Program Review (2006-2011)
Department of Anthropology
San Jose State University

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1. Overview

The Department of Anthropology program review from fall 2006-spring 2011 is divided into sections on faculty, students, curriculum, assessment, and synthesis. The review addresses the undergraduate programs in anthropology and behavioral science, as well as the graduate program in applied anthropology. The section on synthesis is included in order to make explicit the steps that the department is already taking as part of its strategic planning. It is not about what we intend or hope to do, but what we are doing today.

2. Faculty

2.1. Overview

Faculty members are classified as archaeology, cultural anthropology, physical anthropology, and, more recently, applied anthropology. Historically, the department has had one physical anthropologist, one or two archaeologists, and four or five cultural/applied anthropologists. This mix of expertise is driven by the interests of students majoring in anthropology and by our participation in the Behavioral Science Program where there is a premium on cultural and applied anthropology.

The period under review was marked by both continuity and change. Darrah, English-Lueck, and Reckmeyer began and ended it as tenured full professors with lengthy histories in the university. English-Lueck was department chair 2006-2007; Darrah served as graduate coordinator of the new Applied Anthropology Graduate Program. Darrah became chair in fall 2007 following English-Lueck’s two terms and Associate Professor Gonzalez assumed the duties of graduate coordinator. He has continued in that role and is currently (fall 2011) requesting promotion to full professor. Salazar was hired as assistant professor in fall 2007 and Mukhopadhyay, who entered the period in the FERP, completed it in spring 2010. Effective fall 2011, English-Lueck became College of Social Science Associate Dean and Reckmeyer retired to enter the FERP (on duty in spring semesters, but with plans to minimize his teaching for this department).

Meniketti and McCoy began the period as assistant professors (archaeology), but McCoy resigned after spring 2009 in order to take a job in New Zealand. The department functioned the remainder of the period with Meniketti as sole archaeologist until fall 2011, when Meniketti was tenured and promoted to associate professor and the department was allowed to hire two historical archaeologists (Stein and Sunseri). Weiss (physical anthropologist) began the period as an untenured assistant professor and was tenured and promoted to associate professor effective fall 2010.

The department began the period with three "entitled" lecturers (Cate, Fjelstad, and Karpf) and added three more (Anderson, Pierce and Simpkins) during it; five of these entitlements
are at .8 or greater. Through careful enrollment management (and good fortune), the department has met the entitlements of all these lecturers, providing it with a stable pool of very competent and dedicated instructors.

During the period under review the department offered an average of 43.5 sections per semester (ranging from 38 in fall 2009 to 47 in spring 2009 and 2011). Variance in offerings reflects (1) staffing fluctuations due to sabbaticals and unanticipated leaves, (2) shifting budgetary and enrollment constraints, and (3) university requests to provide SJSU Studies sections that improve graduation rates.

In summary, the department had 7-8 permanent faculty members each academic year during the period under review. Although the department has a successful graduate program in applied anthropology, its lone applied anthropologist (Darrah) served as department chair and is in the first year of a second term. Likewise, the number of cultural/applied anthropologists has dropped from five (2006) to three (fall 2011). Finally, in 2006-2007 the department had three full professors, one associate professor, and three assistant professors, a pattern that remained constant through spring 2011. However, in fall 2011 it has one full professor, three associate professors, and three assistant professors. This trend bodes well for the future continuity of the department, but it does represent a significant shift in its leadership.

2.2. Professional Activities

The professional activities of the faculty can be readily assessed by reviewing CVs and the goal here is instead to provide a framework for understanding our collective priorities. A decade ago, the faculty’s scholarly production could be defined by its contribution to the generation of scholarly knowledge, largely within the discipline of anthropology. A commitment to this first category of scholarly production remains central to the faculty, which take pride in developing scholarly agendas that contribute to both general knowledge and the application of our discipline to real-world issues. Even a cursory review of individual CVs indicates that the faculty production of scholarship based on empirical research or application that advances knowledge is strong and diverse. Second, over the past decade, and in response to changes in the place of disciplines within higher education, we have developed an explicitly reflective approach to anthropology, its articulations with other disciplines and fields, and its contributions to student learning. Finally, the faculty is committed to creating an anthropology that goes beyond academic walls and reaches out to specific communities and a larger society. This is motivated by the knowledge that our discipline can offer distinct contributions in an increasingly interconnected world marked by both global systems and social, economic, and cultural diversity. Examples of these three categories of scholarly production follow. They are provided to illustrate how the faculty’s interests are translated into actions; they do not represent the sole or even primary contributions of individual faculty members (see Appendix A: Faculty CVs).

2.2.1. Scholarship based on empirical research or application that advances knowledge or addresses "real-world" problems, as manifested in peer reviewed articles, books, chapters, gray literature/reports, etc. (see Appendix B for full references that support narrative below)

Elizabeth Weiss continued her osteological research agenda, based largely on the Department’s collections.

Marco Meniketti continued to develop a research agenda that links the archaeology of the Caribbean, especially plantations and technology, with world systems.
Jan English-Lueck continued her research agenda on the intersection of health and families in high-tech regions, as well as the emergence of new forms of diversity in regions marked by global flows of people, ideas, capital and technology.

Roberto Gonzalez pursued scholarship pertinent to the relationship between the military and anthropology, and more generally, the relationship of the discipline to the institutions of state governance.

Chuck Darrah and Jan English-Lueck largely concluded a basic research agenda (that began in 1998) about busyness in the lives of American families and its social implications.

Guadalupe Salazar explored issues of childhood, violence and health care in the U.S. and Chile.

The department’s commitment to scholarship is reflected in the work of its lecturers, as well (references not included in Appendix B). For example, Sandra Cate has focused her scholarship on aesthetics and religion in Southeast Asia resulting in five publications. Karen Fjelstad continues her comparative research on Vietnamese religion in collaboration with colleagues in Vietnam and supported by a $30,000 grant from the Wenner-Gren Foundation. Her efforts have resulted in papers, chapters, and a co-authored book. Robert Simpkins received his doctorate from the University of Wisconsin in spring 2011 and Quincy McCrary received an M.A. in library science from this university (2009).

The preceding illustrates a faculty commitment beyond that of accumulating publications and instead one of developing substantial research agendas over years. The department’s newest members, historical archaeologists Ninian Stein and Charlotte Sunseri, hired fall 2011, also demonstrate that commitment. Stein brings research agendas in the archaeology of farms, forests and factories (and their intersections), as well as in sustainability and built environments as exemplified by her work with architects. Sunseri brings agendas in the archaeology of California/Great Basin, and of immigration, industry and labor, and multicultural communities.

2.2.2. Contributions to the discipline of anthropology, interdisciplinarity, and teaching via presentations, articles, papers, chapters, sessions organized, offices held.

Chuck Darrah has collaborated with John McClusky (Industrial Design) on linking ethnography with design, providing reports prepared under contract with Herman Miller Incorporated as classroom texts and serving as a regular in-class consultant. The outcomes have been documented in an applied anthropology graduate project completed by Alicia Murphy/Dornadic and a professional paper prepared with McClusky.

Roberto Gonzalez has provided presentations about the social sciences and military to academic audiences at New York University (2011), Reed College (2011), University of Detroit-Mercy (2011), and the University of San Francisco (2010), as well as via numerous professional conference presentations.

Bill Reckmeyer continued to provide leadership for the Salzburg Program, recognized as a Top 10 Program on Global Citizen Diplomacy in U.S. Higher Education by the U.S. Center for Citizen Diplomacy in 2010. He was recognized with the Austen Warburton Award of merit for Outstanding Scholarship in 2009 and University Outstanding Professor in 2010.
Marco Meniketti offered summer field schools (2007-2011) in archaeology as part of the Bush Hill Project, Nevis West Indies, and continues to lay the foundations for maritime archaeological research that will be incorporated into the departmental curriculum. These projects contribute to archaeological scholarship, to practice-based student learning, and they are inherently interdisciplinary.

Elizabeth Weiss published three physical anthropology books that contribute to the pedagogy of the field, contributed to the professional debate about repatriation of human remains, and presented 11 papers at conferences in her field.

Jan English-Lueck’s *Cultures@Silicon Valley* won the American Anthropological Association’s Diana Forsythe Prize for feminist ethnographic work on science and technology and she was especially active in service to the discipline through participation in conferences and as executive director of the Southwestern Anthropological Association (2006-2007). Her work, too, as an evaluator of CommUniverCity allowed students to practice ethnographic evaluation.

Lecturer Lorna Pierce continues her work in forensic anthropology in collaboration with the Santa Clara County Medical Examiner’s Office and presents numerous guest lectures and workshops. She also contributed to the program in Forensic Science in the Justice Studies Department.

Lecturer Jennifer Anderson has been actively involved in addressing the educational needs of veteran students through her appointment the Presidential Task Force on Veterans and Military Students and in improving student access to instructional materials for disabled students, including participation in the U.S. Department of Education ENACT grant administered by Sonoma State University.

2.2.3. Public outreach via commentaries, presentations, film/video, gray literature, popular writing, etc.

Roberto Gonzalez has contributed to public anthropology through oral and written presentations about government policy and the military directed at a broad public audience.

Two faculty members experimented with producing visual media for wider publics. Chuck Darrah and graduate student Nicole Conand collaborated with CreaTV San Jose on *Silicon Valley Sparkplugs*, a documentary about change agents in the region supported by a grant from the John and James Knight Foundation, while Roberto Gonzalez collaborated with Laura Nader (UC Berkeley) on *Losing Knowledge: Fifty Years of Change*, a documentary about the loss of knowledge among indigenous people in southern Mexico.

Marco Meniketti’s expertise in Caribbean archaeology was documented in *Wicked Pirate City*, a two-hour documentary featured on the National Geographic Channel and he was also elected a National Fellow of the Explorers Club of America.

Elizabeth Weiss contributed to the public discussion about repatriation of human remains through her 2008 book *Reburying the Past: The Effects of Repatriation and Reburial on Scientific Inquiry* (Nova Science Publishers) and two articles.
2.3. Funding

The faculty secured the following grants:


**Gonzalez, R.** (2011-2012). CSU Research, Scholarship, and Creative Activity Grant for AY. Project title: "Mariachi Chronicles: Ethnography of a Global Subculture." Award amount: $ 6567.00

**Gonzalez, R.** (2006-2007). CSU Research, Scholarship, and Creative Activity Grant for AY. Project title: "Losing Knowledge: 50 Years of Change." Award amount: $ 4970.00

**Gonzalez, R.** (2006-2007). SJSU Foundation Grant Development Award for AY. Project title: "Losing Knowledge." Award: 0.2 assigned time.

**Meniketti, M.** (2009) Junior Faculty Development Grant. College of Social Sciences, San Jose State University


**Weiss, E.** (2006-2007). College of Social Sciences Professional Development Grant (Lottery award). $393.00 to present on how craniofacial trauma at the American Anthropological Association and to present research on spina bifida at the American Association for the Advancement of Science and prepare a manuscript on the same topic.

Faculty funding has typically been opportunistic and obtained from internal sources. Faculty members have sought and received relatively few large grants; the modest funding received has not stymied scholarship, although it limits the scope and potential impact of projects that can be undertaken. The focus has been on funding for individual projects, not multi-partner projects, systemic growth of the department, or service delivery.

2.4 Currency and Effectiveness of Pedagogy

Members of the anthropology faculty continue updating, assessing, and experimenting with pedagogical approaches. The department has chosen not to standardize its pedagogy. Instead, the department allows room for a broad, eclectic range of approaches, including (but not limited to): intensive graduate seminars in which students are responsible for presenting assigned readings; undergraduate lectures in which instructors uses Socratic pedagogy; General Education courses in which PowerPoint lectures and online assignments are common; and
"hands-on" courses in which students learn through practical experiences such as conducting interviews, measuring human remains, and excavating and analyzing artifacts. This mixture of pedagogical approaches is consistent with the best practices of anthropology departments across the country and is monitored by the department through peer evaluation of all faculty members (except full professors) and SOTEs distributed in all sections every semester.

The content of the department's curriculum is very current. Because faculty members are actively involved in extensive research, publication, and project work, they are able to integrate cutting-edge ideas from the field or the laboratory to the classroom. SOTEs frequently indicate that students are impressed with the currency of course materials.

The faculty is currently exploring ways to incorporate technology into classroom pedagogy, although it has eschewed developing online courses. This is largely due to a growing body of research (for example, by Stanford University's Center for Research on Education Outcomes and the National Bureau of Economic Research) indicating that virtual learning experiences—including online learning—may lead to poorer student performance compared to face-to-face learning. Another factor is that anthropology courses are particularly ill-suited for online applications, since anthropological data is often counterintuitive and requires extensive explanation, contextualization, and critical thinking skills.

The department is committed to providing technological resources and the skills to use them in ways that meet professional standards and that help students prepare for a wide range of careers. The department recently created an ethnographic laboratory with digital recording equipment for use in course assignments and research projects which have increasingly required students to become technologically skilled. Likewise, we are continuously upgrading the equipment in our archaeological-physical anthropology laboratories in order to provide students with skills in data collection and management. During the past five years the department assumed curational responsibilities for some materials being stored for Santa Clara County. The new agreement resulted in a payment of $12,729 that the department has dedicated to laboratory support. Faculty members are experimenting with "hybrid courses" in which instruction takes place in the classroom but a portion of the class is conducted in the virtual realm (through course "wikis," online posting of class assignments, review guides, and other materials). Some of these experiments have been successful, some not. The department is dedicated to serving as many students as possible in an efficient way, including those students with complex work and family schedules. To that end, the department has updated and expanded its website, and it is exploring moving additional functions there so that students have access to a much wider range of information about advising, courses, and campus events and resources.

Finally, as our department prepares for housing the Organizational Studies major, we plan on continuing to study and experiment with appropriate technology that might lead to positive educational and career outcomes. We are more keen on making sure our students have the skills to demonstrate excellence in today's job markets than to automate pedagogy on the assumption that cost savings will materialize—and not be offset by subsequent lacunae in student skills or knowledge.

2.5 Global Citizenry

Anthropology is fundamentally about creating knowledge about the human experience regardless of time or place. Anthropologists are largely practitioners of fieldwork-based research, which has the potential of capturing the perspectives and voices of people who may otherwise not be heard. Distinguishing between "insider" and "outsider" perspectives is a hallmark of anthropology and it underlies any sophisticated appreciation of globalization. Use of the comparative method results in generalizations about cultural similarities and differences, rather
than sweeping generalizations about grand trends or human nature. Doctoral education of anthropologists prepares them to function as autonomous scholars capable of formulating hypotheses or questions, not merely implementing research agendas prepared by others. These disciplinary characteristics characterize our approach to understanding the human experience and the complex consequences of global flows of people, ideas, capital, and technology.

Global citizenship in the department begins with readings and lectures. Cultural anthropology courses cultivate global citizens through deep engagement with contemporary ethnographic materials about peoples from different societies whose lives are linked to our own. For example, in ANTH 179 Anthropology of Mexico, students are required to read at least one book (e.g. Shadowed Lives by Leo Chavez or True Tales from Another Mexico by Sam Quinones) that dramatically illustrates and analyzes the complex roles played by Latin American immigrants in the United States. These curricular materials demonstrate to students the multiple ways in which their own lives are interconnected, interdependent, and intertwined with those of immigrant laborers. In physical anthropology courses, such as ANTH 153 Human Variation, human adaptations to different natural environments are covered. Courses such as ANTH 143 Culture and Adaptation, examine modern societies practicing traditional subsistence patterns and the impact that modernization and globalization have had on their cultures. In all courses, professors stress both the diversity of the human experience as shaped by local adaptations, and the fundamental similarities we have as humans.

Anthropologists develop class assignments that broaden and deepen students’ experiences. For instance, a student in ANTH 11 Cultural Anthropology may be required to interview a classmate about his or her family's migration history in order to understand the factors that motivated the student (or his or her ancestors) to move to northern California. This can enable, for example, a Vietnamese-American student to learn about the factors that led a Mexican-American student's parents to migrate to San Jose--and vice-versa. Such assignments compel students to learn about points of similarity (interconnections) and linkages (interdependence) through the prism of international migration.

Finally, students are compelled to engage different categories of people through institutionalized means. Some examples include:

Chuck Darrah, as instructor of ANTH 149 Ethnographic Methods during the period under review, formed students into research teams that undertook regional projects for real-world partners. Topics during the past five years have included: Perceptions of Health and Well-Being at San Jose State University (Kaiser Permanente, partner); Children's Lives in Community Context: Parents' Perspectives (CommUniverCity and the American Civil Liberties Union, partners); Wellness and Everyday Life (Kaiser Permanente, partner); Transportation Decisions in Low Income Households: Economic Contexts (Asha Agrawal, partner); and Everyday "Householding": Artifact and Routines (Nathalie Ortar, Ecole Nationale des Travaux Publics de l'Etat, France, partner).

Bill Reckmeyer has developed the Salzburg Program into an institutionalized means of supporting global citizenship. Reckmeyer is both co-founder/director of the Salzburg Program at SJSU and the Faculty Chair of the Salzburg Global Seminar's International Study Program in Global Citizenship. The Salzburg Program represents a significant university resource that channels or focuses interest in global citizenship; it is linked to anthropology courses taught by Reckmeyer.

The archaeological field school created by Marco Meniketti is conducted through the International and Extended Studies office as a Faculty Led Program. Students travel to a foreign country (the Caribbean island nation of Nevis) and are immersed in the local
culture as they participate directly in reconstructing the history of communities from which the post-colonial society has descended. The students become global citizens through direct interaction with an unfamiliar culture in a new setting and environment.

2.6. Program Capacity

The faculty has been able to address student demand with its current resources, although increased demand and static or shrinking funding obviously constrains potential growth in enrollments and curricular effectiveness.

Regarding demand, the department added a graduate program in fall 2007 and its impact has been extraordinarily positive. It has allowed us to create a larger community of scholars and practitioners whose interests and skills benefit the university and region. All recent hires mention the program as an incentive to join a department because it provides both a pool of sophisticated, dedicated students and a clear direction to curricular development. Growth of the program has been limited by university limits on admissions: we are allowed to admit 10-15 students annually but would prefer to admit 20. We currently have one designated applied anthropologist, but are able to maintain program quality and capacity by integrating the remaining permanent faculty (each of whom have interests and experience in anthropological applications) into the program. This strategy is not merely adaptive, but it is also producing synergies by bringing faculty together in new ways. However, the potential benefits of the Applied Anthropology Graduate Program cannot be realized without further investment in faculty.

Demand has also increased as the number of Behavioral Science majors (see Required Data Elements) has recently increased due to impaction, the conversion of students into "undeclared majors", and their subsequent search for a flexible major. We are committed to helping these students meet their educational goals and to help the university meet its mission. But this trend has dramatically intensified the department's advising responsibilities, while providing only modest increases in FTES. The proposed Organizational Studies major was developed to serve a similar market segment and, again, we are committed to meeting student needs through interdisciplinarity, but the new major will further intensify our administrative and advising load, potentially draining needed resources from the Anthropology B.A. and Applied Anthropology M.A. programs. The department will be closely monitoring the effects of the new major.

The faculty is an important provider of Core GE (ANTH 011 Cultural Anthropology, ANTH 012 Human Evolution, and ANTH 025 Human Lifecourse in Context) and because two of these courses (ANTH 011 and ANTH 012) are, along with ANTH 013 Archaeology, also introductory major courses our major “entry portal” is easily sustainable. The department additionally offers multiple sections (4-5 each per semester) of its five SJSU Studies courses (ANTH 100W Writing Workshop, ANTH 115 Emerging Global Culture, ANTH 140 Human Sexuality, ANTH 146 Culture and Conflict, and ANTH 160 Reconstructing Lost Civilizations). These courses provide a service to the university and we have been responsive to requests to accept students in order to expedite their graduations by maintaining the number of sections and capacities of about 40-45 students (except ANTH 100W). We intend to continue supporting SJSU Studies, since it has functioned as a centerpiece of our contribution to integrative learning, although the number of sections offered may necessarily be reduced if resources are inadequate.

3. Students

3.1. Recruitment, Advising and Retention
Our recruitment of new majors is always a high priority and it occurs largely informally, due to our limited resources and the paucity of anthropology/behavioral science curricula in California's secondary schools. Student recruitment occurs largely through GE/SJSU Studies courses (by inviting promising undeclared students to consider anthropology and/or behavioral science as a major), as well as through lecturers who teach on other campuses in addition to our own, who often encourage students to transfer to SJSU. Also, there are campus-wide recruiting events in which anthropology has maintained a presence. Recruitment to the MA program is more focused, with outreach efforts made by advertising the program to UC undergraduate advisors and CSU department chairs in anthropology.

We place great emphasis on providing high-quality advising, and all permanent faculty are expected to advise for all programs during regular office hours; likewise, we allow students to select their advisors. The faculty believes this minimizes the danger of programmatic gatekeepers; provides more access to advising; respects student schedules and preferences in advising styles; and ensures that all faculty members are aware of university policies and student problems. We have simplified major requirements in order to minimize the need for routine advising and we provide accessible worksheets for each of our programs, thereby minimizing the need to constantly interpret requirements for students. The faculty is also committed to calling campus offices in order to get answers to legitimate questions. By offering accessible, friendly and knowledgeable advising, we retain students by minimizing unnecessary bureaucratic obstacles; by being accessible so the barrier to seeking advising is low; and by hiring faculty who enjoy working with students. The department has provided limited support for undergraduate and graduate student research through dedicated accounts.

We retain students by delivering high-quality and accessible advising, offering courses that engage student interest, and providing opportunities for students to work closely with the faculty. We have an active student organization made up of more than 20 students, the Anthropology and Behavioral Science Club, which serves as a strong peer support network. The Club is a grassroots group that is formally registered as a student organization. In recent months, it has organized lecture series, study groups, informal events, field trips, and other meetings that provide support to our majors.

3.2. Scholarship and Student Success

Monitoring and maximizing student success are ongoing processes to which the faculty are committed. We do this in several ways. As previously noted, all permanent faculty perform academic advising, a duty that is taken seriously since it is a prerequisite for student success. The faculty also strives to help students succeed academically by providing them with challenging assignments that require them to improve writing abilities, critical thinking skills, and interdisciplinary methods and analyses. Graduation rates of our undergraduate anthropology and behavioral science majors are well within our expectations.

Student success can be measured in other ways, such as the acceptance of students into graduate programs. Richard Alvarado (UC-Riverside), Kanhong Lin (American University), Maritza Maksimow (UC-Santa Barbara), and Monique Posadas (Syracuse) have been accepted into anthropology doctoral programs, and Marina Corrales (UC-Los Angeles) was accepted into the doctoral program in education. Others (e.g. Ramon Pineda) are in the McNair Scholarship program and are currently applying to doctoral programs. Since fall 2007, 15 anthropology and behavioral science graduates have been accepted into our M.A. program in applied anthropology; others have pursued M.A. degrees elsewhere. The vast majority of these students are from ethnic groups that have been historically underrepresented in the social sciences. Furthermore, an informal tally indicates that all the graduates of our graduate program in applied anthropology who want to be employed have found employment related to their degree.
Many of our graduate and undergraduate students have presented papers at professional conferences, including Alfonso Tinoco (who presented the results of his archaeology research at the Santa Clara University Sociology and Anthropology Undergraduate Research Conference in 2011); Richard Alvarado (who presented the results of his medical anthropology research at the Society for the Anthropology of Consciousness conference in San Diego in 2007); and graduate students Jillian Griffith and Auda Velazquez-Rivera (who presented the results of their respective cultural anthropology research projects at the Southwestern Anthropological Association conference in Reno, Nevada in 2011). Some have published (or co-published) peer-reviewed book chapters or journal articles—for example, Alicia Murphy (with Chuck Darrah), “Ethnographic Methods and Work-Family Research,” *Sloan Network Work and Family Encyclopedia* (Boston: Sloan Network, 2010); Kanhong Lin, “About Face!” in *The Counter-Counterinsurgency Manual*, edited by Network of Concerned Anthropologists (Chicago: Prickly Paradigm, 2009); and Richard Alvarado, “Cultural Constructions of Menopause in Two Botanicas in Northern California,” *Proceedings of the Southwestern Anthropological Association, Vol. 1* (2007).

Finally, many of our faculty offer special research opportunities to students who have demonstrated exceptional abilities. Historically, such opportunities have helped our graduates prepare for either graduate programs or careers in applied anthropology. Physical anthropologist Elizabeth Weiss offers insight into how our faculty ensure that undergraduate students receive high-quality mentoring:

This semester three students assisted in data collection of hand bone osteoarthritis (Chris Keith, Elizabeth Becker, and Stevie Ratto). Last semester, I collected data on foot bones with [students] Leslie Corona, Anne Newman, and Esmirna Ruiz. I encourage students interested in independent research to contact me in regards to conducting research that may be presented and I have one article in press with former student Bobbi Schultz and graduation senior Leslie Corona.

### 3.2.2. Applied Anthropology Graduate Program

Students in the graduate program choose between Plan A Thesis and Plan B Project Report. Because applied anthropology addresses specific real-world problems, most students choose Plan B. Even within projects, students are afforded options that allow them to gain experiences that are consistent with their interests and career goals. Many students have undertaken specific projects that take the form of an intervention into a specific situation. A second option has been to conduct three thematically-integrated “mini-projects” in which the application of anthropology can be compared. For example, Greg Cabrera conducted three projects in the anthropology of personal finance, John Schlagheck undertook three projects related to the study of obsidian in California archaeology, and Alicia Murphy looked at the relationship of anthropology and industrial design in three settings. Yet another option has been to develop a complete or partial plan for a real-world organization or business that is anthropologically informed, such as Andrea Arjona’s plan for hazardous waste management in Bogotá, Colombia.

The student projects are consistent with both department and university priorities. First, almost all entail, explicitly or implicitly, integrative learning across disciplines and fields, since applied anthropologists work as translators and negotiators between areas of knowledge. Second, many address issues of equity, voice, and representation among populations that differ in access to resources. Third, the projects are comprehensible in a world where local and global are intertwined. Finally, the projects both develop the skills of the students as practitioners and they contribute collectively to reflection upon practice. Thus, they are consistent with faculty assumptions about the role of the social sciences and with our curricular goals.
3.3. Building Relationships for Student Success: Anthropology and the Community, University, and Beyond

The department is engaged in the region and beyond in ways that both contribute to addressing the needs of wider publics and which simultaneously build our capacity for linking students with experiences that contribute to their educational success. Although we have placed some students in internships, our approach is more apprentice-like in that students usually work closely with faculty mentors.

3.3.1. Local Organizations and Communities. Faculty members have collaborated in ways that involve students with the City of San Jose Climate Clock project, The Health Trust, Kaiser Permanente, CreaTV San Jose, Institute for the Future, Opportunity Fund, the Muwekma Ohlone Tribe, and the Lucile Packard Children's Hospital. These collaborations have supported numerous graduate student projects, including those of Matthew Boehm, Mayra Cerda, Nicole Conand, Marina Corrales, Ann-Lise Gilbert, Loan Luu, Priynka Mehan and Alicia Murphy, and provided valuable experiences to still others.

3.3.2. SJSU Collaborations. Darrah and English-Lueck collaborated independently on projects with CommUniverCity, including English-Lueck's ethnographic evaluation of it. CommUniverCity has facilitated several of the ANTH 149 Ethnographic Methods projects that have provided community benefit. The department also has a record of collaboration on projects with the SJSU Health Science Department (Kathleen Roe), Industrial Design Program (John McClusky), Urban and Regional Planning Department (Asha Agrawal and Dayana Salazar), Student Housing (Martin Castillo (now at CSU East Bay)), and Student Health Services (Roger Elrod and Laurie Morgan). Each of these relationships both benefits and involves students, with the goal of building partnerships for ongoing collaboration.

3.3.3. Field Schools. Meniketti and McCoy offered regular archaeology field schools in Hawaii and Nevis (Caribbean) during the period under review, thereby providing students with opportunities to develop skills and knowledge necessary for careers in the field. Although McCoy has departed, the department has two recently hired historical archaeologists, one of whom is planning a new field school for summer 2012 at Mono Mills, CA. The departmental goal is to create a spectrum of field schools that are sensitive to the constraints of time and finances on students. While we plan to continue to include international (e.g. Caribbean) and western U.S. (e.g. Mono Mills) destinations, we are developing relationships that will support a regional field school and an urban site in San Jose. Several of these field schools will include participation by cultural anthropologists, thereby enhancing the opportunities for students to integrate the fields of anthropology. It is also important to note the long-standing constructive relationship between the local Muwekma Ohlone and our department, which continues to provide opportunities for student projects.

3.3.4. Faculty Production. Faculty often link their professional activities with opportunities to incorporate students. For example, Weiss routinely brings students into her own professional activities by encouraging them to utilize the department’s skeletal collection. Likewise, Nathalie Ortar (Ecole Nationale des Travaux Publics de l’Etat, Lyon, France) was visiting professor 2010-2011. She and Darrah are developing a comparative research agenda on sustainability and householding in the U.S. and France that will provide opportunities for undergraduate and graduate projects. Darrah also works with Jeanette Blomberg (Practice-based Service Innovation, IBM Almaden Research Center) on developing the anthropology of services; they are preparing both a paper session and tutorial for the First Annual Conference on the Human Side of Service Engineering in 2012. Again, the goal is to develop opportunities for anthropology students to begin building careers in the emerging field of service science.
4. Curriculum

4.1. Programs

The Department is responsible for four primary categories of curricula: (1) the undergraduate Anthropology major; (2) the undergraduate Behavioral Science major and double-majors; (3) the proposed undergraduate Organizational Studies major; and (4) the graduate MA program in Applied Anthropology. Each of these categories includes important interdisciplinary connections which are distinct from one another.

The undergraduate major formerly required students to fulfill the requirements for one of four emphases (archaeology, cultural anthropology, physical anthropology, or general anthropology), as well as core requirements. Early in the review period the faculty modified this structure and replaced it with a single integrative major in which all students complete five core courses (lower division courses in archaeology, cultural, and physical anthropology; ANTH 131 Anthropological Theory, and ANTH 191 Frontiers of Anthropology (capstone), as well as at least one research methods course. The rationale was based on assessment data that suggested students were prematurely specializing within anthropology, as well as concerns that the emphasis model constrained course scheduling in ways that could not be sustained with limited resources. The resulting curriculum has promoted cohesion among students, as well as exploration among the discipline’s fields.

The Department is the administrative home of the Behavioral Science (Interdisciplinary) major and the three Behavioral Science double majors (with Anthropology, Psychology, and Sociology). There have been two significant curricular modifications during the review period. First, although the program promoted interdisciplinarity, it did not support integrative learning since there were no curricular opportunities for synthesis across the disciplines. Our major assessment efforts brought out the limitations of this model and so the Department of Anthropology developed a 1-unit capstone course that is cross-listed with Psychology and Sociology (ANTH/PSYC/SOCI 193) and staffed by an anthropologist at the request of the other two departments. Further major assessment revealed that students were frustrated because the 1-unit format provided insufficient time to meaningfully synthesize skills and knowledge, and so the capstone course has been increased to three units. Second, the three double majors will be terminated at the end of the spring 2012 semester, although declared double majors will experience no difficulties in fulfilling requirements. The rationale here was less assessment-based (the double majors are very popular with students), but rather the difficulty to clearly distinguish them in CMS from the University’s regular double major requirements. The faculty concluded, after lengthy discussions, that the three double majors were confusing, resulted in excessive advising problem solving, and should be terminated in favor of the existing catalog requirements for all double majors.

In 2010, Dean Bienenfeld, concerned about the proliferation of undeclared majors under impaction, requested that an interdisciplinary major in organizational studies be developed. A committee of four department chairs (anthropology, communication studies, economics and psychology; later, sociology) was convened to establish the broad mission and structure of such a major and the chair of anthropology (Darrah) assumed primary responsibility for drafting the program proposal. If approved (the proposal was submitted to the appropriate SJSU committees in fall 2011), the new program will be administratively housed in the department of anthropology, with curriculum development, instruction, and advising provided by an interdisciplinary program faculty coordinated by anthropology. This would represent a new way of addressing both interdisciplinarity and integrative learning within the College of Social Sciences and will also provide new opportunities for community engagement.
The Graduate Program in Applied Anthropology is the only such program within the CSU, although several departments offer emphases within an anthropology M.A. program. The graduate curriculum is innovative in that it is responsive to student interests, faculty expertise, societal needs, and career opportunities. It is built on a foundation of basic skills (anthropological research skills, sociocultural analysis, anthropological evaluation, and designing interventions). Students are encouraged to develop projects (i.e. Plan B) that conform to several different models but that have in common the opportunity for the student to develop marketable skills; the thesis option (Plan A) is also available. Projects to date vary due to student interests, but they cluster around health and wellness, built environments and design, immigration issues and services, and archaeology. The 36-unit program incorporates a breadth requirement that allows students to undertake coursework (six units) in other disciplines.

4.2. Salience and Integrative Learning

The anthropology department's curriculum is salient to student needs. Because most SJSU students will live and work in the Silicon Valley—an ethnically diverse region—courses offered by the anthropology department prepare them to meet the challenges associated with this diversity. Courses ranging from introductory-level offerings (ANTH 11 Cultural Anthropology and ANTH 12 Human Evolution) to SJSU Studies/Advanced GE courses (ANTH 115 Emerging Global Cultures and ANTH 146 Culture and Conflict) to upper-division major courses (ANTH 178 Anthropology of Latin America) impart students with the knowledge they need to better understand the dynamics of a diverse region. Furthermore, undergraduate and graduate students take courses in which they can hone skills that will serve them in a wide range of careers. For example, ANTH 108 Medical Anthropology explores the intersection of biology and culture in a way that appeals not only to social science students, but also to students majoring in health sciences; ANTH 149 Research Methods requires students to conduct interviews and other forms of ethnographic research; and ANTH 234 Advanced Research Methods provides graduate students with simulation experiences in which they can put their academic training into practice. Finally, the department's senior-level exit course, ANTH 191 Frontiers of Anthropology includes modules designed explicitly to prepare students for careers by requiring them to prepare resumes and/or CVs, to participate in mock job interviews, etc.

The department receives periodic feedback from students indicating that this training is in fact beneficial. To take one (of many) examples, a graduate of the anthropology program accepted a position as a police officer with the Stanford University police department. When he returned to visit SJSU, he told faculty that his degree gave him an appropriate background for working in a multicultural setting and for dealing with conflict. Other alumni, from fields as diverse as health care and education, have made comparable observations.

The anthropology curriculum is also salient to the societal needs of our region. This is perhaps most evident in our graduate-level curriculum. The majority of students in the department's MA program in Applied Anthropology undertake collaborative projects to help locally-based organizations achieve their goals. For example, a graduate student conducted a project in collaboration with Opportunity Fund, a non-profit organization interested in providing micro-financing to people with limited incomes. Another graduate student is undertaking a collaborative project in which she is developing a curriculum for a Native American tribe, the Muwekma Ohlone. At the undergraduate level, the anthropology department offers courses that focus upon real societal needs, including ANTH 105 Applied Anthropology and ANTH 157 Forensic Anthropology.

Finally, the department's curriculum is salient to the discipline. Courses such as ANTH 131 Theories of Culture, ANTH 169 Archeological Site Excavation, and ANTH 230 Theory in
Practice, expose students to the latest theories and methods in anthropology. Finally, the department curriculum exposes students to a broadly interdisciplinary four-field approach (integrating applied anthropology, cultural anthropology, archaeology, and physical anthropology), which has characterized and even defined American anthropology for more than a century. A thriving graduate program that has increasingly drawn student applicants from Research I universities is evidence of the salience of the department's curriculum to the discipline. So, too, is the fact that a number of SJSU anthropology undergraduates have been accepted to PhD programs during the period under review.

4.3. Interdisciplinary Contributions

The anthropology department has made a deliberate effort to strengthen the interdisciplinary nature of the undergraduate Anthropology major in several ways. For example, by eliminating subdisciplinary emphases in the major and instead, creating a single integrated Anthropology major in which students are required to take courses in three of anthropology's subdisciplines (cultural anthropology, physical anthropology, and archaeology), our department has committed itself to the process of creating an "in-house" interdisciplinary capacity that exposes students to sociocultural, biological, and historical perspectives. Another illustration of the department's interdisciplinary approach to curricular development is the creation of innovative anthropology courses that include subject matter and assignments from fields outside of anthropology. ANTH 132 Creating Built Worlds is a good example of a relatively new course that combines perspectives from anthropology, urban planning, geography, design, and public policy among other fields. ANTH 136 Thought Control in Contemporary Society is another example, which includes course materials from diverse fields including anthropology, psychology, political science, and communication studies. Yet another illustration of the department's "in-house" interdisciplinary approach to the undergraduate Anthropology major curriculum are the wide range of new and revised physical anthropology and archæology courses developed by departmental faculty, such as ANTH 158 Mummies and ANTH 165 Historical Archaeology.

The undergraduate Behavioral Science major and double-majors are explicitly interdisciplinary degree programs that were created in conjunction with SJSU's sociology and psychology departments. The anthropology department is responsible for advising students majoring in these programs. The Behavioral Science majors require students to take substantial coursework in each of the three constituent departments. Students are also required to take a capstone course developed by the anthropology department, ANTH 193 Behavioral Science in Practice, which is designed to help students synthesize perspectives from anthropology, psychology, and sociology by focusing upon case studies addressing individual, organizational, regional, and global issues.

The proposed Organizational Studies major (developed during the period under review and to be implemented in Fall 2013) is another explicitly interdisciplinary degree program that requires students to take courses across a wide range of SJSU departments in the College of Social Sciences, including anthropology, communication studies, economics, psychology, political science, and sociology. In keeping with its commitment to interdisciplinary approaches, the anthropology department will provide the administrative home for students majoring in this program and facilitate development of three new interdisciplinary courses (ORGS 101 People and Organizations and ORGS 102 Organizations, Inquiry, and Analysis, and ORGS 103, the major capstone course), the interdisciplinary faculty, and student advising services.

The MA program in Applied Anthropology began in fall 2007, and from the beginning it was envisioned as a graduate program with interdisciplinary connections. For example, part of the required coursework includes a 6-unit "Fields of Application" component that encourages students to enroll in coursework (either undergraduate courses or graduate seminars) offered by
other departments on campus. Additionally, nearly all anthropology MA students have graduate committees that include one committee member from: (1) another department on the SJSU campus; (2) a university other than SJSU; or (3) an external (non-SJSU affiliated) organization. Not surprisingly, many MA students in Applied Anthropology have conducted structured academic experiences and research projects in collaboration with external organizations including Kaiser Permanente, CreaTV San Jose, the Muwekma Ohlone tribe, the Oakland Museum of California, Opportunity Fund (formerly Lenders for Community Development), and others. In short, the structure of the anthropology department's MA program in Applied Anthropology creates a climate conducive to department-to-department, department-to-community, and intercollegiate initiatives that foster interdisciplinary relationships.

The anthropology department continues to seek ways to further its interdisciplinary reach. In recent meetings and discussions, the permanent faculty has agreed to jointly work on developing a set of broad research themes or "umbrellas" under which different theoretical questions might be explored. These include human adaptations to the environment; culture and health; and communicating anthropological knowledge to broad publics or constituencies. Overarching all of these themes is the idea that connections between "the local" and "the global" are a crucial part of any analysis. Though the research themes do not exhaustively cover the range of anthropological possibilities, they are consistent with a long-standing departmental dictum: it is better to do a few things well than to do many things poorly. Notably, the above mentioned research themes easily lend themselves to interdisciplinary work with other SJSU programs, potentially including environmental studies, urban planning, health sciences, communications studies, art and design, and others. Finally, the permanent faculty is proceeding with creating several new (potentially co-taught) courses that would address such broad topics as "The Anthropology of Food," "Confronting 'Race'," and "Sustainability and Culture" from a broad integrative perspective that includes archaeology, cultural anthropology, and physical anthropology.

5. Assessment

The faculty has long embraced the concepts and practice of assessing program learning objectives, and the integration of assessment outcomes into learning through programmatic and curricular change where necessary. Our assessment procedures occur at three levels: (1) GE courses, (2) major objectives assessment as they relate to the degree programs in place, and (3) program learning objectives (now designated learning outcomes) in terms of their articulation with overall departmental research themes. Not only does the department routinely discuss assessment in retreats and faculty meetings, but it also has designated faculty assessment coordinators to oversee major assessment and facilitate analysis. This structure ensures that there is both continuity and consistency in assessment across the curriculum and over time. Additionally, the department has established a structure for designated faculty to monitor GE courses with focus on required learning objectives. Assessment has become integral to long term planning, and indeed, has simultaneously provided continuity to the programs while illuminating new directions for the department to invest resources.

5.1 Principles and Approaches

The Anthropology department views assessment as a form of action research. In addition to the usual general education assessment regimen in which the department engages, assessment is approached as a means of determining alignment between stated program goals, course offerings, and future offerings. Faculty members meet formally and informally to discuss both assessment needs and outcomes. Such conversations help to strengthen the curriculum and makes evident opportunities to enhance learning. As a result of this practice, in place now for the past decade, the department has reshaped the Anthropology B.A. requirements, streamlined its
program learning objectives, and developed and sustained a successful masters program. Increasing enrollments in anthropology and behavioral science suggest these systemic efforts are addressing student needs.

Assessing outcomes within the affective domain of student learning does not lend itself to standardized rubrics that are more suited to specific criterion based content knowledge. Assessment has followed instead a qualitative trajectory that is no less rigorous than strictly quantitative rubrics, and to some degree less ambiguous. Fortunately, this is what anthropologists do best and such assessment models the practices that we desire our students to master as future problem solvers. Using benchmarks of educational effectiveness on a regular basis through major assessment reduces variability and empirically reveals areas of the program that are healthy and strong and areas for improvement which can be incrementally addressed. Owing to the ever increasing complexity of the global environment, students need an evolving toolkit for success. Assessing program learning objectives from a flexible, qualitative perspective maximizes the department’s capacity to evaluate program and instructional currency in order to provide students with requisite tools.

Assessment activity involves identifying specific assignments or projects as assessment instruments. This can take the form of targeted essay questions, term papers or class projects lasting a semester (or a full year in the case of graduates students) or other learning products, which present students the opportunity to demonstrate mastery within the framework of the specified PLO. These are sampled for assessment and evaluated by course instructors. The results are used as a basis for continuing conversations concerning effectiveness of instruction. Significantly, faculty assessment conversations often conclude that change is unwarranted at the course or instructional level and that small Programmatic refinement is in order. Because the department has built a cohesive and integrated faculty, and has internalized mechanisms within the assessment environment, small changes can be enacted proactively.

5.2 History of Assessment

Program assessment prior to 2005 led to the realization that numerous major learning objectives were formulated in un-measurable terms, were too great in number, and that sufficient demand existed for development of a masters program. The department identified three actionable arenas for growth and improvement of student learning and success. These steps were: reduction in the number of learning objectives and their reformulation into fewer, more tightly constructed measurable objectives; realignment of the anthropology major away from emphases toward a broader integrative model, and development of an M.A. in applied anthropology. Each of these steps repositioned the department within the discipline and provided greater flexibility for meeting student needs. In evaluating the outcomes of these assessment-driven actions we find that the number of majors has increased and the masters program has demonstrated sustained growth each year since its inception. Assessment is not the only element in this success, but has been a contributing factor. Assessment of student learning in the behavioral science resulted in realigning the major and elimination of the double majors with the Departments of Psychology and Sociology.

A strategic hire bringing a faculty member to the department having a background in educational research and assessment facilitated assessment at the departmental level and has fostered a culture of assessment discourse among faculty. Another strategic hire has increased our quantitative portfolio. Continuing conversations related to assessing program learning objectives is leading the department toward a new architecture of learning based on departmentally shared research questions that give students the opportunity to design unique degree plans under one or more research umbrellas of related thematic structure. This approach marshals the strengths of faculty across curriculum and is anticipated to strengthen student
engagement. Simultaneously innovative and hearkening to traditional disciplinary foundations of the past, the umbrella format will actually increase effective assessment of program learning outcomes by clarifying outcomes within a measurable context and by helping create shared instructional trajectories that guide curriculum.

5.3 Lessons and Actions

Assessment must articulate to educational outcomes that are realizable goals of improved student learning. An important characteristic is that they be measurable at some meaningful scale. Among the many lessons of assessment is that not everything needs to be immediately changed. Reflection and patience both matter in order to select changes to be made and then track the results of interventions, often over years.

It has been widely reported in academic journals and public media that lack of rigor in college education is leading to a generation of undereducated and under-skilled graduates. It might also be suggested that lack of coherence between program learning objectives, curriculum, and faculty interests contribute to an environment that lacks rigor. This is an arena in which the department has strategically and proactively applied the lessons of assessment in order to design a program architecture that is interdisciplinary, relevant, and resistant to technology du jour for effective content delivery.

6. Program Synthesis

This program review is written during a semester when the goings and comings of people compel us to adapt. Two professors who have long been in the department are now less in it and much more out of it, posing both challenges and unprecedented opportunities to assess where we are at, to decide where we want to go, and to speculate about how to get there.

In fall 2007, the department began twin processes of migrating many responsibilities from the department chair, where they had long been concentrated, to the administrative staff and the faculty. The intention was to decentralize some functions in order to build a department less dependent upon the position of chair. The former migration has occurred, and the role of administrative coordinator is more professionalized and many functions are more routinized. The success of this transition is reflected in our belief that the function of staff is not to support faculty but rather staff and faculty are there to jointly support student learning. The “empowerment” of the faculty was less complete, largely due to the intensification of work and the need for rapid decision making made necessary by budgetary uncertainties. However, that transition is now underway, driven by the necessity and desirability of broadening departmental governance. Two unexpected hires, both historical archaeologists with strong interdisciplinary credentials, also makes it critical that we reflect on what we have done well (and why), what changing conditions will mean to the department, and how we can take advantage of the new opportunities that, perhaps ironically, present themselves during times of relative scarcity.

The approach we have formulated includes two basic components: (1) raising three umbrellas, each of which represents a focus of departmental scholarship and teaching and (2) elaborating a ten-year investment plan to leverage the umbrellas. We discuss each in turn.

The specific umbrellas chosen reflect faculty scholarship and interest, and they are salient to the challenges facing the region and society. Each is defined by several broad questions that will structure faculty research and program curricula, thereby cutting across the fields of anthropology and contributing to integrative learning—for students and faculty. The umbrellas both represent continuity with previous scholarship and application, and they guide our future scholarship, application, service, and instruction (see Appendix C).
Umbrella #1. Human Adaptability and Material Culture

1. What are long-term environmental trends and patterns of human adaptation, including mobility, artifacts, and cultural practices?

2. What does environmental sustainability mean in industrialized societies, what can we learn about it from other societies past and present, and how can we create practices that support it?

3. How can anthropological research and findings be incorporated into designing in order to support better human built environments?

4. How do societies adapt to and integrate new technologies and how do they shape interactions and relationships within families, communities, and societies?

5. How are economic decisions embedded in cultural systems, world views and assumptions about human nature?

Umbrella #2. Anthropology of Wellness

1. What does wellness mean in different societies and how do we create cultures that promote it?

2. How can knowledge of biological evolution inform individuals and groups, and policies that promote wellness?

3. How do societies change in diet, health, and stress during modernization?

4. How do social conditions affect how information about health is transmitted to members of different communities and what are patterns in access to care?

5. How do individuals understand different kinds of knowledge about disease, health and illness and put them into practice in their own lives?

Umbrella #3. Knowledge in Action

1. How can the social sciences contribute to making the results of scientific research more usable to society?

2. How can the social scientific study of spaces, architecture, and artifacts be integrated into processes of design and engineering?

3. How can anthropologists enhance how data and findings are communicated to and used by different communities?

4. What are best practices for anthropologists who are applying their skills and knowledge to contemporary issues?

The umbrellas are a simple yet powerful way of framing how we develop the department. They provide a set of questions that, as they are answered, provide us with new opportunities and guidance as to how to capitalize on them:

1. How should we assess and modify our existing courses in order to make them even more consistent with the umbrellas, thereby amplifying the cohesion of our curriculum?
2. How do we reexamine our assumptions about how to staff at least some courses so that we both provide basic skills and knowledge in archaeology, cultural anthropology, physical anthropology and applied anthropology while simultaneously offering integrative approaches to topics such as globalism, sustainability, built environments, and wellness?

3. What new courses should we develop that are implied by and consistent with the umbrellas, and that can potentially attract new categories of students?

4. How should we integrate the undergraduate major programs with the Graduate Program in Applied Anthropology so that the latter develops student learning in ways that are consistent with existing and emerging careers?

5. What colleagues in other departments can we form partnerships with around collaboration in teaching and scholarship?

6. How can we assemble courses from anthropology and other departments into certificated and marketable bundles that amplify the educational resources of single departments?

7. Who are additional regional organizations whose interests are complementary to ours, as implied by the umbrellas, and how can we develop partnerships that ultimately prepare students for careers that will require continuous—and discontinuous—learning?

8. How can we systematically pursue grants and contracts that support the individual and joint projects that enact the umbrellas?

9. How can we create thematic majors that are implied by the umbrellas and linked to emerging careers or knowledge areas by using the provision of the Special Major?

10. What alternative methods and models of assessment can be integrated into the umbrellas in order to more closely connect student learning with real-world praxis?

11. What are the implications of the umbrellas and increasing faculty and curricular cohesion for drafting position announcements and making hiring decisions?

Accordingly, the faculty will be exploring how the umbrellas can be used in our strategic planning by providing the department with a distinct and valuable identity, by clarifying the limits to what we can and cannot do well, and by better integrating our activities as teachers, scholars, and learners. This in turn establishes parameters for investing scarce resources in a coherent way, one that contributes the most to scholarship and instruction. Specifically, the department received a $100,000 gift in spring 2011 and decided to dedicate it to expenditures that would help us realize the future we envision. Specifically, the department chair assembled a task force of associate professors Gonzalez, Meniketti, and Weiss, and administrative coordinator Montez to develop a set of principles and plan for investing the funds. The results of their efforts are input to the chair who will then present a proposal to the faculty for discussion, modification, and approval. The goal is to avoid “wish list” purchases and instead to collectively invest in the department’s future. Returns on specific investments may not be monetary, but they should enable actions or capabilities that help the department achieve its collective goals. We are especially keen to use this seed money to develop capabilities that will enable further investment, such as through support for grant or contract writing. Our intention is to move beyond support for high-quality but modest and individual projects to supporting larger endeavors that allow several faculty members and students to collaborate.
Program Plan (2006-2011)
Department of Anthropology
San Jose State University
November 2011
Prepared by:
Chuck Darrah (Chair), Roberto Gonzalez, Marco Meniketti, and Elizabeth Weiss, with Caitlyn Caraccioli, Gloria Montez, Guadalupe Salazar, Ninian Stein, and Charlotte Sunseri

1. Departmental Strengths

1. The faculty and staff are cohesive, communicate well, and make decisions transparently so that there is a firm foundation for proactively addressing emerging issues and charting new directions for addressing student needs. Tasks are increasingly distributed among the faculty and there is a willingness to pitch in for the collective good. We enjoy working together and do so productively.

2. We have created reflective, action-oriented assessment processes that result in decisions based on knowledge of student needs. As a result, we are able to respond quickly because of connections to our students, communities and discipline. We have an application/practice orientation that connects us to communities and employers, and that continuously enables us to demonstrate and articulate our salience.

3. The department has a history of strategic thinking that persists. It emphasizes: (1) creating a distinctive brand of anthropology that is readily identifiable and relevant to student and societal needs, (2) carefully considering trade-offs between what we can and cannot do (and why), and (3) actively integrating our activities so they reinforce each other. This is reflected in our balanced portfolio of courses and programs that allows us to adapt to changing conditions and our current development of umbrellas that can be leveraged to provide high-quality education under conditions of great uncertainty.

4. We focus on working with students and demonstrating to them both the value of anthropology and the integrative learning it fosters, and the benefits of working across disciplinary boundaries. We help students master the basics and then apply them holistically to issues and problems that are relevant to their lives and futures, as opposed to simply replicating our discipline. We are integrative both internally across the fields of anthropology and externally with different disciplines and fields.

5. Finally, the department continues to attract a faculty dedicated to the generation of knowledge and its use. We hire explicitly for scholarship but also look for candidates with strong teaching skills or who (we believe) will work to develop them. We contribute to and even shape our discipline, thereby modeling for all students the goal of being producers and not merely consumers of knowledge.

2. Departmental Challenges

1. The department lost senior faculty (English-Lueck and Reckmeyer) effective fall 2010 that had considerable experience in the university. A challenge is for the remaining full professor (Darrah) to provide leadership that is open to the interests and expertise of its three associate professors (Gonzalez, Meniketti, and Weiss) and assistant professors (Salazar, Stein, and Sunseri). Several elements of this challenge are pertinent to all faculty: (1) recognizing departmental infrastructure building as a legitimate and valued activity that must be anticipated and willingly taken on; (2) developing a history in the university in order to learn how it works and to build networks of support; and (3)
enculturation into a distinctly constructive way of working together internally and articulating the department with the larger university and surrounding region. Fortunately, all of our faculty are committed to addressing student needs, building a body of scholarship, taking on necessary tasks, and forming a cohesive departmental unit notwithstanding differences in views and expertise. The department chair anticipates no difficulties in managing the transitions ahead and indeed much of the work has already occurred.

2. The Applied Anthropology Graduate Program has produced benefits for students, faculty, university, and region but it is heavily leveraged. There is one applied anthropologist in the department (Darrah), .4 of his time is spent as department chair, and he will retire within 5-7 years. The need for immediate investment in a second applied anthropologist is great if the department is to continue to offer its balanced portfolio of courses which is predicated on assumptions of regional service and engagement, and the integrative learning and interdisciplinarity that underlie careers and civic engagement.

3. The faculty has laid the foundation for individual and joint projects that require resources beyond those available through opportunism or making-do. Such projects will both require additional resources to undertake and they can potentially yield additional resources for the department. The umbrella model outlined in the Synthesis section of the program review can be leveraged for grant proposals consistent with individual and joint projects and certificated assemblages of courses (not restricted to anthropology offerings) that are appropriate for professional development and other forms of ongoing education that we believe will become increasingly important to society. The challenge is pursue these opportunities when so much time is devoted to meeting student needs and maintaining quality scholarship.

4. The final challenge is that of handling the increasing administrative tasks that are required of all departments, but that especially impact small ones. In order to improve faculty efficiency the department is committed to developing technological solutions to recurring issues (e.g. relying further on a robust, multi-functional website to assist in student recruitment, advising and retention), as well as the human capabilities that underlie our nimbleness; a well-trained and stable administrative staff is critical. Concerns about layoffs and insufficient support undermine our ability to offer a good return on investments by the university; these returns take the form of educational outcomes that are consistent with espoused university values. Uncertainty about whether the institution will continue to aspire to be a comprehensive university or whether it will instead embrace the model of a trade school that denigrates the importance of diverse and divergent disciplines and faculty members would, in our view, pose the ultimate departmental challenge.

3. Synergies

1. Internal Synergy. The department is committed to integrative learning that focuses on real world issues and social needs; student learning and synthesis across the fields of anthropology; emphasis on linking knowledge to skills; and integration of pedagogy with scholarship. The goal is to support fully professional scholarship as well as its use and application. Therefore we are internally synergistic via our commitment to three umbrellas that also provide a basis for connecting to communities, organizations, and like-minded colleagues in other departments.

2. Traditional Interdisciplinarity. The department remains committed to its leadership of the Behavioral Science Program. Program courses and faculty remain distinct, and synthesis is provided by this department through the ANTH 193 course it staffs and that is required of all students.
3. Metadisciplinary Possibilities. A proposed College of Social Sciences major in Organizational Studies (Interdisciplinary), if approved, will result in a new faculty drawn from several departments. It will be student focused; praxis-based; and focused on meeting real-world needs. If it succeeds then it will open the door to new cross-disciplinary scholarship and collaboration.

4. Minor Degrees in Anthropology. The anthropology minor can provide a means for organizing student learning under the three umbrellas. The Native American Studies minor is small but it connects several departments. We expect to develop the Values, Technology, and Society minor into a vehicle for curricula in material culture and human adaptation.

5. Applied Anthropology Graduate Program. This program requires students to build in coursework across disciplines via a 6-unit breadth requirement that can be increased to 12 units with faculty approval. The intellectual goal is to provide opportunities to engage students, ideas, and tools from one or more other disciplines since most social issues or problems do not present themselves as belonging to single disciplines; regardless, applied anthropologists must work across professional boundaries.

6. Edgy Synergies. We also have synergistic relationships via several other relationships. (1) The Human Aspiration and Design Laboratory (HADLab) founded by Darrah and McClusky (Industrial Design) provides a mechanism for the two departments to integrate research, design, and implementation. (2) The umbrella model creates shelters for individuals with similar interests or commitments, and complementary skills and knowledge, to work together with minimal transaction costs. (3) The umbrellas present opportunities for special B.A. degrees oriented around real-world issues and that will allow us to explore new approaches to assessment. (4) Our project orientation fosters connections with community partners, such as those with Kaiser Permanente, Opportunity Fund, and CreaTV San Jose.

4. WASC Program Outcomes Rubric

   The department of Anthropology offers a BA in Anthropology, an MA in Applied Anthropology, and the BA in Behavioral Science (Interdisciplinary) with ten specific learning objectives for Anthropology, two for Behavioral Science, and seven for the graduate program in Applied Anthropology. In addition, the department also oversees three double majors: Behavioral Science with a double major in Anthropology or Psychology or Sociology. These double majors have the same integrated program learning objectives as the single major. The department also has minors in Anthropology and Native American Studies. On the basis of previous review and assessment over the past two years it had been determined that the three double majors should be terminated, retaining the Behavioral Science (Interdisciplinary) major, which includes an emphasis on one of the three disciplines. In effect once the three double majors are terminated (at the end of spring 2012) then the behavioral science learning objectives that extended somewhat nebulously across the four majors will become the de facto objectives of the single remaining major.

   Each of the major and masters programs have a set of Program Learning Objectives designed to guide programmatic learning which also serve to facilitate assessment. Based on our current assessment of program status and our alignment between program goals, learning objectives, and observed outcomes we have identified our assessment Progress as Developed or Highly Developed in all categories of the Assessment matrix. Each graduate and undergraduate program will be addressed individually. Challenges lay ahead to foster sustainable Program Outcomes that align curriculum with assessment, not in rubric form, but consistent with the complexities inherent in Anthropology. However, the department meets regularly to discuss assessment and is proactive in both designing innovative research-oriented Learning Outcomes and authentic assessment practices. It has been a regular practice of the department to
incorporate assessment at several scales into both planning and instruction. This is especially the case of current development of thematic research “umbrellas” discussed above.

4.1. Anthropology and Behavioral Science

The major in Anthropology is viewed as ranging from Developed to Highly Developed depending on specific measures against the Program Learning Outcome rubric. Under the category Comprehensive List the program goals are Developed. The list of PLO is both grade and discipline appropriate in content and of expectations for student performance. Learning Outcomes are articulated across the curriculum (as measured by annual Program Assessments and are specified with sub goals at measurable scales. For example, Learning Objective 4, Knowledge of the history of Anthropological thought and its place in modern intellectual history, has three operationalized criteria for assessment with clearly defined outcomes: Ability to identify key explanations; Describe connections and influences; Recognize [and communicate] larger historical contexts… Each of the ten Learning Objectives are provided with this level of specificity.

The major in Behavioral Science is viewed as ranging from Developed to Highly Developed depending on specific measures against the PLO rubric. The list of learning outcomes is appropriate in content and expectations of student performance and is articulated with the other disciplines. The curriculum (as measured by annual Program Assessment) provides specified learning objectives, and contains specific sub-sets of learning objectives at measurable scales. For example, students are expected to demonstrate the ability to apply perspectives from behavioral sciences to their own career plans. A capstone course helps students synthesize and reflect on their learning across the three disciplines that constitute the Behavioral Science degree.

In terms of Assessable Outcomes the Anthropology major is viewed as Developed. Students are provided with specific ways in which learning will be assessed and how mastery of skills can be demonstrated. The Department has not instituted uniform rubrics in measuring outcomes by choice owing to the unique quality of the discipline that cannot easily conform to a rubric. Individual PLO assessment is the practice during annual reviews through a representative sampling of course offerings using specified assessment instruments.

The Behavioral Science is major is viewed as Developed. The PLO specify that students will synthesize perspectives within the varied disciplines covered by this major and a capstone course provides opportunities for application, including developing career plans.

In terms of Alignment the Anthropology program is viewed as Highly Developed. The curriculum and pedagogy are interdisciplinary in scope and fully integrated. The curricular “umbrellas” under development will define a plan that will extend further the intersections of assessment, department research themes, and sustainable improvement of student learning.

The Behavioral Science program will enjoy the same pedagogical support that aligns the Anthropology major. Although students take courses in other departments, Learning Objectives and alignment are viewed as Developed.

In terms of Assessment Planning the Anthropology and Behavioral Science programs are viewed as Highly Developed. A fully articulated multi-year plan is in place which guides assessment. The Department has a specific faculty member with the responsibility of coordinating Assessment and has taken steps to ensure alignment of assessment between programs and the varied layers of assessment, such as GE courses, individual Learning Objectives, and Program Learning Outcomes. The department has initiated a new coordination and streamlining of assessment that should lead the department to Highly Developed on this criterion within the next year or two.

Under the criterion The Student Experience the Anthropology major is viewed as Developed to Highly Developed. Students have a strong grasp of program outcomes in each of
the sub-fields. Based on past assessment the department took positive and strategic steps to strengthen the archaeology component of the program with an eye toward alignment of the major consistent with overarching departmental research themes. Over the past few years new courses have been developed to increase the depth of the program. These steps also articulate with the Masters program in Applied Anthropology. Students are provided with comprehensive curriculum plans and widely available open advising. Outcomes are generally provided in all syllabi and the new department interactive website, which went on-line with the Fall 2011 semester, offers easy access (in accessible format) to all relevant course related information, syllabi, and policies. Directories provide students with access to University advising and resources.

The Behavioral Science major has equal access to all advising, web materials and clearly stated outcomes on syllabi. The program is viewed as Developed within this criterion. As the major becomes more streamlined and the curriculum more directly integrated into the departmental research umbrellas currently being designed the major should approach Highly Developed by 2012.

4.2. Masters in Applied Anthropology

Under the criterion Comprehensive List the Program in Applied Anthropology is Highly Developed. The seven Learning Objectives for the program are clear and professionally applicable. Expectations are distinct and faculty is in agreement concerning mastery. However, the department does see areas for improvement and is working to enhance professional communication skills among graduates in the program. Owing to the variable and often idiosyncratic nature of Anthropological research in domains of application no single rubric is deemed satisfactory, nonetheless, under the criterion Assessable Outcomes the program is viewed as Highly Developed. Expectations of graduates far exceed the rubric in the PLO matrix and these outcomes are defined by faculty within each student’s research efforts. The Applied Anthropology program has clearly established academic standards and programmatic requirements structured to facilitate learning among a diverse and non-traditional clientele. Curriculum is designed to steadily increase student skill sets relevant to anthropological perspectives and applications. We view the program to be Highly Developed under the criterion Alignment.

The next two criteria, Assessment Planning and The Student Experience, are viewed in the context of an evolving masters Program as Developed approaching Highly developed. Students have a strong grasp of PLO and are guided in their own learning. The program is comprehensively structured and is sustainable, in fact has been growing steadily over the past three years.

4.3. Assessment and Planning

During faculty meetings and a program planning retreat the faculty has discussed assessment systems and how to evolve the existing programs in a sustainable and integrated format that links student PLO with faculty and department research interests and goals. The functional analogy is “umbrellas” with discussion centered on how curriculum can support the enhanced program goals and how to best meet student needs. This new internal structuring will be ongoing throughout the year and is providing a platform for developing thematic research questions department-wide wherein students can be active rather than passive participants in realizing Program Learning Objectives. The department meets regularly to plan the ways in which existing curriculum supports the PLO and what new curriculum needs to be created.
Current assessment of programs mapped to the PLO Assessment matrix.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Initial</th>
<th>Emerging</th>
<th>Developed</th>
<th>Highly Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive List</td>
<td></td>
<td></td>
<td>Anthropology Behavioral Science</td>
<td>Applied Anth MA</td>
</tr>
<tr>
<td>Assessable Outcomes</td>
<td></td>
<td></td>
<td>Anthropology Behavioral Science</td>
<td>Applied Anth MA</td>
</tr>
<tr>
<td>Alignment</td>
<td></td>
<td></td>
<td>Behavioral Science</td>
<td>Anthropology Applied Anth MA</td>
</tr>
<tr>
<td>Assessment Planning</td>
<td></td>
<td></td>
<td></td>
<td>Anthropology Behavioral Science Applied Anth MA</td>
</tr>
<tr>
<td>The Student Experience</td>
<td></td>
<td></td>
<td>Behavioral Science</td>
<td>Anthropology Applied Anth MA</td>
</tr>
</tbody>
</table>

5. Discussion of Student Learning

The department’s goals for student learning are evolving in order to both adapt to new realities and to proactively contribute to creating desirable futures for our students and, in a small way, for society. We plan to continue to offer a robust curriculum that allows our students to master skills and knowledge in anthropology because it provides great preparation for many professions/careers and because society—especially in an era of intensive globalization and transformation of the human organism—can benefit from what we offer. Our umbrellas provide a new way to transform and to integrate anthropology in ways that are sensitive to the needs of individual students to become flexible, integrative problem solvers who can adapt to rapidly changing jobs and social needs. In effect, we believe we will be able to both replicate our discipline (which matters to many of our students) and contribute to building skills and knowledge pertinent to integrative learning that is salient to careers and real-world issues (which matters to our communities).

An implication of this model is that what we expect our students will learn is changing. To date our expectations have largely focused on: (1) basic anthropological knowledge, including factual knowledge about the human condition and (2) conceptual/theoretical skills that allow students to reason from that knowledge. Increasingly we expect to be supporting: (1) problem setting and solving abilities based on heterogeneous sources of data, many not traditionally considered by anthropology; (2) integration of skills and knowledge from ancillary fields into students’ idiosyncratic capabilities, sometimes with loose connections to anthropology; and (3) skills in applying knowledge in ways that contribute to both deepening and broadening how issues are conceptualized and to creating solutions that can be implemented and monitored. These changes are best seen as shifts in emphasis and not entirely new areas of student learning. However, most students have been left to perform these syntheses on their own, often after graduation, and we believe that increasingly we will be facilitating it within our programs.

6. Discussion of Required Data Elements (RDE)

The department analyzed the RDE data (see Appendix D) using Chi-Square tests and found that overall the department has maintained a steady number of courses and sections offered. Additionally, headcounts per sections did not change since 2007. There were no significant changes in SFR, FTES or FTEF. Within majors, there has been a significant increase in first-time freshmen (Chi-Square = 78.90, df = 4, P < 0.01) and in new undergraduate transfers (Chi-Square = 75.09, df = 4, P < 0.01). Show rate, however, did not change. This change in enrollment is also seen in headcount enrollment by class level for Freshmen, Sophomores, Juniors, and Seniors (Chi-Squares = 26.45, 11.38 and 22.73, respectively; Ps < 0.05). Most of our students are upper division students (Chi-Squares = 86.73, 119.87, 96.50, 98.62, 132.22 – in chronological order; Ps < 0.01).
Enrollment by major showed an increase in Behavioral Science majors (Chi-Square = 57.86, P < 0.001), but no significant change in Anthropology majors. There was, however, a significant increase in both Bachelor and Master degrees awarded in Anthropology (Chi-Squares = 12.74, Ps < 0.01). No significant changes were seen in retention or graduation rates; however, in some cases small sample sizes prohibited statistical analyses.

The challenges that face the department revolve around the increase in Behavioral Science majors and incoming students with no increase in FTEF. In addition, increasing anthropology majors is a departmental goal; the creation of umbrella themes that unite the three fields of anthropology with applicable real-life issues is one way we plan to address this challenge.

7. Summary

The department is fully engaged in: (1) advancing the discipline of anthropology, (2) fostering integrative learning and praxis among its majors, (3) adapting to emerging conditions based on action-oriented assessment, and (4) proactively creating internal organizational structures that will connect students, faculty, and staff around topics that are linked to the societal benefit, contributions to general knowledge and application, and careers that are themselves responsive to changes in values, technology, markets, and opportunities. The department staff and faculty naturally lament the brute fact that they are operating in a static environment, but we have laid foundations that will allow the department to continue to maintain the quality of its range of offerings through its strategic planning; we do not assume salvation through “windfalls”. The faculty and staff are cohesive and anticipate continuing to address new challenges as they arise. We are especially eager to continue exploring opportunities to leverage the departmental umbrellas in order to identify new resources and ways to deliver and assess education, and to continue to link the educations of our students with domestic and global needs.
Appendix A
Faculty Curriculum Vitae
VITA
February 2011

Charles Neil Darrah
Department of Anthropology, San Jose State University
San Jose, California 95192-0113
office: 408 924-5314   fax: 408 924-5348   e-mail: darrahc@email.sjsu.edu

CURRENT POSITIONS

Chair, Department of Anthropology, San Jose State University (2007-)

Professor, Department of Anthropology, San Jose State University, San Jose, California
(2001-present)

EDUCATION

Ph.D. 1990, Social Science in Education Committee, School of Education, Stanford University

M.P.H. 1982, Health Science Department, San Jose State University

M.A. 1976, Anthropology Department, University of Alberta, Canada

B.A. 1970, Department of Anthropology, San Jose State University

EMPLOYMENT

2006-2008 & fall 2009: Graduate Coordinator, Applied Anthropology M.A. Program, San Jose State University

1995-2000: Associate Professor, Department of Anthropology, San Jose State University, San Jose, California.

1995-1999: Chair, Department of Anthropology, San Jose State University, San Jose, California.

1991-95: Assistant Professor, Department of Anthropology, San Jose State University, San Jose, California


1978-90: Lecturer, Department of Anthropology/Cybernetic Systems Program, San Jose State University, San Jose, California

1978: Lecturer, Social Science Department, Evergreen Valley College, San Jose, California

1974-81: Lecturer, Anthropology Department, DeAnza College, Cupertino, California

1972-73: Teaching Assistant, Department of Anthropology, University of Alberta, Edmonton, Alberta, Canada
GRANTS & SPONSORSHIPS

Grant: 2009-2010, John S. and James L. Knight Foundation: Supporting Community Change Makers ($54,750). Co-PI with N. Conand (SJSU) and S. St. John-Crane (CreaTV San Jose).

Grant: 2009-2010, Kaiser Permanente/San Jose Community Benefit: Bridges to Active Living ($20,000). Co-PI with J. McClusky).

Grant: 2007-2009, Kaiser Permanente: Healthy Eating Active Living ($200,000). Co-PI with M. Friedman (primary PI) and PI of evaluation component ($25,000).

Sponsorship: 2006/2007, Panasonic San Jose Laboratory: Donation to Human Aspiration and Design Laboratory ($10,000). With J. McClusky.


PUBLICATIONS

Books


Articles


Book Chapters


Published Reports


Other


PRESENTATIONS

Scholarly Papers


Darrah, C. N. (April 2008). “Making the Destination: Silicon Valley as Process.” From Strawberries to Software: Immigration to Silicon Valley Conference, College of Social Sciences, San Jose State University, San Jose CA.


Symposia, Workshops, Lectures


Panelist: “Imagining Ourselves Imagining Families”. Imaging the Future of the Family Conference, MARIAL Center, Emory University, Atlanta, GA: November 11, 2010.


CONSULTATION

Member: Future State Advisory Board, Campbell Soup Company (2006-present)

AFFILIATIONS

Visiting Professor, University of Salford, United Kingdom (2010-)

Visiting Professor, Business School, Manchester Metropolitan University, United Kingdom (2006-)

MEMBERSHIPS

Society for Applied Anthropology (Fellow)
CURRICULUM VITAE*

J. A. English-Lueck [2006-August 2011]

Address

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San Jose State University
Office Phone (408) 924-5347
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San Jose, California 95192-0113
Jan.English-Lueck@sjsu.edu

Education

Ph.D. 1985  University of California, Santa Barbara, California [Anthropology]
M.A. 1978  University of California, Santa Barbara, California [Anthropology]
B.A.  1976  California State University, Fresno, California [Summa cum Laude in Anthropology]

Academic and Teaching Positions

Full Professor: SAN JOSE STATE UNIVERSITY (SJSU), Department of Anthropology, San Jose, California, USA. [Fall 2000-present]

Visiting Lecturer:  STANFORD UNIVERSITY CONTINUING STUDIES, Palo Alto, California [Summer 2010]


Administrative Experience

Service as Acting Chair [11/29-12/1/10].

Research Interests

• CULTURAL FUTURES, CULTURAL INNOVATIONS AND IDENTITIES: In a plural society, people with diverse cultural values interact in ways that illuminate different cultural templates, and create new ones. This process of deep diversity is vital for cultural and organizational innovation.

• WORK, FAMILY, HEALTH AND COMMUNITY: Cultural futures, cultural innovation and

*Updated October 2011
technology work are enacted in everyday life in the domains of work, family and community in Silicon Valley. Health choices made by individuals and practitioners are made within the context of deep medical diversity and are intimately linked with work and family obligations. Work–life balance is a critical aspect for maintaining a sustainable workforce in an organization.

- THE GLOBAL CULTURAL CONTEXT OF SCIENCE AND TECHNOLOGY WORK: Science and technological work exists within larger cultural frameworks. I explore the connections between people in specialized work communities in China, Hong Kong, Taiwan, New Zealand, the European Union and California.

Courses Developed, Revised and Taught

Graduate Level

- Anthropological Method and Theory (Anth 230, Revised and taught at SJSU)
- Anthropological Theory in Practice (Anth 230, Revised at taught at SJSU)
- Culture et Civilisation Américaine, American Culture in Silicon Valley (developed and taught at UP12)
- Cultures@SiliconValley (developed and taught at SCS)
- Dreaming Utopia (developed and taught at SCS)
- Social Theory (through Ethnographies) (developed and co-taught at SJSU)

Undergraduate Level

- Anthropology of Alternative Healing (developed and taught at SCS)
- Culture and Personality/Culture in Mind (Revised and taught at SJSU)
- Culture et Civilisation Américaine, American Culture in Silicon Valley (developed and taught at UP12)
- Emerging Global Cultures (Course Coordinator, revised and taught at SJSU)
- Kin, Kith, Community (developed and taught at SJSU)
- Anthropology of Native America (revised and taught at SJSU)
- Anthropology of Asia (developed and taught at SJSU)

Fieldwork Experience


- California: Extended participant-observation, life histories and ethnographic futures research with the community of holistic health practitioners, especially apprentices; special focus on holistic health as a social movement. [1979-1981] California Sierra, Central Coast: archaeology, crew chief, Forest Archaeologist and archaeological technician, volunteer on historic utopian archaeology site. [1975-1982, 2006]

- Other USA: Pacific Northwest: Ethnographic futures research among midwives, relating to issues of professionalism and ideology. [1986] Clean technology futures and deep medical diversity. [2011]

- Greater China

- Other Technopoles

**Research Positions**

Research Affiliate: Institute For The Future, Palo Alto: Consultant on various projects relating to emerging cultural practices, social organizations and technologies. [1995-present]

Research Consultancies: Short term research projects for Kaiser Permanente [2010-present]

**Professional Association Appointments**

Executive Director, (Chair of the Board), Southwestern Anthropological Association] [2006-2007]


Board Member. [2005-2006, 2007-2008].

Past-President [2004-2005]

American Anthropological Association Awards Advisory Committee on the Diana Forsythe Prize for feminist scholarship in science and technology studies [2008-2011]

**Publications and Reports**

**Academic Books**


**Textbooks**


**Articles/Chapters/Reviews**

2011 Review of Working the Past: Narrative and Institutional Memory. Anthropology of Work Review. 31 (3): 40-41.**

2011 “Prototyping Self in Silicon Valley, Deep Diversity as a Framework for Anthropological

---

1 ** indicates peer review


Reports


2006 “China’s Cultural Ergonomics” A report to Herman Miller.

reprinted in the Wills and Probate Bulletin (Melbourne, Australia), Volume 13.

Work in Progress


Professional Activities and Papers Presented

Cultural Futures, Frontiers and Social Change

Panelist: “Greening the Future of Silicon Valley,” in the College of Social Science Dean’s Symposium, “The Future of Silicon Valley: Globally Competitive and Locally Concentrated.” San Jose State University  [March 8, 2011]
**Keynote Speaker:** “Deep Diversity and Silicon Valley,” San José State University Conference on Immigration. Hosted by the Silicon Valley Center for Global Innovation and Immigration [January 29, 2010]


**Discussant:** Session organized by Patricia Lange, “Are the Sacred Tropes of Anthropology Worth Keeping? Lessons from Information Technology Studies,” American Anthropological Association meetings, Philadelphia, Pennsylvania [December 2, 2009]


**Speaker:** Being Productive in the Company Town: Men and Women Remaking Themselves for Silicon Valley. Stanford University, Institute for Research on Women and Gender [April 11, 2006]


**Lecture:** “Silicon Valley Cultures.” International and Extended Studies. Yunnan Provincial Officials [November 30, 2005]. Qingdao University Student Training Program. San Jose State University. [March 23, 2006]

**Lecture:** “20 Minutes into the Future.” Alumni College. San Jose State University. [October 22, 2005]

**Lecture:** Cultures@Silicon Valley. Stanford University CASAColloquium (Cultural and Social Anthropology). [March 6, 2006]
Education and Applied Anthropology


Medical Beliefs and Practices


Presenter: “Health Disparities, a View from Anthropology.” College of Social Sciences. San Jose State University. Dean’s Symposium on Poverty, Problems, Solutions. San Jose, California [October 6, 2009]


University and Community Service

Community-based Research and Action: Supervised students in Culture in Mind and research practica participating in San Jose Stories, Neighborhood Lives, a Project sponsored by CommUniverCity San Jose collecting stories of residents to local online history. [2009-2011].

Advisor: Representing the College of Social Sciences, The Silicon Valley Center for Global Innovation and Immigration [2009-2011].

Community-based Research and Action: Supervised students in Medical Anthropology to tutor health literacy skills to immigrant elderly in MetLife Health Literacy/SHINE Project. [Fall 2006]

University Service: IRB Task Force Co-Chair. Developed recommendations to revise human subjects research policies and practices at San Jose State University. [2005-2007]

Grants

- Spring 2008 Sabbatical Leave granted for writing a book manuscripts as part of the Silicon Valley Cultures Project and preliminary research in China, Silicon Valley and other sites on work and the moral economy.

- 2005-2006 Competitive Faculty Development Grant, Lottery Funds Travel Grant.

Honors and Awards

- College of Social Sciences, Service Merit Award. 2011.

- 2010 SJSU President and Provost’s Community Engagement and Service Learning Award, Collaborative Project (with students Maribel Martinez, Mayra Cerda, Michelle Nero, Audia Velazquez Rivera, Mary Kosovich and undergraduates David Valpey and Carl de Soto)

- 2007 Provost’s Assessment Award College of Social Sciences Assessment Committee (represented Anthropology department in that committee)

- 2006 Diana Forsythe Prize for Cultures@SiliconValley. Excellence for feminist ethnographic work on science and technology. American Anthropological Association.

Memberships

- American Anthropological Association, Fellow. [National Association for Practicing Anthropologists, East Asian Anthropology Interest Group, Society for the Anthropology of Work, Council for the Anthropology of Science, Technology and Computing]

- Southwestern Anthropological Association, Member, Past-President, Past Executive Director

- Society for Applied Anthropology, Fellow

- International Union of Anthropological and Ethnological Sciences, Member
CURRICULUM VITAE
Roberto J. González

CONTACT INFORMATION
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San José State University
San José, CA  95192-0113
(510) 697-0936
roberto.gonzalez@sjsu.edu

EDUCATION
Ph.D.  Anthropology  University of California, Berkeley  (1998)
M.A.  Anthropology  University of California, Berkeley  (1993)
B.A.  Anthropology  University of Texas at Austin  (1992)

FIELDS OF SPECIALIZATION
Ecological anthropology
Militarism and culture
Food and agriculture
History of anthropology
Science and technology
Mexico, Latin America, United States

TEACHING EXPERIENCE
2001-2011  Associate Professor, Department of Anthropology, San José State University
Courses Taught
  Introduction to Cultural Anthropology
  Theories of Culture and Society
  Emerging Global Cultures
  Thought Control in Contemporary Society
  Wealth and Power
  Gifts, Markets, and Money
  Anthropology of Mexico
  Anthropology of Food
  Domains of Applied Anthropology (graduate seminar)
  Advanced Research Methods (graduate seminar)
  Advanced Theory (graduate seminar)

1998-2001  Visiting Lecturer, Department of Anthropology and Department of Ethnic Studies,
University of California, Berkeley
Courses Taught
  Introduction to Cultural Anthropology
  Anthropology of Mexico and Central America
  Comparative Society
  Latino Health Issues

1994  Teaching Assistant, Department of Anthropology, University of California, Berkeley
RESEARCH EXPERIENCE
2005-2006 Rural northern Oaxaca, Mexico (summer visits). Documentary film project analyzing the process and consequences of lost knowledge in a Zapotec mountain village. Supported by small grants from San José State University and University of California, Berkeley.
1994-1999 Rural northern Oaxaca, Mexico. Indigenous farming and food in a Zapotec mountain village; local knowledge systems; political economy. Supported by the National Science Foundation.
1993-1995 Susanville, California (monthly visits). The rise and fall of a rural development program for adolescent health; bureaucracies in the contemporary US; controlling processes. Supported by the California Wellness Foundation.

ADDITIONAL EXPERIENCE
1998 Translator (Spanish edition of Empire's Children: The People of Tzintzuntzan by George M. Foster)
1994 Kroeber Anthropological Society Papers, Editorial Board
1989-1991 Student Engineer, Southwest Research Institute (San Antonio, TX), Fuel Testing Department; General Motors Corporation (Oklahoma City, OK), Assembly Engineering Department

BOOKS
2010 Militarizing Culture: Essays on the Warfare State. Walnut Creek, CA: Left Coast Press.

DOCUMENTARY FILMS

SCHOLARLY ARTICLES, BOOK CHAPTERS, AND REVIEWS


2007 "Standing Up Against Torture and War: Why Anthropologists Should Vote on the


2001 "Perspectivas sobre el 11 de septiembre: Dolor, coraje, y razón" (with Laura Nader). *Diario de campo* 38 (Mexico City, Mexico), November 2001, pp. 2-7.

2000 "The Framing of Teenage Health Care: Organizations, Culture, and Control" (with Laura Nader). *Culture, Medicine, and Psychiatry* 24:231-258.


**COMMENTARIES AND REVIEWS FOR THE GENERAL PUBLIC**


2003  "Detentions Don't Make Us More Secure" (Op-ed piece).  San Jose Mercury News, January 16, p. 6B.
1997  "Civilización al revés: Imágenes de la ciudad vista desde la Sierra Juárez." Contrapunto (Oaxaca City, Mexico) 60, pp. 15-16.
1997  "Campos, ciudad, y crisis: El regreso de migrantes a sus pueblos natales." La hora (Oaxaca City, Mexico) 254, p. 8.
1997  "Los que se dicen dueños de las minas: Una breve historia de la minería en la Sierra Norte de Oaxaca." Titza kie'riú (Guelatao, Mexico) 2:29-34.
BOOKS, ARTICLES, AND OTHER WORK IN PREPARATION


n.d. "Zapotec Responses to Transgenic Maize in Rural Oaxaca." Article manuscript.

PROJECT REPORTS


SELECTED PRESENTATIONS


2011 "Anthropological Views on Corporate Personhood." Presented at the roundtable panel "From Santa Clara County to Citizens United," sponsored by the College of Social Sciences, San Jose State University, San Jose, CA, September 19.

2011 "Losing Knowledge" (documentary film screening and discussion). Presented as part of the College of Social Sciences Classes without Quizzes series, San Jose State University, San Jose, CA, April 30.


2011 "Human Terrain: War Becomes Academic." Presented at the University of Detroit-Mercy, Detroit, MI, April 7.

2011 "Losing Knowledge" (documentary film screening and discussion). Presented at the Pacific Film Archive Theater, Berkeley, CA, March 14.


2010 "Militarizing Culture." Presented as part of the Classes without Quizzes series, San Jose State University, San Jose, CA, September 24.


2009 "American Counterinsurgency: Understanding the Human Terrain System." Presented as part of the University Scholars Series, San Jose State University, San Jose, CA, October 22.
2009  "Militarizing the Social Sciences."  Presented at Mills College, Oakland, CA, September 22.
2008  "'Human Terrain' and Indirect Rule: Practical, Theoretical, and Ethical Concerns."  Presented at the conference "Anthropology and Global Counterinsurgency," sponsored by the Department of Anthropology, University of Chicago, Chicago, IL, April 27.
2008  "From Anthropologists to 'Technicians of Empire': Project Camelot, the 'Thai Affair,' and the New Counterinsurgency."  Presented at the annual meetings of the Society for Applied Anthropology, Memphis, TN, March 28.
2008  "Recruiting 'Intelligence': The Intelligence Community Centers of Academic Excellence Program."  Presented to the Humanist Community, Palo Alto, CA, January 29.
2005  "Dilemmas of a Coffee Culture."  Presented at the annual meetings of the Southwestern Anthropological Association, San Jose, CA, April 30.
2004  "Globalization in a Mexican Village."  Presented at the annual meetings of the Southwestern Anthropological Association, San Jose, CA, April 16.
sponsored by the Canadian Studies Program, University of California, Berkeley, May 9.

2003 "Biological Invasion and Cultural Resistance: Transgenic Maize in Oaxaca." Plenary address presented at a symposium entitled "Biological Invasions and Biocultural Diversity," sponsored by College of Agriculture and Environmental Sciences, University of California, Davis, April 25.


**GRANTS, FELLOWSHIPS, AND AWARDS**

2011 San José State University Research, Scholarship, and Creative Activity Grant (for ethnographic research and preparation of a book manuscript).

2008 San José State University Planning Council Grant (for support of student projects).

2007 San José State University Foundation Grant Writing Award (for documentary film project preliminary proposal submitted to National Science Foundation).

2007 California State University Research Grant (for documentary film project).

2006 San José State University College of Social Sciences Grant Writing Award (for documentary film project proposal submitted to National Endowment for the Humanities).

2006 California State University Research Grant (for preparation of edited book manuscript).

2003 Julian Steward Award (for the book *Zapotec Science*), awarded by the American
Anthropological Association—Anthropology and Environment Section.
2003  Outstanding Professor, San José State University Associated Students.
2002  San José State University Faculty Development Grant (for preparation of edited book).
2002  Interdisciplinary Diversity Project Team Program Grant, San José State University.
1998  Institute for the Study of Social Change, Thomas Yamashita Memorial Award, University of California, Berkeley.
1997  Institute for the Study of Social Change, traineeship, University of California, Berkeley.
1994-7 National Science Foundation, predoctoral fellowship
1992-4 Graduate Opportunity Program, fellowship, University of California, Berkeley

**MEDIA INTERVIEWS**


2007  Guest on "The Current," Canadian Broadcasting Corporation (Toronto, ON). Hosted by Anna Maria Tremonti.  (Discussion of anthropological counterinsurgency teams.) October 17.


2003  Guest on "Voces de las Américas," KPFA 94.5 FM (Berkeley, CA). Hosted by Alfonso Tovar.  (Discussion of the impact of Iraq war on Latinos.) May 2.


2002  Guest on "Making Contact" (syndicated by National Radio Project, Oakland, CA). Hosted by Garance Burke.  (Discussion of genetically modified maize contamination in Oaxaca.) July 24.

2002  Guest on "The Davis Rankin Show," KURV 710 AM (Edinburg, TX). Hosted by Davis Rankin.  (Discussion of Zapotec subsistence farming.) February 11.

MEMBERSHIP IN PROFESSIONAL SOCIETIES
Royal Anthropological Institute
American Anthropological Association (Chair-elect, Committee on Ethics)
Southwestern Anthropological Association
Society for Applied Anthropology
Teaching and Research Affiliations

2006-Current  Associate Professor of Archaeology, San Jose State University, Department of Anthropology

2010 Adjunct Professor, Texas A&M University, serving on doctoral committee for student in Institute for Nautical Archaeology program.

2006-10 Research Associate, Minetta Transportation Foundation, San Jose California

2004-05 Visiting Assistant Professor of Archaeology, Dept. of Social Sciences, Michigan Technological University, Houghton, Michigan

2004 Instructor. Michigan State University. Introductory Archaeology. Summer program.


1999 Teaching Assistant. Department of Integrated Social Sciences, Michigan State University. Ideology and Inequality. Martin Marger, Prof.

1999 Teaching Assistant. Department of Integrated Social Sciences, Michigan State University. Canadian Studies. Martin Marger, Director, Center on Canadian Studies.


1997-98 Instructor. Introductory Archaeology. Department of Social Sciences, Michigan Technological University, Houghton, Michigan.


**Education**

Committee: Helen Pollard--Chair, Kenneth Lewis, Laurent Dubois, William Lovis.

Helen Pollard, Chair.

Susan Martin--Chair.

1985-87  Institute of Nautical Archaeology, Texas A&M University, College Station Texas.  
Graduate studies in Nautical Archaeology.


**Distinctions and Grants**

2011  Featured on National Geographic Channel, Two hour special *Wicked Pirate City*. April.  
International team diving on the sunken city of Port Royal, Virtual reconstruction.

2010  Elected National Fellow, The Explorers Club of America.

2009  Recipient, The Vogel Prize for Outstanding article and contribution published in Industrial Archaeology. Presented by the Society for Industrial Archaeology

2009  Junior Faculty Development Grant. College of Social Sciences, San Jose State University


2001  PHI KAPPA PHI Honor Society for Academic Achievement, Michigan State University.

1998  Highlighted at length in the *Encyclopedia of Underwater and Maritime Archaeology* (Thames and Hudson) for my innovative curriculum for teaching *at-risk* middle-school students using maritime archaeology as the hook. James Delgado, ed.

1997  Grant Recipient: MUKTI Foundation and The Nevis Historical and Conservation Society to conduct field work on Nevis, West Indies.

1996  Selected for Bay Area Science Teacher Mentor Program. Sponsored by NSF and The Exploratorium, San Francisco, Ca.,
1995  **Grant Recipient**: Project 2061: Benchmarks in Science; Awarded for my innovative instructional program targeting inner city middle school students: “Building robots from recycled junk.”

1995  NASA. Flew two science missions aboard the Kuiper Airborne Infrared Observatory. Team-Teacher Representative to Project LINK for Eureka Science, Inc., University of California, and Exploratorium of San Francisco.

1994  Selected as District Mentor Teacher, Coalition of Essential Schools, San Francisco, Ca.

1993  Nominated for Presidential Award for Excellence in Science Teaching, by faculty of James Lick Middle School, San Francisco, California.


### Archaeological Field Work

2011  San Jose State University Field School. *Bush Hill Project*, Nevis West Indies. Project included underwater survey and documentation of HMS Solebay in association with INA from Texas A&M University.

2010  *Baja Project*. San Diego Maritime Museum, Santa Clara University, and INAH Mexico. Spanish contact in California.


2007  San Jose State University Field School. *Bush Hill Project*, Nevis West Indies. Director. See www.caribbeanarchaeology.com


2004  *Baja Project*. San Diego Maritime Museum, Santa Clara University, and INAH Mexico. Spanish contact in California.


1984  *Port Royal Project.* Port Royal, Jamaica. Field school in underwater archaeology. Texas A&M University’s Institute of Nautical Archaeology. Donny Hamilton, director.

1978-80  *Pine Valley Project.* Nevada Department of Transportation, Archaeology Division, Tech I. Prehistoric sites survey and mitigation. Hal Turner, director.

**Peer Reviewed Publications and Journal Articles**


2010  Landscapes of Capitalism: A Case Study in Economic and Social Transition at Bush Hill Estate, Nevis. *Proceedings of the XXIII Congress of the International Association for Caribbean Archaeology*. Antigua and Barbuda


Book Reviews Published and additional Academic Contributions


2005 “Shared Spaces and Divided Places: Material Dimensions of Gender Relations and the American Historical Landscape.” In, Historical Archaeology, 40(1) Society for Historical Archaeology.


Selected Professional Papers and Presentations

2011 Chair, Symposium on Applications of XRF and LA-ICP-MS. Conference of the Society for American Archaeology, Sacramento, CA.


2009  Landscapes of Capitalism: A Case Study in Economic and Social Transition at Bush Hill Estate, Nevis. XXIII Congress of the International Association for Caribbean Archaeology. Antigua and Barbuda


2006  “…to the main object all is sacrificed.” Industrial Development in the Colonial West Indies Along the Sharp Edge of European Cultural Expansion. Conference of the Society for Historical Archaeology, Sacramento, CA.


2004  "Socioeconomic Evolution and Environmental Change: A Case Study of Capitalism from Nevis, West Indies, 1625-1833." Conference of the Society for Historical Archaeology, St Louis, MO.


Papers accepted for presentation


Invited Presentations and Symposia and Community Outreach

2010 “C3 meets S3; Caribbean Colonial capitalism: Sugar Slaves and Ships” Presentation to the Santa Cruz Archaeological Society. Cabrillo College, Santa Cruz, CA.

2010 Slaves, Sugar and environmental Change: Archaeological Investigations of Plantation Landscape in the West Indies. Stanford Archaeology center Guest Speaker Series. Stanford Campus, CA


2007 Becoming an Archaeologist. Career Day at Dilworth School, Cupertino, CA


Professional Development Seminars in College Teaching

- Teaching the Engineering Student: Cognitive stages of development. Sponsored by the Center for Teaching, Learning, and Faculty Development. Michigan Tech.

University Courses Taught

- Culture and Adaptation (Analysis of cultural interaction with environment).
- Reconstructing Lost Civilizations (Focus on the evolution of civilization and the theoretical and methodological issues that allow interpretation of the past).
- Prehistory and Archaeology (Focus on biological evolution; ancient civilization; rise of complex states; New World civilizations).
- World People and Environment (Multidisciplinary and integrated approach to human adaptive strategies, environmental interaction, gender relations and economic systems of non-western societies).
- Introductory Archaeology (General theory and methodology for non-majors).
- Social Differentiation and Inequality (assisted instruction, Dept. of Integrated Social Studies).
- Indians of California (Indigenous lifeways and prehistory through mission period).
- Archaeological Methods (Basic theory and technique in archaeological data recovery and interpretation).
- Archaeological Laboratory Methods (techniques of data analysis and interpretation, botanical and artifact reconstruction, basic conservation chemistry).
- North American Prehistory (American cultural development from first inhabitants until era of Spanish contact).
- Heritage Management (Graduate level pre-professional analysis of CRM heritage industry, preservation ethics, and museum-community outreach).
- Historical Archaeology (Archaeological theory and practice for study of the recent past).
- Old World Civilizations (The rise of civilizations in the old world from Paleolithic to classical times).
- Inca Aztec Maya (General history, archaeology and social development of civilizations in Mexico and South America).

University and Community Involvement

2009-current Anthropology Department Coordinator for Major assessment

2008-current College of Social Sciences Assessment Committee.
2008  San Jose State Independent Doctorate Planning Committee: Learning, Literacy, Curriculum and Assessment.

2008  Program Chair, Society for Industrial Archaeology Annual Conference, San Jose, CA.

2007-08  Department of Anthropology Search Committee for new faculty.

2006-08  Teacher Coach, Exploratorium Teacher Institute, San Francisco (working with area first year science teachers as a classroom coach and master science education mentor).

2004  Library liaison, Department of Social Sciences, Michigan Technological University.

2002  Associated Graduate Students of Anthropology. President. Michigan State University. Editor of Graduate Student Newsletter.

2001-02  Council of Graduate Students; Vice President for Graduate Welfare, Vice President for Internal Affairs, Michigan State University.


1987  Facilitator, Guest Speaker Series: Graduate Student Forum in Nautical Archaeology, Texas A&M University

Relevant Research/Education Associations

2004-current  Founder and Director of Operations: Institute for Advanced Interdisciplinary Caribbean Research. California. (Non-profit 501c-3 foundation)


Professional Affiliations

Curriculum Vitae  
(9/1/11)

William J. Reckmeyer, PhD

CURRENT POSITIONS

Professor of Leadership & Systems
Department of Anthropology
San José State University
San José, CA  95192-0113  USA
william.reckmeyer@sjsu.edu
408-924-5342 (V)

IES Senior Fellow
International & Extended Studies
San José State University
San José, CA  95192-0113  USA

EDUCATION

Higher Education Leadership
Harvard University
Cambridge, MA  02138  USA

Doctor of Philosophy (1982)
Russian Studies (Minor in Classics)
American University
Washington, DC  20016  USA

Master of Arts (1973)
Russian & East European History
American University
Washington, DC  20016  USA

Bachelor of Arts (1970)
History
Randolph-Macon College
Ashland, VA  23005 USA

PROFESSIONAL HIGHLIGHTS

Selected Positions
International Visiting Research Fellow
Centre for International Security Studies
University of Sydney
(2010)

Visiting Professor
Center for Int'l Security and Cooperation
Stanford University
(2005-2006; 2009-2010)

ISP Chair & Salzburg Global Fellow
Salzburg Global Seminar

Chief Systems Scientist
Systems of Systems Center of Excellence
(2003-2006)

Visiting Professor
Harvard Graduate School of Education
(1993-1999)

Selected Leadership & Honors
Outstanding Professor
Office of the President
San José State University
(2010)

Austen D. Warburton Award of Merit
For Outstanding Scholarly Achievement
San José State University
(2009)

Fulbright Scholar / Host
Council for International Exchange of Scholars
(2007)

Kellogg National Leadership Fellow
W. K. Kellogg Foundation
(1988-1992)

President
American Society for Cybernetics
(1983-1985)
CAREER SUMMARY

Dr. Reckmeyer is Professor of Leadership & Systems and IES Senior Fellow at San José State University, where he has been a faculty member and a consultant based in Silicon Valley since 1977. In addition, he currently serves as Strategic Advisor for the Salzburg Global Seminar and has been Faculty Chair of its International Study Program on Global Citizenship since 2004. Bill is a systems scientist and cybernetician whose work emphasizes integrated collaborative approaches to complex global and institutional issues. His teaching, research, and practice have focused on leading multi-year strategic planning efforts in a variety of organizational and inter-agency settings and on providing senior-level policy advice on national strategy for the US and Australian governments.

* GLOBAL CITIZENSHIP *

One major set of activities has centered on advancing global citizenship as a core responsibility of post-secondary education in the 21st century. His most important activities in this arena include two related efforts associated with the Salzburg Global Seminar, which has been an acclaimed international forum for dialogue about problematic global challenges ever since Margaret Mead chaired its first session in 1947. One effort involves Bill’s work as Faculty Chair of its International Study Program in Global Citizenship (ISP) since it was launched in 2004, which he and colleagues have built into one of the world’s pre-eminent networks of global education with nearly 90 university and college partners in the United States. The other effort involves Bill’s work as Director & Co-Founder of the SJSU Salzburg Program at San José State, which he and a small group of entrepreneurial colleagues began in 2006 to cultivate a critical mass of change agents who are committed to helping globalize the University. It was recently selected by the US Center for Citizen Diplomacy, with NAFSA and the US Department of State, as one of the nation’s Top 10 Programs on Global Citizen Diplomacy in US higher education and was featured at the first national summit on citizen diplomacy (November 2010) since the Eisenhower administration. Dr. Reckmeyer has also been a significant fund-raiser for these programs, generating nearly $1m for the ISP and more than $500k for the SJSU Salzburg program during the past five years.

* STRATEGIC GLOBAL STUDIES *

A second major set of activities has centered on integrated approaches to national strategy and global affairs, initially for the United States and recently for Australia. Dr. Reckmeyer developed the original ideas behind the use of Systems of Systems approaches to address highly complicated policy, operational, and technological matters as part of his pioneering study on national strategy for the Office of the Secretary of Defense in the early 1990s. From 2003-2006 he served as Chief Systems Scientist for the Systems of Systems Center of Excellence, which was established by the US Congress and chartered by the US Department of Defense to lead our country’s efforts in developing more integrated solutions to hyper-complex issues affecting national strategy, international affairs, and homeland security. Particular emphasis was on improving jointness and facilitating meta-systemic leadership through inter-agency partnerships to transcend the conventional silos characterizing many
institutions. Major projects included studies on capability-based acquisition, port security and maritime domain awareness, critical infrastructure protection, joint distribution planning and analysis, deployable joint command & control, and SoS engineering.

Dr. Reckmeyer spent the 2009-2010 academic year on leave from SJSU, in residence as a Visiting Professor with the Center for International Security and Cooperation at Stanford University and also served for two months as an International Visiting Research Fellow for the Centre for International Security Studies at the University of Sydney. In those roles he launched two related projects with distinguished senior colleagues at both universities to develop integrated national security strategies for the US and Australia respectively, the latter personally commissioned by its National Security Advisor on behalf of the Prime Minister and Cabinet. These projects are focusing on policies to integratively address the systemic connections among critical global challenges (primarily security, energy, water, logistics, pandemics, financial, technology, climate change, and agriculture), improve the collaboration among government agencies and other critical stakeholders, and create more coherent solutions to enhance national capabilities and global sustainability.

* STRATEGIC PLANNING *

A third major set of activities has centered on institutional change, including more than a dozen major multi-year efforts to promote improved collaboration between critical stakeholders in the academic, non-profit, corporate, government, and philanthropic arenas. Key examples include responsibilities as Strategic Advisor with [1] the California Levees Roundtable (2007-2010), which led to an unprecedented agreement and partnership between 11 federal, state, regional, and local agencies to establish an integrated solution affecting $5 billion in funding to resolve the State’s looming levee crisis; [2] Los Angeles and Santa Clara counties (1998-2003), which led to the first comprehensive Long Term Care strategic plans by multiple local agencies and community groups for the elderly and disabled populations in those important regions of California; and [3] comprehensive strategic planning efforts with 7 colleges and universities in California and Massachusetts (1991-2011).

* HONORS & ACTIVITIES *

Bill has also been a Visiting Professor or Senior Fellow in seven different disciplines at leading academic institutions in the United States and abroad – including Stanford University’s Center for International Security & Cooperation (2009-2010 & 2005-2006), Sydney University’s Centre for International Security Studies (2010); the University of Maryland’s Burns Academy of Leadership (2000-2005); Harvard University’s Graduate School of Education (1993-1999), and Sweden’s Royal Institute of Technology’s Systems Science PhD Program (1986-1993) in Stockholm. Professional honors and awards include selection as a Kellogg National Leadership Fellow (1988-1992), a five-time Salzburg Global Fellow (1995-2004), and Life Fellow of the American Society for Cybernetics (2009). At SJSU he was selected as a recipient of its Austen Warburton Award of Merit for Outstanding Scholarship (2009) and was recently honored as its Outstanding Professor (2010), which is the University’s most prestigious award. He has also been listed in a variety of publications, including *Who’s Who in

In addition to his responsibilities as a professor at San José State, Dr. Reckmeyer has also been active in his broader profession and community. Major professional capacities have included service as President of the American Society for Cybernetics; National Program Consultant for the American Leadership Forum; leadership consultant with the Kellogg Foundation; US representative to the National Science Foundation’s “US-USSR Project on the Fundamentals of Cybernetics and Systems Theory;” and chair of three major global systems conferences. Other service has included responsibilities as Editor-in-Chief of General Systems Yearbook, as American Editor of Systems Practice, and as a member on the editorial boards of Systems Research & Behavioral Science and Journal of Leadership Studies. In 2006 he was appointed a founding member of the Editorial Board for the new IEEE Systems Journal, which is focusing on integrating systems of systems science and practice among the full range of IEEE’s engineering domains. He has also been serving on the Advisory Council for the Harvard Business Review since 2007. Community work has included service as a volunteer board member for several local non-profit groups, including terms as President of the Board at Hospice of the Valley (2001-2007) and as Co-Founder of the Silicon Valley Regional Leadership Forum.

* PUBLICATIONS *

PRINCIPAL ACADEMIC POSITIONS

IES Senior Fellow (2010-Present)
San José State University
International & Extended Studies
San José, CA 95192-0135 USA
- Founder & Director – SJSU Salzburg Program (2006-Present)
- Provide strategic advice and support for AVP for International & Extended Studies and AVP for Undergraduate Studies to help globalization of the University

Professor (1987-Present)
Department Chair (1987-1991)
San José State University
Department of Anthropology
San José, CA 95192-0113 USA
- Keynote Address – SJSU Honors Convocation (2010)
- *Distinguished Faculty Mentor Award* – Office of Graduate Studies & Research (2011)
- *Outstanding Professor* – Office of the President (2010)
- *Austen Warburton Award of Merit* for Outstanding Scholarly Achievement – College of Social Sciences (2009)
- MUSE Professor & Advisory Board (2002-2005)
- SJSU Service Learning Scholar (2001)
- Developed and taught 15+ new undergraduate and graduate courses (leadership studies, US national strategy, globalization, behavioral systems science, organizational culture, advanced writing, systems science, high performance teamwork)
- Chaired 40+ graduate theses and 15+ undergraduate/graduate special majors
- Consistently rated among best teachers on campus (~4.85/5.0 in all courses)
- Led creation of a coherent strategic plan during time of severe institutional cutbacks
- Led comprehensive restructuring and integration of transdisciplinary curriculum
- Led recruiting process that doubled the number and diversity of permanent faculty
- Obtained new department offices, faculty offices, and laboratory facilities
- Served on 50+ department, college, and university committees

Director (1978-1987)
Associate Professor (1983-1987)
San José State University
Cybernetic Systems Program
San José, CA 95192-0113 USA
- Developed and taught 30+ new undergraduate & graduate courses (systems science and cybernetics, systems research, social cybernetics, systems management, organizational change, high performance teamwork, society and technology, globalization, living systems, information management)
- Chaired 50+ graduate theses and 30+ undergraduate/graduate special majors
- Consistently rated among best teachers on campus (~4.95/5.0 in all courses)
- Led comprehensive redesign of the focus, structure, and requirements of curriculum
- Developed/led program of 40+ public seminars in systems science/cybernetics
OTHER ACADEMIC POSITIONS

International Visiting Research Fellow (2010)
Center for International Security Studies
University of Sydney
Sydney, NSW 2006 AUSTRALIA

Visiting Professor (2009-2010)
Center for International Security & Cooperation
Stanford University
Stanford, CA 94305-6165 USA

Visiting Professor (2005-2006)
Center for International Security & Cooperation
Stanford University
Stanford, CA 94305-6165 USA

Senior Fellow (2000-2005)
James M. Burns Academy of Leadership
University of Maryland
College Park, MD 20742 USA

Visiting Professor (1996)
Center for Education & Community
Coastal Carolina University
Myrtle Beach, SC 29578 USA

Visiting Professor (1995)
Office of the President
University of Aveiro
Aveiro, 3810 PORTUGAL

Visiting Professor (1995)
Systems Science & Management
University of St. Gallen
St. Gallen, CH-9000 SWITZERLAND

Visiting Professor (1993-1999)
Graduate School of Education
Harvard University
Cambridge, MA 02138 USA

Visiting Professor (1992-1993)
Office of the President
Monmouth University
Monmouth, NJ 07764 USA

Visiting Professor (1987)
Systems Science & Management
University of St. Gallen
St. Gallen, CH-9000 SWITZERLAND

Distinguished Visiting Professor (1986-1993)
Informatics & Systems Science
Royal Institute of Technology
Stockholm, 10691 SWEDEN

Visiting Professor (1985-1986)
Safety & Systems Management
University of Southern California
Los Angeles, CA 90089 USA

PROFESSIONAL AWARDS & RECOGNITION

20th Anniversary Recognition (2011)
Who’s Who Publications
Marquis Who’s Who
New Providence, NJ 07974 USA

Distinguished Faculty Mentor Award (2011)
Office of Graduate Studies & Research
San José State University
San José, CA 95192-0025 USA

Outstanding Professor Award (2010)
Office of the President
San José State University
San José, CA 95192-0002 USA

Austen D. Warburton Award (2009)
For Outstanding Scholarly Achievement
College of Social Sciences
San José State University
San José, CA 95192-0107 USA
Life Fellow (2009)
Office of the President
American Society for Cybernetics
Washington, DC 20052 USA

Fulbright Scholar / Host
Distinguished Scholar-in-Residence
Council for the International Exchange of Scholars
Washington, DC USA

Salzburg Global Fellow (2009)
Universities, Climate Leadership, Sustainable Futures
Salzburg Global Seminar
Salzburg A-5010 AUSTRIA

International Educational Mobility
Salzburg Global Seminar
Salzburg A-5010 AUSTRIA

Salzburg Global Fellow (2002)
Ethics and the Media
Salzburg Global Seminar
Salzburg A-5010 AUSTRIA

Salzburg Global Fellow (1998)
Higher Education
Salzburg Global Seminar
Salzburg A-5010 AUSTRIA

Salzburg Global Fellow (1997)
Leadership & Civil Society
Salzburg Global Seminar
Salzburg A-5010 AUSTRIA

Salzburg Global Fellow (1995)
Higher Education
Salzburg Global Seminar
Salzburg A-5010 AUSTRIA

National Leadership Program
W. K. Kellogg Foundation
Battle Creek, MI 49017-4058 USA

Dissertation Fellow (1976-1977)
Office of the President
American University
Washington, DC 20016 USA

University Fellow (1972-1975)
Office of the President
American University
Washington, DC 20016 USA

PROFESSIONAL LEADERSHIP POSITIONS

Faculty Chair (2004-Present)
International Study Program in Global Citizenship
Salzburg Global Seminar
Salzburg A-5010 AUSTRIA

Member (1999-2003)
National Forum on Higher Education & Public Good
University of Michigan
Ann Arbor, MI 48109 USA

Member (1997-2000)
National Task Force on Leadership in Higher Ed
W. K. Kellogg Foundation
Battle Creek, MI 49017-4058 USA

Member (1993-1994)
Presidential Task Force on Systems Profession
International Society for the Systems Sciences
Louisville, KY 40292 USA

Member (1991-1997)
National Leadership Group
American Council on Education
Washington, DC 20036 USA

Member (1991-1993)
Systems Education Commission
International Society for the Systems Sciences
Louisville, KY 40292 USA
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<th>Organization</th>
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<tr>
<td>Member (1991-1992)</td>
<td>Association of Leadership Educators</td>
<td>Pleasant Gap, PA</td>
<td>16823</td>
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<td>Presidential Task Force on ALE Journal</td>
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<tr>
<td>Member (1989-1990)</td>
<td>Joseph P. Kennedy Foundation</td>
<td>Washington, DC</td>
<td>20036</td>
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<td>Member (1986-1987)</td>
<td>International Society for the Systems Sciences</td>
<td>Louisville, KY</td>
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<td>Conference Co-Chair (1984-1985)</td>
<td>ASC, IFSR, SGSR,</td>
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<td>1st Global Conference on Systems Education</td>
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<td>Executive Board</td>
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<tr>
<td>President (1983-1985)</td>
<td>American Society for Cybernetics</td>
<td>Washington, DC</td>
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<td>Office of the President</td>
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<td>American Society for Cybernetics</td>
<td>Washington, DC</td>
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<td>20th Anniversary Meeting</td>
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<td>Member (1980-1983)</td>
<td>US Department of the Army</td>
<td>Washington, DC</td>
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<td>Delphi Group on the Modern Army</td>
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<tr>
<td>Conference Chair (1981)</td>
<td>Society for General Systems Research</td>
<td>Washington, DC</td>
<td>20052</td>
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<td>25th Anniversary Meeting</td>
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<tr>
<td>Member (1978-1980)</td>
<td>Society for General Systems Research</td>
<td>Washington, DC</td>
<td>20052</td>
<td>USA</td>
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<tr>
<td>Task Force on Systems Science Education</td>
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<tr>
<td>Member (1977-1981)</td>
<td>National Science Foundation</td>
<td>Arlington, VA</td>
<td>22230</td>
<td>USA</td>
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<tr>
<td>1st Computer Conference on Systems &amp; Cybernetics</td>
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**PROFESSIONAL JOURNAL POSITIONS**

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<tr>
<td>Member (2007- )</td>
<td>Harvard Business Review</td>
<td>Boston, MA</td>
<td>02163</td>
<td>USA</td>
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<td>Advisory Council</td>
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<tr>
<td>Founding Member (2006-2009)</td>
<td>IEEE Systems Journal</td>
<td>San Antonio, TX</td>
<td>78258</td>
<td>USA</td>
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<tr>
<td>Editor (1988-1989)</td>
<td>General Systems Yearbook</td>
<td>Louisville, KY</td>
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American Editor (1987-2005)  Editorial Board
Member (1983-2001)  Editorial Board

Systems Practice
Hull, YK  UNITED KINGDOM
Systems Research & Behavioral Science
Louisville, KY  USA

VOLUNTEER POSITIONS

President / Member (2001-2007)
Board of Directors
Hospice of the Valley
San José, CA  95128  USA

Member (2001-2004)
Board of Directors
Santa Clara City Library Foundation
Santa Clara, CA  95051  USA

Co-Founder / Member (1986-1989)
Community Leadership
Silicon Valley Leadership Forum
San José, CA  95192  USA

Member (1970-1985)
Board of Directors
Inter-National Research Institute
McLean, VA  22101  USA

APPLIED RESEARCH & CONSULTING

Systems Scholar/Practitioner.  Provided leadership, conducted studies, and developed/delivered selected programs through a mix of funded and pro bono projects in a variety of academic, corporate, governmental, non-profit, philanthropic, and community settings in the United States and Europe.  Roughly 30% of the projects have been in scientific and policy research, 50% in applied multi-year change efforts, 10% in leadership programs, and 10% in other consulting projects.  Selected highlights include:

Strategic Advisor (2011-Present)
Strategic Planning
Salzburg Global Seminar
Salzburg  A-5010  AUSTRIA

Strategic Advisor (2011-Present)
Strategic Planning
University of Massachusetts
Amherst, MA  01003  USA

Strategic Advisor (2009)
Strategic Planning
Organic Valley Foods
Denair, CA  95316  USA

Strategic Advisor (2008-2009)
Corporate Sustainability
CB Richard Ellis Inc.
San José, CA  95013  USA

Strategic Advisor (2007-2010)
Central Valley Flood Protection Board
California Levees Roundtable
Sacramento, CA  95821  USA

Strategic Advisor (2007)
Strategic Planning
Talley Vineyards
Arroyo Grande, CA  93420  USA

Strategic Advisor (2007)
Strategic Planning
Vista Livestock
Denair, CA  95316  USA
Strategic Advisor (2006-2008)
Office of the President
Santa Monica College
Santa Monica, CA 90405 USA

Strategic Advisor (2006)
Strategic Planning
Hidden Villa
Los Altos Hills, CA 94022 USA

Chief Systems Scientist (2005-2006)
Systems of Systems DJC2 Project
KenTia Management Group
Lovettsville, VA 20180 USA

Strategic Advisor (2003-2007)
Board Governance
Los Gatos Rowing Club
Los Gatos, CA 95031 USA

Chief Systems Scientist (2003-2006)
Systems of Systems Center of Excellence
Concurrent Technologies Corporation
Johnstown, PA 15904 USA

Strategic Advisor (2002-2003)
Long Term Care Strategic Planning
County of Los Angeles Aging & Adult Services
Los Angeles, CA 90020 USA

Strategic Advisor (2001-2005)
Office of the President
San José City College
San José, CA 95128 USA

Strategic Advisor (2001)
Strategic Planning
Sunridge Nurseries
Bakersfield, CA 93307 USA

Strategic Advisor (2001)
Office of the President
CA Strawberry Commission
Sacramento, CA 95814 USA

Strategic Advisor (2000-2003)
Office of the President
Evergreen Valley College
San José, CA 95135 USA

Strategic Advisor (1999-2000)
Strategic Planning
Valley Fresh Foods
Turlock, CA 95381 USA

Strategic Advisor (1998-2002)
Long Term Care Strategic Planning
Santa Clara County Council on Aging
San José, CA 95126 USA

Strategic Advisor (1998-1999)
Long Term Care Strategic Planning
Santa Clara County Health & Hospital System
San José, CA 95124 USA

Strategic Advisor (1998)
Leadership Practice Redesign
Arthur Anderson LLP.
Hayward, CA 94542 USA

Strategic Advisor (1997-1998)
Board of Directors
CDLS Foundation
Collinsville, CT 06022 USA

Strategic Advisor (1997-1998)
Office of the President
West Valley College
Saratoga, CA 95070 USA

Strategic Advisor (1997)
Leadership Development
US Department of Veterans Affairs
Brecksville, OH 44141 USA

Strategic Advisor (1996-1997)
Issues Management
IABC Foundation
San Francisco, CA 94102 USA
Strategic Advisor (1996-2010)  
& Core Faculty Member  
CA Agricultural Leadership Foundation  
Sacramento, CA 95834 USA

Strategic Advisor (1995-1998)  
Office of the Chancellor  
West Valley-Mission CCD  
Saratoga, CA 95070 USA

Strategic Advisor (1996-1997)  
Office of the President  
Suzuki Association of Americas  
Boulder, CO 80302 USA

Strategic Advisor (1995-1998)  
Office of the President  
Gavilan College  
Gilroy, CA 95020 USA

Strategic Advisor (1996)  
Leadership Institute  
New York City Public Schools  
New York, NY 10010 USA

Strategic Advisor (1995)  
Alaska Management Institute  
University of Alaska  
Juneau, AK 99801 USA

Strategic Advisor (1994-2000)  
Strategic Planning  
William M. Mercer Inc.  
Los Angeles, CA 90017 USA

Systemic Consultant (1994-1996)  
Systemic Learning Organization  
Adaptive Learning Design  
Petaluma, CA 94952 USA

Systemic Learning Organization  
Catalyst Consulting Group  
Santa Cruz, CA USA

Strategic Advisor (1992-1995)  
SEMI Quality Program  
Semiconductor Equipment & Material International  
Mountain View, CA 94043 USA

Leadership Advisor (1992-1994)  
National Leadership Program  
American Leadership Forum  
Stanford, CA 94309 USA

Strategic Advisor (1991-1997)  
Systemic Learning Organization  
Alameda Mosquito Abatement District  
Hayward, CA 94545 USA

Strategic Advisor (1991-1993)  
Office of the President  
Evergreen Valley College  
San José, CA 95135 USA

Strategic Advisor (1992)  
Strategic Planning  
Health Dimensions  
San José, CA 95126 USA

Strategic Advisor (1992)  
Strategic Planning  
Healthcare Forum  
San Francisco, CA 94102 USA

National Strategy  
Inter-National Research Institute  
Reston, VA 22091 USA

Leadership Advisor (1989-2002)  
Leadership & Higher Education  
W. K. Kellogg Foundation  
Battle Creek, MI 49017 USA

Issues Management  
Electric Power Research Institute  
Reston, VA 94303 USA
Strategic Advisor (1988-1989)
Corporate Management
Test Designs Inc.
Tempe, AZ 85282 USA

Strategic Advisor (1986-1987)
Systems Management
SCC Health Department
San José, CA 95128 USA

Strategic Advisor (1985-1986)
Systems Management
Niagara Mohawk Power Corporation
Syracuse, NY 13202 USA

Owner (1983-1989)
7-Eleven Store #17208
Southland Corporation
San José, CA 95128 USA

Strategic Advisor (1984-1987)
Office of the President
Testerion Corporation
Rancho Cucamonga, CA USA

Strategic Advisor (1983-1985)
Issues Management
Adolph Coors Corporation
Golden, CO 80401 USA

Research Fellow (1971-1977)
Systems Science & Management
Inter-National Research Institute
McLean, VA 22101 USA

SELECTED RESEARCH & PUBLICATIONS

Authored, co-authored, and/or edited more than 60 professional publications (studies, books, articles, book chapters, reports, edited proceedings), most of which have resulted from my applied systems research and consulting projects. Selected highlights include:

* STUDIES *

- Reckmeyer, William J. and Blitz, Larry A. *Many Partners – A Single Vision: Long Term Care Strategic Plan for the Aged and Disabled of Los Angeles County.* Los Angeles: Department of Community and Senior Services, 2002.


* BOOKS *


* ARTICLES & CHAPTERS *


* REPORTS *


* TEXTBOOKS *


* VIDEOS *


* WORKS IN PROGRESS *

- Reckmeyer, William J.; Fried, Jochen; Wagnleitner, Reinhold; and Goldman, David. Edited book on *Global Citizenship: Critical Issues and Future Directions*, to be published by the Salzburg Global Seminar.
- Reckmeyer, William J.; Fried, Jochen; Wagnleitner, Reinhold; and Goldman, David. Edited book on *Global Citizenship: Promoting Institutional Change in American Colleges and Universities*, to be published by the Salzburg Global Seminar.
### SELECTED INVITED PRESENTATIONS

- **Keynote Address.** “Global Citizenship and International Media in a Complex World.” Opening of the Mitchell Center for International Communications and Media, California State University-Fullerton. Fullerton, 9/11.

- **Plenary Address.** “Global Citizenship for a Complex World.” International Study Program in Global Citizenship, Salzburg Global Seminar. Salzburg (Austria), 7/11.


- **Keynote Address.** “Global Citizenship @ SJSU.” Capital Campaign Regional Reception, San José State University. Phoenix, 3/11.


- **Plenary Address.** “Global Citizenship for an Interdependent World.” International Study Program in Global Citizenship, Salzburg Global Seminar. Salzburg (Austria), 7/10.

- **Graduation Address.** Global Studies Program Convocation, San José State University. San José, 5/10.


- **Plenary Address.** “Global Citizenship for a Global World.” International Study Program in Global Citizenship, Salzburg Global Seminar. Salzburg (Austria), 7/08.

- **Keynote Address.** “Global Citizenship.” SGI International Day of Peace. San José, 2/08.


- **Board Briefing.** “Two-Year Program: Curriculum Pre-Assessment.” Board of Directors, California Agricultural Leadership Foundation. Sacramento, 4/07.
- Expert Testimony. “Agriculture as a Strategic National Asset: Where Do We Stand in 2006?” California State Board of Food and Agriculture. Sacramento, 10/06.


SUMMARY OF CONFERENCES, SYMPOSIA, WORKSHOPS

Achievements encompass responsibility for chairing and organizing three major international conferences, three regional meetings, and more than 50 professional symposia and workshops. Summary of highlights include:

3 International Conferences
- 1st Global Conference on Systems Education
- 20th Anniversary Meeting - American Society for Cybernetics
- 25th Anniversary Meeting - International Society for Systems Sciences

3 Regional Conferences on Community Leadership
- Silicon Valley Regional Leadership Forum

25+ Conference Sessions on Leadership, Management, and Organizational Change
- American Management Association
- American Society for Cybernetics
- Issues Management Association
- W. K. Kellogg Foundation
- Harvard University
- International Society for Systems Sciences
- National Association for Community Leadership

**15+ Conference Sessions on Integrative Education**
- American Association for the Advancement of Science
- American Society for Cybernetics
- Association for Integrative Studies
- Association for Liberal and General Studies
- International Society for Systems Sciences
- International Federation for Systems Research

**10+ Conference Sessions on Systems Science**
- American Association for the Advancement of Science
- American Association for the Advancement of Slavic Studies
- American Economics Association
- American Historical Association
- American Society for Cybernetics
- IEEE Systems, Man, and Cybernetics Society
- International Society for Systems Sciences
- Swedish Informatics and Systems Society
- World Future Society

**SUMMARY OF PAPERS AND PRESENTATIONS**

Achievements involved 250+ presentations (talks, seminars, papers, tutorials, panels) on a wide variety of topics in diverse professional settings. Summary of highlights include:

**30+ Keynote and Plenary Addresses**
- American Society for Cybernetics
- California State University - Chico
- College of St. Benedict
- Concordia University
- Electric Power Research Institute
- Harvard University – Graduate School of Education
- Harvard University – US-China Forum
- International Society for Systems Sciences
- International System Dynamics Society
- W. K. Kellogg Foundation
- NASA System of Systems Conference
- Royal Institute of Technology
- Salzburg Global Seminar
- San Diego State University
- San José State University
- Sun Microsystems
- University of Karlstad
- University of Maine
- US Department of State – Humphrey Fellows Seminar
80+ Presentations on Leadership, Management, and Organizational Change

- American Council on Education
- American Society for Cybernetics
- California Agricultural Leadership Program
- City University of London
- Electric Power Research Institute
- Evergreen Valley College
- Gavilan College
- George Mason University
- Harvard Graduate School of Education
- Harvard Institute for School Leadership
- International Association of Agricultural Leadership Programs
- International Association of Business Communications
- International Society for Systems Sciences
- Issues Management Association
- W. K. Kellogg Foundation
- Kellogg National Fellowship Program
- William M. Mercer
- Monmouth University
- Österreichische Studiengesellschaft fur Kybernetik
- San José City College
- Silicon Valley Regional Leadership Forum
- San José State University
- Swedish Informatics and Systems Society
- United Kingdom Systems Society
- University of Aveiro
- University of Hull
- University of Karlstad
- University of Maine
- University of Southern California
- University of Stockholm
- University of St. Gallen
- University of Virginia
- US-USSR Conference on Cybernetics and Systems
- Varmland Regional Development Foundation
- West Valley-Mission CCD

25+ Presentations on Systems Science

- American Association for the Advancement of Science
- American Economics Association
- American Historical Association
- American Society for Cybernetics
- Gordon Research Conference on Cybernetics
- IEEE-Systems, Man & Cybernetics Society
- International Society for Systems Sciences
- Swedish Informatics and Systems Society
- University of Karlstad
- University of Southern California
- University of Stockholm
- University of St. Gallen

50+ Presentations on 21st Century and Global Issues
- American Society for Cybernetics
- Association of Community College Trustees
- California Agricultural Leadership Foundation
- College of St. Benedict
- Connect-Ed Conference on Global Education
- Fresno State University
- International Society for Systems Sciences
- W. K. Kellogg Foundation
- Salzburg Global Seminar
- San José City College
- San José State University
- Santa Monica College
- Stanford University
- Swedish Informatics and Systems Society
- University of Karlstad
- University of Stockholm
- University of St. Gallen
- University of Virginia
- Varmland Regional Development Foundation
- World Future Society

25+ Presentations on Integrative Education
- American Association of Academic Affairs Administrators
- American Association for the Advancement of Science
- American Society for Cybernetics
- American Society for Engineering Education
- Association for Integrative Studies
- Association for Liberal and General Studies
- Concordia University – International Systems Education
- International Society for Systems Sciences
- International Federation for Systems Research
- Swedish Informatics and Systems Society
- United Kingdom Systems Society

25+ Presentations on High Performance Teamwork
- American Society for Cybernetics
- California Agricultural Leadership Program
- City University of London
- Harvard Institute for School Leadership
- International Society for Systems Sciences
- W. K. Kellogg Foundation
- University of Aveiro
- University of Karlstad
- University of Stockholm
- University of St. Gallen
- University of Virginia
Guadalupe Salazar

Education
2004 PhD, University of California, San Francisco & Berkeley, CA
1996 MPH, Boston University, Boston, MA
1990 BA, University of California, Santa Barbara, CA

Research Interests
Anthropology of childhood; human rights and citizenship; social justice; social suffering; violence; identity politics; social movements; stigma and civil society; issues of power and resistance; childhood illness experience; the relationships between ethnicity, class and health status; political economy of health; construction of medical non-adherence; and the social construction of normalcy and problematic others.

Fieldwork


1999 – 1999: Preliminary fieldwork in Santiago de Chile to determine feasibility and best location for dissertation research. Collected statistics about street children and the organizations providing them services. Interviewed the director of the sole organization designed specifically to work with street children.

1997 – 1998: Field project at UCSF Children’s hospital studying children with nasogastric tubes and the social implications associated with their illness experience. Focused on how health professionals and parents utilized language to normalize children dependent on nasogastric tubes. Engaged in 12 – 15 hours per week of participant observation in a pediatric ward; formally interviewed parents, health professionals, and when possible patients.

Clinical Research Training
2005 UCSF School of Medicine, San Francisco, CA, Department of Epidemiology and Biostatistics, Training in Clinical Research (TICR)

Completed a summer training session on how to conduct clinical research. The training included three courses: Designing Clinical Research, Responsible Conduct of Research, and Building a Career in Clinical Research.

Research Experience
2005 – 2007 Division of Pediatric Gastroenterology, Nutrition & Hepatology, San Francisco, CA
Children, Families and IBD
The goal of this qualitative project is to identify and investigate social and cultural determinants of quality of life among children and adolescents diagnosed with inflammatory bowel disease (IBD), specifically Crohn’s Disease and ulcerative colitis. As co-PI, I have developed and designed the project and data collection instrument. My role is to implement the study; I am responsible for participant recruitment, data collection, coding and analysis of the data and writing up the results.

Perceptions of IBD
The aim of this cross-sectional study is to investigate medical students’ understanding of how disruption of everyday life on personal, familial and social domains affect children and adolescents’ with IBD. As co-PI, I have developed and designed the project and data collection instrument. My role is to implement the study; I am responsible for participant recruitment, data collection, coding and analysis of the data, and writing up the results.

IBD Camp and Quality of Life
The study uses traditional camp skits as a vehicle to investigate identity politics and illness experience among campers at a specialized summer camp. It is my responsibility to design the project and data collection instrument. My role is to implement the study; I am responsible for participant recruitment, data collection, coding and analysis of the data, and writing up the results.

2002 – 2005
UCSF Institute for Health Policy, San Francisco, CA
Conducted literature investigation of how the tobacco industry has targeted the gay and lesbian community. Search for, identify, catalog and describe findings from public media sources. Code articles, advertisements and images for content analysis.

1997 – 1998
UCSF Department of Anthropology, History & Social Medicine, San Francisco, CA
Assisted in anthropological study researching Mexican-American women over 50 and their smoking patterns. Initiated contact with participants, conducted interviews in Spanish, transcribed and translated interviews into English.

1997 – 1998
UCSF Department of Anthropology, History & Social Medicine, San Francisco, CA

1997
Center for AIDS Prevention, San Francisco, CA
Assisted in coding of a qualitative study conducted among gay men to assess risk-taking behavior. Worked closely with three other assistants to code 189 in depth interviews.

1994 – 1996
AmeriCorps / Boston University / U.S. Peace Corps, Plymouth, MA
Part of a pilot program designed to improve the health status of residents of several low-income public housing developments. Worked and resided in a family development for two years. Responsibilities included assessing the health needs of the residents of a total of 6 housing developments (one family and five elderly), designed and executed health promotion programs and projects tailored to the specific needs of the residents, encouraged participation in and awareness of health promotion. Designed, conducted, coded and analyzed two qualitative studies among the residents of family housing and one quantitative study among the elderly developments.

1995 – 1996
New England Research Institute, Watertown, MA
Initiated contact with randomly selected senior citizens by mail and telephone, arranged meetings and conducted interviews for a fear of falling survey. Utilized a quantitative instrument to gauge impact fear has on senior citizens due to previous personal or external experience with falls.
Publications

Peer Reviewed Articles


Book Chapter

Fellowships and Scholarships
2005 – 2007  Pediatric Gastroenterology Research Fellow, UCSF, NIH Training Grant
2003 – 2004  Chicana-Latina Foundation Scholarship
2002 – 2003  President’s Research Fellowship in the Humanities, UCSF
2001 – 2002  President’s Dissertation Year Research Fellowship, UCSF
1998 – 2001  National Institute of General Medical Sciences Fellow, UCSF
1997  Ford Foundation Minority Pre-Doctoral Fellowship, Alternate
1996 – 1998  Cote-Robles Fellowship, UCSF
1994 – 1996  Health and Housing Fellow, BU

Awards
2006  SREB-AGEP Doctoral Scholar, UCSF
2006  Essential Core Teaching Award Nomination, UCSF Medical School
2005  Krevans Distinguished Dissertation Award Nomination for “Street Children in Chile: Second Class Citizens in Making.”
2008  SJSU, COSS Travel Grant
2010  SJSU SVCGII Research Program
2010  SJSU, COSS Travel Grant

Public Service

SJSU
2007 – 2008  Department of Anthropology, Library Liaison
2007 – 2008  Sponsor, Anthropology and Social and Behavioral Club

Workshops
2006  Compact for Faculty Diversity Institute on Teaching and Mentoring. Miami, FL 10/26-29
2006  Pediatric IBD Academic Workshop. Santa Monica, CA 4/21-23

Presentations
2011  Multiple Childhoods / Multidisciplinary Perspectives: Interrogating Normativity in Childhood Studies Conference. *Children, Chronic Illness, and Discourses of Pain*. Presented at Rutgers University, NJ.

2011  Multiple Childhoods / Multidisciplinary Perspectives: Interrogating Normativity in Childhood Studies Conference. *Street Bodies Negotiating Liminality*. Presented at Rutgers University, NJ.

2008  Society for Applied Anthropology. *Childhood Chronic Illness: Discourses of Pain and the Self*. Presented at the annual meetings in Memphis, TN.


Posters

NINIAN R. STEIN
Assistant Professor
Department of Anthropology
San Jose State University
One Washington Square
San Jose, CA 95112
(617) 710-5937
Ninian@alumni.brown.edu
http://web.mac.com/ninianstein/

Education

Ph.D. Brown University, Department of Anthropology, May 2007
  Dissertation: Native Peoples and Subsistence in Late Woodland and Early Contact Period Southern New England

M.E.Sc. Yale University, School of Forestry and Environmental Studies, May 2003

M.A. Harvard University, Department of Anthropology, June 2001

B. A. Brown University, Environmental Studies and Anthropology/Archaeology, May 1999
  Magna Cum Laude
  Phi Beta Kappa Society

Employment

Assistant Professor, San Jose State University, Department of Anthropology, Fall 2011—

Andrew W. Mellon Post-Doctoral Teaching Fellow, Wheaton College, Environmental Studies & Anthropology, Fall 2009 to Spring 2011

Associate Director of Environmental Studies and Lecturer in Environmental, Earth and Ocean Sciences, University of Massachusetts Boston, Fall 2007 to Spring 2009

Honors and Awards

Andrew W. Mellon Post-Doctoral Teaching Fellowship, Wheaton College, Fall 2009 to Spring 2011
Center for Environmental Studies Graduate Teaching Fellowship, Brown University, 2006, 2005, 2004
Wayland Collegium for Liberal Learning Course Development Grant, Brown University, Fall 2006
Curriculum Development Grant from the Dean of the College, Brown University, Fall 2006
Certified Local Government Grant, Warwick RI, 2006, 2005 for Greene Farm Archaeology Project
Pre-Dissertation Summer Research Grant, Harvard University, Summer 2001
Jacob K. Javits Fellowship, United States Department of Education, awarded Fall 2000

Publications


**Publications in Preparation**

Not Your Average Run of The Mill: Combining Industrial Archaeology and Environmental History to Shape the Future of Factory Sites. Completed Manuscript 230 pages plus bibliography & illustrations. Solicited by and under review at Yale University Press.


“Factory, Forest, and Farm: Combining Environmental History and Archaeology in New England.” Submitted to Environmental History.


**Presentations**


“Factory, Forest and Farm: Combining Land Use History and Archaeology in New England.” American Society for Environmental History, Minneapolis MN, March 2006.


“Subsistence Dreams: Observers and Subsistence in Contact Period Southern New England.” Agrarian Studies Graduate Student Conference, Yale University, New Haven CT, April 2003.

“Dyeing the Cloth: The Environmental History and Industrial Archaeology of Lebanon Mills, Pawtucket RI.” Society for Historical Archaeology, Providence RI, January 2003.


Archaeological Experience

RESEARCHER

Greene Farm Archaeological Project, Fall 2008-Present

CO-DIRECTOR

Greene Farm Archaeological Project, Spring 2004-Summer 2008
- Proposed and executed archaeological project with interdisciplinary team of researchers
- Worked with team in the 1st season to conduct Phase I Survey of 30 acres of Greene Farm
- Trained and supervised 10+ volunteers in excavation skills for 2nd & 3rd field seasons
- Trained and supervised 10+ volunteers in laboratory skills for 4th field season
- Supervised volunteers conducting data recovery at 3 historic loci
- Created artifact database using Microsoft Access; responsible for artifact data entry

ARCHAEOLOGICAL LABORATORY TECHNICIAN AND EXCAVATOR

Longfellow National Historic Site, National Park Service, Cambridge MA, Summer 2002

EXCAVATOR

Longfellow National Historic Site, National Park Service, Cambridge MA, Summer 2001
Harvard Field School on Martha’s Vineyard, Lucy Vincent Beach and T1 Sites, Summer 1999
Flora MacDonald Project, Milton and Gearraidh Bhaileas sites, Isle of South Uist, Scotland, with Boston University, Earthwatch and the University of Sheffield, Summer 1998
Kasfiki Site, Corfu, Greece, with Brown University, Summer 1996

Teaching Experience

ASSISTANT PROFESSOR
San Jose State University, Fall 2011—
- In Fall 2011, design and teach AN 013: Archaeology; AN 160 Rediscovering Lost Civilizations; and Archaeological Laboratory Methods
- Advise students and facilitate undergraduate and masters-level research projects

MELLON POST-DOCTORAL TEACHING FELLOW
Wheaton College, Fall 2009-Spring 2011
- Design and teach Environmental Anthropology; Reading and Mapping Landscapes: Tools from the Environmental Sciences, History and Archaeology; Archaeologies of Landscape; and Environmental Justice
- Participate in building the Environmental Studies Program on campus
ASSOCIATE DIRECTOR OF ENVIRONMENTAL STUDIES AND LECTURER IN ENVIRONMENTAL, EARTH AND OCEAN SCIENCES DEPARTMENT

University of Massachusetts Boston, Fall 2007-Spring 2009

- Designed and taught Historic Environments and Environmental Policy courses in fall, taught Introduction to Environmental Studies and Capstone course in spring
- Supported program through outreach to other departments and the local community
- Encouraged and mentored undergraduate scientific research, particularly for non-majors

TEACHING FELLOW

New England Environmental History, Environmental Studies, Brown University, Fall 2006, 2005, 2004
- Designed and taught undergraduate seminar for 3 consecutive fall semesters

TEACHING ASSISTANT

- Introduction to Cultural Anthropology, Anthropology, Brown University, Spring 2005
- Introduction to Environmental History: The Atlantic World 1490-1990, History and Environmental Studies, Yale University, Spring 2003
- Field Methods in New England Archaeology, The Harvard Field School on Martha’s Vineyard, Lucy Vincent Beach and Taylor1 Sites, Summer 1999
- Archaeological Field Methods, Anthropology, Brown University, Fall 1996- Spring 1997

Pedagogical Training and Development

PARTICIPANT, NEW FACULTY ROUNDTABLE, Wheaton College, Fall 2009

PRESENTER, EDUCATION TECHNOLOGY CONFERENCE, University of Massachusetts Boston, May 15th, 2009

PARTICIPANT, PEARSON ENVIRONMENTAL SCIENCE SUMMIT, San Francisco CA, March 12-13, 2009

PANELIST, TEACHING FOR TRANSFORMATION CONFERENCE, University of Massachusetts Boston, January 23rd, 2009

PRESENTER, EDUCATION TECHNOLOGY CONFERENCE, University of Massachusetts Boston, May 17th, 2008

TEACHING CERTIFICATES, Sheridan Center for Teaching and Learning, Brown University
  Sheridan Teaching Certificate Program III: Professional Development Workshop, 2005
  Sheridan Teaching Certificate Program II: Classroom Tools Workshop, 2004
  Sheridan Teaching Certificate Program I, 2003

TEACHING CONSULTANT, Sheridan Center for Teaching and Learning, Brown University, 2005-2007

- Performed individual teaching consultations at Brown and Rhode Island School of Design by videotaping and observing teachers
- Prepared written summary of observations and suggestions
- Met with teachers to discuss observations and submitted a final report to Sheridan Center
Departmental Service

Faculty Advisor, Sustainability Education for Environmental Development Sessions (SEEDS), Wheaton College, Norton MA Fall 2009-Spring 2011

Faculty Advisor, Sustainability Club, University of Massachusetts Boston, 2007-2009

Environmental Earth and Ocean Sciences Representative, University of Massachusetts Boston Welcome Day for Prospective Students, April 5th, 2008

Graduate Student Liaison, from the Anthropology Department to the Sheridan Center for Teaching and Learning, Brown University, September 2004-2007

Graduate Student Representative, Library Committee, Yale School of Forestry and Environmental Studies, Fall 2002-Spring 2003

Mentor for First Year Students, Yale School of Forestry and Environmental Studies, 2002-2003

Student Representative, Archaeology Faculty Meetings, Harvard University, Fall 2000-Spring 2001

University Service

Special Consultant, Sustainability Steering Committee, Wheaton College 2010-2011

Faculty Representative, Sustainability Steering Committee, Wheaton College 2009-2010

Member, Sustainability Committee, Wheaton College 2009-2011

Member, Interdisciplinary Faculty Seminar, University of Massachusetts Boston, Fall 2007

Student Representative, Harvard University Center for the Environment, Working Group on Interdisciplinary Scholarship, Summer 2000- Summer 2001

Student Representative, Harvard University Committee on Environment, Working Group on Interdisciplinary Environmental Scholarship, Summer 2000-Summer 2001

Co-President, Graduate Environment and Ecology Network, Harvard Graduate School of Arts and Sciences, Fall 1999-Spring 2001

Leader, Harvard Environmental Study Group, Fall 1999-Spring 2000

GSAS Liaison, Harvard Environmental Network, Fall 1999- Spring 2000


Vice-President, Harvard Archaeological Society, Fall 1999

Community Outreach and Service

Board Member, Earthos Institute, Somerville MA, Fall 2010—

Advisory Board Member, Southeastern Regional Vocational-Technical School, Environmental Engineering Vocational Program, South Easton MA, Fall 2009-Spring 2011

Invited Speaker, “Real-life Stories from the Academic Job Search” Harvard University, Office of Career Services, Graduate School of Arts and Sciences Alumni Series, Cambridge MA January 8th, 2009

Consultant, “The Work of 1000” a film about the clean-up of the Nashua River in Massachusetts, 2008

Consultant, “Telling Stories” a film about archaeology, history, and memory, 2005-2008

Volunteer, Family Archaeology Day, Blake House Excavation, Dorchester MA, October 2007

RI Coordinator, New England Environmental History Initiative (NEEHI), Spring 2005-Fall 2008

Board Member, Rhode Island Archaeological Society, Spring 2005-2007

Speaker, Public Lecture Series

- “Prehistory of Yale-Myers Forest.” Union Historical Society, Union CT, October 2005
• “Shaping a Landscape: The Past and Future of Yale-Myers Forest.” Yale-Myers Forest Research Seminar Series, Yale School of Forestry and Environmental Studies, June 2005
• “Toward a Vernacular ‘Vocabulary’: Exploring the 18th and 19th Century Landscape and Buildings At Yale-Myers Forest.” Yale-Myers Forest Research Seminar Series, Yale School of Forestry and Environmental Studies, June 2004

Co-Coordinator, Boston-Area Campus Environmental Leadership Summit, Spring 2000-Fall 2000

Professional Memberships

Society for American Archaeology
American Anthropological Association
American Society for Environmental History
Council for Northeastern Historical Archaeology
Vernacular Architecture Forum
Society for Industrial Archaeology
Association for Environmental Studies and Sciences
Massachusetts Archaeological Society

References

Professor Richard Gould
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Brown University Box 1921
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RGould49@gmail.com
(808) 396-1399

Professor Martha Joukowsky
Department of Anthropology
Brown University Box 1921
Providence RI 02912-1921 USA
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Professor Steven Rudnick
Director, Environmental Studies Program
University of Massachusetts Boston
100 Morrissey Blvd
Boston MA 02125
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Professor Bruce Owens
Department of Anthropology
Wheaton College
26 East Main St
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CHARLOTTE K. SUNSERI
1303 Stannage Ave. #B, Berkeley, CA 94702
(816) 536-0337
cksenseri@gmail.com; charlotte.sunseri@sjsu.edu

EDUCATION
Ph.D. 2009 University of California Santa Cruz, Anthropology
M.A. 2005 University of California Santa Cruz, Anthropology
B.A. 2003 Truman State University, Mathematics (Anthropology, minor)

EMPLOYMENT
2011 San José State University, Assistant Professor of Anthropology (present)
2011 University of California Berkeley, Summer Instructor (2 months)
2011 San Francisco State University, Visiting Instructor (2 months)
2009 William Self Associates, Senior Archaeologist (1 year)
2008 California Department of Parks and Recreation, Contract Zooarchaeologist (1 year)
2003 University of California Santa Cruz, Instructor & Teaching Assistant (6 years)
2001 Corpus Christi Museum of Science and History, Fieldschool Assistant (3 years)

AREAS OF SPECIALIZATION
Region: North America, California and Great Basin, South Africa
Methods: Quantitative methods, zooarchaeology, spatial analysis
Theory: Economic anthropology, landscape theory, identity, archaeology of valuation
Foci: Historical archaeology, hunter-gatherers, industry and labor, social inequality

GRANTS AND FELLOWSHIPS
2008 National Science Foundation Dissertation Improvement Grant
2008 Teaching Sabbatical Fellowship, Graduate Division, UC Santa Cruz
2007 Sacramento Archaeological Society Student research grant, Sacramento, California
2006 Innovation in Environmental Research Graduate grant, STEPS UC Santa Cruz
2006 Spatial Perspectives on Analysis for Curriculum Enhancement (SPACE) fellowship Center for Spatially Integrated Social Science, UC Santa Barbara
2005 Quantitative Methods of Social Research Clogg Fellow, Inter-university Consortium for Political and Social Research, University of Michigan
2002 Undergraduate Independent Research Grant, Truman State University

PUBLICATIONS
PUBLICATIONS (cont.)


In prep  “*Olivella* Shell Bead Distributions and Exchange Systems Based on Stable Isotope Provenance Analysis in the Greater Monterey Bay Area, California,” with Jelmer Eerkens.

PUBLICATIONS OF LIMITED CIRCULATION & TECHNICAL REPORTS


2009  “Zooarchaeology Results for CA-SMA-222 & CA-SMA-238,” Report on file with the California Department of Parks and Recreation, Felton, CA.


INVITED TALKS

2010  Stanford Archaeology Center, “Social Inequality and the Economics of Value Among Native Californians,” Stanford University, CA

2008  UCSC Archaeology Lunch Series, “Trading Spaces: Economic Landscapes of Precontact California,” University of California Santa Cruz, CA

2008  Evening Lecture of Sacramento Archaeological Society, “The Investigation of Economic Landscapes of Precontact Central California,” Sacramento, CA

AWARDS AND HONORS

2009  Outstanding Teaching Assistant Award, University of California Santa Cruz

*Nominated by the Department of Anthropology, one of ten campus-wide awards given by the Graduate Division for excellence in teaching.*
TEACHING
2011  Professor, “Reconstructing Lost Civilizations,” “Anthropology of Native America,” San José State University
2011  Instructor, “North American Archaeology,” University of California, Berkeley
2011  Visiting Instructor, “Foundations of Archaeology,” San Francisco State University
2009  Lecturer, “Archaeological Research Design,” University of California, Santa Cruz
2007  Lecturer, “Introduction to Archaeology,” University of California, Santa Cruz
2007  Lecturer, “Osteology of Mammals, Birds, & Fish, Anthropology,” University of California, Santa Cruz
2006  Lecturer, “Introduction to Archaeology,” University of California, Santa Cruz
2004-9 Teaching Assistant, “Introduction to Archaeology,” “Introduction to Cultural Anthropology,” “Introduction to Physical Anthropology,” “Zooarchaeology,” “Indigenous Art of the Americas,” Departments of Anthropology and Art and Visual Culture, University of California, Santa Cruz
2002-3 Principal Investigator, Undergraduate fieldwork in Nueces Co. in association with Texas A&M and Corpus Christi Museum of Science and History, TX
2001  Archaeology Fieldschool Supervisor, Texas A&M and Corpus Christi Museum of Science and History, TX
2000-3 Tutor and Teaching Assistant, “Introduction to Logic,” Department of Philosophy and Religion, Truman State University, Kirksville, MO

INVITED GUEST LECTURES
2008  “Zooarchaeology of Subsistence and Exchange Economies,” for course “Zooarchaeology,” Professor Diane Gifford-Gonzalez, University of California, Santa Cruz
2007  “Cahokia: a city, its subjects, and a great collapse,” for course “North American Archaeology,” Instructor Jun Sunseri, University of California, Santa Cruz
2007  “Using Agent-based Modeling and Spatial Analysis to Elucidate Prehistoric Economies,” for course “Archaeological Research Design,” Professor Cameron Monroe, University of California, Santa Cruz
2006  “Zooarchaeological Investigations at CA-MNT-234, the Moss Landing Hill Site,” for course “Zooarchaeology,” Professor Diane Gifford-Gonzalez, University of California, Santa Cruz
2006  “Prehistoric Economy Along the Central Coast of California: An Agent-Based Modeling Approach,” for course “Archaeological Research Design,” Instructor Jun Sunseri, University of California, Santa Cruz
2005  “Zooarchaeology & Mathematical Modeling of Archaeological Data,” for course “Archaeological Research Design,” Instructor Sarah Ginn, University of California, Santa Cruz
INVITED GUEST LECTURES (cont.)
2004-6 “Paleoecology & Bioarchaeology: Studying Environment, Human Ecology, & Subsistence,” for course “Introduction to Archaeology,” Professor Diane Gifford-Gonzalez, Professor Judith Habicht-Mauche, University of California, Santa Cruz

INVITED SYMPOSIA PRESENTATIONS

OTHER CONFERENCE PRESENTATIONS
2008 “Inter-group Alliances, Exchange, & Specialized Production in Central California,” Poster Session, Society for American Archaeology, Annual Meeting, Vancouver, BC
2006 “Callorhinus ursinus and human predation in precontact California,” Poster Session, International Council for Archaeozoology, Mexico City, Mexico
2002 “Animal Bones and Archaic Hunting Camps,” Texas Archaeological Society Annual Conference
2001 “Household Subsistence: Preliminary Analysis of Faunal Remains from the Knolle Site (TJ2), Lower Nueces River Valley,” with Adam Watson, Texas Archaeological Society Annual Conference

RESEARCH AND FIELDWORK EXPERIENCE
2008 Zooarchaeologist, California Department of Parks and Recreation, Sacramento, CA: Analyzed assemblages of mammals, birds, and fish from prehistoric sites CA-SMA-222, -238.
2007 Zooarchaeologist, University of California Santa Cruz, CA: Analyzed assemblage of mammals, birds, and fish from protohistoric site CA-SCR-3, entered data into Filemaker database, completed report of findings for pending submission to Journal of California and Great Basin Archaeology.
2003-5 Zooarchaeologist, University of California Santa Cruz, CA: Analyzed mammal assemblage from coastal site CA-MNT-234 under supervision of Diane Gifford-Gonzalez, entered data into Filemaker database.
RESEARCH AND FIELDWORK EXPERIENCE (cont.)

2002-3 Field Supervisor & Zooarchaeologist, Corpus Christi Museum of Science and History, Corpus Christi, TX: Excavated habitation area, supervised 5-person field crew, completed preliminary analysis of mammal assemblage from Nueces Co. prehistoric site.

2000 Crewmember, Cahokia Mounds Fieldschool, University of Missouri St. Louis, MO: Excavated at a mound in Cahokia Mounds State Historic Site (Collinsville, IL) for 4-week fieldschool, trained on total station to map Palisade Wall, learned laboratory methods.

2000 Crewmember, Arrowrock Historic Fieldschool, University of Missouri St. Louis, MO: Excavated freed slaves’ neighborhoods during 4-week fieldschool at Arrowrock State Historic Site.

PROFESSIONAL AFFILIATIONS
Register of Professional Archaeologists
Sigma Xi Scientific Research Society
Society for American Archaeology
Society for California Archaeology

PROFESSIONAL SERVICE
2007 Graduate Student Teaching Mentor, Department of Anthropology, University of California, Santa Cruz, CA (1 year)
2006 Undergraduate Research Mentor, Department of Anthropology, University of California, Santa Cruz, CA (3 years)

COMPUTER SKILLS
ArcGIS 9.3, Filemaker Pro 6, SigmaPlot 10.0, SPSS 16.0, Systat 10.2, Statgraphics Centurion XV, RePast J for Python 2.4, MapScenes for GTS.

LANGUAGE SKILLS
Spanish: reading and writing proficiency.
CURRICULUM VITAE

Name: Elizabeth Weiss, Ph.D.
Current Job Position: Tenured Associate Professor
Address: Department of Anthropology, San José State University, San José, CA 95192-0113
Phone: 408-924-5546
E-mail: Elizabeth.Weiss@sjsu.edu
Web-page: http://www.anthrosciences.com

Education
- University of California, Santa Cruz (1992-1996), B.A. Anthropology
- California State University, Sacramento (1996-1998), M.A. Anthropology
  o Title of Thesis: Sexual Differences in Activity Patterns of a Central Californian Hunter-Gatherer Population.
- University of Arkansas, Fayetteville (1998-2001), Ph.D. Environmental Dynamics

Employment
- Tenured Associate Professor, San José State University, 2010-present
- Assistant Professor, San José State University, 2004-2010
- Research Associate, Canadian Museum of Civilization, 2002-2004
- Teaching/Laboratory Assistant, University of Arkansas, 1998-1999
- Teaching Assistant, California State University, Sacramento, 1997-1998

Research Interests
Post-cranial skeletal morphology to understand affects of biology and environmental factors on hominids to draw conclusions about age, taxonomy, and activity patterns

Research Experience
1996-1998 Computer tomography scanned the lower limb bones of Californian Amerinds housed at the California State University, Sacramento.

1999 Analyzed computer tomography scans of Kennewick Man’s lower limb bones housed at the Burke Museum of Natural History and Culture in Seattle (courtesy of Professor Jerome Rose, University of Arkansas).

2000 Radiographed the upper limb bones of 3,500 year-old British Columbian Amerinds and 200 year-old European Prisoners of War housed at the Canadian Museum of Civilisation, Hull, Quebec.

2000-2001 Calculated cross-sectional properties of Amerind populations from Illinois, Georgia, New Mexico, and Alaska (from data provided).

2002-2003 Collected musculoskeletal skeletal markers, pathologies, traumas, and anthropometric data from Canadian Amerind and Euro-Canadian
Prisoners of War housed at the Canadian Museum of Civilisation, Hull, Quebec.

2004
Collected pathologies, traumas, and anthropometric data from the Maxwell Collection housed at the Maxwell Museum of Anthropology of the University of New Mexico, Albuquerque.

2005 – 2006
Computer cataloged data on the skeletal collection CA-ALA-329.

Collected data on bilateral asymmetry (including on osteoarthritis, muscle markers, metric measurements, and x-rays) in arm bones from CA-ALA-329, which will help standardize data on the skeletal collection.

Examined causes of interpersonal aggression in CA-ALA-329; specifically looked at craniofacial trauma.

2006 – 2008
Analyzed congenital and activity related vertebral column pathologies in CA-ALA-329 in order to reconstruct activity patterns and health.

Examined muscle marker and cross-sectional asymmetry correlations for reconstructing activity patterns.

2009 -2010
Analyzed muscle markers in crania to determine sex differences due to activities and confounds relating to age and body size.

Studied dental wear in relation to cranial muscle markers, tooth size, body size, and age.

Collected data on biological continuity using cranial and dental traits.

Surveyed muscle markers to find whether sex differences always favor males in size and what this reveals about biological confounds.

2010-2011
Examining foot pathologies and development to distinguish primary osteoarthritis from secondary osteoarthritis to compare with H. habilis (OH-8) foot fossils.

Radiographic study of metatarsal one basal epiphyseal fusion: A note of caution on age determination (with DeSilva, J., Zipfel, D.).

Examining biological confounds of foot osteoarthritis with a review of the clinical literature.

Using new methods to examine muscle markers and enthesopathies to understand mobility patterns.

Examining bony spurs (enthesophytes and osteophytes) to determine etiology.
Publications

Books


Peer Reviewed


**Book Chapters**


**Non-Peer Reviewed**


Conference Presentations and Published Abstracts


22. Weiss, E. (2008, April 9-12). *When it rains it pours: Multiple congenital pathologies*


24. Weiss, E. (2009, February 5-6). *Separation of Church and State: The NAGPRA exception.* Presented at the annual meeting of the American Association of Behavioral and Social Sciences, Las Vegas, NV.


**Grants, Honorariums, and Requests for Reviews**

- College of Social Sciences Research Grant. $700.00 for materials for research on osteoarthritis (Academic Year 2004 – 2005).
- Junior Faculty Career Development Grant. $1000.00, plus release time for databasing the SJSU skeletal collection (Academic Year 2005 – 2006).
- College of Social Sciences Research Grant. $800.00 for materials for research on facial trauma (Academic Year 2005 – 2006).
- College of Social Sciences Professional Development Grant (Lottery award). $726.00 to present on how NAGPRA has changed anthropological research at the American Association for the Advancement of Science and prepare a manuscript on the same topic (Academic Year 2005-2006).
- College of Social Sciences Professional Development Grant (Lottery award). $393.00 to present on how craniofacial trauma at the American Anthropological Association and to present research on spina bifida at the American Association for the Advancement of Science and prepare a manuscript on the same topic (Academic Year 2006-2007).
- Peer-reviewed manuscripts for *American Journal of Physical Anthropology, Journal of*

- Reviewed proposal for “Graduate Women in Science organization, a non-profit association that works to advance the participation and recognition of women in science and to foster research through grants, awards, and fellowships.” (www.gwis.org) (April 2009).
- Reviewed proposal for new journal in paleopathology for Elsevier.
- Chosen to present at San Jose State University Scholar Series hosted by Provost Gerry Selter (February 2010). http://www.sjsu.edu/provost/docs/WeissOL.pdf

Awards
- Southwestern Anthropological Association Student Paper Prize (1998)
- Lambda Alpha (Beta of California) Anthropology Honors (1998)
- American Association of Physical Anthropologists, Mildred Trotter Student Prize (2002)

Professional Associations
- American Association of Physical Anthropologists
- Canadian Association of Physical Anthropologists
- Southwestern Anthropological Association
- Paleopathology Association
- American Anthropological Association

Field Experience
- Archaeological Field School, Cabrillo Community College, Big Sur, California (1994)
- Study Abroad Program, American University in Cairo, Egypt (1995-1996)
- Koobi Fora Field School, Harvard University, Koobi Fora, Kenya (1996)

Languages
- German: 1 year, University of California, Santa Cruz (1992-1993) and spoken at home
- Spanish: 3 years, University of California, Santa Cruz (1992-1995)
- Arabic: 1 year, American University in Cairo (1995-1996)

M.A. Thesis Committee Chair
- Irina Nechayev (Spring 2005 – Spring 2007):
  Thesis Title: A bioarchaeological study of health in the prehistoric population from CA-ALA-329
- Melynda Atwood (Fall 2005 – Spring 2009)
  Thesis Title: Osteoporosis in a prehistoric bay area population
- Diane DiGiuseppe (Fall 2005 – Spring 2009)
  Thesis Title: Assessing forearm fractures from eight prehistoric California populations

Department Service
- Standing Committee (curriculum development, temporary faculty evaluations, strategic planning, student advising, and other departmental concerns) – Fall 2004 – Present
- GE Coordinator for Introduction to Human Evolution – Fall 2004 – Present
- Two hiring committees (for archaeology positions) – Spring 2005 and Spring 2011
University Service Committees

- Research Committee – Fall 2007 – Present
- Collections Committee – Fall 2004 – Present
- Curriculum Committee – Fall 2004 - Present
- Scholarship Committee – Fall 2008 – Spring 2009

Courses Taught

San José State University

- Lower Division Courses: Introduction to Human Evolution
- Upper Division Courses: Mummies; Modernity and Disease; Human Variation, Behavior; Human Origins; Monkeys, Apes, & Humans; Bioarchaeology; Forensic Anthropology (co-taught with Dr. Lorna Pierce); Human Osteology
- Graduate Courses: Quantitative Methods

University of Arkansas (Teaching Assistant)

- Lower Division Courses: Introduction to Cultural Anthropology: Introduction to Physical Anthropology
- Upper Division Courses: Evolutionary Anatomy; Primate Adaptation and Behavior

California State University, Sacramento (Teaching Assistant)

- Lower Division Courses: Introduction to Cultural Anthropology; Witchcraft and Magic
Appendix B
References
Elizabeth Weiss continued her osteological research agenda, based largely on the Department’s collections, publishing articles in peer reviewed physical anthropology journals, book chapters, and books.


Marco Meniketti continued to develop a research agenda that links the archaeology of the Caribbean, especially plantations and technology, with world systems. A 2008 article won the Vogel Prize for outstanding article published in *Industrial Archaeology*.


Jan English-Lueck continued her research agenda on the intersection of health and families in high-tech regions, as well as the emergence of new forms of diversity in regions marked by global flows of people, ideas, capital and technology.


Roberto Gonzalez pursued scholarship pertinent to the relationship between the military and anthropology, and more generally, the relationship of the discipline to the institutions of state governance.


Chuck Darrah and Jan English-Lueck largely concluded a basic research agenda (that began in 1998) about busyness in the lives of American families and its social implications.


The department’s commitment to scholarship is reflected in the work of its lecturers, as well. For example, Cate has focused her scholarship on aesthetics and religion in Southeast Asia:


Cate, S. (forthcoming). “Constructing Multiple Narratives in Theravada Buddhism: The Vessantara Painted Scrolls of Northeast Thailand and Lowland Laos” (co-author) in Rethinking Visual Narratives from Asia, A. Green, ed., Hong Kong University Press

Cate, S. “Buddhist Art and Architecture in the UK: ‘Thainess’ Meets the Local Planning Council.” In Centenary Volume Celebrating the Buddhist Legacy in the United Kingdom, World Buddhist Foundation.


Fjelstad continues her comparative research on Vietnamese religion in collaboration with colleagues in Vietnam and supported by a $30,000 grant from the Wenner-Gren Foundation. Her efforts have resulted in papers, chapters, and a co-authored book with Nguyen Thi Hien (2011). Sprits Without Borders: Vietnamese Spirit Mediums in a Transnational Age (Palgrave Macmillan).

In addition Robert Simpkins received his doctorate from the University of Wisconsin in spring 2011 (The Road to Golconda: European Travelers’ Routes, Political Organization and Archaeology in the Golconda Kingdom (1518-1687)) and Quincy McCrary received an M.A. in library science from this university (2009).

Section 2.2.2

Chuck Darrah has collaborated with John McClusky (Industrial Design) on linking ethnography research with design, providing reports prepared under contract with Herman Miller Incorporated as classroom texts and serving as a regular in-class consultant. The outcomes have been documented in an Applied Anthropology graduate project completed by Alicia Murphy/Dornadic and a professional paper prepared with McClusky.

Roberto Gonzalez has provided presentations about the social sciences and military to academic audiences at New York University (2011), Reed College (2011), University of Detroit-Mercy (2011), and the University of San Francisco (2010), as well as via numerous professional conference presentations.

Bill Reckmeyer continues to provide leadership for the Salzburg Program, recognized as a Top 10 Program on Global Citizen Diplomacy in U.S. Higher Education by the U.S. Center for Citizen Diplomacy in 2010. Austen Warburton Award of merit for Outstanding Scholarship in 2009 and Outstanding Professor in 2010.

Marco Meniketti offered summer field schools (2007-2011) in archaeology as part of the Bush Hill Project, Nevis West Indies, and continues to lay the foundations for maritime archaeological research that will be incorporated into the departmental curriculum. These projects contribute to archaeological scholarship, to practice-based student learning, and they are inherently interdisciplinary.

Elizabeth Weiss published three physical anthropology books that contribute to the pedagogy of the field, contributed to the professional debate about repatriation of human remains, and presented 11 papers at conferences in her field.


Jan English-Lueck’s Cultures@Silicon Valley won the American Anthropological Association’s Diana Forsythe Prize for feminist ethnographic work on science and technology and she was especially active in service to the discipline through participation in conferences and as executive director of the Southwestern Anthropological Association (2006-2007). Her work, too, as an evaluator of CommUniverCity allowed students to practice ethnographic evaluation.

Lecturer Lorna Pierce continues her work in forensic anthropology in collaboration with the Santa Clara County Medical Examiner’s Office and presents numerous guest lectures and workshops. She also contributed to the program in Forensic Science in the Justice Studies Department.

Section 2.2.3

Roberto Gonzalez has contributed to public anthropology through oral and written presentations directed at a broad public audience.


Two faculty members also experimented with producing visual media for wider publics. Roberto Gonzalez collaborated with Laura Nader (UC Berkeley) on *Losing Knowledge: Fifty Years of Change*, a documentary about the loss of knowledge among indigenous people in southern Mexico, while Chuck Darrah and graduate student Nicole Conand collaborated with CreaTV San Jose on *Silicon Valley Sparkplugs*, a documentary about change agents in the region supported by the John and James Knight Foundation.

Marco Meniketti’s expertise in Caribbean archaeology was documented in *Wicked Pirate City*, a two-hour documentary featured on the National Geographic Channel and he was also elected a National Fellow of the Explorers Club of America.

Elizabeth Weiss contributed to the public discussion about repatriation of human remains through her 2008 book *Reburying the Past: The Effects of Repatriation and Reburial on Scientific Inquiry* (Nova Science Publishers) and two articles:


Section 2.5

Appendix C
Umbrellas
Umbrellas of Anthropology: Integrating Skills and Knowledge

Department of Anthropology, San Jose State University
December 2011

Teaching, scholarship and application are brought together under several “umbrellas” in the department of anthropology at San Jose State University. Each umbrella brings together anthropological expertise in physical anthropology, cultural anthropology, archaeology, and applied anthropology in order to address critical issues facing communities and society.

- Under the first umbrella, Human Adaptability and Material Culture, we explore how humans—past, present and in various societies—adapt through their ability to alter and transform environments through technology. The resulting built worlds increasingly provide both the context in which we live and the most profound challenge for our species.

- In The Anthropology of Wellness, we explore how human health and illness are affected by social and cultural conditions. Wellness is not just a concern of individuals, but of entire societies, and anthropology’s attention to diverse societies allows us to think creatively about how to promote wellness in all its forms.

- Knowledge in Action is about how social science skills and knowledge can be used to address real-world issues for human betterment. The social sciences are not only about understanding the world, but also about finding ways to act effectively to improve it. Here we explore ways that anthropology can be used in communities and organizations to help people address issues as diverse as innovation and design, consumerism and household finance, architecture and housing, and disease and health care.

Themes that unify the three umbrellas include the consequences of globalization as seen through the intersections between global processes and local interests. Applications of this theme focus on the identification of stakeholders of anthropological discourse and active engagement with communities. This bridge between umbrellas is exemplified by research agendas that engage pluralistic communities and transnational populations concerning social issues and wellness, community or identity construction, and integration to host societies.

The umbrellas emphasize the importance of integrative knowledge in addressing the challenges we face. They do so by emphasizing how the diversity of skills and knowledge within anthropology can be mobilized to provide new perspectives on complex issues, and by providing platforms for connecting with other disciplines and fields, and with organizations and communities.

Our umbrellas allow us to ask the following questions as we develop them over the next few years as resources permit:

1. What are the broad research questions that students and faculty explore?
2. Which of our **existing courses** support the umbrella by allowing students to learn more?

3. What **new courses** should we develop in order to support our students?

4. Who are our potential **SJSU partners**: individuals and organizations in the university whose interests complement ours?

5. Who are potential **external partners** that we can or should be working with?

6. What past, present and future **projects** contribute to the umbrella’s research questions?

7. What **careers** does coursework under this umbrella prepare students for after they graduate?

8. How can we **assess** the skills that our students are learning, what they allow them to do, and how we might otherwise develop curricula under the umbrella?
<table>
<thead>
<tr>
<th>TENT/UMBRELLA TITLE</th>
<th>Human Adaptability &amp; Material Culture</th>
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<tbody>
<tr>
<td>DESCRIPTION</td>
<td>How humans adapt through material culture, past, present, and future.</td>
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</tbody>
</table>
| RESEARCH QUESTIONS  | 1. What are long-term environmental trends and patterns of human adaptation, including mobility, artifacts, and cultural practices?  
|                     | 2. What does environmental sustainability mean in modern societies, what can we learn about it from other societies past and present, and how can we create practices that support it?  
|                     | 3. How can anthropological research and findings be incorporated into designing in order to support better human built environments?  
|                     | 4. How do societies adapt to and integrate new technologies and how do they shape interactions and relationships within families, communities, and societies?  
<p>|                     | 5. How are economic decisions embedded in cultural systems, world views and assumptions about human nature? |
| EXISTING SUPPORTING COURSES | ANTH 132 Creating Built Worlds, ANTH 143 Culture and Adaptation, ANTH 161 Old World Civilizations, ANTH 162 Inca, Aztec and Maya Civilization, ANTH 163 Coastal and Island Societies, ANTH 164 Prehistory of North America, ANTH 165 Historical Archaeology, ANTH 167 Archaeological Laboratory Methods, ANTH 168 Archaeological Methodology, ANTH 169 Archaeological Site Excavation |
| PROPOSED SUPPORTING COURSES | 1. Anthropology of Maritime Cultures or Anthropology of Mobility; 2. Culture, Society &amp; Environment; 3. Food &amp; Culture; 4. Identity, Immigration &amp; Labor |
| POTENTIAL SJSU PARTNERS (FACULTY FROM…) | Urban Planning, Environmental Studies, Industrial Design, Geography |</p>
<table>
<thead>
<tr>
<th>POTENTIAL EXTERNAL PARTNERS</th>
<th>Kaiser Permanente (Wellness Incubator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLES OF PAST, CURRENT, &amp; PROPOSED PROJECTS OR ACTIVITIES</td>
<td>Bridges to Active Living. With John McClusky, Industrial Design and four ID and Applied Anthropology students ($20,000, Kaiser Permanente, 2009-2010). The grant supported the linkage of ethnography and design in order to create elements for the new Student Health Building (Darrah)</td>
</tr>
<tr>
<td></td>
<td>Sponsorship: Panasonic San Jose Laboratory. With John McClusky, Industrial Design. $10,000, donation to Human Aspiration and Design Laboratory, 2006-2007 (Darrah).</td>
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<tr>
<td></td>
<td>Intervening in Busyness. With Phoebe Sengers, Culturally Embedded Computing Group, Cornell University. NSF grant proposal being developed, spring 2012 (Darrah).</td>
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<td></td>
<td>Historic California Maritime Community Heritage Project. An examination of immigrant and ethnic minority communities linked through maritime industries and their integration into the California cultural fabric (Meniketti).</td>
</tr>
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<td></td>
<td>Mono Mills CA ongoing historical archaeology fieldwork. Engaging with the archaeology of community construction among Chinese and Paiute laborers in eastern California following the Gold Rush (Sunseri).</td>
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<td></td>
<td>Bioregional Urbanism 1.0: How Cities and their Regions can be Self-Sustaining Within a Globalized World (Stein).</td>
</tr>
<tr>
<td></td>
<td>City as Change: Archaeology, Science, and Design Collaborations for Sustainable Urban Lifeways (Stein)</td>
</tr>
<tr>
<td></td>
<td>Yale-Myers Forest History Project. Ongoing collaboration with forest historian Dr. Philip Marshall and the Union Historical Society, Union, CT. Project includes using Geographic Information Systems to analyze data-sets provided by the Union Historical Society and the project organizers relating to material culture and changing human adaptations in the forest over time (Stein).</td>
</tr>
<tr>
<td>STUDENT CAREERS</td>
<td>To be developed AYs 2012-2014, as resources permit</td>
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<tr>
<td>ASSESSMENT</td>
<td>To be developed AYs 2012-2014, as resources permit</td>
</tr>
<tr>
<td>UMBRELLA TITLE</td>
<td>The Anthropology of Wellness</td>
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<tr>
<td>DESCRIPTION</td>
<td>How human health and illness are affected by sociocultural conditions.</td>
</tr>
</tbody>
</table>
| RESEARCH QUESTIONS | 1. What does wellness mean in different societies and how do we create cultures that promote it?  
2. How can knowledge of biological evolution inform individuals and groups, and policies that promote wellness?  
3. How do traditional societies change in diet, health, and stress during modernization?  
4. How do social conditions affect how information about health is transmitted to members of different communities and what are patterns in access to care?  
5. How do individuals understand different kinds of knowledge about disease, health and illness and put them into practice in their own lives? |
| EXISTING SUPPORTING COURSES | ANTH 108 Medical Anthropology, ANTH 142 Culture in Mind, ANTH 143 Culture and Adaptation, ANTH 151 Modernity and Disease, ANTH 153 Human Variation and Behavior, ANTH 155 Human Osteology, ANTH 156 Bioarchaeology, ANTH 159 Mummies |
| PROPOSED SUPPORTING COURSES | Food & Culture |
| POTENTIAL SJSU PARTNERS (FACULTY FROM……) | Health Science; Nutrition; Psychology; Social Work; Student Health Services |
| POTENTIAL EXTERNAL PARTNERS | Kaiser Permanente; Heath Trust; Lucile Packard Children’s Hospital; Santa Clara Valley Health and Hospital System, Department of Alcohol and Drug Services |
### EXAMPLES OF PAST, CURRENT, & PROPOSED PROJECTS OR ACTIVITIES

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
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<tr>
<td>Healthy Eating Active Living (HEAL) project. With Marjorie Friedman, Nutrition, and a team of six applied anthropology students ($200,000, with $50,000 dedicated to ethnographic evaluation, 2007-2009). Ethnographic evaluation of campus as part of HEAL grant (Darrah and graduate students).</td>
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<tr>
<td>Wellness Incubator. With Roger Elrod &amp; Laurie Morgan, Student Health Services, and Jessica Maynes, Applied Anthropology student (current). Ongoing project that seeks to leverage projects supported by Kaiser Permanente to create a built environment that attracts staff and students and that provides information relevant to personal and community wellness and public policy (Darrah).</td>
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<tr>
<td>Lucille Packard Children’s Clinic Evaluation, spring 2011 and ongoing. With Stephen Barley, Stanford University (Darrah and graduate students).</td>
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<tr>
<td>Street Children in Chile. This research explored how multiple forms of violence were manifest on the bodies of street children and consequences on their status as citizens. It explores media representations and the social position of street children (Salazar).</td>
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</tr>
<tr>
<td>Inflammatory Bowel Disease (IBD) and Quality of Life Among Pediatric Patients. This research investigates the quality of life among children and adolescents with a stigmatizing chronic illness. It explores the impact of IBD on identity formation, social relationships and interactions (Salazar).</td>
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<tr>
<td>Gut Busters. This research involves a summer camp designed expressly for children and adolescents with IBD (Salazar).</td>
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<tr>
<td>Ongoing research on understanding the etiology of past and present osteoarthritis with a focus on how body mass and bone mass affect osteoarthritis in both weight bearing and nonweight bearing joints. Further research will include gaining access to data from living populations for comparative analyses that will enable us to discover whether osteoarthritis is a side effect of bone remodeling (Weiss).</td>
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### STUDENT CAREERS

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<td>To be developed AYs 2012-2014, as resources permit</td>
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### ASSESSMENT

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<td>To be developed AYs 2012-2014, as resources permit</td>
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</tr>
<tr>
<td>TENT/UMBRELLA TITLE</td>
<td>Knowledge in Action</td>
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</tr>
<tr>
<td>DESCRIPTION</td>
<td>How social science skills and knowledge can support practices that address real-world issues for human betterment.</td>
</tr>
</tbody>
</table>
| RESEARCH QUESTIONS  | 1. How can the social sciences contribute to making the results of scientific research more useable to society?  
2. How can the social scientific study of spaces, architecture, and artifacts be integrated into processes of design and engineering?  
3. How can anthropologists enhance how data and findings are communicated to and used by different communities?  
4. What are best practices for anthropologists who are applying their skills and knowledge to contemporary issues? |
| EXISTING SUPPORTING COURSES | ANTH 100W Writing Workshop, ANTH 102 Silicon Valley Connections, ANTH 105 Silicon Valley Connections, ANTH 136 Thought Control, ANTH 149 Ethnographic Methods, ANTH 173 Culture Through Film |
| PROPOSED SUPPORTING COURSES | Research Design and Policy |
| POTENTIAL SJSU PARTNERS (FACULTY FROM…) | Communications Studies; Environmental Studies; Social Work; Urban Planning |
| POTENTIAL EXTERNAL PARTNERS | CreaTV San Jose; Santa Clara County Mental Health; Robert Wagner Graduate School of Public Services, New York University (Financial Diaries); Silicon Valley Community Foundation |
| EXAMPLES OF PAST, CURRENT, & PROPOSED PROJECTS OR ACTIVITIES | Healthy Eating Active Living (HEAL) project. With Marjorie Friedman, Nutrition, and a team of six applied anthropology students ($200,000, with $50,000 dedicated to ethnographic evaluation, 2007-2009). Ethnographic evaluation of campus as part of HEAL grant (Darrah). |
Opportunity Fund/Lenders for Community Development. Projects on (1) the characteristics of successful clients and (2) identifying “hubs of commerce” in neighborhoods in order to recruit small entrepreneurs (Darrah and graduate students).

Financial Diaries Project. New York University project on how low income households at several sites in the U.S. manage personal finances. With Nancy Castillo, NYU. The department is providing resources to support the fieldworkers conducting research in the San Jose region (Darrah).

Intervening in Busyness. With Phoebe Sengers, Culturally Embedded Computing Group, Cornell University. NSF grant proposal being developed, spring 2012 (Darrah).

Silicon Valley Sparkplugs Project. With Nicole Conand (Applied Anthropology student) & Suzanne St. John-Crane (Executive Director, CreaTV San Jose) ($54,750, John S. and James L. Knight Foundation. Ethnographic interviews and documentary film and website about seven individuals “sparking” change in the region (Darrah).

Latino immigrants, health beliefs, and health disparities. This project will explore Latino health beliefs, health seeking behavior, and the intergenerational transmission of knowledge (Salazar).

Venda Land Repatriation in post-Apartheid South Africa (Sunseri).

Chinese immigrant communities in Silicon Valley and California (Sunseri)

Mariachi Chronicles. This project will explore the working lives of mariachi musicians in the San Francisco Bay Area through ethnographic exploration. Funding: CSU Research, Scholarship, and Creative Activity Grant for $6567.00 (Gonzalez).

Losing Knowledge: Fifty Years of Change. This project was a co-produced documentary film analyzing the loss of indigenous knowledge in a Zapotec region in the southern Mexican state of Oaxaca. Funding: CSU Research, Scholarship, and Creative Activity Grant for $4970.00 (Gonzalez).

Bioregional Urbanism 1.0: How Cities and their Regions can be Self-Sustaining Within a Globalized World (Stein).

Not Reinventing the Wheel or the Wetlands Legislation: Oral History Interviews of Retired Rhode Island Environmental Leaders. Part of the New England Environmental History Initiative (Stein).

Industrial Regional Integration and Immigration. A historical archaeology of the relationship between immigration and industrial development since the Gold Rush (Meniketti).

Engaging the public in anthropological debates that revolve around the 1st Amendment of the Constitution and Federal Rebural laws. Radio shows, writings on websites, such as HNN.net, and
magazine articles, such as in Liberty, help to make the connections between the importance of scientific research and our personal freedoms (Weiss).

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Appendix D
Required Data Elements
The data exhibits developed to support the self study reports and program planning process at San José State University are intended to provide basic contextual information to Program Planning Committee and reviewers as

The program is expected to comment on data trends that are unusual, and to highlight data that figure in the self study report. Many programs may regularly compile the data required, but not all do so in a systematic or regular way. If your program has readily available data that are consistent with the basic requirements in the exhibits, you may provide the information on your own forms or in your own formats and are not required to use the exact forms.

The information prepared in the data exhibit formats for all academic programs, corresponding colleges, and overall university is available at www.oir.sjsu.edu/ProgramPlanning.

For further assistance in completing the forms, please contact the Office of Institutional Research.

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Data Exhibit 1: Number of Course and Section Offered (for Fall Semesters Only)

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Note: Student/Faculty Ratios (SFR) = Full-time Equivalent Students (FTES)/Full-time Equivalent Faculty (FTEF)

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Data Exhibit 4: Course Enrollment by Student Majors – *Induced Course Load Matrix* (Fall Semester)

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### Students (Majors Only)

Data Exhibit 5: Application, Admission, and Enrollment of New Students by Cohort Type (for Fall Semesters Only)

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Note: Admit Rate (Admission/Application); Enrollment Rate (Enrollment/Application); Show Rate (Enrollment/Admission)

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<td>53%</td>
<td>94%</td>
<td>17</td>
<td>65%</td>
<td>59%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>325</td>
<td>42%</td>
<td>16%</td>
<td>38%</td>
<td>404</td>
<td>82%</td>
<td>22%</td>
<td>26%</td>
<td></td>
</tr>
</tbody>
</table>

Data Exhibit 6: Headcount Enrollment by Class Level (for Fall Semesters Only)

<table>
<thead>
<tr>
<th>Cohort Type</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>22</td>
<td>15</td>
<td>12</td>
<td>20</td>
<td>43</td>
</tr>
<tr>
<td>Sophomores</td>
<td>16</td>
<td>15</td>
<td>21</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Juniors</td>
<td>86</td>
<td>94</td>
<td>70</td>
<td>86</td>
<td>114</td>
</tr>
<tr>
<td>Seniors</td>
<td>87</td>
<td>101</td>
<td>96</td>
<td>94</td>
<td>148</td>
</tr>
<tr>
<td>2nd/Post Bac</td>
<td>3</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Graduates</td>
<td>18</td>
<td>26</td>
<td>22</td>
<td>31</td>
<td>33</td>
</tr>
<tr>
<td>Total Headcount Enrollment</td>
<td>232</td>
<td>253</td>
<td>221</td>
<td>247</td>
<td>359</td>
</tr>
<tr>
<td>Total FTE Enrollment</td>
<td>186.80</td>
<td>203.88</td>
<td>166.53</td>
<td>193.23</td>
<td>287.43</td>
</tr>
</tbody>
</table>
### Data Exhibit 7: Headcount Enrollment by Major/Concentration (for Fall Semesters Only)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th></th>
<th>Fall 2008</th>
<th></th>
<th>Fall 2009</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UG</td>
<td>Grad</td>
<td>Total</td>
<td>UG</td>
<td>Grad</td>
<td>Total</td>
</tr>
<tr>
<td>Anthropology</td>
<td>74</td>
<td>18</td>
<td>92</td>
<td>87</td>
<td>26</td>
<td>113</td>
</tr>
<tr>
<td>Behavioral Science</td>
<td>140</td>
<td>-</td>
<td>140</td>
<td>140</td>
<td>-</td>
<td>140</td>
</tr>
<tr>
<td>Total</td>
<td>214</td>
<td>18</td>
<td>232</td>
<td>227</td>
<td>26</td>
<td>253</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th></th>
<th>Fall 2011</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UG</td>
<td>Grad</td>
<td>Total</td>
<td>UG</td>
</tr>
<tr>
<td>Anthropology</td>
<td>68</td>
<td>31</td>
<td>99</td>
<td>82</td>
</tr>
<tr>
<td>Behavioral Science</td>
<td>148</td>
<td>-</td>
<td>148</td>
<td>244</td>
</tr>
<tr>
<td>Total</td>
<td>216</td>
<td>31</td>
<td>247</td>
<td>326</td>
</tr>
</tbody>
</table>

### Data Exhibit 8: Degree Awarded by Major and Concentration (for Academic Years=Summer + Fall + Spring)

<table>
<thead>
<tr>
<th></th>
<th>2006/07</th>
<th></th>
<th>2007/08</th>
<th></th>
<th>2008/09</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bachelor</td>
<td>Master</td>
<td>Total</td>
<td>Bachelor</td>
<td>Master</td>
<td>Total</td>
</tr>
<tr>
<td>Anthropology</td>
<td>10</td>
<td>-</td>
<td>10</td>
<td>16</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>Behavioral Science</td>
<td>39</td>
<td>-</td>
<td>39</td>
<td>61</td>
<td>-</td>
<td>61</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>-</td>
<td>49</td>
<td>77</td>
<td>3</td>
<td>80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2009/10</th>
<th></th>
<th>2010/11</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bachelor</td>
<td>Master</td>
<td>Total</td>
<td>Bachelor</td>
</tr>
<tr>
<td>Anthropology</td>
<td>29</td>
<td>3</td>
<td>32</td>
<td>25</td>
</tr>
<tr>
<td>Behavioral Science</td>
<td>42</td>
<td>-</td>
<td>42</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>3</td>
<td>74</td>
<td>68</td>
</tr>
</tbody>
</table>
### Data Exhibit 9: 1st Year Retention Rates (for Fall Semesters Only)

<table>
<thead>
<tr>
<th></th>
<th># Entering</th>
<th>1st Year Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-Time Freshmen</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2006</td>
<td>7</td>
<td>71.4%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>6</td>
<td>50.0%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>10</td>
<td>70.0%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>7</td>
<td>85.7%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>11</td>
<td>72.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>New Undergrad Transfer</strong></th>
<th># Entering</th>
<th>1st Year Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>27</td>
<td>96.3%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>36</td>
<td>80.6%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>26</td>
<td>80.8%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>20</td>
<td>85.0%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>40</td>
<td>92.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>First-Time Graduate</strong></th>
<th># Entering</th>
<th>1st Year Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>7</td>
<td>57.1%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>9</td>
<td>88.9%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>9</td>
<td>88.9%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>10</td>
<td>90.0%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>16</td>
<td>93.8%</td>
</tr>
</tbody>
</table>

### Data Exhibit 10: Graduation Rates (First-time Freshman: 6-Year; New Transfer: 3-Year; First-time Graduate: 3-Year)

<table>
<thead>
<tr>
<th></th>
<th># Entering</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-Time Freshmen</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2001</td>
<td>6</td>
<td>33.3%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>6</td>
<td>33.3%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>1</td>
<td>100.0%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>6</td>
<td>50.0%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>3</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>New Undergrad Transfer</strong></th>
<th># Entering</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2004</td>
<td>19</td>
<td>47.4%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>24</td>
<td>33.3%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>27</td>
<td>51.9%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>36</td>
<td>47.2%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>26</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>First-Time Graduate</strong></th>
<th># Entering</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>7</td>
<td>57.1%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>9</td>
<td>55.6%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>9</td>
<td>22.2%</td>
</tr>
</tbody>
</table>