STRATEGIC PLAN

DEPARTMENT OF ANTHROPOLOGY
PORTLAND STATE UNIVERSITY

MAY 2010

Faculty
Kenneth M. Ames Professor and Chair
Virginia L. Butler Professor
Sharon A. Carstens Professor
Michele R. Gamburd Professor
Jeremy Spoon Assistant Professor
Thomas A. Thornton Professor
Natalie Vasey Associate Professor
Douglas Wilson Adjunct Associate Professor
Executive Summary

Goals

In preparing our plan, we are cognizant of goals at multiple levels within the University. These include the five themes enunciated by PSU President Wim Weivel, initiatives of the Office of Academic Affairs, and of the College of Liberal Arts and Sciences. Our departmental goals are linked to these broader goals. Our goals are:

- Developing the region’s strongest undergraduate and Master’s level programs in Applied Anthropology
- Maintaining its national reputation for quality scholarship, including research and teaching;
- Conducting engaged and community based research across the local, regional, and global scales. By this we mean research that feeds back into the communities within which it is conducted and which, in some instance, instigated the research;
- Becoming an exemplar of rigorous applied graduate training at least in sociocultural anthropology and archaeology, in response to a strongly perceived need both within the discipline of Anthropology for such career training, and in the broader community for people with applied anthropological skills and habits of mind;
- Continuing to offer an excellent undergraduate education in Anthropology and more broadly in the Liberal Arts.

To achieve these goals over the next seven years, the department intends to:

- Revise, Enhance and Strengthen Our current Topical Emphases: These will be:
  - Environmental Anthropology
  - Cultural Heritage
  - Global Identity
  - Health
- Enhance Research and community partnerships, including efforts relating to heritage sustainability through Heritage/Community engagement.
- Improve/expand research and funding, including creation of an Office of Applied Anthropological Research
- Expand and improve departmental research space by renegotiating for space currently being used by other units and renovating departmental space. Included in this would be space for a departmental graduate student computer lab.
  - Computer laboratory: As faculty and graduate student research directions shift, and include more computer intensive methodologies (e.g.
Anthropology Strategic Plan.

Geographic Information Systems), we increasingly need a dedicated space to accommodate that need.

- **Enhance educational programs at the Undergraduate and Graduate Level.**
  - **Undergraduate program:**
    - Develop Departmental Honors Program
    - Increase undergraduate enrollments, especially at 100 level
    - Eliminate foreign language requirement for BS to speed progress to degree
    - Make structural changes in undergraduate advising process.
  - **Review on-line courses and enrollment**
- **Graduate Program:**
  - Strengthen the department’s applied focus. The majority of our graduate students are employed in applied fields.
  - **Evaluate MA Policy Track and make appropriate changes:**
    - Increase graduation rate in graduate program by shortening time to degree, including by adding MS as degree option
- **Add three tenure lines to the department. These lines will be:**
  - Applied Biological Anthropology: Human health and variation/race; political ecology.
  - Applied Archaeology: Applied heritage archaeologist with research focus on Urban archaeology, heritage/community archaeology.
  - Applied Sociocultural Anthropology: Social sustainability, public policy and/or migration
Introduction

Modern humans are members of a single biological species, *Homo sapiens sapiens*, yet the diversity of our economic and social arrangements far exceeds that of many Orders or even Classes of other animals, let alone single species. We evolved in Africa around 200,000 years ago from an ancient lineage and diversified from there sometime after 100,000 years ago. By 11,000 years ago, we had occupied all of the continents and major terrestrial ecozones; by 1000 years ago we were spread across the entire globe, except for Antarctica and we now have bases there. Our economic organization spans perhaps an even greater range, from peoples who forage daily for their food, consuming it almost as they harvest it, to global-scale systems of food production, storage, and distribution. Our social and political structures are at least as varied; ranging from tiny groups whose membership is based on kin and friendship to spatially and demographically gigantic, complex entities such as modern India and China. Remarkably, we are even more culturally diverse, with myriad ways of conceptualizing and approaching the world. This diversification was in part enabled by our technological abilities. Strip us of our tools and we are pathetically helpless. It was also enabled by our capacities for language. Strip us of language and it is hard to imagine us at all.

All of this variety is crosscut by universals and commonalities, such as language itself, symboling, kinship, and large social groups tending to organize themselves around permanent inequality. How did all of this come to pass? How is it possible for a single species of animal to be so diverse in its ecology, its social organization, and its habits of mind while being very uniform in other ways? How were we shaped by the interplay between our biology and culture? What are the sources of the commonalities? How does having answers to those questions benefit us now, if it does? It is the responsibility of Anthropology and anthropologists to answer those questions. At their simplest, the questions anthropology works to answer are what does it mean to be human and to be a human?

These questions and issues are central, of course, to the enterprise of higher education, both in liberal education and in scholarship. Other disciplines and subject areas grapple with them, but none at the spatial and temporal scale that Anthropology does, or with its distinctive methods, interdisciplinarity, and emphasis on culture.

The concept of culture is Anthropology’s key contribution to understanding and explaining this diversity: people “acquiring different beliefs, values, and skills through teaching and observational learning”\(^1\). Our genetics and environments also contribute to the diversity, but we cannot make sense out of it without culture.

---

The discipline of Anthropology is as varied as its subject matter, which encompasses the modern world and the near and remote human past. Our theories and methods encompass the humanities, social sciences, and natural sciences, the discipline standing at the intersection of all three. To make progress, anthropologists assort themselves into broad subdisciplines or specializations: (socio) cultural anthropology, archaeology, biological (physical) anthropology, and anthropological linguistics. Sociocultural anthropology is concerned with the range, diversity, and expression of human culture across modern societies. Its theoretical emphasis on culture and methodological emphasis on participant observation and ethnographic writing gives it a distinctive place in the human sciences and humanities. Archaeology is concerned with the evolution of human culture in all of its manifestations and diversity over the past 3 million years. It occupies the same position among the social sciences as does paleontology in the biological sciences and so intersects with other social sciences, such as economics, as well as earth, and biological sciences. Biological Anthropology is concerned with human evolution, our biological diversity, including grappling with the issue of race, our Primate relatives, and the interplay between biology and culture. Anthropological linguistics is the study of the interplay among language, human biology, and culture. The interdisciplinarity of Anthropology arises inevitably from its place spanning the humanities, social sciences, and natural sciences.

Because Anthropology intersects the Humanities, Social Sciences, and Natural Sciences (including the physical, earth and biological sciences), it is distinctive among the Social Sciences. It is not the odd older sister of Sociology, Psychology, or Economics, obsessed with cataloguing the arcane and obscure details of life ways in the world’s nooks and crannies or in the remote pasts of those nooks and crannies. Rather, we bring to bear on significant questions about today’s world, its issues and problems our combination of human evolution and biology, deep-time history, and bottom-up knowledge of the diverse ways all modern humans organize their cognitive, social and natural worlds. Thus, at PSU, Anthropology can contribute significantly to university programs and initiatives, such as Internationalization, Native American Studies, the School of the Environment, Systems Science, the various health initiatives in different departments (e.g. Sociology) and Schools (e.g. Community Health), the sustainability initiative, and the upcoming education initiative, if given the opportunity. Equally, our interdisciplinarity can help serve as a bridge among various disciplines.

The Anthropological project is vast and ambitious. It is not possible for any but the largest academic department to represent fully the scope of the project and the theoretical and substantive diversity among anthropologists. Individual departments must balance providing a broad but coherent undergraduate education background in the field combined with specialized training and research for graduate students consonant with the Department’s interests and its broader context. The goals and strategies of Portland State
Anthropology Strategic Plan.

University’s Department of Anthropology flow from this, and from the Department’s commitments to the values of liberal education and scholarship.

Goals

In preparing our plan, we are cognizant of goals at multiple levels within the University. These include the five themes enunciated by PSU President Wim Weivel, initiatives of the Office of Academic Affairs, and of the College of Liberal Arts and Sciences. These themes overlap and are mutually reinforcing. For the sake of clarity, however, they are repeated here.

President Wim Weivel’s five themes for Portland State University (taken from the President’s web site [http://www.pdx.edu/president/blueprint]):

*Provide Civic Leadership Through Partnerships*

Lead as a civic partner, deepen our engagement as a critical community asset, demonstrate leadership in regional innovation, and serve as an anchor institution in the Metro area.

*Improve Student Success*

Ensure a student experience that results in higher satisfaction, retention, and graduation rates.

*Achieve Global Excellence*

Distinguish the institution nationally and internationally through the accomplishments of its faculty, reputation of its programs, and preparation of its students for the global economy.

*Enhance Educational Opportunity*

Ease the transition and create more effective pathways for students to move from K-12 to higher education.

*Expand Resources and Improve Effectiveness*

Expand resources in each of the funding streams (state, private, business partnerships, research, tuition), manage resources effectively, and match investments to strategic priorities.

The Provost’s initiatives:

- Create innovative educational programs and systems for a changing global society
Anthropology Strategic Plan.

- Enhance the cultural and creative vitality of the metropolitan region
- Build social equity through the development of programs and policies that support healthy families and communities
- Contribute to innovations in emerging science, technology, and entrepreneurship in a global economy
- Design innovative processes, practices, and policies that promote sustainable development

The College of Liberal Arts and Science’s Goals:
- To improve retention/graduation rates;
- Increase online offerings and enrollment;
- Increase sponsored research
- Increase research related to sustainability and increase enrollment in sustainability courses where appropriate.

In addition to the University and College’s goals, the department’s goals include:
- Developing the region’s strongest undergraduate and Master’s level programs in Applied Anthropology
- Strengthen its national reputation for quality scholarship, including research and teaching;
- Conducting engaged and community-based research across the local, regional and global scales. By this we mean research that feeds back into the communities within which it is conducted and which, in some instance, instigated the research;
- Becoming an exemplar of rigorous applied graduate training at least in sociocultural and archaeology, in response to a strongly perceived need both within the discipline of Anthropology for such career training, and in the broader community for people with applied anthropological skills and habits of mind;
- Continuing to offer an excellent undergraduate education in Anthropology and more broadly in the Liberal Arts.

Background.

The Department

The PSU Anthropology Department encompasses three of Anthropology’s traditional subdisciplines: Sociocultural Anthropology, Archaeology and Biological Anthropology. Since Portland State University has an excellent Applied Linguistics Department, Anthropology decided many years ago to focus on the other three subfields. The department currently has 7.492 FTE teaching staff. We offer the BA and BS and

---

2 Portland State University has a cooperative agreement with the National Park Service (NPS) under which an NPS archaeologist teaches two courses annually at PSU,
Anthropology Strategic Plan.

minor in Anthropology, and the MA in Anthropology. It is the only freestanding Anthropology MA in Oregon. There are currently about 150 - 180 majors and 30 graduate students in our programs.

Departmental Commitments

Woven into the department’s culture are several commitments that have remained consistent over the years, despite changing personnel, academic fashions and institutional directions. These commitments shape our goals.

Scholarship

The Anthropology Department is committed to on-going rigorous, high quality scholarship that contributes to the construction of knowledge. We want our work to contribute to our discipline, our individual subfields and to broader constituencies, be they defined locally, regionally or globally. Faculty publish articles in top venue journals and books with major academic and commercial publishers. The national and international stature of our faculty is reflected in the range of conferences and symposia to which they are invited. Scholarship of course includes publication and seeking external funding to support our research, our students, and related activities. The department has worked successfully to increase external research funding, both through the efforts of current faculty and through new hires. We recognize, of course, that publication and funding are not ends in themselves, but are means to an end, which is the on-going construction, winnowing, and dissemination of knowledge.

The Department is also committed to research and scholarship whose products are in some fashion returned to and contribute to the peoples and places where the research is conducted. Thus, we are committed to research and scholarship that contributes to public policy and answering questions about significant cultural, social, and environmental issues. For example, four members of the department (Ames, Carstens, Gamburd, Spoon) have had their works translated and published in the language of the areas where they work.

Community outreach and engagement are logical outgrowths of our other commitments. “Community” is broadly defined and includes different places and scales for individual faculty members. For some it is Portland and the local region, for others it is another place in the world. Our outreach and engagement is global, thus both anticipating and embracing the University’s theme of achieving global excellence. The

supervises graduate students, and conducts PSU’s annual Archaeological Field School at Ft. Vancouver. The NPS also uses the agreement as an umbrella for contracting with the Anthropology and other CLAS departments (e.g. History) for necessary services.
utility of anthropology is becoming more and more central to a host of issues that affect people’s lives and the environments that they live in. Our faculty not only train our students to engage many of the issues affecting the world’s population, but also actively contribute to projects that embody applied outcomes.

Department members have well established partnerships in Portland, nationally, and internationally with the U.S. Fish and Wildlife Service, U.S. National Park Service, U.S. National Forest Service, the U.S. Department of Energy, the Department of National Parks and Wildlife Conservation, Nepal, The World Conservation Union (IUCN), the Lemur Conservation Foundation, the Oregon Zoo, and various Indigenous nations. We have the opportunity to create new partnerships with international non-governmental organizations (NGOs), including The Mountain Institute and will develop them. For us, “engagement”, “civic leadership,” and “global excellence” are all of a piece and long-standing commitments.

**Education**

- High quality graduate education. For most of our students the MA will be their terminal professional degree that means they will work in an applied field.
  - Equips MA students with the theoretical, methodological and empirical grounding they need to be successful practitioners;
  - Teaches graduate students professionalism including professional ethics
  - Equip students advancing to Ph.D. programs with the intellectual and personal skills needed to be successful in those programs and beyond.
  - Offer specialized training in areas of Faculty expertise.
  - Encourage in students the habits of mind that make them life-long scholars, regardless of career path.
  - Provide experiential learning that bridges the gap between classroom and career.

- High quality undergraduate education in Anthropology and Liberal Arts. The department strongly subscribes to the values of Liberal Arts education for all students (as evidenced by our pedagogical emphasis on writing, and critical thinking). This commitment is also clear in our assessment documents which are available on our website ([http://www.anthropology.pdx.edu/](http://www.anthropology.pdx.edu/)). Our program:
  - Provides students with a vista of the diversity of the human experience and of anthropology while at the same time giving them entrée into the faculty’s more specialized areas of scholarship;
  - Introduces students to Anthropology’s central intellectual tenets, including the culture concept and to the intellectual importance of the subfields and their interplay;
Anthropology Strategic Plan.

- Grounds students in key concepts, theories, methods, and substantive knowledge of the subfields present.
- Encourages in students the habits of mind that produce life long learning and experiencing the joys of learning.
- Sustains our commitment to General Education at Portland State University. Currently the department is responsible for having a tenure track faculty member teaching in Freshman Inquiry annually, fielding one to two Sophomore Inquiry courses as well as offering Junior Cluster courses in a number of clusters.
- Facilitates connections between academic and applied contexts.

**Programmatic Emphases**

Several years ago, the Department decided on two emphases in its programs:

- Applied Anthropology
- Environmental Anthropology.

These emphases were selected because they were areas in which we had expertise; they crosscut our sub-disciplines, linking faculty with different specializations; they furthered the department’s commitments; and they aligned the department’s emphases with the University’s themes and initiative. They do not exhaust what we are doing or our expertise.

These two, complimentary emphases further our commitments to:

- Providing education that furthers students’ professional goals and options
- Student and faculty scholarship and outreach that addresses and contributes to understanding and solving social and environmental issues at local, national and global scales
- Preservation and management of our cultural, historic and environmental heritages
- Community engagement and outreach

Based on our recently completed external review, these emphases will be revised (see below)

**Expertise**

The faculty’s interests, expertise, and knowledge exemplify the larger field without trying to cover it all. We, like the larger discipline, are where the Humanities, the Social Sciences, and Sciences intersect. Consequently, we reflect Anthropology’s theoretical and methodological diversity and its creative tensions. However, we have strengths in particular geographic and topical areas. In addition to the emphases listed above, these include:
Anthropology Strategic Plan.

- Asia – South, East, and Southeast Asia. Ethnography/archaeology: Carstens, Gamburd, Spoon, Ames
- Western North America/Pacific Northwest Archaeology/Ethnography: Ames, Butler, Wilson, Spoon, Thornton
- Evolutionary theory and applications: Ames, Butler, Vasey
- Ecological/Environmental theory and Applications: Ames, Butler, Spoon, Thornton, Vasey
- Gender: Carstens/Gamburd
- Political Economy: Gamburd/Spoon
- Transnationalism: Carstens/Gamburd

Goals and Strategies

Our specific goals and the strategies to achieve them grow from the commitments described above. One overarching goal (among others) is develop the region’s strongest undergraduate and Master’s level programs in Applied Anthropology. Our goals and strategies are informed by a recently completed, very laudatory external review.

Goals

- **Revise, Enhance and Strengthen Topical Emphases:** The Department has a strong, overall emphasis on, and strength in, Applied Anthropology. This will be the core for the department’s programs. Our location in the Portland gives us a significant advantage vis a vis other Anthropology programs in the Northwest for an Applied emphasis. Based on the external review and subsequent discussions, the emphases will be Environmental Anthropology, Heritage, Identity, and Health.
  - Environmental Anthropology: expand its definition and coverage to more explicitly include political ecology (e.g., long-term environmental change, conservation of endangered primate species, environmental management including incorporation of traditional knowledge, impacts of globalization, global warming on traditional societies). This directly contributes to the President’s goals of civic leadership, global excellence, and expanding educational opportunity and to several of the Provost’s and CLAS’ initiatives/goals, including increasing research and teaching relating to sustainability.
  - Cultural Heritage: This encompasses and broadens our current focus in Archaeology on heritage management while adding to and building on the capacity of sociocultural anthropology at Portland State University for
heritage management training with the goal of integrating or spanning cultural, environmental and heritage policy making; Included here is public/community archaeology, a growing focus within the Archaeology faculty. This is linked to the University’s, OAA’s and CLAS’ goals, particularly global excellence, enhancing the cultural and creative vitality of the metropolitan region and building research productivity. This goal is linked to the new line in archaeology described elsewhere in this plan.

- Global Identity: Global connections grow more integrated with the ever-faster flow of information, goods, capital, and people around the world. Socio-cultural anthropologists in the department will continue to strengthen and refine our theoretical toolkit and our methodological approaches to investigate identities such as race/ethnicity, indigeneity/regionality/nationality, class, and gender as these cultural classifications shift and change in light of government policy, global economic dynamics, and transnational migration. This specialization relates to the Provost’s and President’s initiatives in internationalization while also providing a vital resource for engaging Portland’s multicultural communities.

- Health: The Department has a long-standing commitment of Medical Anthropology/the Anthropology of Health, which is currently in abeyance because of faculty turnover. An applied Health focus is envisioned to link sociocultural and biological anthropology and the emphasis on Environmental Anthropology by focusing explicitly on the interplay among health, socio-economic factors and environment. While predating the current set of University, OAA, and CLAS goals, this initiative on our part addresses several of those goals including building social equity through the development of programs and policies that support healthy families and communities, providing civic leadership and enhancing educational opportunity. This goal is linked to new lines in bioanthropology and sociocultural anthropology described elsewhere in this plan.

Enhancing Research and community partnerships, including efforts relating to heritage sustainability.

Heritage/Community Engagement

The University, OAA, and CLAS goals stress leadership, civic engagement and partnerships.

- Complete and sign the renewal of the cooperative agreement with the National Park Service that supports the .49 faculty, the summer field school, and related work. This will be completed in academic year 2009 -2010
- Continue to engage with city of Portland on heritage management within the city and metropolitan area. Ongoing
Anthropology Strategic Plan.

- Provide opportunities for students to engage the emerging field of Heritage management in both socio-cultural and archeological contexts. Many of the archaeology graduate students are employed in this field before their graduate studies are complete.
- Ensure that the applied BA and MA foci engage the local Portland community—providing meaningful and productive exchanges between individuals and institutions.
- Encourage undergraduate and graduate students and their representative organizations to volunteer for local and regional non-profit organizations and community institutions as a way to build community within the Department and to ensure that learning ventures beyond the classroom.
- Create opportunities for students to participate in field schools, internships, and research projects that have community-focused outcomes.

**Improve/expand research and funding**

The University’s themes and CLAS’ goals stress increasing levels of sponsored research. Since 2005, the department has been awarded close to $2.3 million in contracts and grants, including one major grant from NSF totaling $750,000.00. To further improve our research capacity and increase our external funding levels we plan the following steps.

- Continue commitment to high quality scholarship
- Create an Office of Applied Anthropological Research for the coordination and administration of getting grants/contracts in the various applied fields through the CESU and other routes.
- Continue efforts to seek external and internal funding
  - Continue the Department’s successful involvement in the Cooperative Ecosystem Study Unit, through which we have successfully contracted with the National Park Service. As the CESU expands, we will have greater and more diverse opportunities to pursue funding.
  - Currently faculty self-fund course releases for grant preparation. We will work with OGSR to fund course releases for grant writing to rotate among faculty. These discussion would start in the Fall of 2011
  - Grant administration is currently a significant burden both on the departmental support staff and on PIs. We will actively work with OGSR and CLAS to improve grant administration, including arranging for training of PIs. Start in Fall 2011.
  - Restricted travel funds make it difficult for faculty to attend conferences, present research findings, and network. We will continue fund-raising to build a departmental development fund that could fund travel.
Anthropology Strategic Plan.

- Expand departmental research space by renegotiating for space currently being used by CLAS, History, and UNST. Anthropology, especially Archaeology and Biological Anthropology, require modern laboratory space as much as do the natural sciences.
  - Increased contract activity and greater graduate student involvement in faculty contracts, including those through the CESU, is placing increased stress on the department’s available space. This is particularly the case since some of that research is computer intensive, requiring modern workstations.
    - Return control of Cramer 141 F to Anthropology (currently houses Canadian Studies and the Honorary French Consul).
    - Return control of Cramer 186 (currently used by History), 137 and 139 (currently used by UNST) to Anthropology.
  - Improve departmental research capacity by renovating departmental laboratory and curatorial space in the basement of Cramer Hall. Anthropology, especially archaeology and bioanthropology, requires functioning modern laboratory spaces for research and instruction.
    - General needs
      - Improve lighting in all labs
      - Secure, modern storage (e.g. Space Saver® manual mobile systems).
    - Instruction (while listed here, this will materially improve the education of advanced undergraduate students and our graduate students):
      - We currently lack sufficient Service and Supplies budget to regularly purchase needed laboratory teaching supplies, including calipers, scales, etc.
        - To help meet this need we will begin charging lab fees for our laboratory classes.
      - Our teaching lab (Cramer 40) is cramped and needs renovation:
        - Improved lighting
        - Improved, secure storage of costly instructional materials
        - Upgrading and modernizing the room’s “tech” (computer, LCD projector etc.)
        - Microscope, digital camera, digital calipers
• Fossil casts: Teaching human evolution requires casts of critical fossils. Currently these are purchased in spasms, using start up funds and other funds as they come available. However, these wear out, get broken etc. and we do not have the financial capacity to replace them.

- Archaeology/Bioanthropology: Renovation of Cramer Hall Laboratory spaces (Cramer 40, 87, 88, 90, 92, 93)
  • The Department’s Cramer labs have not been modified/renovated beyond basic cleaning since before 1984.
  • While much of our lab work is “dry” (i.e. working with artifacts, animal remains, fossils), we need at least two laboratories capable of supporting general “wet” work, which we currently lack.
  • Our dry laboratories need both adequate “layout” space (table and bench space for objects and analytical equipment (scales, microscopes)) as well as storage capacity. One laboratory (probably Cramer 93) should be refit with secure rolling storage cabinets. While some of our collections are stored in cabinets in the labs, other collections are stored in an underground hallway in Cramer Hall. All of this material is exposed to pilfering; decay etc. Over the years objects have been stolen and damaged. Our storage facilities do not meet current federal guidelines.

- Sociocultural laboratory/work space: Our social cultural researchers increasingly need space to house graduate assistants and research documents generated by contract supported research. This research space is also used for meetings with stakeholders and project participants. This could be achieved by returning Cramer 186 to Anthropology. Rooms in the Cramer 141 complex need sound proofing.

- Computer laboratory: As faculty and graduate student research directions shift, and include more computer intensive methodologies (e.g. Geographic Information Systems), we increasingly need a dedicated space to accommodate that need. This could be achieved by combining Cramer 137 and 139 into a single room.
Anthropology Strategic Plan.

Enhancing educational programs at the Undergraduate and Graduate Level.

1. Undergraduate program development:

- Improve student success by implementing Departmental Honors Program – 2010–2011 Academic Year. There have been requests from students for an honors track for years. It is also a CLAS goal to have honors tracks in all CLAS degree programs. The program is being designed. It needs the various required approvals.
  - Metric: Graduating students with Anthropology Honors by Spring 2013.

- Expand resources and improve effectiveness at the departmental level by increasing enrollments. Since 2004, our majors have increased from 143 to approximately 210, or 147%. Our overall enrollments have increased 116%, or the equivalent of 3.5% – 4%/year. Enrollment increases can be achieved by:
  - Lifting enrollments caps on certain popular 300 level classes (e.g. Anthropology of Food)
  - Working to fill relatively high capacity yet currently undersubscribed courses, particularly at the 100 level
  - Lift enrollment caps at the 100 level.
  - Preferential scheduling of high enrollment courses

- Improve retention/graduation rates for undergraduates (Department, CLAS, University goals): The number of departmental majors has increased to over 200 at present. With the approach of early declaration of the major by students and mandatory advising, the department will need to formalize its advising procedures:
  - Creating the role of director of undergraduate advising within the department who would assist faculty members with advising on the nuts and bolts of university requirements. That role would be supported by a course reduction (size to be discussed).
  - As students declare a major, assign them a faculty adviser who would be responsible for advising and mentoring them
  - Eliminate the language requirement for the BS and substitute a statistics or skill requirement. Anthropology is currently the only Department in CLAS that requires a foreign language for the BS degree. Anecdotal evidence suggests this either slows many students down or causes them to graduate with a Social Science or Liberal Arts BA.
  - The department will continue developing an advising page for its website with redesigned and revised content to facilitate dissemination of programmatic information to students. A basic page is up. It needs to be expanded with additional information and links
2. Graduate Program:

- Strengthening our applied focus will directly strengthen our graduate program. The majority of our graduate students are employed in applied fields, as the table shows. Most are employed locally, demonstrating a market for Anthropology MAs.

<table>
<thead>
<tr>
<th>Field</th>
<th>Total</th>
<th>Employment known</th>
<th>Applied (%)</th>
<th>Academic/other (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archaeology</td>
<td>28</td>
<td>23</td>
<td>17 (74)</td>
<td>6 (12)</td>
</tr>
<tr>
<td>Bioanthropology</td>
<td>9</td>
<td>4</td>
<td>2 (50)</td>
<td>2 (50)</td>
</tr>
<tr>
<td>Sociocultural</td>
<td>21</td>
<td>13</td>
<td>5 (38)</td>
<td>5 (62)</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>40</td>
<td>24 (60)</td>
<td>16 (40)</td>
</tr>
</tbody>
</table>

- Evaluate MA Policy Track and make appropriate changes: The Policy Track was instituted in 2004 as an alternative to the standard thesis track for students interested in Applied sociocultural anthropology, although it is not limited to them. Rather than a traditional research degree, the policy track emphasizes internships. The program has now been in place for five years so the time is appropriate, particularly with the recently completed external review, to evaluate the program and make any necessary changes. This will begin Fall 2010 after the external review. Additionally relevant faculty members are currently on leave or beginning their first year as tenure track faculty.

- Increase graduation rate in graduate program by shortening time to degree. This will allow us to increase overall enrollments (through time) without increasing enrollments at any given time. Anthropology traditionally has the longest graduate degree completion rates among the social sciences.
  - Strategies
    - Shorten department’s time limit to degree from five years to four years.
    - Review and tighten as needed departmental admission standards.
    - Work to increase GA stipends and the number of GAs to reduce the need of students for employment; this would include having funds for hourly student pay after completion of class work.
    - Add the MS degree as an option in the graduate program. Anthropology is the only Department in CLAS that offers an MA but not an MS degree. We will begin offering the MS, substituting a quantitative/skills requirement that can be met with graduate level
coursework for the foreign language requirement. The latter significantly slows many students whose career plans do not require a foreign language.

- Improve mentoring for writing thesis proposal and thesis
- Evaluate the scope of our thesis projects to see if they are appropriate;
- Explore alternative non-thesis or research paper tracks.
  - Metric.
  - Shortening time to degree by one year by 2016.

- Create dedicated space for graduate students. Currently graduate students do not have a central place to meet, exchange ideas, and create and reinforce a culture in the department. We need to develop space for graduate students that includes computers and a gathering place. Ideally, this will not be located in the basement and will be relatively close to the department office so that they feel part of the department and can add to the culture of the department.

3. Reviewing on-line courses and enrollment
Since 2006, Anthropology has offered 43 wholly or partially on-line courses (26% of the total number of the 168 100/300 level courses the department has offered). Those courses have generated 1224 SCH (6% of the 20155 SCH generated by 100/300 level courses in that period). None of those courses were required courses, however, and many were 399s, which are notorious for their low enrollments.

  - The department will review these offerings and the demand for them as a basis for deciding how to proceed in this area. This will be done between 2010 and 2013.
  - The Department will review the staffing of these courses both by our department and by extended studies using adjuncts. We want to determine whether the courses are being offered with sufficient frequency that we should be doing searches for the instructors.

Departmental Composition and Growth

To maintain and develop a department with national prominence we will need to add new lines and take advantage of faculty turnover. We also need to conduct any faculty searches and new hires to strengthen the areas of emphasis.

  - New lines: see below
  - Turnover – last 10 years 3 faculty (two lines) depart (Martha Balshem, Tom Biolsi, Margaret Everett), two current replacements (Tom Thorton, Jeremy Spoon), so can probably expect some openings in next seven years, even if not now anticipated.
Anthropology Strategic Plan.

- We have had one resignation (Thornton) while this document was being revised.
- Retirements – last 10 years one (Marc Feldesman) with one replacement (Natalie Vasey) – two anticipated over the life of this plan: Kenneth Ames, Sharon Carstens.
- Regional emphases:
  - We should maintain Pacific Northwest expertise (at least in archaeology),
  - There is strong demand at both the Undergraduate and graduate levels for course work on Latin America.

A survey of anthropology departments in urban universities that have terminal MA programs indicates the mean faculty size is 10, with a range from 8 (Cal State LA) to 14 (Long Beach State, Sacramento State). In Washington’s regional universities, department size at Western Washington is 10, at Central it is 12 and at Eastern it is only five, although they have 11 research faculty in their applied contracting program. It is our ambition to have 12 – 14 faculty. We believe that is the size Anthropology Department Portland State University needs to achieve the university’s and department’s very ambitious program.

However, for the moment, we propose adding three tenure lines. The addition of those lines would give the department 10.49 faculty. The .49 FTE position is supported by PSU as part of our contribution to the cooperative agreement with the National Park Service. That five-year agreement has just been renewed. We will propose in the next round of negotiations that that position be made 1.0 FTE and be based at PSU. That will ultimately increase the faculty to 11 FTE.

*Add three tenure lines, one each in Biological Anthropology, Archaeology, and Sociocultural Anthropology, increasing faculty FTE from 7.49 to 10.49*

Applied Biological Anthropology: Human health and variation/race, political ecology.

The department plans to enhance its faculty strength in both Environmental Anthropology and the Anthropology of Health by adding a tenure track line in applied biological anthropology focusing on modern human biological variability and the interplay of health, environment, and culture. Given its inherent interdisciplinary, such a position would contribute to the synergy within the department around these topics as well as across campus and with OHSU.

The abstract of a recent article by Clarence Gravlee in the *American Journal of Physical Anthropology* in part states:

The current debate over racial inequality in health is arguably the most important venue for advancing both scientific and public understanding of race, racism, and human biological variation. In the United State and
elsewhere, there are well-defined inequalities between racially defined groups for a range of biological outcomes – cardiovascular disease, diabetes, stroke, certain cancers, low birth weight, preterm delivery, and others. These patterns are often taken as evidence of fundamental genetic differences between alleged races. However, a growing body of evidence establishes the primacy of social inequalities in the origin and persistence of racial health disparities.

Garble is addressing fundamental anthropological issues: the interplay between human culture and human biology, and how that interplay affects public policy, in this case, public health policy. He eloquently summarizes the reasons for establishing a position at the intersection of human biological variability, human health and the environment, since both human biological variability and health have strong environmental and ecological dimensions, and these in turn affect and are influenced by political economy. Anthropology has a long-term disciplinary commitment to the consequences of the intersection of health and human biology and culture, hence has special expertise not currently present on campus. Additionally, this position would continue Anthropology’s long-term commitment to medical anthropology, although from a different angle than previously. The position would also provide potential links with OHSU, where there is, for example, an anthropological epidemiologist.

However, the issue obviously ramifies into other areas of public policy, as demonstrated by the recent rhetoric surrounding efforts to rename Interstate Avenue Cesar Chavez Boulevard. Even more fundamental are public debates over evolutionary theory, such as the recent “Intelligent Design” court case in Pennsylvania, which is at the core of our understanding of human variability and evolution. These are issues where the academy must play a major role, and, within the academy, are parts of Anthropology’s responsibilities.

Adding a biological anthropologist has a primary recommendation of the last external review of the Anthropology Department in 1992. The Department is the sole locus for knowledge on human biological and cultural evolution. It is not possible for a single person to encompass such a broad, crucial topic. This faculty person would complement current faculty and help more strongly link biological anthropology to the rest of Anthropology, provide crucial areas expertise to University not presently on campus.

---

Anthropology Strategic Plan.

External Funding Potential:
The National Science Foundation and the Wenner Gren Foundation among others funds research proposals in this area, ranging in size from over from under $50,000 to over $500,000. It is likely the individual in this position would also find external funding through developing collaborative research projects with faculty at OHSU, and perhaps Oregon State University (which has an NIH funded center) and other institutions. NIH’s National Institute for Environmental Health Sciences has recently announced a grant program in the Behavioral and Social Sciences that might provide opportunities.

Departmental Justification.
The additional line would also improve our ability to support the major. Currently, the biological anthropologist primarily teaches courses servicing the major. With a single person, required offerings at the 300/400 levels are limited and, especially at the 300 level, these courses are generally oversubscribed. With one person they cannot be offered frequently enough to meet demand. A second person would permit offering more required courses/year, facilitating among things speedy graduation. It is also difficult for a single faculty member to build a curriculum beyond the service courses. Their ability to take on graduate students is also constrained.

The additional line will also strengthen our applied/policy and environmental emphases, linking as it does such issues as human variability with human biological variation and the parallel interplay between biological variability and environmental factors, many of which are anthropogenic (human caused). It will also connect to our strengths in political economy, as many factors influencing human health are both biological and cultural.

The position will contribute to the department’s efforts to increase its external funding and graduate student support through grants and contracts. It would also open opportunities for the department to build connections and partnerships

University Justification
The position will contribute to institutional goals including to providing civic leadership through engagement in fundamental policy questions and through partnerships, creating innovative educational programs and systems for a changing global society; enhancing the cultural and creative vitality of the metropolitan region; and building social equity through the development of programs and policies that support healthy families and communities. The position would also contribute to efforts to increase research funding. Its interdisciplinary would contribute to efforts to build synergies across campus, as well regionally and globally.
Anthropology Strategic Plan.

*Applied Archaeology: Heritage, Urban Archaeology*

The proposed new tenure-line position would be for an archaeologist to expand and strengthen our current emphasis on Heritage Archaeology. They would have applied heritage experience with an active focus in heritage/community archaeology and a research emphasis on urban archaeology (of which there are none in west coast academic departments). The department currently has 2.49 archaeologists but an additional archaeologist is needed to meet both internal and external demands.

Archaeology in the United States is not the arcane academic pursuit of stereotypes. As a consequence, especially of federal heritage conservation (aka cultural resource management, heritage management) legislation beginning with the 1906 Antiquities Act, the discipline is deeply involved in, indeed is central to, research and management of the nation’s historical and cultural heritage. This involvement ranges from “pure” academic research to firms that provide archaeological services (including excavation, analyses etc. traditionally associated with academic research) to positions in the federal civil service managing historic and cultural resources and relevant budgets. Well over half of all archaeologists in the USA are employed in heritage management in some fashion. Heritage archaeology has a strong public outreach/community aspect based on the ethical stance that public funds support it, therefore the results of funded work need to be proactively returned to the public in a variety of form and venues, including to assist community development.

External Funding Potential:

Since 2005, the 2.5 PSU archaeologists have been awarded $660,000 in external funding. This funding has come from the National Endowment for the Humanities, the National Park Service, the US Fish and Wildlife Service, the Colville Confederated tribes as well as other sources. These sources are typical. External funding in archaeology generally comes from three main sources: grants from federal granting agencies (e.g. NSF, NEH), contracts with government agencies/private businesses and grants from private foundations (e.g. National Geographic, Wenner Gren Foundation). The department has a well-developed funding channel via the Cooperative Ecosystem Study Unit that facilities funding with certain federal agencies. However, an Urban Archaeologist is likely to also find funding opportunities with municipalities and other local and regional governmental entities, particularly since this would be the only Urban archaeologist north of San Francisco. There are funding opportunities in community archaeology as well as support for research.
Anthropology Strategic Plan.

Departmental justification

Since 1984, the PSU archaeology program has developed its capacity for training students to pursue careers in this new archaeology. We have developed an applied archaeology curriculum, which approximates that recently outlined in the *Society for American Archaeology’s Archaeological Record*, the society’s newsletter/magazine. We have also built relationships with local agency offices, most especially with the US Fish and Wildlife Service and the National Park Service. We have conducted archaeological field schools for and research with both agencies. We have also worked actively with Native American descendant communities. We have also been working with the City of Portland, assisting it in developing policies for the management of cultural resources within municipal boundaries.

Currently, the Department has a .49 FTE archaeologist, Dr. Doug Wilson, with extensive applied experience. Dr. Wilson is the regional archaeologist for the National Park Service and Director of NPS’ Northwest Cultural Resources Institute. He is “seconded” to PSU under the framework of a cooperative agreement between NPS and PSU. However, Dr. Wilson teaches two classes/annum, supervises graduate students (currently, at .49 FTE, he has the department’s heaviest graduate student advising load) and conducts the field school. Dr. Kenneth Ames also has extensive experience as both an agency archaeologist and as a contractor providing archaeological services. However, this experience was accumulated in the 1970s and early 1980s and is therefore somewhat dated. Thus our current expertise is insufficient to handle the demand at the 300/400 and 500 levels. In addition, Ames will retire in August 2011.

Archaeology students generally comprise half or more of our graduate students; currently two-thirds are archaeologists. The ratio of graduate students to faculty is 6.66:1 in archaeology, 1:1 in biological anthropology and 1.75:1 in sociocultural anthropology. The MA is the accepted professional degree in Applied Archaeology and MAs can actually earn more than new assistant professors with PhDs (SAA Salary Survey). This is also the only field that explicitly advertises for BA Anthropologists (to hire as archaeological field technicians). Like academia, applied archaeology will be affected by retirements over the next decade and market forces may change its structure, but unlike academia, the requirements for professional, applied archaeologists are driven by federal law and regulations, and increasingly, state and municipal laws and ordinances as well. It would be possible to expand the demand and grow enrollments at the undergraduate level by developing a certificate or minor in applied archaeology, which students could put on their resumes.

As with biological anthropology, required archaeology courses are oversubscribed and we have insufficient staff to offer them more than once a year. The position would allow increasing the number and diversity of archaeology courses at the undergraduate...
and graduate levels, thus speeding the progress of students through the program. It would also provide enough faculty to handle the graduate student load.

The position also supports our applied/policy emphasis by adding expertise in cultural resource management and links it to our urban environment. The position would also lead to increased enrollments because it would facilitate development of the applied archaeology minor.

University justification

Archaeology at Portland State has been engaged in the community since 1984 well before Portland State made “engagement” its watchword. Since 1987 it has been actively conducting archaeology in the local communities. The position would strengthen that. An urban archaeologist would have expertise not currently available at the municipal level anywhere in the Pacific Northwest. Public or community archaeology fits with the University’s emphasis on engagement. This position would contribute to providing leadership through civic partnerships, enhancing educational opportunity, enhancing the cultural and creative vitality of the metropolitan region; building social equity through the development of programs that support healthy families and communities; contributing to designing innovative processes, practices, and policies that promote sustainable development; improve graduation rates, and increase sponsored research.

As noted above, in the next round of negotiations with the National Park Service (in five years), we wish to propose expanding the .49 position to 1.0.

*Applied Sociocultural Anthropology: Social Sustainability, public policy, migration.*

The Department proposes adding a tenure track position in Applied Sociocultural Anthropology, with a specialization in Social Sustainability, and preferred background in public policy, migration, and/or education. Area expertise to include the Portland metropolitan area, Native North America, or Latin America depending on the results of the Department’s 2010-11 search for an Applied Medical Anthropologist. Given the growing sociocultural and ethnic diversity of recent immigrant populations in the Portland metro area and the PSU student population, we are particularly interested in identifying a scholar who focuses on cultural factors that shape local decision-making as well as how political and economic forces influence social sustainability in both immigrant and non-immigrant communities.
Anthropology Strategic Plan.

External Funding Potential
The new tenure-track position in social sustainability will generate resources from various grants and contract funding streams. Applied anthropology has emerged as a viable funding source in both private and public sectors. The interdisciplinary character of social sustainability with a focus on applied policy, education, and migration will facilitate the successful candidate to be competitive for multi-year grants from national funding sources such as the National Science Foundation and the National Endowment for the Humanities. The position will also be positioned to cultivate contracts from federal and state agencies as well as businesses in the private sector. Finally, the position can collaborate with our applied environmental and medical anthropology faculty to apply for larger-scale projects from the aforementioned and other funding sources.

Departmental Justification
This position would build upon and enhance our Department’s concentration in Applied Anthropology and the university-wide focus on sustainability. The specialization of this position expands our ability to publically engage the Portland metro area and the nation’s growing immigrant populations—expanding the Department’s ability to serve the community. For terminal MA students, the focus on policy, migration, and education in our MA Policy Track offers some of the most promising job prospects in the Portland metro area. Classes that focus in these areas locally, in Native North America, or Latin American complement the areas studies and theoretical interests of existing sociocultural faculty. The position would also intersect with our proposed tenure track position in Biological Anthropology that would focus on human variation/race, political ecology, and human health. Similarly, the focus on public policy in the Portland metro area would complement the focus on Urban Archaeology proposed for the new tenure track Archaeology position. In tandem, these three positions will bolster our locally focused research, course offerings, and community engagement opportunities in the Portland area and beyond.

University Justification
This position, with a focus on local, Native North American or Latino American public policy, migration, and education, would complement current research agendas and course offering among faculty in Urban and Public Affairs, Education, and Native American, Latin American and/or International Studies. The position’s focus supports the university-wide goals of civic leadership through participation, global excellence, and the enhancement of educational opportunities, especially in K-12 contexts. The position will enhance course offerings under the emerging multidisciplinary umbrella of social sustainability and will continue the Department’s dedication to serving the multicultural communities of the Portland metro area. Finally, the position will continue the growth of
Anthropology Strategic Plan.

our nascent applied anthropology program, allowing our Department to compete with other similar programs across the country, ensuring cadres of high motivated and talented graduate students from diverse backgrounds that will utilize the skill-set communicated in the departmental curriculum in applied contexts for decades to come.

Advocating these positions/programs does not lessen the department’s commitments to its current programs and intellectual directions. These already contribute to University goals such as achieving global excellence, enhancing educational opportunities, enhancing the metropolitan area’s cultural and creative vitality and so. That is why the department wants to add faculty lines while maintaining those it currently has. The market for MA sociocultural anthropologists is likely to grow, especially in CRM. We get regular inquiries about Environmental Anthropology. Funding for students from grants and contracts may also serve to attract applied socio-cultural students.