

**Los Rios College Federation of Teachers**  
**2126 K Street**  
**Sacramento, CA 95816**  
**March 2, 2022**

**Present:** Jason Newman, Belinda Lum, Oranit Limmaneeprasert, Robert Perrone, Teresa Aldredge, Walter Kawamoto, Linda Sneed, James Telles, Dennis Smith, Iris Dimond, LaQuisha Beckum, Katie Carbary, Matthew Register, Gabriel Torres, Veronica Lopez, Nicole Griffin, Tak Auyueng, Jackie Ornate-Vargas, Leon Smith, Kalinda Jones, Art Jenkins, Josh Fernandez, Dana DeMecurio, Julie Oliver, Robyn Waxman

**Excused:**

**Absent:** Jesus Limon, Angelo Williams, Lingling Zhang

Newman convenes the LRCFT Executive Board 3:00 PM

- I. Approval of February 16, 2022 minutes. Dimond moves to approve minutes, Limmaneeprasert seconds. Motion passes by consensus.
- II. Approval of Agenda. Lum moves to approve agenda with changes, Diamond seconds the motion. Motion passes by consensus.
- III. **Public Comment:** Ricardo Caton, ARC Professor of History, present to request information on ARC class size resolution rejected by Nye. Requesting explanation and union's stance on the resolution. Camille Leonhardt, ARC History professor, shares gratitude for improvement of salary schedule and faculty responsibilities in working with DSPS for making online content.

Alana Matthews, candidate for District Attorney present to discuss her platform. Matthews has been endorsed by LRCFT.

### **Reports**

- IV. **Academic Senate Report:** Oliver written DAS report Wednesday, March 2, 2022  
Resolution in Support of Increased Adjunct College Service Compensation. The resolution was discussed at the Feb 28th SUJIC meeting. The DAS has asked LRCFT to negotiate additional compensation for adjunct faculty in the area of college service relating to academic senate and participatory governance committee work. Hyflex/Syncflex/Asyncflex. An updated document shared at the DAS on Mar 1st is shared at the end of this report. The college academic senates will be discussing whether or not there is an interest in supporting faculty interested in teaching in these alternative formats. The colleges will report back to the DAS in April. Resolution: Impact of Class Size on Instructor Ability to Engage as Equitable Practitioners. Continued dialog on the resolution (shared at the end of this document) at colleges and at the district. Next district meeting is March 30<sup>th</sup>.  
Future DAS meetings-Mar 15, Apr 6 & 20, May 3  
LRCCD Board of Trustees o Retreat March 11-12, 2022  
Regular Meeting, Wednesday, Mar 16, 2022, 5:30pm  
ASCCC events-many other events and institutes are listed on the website o Area A Friday March 18, 2022 o Plenary April 7-9, 2022

### **HyFlex Report DETC-DCCC Joint Workgroup Dec 7, 2021**

The Los Rios district's response to the recent pandemic has opened new doors in the delivery of educational opportunities to students. The following report is the result of a desire to meet students' needs for flexibility in scheduling, provide quality learning modalities, balance faculty workloads, and secure equity across our student population. Additional "flex" modalities present an option to provide equitable access to courses, including learning opportunities, class materials, resources, and other success measures for students. Because the instructor and student are separated by distance and/or time, these "flex" modalities are classified as Distance Education (DE). Refer to the Appendix for a comparison chart. Los Rios' primary transfer institution, CSU Sacramento, has outlined available instructional modalities on their website. We have attempted to align our definitions of HyFlex and SyncFlex with those of CSUS to minimize confusion for students enrolling at both institutions simultaneously.

**HyFlex Modalities:** In-person, Synchronous online, Asynchronous online **Definition:** Students choose between three options of how, when, and where they attend class. Students can decide which option to select week-by-week throughout the semester. **Option 1:** Meet at the scheduled class time in person in an on-campus classroom. **Option 2:** Meet at the scheduled class time through a remote connection. **Option 3:** Attend asynchronously completing class sessions using online materials. **Example:** Class meets MWF 9:00-9:50 AM. in MND 1003 and via a live Zoom connection and available asynchronously via Canvas.

**SyncFlex Modalities:** In-person and Synchronous Online **Notes:** This modality differs from HyFlex in that there is no asynchronous online option. CSUS calls this “HerkyFlex” to fit within their mascot branding. **Definition:** Students choose between two options of how, when, and where they attend class. Students will make their selection about which option they will take upon enrolling in the class: **Option 1:** Meet at scheduled class times, in-person, on campus. **Option 2:** Meet at predetermined scheduled class times online through a remote connection. **Example:** Class meets MWF 9:00-9:50 M. in MND 1003 and via a live Zoom connection.

**AsyncFlex Modalities:** In-person and Asynchronous Online **Notes:** This modality differs from HyFlex in that there is no synchronous online option. **Definition:** Students choose between two options of how, when, and where they attend class. Students can decide which option to select week-by-week throughout the semester. **Option 1:** Meet at scheduled class times, in-person, on campus. **Option 2:** Attend asynchronously completing class sessions using online materials. **Example:** Class meets MWF 9:00-9:50 M. in MND 1003 and available asynchronously via Canvas.

**HyFlex, SyncFlex, and AsyncFlex Considerations:** Teaching the same group of students simultaneously using multiple modalities offers unique challenges. Faculty, students, and support staff should consult the following before opting-in to a HyFlex or SyncFlex course.

**Operational -** How will these modalities be coded? Fully online, partially online, or other form of DE? How will attendance be measured for students selecting the asynchronous option? How will attendance be measured if a student switches between modalities? How will retention be tracked for HyFlex and/or SyncFlex courses? How will your department know which of the three modalities had the poorest retention? How will vaccine mandates affect enrollment in HyFlex or SyncFlex courses?

**Instructors - Instructor Attendance:** on-campus presence at all scheduled meeting times is expected. **Workload:** if you’re not already comfortable teaching synchronous and/or asynchronous online modalities, this is a heavy lift. **Technology:** how will instructors receive training for using the equipment? **Classroom Management:** how will the instructor engage all synchronous students, both oncampus and via live remote connection. ○ During class, how does the instructor make eye contact with all students if the camera is in one location and the Zoom screen is in another location, and neither within the same field of view as the in-person students? **Regular and Effective Contact:** how will the instructor ensure regular and substantive interaction with students selecting the synchronous and/or asynchronous options? ○ It’s tough for remote students to know who is speaking in the physical classroom because there is not a highlighted box around the speaker like there is for remote attendees. **Course Design:** how will the instructor ensure that each modality provides students opportunities to develop skills necessary to achieve course outcomes? **Equitable Learning Opportunities:** how will the instructor ensure that students will experience equitable learning opportunities regardless of the modality they select? **Preparing**

**Students:** how will students know what is expected of them? **Student expectations of privacy:** will the camera in the room show what’s on the devices being used by in-person students? **Performance release:** If a session is recorded and put online, any students whose faces can be seen will need to sign a performance release. **Students - Understanding Modalities:** how will the District ensure students understand these new modalities, and how they affect their course selection? **Access to Technology:** do students know the technology requirements for the course, and if so, do they have access to the required technology? **Comfort with Technology:** are students comfortable using webconferencing software, an online learning management system, and other technology tools to access course materials and interact with their peers and their instructor? **Student Engagement:** are students prepared to engage in course activities, even when accessing the course remotely or asynchronously? **Recordings:** are students comfortable with being recorded if they plan to attend the course synchronously or on-campus?

Room Setup and Support. Does the room have a microphone so that remote students can hear in-person students clearly no matter where they are sitting in the room? Does the room have a microphone capable of distinguishing the current speaker from the ambient noises in the room, including side conversations among in-person students? Will there be a screen at the back of the room so the instructor can have the in-person students and remote students in their field of view? If so, will it be big enough so that the instructor can see remote attendees and whatever instructional material is being used? What kind of support will be available in the classroom? Will it be comparable to the support offered for ITV courses in the past? ITV had at least two support people for each and every class. “With proper support staff in the room each time” What kind of support will be available to students who access live sessions remotely? How do we properly and appropriately edit and archive recordings? Who will ensure recordings protect student’s right to privacy? Who will archive? Who will edit the videos (ex: length, removing down-time, etc.) Who will caption the videos? Final Thoughts If Los Rios adopts this new model in an attempt to be more nimble in support of our students, its success will depend on continuous assessment and a willingness to be nimble in how “flex” our instructional modalities will be. This includes effective professional development for instructional faculty and the classified professionals that will likely be needed to support this mode. The most important consideration of supporting “flex” instructional modalities will of course be student enrollment, engagement, and success.

V. **President’s Report:**

Newman shares announcements with board members. Los Rios will rescind mask requirement on March 12 for vaccinated and unvaccinated who have an exemption. Newman would like to start having on ground union meetings with zoom options in April. There are ongoing discussions regarding class caps discussions and part-time faculty campaign for healthcare. Newman reviews upcoming events.

**Action and Discussion Items**

VI. **LRCFT Sign:**

Waxman shares new LRCFT sign with suggested changes. Discussion regarding the listing of the colleges on the sign is held. The colleges will be listed alphabetically. Social media campaign is shared with board. The campaign targets the next generation with the goal of union engagement. Limmaneprasert moves to accept changes to the new Union Hall sign, Aldredge seconds the motion. Motion passes by consensus.

VII. **Part-time Faculty Compensation for Serving on LRCFT Board:** (2<sup>nd</sup> Reading)

Beckum reviews the motion for board members. The Part-time faculty serving as campus representatives currently receive \$1000 each per semester. This proposal is to increase the allocation to a more fitting stipend, that acknowledges the free labor part-time faculty are providing to the work of the board, and their respective colleges. We are asking for an increase in the total cost of part-time representative compensation. Increase compensation from \$1000 to \$3000 for part-time faculty to not only attend the Board meetings (mandatory), but also to be paid for the work they do in attending campus LRCFT meetings, PAFC meetings, and participate in caucuses/committees of the union.

Aldredge suggests putting some parameters and expectations for the compensation so that it does add additional work onto the part-time representatives. Beckum discusses how each campus has different expectations which may make it difficult to create those parameters. Newman requests clarification regarding requirements in terms of policies for more compensation. Policy regarding campus representatives is reviewed. The increased amount being sustainable is another concern Newman expresses. If the number of part-time members grows to more than the current five, the amount could affect the budget. Torres discusses providing stipends for campus representatives as well. Lum is supportive of the idea of compensation with possible flexibility and loose boundaries, expectations. Sneed reviews the proposed language. Beckum lists expectations of part-time campus representatives. Newman suggests if the proposal is passed, the LRCFT will need to change the policies to reflect the scope of the proposal. Lopez supports updates to the LRCFT policies. Limmaneprasert and DeMecucurio oppose changing the policy to add more mandatory events/meetings. Newman suggests addressing the concerns and bringing the proposal back to the next meeting. Smith discusses the proposal and suggestions for service. Telles suggests the compensation be tiered, depending on the amount of commitment the part-time campus representative can make to service. Beckum will come back with suggested changes to the next meeting. Aldredge

moves to table the motion. Motion fails. Jenkins moves to approve the \$1500 stipend with the intention to address the additional requirements and stipend later. Limmaneeprasert seconds the motion. Discussion held. Telles rescinds his idea of tiered compensation. Limmaneeprasert rescinds her second. Jenkins moves the part-time campus representatives receive \$2000 for the spring semester or additional \$1000 for those already paid to them to make them whole, Fernandez seconds the motion. Discussion held. Motion passes by consensus.

### Closed Session

#### VIII. **ARC Election:**

LRCFT board accepts proposed report to send out to ARC faculty.

#### IX. **Good of the Order:**

Limmaneeprasert announces dinner with Paul Baltimore's mother, Pat, after the award reception. Telles updates board on Paul Baltimore's scholarship. The scholarship will be done through the FLC Foundation. The Foundation will manage the funds. LRCFT can be involved by reviewing applications. Telles will be involved with fundraising for the scholarship fund. Carbary discusses email from Smith regarding a draft of analyzing salary schedule. Carbary requests clarification regarding the salary committee, if she is on the committee and why the information not being shared with all board members. Smith clarifies for Carbary and the board regarding the request for analysis of the B Schedule. The request was for analysis of Smith's numbers. Lum requests LRCFT send out a Save the Date for Dean's celebration of life.

### Reports

#### X. **PAC Report:** 2/24/2022 Kawamoto written report

Since last eboard meeting, not much to report:

- The "Teachers for Dave Jones" lawn signs have been designed and are being ordered.
- The next PAFC meeting will feature Tecoy Porter, Eric Guerra, and Stephanie Nguyen for AD 10.
- The Chavez March planning meetings are being held every Wed, and promises to be as bigger than ever.

#### XI.V. **Campus updates:**

##### 1. *FLC* – Telles March 2, 2022

###### **Internal (FLC Team)**

Worked on and sent Feb message, set ongoing meetings, set FLC Union/Senate Leadership Meeting

###### **Grievances**

District agreed to change several sections of a performance evaluation as a remedy of a grievance and we discovered that they never made the agreed upon changes. Robert leading discussion with HR.

###### **Workshops**

Next one Friday, February 25 – 1<sup>st</sup> of two FLC Membership Meetings

###### **Team Worked w/ Members on:**

Los Rios College Online, pay stub, sample self-studies, preference, ADA, retro, accreditation team access to canvas, banking type C, requests for a pay stub workshop, 100% online programs, residency and employment

###### **Meetings**

DAS class size resolution meeting

Senate

DRT

##### 2. *CRC* – Aldredge March 2, 2022

Meetings

- CRC Academic Senate – 2/25/22
- Council of Chairs – 2/25/22; Jason attended
- DAS Meeting – 3/1/22
- Chancellor's Cabinet – 2/28/22
- SUJIC – 2/28/22
- Meeting with College President Bush – 3/10/22 - cancelled

- Regular meetings with CRC AS President 2/22/22 - cancelled
- LRCFT College Presidents Meeting – 2/23/22 - cancelled
- DRT Meeting – 2/23/22
- Special meeting on DAS Resolution Class Size - 2/23/22 – Linda attended
- Meeting with VPI Montanez – 2/4/22 – discussed workload committee
- BIRT Meetings – weekly on Monday at 10 am (no new cases)
- Case Management Meetings – weekly on Thursday at 9 am
- LRCFT College Reps meetings – no meetings scheduled; 3<sup>rd</sup> Thursdays @ 3:30 pm
- CRC Union Office Time: 1<sup>st</sup> & 3<sup>rd</sup> Thursdays at 3 pm; 2<sup>nd</sup> & 4<sup>th</sup> Thursdays at 6 pm – plan to change time
- Ongoing meetings and emails with faculty compliance issues
- Ongoing emails and text messages between college presidents/ED regarding union issues

Upcoming:

- PACF 3/9/22
- CRC Senate 3/11/22
- New Faculty Orientation 3/11/22

Conferences/Trainings:

- FACCC Advocacy and Policy Conference
- Data Literacy Online Course

Ongoing Projects:

- Parliamentary Training – 2/16/22 & 3/16/22
- Counseling Contract Review Subcommittee – reviewing contract for counselor issues (3<sup>rd</sup> Fridays)
- RFP for the Equity Audit implementation (Parts 3&4) – continued discussions with potential consultants (1/4/22 & 1/18/22 & 1/28/22)

Lum moves to adjourn, Telles seconds the motion. Motion passes 5:17 PM

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Jason Newman, Interim President

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Ling Ling Zhang, Secretary-Treasurer