OCTOBER 6, 2020

Move to approve minutes, approved
No additions to Agenda
Present: Elita Virmani, Megan Burke, Puspa Amri, Catherine Fonseca (minutes), Kathleen Rocket, Rheyna Laney, Trevor Paige, Emily Acosta Lewis, Stacey Bosick, Elias Lopez, Laura Lupei, Merith Weisman (partial)

CHAIR REPORT (Elita)

- First reading on Faculty Governance regarding distance meetings
- First reading on revised cheating/plagiarism form
- New MA in Childhood Studies/New BA in Phsyical Science
- Ongoing resolution and debate about not including teaching performance for RTP in AY 20-21: peer observations and SETES
- Elita brought syllabus policy to ExComm, some pushback on the policy

ACADEMIC AFFAIRS REPORT (Stacey)

- More changes about changes/implementation around GE Area F. CO's guidance seems to relax earlier requirements
- Stacey asks for guidance on a program that is seeking support from Academic Affairs for their dean who they perceive as overly-involved and wanting to censor their self-study prior to visiting UPRS. The program's dean is attempting to set up a departmental committee to review self-study before it goes to UPRS.

UPRS REPORT (Catherine)

- Feedback from UPRS regarding racial justice aspect: APARC is the overseeing body of UPRS and would ultimately decide if we infuse a racial justice component in program review
    - UPRS wished to communicate that their committee does not have mandates, but rather guidelines. UPRS cannot mandate an assessment portion, but is there to help and support the thing that the department values and help departments grow in ways they want to grow.
    - UPRS can support departments in being held accountable to their own visions for diversity/racial justice/etc. Our role is not to be "the diversity police."
- Is there a reason we are taking the racial justice framework as opposed to the broader social justice framework and university value? (MB)
- Should our discussion/investigation lead us to the point of where UPRS is not the appropriate place to insert a social justice lens, it does not minimize that we need to find where this belongs (PA)
- Proposal to bring this consideration to our departments to gauge suitability of racial justice lens within program review (EV)

- - Group feels we need more information and concrete examples before going back to constituents for feedback
    - In the meantime, we can all individually reflect and look into what is being done in our individual fields in the way of assessing a program's racial/social justice components
  - Diana will come next meeting to talk about more about UPRS
  - May be worth reaching out to SDSD/PDS for collaboration since they are too considering how to incorporate this university priority (MW)

BUSINESS ITEMS

1. Review APARC Priority Recommendations
   - Recommendation #1:
     - Increasing resilience--Is there room to have flexibility in our calendar? Potentially build in an extra week of the semester and the semester ends early if you don't it or if you do need it, everything gets pushed back a week
     - Academic Calendar is decided in Academic Affairs, EPC has considered and discussed the possibility of a flex week. EPC approves calendar and it goes to Senate. Are there entities we want to raise these issues with or would we do this work ourselves?
     - In what ways could APARC support this or take on the work of proposing this Academic Calendar and liaise with EPC to move to Senate
     - Floating back to our Schools as a possibility
     - Thoughts on limitations of the 'resilience' framework shared: calendar flexibility is just a partial band-aid to fully addressing crisis response in higher ed
     - Discussion around adding a student component to the priority recommendations regarding technological resilience
       - Trevor shared that ITAG is discussing ways to schools will be asked to survey/gather feedback to suss out technology gaps among students
       - 2,000 students have reported faulty technology; potentially from students contacting the IT department
   - Recommendation #2:
     - Conversion issue is something we can address now, however the salary is not something we can address immediately (Example of Cal Poly cited)
     - Potentially supporting lecturers technology-wise for online learning
   - Recommendation #3:
     - Have fulfilled many parts of this piece. Can we check this off as complete?
   - Recommendation #4:

- Building Assessment Capacity: needs greater clarity. Is this related to program review?
  - Whenever a revision is brought to a curriculum committee, an assessment plan is asked for. Self studies are used and cited in curriculum proposals
  - Assessment around learning outcomes; putting together assessment templates and a general framework in place for faculty to lean on for classroom assessment.

2. Syllabus Policy
   - ExComm: People brought up the issues around posting the syllabus. Infringing upon academic freedom for suggesting one has to post a learning management system
   - This was proposed to address the inefficiency of having faculty have to send the syllabus to their department
   - How do we address the PDF accessibility issue on campus without infringing on faculty's Academic Freedom?
     - APARC discussion tabled for future meeting

3. Classroom Conditions
   - Classroom standards section: came from focus group and the result is guiding principles for decision-making
     - Matrix that incorporates the principles for purchasing and decision-making
   - Upgrades to technology with an index for all classrooms indicating available technology
   - Modules/Scheduling: Guarantees 10 minutes to students to travel between classrooms
   - Furniture piece is the missing component. In the works is an index for furniture pieces and the RFP which should include APARC members
     - Elias asking for an APARC member to email him if interested in collaborating on the Classroom Conditions doc and future decisions around furniture