went and how comfortable they felt teaching classes online, suggesting that perhaps we should seek to enhance our number and proportion of classes with options for online delivery to add to their

current on-ground modalities. A review of modalities for the AGES programs shows that ENVT has only one of 16 courses approved for hybrid and/or online delivery, GEOG has three of 33, and ANTH has 11 of 32, a total of 15 out of 81. The modality status of our courses will be a major aspect of discussion in our forthcoming self-study and five year planning process. The department continues to use graduation check forms built in Excel and shared through Google Docs, completed by the advisors, and signed by the chair digitally. This facilitates the timely processing of major, minor and certificate checks and allows our ASC to work efficiently. We will not convert this process to Adobe DocuSign as it makes the process of annotation or correction by the chair cumbersome for both the advisor originator and the chair.

In the last annual report, Dr. Larson reported that the unexpected loss of our tenured biological anthropologist and addition of our new assistant professor in environmental anthropology would trigger a revamp in Anthropology's two concentrations during AY 2020-21. A partial revamp resulted in replacing the Socio-Cultural and Applied Concentration with the Culture, Discourse and Society Concentration. Any further modifications to the Anthropology program will be rolled into the cycle of self-study and five year planning.

Students: The number of AGES majors is a topic that the current chair is trying to grapple with and make sense of. On taking over on August 17 of this year, Dr. Lee asked our ASC for data on the number of majors that she had listed on file and harvested the list of students associated with the Blackboard majors organizations. He also reached out to the four advisors for ANTH, ENVT, GEOG and GLST and came up with a total of 175 students who we believe are our majors or double majors - 70 ANTH, 39 ENVT, 29 GEOG and 37 GLST (formerly INTS). According to Institutional Research data from Fall 2020, AGES programs accounted for only 137 majors (111 in the three AGES programs considered in this annual report), a change of + 4 from the 133 listed for Fall 2019. The major counts on Pioneer Insights thus do not tally with our own departmental and Blackboard organization listings. Pioneer Insights shows for Fall 2021(Fall 2019) the following - ANTH 55(54), ENVT 35(34), GEOG 21(18) and INTS (now GLST) 36 (27). Once settled into the post, the current chair intends to triangulate between all the different data sets and reach out to all the students in our list, double checking against their enrollment records, to see what the true picture is concerning majors who are actively pursuing a degree in our university and to compile detailed statistics on their progress to help us better track and cater to their curricular needs for timely graduation.

GROUP	ANTH BA	GEOG BS	ENVT BA	TOTAL (Fall 2020)	PERCENT AGES (UNIV)
Asian	7	3	6	16	14.4 (23.1)
Black	4	0	0	4	3.6 (9.7)
Haw/PI	0	0	0	0	0 (1.1)
Internat.	0	0	1	1	0.9 (4.9)
Latinx	29	6	17	46	41.4 (37.8)

Multirace	5	1	2	8	7.2 (5.3)
Native Am	1	0	0	1	0.9 (0.2)
Unknown	1	3	3	5	4.5 (3.9)
White	8	8	6	22	19.8 (14.1)
URM	33	6	17	56	50.4 (47.7)
Non-URM	22	15	18	55	49.6 (52.30
TOTAL	55	21	35	111	

A review of the published race and ethnicity data on Pioneer Insights for our three degree programs and on the CSUEB quick enrollment facts for Fall 2020 provide a snapshot of our current student diversity. Overall we have a slightly higher percentage of under-represented minority students (URM) than the university as a whole (the university defines URM as Black, Latinx and Native American identifiable students). This is due mainly to our Latinx student proportions in the ANTH BA and ENVT BA programs. Overall across our three programs, we have a higher proportion of Latinx majors than the undergraduate student body as a whole in Fall 2020. However, we have a lower percentage of Black students than the University as a whole in all three programs - this is because we have no Black majors at all in the GEOG BS and ENVT BA programs although Black students make up almost 10% of our East Bay undergraduates. We have over 5 percentage points more White majors than the university as a whole with the difference mostly a result of the GEOG BS which has almost 40% White students, around three times the proportion of the student body as a whole. Our ANTH program is the one that most closely represents the diversity of our undergraduate student body and our GEOG program is the least representational. We plan to examine the reasons for this in more detail as part of our self-study which will, in part, include a look at the diversity of geography and environmental studies majors as a whole at a broader scale e.g. at the national level.

Faculty: When the 2020-21 academic year began, AGES full-time, tenured faculty had been reduced to five; in order of seniority Dr. David Larson, Dr. Michael Lee, Dr. Andrew Wong, Dr. Albert Gonzalez and Dr. Tony Marks-Block. Dr. Gary Li started the academic year on Family Medical Leave and separated from the University at the conclusion of the Fall semester due to family reasons. The rest of our faculty were either FERPing (Dr. Garbesi and Dr. Woo) or adjunct faculty members. Dr. Larson and Dr. Lee had only a fraction of their time dedicated to teaching AGES courses as department chair and Senate chair respectively. At the end of 2020-21, Dr. Larson elected to retire and join Dr. Garbesi and Dr. Woo as a 0.5 FERP faculty member. Dr. Gonzalez, we are delighted to report, deservedly received tenure and promotion to Associate Professor at the end of the academic year and also applied for and received a sabbatical award for 2021-22 which he will take in the Spring semester.

The adjunct faculty in AGES numbers around 12-14 annually and have thus become very critical contributors to the department's success in meeting its enrollment targets. Effective Fall 2020, five AGES

lecturers had 3-year entitlements; three in Anthropology (Dr. Handwerker, Dr. Almquist and Dr. Matsuda (who retired as part of the 20-21 retirement incentive program)) and two in Geography & Environmental Studies (Dr. Woodard and Dr. Givental). Another nine adjunct faculty were teaching courses in 20-21 (in Anthropology: Profs. Blank, Bugawayan, Cusimano, and Danis, and in Geography & Environmental Studies: Profs. Decker, King, Sibilia, Taylor and Vyas). The hiring of Dr. Adrian Taylor, a regional expert on Africa, finally allowed us to teach one of the new regional courses created during semester conversion, GEOG 353 Africa. Demand for that course has been healthy and we will likely offer it every semester.

With respect to faculty diversity, Pioneer Insights statistics show that in Fall 2020, of our 16 headcount tenure-track and adjunct faculty, five faculty members were identifiable as BIPOC, four of Asian ethnicity and one Latinx. Eight, or 50%, of our faculty were identifiable as White, slightly lower than CLASS and the University as a whole which showed a percentage identifiable as White of 57%. Three were listed as unknown race and ethnicity. Our gender distribution was that we had seven female faculty, nine male faculty and no non-binary faculty. Of our tenure-track faculty, only one of seven were female in Fall 2020. Our percentage of White AGES faculty is much higher than the proportion of White students which in Fall 2020 for our undergraduates overall was only 14.1% and for our three majors was 19.8%. We have not had time to identify these DEI statistics in terms of WTUs or FTES which would capture the degree of interaction between our faculty and our students with respect to race and ethnicity.

Staff: AGES two academic support staff, one full-time the other half-time, are both female. We do not have official personnel statistics on employee race and ethnicity as these are not disaggregated to the department level on Pioneer Insights but can report that our Administrative Support Coordinator, Jenn Palmer, is African-American and an active member of the AAFSA leadership team. As a member of the Communications Subcommittee she is responsible for the website and newsletter. We fully support her in this endeavor through flexible working hours and arrangements that allow her to attend meetings and fulfill her AAFSA functions as needed.

The department's second staff member, Marjorie Rhodes-Ousley, who is White, is the Assistant Director of the Museum of Anthropology (0.5 appointment). AY 2020-21 was the second full year she worked off an upgraded position description that documented her supervisory responsibilities for all student-workers hired to prepare the Museum's annual exhibit and the student docents who make possible exhibit viewing by the campus and community. Marjorie is a significant contributor to the Museum's annual A2E2 proposal and is authorized to submit equipment and supply purchase requests.

Resources: It became apparent in 2020-21 that Dr. Gonzalez's PEARL (Pacific Earthen Architecture Research Lab) on the 4th-floor of MI, which got its start in 2018-19, is really inadequate for the work that is and will be carried out there in the future as Dr. Gonzalez's National Science Foundation grant-related work with students expands. The room has no sink and the ventilation system may be inadequate given that the research work involves the use of adobe soil materials from which fine particles become airborne. AGES has considerable space on the first floor of the Meiklejohn Building that could be reorganized and reallocated but this would require careful consideration as to its highest and best use and the cost of doing so. This will be a topic of analysis and discussion as part of our up-coming self-study and five-year planning process as some of the ground floor space is being used by the fossil and osteology courses and some is used for storage of ANTH collections that include research materials of Emeriti faculty and also Ohlone remains that are in the process of being returned to the Muwekma-Ohlone tribe. The issue of AGES

possession of human remains of the ancestors of local indigenous peoples or from dubious origins (probable historical grave robbing in Asia) was subject to considerable discussion at a campus level in 2020-21. Dr. Gonzalez received release time from the President to conduct investigations on the provenance and history of our collections, to inventory them as best possible, and to engage in discussions to return them to their appropriate representative organizations of the region's indigenous peoples. This included discussions with the Alameda County Coroner's office concerning potential DNA testing and so forth. AGES is committed to the responsible return of all questionable human remains and to securing appropriate, ethically sourced or artificial skeletal collections for the support of our pedagogy in biological anthropology, osteology and forensics. Replacing the current collections will likely be very expensive and we are currently working with our adjunct osteologist, Daniel Cusimano, to determine our needs, the best sources to meet them, and the likely costs so we may prepare a budget request to the President's Office or to A2E2, whichever turns out to be the appropriate source for funds.

In terms of additional resources for our curriculum and faculty, the department intends to review its curriculum to determine how to include a greater field component, as for example will take place this year with the experimental Fire Ecology and Management course (GEOG 397) that will take students into the field and which thus requires funding for travel and accommodation. We will likely be making increased calls on A2E2 funds for field opportunities for our students as we see these as being integral to fulfilling our vision and mission. With respect to assigned time, the department believes that the Director of the Museum of Anthropology, currently Dr. Gonzalez, should be assigned at least 3 units of dedicated release time to organize this precious resource and should not just be expected to run the program through the WTUs and FTES of the ANTH 377 Museum Studies course. His predecessor as the Museum Director received a two-course, 6 unit release annually.

Assessment: Going forward, all three AGES programs will conduct assessment in a small handful of senior-level courses that the faculty believes best captures how much students learned in the major. This is discussed below in **Section II.C.**

Other: Unfortunately, at this time it is not possible to report in any great detail on addressing DEI within the AGES program or our efforts and progress in the areas within the DEI Rubric approved by FDEC and CAPR for the annual reporting progress and for five-year plans. As former Senate chair over the period in which this DEI lens was added to our program review process, current AGES chair Dr. Lee was a strong supporter of this policy change. He is eager to begin the process of addressing all of the DEI rubric elements in a manner that will place AGES among the leaders on our campus in terms of programs seeking to center justice, equity, diversity and inclusion (JEDI) within the fabric of the curriculum, classroom and the workplace. Though we do have two AGES courses that satisfy the GEOC diversity overlay and two others which satisfy the social justice overlay, and while many of our courses tackle, in part, issues of social justice and diversity and equity, we need to communicate this curricular contact more strongly through our course descriptions so that students understand a priori that these are a focus of our pedagogy. We commit to the goal that in next year's annual report, we will be able to include DEI summaries in all aspects of our reporting and that JEDI content will feature highly both in the self-study and in the five year plan for the program. This includes carrying out an in-depth analysis of GPA and DFWU inequities between under-represented minority (URM) and non-URM students and low income and non-low income students in our programs and department. It also includes carrying out a climate survey among our own staff, faculty

and students, establishing an agreed set of JEDI operating principles for departmental meetings, discussing and implementing a policy of placing appropriate diversity statements on all syllabi, and hosting anti-racist educator training opportunities for AGES personnel using materials developed by the CSUEB Alliance for the Black Community and endorsed by our Office of Faculty Development. In 2020-21, we will invite the University DELO to attend one or more faculty meetings to discuss how to increase the number of BIPOC students, particularly Black students, into our programs so that the diversity of our students better reflects the overall student body diversity of the university. We are also mindful of the need to create an inclusive department that supports and promotes the success of our LGBTQ+ staff, faculty and students and those with disabilities. We also will discuss how to increase the diversity of our tenure-track and adjunct faculty over time so that we also better reflect our student body, if not with the exact same distribution, which is hard to do with such relatively small numbers, at least in terms of the BIPOC/Non-BIPOC ratio. We also wish to address the gender imbalance in our tenure-track ranks. We are hopeful that with the groundwork done in the hiring strategy that was cancelled in 2020-21, which we developed in close collaboration with then DELO Dr. Nicholas Baham, and revived this year, we will attract a strong pool of BIPOC and female/non-binary applicants to our advertised position. We expect and accept that our ratings in the FDEC/CAPR DEI rubric will be low this year as this has not been heretofore an explicit, public focus of our department personnel. However, we do expect in future years to be rated increasingly highly for our JEDI efforts.

As a place-holder marker for our self-study and five-year plan to come, we can report that AGES faculty have begun to discuss the possibility of developing a new integrative MA or MS program for the department that would cut across all four disciplinary areas - ANTH, GEOG, ENVT and GLST - allowing graduates from each to continue on at East Bay to achieve a post-graduate diploma that would further their career opportunities or provide a bridge to a doctoral program. Both Anthropology and Geography gave up their masters programs during semester conversion due to the difficulty of maintaining a viable program with such few faculty and with increasing FTES requirements for seminars that we found difficult to satisfy and at that time, we floated the idea of pooling our resources intellectually in a new cross-cutting graduate program once the dust had settled. The focus of the degree would be highly applied and revolve around the commonalities of all four programs. Discussions are very preliminary at this stage but will likely be a feature of our pending self-study and five-year plan.

SUMMARY OF ASSESSMENT

D. **Program Learning Outcomes (PLO)**

ANTHROPOLOGY

PLO 1. ANTH majors will identify, summarize and sequence the basic schools of anthropological thought in all four academic sub-fields of the discipline (ILO 1).

PLO 2. ANTH majors will apply basic qualitative and quantitative sociocultural (ethnographic). Archaeological, or osteological research methods and skills (ILO 2).

PLO 3. ANTH majors will describe, compare, and relate human cultures across different regions of the globe (ILO 3).

PLO 4. ANTH majors will examine human diversity holistically and scientifically, discriminating among and analyzing conceptions and misconceptions of ethnicity, “race,” and human biological variation (ILO 1 & 3).

PLO 5. ANTH majors will 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 (ILO 1, 4, &5).
PLO 6. ANTH majors will communicate information clearly in written and oral forms (ILO 2).

GEOGRAPHY
PLO 1. GEOG majors will synthesize geographic knowledge, apply research strategies and use quantitative tools to solve problems of a geographic nature and relevant to a changing world (e.g. in resource management, spatial analysis, environmental change, and sustainable development (ILO 1).
PLO 2. GEOG majors will identify and communicate key geographical processes, ideas, concepts and outcomes orally, in writing, and through the use of geographical information systems (GIS) and other spatial representations (ILO2).
PLO 3. GEOG majors will identify, describe, and explain the environmental, social, cultural, economic and other key characteristics and dynamics of different world regions (ILO 3).
PLO 4. GEOG majors will demonstrate effective teamwork ability by contributing to successful execution of group projects in the classroom, GIS Laboratory and or/in the field (ILO4).
PLO 5. GEOG majors will identify, describe and explain how local, regional and global environmental, human societal and economic processes and their outcomes are related to sustainable development (ILO 1, 3, 4).

ENVIRONMENTAL STUDIES
PLO 1. ENVT majors will articulate key threats to the global environment, the scientific basis of the understanding of those threats, their underlying causes and implications for society (ILO 1, 2, 5).
PLO 2. ENVT majors will articulate and apply key concepts to critical environmental problems including ecological limits, threshold effects, tragedy of the commons, and the interconnectedness of human and natural systems (ILO 2, 4).
PLO 3. ENVT majors will identify and apply a range of prominent tools and strategies to maintain and restore environmental quality and achieve sustainability (ILO 4, 5).
PLO 4. ENVT majors will describe and evaluate social justice and equity issues in the context of sustainable development (ILO 3, 5).
PLO 5. ENVT majors will identify, describe, and assess the environmental and associated equity and justice implications of human actions, including one's own (ILO 3, 5).
PLO 6. ENVT majors will apply qualitative and or quantitative approaches to identify, analyze and assess environmental problems (ILO 1, 4, 5).

E. Program Learning Outcome(s) Assessed

1. ANTHROPOLOGY BA

Program Learning Outcome(s) Assessed

PLO 3. *ANTH majors will describe, compare, and relate human cultures across different regions of the globe.* This PLO maps to ILO 2: Graduates of Cal State East Bay will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.

A. Summary of Assessment Process

Instrument(s): The "Critical Notes" assignment systematically divided response papers that encourage careful consideration of course reading material and require critical responses that analyze socioeconomic differences between anthropologists as much as their research subjects.
Sampling Procedure: The sample included all Anthropology majors enrolled in ANTH 431: Advanced Anthropological Theory (n=13) in spring 2021 under Dr. Gonzalez. ANTH 431 is a required course for all ANTH majors. Students typically take this course in the spring semester of their senior year, though that is not an enforced requirement.
Sample Characteristics: 8 of the 13 students in the course were seniors; all students enrolled in the course were ANTH majors.
Data Collection: Students read 2-3 peer-reviewed articles or book chapters weekly and were expected to produce response papers using an MS Excel template, dividing their comments into Definition, Important Points, and Criticism columns, offering page numbers in citation. In terms of grades, assignments ranged between low and moderately high stakes, increasing in value during the course of the term. Students submitted the weekly assignments by Blackboard just before class time, presumably arriving to class with the document "in hand" to support their in-class discussion of the course texts. Plagiarism is strictly and expressly forbidden, and students received weekly reminders of that fact. In class discussion took place on the same days as the assignment was due and Dr. Gonzalez kept track of student participation in his notes.
Data Analysis: Dr. Gonzalez assessed student understanding of cultural difference as interpreted by analysts of varying cultural backgrounds by evaluating student writing from one week to the next and by providing detailed comments as to related analysis, clarity of language and logic in relation to understanding human cultures, and the strength and relevance of their critique. Most students progressed greatly by employment of this systematic format, as it offers the opportunity for Dr. Gonzalez to grade strategically, placing emphasis on evaluation of critique and on the way students relay their understanding of analysts and subject cultures they were asked to consider. Critical Notes facilitated discussion, affording students confidence in comment during its course and encouraging thorough class examinations of human cultural difference. Topics touched on include cultural biases inherent in all anthropological work, the trajectory of anthropological theorists' careers by race, ethnicity, and social class, modes by which cultural groups grapple with differences between and among them, and feminist, queer, and anarchist interpretive lenses in cultural analysis. Student cultural interpretation and understanding of implicit interpretive bias increased by leaps and bounds during the term. Participation levels were very high.

B. Summary of Assessment Results

Main Findings: 11 of 13 (84.6%) students registered for ANTH 431 achieved this PLO, judged based on the clarity with which they articulated their understanding of human cultural difference and the implicit biases of anthropological analysts. Of the two students that did not achieve the goal, one simply did not hand in assignments regularly enough for their work to be evaluated against that of the other students. The

other effectively abandoned the course two-thirds of the way into the semester without withdrawing, so the 84.6% rate is slightly misleading. All students enrolled in the course who carried out most assignments met the PLO.

Recommendations for Program Improvement: Dr. Gonzalez believes that advisor suggestion that the course not be taken until the last semester of senior year is a potential solution to the problem that some students may leave the program unable to articulate anthropological theory in relation to cultural difference. The two students who did not fare well in assessment were both juniors and together made up 40% of the total number of juniors registered for the course.

Next Step(s) for Closing the Loop: For the present this is an easy solution to implement, as Dr. Gonzalez is typically the only faculty member who teaches the course and he is one of only two program advisors for the foreseeable future. He and co-advisor Dr Marks-Block will, from this point on, advise students to hold off on taking the course until the last spring of their undergraduate career.

Other Reflections: Dr. Gonzalez suggests that ANTH should consider enshrining the warning in the course description or catalog/schedule notes in the future.

2. GEOGRAPHY BS

A. Summary of Assessment Process

Instrument(s): For the GEOG BS program, the capstone course for the major, GEOG 499 Senior Seminar, was used as the vehicle for PLO assessment for 2020-21 in Spring 2021. All the students in the capstone were seniors and almost all were set to graduate at the end of the Spring 2021 semester. The capstone work focused on three of the five PLOs -1, 2 and 4.
Sampling Procedure: There were nine students in the course, three of whom were ENVT majors taking the course as a substitution for their own capstone graduation requirement – the ENVT 493 Projects class. All six of the GEOG majors on the class roster were included in the outcomes assessment. They were given an ID number from 1-N.
Sample Characteristics: Out of the six GEOG majors to be assessed, one student (ID 5) received an incomplete and one student (ID 6) stopped coming to the class, presumably due to Covid-related reasons, and did not respond to repeated outreach; thus it was not possible to do assessment for two of six. Due to the difficulties of Covid, it was decided to make the teamwork aspect of the capstone optional. Only two of the remaining four majors (ID 1 and ID 2) elected to submit a combined project and thus were eligible for the teamwork assessment PLO 4. The results of the learning outcomes assessment is included below. The rubrics used for the assessment are included in the Appendix of this report.
Data Collection: The final project reports were submitted by the students to the Blackboard gradebook and the oral presentations by the students were recorded on Zoom and the MP4 files saved and downloaded to the instructor's hard drive for subsequent careful review using the appropriate rubric. Teamwork was assessed through a combination of self and peer assessment by the students (in an oral exit interview with the instructor) and direct observation by the instructor during Zoom consultations and group meetings.
Data Analysis: The sum total of the work was evaluated with respect to a four point scale using the rubrics

included below by the instructor, current Chair Michael Lee, with a secondary review by the then department Chair, Prof. Larson which constituted the AGES GEOG assessment team. The four points scale ranged from Mastering (1), Advancing (2), Developing (3) and Not Yet Developed (4). The objective of our program is for all majors to score 1 or 2 on all of the PLOs by or close to graduation (hence we try to assess these PLOs in the capstone or in other advanced, 400-level courses). We mapped the PLOs 1, 2 and 4 to five elements of the capstone project - preparing the final report, quantitative reasoning, information literacy, oral communication and teamwork, each of which had clear rubrics that were shared *a priori* with the students and used in the outcomes assessment.

PLO 1 Synthesize geographic knowledge, apply research strategies and use quantitative tools to solve problems of a geographic nature and relevant to a changing world (e.g. in resource management, spatial analysis, environmental change, and sustainable development)

> **Project Report:** You are expected to comply with all the instructions on preparing your report i.e. all the needed elements must be present using the methodologies prescribed. If in doubt, check with the instructor.
> **Quantitative Reasoning**: Quantitative Reasoning (QR) is competency and comfort in working with numerical data. It involves understanding and applying mathematics/statistics to analyze and interpret real-world quantitative information in a disciplinary context. Individuals with strong QR skills possess the ability to reason about and solve quantitative problems from a wide array of contexts. They understand and can create sophisticated arguments and conclusions supported by quantitative evidence and can clearly communicate those in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

PLO 2 Identify and communicate key geographical processes, ideas, concepts and outcomes orally, in writing, and through the use of geographical information systems (GIS) and other spatial representations

> **Information Literacy:** To recognize when information is needed; to be able to identify, locate, and evaluate information; to use and share effectively and responsibly information in a manner appropriate to the disciplinary context.
> **Oral Communication**: Oral communication is a prepared, purposeful presentation designed for a specific audience to increase knowledge, foster understanding, or promote change in the listeners' attitudes, values, beliefs, or behaviors. Consideration should be made for communication by individuals with diverse backgrounds (*e.g.*, English as a non-primary language, communication disabilities, *etc*.).

PLO 4 Demonstrate effective teamwork ability by contributing to successful execution of group projects in the classroom, GIS laboratory and/or in the field

> **Teamwork**: Working with others is an essential component of our university experience. Students work in teams on classroom assignments, on service learning projects, in student organizations, in campus service departments and elsewhere on campus with each of these providing a possible context for rubric application. Leading, collaborating with others, and working in teams composed of diverse members are vital in our workplaces and communities.

B. Summary of Assessment Results

Main Findings: As shown below, two (50%) of the four assessed majors demonstrated that they were mastering the program learning outcomes skill set through their work and performance for PLO 1, 2 and 4, one (25%) showed that they were consistently at the advancing level for PLO 1 and 2 and one student showed that they were at the advancing level for PLO 2 but only at the developing level for PLO 1. In

assessing Student ID 4, it was noted that the quality of work and ability was clearly of a high standard, but the student failed to apply sufficient energy and effort to the synthesis and analysis of information to demonstrate satisfactorily that the outcome had been met at the expected level for a consistent assessment of advancing (2) or mastering (1).

		GEOG Majors Student ID					
Assessment		1	2	3	4	5	6
PLO 1: Synthesize geographic knowledge, apply research strategies and use quantitative tools to solve problems of a geographic nature and relevant to a changing world (e.g. in resource management, spatial analysis, environmental change, and sustainable development)	**Project Report:**	1	1	4	2	I	WU
	Quantitative Reasoning:	1	1	2	2	I	WU
PLO 2: Identify and communicate key geographical processes, ideas, concepts and outcomes orally, in writing, and through the use of geographical information systems (GIS) and other spatial representations	**Information Literacy:**	1	1	2	2	I	WU
	Oral Communication	1	1	2	2	I	WU
PLO 4: Demonstrate effective teamwork ability by contributing to successful execution of group projects in the classroom, GIS laboratory and/or in the field	**Teamwork**:	1	1	NA	NA	NA	NA

Recommendations for Program Improvement: It is clearly difficult to make any great sense of such a small sample size although the evidence is generally encouraging that students were, on the whole, demonstrating level 1 and 2 outcomes.
Next Step(s) for Closing the Loop: In subsequent capstones it will be important for the instructor to develop and apply a project design and data collection strategy that allows all students to demonstrate their achievement of PLO4 or else capture this PLO in another sampling manner elsewhere in the curriculum.
Other Reflections: Each year only a small number of the GEOG majors graduate and so in order to get more meaningful statistics, we need to grow the number of majors and ideally create a cohort of seniors that can all arrive *en masse* in the capstone which is the ideal place to capture most, if not all the PLOs.

3. ENVIRONMENT STUDIES BA

A. Summary of Assessment Process

Instrument(s): For the Environmental Studies BA, PLO 2 was assessed in 2020-21 through the medium of the Literature Research and Methods course ENVT/GEOG 310 - PLO 2: *ENVT majors will articulate and apply key concepts to critical environmental problems including ecological limits, threshold effects, tragedy of the commons, and the interconnectedness of humans and natural systems (ILO 2,4)*
Sampling Procedure: The sample was taken in Fall 2020 as part of normal course assessment processes using the vehicle of the midterm exam. Students submitted hand-written answers to the question that were subsequently assessed using a simple scoring rubric.
Sample Characteristics: All nine ENVT BA majors enrolled in the course were included in the sample.
Data Collection: The instructor, the chair Dr. David Larson, included an open-ended exam question for all the ENVT BA majors enrolled in the course in which they were asked to demonstrate their acquired knowledge and understanding of a key concept critical to environmental problems namely the Tragedy of the Commons (as a concept specifically mentioned in PLO 2).
PLO 2 Assessment Question: *What is meant by "Tragedy of the Commons" -- who coined that term, when, and why? And how does it apply to resource use and management and various conservation themes you have learned about in literature presented in this seminar and elsewhere in our disciplines?*
Data Analysis: In assessing the student responses to this question, we used the methodology adopted by the Environmental Studies assessment team the previous year (Spring 2019) for consistency. The responses were reviewed by then chair Dr. Larson and current chair Dr. Lee using this proficiency rating:

Assessment	Meaning	Score Given
1 Mastering	Perfect, near perfect	17-18
2 Advancing	Minor gaps	15-16.5
3 Developing	Significant gaps	13-14.5
4 Not yet developed	Inadequate	<12.5

B. Summary of Assessment Results

Main Findings: The results of this assessment was that two thirds of the ENVT BA majors in this course demonstrated that they were either mastering or advancing with respect to PLO 2 while one-third were still developing this learning outcome. This is shown in the following table:

Student ID	Assessment Score	Proficiency Rating	Percent of Majors
2	17	1 Mastering	22.2%
9	17	1 Mastering	
1	16	2 Advancing	44.4%
3	15	2 Advancing	
4	15	2 Advancing	
7	15	2 Advancing	
5	14	3 Developing	33.3%
6	13	3 Developing	
8	13	3 Developing	

#1 = Junior, #2 = Senior, #3 = Senior, #4 = Senior, #5 = Junior, #6 = Junior, #7 = Sophomore, #8 = Senior, #9 = Senior

Recommendations for Program Improvement: In retrospect it should be noted that this course is not ideal as a vehicle for assessing PLOs as the majors taking this course are not all seniors close to graduation. This course was only selected due to the original plan to use ENVT 493 as an assessment course being rendered impractical because of the decision to compress it into a 7-week format due to commitments of the instructor, Prof. Karina Garbesi, to a research grant. ENVT/GEOG 310 contained a mix of ENVT BA majors at different levels of progress through the major; five seniors, three juniors and one sophomore. Two of the students rated as only developing PLO 2 were juniors and one was a senior. Seniors made up all of the students demonstrating they were mastering PLO 2. The advancing group was a mix of seniors, juniors and sophomores. Although this is only a small sample size and it is difficult, therefore, to make sense of the results, it is a little discouraging that one-third of the majors, students already of junior or senior status, had significant gaps in their ability to articulate such a basic concept in our field and of such importance to sustainability.

Next Step(s) for Closing the Loop: As part of our upcoming self-study and five-year planning process we need to perform a content analysis to determine where our ENVT PLOs are being addressed across the curriculum and the stages at which key skills and knowledge are introduced and developed so we can develop a more realistic and robust assessment process to develop more meaningful and reliable statistics. This course is not the best vehicle for assessing this PLO and we should plan to assess it in future in the capstone class for ENVT majors and not a 300-level course that most students should take in their junior year and/or ideally on the first opportunity following

their transfer with an AA from one of our community college partners.
Other Reflections: None at this time.

F. Assessment Plans for Next Year

In AY 2021-22, assessment for each AGES program will occur in spring semester courses. ANTH 330 Political Ecology will be used to evaluate ANTH PLO #5. ENVT 493 - Environmental Projects will be used as the capstone vehicle for both ENVT and GEOG majors (both sets of graduating seniors will be advised by Dr. Larson and Dr. Garbesi to enroll) and will attempt to assess several of the PLOs for each major using the same project vehicle. At a minimum, regardless of the capstone project topics selected by students, the course will be constructed in a manner that attempts to assess GEOG PLOs #1, #2 and #4 and ENVT PLOs #1, #2, #4, #5 and #6.

Note that we intend to review our assessment history and our assessment practices robustly in our next self-study and include an enhanced, more meaningful assessment process in our next five year plan that will allow us to measure what we value in our curriculum so we can confidently report back how our majors are experiencing and learning from our curriculum and make clear and obvious changes that address where and why we encounter any deficiencies compared to our goals. Currently, we do not feel that our assessment post-semester conversion has allowed us to do that as evidenced by the observed flaws and limitations in our assessment work in 2020-21.

II. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

A. Discussion of Trends & Reflections

Notable Trends (Data from Pioneer Insights):
The total number of reported majors in the three AGES programs considered in this report - ANTH BA, ENVT BA and GEOG BS - over the past five years, the final three on the quarter system and the first two on semesters, is remarkably even (average 104 with a +/-7 variation), with an overall rise since the low of 2017. This is based on Fall reports:

2016 **(104)**, 2017 **(97)**, 2018 (**104**), 2019 (**106**), 2020 (**111**).

A breakdown by individual programs in the start and finish years above reveals the following:
ANTH rose from 46 to 55; GEOG rose from 16 to 21; ENVT fell from 42 to 35.
[As noted elsewhere in this report, the Global Studies program, administered by AGES, adds another 27 majors to the total, bringing the sum to 137 majors.]

Over the past five years, AGES programs (excluding Global Studies) have produced impressive **FTES**:

Fall 2020: 234.1
Fall 2019: 277.0
Fall 2018: 298.0
Fall 2017: 321.6
Fall 2016: 299.6

That said, in AY 2020-21, AGES's **FTEF** continued a downward trend over the past five years:

Fall 2020 **8.0**; Fall 2019 **8.2**; Fall 2018: **9.3**; Fall 2017: **10.2**; Fall 2016: **10.3**

As noted in previous annual reports, the still healthy FTES with a relatively small FTEF points to the value of strategic scheduling decisions by the prior chair and the willingness of AGES faculty to allow the chair to set their teaching schedules. The goal is always to match the days and times when the largest number of students (our majors, of course, but the general student body as well) are available and to not cannibalize enrollment by scheduling courses that appeal to the same demographic at the same time slot.

SFR for Anthropology historically has been among the highest CLASS programs due its large-enrolled lower-division survey courses. As detailed elsewhere in this report, these courses, each enrolling 70-150 students, have allowed all three AGES programs to offer multiple limited-enrollment (20 and under) high-impact, hands-on lab courses, field courses and capstone seminars that are essential to each program. Geography & Environmental Studies offers the vast majority of these courses and yet does not typically enroll any classes over 60 students. Even though its SFR for Fall 2020 was a respectable 24.3 (slightly down from the previous Fall's 26.7 due to Covid), those two programs rely on the enrollment subsidy provided by Anthropology, which had an SFR of 33.9 (down from the previous Fall's 41.7 due to Covid).

Anthropology	Geography & Environmental Studies
Fall 2020: 33.9	Fall 2020: 24.3
Fall 2019: 41.7	Fall 2019: 26.7
Fall 2018: 39.9	Fall 2019: 25.4
Fall 2017: 37.9	Fall 2017: 24.5
Fall 2016: 31.3	Fall 2016: 25.7

[Note: Global Studies data appears in a separate Annual Report completed by the Director of Global Studies, Andrew Wong.]

All three AGES programs are characterized by a transfer-dominated population. In Fall 2020, Anthropology had the lowest percent of transfer students, 60% (versus 54% in 2019), compared to 91% for Geography (100% in 2019) and 71% for Environmental Studies (equal to 2019). Those percentages have varied little over the past five years. Results are understandably similar when looking at class standing. Upper-division students dominate our programs. In Fall 2020, ANTH was 74% (same as 2019), GEOG 91% (versus 100%), and ENVT 91% (versus 94%). As noted in previous annual reports, these data strongly suggest that first-year students do not arrive at Cal State East Bay with the intent to major in one of the AGES programs, a fact that can be traced to the lack of exposure to our disciplines in most high school curricula. The department's response has been to recruit new majors among the native student population by offering excellent instruction in our lower-division survey courses. This approach has limited utility unless a student is "captured" in Year 1, however, as there is increasing pressure on CSUEB students to declare a major during their sophomore year.

All three AGES programs are female-dominant, led by Anthropology's 69% (in three of the preceding four years, at least 74% of ANTH majors identified as female). For ENVT, the female/male ratio is 57%/43%. GEOG is the outlier among AGES programs, with females and males being more equally represented. In Fall 2020, the ratio was 52% female/48% male versus 50%/50% the year prior.

The majority of majors in AGES are first-generation students. ANTH leads the way with 64% in Fall 2020 after having averaged 66% over the prior four years. For ENVT, 60% of majors in Fall 2020 were first-gen, up slightly from a multiyear average of 57%. For GEOG it was 52% in Fall 2020, after the program's highest-ever percentage of first-gen students, 67%, the previous fall. In the university as a whole, first-gen undergraduates comprised 63.8% in Fall 2020 so we are generally reflective of East Bay as a whole given the distribution of our majors.

In terms of race/ethnicity, the three programs show different patterns. As previously mentioned, the largest ethnic group in ANTH over the past five years is Latinx, comprising 50% or more of the majors (53% in Fall 2020). For Geography, the two largest groups over the same period are White and Latinx, with 38% and 29%, respectively, in Fall 2020. Environmental Studies majors are represented by three groups: Latinx 49%, Asian 17% and White 17%

Pell Grant recipients, referred to as low-income students in our Pioneer Insights data set comprised 50.8% of our East Bay undergraduate students overall in Fall 2020 and were slightly less represented in our three programs ANTH (47%), GEOG (38%), ENVT (43%) - in previous years they were typically over 50% but have shown fluctuations from year to year since 2016-17.

The combined number of degrees awarded in the three programs has declined over the past five years: **50** (2015-16) to **47** (2016-17) to **46** (2017-18) to **39** (2018-19) to **30** (2019-20). Since we have slightly higher majors now, this suggests the time to graduation might be impacted. We are not clear how this trend relates to time to graduation and to the goals of GI 2025 but we intend to work with Institutional Research as part of our self-study to look more closely at graduation patterns and track our current majors' trajectories and expectations with respect to retention and completion rates.

Previous annual reports have pointed out a common characteristic among AGES majors that is worth repeating here. To a significant degree, our sense is that the majors in AGES programs are older than

"normal" college age for undergraduate students. They tend to come to, or find, our programs through non-linear pathways. Many are "re-entry" students who have returned to college after an absence of years. In recent years GEOG, in particular, has been sought out by Veteran students who typically transfer to East Bay after two or more years in the community college system, following their military service. The varied age and real world experience our re-entry students bring to our classes makes for a robust educational experience for students and faculty alike.

As a final reflection on Pioneer Insight trends, AGES regular and lecturer faculty characteristics from 2015-2016 through 2019-20 was numerically stable, owing to no departures among the regular faculty and multiple lecturers with 3-year entitlements. At the start of AY 2019-20, the breakdown of AGES faculty by rank was as follows: Professor (5), Associate Professor (2), Assistant Professor (1). As reported for 2020-21 we had a further retirement to add to the two in 2019-20 and the separation of Dr. Li and now, at the time of this report, with Dr. Gonzalez having received his tenure and promotion at the end of last year, the breakdown shows a very different demographic: FERP Professor (3), Professor (2), Associate Professor (1), Assistant Professor (1). As pointed out elsewhere in this report, this loss of tenured professor WTUs, combined with the release time for faculty to complete University-wide and departmental duties, has decreased our tenure density and left us heavily reliant on our adjunct faculty.

Reflections on Trends and Program Statistics:

As the breakdown of student demographics above reveals, AGES programs are top-heavy with upper-division students as has been reported previously. This has historically been the case. The department's goal has been and continues to be to increase the number of native students in our programs. Our most effective method to date has been through the dynamism of large introductory survey courses in Anthropology taught by faculty who can put on a show. That – and the subject matter itself – has been our hook. This strategy took a major hit in 2020-21 with the shift to online instruction as a result of Covid. We hope to structure our course offerings in future years to have our tenured faculty, especially our major advisors, teach one larger lower division capture class a year for each discipline so that they can both attract students to the major, and establish a baseline relationship with our native majors from the very beginning that they can nurture along the degree roadmap as they teach the upper division courses that make up the bulk of our degrees. Achieving this strategy will be a prime consideration in our next self-study and five year plan.

The transformation of Environmental Studies and the conversion of Geography for the semester system was intended to make those programs more desirable to transfer students, as both programs are in alignment with established transfer patterns. As we reported in the last annual report, it is still too soon to render a judgment on the effectiveness of that strategy.

The new chair of the department has been very engaged over the last year or so in developing analytical tools for the evaluation of Pioneer Insights data with respect to student success and student equity gaps in GPA and DFWU grades across courses and within departments over time. It is expected that the next annual report and the forthcoming AGES self-study will include data in this area which will be helpful in shedding further light on the DEI characteristics of our programs.

B. Request for Resources

1. Request for Tenure-Track Hires

In 2020-21, AGES was authorized to conduct a search for a tenure-track assistant professor in *Sustainable Urban Environments*. This position was designed, in part, to fill and expand elements of the Environmental Studies curriculum largely built and covered by now-FERPing Dr. Garbesi. However, the day before distributing the position announcement nationally, the Provost's Office, citing considerable fiscal uncertainty in the year ahead, postponed all new authorized searches. This hire has now been launched a year later in 2021-22 and is currently underway. The advertisement, as published on the CSUEB website and in various placed advertisements, is as follows:

FACULTY EMPLOYMENT OPPORTUNITY

ASSISTANT PROFESSOR ANTHROPOLOGY, GEOGRAPHY AND ENVIRONMENTAL STUDIES

DEPARTMENT OF ANTHROPOLOGY, GEOGRAPHY AND ENVIRONMENTAL STUDIES

FULL-TIME TENURE-TRACK

THE UNIVERSITY: California State University, East Bay (CSUEB) is a comprehensive university serving the San Francisco Bay Area/Silicon Valley. It is known for award-winning programs, expert instruction, its diverse student body, and a choice of more than 100 career-focused fields of study. With an enrollment of approximately 15,000 students and 900 faculty, CSUEB is organized into four colleges. The University offers bachelor's degrees in 49 fields, minors in 52 fields, master's degrees in 34 fields, 16 credentials programs, 18 certificate options, and 1 doctoral degree program. http://www20.csueastbay.edu/

California State University East Bay has a mission to support a diverse student body through academically rich and culturally relevant learning experiences. The successful candidate will bring with them expertise or an openness to creating a welcoming and supportive environment for all students.

THE DEPARTMENT: Anthropology, Geography, and Environmental Studies (AGES) is a highly dynamic, collegial, and interdisciplinary department that hosts the three indicated undergraduate degree programs along with the Global Studies program. This position will contribute principally to the Geography and Environmental Studies programs. The Geography program provides a valuable multi-perspective education of vital importance in this age of globalization and cumulative environmental change and offers a B.S. with concentrations in Resources and Sustainability, Regions and Cultures, and Spatial Techniques. The program is focused on historical and contemporary human activities in the natural and built environment, and on people as the major physical, social, cultural, and economic change agents across the Earth's surface. Environmental Studies is a broadly interdisciplinary program offering a B.A., a Minor, and a Sustainability Certificate, all focusing on issues at the nexus of environmental sustainability, resource management, and social justice. The two programs collaborate closely, with multiple cross-listed courses and a common focus in fostering practical, cross-disciplinary skills in their majors (e.g. environmental resource analysis, environmental impact assessment, GIS) while integrating issues of science, sustainability, and social justice into each curriculum. AGES faculty acknowledge the centrality of racial justice in environmental justice, climate justice, and other core sustainability challenges. We seek a colleague with a similar understanding. AGES faculty are major contributors to the University in shared governance and as leaders in developing its substantial sustainability infrastructure and collaborate closely with the University's Office of Sustainability in supporting the campus as a living laboratory for sustainability work. Anthropology and Global Studies majors can take various Geography and Environmental Studies courses as electives and many other majors take various courses offered by the two programs to meet their general education requirements and institutional learning outcomes, especially in the areas of sustainability, diversity, critical thinking, and collaboration.

DUTIES OF THE POSITION: We seek an interdisciplinary (physical/social science) specialist in sustainable urban environments whose work focuses on the intersection of sustainability, social justice, and climate change/resilience. The new faculty member will support the program's environmental justice and

diversity emphasis teaching a variety of courses such as Environment, Sustainability, and Social Justice (ENVT 330), Sustainable Communities and Development (ENVT/GEOG 465), Environmental Resource Analysis (ENVT 320), Diversity and Globalization (GEOG 120). A Ph.D. in environment, geography, sustainability, or related field is required. Experience in online teaching or interest in developing online coursework is desirable. Preferred are candidates interested in the roles of women, LGBTQ+ and/or BIPOC communities in the transition to sustainability, who are eager to teach a highly diverse, predominantly Latinx, student population. Please note that teaching assignments at California State University, East Bay include courses at the Hayward, Concord, and Online campuses. In addition to teaching, all faculty have advising responsibilities, assist the department with administrative and/or committee work, and are expected to assume campus-wide committee responsibilities.

RANK AND SALARY: Assistant Professor. Salary is dependent upon educational preparation and experience. Subject to budgetary authorization.

DATE OF APPOINTMENT: Fall Semester, 2022

QUALIFICATIONS: Candidates at ABD status will be considered, but a Ph.D. in geography, environment, sustainability, or a related field must be in hand no later than the effective date of the appointment. Candidates should demonstrate experience in teaching, mentoring, research, or community service that has prepared them to contribute to our commitment to diversity and excellence. Additionally, applicants must demonstrate a record of scholarly activity. This University is fully committed to the rights of students, staff, and faculty with disabilities in accordance with applicable state and federal laws. For more information about the University's program supporting the rights of our students with disabilities see: http://www20.csueastbay.edu/af/departments/as/

APPLICATION DEADLINE: Positions are open until filled. Please submit a letter of application, which addresses the qualifications noted in the position announcement; a complete and current vita. Applicants are strongly encouraged to also submit a one-page diversity statement that addresses how you engage a diverse student population in your teaching, research, mentoring, and advising.

Note: California State University, East Bay hires only individuals lawfully authorized to work in the United States. All offers of employment are contingent upon presentation of documents demonstrating the appointee's identity and eligibility to work in accordance with provisions of the Immigration Reform and Control Act. A background check (including a criminal records check and prior employment verification) must be completed and cleared prior to the start of employment.

As an Equal Opportunity Employer, CSUEB does not discriminate on the basis of any protected categories: age, ancestry, citizenship, color, disability, gender, immigration status, marital status, national origin, race, religion, sexual orientation, or veteran's status. The University is committed to the principles of diversity in employment and to creating a stimulating learning environment for its diverse student body.

Advertised: August 31, 2021 (9:00 AM) Pacific Daylight Time

Applications close: Open Until Filled

https://careers.pageuppeople.com/873/eb/en-us/job/504242/assistant-professor-anthropology-geography-and-environmental-studies-ages

Future Hiring Needs

As previously indicated in our self-study section, To support our ANTH BA and our GEOG BS concentrations in the light of the precipitous loss of tenure-track faculty, we hope to be granted permission to seek three new positions in the next five years to recover our tenure density. In the light of separations and retirements and given our existing curriculum, we envisage three productive and strategic areas for hiring, ideally beginning in 2022-23 but also subject to greater discussion and analysis as part of the upcoming self-study and five-year planning process:

2022-23 Spatial skills geographer with research and teaching interests in social justice such as spatial analysis of human geography subjects such as public health, social inequity, crime, politics, or some other area through which we could form research/teaching alliances with other programs (preferred would be an additional ability to teach one or more world regional geography courses to supporting both our Spatial Techniques and our Regions and Culture concentrations). We would be delighted to make this hire a cluster/affinity hire to support Area F and cross-listed courses with Ethnic Studies.

2023-24 Physical/resource geographer with research and teaching interests in sustainable resource management (specific research and teaching interests to be determined based on self-study and five-year plan).

2024-25 Biological anthropologist (specific research and teaching interests to be determined based on self-study and five-year plan).

2. Request for Other Resources

AGES has adequate physical space at this time to meet the demands of its programs. It is incumbent upon the department to determine how that space is distributed or reallocated so that it serves the highest and best uses for our faculty and students. Additional resources may be required in AY 2021-22 (or more likely in AY 2022-23) to make lab space on the first floor of MI suitable for student-centered research associated with Dr. Gonzalez's NSF grant. **Section I C. – Resources** includes a detailed description of the space's needed infrastructure upgrades The other resource requested is dedicated annual assigned time of 3 WTU for the Director of the Museum of Anthropology. This, too, is explained in detail in **Section I C.** Yet it is important to restate here that this is not a request for a never-before-received resource. The previous Museum Director received the semester-system equivalent of 6 WTU annually. Even in these times of reduced budgets, the Director of this university's only Museum deserves to be compensated for what is essentially a year-round public-facing responsibility.

For AY 2021-22, the Museum of Anthropology requested and received $35,000 in A2E2 funding, its largest allocation during the semester era. This award will largely fund the Museum's annual spring exhibit, designed with the expectation that the campus community and general public will be able to view it in

person. Some A2E2 funds will be allocated to Dr. Marks-Block's new field-based course on Fire Ecology and Management, specifically for the purchase of specialized equipment and for student travel to and from the field site.

Appendices

GEOG BA assessment rubrics:

Information Literacy: To recognize when information is needed; to be able to identify, locate, and evaluate information; to use and share effectively and responsibly information in a manner appropriate to the disciplinary context.				
	1 Mastering	2 Advancing	3 Developing	4 Not yet developed
Scope: Identifies the question/problem/ concept to be investigated, in order to determine the information needed in the assignment.	Question/problem/ Concept is specifically and clearly identified.	Question/ problem/ concept is adequately identified.	Question/problem/ concept is inadequately identified.	Question/problem/ concept is not identified
Gather: Uses search strategies (e.g. keywords, databases, library resources) to gather a range of sources.	Describes effective search strategies used to find sources.	Describes mostly effective search strategies used to find sources.	Describes somewhat effective search strategies used to find sources.	Describes ineffective search strategies used to find sources.
Evaluate: Evaluates gathered sources for relevance and credibility (e.g. peer-reviewed, author expertise)	Thoroughly evaluates sources for relevance and credibility.	Adequately evaluates sources for relevance and credibility.	Minimally evaluates sources for relevance and credibility.	Does not evaluate sources for relevance and credibility.
Analyze: Analyzes content and perspectives of evaluated source material; shows connections between sources.	Thoroughly analyzes content and perspectives of source material; makes explicit connections between sources.	Adequately analyzes content and perspectives of source material; makes general connections between sources.	Minimally analyzes content and perspectives of source material; makes few connections between sources.	Does not analyze content and/or perspectives of source material; makes no connections between sources.
Communicate: Demonstrates use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.	Clearly demonstrates use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.	Generally demonstrates use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.	Sometimes demonstrates use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.	Demonstrates little or no use of disciplinary approaches to present information, as appropriate to the purpose of the assignment.
Attribute: Demonstrates effective and ethical use of sources (e.g. bibliography, in-text citation for quoting, paraphrasing, and summarizing) appropriate to the assignment.	Consistently demonstrates correct and effective use of source-attribution strategies.	Generally demonstrates correct and effective use of source-attribution strategies.	Minimally demonstrates correct and effective use of source-attribution strategies.	Does not use source-attribution strategies.

Oral Communication: Oral communication is a prepared, purposeful presentation designed for a specific audience to increase knowledge, foster understanding, or promote change in the listeners' attitudes, values, beliefs, or behaviors. Consideration should be made for communication by individuals with diverse backgrounds (*e.g.*, English as a non-primary language, communication disabilities, *etc*.).				
	1 Mastering	2 Advancing	3 Developing	4 Not yet developed

Purpose Purpose includes conveying a central idea/theme and relevant information that aligns with the intended audience.	Presentation clearly conveys the purpose throughout.	Presentation mostly conveys the purpose throughout.	Presentation somewhat conveys the purpose throughout.	Presentation does not convey the purpose.
Organization Organization may include logical order, cohesiveness, coherence, and effective transitions.	Organization clearly supports the purpose; cohesive, understandable, and easy-to-follow.	Organization mostly supports the purpose; generally cohesive, understandable, and easy-to-follow.	Organization somewhat supports the purpose; not entirely cohesive, understandable, or easy-to-follow.	Organization does not support the purpose; limited cohesion and/or understandability.
Evidence Evidence may include citations, examples, anecdotes, quotations, and quantitative or qualitative data.	Evidence is consistently integrated and supports the purpose.	Evidence is mostly integrated and generally supports the purpose.	Some evidence presented and somewhat integrated; mostly fails to support the purpose.	Little or no evidence and/or integration; fails to support the purpose.
Audience Engagement Audience engagement is, holding the interest and attention of the intended audience; may include interacting with and listening/responding to the audience.	Presenter/presentation clearly demonstrates engagement with the intended audience.	Presenter/presentation mostly demonstrates engagement with the intended audience.	Presenter/presentation somewhat demonstrates engagement with the intended audience.	Presenter/presentation demonstrates little or no engagement with the intended audience.
Delivery Delivery may include timing, flow, pace, aesthetics, posture, eye contact, voice, professionalism, movement, gestures, and facial expressions.	Delivery strongly enhances the effectiveness of the presentation.	Delivery mostly enhances the effectiveness of the presentation; minor errors do not significantly detract from the effectiveness of the presentation.	Delivery is somewhat effective; errors somewhat detract from the effectiveness of the presentation.	Delivery is not effective; errors significantly detract from the effectiveness of the presentation.
Language Language may include precise word choice, vocabulary, jargon, grammar, as appropriate to the audience.	Language strongly supports the clear expression of ideas.	Language mostly supports the clear expression of ideas.	Language somewhat supports the clear expression of ideas.	Language provides little or no support for the clear expression of ideas.
Presentation Aids (as applicable) Presentation aids may include audio, video, graphics (including maps if required), slides, posters, props, demonstrations, and clothing (*significant numbers of errors in presentation aids will result in a drop in grade level*).	Presentation aids are clearly relevant, understandable, and complement and enhance the purpose/presentation.	Presentation aids are mostly relevant and understandable, and generally complement and enhance the purpose/presentation.	Presentation aids are somewhat relevant and understandable, and sometimes detract from the purpose/presentation.	Presentation aids have little or no relevance and/or understandability; significantly detract from the purpose/presentation.

Project Report Rubric: You are expected to comply with all the instructions on preparing your report i.e. all the needed elements must be present using the methodologies prescribed. If in doubt, check with the instructor.					
	1 Mastering	2 Advancing	3 Developing	4 Not yet developed	Notes

Report: Report fulfills all the requirements laid out in the instructions.	The report adheres perfectly to the stated requirements.	The report has some minor variations from the requirements which are visible on close inspection.	The report has some obvious but minor variations from the requirements.	The report misses or incorrectly presents several of the required elements	In a professional work environment you are expected to conform exactly to the specifications provided you by your employer or client. Failure to do so means more work for others or, if unsupervised, consequences when presented to a third party.

Quantitative Reasoning: Quantitative Reasoning (QR) is competency and comfort in working with numerical data. It involves understanding and applying mathematics/statistics to analyze and interpret real-world quantitative information in a disciplinary context. Individuals with strong QR skills possess the ability to reason about and solve quantitative problems from a wide array of contexts. They understand and can create sophisticated arguments and conclusions supported by quantitative evidence and can clearly communicate those in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).				
	1 Mastering	2 Advancing	3 Developing	4 Not yet developed
Problem Formulation Translation of the disciplinary/real-world problem into a QR context i.e. explaining your topic (process, phenomenon, etc.) through the correct and appropriate use and interpretation of data.	Selection and use of data is comprehensive and appropriate for the topic.	Selection and use of data is adequate and appropriate for the topic.	Selection and use of data is limited to explain the topic and/or is somewhat incorrect or incomplete.	The selection and use of data is incorrect or inadequate/missing given the topic.
Representation/Visualization Depiction of quantitative information (e.g., figures, charts, tables, equations, maps).	Accurate and appropriate display of quantitative information using academic vocabulary with correct symbols, units, scale, etc.	Mostly accurate and appropriate display of quantitative information. May contain minor errors in academic vocabulary, symbols, units, scale, etc.	Somewhat accurate and/or appropriate display of quantitative information. May contain major errors in academic vocabulary, symbols, units, scale, etc.	Inaccurate, inappropriate, or missing display of quantitative information. May contain major errors in academic vocabulary, symbols, units, scale, etc.
Quantitative Analysis Selection and use of analytical methods (e.g., data analysis, solution technique, graphical display).	Appropriate and accurate selection and use of analytic methods and spreadsheet programming.	Mostly appropriate and accurate selection and use of analytic methods and spreadsheet programming.	Somewhat appropriate and/or somewhat accurate selection and use of analytic methods and spreadsheet programming - contains some errors or does not use full range of programming.	Inappropriate and inaccurate selection and use of analytic methods or obvious lack of spreadsheet programming.
Interpretation Description of the meaning of the data in the context of the topic (e.g. in making conclusions).	Appropriate and comprehensive explanation of the significance and value of the data and analysis.	Mostly appropriate explanation of the significance and value of the data and analysis.	Somewhat appropriate explanation of the significance and value of the data and analysis one or the other is incomplete or incorrect.	Inappropriate, inadequate, or missing explanation of the significance and value of the data and analysis.
Limitations Acknowledgement of and/or reflection on the limitations of the data you presented for the understanding of the topic.	Accurate and thorough articulation of limitations of the data, how the data could be improved, and how this would improve understanding.	Mostly accurate and/or mostly thorough articulation of limitations of the data, how the data could be improved, and how this would improve understanding.	Somewhat inaccurate and/or limited articulation of limitations of the data, how the data could be improved, and how this would improve understanding.	Inaccurate or missing articulation of limitations of the data, how the data could be improved, and how this would improve understanding.
Overall Communication Following a logical sequence in explaining the data to understand the problem and use of disciplinary terminology.	Consistently clear and logical use of data to understand the problem, using appropriate variables and terms.	Mostly clear and logical use of data to understand the problem, using mostly appropriate variables and terms.	Somewhat unclear or illogical use of data to understand the problem, using some appropriate variables and terms.	Unclear or illogical use of data to understand the problem. Did not use appropriate variables and terms.

Teamwork: Working with others is an essential component of our university experience. Students work in teams on classroom assignments, on service learning projects, in student organizations, in campus service departments and elsewhere on campus with each of these providing a possible context for rubric application. Leading, collaborating with others, and working in teams composed of diverse members are vital in our workplaces and communities.				
	1 Mastering	2 Advancing	3 Developing	4 Not yet developed
Criteria Intra/Interpersonal skills Responsive; supportive; empathetic; adaptable (e.g., open to diverse perspectives); engaging; self-aware (e.g. self-reflection and self-regulation).	Consistent application of appropriate intra/inter personal skills.	Adequate application of appropriate intra/inter personal skills.	Some application of appropriate intra/inter personal skills.	Little to no application of appropriate intra/inter personal skills.
Accountability Proactive; prepares for meetings and completes tasks; responds in a timely manner; does what's needed (pulling one's weight; does one's own work); supports team success; behaves in an ethical manner.	Clear evidence of accountability and supportive contributions towards team goal.	Adequate evidence of accountability and supportive contributions towards team goal.	Some evidence of accountability and supportive contributions towards team goal.	Little to no evidence of accountability and supportive contributions towards team goal.
Communication Actively listens; clearly communicates ideas (e.g. use of body language; respecting personal space; providing and accepting constructive feedback); demonstrates cultural/gender/identity competence (e.g. avoids micro- aggressions; uses bias-free and gender appropriate language).	Consistently uses appropriate verbal and non-verbal communication.	Often uses appropriate verbal and non-verbal communication.	Sometimes uses appropriate verbal and non-verbal communication.	Little to no use of appropriate verbal and non-verbal communication.
Conflict Management Recognizes conflict (e.g. group tensions, interpersonal conflict); manages the process of conflict (e.g. addressing power dynamics; compromising; negotiating; mediating; seeks/offers solutions if needed).	Effectively manages conflict through demonstrated action(s).	Adequately manages conflict through demonstrated action(s).	Sometimes manages conflict through demonstrated action(s).	Little to no management of conflict through demonstrated action(s).
Collaborative **Team Process** Team collectively identifies and assigns team roles and tasks in an ethical, equitable and responsible manner (e.g. builds safe space and trust) and develops strategies and processes to move toward team goals (e.g. consensus- based decision making; motivating; brainstorming; ongoing evaluation).	Thorough evidence of using collaborative processes to meet team goals.	Adequate evidence of using collaborative processes to meet team goals.	Some evidence of using collaborative processes to meet team goals.	Little to no evidence of using collaborative processes to meet team goals.
Leadership **Acumen:** Facilitates the work and advancement of the team through the use of leadership strategies and principles (e.g. takes responsibility and ownership; demonstrates situational awareness and analysis; provides inspiration; fosters inclusivity; delegates responsibility; recognizes others' achievement and growth).	Effectively uses leadership techniques in a team.	Adequately uses leadership techniques in a team.	Sometimes uses leadership techniques in a team.	Little to no evidence of using leadership techniques in a team.