

## FACULTY NEEDS ASSESSMENT APPLICATION

Name of Person Submitting Request:		Romana Pires
Program or Service Area:		<b>Anthropology</b>
Division:		SSHDPE
Date of Last Program Efficacy:		2011
What rating was given?		Continuation
# of FT faculty 0	# of Adjuncts 5	Faculty Load: 1.40 (anthropology only)
Position Requested:		Anthro FT Faculty ( <b>SERP Replacement</b> )
Strategic Initiatives Addressed:		Access, Partnerships, and Institution Effectiveness

1. Provide a rationale for your request.

- Since fall 2009 100% of anthropology courses have been taught by adjunct faculty.
- Faculty chair is a sociologist but is responsible for curriculum responsibilities that often require expertise related to biological and evolutionary scientific data and theories.
- In spring 2010 anthropology was ranked #8 by the *ad hoc* needs committee with most positions being filled with the exception of anthropology and a few other disciplines. The committee was charged with only ranking programs with the greatest faculty needs.
- Program efficacy evaluations continue to emphasize need for full time faculty (2007, pg. 1 and 2011, pg. 4) before and after SERP retirements in the department.
- In spring 2012 the Academic Senate passed a resolution supporting the hiring of full time faculty in the Social Sciences and CTE (Resolution SP12.02 Need for Discipline Faculty) <http://www.valleycollege.edu/Resolutions/~media/FFC830B23E594ABBABCC5E6A4EE5030C.ashx>.

2. Indicate how the content of the latest Program Efficacy Report and/or most current EIS data support this request. How is the request tied to program planning? (*Reference the page number(s) where the information can be found on Program Efficacy.*)

*Data reflects 2011-2012 academic year (average of fall and spring semesters) from EIS and is within or above average from past years in areas of efficacy, retention and success rates:*

- Efficacy (WSCH/FTEF) averaged 638 well above the institutional goal of 525.
- Retention and success rates were 89% and 68%; both within the division average.
- Program produced 60 FTES which was a 42% reduction in the 103 FTES in 2010-2011. This reduction was a result of anthropology being disproportionately targeted for section cuts in 2011-2012 primarily due to program operating *without FT faculty*.
- Efficacy, retention, and success data indicate that anthropology is a productive program that justifies an institutional commitment to *replacing retired* anthropology professor.
- The program modified its curriculum in anticipation of the new anthropology transfer degree by creating a linguistics course and modifying its physical anthropology course to reflect the latest trends in biological anthropology. The anthropology AA degree is currently being submitted to Curriculum. SBVC students that choose anthropology as a major have limited social capital to compete at the four year level since adjunct faculty

do not normally participate in mentoring, recommendations, and other activities.

- In the last two years *three long term* adjunct faculty have quit (not due to section cuts) with no guarantees that current faculty will continue to teach. The district describes finding adjunct anthropology faculty as “part-time faculty are available, but it might be difficult to meet demand” (Long Range Staffing Plan 2010-2013, pg 26). The district received zero applications for the posted adjunct anthropology position last academic year and this makes recruitment efforts difficult when planning for replacement of adjunct faculty.

3. Provide updated or additional information you wish the committee to consider (*for example: regulatory information, compliance, alternative or ongoing funding sources, updated efficiency and/or student success data or planning etc.*)

- Student *access* continues to be negatively affected since fall 2009. The honors course is in limbo, *partnerships* with CSUSB and UCR anthropology programs are nonexistent, students have limited access to fossils, indigenous organizations, museums, archeological digs and fieldwork fieldtrips among other learning opportunities as adjunct faculty do not have this type of an involvement with students.
- Adjunct faculty are also not required to participate in departmental tasks for example program review, curriculum review, departmental meetings, professional development, and student learning outcome discussions which influence *institutional effectiveness* and put excessive pressure on faculty chair who is not an anthropology discipline expert.
- Anthropology and archaeology fields are expected to grow by 21% (faster than average) between the years of 2010-2020 according to Bureau of Labor Statistics.  
<http://www.bls.gov/oco/ocos315.htm>
- While some people may think of anthropologists as “Raiders of the Lost Ark,” the discipline is good preparation for a variety of careers including “education, health care, museum curation, social work, international development, government, organizational psychology, non-profit management, marketing, publishing and forensics” (American Anthropological Association)  
<http://www.aaanet.org/resources/students/Anthrodegree.cfm>.

4. What are the consequences of not filling this position?

- Even though the ad hoc needs committee in 2010 recognized the importance of replacing anthropology retirement, the following year the program was disproportionately cut (when compared to cuts made to other division programs) and lost over 40% of sections as part-time instructors are easier to layoff than tenured faculty. If this institutional viewpoint persists then the anthropology program which was a vibrant mid-sized transfer program will continue to face disproportional cuts and eventually disappear.
- There was no collegial consultation when the decision was made to significantly reduce the program and now the program risks constant fear of being discontinued even though student performance data is within or above average and both CSUSB and UCR have anthropology programs. A replacement faculty will ensure that anthropology will continue to be a successful program and partnerships with four year and community organizations can be reestablished to foster student learning and opportunities.