

# SOCCCD FACULTY ASSOCIATION FALL 2021 NEWSLETTER

DECEMBER 2021 • VOLUME XVII

## SPRING 2022 REPRESENTATIVE COUNCIL MEETING DATES

February 7th @ 3pm-5pm

March 7th @ 3pm-5pm

April 4th @ 3pm-5pm

May 2nd @ 3pm-5pm

All meetings will be  
conducted via Zoom.

Zoom Meeting ID:  
97040297758

## SAVE THE DATE

SPRING 2022 SOCCCD FA FLEX WEEK MEETING  
TUESDAY, JANUARY 11, 2022, 11:30AM-1:30PM

**ZOOM MEETING ID: 91343223305**

[HTTPS://IVC-EDU.ZOOM.US/J/91343223305](https://IVC-EDU.ZOOM.US/J/91343223305)

Please join your Faculty Association as we provide updates on recent developments, including faculty safety protocols and negotiations over student evaluations, and look forward to the 2022 Board of Trustee elections.

### Upcoming Part-Time Faculty Workshop

Friday, January 28, 2022: 10am - Noon

How to Apply for Part-Time Medical Insurance Allowance  
RSVP Link will be emailed soon

## 2020-2022 Officers

**Lewis Long**  
President

**Kurt Meyer**  
Past President

**Jenny Langrell**  
Membership Chair

**Marianne Wolfe**  
Secretary

**Melanie Haeri**  
President-Elect

**Claire Cesareo**  
Chief Negotiator

**Frank Gonzalez**  
Treasurer

**Karyn Bower**  
Part-Time Faculty Chair

**Bill McGuire**

Saddleback College  
Grievance Co-Chair

**Mark Blethen**

Saddleback College  
Grievance Co-Chair

**Madeline "Maddie" Hernandez**  
Administrative Assistant

**Kathy Schmeidler**

Grievance Co-Chair  
Irvine Valley College

**Bill Etter**

Grievance Co-Chair  
Irvine Valley College



(949)582-4988  
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**Contact Information**  
Saddleback College, LRC 140  
[www.socccdfa.org](http://www.socccdfa.org)

P.O. Box 4800  
Mission Viejo, CA 92690

# Letter from the President

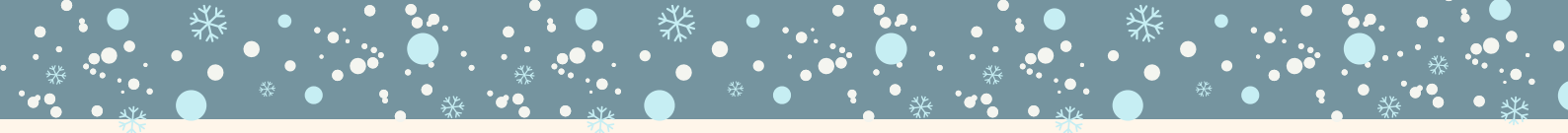
**LEWIS LONG, SOCCCD FA PRESIDENT**



This has been a trying semester. I have had the opportunity to serve as the Faculty Association President three times over the last seventeen years, and served the other eleven years as the Chief Negotiator through the negotiation of six faculty contracts. I have been involved in eight Board of Trustee elections, rogue Board members and administrators, lawsuits against the District, fights over dangerous Board policies, votes of no confidence in a college president and district chancellor, but I simply cannot recall a more stressful, challenging period than the last eight months (although it could indeed be a case of creeping senility or the “good ol’ days” syndrome; perhaps I need a rocking chair, a lap rug, an old hound dog, and start calling my younger colleagues “whippersnappers,” while reminiscing about the troubles back in “aught-five”). The unpredictable vicissitudes of the pandemic, the challenges of online teaching, numerous, endless Zoom meetings, vaccine mandates, and a few administrators who seem determined not to read our faculty contract all have created an ongoing turbulence buffeting us seemingly without end.

What has emerged from this period, however, upon reflection, is a tremendous—almost overwhelming—respect for the professionalism, work ethic and endurance of my full-time and part-time colleagues. Sure, we gripe and can occasionally be liable to annoyance, even a snappy, sarcastic retort, mostly as the result of fatigue (or maybe that’s just me). But, overall, faced with unprecedented teaching conditions, y’all buckled in and got it done, and not just satisfactorily, but with a level of excellence I would have thought unreachable in March, 2020.

On top of all of that, despite the isolation endemic to working online, it seems that a sense of mutual support and collegiality that has thrived even through the confines of endless Zoom windows (don’t get me started on Microsoft Teams). Many of us have benefitted from the generosity of much more pedagogically



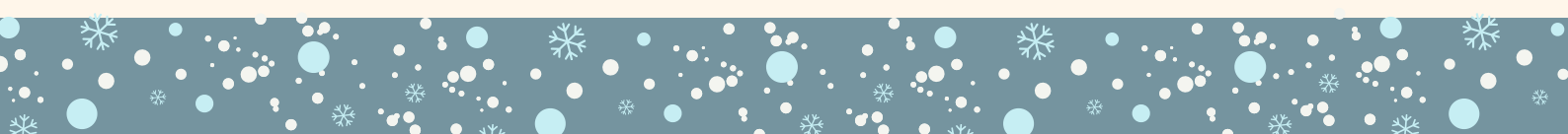
astute colleagues whose endless patience helped us construct online courses that seemed to work better than I would have thought possible. If nothing else, some of us have found in Zoom lectures a mutual anathema, if not an actual enemy.

But the challenges are far from over, and our collegiality and professionalism still have some tests to weather. Shifting student enrollment patterns and the resulting class cancellations are going to leave many of our part-time colleagues struggling to put together a teaching schedule. Many faculty, staff, and students will be returning to campus, facing the uncertainty of surging and receding waves of unpredictable variants, exposure notifications, and convoluted policies and processes designed to keep us safe (“the best-laid schemes of mice and men . . .”). Class meetings will be disrupted, students will miss classes, and all sorts of unanticipated effects—despite the best efforts of many people to peer into the future—will emerge.

I’m not even going to try to offer advice. If I’ve gained any wisdom over my now three decades, it’s that my advice is largely useless to someone whose circumstances I can only barely imagine. I can tell you only what I hope to do: keep in mind that most of us are doing the best we can under trying circumstances, struggling to preserve some quality of life while giving our students the best education we can offer.

Every year at this time, I re-read *A Christmas Carol* (as a Dickens scholar and fan, it seems appropriate), and when I feel a bit too prone to identifying with Scrooge, I try to remember his nephew Fred’s philosophy of Christmas, which is “the only time I know of, in the long calendar of the year, when men and women seem by one consent to open their shut-up hearts freely, and to think of people below them as if they really were fellow-passengers to the grave, and not another race of creatures bound on other journeys.”

I hope that you and all those attached to you have a peaceful, safe, restful, restorative and—most of all—a healthy winter break. See y’all next year.



# From Crisis Comes Opportunity

The following is an excerpt from Michael Baston's article in Inside Higher Ed published on November 5, 2021. To read the full article, go to: <https://bit.ly/31eR2bS>

The COVID-19 pandemic turned higher education upside down, sending millions of students and faculty members online amid unprecedented academic, personal and financial crises. It was an immense challenge, and it's tempting to focus on the difficulties and disappointments of the last 19 months. But the truth is that higher education's response to the pandemic has planted the seeds for long-lasting positive change on college campuses. COVID-19 sent our educators back to class, forcing them to learn new ways to keep their students enrolled, engaged and on track.

Now, we must take the hard lessons of the last year and a half and ensure we continue to innovate in the months and years to come. Though originally driven by necessity, the new tools and systems we've developed should remain as mainstays of our campuses even after we emerge from the grips of the pandemic. Here are four ways colleges changed for the better during the pandemic.

**No. 1: Expanded virtual services.** COVID-19's abrupt interruption of physical connection hit the fast-forward button on our reliance on virtual connections. While online learning was already evolving before the pandemic, the sudden closures of campuses across the country accelerated those changes in ways many people may have previously deemed improbable. Hundreds of colleges moved from face-to-face to virtual learning basically overnight.

But at a number of institutions, it wasn't just our classes that became virtual. At Rockland Community College, for example, we also began offering mental health telecounseling, virtual testing centers and online academic and career counseling sessions. Students flocked to those digital services, reminding us of the importance of accessibility even beyond the difficulties of the pandemic.

Many students, especially those at community colleges, have been busy working or raising children -- or both -- while enrolled. Expanding our virtual services allowed more students to access support and resources wherever they are, and such changes are here to stay.

**No. 2: A shifting mind-set.** Along with our technological shift came a mind-set shift. Our faculty members were quickly trained to teach online, and staff members worked to determine how to support students in an all-virtual environment. The result was a greater understanding of how we can better serve our students. We are forever changed.

We have to be. Students will now come to expect such kinds of easily accessible, round-the-clock services.





# From Crisis Comes Opportunity cont.

The genie is out of the bottle. Student expectations will ultimately play a more significant role, and those expectations should inform how the learning elements we redesigned in response to COVID-19 become normalized in our colleges and universities. We must commit to listening more to our students and to better meeting them where they are.

**No. 3: Improved career pathways.** Every crisis creates opportunity, and we must now design programs that will better prepare students to meet the emerging needs and possibilities of an ever-changing job market.

Community colleges -- the entry point to higher education for so many people -- have long served as early leaders in offering shorter-term credentials, helping students seeking to become first responders or enter the expanding fields of allied health, technology and telecommunications. We have pioneered career skills programs focused on meeting the needs not only of those wishing to upgrade their competencies but also of local and regional businesses looking to fill empty positions. After the pandemic's devastating impact on our workforce, we are doubling down on those offerings.

**No. 4: A renewed focus on equity.** With its disparate impact on communities of color, the pandemic highlighted the vast inequities that persist in this country and our higher education systems. But the challenges of COVID-19 have also left our nation with an opportunity to build a fairer and more connected community. Colleges and universities are distinctly positioned to pursue that opportunity.

At our institution, we have developed a culture of inquiry in our quest for inclusive excellence. We have permitted ourselves to ask the difficult questions about the intentional and unintentional consequences of our recruitment and onboarding processes for students, faculty and staff; our student career and academic advising approaches; and our faculty and staff professional development programs and advancement opportunities.

In addition, we continue to challenge the various systems within the institution that potentially serve as barriers to growth, success and equitable outcomes for our faculty, staff and students. We must make equity and inclusion a priority. Colleges and universities can drive critical discussions that encourage inquiry into systemic structures -- asking if they are all connected equally, effectively and intentionally so we can grow together.

Now is not the time to retreat to the old, pre-pandemic habits. It is time to codify and sustain the positive changes we have made -- and take to heart the lessons we have absorbed over the last 19 months. It is time to keep innovating. And it is time to keep learning.

# Negotiations Update

CLAIRE CESAREO, SOCCCD FA CHIEF NEGOTIATOR

## COVID-19 Vaccine Mandate MOU

The Association has just finished negotiations with the District on a Memorandum of Understanding (MOU) around the COVID-19 vaccine mandate. As you are all aware, the Board of Trustees approved a vaccine mandate for all employees. This mandate, which goes into effect on January 8, 2022, is outlined in Board Policy/Administrative Regulation 7330, and states that all employees of the district must be fully vaccinated against COVID-19 unless approved for a medical or sincerely held religious belief exemption. If an exemption is received, those employees will need to undergo twice weekly testing for COVID-19.

Once this policy was in place, it was the obligation of the Association to negotiate the impacts and effects of it on our membership. The MOU was approved by the FA Representative Council on 12/8/21 and was approved by the BOT at their 12/13/21 meeting.

This MOU includes some important safeguards for faculty. Highlights of the MOU include:

### **For those faculty who have received an exemption and must test:**

- Testing will be provided free of charge at both colleges
- Testing can also be done off-campus, but the cost will not be covered by the district
- Part-time faculty will receive one hour of additional pay per week for testing
- Part-time faculty with online-only assignments who have been approved for an exemption are also exempt from testing.

## **COVID-19 Vaccine Mandate MOU Update continued**

**For spring 2022 only, full-time faculty who are unvaccinated and have not been approved for an exemption may:**

- Use banked LHE leave
- Use accrued sick leave
- Request a leave without pay.

**For spring 2022 only, part-time faculty who are unvaccinated and have not been approved for an exemption may:**

- Be exempt from the mandate if they have online assignments only
- Take unpaid leave

**Following the spring 2022 term, all faculty must be either vaccinated or receive an exemption.**

On January 10, students who are unvaccinated or have not received an exemption will be purged from class rosters. If a class section had met the minimum enrollment threshold as defined by the contract prior to the purge, the section will not be cancelled even if enrollments drop below the minimum at that point.

With dean approval, faculty can move their classes online or work remotely on a temporary basis if they, or their students, need to quarantine or self-isolate due to COVID-19.

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### **Student Evaluations**

We are also continuing to work with the district on improving the student evaluation process. We have drafted new survey instruments to be used and have identified a system for the collection of these surveys that will ensure increased participation by students. More information to come.

# ***TOP TEN REASONS TO JOIN THE SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT FACULTY ASSOCIATION***

- 1.Strength in numbers! The larger the membership, the stronger we are at the negotiations table!
- 2.Becoming a member gives you a vote in all of the below.
- 3.SOCCCDFA negotiates your compensation and working conditions.
- 4.SOCCCDFA directly assists all faculty in filing contract related grievances.
- 5.SOCCCDFA represents faculty interests in election campaigns for the Board of Trustees. Election outcomes have a direct effect on overall work environment, compensation, priorities, culture and morale in the District.
- 6.SOCCCDFA is affiliated with NEA, the largest educational organization in the world, plus CTA & CCA.
- 7.NEA & CTA membership includes \$1 Million Educators Employment Liability Insurance. It also entitles you to legal counsel and representation in work-related matters.
- 8.NEA & CTA memberships each include limited life and accidental death and dismemberment insurance.
- 9.NEA & CTA membership includes travel, entertainment and major purchase discounts as well as optional financial services.
- 10.NEA (National Education Association), CTA (California Teacher's Association) & CCA (Community College Association), actively pursue legislation to promote fair practices for faculty in public educational institutions.





## **SOCCCD Faculty Association 2022-2024 Officer Elections**

In spring 2022 the Faculty Association will hold the elections for officers to serve for the 2022-2023 and 2023-2024 school years. The following positions will be elected:

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- **President-Elect**
  - **Treasurer**
  - **Secretary**
  - **Membership Chair**
  - **Part-Time Faculty Chair**

An email will be sent out in early spring requesting nominations! Please consider running for these important leadership positions!



## **MEMBERSHIP UPDATE**

**Shoutout to all the departments who have  
100% full-time faculty membership!**

### Saddleback College:

- Business Sciences
- Counseling
- Extended Learning
- Kinesiology
- Liberal Arts
- Social & Behavioral Sciences

### Irvine Valley College:

- Business Science
- Guidance and Counseling
- IDEA
- Language and Learning Resources
- Life Sciences & Technologies

# CCA CONFERENCES



**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: TBD**

We will be seeking delegates for the Winter and Spring 2022 CCA Conference. Please be on the lookout for that email if you are interested in attending and representing SOCCCD!

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CTA in-person conferences are back! If you are interested in attending any of the conferences, we invite you to apply for a CTA grant! Grants cover conference registration and transportation.

The grant applications are easy and quick; you only need to fill out one application to be considered for a grant to any of the conferences they host. Some grant deadlines for upcoming conferences include:

**Equity & Human Rights Conference** – March 4-6, 2022, Los Angeles  
Application Cut-off: January 3, 2022, at Midnight

**Good Teaching Conference South** – March 18-20, 2022, Garden Grove  
Application Cut-off: January 3, 2022 at Midnight



## **Available Grants**

- New Member Grants will be awarded to applicants who are within their first 5 years of CTA membership.
- Minority Incentive Grants – Minority members are defined as belonging to one of the following racial-ethnic groups: African American; American Indian/Alaska Native; Asian; Hispanic; Native Hawaiian/Pacific Islander or Multi-ethnic. These grants are offered to encourage minority leadership within the Association.
- Special Under-Represented Groups (White Male, and LGBTQ+) Grants will be offered for Equity and Human Rights Conference participants.

For full details and to apply for a grant, go to [www.CTA.org/grants](http://www.CTA.org/grants).

# 4-Year Degrees for California's 2-Year Colleges

The following is an excerpt from Sara Weissman's article in Inside Higher Ed published on October 18, 2021. To read the full article, go to: <https://bit.ly/3y5gvR0>

California community college advocates and leaders are applauding new state legislation that allows two-year institutions to award four-year degrees.

Assembly Bill 927, signed into law by Governor Gavin Newsom on Oct. 6, makes baccalaureate programs being piloted at 15 community colleges permanent and allows other community colleges across the state to also create the programs. The law allows the California Community Colleges system to offer up to 30 new bachelor's degree programs per year, provided the programs fill different workforce needs than programs already available within the state's university systems.

"We think it really allows our community colleges the flexibility and the authority to continue designing programs to meet the needs of California's ever-changing economy and workforce," said David O'Brien, vice chancellor for governmental relations for California Community Colleges.

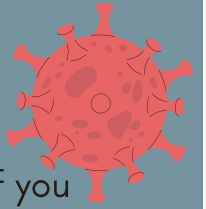
"For us, it's like Christmas," Rivera-Lacey said. "Community colleges have always been a place of accessibility. To add a bachelor's degree to that -- I think this is a game changer, and I think California has been waiting for it for a while."

The new legislation allows community college administrators to submit proposals for new bachelor's degrees to the office of the chancellor of the community college system during two annual cycles. Fifteen programs per cycle will be considered and must pass a review process by the chancellor's office, California State University and University of California systems administrators, and the Association of Independent California Colleges and Universities. The number of baccalaureate degree programs offered by a community college district must be fewer than a quarter of the number of the district's associate degree programs.

In the meantime, passage of the legislation in an influential state such as California is a win for the broader national movement to legalize community college baccalaureate programs.



# Reminders for Spring 2022



## Links to the Flex Week Calendars

### Saddleback College

<https://www.saddleback.edu/senate/Professional-Development-Flexible-Calendar-Program>

### Irvine Valley College

<https://academics.ivc.edu/saffdev/Pages/default.aspx>

The deadline to submit **proof of COVID-19 vaccination** is **January 7, 2022, at 3 p.m.** If you have already uploaded your vaccination record, please disregard this email. Hourly, part-time, and permanent employees that still need to upload their proof of vaccination to avoid being placed on unpaid leave effective January 8th, must upload their vaccination QR Code as vaccination cards are no longer being accepted due to the large amount of fraudulent vaccination cards.

If you have questions about how to upload your QR Code, the instructions are attached or you can contact Leilani Anselmo at [lanselmo@socccd.edu](mailto:lanselmo@socccd.edu).

On behalf of the SOCCCD Faculty Association, we wish you and your loved ones

# HAPPY HOLIDAYS!

SEE YOU NEXT YEAR!