

External Review Report
Seventh Cycle Program Review

Department of Anthropology
San Francisco State University

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1.0 Overview of the Program

Anthropology at San Francisco State University is today a strong and well-managed department with special strengths closely aligned with the university's core values. In response to challenges, it has been extensively reimaged and rebuilt in a series of well-planned measures over the past decade. After attrition from ten tenure-line faculty down to five, two well-chosen hires in the past two years are helping the department consolidate enhanced offerings in medical anthropology, visual anthropology, political archaeology, and biological anthropology. We feel a further hire in cultural and visual anthropology is advised to sustain the program's capacities in these fields.

A well-structured undergraduate curriculum ensures thorough foundational competence and writing skills in the discipline as a whole, through required courses at both 100 and 300 levels. Students can configure their own upper-division electives to prepare themselves appropriately for further study, or for careers and service in diverse fields including health care, civil service, and education. Overall they are steeped in the uniquely broad liberal education that anthropology offers in its span of humanistic, social, and biological methods and insights.

The department's open-plan office space in Fine Arts is a welcoming home for faculty, staff, and students. A revived and thriving graduate program offers research opportunities to advanced students that can lead to doctoral study and professional success at the highest international levels.

We feel that greater funding for graduate student teaching would benefit everyone in the department, and would have special value in large 100-level classes in biological anthropology, archaeology, and visual anthropology. However, as the graduate program has recently been thoroughly reviewed, with very positive results, this 7th cycle report focuses on the department's undergraduate program.

2.0 Program Quality

2.1 Program Planning

The SFSU anthropology department has engaged in careful assessments of its undergraduate and master's programs since 2010. In these assessments both programs have engaged in full review of learning goals and have created basic standardized syllabi that are shared with regular and adjunct faculty. The goals are clearly communicated on syllabi. Subsequent to the program assessments, revisions to curriculum have been implemented and carefully assessed as well. Ongoing micro-assessments take place each semester by four core faculty to address new course proposals, curriculum planning, and to update program materials in new handbooks and teaching practices, and in relation to new university policies. In addition to making great hiring choices in medical anthropology and archaeology to rebuild the program, the transformation of visual anthropology to a full subfield is a welcome and well-supported enhancement of the program.

2.2 Student Learning and Achievement

The learning goals of the undergraduate major focus on three main areas: diversity, theory, and method. In addition to regular assessments, student feedback about the classroom learning environment offers insights re specific priorities for each course. The Department of Anthropology's commitment to learning outcomes and curricular revisions have adapted to student needs and learning outcomes for a city-based student body.

It is crucial to highlight the department's significant commitment to writing. The programmatic attention ensuring that all students who enroll in anthropology courses, not just its majors, are trained to

read with care, contextualize written and visual materials, formulate their analysis, effectively communicate these assessments, and engage broader publics. These writing intensive courses throughout the curriculum are a significant service to the University and a particular accomplishment for the Anthropology program. Student outcomes have been carefully considered in enhancing the writing program to be anthropologically specific in the Anth 305 'GWAR' course. These abilities prepare students to be competent and indeed excel in competitive job markets.

Another contribution of the department's focus on student outcomes is the provision of opportunities for collaborative learning experiences in the classroom, fieldwork, lab courses, and across disciplines. We admire and encourage the Department to continue its cross campus collaborations and cross-listings of courses: for example, political archaeology with Museum Studies, History, and possibly Classics; medical anthropology and biological anthropology with Native American Studies. Capstone experiences emphasize significant research engagement and original knowledge production for majors.

In addition to emphasizing global awareness and diversity-sensitive learning, the department also draws extensively on the wealth of opportunities offered by the university's Bay Area location. For medical anthropology, Quesada and Lincoln bring deep connections with USCF and UCB medical anthropology programs, UCB's School of Public Health, and the East Bay's Prevention Research Center, among other sites. These help bring theory and public policy into reach for students, including recently in relation to 'structural competency,' an influential new paradigm emerging especially in Bay Area research. For political archaeology, Bailey's emphasis on archival study of images can open doors at many regional museums, libraries, parks, and agencies. Reifschneider's plans for archaeological field research in the Presidio will offer students a host of possible internships on topics with contemporary resonance in

military health services, masculinity, and material culture studies. For biological anthropology, the San Francisco Zoo has long been an important resource, along with bone and museum collections at several other universities in the region.

The faculty recognize that many students may not have plans to pursue careers in academia, but rather after graduation find positions in community work, government, education, non-profits, and a variety of private sector enterprises. Even so, the department is sending some of its most remarkable students to top-notch doctoral programs (UC Berkeley, Stanford, Cambridge, among others). Both aspects fulfill the mission of the SFSU campus as a public university by preparing its students for meaningful careers while also facilitating trajectories of outstanding achievement. (See Appendix A for a list of selected student achievements.)

2.3 The Curriculum

The SFSU Anthropology Department offers a robust undergraduate program that embraces an overall excellent general foundation for students across the campus for humanities, liberal arts, social sciences, and sciences, while also providing its majors the specific knowledge and training necessary to earn a degree in anthropology. The four themes of medical, visual, biological, and political archaeology in the department offer students an admirable 21st century anthropology curriculum. It prepares students to contribute to public and local worlds with social and scientific literacy as well as critical thinking and cogent writing, again engaging vital public missions of the university.

Over the past several years, department faculty have negotiated and developed a new vision for the overall curriculum as they've revamped program offerings with pedagogical needs and learning outcome

goals in mind. We see the effects of this process with not only new courses, but also with specific highlighting of the program learning goals (PLG) in the proposals and syllabi.

Regarding GE courses, Anthropology currently offers eight courses chosen to meet student GE learning objectives. These have capacity for general enrollment without impacting majors. The Program Learning Goals for the GE courses demonstrate significant overlap between the Anthropology curriculum and SFSU's Baccalaureate Educational Goals. This overlap provides students the opportunity to pursue the major or minor after taking a GE course. Indeed, the department is well aware that their GE courses are "magnets" for such majors and minors. Nonetheless, the GE courses are structured to offer transferable skills and knowledge for other disciplines.

The self study offers two clearly articulated pathways from entry to graduation, depending on whether one begins as a first-year or as a transfer student. For transfer students, the program has in place a responsive and comprehensive approach to course articulation such that equivalent courses taken elsewhere may be evaluated for acceptance at SFSU.

There are no current "bottlenecks" or curricular issues that might prevent a student choosing either pathway to graduation. We commend the faculty for designing a rigorous three-year rotational teaching schedule to facilitate the offering of mandatory courses to prevent overlap in days or times of teaching, and to ensure that students can matriculate in good time.

In summary, this is a balanced, open, liberal, and holistic anthropology degree. Each faculty member teaches several specialties that are synergistic with those of other faculty. These intentional overlaps

help make the undergraduate major coherent and comprehensive. The students all learn across the discipline which is well founded in each of the sub-fields. We commend the department also for designing courses that reflect and anticipate new developments in the discipline. Such an approach highlights the strengths of the department and can sustain its national and international reputation.

2.4 Faculty

Rebuilding from five core faculty just two years ago, the department has made two significant hires to sustain and enhance its strengths with junior colleagues whose research interests further consolidate overlapping themes in the program. The department is reaching gender parity. Regarding diversity, currently all but one tenure-line faculty member is of Euro-American descent. We address each subfield in brief below.

Archaeology. Senior archaeologist Doug Bailey, who specializes increasingly in visual and political archaeology, is now joined by new hire Meredith Reifschneider, with her medically-oriented dissertation research in Caribbean plantation societies. Bailey was brought in a decade ago to head the department at that time, and has been instrumental in reorganizing archaeology and its collections while helping to strengthen visual anthropology and rebuild the graduate program. New hire Reifschneider enhances this subfield with her proposed innovative field research at the San Francisco Presidio. This is a remarkable opportunity for anthropology undergraduates interested in archaeology to gain invaluable hands-on field methods training in the local area. Such experience will also further enhance the market placement of students in Cultural Resource Management (CRM), a primary job source for archaeologists. The focus at this site on medicine and self-care offers overlap with the Medical Anthropology subfield.

Biological Anthropology. Senior anthropologists Cynthia Wilczak and Mark Griffin anchor this subfield, with Wilczak serving as chair now after years as undergraduate advisor and service in the Academic Senate. This subfield offers courses that are cross-listed with Museum Studies and American Indian Studies. The faculty have high-level research connections with collections at UC Berkeley, U of the Pacific, and San Jose State, where students can pursue internships and directed research opportunities.

It seems advisable to add at least a lecturer in this subfield to help carry the current course load, especially given that Wilczak has just begun serving as chair. The effects of adding a much-needed TA in the 100-level course are being studied to assess impact on student success and engagement. Faculty are thinking hard about student success and placement and are strong at it. For instance, they have placed students at the CA Academy of Sciences as well as in doctoral programs in Primate Studies.

If the subfield were to add a tenure-line hire, it could expand with a geneticist or other human biology colleague, and could build its emphasis on health and medicine, which would dovetail well with other faculty and engage a rich and changing interdisciplinary set of fields. Alternatively, a primatologist would be another choice, as students love this and the faculty have strong institutional connections to the SF Zoo. Some lab equipment would be desirable, since the department lost access to some lab facilities when it moved away from the College of Science and Engineering.

Medical (and Cultural) Anthropology. Senior medical anthropologist James Quesada, who recently stepped down as chair, has been active on many fronts in immigration, labor, and experiences of health care in the Bay Area and beyond. He is joined by recent hire Martha Lincoln, who brings substantive

focus on international public health and infectious disease in southeast Asia. These two medical anthropologists, who are also at the same time sociocultural anthropologists, are both extremely well-connected into the world-class resources of the Bay Area in medical anthropology, medical sociology, and public health. Among their initiatives is cutting-edge work on ‘structural competency’ in healthcare infrastructure, in collaboration with UC Berkeley, UCSF, and Harvard colleagues.

We note, however, that the medical anthropologists are shouldering both medical and cultural anthropology curricula, with lecturers having to staff the majority of cultural courses. (Biella was hired as a visual anthropologist and teaches in that subfield.) The department is deeply fortunate to have both long-term and recent lecturers in cultural anthropology with national reputations, but since these are usually the highest enrollment courses in US anthropology departments, this is a less-than-desirable situation going forward. A new hire in cultural and visual anthropology, perhaps with medical anthropology as a component, would help the department fully meet these needs.

It should be noted also that ‘medical anthropology’ and ‘biological anthropology’ as subfields are enormously different one from another, the first encompassing many humanistic, social, historical, and cross-cultural dimensions, and the latter growing especially from evolutionary biology and the lab-based natural sciences. It’s entirely appropriate, and indeed a good thing, that a smaller department like this one would have both subfields as complementary special strengths.

Visual Anthropology. Filmmaker Peter Biella is the senior anthropologist in this subfield, having studied as an undergraduate with John Collier Jr. and John Adair, founders of the department’s renowned program in the 1960s. The subfield is now also infused with archaeologist Bailey’s research

in visual media. This program has now been upgraded into a subfield of the department, reflecting careful engagement with the significant reputation of cinema studies and of anthropological photography and film-making at the university. Students are drawn not only from the immediate Bay Area, but also from overseas as Fulbright scholars, to work with the faculty and enroll in the year-long visual anthropology courses. The now-enhanced engagements between visual and archaeology in the department, in particular, provide new emphases in visual culture and archival research in addition to ethnographic filmmaking and documentary work.

Overall, across the subdisciplines, the department's rebuilt curriculum is well-balanced and generally well-supported, with the caveats that cultural anthropology is understaffed at the tenure-line level, and that biological anthropology needs at least further lecturer-level support. Anthropology also contributes to cross-disciplinary collaborations with a number of other programs on campus, including Museum Studies, Ethnic Studies, Broadcast, Electronic and Communication Arts (BECA), and the School of Cinema. The department is on an upward trajectory not only to potentially expand enrollments, but also to maintain its national and international reputation for creative, public, and engaged anthropology. This is consonant with the commitments of the SFSU and the CSU system to prepare students with all levels of preparation and ability to be broadly literate critical thinkers and contributors to public life.

2.5 Resources

The Anthropology Department has demonstrated remarkable resilience in its transformation following faculty attrition, reduced management of programs (NAGPRA, Tiberon Romberg facility, Treganza Museum, and various material collections), forced evacuation from prior facilities, and institutional movement to a new Division. These are all significant changes since the last review for which any

single issue could have been disastrous for any department at any campus. In spite of such significant changes, the department has used its new location in the Fine Arts Building and its shared spaces to energize its renewed programmatic focus, cross-subfield collaborations, links with cinema and arts programs, and curricular development. In addition to having developed exemplary processes for space use and processes for classroom resources, the department handles non-routine resource allocations as a well-functioning collective that is mindful not to overburden its new junior colleagues.

In addition to faculty offices that surround departmental shared spaces, the designated classrooms, laboratories, lecturer offices, graduate student office spaces, and a centralized study area/lounge near the Department office altogether facilitate social interaction and community engagement. The inclusion of three designated classrooms (FA 532, 538, and 544) inside the three Laboratory Spaces, in particular, help to contribute to the college and university by freeing up classroom spaces for other programs. The faculty have been resourceful in salvaging used equipment and classroom materials for teaching purposes in these classroom lab spaces.

The Department Staff consists of a .75 Office Manager (AOC) who also manages department student assistants to serve students and faculty. The location of the staffed department office is adjacent and open to the shared study area/lounge and visible to anyone who uses those public spaces. The overall office suite itself is inviting, with functional subspaces, several informal seating and conference areas adjoining labs and offices, and beautiful paintings and photography on the walls. These carefully designed spaces - including staff, tenure-line faculty, lecturer, and graduate student offices as well as the several labs - lend themselves well to student engagement and participation in department life.

Beyond the specialized smart classrooms that are utilized for all introductory courses as well as Area 1 and 2 courses, the Department offers unique learning niches with special information technologies. The SPSS software used for Anthropological Statistics is a key resource. Moreover, the renowned Visual Anthropology and Ethnographic Film Lab includes DIVA digital video archiving, Adobe Suite editing, collections of educational media. It would benefit from Atlas TI qualitative data analysis software and digital audio recorders as well. The visual lab also has three field production kits for student filmmaking which will require updating at some point. In the dry lab used for archaeology, a flat-screen monitor would enhance management and display of collections as they are digitally archived.

In addition to advising in the major and discipline, the Department offers clear linkages to existing University resources for student academic services, including tutoring, psychological counseling, disability resources, and student aid. The faculty have facilitated student advising through the assignment of undergraduate and graduate coordinators who handle the bulk of advising work. The department may offer more collective workshops for undergraduates on practical career skills (internships, field opportunities), which are currently advised on an *ad hoc* basis. The department is also developing opportunities for inter-cohort (graduate to undergraduate) mentorship. For instance, during spring 2017, graduate students organized a meeting to talk with undergraduates about internships, field experience, and applying to graduate school.

We commend the department especially for establishing a rotational course and teaching schedule in three year terms. This approach addresses the impact of faculty time releases, sabbaticals, externally funded research, creative project opportunities, medical leave, and life changes with both equity and programmatic needs in mind.

2.6 The Program's Conclusions, Plans, and Goals

The anthropology department is in a new phase of growth with further careful assessment and intentional redesign of its programs. Curriculum revamping, already put in place effectively for visual anthropology with its expanded array of courses from first-year to graduate level, is at the core of this new trajectory. As new colleagues join the department, their research expertise and intentional overlap with other faculty expertise will bring exciting new courses with visual anthropology as a core subfield, continued assessment of student learning outcomes, and the above-mentioned three-year rotation to manage course offerings.

At their core, these mindful approaches mentioned above have student success, retention, and timely graduation in mind. The faculty will keep focus on addressing any potential barriers by attending to course offerings and times, including an undergraduate representative at curriculum planning meetings, hosting brown bag lunches on basic needs, holding group orientation and advising sessions, and organizing undergraduate workshops on finding scholarship, internships, and for career advising. There are also plans to develop manuals or web resources from these workshops. The revival of the Undergraduate Anthropology Student Association in coordination with the Graduate ASA would be an excellent way to foster student leadership and engagement with these goals. The planned reinstatement of long-term lecturers in department meetings is a further welcome and inclusive measure in this regard.

The faculty seek funding for tenure track faculty, lecturer, and TA support to continue their transformation into an outstanding department. They are also engaged in updating their laboratory equipment and teaching materials. Of special importance is a fume hood for basic wet laboratory safety measures as well as curatorial standard storage equipment for the archaeological 'dry lab' as they work

hard with student assistants to reorganize and care for the zooarchaeology collection. In the near future, the department will also need to maintain and upgrade its visual anthropology equipment and software.

3.0 Commendations of Strengths and Achievements

The external review committee found many reasons to commend the SFSU Anthropology Department. We join the administration in noting that this is an exemplary department that has worked hard to transform its programs and curriculum since its last review. Below are the particular strengths and achievements that stood out in our visit and should be highlighted in this 7th Cycle External Review.

CAPABLE LEADERSHIP AND COLLECTIVE REVISIONING. In the past decade, several experienced, proactive, and forward-looking chairs have led assessment and reorganization of the department, working with other faculty to divest from unsustainable museum commitments, overhaul curricula, rebuild the graduate program, create a welcoming new office space in the Fine Arts Building, and consolidate overlapping specialty strengths with new hires. The department's success today shows the energy, attentiveness, collegiality, and care brought to these tasks over time by all involved.

TWO SMART RECENT HIRES. Medical anthropologist Lincoln and archaeologist Reifschneider are sharp and productive junior colleagues who bring an array of strengths that synergize with the interests of other faculty and fulfill the promise of the reimagined curriculum.

A REINVIGORATED GRADUATE PROGRAM. A resuscitated and now-thriving graduate program enriches the life of the department in many ways, and with its own collective office space is well-integrated into daily life and study.

A DIVERSE, BALANCED, INTEGRATED UNDERGRADUATE CURRICULUM. Careful assessment and revision over time has resulted in a well-proportioned set of 100-level foundational courses, a representative array of GE commitments (across Humanities, Social Sciences, and Natural Sciences), innovative requirements in anthropological writing, a flexible array of upper-division offerings that allow students to gain special depth in one or more subfields, an enhanced emphasis in visual anthropology, and a completely reinvigorated graduate curriculum.

EXEMPLARY NEW WRITING PROGRAMS. Faculty have recognized the special challenges and importance of nurturing effective student written expression, and have responded with an innovative required GWAR course (Anth 305) in anthropological writing, as well as built-in graduate requirements, to give students every chance to learn to write well.

FACULTY SYNERGIES ACROSS THE DISCIPLINE. A good anthropology department necessarily hosts a very diverse set of specializations. This department fulfills this requirement while building in shared interests across subdisciplines in several directions. Of special note are strengths in relation to health and illness (across medical anthropology, biological anthropology, and archaeology, and with star lecturers teaching to these topics as well); in visual anthropology (with aspects of contemporary archaeology complementing the film-making curriculum); and in field and lab technique (with archaeology and biological anthropology contributing along with medical and visual anthropology).

FOUNDATIONAL REQUIREMENTS AND BROAD TRAINING. Four 100-level courses (in Biological Anthropology, Archaeology, Cultural Anthropology, and Visual Anthropology) provide overview introductions to majors and non-majors alike. Majors must take a series of 300-level courses across the subdisciplines as well as a writing class (305GW) in addition to their electives and 'methods and practicum' classes.

WELL-SELECTED SUBDISCIPLINARY STRENGTHS. Majors are able to choose upper-division electives freely with attention to gaining depth in their preferred subdiscipline(s). With 1.5-2 tenure-line faculty in each of four subfields strengths (biological, archaeology, cultural/medical, and visual), there's a balance of forces in the department overall, with the caveats again being that the cultural and biological anthropology curricula are understaffed at the tenure-line level, and that the visual program needs continued support. All four subfields participate in creative hands-on public engagement that is well-suited to the university's primary mission.

CONSOLIDATION OF VISUAL ANTHROPOLOGY. This subfield is burgeoning in the discipline today, and very popular with students. The department has done well to integrate it as a recognized track with a 100-level class, an upper-division film-making series, and a strong presence in the graduate program. Archaeologist Bailey's work with visual archives and contemporary media complements filmmaker Biella's documentaries and photography.

CONSOLIDATION OF MEDICAL ANTHROPOLOGY. This subfield is also vital and rich and interconnected with many other disciplines. Senior medical anthropologist Quesada's extensive work

with Latino communities in California is well-complemented by recent hire Lincoln's research in international public health in Vietnam. They share a host of creative ideas for new courses and directions as Lincoln develops her work at the university. Griffin and Wilczak's offerings in biological anthropology, including bioarchaeology and paleopathology, along with Reifschneider's research on medicine, public health, and self-care, further strengthen this aspect of the department. In their own sub field review, the medical anthropologists have considered past and extant courses with proposed new courses below.

NEW DIRECTIONS IN POLITICAL ARCHAEOLOGY. Senior archaeologist Bailey has led the program from excavation- and collections-based commitments to a more contemporary, activist, and media-influenced vision of what the subfield can offer in the reconstruction of the past. New hire Reifschneider is an historical archaeologist whose research on the social politics of medicine and slavery prepares her well for proposed Presidio projects that can bring students into active field study of more recent military masculinity and self-care. Existing courses have been reconfigured, and there are ideas proposed for new courses going forward (also below).

ALIGNMENT WITH UNIVERSITY VALUES. The department is dynamic and responding well to changes in 21st century anthropology and in workplaces and the world. It is the kind of 'comprehensive, rigorous, and integrated' program that the university's strategic vision calls for, affirming diversity and encouraging students to engage in 'open-minded inquiry and reflection' in multiple classroom, lab, field, and research contexts. The curriculum gives students wide and plural framings of cultural competency and global awareness, and takes a range of approaches to understandings of diversity, equity, and social justice.

PUBLIC INTELLECTUAL AND CIVIC ENGAGEMENT. Across its subfields, the department emphasizes respect, connection, contribution, awareness, and accountability. Medical and biological anthropology subfields plunge students into questions of survival, health, and affliction; contemporary archaeology illuminates the uses of the past in public life; and visual and cultural anthropology are committed to documenting and expressing the human condition in the Bay Area and in communities throughout the world.

LOCAL AND REGIONAL EMPHASES AND OPPORTUNITIES. The department is making extensive use of the extraordinarily rich milieu of the Bay Area in research connections, grants, internships, and student placements.

PREPARING STUDENTS FOR REAL CAREERS. Faculty are clear about their responsibilities to help students gain skills and experience that can translate into available productive jobs in government, education, social work, medicine and health, non-profits, and the private sector.

NURTURING TOP SCHOLARSHIP. Each subfield has its success stories of especially gifted and motivated students, both undergraduate and graduate, who go on to national and international success in top positions of one kind or another. See Appendix A for a list of some such students.

ONGOING SELF-ASSESSMENT. The department has shown outstanding resolve and capacity over the past ten years in initiating and responding to assessment and critique through changing circumstances, budget crises, diminished personnel, and retirements. Its most recent self-study is cogent

and detailed, and faculty are planning ahead well for upcoming projects and priorities. Continued focused attention on student advising and retention is one important theme here.

RESILIENCE AND ENERGY. As reviewers we've been immensely impressed by the love of anthropology and of the university we've witnessed in our visit and interviews, and the commitment of faculty, staff, and students to the life of the department. We offer our sincere thanks to all who have supported our visit and review.

4.0 Recommendations and Strategies for Program Improvement

The SFSU Anthropology department is already delivering an exemplary undergraduate program that serves the overall student population as well as its majors. The four subfields are designed to synergistically engage with each other such that overlapping themes of 21st century anthropology, politics, health, and culture translate into cutting-edge knowledge and training for students. Moreover, the revised undergraduate curriculum is also poised to articulate well with the reimagined MA graduate program. Below are some recommendations that have emerged during the external review visit in areas of institutional resources, curricular enhancements, student success, and networks and visibility. The suggestions are offered with the recognition that the department has already engaged with considerable revisions with remarkable progress. Additional attention in these areas would assure the continued trajectory of success.

4.1. Institutional Resources

TENURE-LINE HIRES. Propose at least one more hire in cultural and visual anthropology to fill out tenure-line faculty roster commensurate with present and future needs. Much cultural teaching is now

falling on faculty with other duties (Quesada and Lincoln in medical anthropology; to some degree Biella in visual anthropology) and on four lecturers. There is an argument for this hire to be a cultural anthropologist who is also an experienced filmmaker to enhance and sustain SFSU's long-term eminence in ethnographic photography and documentary film.

Revisit and refine potential hiring priorities in archaeology (to be determined) and biological anthropology (several possible directions: a potential genetics specialist jointly with the College of Science and Engineering, a primatologist who works with the SF Zoo, or another kind of human biology specialist who could build dimensions of health and medicine shared with other subdisciplines).

LECTURERS. Add a biological anthropology lecturer to support Wilczak and Griffin in their teaching (no such lecturers currently on staff).

TEACHING ASSISTANTS. Grow the use of TAs esp in 100-level courses beyond 100 (Bio Anth), including 110 (Intro to Arch) and 130 (Intro to Vis Anth). Increase retention and enrollments in these classes through hands-on materials, projects, and supervision by embedded grad students. This will also provide graduate students with invaluable experience, a deeper integration with the life of the department, and some funding.

IMPROVE LABS AND EQUIPMENT. Continue with requests for equipment for wet lab (fume hood, casts, 3-D printing support); dry lab (curation-standard storage, calipers, flat-screen monitor); vis anth lab (cameras and field production gear, Zoom audio recorders, Atlas TI software, GIS); and grad student office (to be determined). Support archaeology lab inventories and digitizing of collections. Consider a lab management certificate for advanced students. Consider modest lab/materials fees for certain courses in biological, visual, and archaeology.

REINSTATE SWAP SHOP. This is a campus-wide issue whereby multiple departments could benefit from a renewed swap shop whereby classroom materials may be recycled and repurposed before being dumped. Currently, items such as chairs, desks, teaching materials are all placed in dumpsters outside the parking lot structure to be towed away. Departments with limited budgets have no access to such materials. The Office of Sustainability could be a good partner for facilitating this resource.

4.2 Curricular Enhancements

NEW CLASSES. Continue to develop and refine ideas for potential new classes, especially in areas of specialization. Visual anthropology has recently overhauled and expanded their curriculum, offering now a total of eleven classes from a new 100-level introduction (which could become a GE offering) to graduate film-making courses in association with the School of Cinema. Some potential examples in other subfields are noted below.

Potential future Medical Anthropology offerings

Anthropology of Global Health
Social Determinants of Health
Anthropology of Trauma
Anthropology of Science, Technology, and Medicine
Anthropology of Infectious Disease
Anthropology of Humanitarianism (with cultural)

Potential future Cultural Anthropology offerings

Anthropology of Humanitarianism (with medical)
Anthropology of Immigration, Transnationalism, and Diasporic Communities
Anthropology of Power and the State
Anthropology of Institutions and Organizations
Regional courses on the anthropology of California and the Pacific Rim, and of Latin America

Potential future Archaeology offerings

Archaeology of the Contemporary Past
Political Archaeology
Special topics, including possibly Medical Archaeology
Potential research internships and possible field school at SF Presidio

(Note that 460 Historical Archaeology and 594 Zooarchaeology have already both been given new framings and directions recently with the hire of Reifschneider.)

Potential future Biological Anthropology offerings (& others depending on hire/lecturer support)

Anthropological Genetics

Evolutionary Biology in Health and Medicine

Expanded primatology offerings

EXISTING COURSE ENHANCEMENTS. Consider making Anth 130 (Intro to visual) a GE class. Consider making Statistics a GE class to increase enrollments. This could mesh well with the School of Nursing, pre-med students, science, and social science departments that need statistics. Some anthropology UG and MA students have been able to get jobs in part due to this one statistics course due to the SPSS analytic database training it offers.

FIELD PROJECTS. Develop and support Presidio project in archaeology; possible eventual field school. Build upon Community Service Learning with Community Based Organizations in the Bay Area and nationally (for example, the Dolores Street Community Services and Day Labor Program). Continue rich studies of local communities in visual anthropology.

RECRUITING OF STUDENTS. Reach out to lower-division students in other majors (ex. pre-nursing, business) through GE 100-level classes which explicitly invite students to pursue their interests in anthropology instead. This department offers special appeal and preparation for those interested in health care careers.

ASSESSMENT. Continue surveys, conversation, and assessment with undergraduate program majors on their perspectives on their progress through the program and on relevant training for post-BA opportunities.

4.3 Leveraging Student Success

ADVISING. Focus as proposed in coming year on undergraduate advising, with faculty meetings discussing priorities. Articulate pathways to success not only in academic fields but also in policy, law, health professions, civil service, private enterprise, museums and archives, media and film, health care, and the biotechnology industry. Outline advising plans that clarify flexible pathways for students through the major. Give special attention to student retention and to quick progress through program to graduation.

Consider a more formal structure for a peer advising program to give responsibility to upper-division students, possibly in conjunction with a revived undergraduate major association, to augment the work of the undergraduate coordinator. Match incoming students with capable upper-division majors who could receive brief training and be certified as peer advisors. They could speak to course choice and enrollment, degree planning, and integration of overseas study or field schools.

RETENTION. Continue to assess and formulate further means of noting, helping, and working with struggling students promptly during each term, esp in 100-level classes. Possibly build in a routine notification and referral system at 3 to 6 weeks into each term that links students having difficulties with the Student Learning Center and other support services. Reach out to students who initially enter in Nursing or Business to consider Anthropology pathways for eventual related careers.

STUDENT SUCCESS AND ALUMNI. There is already notable student success, in part as a result of faculty commitment to learning outcomes (see Appendix A). The department is prepared to leverage this to new levels by engaging with alumni and rendering visible student pathways to a range of different career fields.

4.4 Enhancing Networks and Visibility

LEVERAGE FINE ARTS BUILDING LOCATION to increase campus profile and class enrollment. Consider wayfinding or ground-level announcements of rotating exhibitions in department hallways and offices on fifth floor. Consider more public receptions for new work in inviting department space.

CROSS-LIST AND AFFILIATE. Build in further strengthened relationships with Museum Studies, Ethnic Studies, Health Education, History, Classics, Cinema, BECA (Broadcasting Electronic and Communication Arts), Sociology, and Sexuality Studies; perhaps also Biology, Pre-Nursing programs, and Health Education.

Continue working with other departments to advertise and potentially cross-list their courses, and to possibly leverage shared resources. As an example, the NAGPRA course in American Indian Studies is already cross-listed. Other possible courses could further enhance enrollments and render anthropology more visible across the campus.

ENHANCE LOCAL, BAY AREA, AND REGIONAL CONNECTIONS. Each of the sub-fields may forge new connections and leverage existing relations with local Bay Areas institutions such as UCSF, CAPS (Center for AIDS Prevention Studies), RTI (Research Triangle International), Dept. of Public Health, regional archives, museum collections, and many more. Specific focus on California as a gateway to the Pacific Rim as well as to Latin America may also be useful.

ONLINE MULTIMEDIA PRODUCTION. The Department may expand its multimedia production for broader audiences and community outreach. It may continue to refine and expand offerings launched

with 'Franz Boas Radio' podcasts along with faculty profiles and interviews. Other possibilities include an online publication, audiovisual portraits and blogging by students, arts/anthropology collaborations, end-of-semester receptions with rotating shows, and a department account on social media for announcements.

PUBLIC ANTHROPOLOGY. Continue to strategize how to make use of existing connections such as those with the San Francisco Zoo, the Presidio, local museums, initiatives in health and medicine, and activist organizations to enhance public presence and to show how this department uniquely engages public interest through its anthropology. These are significant contributions of the department to local communities, the region, and the state.

Appendix A: Selected achievements of recent SFSU Anthropology students

Rick Cantrill: MA, University of York, UK; instructor University of Nottingham

Kenya Harris: Educator at the Museum of Tolerance, Los Angeles

Hannah Van Vlack: MA, San Jose State University, works for National Park Service

Estelle Zirkler: MPH Tufts University, Nutritional Epidemiology

Daniel Chien: now SFSU MA in Cinema, won Princess Grace Award (\$28,000) for thesis film

Denise Lopez: UCSF Nursing Student

Konstatine Triambelas: MA, University of Alaska, Fairbanks

Katherine Mulholland: UCSD Doctoral Social Work Student

Evelin Ramirez: UCB Doctoral student, Ethnic Studies

Christine Revelo-Lee: Lawyer (Northwestern U School Law)

Grant Hayes: SFSU Master's (Visual); working with Allison Jablonko, making film in Kenya

Jessica Munoz: MA student, University of Indianapolis

Mark Press: Doctoral Studies, Sexuality (Freie Universitat Berlin)

Shirley Smith: USF pre-med

Benjamin Holt: undergraduate hood recipient, current SFSU Anthro MA student

Harjant Gil: PhD American University, now Assistant Professor at Towson University

Koji Ozawa: MA archaeology, now at Stanford U doctoral program

Lynn Selby: teaching visual anthropology at Haitian university

Aya Okawa: working for National Geographic; has won prizes from them

Kellen Prandini: teaching community college vis anth in Fresno; course video distribution with

Documentary Educational Resources (DER)

Shamia Sandles: course video in distribution with DER

Kerry Gawryn: independent producer; course video in distribution with DER

Vanessa Avery: independent filmmaker in Bay Area

Susan Ubick: Cambridge University doctoral program in archaeology

Garrett Trask: offered U Arizona doctoral fellowship in archaeology; doing CRM instead

Carlos Martinez (MA in Health Ed): student researcher in Quesada's 'Day Laborer' project; now in joint

UCSF/UCB medical anthropology doctoral program