



The Redwing



Skagit Valley College Federation of Teachers
Local 4985

Mark your calendars

Upcoming SVCFT meetings:

- Exec., Oct. 19, 12-1:30 pm
 - General, Oct. 26, 12-1:30 pm
 - Exec. Nov. 16, 12-1:30 pm
 - General Nov. 23, 12-1:30 pm
- Outlook invitations with Zoom links were sent to faculty. Please check your inbox.

Contribute!

We encourage contributions to the newsletter. The next deadline for the Fall 2021 issue is Nov. 5. If something is happening in your area that you feel your fellow faculty need to know about, send an article to Editor Elena Bianco at skagitaft@gmail.com. Contributions will be edited for grammar, length and content.

SVCFT Officers:

Kip Zwolenski, *President*

Jocie Slepian, *Vice President for Associate Faculty*

Brian Manning, *Vice President for Whidbey Island Campus*

Sunaina Virendra, *Treasurer*

Diane Johnson & Elena Bianco, *Co-Secretaries*

<http://svcft.wa.aft.org/>

SVCFT President's Update

By Kip Zwolenski, *SVCFT President*

Welcome back to fall quarter. It was good to see everyone during In-Service Week. There is a lot of excitement as we kick off the fall quarter, but there are also many questions. I have been turning to the following resources to answer my questions and to stay connected to the ever-changing discussion.

[SVC COVID-19 Information](#)

[SBCTC Coronavirus Resources](#)

[AFT-WA COVID-19 Resources](#)

[WSLC COVID Vaccine Information](#)

[AFT COVID Resources](#)

Please do not hesitate to reach out to me or any of our union leadership with specific questions about our campus' COVID protocols and the local implementation of the Governor's vaccination mandate.

In addition, I would like to check-in regarding faculty evaluations. We moved forward on an updated faculty evaluation process when we ratified the current contract in the fall of 2019. However, implementation of these changes were postponed, as the forms supporting this process were being created and updated.

We will be reviewing the forms in the coming weeks. Stay tuned for more information.

Post-Tenure— Every 4-Years After Receiving Tenure





Associate Faculty Update: Welcome back

by Jocie Slepian Associate Faculty Vice President

It been wonderful to see many associate faculty back on campus, and this fall we have 25 new associates between the WIC and MV campuses! For both seasoned and new faculty, the adjustment back to campuses and online teaching loads can be challenging. Here are some events coming up for all associates to support you:

Associate Talks: October 12th at 3:00

“Associate Talks” are informal, quarterly meetings designed to build community among associate faculty and to share ideas and concerns. We’ve been zooming these talks over the past year, and we’ll continue that format since that will allow more participation among the campuses and among faculty working remotely. Our next Associate Talk will be Tuesday, October 12th, from 3-4:00. All faculty are welcome.

Join Zoom Meeting: <https://us02web.zoom.us/j/87415823024>

Meeting ID: 874 1582 3024 One tap mobile +12532158782,,87415823024# US (Tacoma)

Associate Meeting with Instructional Leadership: November 3rd at 2:00

Instructional Leadership, our deans and VP, will be meeting with with associate faculty to connect and answer questions. This fall, we'll have a meeting on a particular theme: interviewing as an internal candidate. As an associate, there are advantages and unique challenges when interviewing as an internal candidate for a tenured position and this discussion will shed light from leadership and associates on best interview practices in front of a hiring committee. With many tenure track openings at SVC this fall, this meeting will provide insight into the areas to focus on as you apply for tenured work, both at SVC and at other institutions.

The meeting will take place on Wednesday, November 3, 2021, from 2:00-3:00 on Zoom.

Meeting ID: 817 6729 5959 Passcode: 989016 Phone: 253.215.8782

Your 20-21 SVCFT Executive Council Reps

The election for 2021-22 Executive Council Representatives is coming soon. Watch your email for info.

Travis Alexander, Associate Faculty Liaison	Jason Lind, Humanities
Claudia Avendano-Ibarra, Workforce	Matt Mardesich, Workforce
Jennifer Boland, BEdA/AESL	Beth McGuire, Counseling/Library
Neta Cahill, Past Officer	Cliff Palmer. Natural Sciences
Sally Dixon, Social Science	Matt Scammell: Lead Negotiator
Stephanie Hunter, Past Officer	

Our Union Can Help with Burnout

By Julie Kunz, MS, LMHC, Faculty Counselor

Are you like me? Do you find yourself responding to student emails late at night when you should be paying attention to your family? Do you intend to get ahead of your grading so that you can take a weekend off only to find yourself behind again? Have you heard advice on how to avoid burnout that includes things like good self-care? And do you often sit there wondering, “Well, how the heck am I gonna find time for that too?”

I’m a trained mental health counselor and so self-care is kind of my bag. It’s practically baked into the DNA of the profession. I am also someone who is (mostly) good at practicing what I preach, so I do practice self-care. And at the same time, I’m still feeling burnt out. I had started to think that there isn’t enough self-care in the world to fix burnout. So when the Center for Participatory Excellence’s Online Excellence Canvas Training, led by Gretchen and Kip, had a session dedicated to self-care, I was resigned to an hour of “wasted” time. Not that self-care isn’t important, but because I thought I’d heard it all before. Luckily, I was wrong. Gretchen and Kip brought in our esteemed colleague Claudia Avendano-Ibarra for this session, and Claudia had a new (to me) perspective that hit home like nothing had hit home before. I was so moved by her insights that I asked her to collaborate with me on this article. I hope for others to hear her perspective and to see what I saw – that her perspective has implications for how we can work together as a part of the union to address burnout.

Claudia kindly agreed to write a summary of the message she presented to our group that day. The article on the next page in this newsletter is Claudia’s perspective on self-care.

The message that I took away from her message was that real self-care is more than exercise, diet, and “taking time for yourself”. Those things are a part of it, sure. And at the same time, none of us can take meaningful part in those activities without support. That support must be institutional, structural, and cultural. It needs to be both emotional (“I’m here for you”) as well as financial (“Yes you can take that day off”, etc.). Individuals cannot follow through on the day-to-day activities of self-care without community and structural care.

The purpose of our Union is to protect faculty rights. One of those rights is a work life balance and our Union has a history of supporting that right. And as we consider Claudia’s examples of community and structural self-care, new avenues for creating/protecting work life balance become clear. One example that I see is around equitable pay and things like release time and/or class caps. Many faculty have commented that the hours required to prep and grade (especially with more inclusive pedagogical practices) exceeds the contract-approved 35 hours a week. Is that a chronic problem? If so, what institutional practices are contributing to it? What contractual provisions could the Union take up to help reduce the workload? I don’t know the answer to those questions, but I am curious about them. And I am hopeful that if many of us begin to see how the Union can play a role in building community and structural support, we might have more and more conversations about these issues. Perhaps – oh, *perhaps*, we might also find some solutions to some of the problems that lead to burnout!

Community + structural care = a foundation for self-care

by Claudia Avendano-Ibarra, M.S.W, Human Services Faculty

Many of us engage in self-care practices in an effort to balance life and work and we typically include consideration of our physical, emotional, social, cultural, and spiritual needs. Because I am well versed in the dangers of chronic stress, I consistently recalibrate and reimplement my bio-psychosocial self-care plan. That said, I have a family, I am an active community member, and I am a gratified college instructor in the field of Human Services with a passion for Equity and Social Justice. I strive to teach and collaborate in alignment with our college guiding principles and my professional code of ethics which is grounded in justice, integrity, service, competence, and dignity and worth of the person. That is to say, there is always something vital and exciting to do while balancing demands and respecting boundaries so that at the end of the day I have something to give my family and myself. Thus, self-care is not only indispensable but it is also an ethical obligation.

Stress management and self-care are also topics that are very relevant to our students and these discussions are very needed and well received. In the process of lessons and conversation with our diverse students, including many in survival mode, I realized that the message was a subtle act of exclusion because it did not recognize the role of structural oppression and inequity. The reality was that many students could teach me a thing or two about resilience and that it wasn't only an issue of growth mindset or self-care. Allow me to highlight that I am not saying that the message of self-care is entirely useless but I am saying that the message of self-care alone is problematic.

The message felt incomplete and so my search for better tools and understanding introduced me to several articles like, "The Unspoken Complexity of Self-Care," by Deanna Zandt in

which she explains that "self-care has become a buzzword that is often confused with soothing which is helpful in providing a distraction but not so much in stabilizing or creating opportunities to move forward." In addition, in the article Self-Care Isn't Enough - We Need Community Care to Thrive, Heather Dockray describes that "self-care is primarily an act of compassion directed towards oneself that does not address systemic issues that impact us." In other words, while self-care can improve mood, it isn't going to address oppression, a workload issue, or pay somebody's bills. Many of the global majority also face compounded discrimination and those with the greatest needs often don't have the support necessary for true self-care. This brings me to Nikita Valerio, a Toronto-based community organizer and researcher who specializes in building cross-cultural bridges. Valerio asks people to "consider that for self-care to be possible, we also need community care and structural care."

Valerio shares that "community care is when people are committed to leveraging their privilege to be there for one another in various ways. It is any care provided by a single individual to benefit other people in their life." Some examples of community care at work can be:

- Inclusive and accessible social and supportive environments
- Wellness days and prioritizing rest via policy
- Providing time during staff meetings to address a need
- Bringing awareness to a specific issue through the website or social media page
- Regular check-ins to help
- Making specific offers to help
- Solidarity and accomplice work
- Affinity groups

Cont'd., p. 5

Self-Care (cont'd from p. 4)

- Equitable distribution of work and resources
- Authentic relationships and interpersonal acts of compassion

Structural care refers to the systems that support community and self-care and some examples are:

- Equitable policy and practice
- Compensation for all work and fair wages
- Access to mental health services
- Racial equity and justice
- Paid family leave
- Efficient public transportation
- Universal healthcare
- Child & elderly care

As someone who was raised in a collectivist culture and as an educator trained in the spectrum of social work practice, this made a lot

of sense. Self-care is not a substitute for systemic issues. My micro level efforts are more likely to be effective when they are supported by the mezzo and macro systems in which I function like my employer and community.

In summary, I concur with Valerio when she states that “community and structural care are a better base than self-care for building a more equitable society and healthier people.” The practice of community and structural care isn’t to eliminate self-care but to make it possible and I am encouraged with the possibility of applying this framework in different settings starting with my program. I see this framework as an opportunity for SVC leadership, faculty, and staff to discuss community and structural care for all including students.

Instructional Tip of the Quarter: Internet Archive for Texts

submitted by Elena Bianco, Redwing Editor

When your students need to access their textbook, but it hasn’t arrived yet (something that could be more common with a book shortages due to recent supply chain problems), the Internet Archive (<https://archive.org>) can help. The non-profit that brought us the Wayback Machine to view archived versions of your favorite websites has been loading scanned versions of textbooks and making them available to help students and faculty who could no longer access physical copies of textbooks when schools closed down in response to the Covid-19 pandemic in March 2019. They use a controlled digital lending model to make resources available for free while adhering to copyright law.

To access them, students go to the Internet Archive, login with a free account, and then search for the book. If it’s available, (most of the textbooks are previous editions, so it’s a good idea for you to check and see if your textbook is there and if an older edition will work), they will be able to “check out” the book, usually for one hour at a time. It’s not as good as having their own copy, but in a pinch, it might get them through the first couple weeks’ worth of readings for your class.

Have a teaching tip that your colleagues may find useful? Send it to skagitaft@gmail.com

What's New in the Library:

"The Arrival," Guide to Researching Long Term Care Options, & more

by Elena Bianco, Librarian

The Library is excited to be open for students again Fall Quarter. We are currently open from 9 am - 4 pm Mondays through Wednesdays. Those hours may change to accommodate demand as we work to increase staffing.

- This quarter, Libby Sullivan will be hosting a One College One Book program featuring *The Arrival*, a wordless graphic novel by Shaun Tan. This is a beautiful, wordless graphic novel that follows the story of a man leaving his home and establishing his place in a new and unfamiliar world. Thanks to a grant from the American Libraries Association, the Library has free copies of the book that we are giving away to students at both campuses. If you would like have copies for your classes, please contact Libby at libby.sullivan@skagit.edu as soon as possible with the number you would like.

Discussions about the novel, which covers themes of belonging, immigration and identity will take place Tuesday, Oct. 26 from 5-6:30 or Wednesday Oct. 27 from 2-3:30 pm on Zoom: <https://skagitvalleycollege.zoom.us/j/85100277751>.

For more information check out our One College One Book Resource Guide: <https://subjectguides.library.skagit.edu/oboc>

- As many of us are trying to research long term care options in advance of the November deadline for opting in or out of contributing to the WA Cares Fund, check out the library's a guide to [Researching Long Term Care](#), that includes links to the WA Cares Fund, information about opting out, as well as other resources to help you determine what long term care solution is right for you.
- Our research guides can be found on the library website under the "How Do I Find?" tab. We can assemble resources into a guide for your classes or on a topic. If interested, please reach out to your librarians and they can work with you to create a guide.
- As always, our amazing staff are providing laptops, wifi hotspots, yoga mats, textbooks, etc., to students at our curbside pick-up stations. For more information on how that works, staff or students can email library.circulation@skagit.edu.
- Librarians are here to help you or your students with any resources or research needs. Feel free to reach out via: · Email us at mv.library@skagit.edu. · Zoom: Set up an appointment on Zoom (<https://skagit.libwizard.com/f/librarianzoom>)



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SVCFT

AFT Local 4985