Riverside City College
Faculty Prioritization Worksheet

Academic Discipline or Department   Ethnic Studies
Faculty Requested (Number and specific discipline emphasis if appropriate)   1.0 FTEF

XCSS_LOC...
- RIV
- MOV
- NOR
- (blank)

XCSS_DEP...
- Counseling
- Early Childho...
- Economics, ...
- Health, Huma...
- Humanities &...
- Kinesiology

XCSS_SUB...
- ETS
- HIS
- HUM
- MIL
- PHI
- ACC

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	Full Time (Contract) FTEF	Overload (taught by Ful Time) FTEF	Part Time (Assoc. Faculty) FTEF	Large Lecture FTEF	Total FTEF (sum of 4 colums)	Full Time FTEF /Total FTEF	Full Time + Overload FTEF /Total FTEF	Part Time (Assoc. Faculty) FTEF /Total FTEF	Full Time to Part Time Ratio*	Total Students (Census)	Waitlist (as of Census)	# Sections	Total WSCH	WSCH /FTEF
2021-2022	44.88	1.20	0.00	0.80		2.00	0.60	0.60	0.40	1.50	439	83	20	1,381.32	690.66
Grand Total	**44.88**	**1.20**	**0.00**	**0.80**		**2.00**	**0.60**	**0.60**	**0.40**	**1.50**	**439**	**83**	**20**	**1,381.32**	**690.66**

Data from EMD Current as of August 8, 2022
*Full Time total for this ratio includes Overload and Large Load FTEF

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.*

Currently, the History, Philosophy, Humanities, and Ethnic Studies department (HPHES) has two new tenure-track hires in Ethnic Studies (ETS) and two new dedicated associate faculty in ETS. Prior to this year, there were two tenure-track members of the History discipline in HPHES with FSAs that allowed them to teach ETS courses in addition to History courses, but the department lost two ETS faculty members: one full-time faculty to resignation and the only dedicated associate faculty to being hired full-time outside the district. HPHES now has a total of five faculty who can teach ETS: two tenure-track and two associate faculty in ETS; one tenure-track in HIS with an FSA in ETS; and one associate faculty who splits time between HPHES and the Politics, Economics, and Geography department. Student demand has been consistent in 2021-22, the first year of the ETS curricular rollout, given the implementation of the Area F requirement for CSU transfers and the adoption of the requirement by California Community Colleges. ETS efficiency actually increased between Fall 2021 (683.86) and Spring 2022 (749.35), even with WSCH numbers that are affected by inaccurate fill rates due to crosslisted courses. The department anticipates the student demand for these courses to continue to rise. Additionally, the high schools that partner with RCC for CCAP courses have already requested an expansion of HPHES's offerings for Fall 2022 to include Ethnic Studies courses, but the department had to turn them down due to lack of faculty to teach them. In Summer/Fall 2021, the number of first time students whose home college is RCC and who declared a Plan B program of study was 1, 178. Approximating that to 1,000 students who will need to meet the Area F requirement, and if it is assumed that application and enrollment is roughly the same going into 2022-2023, that translates to roughly 20-22 fully enrolled courses needed per incoming cohort of RCC students declared as Plan B. However, this does not take into consideration the necessity for ETS major courses for the upcoming Social Justice Studies-Ethnic Studies ADT, student demand outside of those on a Plan B program of study, the imminent adoption of an ethnic studies requirement by the UCs, and the probability of increased enrollment as the pandemic continues to wane. Currently the department as a whole 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 and would take some of the burden off full-time faculty situated in two disciplines in relation to student advising, curriculum updating, assessment, and involvement in the development of ETS at the state level.

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. 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.

In its first year in the catalog (2021-2022), ETS has generated waitlists mostly for its courses that meet the Area F requirement, including both face-to-face and online modalities. The number of students on ETS waitlists more than tripled between fall 2021 and spring 2022 (from 18 across 10 courses to 66 across 11 courses), which can be attributed to the rollout of the new courses and the uncertainty around which courses would be approved for Area F requirement at the start of fall 2021. In spring 2022, a late-start online ETS course was added to the schedule, and it generated a waitlist that was 4 students shy of an entirely new fully-enrolled section.

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.

Technically, there can be no discipline efficiency calculated because the FTEF is 0. However, as mentioned above, in 2021-22, there were two full-time History faculty with ETS FSAs teaching ETS courses and one full-time History faculty teaching a crosslisted ETS course. This produced an efficiency of 683.86 in the fall and 749.35 in the spring. HPHES as a department has an efficiency of 665.01, which is 10.5% higher than the college target of 595. However, the department also teaches many cross-listed courses, which brings down its overall efficiency. Department efficiency dipped in 2020-2021, as it did across the college, but at its lowest, it still meets the college target. The discipline has increased the number of courses being taught online, including short-term and late-start online courses. Depending on the preference of incoming new hires in ETS, the discipline may begin offering hybrid courses to continue to try to fully enroll all sections).

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.

Summarizing from the response above regarding the ratio of full-time to part-time faculty: the adoption of the Area F requirement created an immediate demand for ETS courses, and 2021-2022 was the rollout of the newly created ETS curriculum. These courses were taught by both full-time and part-time faculty, but only one of them--an associate faculty member--was specifically hired to teach ETS and not in History. The demand for ETS courses is rising following the qualification of many of RCC's ETS courses to satisfy Area F, including from current first-time college students declared as Plan B at RCC, from CCAP-partnering high schools, and from anticipated enrollment of first-time college students. Even with our two new hires in ETS that began Fall 2022, there has been a growing need for faculty to teach the breadth of the current ETS curriculum and continue to assess and develop new curriculum to build a strong ETS program. Due to lack of staffing, our department had to cancel one ETS/HIS and three ETS courses in Fall 2022, which left approximately 100 students to scramble to find another class to fit their schedules.

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.

Multiple HPHES department members are active participants in the equity committee and hold office hours in the LHSS Engagement Center, La Casa, Umoja, and LASSE centers. Additionally, faculty have led professional development sessions on equitable grading practices and actively participate in English's Community of Practice focused on equity in teaching. Faculty have completed ally training, and curriculum updates and additions are intentionally created with student equity in mind, with an eye toward both culturally responsive teaching and decolonizing the content. Before the pandemic, faculty also participated in equity summits and attended an AAC&U equity conference.

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?

Our department has been instrumental in the college adopting two new ADTs in the last year to offer students multiple pathways to transfer with a degree, with one of those finding a home in this department. As mentioned, several of the crosslisted History/ETS courses were also granted Area F qualifications, and coupled with the other ETS courses, students have several options to meet this new GE requirement when most other CCCs struggled to get even one course approved for Area F. History and philosophy ADTs have a program map, and both have been updated as of spring 2022. An SJS-ETS program map is currently being drafted.

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?

Department members have participated in numerous trainings, including AVID and extended trainings on creating student-centered and culturally responsive online classrooms. Multiple department representatives regularly attend FLEX activities centered student-centered pedagogy and engaged classrooms. Information learned is frequently shared with all faculty members at department meetings formally and across both formal and informal discipline meetings. Multiple faculty members are also experimenting with alternative grading methods based on these departmental conversations.

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

HPHES has department representatives active on RCCAS, Curriculum, and Assessment, and other faculty members participate in the Professional Development Committee and are just beginning to attend TLLC.

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?

ETS courses have not yet been added to Nuventive, and therefore they cannot yet be assessed.

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.)

Given that the California-designated areas of ETS are African-American, Asian-American, Latino/a-American, and Native American studies, in order to build a robust ETS program, the department will need to provide discipline experts in those or related fields. It is likely that the program will need more than the two full-time faculty it just hired to cover these expertises.