2018-19 Program Review – Instructional

Anthropology Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

> In addition to the mission of the Social Sciences Department, the mission of the anthropology discipline at Berkeley City College is to support student success by providing students with the intellectual and methodological skill sets necessary to successfully transfer to a four-year institution and/or find employment in the applied sector. The Anthropology discipline supports academic excellence by emphasizing quality instruction and sound curriculum that will expose students to contemporary theories, research methods, and skills used by anthropologists.

List your Faculty and/or Staff

> Thomas Kies
> Julie Hui
> Mather George
> Christopher Mercer
> Theresa Murray
> Seijiro Takahashi
> Sheila Thomas
> Nicole Wilson

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

> Goal 1
> At present the curriculum is up-to-date and current. Introduction of an independent study to enable advance students specialized training was established. Introduction of further thematic coursework to better serve student needs.
>
> Goal 2
> Assessment within the discipline is in need of developing more nuanced ways completing course assessment. The establishment of a three-year cycle has helped the discipline to coordinate assessment activities with increased planning and increased participation in the closing the loop.
>
> Goal 3
> Archaeology (ANTH 2) has only been offered as a spring evening session. In order to better serve students offering this course at different times of the day will help give more students the opportunity to take this course.

Describe your current utilization of facilities, including labs and other space

We currently have lab space for ANTH 1l in 422.

Enrollment Trends

[Enrollment Trends Power BI dashboard](#)

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years

Enrollment Trends--There was a slight dip in enrollments in 2016-2017 and 2017-2018. In terms of productivity we saw a slight decreasing trend as well. Looking through the data from 2017-18, a few course sections cause a general lowering. ANTH 55 (10), ANTH 2 (12), and one section of ANTH 3 (12.5) cause a general lowering to occur. Native American Cultures (ANTH 55) and Archaeology (ANTH 2) follow historic patterns and we might want to consider how to increase productivity in these sections. We have experimented with three and four sections of ANTH 3 each semester and three seems to be sufficient.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

As has been evident we are seeing a decrease in our enrollments in evening sections. Looking at the last three-year trends, there was a significant drop in FTES in evening sections after 2015-2016. As noted the data shows a slight drop in 2016-17 and rebounding in 2017-18. Some faculty hypothesize that online offerings are eating away at our night offerings. Also this might

signify changing needs of students away from evening sections. Or alternatively perhaps our scheduling of classes might be reviewed. Day FTES has dropped slightly (around 3 FTES over the last three years) fitting with general declining enrollment trends at the college.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

Each year the social sciences more generally and anthropology more specifically assesses our course offerings. As part of our ongoing program evaluation we start with talking to our majors in the various different programs. These individuals provide great feedback as we attempt to assist them on their academic pathways. What has come up in anthropology is some of our singleton classes in the degree, such as linguistics, have only been offered as a day section. Some working students have requested this as a night or online section to enable them to participate in the course. In terms of general education students, the social sciences and anthropology more specifically has a diverse array of offerings. Morning, afternoon, night, Saturdays, online, etc., we attempt to rotate our general education offerings to best serve students.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

The anthropology program uses various strategies to create active learning in face-to-face and online classrooms. Some of the strategies in ANTH 1 and ANTH 1L focus on empirical research methods to explore scientific understanding. From working with fossil remains to documenting and analyzing primate behavior at the local zoos, students gain a solid grounding in observational analysis and the scientific method. In other courses such as ANTH 3 students learn the methods of social cultural anthropologists through ethnographic exercises requiring students to complete reports that document physical space or conduct quantitative analysis. ANTH 18 students are required to capture a living linguistic encounter and analyze their findings.

Ongoing attempts have been made to increase student engagement. In ANTH 1 and ANTH 3 some faculty have transitioned to using open source textbook materials. With the increasing cost of textbooks, textbook-free courses enable anthropology to be accessible to all students regardless of financial situation. We are also excited to have two new instructors teaching our anthropology lab. It has been wonderful as new instructors bring new approaches to the material and again sharing of resources can help us to be more inclusive of new and emerging trends in the field (e.g., lab section on medical anthropology for instance.)

In all of these examples, the anthropology program focuses on an active learning pedagogy as much as possible and this is effective for learning the core concepts of anthropology as well as useful to hone the students' skills in deductive/inductive reasoning and the broader spectrum of critical thinking.

How is technology used by the discipline, department?

Computer Replacement Cycle:
It is absolutely essential that the College and the District establish and fund a computer replacement policy for our faculty. In general terms, the Department of Social Sciences is relatively inexpensive and not requiring specific technology, but the ongoing upgrades are essential for our office computers to stay current in our fields and support student success.

Classroom Technology:
We are indeed fortunate to be teaching at an institution that possesses relatively new classroom technology and has demonstrated a commitment to maintain the equipment. Social science instructors utilize the smart classroom technology immensely as well as the white boards and other classroom technologies.

Recommendation: ensure all classroom computers are up-to-date (soft and hardware) and that the room is stocked with other teaching materials (e.g., functioning white board erasers) to best serve our students. Too an audit of classrooms show that many of our classrooms orientations could be adjusted to make use of the overhead projector screen and also white boards.

Canvas:
Nearly all of the Social Science instructors use a Canvas shell for each of their courses whether face-to-face, live, or hybrid. Canvas has allowed for the dissemination of material in a far more abundant and efficient manner than previously available at Berkeley City College. Canvas is used as a repository for class handouts and to embed any visual material screened in class. This improves student learning by allowing them to fill in the "what did I miss?" material if they have a class absence. It also allows this required material to be re-screened before exams. Instructors can also use Canvas for content quizzes and practice quizzes so students can assess what they are learning on a week-to-week basis. Canvas allows student access to instructors (asynchronous and synchronous) to ask questions about course material between face-to-face lectures. Canvas provides instructors with an effective messaging system to send lecture summaries, frame upcoming lectures, send class updates and deadline reminder.

Recommendation: There are two important elements that we need in terms of Canvas. First the college has yet to hire a replacement for our online education specialist. Having an individual in house to deal with the online platform is essential to the ongoing function of our online platforms for student success. Second many of us request a series of trainings and/or supportive audits to improve the compliance of our courses and assists with ADA.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

Anthropology faculty focuses on academic integrity and consistency of academic standards across all forms of delivery. Student expectations and requirements are the same. Online fora provide a means for students to mimic what students in face-to-face classrooms complete within classroom discussions. In terms of evaluating of student learning, each instructor does this differently, however the means for evaluating student learning across the types of delivery

are the same. This consistency is most evident when the same instructor is teaching face-to-face and live sections. Standards across all of our courses include the following: elaborate reading assignments with texts and additional readings, additional media materials from various sources, timed tests and quizzes, required production of reports and reviews, classroom and/or online discussions, and the use of Turnitin.com. Integrity and consistency is maintained across these modalities.

Curriculum

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

ANTHR 001 - Introduction to Physical Anthropology
Last update—Fall 2016
Next update—Fall 2019

ANTHR 001L - Physical Anthropology Laboratory
Last update—Fall 2016
Next update—Currently under review

ANTHR 013 - Urban Anthropology
Last update—Fall 2016
Next update—Fall 2019

ANTHR 002 - Introduction to Archaeology and Prehistory
Last update—Fall 2017
Next update—Fall 2020

ANTHR 003 - Introduction to Social and Cultural Anthropology
Last update—Fall 2017
Next update—Fall 2020

ANTHR 018 - Introduction to Anthropological Linguistics
Last update—Fall 2017
Next update—Fall 2020

ANTHR 055 - Native American Cultures
Last update—Fall 2018
Next update—Fall 2021

ANTHR 049 - Independent Study in Anthropology
Last update—Fall 2018
Next update—Fall 2021

CurriQunet Meta

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

At present all of our courses are up-to-date. Some of the curriculum activities include:
- A new independent study added to our course offerings to enable students to develop independent research ideas.
- Discussion of reactivating ANTH 7 Magic, Witchcraft, and Religion. This course was deactivated with hopes of developing a course on the anthropology of religion. Realizing now that the course title is widely used throughout the state of California and used at our sister colleges, we are in process of evaluating the needs of our students.
- Preliminary research into a course offering in medical anthropology. This is a burgeoning field of anthropology. Across the state there are a couple of programs that have received UC transfer of their course, while most programs offering medical anthropology have received just CSU transfer agreements. Future discussions will determine if UC/CSU credit might be possible for a course such as medical anthropology.

While we have hopes for growth, it seems that there is declining enrollment trends. In one effort to be lean, we are evaluating all of our core courses and conceiving of ways that we might revise course content to emphasize shifting trends in our discipline within existing course sections. This could help us to continue to best prepare students if expanding course offerings are possible in the near future.

Assessment – Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

ANTHR 001 - Introduction to Physical Anthropology
- Identify, define, and describe the mechanisms of evolution, including mutation, natural selection, gene flow, and genetic drift
- Compare humans with nonhuman primate relatives, correctly identifying evolutionary relationships between the primates, and characteristics of primate behavior, including behaviors based on specific species (e.g., chimpanzee dominance hierarchies) or across species (e.g., affiliative behaviors)
- Analyze hominin fossils as they shed light on human origins and evolution, correctly defining physical and/or behavioral characteristics of one of more species within human evolution.

ANTHR 001L - Physical Anthropology Laboratory
- Explain some of the processes and mechanisms of evolution (e.g., Mendelian inheritance, gene flow, genetic drift, natural selection)
- Conduct behavioral observations of non-human primates and/or compare skeletal/cranial comparisons of at least two species of primates and provide a written summary of finding
- Identify hominin fossils and describe how these shed light on human origins and evolution.

ANTHR 002 - Introduction to Archaeology and Prehistory
- Explain the field methods or laboratory methods used by contemporary archaeologists.
- Demonstrate knowledge of prehistoric and historic archaeological cultures of at least one cultural period and/or specifics of one archaeological culture based upon material remains.
- Describe the ethical importance of historic and prehistoric preservation and the relevance of archaeology to contemporary science.

ANTHR 003 - Introduction to Social and Cultural Anthropology
- Compare two cultures based on their social institutions using anthropological concepts.
- Explain the difference between ethnocentrism and cultural relativism and the importance of these concepts to the discipline of anthropology
- Analyze current world events and problems from an anthropological perspective.

ANTHR 013 - Urban Anthropology
- Describe one theoretical approach used by anthropologists to investigate urban environments within an essay.
- Analyze how a specific urban environment is shaped by political, economic, and cultural factors.
- Identify aspects in urban environments that reinforce or break inequalities and/or class boundaries.

ANTHR 018 - Introduction to Anthropological Linguistics
- Analyze methodological approaches used by linguistic anthropologists.
- Describe how languages influence cultural worldview through language acquisition, communicative competency, and pragmatics.
- Use phonology, morphology, syntax, and semantic analysis as practical tools to describe individual languages.

ANTHR 055 - Native American Cultures
- Describe effects of European contact on traditional Native American cultures.
- Compare/contrast diverse Native American cultures found in the various regions of North America.
- Compare/contrast traditional non-Western Native American cultures and contemporary Western culture.

ANTHR 049 - Independent Study in Anthropology
- Assessment measures to be tailored to the specific research undertaken by the student

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

Probably the biggest obstacle to assessment has been closing the loop strategies. Over the last three years many faculty submitted work to ILO assessment at the college but did not receive information back about the findings of the assessment efforts. With our current goal to localize assessment in the next three years within the programs themselves, we hypothesize greater participation of our full and part-time faculty in all aspects of the process. Undoubtedly programs and instructors will benefit more from course-level assessment efforts in this way.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

Program assessment is still in its infancy at Berkeley City College. Many of us have informal capture of our graduates and stay connected with them as they transfer to educational institutions throughout the state and the country. As course assessment becomes more localized, too program assessment should be one of our collective goals as a department. Are there capstone sections or projects that we can use to assess our programs? Are there exit surveys or follow up surveys that could be conducted? As anthropology and the other social science ADTs increase, it is essential for increasing efforts of assessing our programs.

How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

While assessment has been collected over the last three years, often our classes with multiple sections only a sample were surveyed. The increased inclusion and collaboration between part and full time instructors is essential to increasing this capture.

Leadership Roles

Recommendation: With changes to the assessment process, more effort will be required of our program leads in each of the disciplines. There should be additional compensation for this work in organizing assessment tools, coordinating data collection, and reporting results.

Planning Process

In the past our planning cycle had issues. One issue emerged over the last three years was that it was often unclear which Institutional Learning Outcome was to be assessed in a given semester. As a result, individuals were notified late in the semester that their courses were to be assessed. This needs to change and already is improving. Instructors should ideally be notified the semester before that their course will be assessed. This simple notification and increased planning will enable more collaboration and more elaborate assessments to be completed.

Dept meetings for Collaboration

Assessment is discussed at all department meetings. However most of these discussions revolve around announcing which courses need to be assessed. Rather more time should be spent in discussing how we can assess our courses and programs better. Also in terms of reporting out, what are we learning in our respective course and program assessment efforts? How might this help social science instruction more generally?

Data Analysis

A positive change to our assessment effort is to expand our capture and analysis of not just a single SLO within a given course section but rather to undertake analysis of multiple SLOs within our courses. This effort will assist us in making assessment more meaningful in terms of improving our courses and programs holistically rather than simply targeting one section of the course content.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

A few examples of action plan implementation will suffice:
Introduction to Physical Anthropology involved an assessing of student papers based on their reading and reviewing various academic articles on medical anthropology. More scaffolding with the project was needed and thus one instructor starting a scaffolding unit in Fall 2018 on how to read, pick apart, and decipher academic articles.

Urban anthropology was assessed and it was uncovered that while the majority of the class was highly successful in critically analyzing course material, some students were not successful. In the spring 2019 the instructor will add an additional reading "Moves Anthropologists Make" to the course. This reading and subsequent discussions in class will attempt to better inform students about academic writing and some of the tips required to be successful.

Social cultural anthropology was assessed based on student ability to translate and apply course material to current affairs. This scenario-based activity lasts the entire semester and students are assigned as political analysts for the U.S. State Department. A final essay where students discuss their experiences of following and reporting on one region of the world are a testament to the importance of making our teaching relevant.
Recommendation: This activity requires continued support of the New York Times for all Peralta students.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

Anthropology is part of broader discussions in the social sciences. In the spring 2018 we will be participating in a social science FIG (Focused Inquiry Group) to determine better ways of assessing students. This professional development activity will be open to other disciplines in the college.

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

We have continued to participate in ILO assessment however recent changes at the college cause us to be focused more on SLO assessing. Anthropology did submit material to ILO assessment and one of our major issues was hearing back on the findings based off of the material submitted. Too the purview of this data was quite broad in scope that we did receive back, so specific actions that an instructor should take to improve a course were often lacking. While the information might have been general, anthropology participated in the ILO assessments for critical thinking, global cultural awareness, and information competency.

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

Support for part and full-time faculty assessment. These could include assessment lead positions each semester, part-time faculty stipends, and support for more elaborate tracking of the graduates of our programs.

Requested resources:
Stipends for part-time faculty for participating in assessment efforts $5,000
Track and survey graduates of our programs classified staff $20,000 (20%)

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

In addition to the mission of the Social Sciences Department, the mission of the anthropology discipline at Berkeley City College is to support student success by providing students with the intellectual and methodological skill sets necessary to successfully transfer to a four-year institution and/or find employment in the applied sector. The Anthropology discipline supports academic excellence by emphasizing quality instruction and sound curriculum that will expose students to contemporary theories, research methods, and skills used by anthropologists.
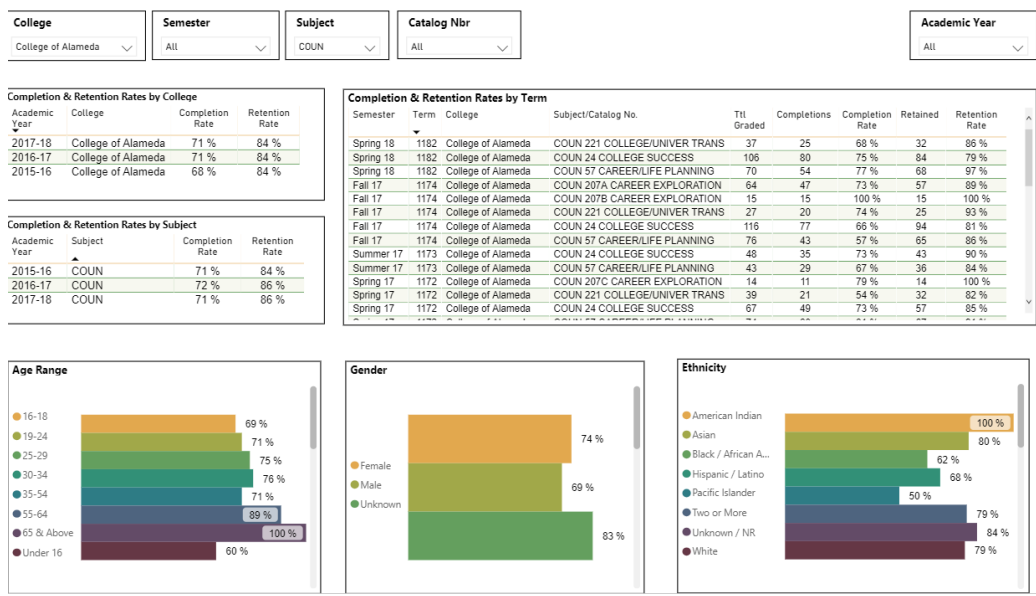
Course Completion Power BI Dashboard

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

Looking at completion there is very little difference in the age groups between 16-35 (range from 65-70%). The 55-64 category is much higher at 80% completion but this is probably a product of sample size.

Ethnicity

African America/Black students are our lowest group in terms of completion with 52% completing. The program will work on faculty advising and student success modules embedded in coursework in attempt to try and improve success rates across all ethnicities.

Gender

Female completion rates are higher than males by 8 percentage points.

Foster Youth Status

Foster youth saw an incredible spike between 2015/16 and 2016/17 from 17% to 60% completion. Because no targeted efforts were made, this may be a sample size issue. Regardless completion remained steady through 2017-2018.

Disability Status

Trends in our DSPS student completion rates mirror overall averages for the program (70% average).

Low Income Status

Trends in our low-income student completion rate mirror overall averages for the program (65.6% average).

Veteran Status

Veteran completion saw an incredible decline between 2016/17 and 2017 /18 from 71% to 33% completion. While this is concerning we also saw the number of students decline by a third during this period from 16 students to 5.
Recommendation: The program lead will consult with Veterans' student group to increase recruitment efforts to the program.

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

Judging from what was available at the time of writing, spring 2018 saw our archaeology course and cultural anthropology to be slightly lower than the college average. A new instructor has been hired to teach the ANTH 2 section in spring 2019 so hopefully we will see increases in the success rate as a result. Urban anthropology too comes in slightly lower. This specific course section was developed and conceived of as a capstone course for majors but open to any student wishing to take the course. The instructor is changing the course content to make it more readily accessible to non-major students as well. Otherwise anthropology success rates are in line with college averages.

How do the department's Hybrid course completion rates compare to the college course completion standard?

While we have used hybrid courses in the past, at present we are not using this class format.

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

We do see a difference between face-to-face and online courses. In a positive light we are decreasing the gap between the two modalities as our online course success rates for ANTH 1 have improved over the last three years. ANTH 3 however showed a dip in 17/18 but has rebounded. A change of textbook in fall 2018 to an open-source selection may increase success rates. Too there is a new instructor teaching the course in spring 2019, so results in that semester may see a change as well.

ANTH 1

	15-16	16-17	17-18
F2F A1	69.5	70	61.5
OnlineA1	54	63.5	66

ANTH 3

F2FA3	71.5	70	61.5
OnliA3	62.5	47	58.5

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?

Our retention rates are high for those semesters surveyed. We are trending in the upper 70s and low 80s across all of our course sections.

What has the discipline, department, or program done to improve course completion and retention rates?

Recommendation: Increased faculty advising, clarify instructor expectations of satisfactory performance, more elaborate rubrics to help students understand the pathway to successful completion, and more discussion of registering early for the following semester within class.
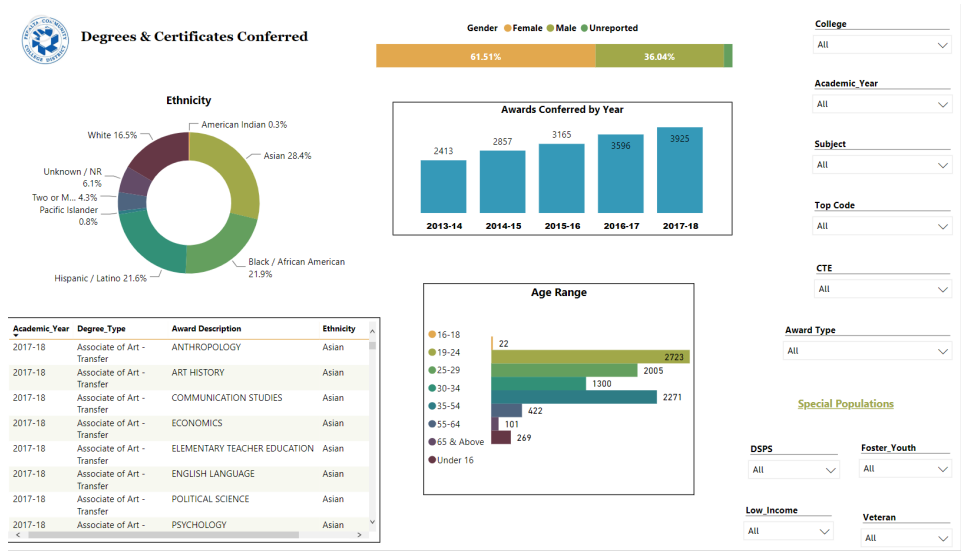
Degrees & Certificates Power BI dashboard

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

In the last four years the number of anthropology graduates increased substantially each year from two in 2014-15, the first year of our ADT, to 15 in 2017-18. Significant in reach supports of our existing majors have been attempted and have served existing students. The goal in the next three years would be to reach 20-25 graduates each year.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

The program lead has been on reduced assignment for the last four years while serving as department chair. Starting in fall 2019, the program lead will be focusing specifically on administration of the anthropology program and thus will have more time to support recruitment, retention, and advising of anthropology majors.

One of the curricular tasks that will be completed by the program lead will be to evaluate our course requirements within the anthropology ADT. As we enter into a period of budget reductions, is it feasible to require students to take singleton courses (specifically thinking about ANTH 13 and 55)? Not that we wish to deactivate these courses, but should additional courses be added to the degree to increase opportunities for completion?

Recommendation: The program lead will work with part-time faculty to identify and reach out to existing majors in their classes to make sure that students are progressing toward completion. Identify any obstacles that they might be facing, and reduce barriers to completion.
Request—
To receive a list of majors with contact information each semester from the Office of Instruction as an important element to begin to identify and advise students in the major.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

Thomas Kies--
Berkeley City College, Chair Social Sciences 2015-present

Berkeley City College, Social Sciences Program Unit Review Chair, 2015 and 2018

Berkeley City College, Career Education Committee Member 2016-present

Berkeley City College, Social Work and Human Services Advisory Board 2016-present

Berkeley City College, Chair of Chairs 2016-17

Berkeley City College, President's Roundtable for Budget and Planning 2016-17

Berkeley City College, The Education Committee 2016-17

Berkeley City College, Faculty Senate, non-voting Chairs' Representative 2016-17

College of Alameda, Full-Time Instructor Hiring Committee, Anthropology, 2017

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Instructor Kies is continuing to develop relationships with our transfer partners such as those at local and regional colleges and universities. He continues to also work with professional organizations associated with the American Anthropological Association and the Society for Anthropology in the Community Colleges. More locally, Thomas Kies is currently working with Castlemont High School and Berkeley Adult School to contemplate future partnerships.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Part-time faculty when first hired are given an orientation, provided with materials such as course outlines and sample syllabi, and given a walking tour of the building. Part-time faculty participates in assessment, department meetings and course development. Adjunct faculty is included in all major decisions, discussions, and available professional development opportunities. Every effort is made, such as in the creation of this document, to include part-time voices within the ongoing activities of the department.

Action Plans

Improvement Plan—
1) Guided Pathways Planning and Implementation--Evaluate course offerings to determine the most efficient and effective schedule in anthropology.
Requested resources—Stipends for student focus groups, part-time instructor stipends for guided pathway planning and implementation. $6,000 year
Scheduling and enrollment management software, 15,000

2) Improve online education platform
Requested resources—ADA trainings associated with accessibility of online platform and support faculty development $20000
In house web specialist for the administration of online class platform. Could have background in media and/or accessibility upgrades $120000

3) Review curriculum as needed and assess improvements and/or new classes as needed.
Requested resources— Continued support of the anthropology lab $3,000 year.

4) Support for part and full-time faculty assessment. These could include assessment lead positions each semester, part-time faculty stipends, and support for more elaborate tracking of the graduates of our programs.
Requested resources—
Stipends for part-time faculty for participating in assessment efforts $5000
Track and survey graduates of our programs, classified staff $20,000 (20%)

5) Hire an additional full-time faculty member
For the last three years we have pulled the data for anthropology within the faculty prioritization process. Based on existing rubrics, psychology and anthropology have been nearly tied in terms of their ranking for the most needed positions within the department. A new full-time instructor would be able to increase course and program completion, serve as an additional mentor for our students, and expand/deepen course offerings.
Requested resources—Full-time faculty member, $120,000

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	a) In house web specialist for the administration of online class platform. Could have background in media and/or accessibility upgrades b) Classified staff to Track and survey graduates of our programs (20%)	$80,000 $20,000	$40,000	$120,000 $20,000
Personnel: Student Worker	Stipends for student focus groups for guided pathway planning and implementation.	$6,000		$6,000
Personnel: Part Time Faculty	Stipends for part-time instructor stipends for guided pathway planning and implementation.	$6,000		$6,000
Personnel: Full Time Faculty	Full-time faculty member	$80,000	$40,000	$120,000

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	ADA trainings associated with accessibility of online platform and support faculty development.	$20,000
Professional Development: Personal/Individual PD needed		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies	Continued support of the anthropology lab.	$3,000
Supplies: Non-Instructional Supplies		
Supplies: Library Collections		