



CALIFORNIA STATE UNIVERSITY, FULLERTON

Humanities and Social Sciences

Division of Anthropology, MH-426

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Date: May 18, 2018

To: Sheryl Fontaine, Dean, College of Humanities and Social Sciences

From: Barbra Erickson, John Patton, and Carl Wendt, Division of Anthropology Coordinators

Subject: Anthropology Coordinators' Response to Dean's Summary and Evaluation

Collectively, and on behalf of the Division of Anthropology faculty, we are grateful for the opportunity provided by the Program Performance Review process to assess our progress since the last review, and to consider areas in which we can improve. The PPR team's evaluation, as well as the Dean's Summary and Evaluation, have inspired much conversation and brainstorming among the Anthropology faculty, including discussions with our Student Success Coordinator.

Outreach and Growth of the Major and Minor:

We recognize our heavy reliance on generating enrollment in GE courses, especially in light of current changes to GE requirements. We are discussing ideas for marketing the Major and Minor in Anthropology, including, but not limited to, working with the HSS Marketing and Student Success Teams; designing low-cost but attractive 3-fold flyers that can be mailed to feeder community colleges; doing outreach in person to local high schools and/or community colleges [such as faculty and students recently did for the national Anthropology Day]; reaching out in a more structured way to undeclared students; and following up with students who are newly admitted to CSUF as anthropology majors, but who have not yet accepted their admittance. We have redesigned our Minor to make it more attractive and more flexible for students, and this program change will be entered into Curriculog for Fall 2018 HSS Curriculum Committee consideration. We have proposed a Forensics Certificate Program, and are developing a Museum Studies Minor, which we hope will generate more enrollment in our courses, and also potentially lead to more students declaring a primary or second Major in Anthropology.

Outreach and Growth of the Masters in Anthropology Program:

Since our MA program was closed for three years by administration, we have struggled to attract a strong and large enough pool of applicants. Where we once regularly had 70-80 applicants per year, we now have perhaps 20. Some schools still think we are not open. We need to make strong efforts to publicize our program. We recently realized we don't even have MA program information in our front office area for our own students! We had also tightened up our admissions requirements when we reopened the program, for example requiring the GRE [which is uncommon on our campus]. We are discussing whether to drop this requirement. In other words, as a result of the PPR and evaluating our program internally, we recognize that we have many things to work on to improve our MA enrollment, as well as completion success rate.

Retention of Majors/Minors and Overall Student Success:

We are actively reviewing ideas for making annual advisement a requirement for majors. We have discussed various ideas for how this might work, and which faculty might be involved. Whatever

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model we ultimately adopt, we do want to make sure that all full-time faculty are trained in and familiar with interpretation of the TDA, the general requirements for the Major/Minor, and general advisement [such as total units required for a BA, general information on GE, and so forth], and that faculty have information about where to send students for more specific help [e.g. the various centers on campus].

We don't see the creation of an additional single 300-level course that every student would take as being feasible—because students will have had a 100-level class for each of the sub-disciplines, we are not sure what such a course would look like without being repetitive. However, we do see the need to invent ways to include more career advisement in our curriculum. In Anthropology, this necessarily means specialization, and so we think career discussion/development/advisement works best in more specific courses. To that end, one of the steps already being taken is to include service learning in several of the courses. We can also work with the Career Center and Internship Center to create a data base of companies, agencies, museums, and so forth that would make good learning opportunities for students pursuing anthropological careers. Historically, our honor society [Lambda Alpha National Anthropology Honor Society] has organized “careers in anthropology” events, at which representatives from museums, companies, and agencies talk to students about why the skills and perspectives emphasized in anthropology fit well into many career paths. At the most recent one [several years ago], more than 70 students attended, and they learned about anthropology's use in marketing, in art history, in archeology, and various applied anthropology fields. We should make a commitment to do events like this, to work with the Career Center on anthropology job fair-type events, and also to invite relevant guest speakers—alums, or other representatives from careers in which anthropology is useful] to various classes.

Redesign of the Anthropology Curriculum Requirements:

We recognize that our current requirements are essentially 5 core classes and 10 electives. We are actively discussing several different models for reorganizing our curriculum into a more structured format, whether by sub-field [e.g. Cultural Anthropology, Archaeology, Evolutionary Anthropology] or by genre [e.g. methods, world culture groups, etc.]. Another model being discussed is raising the number of 400-level classes we require from the current three to [e.g.] five, and requiring at least one be in Archaeology, Cultural Anthropology, and Evolutionary Anthropology. We are getting as much input as we can from our faculty, because we need to make sure the model we settle on is realistic and workable. That is, in an attempt to force students to take classes more holistically, we also don't want to limit them by requiring courses we rarely offer. We believe this needs to be thought out carefully, but that it will ultimately be a good step forward. With regard to providing more information on careers, the requirement of a methods course in the Anthropology curriculum [something the major used to have, but had dropped years ago] would be a good step as well.

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