

Truncated Annual Report: Department of AGES and Global Studies Program (Due Oct 1, 2022)

Programs: Anthropology BA, Minor; Environmental Studies BA, Minor; Geography BS, Minor; Global Studies BA, Minor; Certificates in Cartography & GIS, Sustainability.

Prepared by: Michael Lee, Chair, AGES and Acting Director, GLST – Fall 2022

DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS (suggested length of 2 pages)

Each program should provide a one-page discussion of the program data available through Pioneer Insights or the CAPR Data Portal. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure-track hires. Resource requests must be supported by reference to Pioneer Insights data or other data resources.

Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.

A. Discussion of Trends & Reflections Notable Trends;

Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).

We are in the process of compiling comprehensive and insightful statistics that will help us shed light on important trends in our program and set benchmarks and goals on multiple critical metrics for the coming five years. Below is an assortment of preliminary and example data we have been working on for our self-study.

Programmatic: Faculty - Since the last five-year review in 2014-15, significant changes occurred in AGES personnel. In 2014-15, the AGES regular faculty consisted of nine tenured members at the rank of Associate or above, two of these enrolled in the FERP program. Of those faculty, the two FERPers (Price and Stine) and three of the full-time faculty have since separated (Gilbert and Li) or retired (Woo) and two more are now enrolled in the FERP program (Larson and Garbesi), leaving only two of the original nine as full-time faculty (Lee and Wong), both full Professors. In the meantime, we have added three new full-timers to our tenured/tenure-track (T/TT) faculty roster, one tenured at the rank of Associate Professor (Gonzalez) and two tenure-track Assistant Professors (Marks-Block in his 3rd Year and Roman-Alcalá in his 1st year). Thus, the so-called regular faculty currently consist of five full-time and two part-time members, a total of seven all told. By headcount, Pioneer Insights shows we fell from 18 total faculty in Fall 2016 to 14 in Fall 2021. Of those total faculty, in Fall 2021 they were 64% white (40% for T/TT and 77% for lecturers) with no Black, Hawaiian PI or Native American BIPOC individuals. Of the 14 faculty, 50% were females in Fall 2016 dropping to 43% in Fall 2021 with only one T/TT female and no non-binary faculty. Our teaching allocation from CLASS for this total faculty have systematically been reduced from 238.4 wtu in 2018-19 to 196 wtu in 2021-22 and will likely have fallen further to an historically low 157.4 wtu in 2022-23 based on our draft Spring schedule. SFR also fell from 32 in Fall 2018 to 26.9 in Fall 2021. More detailed statistics on trends in faculty diversity relative to the University averages and an analysis of teaching loads, wtu allocations, enrollment per wtu, SFRs, etc. are in preparation and will be included in our self-study. **Students** - Overall, the number of majors listed in Pioneer Insights have fallen since conversion from 140 in Fall 2018 to 122 in Fall 2021. ANTH (51 to 50) has stayed virtually constant while ENVT (42 to 27) and GLST (36 to 24) have declined and GEOG (11 to 21) has increased. In Fall 2018 we had 85 (61%) FG, 83 (59%) LI, 67 (48%) URM, 81 (58%) Female and zero (0%) non-binary students and in Fall 2021 we had 75 (61%) FG, 64 (52%) LI, 59 (48%) URM, 81 (66%) female and 2 (1.7%) non-binary major students. Our FG and URM percentages were thus largely unchanged while our LI percentage went down and our female and non-binary percentages went up. These will be further broken down and analyzed in our self-study. With respect to degrees awarded, the four AGES programs graduated 64 majors per year pre-semester conversion (2015-16) and 46 per year after (2020-21), with ANTH (18-13), ENVT (20-13), GEOG (13-7) and INTS/GLST (13-13). This is counter the trend in the university as a whole which was for the number of degrees awarded to increase. The time to degree in 20-21 for our native majors was between 4.0-4.6, better than the University average of 5.0. Our transfers' time to degree was 2.0 (INTS/GLST), 2.1 (ANTH), 3.3 (ENVT) and 5.9 (GEOG) compared to 2.9 for the university as a whole. Comprehensive data tables and graphs will be included in our self-study.

Student Success and Equity: We are in the process of compiling comprehensive success equity statistics on our four degree programs for our self-study using analytical tools developed by the AGES Chair including a detailed analysis of our course-level DFWU equity statistics and our course-level average GPA gap equity statistics using a DEI lens. For each we are comparing DFWU and GPA-gap statistics for URM/Not-URM, LI/Not-LI and FG/Not-FG populations in our courses as well as Major/Not-Major for DFWU and Male/Female for GPA gap. This is a very time-intensive process but critically important for understanding student equity and success. A preliminary, aggregated analysis of our data across individual semesters shows that for ANTH, one of our highest enrolled courses, a lower division GE Area D1-2 class, has consistently had our highest DFWUs for the last three years - between 28-47%. For GEOG, ENVT and GLST our highest DFWUs have been in the range 19-33% in various different courses and modalities. In comparison,

at the University level, the highest DFWU rates since semester conversion have been much more elevated from 52-76%. With respect to GPA gaps, the Calstate dashboard allows aggregation for all semesters since Fall 2018. For the University as a whole since semester conversion, the GPA equity gaps for our URM students ranged from 0.75 higher to 2.01 lower GPA points than Not-URM. For LI students, the gap ranged from 0.87 higher to 1.83 lower for Not-LI students. For FG students, the gap ranged from 1.36 higher to 2.29 lower than Not-FG. And for gender, the gap ranged from 1.33 higher to 1.18 lower for males than females. A preliminary analysis of all of our courses for which there is data shows that our GPA equity gaps for our ANTH URM students ranged from 0.0 higher to 0.7 lower GPA points than Not-URM with 24/25 courses showing Not-URM students with higher average GPAs than URM. For LI students, the gap ranged from 0.44 higher to 0.8 lower than Not-LI with 24/26 courses showing Not-PELL students with higher average GPAs than PELL. For FG students, the gap ranged from 0.5 higher to 0.38 lower than Not-FG with 15/24 courses showing Not-FG students with higher average GPAs than FG. For gender, the gap ranged from 0.56 higher to 0.77 lower than female for males with 16/24 courses showing female students with higher average GPAs than male. Our GPA equity gaps for our GEOG & ENVT URM students ranged from 0.22 higher to 0.82 lower GPA points than Not-URM with 28/30 courses showing Not-URM students with higher average GPAs than URM. For LI students, the gap ranged from 0.43 higher to 0.51 lower than Not-LI with 29/34 courses showing Not-PELL students with higher average GPAs than PELL. For FG students, the gap ranged from 0.17 higher to 1.01 lower than Not-FG with 21/26 courses showing Not-FG students with higher average GPAs than FG. For gender, the gap ranged from 0.41 higher to 0.48 lower for male than female with 17/34 courses showing female students with higher average GPAs than male.

DEI rubric: In our self-study and five-year plan we are directly and systematically addressing the DEI rubric added to the five-year and annual reporting process since our last five-year reviews by the Senate. The self-study will report on each of the rubric categories and the five-year plan will integrate the criteria into our annual goals, operations, outcome tracking and reporting. Since this rubric is new to the department and has not previously been a framework for organizing faculty activities, processes and outcomes, the first step in our operationalization of the rubric as a framework is an accounting by individual faculty of examples of how different criteria are being addressed, followed by a critical analysis of these efforts relative to the normative goals/outcomes in rubric column C, coupled with a critical dialogic process to develop specific plans to more systematically and collectively advance DEI within our courses, research, service, policies, assessment, recruitment, and so forth. A link to this first step, which is currently ongoing as part of our self-study, is included here: [DEI rubric Google doc](#). We are using this reporting process during our self-study to share and promote effective practices among our faculty.

Reflections on Trends and Program Statistics:

Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.

Programmatic: Faculty - In line with the drop in our full-time faculty headcount since our last review described above, by headcount our tenure density had fallen from 50% in Fall 2016 to 46% in Fall 2021. Most recently, in Spring 2023, 47% of our wtu will be taught by our T/TT faculty, down from 51% in Fall 2022. **Students** - our programs currently collectively have demographic characteristics broadly in line with the University as a whole which for all students showed 65.1% FG (AGES 61%), 39.9% LI (AGES 52%), URM 39.3% (AGES 48%), and Female 63.5% (AGES 66%). Our programs show considerable variation in time to graduation of majors with both ENVT and GEOG having values higher than the university average which we are examining in our self-study. One factor in our ENVT and GEOG program, we believe, is that many of our majors are conversions from transfers into other degree programs and thus they start our program having already been here for several semesters. This will be borne out in the data analysis as well as showing any variations in statistics between different categories of students (URM, LI, FG) for which there is data, especially time to graduation.

Student Success and Equity: We have not had the chance yet to fully develop the equity statistics for DFWUs. That said, in all of our majors, we can see that the DFWU percentages, for which many courses and sections have zero

DFWUs, are highly variable as are the DFWU equity gaps; our goal is to make sense of these and connect the statistics to a discussion of pedagogy which includes whether our individual or collective grading practices in various courses impose avoidable structural obstacles to student success and to use a DEI lens. Our courses with our highest DFWUs have rates that are considerably lower than the highest across the university as a whole and we expect our average DFWUs and equity gaps to be lower than the averages in the university and than in many other programs. With respect to GPA gaps, we note that they are highly varied across courses and our ongoing self-study will provide a more detailed and insightful analysis to help set inequity reduction goals that we can track through programmatic responses over the coming five years. We are particularly concerned with the skewed success of our URM students who, in aggregate, appear to have broadly lower success across our majors than Not-URM; we will also compare ourselves against CLASS and university equities. Overall, compared to the university as a whole, the range of relative success of our groups of concern (URM, LI, FG and male) versus the comparable groups (Not-URM, Not-LI, Not-FG and female) are lower in terms of GPA gaps although they are still unacceptable. We will be examining this in much more detail and will attempt to control for/examine any evident effects of Covid and the switch to online modalities.

B. Request for Resources for the Upcoming Year (suggested length of 1 page)

B.1 Request for Tenure-Track Hires: provide evidence from trends provided

In our last five-year review, we stated we would increase the breadth and depth of our faculty by seeking a new tenure-track position emphasizing the ties between environment, culture, and everyday life in California and the San Francisco Bay Area. In the intervening period, we hired two full-time faculty: Dr. Tony Marks-Block (20-21), specialized in indigenous people's use of fire in California and its relationship to ecological restoration and traditional foodways, and Dr. Antonio Roman-Alcalá (22-23), specialized in agroecology, food justice, food sovereignty, and theories of political change in the Bay Area and beyond. Over this period, we lost the equivalent of more than four full-time faculty: our biological anthropologist (Dr. Gilbert), primary physical geographer (Dr. Li), spatial techniques geographer (Dr. Woo), and all but one course per year of our two FERPing faculty; resource environmentalist (Dr. Garbesi) and human geographer (Dr. Larson). Both will retire within the coming five-years. In the light of this fundamental change of personnel, we stated our desire in our last annual report to reinvigorate lost tenure-track positions with ones that can help us more effectively integrate our four intertwined majors in a synergized curriculum. We believe our future hires should bridge the very fluid disciplinary boundaries within AGES with positions that will contribute to the curriculum of all our programs. Though we are in the throes of examining and integrating our curriculum to make logical changes that will both grow our enrollment and even better meet student career and societal workforce needs and, from this, finalize our five-year hiring plan, we are already in strong agreement as a faculty that our priority hire, whatever our five-year plan turns out to be, is an **Assistant Professor of Geography, Anthropology, Environmental Studies or closely related discipline with research and teaching expertise in spatial analysis and geographical information systems**. They will, ideally, meet all the following criteria:

- Ability and willingness to teach a suite of existing and new/revised courses in spatial techniques; our existing GIS courses (GEOG/ENVT 225, GEOG 445) and revised or replacement courses (GEOG 360, GEOG 461, GEOG 462) focussing on spatial data collection, management and visualization, including the use of drone, sonic, and other remotely sensed spatial data collection techniques that can be taught to our students in field modules,
- Ability to develop versions of spatial courses that can be integrated into and serve all our AGES majors and which could similarly accommodate students from other programs needing spatial analysis and visualization skills (public health, construction management, biological sciences, political science, criminal justice, sociology, ethnic studies, and others) in a revamped GIS certificate program (which we currently lack the faculty to service),
- Have a disciplinary and research specialty that will permit an expanded departmental focus on vital diversity, equity and justice issues and outcomes relevant to our students' lives and careers which should include Black, LatinX, API, Queer, feminist, or diaspora geographies, and intersectionalities thereof (or their anthropological or environmental equivalents),
- With their disciplinary specialty, have the potential to develop at least one AGES course that could be accepted by Ethnic Studies and cross-listed for inclusion in GE Area F.

With respect to the last point, we have expressed our interest to the Dean of CLASS, Dr. Ng, and the Chair of Ethnic Studies, Dr. Baham, that we would love to hire a faculty member who ideally could also develop and teach cross-listed Area F classes with the Ethnic Studies BA and which we could integrate into several, if not all of our four majors as core or elective requirements in addition to meeting their GE Area F. We would, with the help of the Office of Diversity and Faculty Diversity fellows (which include our Faculty Member Dr. Gonzalez), seek to attract a very strong and diverse pool of applicants and hire faculty who can increase our departmental contribution to diversity, equity and inclusion across our ranks of instructors. We would also welcome a faculty member from the Ethnic Studies program assisting on our search committee.

B.2 Request for Other Resources

Non requested at this time (pending completion of self-study and five-year plan).

Supplemental Information - From Pioneer Insights - Sample of Data from Self-Study (in prep)

Program	Degrees Granted		Time to Degree	
	15-16	20-21	Native (FTF)	Transfer
UNIVERSITY (UG)	3,155	4,035	5.0	2.9
ANTH BA	18	13	4.6	2.1
ENVT BA	20	13	4.6	3.3
GEOG BS	13	7	NA	5.9
GLST BA	13	13	4.0	2.9
AGES	64	46	NA	NA

Program	Semester/Year	Majors	URM %	LI %	FG %	Female %
ANTH BA	Fall 21	50	58	58	62	78
	Fall 18	51	61	59	65	75
ENVT BA	Fall 21	27	33	48	56	63
	Fall 18	42	31	62	57	33
GEOG BA	Fall 21	21	29	48	62	38
	Fall 18	11	45	45	36	36
GLST BA	Fall 21	24	63	50	67	71
	Fall 18	36	50	61	67	69

Program	Semester/Year	URM	LI	FG	Female	Non binary
ANTH BA	Fall 21	29	29	31	39	1
	Fall 18	31	30	33	38	0
ENVT BA	Fall 21	9	13	15	17	0
	Fall 18	13	26	24	14	0
GEOG BA	Fall 21	6	10	13	8	0
	Fall 18	5	5	4	4	0
GLST BA	Fall 21	12	12	16	17	1
	Fall 18	22	22	24	25	0