

APARC Minutes

Tuesday Dec 1, 2020

Present: Elita Virmani (chair), Megan Burke, Laura Lupei, Rheyna Laney, Kathleen Rocket, Catherine Fonseca, Merith Weisman, Emily Acosta Lewis, Trevor Paige, Damien Hansen
Notetaker: Emily Acosta Lewis

Chair's Report:

Elita met with administrators and faculty governance group (Ex-com and others?) about the syllabus policy and get clear what the issues were. Some say that the policy is fine and say that the compliance is the problem and there's no way to track compliance. No one has an issue with the accessibility component. The issue is making the issue easy for monitoring. Some others say that the syllabus policy is not fine (including Sandy Ayala) and that we can't track the accessibility of the syllabus right now. There was a discussion about how to move forward and what needs to happen for accessibility to happen. There was an argument from not wanting to use Canvas from techno-phobic faculty. Dissenters said that changing the policy would be misplacing our efforts and we should focus on administrative efforts.

Sandy Ayala joined the meeting to talk more about the syllabus policy. A meeting was led by the Provost about this and found that people wanted to move forward with this idea. Sandy went over the reasons why we want a new accessible syllabus policy and summarized the history of the issue. She reiterated that some people don't want to update the policy to include the tracking of the syllabi. Canvas is the simplest way to do this-it can be tracked and allows for accessibility. The issue is with the accountability-those against the policy want to know if they can be turned in another way?

Laura brought up administrative support to do this. She mentioned that policies need to have administrative support and it should be the deans who hold the Schools accountable. There was a good discussion about how to implement this policy and how to hold people accountable of these processes.

Catherine Fonseca report from UPRS:

Catherine presented the two prompts on how to include the strategic initiatives or core values versus just core values. The strategic initiatives are pretty broad and there is concern that they might outdate the program review cycle (especially if going to 7 years) whereas the core values have more staying power and longevity. Strategic initiatives are the operationalization of the core values. Most of the strategic initiatives are already present in the current self-study guidelines. There was a discussion about the UPRS points of discussion.

The committee voted unanimously to approve adding this language to the self-study (pending UPRS approval) and determining if it needs to move forward:

Describe your program's goals, mission, and vision and identify how they relate to the university's strategic plan and realize one or more of the core values-diversity, social justice, sustainability and environmental inquiry, connectivity and community engagement, adaptability, and responsiveness?

The committee spent time looking at the APARC strategic priorities so that we could get on point for the spring. There was a lot of discussion around assessment training for faculty. There is training when the program review cycle starts but it is too late by that point to really assess what has been going on and how to improve for the future. If we're only assessing every five years, it's not enough. In Dept. of Early Childhood Studies, there is an assessment faculty coordinator who gets a course release to do this data collection during department meetings, etc. There were questions about where this funding comes from and how much release time this person gets. No one else had heard about this in other departments/schools. If the faculty are not compensated or there is not an administrative support person to do assessment on a regular basis then how can faculty do assessment? There were questions about resource allocation with assessment. Stacey Bosick will be invited to talk more specifically about this. It was brought up that this is really important to knowing which programs to grow and which have capacity for growth. Perhaps summer stipends instead of course release? There was a brief discussion on transparency of resources between and across Schools and Departments.