



SOC CCD



South Orange County Community College District Faculty Association

Volume XIII, Issue December 2019

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Contact Information

SOC CC DFA
P.O. Box 4800
Mission Viejo, CA 92690

Madeline "Maddie" Hernandez
Administrative Assistant
Office: Saddleback College, LRC 140
www.socccdfa.org
socccdfacultyassociation@gmail.com
(949)582-4988

Spring 2020 FA Meeting & Luncheon

Wednesday, January 8th

Irvine Valley College

Performing Arts Center (PAC)

11:00 am – 1:00 pm

Description: Believe it or not, we will start negotiating our next contract in fall 2020. Please join the Faculty Association for a meeting about the bargaining process and to provide feedback on items you would like to see included in this next round of negotiations.

Representative Council **Meeting Dates:**

(Academic Year 2019-2020)

Spring 2020

Monday, February 3rd – IVC

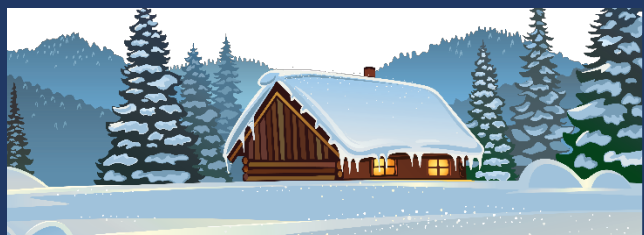
Monday, March 2nd – SC

Monday, April 6th – IVC

Monday, May 4th – SC

All meetings take place from 3:00 – 5:00 pm

4 Ideas for Avoiding Faculty Burnout



The following is an excerpt from David Gooblar's article in *The Chronicle of Higher Education* published on APRIL 03, 2018.

To read the full article, click here:

<https://www.chronicle.com/article/4-Ideas-for-Avoiding-Faculty/243010>

Is it just that time of the semester, or are academics more and more stressed out? In the past week alone, I've talked with:

- A colleague emotionally reeling from counseling two students who each had a parent die this semester.
- Another unsettled colleague who received an expletive-filled email from an angry student demanding to "speak to your supervisor."
- A friend at another institution buried under a mountain of papers — the product of a fourth course that he's teaching on overload to make a little extra money.

Faculty burnout is a well-worn topic in *The Chronicle*, with professors writing about their attempts to stay sane by doing some "intellectual wandering," venturing out into the world beyond the university, or leaving academe altogether. But is emotional exhaustion (one of the three main dimensions of burnout) really endemic to academic work?

But a 2014 study of depression, stress, and anxiety among non-tenure-track faculty in the United States discovered something strange: Among the faculty surveyed — in both part-time and full-time positions — the more committed they were to their institutions, the more likely they were to experience high levels of workplace stress, and to experience depression, anxiety, and stress more generally.

Most of the research on the topic has confirmed that dreary prognosis. A 2010 literature review of studies of faculty burnout found that the phenomenon was comparable to burnout among school teachers and

health-care professionals. That study said the problem most likely was related to our role as teachers, finding that "exposure to high number of students ... strongly predicts the experience of burnout."

Of course, if teaching is the main source of faculty burnout, doesn't it follow that our teaching — and our students' learning — will suffer the more stressed and exhausted we become?

Good teaching is emotional work, requiring reserves of patience and ingenuity that are all-too-often depleted in overworked faculty members. Now, teaching college students is not the same as teaching the fourth grade. We don't spend nearly as many hours in a classroom with our students, of course. But it would be hard to argue that faculty burnout helps our students.

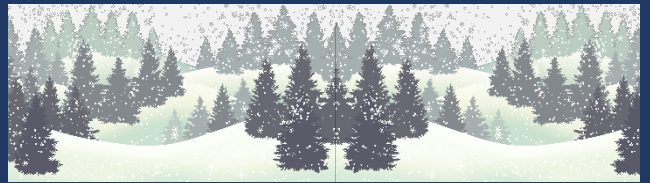
So what can we do? I'm more and more convinced that faculty well-being is a pedagogical issue. If we're not psychologically healthy, it's near-impossible to do our jobs well. Here are some suggestions for making it through the semester.

- **Take time off, if only for an evening.**
- **Remember that your job is a job — even if you love it.**
- **Find ways to say no.**
- **Choose sleep over extra class-prep time.**

Finally, don't be afraid to ask for help. You've got friends, family, and colleagues who can help. Your institution most likely offers support services. If you're feeling stressed and emotionally exhausted, it's for good reason — most likely you care about your job and believe in the importance of doing it well. But there's no benefit to running yourself into the ground. Let people around you know when you're feeling low, and offer words of understanding and support when you see colleagues struggling to balance it all. If you worry that you're burning out, you can safely assume that others around you are, too. Share your burden and it will start to feel lighter.



CCA Conferences



CCA Winter Conference

Location: Double Tree, San Diego
February 7 – 9, 2020

The Winter Conference focuses on collective bargaining. Since there is no Council meeting at the Winter Conference, it is an ideal time for bargaining teams and members to attend a conference dedicated to enhancing bargaining skills and coordinating bargaining strategies with other local associations throughout the state.

2019-2020 CTA Statewide Conference Incentive Grants

The CTA Board of Directors will award Minority and Small Chapter Incentive Grants for attendance at the following statewide conferences: LGBTQ+ Issues Conference, Good Teaching Conference-North, Issues Conference, Equity and Human Rights Conference, and Good Teaching Conference-South.

Grants for members in their first five years of membership are available as are Small Chapter Incentive Grants are available for each conference to chapters with a unit size of 100 or fewer unit members. For the Issues Conference, there will be additional Small Chapter grants offered to chapters with a unit size of 101-200 unit members and also for 25 unit members or fewer.

Each grant includes payment of the conference fee and transportation expenses. Housing and all other expenses will be the responsibility of the individual, the chapter, the school district, the Service Center Council or the UniServ unit.

Upcoming Conferences Eligible for Grant Applications:

Equity & Human Rights Conference

Conference Dates: February 28 - March 1, 2020

Location: Marriott, Irvine

Grant Application Deadline: January 6, 2020

Good Teaching Conference - South

Conference Dates: March 13-15, 2020

Location: Hyatt Regency Orange County, Garden Grove

Application Deadline: January 6, 2020

To apply for an incentive grant online visit www.CTAGo.org/grants.

To learn more about these conferences and other upcoming events, visit www.CTAGo.org

Available Grants

- *New Member Grants* (first 5 years of CTA membership.)
- *Minority Incentive Grants*
- *Small Chapter Incentive Grants*
- *Small Chapter Full Incentive Grants* (offered for Issues Conference participants from chapters with a unit size of 25 or fewer members.)
- *Under-Represented Groups*

A summary from President-Elect Lewis Long:

There are three changes related to the faculty contract that are impending. Recently, the membership of the Faculty Association voted to ratify two contractual modifications: increases in compensation resulting from a state COLA increase, and changes to the Part-time Faculty Health Benefit program. Also, in the fall semester of 2020, part-time faculty rehire rights (known officially as “Priority Rehire Eligibility”) will be applied to teaching assignments for the first time. Since scheduling for the fall semester takes place during the spring, deans and chairs will be implementing this new part-time faculty assignment protocol in the next few months.

Salary increases

This contract change increases all faculty salaries for 2019-2020 and 2020-2021, and also increases both years’ parity ratios (the factors used to calculate the part-time salary schedule) for part-time classroom faculty and full-time faculty teaching overload.

As a result, full-time faculty and part-time non-classroom faculty will receive a salary increase for 2019-2020 of 2.85%, and for 2020-2021 of 2.92%. Part-time classroom faculty will receive salary increases of 3.56% and 3.07%, and full-time overload pay will increase by 3.58% and 3.08%, respectively.

Part-time Health Benefit changes

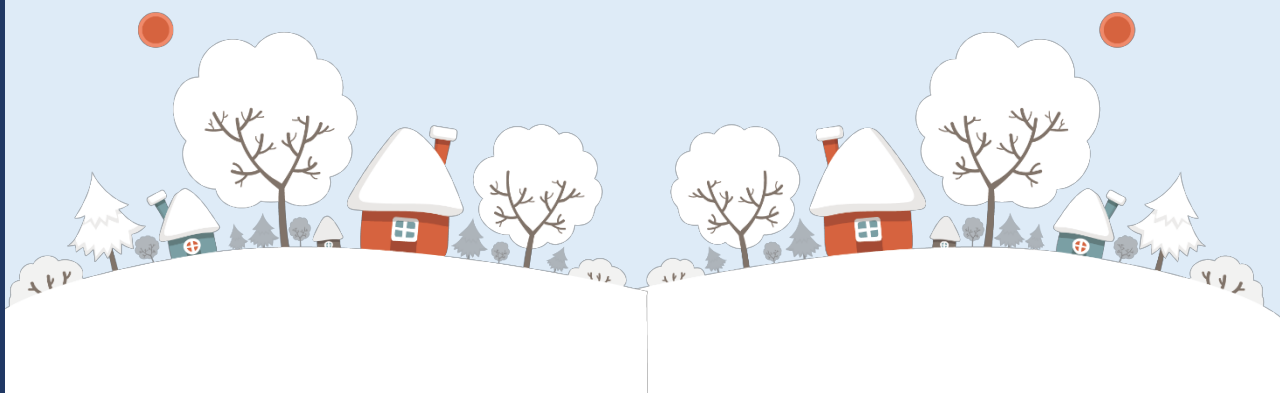
In a nutshell, the new agreement expands the number of people who may qualify for the part-time health benefit. As a result of the change, to receive the benefit, a part-time faculty member must—

- have been assigned at least 12 LHE in the District during the previous twelve months, including summer sessions;
- have held an assignment for five of the previous six semesters, not including summer;
- have been assigned at least three LHE during the current semester
- be paying \$100 or more monthly for comprehensive coverage, whether through Covered California, a family member’s health plan, or Medicare;
- apply each semester—by 5:00 PM on September 10th for the fall semester, and February 10th for the spring—by submitting a signed affidavit and documentation of current enrollment in and the monthly cost for a comprehensive health plan.

The first three criteria above are not new, and have been part of the part-time benefit requirement for many years and many contracts. The application deadlines in the last criterion were established in the recent contract. What’s new is the allowance that anyone paying more than \$100 for comprehensive insurance—including those paying for Medicare coverage—may now qualify for the benefit.

The new version also has a graduated payment: anyone paying from \$100 up to \$250 per month receives \$250 monthly; anyone paying above \$250 receives \$500 monthly. Those paying more than \$100 for Medicare coverage receive \$250 monthly. All stipends are added to the regular monthly paycheck.

However, the total amount expended each semester cannot exceed a \$381,000 cap. If the total amount does exceed \$381,000, the stipend rates will be reduced proportionally so that the total matches the cap.



Continued from the previous page:

Priority Rehire Eligibility

To gain Priority Rehire Eligibility (or “PRE”), a part-time faculty member must have held an assignment during three of the previous six semesters, and received a rating of “Satisfactory” or “Meets standards” on the two most recent consecutive evaluations (evaluations conducted before PRE was established do count). In the absence of a timely evaluation, if the part-time faculty member was offered an assignment for the semester after the one in which an evaluation should have taken place, that assignment counts as a satisfactory evaluation.

Once PRE has been established, a part-time faculty member has a right to expect a level of assignment based on the average assignment over the previous four semesters:

- if the average assignment for the previous four semesters is six LHE or greater, the faculty member is entitled to an assignment of six LHE;
- if the average assignment level is between three and six LHE, the faculty member is entitled to three LHE;
- if the assignment is equivalent to or greater than one LHE, but less than three, the faculty member is entitled to one section, or one hour of assignment weekly counseling, library, or tutorial activities.

There are some limitations to PRE. The part-time faculty member with PRE is entitled to be assigned only those courses that the faculty member has taught within the previous eight semesters, and PRE is established separately within each division or school, and is not transferable to other divisions or schools, or the other college.

Also, the District does not have an obligation to create sections in order to give a part-time faculty member with PRE an assignment, and an assignment may not be available if the section for which the faculty member has demonstrated competence has

- already been assigned to a full-time or higher-priority-level part-time faculty member;
- does not meet the times which the faculty member has indicated she is available to teach;
- the course is not offered during a given semester;
- the course has been cancelled for a given semester;
- a section of the course was added after the development of the initial schedule.

Part-time faculty members who may be eligible for PRE should have received an email from the District with instructions about logging into Workday to check and correct the data on file regarding eligibility and assignment levels.

Please follow these instructions:

Log into Workday, check your data, and submit any corrections before December 15th.

If there are errors in the data after December 15th, they will not be corrected until next fall, and won't be applied until the 2021-2022 academic year.

Reporting Student Behavioral Issues and Student Support Issues in ADVOCATE

In order to protect our students, our classrooms, and ourselves, it is increasingly important to document and report issues that arise as we work with students – in and out of the classroom/office. We have been seeing a rising number of incidents where an issue escalates or becomes more serious in nature and is not reported until things have gone far enough to where faculty and/or students feel uncomfortable or unsafe.

Resolving matters at this point can be difficult so we want to remind everyone of the importance of **documenting**. Below is a “refresher” on reporting in Advocate with Public Incident Reports and CARE Reports.

Public Incident Report

[Link to Public Incident Report](#)

- Violation of anything on the [Student Code of Conduct](#) – this is a long, comprehensive list and includes academic dishonesty, disruptive behavior, and Title IX violations
- When you submit a Public Incident Report in Advocate, you will be asked if you want to submit an **INFORMAL** report or a **FORMAL** report
 - **INFORMAL** reports are for documentation purposes only and do not go through the formal disciplinary process. Informal reports stay in the Advocate system for reference to document any patterns of behavior that may warrant formal discipline in the future.
 - **FORMAL** reports immediately go through the formal disciplinary procedures (forwarding to the respective campus' Discipline Officer).

CARE

[Link to CARE](#)

- Please submit a CARE report if you suspect a student is struggling with:
 - Drugs
 - Alcohol
 - Finances
 - Medical/health issues
 - Mental health issues
 - Physical endangerment
 - Sexual assault
 - Other concerns serious in nature
- CARE reports are forwarded to the Behavioral Intervention Team (BIT) at IVC or Saddleback College so that students can be connected with resources that can assist and support them.
- CARE reports are confidential and can make a huge difference to students you encounter that may be in distress.

Public Incident Reports and CARE Reports submitted in Advocate are monitored by staff at both IVC and Saddleback and as a general rule, it is better to file a report and be informed that it is not necessary, than to have an issue go undocumented.

FA Friends Out and About



Noushin Seddighzadeh
Saddleback College

Math, Science and Engineering PT Faculty
PT Representative Council Member
CCA Fall 2019 Conference – The Road to Success



**HAPPY HOLIDAYS FROM ALL
OF US IN THE SOCCCD
FACULTY ASSOCIATION**

**Let's all scoot safely into the
New Year like Mark Blethen
(Past President, SOCCCD FA)**

Reminder to all our part-time faculty:

Update your contact
information in Workday.
Your Deans may use
your most recent
Workday contact
information when
offering courses/hours.

