

APARC Meeting Minutes

Date: April 14, 2020

Attendees: Laura Krier, Sean Place, Megan McIntyre, Christina Gomez, Merith Weisman, Elias Lopez, Laura Lupei, Rheyna Laney, Karen Moranski, Puspa Amri

Minutes: Laura Krier

Chair's report (Sean Place)

- Senate approved removal of Appendix B from the previous Program Review Policy from the policies website.
- Senate also approved a statement on cheating and plagiarism.
- First reading of the Inclusive Values statement and Senate Resolution on SETEs and impacts on probationary year faculty.
- First reading on the revision of the withdrawal policy related to disruptions to the semester (extended dates for withdrawal from a class).
- Ex Com passed a policy change to allow faculty to change their courses to Credit/No Credit. Also reviewed a statement on teaching sensitive materials.
- Question about the syllabus policy change? Went to Ex Com; asked that it be presented differently. They wanted the original policy showing all of the changes. Went back to ATISS to be re-formatted.

Budget Report (Laura Lupei)

- CARES Act funding: Dept of Ed is dividing this funding between financial aid to students and use to offset revenue losses. Institutions have to individually apply; not going through the Chancellor's Office.
- Campus Budget planning is continuing. Watching enrollment numbers. Closed Q3 this week and putting together year-end projections.
- State will give us our allocation by June, though we might still get a budget cut in September or October. Still waiting for the May revise from the Governor's office.

Academic Affairs report (Karen Moranksi)

- Moved forward with work in UPRS, finalizing MOUs for programs that have completed program review.
- WSCUC Working Group that will ensure we are complying with the recommendations from the 2017 visit and help prepare a report for the 2021 special visit.
- Five programs do not yet have learning outcomes. Vic and Karen are reaching out to those programs and will be working with them.

- Drafting a set of practices that would be akin to institutional learning outcomes, a Community Learning Framework, that will be going to governance for approval.
- Report will be due probably in January; WSCUC special visit in March 2021.

Associated Students (Christina Gomez)

- Instructors should be aware of all of the things students are going through; students do understand what instructors are going through. Students hope we'll be back in person in fall.

Classroom Conditions Survey (Elias Lopez)

- Possibility of adding some additional questions regarding classroom setup and design.
- Timelines have been a struggle. Elias has bought us a little bit of time to design classrooms. Want to figure out how to embed flexibility.
- Summary document on the APARC website to document what people want in terms of classroom design. Elias would like us all to look at this summary document. It lays out some of the options.
- We can't do the classroom conditions survey this spring; schedule it for the fall instead. Would be surveying about classroom conditions in the fall.
- Won't necessarily have information we need in time for Stevenson.

Priority Recommendations

- Sean has talked with people in the administration about our process and what is useful in light of recent changes and budget shortfall projections. Recommendation was to focus less on budget priorities and more on what we think our core priorities as an institution should be. Would like us not to focus on specific things that should be checked off a list. Budget decisions usually have to be made quickly. Broader messaging will give the institution more leeway and help with decisions down the road, since we can't predict what we will be able to do and not do when there are budget fluctuations.
- There are concerns that if we aren't talking specifically about budget, APARC is abdicating our role in budget-related decision making at the university. The last time there were significant budget cuts, there was a compact that was too specific and couldn't be fulfilled. Needs to be a balance between milestones that cannot be met and something so broad that it doesn't say anything. Current priorities may not be crystallized and simple enough to be picked up by administrators making quick decisions. The university does have a history of throwing out governance during budget crises and we don't want that to happen again.
- We need to make sure our recommendations can be useful moving forward, and to give the administration some sense of guidance for when governance isn't active during the summer, when decisions are being made.
- There is an equity problem across the schools, especially noticeable when talking about SFR and budget for hiring lecturers. Important for the university to recognize the disproportionate impact of budget cuts on different schools.

- We need some flexibility to deal with fire season, power shutdowns, etc. SSU raised this issue with the Chancellor's Office. Unfortunately, it is incredibly complicated to provide flexibility because of union contracts and pay schedules, as well as other systems that are reliant on the academic calendar. We have about 2 days we can play with, but that doesn't give us a lot of flexibility. CO promised they would consider and try to come up with a systemwide solution. Karen will continue to push for that solution with the CO. Karen will be meeting with AVPs in academic affairs to push for a resolution. Contract negotiations may allow us some room to adjust. How can we support faculty to create more flexible pedagogy, and shift governance to be more nimble? This may be critical in helping us deal with increasingly frequent disruptions.
- Question about the timeframe for our strategic recommendations -- we are both recommending things for the immediate future but are also trying to look long-term. Short-term priorities with long-term goals. In that case, we should try to address some of the short-term challenges we're dealing with. Agreement that it's important to think about how to teach in the face of disruption.
- How can we still provide professional development opportunities and funding even with canceled travel? Relationship between professional development and helping faculty become more flexible with pedagogy, learn to work more effectively when teaching online, etc. Quite a bit of interest and activity going on regarding online course development, our first online degree program is going through governance right now and we're applying to put more classes online. Planning needs to be looking at the fact that these disruptions aren't temporary, one-off situations, but seem to be ongoing and continuous.
- It's important to continue to support professional development funding that is also for research activities; how do we continue to fund and support tenure-track faculty to enable them to succeed in the research and scholarship component of their work?
- Recruitment and enrollment ideas -- How can we frame some of our priority recommendations in light of this, which we know is important to the university more generally? Do we want to make recommendations or information about how and where we are recruiting? Important to balance the need to serve our region with the reality that a lot of our student body comes from Southern California. We are a more "hyperlocal" institution in the current pandemic; most students who have actually deposited this year are within 100 miles of the campus. Anything we can do to recruit and retain students is a huge priority for the campus. It might be important for us to keep the recommendation about multi-year planning in the document?
- Things that directly impact instruction need to be prioritized and protected. It's not just about protecting unit 3 faculty; multiple units directly impact instruction.
- Sean will draft a new document based on our discussion and notes in the priority list document. He will distribute and ask for feedback relatively quickly. We can spend most of our time at the next meeting working through it.
- Important to not forget governance in light of emergencies. Might be worthwhile for the Senate and administration to figure out how we operate in emergency situations and also how we operate in the summer.