



CALIFORNIA STATE UNIVERSITY, LOS ANGELES  
RESOURCE ALLOCATION PLAN  
FISCAL YEAR 2021-22

RAP-6

ACCOUNTABILITY REPORT  
(Applicable To All Funds)

Division: Academic Affairs

Dept ID: 201700 - 201770

Department: College of Natural and Social Sciences  
IR061, IR292, IR326, IR327, IR408, IR475

Fund Code: IR058, IR059,

Prepared By: Awardees/Tommy Luong

Program Code: [REDACTED]

Budget: \$ 59,010 Expenditure: \$ 40,169

Project ID: [REDACTED]

Please use evidence-based data including year-end financial reports and historical data for comparison.

1. Describe how resources are aligned with the campus strategic plan, which includes Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.

**Anthropology IR061\_Applied Archaeology Field Program**

Because I was serving as the Interim Dean of NSS during AY 2021-22 I used the Applied Archaeology IRA funds to support graduate student research. These were students accepted into the MA program in Anthropology while I was a professor in that department and before I transferred to the Dean's Office. Funds were used to purchase a digital microscope for student research on animal remains and stone tools, which supported on-going thesis work in the California Coastal Archaeology Lab on campus. Funds were also used for specialized analysis associated student thesis projects, including AMS radiocarbon dating of carbonized plants and animal bones associated with archaeological sites excavated as part of previous IRA funded field programs.

**Anthropology IR408\_Archaeological Field School Project**

The funds awarded were used to support ANTH 4240: Archaeological Research Techniques, a course that provides students with the archaeological foundation needed to compete for employment and graduate school. Funding ensures that students who would not otherwise be able to attend a field program have the same opportunities as those with more resources. The course is required for archaeology students in the M.A. program and serves as a methods course for undergraduates and non-archaeology graduate students. The course has two main components, a practical component, that teaches field, and laboratory methods and a research component that encourages students to participate fully in the all phases of research including disseminating their work through reports, publications and conference presentations. The experience and training that students receive through the program help them gain employment in the public and private sectors upon graduation.

## **Biological Sciences IR475\_Field Trips to Support Instruction and Course-Based Research**

MICR 3500: The field trips conducted in core classes of the Microbiology B.S. curriculum (MICR 3500 Bacterial Physiology and MICR 3900 Applied and Environmental Microbiology) align with the campus strategic goals Service, Student Success, and Academic Distinction. The field trips provided our microbiology majors with career options in industrial microbiology and connected them with potential employers. Students emerge from these field trips with a greater career awareness, and a reinforced understanding of how theoretical concepts from class are applied in real life. The field trips also create shared experiences which will further enhance student sense of belonging.

BIOL 4530: Funds were requested to support three boat excursions for BIOL 4530 Ichthyology. Students were required to attend two of the three field trips. Prior to all trips, boat safety and etiquette were reviewed with all of the students to ensure everyone felt safe and respected in the field. These trips are a unique opportunity for our students to learn about local marine life, an experience that cannot be replicated in the classroom. The field trips foster a connection to the community beyond what can be experienced by simply taking classes on campus. Students learn about local fishing communities and the economic importance of the Port of Los Angeles, allowing them to apply their academic knowledge in real-world contexts. Linking the function and diversity of biological systems to our local economy empowers our students with ecological and conservation knowledge, which is essential for positively influencing a student's social network: from the family, to friends, to the community.

## **Geological Sciences and Environment IR142\_Field Activities for Geography and Geology courses**

In 2021, cascading effects from the Covid-19 pandemic continued to impact the department's ability to maintain, plan, and execute field trip activities for Geography and Geology courses. We anticipate this disruption will be temporary as most organizations, agencies, and vendors we coordinate with have begun to resume normal business operations.

## **History IR059\_Perspectives Journal**

IRA funds defrayed the costs of publishing 250 copies of volume 49 (2021-22) of the History Department student journal *Perspectives: A Journal of Historical Inquiry*. This volume, as all past volumes since 1973, consisted entirely of articles written by undergraduate and graduate students enrolled in courses offered by the History Department. The production is only the culmination of a series of activities from composition, submission, peer review, and rewriting/resubmission, to final approval, editing and copy-editing.

The journal is created in HIST 4970 (Editing and Publishing *Perspectives*) and offers students the rare opportunity to be actively involved in becoming published authors, editing each other's work repeatedly, creating new online content, and to present their work to the larger university and CSU academic community. In the past the journal has been nationally recognized with awards from Phi Alpha Theta, the honor society in history. We submitted Vol 49 for consideration in late May. The awards are usually announced in mid-fall.

Participation in HIST 4970 and/or publishing an article in the journal has proven very beneficial for students' employment prospects, academic awards, fellowships, and PhD program placement. Student involvement with the journal is part internship, part academic distinction, and a large part of the History Department's calling card to other CSU campuses.

Academic and professional success for authors/editors in the past include Vol. 38 editor-in-chief Cassandra Joffe is now a Senior Specialist for Fine Books and Manuscripts at Bonhams in New York. Andrew Weiss is completing his PhD at Arizona State University. Volume 39 editor John Dunlap is now teaching at Glendale Community College, Ryan Johnson is in a PhD program at the University of Minnesota, Carrie Glenn completed her PhD in September 2020 and is currently in her third year as Assistant Professor at Niagara University. Vol. 41 editor-in-chief Natasha Lueras is in a PhD program at Indiana University; Ryan Allen is pursuing a PhD at the University of Illinois Urbana-Champaign.) Katherine Yang, author in Vol. 44, is now a fifth-year PhD student at George Washington University. The journal has placed second for best print journal in 2009 and more recently it has garnered the Gary Nash Award for best electronic journal for the past three years.

Volume 43 placed third for best print journal and honorable mention for electronic journal. Vol. 44 placed again third for best print journal and first for electronic journal. Vol 45 placed first for best electronic journal. Vol. 48 placed first as best printed journal. We believe that makes our journal competitive in the print journal category. This is even though we have completed outstanding journals under difficult circumstances due to COVID-19 over the past three spring semesters. Moreover, our small budget of \$1500 puts us at a disadvantage compared to other student journals that have budgets of more than \$6000 (for example CSU Fullerton).

### **Political Science IR058\_Model United Nations**

All students who wish to participate in the National Model United Nations (NMUN) program must enroll and successfully complete POLS 4201 and 4202, which are offered sequentially. POLS 4201 is a traditional course where students learn about the United Nations, including its organization, structure and how global issues are dealt with on a global scale. In this particular course, students are assessed based on class presentations, exams, and written assignments. In POLS 4202 students learn the political, social, and economic background of the country to be represented at the NMUN conference. Preparation includes learning the political, social, and economic history of the country and how this influences current policies. Additionally, students learn how to research policy questions as indicated in the committee background guides, prepare written policy statements, make clear and persuasive arguments, and negotiate effectively with others while experiencing intercollegiate academic competition. Students are also required to participate in a local MUN conference where they are evaluated on their knowledge of the issues, rules of parliamentary procedures, and their ability to remain in their role as delegate throughout the conference. Given the rigorous design of this program, NMUN is also aligned with the strategic plan of academic distinction since students who participate in this program are given the opportunity to participate in “high-quality undergraduate programs”.

This NMUN program is directly in line with the overall objective of student success, welcoming and inclusive campus, and academic distinction. This program lends itself to the overarching goal of student success that “creates a positive, holistic student experience” as it enables students to put into practice what is taught in the classroom. Upon completion of this course, students are more likely to seek out other programs that will develop and further enhance skillsets such as writing, research and public speaking. Additionally, students who attend NMUN are more focused on post-college careers, particularly after meeting with their respective country Ambassador, listening to the Delegate Seminars, and visiting the Opportunity Fair where students can visit with representatives from government agencies, nonprofits, and graduate school programs. The Delegate Seminars are given by experts in the field focused on pressing global problems. These activities not only help students through creative and engaged learning, but build on skillsets that enable students to envision themselves in future careers.

### **Sociology IR292\_Online Student Journal in Sociology**

We utilized the IRA resources to relaunch the California Sociology Forum – Student Online Journal of Sociology (CSF). The ways we used the IRA resources were aligned with Engagement, Service, and the Public Good, Student Success, and Academic Distinction. With the IRA funds, we recruited students to conduct a PR blitz for the journal. Students received training to understand the journal’s mission and history, submission policy, and expectations for the PR blitz. They did in-person or zoom presentations in upper-division sociology classes to spread the message of the journal relaunching, the call for submissions, and the call for editorial board members. Students also creatively made a video on the journal relaunching and disseminated it during the PR blitz. Through these activities, students developed and practiced their communication and presentation skills. The PR blitz successfully facilitated the journal’s relaunching. Re-establishing this online student journal provided undergraduate and graduate students hands-on experience in writing, reviewing, editing, and publishing research under the mentorship of faculty members who worked closely with them. The experience of producing and publishing an online student journal deepened students’ understanding of the research process and further fostered critical thinking, quantitative reasoning, and strong writing skills. Working collaboratively with faculty mentors as a high-impact teaching practice served the fundamental educational mission of the University. Involvement in the journal’s editorial board also increased employability upon graduation and strengthened the opportunity of getting into graduate school.

## **Sociology IR326\_Field Trip to Museum of Tolerance**

The activity for which IRA resources were used directly align with the goal of **Students Success** and indirectly align with the goal of **Engagement, Service and the Public Good**. With the IRA funds allotted for AY 21-22, the sociology department was able to send students enrolled in SOC 4500 (Sociology of Aging) to the Museum of Tolerance. The Museum includes many high-tech and interactive exhibits including the Holocaust Exhibit, Tolerance Center, and an Oral History presentation by a Holocaust Survivor. Attendance at the museum is a high impact teaching practice that allows students to connect abstract sociological concepts to real-life events. One important concept in the Sociology of Aging is Ageism. Ageism is poignantly demonstrated in the Holocaust Exhibit when the gates of the concentration camps are reproduced, showing how Jews were separated into two groups upon arrival: (1) the elderly who were sent directly to the gas chamber, and (2) young adults who were allowed to live. The Museum of Tolerance (unlike the Holocaust Museum in Los Angeles) is dedicated to educating people about all forms of discrimination, not just that expressed against elders and Jews. As such, the exhibits show students how all “isms” such as ageism, Anti-Semitism, racism, sexism, ableism and heteronormativity share the common underlying dynamics of stereotyping, prejudice and discrimination. The Museum also shows that because of intersectionality, some people experience double and triple jeopardy because of the combination of statuses they occupy. For example, an elderly disabled woman would be most likely to be gassed. The high-tech interactive exhibits provide students with evidence of recent human rights abuses throughout the world such as genocide, the exploitation of women, the threat of terrorism, and the plight of refugees. The Oral History presentation by a Holocaust Survivor viscerally demonstrates our civic responsibility to speak out for those who have no voice. There are so few Holocaust Survivors still alive that this intimate talk provides students with a unique slice of history that will not be available for much longer. Survivors demonstrate in a way no textbook can the horrors of prejudice and discrimination. Moreover, the few remaining Holocaust Survivors who tell their story demonstrated another concept in the Sociology of Aging: Successful Aging. These survivors show that despite the traumas they’ve endured, they were able to age successfully and give back to their communities by focusing on even the smallest positive things in their lives.

## **Sociology IR327\_Social Theory Conference and Colloquium Series**

Both of our proposed IRA programs, the Sociology Colloquium series 2021-2022 and the Sociology “Social Theory Conference” in April 14 & 15 (Spring) 2022 were a success. The goals were from the inception aligned with the campus strategic plan of engagement, service and the public good, and carried out in the spirit of welcoming students and building community around intellectual pursuits, a broad conception of inclusivity and increasing student belonging and career success. The Colloquium in particular during Fall 2021 had the challenge of developing community with communications and presentations/interactions mostly via zoom given the COVID -19 pandemic still operating among us. Presenters came in on zoom and we recruited students from the different clusters of knowledge – gentrification and social inequalities and the pursuit of social justice, the problem of the manufactured “migrant crisis” and the pursuit of human policies and observance of human rights law; the environmental challenges, focusing on communities challenges by water contamination and a cluster of government negligence, corruption and institutionalized racism. The presentations were vibrant, addresses pressing issues that students observe in social life and in their immediate environments, and conveyed the legitimacy, applicability and urgency of sociological knowledge and analysis in diagnosing current “hot” social problems and finding solution paths, and its career applications, by developing a network of contacts and becoming acquainted with the work done in diverse universities, close and far, drawn from the diverse pool of our faculty networks.

## 2. Provide key performance metrics to measure and sustain success.

### **Anthropology IR061\_Applied Archaeology Field Program**

Posters and presentations based on this work were presented by our students at the annual meeting for the Society for California Archaeology. Two Master's theses were completed and turned into the library based on the results of IRA funding. One of these students is working full-time as an archaeologist for a local cultural resource management firm and one began a PhD program at the University of California, Berkeley. A total of two new Master's theses projects was started based on materials excavated during previous field schools.

### **Anthropology IR408\_Archaeological Field School Project**

Performance in the course is measured through written and practical assignments designed to test student knowledge of skills being taught. The field, lab and research are conducted in professional settings thereby providing real world experience.

### **Biological Sciences IR475\_Field Trips to Support Instruction and Course-Based Research**

MICR 3500: The post field trip surveys measure student perception of the field trip experience and career awareness. Quizzes and exams that address the key concepts reinforced through the field trips measure student learning.

BIOL 4530: The field trips are a highlight for the students when they take this course. In the past, this has come out on student opinion surveys and in informal conversations with students after they have completed this course. In addition, many students who enroll in this course and others offered by the instructor have stated that the primary factor motivating them to take these courses was the field trips experiences they hear about from other students. Word of mouth and advertising the field trips as a key element of the curriculum have served as an important recruitment tool for our biodiversity and conservation-oriented courses.

### **Geological Sciences and Environment IR142\_Field Activities for Geography and Geology courses**

In 2021, cascading effects from the Covid-19 pandemic continued to impact the department's ability to maintain, plan, and execute field trip activities for Geography and Geology courses. We anticipate this disruption will be temporary as most organizations, agencies, and vendors we coordinate with have begun to resume normal business operations.

### **History IR059\_Perspectives Journal**

The journal is created in HIST 4970 (Editing and Publishing *Perspectives*; formerly HIST 497). Calls for submission go out to all undergraduate and graduate students matriculated in the History department in the fall term. Papers submitted are the product of a variety of undergraduate and graduate courses, including our B.A. and M.A. research capstone seminars.

In addition to those who submit papers and the six students whose term papers were accepted for editing, approximately 11 students were actively engaged in editing and producing the journal through enrollment in HIST 4970 in Spring 2022. The analytical skills of both the students who edit *Perspectives* and those whose papers were selected for inclusion improved and their ability to write strong historical essays in their classes and later was considerably strengthened. The journal also helped

strengthen the department's commitment to the centrality of writing in the history curriculum by providing students in history courses with models of good historical essays.

## **Political Science IR058\_Model United Nations**

Each course associated with the Model United Nations program has its own measures of assessment. In POLS 4201, the objective of the course is to acquaint students with the analytical tools necessary to understand, evaluate, and respond to an increasingly complex array of global problems. Students are expected to understand:

- The origin and purpose of the United Nations;
- The diverse context within which it has developed;
- The organizational structure of the United Nations;
- The functions of each of the major committees; and
- The diverse perspectives of member states on an entire range of issues.

POLS 4201 measures student success through the use of examinations, writing assignments, and student presentations to assess their understanding of the material learned.

POLS 4202 seeks to prepare students academically and technically as representatives of Cal State LA and our assigned delegation for the NMUN Conference. More specifically, students are expected to:

- Develop and strengthen public speaking skills;
- Improve diplomacy, negotiation, and parliamentary skills;
- Formulate and implement individual, committee, and team strategies;
- Identify key country/committee policy objectives; and
- Craft defensible and well-researched position papers.

POLS 4202 is a research and writing intensive course that builds upon the knowledge acquired in the first course, POLS 4201. In this course, students begin to understand the complexities behind implementation of UN rules and resolutions. Given the level of research and writing, rubrics are used to evaluate all work completed in this course, ranging from position papers, public speaking, and research binders. Students maintain a research binder that contains all the relevant research, including an annotated bibliography, notes from their country research, and relevant information on how their representative country abides by UN resolutions and reports. These binders are checked regularly with continuous feedback. This research is then used to complete the Position Paper for the NMUN conference. Position papers must adhere to the strict guidelines determined by the NMUN. Rubrics are used to evaluate the quality of research and the accuracy in portraying the actions of the country represented.

Independent of the classroom, students are also evaluated at the conference. First, position papers are submitted prior to the conference and evaluated by NMUN staff using their own criteria. Second, student performance, not only in public speaking but in maintaining decorum throughout the conference, is another way that the NMUN evaluates students. Each of these independent evaluations is used to determine awards at the end of the conference.

Additionally, Dr. Emily Acevedo recently surveyed 110 former MUN students who participated in the program between 2008 and 2018. Dr. Acevedo took over the MUN program in 2008 and passed on the duties of MUN advisor to me in 2019. She received responses from students each year that CSULA attended NMUN during this time period. Sixty-five former students provided demographic data and responded to open-ended and closed-ended questions regarding their MUN experience. One respondent noted that, "My communication, leadership, and writing improved a lot, thanks to Model United Nations. The Model United Nations experience helped me become a stronger leader and was an experience that motivated me to participate as President of the Political Science Association on campus." Another student said, "As I look back, I can definitely attest that I have taken many of my current skills that I hold in my current position from the Model UN course that I took years ago. I have become and [sic] advocate for myself and my patients that I work with." These comments are representative of a number of observations made by former participants. There was also a notable impact on first generation college students. Fifty-eight percent of the survey respondents identified as first-generation college students. While both first-generation students and non-first generation students reported that the active learning component of MUN, including the

conference made possible by IRA funding, improved their interpersonal skills, a greater number of first-generation students noted this improvement (Acevedo & Lazar, 2021).\*

### **Sociology IR292\_Online Student Journal in Sociology**

Each student working on the PR blitz was expected to present in a certain number of classes. The performance metrics included assessing if students finished the assigned presentations, how their presentations met the expectation of the PR blitz, and how they answered questions from the audience about the journal.

### **Sociology IR326\_Field Trip to Museum of Tolerance**

Key performance metrics to measure **sustained student success** include student performance on papers and essay exams that measure their ability to discuss and explain key concepts and theories illustrated by exhibits and oral histories seen at the Museum. Across the years, I have found that students demonstrate a better understanding of concepts and theories from the Sociology of Aging after I started taking them to the Museum. In particular, students showed a clearer understanding of how concepts of stereotyping, prejudice, and discrimination underlie the seemingly different concepts of agism, Anti-Semitism, racism, sexism, etc. Students also show a better grasp of the concept of intersectionality. Students better appreciate their civic responsibility to help their community, particularly for those who have no voice such as the elderly, because the Museum promotes emotional as well as intellectual learning. Finally testimonials from past students about how much they learned from and enjoyed the field trip to the Museum reveal that student learning was sustained over time. When I run into former students, the #1 thing they remember about the class is the fieldtrip to the Museum and the concepts and theories they saw demonstrated there.

### **Sociology IR327\_Social Theory Conference and Colloquium Series**

We had about 5 speakers in 2021-2022 – most of them concentrated in Spring 2022 given the dynamics of the current situation, and we were able to organize and deliver a full fledged social theory conference on “Art, One-dimensionality and resistance.”

- a) **The Sociology Colloquium series** was always very well received and well attended, despite the fact that these meetings were on zoom, the audiences were usually “class size” (35-45 students and a few colleagues from sociology and adjacent departments we typically network with such as History, LAS, PAS, CLS).
- b) **The Social Theory Conference 2022** was particularly successful given the nature of zoom interactions. We actually had several keynote speakers, and more submissions from graduate student presentation panel proposals as ever, so the conference transformed into a 2-day event (rather than the usual one day event). We had more panels and student submissions than ever, with the result of dozens of our graduate students gaining valuable skills in preparing and delivering a professional presentation live (even on zoom, synchronously). The estimate audience participation was overall between 75 and 90 viewers during those two days. (Those are great numbers given that the Sociology Club, our main student organization, was rendered inactive during the pandemic, as students had few places to gather.) the conference garnered great interest and had a focus on social justice and art as a form of resistance, survival and creative social justice initiative. We had the pleasure to time the conference with the ongoing community-based mural project led by Artist Claudio Talavera-Ballon. The final product, in addition to a series of workshops and his keynote on the topic, is an actual mural piece of art that was designed in conjunction with student groups from different programs and is planned to be completed and donated in Spring 2022. This makes a tangible contribution to a community based project that brings new energy and aesthetics and a reminder of the accomplishments of a great many of our students on campus whose backgrounds are rooted in the migrant experience.

### 3. Describe program outcomes and results. Identify challenges encountered.

#### **Anthropology IR061\_Applied Archaeology Field Program**

The Applied Archaeology Field Program (AAFP) introduces archaeological field techniques to Cal State LA students through interagency agreements between the university, California Department of Parks and Recreation, and the National Park Service. AAFP runs year-round through a Parks Site Stewardship Program, independent and directed laboratory research activities on campus (and virtually), including a robust volunteer program with students from across campus as well as local high schools, and a field camp or field school. The program, which provides opportunities for students to gain valuable lessons in an applied setting for the public good, is designed to help state and federal agencies meet regulatory requirements regarding cultural resource properties on their landholdings. Since 2012, AAFP has leveraged the skills and expertise of the academy to address urgent and long-term cultural resource management needs. Our work has focused on locations impacted by heavy public use, such as trails, day-use areas, campgrounds, and regions affected by fires and floods, including the 2013 Camarillo-Springs Fire, the 2018 Woolsey Fire, and the most recent 2020 Bobcat Fire, as well as post-burn flooding events. These fires have impacted significant Native American cultural heritage properties – archaeological sites, traditional resource gathering locales, and religious places – as well as Euroamerican structures, trails, roads, and other historically important objects and landmarks.

Because of heavy rains during the 2019 winter and spring seasons and Covid-19 closures from March 2020 through potentially Summer 2021, our work is significantly backlogged, not to mention the field opportunities typically afforded our students. Therefore, the focus of AAFP activities for 2021/2022 are fourfold: 1) deal with the effects of the recent and devastating Hill and Woolsey Fires that ripped through the Santa Monica Mountains and the massive Bobcat Fire that damaged the San Gabriel Mountains; 2) stabilize beach front sites on State Parks lands affected by recent King Tides and wave damage from increasingly higher tides due to climate warming and sea level rise; 3) continue ongoing site stewardship and laboratory activities; and 4) train students on techniques used across Europe and other places in the world.

During Fall 2018, over 80% of the Santa Monica Mountains National Recreation Area burned and many significant archaeological sites and historical properties were damaged or destroyed, including significant Native American villages and cemeteries, historical era adobes and farmsteads, and location sets associated with the movie industry of southern California. Our field efforts for 2021/22 will focus on surveying, indentifying, and mapping new sites and rerecording already identified sites exposed and/or damaged by the Hill and Woolsey fires. Our work will also include small-scale excavation to mitigate damaged sites. During Summer 2020, the Bobcat Fire of the San Gabriel Mountains destroyed vegetation, claimed residential homes, and damaged archaeological sites, historic cabins, structures, and objects. Our field work in the San Gabriel Mountains will focus on surveying and recording fire damaged sites and determining an assessment and mitigation plan for future work to stabilize and manage cultural heritage properties.

After running a field school in Ireland during Summer 2019 (Summer 2020 was canceled because of Covid-19) through the Institute for Field Research (IFR) I became aware that archaeologists throughout Europe used different methods to survey, excavate, and record sites. More and more of our students are participating in IFR field schools, which take place mostly in Europe. Our students are increasingly enrolling in these programs because IFR, through private donations, has established Cal State LA-specific scholarships that pay the vast majority of the costs associated with traveling and enrolling in these field schools. For many of our students, this experience is their first outside of the United States. Therefore, I have decided to incorporate European methods into AAFP. That way students can receive this type of training and experience before traveling abroad and learning them for the first time in a new and potentially difficult setting.

AAFP provides hands-on instruction and practice to over 45 students enrolled in ANTH 4240, ANTH 5240, and ANTH 4850 and data for research projects, honors and MA theses, and professional papers, posters, and publications to another 25 students enrolled in independent study, research, and thesis courses. The program provides training in archaeological field and laboratory analysis and gives students essential skills to compete in the job market and gain entrance into graduate programs in archaeology. The training students receive translates into immediate and marketable skills ideal for employment in government agencies and private archaeological firms. For students considering graduate school in archaeology, the experience broadens their field and analytical capabilities, making them more attractive to graduate programs. We have



recently placed our students into some of the most competitive PhD programs (UCLA, UC Berkeley UC Davis, UCSB, Stanford, Boston University, NYU, et al.) in the nation and have provided valuable experience for those presently employed in archaeology. Scores of our students have also leveraged the skills acquired through this program into well paying jobs in the private sector. I am often contacted by archaeological firms about our recent graduates, and Cal State LA is known throughout the region for producing ready-made potential employees. Without the AAFP, our students would not have these opportunities.

Specific objectives and student outcomes include training and experience in archaeological survey and mapping; excavation; stratigraphic profiling; basic identification and quantification of archaeological materials; site recording and photography; fundamentals of GPS and Laser Transit mapping; and, other field and lab-based activities.

In many ways this field program, which has been IRA supported for over 20 years, is an ideal model for archaeology as a process of community engagement. Here, students learn marketable skills and then apply these in real world, local, and much needed settings. This field program won the **2011 Governor's Historic Preservation Award** from the State of California, a prestigious honor granted to only 12 preservation projects and programs a year.

### **Anthropology IR408\_Archaeological Field School Project**

We continued to be affected by the pandemic even as we began to return to campus. Before the shutdown, we had a number of fieldwork and research opportunities open to us. Over the course of two years, permits expired, personnel at agencies retired or transferred, and we found that we had to reestablish access to resources. All the while, students needed the course to graduate and we had to find a way to move forward, and move forward, we did. We were able to secure a place to camp and develop field skills such as mapping and excavation on private land (where much archaeological work is in fact conducted) and we accessed a wide variety of archaeological sites which helped students understand the breadth and complexity of prehistory in the Mojave Desert. Because we were able to focus on teaching field methods without the restrictions we often experience when working under permits, students were able learn excavation methods that they might not have done otherwise.

From a teaching standpoint, the field season was a tremendous success. Five students who were in the class and graduated are now working as archaeologists successfully taking with them skills learned in the field program. Research opportunities are again being pursued and we are looking forward to upcoming conferences where students can present their findings and we can share what we have learned about teaching during this challenging time.

### **Biological Sciences IR475\_Field Trips to Support Instruction and Course-Based Research**

MICR 3500: A total of 22 students participated in the two field trips in MICR 3500 to the San Antonio Winery. The post trip surveys indicated that 90% of the students strongly agreed that the trips provided real life learning experiences that cannot be obtained through class room-based teaching, and 100% agreed or strongly agreed that the field trip was an integral part of the course. Notably, 82% of the students attending the trip indicated that they will consider wineries for potential employment opportunities after graduation.

Here is one student's comment on the post-trip survey, which is representative of many student comments:

"I thought the tour was a great experience that helped my understanding of fermentation. It provided me the ability to try and connect what we were currently learning in our lecture to a real-life scenario. They also discussed different lab techniques that we have practiced in various labs, so it was really cool to see these techniques being used for something other than a lab protocol."

Student learning was increased as reflected in post trip quizzes. For example, in MICR 3500 Spring 2022, students scored highest in the quiz that was testing the concepts covered in the field trip (4.9/5 points; the other quizzes had averages from 3.1 – 4.6/ 5 points).

A challenge is the timing as the trips take several hours and student/instructor/ and destination availability have to be carefully considered. However, considering the impact of the fieldtrips on student learning and preparation for the workforce we are committed to offer this experience to our students and hope that next academic year we will be funded again.

Additionally, some challenges in offering our field-based learning persist post-pandemic. While IRA funds were also allocated for two MICR 3900 (Environmental Microbiology) trips to the Hyperion Waste Water Treatment Facility, as of Spring 2022 the facility remained closed to the public, so these trips could not be scheduled. We hope that this valuable opportunity will again be available in Spring 2023.

BIOL 4530: Students were regularly assessed on their ability to identify local marine fish species while on the field trips. Students in this course have always been afforded the opportunity to participate on this field trip and this does contribute to student interest and increased ability in species identification. In the current iteration of the course, I offered a quiz while on the vessel. Students are also given an assignment based on data we collect from fish we sample during these cruises. The assignment requires them to interpret the data we have collected, alongside data collected from previous research cruises, and integrate this information with local fisheries activities. A minor challenge with these trips is student transportation to San Pedro. In the past students were encouraged to carpool, however some were hesitant given the COVID pandemic. In the future support for transportation to and from San Pedro would make the trips more accessible.

### **Geological Sciences and Environment IR142\_Field Activities for Geography and Geology courses**

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### **History IR059\_Perspectives Journal**

*Perspectives* is an important tool in recruiting History majors because it is a tangible product students can hold in their hands and look at. For that reason, it is imperative that as part of the course in editing and publishing the journal, the student editors have hard copies of *Perspectives* to send out to other campuses in the L.A. region and beyond.

IRA funds defrayed the costs of publishing 250 copies of volume 47 (2021-22) of the History Department student journal *Perspectives: A Journal of Historical Inquiry*. This volume, as all past volumes since 1973, consisted entirely of articles written by undergraduate and graduate students enrolled in courses offered by the History Department. The production is only the culmination of a series of activities from composition, submission, peer review, and rewriting/resubmission, to final approval, editing and copy-editing.

The journal is created in HIST 4970 (Editing and Publishing *Perspectives*) and offers students the rare opportunity to be actively involved in becoming published authors, editing each other's work repeatedly, creating new online content, and to present their work to the larger university and CSU academic community. In the past the journal has been nationally recognized with awards from Phi Alpha Theta, the honor society in history. We submitted Vol 49 for consideration in late May. The awards are usually announced in mid-fall.

The spring 2022 semester began with the first three weeks of instruction taught remotely. For the first time, the editors hosted a conference with three presenters who had submitted their research papers for publication. We managed to host an in-person Vol 49 distribution event at the end of the semester to celebrate students' accomplishments.

## **Political Science IR058\_Model United Nations**

As mentioned above, students normally meet with ambassadors from the country that they represent while attending the MUN conference. This past year students represented Chile and Russia. While students who represented Chile were able to visit the Chilean consulate as planned, the Russian embassy was unable to schedule a time to meet with students. The last time this happened, I was able to arrange a visit to the U.S. State Department for students unable to visit Venezuela's embassy. However, this past year, due to several continued government closures to the public based on COVID-19 concerns, students were unable to visit any government facilities. Instead, those who represented Russia visited a local museum that provided historic perspective on Russia-U.S. relations.

This class/program is a generally challenging and rewarding experience. It is challenging because the level of work required from both faculty and students is demanding and grueling, and can at times feel burdensome particularly for those who hold jobs and hold a full class load. However, this experience is ultimately extremely rewarding, and often students return for a second chance to participate. Through this experience, there is often a transformation of students. Students that were once quiet, can now speak in public. Students that were not good public speakers, who may have initially stuttered due to nerves, end up presenting in front of large audiences with more confidence, based on their detailed research on the subject matter. This CSULA program has a long history in the Political Science Department, but has demonstrated excellent outcomes in the past decade.

Donald Bray taught this course for 22 years at Cal State LA. During this 22 year period, there was only one year where Cal State LA students were recognized with an award. In 2008, Dr. Acevedo assumed the role of faculty advisor for the Model United Nations. I took over this role in 2019. Beginning in 2008, and each year CSULA has attended MUN thereafter, CSULA students have been recognized for their participation. This program was on hiatus from 2013-2016 and then resumed the program in 2017-18 and it is now offered every year. In 2012, the NMUN changed their policy regarding awards because they felt that it was shifting the nature of the conference as students were overemphasizing the awards rather than on the purpose of the conference – to simulate the United Nations and work collaboratively to resolve global issues through diplomacy. Many fewer awards are granted than in the past. Despite these changes, Cal State LA students have been recognized for their outstanding work at each conference.

In 2008, the CSULA student delegation was awarded the highest honor in each category – Outstanding Delegation, Outstanding Position Papers, and Outstanding Delegation in Committee in our representation of Cuba. In 2009, as delegates of Turkey, they were recognized for their Outstanding Position Papers and as a Distinguished Delegation. In 2010, as delegates of Spain, they were also recognized for their Outstanding Position Papers and Distinguished Delegation. In 2011, as delegates of Belgium, students were awarded Outstanding Position Papers and Distinguished Delegation. In 2012, with the new award policy implemented, Cal State LA students represented El Salvador and seven students were awarded Outstanding Position Papers, two students were awarded Outstanding Delegation in Committee, and the entire class was awarded Outstanding Delegation. In 2013, as delegates of Colombia, one student was awarded Outstanding Position Paper, two students were awarded Outstanding Delegation in Committee, and the entire class was awarded Honorable Mention. In 2016-2017, as delegates of Peru, two students were awarded Outstanding Position Papers and the entire class awarded Distinguished Delegation. In 2019, ten students who represented Mexico won Outstanding Delegation and two students from this delegation were recognized for their Outstanding Position Paper. The ten students who represented Venezuela were awarded Distinguished Delegation, one student was awarded Outstanding Delegation in Committee, and one student was awarded Outstanding Position Paper. In 2021, the delegations of Chile and Russia both earned Honorable Mentions demonstrating that they were determined to be among the top delegations in attendance.

\*Acevedo & Lazar. (Forthcoming). "Active Learning and Interpersonal Skills Development Among First-Generation College Students." *International Studies Perspectives*.

## **Sociology IR292\_Online Student Journal in Sociology**

As a result of the PR blitz, the student journal was able to form its editorial board to work on relaunching the journal online and publishing the first volume in the academic year 2022-23. The editorial board was composed of five graduate and four undergraduate student editors, with support from five faculty editors. Student editors elected two managing editors and three PR team leaders to lead the producing and publishing work. In addition, the initial PR blitz successfully solicited paper submissions for review. Therefore, the editorial board can conduct peer reviews and work on the publishing process.

The major challenge we encountered was not having enough funds to cover other necessary work for the journal relaunching. For example, although all student editors received directed study course credits, the program could not compensate Student Managing Editors for their additional workload leading the relaunching and editorial work.

## **Sociology IR326\_Field Trip to Museum of Tolerance**

Program outcomes are the increased learning that came from connecting abstract concepts to real-life events. Students were better able to describe, discuss, and retain the concepts and theories from the class by connecting them to the interactive and high-tech exhibits at the Museum that brought these concepts and theories to life. That is, visiting the Museum and hearing an Oral History presentation from one of the few surviving Holocaust Survivors gave students an emotional learning experience. I have taken students to the Museum for many years now and students have consistently told me what a valuable learning experience it was. The field trip is high in value and low in cost.

For years, we did not receive an IRA large enough to allow all sections of SOC 4500 and SOC 4390 to go to the Museum and this created an inequity among the sections that had different co-curricular opportunities. In AY '21-'22, we finally received the amount we needed but unfortunately it was at a time when we were still impacted by Covid making us unable to use the full amount of the award. Because of covid:

1. Many students were still not comfortable going to a public place like a museum.
2. The Museum's days and hours of operation were significantly reduced giving students less accessibility. Further, the Museum discouraged visitors from coming in large groups, so students had to go on their own instead of as a class.
3. All sections of SOC 4500 were taught online instead of in person making it more difficult for professors to generate enthusiasm for a field trip, especially for one that had to be taken alone.
4. Enrollment was significantly lower than in the past and as a result the number of students enrolled in SOC 4500 was lower and SOC 4390 wasn't even offered. Thus, the number of students who could take advantage of this co-curricular opportunity was lower than anticipated when we wrote the grant proposal.
5. Rather than the professor paying for all students, each student had to pay out of pocket and apply for reimbursement. The reimbursement process for students was arduous making them less willing to take advantage of this co-curricular opportunity and/or apply for reimbursement. Based on reimbursements it appears that only 60 students went to the Museum. However, based on the number of students turning in an experiential report on their fieldtrip experience, it appeared that closer to 90 students went on the fieldtrip but only 60 applied for reimbursement. Had all applied, closer to \$1,035 of the grant would have been spent instead of \$691.25. Thus, the amount spent underestimates the number of students who went. We are confident that next year, when students will go in a group, the full amount of the award will be spent.

## **Sociology IR327\_Social Theory Conference and Colloquium Series**

Program outcomes are an increased visibility of the goals, visions and career ssests that sociology represents, and the ability to create community and career networks. After the long shadow the pandemic cast for many of our students and their

families and communities, and ourselves as a scholarly community, the visibility of so many important topics throughout the year, the commitment of our faculty, and the excellence of our guest speakers on topics that are so relevant to our discipline and our everyday lives drove home to students the importance of forming a community of scholars that mutually support each other through the process of presentation as well as applying what they are studying. Lastly, this becomes another important entry in their resumes moving forward in their career, where the students organized panels and round tables, presented and discussed their work in a community that builds supportive intellectual spaces and confidence.

The Challenges, mentioned above, derive from the fact that coming out of a pandemic, students have been rather isolated and it is challenging to form communities and draw people back to the public arena, away from the silos that have solidified in the last 2 years. It is an ongoing challenge to demonstrate by example that community can be formed not only in face to face relations but also virtually as needed.

We are grateful for the support, which was essential this past year, without which we could not have developed these activities.