

APARC Minutes

Date: February 25, 2020 3:00 – 5:00

Location: Academic Affairs Conference Room, ST1040

Present: Laura Lupei, Laura Krier, Sean Place, Karen Werder, Megan McIntyre, Rheyna Laney, Pupsa Amri, Student Rep – Christina Gomez, Elias Lopez, Merith Wiseman

Agenda Approved

Minutes Approved

REPORTS

1. APARC Chair's report – Sean Place
 - Met with the chair of S&F and it has been decided the appendix associated with program review policy 2006-1 will go forward as a policy removal recommendation from APARC given that it appears to have been signed separately by the president.
 - Campus Planning and University Space Advisory Committee met and saw an update on the Stevenson remodel.
2. Academic Affairs - Karen Moranski
 - Not present
3. ATISS report
 - No report
4. Stevenson Task Force Update - Rheyna Laney
 - Rheyna reported back on the focus groups and the potential outcomes. Expressed dissatisfaction with the focus group process and the information anticipated from it.
 - Reports that the conversation was ,mostly about -- Do you like this grid structure, do you like this chair? The conversation felt like it was predetermined with limited options.
 - Responses and considerations from APARC committee
 - Elita: Social justice – thinking about pedagogy through the lens of the strategic plan and what makes sense in terms of equity of student voice, how does that play out in decisions related to furniture
 - Megan: Genuine accessibility needs to be addressed. All students need to be able to physically access the space
 - Elias: 25-live should be able to handle certain preferences in terms of classroom set-up so that in 10 minutes you don't have to move furniture.

- *PAUSE in conversation due to Facilities Management, returned to conversation following Facilities Management Conversation.*
- Rheyna: It is clear that I have my concerns, it is feeling like faculty input is over for Stevenson. Not sure that faculty will have any other say, not sure if it will go to any other committee, is it going to APARC, where do faculty know what decisions are being made about layout.
- Elias: For me this decision is very critical – it is a one-time opportunity. I can bring the results from the focus group to APARC. The investment is going to have implications for students and non-students. My concern is that the furniture serve many different classrooms. Main concern is around choosing furniture and classroom capacity perspective we do not want to lose seats. The ADA component – we don't want to be in a situation in which someone has to change furniture in a classroom. Furniture is the primary concern.
- Rheyna: The furniture is driving this, rather than the layout driving this.
- Elias: Part of the discussion was looking at the layout?
- Rheyna: No, only two layouts being considered at the meeting. When you are talking about hundreds of classes – we need to see that level. Do we want 10 classrooms with moveable chairs?
- Elias: Once I get the results I will bring it about to APARC, for me it is a big decision.
- Rheyna: The only feedback I got about furniture – that trapezoid table is not going to work. End of conversation, there weren't other possibilities put out into the meeting discussion. You are about to purchase furniture that is not going to work for a large number of people.
- Sean: Would it be useful for the faculty to hand them pictures of furniture that they wanted?
- Megan: In terms of process, I would like to propose that we see results of the report around the furniture at one meeting and then at the following meeting we go to our constituents.
- Sean: It will be tight. I would recommend maybe talk to constituents now.

- Megan: It is hard to talk about with constituents without something to respond to, especially with A&H. Because the campus conversation has been Stevenson focused, those outside of Stevenson has checked out of the conversation to a certain point.
- Pupsa: I want to have a better understanding about strategic conversations about Stevenson.
- Elias: Part of meeting with Laura Watt and Melinda Melligan about doing the feedback. Landed on focus group concept, it was to get one or two representatives to show up and represent their departments. The focus and purpose of how you want to teach and then they would write a set of recommendations through this. They were going to have a 5th focus group to tease out what they talked about. If we need to have further feedback and bring it back to APARC, then I am willing to do that. I just want a decision that serves us well.
- Rheyna: The people in the focus groups were representing themselves. The focus group is not the right way to capture that information.
- Sean: I am struggling with understanding this information gap. Where is the breakdown.
- Rheyna: Perhaps we need to consider speaking to the chairs – how many classrooms of which kind do you need? You have 20 rooms that you are scheduling at size 35 students, what do they look like? You could do it in 2 weeks. We could achieve it in our department meeting in 10 minutes.
- Elias: Is it the layout? 10% want this layout, 20% want this layout?
- Rheyna: Need to know how many classrooms you are scheduling and how many rooms need to be in a certain type of formats. And then you get your furniture picked out. You have got the clusters that are not being served and the u-shaped not being served.
- Sean: There was a Stevenson Surge update and he had rooms laid out differently, in the futuristic view of it. He had some rooms that were cluster, u-shape, gridded. The breakdown is that there is in the vision that there are different rooms and it is not in the actual plans.
- Rheyna: The architects are listening but they say, you decide the furniture – we just need to know so we can put where to put the technology if you tell us where it goes.

- For instance: the 32 capacity rooms, 45 rooms and 60 capacity rooms have not been decided in terms of layout.
 - Elias: How we layout the room, whether it is a circle, semi-circle, traditional, if we need to set-up a room that is a certain way. The logistics of it is not what I am concerned about. Can we pick furniture that is flexible enough and with ADA requirements to meet goals and 5 years down the road then we are not needing to make additional expenses.
 - Rheyana: Individual seats grid and move and big rectangular tables – only what was presented.
 - Megan: Run several comp classes, we need to be able to get the students into a circle so they can see their faces.
5. UPRS report – Laura Krier
 6. Campus Planning Committee Report

Announcements Business

1. Classroom Conditions Survey – AVP Twedell (TC 3:20)

Sean introduces task ahead: We have discussed on and off the classroom conditions survey, there are many things that we don't have a great idea about in terms of how classrooms are run. Took some comments generated in our last meeting and sent them on to Dana. What is realistic in terms of cleaning whiteboards, cleaning bathrooms, what is feasible, and what is not feasible so that we can match up what we saw in the classroom conditions survey

AVP Dana Twedell: Facilities and Management Conducts Presentation:

- a. Been in the CSU for 9 years, love being in the SCU
 - b. Facilities management
 - i. Service level commitment
 - ii. APPA Service (association of physical plant administrator) Facilities management
 - c. Budget cuts and dissatisfaction with services
 - i. In 2008 – they said you are understaffed and underbudgeted
 - ii. There is a general dissatisfaction with the services being rendered by Facilities Management.
 - iii. Campus demands increase while funds decrease
 - iv. 2018-19 – taken another fiscal cut and next year taking another one
1. Service Level Commitment
 - What is free service, what is not service? We are here to fix what is broken. Not here to remodel departments
 - SUAM: Maintain campus assets (buildings and infrastructure)

- Routine Maintenance
 - If the outlet breaks I replace, if carpets are not clean, if light bulbs go out & non-routine maintenance – per request
 - EO 1000 – Non-State/Auxiliary groups – Routine maintenance (\$\$\$ rate x sq ft)
 - EO 672 – Delegated Authority/Conditional: “Play by the Rules – They’re not option”
 - Need to take into account Energy Conversation & Sustainable Practices
2. **APPA takes into account the following:**
- Total operating budgets
 - Total GSD/Total Acreage
 - Total Staffing
3. **What are the levels of service?**
- Level 1: Showpiece
 - Level 2: Comprehensive Stewardship
 - Level 3: Managed Care
 - Level 4: Reactive Management
 - Level 5: Crisis Response

Dana: We hope to hover between Level 4 and Level 5
 For a Level 4 & 5: Moderately low and minimum level
 SSU grounds acres per grounds: 11.41

4. **What are the levels of cleanliness?**
- Level 1 Orderly Spotlessness
 - Level 2: Ordinary Tidiness – 16,7500 sq/ft per consultant
 - Level 3 Causal Inattention – 26,500 sq/ft per consultant
 - Level 4: Moderate Dinginess – 39,500 sq/ft per consultant
 - Level 5 Unkempt Neglect – 45,600 sq/ft per consultant

Sonoma State is currently at: 74,000/93,000

Dana: A bit of history: 10 years ago, custodial was cut from another area, currently struggling – lack of budget, lack of staffing

Our Action Plan

1. Service Level Commitment Launch July 1st 2019: Task frequency – what can you expect from custodial service
2. Can inquire if APARC would like a copy of this

Structure, organization and accountability

1. Rebuilt office admin support staffing
2. Launched new Work Order system July 2019 (12,000/1000 preventative)

3. Implemented Custodial inspection program, added staffing & new equipment
4. Implemented preventative maintenance program vs. pro-active
5. Effective July 1st new work shift hours for overnight crew (2am-10:30am)
 - Will not be starting until July 1st so that they can meet with staff and hear concerns
6. Established additional leadership with Custodial Team (day/swing)
7. Provided cost structure for additional staffing above campus standards (APPA 5+)
 - What would it cost to get another 3 custodians?
 - Gave Elias numbers about costs for services
8. New Director of Landscape, Custodial & Event Services

What can we do?:

Focus on Task & Frequency

1. Bathrooms, classrooms, labs, & public spaces – daily
2. Staff office and suites – weekly
3. Faculty offices – monthly schedule

Resetting of Classrooms

4. Suggest students reset prior to the end of class. Include floor plan a classroom standard should be set

Responses to Presentation from APARC

Megan: Communicating expectations about what faculty should expect in terms of cleanliness will be helpful for faculty

Dana, AVP: Consider having building administrators for each building – thinking about going with the emergency Fire Marshalls – would rather create building administrators. We have had 12,000 work orders on top of our regular maintenance work.

Rheyana: Who do you communicate with about all of this?

Dana, AVP: Elias, he has been a great compadre.

Total budget for utility

Total Budget: 4,800,000

Housing 2,300,000

State 2,500,000

FM Operating Budget Model

1. APPA 4 Custodial needs another 16 custodians (\$960,000) for overnight shift. Day time shift another 4 custodians (\$240). Total additional funds needed: \$1,200,000

Sean: Why is the cleaning at night?

Dana: It used to be that the cleaning was to be unseen and people did not want to smell the toxins.

Sean: If you see them, you know the work is being done

Several faculty in APARC spoke to the visibility piece and what it would be like to see custodians and develop relationships with them

Dana: In LA custodians created custodian-staff relationship. We have just started the discussion at SSU about changing to day staff. We can use cost-recovery and put it back into the organization to pay staff, for maintenance, etc. Overall, our team is focused on ensuring communication, transparency and teamwork

Questions from APARC

- a. What are the schedules for cleaning the classrooms (11pm-7:30pm)
 - a. **3 custodians during the day, 19 custodians at night**
- b. Are all buildings on the same schedules, if not, what goes into determining the priorities? **(Yes)**
 - a. **The kitchen crew comes in at 11am – allowing choice in which crew you serve on**
- c. Are auxiliary areas of the building that support the classrooms on the same schedule?
 - a. **Yes, it is all happening at the same time**
 - **In Stevenson you have 3 floors, create someone on bathroom detail, you have 4 people doing classrooms and hallways and then hope to have 1 person**
- d. What are the pinch points for your staff (budget & staffing levels)
 - a. Who is responsible for arranging the furniture? (custodial – though would prefer that faculty reset the classroom)

Megan: Going back to previous conversation, it would make sense for custodial staff if the classrooms were set to a certain pedagogy

- e. Who is responsible for stocking the classrooms (markers, erasers, cleaner spray)
 - a. **Not facilities management – with regards to cleaning white boards, FM was going to do it on a Friday or the first day of the week**
- f. How can we increase the frequency in which bathrooms are cleaned? (staffing budget)
- g. Can we get to a more frequent deep cleaning of the white boards (budget & staffing)
 - a. **Consider glass instead of white boards**
- h. What do we do about the Art building? (particular issue?)

Sean: Leaking roof, rodent problems that are on the classroom conditions survey. Has there been any talk about the Art building and is there recognition that that is more problematic for teaching in

Dana: We have inherited a lot of projects in the Art Building. We fixed a lot of places that were leaking in the overhang, just painted the building in the Art Building

Sean: Survey had been done before survey was done, so it might be that some of those problems have been addressed

Dana: One more work order that we need \$400,000. If you have a concern and we need to be accountable, squeaky wheel gets the grease

i. Other...

Dana: At the end of the day, need to be staffed appropriately

Elias: Part of the importance of the survey is the classrooms need to be at the top

Dana: I would argue bathrooms and classrooms

Elias: Yes, the survey have priority areas in certain buildings

Dana: Right now - this campus is afraid to clean floors because of the asbestos, the only time asbestos because dangerous is when it is friable, is when it is torn out. If I could I would love to go into Nichols – clean and put wax on it. Instead the campus is having me demo one building and not another. I would rather put money into cleaning tile and adding wax to the top layer. Recommend cleaning and waxing the floors.

Pupsa: The striking thing about the classroom conditions survey is that it was mostly focused on the classrooms and auxiliary areas.

Dana: May want to check out campus listserve stafflink to see conversation that is happening around this topic on campus. We did make efforts to fix broken dispensers – within a month or two had those fixed

Sean: What is the appropriate avenue to get things repaired? Work order?

Dana: Yes, work order

Student: Students on campus: Some of the washers and dryers do not work on campus, you set-aside 5 hours to do laundry.

Dana: What village, what laundry room, you need to tell the housing office and the vendor has to maintain them, every summer they maintain them?

Elita: Dana, in the past given your experience where has funding for this work come from?

Dana: This campus was not good about using cost recovery, VP said every dime you use back you can buy new equipment, get more staffing, lighting on campus -- so I am trying to use that funding to fix what needs to be fixed. Have antiquated carts and antiquated equipment – a whole lot of

The campus doesn't want to pay for things – we are unioned campus, we can't violate the union, we honor the CFA – before someone would say do this non-routine maintenance – will charge minimum 30 minutes labor rate plus a screw or two. The details are in the SLC – would be happy to give you a copy of that. I am only allowed to cover indirect and direct costs.

Rheyna: Departments that have money to do those things will foot the bill for facilities. Departments could start a fund to supplement maintenance

Laura Lupei – from a state funds standpoint, there is not something that says you can't do that, it may be on a school and department level

Laura Krier – How does cost recovery play out in terms of how we are budgeting on campus, when we are changing models of how we pay for things on campus how do we make sure that is accurately reflected in how we spend money?

Laura Lupei – It is the question of discretionary vs. mandatory funding – the idea to put the funding (even though that there is not funding for this) where the discretion is. If a new faculty member moves into the office and says I don't need a book case, great, no cost. If the new faculty says yes I need a bookcase, then that is a discretionary cost that lies with that department.

Laura Krier - Many people have to move offices in the library because of the Stevenson remodel

Megan – It should not be the chair's responsibility to provide bookshelves

Laura Krier – What does it mean in terms of spending money?

Laura Lupei – Because I think these kind of conversations were difficult – the university said let's just leave that to Dana. This seems like this is a new baseline that is not meeting baseline needs. Perhaps the baseline is that every faculty member needs a book shelf, that may be something we look at the model. That has to be something we work on. Maybe part of the baseline is having bulletin board, office moves, what is the academic baseline?

Dana: APPA survey – we can use that to say what should facilities be making.

Pupsa: Does the 3% budget have to apply to facilities?

Laura: Budget reduction is real – everyone has said we can't make budget reduction, I have been told that we are not to touch instruction, facilities...

Rheyne to Dana: I think that faculty will be supportive once we know what is happening, I think you will get buy in.

Dana: Thank you, we need to manage expectation.

Elita: Part of the problem is not knowing the expectation.

Dana: That is fair, we would love to communicate with faculty.

Sean: If something impacting faculty, we can take it to senate, we can take the message to schools and departments and we can get feedback, I think this committee would be a good conduit

Sean: For next meeting, try to set a few high-level recommendations for Facilities Management

Pupsa: What do you mean by high level?

Sean: Perhaps we need to prioritize restructuring staffing – and moving around how it is done, recommend faculty responsibilities. Very high level. Now we are going to go back to Rheyne with Stevenson concerns.

2. UPRS - Revisions to charge - L. Krier
 - a. Sean addressed at the beginning of the meeting in the chair report that the revisions would have to go through structures and functions.
3. Inclusive values resolution

Upcoming Items:

1. IT Policy Changes
2. Strategic Recommendations
3. Strategic Admissions
4. Software Acquisition for course scheduling
5. APARC Chair Election

