APARC Minutes

Present: Elita Amini Virmani, Puspa Amri (minutes), Laura Lupei, Mike Ogg, Catherine Fonseca, Damien Hansen, Emily Acosta-Lewis, Megan Burke, Stacey Bosick , Merith Weisman

1. Agenda and minutes from March 3rd
   Approved.
2. Chair's report (Elita):
   a. There is an ongoing conversation at the University to add "Flex scheduling" for the Fall semester. No decision yet. We might need to put more feelers out to seek wider opinion.
   b. Update on accessible syllabus policy: the first reading at Senate two weeks ago went well. It will go to a second reading and vote on the March 18 Senate meeting.
3. Academic affairs update (Stacey):
   a. SSU has qualified as Hispanic Serving Institution again.
   b. Update on WASC special visit: request for revisions on the online MA program on Early Childhood Education.
   c. The Continuity Planning Group is continuing work with repopulation. The group is being asked to provide additional clarity on spaces for faculty for Fall 2021. In principle, space for faculty to come to campus for Fall 2021 can be made available (note: faculty's willingness to teach on campus depends on space availability). Additional space can also be made for faculty who have moved out of Stevenson. Faculty not assigned to teach on campus for Fall 2021 but would like to come to campus to do work (e.g., record materials, do research) can make a request to do so.
   d. SSU has partnered up with Safeway/Albertson to get COVID-19 for university employees. Please sign up to the survey by email if interested.
   e. A question was asked if students being vaccinated for COVID will be a requirement to return physically on campus. It was clarified that there will be no requirement for students or faculty and part of the reason is that existing COVID-19 vaccines have only been approved for emergency use.
   f. A question was asked about how to reconcile the goal of offering 50% in person instruction for Fall 2021 on the one hand versus not having all faculty vaccinated (presumably, we cannot assume all faculty want to get vaccinated). Would it make us liable as an institution if we require students to come on campus when one/two students are uncomfortable with the knowledge that not all faculty teaching on campus have been vaccinated. Response: 1) offer multiple sections with different modalities of the same course (if there is only one section, such as

a capstone, programs should offer course substitutions, especially for students about to graduate, 2) Offer a guided registration process for students.

4. UPRS update (Catherine):
   a. Economics meeting is coming up and preparations for the German cultural studies program are being made. UPRS has 3 programs on the calendar for this term.
   b. Outside of the three, other programs have indicated interest in being part of the UPRS process in Spring 2021, but given workload and manpower, these would have to be rescheduled.

5. Business

Business I. Budget Forum (Laura):

   a. The state of the budge is presented, with updates on three items: federal fiscal 'stimulus' (relief) funds, state-budget/Governor's Budget and the state of SSU's own enrollment.
   b. Although still very preliminary, the presentation contains the current deficit and the projection ahead.
   c. Revenue 1: Federal Stimulus. Since March 2020, there have been 3 rounds of federal stimulus (Approved by Congress, signed by president). The 3rd package *America Rescue Plan* became law on March 3rd, 2021. Each contains funds for higher education, and part of it must be allocated for student aid/grants. Other items that can be covered by the stimulus is on expenses related to COVID: lost revenue, reimbursement, technology cost etc.
   d. Revenue 2: Governor's budget. The numbers are still preliminary, based on conversations with the Chancellor's Budget Office (final numbers will be known in June 2021). Based on the latest information, approximately $9.5 bn for COVID for education (all education sectors), and $ 443 million for CSUs, including budget restoration for 2020-21.
   e. In short, it seems we are in a better condition than this time last year, budget wise. The stimulus and governor's budget are one-time funds that will help. For illustration: $11.6 mn base deficit for 20-21, but would be $13 million without the aid. The 21-22 projected base deficit is $6.6 million
   f. All of this is driving deficit planning at SSU. Base deficits are carried forward each year. However, the campus doesn't have enough one-time funds to bridge costs until revenues (from enrollment recover).
   g. Largest source of deficit is enrollment drops and unfunded retirement costs. Need to boost enrollment, otherwise will have to reallocate towards priorities and reduce based on 'strategic budgeting principles.'
      i. On enrollment: 20-21 7188, 21-22 7076 (lowest year), and is projected to start growing after 21-22.

> ii. One solution to reduce the deficit is to have shared services across departments.

h. Questions were asked about enrollment projects- and how confident is the administration about the enrollment projections? The answer is that they are still very rough figures for 21-22, and this projection is based on rolling averages using past data. The CSU system has a tool for projecting enrollment across the CSUs.

i. APARC members also asked if lay-offs are imminent, since tuition and headcount is large behind our deficit. Laura responded that there are no conversations about lay-offs (it wouldn't be fair that we got stimulus money and had lay-offs). As for the Early Exit program, still ongoing but based on other CSUs, there is little participation from faculty, but more variation on take-up for staff.

j. Concerns were raised about long-term enrollment issues by APARC members, SSU (and other CSUs) is less attractive compared to a (relatively free) SRJC and the University of California schools which are currently lowering admission standards. Laura responded that the view from strategic enrollment is that SSU must get back our enrollments to pre-pandemic. That's why we need to invest in programs that are attractive to students, but enrollment recovery takes time. From an expense perspective, we still also have to decrease spending. Perhaps need to push class sizes up momentarily.

k.

Business II: APARC role in assessment

Assessment has 'lived' with administration for a while, and perhaps it needs to be more faculty-driven. Elita encouraged us to think about the existing offers/proposals for APARC involvement in assessment and it is soon time to make a decision on what role APARC would like to play. In previous meetings, APARC members have expressed that GE assessment is not really in APARC's wheelhouse, however GE assessment is not the only proposal on the table for APARC.

How about creating an assessment sub-committee of APARC (not a task force) to focus on issues such as: develop a philosophy of assessment, or to help clarify the relationship between assessment, program review and planning?

While members acknowledged that it would be useful to work these issues (this sub-committee could perhaps serve as a 'referral' point for UPRS in creating program assessment guidelines), there is also a concern faculty are currently over-stretched in their service commitments. Schools are having a difficult time as it is to fill all service positions. APARC members also expressed that they don't mind picking up some of the work ourselves during committee meetings. It may involve using the 2-hour meeting time a bit differently (such as an hour of each meeting time for this issue).

There was a call for 'Assessment Faculty Fellow'- maybe that person can be co chair of this 'new sub-committee.' Follow up: does that call has a committee assignment to it? Talked about assigned-time rather than money.

APARC members did feel that they aren't experts at assessment and would like to be more informed on what the goals of assessment should be. Merith's experience with ASPIRE (former assessment task force) informs us that WASC is looking for a 'culture of (regular) assessment.' Some progress has been made since the last visit (e.g., assessment is now built right). Ideally, a system of program learning outcomes, course learning outcomes is a constant cycle.

7.Good of the order.