Seventh Cycle Academic Program Review
Department of Anthropology
San Francisco State University
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Review. San Francisco State University
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1.0 Executive Summary

The Department of Anthropology at San Francisco State University is devoted to the study of humankind with confidence that anthropological knowledge and practice can be used to serve society while promoting a greater understanding and empathy for all people and societies around the world. The discipline of Anthropology as taught and practiced at SFSU focuses on the study of human beings from archaeological, biological, cultural, and visual perspectives. We have undergone significant transformations in the last ten years, reflecting changes in our discipline and our department. Ten years ago the department was housed in a different facility, with more faculty, and in charge of programs (NAGPRA), off-campus facilities (Tiburon Romberg storage facility), and material collections (Treganza museum). The department underwent significant attrition in the number of faculty (retirement, faculty moves) that reduced the department to five full-time faculty members. This outcome required us to rethink the vision and mission of our department as we entered the first decades of the 21st century. A decision to build upon the strengths of extant faculty members whose local research agendas and specializations reflect advancements in their respective sub-discipline led to a commitment of pedagogy devoted to practical applied anthropology and research agendas in Northern California that provides students the prospect and tools to take advantage of the rich occupational and educational opportunities in the San Francisco Bay Area. This in turn meant a commitment to building a department that provides courses and hires faculty that further this mission.

As reflected in our the 7th Cycle APRC Self-Report, we have slowly and methodically changed our UG and Graduate curriculum, moved to new facilities while divesting from other programs and facilities, and hired faculty (tenure-track and lecturers) that reflect our commitment to practically applied anthropology. With two recent tenure-track hires joining the department in Spring 2017 and Fall 2017, we currently have seven full-time, T/TT faculty members with two each in the subdisciplines of cultural anthropology, biological anthropology, and archaeology and one visual anthropologist. All of our faculty have active research programs and extensive records of scholarly publications or creative works.

Our 6th cycle review self-report was completed in 2011 and focused exclusively on the graduate program. The final CAM issued in 2013 was quite critical of the curriculum and administration of our MA program and made a series of recommendations. In response, the Department completely revised the curriculum, instituted more extensive oversight procedures, and increased recruitment efforts to ensure the sustainability of the program. Because of the extensive self-reflection and revisions to the MA program, working in close coordination with the Division of Graduate Studies, this 7th cycle self-study focuses on our undergraduate program. However, the actions taken in the past six years to revitalize the graduate program in response to the 6th cycle CAM are summarized in our 2013 and 2015 assessments, which are included as supplemental materials with the current self-study. Relevant summaries and updates on more recent actions are also included where appropriate.

Over the past ten years, our undergraduate program has been relatively stable in terms of enrollments with around 250 majors until a slight decrease in the last two years with a reduction to 212 majors by Fall 2016. This decline coincides with declining enrollments throughout the College and University and is likely due to a multitude of external factors. In response to what had been high T/TT faculty to student ratios, we revised our curriculum in 2011 to ensure we
could maintain a rigorous program with the number of faculty on hand, supplemented by a pool of high-quality lecturers. The total number of units in the major was decreased from 45 to 39 by eliminating core courses less relevant to modern anthropological perspectives and allowing courses from other departments relevant to the field to count for up to six units towards the major. With the addition of new faculty, revisions to our mission statement and an interest in elevating our visual anthropology program to full status as a subfield within the program, we will be submitting our next curriculum revision in Fall 2017 (Appendix 1).

The focus of our outcomes assessments in the last six years has been on writing skills and our Area 2 Methods and Practicum courses; the latter provide practical, experiential training. We are committed to continuing this focus while not neglecting our other Program Learning Goals. Past reviews of student achievements in our GWAR and Area 2 courses have helped us identify the key areas where students struggle, leading us to establish common writing standards across the curriculum and to clearly define expectations and practices in an Anthropology Writing Handbook for our students. To further improve the identified areas of academic weakness, in Spring 2017 the faculty agreed to devote at least two meetings a semester to pedagogy aimed at improving student achievement.

Utilizing their professional contacts in the Bay Area and including students in their own research, our faculty have facilitated student’s access to practical training and internships. In a 2017 alumni survey, many students cited these experiences as the best part of the program. On the other hand, some alumni wished the department had done more in terms of offering support for such opportunities. In reflecting on these disparate responses, the department plans to offer formalized workshops on internships and career training rather than leaving it to more informal, ad-hoc advising of students on an individual basis. Other workshops based on post-graduate success will cover identifying and applying for jobs and applying to graduate school.

The department is committed to working with the college on new initiatives and examining our own practices to help decrease barriers to graduation. Our exit survey of graduating seniors in spring 2017 indicated that balancing work/personal commitments and class attendance was a significant problem. We will be pursuing more input from students on these issues in undergraduate town hall meetings and the faculty will review class scheduling to determine if there are any changes that could mitigate these difficulties. Other actions will be reinstituting an orientation/group advising session at the beginning of the semester and a faculty discussion of adding a mandatory advising requirement that could lead to better intervention strategies.

The department is also committed to supporting our tenure-track faculty through assigned mentoring, biannual meetings with the chair, and by limiting committee and departmental service so they are not over-burdened with administrative tasks. The department will help them identify and will support applications from internal and external sources for funded course releases and will direct departmental funds toward facility and equipment resource needs where possible. For all T/TT and lecturers, we have robust procedures in place for peer classroom evaluations and annual reviews of teaching effectiveness as well as pre and post-tenure reviews in the three areas of professional development – research, teaching, and service. The primary aim of all faculty reviews is to support the faculty member, recognize their achievements, and direct them to resources for professional development when appropriate.

The Anthropology Department is at an exciting phase of rebuilding and renewal with considerable support from the College of Liberal and Creative Arts in recent years. We look forward to the future where we can further capitalize on our strengths in ways that enhance the experiences and opportunities for our students, faculty and staff.
2.0 Overview of the Program

1. What are the defining characteristics of this program? How has the program changed in the last 5-10 years, and where does it hope to be in the next 5-10 years?

The defining characteristics of the Anthropology program at SFSU include a commitment to preparing students to become publicly minded and scientifically literate critical thinkers; we also hold a departmental commitment to maximizing educational resources both at the University level and in the greater San Francisco Bay Area; and a broad and innovative undergraduate and graduate curriculum that reflects the diverse methodological and content area expertise of our core faculty. We are also distinguished by the strength of our graduate program, which has continued to build capacity and attract nationally competitive applicants in recent years.

Over the last ten years, as the department core faculty went from 10 Tenured and Tenure-track faculty (2007-2008) to 5 Tenured and Tenure-track faculty (2015-2016), the capacity of the Department to fulfill its mission was taxed. Based on the reduction of core faculty, the Department adopted a program orientation that builds upon the strengths of the faculty research and professional expertise (bioarcheology, archaeology, medical anthropology, visual anthropology) by providing courses that reflect these specializations. Moreover, the undergraduate program adopted an orientation that emphasizes practically-applied courses that are focused primarily in the San Francisco Bay Area and California. Since 2016, the Department has begun to rebuild and hired 2 tenure-track faculty who reflect two of our specialties, medical anthropology and historical archaeology. The goal of the Department is to hire faculty and establish curricula that build upon these specialties while invigorating the fields of cultural, biological, and visual anthropology.

In the last five to ten years the program has undergone changes; the latest revision to the undergraduate program was in 2012. The curricular changes were implemented to:

- provide course offerings and reduced required units from 45 to 39 units to ensure timely graduation
- give undergraduate majors a strong grounding in the theoretical foundations of General Anthropology and in one of the other sub-disciplines (Archaeology, Biological/Physical Anthropology, Cultural Anthropology, and Visual Anthropology),
- improve the writing and critical thinking skills of our students through the implementation of new courses (ANTH 305, Area 2 Methods and Practicum)

Other changes that supported our commitments to improving student writing skills and access to classes included:

- adoption of uniform department guidelines on writing (minimal paper page limits) and reading (minimal reading loads) for core courses.
- development of a Student Writing Handbook to clearly articulate the expected standards within the department and provide continuity in our writing instruction for students throughout the program.
- establishing a 3-year course schedule rotation that distributes course offerings that Anthropology undergraduate majors are required to complete to graduate. The schedule is designed to distribute courses in Monday-Friday time slots to prevent bottlenecks; provide ready access for students to take more than one required class each semester; and equitably distribute instruction of courses among the core Tenured and Tenure-track faculty
In the next five to ten years, the Department will undertake UG curricular revisions that reflect our new faculty and our new course offerings. It will also fully integrate one of our strongest programs of study, visual anthropology, into the curriculum on an equal level with the other subfields. We began the curricular revisions in spring 2017 and the proposal is ready for submission at the beginning of the fall semester (Appendix 1). It will not change the number of units required in the major.

In addition to major changes in faculty, the Department of Anthropology has also benefited from a significant improvement in its accommodations and workspaces. After the 2014 closure of the Science Building, where we had been housed for over 20 years, the entire Department was moved to a new location on the 5th floor of the Fine Arts Building. The Department office now includes a common area for public events, study, and seminars. The program’s physical accommodations also include three dedicated classrooms/laboratories, nine faculty offices, and a study room for graduate students. This new collective space has significantly enhanced the Department’s quality of life and sense of community. To finalize these steps toward more fully investing students in the shared department community, we will be working to expand our use of the space through a more formal program of guest seminars and lecture series; having more of the programs co-sponsored with allied departments within and outside the University; and having more invitations and outreach through these events that are targeted toward our anthropology alumni.

2. If the program has recently surveyed its alumni, current or graduating majors, employers, or other community stakeholders, what information do these surveys yield about the program’s distinctive achievements and most pressing challenges?

We first surveyed graduating BA students in 2015 with self-assessment questions related to all knowledge-based learning goals. Students were asked to evaluate how well their Anthropology education prepared them in each area. On a scale of agreement from 1-5 with 1 corresponding to students strongly agreeing that they were prepared by their education, the mean score for all questions was 1.32. Most students either agreed or strongly agreed that they achieved the learning goals. Students were somewhat less confident in their abilities to explain the basic processes of biological evolution (LG 1e), the distinctive methodological approaches of anthropology, or the scientific understanding of human biological diversity, scoring 1.66, 1.58 and 1.52 respectively.

In 2017 we again surveyed graduating BA students, this time regarding barriers to graduation. Nineteen of 34 students (56%) felt there were at least some impediments to graduation, even if they managed to complete their degree in eight semesters. Of these 19 students, they most often cited working too many hours (52%) and another 31% reported personal and family issues (multiple responses allowed). For students who did have problems enrolling in the classes needed for the Anthropology major (36.8%, n = 6), more stated conflicts with work/family schedules at the time courses were offered (57%, n = 4) then reported the major courses were full (28.57%, n = 2). Taken together, there is no indication that required course impaction is causing bottlenecks that are delaying graduation, a result supported by the enrollment data that is monitored by the college and department. The results do suggest that students are having problems balancing work/family and academic commitments.

A survey of alumni who graduated with a BA in anthropology was conducted in 2017 by the administration. One hundred and forty-three alumni responded with an average time since graduation of 7.2 years. In three questions regarding the quality of instruction by faculty in the
department, 89.5% reported being very satisfied or satisfied, while only 3 of 98 students reported being dissatisfied or very dissatisfied. Regarding the course content and curriculum, 83 to 90% of students were either satisfied or highly satisfied with the breadth and depth, course sequencing and level of intellectual engagement. Fifty-nine percent of our alumni reported pursuing graduate education after receiving their BA. Alumni were less satisfied with the availability of research experiences, internships and practicum (48% satisfied or very satisfied and assistance in preparation for career goals (45% satisfied or very satisfied). In qualitative questions, alumni mentioned the need for more applied career training and career counseling.

3. **How does the program fit into the discipline? How does it reflect major disciplinary trends, and what are its particular elements of strength and innovation?**

Like most North American departments of Anthropology, our department is based on a four-field approach. The traditional four fields comprise the subdisciplines of Archaeology, Biological/Physical Anthropology, Cultural Anthropology, and Linguistic Anthropology. In recent decades, anthropology departments nationally have shifted from this traditional approach to a multi-field approach that reflects innovations and specializations. These include Practicing/Applied Anthropology, Cultural Resource Management, Medical Anthropology and Visual Anthropology. Our UG program adheres to an innovative four-field approach that draws upon the strengths of our faculty and university, providing a curriculum composed of courses in archaeology, biological anthropology, and cultural anthropology, as well as the subfield of visual anthropology. This latter subfield, which makes innovative use of film and photography, has gained increasing popularity and recognition nationally since its inception at San Francisco State University, in which Drs. John Collier and John Adair pioneered visual anthropology in the 1960s and 70s, Collier authored the first textbook in the field, *Visual Anthropology: Photography as a Research Method* and Adair co-authored the classic *Through Navajo Eyes: An Exploration in Film Communication and Anthropology* (both published by University of New Mexico Press).

The Department UG program resonates with our faculty’s local research and with community opportunities. Our goal is to prepare our students to become employed in the public and private sectors, and allow them to pursue graduate studies. Emphasis in bioarcheology and historical archaeology, medical anthropology, and visual anthropology not only reflects important contemporary disciplinary developments but also reflects research, occupational, and entrepreneurial opportunities. In this way, our program has deliberately trained our students to apply anthropology professionally while developing a strong regional focus and expertise.

4. **What major challenges do similar programs in other institutions face? How have external or internal conditions shaped or affected the discipline? How will these affect the program under review?**

   a. Over the last five to ten years, CSU Anthropology Programs have been impacted or cut (e.g., CSU Bakersfield). Fortunately, we have received support from our College and University and we continue to have robust enrollments.
   
   b. Students in the CSU system are often challenged academically. They represent a wide spectrum of academic preparedness that requires the means to provide remedial training to improve critical thinking and writing.
   
   c. SFSU and our Anthropology enrollments have declined in part due to the unusually high local cost of living in the San Francisco Bay Area. Rising tuition has also contributed to declining enrollment. Both of these factors have particularly affected low-income and non-white populations, whom SFSU differentially serves. (See: [CSU Diverse Populations 2015.](#))
d. Independent of SFSU’s local high cost of living, on a national scale too, since 2008, college and university enrollments have dropped substantially, particularly among low income students in the CSU and SFSU. (See: Census Bureau, Current Population Survey, 2008-2013, cited in Brown 2015.)

e. Budgetary and curricular compression throughout the CSU has tended to reduce the diversity of anthropology course offerings. The humanistic side of anthropology has been particularly strongly affected. Although visual anthropological research is often aesthetically compelling and captures the attention of both lay and academic audiences, only a few universities offer more than a single course in visual anthropology. Fewer than ten universities in North America match the diversity of our undergraduate and graduate offerings. The breadth of our visual offerings represents an opportunity for national and international students to acquire a valuable though uncommon specialization.

5. How does the program advance the broader mission of the university?

The Department of Anthropology’s programs complement and enrich the broader mission of the university in numerous ways. Program offerings focus on the San Francisco Bay Area and California, reflecting the University’s commitment to being “firmly connected with its home city.” Moreover, the programs reinforces the 5 core University values:

- **Courage**: Our UG program encourages independent thinking and emphasizes the development of critical thought in substantiating individual intellectual positions and convictions.
- **Life of the Mind**: Our courses stress the acquisition of critical thinking skills as well as proficient in theory, writing, and analytical reasoning.
- **Equity**: Core disciplinary values in anthropology such as cultural relativism and humanitarianism are founded on recognition of our common humanity with all human beings and the moral necessity of treating others with respect and dignity. Our program’s course offerings and professional activities uphold these values.
- **Community**: Communities constitute the fundamental object of anthropological research and engagement. The discipline of anthropology itself is grounded on understanding human societies and cultures, ranging in size from small groups to nation-states.
- **Communication and social justice**: The Department upholds these values through its emphasis on participatory action research and public anthropology. In addition, our specialization in visual anthropology emphasizes the communication of anthropological ideas to the public using photography, video, and other media. Student videos that share the Department’s mission of social justice have been aired in focus groups, on PBS, and in national and international film festivals.
3.0 Program Indicators

3.1 Program Planning

DATA

6. Provide the program’s mission statement:

Anthropology Program Mission Statement

Anthropology at SFSU focuses on the study of human beings from archaeological, biological, cultural, and visual perspectives. Faculty at SF State have research programs in the Bay Area, across the United States, and internationally. We bring this experience to the classroom and into the community. The location of the campus in San Francisco, a diverse, cosmopolitan, urban setting, also enables strategic linkages with local premier universities where our students can take courses and pursue advanced graduate studies. Moreover, the San Francisco Bay Area offers countless occupational opportunities in both the public and private sector, ranging from high-tech and bio-technological industries to public social services working with diverse communities. Our setting also provides unique opportunities for students to learn by engaging directly with local resources and institutions.

To that end, the Anthropology Department offers a rigorous program with practical training in four sub-fields, identified as dynamic applied specializations. These both reflect the strengths of the faculty and prepare students for practical and creative occupational opportunities in the San Francisco Bay Area. The four subfields the department is committed to are:

- Medical anthropology: culture and medicine, public health, human rights, community-based participatory research, and health of migrant populations;
- Visual representation: ethnographic and applied film making, critique of visual ideology, origins of art, still image and photography;
- Bioarchaeology: contextualized skeletal and dental analyses, health of past populations, and osteology in a medico-legal context; and
- Political Archaeology: historical archaeology, indigenous/native archaeologies, political uses of the past, ancient political systems, the archaeology of the contemporary past.

Our students explore the theoretical foundations and ethical obligations of the discipline, gain an appreciation for diversity in lifeways, and acquire an understanding of how anthropology can benefit their own communities. Our department creates opportunities for students to practice experiential learning, carry out hands-on field research, and develop independent research. The training students receive reflects the University mission of serving communities, promoting mutual respect, and fostering social responsibility.

7. Include the program’s last five annual assessment reports: describe major curriculum changes that have resulted from these assessments.

Starting in 2010, our programs have undergone regular assessments under the direction of the Undergraduate and Graduate Coordinators. In addition to a major curriculum revision in 2012 for the Undergraduate program and in 2015 for the Graduate program, the following actions were taken in response to our program assessments.

Undergraduate:
- Full review of learning goals in our core courses and the development of basic standard syllabi. All tenure-track faculty agreed upon the shared standards; sample syllabi are to be utilized to ensure that new adjunct instructors are fully aware of the goals to be met for these courses.
b. **Clear articulation of where Program Learning Goals (PLGs) are to be met in the curriculum.** We continuously review these articulations; all new course proposals are required to state the specific PLGs that will be met and faculty assessments ensure that they comply with our stated PLGs.

c. **Development of practices that foster greater continuity across the curriculum in the program’s goals to strengthen student research and writing skills.** After the GWAR (Anth 305) course was implemented in 2011, the Undergraduate Coordinator oversaw the implementation of the course through meetings with the GWAR instructors; in them, she discussed pedagogy and implementation of the GWAR. The group conducted portfolio assessments of students’ written work in Ant 305. As a result of this pedagogical discussion, the following changes were made in 2012: 1) restructuring of course assignments; 2) improved coordination with the learning assistance center; 3) incorporation of in-class peer review; 4) changes in the page lengths of assignments to promote a more gradual build-up to the final and more in-depth writing assignment; 5) changes in weighting of the assignments to reward improvements in writing. In 2013 portfolio assessments of student writing helped to identify the areas where the GWAR was successful in improving student writing and where weaknesses still remained. Given that a single, one-semester course cannot be expected to provide students with all the research and writing skills needed for proficiency, in consultation with the GWAR instructors, the Department instituted policies to increase the continuity of training across the curriculum in 2014. This included: 1) sharing of GWAR developed resources such as peer review forms and grading rubrics for use in other upper division courses; 2) the development of a Department writing handbook to be used in all course with writing components so that expectations and core writing resources (websites, recommended resources and strategies) are the same across the program; 3) identification of the skills that needed the most reinforcement in other courses, particularly the courses in Area 2 *Methods and Practicum*. This program assessment is ongoing and a similar program of consultation between the GWAR instructors and the undergraduate coordinator was begun in Spring 2017 to reevaluate our progress and consider other strategies for further improvements.

d. **Restructuring of our Visual Anthropology program to elevate it to a full subfield on par with archaeology, cultural/medical anthropology and bioarchaeology (previously within the cultural/medical anthropology subfield).** Since 2015, new courses have been introduced at the 100-, 300-, elective and graduate levels in visual anthropology. We are currently working on a complete curriculum revision to make these courses part of the core, Area 1 and elective distribution requirements.

The full learning assessment reports from the last 5-years are included as supplemental files to this document. The changes in the graduate program are extensive and directly link to the CAM reports from the 6th cycle as summarized in question #8.

8. **Include CAMs from the 5th and (where appropriate) 6th cycle, summarizing major changes that the program has undertaken since, or as a result of, these reviews.**

The 5th Cycle Academic Program Review, conducted in 1999-2001, took place at a time when the Department relatively large cohort of core faculty, was responsible for considerable outside resources (i.e., Treganza Museum, NAGPRA Program, Tiburon Romberg storage facility, etc.), and was housed in the old Science Building in which plant facilities were poorly maintained. The recommendations were both positive and negative. On the positive side, the external reviewers acknowledged that the Anthropology faculty had maintained its focus regarding primary needs (i.e., new faculty positions, more laboratory space, increase number of upper...
division courses, more graduate assistants, more release time for the chair, more faculty space, and a department computer laboratory). On the negative side, a high level of redundancy from our earlier self-study conducted in 1992 indicated little progress in addressing these concerns had been made in the eight years. The MOU from the 5th cycle review is included in Appendix 2.

Our 6th Cycle Review almost exclusively concerned our Graduate Program. Findings have been largely incorporated into a substantially revised Graduate Program that was implemented AY 2015-16. Nineteen action items based on problems identified by the Department resulted in specific measures and improvements. The Department introduced 12 new courses, 10 at a graduate level. Among the numerous changes, we have:

- revised the Mission Statement and adopted Graduate Program Learning Goals
- increased recruitment efforts, instituted rolling application deadlines and revised acceptance requirements to ensure a viable cohort of qualified students, which has successfully increased enrollments.
- dedicated a minimum of four faculty meetings per year to discuss the graduate program
- completely revised the curriculum adding new seminars including an elective course in visual anthropology and a pro-seminar for first year students in which all core faculty participate
- added 1-unit skills courses focused on writing including literature reviews, research proposals and grant proposals.
- initiated early identification of students needing remedial help in writing
- increased oversight and stringency of 899s
- created rubrics for MA Thesis/Creative Work Projects
- implemented assessment strategies
- evaluated student time to graduation and instituted annual reviews and other methods to closely monitor student progress toward the degree
- increased resources through more aggressive advertising of potential funding sources and mentoring on grant applications
- enhanced sense of community by providing shared graduate student office space, reviving a graduate student association, hold more graduate student events including brown bags with guest speakers, a new graduate student orientation and a biannual graduate student expo.

The 6th cycle CAM is included in Appendix 2 of this report. The 2015 MA Program Assessment submitted as supplemental materials includes a detailed inventory of our actions in response to the 6th cycle CAM (see appendix B).

9. Provide any other description and/or evidence of regular planning activity that the program undertakes together, including any comprehensive strategic planning activities.

Each semester a minimum of four faculty meetings are devoted specifically to discussion of the undergraduate and graduate programs. These cover assessment planning and also include other discussions such as new course proposals, curriculum planning, updating of program materials with respect to new handbooks, new teaching practices and new university policies.

REFLECT

10. How relevant is the program’s mission statement? Does it reflect the program’s current goals, strengths, and achievements? How does it support and advance the university mission statement
As stated in our Mission Statement, “our students explore the theoretical foundations and ethical obligations of the discipline, gain an appreciation for diversity in lifeways, and acquire an understanding of how anthropology can benefit their own communities. Our department creates opportunities for students to practice experiential learning, carry out hands-on field research, and develop independent research. The training students receive reflects the University mission of serving communities, promoting mutual respect, and fostering social responsibility.” This clearly articulates with three of the University’s core values of Equity, Community, and Communication and Social Justice.

11. How does the program conduct regular assessment and use the results to strengthen its curriculum and direct its planning efforts?

The Department devotes two or more regular meetings each year to assessment. In the first meeting the entire faculty deliberates and decides on the goals of the assessments for that year and on how they will be implemented, including developing the instruments for outcome measures. The data are collected by the faculty teaching courses targeted in the assessment and a report is written based on that data. Generally the undergraduate coordinator and one other faculty member are responsible for writing the undergraduate and graduate assessment reports respectively. After the data are collected and the assessment report written, the draft copy is reviewed by all faculty and a series of recommended actions is devise for proposed program changes of teaching practices that address the findings of the report. We hold a final meeting to discuss the report and how the recommended changes agreed upon by the faculty will be implemented.

12. How does the program involve the faculty collectively in assessment and planning?

All T/TT are involved during planning of the assessments, the review of the report, and the implementations of the recommendations. Lecturers are involved in data collection when they teach classes targeted for the assessments and some are specifically solicited for opinions on recommendations for strengthening the program.

13. How do its planning processes take into account the perspectives of current students, alumni, community stakeholders, and employers?

The faculty incorporates results from student and alumni surveys into future plans for program improvement. Because our faculty members all have professional relationships with Bay Area employers and community stakeholders, we are regularly able to evaluate the applicability of anthropological methods and course content to real world situations. We direct our students to Bay Area resources whenever practicable. Faculty conduct research and provide consultation with stakeholders, for example from Dolores Street Community Services in San Francisco and Santa Clara Valley Medical Center to the San Francisco Zoo, the Bay Area Video Coalition, and local non-profit community groups with which Visual Anthropology students collaborate.

Our courses in Area 2 Methods and Practicum offer the culminating experience for our students. They are designed to train students in practical and applied skills in anthropology that will be crucial to future employment and community work. These skills include statistics, archaeological field methods, ethnography, osteological research methods, and ethnographic filmmaking. Examples of other courses applicable to employer and community stakeholders are:

- CSL and courses involved with Community Based Organizations: Anth 595-596 - Visual Anthropology I and II – Students have produced Community Service Learning films affiliated with local organizations assisting the San Francisco Day Laborer Project (the Mission) and Malcolm X Academy ( Hunters Point). Bay Area groups with which other
visual students have collaborated include the Bay Area Crayon Initiative, Central American Refugee Center, and Stay-at-Home-Dads Collective. In Tanzania, visual students have collaborated with local NGOs to produce videos on the prevention of HIV and spousal abuse.

- Courses (Anth 320 Racism; 521 Endangered Cultures; 525 Class; 555 Urban Anthropology; 557 Ethnography of the Inner City; 585 Globalization and World Cultures; 569 Sex and Gender); all are designed to address contemporary social problems and issues (e.g., homelessness, food insecurity, discrimination, uneven economic development).

- Guest speakers from Cal Humanities and the Foundation Center bring real-world perspectives to students in Anth 595 – Visual Anthropology I. A major assignment in this course requires group authorship of a proposal for California Humanities’ Research & Development Grants for Film, Audio, and Interactive Media. Each year the class is visited a guest speaker from The Foundation Center who lectures on strategies for grant seekers.

- Faculty and students in the Department have also engaged in research and community projects with such organizations as: San Francisco Day Laborer Program; la Clinica Martin-Baro; Dolores Street Community Services; el Centro Legal de la Raza; Central American Refugee Center (CARECEN); Casa Quezada Residential/Shelter Hotel; San Francisco Zoo; San Francisco de Young Museum

- Public and community speakers from prison clinics, immigration, homeless women, transgender health, migrant health, etc.

- Academic guest speakers: Nancy Chen (UC Santa Cruz), Adrienne Pine (American University), Charles Briggs (UC Berkeley), Jason DeLeon (U Michigan), Kelly Knight (UC San Francisco), Seth Holmes (UC Berkeley), Linda Green (University of Arizona), Vincanne Adams (UC San Francisco), Carolyn Sufrin (Johns Hopkins University), Eric Plemons (University of Arizona), Leonard Kamerling (U Alaska, Fairbanks), David Plath (U Illinois, Urbana Champaign), Gary Kildea (U Tromso, Norway), Iván Drufovka (Rutgers U)

- Graduate Student (ASA, Anthropology Student Association) led workshops for undergrad networking and professional development: Philip Whitford and Devin Glensor, Dhoryan Rizo, student organized academic speaker event

**PLAN**

14. How will the program strengthen its planning process and make use of them outside the formal program review schedule?

The program will strengthen programmatic planning with the enhancement or establishment of the following:

- Exit data – will continue surveys with all graduating students
- Will increase contact with alumni and development office
- Will place a student representatives on the department Curriculum Committee
- Will continue to conduct biannual graduate Student Town Hall meetings and add a similar undergraduate event.
- Will conduct more formal interviews with potential employers in the Bay Area

To enhance full faculty assessment planning we have used Alumni surveys and Exit data (from graduating seniors and MAs). In the future, we intend to increase contact with alumni through the development office. Next semester we will reestablish a student representative on our Curriculum Committee, and continue to discuss program plans in graduate student Town Halls.
3.2 Student Learning and Achievement

DATA

15. What are the program’s learning goals and what evidence does it regularly seek and consult to assure that students are meeting these goals?

Learning Goals for the UG Major

I. Diversity: Demonstrate an awareness and knowledge of a culturally and biologically diverse world. (Intro Core Courses 100, 110, 120; elective courses)
   a. Describe the field of anthropology and its objectives.
   b. Demonstrate knowledge of how culturally informed beliefs, behaviors, and perspectives vary between diverse global societies.
   c. Demonstrate understanding of how anthropologists study diversity in race/ethnicities, class, gender identity, and age.
   d. Demonstrate comparative understanding of how material culture and symbolic representations vary across diverse societies over time.
   e. Explain the basic processes of biological evolution and the general course of human evolution.

II. Theory: Understand the fundamental principles of the four subfields. (Anth 300, Area 1 Theory and Foundations; upper division requirement in 3 of the subfields)
   a. Characterize the distinctive theoretical and methodological approaches of anthropology.
   b. Critically examine one’s own cultural and social identities and understand how those identities shape beliefs and attitudes.
   c. Understand major causes of social inequality and how to address them through civic engagement.
   d. Articulate a scientific understanding of human biological diversity and the ethical concerns arising from studies of that diversity.
   e. Demonstrate knowledge of past and present human biocultural systems, including ecological relationships, social and cultural organization, and processes of cultural change.

III. Method: Use theoretical knowledge to critically analyze and interpret anthropological evidence. (Area 2 Methods and Practicum - Culminating Experience/Capstone courses)
   a. Understand research project design and the role of data analysis or qualitative analysis.
   b. Present opposing viewpoints or alternative hypotheses on various anthropological issues.
   c. Gather and interpret information from diverse sources, including local resources of the Bay Area where relevant.
   d. Demonstrate applied skills in at least one of the subfields of anthropology.
   e. Write concisely and logically, incorporating relevant data and knowledge.

Evidence that our students are meeting departmental learning goals is collected in our regular assessments. Group I Diversity learning goals cover basic knowledge in the field and were assessed in 2011 by analysis of key concept questions embedded in final exams. Other assessments over the last six years have focused on the GWAR courses (2012, 2013, and 2015) and on Area 2 Methods and Practicum courses (2011, 2012, 2015, and 2017). While the faculty have discussed and reviewed course content and expectation for the Group II learning goals in the Area 1 Theory and Foundations courses (2012) and utilized a survey of student self-assessment in meeting these outcomes (2015), we have not collected direct assessments for Group II. It will be a priority to include these measures in the 2017-18 assessments.
16. How many undergraduate majors and minors has your department graduated every year over the last five years?

The program has had a 12% drop in the number of majors in recent years, comparable to the drop in enrollments at the college level. Minors have increased over this same time period (2011-2016). The minor increase may be due to the introduction of a University complementary studies requirement in 2013, which can be fulfilled with a minor.

Table 1. Number of Graduating Undergraduate Anthropology Majors and Minors

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Majors</th>
<th>Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>77</td>
<td>7</td>
</tr>
<tr>
<td>2012-2013</td>
<td>80</td>
<td>8</td>
</tr>
<tr>
<td>2013-2014</td>
<td>82</td>
<td>9</td>
</tr>
<tr>
<td>2014-2015</td>
<td>71</td>
<td>13</td>
</tr>
<tr>
<td>2015-2016</td>
<td>68</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Change Majors</th>
<th>Anthropology</th>
<th>Liberal and Creative Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-12%</td>
<td>+114%</td>
</tr>
</tbody>
</table>

17. What is the one-year retention rate of your students?

Table 2. Retention rate for Anthropology Majors

<table>
<thead>
<tr>
<th>Year (Fall)</th>
<th>First-time, Full-time Freshmen</th>
<th>Community College Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>77.4%</td>
<td>87.5%</td>
</tr>
<tr>
<td>2006</td>
<td>77.1%</td>
<td>82.4%</td>
</tr>
<tr>
<td>2007</td>
<td>74.9%</td>
<td>85.2%</td>
</tr>
<tr>
<td>2008</td>
<td>74.9%</td>
<td>55.6%</td>
</tr>
<tr>
<td>2009</td>
<td>76.7%</td>
<td>93.9%</td>
</tr>
</tbody>
</table>

18. What are the four-year and six-year graduation rates of students in the program (compare to college and university rates)

The Department of Anthropology's four-year and six-year graduation rates have markedly improved relative to those same rates for the College and University over the same time period (2005-2009). In some categories, our rates of graduation have doubled or even quadrupled.

Table 3. Four-year and Six-year Graduation Rates

<table>
<thead>
<tr>
<th></th>
<th>Anthropology 4-year</th>
<th>Anthropology 6-year</th>
<th>Liberal and Creative Arts 4-year</th>
<th>Liberal and Creative Arts 6-year</th>
<th>University 4-year</th>
<th>University 6-year</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-time Freshman</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>7.1%</td>
<td>42.9%</td>
<td>16.8%</td>
<td>48.4%</td>
<td>12.0%</td>
<td>46.4%</td>
</tr>
<tr>
<td>2006</td>
<td>14.3%</td>
<td>71.4%</td>
<td>17.7%</td>
<td>48.8%</td>
<td>13.4%</td>
<td>47.3%</td>
</tr>
<tr>
<td>2007</td>
<td>11.1%</td>
<td>38.9%</td>
<td>18.2%</td>
<td>48.1%</td>
<td>12.7%</td>
<td>45.5%</td>
</tr>
<tr>
<td>2008</td>
<td>16.7%</td>
<td>58.3%</td>
<td>22.5%</td>
<td>52.3%</td>
<td>14.9%</td>
<td>49.7%</td>
</tr>
<tr>
<td>2009</td>
<td>38.9%</td>
<td>50.0%</td>
<td>26.3%</td>
<td>53.2%</td>
<td>18.3%</td>
<td>50.5%</td>
</tr>
<tr>
<td>Community College Transfers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>54.2%</td>
<td>66.7%</td>
<td>68.7%</td>
<td>73.9%</td>
<td>69.9%</td>
<td>74.5%</td>
</tr>
<tr>
<td>2006</td>
<td>76.5%</td>
<td>79.4%</td>
<td>69.9%</td>
<td>72.9%</td>
<td>68.8%</td>
<td>74.2%</td>
</tr>
<tr>
<td>2007</td>
<td>85.2%</td>
<td>85.2%</td>
<td>71.1%</td>
<td>75.8%</td>
<td>69.1%</td>
<td>74.3%</td>
</tr>
<tr>
<td>2008</td>
<td>51.9%</td>
<td>55.6%</td>
<td>71.3%</td>
<td>74.8%</td>
<td>70.1%</td>
<td>74.3%</td>
</tr>
<tr>
<td>2009</td>
<td>84.8%</td>
<td>84.8%</td>
<td>74.3%</td>
<td>77.0%</td>
<td>72.4%</td>
<td>76.4%</td>
</tr>
</tbody>
</table>
19. Where and how does the program advance high-impact teaching practices and active learning at all levels of instruction? (What are these practices, and what is their impact?)

In reviewing the high-impact practices provided by the Center for Teaching and Faculty Development, we are particularly strong in the following:

**Writing**: We have writing-intensive courses throughout the curriculum in both the graduate and undergraduate programs. Except for the 100-level, all anthropology courses include significant writing components and the evaluation of these skills has been a focus of our assessments.

**Diversity/global** learning is the foundation of our field, mission statement and teaching. In a 2015, exit survey of our students we found that 34% had studied abroad.

Collaborative learning experiences are incorporated into a number of our courses. Students in the visual anthropology courses collaborate on film projects, panel discussions are part of several of our upper division courses (e.g., Anth 302) and students are encouraged or required to collaborative on research projects for the methods courses (e.g., Anth 652, 592).

**Capstone/culminating experience**: Research training and active learning (i.e., uses of specialized technology, fieldwork studies, laboratory-based courses, etc.) are particularly emphasized in our culminating experience courses for Area 2 Methods and Practicum. These are:

- **Biological Anthropology**  
  Anth 333 *Primate Behavior*  
  Anth 530 *Human Osteology Practicum*  
  Anth 531 *Human Evolution Practicum*

- **Archaeology**  
  Anth 592 *Archeological Methods*  
  Anth 593 *Archaeological Excavation and Data Analysis*

- **Cultural Anthropology**  
  Anth 557 *Ethnography of the Inner City*  
  Anth 651 *Ethnographic Field Methods*  
  Anth 652 *Anthropological Statistics*

- **Visual Anthropology**  
  Anth 595 *Visual Anthropology 1*  
  Anth 596 *Visual Anthropology 2*

Anthropology course numbers 557, 651, 595 and 596, in Cultural and Visual Anthropology, emphasize fieldwork methods and research – 595 and 596 also entail training in digital recording methods. Anth 333, 530, 531, 592 and 593, in Biological Anthropology and Archaeology, specify hands-on training with human biological remains and artifacts. Anth 333 involves primate study at the San Francisco Zoo. Anth 652 requires statistical training with the SPSS software.

**Community service learning** has been incorporated into Anth 595-596 and in the research opportunities with faculty in the department as detailed in Question #13.

**Internships** are not required but are encouraged and supported by the department. In a 2015 exit survey of our graduating seniors, we found that 23% had participated in an internship.
REFLECT

20. How do the program’s learning goals remain relevant, and how can they be revised and updated? Do students adequately understand and share these goals?

UG learning goals are raised in faculty meetings and often result in improvements. Courses are regularly reviewed (i.e., alterations in reading and writing standards, addition of new courses and banking of old courses). Programmatic goals are reviewed relative to those held by our discipline and the university. Past program reviews, changes in specializations, acquisition of new faculty necessarily require the revision and updating of PLOs and goals. Additionally, the learning goals of our classes commit faculty to the implementation of whichever traditional or innovative methods and techniques are suited to the topic at hand.

All of our courses are oriented toward meeting learning goals. These include our mandatory courses for all majors (Anth 300: Foundations of Anthropology and Anth 305: GW Writing Anthropology); Area 1 Theory and Foundations; and Area 2 Methods and Practicum. Area 2 courses specifically provide students an understanding of how to conduct research projects. Our extant and revised learning goals are transmitted to students both in each of our syllabi and through actual instruction.

21. How has student demand for the major risen or fallen? Are there any significant trends or present or future challenges that can be discerned from enrollment patterns.

The number of UG Anthropology majors has declined from 253 (Fall 2011) to 212 (Fall 2016), or -16% decline. This decline reflects falling student demand throughout our College and University. The reason for this decline has been extensively discussed and in part may be an artifact of the high costs of living and residency in San Francisco, with many students from southern California opting not to return. However the Anthropology Department’s Faculty to Student Ratio (FSR) remains high as our six core faculty (tenured and tenure-track) has a student ratio of 1:35.

Table 4. Number of Anthropology Majors (Fall data)

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>253</td>
<td>278</td>
<td>242</td>
<td>243</td>
<td>234</td>
<td>212</td>
<td>-16%</td>
</tr>
</tbody>
</table>

22. Over the past five years, where has the program been able to improve student progress, achievement, and graduation? Where might it further improve them?

In 2012 the UG program underwent revisions that added new mandatory courses (Area 1: Foundation courses), and eliminated once-mandatory courses (Anth 310 and Anth 680). We removed bottlenecks and increased flexibility in electives by allowing approved upper division courses outside of the department to count towards the Anthropology major. We reduced the units to graduate to 39 from 45. In spring 2017 we surveyed graduating seniors to identify other roadblocks to graduation. Results suggested that some of our students work and family responsibilities create difficulties in scheduling classes as further discussed in question 26.

23. What questions do the rates and trends in student enrollment, retention, and graduation raise for your program? How does the program interpret them?

Based on the latest Retention and Graduation rates (2005-2009), for First-time, Full-time Freshmen and CCC Transfer students, over the course of six years the retention and graduation rates are nearly commensurate for both the College of Liberal and Creative Arts and the Department of Anthropology, with the latter slightly less than the College average. Regardless,
overall retention and graduation rates have only slightly improved over the six years, although overall university student enrollment has slightly declined from an enrollment figure of 30,500 (2012) to less than 30,000 in 2016 (29,045). This holding pattern in terms of retention and graduation rates, and slight dip in overall university student enrollment suggests a stasis that may have less to do with the quality of education and more to do with the challenges associated with high living and residential standards in San Francisco. Aside from this social context, and specific to the Department of Anthropology, the reduction in full-time tenured and tenure-track core faculty over the last ten years (from which we are only beginning to rebuild from as of Spring 2017), has not resulted in changes in enrollment, retention, and graduation over the last four to six years. This indicates that even with the reduction of core faculty over the years that the current faculty has worked hard to maintain consistent enrollment, retention, and graduation rates over time. Of course this could not be accomplished without the help of adjunct faculty. The Anthropology Department maintains a relatively consistent number of UG students and paths to graduation. We have continued to serve our students in classroom instruction and advising.

24. How do your program’s current pedagogical practices meet students’ learning needs? How does your program support pedagogical innovation?

The Anthropology Department’s pedagogical practices vary between the subdisciplines; however, overall we prioritize authentic learning experiences in which students build competencies in research, writing, oral presentation, and critical thinking. Our primary program learning goals of cultural and biological diversity, foundation in general anthropological and subdisciplinary theories, and knowledge of methods of data acquisition, data analysis and interpretation of anthropological evidence is emphasized in our introductory, foundational and Area 1 and Area 2 courses. For example, some faculty members use practicums in civic engagement to advance our commitment to equity and social justice. This semester (Spring 2017) two of our UG courses (557, Ethnography of the Inner City, designated as a ‘methods’ course and 328, Anthropology and Photography) focused student research on student housing and food insecurity, which currently affect at least 3,000 SFSU students. Commissioned last year by the Chancellor (Crutchfield, Rashida, et al. (2016), Serving Displaced and Food Insecure Students in the CSU) research was conducted on the CSU-wide significance of this problem. By directing research into this crisis, our two UG courses build core academic competencies and align with our PLOs emphasizing equity and social justice. The real-world pertinence of these courses is indicated by the fact that the data students gather and analyze will be incorporated into the report and questionnaires currently being prepared by SFSU’s Homelessness Task Force.

In Spring 2017, the department voted to devote at least one faculty meeting each semester to reviewing pedagogy, sharing what has and has not worked in specific classes, and exchanging ideas about best practices.

25. How will the program ensure that its learning goals remain relevant to students’ real needs and levels of achievement?

Anthropology’s faculty are engaged in research activities that reflect contemporary life concerns, influence pedagogy and shape student activities. Many courses require student engagement with community-based organizations and activities. The feedback we receive concerning these engagements helps us improve our pedagogical strategies. The impact on employers and the community also provides them with valuable knowledge and services. Next year, the Anthropology Department will take another step in assuring the relevance of our learning goals. We will conduct a survey among other Anthropology programs and employers to discover what
they believe to be students’ real needs for competitive placement. In response to the alumni survey, we also need to initiate more direct career advising; in particular students need to be able to articulate how the skills they have acquired in Anthropology can translate directly into the workplace.

26. How will the program advance rates of student retention, progress, and graduation in the future?

Data from the LCA College for 2013-2014 indicates that the average time to the BA degree for our department was 4.26 years, almost identical to the College’s overall average of 4.25. While we are relatively successful in getting students through to graduation near the 4-year mark, we are trying to address the problems of students who take an excess of 4 years to graduate. An exit survey in Spring 2017 specifically asked students about impediments to graduation (for the full results see the 2017 assessments). Seven of forty-four respondents (16%) indicated that not being able to complete classes in the major was an impediment. Of these seven, the most cited reason for not being able to get the classes needed in anthropology was scheduling due to work/family conflicts (57%). Additionally, two students mentioned required courses were dropped at the last minute in the comments, which would have been due to under-enrollment. While two students mentioned the required major courses were full, the only course listed was Anth 581 Anthropology and Folklore, which is an elective, not required. Two students also reported not understanding the major requirements. Taken together, there is no indication that required course impaction caused bottlenecks that delayed graduation, a result supported by the enrollment data that is monitored by the College and Department. The results do suggest that students are having problems balancing work/family and academic commitments.

As a department, we will again review class scheduling to see if there are solutions to increase student access. Needless to say, it is difficult to meet the needs of all students. As one student suggested, offering on-line sections would allow more flexible scheduling, but it risks further isolating students and limits interactions among students and faculty. It also may not be appropriate to the pedagogical methods of the upper division courses. The Department could also be more proactive in making sure students – particularly transfer students - receive departmental advising in their first semester. As part of this advising, students could be directed to resources such as scholarship opportunities and counseling services. While advising is always available to students, it is not required, but students under the greatest pressure may be the least likely to contact an advisor on their own. Mandatory advising should be considered.
3.3 The Curriculum

3.3.1 Undergraduate

DATA

27. What courses does the program offer in the general education curriculum? Why were these courses chosen for GE by the department? How does the program assess their effectiveness?

GE Courses
   a. Anth 100 Introduction to Biological Anthropology (3 units) B2: Life Science
   b. Anth 110 Introduction to Archaeology (3 units) C2: Humanities, Global Perspectives
   c. Anth 120 Introduction to Social and Cultural Anthropology (3 units) D1: Social Sciences, Social Justice
   d. Anth 302 Foundations of Human Variation (3 units) UD-B: Physical Life Science
   e. Anth 321 Endangered Cultures (3 units) D1: Social Sciences, Social Justice
   f. Anth 327 Anthropology and Film (3 units) UD-D Social Sciences, Global Perspectives
   g. Anth 569/SXS567 Cross-Cultural Aspects of Sex and Gender (3 Units) UD-C: Arts and/or Humanities, Social Justice
   h. Anth 585 Globalization and World Cultures (3 units) UD-D Social Sciences, Global Perspectives

Courses for GE credit were chosen based on two criteria: 1) their ability to satisfy the GE student learning objectives, 2) the Department’s ability to offer seats to students in other departments without significantly impacting the enrollment and learning goals of our majors.

We have not comprehensively assessed the GE student learning objectives. Senate policy #S15-255 indicates that the Lower Division Certification Committee (LDCC)/Upper Division Certification Committee (UDCC) and the University Academic Assessment Advisory Committee (UAAAC) is tasked with carrying out assessments on a rotating schedule. These committees have not yet contacted the Department, but we look forward to working with them to implement GE learning objective assessments.

28. How do the program’s GE courses meet the “Educational Goals for the Baccalaureate at San Francisco State”, and how are these goals assessed?

Our assessments have focused on the program learning goals and do not have a component directly assessing student achievement in the Educational Goals for the Baccalaureate, which are broader in perspective. However, the Baccalaureate Goals are considered in course design and in our syllabus reviews of course content. Many of our PLGs and our mission statement overlap with the Baccalaureate Goals.

1) Competencies for Lifelong Intellectual Endeavor and 2) Intellectual attainments intersect with our emphases on developing writing skills; and the focus on critical analysis and theory in PLGs II. Theory (a, b); and the PLGs under III. Methods.

3) Appreciation of Diversity is a succinct definition of anthropology and is covered in the PLG’s under I. Diversity. The Baccalaureate Goal states, “Graduates will know, understand, and appreciate multiple forms and variations of human diversity” closely aligning with language from our PLGs on attaining understanding of how “beliefs, behaviors, and perspectives vary between
diverse global societies” and “understanding human biological diversity.” Our Anth 110 core course also fulfills the Global Perspectives area requirement.

4) Ethical Engagement states “Graduates will recognize their responsibility to work toward social justice and equity” while our PLG, II Theory (c) states that students will “understand major causes of social inequality and how to address them through civic engagement.” Our Anth 120 core course and Anth 327 elective also fulfill the Social Justice area requirement.

5) Integration and Application of Knowledge is covered under the PLGs of III. Methods. Additionally the emphasis in the Baccalaureate Goal of making “making connections among apparently disparate forms of knowledge and modes of inquiry across academic disciplines” is uniquely covered by our Department and by the field of Anthropology. To the best of our knowledge, we are the only Department with G.E. courses approved in the Social Sciences (Anth 120, 327), Life Sciences (Anth 100, 302) and in Arts and Humanities (Anth 110, 569).

6) Qualities of Mind and Spirit is the most holistic and esoteric Baccalaureate Goal but the final statement that students attain “a reverence for all that unites us as human beings across time.” is also descriptive of the field of anthropology.

29. Develop a map or flowchart of the program’s curriculum in the major, illustrating the pathways from entry to graduation that students are expected to take, and differentiating required courses from elective.

The Anthropology major is a minimum of 39 units distributed as: a) 15 units of core required classes; b) 3 units in Area 1 Theory and Foundations, c) 4-6 units in Area 2 Methods and Practicum; and d) 15-18 units of electives (see Table 5 and Appendix 1). Most transfer students have taken the introductory core courses before coming to SFSU.

Pathway to graduation for **first-time Freshman**:

First Semester: Anth 100 Intro to Biological Anthropology (3 units) required core
Second Semester: Anth 110 Intro to Archaeology (3 units) required core
Third Semester: Anth 120 Intro to Cultural Anthropology (3 units) required core
Fourth Semester: Anth 305GW Writing Anthropology (3 units) required core
Fifth Semester: Anth 300 Foundations of Anthropology: History (3 units) required core
Sixth Semester: Area 1 Theory and Foundations (3 units) required selection of 1 course; 2 electives (6 units)
Seventh Semester: Area 2 Methods and Practicum required selection of 1 course (4 units); 2 electives (6 units)
Eighth Semester: 2 electives (6 units)

Pathway to graduation for **Transfer Students**:

First Semester: Anth 300 (3 units) and Anth 305 GWAR (3 units)
Second Semester: Area 1 Theory and Foundations (3 units) required selection of 1 course; 2 electives (6 units)
Third Semester: Area 2 Methods and Practicum, required selection of 1 course (4 units); 2 electives (6 units)
Fourth Semester: 2 electives (6 units)
30. Identify how often, when (both in the semester and in the weekly time schedule), and where required courses are offered, including GWAR courses, noting enrollments for the past three years (in Matrix Form)

Table 5 does not include summer session sections of Anth 100, 110 and 120, which enrolled 12-24 students in Summer 15 because data was not available for Summer 16. Only Anth 100 was offered in Summer 17 and 15 students enrolled.

Table 5. Required Course Offerings and Enrollments

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Core Courses (All required)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anth 100</td>
<td>F(2), Sp (2)</td>
<td>MWF 11:10-12, TR 9:35-10:50</td>
<td>CCC</td>
<td>549</td>
<td>505</td>
<td>452</td>
</tr>
<tr>
<td>Anth 110</td>
<td>F, Sp</td>
<td>R 3:35-6:20</td>
<td>CCC</td>
<td>245</td>
<td>245</td>
<td>188</td>
</tr>
<tr>
<td>Anth 120</td>
<td>F, Sp</td>
<td>W 4:10-6:55</td>
<td>CCC</td>
<td>282</td>
<td>238</td>
<td>156</td>
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<tr>
<td>Anth 300</td>
<td>F, Sp (2)</td>
<td>TR 9:35-10:50 (F, Sp), TR 2:10-3:25 (Sp)</td>
<td>CCC</td>
<td>109</td>
<td>97</td>
<td>109</td>
</tr>
<tr>
<td>Anth 305 GW</td>
<td>F (3 F14) (2 F15 &amp; 16) Sp (2)</td>
<td>TR 2:10-3:25 (S, F), TR 11-12:15 (F) other sections variable</td>
<td>CCC</td>
<td>102</td>
<td>73</td>
<td>79</td>
</tr>
</tbody>
</table>

Area 1 Theory and Foundations (Choice of 1)

<table>
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</thead>
<tbody>
<tr>
<td>Anth 301</td>
<td>F, Sp</td>
<td>TR 11-12:15 (F), TR12:20-2:00 (Sp)</td>
<td>CCC</td>
<td>39 (F)</td>
<td>76</td>
<td>53</td>
</tr>
<tr>
<td>Anth 302</td>
<td>F, Sp</td>
<td>TR 11-12:15 (F), MWF 12:10-11 (Sp)</td>
<td>CCC</td>
<td>86</td>
<td>78</td>
<td>74</td>
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<tr>
<td>Anth 420</td>
<td>F</td>
<td>M 3:35-6:20</td>
<td>CCC</td>
<td>16</td>
<td>17</td>
<td>16</td>
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</table>

Area 2 Methods and Practicum (Choice of 1)

<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Anth 333</td>
<td>S</td>
<td>MW 4:10-5:25</td>
<td>CCC</td>
<td>30</td>
<td>Not offered</td>
<td>25</td>
</tr>
<tr>
<td>Anth 530</td>
<td>F</td>
<td>MWF 2:10-3</td>
<td>DLS</td>
<td>13</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Anth 531</td>
<td>S</td>
<td>MWF 2:10-3</td>
<td>DLS</td>
<td>19</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Anth 557</td>
<td>S</td>
<td>MW 2:10-3:25</td>
<td>CCC</td>
<td>24</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Anth 592</td>
<td>S</td>
<td>TR 2:10-3:25</td>
<td>DLS</td>
<td>28</td>
<td>18</td>
<td>Not offered</td>
</tr>
<tr>
<td>Anth 595</td>
<td>F</td>
<td>MW 9:10-12</td>
<td>DLS</td>
<td>8</td>
<td>10</td>
<td>14</td>
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<tr>
<td>Anth 596</td>
<td>S</td>
<td>MW 9:10-12, CA 260 (media lab)</td>
<td></td>
<td>9</td>
<td>7</td>
<td>8</td>
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<tr>
<td>Anth 651</td>
<td>F</td>
<td>TR 11-12:15</td>
<td>CCC</td>
<td>17</td>
<td>17</td>
<td>11</td>
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<tr>
<td>Anth 652</td>
<td>F</td>
<td>MW 4:10-5:25</td>
<td>Computer lab</td>
<td>11</td>
<td>20</td>
<td>15</td>
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</tbody>
</table>

1Numbers in parentheses indicate multiple sections

CCC = College-controlled classroom; DLS = Department lab space

31. Identify courses that your program regularly offers that are required by other majors (service courses): who teaches these, how often are these taught, and what is their enrollment?

We have no courses of that type.

32. Identify courses that are required in your program but are offered by other departments: who teaches these, how often are these taught, and what is their enrollment? How are your students’ needs communicated to the departments who teach the courses?

The Department offers all required courses although some electives are taught by other departments and cross-listed with Anthropology.
33. Identify bottleneck courses (courses required for graduation that regularly attract more students than can be enrolled) and describe the program's strategies for reducing them.

In the past students did have difficulties enrolling in one course, Anth 300 *Foundations in Anthropology*. However, in 2012 we began offering 3 (instead of 2) sections of this course per year. At this time, our enrollment data and a 2017 exit survey (described in Q26) indicate that we have no bottleneck courses. This is true, in part, because we have recently devised a three-year Rotational Teaching Schedule in which mandatory courses do not overlap in time or days of the week.

34. Identify efforts to ease the transition of transfer students through articulated courses, Intersegmental, or Transfer Model Curricula (TMCs)

Our three required lower division courses, Anth 100, Anth 110 and Anth 120, are articulated with all California colleges and universities that offer equivalent courses. Most upper division Anthropology courses taken at other CSUs, UCs or four-year out-of-state programs are accepted on a case-by-case basis – up to a maximum of 10 units. Some anthropology courses will directly articulate with courses taught as SFSU while others can be applied as elective units despite the fact that the course is not taught in our department. Transfer students submit syllabi for potentially appropriate courses, meet with an advisor who evaluates the courses, and fill out the paperwork for approval to apply credits toward the major.

35. Describe the culminating experience requirements for undergraduate majors in your program

Anthropology is a diverse field of practice, a fact reflected in the GE certification of our different courses in the Life Sciences, Humanities and Social Sciences areas. As such, the culminating experiences of our students are fulfilled by several methods courses selected from within the three primary subdisciplines - Biological, Cultural/Visual and Archaeology. The Department is committed to exposing undergraduate students to the breadth in the discipline by requiring them to complete at least 1 lower division and 1 upper division course in each of our the 3 primary subdisciplines. Yet majors are advised to take their culminating experience in the particular subdiscipline most appropriate to their career goals. This is true because of the applied skills aspect of the Area 2: *Methods* courses, described below.

The culminating experience requirement for the B.A. degree in Anthropology is met by completing the Area 2: *Methods and Practicum* requirement. All Area 2 courses must include:

1. The use of applied skills in at least one of the subfields. These include data collection, video production and other appropriate methodologies.
2. A final paper, portfolio of assignments, or creative work project that meets the following guidelines:
   a. A minimum 3000 words or the completion of a creative works project accompanied by a minimum 1500 word narrative.
   b. Incorporation of a major theoretical perspective of the field.
   c. A literature review that uses diverse sources and evaluates opposing arguments. Demonstration that the student understands data analysis or the appropriate construction of media representation. Instructors are encouraged to incorporate Bay Area resources whenever appropriate.
36. **Identify where in the major students receive instruction in technology appropriate to the major and how their learning is assessed**

Students receive instruction in technology appropriate to the major and its subfields in the Area 2 *Methods and Practicum*. All Culminating Experiences for the major require students to develop applied skills in one of the subdisciplines. Additionally, students must submit technical reports, final research papers and/or grant applications that reflect the standards of academic work appropriate to the subfield. Area 3 methods courses have been included in our regular assessments in 2011, 2012, 2015, and 2017.

**REFLECT**

37. **How does the program take General Education into account in its curricular planning and development?**

Our GE classes are magnets to attract students from across the university to major and minor in Anthropology. Our GE courses serve undergraduates from across the university. They are: Anth 100, 110, 120, 302, 327, and 569. All candidates for the Bachelor of Arts degree in Anthropology must complete at least 12 units of complementary studies that are from courses outside the primary prefix for the major, and that are not cross listed with the primary prefix for the major.

38. **How do GE courses in the program reach out to non-majors and frame disciplinary methods and knowledge within broader educational contexts? Do they succeed?**

Because Anthropology is a multi-field discipline, our GE courses are currently listed under science, humanities, social sciences, and physical sciences. This allows us to present our subject matter in a way that integrates disparate fields of knowledge. Program courses serve non-majors by drawing robust connections between anthropology and other academic domains and by requiring students to build skills that are transferable to coursework in other disciplines.

39. **How does the curriculum (both GE and in the major) reflect current and future directions in the discipline?**

The Department is continually revising the curriculum in response to current trends in the field. For example, recently our focus in archaeology has shifted from analytical approaches to the past to an emphasis on how ancient worlds are defined through the filters of contemporary politics. Another example is the recognition of the cross-disciplinary foci of our faculty research in medicine and medical systems. These include our faculty’s expertise in critical medical anthropology, bioarchaeology, paleopathology, and visual anthropology. (The latter is evidenced by student and faculty production of ethnographic films focused on community-based health projects.) Our recent Archaeology hire will also contribute to course curricula by developing courses in colonial and postcolonial medical archaeology.

Anthropology frequently introduces new subdisciplinary courses that reflect contemporary advancements (e.g., in Historical/Political Archaeology). We are currently developing a medical anthropology/public health course in Structural Competency that reflect recent advancements in that field. Our entire faculty is actively involved in research in their chosen areas. For instance, through the recent addition of new graduate and undergraduate courses, the Department is strengthening its visual anthropology program in moving and still images.

40. **In developing each semester’s schedule, how does the program align course offerings with student need? How does the program attempt to avoid bottlenecks and advance student degree progress? Does it balance core requirements with elective courses, and are these
evenly distributed among faculty in the program? How does the program assure that required courses are offered frequently enough, and in spaces and times that meet student demand?

Please refer to our response to Question #29. Our UG program adheres to a three-year Rotational Teaching Schedule, which ensures that mandatory courses do not overlap in time or days of the week. We offer a host of core classes every semester, as well two or more courses in Area 1: Foundations and Area 2: Methods & Practicum every semester.

41. How does the program plan the curriculum with the faculty as a whole? How are decisions about curriculum made? Do all faculty have the opportunity to review and respond to courses that may not be in their area of expertise, but are part of the curriculum as a whole? How is this feedback taken into account in the curricular development process?

We routinely review our curriculum in faculty meetings that are attended by all tenure and tenure-track faculty. The entire department reviews all modifications to new and existing courses.

42. How does the program’s GWAR course address how writing is done in the field? Has student writing improved as a result of GWAR courses?

The GWAR course was developed specifically to give students exposure to the broad range of writing styles in the discipline. Our students progress through a series of assignments that include: descriptive and interpretive writing; a book or film review; writing for the general public and a research paper that uses a style common in anthropological publications.

As partially outlined in our response to Question #7, our GWAR courses were assessed in 2011. This assessment initiated changes to the course and an effort to integrate writing skills pedagogy across the curriculum in 2012. Review of the final projects in the capstone courses in the 2015 assessments showed that 94% of students had either “developing/good” or “proficient/excellent” skills in “writing concisely and logically.” Grammar still needed improvement, as 32% of the students were scored as either “inadequate” or “needing development.” Unfortunately, no earlier data exists to determine whether or not current student improvements could be tied to our 2011 revisions in GWAR. Even if correlations between different strategies for teaching GWAR and student writing achievements were documented, it would be difficult to draw causative links with the data. This is true because the demographics and academic preparedness of our student population continually shift.

43. How does the culminating experience represent an appropriate level of achievement for the discipline? How does it prepare students to integrate their disciplinary knowledge and make connections between their general education, major, and elective courses?

Our culminating experiences focus on developing experiential training in the technical writing and other necessary techniques of each sub-field. Experiential training is concentrated in all Area 2: Methods and Practicum courses. Yet techniques in the sub-fields are also taught in a variety of other courses that involve hands-on experience. (These include our lab courses in Osteology; in fieldwork required for studying Primate Behavior; and in digital editing in Indigenous Media and Social Change). Proficient technical writing skills are expected in all upper-division anthropology courses that build upon the major mandatory course, Anth 305 GW: Anthropological Writing.
44. How does the program make it possible for transfer students to enter upper division coursework without burdening them with excessive pre-requisites?

Most upper division courses have no prerequisites with the exceptions of our introductory courses and English 214 (or equivalent). These have articulation agreements with most other California colleges and universities. Anth 557 and 652 require consent of the instructor or completion of Anth 300, a requirement for the major. Anth 557 also currently requires Anth 555, Urban Anthropology, as a prerequisite, but this requirement will probably be rescinded during the Fall 2017 curricular revision. A few other classes do have prerequisites, but all of these are electives and it is possible to complete the program without taking any of them. Two biological anthropology courses (Anth 545 and 535) require consent of the instructor or Anth 530, Human Osteology, as a prerequisite. Instructors of this course accept alternatives from other departments, such as Human Anatomy or Comparative Anatomy. Students are also offered the opportunity to test out of the prerequisite by taking quizzes on human osteology at the beginning of the semester. Anth 596 Visual Anthropology II requires consent of instructor or Anth 595 Visual Anthropology I as part of a sequenced course program in video production and anthropological filmmaking.

Most transfer students have taken introductory anthropology courses that satisfy prerequisites for upper-division courses.

45. How are the high impact practices working for students?

We believe they are working, although we currently have no formal assessment tools in place to measure the impact of practices such as participation in internships, community-service or peer collaboration on learning. Similarly the impacts of our emphasis on diversity and global learning that are part of the fabric of our field would be difficult to disentangle from the many other factors impacting learning. However, when alumni were asked to what their most rewarding experience was in the program, they most frequently cited working on research projects and hands-on training, community-based approaches and the perspectives brought by the emphasis on diversity/global learning.

We will continue to focus assessments on our writing and on our culminating experience while also developing measures to assess other learning goals. In addition, given the data we have already, at least one of our sessions to discuss pedagogy in the upcoming semester should address how we can effectively intervene to improve student performance in the areas where they are weaker.

46. How can the student experience in the degree program(s) be improved?

In addition to our planned curricular revision, more attention could be paid to increasing student’s engagement in the department outside of the classroom. We plan to reinstate the practice of having an UG student representative on the curriculum committee and to serve as an advisor on other departmental policies impacting students. Our common space is currently utilized by undergraduates to informally meet and to study. The labs are also open during business hours for them. This has helped to increase their sense of community and provides more opportunities to interact with faculty. However, we used to have an active undergraduate anthropology association that organized events and outings (similar to the graduate student association). This would be an excellent time to revive the practice to increase student investment in the program and their sense of community.
PLAN

47. What are the program’s most pressing needs and challenges in the area of curriculum?

After several years of decreasing numbers of tenure-track faculty, the Department has recently filled two positions with new hires at the assistant professor level - first in Medical Anthropology (Fall 2016) and then in Political Archaeology (Fall 2017). Additionally, one of our tenured faculty members in archaeology has shifted to focus less on field excavation and more strongly on the theoretical aspects of art and visual representation in the past, a change which closely aligns with the work of our tenured visual anthropologist. As stated above, our primary challenge is to ensure that our course offerings and curriculum take advantage of the current fields of expertise and research of our faculty members. Moreover, as a Department, we acknowledge our senior faculty is reaching retirement and are committed to a hiring recruitment vision that builds upon the specializations that serve our students. We also aim to work on greater collaborations and articulations between the subdisciplines. Our current and any future hires have been designed to fulfill that aim.

48. How will the program revise its curriculum to address those needs and challenges?

Our last undergraduate curriculum revision was in 2011 and our goal was to meet the challenge of declining full-time faculty in the face of increasing student enrollments. We instituted several changes to increase the flexibility for students and lecture hires to prevent bottleneck courses by decreasing the number of required courses and increasing elective units, and by allowing elective units to be taken outside the program in courses relevant to the field. Furthermore, a few of our non-banked courses represent the expertise of full-time faculty who have retired. Reflecting the changes within the Department, our next major curriculum revision will be completed in Fall 2017. We will have the following aims:

a. To devise more cross-sub-field courses and/or highlight courses currently offered that are relevant to study within a topical area to students. For example we currently offer a biological anthropology course, Anth 302 (Foundations of Human Variation), that covers topics relevant to a cultural sub-field course, Anth 630 (Medical Anthropology). Similarly, our most recent hire is an archaeologist whose research on the historical politics of medicine overlaps with our biological anthropology course, Anth 535 (Paleopathology). Through faculty brainstorming and creative pedagogy, these courses can be designed to interdigitate in interesting ways.

b. To strengthen the program in visual anthropology and its connections with our archeologist specializing in visual representation. Our core faculty member in Visual Anthropology is a renowned ethnographic filmmaker. There are very few programs in North America with the expertise to offer students equivalent training in this field. The addition of courses on visual representation in the historical and prehistorical past already adds a broader dimension to our coursework in visual. We have recently created two new undergraduate courses to give visual the same standing in the UG curriculum as the other sub-fields have. The new courses are: Anth 130, Introduction to Visual Anthropology and Anth 303, Foundations of Anthropological Film, which correspond to our lower division courses and our Area 1 Theory and Foundations courses in the other sub-fields. However, at present they are offered only as electives. Their inclusion in the regular curriculum must be approved by CRAC.
c. To add GWAR as a prerequisite for all Area 2 Methods and Practicum Courses. When the GWAR course was first implemented in 2011, we had concerns about bottlenecking caused by this newly added requirements for the major. Consequently at that time we suggested (but did not require) that students take GWAR before enrolling in any of the Area 3 classes. It is now appropriate to require GWAR as a prerequisite for Area 2 and Area 3 courses. This will strengthen the pathway to graduation sequence by building academic writing skills.

3.4 Faculty

DATA

49. What is the distribution of rank, gender, ethnicity across the faculty?

3 full Professors, all male: 2 Euro-American, 1 Latino
2 Associate Professors, one female, one male: both Euro-American
2 Tenure-track Assistant Professors, both female: Euro-American

Doug Bailey, Ph.D. Cambridge 1991
Peter Biella, Ph.D. Temple 1984
Mark Griffin, Ph.D. Purdue 1993
Martha Lincoln, Ph.D. CUNY 2013
James Quesada, Ph.D. UC San Francisco & UC Berkeley 1994
Cynthia Wilczak, Ph.D. Cornell 1998
Meredith Reifschneider, Ph.D. Stanford 2017, Joining Faculty in Fall 2017

50. Provide CVs for all tenure/tenure track faculty and full-time lecturers and summarize the research and publication, creative works and activities, grant-writing and awards of faculty in the past five years

Faculty Curriculum Vitae are included in Appendix 4.

Professor Douglass Bailey’s work connects archaeology with art and visual anthropology. An international expert on prehistoric art (and the archaeology of Europe), work over the past ten years includes projects in Japan and Europe. More recent efforts develop the new sub-discipline of art/archaeology, where artists and archaeologists work together in creative manipulations of artifacts and photography in innovative outputs that have impact in meeting modern political and social challenges. Current teaching and research explore this new potential in book and large project form.

In the last ten years, Peter Biella, our Visual Anthropologist, has published five DVDs, which have screened at over 25 international festivals and won major international awards. In the same time period, Dr. Biella gave 13 presentations at professional meetings and published 8 peer-reviewed essays or book chapters.

Over the past ten years, Mark Griffin, a biological anthropologist has been involved in two ongoing, long-term projects. The projects thus far have yielded numerous publications, meeting presentations, senior thesis projects, and MA thesis projects. The Vineyards Site Project involves a multidisciplinary examination of a 6000 year-old Native California mortuary site. As one of the oldest and largest in California, the site provides a picture of Native Californian lifeways at the pivotal time of early settlement of the Americas. The second project involves the examination of oral health in a 1000 year-old Native California mortuary site. The focus of the
project is much more narrowly focused on periodontal health in order to test some of the findings in the Vineyards Project.

Martha Lincoln, joined the Department of Anthropology in Spring 2017 and is an early-career scholar. Her last ten years of professional development encompasses completion of graduate training at the Graduate Center of the City University of New York (PhD granted 2013), as well as three subsequent years as a postdoctoral fellow at UC Berkeley's School of Public Health/Prevention Research Center. Other highlights include a graduate teaching fellowship at Queens College (2006-2008), an SSRC Dissertation Proposal Development Fellowship (2008) and a Fulbright to conduct dissertation fieldwork in Vietnam (2009-2010), as well as numerous publications on topics in medical anthropology, public health, and Vietnam studies. Dr. Lincoln joined the Anthropology department at SFSU in Spring 2017, and is currently at work on a book manuscript and a second research project.

In the last ten years, James Quesada, a medical and cultural anthropologist was a Principal Investigator (PI) on a NIH/NIAAA R01 research study on undocumented Latino Day Laborers, HIV and related health problems, and a PI on a California Department of Public Health Northern California five-county study of substance using youth. In that time, he has published as a single author or co-author 14 professional peer-reviewed journal articles, book chapters, and popular media communications. Over the last ten year Quesada has organized and presented over 20 professional panels, meetings, and conferences.

In the last ten years, Cynthia Wilczak, a bioarchaeologist, has taken part in collaborative projects including development of the Osteoware database to collect and manage skeletal data with colleagues from the Smithsonian Institution; specialized analysis of data from the African Burial Ground Project; and has on-going work as part of an international team studying entheseal (muscle and ligament attachment) changes. She has published 11 peer-reviewed journal articles, 8 other academic publications and given 17 presentations at professional meetings. Three of the presentations and one of the journal articles have been co-authored with Master’s students. Dr. Wilczak will head the Department of Anthropology beginning AY 2017-2018 for a three-year tenure as Chair.

51. Outline the distribution of faculty across different disciplines, concentrations or emphases
   - Two cultural anthropologists, both specialize in medical anthropology.
   - Two biological anthropologists, both specialize in bioarchaeology.
   - One visual anthropologist, who is an ethnographic film-maker. He has been supplemented with a temporary, full time, non-TT faculty appointment for the last three years.
   - Two archaeologists, one a recent hire specializing in historical and political archaeology. Our other archaeologist intersects with visual anthropology through his work on art and visual representation in historical and prehistorical contexts.

52. Create a teaching assignment matrix for faculty, including lecturers, that lists the number of graduate and undergraduate students enrolled in each course (on average in the most recent four semesters), and what part each course plays in the major, GE, and GWAR curriculum and requirements.

(See table on the following page)
<table>
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<tr>
<th>Name</th>
<th>301 Area 1 N = 34</th>
<th>326 elective N = 25</th>
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<td>130 elective N = 12</td>
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<td>420 Area 1 N = 16</td>
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<td>302 Area 1 GE N = 37</td>
<td>530/730 Area 2 N=18 (UG) N=3 (Grad)</td>
<td>531/731 Area 2 N=15(UG)</td>
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53. Create a table summarizing faculty service activities. Distinguish between department, college and university committee work and service activities off campus

Table 7. Faculty Service Activities

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<td>Outside evaluator: MA/PhD theses; Tenure, and Promotion Committees; Mentorship</td>
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54. Summarize the department, college and university mechanisms in place to evaluate teaching effectiveness for all faculty teaching in the department.

At the beginning of every semester, the RTP/Peer Review Chair sends an email listing all faculty up for review. Each tenured or tenure-track faculty selects classes to be reviewed. After the assigned reviews are completed, they are returned to the RTP/Peer Review Chair who forwards them to the faculty reviewed and the Chair of the Department. At that time, faculty receiving less favorable evaluations meet with the Chair who recommends remedial action and directs the faculty member to University teaching resources. All lecturers are reviewed every semester and T/TT faculty are reviewed once a year.

The Department also considers university-wide student evaluations of teaching effectiveness. These are included in RTP packages. They are evaluated with care, given the numerous
studies showing that the results can be significantly impacted by student bias based on gender and other factors unrelated to teaching effectiveness, e.g., Boring et al. 2016.

55. Detail the program’s support for new and untenured faculty in assuming the responsibilities of a tenure track position, including any written guidelines for RTP standards that are provided to pre-tenure faculty.

The Department of Anthropology’s evaluation process and criteria for Retention, Tenure, and Promotion (RTP) is presented in Appendix 3. The document contains clear guidelines on the materials reviewed and expected benchmarks to be met for tenure and promotion to the associate professor rank.

Until our Sp17 and Fall 18 hires, we have not had an untenured faculty member hired since 2008. The incoming chair is committed to: 1) meeting with untenured faculty members at least once per semester to provide advising and discuss professional development; 2) ensuring that untenured faculty are not unduly burdened by service commitments within the department; and 3) advising of opportunities such as internal grants and training that promote teaching effectiveness and professional development. In addition to the chair, each new faculty is assigned a faculty member in the department, who will be available to regularly discuss any concerns and provide additional guidance.

56. Describe any mechanisms or strategies the department uses to support post-tenure faculty

The Department approved a post-tenure faculty review process in 2013. In the Fall semester, the Department determines which post-tenured faculty members need to be reviewed. Reviews of tenured faculty occur five years after hire, award of tenure, or the last application for promotion, which accords with University policy. The post-tenured faculty member under review is expected to submit to the Department Chair, or Chair of the Department Peer Review Committee, evidence of Teaching effectiveness, professional achievement and service.

Following review of the submitted material, a written summary report is completed by the RTP/peer review committee and provided to the tenured faculty member under review. The review is primarily intended to be supportive, encourage the accomplishments of tenured faculty, and promote self-reflection.

REFLECT

57. How does the program maintain a faculty in adequate numbers and balance to teach the curriculum and maintain program quality? If not, what adjustments are necessary? Given the difficulty of adding tenure-line faculty, how might adjustments to the curriculum make best use of existing faculty?

Over the last ten years, core tenured and tenure-track faculty were considerably reduced. Decisions regarding maintenance and hiring of core faculty were out of the hands of the Department and under the purview of the university. In spite of yearly requests to replace core faculty retiring, or leaving for other academic posts in and outside of the university, we did not have a new hire until 2016 (prior hires were in 2008 and 2009). Because of this, Anthropology adapted to fewer faculty and managed the distribution of teaching duties and program quality by modifying the curriculum in 2012 to focus on fewer, but critical core classes and allow students to apply elective credits from courses in other allied departments (sociology, ethnic studies departments; classics, etc.) that had a strong anthropological component. We also adopted a policy that all core faculty in the course of an academic year teach the following:
1. One of our Core Introductory Courses (100, 110, 120, 130) and/or Anth 300 or one Area 1 Theory and Foundations course (301, 302, 303)
2. Teach an Area 2 Methods and Practicum course and/or upper-division Elective
3. Teach one or more of the Graduate Seminars and Skill Set courses

Although it has been difficult to adhere to these requirements with only five faculty and course releases for research, service and sabbatical leaves, the intent was to distribute T/TT throughout the curriculum and across the UG and graduate programs. Most of our other elective, mandatory, and GWAR courses are taught by lecturers, and the department has been fortunate to have many high-quality, returning lecturers. With our two new T/TT hires, we are now in a much stronger position, especially given a curriculum designed to help us through the leaner years.

58. Are the program’s faculty sufficiently diverse in rank, gender, ethnicity, and stage of professional development?

Our program is currently in a rebuilding phase. With our latest tenure-track hire, the Department currently has 3 Full Professors, 2 Associate Professors, and 2 Assistant Professors. The Department has nearly reached gender parity, and is committed to recruiting at a core and adjunct level diverse faculty of different cultural backgrounds and professional specialization. Currently, departmental core faculty are all Euro-Americans with the exception of one Latino.

59. Are all faculty engaged in appropriate forms of professional growth and achievement?

All faculty are subject to RTP standards in Teaching, Professional Achievements, and Service (department, college, university, community). All faculty are engaged in a mix of research, and/or consultations, and/or creative projects that contribute to each individual faculty professional growth and achievement. Our program is mindful of providing time for professional growth and achievement in the form of rotating sabbatical requests, assigned time course releases, and active encouragement for faculty to write grants to pursue professional disciplinary research and creative projects.

60. How is faculty workload balanced fairly, in the ratio of large and small- enrollment courses, required and elective, undergraduate and graduate, lower and upper division?

The faculty has discussed the workload distributions as summarized in Table 6. It is true that some faculty teach more of the graduate students courses (Bailey) or tend to have smaller classes (Biella). As a group we have discussed these issues and have agreed that the workload balance does not always mean exact parity of distributions, because we have to adapt to the circumstances. The four – semester snapshot also captures some unique circumstances. Bailey has a course release each semester for serving as graduate coordinator and has elected, with agreement by the rest of the faculty, to prioritize graduate classes to keep as many as possible taught by full-time faculty. Lecturers currently cover the lower division UG courses he used to teach. Biella has several, small media production courses in visual anthropology, but he has also been teaching a few newly introduced courses that are small because they count as electives right now (Anth 130 and Anth 303). Anth 130 will become part of the core required courses and Anth 303 will be moved to Area 1 with the curriculum revision that will be submitted in Fall 2017. With full integration in the curriculum, enrollments will increase and reflect a better distribution of Biella’s workload across the program.

With two new faculty members, and planned curriculum revisions for Fall 2017, we will be revisiting the issue of teaching workload distributions in the AY 16-17. A new three-year course...
rotation schedule will be established with the goal of more evenly distributing the graduate courses and the large and small classes.

61. How does the program plan its course offerings to avoid overreliance on lecturers?

It is very difficult to plan to avoid overreliance on lecturers, because the classes taught are determined by the curriculum and by the number of majors. However, we have had decreasing numbers of UG majors (a University-wide trend) and our two new TT hires, which will reduce our dependence on lecturer taught sections. Schonberg has taught numerous sections because he has been granted a temporary, full-time, non-tenure track position in each of the last three years. We are also committed to covering all or nearly all of the graduate courses with T/TT faculty, although recently we had to have lecturers cover some of these sections due to faculty research course releases and sabbatical leaves.

62. How does the program take care to foster, assess, and support teaching quality?

In addition to the classroom peer observations, and annual reviews of teaching effectiveness, we periodically review and discuss syllabi and set standards for our core and area classes. This includes review of the course learning outcomes/goals and their articulation with the overall learning goals. Standards have been established for the amount of reading and writing in core and area courses. The recent decision to allot at least one meeting per semester to discuss pedagogy, class dynamics, teaching strengths and weaknesses. These sessions will include all TT faculty and lecturers will be invited to participate.

63. How does the program mentor untenured faculty and support the continued professional growth of post-tenured faculty? How does it support its lecturers and where does it integrate them into the program’s structure?

TT Faculty: As detailed above, tenure-track faculty are being assigned a faculty mentor and the chair will regularly meet with TT faculty to map out strategies for meeting RTP expectations and provide advice on professional development. Where possible, departmental funds may be directed to purchase equipment or supplies that support graduate and faculty research for TT and post-tenured faculty.

Post-tenured faculty: As detailed in a prior question, the post-tenure review process is intended to support professional growth. Additionally, we support our colleagues on research leave (grant, sabbatical) by agreements to take over departmental service commitments for the duration of that leave.

Lecturers: Lecturers are given a department faculty handbook to facilitate their access to resources, and advise them of departmental, college and university policies. At the time of hire, or when a new course is assigned, the lecturer is directed to a T/TT in the appropriate subfield to provide advice on course design and teaching strategies. Every semester, lecturers receive classroom peer observations and the Department reviewer provides completed Peer Observation Recording Forms. The lecturer may respond in writing and meet with the Classroom Observer and/or Department Chair. For those with less favorable reviews, the chair facilitates the development of an action plan to improve teaching effectiveness. Six years ago, we opened the departmental Jay Young grant to lecturers, which provides seed money for research projects. In past years, several lecturers have been awarding this grant.
64. How does the program’s RTP criteria reflect current professional activities and opportunities in the discipline? Do they adequately balance and value the full range of faculty commitments in teaching, research, and service?

The RTP criteria are reviewed and when necessary are modified every three years. These criteria address changes in the discipline as well as changes in university and college expectations for teaching and service. The criteria are designed to encompass the diverse scholarly activities of our faculty, who have a wide range of research foci from the biological sciences, to the social sciences, to ethnographic film-making. Additionally, the RTP committee is permitted to adjust the definitions of what constitutes scholarly work or the number of works needed, provided that an agreement for any changes is made in writing and the reasoning for the changes by the RTP are explicitly stated. Benchmarks are clearly given for all three faculty commitments in teaching, research and service.

The full department RTP policy is given in Appendix 3.

PLAN

65. How will the program recruit and retain faculty to meet its future needs?

The program has a well-defined mission that reflects the four fields the department is committed to, and future-hiring plans that follow the program’s academic mission plan. The department has created a priority listing of future faculty positions requests according to disciplinary and program needs.

First priority: Visual Anthropologist with a specialty in digital video production and area specialization in one or more other key issues in the field.

Second priority: Biological anthropologist with a specialty in modern human diversity and adaptation. Priority will be given to candidates with an emphasis on diversity as it relates to biomedicine.

Third priority: Cultural anthropologist in a specialty to be determined

66. How will the program support faculty at all ranks—tenured, pre-tenure, lecturer, and adjunct—in the areas of teaching, service, and professional development?

As detailed above, the processes in place will be continued and we will be looking for other ways to strengthen our support of all faculty members. We also plan to reinstitute some practices from the past that have lapsed due to immediate circumstances. For example, lecturers were invited to faculty meetings, but with TT applicant reviews, hiring decisions being made and the completion of this self-study, most meetings in the past two years were limited to T/TT faculty. Including the lecturers once again in the decision-making processes, in contributing to curricular issues, and having a formal forum to address their concerns will enhance their development. Further the ratio of TT/T to lecturers will enable more contacts and chances for discussing professional development. Another practice to be reinstituted is to start each faculty meeting with a discussion of professional successes so we are better informed about our colleagues work and in a position to offer support. Finally, the addition of faculty sessions to discuss teaching and pedagogy will benefit faculty at all academic ranks.
3.5 Resources

DATA

67. Provide an inventory of the program’s resources: include general fund and external sources of funding, space, library collections, staff, IT, and other available resources.

General Fund: reliance on general fund to maintain mandatory, GE, and important upper-division elective courses, as well as the means to hire lecturers.

Space: Our program facilities recently moved (2015) to a newly refurbished department office, with classrooms, laboratories, and faculty offices. The new location that was an improvement over our previous facilities in which the department was housed for over 20 years.

Library Collections: The Department liaisons with designated SFSU library staff member, Chris Mays for the acquisition of books in our discipline. The Visual lab has a collection of 750 anthropological films and 150 visual anthropology text books donated by Peter Biella.

Staff: The Department Office Manager (AOC) at 75% assigned time, as well funds for department student assistants for our AOC.

IT: The Department coordinates with Academic Technology (Ms. Thai Pham) for desktop support (helpdesk@sfsu.edu), web technical support, i-Learn support teaching evaluations, and A/V equipment.

Lab Space: The visual lab houses three digital video production kits (camera, sound, accessories) and a large variety of video players, repair equipment and teaching tools. Two computers in the lab are dedicated to digital video and sound editing.

The biological laboratory (and designated classroom) maintains an osteological collection and formerly had a wet lab (in other building) and the Department is committed to establishing a hooded wet lab in the future. The Archaeology lab (and designated classroom) maintains a faunal bone collection.

68. Conduct a space audit of offices, classrooms, meeting areas, laboratories, or other spaces: when are these spaces used? When are they not used? Describe policies for scheduling and allocating spaces.

Our Department’s new facilities in the Fine Arts Building include faculty offices, designated classrooms, laboratories, lecturer offices, a graduate student office space and a centralized study area / lounge near the Department office (FA 525). Anthropology contributes to the college and university through use of three designated classrooms (FA 532, 538, and 544), which free classroom space for other programs. We have established policies (protocols and posted rules) regarding scheduling of seminars in the FA 525 office and study area. Seminar courses may be held there only after 4 pm.

69. Provide an inventory of faculty responsibilities: Does the department require mandatory advising of all students? If so, how is this managed? What percentage of faculty regularly advises students? For faculty who do advising in the department, how many students does each faculty member advise in the undergraduate major or graduate program? How many office hours per week do faculty hold, and how do they use them?
Currently we do not enforce mandatory advising for undergraduates, but students are strongly encouraged to see an advisor at least once a semester. In 2016, the Anthropology Department designated two Undergraduate Co-Coordinators to whom all UG students are directed. Previously all UG students were assigned faculty advisers according to an alphabetized system. Each of the two co-coordinators is responsible for 40-50 students. All UG students are encouraged to meet with faculty career advisers in their sub-discipline in addition to meeting with the UG Co-coordinators.

In the graduate program, the thesis committee chair serves as the primary advisor. All students are required to meet with their advisor at least once per semester, and they undergo an annual review every spring to assess their progress in the prior year. There is one Graduate Coordinator, who oversees the application process, organizes the graduate student committee, arranges graduate student events, guides students through all paperwork, alerts them to deadlines, ensures compliance with all regulations and requirements, and manages student files. Incoming graduate students are required to meet with the Graduate Coordinator for a group orientation at the beginning of the first semester.

All faculty are expected to hold one hour/weekly office hours per three unit course. Office hours are used for course-specific tutoring, writing help, extra help with technology or research techniques, providing guidance on finding appropriate internships, discussion of graduate programs and applications, directing students to appropriate campus resources, and career advice.

70. List university-level resources to which the program directs students to support their academic progress: including library collections, university-level advising, tutoring services, and any others.
   a. College of Liberal and Creative Arts ARC (Advising Resource Center, HUM 112)
   b. Tutoring Services and Academic Support (HSS 348)
   c. Disability Programs and Resource Center (Burk Hall 134-135)
   d. J Paul Leonard Library, University Quad
   e. One-Stop Student Services Center (Student Services Building, ground floor)
   f. Counseling and Psychological Services Center (Student Services Building 208)
   g. Office of International Programs - for study abroad and international student aid (Village at Centennial Square, Building C)

71. List classes that regularly employ information technology or open-source textbooks and other resources, along with other IT that the program uses.
   a. Smart classroom resources and iLearn
      Intro classes: Anth 100, 110, 120, 130
      Area 1: Anth 301,302,420
      Area 2: All Methods and Practicum Courses
      Most electives
   b. SPSS statistical software – Anth 652 Anthropological Statistics
   c. YouTube educational media, DIVA, Adobe Suite digital editing – visual anthropology/ethnographic film
72. List staff and their responsibilities; how is their workload determined? How is their performance assessed and recognized?

The Anthropology Department Academic Office Coordinator (AOC) independently provides academic, administrative, and operational support to the Anthropology Department, its faculty, degree programs, funded research projects, and editorial projects, as well as manages Department office operations. Under the direction of the Chair, the AOC is responsible for all day-to-day Department activities, including departmental recordkeeping and files; coordinating student evaluations and other Testing Center operations each semester; assisting in the preparation of class scheduling; managing Department funds; taking and preparing minutes for all departmental meetings; coordinating and assigning office space for long-time and visiting lecturers; assisting with Brown-Bag event planning; managing incoming and outgoing mail and other materials; collecting and disbursing documents for all personnel hires; corresponding with the College of Liberal and Creative Arts office, Financial Aid office, UCORP representatives, University Development representatives, Human Resources, information technology staff, website management staff, the Academic Planning office, the Faculty Affairs office, the Registrar, and various other University offices; answering all phone and in-person inquiries from students, faculty, and guests; acclimating new hires to the department, college, and university environment; referring students, faculty, staff, and the public to resources appropriate for their needs; maintaining inventory and restocking office supplies; maintaining informational materials kept in-office and posted on bulletin boards; managing departmental Instructional Student Assistants, Graduate Assistants, and Work Study students; and assisting the Chair with miscellaneous administrative needs.

The AOC workload is determined by the classification HR has the position listed under 1038 range 1. The AOC performance is assessed and recognized by semester meetings with the Chair to discuss workload and any other issues the AOC needs assistance with.

REFLECT

73. How effectively does the program use existing space? (office space, classrooms, meeting areas, laboratories, other) How might it use it more effectively?

Since the program moved into its current space, the morale and functioning of our program have improved considerably. Our common space, FA 525, is used to hold the majority of our graduate seminar classes, all meetings, Brown Bag events, receptions, tenure track hiring dinners, and film screenings. The space is used to full capacity, in addition to hosting the AOC office space. Two of our labs (Biological and Archaeology) are used to teach lab courses and also to host some of our graduate seminar courses. The labs are open from 9am-5pm for student study and research when classes are not in session. Our Visual Anthropology lab hosts seminars and also is open 9am-10pm (and other prearranged times) for graduate student use. We dedicated one of our spaces (FA 516) to be used exclusively as the Graduate student office/lounge; it is equipped with six workstations. The lounge is an active workspace from 9am-10pm and the students have their own code to enter that space and study when they like. This past year, the AOC with the Graduate Coordinator created a gallery space in the alcove of the fifth floor by the elevator. The space called the Arcade hosts semester long exhibits, and the current installation was developed by the visual anthropology students. We are maximizing all spaces. Our output could be increased if we were given another space that could hold our department office. In that way, the main common space (FA 525) could be used all day for study and classes. Currently, classes can only be held in it after 4pm in order not to disrupt the administrative workflow.
74. Is the space well maintained? Does it allow for alternative learning styles/universal design?

Anthropology’s office space is well maintained, but since FA 525 is used for multiple purposes, it would be desirable to receive extra custodial services in it. FA 525 is a multi-use space that provides a constructive, studious, and safe place for staff, faculty, and students to come together. We created a kitchen so that students could eat in the space while studying. Due to all this foot traffic, the space requires a daily clean up that at this point the Chair and AOC have been maintaining; a task that is not in their job descriptions.

The space has comfortable seating and a large conference table that breaks apart into sections so that classes can gather around a large table or in small learning groups. The walls are decorated with images made by our faculty and with conference posters created by faculty and graduate students. We have bios of our faculty and graduate students on the wall and the alcove gallery hosts student work. In our main space, we often find students from other departments who come to study because the ambience is so supportive and encouraging.

75. How do the program’s scheduling practices make full use of existing teaching spaces and times in order to meet student demand?

The faculty member overseeing scheduling for the past three years has made a substantial effort to distribute courses more broadly across the time blocks. He has encouraged moving classes to less popular time, such as Fridays and late afternoon/early evenings, and having courses meet for a single weekly session where practicable. The latter is helpful to students with long commutes. He is also very aware of scheduling courses that students might wish to take in the same semester so that they do not conflict. Nonetheless we are still limited in some ways with the scheduling of lecturer sessions, because many of our lecturers teach at multiple campuses so they are only be available at certain days or times. Give the results of our UG exit survey last year, students do still have issues with course scheduling and it is an item that the department needs to reexamine with input from students in town halls and through a student curriculum representative. Scheduling will also need to be assessed in light of the new Spring 2017 University policy on standardized time blocks.

76. How effective is departmental level academic advising for students?

We have not independently assessed the effectiveness of departmental-level advising for our undergraduates. For the past 9-years, one faculty member has served as undergraduate coordinator with some of the burden shared with the rest of the faculty. The switch to two co-coordinators rather than having all faculty formally advising on the program requirements was to ensure that students were getting the correct information on policies. Anecdotally, students do seem to be able to access advising easily using on-line booking system for appointments. In the Spring of 2017, the College released its student success plan with one of the emphases being on advising. This is a good time for the Department to open a dialogue with our students to determine what, if any, of their advising needs are unmet.

Graduate student advising is more tightly controlled with the requirements for meetings, annual reviews and the written documentation of those events.

77. How do faculty use technology effectively to advance student learning?

All our courses—Introductory, Area 1 Theory and Foundations, Area 2 Methods and Practicum, upper-division electives—regularly rely upon modern information technology and resources for instructional purposes (Smart Classrooms equipped with AV, Power point, streaming internet channels, Wi Fi access, clickers). All courses use iLearn to distribute documents and internet...
resources and many incorporate on-line peer engagement using forums or wikis. Anth 652 Anthropological Statistics provides training in the SPSS statistical software, which is used by many private and public sector companies to process research and polling data.

Many of our classes on the history of ethnographic film make frequent use of IT and YouTube resources. Our production courses also use YouTube educational media. In addition, Visual courses frequently make use of DIVA – SFSU’s open digital archive collections of videos, audio and still photographs. The DIVA collection includes hundreds of hours of news broadcasts from San Francisco television stations, a great resource of students concerned with exploring and editing histories of the City. The visual program also benefits from the fact that IT services keep our computers updated with the current software and hardware upgrades.

The visual classes teach current software in digital editing and recording. Since the software in the field of video changes pronouncedly every year, keeping up to date is more than a full time job. The Departments of Cinema and Anthropology agreed three years ago to abandon Apple’s Final Cut Pro software and adopt Adobe Suite editing products. Our decision was based on the fact that students should not be taught software that soon would no longer be commonly used by professionals, even though most faculty members were forced to learn unfamiliar products.

78. How does the program maintain a supportive and collegial environment for staff? How does it assess and meet staff needs for support and professional development?

The AOC, our only staff member, manages everything and does it within the common space. It would be useful to have the department AOC housed in a separate office. Staff needs are overseen by the Chair and communicated to the faculty to ensure a supportive and well-coordinated work environment.

PLAN

79. Given the program’s existing resources, how might it make best use of them to meet the needs of students, faculty, and staff?

We have been very grateful to have the tremendous upgrades in our resources, and it has positively impacted all members of our department. While we have taken advantage of these resources to promote the academic and professional needs of our students and faculty, there are other steps to take further advantages of these facilities. As detailed above, we can pursue finding alternative space for our AOC to open the common space to more class time.

80. How will the program improve student learning and achievement through advising?

The department needs to evaluate how well our advising is serving the needs of the students and to institute more effective practices for UG advising beyond the BA requirements. We have held group orientations in the past, similar to the annual graduate student orientation; this practice will be reinstituted at the beginning of each semester. We need to improve outreach to our students to get them to attend workshops around practical career skills (internships, field opportunities), which are currently advised on an individual, ad hoc basis. In spring 2017, our graduate students organized a meeting to talk to the undergraduates about internships, field experience, and applying to graduate school and no undergraduates attended. Future plans for similar experiences will need to consider, timing, more effective advertising, and communicating the practical importance of these events. Currently, outreach to students consists mainly of electronically communicating with them through e-mail and Undergraduate and Graduate student listservs. We can also consider giving incentives such as credit in a course for attending and writing an evaluation of workshops.
81. **What changes will the program undertake (to its curriculum, scheduling, resource allocation, or other) to make best use of existing resources?**

**Curriculum:** Our program routinely reviews our curriculum and, as needed, implements curricular revisions (UG 2012, Grad 2015-16). We are submitting a UG curriculum revision in F2017 that will integrate the visual anthropology as an independent entity on-par with the other subfields rather than as a component of cultural anthropology. The primary changes will be to add an introductory course in visual anthropology (Anth 130) as a core requirement and an Area 1 *Theory and Foundations* course (Anth 303). Both courses have already been approved but are not yet part of the requirements for the B.A. Our newest hire, will be adding a Zooarchaeology course in the spring that will take advantage of the large faunal collection in the archaeology lab.

**Scheduling:** Our program has established a Rotational Course and Teaching Schedule in three-year rotations. Invariably, each semester minor rescheduling is required due to unanticipated developments (e.g., faculty time releases, faculty sabbaticals, faculty service assigned time releases, externally funded research, creative project opportunities, medical leave and life changes).

**Resource allocation:** All non-routine use of space and departmental resources are subject to faculty approval. Use of the departmental budget is included as part of these discussions. The archaeology lab, including the faunal collections, need to be reorganized and electronically catalogued as these resources will be used for teaching and research by our new faculty member. The department should support student assistance (UG and Grad) and provide needed resources so that this task can be accomplished efficiently and not overburden our junior colleague. We also have equipment and lab resources that need periodic refreshing (video, updating biological casts for teaching, etc.). The department should consider these needs in budget allocation, pursue internal and external funding, and discuss the possibility of lab fees to defray some of these costs.
4.0 Conclusions, Plans, and Goals

As reflected in this 7th Cycle self-study, we have methodically changed our UG and Graduate curriculum, moved to new facilities while divesting from other programs and facilities (Traganza museum, NAGPRA program, Tiberon Romberg storage facility), and hired faculty (tenure-track and lecturers) that reflect our commitment to practically applied anthropology while acquiring canonical and cutting-edge knowledge and praxis devoted to further understanding and serving society.

With the support of the College and University, our Department is at an exciting stage of rebuilding and growth. Our biggest challenge over the last five to ten years was to maintain and redesign both a graduate and undergraduate program with only five core faculty members. With the recent additions of our two new faculty members, the burdens of administration will be eased, and our program will be reinvigorated with fresh, new perspectives.

In this 7th cycle self-study, we have identified several key areas in our ongoing efforts to optimize our resources, improve the student’s educational experience, and further build the sense of community within the Department:

Curriculum
- Add courses reflecting our new faculty’s expertise.
- Complete UG program revision process to integrate visual anthropology in the core curriculum.
- Complete a new 3-year rotation scheduling of classes that reflects curricular changes and incorporates new faculty in the teaching schedule.
- Complete our next review of the base line syllabi in core courses and the minimum and maximum reading and writing requirements for all classes.

Student success, retention and decreasing time to graduation
- Reevaluate day and time scheduling of classes to try and better match students needs.
- Add GWAR as a prerequisite for all Area 2 Theory and Foundations and Area 2 Methods and Practicum courses.
- Follow through with holding faculty meetings on pedagogy to further develop best practices with the aim of increasing student success.
- Add an undergraduate student representative to the curriculum committee and hold town halls/focus groups to further identify any barriers to graduation and any support the department can provide to reduce those barriers.
- Hold brown bags on our students’ food and housing insecurity, developing ways to assist them in maintaining enrollment and overcoming these stressful barriers to graduation.
- In one of our graduate student town halls, concerns were raised about timely faculty responses to submitted work. In spring 2017, the faculty voted that critiques of all written work (class assignments, thesis proposals and drafts) must be returned within 10 working days.
- The department will open discussion in the first faculty meetings of Fall 2017 about an application to the newly announced SF State Scholar (“Blended Degree”) Program. This program will establish simultaneous matriculation in undergraduate and graduate degree programs with the aim of reducing the timeline to a Master’s degree.
Student advising and mentoring
- Have a group orientation/advising sessions for new undergraduate students at the beginning of each semester as is currently done for graduate students.
- Consider adding yearly, mandatory advising for our undergraduate students.
- Hold UG workshops on finding scholarship, internships, and for career advising. Develop manuals or web resources from these workshops.

Faculty
- Reinstate lecturer participation in faculty meetings.
- Revisit class workload distributions across the curriculum in developing the new 3-year rotation.
- Provide support and identify funding for tenure-track faculty.
- Pursue addition of faculty, starting with a visual anthropology hire.

Community
- Do more alumni outreach in conjunction with the development office.
- Further increase the use of the common area with even more guest seminars, lecture series and student town halls. We have done well using the space for graduate events but undergraduate and alumni participation should be increased. More events could also be co-sponsored with allied departments on campus such as cinema, sociology and programs in the college of Ethnic Studies.
- Revive the Undergraduate Anthropology Student Association in coordination with the Graduate ASA.

Resources
- Investigate the possibility of moving our AOC from the common area to a closed office space. This will free the common area for more events and small classes. However, this would need to be balanced by the use of the common area for the department and our student’s use of the area for informal meetings and as a group study space.
- Pursue internal and external funding for refreshing teaching materials in our labs.
- Continue to pursue installation of a fume hood in one of the lab spaces.
- Support reorganization and changes to the archaeology lab to increase functionality and improve curation of the zooarchaeology collections. This support will benefit our most recent tenure-track hire.

Responding to the 6th cycle review of our graduate program was challenging, but our department is better for having gone through the process. We look forward to the critique sand recommendations at all levels of this 7th cycle review to help us further strengthen our program and better serve our students.
## Appendix 1 Current UG Program and Draft of Proposed Changes

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Prerequisites/co-requisites to Required Courses</th>
<th>Proposed Program</th>
<th>Prerequisites/co-requisites to Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anth 100 Intro to Biological Anthropology (3)</td>
<td>None</td>
<td>Anth 100 Intro to Biological Anthropology (3)</td>
<td>None</td>
</tr>
<tr>
<td>Anth 110 Intro to Archaeology (3)</td>
<td>None</td>
<td>Anth 110 Intro to Archaeology (3)</td>
<td>None</td>
</tr>
<tr>
<td>Anth 120 Intro to Social and Cultural Anthropology (3)</td>
<td>None</td>
<td>Anth 120 Intro to Social and Cultural Anthropology (3)</td>
<td>None</td>
</tr>
<tr>
<td>Anth 300 Foundations of Anthropology: History (3)</td>
<td>Anth 100, 110, 120</td>
<td>Anth 130 Intro to Visual Anthropology (3)</td>
<td>None</td>
</tr>
<tr>
<td>Anth 305GW Writing Anthropology GWAR (3)</td>
<td>ENG 214 with C- or better, Anth 120</td>
<td>Anth 300 Foundations of Anthropology: History (3)</td>
<td>Anth 100, 110, 120, 140</td>
</tr>
<tr>
<td>Area 1 Theory &amp; Foundations Select one 300-level (3)</td>
<td>100-level in appropriate area</td>
<td>Anth 305GW Writing Anthropology GWAR (3)</td>
<td>ENG 214 with C- or better, Anth 120</td>
</tr>
<tr>
<td>Area 2 Methods and Practicum Select one 300-500 level (4-6)</td>
<td>Various 100 level and/or Anth 300</td>
<td>Area 1 Theory &amp; Foundations Select one 300-level (3)</td>
<td>100-level in appropriate area</td>
</tr>
<tr>
<td>Anth Elective or 6 units in Area 2 (3)</td>
<td>Various 100 level and/or Anth 300 and/or Anth 305GW</td>
<td>Area 2 Methods and Practicum Select one 300-500 level (4-6)</td>
<td>Various 100 level and/or Anth 300</td>
</tr>
<tr>
<td>Anth Elective (3)</td>
<td>Various</td>
<td>Anth Elective or 6 units in Area 2 (3)</td>
<td>Various</td>
</tr>
<tr>
<td>Anth Elective (3)</td>
<td>Various</td>
<td>Anth Elective (3)</td>
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<td>Anth Elective (3)</td>
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<tr>
<td>University-wide elective in Anth or related field (3)</td>
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<td>Anth Elective (3)</td>
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<tr>
<td>University-wide elective in Anth or related field (3)</td>
<td>Various</td>
<td>Anth Elective (3)</td>
<td>Various</td>
</tr>
</tbody>
</table>

Total Number of Units = 39-40
Area 1 Theory and Foundations (select 1)

Anth 301 Foundations of Archaeology (3 units)
Anth 302 Foundations of Human Variation (3 units)
Anth 420 Indigenous Media and Social Change (3 units) – to be changed to Anth 303
Anth 303 Foundations of Anthropological Film

Area 2 Methods (select 1)

Biological Anthropology
Anth 333 Primate Behavior (4 units)
Anth 530 Human Osteology Practicum (4 units)
Anth 531 Human Evolution Practicum (4 units)

Archaeology
Anth 592 Archeological Methods (4 units)
To be added - Zooarchaeology

Cultural Anthropology
Anth 557 Ethnography of the Inner City
Anth 651 Ethnographic Field Methods
Anth 652 Anthropological Statistics

Visual Anthropology
Anth 595 Visual Anthropology 1 (6 units)
Anth 596 Visual Anthropology 2 (4 units)
Appendix 2 5th Cycle MOU and 6th Cycle CAM

MEMORANDUM OF UNDERSTANDING
Subsequent to the Fifth Cycle of Academic Program Review
SAN FRANCISCO STATE UNIVERSITY

ANTHROPOLOGY

Introduction

The San Francisco State University Department of Anthropology offers both a BA and an MA in Anthropology. The curriculum includes significant content in three of the four traditional subdisciplines of Anthropology: archaeology, biological anthropology, and sociocultural anthropology. In keeping with a national trend and for lack of resources, the Department has deleted the fourth traditional subdiscipline, linguistics. Many of the Department’s courses also provide General Education credit.

The Department has implemented a program of identifying and assessing student learning outcomes. The program focuses on embedding content addressing learning objectives in a sequenced series of core courses. The Department is continuing to refine its assessment endeavors.

Student enrollment has remained fairly stable over the past decade in both the BA and the MA programs. Student diversity is high. A large number of students have made presentations at conferences and published papers.

The Department’s Treganza Museum is under-utilized, and the Department is seeking ways of encouraging faculty and students to use its resources and inviting cultural communities to use it in various ways. The Department is also deeply involved in implementing the Native American Graves Protection and Repatriation Act (NAGPRA) and is interested in developing a minor in Cultural Resources Management (CRM) to allow students to specialize in this area. The faculty estimate, however, that this would necessitate the hiring of an additional archaeologist.

The Department has had a significant proportion of its permanent faculty unavailable for teaching and advising because of research activity and extended leaves. Replacing one faculty member who has now left permanently after an extended leave, and managing the pattern of future leaves in the Department, should help alleviate this problem, but the Department still seeks to hire additional faculty, especially in sociocultural anthropology.

Action Plan

Based on the outcome of the fifth cycle of academic program review, the College of Behavioral and Social Sciences (BSS) and the Department of Anthropology will take the following actions:

Curriculum

1. Review the course rotation schedule to ensure that all courses are offered on a regular basis.
2. Investigate opportunities to cross-list courses with other departments in order to increase course options for students.

3. Draft a set of new instructional activities using the Treganza Museum and its resources that will involve both faculty and students.

4. Develop an undergraduate portfolio course as a capstone assessment of student learning.

5. As resources permit, develop a course entitled "Teaching Anthropology," to prepare graduate students for teaching assistantships.

6. As resources permit, develop a new minor in Cultural Resource Management (CRM).

Faculty

7. Complete the tenure track search currently under way, evaluate the effect of the new appointment on the curricular/teaching needs of the Department, and develop future requests for tenure track positions based on this evaluation.

8. Develop a policy regarding faculty leaves that takes into consideration the teaching and advising needs associated with the Department’s academic programs.

Students

9. Require undergraduate students, upon declaring the major, to meet with an advisor to discuss course requirements, portfolio requirements, and career options.

10. Strengthen Departmental ties with the Anthropology Student Club.

11. Stabilize the position of “Graduate Coordinator” in order to reduce confusion and provide needed curricular advising for graduate students, and to track and expedite the progress of graduate students through the program.

12. Initiate a policy by which all incoming graduate students, in their first semester and on advisement of faculty, will determine how they will satisfy the MA language requirements.

Resources

13. Re-draft the mission statement of the Treganza Museum and establish a Museum Committee to develop a strategic plan for improving coordination and collaboration between the Department and the Treganza Museum.
Resource Needs

The Dean and Vice President acknowledge the following resource requests from the Department of Anthropology. These requests will be considered as part of the standard budget process:

1. One-to-two additional tenure track faculty.

2. Additional laboratory space, especially for archaeology, biological anthropology, and NAGPRA.

3. Additional space for single faculty offices, storage, and a resource room.

4. Additional graduate and student assistants.

Statement from Academic Affairs

The following statement from the Office of Academic Affairs is intended to provide a context for addressing resource-related issues in all Memoranda of Understanding: "Student demand is growing in nearly all areas of the curriculum, yet the campus will not be able to grow to meet this demand. Furthermore, given the current fiscal setting we do not expect that overall funding for programs will increase appreciably beyond current levels. Therefore, all academic units are being asked to examine the depth and breadth of offerings in their programs and assess the extent to which they can be sustained. Accordingly, as with all academic units in the University, the College of BSS and the Department of Anthropology must look at their ability to offer the full array of current programs and emphases over the next several years in light of the need for reallocation of resources within the College and across the campus."
Authorization

We hereby approve this Memorandum of Understanding:

John Gemello, Vice President
Academic Affairs

Joel Kassiola, Dean
College of Behavioral and Social Sciences

Gary Pahl, Chair
Department of Anthropology

Date
5/22/02

Date
5/22/02

Date
5/22/02
CONCLUDING ACTION MEMORANDUM
SAN FRANCISCO STATE UNIVERSITY
Department of Anthropology
Spring 2013

Introduction
This report is based on information and commentary from the Department of Anthropology, its External Reviewers, and the interview between the Department and the Academic Program Review Committee (APRC).

Commendations
The APRC commends the Department of Anthropology for:

1. Its achievement in equity and social justice involvement, civic engagement and internationalization. The summer Maasa workshop, the Human Rights conference, the international archeology projects are all outstanding examples of work in this area.

2. Working with students so that they are engaged with alumni and service learning projects in the community.

3. Mentoring students so that approximately 25% are admitted to doctoral programs in their subfields.

4. The engaged participation of graduate students in conferences and other professional activities.

Recommendations
Based on the outcome of the program review, the Department of Anthropology is advised to take the following actions:

1. Due to its consistently high enrollments (over the standard-required 30), the APRC recommends replacing ANTH 320 or creating a separate graduate level course to serve the same purpose.

2. The APRC recommends the Department complete a full strategic planning process, beginning with a renewed mission statement, vision statement and goals. In addition, the plan should include a detailed implementation program on how to achieve their goals.

3. The APRC recommends the Department begin immediately to develop graduate level student learning outcomes and assessment procedures to examine what students are learning.

4. The Department must put a plan into place to assist students in completing their theses. Therefore, the APRC recommends the Department take steps to immediately revise the thesis process and thesis advising and that this process be constantly monitored to see if more changes are needed. As stated by the External Reviewers, “Assign students to
faculty based on the matriculating student’s research interest and insist that the faculty take responsibility for that student (except in extenuating circumstances) through the thesis writing process. Place a maximum advising load on faculty and admit no more students than all faculty are willing to advise and mentor (up to the maximum per faculty member, e.g. 1-2 students per faculty member per year).” (Pg. 7)

5. The APRC recommends educating students more about faculty research through rotation of the foundation seminars among faculty so that more get involved in the graduate program.

6. The Department needs to create an adequate number of graduate seminars to sustain a full graduate program.

7. The Department needs to work to ensure more applications from qualified students.

8. The APRC supports the External Reviewers’ recommendation that the Department focus upon their strengths (urban anthropology, medical anthropology and visual anthropology with potential for archaeology and biological anthropology); the APRC also believes that this proposed focus must be revisited and justified in the recommended strategic planning process.

9. The APRC recommends discussing lab and other space needs with the Dean.

10. The APRC notes the need to equalize the workload and ensure everyone is doing the required work and recommends proactive means to ensure that everyone is doing their share.

11. The APRC recommends a review of faculty workload by the Dean or his designee to determine how many faculty are needed to sustain a graduate program.

12. The APRC believes more internal resources are needed for the graduate program in Anthropology to succeed and so, the faculty must rethink the relative amount of resources dedicated to the graduate, as opposed to the undergraduate, program.

13. The Department needs to resolve the internal discord as referenced by the External Reviewers.

14. Per the Department’s lack of progress in addressing issues discussed in February 2012 (during the APRC interview), it is recommended that the ANTH graduate program withhold admissions for one year while the Department revises its strategic plan, revises the curriculum and implements a direct assessment program on which the Department previously stated they were making progress.
Provost’s Statement

The following statement from Provost Sue Rosser is intended to provide a context for addressing resource-related issues in all Memoranda of Understanding: “Student demand is growing in many areas of the curriculum. Furthermore, given the current fiscal setting, we do not expect that overall funding for programs will increase appreciably (if at all) beyond current levels. Therefore, all academic units are being asked to examine the depth and breadth of offerings in their programs and to assess the extent to which they can be sustained. Accordingly, as with all academic units in the University, the College of Liberal and Creative Arts must look at its ability to continue to offer the full array of current programs and emphases over the next several years.”

Authorization

We hereby approve this Concluding Action Memorandum:

________________________________________________________________________
Sue Rosser, University Provost Date
Vice President, Academic Affairs

________________________________________________________________________
Linda Buckley, Associate Vice President Date
Academic Planning and Development

________________________________________________________________________
Paul Sherwin, Dean Date
College of Liberal and Creative Arts

________________________________________________________________________
Peter Biella, Chair Date
Department of Anthropology
Appendix 3 Department of Anthropology Criteria for Tenure and Promotion

Approved by the Provost August 2017

The Academic Senate Tenure and Promotions Policy (F06-241) states that it is the responsibility of the department to establish the department’s expectations for retention, tenure, and promotion (RTP) consistent with university criteria. This document details expectations for promotion and tenure within the Department of Anthropology.

Academic Background. A Ph.D. in Anthropology (or closely related field) is necessary for tenure and promotion in the Department of Anthropology.

Documentation. The WPAF represents the candidate’s case for retention, tenure and/or promotion as it goes through the Department/school, college, and university review process. Documentation in the WPAF should include current curriculum vitae, copies of all course materials including syllabi and student evaluations of teaching effectiveness, copies of publications, outside reviews of work, evidence of departmental, university, and community service. In addition, the WPAF should include a brief narrative, arranged by the criteria in this document, which provides the context for evaluating relevant activities, including course preparations, grant and other proposals submitted, and other professional activities. All such documentation shall be assembled and promptly presented to the committee in accord with the university deadlines for preparation and submission of the WPAF. The RTP Committee shall review the candidate’s RTP submission each probationary year. The candidate should consult the Faculty Affairs Website for guidance and preparation of a complete and accurate Working Personnel Action File (WPAF) at http://facaffairs.sfsu.edu/sites/sites7.sfsu.edu.facaffairs/files/TandP_FA2015.pdf

General Criteria. The university and departmental criteria for promotion and/or tenure are (a) teaching effectiveness, (b) professional achievement and growth, and (c) contributions to campus and community. Candidates for promotion and/or tenure are expected to meet criteria in all three areas. The candidate shall be responsible for providing the committee with the appropriate documentation of his/her activities. The RTP Committee, Department Chair and College Dean are responsible for identifying and providing materials for the file that relate to the evaluation that are not provided by the candidate.

1. TEACHING EFFECTIVENESS
The Department of Anthropology takes teaching effectiveness very seriously. To merit promotion and/or tenure, a candidate must meet the following standards of excellence in teaching:

(a) Course materials. Syllabi, examinations, reading lists, bibliographies, maps, and other materials are reviewed by the RTP committee as evidence of course and class organization, the level at which the course is taught, and the expectations for student learning. Course materials are expected to reflect currency in the field/profession as well as demonstrate the use of sound pedagogical approaches to student learning. All syllabi should be clearly written, outline course learning objectives, and include all the basic information and university policies as required by Senate Policy #S15-257.
(b) **Student evaluations.** Probationary faculty are expected to submit the results of student evaluations of teaching effectiveness (SETE scores) for all courses taught each semester. The RTP committee regards these evaluations as important to the performance review because they provide a large representative sample of student response to the candidate’s teaching. In addition to the SETE scores, students often provide comments on the quality of teaching, which is also taken into account. Generally scores of below 1.5 on the evaluation questions indicate excellent teaching; Scores between 1.5 and 2.0 are good; Scores of 2.0 or higher suggest a need for improvement. The size and nature of the class may be considered for comparative purposes. The Department course curriculum consists of mandatory undergraduate courses for the major, upper-division undergraduate elective courses, mandatory graduate seminars and skill set courses. Faculty are expected to contribute to the pedagogical mission of the Department by teaching a variety of mandatory and elective graduate and undergraduate courses, both large lecture courses and smaller seminar courses.

(c) **Signed and dated, written comments by students** may be presented in the file, but because they usually represent a small sample they are not regarded as highly as classroom evaluations.

(d) **Peer Class Observations.** Class visitations by fellow faculty members are vital for assessing the level of the instructor’s presentation and expectations. They serve as a check on student evaluations, which can be affected by class demands and by grades. The RTP committee will oversee and schedule classroom peer observations at least twice per academic year for probationary faculty and ideally at least once per academic year for associate professors. At least one yearly observation for probationary faculty must be by a member of the RTP committee and one must be by the Department Chair, who will be of higher academic rank then the faculty being evaluated. A written report of the observation will be submitted to the probationary or tenured faculty following the departmental rubric that lists specific assessment measures of classroom performance in the areas of: a) structure and goals; b) class content; c) strategies and methods of instruction; d) instructor/student interaction and d) communication. Copies of the rubric are to be distributed at the beginning of each academic year. Peer classroom observations also consist of reviewing course material and meeting with the RTP committee.

(e) **Advising and office hours.** Faculty are expected to engage in advising and maintain regularly scheduled office hours. Advising activities may include formal advising of culminating experiences and special projects, mentoring, assisting students in identifying professional and academic goals, etc. Faculty are expected to participate on active thesis/research project committees, as either Chair of Thesis Committee or as Second Reader.

(f) **Additional activities** that augment teaching and contribute to the department and will be considered during the evaluation process include:

- New course preparations that reflect current interests and trends in our discipline
- Substantial course revision/innovation (including technological innovation) that keeps up with current innovations and substantive scholarly changes in the course subject
- Curriculum development that reflects changes in the discipline
• Participation in professional development and instructional development activities that lead to curricular activities or classroom improvements and innovations.

It is expected that faculty will participate in at least one of the additional activities that contribute to the educational program.

The final determination of performance will be based on the RTP Committee evaluation of the above factors (paragraphs 1a through f).

For promotion from associate to full professor, candidates should demonstrate continuing efforts to improve their teaching in the abovementioned areas. In addition, they must demonstrate leadership in developing department teaching more broadly by contributing, for example, in:
- mentoring junior faculty through classroom observation and sharing of teaching techniques
- leading program development and evaluation
- ongoing curriculum innovation and development

2. PROFESSIONAL ACHIEVEMENT AND GROWTH
The Department of Anthropology recognizes the diversity within the discipline and the varying opportunities for publication and presentation of research within the sub-fields of anthropology. Faculty are expected to contribute to the discipline of general Anthropology and/or the sub-discipline in which they are trained by undertaking research projects, organizing academic conference panels and forums, publishing in recognized academic journals and anthologies that reflect significant changes and innovations in the discipline and/or producing, publishing and screening films and other creative works. It is expected that candidates for promotion/tenure conduct research, apply for research grants, and present and publish their research results in appropriate venues, including peer-reviewed journals, academic books, and, in the case of media works, recognized outlets as described below. While the Department is committed to quality more than quantity, the general benchmarks established here provide concrete goals to be achieved, although the particular benchmarks will vary between the sub-disciplines. The RTP committee will base its final determination of professional achievement on an evaluation of the quality and impact of the candidate’s work.

The usual evidence of professional and scholarly activity is:
(a) Scholarly Books or Monographs— The RTP committee considers monographs and books in the appropriate field that are authored by the faculty member and published by university presses, or other reputable publishers. In evaluating the quality and impact of published work, the RTP committee will consider a range of factors, including, e.g.: the journal’s or press’s reputation for defining or redefining the field(s); the scholarly reputations of the editor, editorial board members, and other authors who have published there; the significance of the audience reached; indicators that the publication has been widely read and recognized (e.g., citations and awards); and the assessments of the external reviewers.
(b) Films, videos, CDs, and similar media works. Following the 2015 directive of the AAA Board of Directors, major films, videos, CDs, websites, photo exhibits and similar media works can, if judged by the committee to be original productions of professional quality, be classified as the equivalent of books or monographs. Evaluation criteria for these media will include the reputation of the video distributor / image gallery for defining the field; the reputation of other makers who are distributed by the same organization; the breadth and significance of audiences reached as judged by inclusion in significant
festivals or venues; other indicators that the work has been widely seen and recognized (e.g. sales, WorldCat evidence of library purchases, citations and awards); and the assessments of external reviewers in peer-reviewed publications. Outside media experts may be asked to help the RTP committee in assessing the quality of media works.

(c) **Articles in refereed journals.** Acceptable journals are those included in the Scimago (Scopus) rankings. Articles in journals outside of the Scimago listing will be carefully evaluated for quality by the RTP committee based on the evidence of robust peer review, indexing in other major academic databases (e.g., PubMed, Anthrosource), and the reputations of the editorial board and other authors publishing in that journal, but they may be rejected or downgraded to the level of scholarly achievement described in (f).

(d) **Chapters in peer-reviewed, edited books by reputable publishers** are considered of similar scholarly rank as journal articles when the quality indicators for scholarly book publications in (a) are met.

(e) **Short films, short videos, small CDs, websites, photo exhibits and related lesser media works** are considered- when judged by criteria given above in (b) - as publications equivalent in merit to articles in refereed journals.

(f) **Invited articles** in specialist non-refereed (or committee rather than peer reviewed) journals or articles (including those published online) for popular audiences derived from one’s specialization.

(g) **Translated books/edited books.**

(h) **Oral presentation of research to professional meetings and symposia** (ranking here varies and depends upon the nature of the meeting, whether or not it is peer reviewed, a competitive submission or an invited presentation, etc.).

(i) **Organization of symposia, professional gatherings, or forums presented to an academic audience within or outside of the discipline.**

(j) **Book and film reviews/ encyclopedic entries** and formal reports and commentaries presented in different media (i.e.; newspapers, blogs, podcast, etc.) that address academic and public audiences

(k) **Reports** to professional newsletters, granting agencies, and to other scholarly audiences, as well as presentation of preliminary reports on research as mandated by overseeing organizations.

(l) **Recognition of professional achievement** in the form of honors, appointments, and grants.

(m) **The writing of grant proposals,** The Department encourages candidates to actively apply for external grant funding of their professional endeavors. Since grant proposals for external funding of research are often very competitive and typically receive extensive outside professional review, successful external grant funding will be considered as strong evidence of a candidate’s professional achievement and growth. All grants are viewed positively. However, more weight is given to grants on which the candidate is Principal Investigator. Positive reviewers’ comments on an unfunded proposal may be taken into account. Candidates are also encouraged to take advantage of available internal grants as an avenue to pursue scholarship and external funding.

As a guide to the quantity of professional output that the RTP committee might expect, a candidate for promotion to associate professor and tenure should have accomplished the following in their field to achieve a satisfactory rating in this area:

1) A total of four, peer-reviewed works either journal articles (c), book chapters in edited volumes by a reputable publisher (d) or equivalent media (e); or
2) A scholarly book published or accepted for publication by a reputable publisher (a); or
3) A major scholarly film or exhibit; evaluated by criteria given above (b); or
4) Three peer-reviewed journal articles (c), book chapters (d) or equivalent media (e) and at least one of the scholarly accomplishments listed under i-iv.

Other Scholarly Accomplishments:

i) Published chapters in edited (non-peer reviewed) books in the field, translations or professional reports of a caliber and impact such that the RTP committee and external reviewers deem them an appropriate substitute for one peer-reviewed article.

ii) An exceptional record of presentation of research to a professional audience with organization of symposia and workshops, and participation in cross-disciplinary professional contexts (i.e., physicians, lawyers, museum curators, government agencies, film festivals) such that the RTP committee and external reviewers deem their impact on the field to be equivalent to one, peer-reviewed article.

iii) To have a record of seeking and obtaining external funding for research or the production of creative works suggesting support of continued scholarly productivity equivalent to one peer-reviewed article.

iv) To have a record of public engagement and outreach related to one’s field of research such as presentations, blogs, books and magazine articles written for a lay audience, etc. that the RTP and external reviewers deem the combination of activities an appropriate substitution for one peer-reviewed article.

The RTP committee will carefully assess the scholarly quality of publications based on originality of the work and its impact on the discipline as measured by factors such as citation statistics and evaluations of the work itself by the RTP committee and by the external peer reviewers. As journal quality and the ability to publish in different fields varies considerably, the RTP committee may adjust the number of works published. If substitution or a different number of works is used in the Department’s evaluation, the Department will make explicit the substitution and reasoning behind the substitution.

For promotion from associate to full professor, candidates should have a significant number of scholarly publications – created after those used to justify promotion to associate professor - that indicate continued professional growth. Minimally, the candidates should have a second book or its equivalent in peer-reviewed articles or book chapters (4 minimum), or their equivalents in other media (as described in 2e), and to have demonstrated a sustained record of scholarly achievement. As the candidate will have developed into a mature scholar, it is expected that published work will be based largely on original research and those that synthesize, integrate and/or advance knowledge and new meaning in our discipline.

CONTRIBUTIONS TO CAMPUS AND COMMUNITY
Contributions to campus and community are broadly defined as service to university life and shared governance at a departmental, college and university level. The RTP committee expects that all faculty will do service to the Department in the form of committee work, advising, etc. Service to the community involves using one’s professional expertise to provide service at the civil, city, state, national, and/or international level, including participation in professional societies or other professional activities that enhance the university’s relationship to the broader community. Moreover, direct service that is recognized by specific communities can be acknowledged as significant contributions to the community(ies). Probationary faculty are expected to serve the Department, college, university and/or public communities that should be calibrated in consultation with their respective RTP committee. These contributions may include, but are not limited to:
Campus Service
(a) Special advising roles (graduate or undergraduate coordinator roles)
(b) Service on active departmental committees
(c) Service on active College committees
(d) Service on active University committees
(e) Service on a hiring committee for another department or program
(f) Chairing or directing a committee, program, center, etc.
(g) Sponsoring a student organization
(h) Taking leadership roles (e.g. chairing committees, acting chair, directing a program, etc.)

Candidates for promotion to full professor should, in addition, have served on University-wide committees, the Academic Senate, or University-wide special groups (i.e., College Curriculum and Faculty Award committees, and the like), as well as have assumed significant roles in the professional communities they belong to. For promotion to full professorship, evidence of continued and new service to the university and/or community will be expected, as well as leadership roles in service to the university.

Community Service
Emphasis should be placed on those activities that directly use the academic expertise of the candidate. Evaluation of a candidate’s community service activities will be based on their importance, their relevance to the discipline of anthropology, and to the responsibility and time consumed in such activities. Particular attention will be given to outreach activities that extend the practice of anthropology in the public and civil realm. It is expected that the candidates will address such topics in their narratives. Sample activities include:

(a) Holding office or participating in committees in professional societies or in service societies where the professional expertise of the candidate is made use of; participation on editorial boards.
(b) Refereeing manuscripts for professional journals or presses; reviewing grant proposals.
(c) Consultations that use the candidate’s professional expertise, such as for education or government groups.
(d) Any professional services rendered to the community (local, national or international) such as lectures, presentations to schools, community forums, and gatherings, interviews given to the media, or other outreach activities which advise the public of anthropological research and findings.
(e) Consultation with and services to community organizations and NGOs as well as advocacy, public or private sector agencies
(f) Contribution to media (newspapers, radio, TV)
(g) Other outreach activities including: workshops and talks geared toward various community groups or education institutions
(h) Development and active maintenance of a website with significant educational content
Appendix 4 Faculty Curricula Vitae
DW Bailey

Department of Anthropology
San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132

Email: dwbailey@sfsu.edu
Web: http://anthropology.sfsu.edu/people/faculty/douglass-bailey
Academia (dot edu): https://sfsu.academia.edu/DougBailey
Phone: +1 (415) 338 1427

Present position: Full Professor of Visual Archaeology

Major awards: Adrian Radulescu Prize from the Romanian Ministry of Culture for ‘outstanding contribution to Romanian prehistoric archaeology’ (2002) on behalf of the Southern Romania Archaeological Project.

Education
1986-1991 Ph.D. Cambridge University (Archaeology)
1985-1986 M.Phil. Cambridge University (Archaeology)
1981-1985 A.B. Dartmouth College (Classical Archaeology)

Employment / Administrative Positions
2013-present Graduate Coordinator (Anthropology, SFSU)
2008-present Full Professor (Anthropology, SFSU)
2008-2011 Department Chair (Anthropology, SFSU)
2004-2008 Head of Archaeology (School of History and Archaeology, Cardiff)
2006-2008 Personal Chair (School of History and Archaeology, Cardiff)
2002-2006 Senior Lecturer (School of History and Archaeology, Cardiff)
1998-2001 Lecturer (B) (School of History and Archaeology, Cardiff)
1993-1998 Lecturer (A) (School of History and Archaeology, Cardiff)

Visiting Appointments / Fellowships
2017 (spring) Research Fellow, Center for Advanced Studies, Norwegian Academy of Sciences (Olso)
2008-2010 Honorary Research Fellow, Sainsbury Centre for Visual Arts (UK)
2007-present Fellow, Society of Antiquaries of London
2007-2008 Visiting Professor, Stanford University (UK funded)
2001-2002 Visiting Professor, Stanford University (UK funded)
1994-1996 University Research Fellow, Cardiff University
1992-1993 Visiting Fellow, Bulgarian Academy of Sciences (US National Academy of Sciences funded)
Research and teaching statement

My research experience ranges from integrating contemporary and modern art into our understanding of the human prehistoric past, to facilitating multi-media engagements of modern Romanian rural village communities into the constructions of their own heritages, and on to exploring art and architecture of prehistoric Europe. I have carried out significant (funded) projects in each of these areas. Core to my current/future work is the creation of a new transformative extra-discipline: art/archaeology.

My teaching experience includes the anthropology and archaeology of art and visual culture, visual anthropology and the fixed image, the archaeology of prehistoric Europe (esp. the early agricultural communities of Central and Eastern Europe), landscape, sedentism, architecture and the built environment, archaeological method, and archaeological theory.

Recent major grants (PI or Co-PI)


2008-2010 Arts and Humanities Research Council, Museums and Research Schemes (UK) Dogū: Spirits of Clay (£349,500 / $689,878) (Co-Investigator with Dr Simon Kaner, University of East Anglia, UK) [total project budget: £829,674 / $1,637,693]

Recent minor grants (PI)

2013-2014 San Francisco State University. Individual Investigator Grant ($14,000): The Emergence of Corporeality: From Land- to Body-Based Ways of Thinking in Prehistory.

2010-2012 Farnley Tyas Foundation ($10,000): Contested Histories of Angel Island (San Francisco, California)

2010 Wenner-Gren, Workshop Grant ($14,000): Constructed Bodies of Japanese and European Prehistory (with Professor John Mack, University of East Anglia, UK) [declined]

2010 British Academy Conference Support Grant (£12,000 / $18,565): Constructed Bodies of Japanese and European Prehistory (with Dr Simon Kaner).

Books


**Edited volumes**


**Installations**

**2015 Ancient Figurines: Controlling Bodies.** Pacific School of Religion, Berkeley, California. June – September [photographic / mixed-media]

**2010 Unearthed.** Norwich: Sainsbury Centre for Visual Arts June-Octo. [prehistoric / contemporary material culture]

**Peer-reviewed articles in journals and books**


Archaeology 25(4): 373-96.


Reports, notes and reviews, textbook chapters


Bailey, D.W. 2011. Towards an archaeology of pit-huts: a proposition from


Andreescu, R. and Bailey, D.W. 1999. Obervațiii preliminare privind locuirea neo-
eneolithică pe Valea Teleormanului (Preliminary observations regarding the Neolithic–Eneolithic habitation in the Teleorman Valley). In M. Neagu (ed.) *Civilizația Boian pe Teritoriul României*, pp. 11-13, 55-57. Călărași, Romania: Ministry of Culture.


**Television/Radio/Film**

2010 *Eternity was Born in the Village*. [34 mins] Producer. Filmed and edited by Peter Biella and Ivan Druvofka.

2010 *Twenty minutes inside out: landscape transformation in Neolithic southeastern Romania*. [120 mins.] Producer and director.

1999 *The Flood* (Channel 4 Ancient Voices, 52 min.) Archaeological consultant and contributor.


1996 *Noah’s Flood* (BBC Horizon, 49 min.) Archaeological consultant and presenter. Produced and directed by R. Curzon-Smith.
Research
I have extensive experience as PI of large, multi-national research teams, working in
difficult locations abroad, and in collaborating across disciplines. Responsibilities have
ranged from daily negotiations Romanian landowners and customs officials (and
Japanese museum of culture heritage managers), to bringing research projects
(individual and team) to successful conclusion and publication.

Dogū: Spirits of Clay
From 2008-2010, I was Co-Investigator of Dogū: Spirits of Clay, a major project funded
by the UK’s Arts and Humanities Research Council, Museums and Research Schemes
and based at the University of East Anglia’s Sainsbury Centre for Visual Arts and the
Sainsbury Institute for the Study of Japanese Arts and Culture (where I was an Honorary
Research Fellow). The project produced the first comparative study of the prehistoric
figurines from Neolithic Europe (6500-3500 BC) and Jōmon Japan (14,000-300 BC).
Output included two major museum exhibitions (British Museum; Sainsbury Centre in
Norwich), two volumes (Kaner’s Power of Dogū and my Unearthed), and numerous
workshops, conference sessions, and public engagement events. Project budget:
£300,000 / $477,829

Măgura Past and Present
From 2007-2011, I directed Măgura Past and Present, a constituent project of the
European Union’s Art Landscape Transformation EC project 2007-4230 (part of the
European Union’s Education, Audiovisual and Culture Executive Agency Culture
Programme). The project brought together artists, cultural heritage managers,
archaeologists, and the local villagers to participate in a series of workshops, exercises
and interventions which questioned the ways in which their past had been imposed upon
them by successions of national (totalitarian socialist) and international (the EU)
government authorities. The project’s interventions and output ranged widely in form and
content in its attempts to subvert that tradition and included films, photographic essays,
acoustic constructions, experimental archaeology, and conferences. Project budget:
£349,500 / $689,878.

Southern Romania Archaeological Project
With Dr Radian Andreescu (National Museum of History, București), I have been co-
Principal Investigator of a multi-national excavation project (50-70 person team) in
southern Romania. Started in 1998, with fieldwork ending in 2008 and postexcavation
analyses are nearing their conclusion, the project investigates the origins and
consequences of sedentism from 8000-2500 BC along the Teleorman River, a Danube
tributary. Participants are drawn from the University of Wales at Aberystwyth (Mark
Macklin, Tom Coulthard), Nottingham (Amy Bogaard), St. Andrews (Ruth Robinson),
Sheffield (Mike Charles, Rob Craigie), Bristol (Richard Evershed) and Leiden (Laurens
Thissen). Funding has come from UK (British Academy, Society of Antiquaries of London) and Romanian sources (Ministry of Culture, Teleorman County Council). Output includes many peer-reviewed articles (with final publication in preparation) and Romanian and British postgraduate students. In 2002, the Romanian Ministry of Culture awarded the project with its Radulescu Prize for Outstanding Contribution to Romanian Archaeology.

Podgoritsa Archaeological Project

From 1993-1995, with Ruth Tringham (UC Berkeley) I was co-Principal Investigator of the Podgoritsa Archaeological Project (15-25 people) in northeastern Bulgaria. At Podgoritsa we investigated the extra-mural dimensions of a late Neolithic (fifth millennium BC) tell settlement. Results documented the vacillation in availability of landscape (for cultivation and for other uses) and the gradual rise in local water-tables, a rise that conditioned the eventual abandonment of the settlement. Funding came from UK sources as well as from US National Science Foundation. Project results were published in the Journal of Field Archaeology.

Invited lectures


Membership on editorial boards, and grant and manuscript reviewer

PETER BIELLA  
Curriculum Vita  
May, 2017  

Department of Anthropology  
San Francisco State University  
1600 Holloway Ave.  
San Francisco, CA 94132 USA  

Telephone: 415-405-0536  
Email: biella@sfsu.edu  
Homepage: http://online.sfsu.edu/biella/  

EDUCATION  
1984    Ph.D. Cultural Anthropology, Temple University.  
1979    M.A. Culture and Communication, Temple University  
1975    M.A. Film Production, San Francisco State University  
1972    B.A. Film Production, San Francisco State University  

GEOGRAPHIC EXPERTISE  
East Africa, Central America, North America  

THEORETICAL FOCI  
Visual anthropology, Film and interactive media, East African pastoralism, Maasai ethnography,  
Anthropology of AIDS, Epistemology, Fieldwork methodology  

PROFESSIONAL EXPERIENCE  
Pre-1998 Co-director, SFSU -Program in Visual Anthropology  
2013-08 Director, SFSU-Tanzania Maasai Migrants Field School  
2013-10 Professor, Dept. of Anthropology, San Francisco State University  
2005-03 President, Society for Visual Anthropology, American Anthropological Association  
2002-81 Executive Director, Contemporary Historians, A 501(c)3 Corporation  
1998-96 Assistant Professor, Dept. of Audio/Video/Film, Hofstra University  
1996-94 Visiting Lecturer, Dept. of Anthropology, University of Southern California  
1998-84 President, Documentary Film Co., Philadelphia  

HONORS, AWARDS AND GRANTS  
2016    First Place (Changa Revisited), Astra Film Festival, Sibiu, Romania.  
2013    First Place (The Chairman and the Lions), ETNOFilm Festival, Rovini, Croatia.  
2013    Jury Prize (The Chairman and the Lions) Zanzibar International Film Festival  
2009    SFSU Faculty International Development Grant - Tanzania Maasai Migrants Field School  
2009    Pixar Corporation / Walt Disney Motion Pictures, $10,000 grant in support of the Tanzania field school  
2009    First Place, Photo Contest 2008, American Anthropological Association (Mama Toreto)  
2009    Finalist, Photo Contest 2008, American Anthropological Association (Toreto's Courtyard)  
2009    Award of Distinction. IV Moscow International Festival on Visual Anthropology  
2009    Award of Distinction. Days of Ethnographic Film Festival Ljubljana, Slovenia  
2006    SFSU Faculty Travel Award  
2009    Elected Fellow, the Society for Applied Anthropology  
2009    Sabbatical leave for fieldwork among Tanzania Maasai  
2007    Best Short Film (Textiles in Ayacucho). American Anthropological Film, Video and Multimedia Festival  
2007    Jay Young Award, Department of Anthropology, SFSU  
2006    Editor, Special Issue on Europe, Visual Anthropology Review  
2006    Interviewee, Wadsworth Educational Anthropology Series  
2006    Outside Evaluator, Honors Program, Dept. of Anthropology, Swarthmore College  
2006    SFSU Community Scholarship Faculty Award (with Greta Snider)
2008-02 Organizer, Film, Video and Multimedia Festival Jury, American Anthropological Association
2005-03 President, Society for Visual Anthropology. Board member since 1999 (platform)
2005-03 Editor, Visual Anthropology Review
2000 SFSU Provost-sponsored grant. Visual Anthropology/Digital Cinema Lab $40,000
2000 SFSU Meth-Tech Grant. $80,000 for Visual Anthropology classes' equipment
2000 Research, Scholarship and Creative Activity Grant. San Francisco State University writing summer stipend
1998 Award, American Anthropological Association Film Festival. Yanomamo Interactive: The Ax Fight on CD-ROM
1993-01 Apple Computer Corporation $5,000 grant for development of interactive media in anthropology
1990 First Prize in Public Health, and Festival's Most Creative Entry (for AIDS in the Barrio) John Muir Medical Film Festival, Walnut Creek, CA
1989-08 Film production grants totaling $100,000 for AIDS in the Barrio, from Philadelphia Foundation, Phoebe W. Hass, Paul Robeson Fund, Bread and Roses Fund, and Philadelphia Department of Health
1988 Film production grant of $26,000 from New York Council on the Arts for God's Mother is the Morning Star
1979-75 University Fellowship, Temple University's highest graduate support award

RESEARCH AND FIELDWORK PROJECTS

2013-07 Director of SFSU-Tanzania Maasai Migrants Field School
2009 Romania, for two films about the village of Magura
2009 Ethnographic consultant, Pixar Corp., on the feature film, John Carter of Mars
2008-07 Tanzania, for two books and multimedia companions
2006 Ayacucho, Peru, for educational films
2005 Northern British Columbia, for applied educational multimedia
1997 Southern Mexico, for educational film
1995 Patterson, NJ, for ethnographic film
1992 Morazán Department, El Salvador, for PBS documentary
1991 Gros Morne, Haiti, for educational film
1990 Auburn, NY, for ethnographic film
1989-07 Philadelphia, PA, for applied film ethnography
1985c San Jose, Costa Rica, for ethnographic film
1985b Stan Creek, Belize, for educational film
1985a Luxor, Egypt, for ethnographic film
1980 East Central Tanzania, for Ph.D. research

INVITED PAPERS AND PRESENTATIONS

2017 Guest lecturer, National Autonomous University of Mexico, Department of Sociology. March 14-18.
2016b Coming of Age in Films of Memory. American Anthropological Association, Nov.17.
2013b Three-day workshop in Ethnographic Hypermedia. ETNOFilm Festival, Rovinj, Croatia. April 23-5.
2013a Master Class in Applied Visual Anthropology. ETNOFilm Festival, Rovinj, Croatia. April 27.


2002b  Guest Speaker, The University of the Western Cape, South Africa.  Sponsored by Dr. Steve Robins, Department of Anthropology.  March 26.

2002a  Guest Speaker, University of Cape Town, South Africa.  Sponsored by Dr. Susan Levine, Department of Social Anthropology.  March 20-28.


1999a  Guest Lecture: Yanomamo Interactive.  Presented at the Faculty Colloquium of the UCLA Department of Anthropology, April.


**UNPUBLISHED MANUSCRIPTS**

**MS**  Maasai Interactive.  Ethnography and interactive DVD courseware (with 530 photographs, 3.5 hours of transcribed, translated and subtitled audio in Swahili and Maa, and 1000 pages of
Collaboration in Conflict: The Maasai Migrants Film Project. [http://online.sfsu.edu/~biella/biella2010e.pdf]

Words from the Heart. Autoethnography / biography and interactive DVD. [http://online.sfsu.edu/~biella/biella2011e.pdf]

PUBLICATIONS

2013 The Role of Hypermedia in Ethnographic Film - Interview. Zarez (Croatia) 15:357.


2007b Coherent Labyrinths. DIVA Occasional e-texts in Visual Anthropology (online) 1:(1). Preview at: [http://online.sfsu.edu/~biella/perry/coherent.html]


1995b  Contributing Editor, nine columns per year, Anthropology Newsletter

SELECTED FILMS, VIDEOS, MULTIMEDIA WORKS

2016  Changa Revisited (60 min.) Co-directed with Leonard Kamerling; edited with Daniel Chein. Watertown, MA: Documentary Educational Resources.


2010-08  Strange and Sacred Noise (56 min.). Camera operator (directed by Leonard Kamerling). NEA/PBS feature documentary about a symphony performed in Danali National Park.

2009b  Magura: The Transformation of a Romanian Landscape (24 min.). Producer (with Iván Drufovka; directed by Douglass Bailey). Funded by the European Union.

2009a  Eternity was Born in the Village. (46 min.) Director (with Iván Drufovka; produced by Douglass Bailey). Funded by the European Union.

2008e  Introduction to the Maasai Migrants Film Project. Description of and fundraiser for Tanzanian field school in applied visual anthropology. [http://online.sfsu.edu/~biella/introduction/introduction.mov]


2008a  Four Stories. (17 min.) Health professional immigrants in the United States assisted in becoming certified and finding work by The San Francisco Welcome Back Initiative.

2006  Artes en Ayacucho/Arts in Ayacucho (28 min.). Three videos highlighting textile, ceramics and embroidery production in the Peruvian Andes. [http://online.sfsu.edu/~biella/textiles/textiles_mov]


1997  Hofstra / Chiapas. Producer/director/cinematographer for a video concerning Hofstra University's month study-tour to southern Mexico. Linda Longmire, producer.


1994  Photo exhibit of sixty images for the exhibit celebrating the opening of the film God's Mother is the Morning Star. Auburn, NY: Schweinfurth Art Center.


1991b  Haitian Partnership (22 min.). Educational needs of a Haitian village. Distributed by the Episcopal Diocese of Maryland.


1989  AIDS in the Barrio: Eso no me pasa a mi (30 min.). Bilingual Puerto Rican AIDS education 'trigger film;' with Ivan Drufovka. Distributed by Cinema Guild, NY.

1987b  I'm Not Prejudiced, But ... Korean Groceries in Black Neighborhoods (29 min.). Cultural and economic components of racism; with Hong Joon Kim. Distr. Ethnovision, Philadelphia.

1987a  Ka Tei: Voces de la tierra (22 min.). Cultural consequences of illegal deforestation for a Costa Rican Cabecar Indian community; with Ivan Drufovka.

1975  Priscilla, My Daughter (35 min.). Relationship between two lesbians and the mother of one.

1972  Is This a Free School? (18 min.). Failed aspirations of an alternative school in San Francisco.
<table>
<thead>
<tr>
<th>Year</th>
<th>Festival/Event</th>
<th>Location</th>
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<tr>
<td>2017b</td>
<td>Beeld voor Beeld Film Festival. Amsterdam. June.</td>
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<tr>
<td>2016c</td>
<td>Astra International Film Festival, Sibiu, Romania.</td>
<td>Oct. 22.</td>
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<tr>
<td>2016a</td>
<td>RAI International Film Festival - WEST. Los Angeles.</td>
<td>March 5.</td>
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<tr>
<td>2014i</td>
<td>SIEFF - Sardinia International Ethnographic Film Festival.</td>
<td>Nuoro, Italy.</td>
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<tr>
<td>2014h</td>
<td>Nepal International Indigenous Film Festival - NIHF.</td>
<td>Kathmandu, Nepal.</td>
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<tr>
<td>2014g</td>
<td>NAFA - Festival of the Nordic Anthropological Film Association.</td>
<td>Isafjordur, Iceland.</td>
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<tr>
<td>2014f</td>
<td>Göttingen International Ethnographic Film Festival.</td>
<td>Göttingen, Germany.</td>
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<tr>
<td>2014e</td>
<td>ETHNOCINECA - Ethnographic and Documentary Filmfest.</td>
<td>Vienna, Austria.</td>
</tr>
<tr>
<td>2014c</td>
<td>11th Annual World Film Festival. Tartu, Estonia.</td>
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<tr>
<td>2014b</td>
<td>International Ethnographic Film Festival of Québec.</td>
<td>Cartier, Quebec City.</td>
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<tr>
<td>2014a</td>
<td>Days of Ethnographic Film.</td>
<td>Ljubljana, Slovenia.</td>
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<tr>
<td>2013c</td>
<td>ZIFF - Zanzibar International Film Festival.</td>
<td>Stone Town, Zanzibar.</td>
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<tr>
<td>2013b</td>
<td>SIEF Congress.</td>
<td>Tartu, Estonia.</td>
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<td>2013a</td>
<td>ETNOFilm Festival of Ethnographic/Anthropological Film.</td>
<td>Rovinj, Croatia.</td>
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<tr>
<td>2012e</td>
<td>Festival of Visual Anthropology ASPEKTY.</td>
<td>Turon, Poland.</td>
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<tr>
<td>2012c</td>
<td>Society for Visual Anthropology Film and Multimedia Festival.</td>
<td>San Francisco.</td>
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<tr>
<td>2012b</td>
<td>Heart of Slavonia, 9th International Film Festival.</td>
<td>Djakovo, Croatia.</td>
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<tr>
<td>2012a</td>
<td>RAI Conference and Film Festival.</td>
<td>London.</td>
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<tr>
<td>2010a</td>
<td>American Anthropological Association Film, Video and Multimedia Festival, New Orleans.</td>
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<tr>
<td>2009b</td>
<td>American Anthropological Association Film, Video and Multimedia Festival, Philadelphia.</td>
<td></td>
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<tr>
<td>2009a</td>
<td>FIDE: Festival Internacional de Documental Etnográfico.</td>
<td>Universidad de Puerto Rico Recinto de Río Piedras.</td>
</tr>
<tr>
<td>2008c</td>
<td>IV Moscow International Festival on Visual Anthropology.</td>
<td>Russian Institute for Cultural Research and Moscow State Lomonosov University</td>
</tr>
<tr>
<td>2008b</td>
<td>Days of Ethnographic Film Festival.</td>
<td>Ljubljana, Slovenia.</td>
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<tr>
<td>2008a</td>
<td>Representing Cultures. Ethnographic Film Workshop.</td>
<td>University of Seville.</td>
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<tr>
<td>2007c</td>
<td>Human Rights in the Aspect of Interculturalism.</td>
<td>Torun, Poland.</td>
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<tr>
<td>2007b</td>
<td>American Anthropological Association Film, Video and Multimedia Festival, Washington, DC</td>
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<tr>
<td>2007a</td>
<td>Royal Anthropological Film Festival of Ethnographic Films, Oxford</td>
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<tr>
<td>2002</td>
<td>Milwaukee Lesbian Gay Bisexual Transgender Film/Video Festival</td>
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<tr>
<td>1992</td>
<td>Primetime Broadcasts, East Coast cities.</td>
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<tr>
<td>1991b</td>
<td>Primetime Broadcasts, East Coast cities.</td>
<td></td>
</tr>
<tr>
<td>1991a</td>
<td>Berlin Film Festival, film screening.</td>
<td></td>
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<tr>
<td>1989</td>
<td>Indigenous American Film Festival, Caracas, Venezuela</td>
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<tr>
<td>1988</td>
<td>American Film and Video Festival, Honorable Mention, New York.</td>
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<tr>
<td>1977</td>
<td>Margaret Mead Film Festival, New York.</td>
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</tr>
</tbody>
</table>
Curriculum Vitae
Mark C. Griffin

EDUCATION

1993  Ph.D. (Anthropology), Purdue University, West Lafayette, Indiana. Dissertation: *Morphological Variation of the Late Precontact and Contact Period Guale.*


1985  B.A. (Anthropology), University of North Carolina at Wilmington.

PROFESSIONAL POSITIONS AND RANKS

2004-  Associate Professor, Department of Anthropology, San Francisco State University. (July-)

1998-2004  Assistant Professor, Department of Anthropology, San Francisco State University. (September-June)

1994-98  Assistant Professor, Department of Sociology and Anthropology, Moorhead State University. (September-May)

1992-94  Instructor, Department of Anthropology, Indiana University - Purdue University at Indianapolis. (January-August)

1991  Instructor, Department of Sociology and Anthropology, Purdue University. (August-December)

Masters Degree Committee Membership:


Berglund, Catharina. 2007. *An Examination of Dental Health in an Impoverished Population.* MA Thesis, San Francisco State University. Chair, Mark Griffin; Second Reader, James Quesada.


**PROFESSIONAL ACHIEVEMENT AND GROWTH**

Peer-Reviewed Journal Articles:


Peer-Reviewed Book Chapters:


Griffin, Mark C., Patricia M. Lambert, and Elizabeth Monahan Driscoll. 2001. "Biological relationships and population history of native peoples in Spanish Florida and the American Southeast," in *Bioarchaeology of La Florida: The Impact of Colonialism*. Edited by Clark Spencer Larsen, pp. 226-273. Gainesville, Florida: University Press of Florida. [I was the primary author for this chapter and did the analysis and primary writing; my coauthors provided data and editorial review]

Larsen, Clark Spencer, Christopher B. Ruff, and Mark C. Griffin. 1996. "Implications of changing biomechanical and nutritional environments for activity and lifeway in the eastern Spanish borderlands," in Bioarchaeology of Native American Adaptation in the Spanish Borderlands. Edited by Brenda J. Baker and Lisa L. Kealhofer, pp. 95-125. Gainesville, Florida: University of Florida Press. [my contribution was the statistical analysis and the write-up of the statistical section of this chapter]

Larsen, Clark Spencer, Rebecca Shavit, and Mark C. Griffin. 1991. "Dental caries evidence for ange: An archaeological context," in Advances in Dental Anthropology. Edited by Marc A. Kelley and Clark Spencer Larsen, pp. 179-202. New York: Alan R. Liss, Inc. [my contribution was the statistical analysis and the write-up of the statistical section of this chapter]

Editor-Reviewed Publications:

Griffin, Mark C., Jessica A. Snyder, Rachel Balabuszko, Kathryn Entriken, and Randy Wiberg. 2009. “Demography, health, and regional biodistance,” in Report of Section 106 Excavations at CA-CCO- 548, Vineyards at Marsh Creek Project Area, Brentwood, Contra Costa County, California.

Peer-Reviewed Proceedings and Presentations:


Non Peer-Reviewed Conference Presentations:


2011 (with Andrea Guidara and Randy Wiberg) *Canine Dimorphism in Ancient Central California*. Paper presented in *Bioarchaeological and Archaeological Perspectives on Migration, Diet and Health in Prehistoric Central California Symposium* at the 76th Annual Meetings of the Society for American Archaeologists, Sacramento, California.

2011  (with Dave Grant and Randy Wiberg) *The Meaning of Unique Dental Wear in Ancient Central California*. Paper presented in *Bioarchaeological and Archaeological Perspectives on Migration, Diet and Health in Prehistoric Central California Symposium* at the 76th Annual Meetings of the Society for American Archaeologists, Sacramento, California.


2011  (with Andrea Guidara and Randy Wiberg) *Review of Demography at the Vineyards at Marsh Creek Site, CCO-548*. Presented in the Invited Symposium: *Recent Research in the San Francisco Bay Area* at the 45th annual meetings of the Society for California Archaeology, Rohnert Park, California.


2011  (with Jennifer Marks) *Nonalimentary Tooth Use in Ancient California*. Presented in the Invited Symposium: *Recent Research in the San Francisco Bay Area* at the 45th annual meetings of the Society for California Archaeology, Rohnert Park, California.


(with Kathryn Entriken, Julie Hodel, and Theresia C. Weston) *Demography and health status at CA-SMA-125: New Perspectives in California Bioarchaeology Symposium* at the 40th annual meetings of the Society for California Archaeology, Ventura, California.

2005  
*Disease and Demography at CA-SMA-125* at the 40th Annual Northern California Data Sharing Meeting of the Society for California Archaeology, San Francisco State University.

2003  

1997  

1997  
(with Rikka M. Knoll) *Spondyloarthritis in a prehistoric burial from Southern Indiana*. Poster presented at the 4th annual meetings of the Midwest Bioarchaeology and Forensic Anthropology Association meetings, Chicago, Illinois.

1995  

1995  

Technical Reports:


Griffin, Mark C. and Cynthia Wileczak. 2008. *Forensic Anthropology Report, Sonoma County Sheriff’s Department, Case Number 07-0961*. A report prepared for the Sonoma County, California Sheriff's


Griffin, Mark C., Rikka M. Knoll, Jody A. Ilgen, Marytheresa F. Farley, Michael J. Fillenwarth, Melissa Groch, and J. Caprica Richardson. 1996. *Osteological analysis of human skeletal remains from the Kocher Cemetery Site (12K780, DHPA accidental discovery No. 910002).* Report prepared for the Indiana Department of Natural Resources, Division of Historic Preservation and Archaeology.


**CONTRIBUTIONS TO CAMPUS AND COMMUNITY**

Department Committees:

- Search Committee Chair, Medical Anthropologist Search, AY 15-16
- Search Committee Chair, Political Archaeologist Search, AY 16-17
- Department Course Scheduler AY 15-16, 16-17
- Retention, Tenure, and Promotion Committee Chair 2014-2017
- Peer Review Committee Chair AY 15-16, 16-17
Anthropology Department Graduate Coordinator 2000-2008, 2011-2014
Search Committee Chair, Biological Anthropologist Search, AY 2006-2007

College Committees:
BSS College Methods and Technology Committee Member, 1999-2007

University Committees:
University Graduation Requirements Task Force AY 2006-2007
University NAGPRA Advisory Board, 2005-2008
Chair, University Graduate Council AY 2006-2007
University Student Response System Standardization Committee Member 2010-2012

CSU Committees:

External Reviewer Anthropology BA Program, CSU-Chico, Spring 2009
External Reviewer Anthropology MA Program, CSU-Chico, Spring 2009
Martha L. Lincoln, Ph.D.
Curriculum vitae

EDUCATION
2002 B.A. Hampshire College, Amherst, Massachusetts. Literary Nonfiction.

APPOINTMENTS
2017- Assistant Professor, Department of Anthropology, San Francisco State University.
2013- Postdoctoral Fellow, Prevention Research Science Training Program, UC Berkeley School of Public Health.
2013- Associate Research Scientist, Pacific Institute for Research and Evaluation/Prevention Research Center, Oakland, CA. Barriers to Alcohol, Drug and PTSD Treatment for Returning National Guard (G. Ames and R. Moore, PIs).
2007 Research Team Leader, Nathan Kline Inst., Orangeburg, NY (J. Samuels, PI).

PUBLICATIONS
Ethnographic Monograph

Peer-Reviewed Articles

**Book Chapters and Other Publications**

2017  Co-authored with Bac Hoai Tran. Translation of *Rain in the Mountains/Mưa nguồn: thợ* by Bùi Giáng. (In preparation)
2008  Because You Want More Life to Live: BiDil, A Heart Failure Prescription for ‘Self-Identified Blacks.’ *Corporations and Health.* (Online publication)

**Review Articles**

2009-2010  **Research reviews for “Findings” feature, *Anthropology Now,* including:**

**TEACHING**

<table>
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<th>Term</th>
<th>Course</th>
<th>Role</th>
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<th>Students</th>
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<tr>
<td>Fall 2017</td>
<td>ANTH 300</td>
<td>Foundation: History of Anth</td>
<td>3</td>
<td>35</td>
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<td>Term</td>
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<tr>
<td>Summer 2016</td>
<td>Public Health</td>
<td>Co-instructor</td>
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**Prison University Project**

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<tr>
<th>Term</th>
<th>Course</th>
<th>Role</th>
<th>Units</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2016</td>
<td>Public Health</td>
<td>Co-instructor</td>
<td>3</td>
<td>25</td>
</tr>
</tbody>
</table>

**UC Berkeley - Department of South & Southeast Asian Studies**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Role</th>
<th>Units</th>
<th>Students</th>
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</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>Introduction to Civilization of SEA</td>
<td>Instructor</td>
<td>3</td>
<td>40</td>
</tr>
</tbody>
</table>

**Hanoi School of Public Health - Department of Foreign Languages**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Role</th>
<th>Units</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2009-S2010</td>
<td>English for Public Health Practitioners</td>
<td>Instructor</td>
<td>3</td>
<td>50</td>
</tr>
</tbody>
</table>

**Queens College-CUNY - Department of Anthropology**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Role</th>
<th>Units</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>Medical Anthropology</td>
<td>Instructor</td>
<td>3</td>
<td>35</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>Introduction to Cultural Anthropology</td>
<td>Instructor</td>
<td>6</td>
<td>140</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>Introduction to Cultural Anthropology</td>
<td>Instructor</td>
<td>6</td>
<td>140</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>Introduction to Cultural Anthropology</td>
<td>Instructor</td>
<td>6</td>
<td>140</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>Introduction to Cultural Anthropology</td>
<td>TA</td>
<td>3</td>
<td>70</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>Introduction to Cultural Anthropology</td>
<td>TA</td>
<td>3</td>
<td>70</td>
</tr>
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</table>

**AWARDS**

**External Grants**

- **2016** Translation Project Group, University of Washington Libraries. Subvention for the publication of Translation of *Rain in the Mountains/Mưa nguồn: thơ* by Bùi Giáng. ($2,000)
- **2014** Research Award from the Center for Vietnamese Philosophy, Culture & Society, Temple University for “Social Evils, Cultured Families, and Moral Personhood in Vietnam.” ($6,000)
- **2015** Wenner-Gren Foundation Post-PhD Grant for “The Making of a Unified Microbiome Initiative” (Submission November 2015; under review)
- **2015** National Science Foundation Cultural Anthropology/Science and Technology Studies Research Grant for “Microsociality: Theories of Life with Bacteria.” (Submission August 2015; under review)
- **2014** Research Award from the Center for Vietnamese Philosophy, Culture & Society, Temple University for “Social Evils, Cultured Families, and Moral Personhood in Vietnam.” ($6,000)
- **2012-2013** Visiting Scholar, Center for Advanced Study in the Behavioral Sciences, Stanford University.
2012  Foreign Language Area Studies grant for Vietnamese language study at University of Madison-Wisconsin Southeast Asian Studies Summer Institute ($5,500)

2011-2012  Visiting Student Researcher, Center for Southeast Asian Studies, University of California – Berkeley.

2010  Scholarship to attend Bergen Summer Research School on “Global Development Challenges,” University of Bergen, Norway ($1,030)

2009  Fulbright Institute for International Education grant for doctoral dissertation field research in Vietnam ($17,000)

2009  Foreign Language Area Studies grant for Vietnamese language study at University of Madison-Wisconsin Southeast Asian Studies Summer Institute ($5,500)

2009  Travel grant sponsored by National Science Foundation, Association of American Geographers, the Social Science Research Council, and Indiana University ($1,100)

2008  Social Science Research Council Dissertation Proposal Development Fellowship ($4,850)

Internal Grants

2016-2017  University of California Humanities Research Initiative, Multi-Campus Graduate Working Group award for “Theorizing Human and Microbial Relations” (with S. Maroney and other co-proposers)

2008  CUNY Graduate Center Research Grant for Doctoral Students ($1,014)

2008  CUNY Graduate Center Summer Field Study Award ($2,800)

2005-2010  Chancellor’s Fellowship, CUNY Graduate Center ($18,000)

INVITED TALKS


2016  To the Medical Archipelago: Health Care Stratification in Vietnam, Department of Anthropology, San Francisco State University. February 18.


CONFERENCE ACTIVITY/PRESENTATIONS


COURSEWORK AND TRAININGS
2017 UndocuAlly training, San Francisco State University.
2013-2016 Prevention Research Science Training Program Postdoc Seminar, Prevention Research Center, Oakland, California.
2015 ATLAS.ti (qualitative software analysis) training, Center for Ethnographic Research, UC Berkeley.
2014 4th year Vietnamese (distance enrollment), UW-Madison.

SERVICE
Fall 2017 Member, CSU Student Research Competition Committee for Humanities and Letters: San Francisco State University.
Supervise undergraduate independent study on the cultural and political significance of pain.
Spring 2017 Served as Acting Graduate Advisor (included developing a new version of department’s MA Handbook); Committee member to select recipient of the Jay Young Award for Excellence; Participant in the Seventh Cycle Review. Department of Anthropology, San Francisco State University.
2017-present MA thesis chair: Jessica Dailey, Ben Holt, Anya Rossa-Quade; second reader for MA students Lori Pirimjian, Dhoryan Rizo, Emma Schultz, and Joshua Silver. Department of Anthropology, San Francisco State University.
2016-present Section editor for the “Interventions” and “Think Pieces” features: Medicine Anthropology Theory.
2016 Member, Search Committee. Department of Anthropology, San Francisco State University
2016 Member, Social Media Committee. Prevention Research Center, Oakland, CA.
2015- Participant: Committee on the Anthropology of Science, Technology, and Computing (CASTAC) Junior-Senior Mentor Program
JAMES QUESADA
Department of Anthropology, San Francisco State University, 1600 Holloway Avenue, San Francisco, California 94132; Tel. (Office) 415-338-1633; Tel. (Dept) 415-338-2046; Tel (Cell) 415-706-3994, E-mail j quesada@sfsu.edu

Current Position
Professor and Chair, San Francisco State University, Department of Anthropology
Adjunct Professor, University of California, San Francisco, Department of Anthropology, History, and Social Medicine

Education
M.A., 1986 Anthropology, San Francisco State University
B.A., 1978 Psychology, Sonoma State University

Fields of Specialization
Geographic: Central America, the Americas, U.S. Inner City, and Transnational Immigration
Theoretical: Critical Medical Anthropology, Political Economy of Health, Phenomenological Psychology, Symbolic Anthropology; Cultural Constructions of Emotions, Culture and Mental Health; Migration and Diasporic Communities; Violence, Social Suffering and Structural Vulnerability

Professional Experience (selected)
2012-present Professor and Chair, Department of Anthropology, San Francisco State University
2000-2012 Associate Professor, Department of Anthropology, San Francisco State University
Adjunct Professor, Department of Anthropology, History and Social Medicine, University of California, San Francisco
2008-present Member, Board of Directors of Loco Bloco (San Francisco Bay Area Youth Art and Cultural Organization)
2004-present Faculty Researcher, San Francisco State University Cesar E. Chavez Institute
2002-2007 Chair and Associate Professor, Department of Anthropology, San Francisco State University
1994-2000 Assistant Professor, Department of Anthropology, San Francisco State University

Awards and Honors (circa 2002-2012)
2016 Maker Award, San Francisco State University, Health Equity Institute 10th Anniversary. April 2016
2012 San Francisco Mission Neighborhood Health Center Calles (Streets) Award
2012 California Legislature Assembly, Certificate of Recognition for the 2012 Calles Award, From Assembly member Tom Ammiano, September 26, 2012
2012 San Francisco State University Raza Faculty and Staff Association Recognition of the Mission Neighborhood Health Center Award
2012 City and County of San Francisco Day Labor Program/Women’s Collective Certificate of Appreciation
2004 Certificate of Recognition San Francisco State University Office of Student Program
2003-2005 California Department of Health, Office of AIDS State Research Grant, HIV-Related Risk Behaviors and Associated Perceptions among Latino Day Laborers and Rural Migrant and Seasonal
2003 San Francisco State University, Department of Health Education 2003 Honoree
2003 Certificate of Appreciation: Participation as Student Organization Advisor San Francisco State University, Office of Student Programs/Leadership Development, Division of Student Affairs
2002 Certificate of Merit: For Leadership Efforts as Student Organization Advisor San Francisco State University, Office of Student Programs/Leadership Development, Division of Student Affairs

Academic Articles & Publications (selected 2014-1999)

Peer-Review Articles and Book Chapters, Single Author:
Quesada, J. 2017. Revealing Erasures, Configuring Silences: Structural Vulnerability in Cancer Prevention, Treatment, and Research. In, Negotiating Structural Vulnerability in Cancer Control: Contemporary Challenges for Applied Anthropology, Julie Armin, Nancy Burke, and Laura Eichelberger,
eds. Santa Fe, New Mexico: School for Advanced Research Press


Co-Author:


Co-Edited Volume


Reviews, Notes, Other Publications & Communiques


**Commissioned Reports**

Quesada, J. 2008. Study Youth in Northern California (SYNC) Phase 1 Qualitative Report. State Report to California Department of Public Health, Office of AIDS. (57 page report)


**Work in Progress**

“The Violence of Shattered Dreams: Structural Vulnerability and Discontent in Post-Revolutionary Nicaragua”. Book Manuscript in progress

**Grants: Research and Fieldwork Projects**

2014-2010 National Institute of Health (NIH)/National Institute of Alcohol Abuse and Alcoholism (NIAAA) R01 Federal Grant, Structural-Environmental Factors, Alcohol and HIV Risk in Latino Migrant Laborers, Qualitative Principal Investigator (PI). With Principal Investigator, Dr. Kurt Organista, University of California, Berkeley (5R01AA017592-02), (Grant Total ± $422,877.00)

2009-2006 Principal Investigator. Study Youth in Northern California (SYNC) Qualitative Research-Training PI for Five-County Northern California Study (Alameda, Contra Costa, San Francisco, San Joaquin, San Mateo) of Substance Using Youth and HIV Risk Study. California Department of Public Health, Office of AIDS. (Grant Total ± $361,205.00)

2005-2003 Principal Investigator. Project Title: HIV-Related Risk Behaviors and Associated Perceptions among Latino Day Laborers and Rural Migrant and Seasonal Workers in the Agricultural Sector. California Department of Health and Human Services, Office of AIDS. (Approximate Grant Total: ± $190,000.00)


**Papers Presented at Scholarly Forums (selected)**

**Conference Panel: Chair, Organizer, Presenter, and/or Discussant**


3
2012 Co-Organizer and Discussant. Economic Migration and the (Un)Deserving Subject: Interrogating the Distinction between 'Voluntary' and 'Forced' Migration. American Anthropology Association annual meeting. San Francisco, California
2011 Presenter. Community-Based Participatory Research for Health Equity. SFSU/UC Berkeley. SFSU Health Equity Institute. August 9, 2011
2010 Chair and Presenter. Session: Migrant Rights and State Policy. Society of Applied Anthropology, Merida. Mexico
2009 Panel Discussant: Complex Communities: Health and Well Being at the Intersections of Identity, Society of Medical Anthropology annual meeting. Yale University, New Haven, Connecticut
2005 Co-Organizer and Discussant: Society of Medical Anthropology. Session: Globalization and Migrant Health Theorizing Immigrant Health: The Immigrant Body as Nexus of Contemporary Forms of Power. Santa Fe, New Mexico
2002  Presenter. The Role of the Nicaraguan Military at the Turn of Millenium. American Anthropology Association annual meeting. New Orleans, Louisiana

2001  Presenter and Panel Discussant. 34th Annual meeting of Southwest Council of Latin American Studies Meeting. Remilitarization In Central America. Santa Fe, New Mexico, March 21-24, 2001

2001  Co-Organizer and Moderator. “Community Action and Social Justice” Conference. SFSU Health Education

2001  Panel Discussant, On “The Meaning of September 11th”. SFSU Teach-In. Sponsored by Holistic Health Program


Subjects Taught (SFSU)
- Critical Medical Anthropology: Culture and Medicine
- Introduction to Socio-Cultural Anthropology
- History of Anthropological Theory
- Medical Anthropology
- Homelessness and Public Policy
- Ethnographic Field Methods
- Multinational Corporations and World Cultures
- Globalization and World Cultures
- Graduate Proseminar in Contemporary Anthropology
- Graduate Seminar on Problems in Cultural Anthropology
- Undergraduate Seminar in Contemporary Anthropology
- Urban Anthropology
- People and Cultures of Central America
- Anthropology of Racism
- Endangered Cultures
- Ethnography and Applied Qualitative Methods
- Legacy of Power and Violence: Central America in Anthropological Perspective
- People and Cultures in Mexico and Central America

Active & Past Thesis/Research Project Committee member, circa 2000-2013 (48 Theses)
Chronology of Master’s Theses: As Chair (Titles) or 2nd/3rd Reader:

2000  Johanna Crane, “HIV and the Economy of Poverty: A Critical Examination of Heterosexual Risk Among the Urban Poor” (Chair of Thesis). Currently a Ph.D. (UCSF/UCB) and Assistant Professor, University of Washington, Seattle

2000  Mary Gray, “Queer Voices/Queer Lives” (Chair of Thesis). Acquired Ph.D. (University of California San Diego)

2000  Ian Sitton (2nd Reader)

2000  Naomi Osterweil (2nd Reader)

2001  Serena Algozer (2nd Reader)


2001  Lynn Murata (2nd Reader)

2001  Michelle Otero, “Adolescent Childbearing in el Barrio: An Alternate Life Course” (Chair of Thesis)

2002  Janet Brown (2nd Reader)
2002  Jennifer Liu, “Rationalizing Risk: Sex, Drugs, and Everyday Life” (Chair of Thesis) Currently a Ph.D. (UCSF/UCB) andAssistant Professor at the University of Toronto
2002  Ana Gonzalez-Martingale, “Reclaiming Birth: A Study on Women’s Homebirth Experience” (Chair of Thesis)
2002  Daniel Cleary (2nd Reader)
2003  Brian Daniels(2nd Reader)
2003  Joel Holzman (2nd Reader)
2003  Michelle Kaye (2nd Reader)
2003  Patricia Meyer, “A Labor of Love: Immigrant Filipinas Providing In-Home Care to Elders in San Francisco: Politics, Labor, & Demographics Intersection” (Chair of Thesis). Acquired Ph.D., University of Kentucky
2003  Tijen Sumbul, “MotherLove: Miriam’s Story” (Chair of Thesis)
2003  Paul Christensen (2nd Reader)
2003  Noa Doitel (2nd Reader)
2003  Su-Lin Mangan(2nd Reader)
2005  Rachel Balabuszko (2nd Reader)
2005  Shay Cannedy (2nd Reader)
2005  Margaret Gassaway (2nd Reader)
2005  Mindy Gross, “Conjuntos Norteno: The Cultural Production of Ethnic Identity among Mexicans and Mexican-Americans in the San Francisco Bay Area” (Chair of Thesis)
2005  Matthew Moore, “Killing the Poor: Homelessness, Health Care, and Human Rights in San Francisco” (Chair of Thesis). Currently a practicing Lawyer
2005  Teresa Weston (2nd Reader)
2005  Andrea Yankowski (2nd Reader)
2006  Nickole Kabe (2nd Reader)
2006  John Ulloa (2nd Reader)
2007  Catherine Berglund (2nd Reader)
2007  Monique Derenia (2nd Reader)
2007  Nani Ratnawati (2nd Reader)
2008  Brian Gleeson, “Where the Trails Return: Cultural Influences on Hupa in History” (Chair of Thesis)
2009  Natalie Cox (2nd Reader)
2009  Angelina Engler (3rd Reader). Graduate from SFSU Department of Design and Industry
2009  Dionne Finoti (2nd Reader)
2009  Annette Hartsfield, “Chasing Arcadia: Sense of Place in a Gated Community” (Chair of Thesis)
2009  Timothy Jordan, “Reciprocity and the Hupa Woodpecker” (Chair of Thesis)
2009  Amy McCarthy (2nd Reader)
2009  Julie McGhee, “Tattooectomy: Redefining Beauty from Pain” (Chair of Thesis)
2009  Mary Vazques (2nd Reader). Graduate from Department of Latina/o Studies
2010  Silvie Cohen, “Acupuncture and Infertility in San Francisco” (Chair of Thesis)
2011  Mika Kadono (2nd Reader)
2013  Vanessa Avery (2nd Reader)
2014  David Priest, “Queering the Pitch: Interssex, Activism, and Medical Reform” (Chair of Thesis)
2014  Suzanne Walker, “Addressing Chronic Stress and Trauma: A Multidisciplinary Community-based Partnership in San Francisco” (Chair of Thesis)
2015  Jerika Heinze, “Classism, Credit, and Capitalism: The Ties that Bind Debt and Inequality” (Chair of Thesis)
2015  Jessica Schmonsky, “Holding the Space: The Reemerging Role of the Doula” (Chair of Thesis)
2017 Salam Shehedah, “Social History of General Union of Palestinian Students, San Francisco State University”. 2017 SFSU College of Liberal and Creative Arts Hood Recipient. Accepted into the UCLA Department of Anthropology Doctoral Program

**Professional and Civic Activities**

**University Service:**

**Anthropology Department Committees (selected)**
- Present-2008 Curriculum Committee, member
- Present-2002 Cultural Faculty Search Committee, member
- Present-2002 Course Schedule Committee, member
- Present-2001 Lecturer Search Committee, member
- 2007-2002 Chair, SFSU Department of Anthropology
- 2007 Graduate Coordination Committee, member
- 2007-2005 Co-founded University-wide Native American Grave Protection and Repatriation Act (NAGPRA) Advisory Board (NAB) & Repatriation Task Force (RTF), member
- 2006-2004 Department Curriculum Revision Committee, member
- 2004-1998 Anthropology Student Association (ASA), faculty advisor
- 2003-2001 San Francisco Urban Institute Center for Inner-City Ethnography, member
- 2003-2001 Treganza Museum Committee, chair
- 2001-2000 Department Curriculum, co-coordinator

**Contributions to Campus (selected)**
- 2016 Presenter. Immigration and the 2016 Presidential Elections. College of Liberal and Creative Arts Presidential Election Year Lecture Series. San Francisco State University, San Francisco, CA.
- 2014 Latino/a Studies RTP Committee, Member
- Present-2002 Member, SFSU Cesar Chavez Institute Advisory Committee
- Present-2003 SFSU Cesar E. Chavez Institute Faculty Researcher
- Present-2006 Environmental Studies RTP Committee, member
- 2012 Participant. Community Science Dialogue-Peer to Peer Health Strategies in HOPE San Francisco Communities. SFSU Health Equity Institute
- 2011 Presenter. SFSU/UC Berkeley Community-Based Participatory Research for Health Equity Institute: The Challenge of Research, Service and Defense of Stigmatized Populations: Collaborating on Behalf of Undocumented Latinos
- 2009 Presenter. SFSU Health Education Community Based Participatory Research Faculty Forum: The Challenge and Politics of Inclusion: Collaborations with Youth as Equals
- 2008 Presenter. Fall 2008 Women Studies Lecture Series: The Vicissitudes of Structural Violence with emphasis on Nicaragua: The Impact of Neoliberalism at the Turn of the Century
- 2007-2005 Co-Founder of the American Holocaust Project, member (with Floyd Red Crow Westerman)
- 2007-2005 Co-Founder of University-wide Native American Grave Protections and Repatriation Act (NAGPRA) Advisory Board (NAB) and Repatriation Task Force (RTF), member
- 2007-2004 Member, College of Behavioral and Social Science Strategic Planning Committee
- 2006-2001 Faculty Co-Sponsor. Students for Peace (on-campus student-led organization)
- 2006-2004 Member, SFSU Health Equity Initiative
- 2005 Panelist: BSS Public Lecture Series: Social Justice, Social Change: Race/Ethnicity, Class, Gender, Disability, and Sexuality at Home and Abroad
- 2005 Panelist. Teach-In on Human and Natural Costs of Hurricane Katrina (Colleges of BSS/HHS Teach-In): Rebuilding on a New Foundation of Justice: Serving a Multiply Wounded Society: Rebuilding & Natural Disaster Planning: Lessons from Central America
- 2005 Panelist. 2nd Annual Department of Anthropology Human Rights Summit: Hidden Genocides. Panel:
Psycho-Social Effects of Violence and Conflict

2005 Co-Organized Native American Grave Protections and Repatriation Act (NAGPRA) Anthropology Roundtable
2005 Department-Disciplinary representative. Participant in CSU Lower Division Transfer Pattern (LDTP) PartnershipForum, Long Beach, CA

2002 Co-Organizer & Speaker, SFSU Campus Teach-In on the September 11th Terror Tragedy
2002-2000 Member, Hiring Committee Member for Tenure-Track Search, Department of Women’s Studies
2001 Presenter. Institute of Holistic Health Studies Teach-In & Dialogue of September 11: Social Trauma and Post-Traumatic Stress: Managing the Impact of Violence-Fear
2001-2000 Organized the SFSU College of Behavioral and Social Science Speakers Series

University Non-Teaching Activities (selected)
Present-2004 Faculty Researcher, SFSU Cesar Chavez Institute
Present-2009 Principal Investigators Committee. SFSU Cesar E. Chavez Institute
2009 Labor Studies Search Committee, member
2008 Presenter. SFSU BSS Lecture Series. The Impact of Immigration on the 2008 Presidential Elections,
2007 Organizer. Public Guest Lecture by Dr. Svetlana Broz (Cardiologist and Author, “Good People in an Evil Time” Sarajevo, Bosnia-Herzegovina). Lecture: Civil Courage: Choices People Make in Wartime and its Aftermath
2006-2002 Chair, Human Sexuality Program RTP Committee
2007-2004 Member College of Behavioral and Social Science, Strategic Planning Committee
2007-2002 Member. College of Behavioral and Social Science Chairs Council
2006-2004 Museum Studies Program RTP Committee, member
2006-2004 Member. SFSU Committee on Health Equity Initiatives
2006-2001 Member, Women Studies RTP Committee
2005-2002 Member. Department of Sociology RTP Committee
2005-2001 Member, Department of Health Education RTP Committee
2004 Member. Principal Investigator Committee. SFSU Office of Research and Sponsored Programs (ORSP)
2004-2000 Faculty Co-Chair (elected), SFSU Raza Faculty and Staff Association
2001 Session Chair & Moderator. SFSU Department of History and Latin American Studies Forum. History, Society, and Culture. Session: Cultural Integration and Separation

Professional and Civic Activities
Professional Service (selected)
Present-2009 Consultant, Mission Neighborhood Resource Center
Present-2009 Consultant, San Francisco Day Laborer Program, Dolores Street Community Services
Present-2009 Consultant, Multicultural Institute, Berkeley, California
2012 Panelist. California Forum for Diversity in Graduate Education. SFSU, November 3, 2012
2012-2009 Present Consultant, Centro Legal de la Raza, San Francisco Day Laborer Program
2011 Keynote Speaker. Tinker Symposium: Graduate Field Research in Latin America. The Center for Latin American Studies, University of Arizona, Tucson
2009  Discussant. Yale University, Society of Medical Anthropology International Conference: Medical Anthropology at the Intersections: Celebrating 50 Years of Inter-Disciplinarity. Session: Complex Communities: Health and Well Being at the Intersection of Identity

2009  Lecturer. University of California, San Francisco Lecture. Mandatory Culture and Medicine course for second and third year medical students

2009  Guest Presenter & Workshop Leader: Sonoma County Public Health: Latino Health Forum Workshop. Structural Vulnerability Across Multiple Populations

2009  Invited Participant. Launching of University of California, Berkeley and Davis Migration and Health Research Center (MAHRC). UC Center, Sacramento, CA.


2008  Presenter. Studying Youth In Northern California (SYNC) Qualitative Contributions to Epidemiological Knowledge of Substance Using Youth in Alameda County. Alameda County Department of Public Health, Division of Communicable Disease Control & Prevention, AIDS Epidemiology Surveillance Unit


2008  Presenter. San Francisco General Hospital Grand Rounds. On Migrant Laborer Health

2008  Guest Lecture. University of California, San Francisco, School of Medicine. 2nd Year Course on Culture and Medicine. Structural Vulnerability among Latino Day Laborers in San Francisco and Migrant Farm Workers in Monterey County


2007  Lecture. UCSF School of Medicine class on Culture and Medicine. Lecture on health and immigration Invited Seminarian: Global Health in a Time of Violence. Advanced Seminar Program. School of American Research. Santa Fe, New Mexico


2003  Consultant, California Department of Health, Office of AIDS Latino Migrant Health Statewide Study. Sacramento, CA


2002  Consultant, Cooley Godward LLP, Attorneys at Law, Guatemalan Political Asylum Case


2001-1999  Consultant. Committee for Health Rights in the Americas (CHRICA) Hurricane Mitch Medical Relief Aid

2000  Consultant. City and County of San Francisco, Department of Public Health. Technical Review for RFA 2-2002 Tobacco Free Multi-Unit Housing

1999-2001  Consultant. Committee for Health Rights in the Americas Hurricane Mitch Medical Relief Aid


Consultant and Analyst. Prison Law Office. Provided psycho-cultural analysis and in-depth interviews of significant others. Alison Hardy, esq. and Staff Attorney.

Consultant and In-Service Trainer. NIMEHUAZIN: Nicaragua AIDS Foundation. Uses of Qualitative methods for large sample study surveys. Lic. Rita Arauz, Presidente. Managua,

Community Service (selected)


2014-2008 Member, Board of Directors of Loco Bloco (Youth Art and Cultural Organization)

2014 Invited Instructor. 20-Hour Course/Workshop: Psychology of Trauma (for Medical and Nursing Students). UNiFA (University of the Dr. Aristede Foundation). Invited by Ms. Mildred Aristede, First Lady of the former Haitian President Jean-Bertrand Aristide and Physicians for Haiti, April 14-18. Port-au-Prince, Haiti


2009 Teach and Community Service. Berkeley Tech High School. Teach, Train, and Supervised Cohort of 17-18 year old High School Youth in the Practice of Native and Peer Ethnography (Part of SYNC Project)


2008. Co-Organized. Tour Guide of Pescadero At-Risk Youth to San Francisco State University & the Academy of Art And Sciences


2008 Presenter. Studying Youth In Northern California (SYNC): Qualitative Contributions to Epidemiological Knowledge of Substance Using Youth in Alameda. Alameda County Department of Public Health, Division of Communicable Disease Control & Prevention, AIDS Epidemiological Surveillance Unit 2, Oakland, CA

2006 Lecture. San Francisco Juvenile Justice High School Program. Lecture and Counsel incarcerated youth findings from SYNC (Study Youth in Northern California Project)

2007 Guest Discussant. KALW FM 91.7 “City Visions”: Discussion on Day Laborers in Context of Contemporary Local and National Immigration Debates

2007 Grand Rounds Presenter. UCSF San Francisco General Hospital Primary Care Grand Rounds. “Health of Latino Day Laborers in the Bay Area”. San Francisco General Hospital, 1001 Potrero Avenue, San Francisco, CA

2007-2005 Member, California Department of Health Northern California HIV and Migrant Labor Research Committee

2006 Consultant, California Department of Health Office of AIDS Study Youth in Northern California (SYNC) Research Planning Committee

2004 Consultant, California Department of Health, Office of AIDS Latino Migrant Health State Meeting

2002 Co-Sponsored Campus Tour. Julio Cesar Macias, Secretary of the United Democratic Left (UNID), Guatemala. Grupo Quetzal. April 7, SFSU

2001 Acquired the San Francisco Committee of Health Rights in the Americas Health and Human Rights Archives for San Francisco State University, September 2001


2001 Organizer, Committee for Health Rights Speakers Tour: Yeta Ramirez, The Health Consequences of Violence Against Women in Nicaragua. March 15, Women’s Building, 3543 18th Street, San Francisco

2000 Co-Organizer. Committee for Health Rights Panel Discussion: Healthcare is a Human Right, From El Salvador to the Bay Area. November 11, Women’s Building, 3543 18th Street, San Francisco

2000 Co-Sponsored SFSU Campus Tour. Ajiza Magna, Coordinator of the Sa’he Institute for Liberation, East Timor. October 25th
2000 Member, Official Program Committee for the Society of Applied Anthropology Annual Meetings
2000-1999 Member, Steering Committee for the Committee for Health Rights in the Americas (CHRICA)
2000-1985 Member, Committee for Health Rights in the Americas (CHRICA)

**Professional Societies and Disciplinary Services**
American Anthropological Association, Member
- Critical Anthropology of Health Committee, Member & Chair-Elect (1996-1997)
- Society for Medical Anthropology, Member
Society for Applied Anthropology, Member
- Committee for Human Rights, Member
- Latin American Studies Association, Member
- Committee for Health Rights in Central America, Member (2001-1986) & Steering Committee Member (1990-1986)

**Reviewer and Commentator:**

**Peer Reviewer**
I am a peer reviewer for the American Ethnologist; Medical Anthropology Quarterly; Medical Anthropology; Ethnography; Culture, Medicine, and Psychiatry; Social Science and Medicine; NACLA Report on the Americas; Culture, Health, and Sexuality; Studies of Cultural Systems and World Economic Development; Anthropology Quarterly; Peace and Change: Journal of Peace Research; Blackwell Publishers; University of California Press, School of Advanced Research, and Rutgers University Press

**Other Significant Activities**
- Dad, partner and family man; drummer; soccer player; gardener, camper, and dog walker
EDUCATION

2017  PhD  Stanford University, Department of Anthropology

Dissertation: *Danish Health Policy and Enslaved Healing Practices, St. Croix, US Virgin Islands*
Committee: Dr. Barbara L. Voss (Anthropology), Dr. Krish Seetah (Anthropology), Dr. Paulla Ebron (Anthropology), Dr. Mark Hauser (Anthropology, Northwestern)

2010  MA  University of Arizona, School of Anthropology
Major: Archaeology  Minor: Human Geography
M.A. Title: *Storage and Centralization in Bronze Age Greece*

2006  BA  University of Arizona
Majors: Philosophy and Art History

RESEARCH GRANTS AND FELLOWSHIPS

- 2015-2016  Wenner Gren Foundation Dissertation Fieldwork Grant, $18,745
- 2016-2017  Ric Weiland Fellowship, School of Humanities and Sciences, Stanford, two year graduate fellowship, $6,000 in research funds
- 2016  Diversity Dissertation Research Opportunity, Stanford University, $5,000
- 2010  William and Nancy Sullivan Scholarship, $500
- 2009  Emil W. Haury Education Fund for Archaeology, $500
- 2008  Emil W. Haury Education Fund for Archaeology, $500

PUBLICATIONS

- *Labor and Health: Toward an Archaeology of Healthcare Politics in the Danish Caribbean.* *Current Anthropology.*


TECHNICAL REPORTS

- 2016  Reifschneider, Meredith. “Final Report for Archaeological Investigations Conducted at Estate Cane Garden, St. Croix, USVI, VAm1-193”. Submitted to Virgin Islands State Historic Preservation Office
- 2015  Reifschneider, Meredith. “Preliminary Report for Archaeological Investigations Conducted at Estate Cane Garden, St. Croix, USVI, VAm1-193”. Submitted to Virgin Islands State Historic Preservation Office
INVITED TALKS
2016 Invited Lecturer, Stanford Archaeology Center. *Archaeology 117B. Landscapes and Monuments*. Spring term. Under the direction of Dr. Sasa Caval.
2016 *Results of Archaeological Excavations at Estate Cane Garden*. National Park Service, Christiansted, St. Croix, USVI.

CONFERENCE PRESENTATIONS
2017 *Society for American Archaeology, Vancouver, British Columbia*  
*Scale in Health Research: Situating Topographies of Healthcare*.
2016 *Society for American Archaeology, Orlando, Florida*  
2015 *Society for Historical Archaeology, Seattle, Washington*  
*Danish Colonial Healthcare Policy and Enslaved Healing Practices on St. Croix, US Virgin Islands*.
2014 *Society for Historical Archaeology, Quebec City, Canada*  
*Towards a Queer Materialism in Archaeology; Materiality and the Sexed and Gendered Subject*.
2010 *Society for American Archaeology, St. Louis, Missouri*  
*Storage and Centralization in Bronze Age Greece*.
2009 *Society for American Archaeology, Atlanta, Georgia*  
*Storage in Mycenaean Greece: Implications for Economic Centralization and Redistribution*.
2009 *Geological Society of America, Portland, Oregon*  
*Iterative Geological Mapping and 3D Structural Modeling to Identify Spatial Inconsistencies and Create Accurate Visualization Framework for Geoarchaeological Interpretations: Mt Lykaion (Greece) Sanctuary of Zeus Case Study: Part 1, Mapping. Co-authored paper with Dr. George Davis*

ORGANIZED WORKSHOPS

TEACHING EXPERIENCE
2013 *Teaching Assistant*, Stanford University, Department of Anthropology  
*Sex and Gender, Anthro 15*. Fall quarter. Dr. Rebecca Bird, Instructor. Wrote and graded final exams, mentored students in developing final research papers, held test review sessions.
2010 *Graduate Student Instructor*, University of Arizona, School of Anthropology, *Archaeology Field School, University Indian Ruins*. Spring semester. Dr. Suzanne Fish and Dr. Paul Fish, Instructors. Trained undergraduates in field procedures including surface collection, excavation, geophysical survey, and laboratory analysis. Developed curriculum materials including field methods and archaeology identification manuals. Reviewed and graded participant field journals.
2009 **Graduate Student Instructor**, University of Arizona, Department of Anthropology. *GenEd. Traditions and Cultures 101, Patterns in Prehistory*. Dr. Stephen Kuhn, Instructor. Prepared and delivered lectures, taught weekly sections, developed curriculum modules and assignments for in-section exercises, graded final papers, held weekly office hours, wrote and graded midterm and final exams.

2008 **Graduate Student Instructor**, University of Arizona, Department of Anthropology. *GenEd. Individuals and Societies 101, Origins of Human Diversity*. Dr. Stephen Kuhn, Instructor. Prepared and delivered lectures, taught weekly sections, developed curriculum modules and assignments for in-section exercises, graded final papers, held weekly office hours, wrote and graded midterm and final exams.

2008 **Graduate Student Instructor**, University of Arizona, Department of Anthropology. *Introduction to Archaeology*. Fall quarter. Dr. Mark Aldenderfer, Instructor. Developed and delivered lectures on basic field methods and theory, held after class review sessions and weekly office hours, administered midterm and final exams, graded exams and final papers.

**ARCHAEOLOGICAL FIELDWORK**


2008-2010 **Site Coordinator, Trench Supervisor**, Iklaina Archaeological Project, Pylos, Greece. University of Missouri, St. Louis. Under the direction of Dr. Michael Cosmopoulos. Trained and supervised University of Missouri field school students at the Bronze Age site of Iklaina. Conducted and supervised unit excavations; managed soil flotation and processing. Complemented in field instruction with evening lectures and discussion groups.


**LABORATORY EXPERIENCE**

2013-present **Senior Research Assistant**, Market Street Chinatown Archaeology Project, Stanford Archaeology Center, Dr. Barbara L. Voss, Principal Investigator. Supervised and trained undergraduate assistants in artifact identification and laboratory analysis techniques. Conducted artifact analysis and co-authored technical reports.

2008-2009 **Research Assistant**, University of Arizona. Department of Geosciences. Dr. George Davis, supervisor. Designed and managed the geospatial database for Mt. Lykaion Archaeological Project, a Classical archaeological site in the Southern Peloponnese, Greece. Dr. David Romano, Project Director.

2007 **Research Assistant**, University of Arizona, Department of Anthropology. Dr. Barnett Pavao-Zuckerman, supervisor. Collected zooarchaeological data from published site reports, entered and managed data for AZSITE, and online searchable zooarchaeological database.
2006  **Laboratory Assistant**, William Self Associates, Tucson, Arizona. Conducted soil flotation, processed and analyzed material from heavy fraction samples, co-authored technical reports.

**CULTURAL RESOURCE MANAGEMENT POSITIONS**


2012  **Field Technician**, Tierra Right of Way Services, Tucson, Arizona. Conducted Phase I archaeological surveys in various locations throughout New Mexico.


2010-2011  **Field Technician**, Power Engineers, Tucson, Arizona. Conducted archaeological surveys and monitoring at various locations throughout Tucson, Arizona.

2010-2011  **Research Technician**, Biosphere 2. Oracle, Arizona. Collected and managed data for an invasive grass study, developed and participated in public interpretive and educational outreach programs, conducted fieldwork for soil erosion and landscape change studies.

2008  **Field Technician**, Harris Environmental Group, Tucson, Arizona. Conducted Phase I surveys on Gila Indian Reservation in Apache Junction, Arizona.


**PROFESSIONAL SERVICE**

2017  Reviewer for *Journal of Social Archaeology*.

2017  Reviewer for *Journal of Historical Archaeology*.

2015  Reviewer for *Journal of Social Archaeology*.

**PUBLIC ENGAGEMENT**

2015  National Park Service, St. Croix, USVI. Supported summer interns in service learning projects focused on local heritage and cultural resources.


2013  Stanford Archaeology Center, Stanford, CA. Volunteer, Big Dig Project. Worked with elementary children and teachers at a ‘mock dig.’ Instructed students in archaeological methods including excavation, laboratory analysis, and artifact interpretation.
PROFESSIONAL AND HONORARY SOCIETIES
Society for Historical Archaeology
Society for American Archaeology
American Institute of Archaeology
Phi Eta Sigma Honor Society Member, University of Arizona
Golden Key International Honour Society Member
Philosophy Honor Society Member, University of Arizona

REFERENCES
Dr. Barbara L. Voss
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Main Quad, Building 50
450 Serra Mall
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1810 Hinman Avenue
Evanston, IL 60208
Cynthia A. Wilczak  
Associate Professor  
Department of Anthropology  
San Francisco State University  
1600 Holloway Ave, San Francisco, CA 94132  
e-mail: cwilczak@sfsu.edu

EDUCATION
Ph.D.  Physical Anthropology, Cornell University, 1998  
Dissertation Title: A New Method for Quantifying Musculoskeletal Stress Markers (MSMs): A Test of the Relationship between Enthesis Size and Habitual Activity in Archaeological Populations.
M.A.  Cornell University, Physical Anthropology, 1995  
B.S.  Animal Science, Cornell University, 1989

TEACHING
Faculty Positions and Courses Taught by Date and Institution
2007-present  
Associate Professor, San Francisco State University, Tenure and promotion 2012  
Anth 100 Introduction to Biological Anthropology  
Anth 302 Foundations of Human Variation  
Anth 333 Primate Behavior  
Anth 545 Bioarchaeology  
Anth 535 Paleopathology  
Anth 652 Anthropological Statistics (required Grad + advanced undergrads)  
Anth 710 Proseminar in Anthropology (Grad, Team taught - Bio Anth section)  
Anth 735 Paleopathology (Grad)
2001-2007  
Adjunct Faculty: University of Maryland, College Park  
Anth 220 Introduction to Biological Anthropology  
Anth 428T Human Osteology  
Honr 229V Human Odyssey: The Evolution of Homo sapiens  
Anth 428S Human Skeletal Anatomy  
Anth 428P Paleopathology and Paleodemography
2002  
Instructor: George Washington University  
Anth 100 Introduction to Physical Anthropology
1998-2003  
Adjunct Faculty: CCBC-Essex  
Bio 100 Introduction to Forensic Biology  
Bio 110 Introductory Biology  
Bio 109 Anatomy and Physiology (non-majors)  
Bio 220 Anatomy and Physiology (majors)
1998-2000  
Adjunct Faculty: Villa Julie College  
Bio 114 Introductory Biology  
Bio 104 Human Biology
Bio 220 Comparative Anatomy
Bio 400 Senior Science Research Methodology Seminar

Student Thesis and Dissertation Committees

M.A. Student, Committee Chair, San Francisco State University

2017 Alicia Botham, Archaeological Record? An Interdisciplinary Literature Review of Diagnostic Criteria for Healing, Depressed Cranial Fractures
2017 Cheryl Tripathi, Dem Bones: Curating the Anatomical Collection at San Francisco State University.
2013 Christina Alonso, Orbital lesions in Highland and Lowland Peru
2012 Monica Nolte, Musculoskeletal attachments, body size and sex: the biceps tuberosity in three dimensions.
2010 Gloria Nusse, Artistic and Observer Bias in Forensic Facial Reconstruction.

Current: Hannah Miller, Alicia Botham, Cheryl Tripathi, Sophie Minnig, Sarah Pardee, Misty Alloy

M.A. Student, 2nd Reader, San Francisco State University

2016 Dave Daly, Archaeology of the Dam-Keepers House
2016 Garrett Trask, Analyzing style in Classic Mimbres black-on-white geometric pottery designs.
2016 Melissa Ashley Rodrigues, Dental Caries Prevalence in a late 19th to early 20th century cemetery in San Jose, California.
2014 Priscilla Mollard, New Road to Xibalbá: Caves and the Classic Maya Ball Game.
2014 Amandine Castex, Jaguar Manifestation in Mesoamerica and Peru
2014 Guadalupe Ochoa, Cribra Orbitalia and Porotic Hyperostosis in Middle Horizon Peru: An osteological Analysis of Collata and Tenehaha
2013 Heather Bradford, One of Us: Analyzing Social Integration in a Protohistoric Pueblo Site through Dental Caries.
2013 Priscilla Mollard, A New Road to Xibalbá and the Classic Maya Ball Game
2012 Tesla Monson, Metameric variation in the expression of the interconulus in Papio and Macaca.
2012 Andrea Guidara, Discriminate function analysis for sex determination using tooth size at the Vineyards site (4CCO548).
2011 Jennifer Blake, Nonalimentary Tooth Use in Ancient California.

Current: Erdem Durgunoglu, Melissa Rodriguez, Suzanne Ubick, Garrett Trask, Jennifer Weiss, Gina Caretti, Devan Glensor
M.A. Committee Member, University of Maryland, College Park
2007 Aleithea Williams, Skeletal Analysis of Historic Burials from Irene Mound, Savannah, Georgia.
2005 Mark Zajac Enrichment Activity Analysis in Captive Non-human Primates.
2005 Jamie Loichinger, Ethnic variation in morphometrics of the sacrum.

Ph.D. Committee Outside Reader, University of Oulu, Finland.
2012 Sirpa Niinimäki, Reconstructing physical activity from human skeletal remains: potentials and restrictions in the use of musculoskeletal stress markers.

Ph.D. Committee Outside Reader, Johns Hopkins University

Senior Honors Thesis Committees, University of Maryland
2007 Amy Humphries, A Man, a Mummy, and a Mystery: Research into the Background of Item 208162—“Peruvian Mummy, Ancon”
2006 Erin Wingfield The Effects of the Development of Modern Transportation upon Infectious Disease and Mortality in Pike County, Illinois 1850 to 1880.

Senior Honors Project Chair and Research Mentor, Villa Julie College

FACULTY SERVICE, SAN FRANCISCO STATE UNIVERSITY
2017 - Chair, Department of Anthropology
2013-15 Academic Senate, Senator-at-Large
2013-15 Chair (2014-15), Curriculum Review and Approval Committee
2014-15 Executive Committee of the Academic Senate
2014-15 UAAAC (Academic Assessment)
2014-15 Enrollment Management
2013-15 CSU Student Research Competition, College of Liberal and Creative Arts
2008-17 Undergraduate Coordinator, Department of Anthropology.
2011-14 Scholarship Committee, College of Liberal and Creative Arts
2013 Midterm Department Chair Review, Committee Chair.
2011 Distinguished Graduate Student Award Committee, College of BSS
2010-11 Sneak Preview Day, Department of Anthropology, Organizer.
2009-10 Deans Scholarship Selection Committee, College of BSS.
2008-09 CSU Student Research Competition, College of BSS.
RESEARCH AND PROFESSIONAL EXPERIENCE

Special Projects and Activities

2009-present Methodological Working Group for recording enthesal changes. University of Coimbra, Portugal
- Part of an international collaboration to develop standardized scoring procedures and terminology for recording enthesal changes in human skeletal remains. We have worked together through electronic communication and workshops held in 2010 Geneva, Switzerland and 2014 Coimbra Portugal. http://www.uc.pt/en/cia/msm/msm_after

2010-present Paleopathology Consultant
- Provide on-call expertise in pathological diagnosis of archaeological remains recovered from Bay Area sites for D&D Archaeological Services, L.L.C.

2008-2014 Forensic and Archaeological Consulting
- 1) Analysis of skeletal remains in two forensic cases, one an exhumation, and a third 3-D digitization of a skull for facial reconstruction for Sonoma County, CA Office of the Medical Examiner; 2) Part of Human Remains Recovery Team, Sept. 2010, following a natural gas explosion and fire, San Bruno County, CA, working at the request of county Office of the Medical Examiner; 3) Recovery of Native American burial remains from a residential construction site, Santa Clara County; 4) Skeletal recovery and on-site consulting, Valley Medical Center, Cemetery, Santa Clara County; 4) CA Dept of Fish and Wildlife, Santa Cruz, Consult on trauma to otter skulls, determination of anthropogenic cause (2013, 2017).

2012-14 Santa Clara Valley Medical Center, Cemetery Project, Skeletal Processing
- Coordinated and supervised students in processing of human remains transferred to San Francisco State University from a historical hospital cemetery circa 1875-1940, San Jose. Transfer to SFSU beginning in Aug 2012. Oversaw final transfer of remains for long-term curation to CSU-Chico in 2014.

2007-12 Smithsonian Institution, Osteoware Software
- Project member for the development of research software for standardized data collection on human skeletal remains. Developed on-line content, edited and wrote chapters for support manuals and protocols. https://osteoware.si.edu

2002-09 African Burial Ground Project, Data Analysis and Expert Consultation
- Analysis and summary of osteological data on osteoarthritis, muscle insertions, and trauma collected under the direction of Dr. Michael Blakey. Lead author on relevant chapter for the final published report.

2003-07 Smithsonian Institution, Contract Osteologist, Office of Repatriation
- Analysis & documentation of age, sex, osteometrics, non-metrics, taphonomy, pathology & cultural modification of Native American remains.

Grants and Awards

2016 Appointed to Fulbright Scholar Specialist Program, assigned two week consultation project at the University of Coimbra, Portugal, Summer 2016.
2015 Office of Research and Sponsored Programs, $13,500
2009 CSU Faculty Mini Grant, $5,000
1996 NSF Dissertation Improvement Grant, $7,895
1996 Cornell University Teaching Assistant Award
1994 President’s Council on Cornell Women Grant, $800
PUBLICATIONS

Submitted or in Preparation


in preparation. Wilczak, CA. Defect of the first Cervical Vertebrae from Puye, New Mexico: A potential cradleboarding injury. (for submission to Bulletins et mémoires de la Société d’anthropologie de Paris)

Peer-Reviewed Journal Articles


Books


Book Chapters


Editor, On-line Publication (Osteoware)


Chapters, On-line Publication (Osteoware)


Book Reviews


Forensic Case Reports


Publications (not Peer-Reviewed)


INSTRUCTOR IN WORKSHOPS AND SHORT-COURSE TRAINING


2008 Workshop on the Repatriation Program at the Smithsonian Institution. Session on Osteology Lab Protocols for students from the University of Kentucky. Organized by Dr. Eric Holliger, held at the Smithsonian Institution, Washington August 25th.


2005-07 Instructor: National Museum of Health and Medicine and Armed Forces Institute of Pathology. 18th, 19th, & 20th Annual Forensic Anthropology Course. (laboratory training and lectures)


PRESENTATIONS AT PROFESSIONAL MEETINGS

Symposium Organizer

2011 Standardized Skeletal Data Collection with the Osteoware Program of the Smithsonian Institution. Co-organizers: CA Wilczak and G Madden. 80th Meeting of the American Association of Physical Anthropologists, April 12-16th, Minn, MN. Presented: Wilczak, CA Inventories, Adding Individuals and Tracking Skeletal Elements in Osteoware.

Keynote and Invited Addresses


Invited Conference Symposia


Other Conference Presentations

2017 Botham, AD and Wilczak CW. Are Nonlethal Cranial Injuries Being Over-diagnosed in the Archaeological Record? An Interdisciplinary Literature Review of Diagnostic Criteria for Healing, Depressed Cranial Fractures. 44th Meeting of the Paleopathology Association, New Orleans, LA, April 17-19th (poster)

2016 Miller, H and Wilczak CW. The (Lack of) Association between Cribra Orbitalia and Porotic Hyperostosis: When Porosity is not Enough. 43rd Meeting of the Paleopathology Association, Atlanta, GA, April 12-13th (poster)

2015 Wilczak CA. Defect of the first Cervical Vertebrae from Puye, New Mexico: A potential cradleboarding injury. 42nd Meeting of the Paleopathology Association, St. Louis, Missouri, March 24-25th (poster)


2013 Wilczak CA and Ortner DJ. A Case of Lepromatous Leprosy from Kodiak Island, Alaska. 40th Annual meeting of the Paleopathology Association, Knoxville, TN. April 9-10th (podium).


2008 Wilczak CA and Z Jeney. Inflammatory orbital lesions in the Channel Islands Region, California, 35th Annual Meeting of the Paleopathology Association, Columbus, OH, April 7-21. (podium)


2005 Wilczak CA and SD Ousley. Questioning the relationship of cranial deformation to ossicle formation: Results from Hawikku. 74th meeting of the American Association of Physical Anthropologists Milwaukee, WI, April 6-9. Abs: AJPA 126(S40):222. (poster)


2002 Jackson FLC, and CA Wilczak Ethnogenetic approaches to restructuring human variability for environmental assessment. March 3-6, EPA Conference on Biological Variability in Children and Implications for Environmental Risk Assessment: New Perspectives on the Roles of Ethnicity, Race and Gender. University of Maryland, College Park, March 3-6 (podium)


MISCELLANEOUS PROFESSIONAL ACTIVITIES

Current Memberships in Professional Organizations
American Association of Physical Anthropology (AAPA)
American Association of Paleopathology

Manuscript and Book Proposal Reviewer
• International Journal of Osteoarchaeology, 2006 - 2017
• American Journal of Physical Anthropology, 2003 - 2017
• International Journal of Paleopathology, 2011-2017
• Surface Topography: Metrology and Properties, Quanternary International, 2015
• Anthropological Science-Nippon, 2012
• HOMO: Journal of Comparative Human Anatomy, 2010
• Journal of Children's Health, 2002

Grant Reviewer
• National Science Foundation, 2010, 2011, 2013
• Leakey Foundation, 2013

Collaborators
Scott Burnett (Eckerd), Christopher J. Dudar (NMNH, Smithsonian), Mark Griffin (San Francisco State University), Charlotte Henderson (Durham U, UK), Doris Pany-Kucera (U Vienna, Austria), Valentina Mariotti (U Bologna, Italy), Dawn Mulhern (Fort Lewis College), Stephen D. Ousley (Mercyhurst), Sebastien Villotte (U Bordeaux)

Miscellaneous Service and Public activities

Professional and Public Service
2012 Cemetery excavation, Valley Medical Center, San Jose, CA.
2010 Human remains recovery, volunteered for the Coroner’s Office, San Bruno Co., CA after September 9th gas explosion and fire.

Presentations and Lectures
2010 Alumni Day Workshop: What Bones can tell us: Forensics and Bioarchaeology. C. Wilczak and M. Griffin, San Francisco State University.
2008-09 SciGirls, Lecture on Skeletal Analyses for SciGirls Summer Program at the Maryland Science Center, Baltimore, Md.

2008 Anthropology Brown Bag Lunch Series, Gender roles, status and work stress in 3D: Reflections on method and theory in Bioarchaeology. San Francisco State University. April, 15th.