

Administrative Response

Anthropology October, 2017

We thank you for your hard work, dedication, and commitment to your discipline, profession, and students. This response contains 4 sections: 1) Commendations, 2) Suggestions/observations, 3) Response to recommendations/areas of SAC needs and 4) Closing comments.

1. Commendations

- *The Program Review document and presentation provided thoughtful and thorough explanations of the discipline and sub-disciplines of Anthropology.
- *The Program Review Presentation provided meaningful inclusion of student voices and experiences in the study and application of Anthropology in work, life, and related fields.
- * The Program Review made a strong connection of Anthropology to the College's Core Outcomes in critical thinking and self-reflection, and the College's core values of diversity, equity, and inclusion.
- *The Anthropology SAC's outreach and engagement with the College's efforts toward internationalization of the curriculum is strategic and timely, as is the development of Study Abroad options in the Anthropology curriculum.
- *The Anthropology faculty's engagement with students around transfer options and career pathways in Anthropology provides a useful example of faculty advising in a lower division transfer discipline.
- *The Anthropology faculty's interest in working collaboratively to develop a district-wide annual class schedule with appropriate classes on each campus is commended.
- *Increased self-awareness and sensitivity to cultural blind spots and problems of interpretation in Anthropology are welcome models of growth and increased self-awareness within the history of a discipline.
- *The Anthropology faculty's outreach to other disciplines, including Nursing, Allied Health, and Women's Studies, provides opportunities for increased cultural competency and interdisciplinary learning.
- *Speed culturing events with international students provide meaningful opportunities for student interactions and learning across cultures and disciplines.
- *The Anthropology SAC's connection to multiple social justice initiatives at PCC and throughout the Portland area is impressive.

2. Suggestions and Observations

The Anthropology SAC's focus on the structure of the discipline, its relation to the College's core outcomes and equity values, and opportunities for collaboration and applied learning is appreciated, as are its engagement with student advising, interest in developing a district-wide scheduling process, and support for internationalization, study abroad, and social justice initiatives. However, because PCC is such a predominantly white institution, more explicitly addressing issues and challenges of diversity and equity in the teaching of Anthropology and the Anthropological Lens would have been appropriate and appreciated.

The Academic leaders of the College appreciate the information about assessment of student learning outcomes that was provided in the report. The SAC has adopted and consistently applied an approach which clearly has some value in stimulating faculty discussions about what students should learn. However, it is difficult to see how information about the depth of students' understanding and ability to apply complex concepts can be discerned from the method and instrument described. A clearer more detailed outline of results and interpretation would have been helpful, as would have more focused attention and time for discussion during the Program Review presentation. We also have concerns about assessment being mostly developed and evaluated by one PT faculty member, with scant input from the rest of the Anthropology faculty. Going forward, the DOIs encourage Anthropology instructors engage with other PCC faculty in the development of assignment-based assessment and the cultural literacy rubric for assessing student learning, as well as in the outcomes to be developed by Social Science faculty.

3. Recommendations (from pages 22-28 of the Program Review):

Recommendations/Resources Needed for Success:

Support more cooperative scheduling among campuses and the development of an annual schedule. *The DOIs support this recommendation. On all campuses, Anthropology is administratively housed within a multi-discipline Social Science department and/or Division with one FDC and Division Dean; only at Sylvania is there a dedicated FDC for Anthropology. This structure should not prevent collaboration in course offerings and scheduling, however. In past years, the Social Sciences Leaders group met quarterly to plan offerings and schedules. The DOIs support the re-establishment of this practice.*

We also need to purchase one new complete skeleton for ATH 101 classes. The current skeleton is falling apart and is difficult for students to handle and work with. *Supplies, materials, and equipment are purchased by Campuses and Divisions. If this skeleton is intended for use primarily or exclusively at Sylvania, the Division and Dean and DOI at Sylvania should consider adding it to the equipment priority list at that campus.*

More Classes at Different Campuses, Centers and High Schools:

Continue to offer more classes at Cascade, Rock Creek and the Southeast Centers as demand for our classes increases. Currently, the bulk of the anthropology course offerings are taught at Sylvania. As the Southeast, Rock Creek and Cascade campuses increase in size, the number of course offerings at these campuses should be gradually increased to keep pace with the demand. *The DOIs support offering courses that meet student needs and can be run with robust enrollments. The DOIs support the Social Science Leaders group in analyzing enrollment patterns, waitlists, and student needs in determining the optimum schedule for Anthropology classes. The DOIs also support the Anthropology SACs participation in discussions about Gen Ed, Guided Pathways, and Academic Advising as ways to think about the appropriate number and mix of course offerings in the future.*

There should also be continued outreach to develop more dual credit classes with high schools. *Dual credit provides an opportunity to introduce younger students to the discipline and methods of Anthropology; however, lack of high school teachers with master's degrees in Anthropology, and/or lack of programming in the high schools that aligns with ATH courses, may limit the opportunity to offer dual credit more widely.*

Continue Efforts to Network with Campus and Community Groups and Other Colleges and Universities in order to increase our program's visibility and facilitate student academic transfer and internship opportunities. *The DOIs support outreach and transfer articulation with PSU and other universities. Please work with the Curriculum Office to ensure that transfer pathways are correct and can be kept current, as well as meeting key requirements for both PCC and the receiving school. The DOIs also support further development of relationships between the PCC anthropology program and the Portland Zoo, the Portland Art Museum, and other organizations. Fees for field trips and other assignments could be built into classes, as they are in some science, theater, and other courses, or built into department and division budgets, if feasible. The DOIs are open to exploring these possibilities.*

4. Closing Comments

It is apparent that the Anthropology SAC is engaged in challenging students to think critically, reflect meaningfully, and engage effectively on important issues by learning and applying Anthropological knowledge in a variety of active learning activities. Greater assessment activity and reporting, and greater collaboration with PCC peers on developing a cultural literacy assessment rubric, would be welcome.

Karen Paez
Jen Piper
Cheryl Scott
Kurt Simonds
Kendra Cawley
Loraine Schmitt

Admin Response November 2017