



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

School: Social and Behavioral Sciences

Department: Sociology/Social Justice Studies

Position Title (number of requested positions): 1 Full-time, tenure track faculty position

Number of FT Faculty in Fall 2021: 1

Number of PT Faculty teaching in Fall 2021: 6

Please submit your responses to the prompts below (no more than 800 words) to the Office of Academic Affairs by October 15, 2021 at 5 PM.

1. Potential Load and/or Potential Direct Student Contact: *(FTE, Courses, number of sections, student/counselor ration; no need to submit days/times of teaching schedule at this time):*

Potential load for a new full-time hire would definitely be at least 1.0 FTE and would include teaching multiple sections of Sociology 001, Sociology 002 and Social Justice Studies 001, 002 and 030 courses. Every semester the Sociology class offerings rely heavily on the availability of adjunct faculty and the Social Justice Studies rely exclusively on adjunct faculty who are available. Additionally, adjunct faculty have taught all of the Social Justice Studies classes that we have offered since the inception of the program years ago.

2. Availability of qualified hourly faculty to teach and serve students:

We currently have the following 6 adjunct faculty teaching in Sociology and Social Justice Studies:

1. Richard Harris who has another FT job and has limited availability for Solano
2. Sandra Moore who teaches at other colleges and has limited availability for Solano
3. Donnisha Lugo who has a FT job teaching at another community college district
4. Jody Campbell who has a FT job teaching at another community college district
5. Thea Alvarado who has a FT job in Southern California and only teaches for us on-line
6. Ronnie Bunkley who has a FT job and only teaches correspondence courses through inmate education and is not eligible to teach online

We have lost a number of full-time and adjunct faculty in the Sociology and Social Justice Studies departments in recent years, including:

1. Leslie Minor who left in her 2nd year of tenure-track in 2018
2. Lindsay Padilla who left in her 3rd year of tenure track to pursue other opportunities
3. Maria Isip-Bautista who left in 2019 for a full-time job
4. Anne Bevilacqua who retired in 2019
5. Kayla Harris who has a FT job, chose not to do our online trainings and has not taught in the past 18 months



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6. Deraan Washington who has a FT job, chose not to do our online trainings and has not taught in the past 18 months
7. Brittany Stein-Mays who moved to Chicago for her husband's full-time job in 2018

3. Why is it important to have a FT faculty in this role?

Sociology only has one current full-time faculty member, which is Tonmar Johnson and there is no full-time faculty member teaching in Social Justice Studies. The Sociology department has consistently had 2 full-time faculty members leading the department in prior years. We also lost Maria Isip-Bautista, our designer and champion of the Social Justice Studies program, as she obtained full-time employment elsewhere.

Social Justice Studies is a relatively new ADT program approved by the chancellor's office on 10/23/18 that has had NO full-time faculty dedicated to the discipline since its inception years ago. Given its approval and placement in the catalog, we are seeing increased interest from students as evidenced by the strong fill rates of 87.5% to 95.5% in the last 4 semesters. Social Justice Studies was developed to revamp the Social Sciences and Ethnic Studies programs to create a cohesive transfer ready program (ADT) which guarantees admission at a CSU campus. Successful programs need full-time faculty who have the time and resources to lead the programs.

4. Areas where additional expertise is needed:

A new FT faculty member would teach Social Justice Studies courses, develop new ADT degrees within the Social Justice Studies umbrella (Ethnic Studies, Gender and Sexuality, and possibly African American, Asian American, or Latinx Studies), develop new courses, market the programs, serve on and make valuable contributions to relevant committees (such as the Minority Coalition and the Social Justice Studies task force), and conduct program responsibilities (program review, assessment, curriculum review, etc.).

5. What will be the impact (students, program, College, other) if this position is not filled?

Our single full-time faculty member in Sociology consistently teaches overload classes due to limited availability of adjunct faculty. He is teaching 2 overload classes in Fall 2021, but may not continue to teach multiple overload classes and therefore, we will not be able to offer enough Sociology and Social Justice Studies classes to meet student demand, especially when he is on sabbatical in the Spring 2022 semester. Additionally, all program reviews in the School of Social and Behavioral Sciences have been completed with the exception of Social Justice Studies, as there is no full-time faculty member dedicated to this discipline.



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6. How does this position help fulfill the mission of the college and our commitment to antiracist practices?

Social Justice Studies courses are more important than ever, especially with the division and racial tension that exists in this country. It is no surprise that the Social Justice Studies program has gained popularity with students and inmate students. In our current cultural climate, there is great interest and need to provide an education in social justice. A full-time hire affirms the college's commitment to equity and inclusion. We need to put resources behind our mission and values, not just in the area of student services, but in instruction as well.

The Fairfield-Vallejo metropolitan area is often lauded as one of the nation's most diverse, Solano Community College stands to serve as a catalyst in creating greater social cohesion in the larger community, better enabling our region to positively benefit from this strong diversity, and programs like Sociology and Social Justice Studies provide the means to do so. Social Justice Studies plays an important role in building a truly inclusive multicultural democracy and system of education. Moreover, programs like Gender & Sexuality Studies, the other major component of Social Justice Studies and Ethnic Studies, foster greater understanding and social awareness of a wide range of topics related to diverse gender and sexuality-based communities and students need to be equipped to navigate a quickly shifting social world.

Evidence of these assertions and fulfilling the college's commitment to antiracist practices is clearly delineated in the curriculum:

Social Justice Studies 001 - Introduction to Social Justice Studies

Interdisciplinary introduction to the study of race/ethnicity, gender, and sexuality in the United States. Examines social justice movements and perspectives in relation to ethnicity/race, gender and sexuality, and related intersectional systems of difference in the United States. Analysis of antiracist and feminist perspectives serves as a basis for understanding socio-economic, cultural and political inequities in the United States and globally, and for assessing strategies for creating greater equity and inclusion for all.

Social Justice Studies 002 - Introduction to Race and Ethnicity

Analysis of race, ethnicity, and racism. Examines the cultural, political, and economic practices and institutions that support or challenge racism, racial and ethnic inequalities, as well as historical and contemporary patterns of interaction between various racial and ethnic groups.

Sociology 001 - Introduction to Sociology

Introduction to sociology with analysis of a variety of concepts and theories in relation to culture, socialization, social inequality, race relations, sex roles, deviance, and the distribution of political and economic power.



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Sociology 002 - Social Issues and Problems

Analysis of selected social problems, including race relations, urban decay, suburban sprawl, crime, population problems, environment, and changes in the familial, economic and political institutions.

7. Other compelling factors not identified in responses 1-7 above:

In the last 5 years, the school of Social and Behavioral Sciences has lost **8** full-time faculty positions to retirements and departures and has only been allowed to replace **1**, bringing the current total to only **12** full-time faculty in the entire school. There is significant potential for growth in the Social Justice Studies discipline with new ADTs that can be created: Gender/Sexuality, Ethnic Studies, etc. It is time to reinvest resources in Sociology and Social Justice Studies to build capacity, which would benefit our students and the college.

The position was identified in a previous program review: Yes or No

Yes, the need to hire a full-time faculty member has been prioritized in the Sociology program review. A Social Justice Studies/Sociology full-time instructor position was identified previously in the 2019 faculty prioritization process and it was ranked **#1**, but no hiring took place. Additionally, this position was ranked among the top 7 on the priority list in 2018, but this position was not filled in 2018.

If no, what changed necessitating a request for a full-time faculty member?