

Data from EMD

XCSS LOC...

- RIV
- MOV
- NOR
- (blank)

XCSS DEPT D...

- Early Childhood ...
- Economics, Geo,...
- English & Media ...
- History/Humaniti...
- Kinesiology

XCSS SUBJ...

- HIS
- HUM
- MIL
- PHI
- ACC

Data to use for when developing the faculty request justification

Academic Year	FTEs	Overload FTEF	PT FTEF	Lg Lec FTEF	SUM FTEF	FT FTEF /Total FTEF	FT+ Overload FTEF / Total FTEF	PT FTEF/ Total FTEF	Total Students (Census)	Waitlist (as of Census)	# Sections	Total WSCH	WSCH/ FTEF
2016-2017	740.44	5.40	17.80	0.10	34.30	0.32	0.48	0.52	7,107	1,210	173	23,708.32	691.20
2017-2018	803.87	3.90	16.20	0.20	36.80	0.45	0.55	0.44	7,712	908	186	23,530.42	639.41
2018-2019	773.58	3.60	20.60	0.50	36.90	0.33	0.43	0.56	7,408	828	185	24,760.29	671.01
2019-2020	788.69	2.80	17.80		36.80	0.44	0.52	0.48	7,549	950	187	25,244.18	685.98
2020-2021	380.96	1.80	22.60		37.40	0.35	0.40	0.60	7,309	1,156	190	12,173.63	325.50
Grand Total	3,487.54	17.50	95.00	0.80	182.20	0.38	0.47	0.52	37,085	5,052	921	109,416.84	600.53

EMD Current as of Aug 9, 2021 -- Partial Year Data for 2020-2021

Using the data provided by the Office of Institutional Effectiveness, please provide a brief narrative to contextualize your request

Using the ratio of full-time to part-time faculty (FT FTEF / PT FTEF), please give a little more information about the need for the increase in full-time faculty.

Currently there are no dedicated full-time faculty in the Ethnic Studies (ETS) discipline at RCC and one associate faculty member. Two members of the History discipline have FSAs that allow them to teach Ethnic Studies courses in addition to History courses, but these two faculty members were hired specifically to meet the needs of the History discipline. The implementation of the Area F requirement for CSU transfers and the adoption of the requirement by California Community Colleges have revealed a need to increase the number of sections of Ethnic Studies we offer, requiring a full-time dedicated faculty member for Ethnic Studies. Currently the department uses a higher percentage of part-time faculty (52%) than the college average of 44%. An additional full-time faculty member will reduce this ratio.

Using the waitlist per section report (additional tab), please discuss the number of courses ranking high on the college's waitlist per section report. Please also note which CSU General Education requirements these course fulfill.

Currently there is no data on waitlists for the Ethnic Studies discipline specifically, but the Department of History, Philosophy, Humanities and Ethnic Studies has traditionally generated high waitlist numbers. Ethnic Studies courses fulfill the California Community Colleges requirement for Ethnic Studies as well as the CSU Area F requirement.

Using the efficiency 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 discipline launched in Fall of 2021, so we do not have efficiency records for the Ethnic Studies discipline. The department intended to launch the courses entirely face-to-face to meet the Chancellor's mandate to match the course footprint of Fall 2019, however all but one section of ETS-1 Introduction to Ethnic Studies were moved online for various reasons with full enrollments. One section of ETS-44, which is cross-listed with a History course, was also taught face-to-face, though taught by a Historian. Students are just learning about the new Area F requirement and we expect demand for Ethnic Studies classes to increase once the California Community Colleges requirement is in place. Furthermore, Ethnic Studies courses have a cap of 49 students which make them conducive to efficiency.

Please discuss any faculty trends (historical and recent changes) which have helped you identify this need.

The implementation of the Area F requirement for Ethnic Studies in California is the most important factor driving the need for a dedicated Ethnic Studies faculty member. For RCC, this is any ADT Plan B.

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.

Faculty in disciplines related to Ethnic Studies have been introducing new courses into the catalog and crosslisting relevant existing courses so they can better track equity data. Faculty in the department have held office hours in engagement centers including teaching courses to an Umoja cohort, and have participated in Equity training through programs at RCC.

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?

HPHES faculty in related departments are laying the groundwork for courses to align with the strategic goals included in Guided Pathways. It is still not currently clear which courses will be able to qualify for Area F requirements making the creation of an accurate Pathways map difficult. A dedicated Ethnic Studies faculty member would be tasked with either the creation of or the fine-tuning of a Pathways Map as one of the conditions of hire.

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?

There are no current dedicated members of the Ethnic Studies discipline, but members of HPHE have attended AVID training and used the information to weed out practices that contribute to equity gaps in our courses and expand practices shown to help students succeed. Faculty are also participating in other equity training and the Student Equity Committee.

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

Currently no faculty members in HPHE serve on Leadership Councils, but HPHE members serve in the Curriculum Committee, the Assessment Committee and the Academic Senate.

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?

Fall 2021 will be the first semester to produce assessment data for Ethnic Studies courses. A member of our department, Kevin Maroufkhani, is a member of the assessment committee.

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.)

Ethnic Studies courses are designed to meet the CSU's Area F requirements. The hired faculty member will require a Masters degree or higher in Ethnic Studies and expertise in the intersectionality of race and racism as it relates to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in communities. The new faculty member would need to teach several sections of ETS-1, Introduction to Ethnic Studies, as well teach or develop speciality courses related to the experiences of Asian Americans, Native Americans and/or Latino/Latina Americans to complement the current strengths of the Department.