Riverside City College
Faculty Prioritization Worksheet

Academic Discipline or Department Anthropology
Faculty Requested (Number and specific discipline emphasis if appropriate)   1 full-time member of anthropology

Use the Pivot Table Slicers to select a specific college, department, or discipline. Clear the filters (filter icon on top right of slicer) to see all options.

XCSS_LOCATION	XCSS_DEPT_DESC	XCSS_SUBJECT
RIV	Behavioral Sciences	ADJ
MOV	Applied Technology	ANT
NOR	Art	PSY
(blank)	Arts, Hum, & World L…	SOC
	Bus, Engineering, & I…	ACC
	Business & CIS	ADM

DEFINITIONS
o FTES – Full Time Equivalent Students
o FTEF – Full Time Equivalent Faculty (15 units per semester is full time)
o WSCH – Weekly Student Contact Hour (calculation includes DSCH - Dailty Student Contact Hour -- and Positive Attendance)

Academic Year	FTES	FT FTEF	Overload FTEF	PT FTEF	Lg Lec FTEF	SUM FTEF	FT FTEF /Total FTEF	FT + Overload FTEF /Total	PT FTEF /Total FTEF	FT to PT Ratio*	Total Students (Census)	Waitlist (as of Census)	# Sections	Total WSCH	WSCH /FTEF	
2020-2021	251.30	4.00	1.60	6.20		11.80	0.34	0.47	0.53	0.90	2,518	373	59	7,694.22	652.05	
2021-2022	219.87	3.80	1.40	6.30		11.50	0.33	0.45	0.55	0.83	2,160	252	58	6,731.29	585.33	
2022-2023	226.00	4.00	0.80	6.00		10.80	0.37	0.44	0.56	0.80	2,209	142	54	6,962.31	644.66	
2023-2024	243.08	2.93	1.60	6.80		11.33	0.26	0.40	0.60	0.67	2,376	213	56	7,486.78	661.08	
2024-2025	242.21	2.80	2.60	6.30	0.00	11.70	0.24	0.46	0.54	0.86	2,384	326	59	2,147.99	183.59	WSCH is NOT CORRECT for 2024-2025!
Grand Total	**1,182.46**	**17.53**	**8.00**	**31.60**	**0.00**	**57.13**	**0.31**	**0.45**	**0.55**	**0.81**	**11,647**	**1,306**	**286**	**31,022.59**	**543.06**	

Data from EMD Current as of August 28, 2025
**FT Includes Overload and Large Load*

Using the ratio of full-time to part-time faculty (Full Time to Part Time Ratio in Column K), please show how the FTEF metrics demonstrate a need for an increase in full-time faculty. The higher the number the more courses taught by FT Faculty. *See the Guide + Examples tab for more information on this ratio and possible justifications.*

The Anthropology discipline demonstrates a clear and ongoing need for additional full-time faculty. Over the past five years, the FT to PT ratio has remained below 1.0, showing that more courses are consistently taught by part-time than full-time faculty, with ratios ranging from 0.90 in 2020–21 to as low as 0.67 in 2023–24. Even when overload is included, full-time faculty account for only 40–47% of total FTEF, leaving the majority of instructional load to adjuncts. Meanwhile, student demand remains strong, with steady annual enrollments of 2,100–2,500 students, waitlists between 142 and 373 students, and 54–59 sections offered each year. This imbalance highlights the program's over-reliance on part-time faculty and the urgent need for more full-time anthropology faculty to provide curricular stability, student mentoring, and institutional leadership essential for student success. As an HSI committed to Servingness, additional full-time faculty are essential to provide continuity, leadership, and culturally responsive support that validates students' lived experiences and fosters their success.

Please discuss your waitlist numbers. If you have courses with large waitlists, which CSU General Education requirements do these course fulfill? If you have a large waitlist, it is possible that you can / should offer more sections. Discuss which course / courses have large waitlists and if those courses are required for a specific career or academic pathway.

Anthropology consistently shows strong student demand, as evidenced by substantial waitlists each year ranging from 142 to 373 students. These waitlists are most commonly attached to our ANT 1: Introduction to Physical Anthropology and ANT 2: Cultural Anthropology courses, both of which fulfill CSU General Education (GE) Area B2 [Life Science] and Area D1 [Social Sciences] requirements, respectively. Because these courses satisfy high-demand GE transfer categories, they serve not only Anthropology majors but also a broad population of students across multiple academic and career pathways, including Nursing, Allied Health, Psychology, Sociology, and Criminal Justice. The combination of steady enrollments, high GE applicability, and recurring waitlists indicates unmet student need and suggests that additional sections—particularly of ANT 1 and ANT 2—would both reduce bottlenecks for transfer students and strengthen overall student success. As a Hispanic-Serving Institution, meeting this demand is part of our Servingness mission to remove barriers, reduce bottlenecks, and ensure that Latino, first-generation, and historically underserved students have equitable opportunities to progress and succeed.

Using the efficieny metric based on WSCH/FTEF, discuss the discipline efficiency. How has the efficiency changed over the past few years? What is your discipline doing to increase efficiency? Have you changed course delivery methods (online to face-to-face, evening offerings, etc.) to try and improve efficiency? The District WSCH/FTEF goal is 595 (FA CBA Article X.j.10.a). *See the Guide + Examples tab for more information on WSCH/FTEF.*

Anthropology's WSCH/FTEF efficiency has remained consistently strong and in line with or above the District goal of 595, with values of 652.05 in 2020–21, 585.33 in 2021–22, 644.66 in 2022–23, and 661.08 in 2023–24. Aside from a temporary dip in 2021–22, the discipline has demonstrated steady recovery and sustained efficiency well above the district benchmark. To maintain and improve efficiency, Anthropology has strategically balanced online and face-to-face sections, offered evening and hybrid courses to better serve diverse student schedules, and carefully aligned course offerings with enrollment demand. These efforts have allowed the discipline to consistently maximize enrollment per section while continuing to fulfill high-demand CSU GE transfer requirements. As an HSI, this flexibility reflects Servingness by removing barriers to access, maximizing enrollment, and ensuring students can complete high-demand CSU GE transfer requirements on time.

Please discuss any faculty trends (historical and recent changes) which have helped you identify this need. This could include increased demand which results in a need to offer more classess - growth.

Anthropology at RCC is currently supported by two full-time faculty members—collectively with 28 years experience—who together have provided long-term stability and leadership for the program. During this time, the discipline has consistently served between 2,100 and 2,500 students annually and managed substantial waitlists of 142 to 373 students, reflecting strong and sustained student demand. However, with no additional full-time hires in the last decade, the program has become increasingly reliant on adjunct faculty to meet instructional needs, particularly for high-demand CSU GE transfer courses (ANT 1 and ANT 2). In addition, with one faculty member already 18 years into service, the need for succession planning is critical to ensure continuity of curriculum leadership, mentorship, and program development. As an HSI committed to Servingness, expanding full-time faculty is essential to provide culturally responsive guidance, strengthen pathways for Latino and first-generation students, and sustain the program's role in advancing equity and transfer success.

Please discuss any specific activities your discipline has participated in with a focus on reducing the student equity gap. This could include serving on the student equity committee, holding office hours in engagement centers, or faculty participating in Champions for Change equity training, attending an equity summit, or attending Center for Urban Excellence training.

Anthropology faculty are deeply engaged in equity-focused practices that directly support student success and reduce equity gaps. Both full-time faculty regularly hold office hours in three engagement centers—Umoja, the LHSS Engagement Center, and the Honors Lounge to ensure students from diverse backgrounds have accessible faculty support in spaces where they feel welcomed and supported. In addition, both faculty consistently attend equity-focused presentations, trainings, and summits and actively integrate these strategies into their classroom teaching to create more inclusive learning environments. One faculty member also serves as the co-creator of "Voices and Hands of the Community," an experiential professional development program that immerses faculty and staff in student and community diversity to foster deeper cultural understanding and institutional change. As an HSI, these efforts reflect Servingness by intentionally linking academic success to belonging, representation, and institutional transformation.

Please discuss how your discipline is working to ensure your course offerings align with college strategic goals included Guided Pathways, HS/CSU/UC partnerships, accelerated courses, support courses, contextualized education, integrated academic support, etc. Has your discipline developed a Pathways Map? If not, why not?

Anthropology supports college strategic goals by offering accelerated 7-week courses that help working and nontraditional students stay on track for degree completion. Faculty maintain compliance and transfer alignment through active curriculum representation and close collaboration with counseling on CSU/UC updates. Courses are contextualized with local community issues and experiential projects that connect learning to real-world applications. As an HSI, these efforts reflect Servingness by integrating Anthropology into Guided Pathways, reducing barriers for diverse students, and strengthening multiple majors and transfer pathways.

Have members of your discipline participated in faculty training including 3CSN, AB 705, AVID, CUE, or other training? How is the information learned being implemented within your discipline?

Anthropology faculty actively participate in professional training to strengthen teaching and student support. One full-time faculty member has completed AVID for Higher Education training, bringing strategies for active learning, student engagement, and inquiry-based instruction directly into the classroom. Both faculty have also adapted to AB 705, ensuring that course design and support structures are responsive to student placement changes and equitable access. In addition, both are closely monitoring upcoming policy and curricular changes in order to incorporate new practices that align with district and state requirements. As an HSI, these efforts reflect Servingness by applying training directly to course delivery, refining pedagogy, and ensuring diverse students have equitable opportunities for success.

Please discuss your facultys' roles on Leadership Councils, committees, or academic senate.

Both full-time faculty members in anthropology serve on leadership councils and take institutional service seriously. Service on Curriculum committee, as club mentors, Departmental Leadership Committee, Honors Advisory Council as well as working with Faculty Development Committee to create cross-platform engagement with Voices and Hands Across the Community.

Please discuss your discipline's assessment activities in the last 2 years. How many SLO's were assessed? What percentage of the scheduled SLO's were assessed? How many PLO's were assessed? Is a faculty from your discipline active on the Assessment Committee?

While we currently do not serve on assessment committee, our department does have a representative who keeps us on track of engagements. Anthropology faculty have also engaged with the assessment committee through demonstration assignments and samples to help provide different examples of different ways to engage assessment of projects. Our assessments have continued on our schedule, with some issues due to course offerings. While ANT 1 and 2 are our bread and butter,there have been delays and difficulties to offer specialty courses in the current atmosphere, and this has limited offerings and of course, assessments-this has limited ability to evaluate courses that are offered less frequently, with gaps of one year between offerings for some.

Please include any other additional factors which the Leadership Councils should know about (pending accreditation needs, significant curriculum changes, grant funding for the position, specialized faculty expertise needed, etc.)

Anthropology brings several additional factors that support the need for a full-time faculty hire. The discipline plays a critical role in meeting CSU GE transfer requirements (Areas B2 and D1), serving students across multiple majors and pathways, while also contributing to STEM and social science breadth. Faculty have led significant curriculum expansion, including the development of new courses that align with Guided Pathways and transfer expectations, and continue to monitor statewide changes in CSU/UC acceptance and GE patterns. The program has also been actively involved in equity-driven initiatives such as "Voices and Hands of the Community," reinforcing the college's institutional priorities. With only two long-serving faculty , succession planning is becoming increasingly important, and hiring now would ensure continuity of leadership, curriculum compliance, and program stability.