

1-1-2014

Academic Learning Compact : Anthropology [Effective 2014]

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Academic Learning Compacts
ANTHROPOLOGY
 2014 – 2015

Academic Program-linked College Mission-based Goals/Objectives

In the matrix on the following page, please place an X in the grid that identifies the degree program goals and objectives that align with the institutional mission-based goals/objectives and the College based goals/objectives. These goals/objectives need to be documented in your ALC data.

UNIVERSITY OF SOUTH FLORIDA ST. PETERSBURG GOALS & OBJECTIVES		COLLEGE OF ARTS & SCIENCES GOALS & OBJECTIVES		UNDERGRADUATE PROGRAMS											
				Anthropology	Biology	Criminology	Literature & Writing	Environmental Science (BA)	Graphic Design	Political Science	Psychology	History	I.S.S.	Journalism (BA)	
Academic Performance	Use sustained evidence of SLO's and student achievement for continuous improvement	Initiate and expand graduate programs and develop formal academic ties to other graduate programs within the USF system													
	Offer certificate, undergraduate and graduate programs that meet regional needs														
	Implement and support information and instructional technologies that facilitate effective pedagogies														
	Enhance programs that specifically support academic excellence														
	Increase student awareness of participating in a global society														

Academic Learning Compact: 2014-2015 ANTHROPOLOGY

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The major changes for 2013-2014 related to 2014-2015 assessments include the following:

1. Recent changes:

- Beginning in the Fall of 2012, we made a significant change related to the assessment of our program. We were concerned with teaching electives and senior seminar classes on a more timely basis and more sections to help accommodate the increase in enrollment for our program. Because we were having difficulty offering our required ANT 4935 Rethinking Anthropology every year, with approval we began to offer two other courses for students to fulfill this requirement ANT 4312 North American Indians and ANT 4302 Gender in Cross-Cultural Perspectives for new students coming in Fall 2012. All three courses focus on issues of cultural diversity and critical thinking.

2. Hiring:

- Need for additional key faculty: In spring of 2015, an instructor position was opened to provide a permanent position for Dr. Dixon. Dr. Dixon's teaching expertise has allowed us to offer all our lower level requirements every 2 semesters and required elective options in at least 3 of four sub-areas every two semester. Her focus on medical, biological anthropology, ethnobotany is a great draw for students and also services the growing Biology major where a number of her courses are listed as elective. It is anticipated when Dr. Dixon becomes a permanent full time faculty that we will move to develop a ethnobotany lab which besides being a teaching resource may bring in contract monies to the campus. In addition, Dr. Dixon has used her regional Pacific area specialty to now give student other options besides current courses in Africa and Latin America.

3. Online Course Offerings:

- In 2013 the State mandated that ANT 2000 be made a State Mandated Core course for all students across the State beginning Fall 2015. In addition, ANT 2410 Cultural Anthropology and ANT 2511 Biological Anthropology, which are both required for our major, will be offered as USFSP specific courses for General Education. Since the number of courses offered at USFSP for General Education will be reduced from 70 courses (not including Exit Courses) to approximately 36 courses and enrollment at USFSP has increased substantially, we expect higher enrollment in these sections. To alleviate increased enrollment and to offer more flexibility in course timing, as many of our students work full-time, we plan to offer online sections of ANT 2410 Cultural Anthropology and ANT 2000 Introduction to Anthropology in the future. Tenured faculty will teach both online courses.
- As the result of the USFSP grant program for the development of online programs, Dr. K. Arthur was able to work for the last 1 ½ years with DL staff and will begin to offer for the first time ANT 2410 Cultural Anthropology as an online course in the summer of 2014. Dr. K. Arthur offered the online course ANT 2410 for the first time in the summer B 2014 session. The course was very successful and received very good student-faculty reviews.
- Unfortunately, the distance learning grant program at USFSP has been canceled and Dr. J. Arthur as a consequence has not received the university support he needs to develop ANT 2000, the state required General Education course, into an

online course. If the grant program is reinstated to help provide funding and assistance for faculty development of online courses, J. Arthur will apply and begin to offer sections of ANT 2000 as online courses.

- However, it should be clear that our program believes that it is important to always offer face-face courses simultaneously especially for majors and students who have different learning styles.

Faculty Program Assessment Summary

1. Identify the impact of previous changes made (from 2013-2014), identify changes that may have been made this year (2014-15), and discuss proposed changes for 2015-16.

Course	Proposed Changes For 2012-2013	Impact Changes For 2012-2013	Proposed Changes for 2013-2014	Impact of Changes for 2014-2015	Proposed Changes for 2014-2015	Impact of Changes for 2015-2016
ANT 4495 Methods in Cultural Research SLO 2b, 3b, 4a, 4b	Reduce the number of students allowed in the class to 20	Was not able to do that for 2013 as there were too many students who needed this class.	Not taught 2013-2014 academic year	We are offering ANT 4442 Urban Life in the Fall of 2014 as a methods course requirement. This will reduce the number of students the next time ANT 4495 is taught	Not taught in 2014-2015, but 10 students in 4442 Urban Life and Methods completed methods requirement	See 2012-2013, will reduce the number of students allowed in the course to 20.
ANT 4034 Theories of Culture SLO 1a, 1b, 2a, 2c,3a	I will not try to teach the class every year and reduce the maximum number of students to 20	----	----	This course will be offered in the Spring of 2015 with a maximum of 20 student enrollment.		
ANT 4935 Rethinking SLO 1a, 2a, 2b, 2c, 3a	Course Not Taught in 2012-2013 academic year	---	1.We changed the course to a fall course, so that students could have more time to prepare for graduate and work applications. 2.I reallocated the weighed distribution for the student portfolio assignments to be	This course will not be taught again until 2015-2016. 1. I think we should go back to spring offering so students can take Theories first, as some struggled with assessing current literature without the background. 2. Students tended to	Dr. Sokolovsky on sabbatical spring 2015. This course was taught by Micah Boyer an adjunct this semester.	See 2013-2014 changes.

Academic Learning Compact: 2014-2015 ANTHROPOLOGY

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			equal to one another, since students were opting out of some of the assignments 3. Every year, I change the articles, so that all are less than 5 years old. I added Political Ecology as a topic.	complete all sections of the portfolio, but few students put in the work to revise and enhance their final portfolio. I think they need more incentive to revise a completed version of their portfolio. 3. I will continue to change topics and add in new literature to maintain “current” literature review in the course.		
ANT 4312 North American Indians SLO 1a, 2a, 2b, 2c, 3a	Not taught in 2012-2013 academic year	-----	Not taught in 2013-2014 academic year	This course will be taught in Fall of 2014 and I will offer new readings for the course.	Used a new textbook, <i>Native Nations of North America: An Indigenous Perspective</i> , by Steve Talbot, 2015 Pearson. Revised many of the lectures to update current issues. Spent a lot of time going over the paper format and how to organize their papers.	This new text presents a comprehensive assessment of the issues facing Indigenous people living in North America that the students seem to appreciate.
ANT 4302 Gender in Cross-Cultural Perspectives SLO 1a, 2b, 2c, 3a			The course was offered for the first time as a capstone course.	This course will be offered in the Fall of 2014 and some new readings will be assigned.	As an exit course, ANT 4302 includes non-anthropology majors those students, however, should have taken Cultural Anthro as a pre-requisite. The first several weeks are dedicated to (re)learn key anthropological concepts. It is very hard to motivate students if they are not interested in the subject matter but want to fulfill an exit requirement that fits their working	Readings better fit student’s level of awareness. A book entitled “Gaga Feminism” was included to raise interest in contemporary gender issues, but unfortunately not many students critically read this short book, making it difficult to discuss the contemporary fluidity of genders and sexual orientations (with some exemptions, of course)

Summary Statement – Impact of Changes Made in 2014-15 for 2015-2016

In 2014-2015, both ANT 2000 Introduction to Anthropology and ANT 2410 Cultural Anthropology were approved for inclusion as General Education courses beginning Fall 2015 under the new state program. ANT 2000 is a state of Florida GE course and ANT 2410 is a USFSP GE course, as well as a requirement for Journalism majors. We hope to be able to continue teaching at least one section of each course with full time faculty and with online versions taught by full-time faculty. Importantly, we were able to complete a search to hire a full time instructor to teach biological anthropology courses. The hiring of Anna Dixon as a full time instructor will allow us to more often offer courses in this major subfield of anthropology more readily. Over the last few years we have had substantial growth in our majors and a large number of students are interested in the biological/medical anthropology field, which as stated is being covered today by adjunct faculty. This area of anthropology is currently the area of anthropology with the largest pool of academic and non-academic positions. To provide our program and hence our students with a more opportunities to succeed and be prepared for post-university employment with a USFSP degree we needed to have a new full-time faculty who can develop the bio-medical course as well as contribute to the increased demand from students to complete the major without needing to go to Tampa for key classes. This strategic hire of a full-time instructor will also allow our program to strongly contribute to the new Health Sciences Program with the following classes: ANT 2511/2511L Biological Anthropology; ANT 4462 Health, Illness and Culture, ANT 4667 Food, Health and Culture and 4930 Ethnobotany. This faculty has taught Evolutionary Medicine and would also develop these in our curriculum over the next two years.

In the fall of 2015, we will meet to discuss several issues made apparent by this ALC.

First we need to address the apparent disparity between number of majors and graduation rates, which ranges from 10% to 40% over the last 4 years. Graduation rates seem very good for the last two years, but we need to make sure that we keep this up. Are these typical numbers for USFSP and Arts and Sciences? What are the number of seniors and senior+ who are not graduating or graduating on time as anthropology majors and why? We need to gather comparative data and then see where we can help students.

Second, in the areas Civic Engagement (ANT 4495), Ethics (ANT 4495 & 4935), and Identifying Major Figures in Anthropology (ANT4034) we are relying on only one or two course for assessment and when these classes are not offered we have no way to assess students. Do we need to rethink this and offer more options? One solution would be to being assessing the archaeological field methods course.

Academic Learning Compact: 2014-2015 ANTHROPOLOGY

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Third, we need to discuss how we can keep track better of what our graduating seniors are doing next and where are former students are now. Some students keep close contact with our faculty and some we know of through Facebook. Are there other options?

Academic Program: Anthropology
Person Responsible: Jay Sokolovsky

Mission of Academic Program (include URL): <http://www.usfsp.edu/coas/anthropology/ProgramAssessment.htm>

It is the mission of this program to educate students in the field of Anthropology which is the global, comparative study of human biological variation and cultural systems over all periods, from the prehistoric to the present. Our undergraduate program is designed to give students a sound intellectual grounding in the discipline’s four main areas of research: Biological Anthropology; Archaeology; Cultural Anthropology; and Linguistics. Our perspectives are worldwide, but we also study nearby communities in trying to understand patters of human physical differences, language, religion, marriage customs, conflict resolution or the evolution of societies themselves. Students completing the undergraduate degree are prepared to enter graduate programs in Anthropology but also find employment in a wide variety of settings including archaeological contract companies; conducting research on urban community development; studying immigrant populations and how best to serve the health, social, and educational needs of our increasingly diverse society.

List Program Goal(s) / Objective(s):

Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.

Anthropology Program Goals/Objectives

- 1) Content/discipline knowledge and skills:
 - a) Master concepts central to the anthropological perspective i.e. culture; human evolution, diversity of culture, physical type, language, gender/sex, cultural relativism, holism, historical and cross-cultural comparisons, kinship, globalism
 - b) Identify major figures in the history of anthropology, the major schools/orientation of anthropological theory, and important trends in contemporary anthropological theory and methods
- 2) Communication skills:
 - a) create and deliver effective oral presentations
 - b) develop effective written presentations
 - c) contribute effectively to group discussions

- 3) Critical thinking skills:
 - a) demonstrate critical thinking and analytical abilities, and construct sound arguments regarding global human diversity as well as commonality
 - b) demonstrate familiarity with the standards of professional ethics espoused by the discipline of anthropology
- 4) Civic engagement:
 - a) approach the solution of human problems through anthropological methods
 - b) show ability to conduct basic anthropological research, under the supervision of faculty, involving research in the local community and/or analysis of existing scholarly resources

Students are required to take a minimum of 36 credit hours. The students are required to take 18 credit hours of Required Core Courses that are listed below.

Required Core Courses (18 cr. hrs.)

Lower level required courses:

- ANT 2410 Cultural Anthropology (3)
- ANT 2511 Biological Anthropology (3)
- ANT 3101 Archaeology (3)
- ANT 3610 Anthropological Linguistics (3)
- ANT 4034 Theories of Culture (3)

Upper Level Electives: Majors are required to complete a minimum of 15 hours of 4000-level elective coursework, including courses from at least three of the four subfields shown below. NOTE: students beginning the major from Fall 2006 on, must take a minimum of three (3) of these 15 credits selected from a list of designated methods courses.

- ANT 4495 Methods in Cultural Research (3)
- ANT 4930 Archaeological Method and Theory (3)
- ANT 4442 Urban Life & Culture

Availability of Required Course at USFSP Anthropology Major

The anthropology courses at USFSP are taught by three full time, tenured faculty, 1 visiting full-time faculty, 1 faculty member split with ISS, and at least one adjunct. We offer every required course at least once every two academic years, but most required courses are offered at least once in an academic year.

Every Semester: ANT 2000 Introduction to Anthropology and ANT 2410 Cultural Anthropology is taught every spring and fall semester and occasionally during the summer.

Once a Year: ANT 2511 (Biological Anthropology), ANT 3101 (Archaeology), and ANT 3610 (Anthropological Linguistics) are taught once every academic year. Ant 3101 (archaeology) also is taught occasionally during the summer.

Once Every Two Years: ANT 4034 (Theories of Culture) and ANT 4935 (Rethinking Anthropology), ANT 4495 (Methods in Cultural Research), and ANT 4930 (Archaeological Method and Theory).

Academic Learning Compact: 2014-2015 ANTHROPOLOGY

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Required Capstone Course, 3 hours from one of the following:

ANT 4302	Gender in Cross-Cultural Perspectives	3
ANT 4312	North American Indians	3
ANT 4935	Rethinking Anthropology	3

Assessment of Student Learning Outcomes :

To assess our Student Learning Outcomes we conduct an analysis every two years of SLO in five of our upper division required courses to assess how our majors perform in our program. We selected these courses for our assessment because all student majors must take these courses to receive a degree at USFSP anthropology and because they are upper division courses we feel more confident that students registered in these courses have decided to and will graduate with a major in anthropology. Many of our lower division courses are also open to non-majors. These courses are:

ANT 4034 Theories of Culture (3)
ANT 4935 Rethinking Anthropology (3)
ANT 4495 Methods in Cultural Research (3)
ANT 4302 Gender in Cross-Cultural Perspectives
ANT 4312 North American Indians

The matrix demonstrating how these courses fulfill 1-4 above is available at Q:\College of Arts & Sciences\Anthro CCJ
ISS\Anthropology\PROGRAMASSEMENT\AnthroProgramSLOMatrixMaster.xls

ALCs must address student learning in four areas: 1. Content/Discipline Skills; 2. Communication Skills; Critical Thinking Skills; and 4. Civic Engagement.

Academic Program: ANTHROPOLOGY

Person Responsible: Jay Sokolovsky

Mission of Academic Program (include URL):

It is the mission of this program to educate students in the field of Anthropology, which is the global, comparative study of human biological variation and cultural systems over all periods, from the prehistoric to the present. Our undergraduate program is designed to give students a

sound intellectual grounding in the discipline's four main areas of research: Biological Anthropology; Archaeology; Cultural Anthropology; and Linguistics. Our perspectives are worldwide, but we also study nearby communities in trying to understand patterns of human physical differences, language, religion, marriage customs, conflict resolution or the evolution of societies themselves. Students completing the undergraduate degree are prepared to enter graduate programs in Anthropology but also find employment in a wide variety of settings including archaeological contract companies; conducting research on urban community development; studying immigrant populations and how best to serve the health, social, and educational needs of our increasingly diverse society.

STUDENT LEARNING OUTCOME COURSE Matrix 2009-2014

	ANT4495 Methods in Cultural Research	ANT4034 Theories of Culture	ANT4935 Rethinking Anthropology	ANT 4302 Gender in Cross Cultural Perspective	ANT 4312 North American Indians
Semesters Taught in last 5 years and post 2009 planned semesters	SP2010 SP2012	SP2010 SP2012 SP2014 SP2015	SP2005 SP2007 SP2009 SP2011 F2013	F2013 F2014	F2011 F2014
1) Content/Discipline Knowledge and Skills					
a. Master concepts central to the anthropological perspective i.e. culture; human evolution, diversity of culture, physical type, language, gender/sex, cultural relativism, holism, historical and cross-cultural comparisons, kinship, globalism		X	X	x	X

Academic Learning Compact: 2014-2015 ANTHROPOLOGY

“ . . . to ensure student achievement in undergraduate and graduate degree programs . . . ”

b. Identify major figures in the history of anthropology, the major schools/orientation of anthropological theory, and important trends in contemporary anthropological theory and methods		X			
2) Communication Skills					
a. Create and deliver effective oral presentations	X	X	X		X
b. Develop effective written presentations	X		X	X	X
c. Contribute effectively to group discussion		X	X	X	X
3) Critical Thinking Skills					
a. Demonstrate critical thinking and analytical abilities, and construct sound arguments regarding global human diversity, as well as commonality			X	X	X
b. Demonstrate familiarity with the standards of professional ethics espoused by the discipline of anthropology	X		X		
4) Civic Engagement Skills					
a. approach the solution of human problems through anthropological methods	X				
b. show ability to conduct basic anthropological research, under the supervision of faculty, involving research in the local community and/or analysis of existing scholarly resources	X				

Academic Program: **ANTHROPOLOGY**

Chair/Coordinator: Jay Sokolovsky

Summary Statement – Academic Program Performance in 2014-15

Provide a summary statement about academic program performance over the previous year including high points and low points.

The anthropology program offers students the opportunity to select anthropology as a major, minor, or an ISS cognate. We had 58 majors in Fall 2014 and 56 majors in Spring 2015 anthropology majors. In the Fall 2014, we had 7 students completed, however the current number of spring graduates has not yet been posted on the system.

According to <http://usfweb3.usf.edu/infocenter>, we had the following number of students enrolled and graduated in previous semesters as majors.

Anthropology Majors Fall 2014	
Class Standing	Number
Freshmen	1
Sophomore	3
Junior	24
Senior	32
Post-Baccalaureate	0
Total	58

Anthropology Majors Spring 2015	
Class Standing	Number
Freshmen	0
Sophomore	6
Junior	21
Senior	29
Post-Baccalaureate	0
Total	56

Semester	Fall/Spring Registered	Graduated (Percent graduated/Spring enrollment)
2014-2015	58/56	9 (spring not reported)
2013-2014	70/68	20 (29.4%)
2012-2013	71/66	28 (40%)
2011-2012	80/81	16 (19.8%)
2010-2011	55/74	7 (10.6%)

Academic Learning Compact: 2014-2015 ANTHROPOLOGY

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2009-2010	56/55	10 (18%)
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Our students are excelling at obtaining internships, employment and graduate school acceptance. Our students graduating this year were accepted into graduate programs at University of Florida Tampa (anthropology Heather Henderson and political science Kelsey Rowe. This year several of our students received their MA degrees from University of Paraguay in Development Studies (Juan Carlos Ortiz, class of 09), UNC Chapel Hill in Occupational Therapy (Adam Deprimo, class of 12), USFSP Florida Studies (John Stewart Class of 2012), Cleveland State University Nursing Program (Angelina Ruggia), Northern Indiana University in anthropology (Julien Ehrenkonig class 2012) and St. Leo University in Theology (Virginia Moroney, class of 11). Clarisse Berger, was accepted in the anthropology PHD program at USF Tampa.

Many of our students obtained employment this year. Julien Ehrenkonig is now NIU Center for Southeast Asian Studies Outreach coordinator. Mimi Stelmar is a supervisor at Starbucks in Largo. Traci Brown is employed at Mentor Global Corporate Training Software Essentials and a freelance writer. Michel Kerr works at USGS St. Petersburg. Amanda Sibley is a community organizer at I Am Choice. Stephanie Faris is employed at Computer Resource Team Technical Recruiter. Diana Arfaras works with Vivint computer services. Michele Pudlak is owner of Forbidden Forest Crafts and Business manager at Fastsigns in Tampa.

Two of our students were provided awards from the Florida Academy of Sciences for their research: Wendy Edwards-Outstanding Undergraduate Student Poster Presentation and David Morehead, Honorable Mention Undergraduate Student Presentations.

The faculty has done an excellent job of teaching at a very high level, based on student evaluations and providing students with the full program on a more timely basis. Based on the changes discuss below, even students entering into the program as juniors are able to complete the major with access to courses on our campus in a two year cycle. We have maintained a very strong FTE number with continuing teaching of the online ANT2000 and now adding ANT2410 online at least once a year and increasing caps on the 2000/3000 level classes.

In 2014-2015, we assessed student performance through four courses. This is the third year, we have offered capstone courses as an alternative to the requirement for Rethinking. This year we had one faculty member K. Arthur on sabbatical for the full academic year and one faculty member on sabbatical Spring 2015. Therefore to ensure that students continued to be offered opportunities to complete their major requirements on time. Dr. Sokolovsky allowed students, who registered for ANT 4442 Urban Life and Culture to opt to take it to fulfill their methods requirement. Ten students in the course opted for this selection and their methods assessment is included in this report. In addition, we hired Micah Boyer to teach ANT 4034 Theories of Culture in the Spring 2015. Dr. Boyer has

successfully taught other courses for us and we were/are confident in his ability to teach this course for us. Below is a summary of student performance.

1. Master Concepts Central to the Anthropological Perspective and Identifying major figures in the History of Anthropology. Although students did not perform very well concerning mastering concepts central to anthropological perspectives and identifying major figures and schools of anthropological method and theory initially, faculty learned from this assessment and students learned that they needed to put in more effort to perform well in these upper division courses. Dr. Boyer noted that he gave quizzes after assigning reading but before class discussion on the topic, which was difficult for the students and he recognized that students needed more discussion and instruction prior to quizzes. Dr. Arthur noted that at first students did not perform well, but after they realized that they needed to put in more effort then they performed better. Dr. Schmidt noted that many students failed to actually do the assignments (some were actually non-anthropology majors) and thus a low percentage of the students actually met the assessment. Dr. Schmidt wants to make sure in the future that students have the appropriate pre-requisites for our upper division courses and that they have a solid GPA.

2. Creation and Delivery of Oral Presentations, Written Presentations, and Group Discussion. For the most part, student performance was excellent in all classes concerning communication skills in oral presentations, written presentations, and group discussion. However, Dr. Schmidt noted that some students were non-majors and may have not had the strengths that we expect as anthropology majors nor may they have had the prerequisites so we will be more mindful of this in the future.

3. Student Critical Thinking Skills concerning global human diversity and ethics performance was generally very good, except for issues noted in 2 above.

4. Student Civic Engagement Skills, in approaching solutions to human problems through anthropological methods, and research projects was good but not as strong as other results. Dr. Soklovsky indicated that he will discuss methods earlier in the semester and in more detail to help student prepare their projects and try to identify earlier which students are struggling with their projects to help them more.

Faculty and Student Research and Impact on Student Learning 2014-2015:

We have outstanding faculty at USFSP with specialties in 3 of the 4 subfields of anthropology covering the Americas, Africa, and the Pacific. Faculty research contributes to their better with engagement of students in the classroom. In addition, students are able to directly participate in our research gaining valuable first-hand experience that prepares them for the workforce.

Academic Learning Compact: 2014-2015 ANTHROPOLOGY

“ . . . to ensure student achievement in undergraduate and graduate degree programs . . . ”

Jay Sokolovsky, Full Professor

Dr. Sokolovsky is a cultural anthropologist, who specializes in urban anthropology, anthropology of aging, and rural development in Mexico. He was on sabbatical in the spring of 2015 and completed his book, *Indigenous Mexican Engages the 21st century* published by Left Coast Press. He also shot, edited and produced two films: *The Living Igbo African Museum* with Alexander Press and *Shape Shifting Beliefs among the Igbo*, also with Alexander Press. He was invited to Switzerland, University of Basil to present in April 2015 (International Master Class: Global Aging and Anthropology). He was also invited to present at the Cultural Center of Texococ, Mexico March 2015 on Globalization, Development, and Indigenous Communities.

Dr. Sokolovsky is our advisor to students in our undergraduate program. In his urban anthropology class, students must complete a community based project. Five of the students taking this course presented their projects at the annual student USFSP Undergraduate Research Symposium for 2014-2015.

John Arthur, Associate Professor

Dr. Arthur is an archaeologist and ethnoarchaeologists with specialties in ceramic technology, beer technology, and craft specialization in Ethiopia and North America. During 2014-2015, he was extremely productive year by publishing **three** peer-review articles (*Journal of Anthropological Archaeology*, *African Archaeological Review*, and *Anthropology Now*). He was also invited to give two presentations on my research (Rice University and USF Tampa Department of Molecular Medicine Retreat). I also received the internal USFSP Research grant. Dr. Arthur is currently working with other USFSP faculty and local breweries to begin an online certificate in the brewing arts.

John Arthur directs archaeological excavations over the last 8 years with USFSP students (2007, 2009, 2011, 2014) at the Weedon Island site (8PI1) and he directs the USFSP Weedon Island and Gamo Ethiopia Archaeology Lab. This archaeological research at Weedon Island serves to foster University of South Florida St. Petersburg undergraduate anthropology students in the preservation of cultural heritage, learn archaeological field techniques, promote the awareness of the Weedon Island cultural and environmental resources, and to cultivate the importance of public archaeology in conjunction with the Alliance for Weedon Island Archaeological

Research and Education (AWAIRE). Research questions are addressing whether we can locate residential features, determine environmental changes in the Weedon Island estuary, and investigating issues focusing on indigenous subsistence practices.

In 2014 and 2015, USFSP undergraduate students continued their experimental archaeology research and analyses of Weedon Island excavated materials. Dr. Arthur mentored 21 students who worked in the USFSP Archaeology Lab (STG 216) focusing on the Weedon Island archaeological material. He also mentored David Morehead, who is experimenting with success rates on different types of flotation mechanism and Wendy Edwards on seasonal study. They both presented their posters related to Weedon Island research at the Florida Academy of Sciences meeting and Florida Anthropological Society Meeting and were awarded.

Last summer, Alyssa Delio went to an ethnobotanical field school in Ecuador, headed by one of her former Eckerd College students (Ryan Lynch, Executive Director, Third Millennium Alliance). A student who was doing research with her on multiple language learning in deaf students, Aprilyn Mendlik, went on a study abroad to China to further her studies in that subject.

Kathryn Arthur, Associate Professor

2014-2015 Dr. Arthur was on sabbatical writing a book based on her research in Ethiopia.

Ella Schmidt, Associate Professor, Position shared with ISS

Dr. Schmidt is a cultural anthropologist with specialties in migration and transnationalism in Mexico and Florida. She teaches both ISS and Anthropology courses as per her contract. In 2014-2015, she submitted two articles for publication with the journals Feminist Review and Revista Andamios. She also receives USFSP Research summer grant to transcribe, translate and edit 20 hours of interviews conducted during her recent Fulbright Research in Mexico and to complete a book chapter. In Fall 2015, she will be sponsoring an anthropologist from Greece who will be doing research in Tarpon Springs with the diasporic Greek community funded by a Fulbright award. Dr. Schmidt teaches upper division and senior seminar courses for ISS and primarily mentors ISS students. However, she is an integral part of teaching anthropology and many ISS students who chose anthropology as their cognate.

Anna Dixon, Visiting Assistant Professor

Dr. Dixon is part of two new programs planned: one, the MA in Environmental Education, for which I designed a graduate section of

Academic Learning Compact: 2014-2015 ANTHROPOLOGY

“ . . . to ensure student achievement in undergraduate and graduate degree programs . . . ”

the Ethnobotany class (approved as a graduate class now) and a certificate program in Criminology -- Certificate in Forensic Science, which is still in the planning stages. For this program, I would be designing and teaching an introduction to forensic anthropology course.

Dr. Dixon was on one grad committee (John Stewart, Florida Studies MA USFSP) and one Honors thesis (Hope Sewell at USFSP) this semester. Both passed, John with distinction. She has been conducting archeobotanical research at Weedon Island based on Dr. John Arthur's excavation, and in particular she has been assisting University of Michigan graduate student, Christian Sampson with botanical IDs from her Weedon Island excavations.

Dr. Dixon mentored five students, who presented their research at the USFSP Undergraduate Research Symposium for 2014-2015, and one (Kayleigh Hoyt) attended a conference in Tallahassee related to the research that she did on the use of raptors as therapy animals.

Two students (Rachel Malloy and Mackenzie Avallone) who were in the Medical Anthropology class this past semester will be attending a field school in northern India (medical anthropology) this summer, and Rachel is currently doing a directed readings course with me on medicine in India/Nepal, prior to going into the field.

ALC GOALS ESTABLISHED FOR DATA COLLECTION: 2014 – 2015

Academic Program: Anthropology

Person Responsible: Jay Sokolovsky Student Advisor and Program Chair, K. Arthur manages and completes ALC

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings in 2014-15
<p>1a. Master concepts central to the anthropological perspective i.e. culture; human evolution, diversity of culture, physical type, language, gender/sex, cultural relativism, holism, historical and cross-cultural comparisons,</p>	<p>1a. ANT 4034 Theories of Culture Taught by Micah Boyer 1. The course structure is designed to emphasize major concepts in anthropological thought across theoretical schools, rather than following the progression of anthropological schools chronologically. Quizzes are given throughout the semester on key concepts from</p>	<p>1a. 1. 70% of students will attain an average of 80% or better on the quizzes. 2. 70% of students will attain an average of 80% or better on these essays.</p>	<p>1a. 1. Students did not perform as well as I had expected on the quizzes- but they were a very useful tool to gauge difficulty level of the readings and where we needed to spend more time in class discussion. 2. Students really pushed themselves to compare the positions thoughtfully and identify their own positions- a useful</p>	<p>1a. 1. Only 35% of students averaged 80% or better on the quizzes. 2. Over 90% of students averaged 80% or better on the essay exams.</p>	<p>1a. Spend more time discussing readings with students.</p>

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kinship, globalism	the readings before they are due. 2. For the midterm and final exams, students write essays from two of five key anthropological concepts, integrating and comparing insights from major figures from a minimum of three different theoretical schools.		exercise for them to reflect and synthesize.		
	1a. ANT 4935 Rethinking Not Taught 2014-15	1a.	1a.	1a.	1a.
	1a. ANT 4312 North American Indians	1a. 70% of students will attain an average of 80% or better on these essays	1a. For the first test essays, only 60 percent of the students did very well in attaining an average of 80% or better on assessment essays. However, for the second test essays the percentage of students attaining 80 percent or better jumped to 85 percent	1a. Even though they are given the essay question a week or so ahead of time, I tend to have a bimodal result. It seems after the first test, students realized what they need to do to prepare for the second test.	1a. Emphasize the importance of preparing for the essay exam, possibly presenting them with an example of an outstanding essay done in a previous course.
	1a. ANT 4312 Gender in Cross Cultural Every student writes biweekly papers that	1a. 70% of students will earn 70% or better in their biweekly papers	1a. Paper #1: 92% of the students who submitted the paper (22/24) earned a C	1a. There are a couple of trends to be mindful of: 1) of the 8 students who	1a. See (3) on previous column.

	<p>will demonstrate knowledge about, and understanding of the role played by factors such as race, age, ethnicity, and economic status in the ideological constructions of gender systems across the world through:</p> <p>1) basic knowledge of differences between sex, gender, and sexual orientation; 2) understanding gender systems as historical/cultural constructions; 3) understanding of ideological assumptions behind specific gender systems; 4) comparison of different gender systems/basis for differences and similarities, and 5) analysis of patriarchy male dominance, machismo</p>		<p>(70%) or better Paper #2: 84% of the students who submitted the paper (16/19) earned 70% or better Paper #3: 85% of students (17/20) earned 70% or better Paper #4: 89% of students (14/16) earned 70% or better Paper#5: 100% of students (18/18) earned a 70% or better Paper #6: 94% of students (17/18) earned 70% or better</p>	<p>failed the class, 6 were not Anthropology Majors (3 of them did not submit all the assignments); 2) two of those students were Communication majors and two were Biology; 3) we might want to be more careful in granting students the opportunity to register without the proper pre-requisites fulfilled, regardless of their solid GPA, as they will struggle with concepts, terms, and theory.</p>	
<p>1b. Identify major figures in the history of anthropology, the major schools/orientation of anthropological</p>	<p>1b. ANT 4034 Theories of Culture Taught by Micah Boyer The course structure is designed to emphasize major concepts in anthropological thought</p>	<p>1b. 1. 70% of students will attain an average of 80% or better on the quizzes. 2. 70% of students will attain an average of 80% or better on these</p>	<p>1b. 1. Students did not perform as well as I had expected on the quizzes- but they were a very useful tool to gauge difficulty level of the readings and</p>	<p>1b. 1. Only 35% of students averaged 80% or better on the quizzes. 2. Over 90% of students averaged 80% or better on the</p>	<p>1b. Spend more time discussing readings with students.</p>

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<p>theory, and important trends in contemporary anthropological theory and methods</p>	<p>across theoretical schools, rather than following the progression of anthropological schools chronologically. Quizzes are given throughout the semester on key concepts from the readings before they are due. 2. For the midterm and final exams, students write essays from two of five key anthropological concepts, integrating and comparing insights from major figures from a minimum of three different theoretical schools.</p>	<p>essays.</p>	<p>where we needed to spend more time in class discussion. 2. Students really pushed themselves to compare the positions thoughtfully and identify their own positions- a useful exercise for them to reflect and synthesize.</p>	<p>essay exams.</p>	
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2. Communication Skills

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings in 2014-15
<p>2a. Create and deliver effective oral presentations.</p>	<p>2a. ANT 4034 Theories of Culture Taught by Micah Boyer ANT 4034 Spring 2015 Students present all of the readings in every class. In total, this</p>	<p>2a. 70% of students will attain an average of 80% or better on these presentations.</p>	<p>2a. Students did very well on this, especially when I oriented their reading and key concepts to focus on in the week before their presentations.</p>	<p>2a. Over 90% of students averaged 80% or better on the presentations.</p>	<p>2a. No changes expected.</p>

	works out to between three and five oral presentations per student. The assessment of student oral presentations is based on how well students can discuss theoretical ideas and relate these to the readings.				
	2a. ANT 4935 Rethinking Not Taught 2014-15	2a.	2a.	2a.	2a.
	2a. ANT 4312 Native American Indians	2a. 70% of students will attain an average of 80% or better on oral presentations.	2a. Students did very well with 100 % attaining an average of 80% or better on their oral presentations.	2a. Students did outstanding.	2a. Because of the students did so well in this category, I do not plan on making any changes.
	2a. ANT 4312 Gender in Cross Cultural				
2b. Develop effective written presentations	2b. ANT 4495 Methods in Culture Not Taught 2013-2014 ANT 4442 Urban Life and Culture Fall 14. Select students take this for methods credit. In addition to the critical	2b. 70% of students will attain an average of B or better on the projects, portfolio and poster.	2b. 90 % of the students had an average of B or better on the projects, portfolio and poster.	2b. Very solid results	2b. Will continue the same model for the ANT 4495 course in Fall 2015

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	<p>research projects, students will develop a portfolio and create poster presentations on their fieldwork projects. Posters are assessed on: 1. how clear information is presented; 2. theoretical context of the project, 3. proper methods used; and 4. results are described in an appropriate manner</p>				
	<p>2b. ANT 4935 Rethinking Not Taught 2014-15</p>	2b.	2b.	2b.	2b.
	<p>2b. ANT 4312 North American Indians</p>	<p>2b. 70% of students will attain an average of 80% or better on these research papers.</p>	<p>2b. Students did very well with 100 % attaining an average of 80% or better on their oral presentations.</p>	<p>2b. Students did outstanding.</p>	<p>2b. Because of the students did so well in this category, I do not plan on making any changes.</p>
	<p>2b. ANT 4312 Gender in Cross Cultural) Every student writes biweekly papers that will demonstrate knowledge about, and understanding of the role played by factors such as race, age, ethnicity, and economic status in the ideological</p>	<p>2b. 70% of students will earn 70% or better in their biweekly papers</p>	<p>Paper #1: 92% of the students who submitted the paper (22/24) earned a C (70%) or better Paper #2: 84% of the students who submitted the paper (16/19) earned 70% or</p>	<p>There are a couple of trends to be mindful of: 1) of the 8 students who failed the class, 6 were not Anthropology Majors (3 of them did not submit all the assignments); 2) two of those</p>	<p>2b. See (3) on previous column.</p>

	<p>constructions of gender systems across the world through:</p> <p>1) basic knowledge of differences between sex, gender, and sexual orientation; 2) understanding gender systems as historical/cultural constructions; 3) understanding of ideological assumptions behind specific gender systems; 4) comparison of different gender systems/basis for differences and similarities, and 5) analysis of patriarchy male dominance, machismo</p>		<p>better</p> <p>Paper #3: 85% of students (17/20) earned 70% or better</p> <p>Paper #4: 89% of students (14/16) earned 70% or better</p> <p>Paper#5: 100% of students (18/18) earned a 70% or better</p> <p>Paper #6: 94% of students (17/18) earned 70% or better</p>	<p>students were Communication majors and two were Biology; 3) we might want to be more careful in granting students the opportunity to register without the proper pre-requisites fulfilled, regardless of their solid GPA, as they will struggle with concepts, terms, and theory.</p>	
<p>2c. Contribute effectively to group discussion</p>	<p>2c. ANT 4034 Theories of Culture Taught by Micah Boyer</p> <p>Spring 2015 Students must participate in weekly group discussion of readings and in presentation of group plays related to key theorists and theoretical ideas. The primary mechanism for</p>	<p>2c. 70% of the students will attain an average of 80% or more on Class Participation and the group play</p>	<p>2c. This was the strongest part of the course, and not something I would change in the future.</p>	<p>2c. Over 90% of students averaged 80% or higher on both class participation and the group performance.</p>	<p>No changes expected.</p>

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	assessing group participation is the writing of individual scripts by students for the theorist that they portray in group performances. Scripts, performances and group discussion are assessed on the ability of students to represent accurately the theoretical ideas of the scholars in question.				
	2c. ANT 4312 Native American Indians	2c. 70% of students will attain an average of 80% or better on group discussion.	2c. This was one of the most engaged group of students I have had teaching this course!	2c. Students did outstanding.	Since I changed the course to include more current issues facing Native Americans, I believe this engages the students and I will continue to do this the next time I teach the course.
	2c. ANT 4935 Rethinking Fall 2013 Not Taught 2014-15	2c.	2c.	2c.	2c.
	2c. ANT 4312 Gender in Cross Cultural This course follows a seminar format based on class discussions. Class discussions give students the opportunity to not only clarify concepts and arguments relating to the gender issues focus, but also afford them the chance to synthesize ideas in	2c. 70% of students will earn 70% or better in class discussions	2c. 83% of students received a “C” (35 pts) or better in class discussions	2c. Despite the fact that there is usually a small percentage of students ill-prepared to discuss class material, they all the while benefit from the input and insights put forward by those students who steadily and consistently come	2c. no future changes

	<p>order to apply them to different cultural realities product of different socio-historical contexts. This practice allows students to analyze their own cultural biases when dealing with contexts that differ from their own, and affords them the possibility of being critical of their own ideological assumptions regarding gender systems in the U.S</p>			<p>prepared to participate in class discussions. Moreover, there are excellent students who are too shy to publicly share their insights. Though some overcome these difficulties by the end of the semester, others do not."</p>	
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3. Critical Thinking Skills

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings in 2014-15
<p>3a. Demonstrate critical thinking and analytical abilities, and construct sound arguments regarding global human diversity, as well as commonality.</p>	<p>3a. ANT 4935 Rethinking Not taught 2014-15</p>	<p>3a.</p>	<p>3a.</p>	<p>3a.</p>	<p>3a.</p>
	<p>3a. 1a. ANT 4312 Native American</p>	<p>3a. 70% of students will attain an average of 80% or better for the course.</p>	<p>3a. Students did very well with 80% of the students attaining an 80% or better for their final grade.</p>	<p>3a. The vast majority of the students did very well to outstanding.</p>	<p>Continue to add current issues to the course material.</p>
	<p>3a. ANT 4312 Gender in Cross Cultural 3.a. Every student writes biweekly papers that will demonstrate knowledge about, and understanding of the role played by factors such as race, age, ethnicity, and economic status in the ideological constructions of gender systems across the world through: 1) basic knowledge of differences between sex,</p>	<p>3a. 70% of students will earn 70% or better in their biweekly papers</p>	<p>3a. Paper #1: 92% of the students who submitted the paper (22/24) earned a C (70%) or better Paper #2: 84% of the students who submitted the paper (16/19) earned 70% or better Paper #3: 85% of students (17/20) earned 70% or better Paper #4: 89% of students (14/16) earned 70% or better Paper#5: 100% of</p>	<p>3a. There are a couple of trends to be mindful of: 1) one student failed the class and two were given “F”. These students were having mental/ health the assignments); 2) of the four “D” given three were given to non-Anthropology majors; 3) we might want to be more careful in granting students the opportunity to register without the proper pre-requisites</p>	<p>3a. See (3) on previous column.</p>

	gender, and sexual orientation; 2) understanding gender systems as historical/cultural constructions; 3) understanding of ideological assumptions behind specific gender systems; 4) comparison of different gender systems/basis for differences and similarities, and 5) analysis of patriarchy male dominance, machismo		students (18/18) earned a 70% or better Paper #6: 94% of students (17/18) earned 70% or better	fulfilled, regardless of their solid GPA, as they will struggle with concepts, terms, and theory.	
3b. Demonstrate familiarity with the standards of professional ethics espoused by the discipline of anthropology.	3b. ANT 4495 Methods in Cultural Research 10 students in ANT 4442 Urban Life and Culture Fall 14 Students write a critical essay on the topics of professional ethics.	3b 70% of students will attain an average of B or better on the critical essay on the topics of professional ethics.	3b. 90 % of the students had an average of B or better on the critical essay on the topics of professional ethics.	3b. Very strong results	3b. No change anticipated
	3b. ANT 4935 Rethinking Not taught 2014-15	3b.	3b.	3b.	3b.

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4. Civic Engagement (optional)

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings in 2014-15
<p>4a Approach the solution of human problems through anthropological methods.</p>	<p>4a. ANT 4495 (Methods in Cultural Research)</p> <p>Did not teach in 2013-2014</p> <p>However ANT 4442 Urban Life and Culture Fall 14</p> <p>Through critical essays and actual research students explore the solution of human problems through anthropological methods.</p>	<p>4a. 70% of students will attain an average of B or better on the critical essays and applied aspects of their research.</p>	<p>4a. 80% of the students had an average of B or better on the critical essay on the topics of applied research</p>	<p>4a. Good but not as strong as the other results.</p>	<p>4a. Will begin discussion of this topic earlier in the semester.</p>
<p>4b. Civic Engagement Skills: Show ability to conduct basic anthropological</p>	<p>4b. ANT 4495 (Methods in Cultural Research)</p> <p>Did not teach in 2013-2014</p>	<p>4b. 70% of students will attain an average of B or better on all their research task, the final projects portfolio and poster</p>	<p>4b. 80% of the students had an average of B or better on the civic engagement skills demonstrated in</p>	<p>4b. Good but not as strong as the other results.</p>	<p>4b. Identify students with difficulty in this area earlier in the semester.</p>

<p>research, under the supervision of faculty, involving research in the local community and/or analysis of existing scholarly resources</p>	<p>However ANT 4442 Urban Life and Culture Fall 14 Through critical essays and actual research students explore the solution of human problems through anthropological methods.</p>		<p>their research.</p>		
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Attachment 1
USF St. Petersburg
Strategic Goals and Objectives, 2009-2014

1 – Academic Performance

Support and enhance programs that prepare students to be knowledgeable, reflective and engaged citizen scholars

- 1.1 Use sustained evidence of student learning outcomes and student achievement for continuous improvement
- 1.2 Offer certificate, undergraduate, and graduate programs that meet regional needs
- 1.3 Implement and support information and instructional technologies that facilitate effective pedagogies
- 1.4 Enhance programs that specifically support academic excellence
- 1.5 Increase student awareness of participating in a global society

2 – Student Engagement

Enhance learning and achievement and promote retention through active engagement in curricular and co-curricular programs

- 2.1 Create a freshman experience that enables students to thrive and move successfully through to graduation
- 2.2 Foster institutional pride and strengthen connections within the campus community
- 2.3 Enhance opportunities for increased student involvement in curricular and co-curricular activities

3 – Diversity and Inclusion

Create a vibrant, inviting, and enriching university community that values and respects all individuals and whose students, faculty, and staff represent the diversity of its region

- 3.1 Ensure an inclusive community where differences are respected and valued
- 3.2 Attract and retain a diverse student population
- 3.3 Increase the diversity of faculty and staff

4 – Research and Creative Activities

Encourage faculty research and creative activities, and engage students in local, national and international scholarship

- 4.1 Create a vibrant culture of faculty research and creative scholarship
- 4.2 Promote and support undergraduate research as a meaningful aspect of campus life
- 4.3 Enhance and support research and scholarly collaborations with community partners

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5 – Environmental Stewardship

Foster stewardship of the environment and embody the values of sustainability

- 5.1 Enhance sustainability through energy conservation and recycling
- 5.2 Create a community that champions environmental awareness and sustainable living

6 – Administrative and Financial Stewardship

Enhance revenue, provide effective and efficient financial management, and ensure institutional sustainability

- 6.1 Create and obtain funding streams to support short and long term initiatives
- 6.2 Increase private and corporate funding
- 6.3 Strengthen academic infrastructure of the university to ensure the proper alignment of instruction, services, and student life
- 6.4 Strengthen institutional infrastructure for the recruitment and retention of faculty and staff
- 6.5 Evaluate and improve facilities and processes that foster services to faculty, students, staff, and the community