

APARC Minutes
11/12/19

Present: Sean, Megan, Elita, Karen, Puspa, Laura K., Emily T., Rheyne

Absent: Emily A-L, Elias

- Approval of minutes by consent
- Reports
 - Chairs report:
 - emeritus policy passed at Senate, which clarifies and simplifies process for attaining emeritus status; effectively removes the senate from the process
 - Memo approved to send to statewide senate for Ethnic studies requirement (memo narrated our own GE reform ethnic studies discussion and called for campus-level decision-making especially in terms of bottlenecks)
 - Question from Elita: what's the best source for GE advising information?
Karen: One of the problems with former GE pink sheets tended to be out-of-date/inaccurate. Last fall, Karen's office produced a list of current GE courses. In the near future, that list will be digital and linked to schedule and catalog information. Talk of moving some or all of this information into LoboConnect, but that is likely 2-3 years away.
 - Rheyne: The pink sheet was useful, though. Can we keep doing that?
Karen: That seems like double work. Rheyne: But I want a one-sheet with the pattern that allows a broader conversation about their GE needs. Once things stabilize (after the transition), such a sheet would be helpful for advisors to help their students with long-term planning.
 - Academic Programs (Karen): Academic Planning policies that will need feedback from APARC; looking for those to come to this group early in the Spring
 - STEV Taskforce (Rheyne): remaining challenges around furnishing 35- and 60-person classroom; ATISS is having a simultaneous conversation that may be at cross-purposes; what is ATISS's reason for being so definitive about the furnishing? Recognition that faculty didn't participate in earlier part of the process when invited. But different pedagogies need different set-ups and pedagogy should be driving decision-making around furniture. What about a Qualtrics survey with options?
 - Sean: why don't we bring in ATISS folks to have this discussion about layout and pedagogy during our next APARC meeting
 - Laura: yes; we need to figure out where the gap is in the conversation and how the committees/groups are talking past one another
 - Megan: could Rheyne do a brief survey of her constituents to figure out where they are on this question?
 - Elita: school of Ed had a conversation about layouts for their pedagogy; the 4 ed classrooms reflect that conversation

- Sean: one of the challenges for general use classrooms is that flexibility is the most important thing
 - Rheyna: individual seats on rollers with their own tables seem to be the consensus in other groups; why not sets of classrooms that serve a specific pedagogy; flexibility is not the most important thing
 - Karen: Live 25 may not be able to accommodate that level of choice; concerns from facilities about the time needed to change configurations; it does seem like bringing Mike, Elias, and ATISS to have a conversation about how there will be flexibility in these new general use rooms
- UPRS (Laura): approved guidelines for deans giving feedback on program reviews; will bring these to APRAC for review and then move it to senate as information item; planning to do the same for school curriculum committees; and eventually guidelines for external reviewers; Sean: should these all come together as 1 packet? Laura: Yes; When changes were made 3 years ago, there was an appendix with external reviewer guidelines; we may need to officially rescind appendix b to the prior program review policy
- No campus planning committee meeting because of the fires so no report
- Discussion: Modules
 - Elias made changes to clarify audiences for the documents
 - Rheyna feedback from Social Sci: competition among one-unit courses remains a challenge; modules seem to be okay with chairs but concerns about whether it would be possible to have a Friday exception on the Friday once a week module? Do we need to protect noon hour on Friday? (Same question from BUS and STS chairs)
 - Sean: 2 issues with the Friday change; reduces availability from 1 units in the large lecture rooms and reintroduces complexity; these might reduce possible usage gains on Friday
 - Live 25 run of this semester only showed a 2% increase in usage with modules, but that can't account for changes once we introduce the MWF modules
 - Live 25 run of this semester shows that some of the departments/classes who expressed the need/desire for flexibility on Fridays are already teaching in the 8-11:40 slot on Fridays
 - Sean: most students affected by Friday scheduling are actually undergraduate
 - Karen: do we need the noon hour on Fridays because there's not a classroom conflict?
 - Sean: Shifting F 4-units to 9 am wouldn't undercut scheduling MWF classes
 - Karen: we really need to avoid exceptions as much as possible
 - Puspa: flexibility seems to be really important
 - Megan moves to treat 4-unit, one day a week classes on Friday as we do 4-unit one day a week classes after 4 pm: classes would need to begin on the hour; Rheyna seconded; passes; none opposed
 - Rheyna: very strong concern about whether the rules around how classes that conflict benefit 3 day-a-week classes (MWF) vs. 2 day-a-week classes (MW); lecturers, in particular, balk at 3 day-a-week classes

- Sean: there's no specific prioritization of MWF classes in Live 25
- Rheyna: concern that emphasis on efficiency is driving decision-making in ways that impact faculty negatively
- Megan notes that other folks on campus are emphasizing the MWF on the grounds of efficiency even if that's no longer the driving force for the module changes
- Puspa: is year-long scheduling part of this specific conversation; Sean says no
- Rheyna moves to adopt modules as amended; Laura seconds; passes; none opposed
- For next meeting, Sean will try to gather ATISS and other having the furniture and set up for new classroom
 - Potential question to constituents: are you more interested in having classrooms be as "flexible" as possible or would you prefer to designate some classrooms for specific pedagogies/set ups (u-shaped to facilitate discussion in larger classes; tables to facilitate group work and active learning; rows/desks to facilitate lectures)?