



**ISSUE: MAY 2021, VOLUME XVI**

# SAVE THE DATE

FALL 2021 FLEX WEEK PRESENTATION

TUESDAY, AUGUST 17TH

NOON - 1:30 PM

ZOOM LINK: [HTTPS://IVC-  
EDU.ZOOM.US/J/98569115928](https://ivc-edu.zoom.us/j/98569115928)

ZOOM MEETING ID: 985 6911 5928

ALL FACULTY ARE WELCOME AND  
ENCOURAGED TO ATTEND! DISCUSSIONS  
WILL INCLUDE UPDATES ON CONTRACT  
NEGOTIATIONS.

## Commencement 2021

Commencement marks an extremely important transition in the lives of our students. With virtual commencements for 2021, our faculty have been invited to attend, support, and celebrate our students' achievements in a variety of ways.\*

### **Saddleback College:**

Attend the CARMencement in-person or watch the livestream (<https://www.saddleback.edu/commencement>) on May 27th at 9am  
RSVP here by May 20th (<https://scstudev.wufoo.com/forms/z1tntyj51q9jo28/>) to participate in the event

### **Irvine Valley College:**

Tune in on May 27th at 1:00 pm to view the virtual commencement  
<http://students.ivc.edu/commencement/Pages/default.aspx>

Feel free to contribute a congratulatory message to students and/or a picture in your own regalia to [IVCPIO@ivc.edu](mailto:IVCPIO@ivc.edu) no later than 5 pm on Thursday, May 20, 2021

*\*The 2021 Commencement is a voluntary event for faculty*





# LETTER FROM OUR FA PRESIDENT LEWIS LONG

Congratulations on having made it through another COVID-challenged semester. I have no doubt that I join each of my colleagues in hoping that we are now moving back toward more familiar kinds of instruction, and that, at some point next year, we will be able to start meeting with our students, and with each other, in person (even if masked and safely distanced). I know that I am not alone in deeply missing my students and my colleagues; if this past year has taught me anything, it's just how much I rely on them.

Much more important, however, has been the humbling experience of watching my colleagues adapt and thrive in an unprecedented and often unfamiliar environment. Almost without warning, we were all thrown into a very deep, very turbulent sea, mostly without a compass, and within weeks had not only learned how to stay afloat, but had built ourselves a fleet of arks, and were sailing along, if not merrily, then at least safely and on a common course.

The new methods of instruction we developed were not just patchwork, jury-rigged, good-enough-for-now, but will change how we teach our students forever.

Watching my colleagues navigate and master this—to most of us—new (in scope, if not in method) form of instruction, watching how enthusiastically they put in the extraordinary effort, and especially watching how willingly they took the time to share their expertise, has reminded me how deeply committed we are to the success of our students, and to each other. And not only our fellow teachers (full- and part-time), but our colleagues in the administration and classified staff have worked well above and beyond what anyone has a right to expect to keep our colleges running.

It's important that we take time to recognize that all of this extraordinary effort has come at sometimes high personal cost, physical, psychological, and economic. Having our students, our committees, our counseling appointments, mediated by a computer and hovering around us in cyberspace, twenty-four hours, seven days, has posed a new kind of challenge. Hunched over, staring at a bright screen for long hours has taken a physical and psychological toll: shoulder, arm and wrist problems from extended work with a mouse and keyboard; vision problems from staring too long at a screen; headaches, sleep disorders, depression, stress, and a variety of physical and psychological wellness issues that either originate from



## PRESIDENT LETTER CONTINUED

or are exacerbated by extended time at the computer; and anxiety caused by separation from meaningful human contact with students, colleagues, and friends.

Extended sitting is also directly correlated with back problems, cardio-vascular problems, weight gain, and secondary effects like increased blood sugar levels. Some of the costs have been deep and enduring. I have watched colleagues bury loved ones and family members, debating how they are going to balance funeral preparations with maintaining an online discussion section. The commitment in time, effort, energy, and even money (buying new equipment and upgrading internet access), and the sacrifices necessary to maintain that commitment, have been necessarily out of the public eyes, and have even been greeted with scorn by the ignorant and foolish.

As in so many other social contexts, these costs have been borne disproportionately by the less privileged. As our capable Chief Negotiator Claire Cesareo points out in another section of this newsletter, our equally-qualified part-time colleagues teach almost half of our students, but do so for less than 58% of the pay, without benefits.

They have had to bear the same burdens of online instruction, but often in inadequate housing, often while maintaining inconceivable teaching loads, and often while supporting families (who so often seem to be hovering in the background as we try to teach). And when our students have put off their coursework—either searching for lost income or waiting for something like normal to return—the part-time faculty are the ones who see their courses cut from the schedule, while their ill-served economic needs continue. I have heard heart-wrenching stories of instructors losing their homes, and supporting their families by taking on low-paying “gig work,” in addition to their teaching. All of us in education have an obligation to see that this unconscionable exploitation is corrected, and I have no doubt that the same selflessness exhibited by the faculty in the past year (and for many years before) will be extended to our more vulnerable colleagues as well.

I am both proud and humbled to be associated with such people, and I hope only that I am fit to meet their example.

Finally, as we move toward face-to-face, on-campus instruction, the Faculty Association remains committed to ensuring safe working conditions for all faculty members, and will work with the District and the colleges to make sure that all decisions regarding in-person instruction are made giving primary consideration to the health and welfare of faculty, staff, and students.

# Going Big

The following is an excerpt from Sara Weissman's article in Inside Higher Ed published on April 30, 2021. To read the full article, go to: <https://bit.ly/3h1pYIL>

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President Joe Biden's American Families Plan is a game-changer for community colleges and minority-serving institutions, campus leaders say. The \$1.8 trillion plan, proposed Wednesday, could bring a much-needed windfall to institutions serving students most hard-hit by the COVID-19 pandemic.

The plan is a grab bag of opportunities for open-access institutions. It dedicates \$109 billion toward two years of free community college and \$39 billion for two years of tuition at minority-serving institutions for students with a household income of less than \$125,000. It also invests \$62 billion for "completion and retention activities at colleges and universities that serve high numbers of low-income students" and allocates \$80 billion to increase the maximum Pell Grant by \$1,400 per student.

The proposed funding in the Biden plan comes at a time when the financial status of long-struggling minority-serving institutions in general, and HBCUs in particular, is getting widespread attention. Public awareness of racial, economic and educational inequities has been increasing as part of the country's racial reckoning since the killing of George Floyd. Policy makers and philanthropists alike have moved to address these issues and support institutions that educate large numbers of students of color.

Congress allocated \$1.05 billion in emergency aid to minority-serving institutions, with a little over half of the funding going to HBCUs, as part of the CARES Act legislation passed last year in response to the pandemic. These institutions also received a portion of the \$12.2 billion stimulus funding that went to all colleges and universities.

Keith Curry, president and CEO of Compton Community College, is also thinking about next steps. He sees Biden's proposal as an opportunity for his institution to build more partnerships with historically Black



# Going Big continued

colleges and universities so eligible students transferring from his institution can take advantage of the two years of subsidized tuition.

The combination of free community college, paired with two subsidized years at a minority-serving institution, would be impactful for Latinx students, too, said Antonio Flores, president and CEO of the Hispanic Association of Colleges and Universities. He pointed out that about 40 percent of Hispanic-serving institutions are community colleges, and more than half of Latinx students start their college careers at two-year institutions. So free community college will especially benefit this population.

Community college enrollments have plummeted over the past year as the pandemic strained institutional budgets and the economic downturn upended the lives of many students. Enrollment fell 11.3 percent this spring compared to spring 2020, according to the latest National Student Clearinghouse Research Center data. In addition to making higher education more affordable, Biden's plan could elevate the visibility of community colleges at a time when the institutions are struggling to retain students, said Galizio. The California Community College system lost at least 186,688 students in fall 2020. He hopes the lure of free community college might encourage them to re-enroll.

Biden's inclusion of Dreamers, undocumented immigrants who were brought to the U.S. as young children, in the free community college plan was "very important" to California community colleges, he added. Roughly 72,000 undocumented students are enrolled in the system's 116 institutions.

Curry wants to be ready if or when it does pass. He's already brainstorming ways to advertise the increased Pell Grants to his students and devising recruitment and retention strategies that could fall under the grant program proposed in Biden's plan. If the proposal passes, he thinks it's up to campus leaders to use the money to invest in long-lasting student support structures so these funds aren't just a "one-off" benefit but rather a transformative moment for higher education.

"I don't think we'll get another opportunity like this," Curry said. "Now there are resources available. Now what are we going to do to transform our organizations and meet the needs of students?"

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# Negotiations Update

By Claire Cesareo, Chief Negotiator, Saddleback College

**The Faculty Association has been negotiating with the District for our new contract since November 2020. And although we have reached a number of tentative agreements (TAs), we are still grappling with many of the key articles; namely, Wages, Assignment, Workload, and Evaluations. Our current contract expires on June 30, 2021, and it is looking increasingly likely that we will not reach an agreement on these issues prior to the expiration date.**

## Part-Time Parity

Chief among the issues is that of wages and, principally, part-time parity. Parity, of course, refers to equality in pay between part-time and fulltime faculty for the work that they do. Part-time faculty must meet the same minimum qualifications set by the State Academic Senate, fulfill the same responsibilities for teaching classes, and adhere to the same discipline-specific standards. Moreover, they are responsible for teaching roughly half of our classes and students. And yet, they are only paid, on average, 57.83% of what a fulltime faculty member is paid for teaching the exact same class! That is roughly \$0.58 for every \$1.00 that a fulltime faculty earns for doing the same work in the classroom.

This has to change. As a union, we are committed to the concept of equal pay for equal work; a simple concept that states that individuals who are doing substantially similar jobs for the same employer must be compensated equally. This is the fair and right thing to do.

In 1968, California Ed Code was revised to allow part-time faculty to fill emergency and temporary needs in community colleges. However, this “temporary” fix has turned into a permanent cost-savings measure in most Districts, creating an exploited underclass within academia. This not only hurts the part-time faculty members, it also negatively impacts our students, who have less access to their part-time professors because they are working multiple jobs in order to earn a decent living and are generally not even provided office space on campus.

The unfairness of underpaid faculty is currently a matter of discussion in the state legislature as well, with AB 1269 being introduced calling for the legislature to act in order to “ensure the faculty at our community colleges are treated with dignity and respect” by, in part, establishing a statewide definition of part-time faculty parity that could be applied locally. Many districts in the state, however, are already making significant strides in part-time parity without the need for legislation. For example, the Peralta Community College District just negotiated a 100% pay parity for part-time faculty (up from 86%), Marin Community College District is at 95% parity, and Mt. San Antonio College and Santa Monica College are both at 85% parity. As the District with the largest annual revenue in the state, we have a long way to go to do better for our part-time faculty and, by extension, for our students.



# Negotiations Update Cont.

## Part-Time Parity Cont.

Parity exists on many levels beyond the salary schedule as well. For example, we proposed that part-time faculty with a doctorate degree should earn the same doctorate stipend as a fulltime faculty member holding the same degree (at a prorated amount). This was rejected by the District.

## Faculty Professionalism

Faculty are professionals who are experts in their fields and who do their jobs with integrity and commitment. Nevertheless, the District believes that it needs to put language in the contract that mandates teaching practices they believe are “student centric.” This includes mandating the use of the posting of syllabi on the District’s Learning Management System (LMS) and using the gradebook within the LMS. While both of these might be excellent practices for some classes, they do not necessarily work for all classes and should be left up to the professional judgment of faculty.

It is our stance that per the Educational Employment Relations Act (EERA), the Association is given the authority to negotiate on behalf of the faculty on issues related to compensation, hours of employment, and working conditions. We do not have the authority to negotiate how faculty teach their courses, which includes how they distribute materials to students and how they notify students about their grades and progress in the course. These are issues which fit squarely with the Academic Senates, which are the bodies that the college administration, District, and Board must rely primarily upon for policy development on issues related to “academic and professional matters,” including grading practices and standards or policies regarding student success. This is not just our opinion, it is encoded in law under Title 5, Section 53200.

Moreover, with all that has happened during the past year and the changes that needed to be made due to COVID-19, I am shocked that the District and colleges would even question the “student-centricness” of faculty! In fall 2020, faculty moved from face-to-face to online instruction within a week, devoted countless hours to assist students who needed their help, including on many nights and weekends, adapted teaching practices to suit the needs of the varied technological access and skill sets of our students, and created office spaces and upgraded internet access within their homes – all without any additional compensation from the District.

I, for one, am extremely proud of all that my colleagues have done for their students this year, and think that rather than challenging their professionalism, they should be given praise and adulations.



# Negotiations Update Cont.

## Student Evaluations

A final area of contention during negotiations revolves around the collecting and utilization of student evaluations. Our contract has included a process for student evaluations for at least the past 12 years. Eight years ago, the union agreed to have student evaluations used in the tenure review process. Unfortunately, however, during these same 12 years the District and colleges have failed to fully and fairly implement the student evaluation process outlined in the contract. For example, the current system of collecting evaluations through Class Climate results in a very small percentage of students completing the survey. They are therefore useless as a basis for faculty self-improvement and biased when utilized in the formal evaluation process. Perhaps worse is the inconsistency with which student evaluations have been administered. The contract specifies that all faculty, including counselors, librarians, and learning disability specialists, should be evaluated by students, but this has not been implemented at all until this year, and only in response to our calling their attention to this failure during negotiations.

While we are willing to discuss the incorporation of student evaluations into the formal performance review process for all faculty, we have remained steadfast in our assertion that we will only do so once an equitable, effective, and data-driven process (including instrument and collection tool) has been agreed upon and implemented.

The words "THANK YOU" are written in a large, stylized, hand-drawn font. The letters are outlined in a dark blue color with a lighter blue shadow or double-line effect, giving it a 3D or layered appearance. The text is positioned on the left side of the page, within a light yellow rectangular area.

Finally, I want to thank all the faculty who have attended recent Board meetings and submitted public comments. Your show of support for the Association and your strong voices on the issues we are negotiating at the table are essential in order to gain a fair contract. We will continue to negotiate during the summer months, so stay tuned for further updates.

*And a big "THANK YOU" to our Negotiations Team for continuing to fight for all our faculty's rights! We appreciate your hard work and dedication!*



# Did you know?

Both our full- and part-time faculty have access to **FREE** visits with licensed professionals for personal issues you are facing. This includes things like *stress, anxiety, depression, chemical dependency, relationship issues, legal issues, parenting questions, financial counseling, and dependent care resources*. The confidential Employee Assistance Programs (EAP) through Anthem Blue Cross offers one-on-one counseling by phone, in-person, and online. The program provides employees and family members up to six (6) free sessions per issue. They also offer legal and financial assistance. Help is available 24/7, 365 days a year by calling (800) 999-7222 for Anthem (Company Code: SISC). Other resources are available online at [anthemEAP.com](http://anthemEAP.com) for Anthem (Company Code: SISC). EAPs are available to ALL members of your household!

**For more faculty mental health resource, please visit:**

**<http://students.ivc.edu/healthcenter/Pages/resourcesfacstaff.aspx>**

**District:**

**<https://www.socccd.edu/humanresources/EmployeeBenefits.html>**

## Zoom Haiku by Matt Reed

Ring light, microphone  
Meeting is about to start  
Here's the garbage truck

--

Everyone on time  
Feels uncanny, somehow wrong  
Disorienting

--

Brady bunch boxes  
Colleagues in two dimensions  
Jamie, you're on mute

--

Dress shirt, neatly pressed  
Sweatpants, relatively clean  
Try not to stand up

--

PowerPoint slide deck  
Trying to pay attention  
Mike's dog steals the show

--

Horrifying dose  
Of painful self-awareness  
Do I look like that?

--

Time to wave bye-bye  
It feels a little silly  
But kind of charming

# Charting a New Normal

The following is an excerpt from Lilah Burke's article in Inside Higher Ed published on April 22, 2021. To read the full article, go to: <https://bit.ly/3tmwVRc>

It was a trickle that became a deluge, as four-year colleges of all sorts began to announce their fall 2021 plans. Many took great pains to advertise a large share of in-person classes and activities, pushing as much as they could for a “return to normal.”

Now that plan -- a return to majority in-person classes -- has become the norm among four-year institutions. But many community colleges have been planning for something different. Some have announced that classes will be largely remote this fall, rejecting some of the optimism of their peers.

“As long as I have to adhere to the [Centers for Disease Control and Prevention] and [California Division of Occupational Safety and Health] guidelines, that’s not going to happen,” said Frank Chong, president of Santa Rosa Junior College, referring to opening up full-time in person.

And in California, Chong has his supporters. While Governor Gavin Newsom has said he expects every public school and college to see a full return this fall, Eloy Oakley, chancellor of the community college system, has been skeptical. If vaccine uptake is good, there could be more in-person classes, he has said, but caution is still warranted.

At Santa Rosa, Chong said, many classrooms are small. As long as the CDC maintains its guidance of six feet of social distancing, it’s not physically possible to hold classes in person with the numbers of students needed. If the guidance changes to three feet, he said, that could help.

Timing was also important in making the decision, Chong said. It would be difficult for the college to move from online to in person at the last minute.

One thing I’ve found out during the year is even if people don’t like the decision, they like the certainty,” he said. “Faculty and students can start planning their lives and schedules.”

The reaction has indeed been mixed. One adjunct professor of art history took to the pages of The Press Democrat to call the decision misguided, explaining that many students are aching to return to in-person learning. The professor suggested that classes could fit the required number of students if they are kept only three feet apart, which the CDC has recommended for K-12 schools, but not yet colleges.

Community colleges are also facing the issue of vaccines. Many four-year institutions are mandating that students be fully vaccinated against COVID-19 before coming to campus. But community colleges have to make a different calculation. Students who can’t or won’t get vaccinated could be left behind by an inoculation mandate.

Other colleges limiting in-person classes have emphasized the importance of keeping students and employees safe. Palomar College in California is looking at holding approximately 30 percent of courses in person in the fall, although no firm decisions have been made yet.

“Our planning for the fall semester continues to be centered around the health and safety of our students and employees,” Julie Lanthier Bandy, a spokesperson for the college, said via email. “Our primary focus is to make sure we are offering courses both onsite and online that enable our students to complete their degree and certificate programs on time.”

As is the case at many institutions, community college administrations are considering what their future looks like.



# CCA Conferences 2021-2022

2021 Fall Conference

Theme: Bargaining

Date: October 15-17, 2021

Location: Reno, NV

2022 Winter Conference

Theme: Advocacy

Date: February 11-13, 2022

Location: San Diego, CA

2022 Spring Conference

Theme: Membership

Date: April 29-May 1, 2022

Location: Irvine, CA

## Have You Thought About Retirement?

No matter what type of faculty member you are or where you are in your career, it is never too early to start planning/saving/investing in your retirement. When was the last time you checked your annual progress reports from the California State Teachers' Retirement System (CalSTRS)?

Take a few minutes to check the CalSTRS website: <http://www.calstrs.com/>

Your Faculty Association wants to remind you that YOU are in control of your retirement. More than half of Americans are not well prepared for retirement. Consider investing in an additional retirement program, such as a 403B or Roth IRA. The District provides a list of approved vendors, or you can inquire at Schools First Federal Credit Union for additional retirement options

# CONGRATULATIONS

## 2020-2021 SOCCCD Faculty Association

### Education Scholarship Recipients:

**Solei Prats-Mascia - Irvine Valley College**

**Allyn Roberts - Saddleback College**

SC will host their scholarship ceremony in Fall 2021; IVC will host their scholarship ceremony on Friday, May 21, 2021. Please RSVP by May 19th if you plan to virtually attend: <http://link.ivc.edu/scholarshipsvp>

Thank you to our representatives for continuing to share each school's voice in our monthly SOCCCD FA Representative Council Meetings!

**Business Sciences**

June McLaughlin  
Carolina KuSSoy (alternate)

**Math, Computer Sciences and Engineering**

Carlo Chan  
Vacant (alternate)

**Life Sciences and Technologies**

Kathy Schmeidler  
Vacant (alternate)

**Social and Behavioral Sciences**

Vacant  
Vacant (alternate)

**Arts**

Jennifer La Curan  
Vacant (alternate)

**Language and Learning Resources**

Kelicia Galvin  
Vacant (alternate)

**Humanities**

Daniel Vernazza  
Virginia Shank (alternate)

**Physical Science and Technology**

Amy Stinson  
Vacant (alternate)

**Guidance and Counseling**

Parisa Soltani  
Marianne Wolfe (alternate)

**Integrated Design, Engineering, and Automation (IDEA)**

Massimo Mitolo  
Vacant (alternate)

**Kinesiology, Health and Athletics**

Ted Weatherford  
Martin McGrogan (alternate)

**Irvine Valley College**

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If you are interested in serving as a Representative or Alternate for your school, let us know!



# Saddleback College

## **Advanced Technology and Applied Science**

Kathleen Lunetto  
Vacant (alternate)

## **Online Education and Learning Resources**

Jenny Langrell  
Lydia Tamara (alternate)

## **Business Science and Economic Workforce Development**

Don Bowman  
Brock Schermerhorn (alternate)

## **Mathematics, Science and Engineering**

Sam Abbas  
Frank Gonzalez (alternate)

## **Transfer, Career, and Special Programs**

Michael Hoggatt  
Ardith Lynch (alternate)

## **Health Sciences and Human Services**

Janine O'Buchon  
Loretta Niccola (alternate)

## **Counseling Services**

Mike Long  
Mike Engels (alternate)

## **Liberal Arts**

Joshua Pryor  
Carrie Goulding (alternate)

## **Fine Arts and Media Technology**

Bill McGuire  
Vacant (alternate)

## **Social and Behavioral Sciences**

Christina Ghanbarpour  
Margot Lovett (alternate)

## **Kinesiology and Athletics**

Jennifer Rohles  
Vacant (alternate)

## **Emeritus Institute**

Pamme Turner  
Vacant (alternate)

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## **SOCCCD FA Part-Time Representatives**

Nancy Allah  
Susan Bliss  
Noushin Seddighzadeh  
Deborah Solon

With the push for Diversity, Equity, and Inclusion across the District, both campuses, and the greater community at large, here are some great resources to use at any point of your learning:



### 10 Steps On How To Be An Ally

(<http://www.ywcahbg.org/sites/default/files/manager/10%20Things%20Allies%20Can%20Do.pdf>)

10 ways to be an ally to others.

### The BIPOC Project

(<https://www.thebipocproject.org/>)

The BIPOC Project aims to build authentic and lasting solidarity among Black, Indigenous and People of Color (BIPOC), in order to undo Native invisibility, anti-Blackness, dismantle white supremacy and advance racial justice.

### EquityNow

([https://www.equalitynow.org/why\\_gender\\_equality1](https://www.equalitynow.org/why_gender_equality1))

What is gender equity and why is it something to strive for.

### GLAAD

(<https://www.glaad.org/resourcelist>)

Links to LGBTQ+ resources addressing topics including politics, sexuality, youth, transgender identities, aging, and legal assistance.

*the beautiful balance of*

**CONSCIOUS OPTIMISM**

@ohhappydani



### CODE SWITCH

(<https://www.npr.org/sections/codeswitch/>)

NPR podcast hosted by multi-racial, multi-generational journalists fascinated by the overlapping themes of race, ethnicity and culture, how they play out in our lives and communities, and how all of this is shifting.

For more resources and information, please check out IVC's Library Resources Guide (Link Below)



**LibGuides: Social Justice:...**

Be an ally for social justice! Learn about what social justice means an...

[ivc.libguides.com](https://ivc.libguides.com)

<https://ivc.libguides.com/SocialJustice/Help>





### **Fall 2021 Flex Week Presentation**

**Tuesday, August 17th**

**Noon - 1:30 pm**

**Zoom link:** <https://ivc-edu.zoom.us/j/98569115928>

**Zoom Meeting ID:** 985 6911 5928

All faculty are welcome and encouraged to attend! The Faculty Association will present updates on the progress of contract negotiations.

### **Fall 2021 Representative Council Meetings**

3:00 pm - 5:00 pm (via Zoom)

Monday, September 13th

Monday, October 4th

Monday, November 1st

Monday, December 6th

### **Spring 2022 Representative Council Meetings**

3:00 pm - 5:00 pm, Locations TBD

Monday, February 7th

Monday, March 7th

Monday, April 4th

Monday, May 2nd

# Enjoy your summer!

## **2020-2022 Officers**

Lewis Long  
President

Melanie Haeri  
President-Elect

Kurt Meyer  
Past President

Claire Cesareo  
Chief Negotiator

Frank Gonzalez  
Treasurer

Marianne Wolfe  
Secretary

Jenny Langrell  
Membership Chair

Karyn Bower  
Part-Time Faculty Chair

Grievance Co-Chairs:  
Margot Lovett & Mark Blethen  
Saddleback College

Kathy Schmeidler & Bill Etter  
Irvine Valley College

Madeline "Maddie" Hernandez  
Administrative Assistant

Office: Saddleback College, LRC 140  
[www.socccdfa.org](http://www.socccdfa.org)  
[socccdfacultyassociation@gmail.com](mailto:socccdfacultyassociation@gmail.com)  
(949) 582-4988

P.O. Box 4800  
Mission Viejo, CA 92690