APARC Minutes

Present: Puspa Amri (minutes), Sandy Ayala, Laura Lupei, Mike Ogg, Catherine Fonseca, Emily Acosta-Lewis, Megan Burke, Stacey Bosick , Merith Weisman, Christina Gomez, Heather Smith

Guests: Damien Hansen, Laurel Holmstrom-Keyes, Rich Whitkus , Richard Senghas

1. Agenda and minutes from May 11
   Approved.
2. Chair's report (Emily):
   a. From ExCom meeting: some one-time funds for faculty will be made available (from Ex Com meeting). APARC can discuss how it can help in the process.
   b. Enrollment is a problem. There are only half as many 1st year-students than normal. However, there are many transfer students.
   c. ExCom had some comments on APARC's 2020-21 priority recommendations. To be discussed in today's meeting.
   d. Information item: There has been a vote of no confidence for the Dean of the library.
3. Academic affairs update (Stacey):
   a. AA is collaborating with risk management to conduct classes in this environment.
   b. AA is rolling out GE area F (ethnic studies requirement) in collaboration with faculty governance.
   c. Wed had a successful graduate school orientation.
4. Stevenson Task Force Update & ATISS (Sandy):
   a. No update on both items. The committees have yet to meet.
5. UPRS update (Catherine):
   a. Over the summer UPRS drafted the final recommendation on the program review to APARC and will vote on that at next meeting.
6. Business

   Business I. Review of APARC Charges (Guest: Laurel Holmstrom-Keyes, Rich Whitkus , Richard Senghas)

   - Better understanding APARC's mission as originally crafted would help this committee to build a stronger priority recommendation.
   - Academic master plan?- maybe needed.
   - APARC- intersection between (a) academic planning, (2) resources and (3) assessment?

- Laurel clarified that the three should go together. Data and assessment are needed to decide what resources will be needed. Some of the early questions about what this committee would work on include: How can APARC contribute to difficult decisions regarding academic majors? Provide recommendations for reconfiguring academic programs. Offer solutions for the enrollment issues. Look at demographic trends that might affect enrollment. Look at other aspects that might give input into what academic programs should look like.
- APARC was supposed to have the 'bigger picture' of our academic programs.
- Richard thought that APARC had a ' closing the loop & stepping back' approach. Sometimes it needs to do 'advanced planning,' other times it might need to do a reflection of past activities: did we really do what we said we were going to do?
- WASC was also a consideration when APARC was set up.
- Richard added some context: APARC was created during a time when there budget transparency was an issue. So much of the initial discussions focused on learning and watching how the cabinet spent the money.
- The guests did not think that APARC is asked to do assessment for GE. However, it can ask for data regarding assessment.
- Some meta-level questions on assessment that APARC could tackle
    i. How do program learning outcomes in different departments culminate to institutional learning outcomes to the university? What should the institutional learning outcomes look like? Are students leaving with these outcomes. we like?
    ii. Use the program review to think about what kind of institution do we want to be? What should our program portfolio look like?
- APARC can also consider giving input on the ideal composition of course offerings: face-to-face/hybrid/online, guiding curriculum at a university-wide level.

Business II: Review APARC's recommendations from last year
- The recommendation should focus on a narrower and more focused list, such as: focusing on risk management and resilience.
- Avoid passive language and have statements that express "here's our position."
- Some of the recommendations are value statements (e.g., we support continued efforts for lecturer conversion) , while others are 'action' statements. We should separate the two.
- It was noted that the quality of the current online classes are not equal, how can accountability be improved? Make participation in training for online courses a required part of teaching online.
- Multi-year scheduling (& lecturer conversion) is a great idea, esp. from the students' perspective.

- Emily will tighten up the language and send out again hopefully to be approved at next ExCom meeting.

7. Catherine update on student technology

Emergency Tech Lending is now available at the library.
Background: In Fall of 2020 received CARES funding (one of the Federal Government's Stimulus Packages) with a number of laptops, hotspots and data plans to lend to students. Take up was very popular: demand quickly outpaced supply.
The library did a survey of the users. Results suggest that there is a digital gap between students. The university should do a wider student survey to gauge the extent of this problem. At the moment the library is handling the loaner programs, but these are temporary solutions. A longer-term mechanism for supporting student technology should be developed.

8. Good of the order.