



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

School: Liberal Arts

Department: Spanish

Position Title (number of requested positions): Professor of Spanish (1)

Number of FT Faculty in Fall 2021: 1

Number of PT Faculty teaching in Fall 2021: 2

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):*

1 FTEF (3x5-unit classes) plus potential for overload.

Currently 10 sections are offered: the FT instructor covers three 5-unit classes, with a remaining 7 requiring coverage by PT instructors.

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

There are two part-time instructors who have limited availability/flexibility for scheduling due to family or other teaching obligations. Five years ago, there were more than six PT instructors available in the pool, along with a total of 3 FT instructors. Two FT instructors retired unexpectedly in 2020.

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

Solano Community College is designated a “Hispanic Serving Institution”, and as such, it should have a robust Spanish-language program that caters not just to students wishing obtain AA-T for transfer to four-year institutions, but also to community members who wish to pursue continuing education/professional training to use their Spanish/English bilingual skills for job enhancement. Currently, Solano College does not offer the latter—but there are six new Spanish course proposals and two new certificate programs in queue for approval—that would significantly bolster the Spanish Department’s offerings to meet the needs of Solano’s Hispanic community.

Once these programs are in place, the Spanish Department is poised to undergo significant growth in the very near future; to accommodate this growth, another FT faculty is needed to help manage the load and direction that the sole FT Spanish instructor currently has. Having another Full-time colleague would balance the time and energy required to foster community and continuity among students taking Spanish for GE and AA, and would free up the current FT instructor to work on the implementation of the two impending certificate of achievement programs: 1.) Spanish/English Communication Specialist and 2.) Spanish/English Healthcare Interpreter Training.

4. Areas where additional expertise is needed:



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Seeing a need to better serve the Hispanic community surrounding Solano College, the current FT Spanish instructor voluntarily underwent a retraining that began with her sabbatical in 2014 (and that cost her over \$10,000 in the course of five years) to become a certified Spanish/English healthcare interpreter so that she could create curriculum for Solano College as a professional “insider.” A new FT Spanish colleague with expertise in Spanish-language pedagogy and technology would complement the current departmental knowledge base. There would be increased visibility in the community and both FT instructors could also serve the College community as mentors and allies for Hispanic/Latinx students, as well as any student interested in developing their Spanish language skills. There would be greater outreach to the Hispanic community.

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

There will be missed opportunities to engage closely with students, including Hispanic/Latinx student population, and with the larger Spanish-speaking community and institutions that serve them in the County. Having a single FT person teaching Spanish limits the scope of the connections that can be created with students and community. The two part-time instructors are not able to fulfill these needs due to their family and professional obligations. Expansion of the new courses and programs mentioned above would be stalled or halted.

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

The position opens up possibilities to further engage with the Hispanic/Latinx community in particular—by offering events, visibility, connections, and skills development. One important way to practice “antiracism” is to offer all students, including those who are racial, ethnic, linguistic minorities—and who often come from Spanish-speaking households—opportunities for dialogue, visibility, representation, access to jobs, and work-advancement. A Spanish department bolstered by an additional FT instructor would be poised to provide opportunities for these practices to take place.

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

In the last year, two out of three FT Spanish instructors retired unexpectedly (in the summer of 2020, and the end of fall 2020); the department also lost two part-time instructors in that time frame.

The position was identified in a previous program review: No

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

Please refer to answer #7.