

Student Fee Advisory Committee
Thursday, January 19, 2023
10am-11am
Virtual Meeting

Attendees

Graduate Students: Sidharth Srivastava,

Undergraduates: Luis Garcia-Chavez, Karina Mara, Kevin Carranza

Administration: Carina Salazar, Erinn McMahan

Faculty Rep: Dr. Alison Chu

SFAC Advisor: Christine Wilson, John Bollard, Burt Harris, Charles Turner

APB Advisor:

Absent: Dr. Alison Chu, Erinn McMahan, Kevin Carranza

Luis R. Garcia Chavez calls the meeting to order at 10:04am.

1. Approval & Review of Agenda

- a. **Luis Garcia-Chavez** asks for a motion to approve the agenda for today's meeting
- b. **Sidharth Srivastava** motions to approve the agenda and **Karina Mara** seconds.
- c. Agenda is approved.

2. Discussion and Trainings on Unit Reviews

- a. **Luis Garcia-Chavez** begins by recapping that last quarter the committee sent out a unit review questionnaire to get individual information about each unit. **Luis Garcia-Chavez** informs the committee that nearly all of the units have returned their questionnaires. The committee will present their findings next week to the entire committee and not in Zoom break-out rooms. **Luis Garcia-Chavez** asks the committee to keep in mind/suggests the following when preparing for the presentations:
 - i. Look over and review last quarter's trend reports and trend report presentations
 - ii. Look over the responses provided by the unit review questionnaires
 - iii. Review the financial spreadsheet provided by Vera and Rebecca
- b. **Luis Garcia-Chavez** now shares his screen to show how he summarized the answers to the Graduate Student Resources Center's questionnaire:
 - i. Question 1 – Asks the unit to describe what kind of services they provide? What do they do? What is the student service fee used for?
 - **Luis Garcia-Chavez** was appointed to review the Graduate Student Resource Center, in his summary he explains that the center provides: information and services for graduate students, has the writing center under their purview, aid and run the graduate student orientation process, they run the equity diversity inclusive day among various other services.

- **Luis Garcia-Chavez** explains that he is not too sure about the specifics surround the equity diversity inclusive day activity and uses this as an example to note areas where more information is needed. Additionally, he encourages the rest of the committee members to ask themselves “how are the units measuring student involvement?”; “what are students getting out of this service?”; “is there feedback being collected?”
 - **Luis Garcia-Chavez** expresses to the rest of the committee that he overall likes and understands how this unit is spending the service fees and how the unit actively assists students in various ways, but believes that additional questions can clear up some confusion.
 - **Luis Garcia-Chavez** continues to go over the Graduate Student Resource Center and focuses next on the Student Programming Committee which runs and plans events for the Student Resource Center.
 - **Luis Garcia-Chavez** expresses again that the questionnaire responses does not go into detail about what kind of events are put on and noted the following questions to ask for further explanations: “what exactly does this committee do?”; “what projects have they conducted?”; “is the staff paid by SSF? If so what is the hiring process?”; “how do they get student feedback?” etc.
 - **Luis Garcia-Chavez** reminds the committee to ask specific questions when it comes to hires and suggests asking: “what their salary is?”; “how many hours do they work?”; “what specific projects have they conducted?”; “how long have they been in this position?”; “how does this position differ from others especially administrative positions?”; “is this being used with permanent or temporary funds?”
 - **Luis Garcia-Chavez** reminds the committee the importance of knowing how the funds are being distributed throughout the unit and stresses the importance of carefully reading the unit questionnaire responses and finding areas where information is lacking.
- ii. Question 2 – Relates to a graph provided by the Graduate Student Resource Center which outlines the different staffing positions funded by the Student Services Fees.
- **Luis Garcia-Chavez** uses the graph as another example for the committee to ask questions regarding staffing and how the delegation of work goes. He urges the committee to document “vacant” positions and add notes regarding how the other positions are affected or how the work gets distributed.

- **Luis Garcia-Chavez** also urges committee members to note any responses or descriptions that feel redundant.
 - **Luis Garcia-Chavez** asks committee to document any issues the unit is having for example the Graduate Student Resource Center is struggling to keep up with the rising minimum wage because they cannot afford to hire more workers.
- iii. Question 3 – Asks what type of funding does the unit use? Permanent or temporary? If both what percentages of the two and what do they fund?
- The responses provided by the Graduate Student Resource Center explained that in 2020 they had a position that oversaw the Graduate Writing System Program that was funded by temporary funds. After they lost the funding, this position's responsibilities were absorbed by the Director and Project Assistant.
 - There have been complaints that the working model currently being used is outdated and in need of support through funding.
 - **Luis Garcia-Chavez** noted the following potential questions for clarifying their needs: How much is the project manager supposed to be funded? Can the assistant director take on any of these responsibilities? What is the pay rate for the project manager? How would inflation affect the funding of salaries?
- iv. Question 4 – Asks about how the unit solicit feedback from their students?
- According to the responses, the Center participates in a tri-annual through the graduate professional study survey. The last survey was conducted in 2020.
 - **Luis Garcia-Chavez** highlighted asking if the center plans or has already conducted another survey? Does the survey use student services funding?
 - The questionnaire notes that they work with other student organizations to elicit feedback but didn't specially how they go about doing this. Again **Luis Garcia-Chavez** encourages committee members to ask questions should their initial answers not satisfy.
- v. Question 5 – The following section relates to the amount of carry-forward the unit has or does not have.
- As of July 1st, 2020, there was a carry-forward of \$214,000, but the student affairs captured about \$71,000 leaving about \$143,000 for the unit to actually use.
 - As of January 2023, the unit spent about \$270,000 in one quarter leaving about \$15,600 for the rest of the year.
 - **Luis Garcia-Chavez** notes that the unit has requested additional funding to avoid a deficit.
- vi. Question 6 – Asks for the unit to go into detail about where their funds go.

- **Luis Garcia-Chavez** notes that a majority of their funding goes to the Graduate Orientation, funding for their community building, social programming, funding for incentives for the Annual Graduate and Professional Student Appreciation Week.
- **Luis Garcia-Chavez** notes that the unit didn't go into specifics about what these "incentives" were or how much is spent on incentives? What type of conferences do they put on? How will their costs lower now that the hybrid work from home model is lessening and things are going back to "normal"?
- vii. Question 7 – Discusses how some saving costs came from the administrative specialist position went to pay for increased Graduate Writing Center student staffing due to shortage. **Luis Garcia-Chavez** asks if this is allowed.
 - **Christine Wilson** informs that units can use their funds as the units see fit within their scope.
- viii. Question 8 – Dives deeper into temporary versus permanent funding.
 - Here **Luis Garcia-Chavez** speaks again about transitioning out of temporary into permanent funding for priority programs.
- ix. Question 9 – Asks what is a priority for funding?
 - The Graduate Student Resource Center stated that orientation and the equity, diversity and inclusion division is the top priority alongside the student specialist position.
 - **Luis Garcia-Chavez** noted that more information relating to the equity, diversity and inclusion due to lack of available knowledge as to what this division does.
- x. Question 10 – Refers to how COVID-19 affected costs.
 - **Luis Garcia-Chavez** notes that this question did not get answered in depth and is considering asking follow up questions to expand their answers.
- xi. Questions 11-12 – Refer to questions about how the Graduate Student Resource Center works with other groups on campus to encourage and support diversity.
- xii. Question 13 – Refers to questions about how they are promoting their services and how they plan on expanding their reach to provide their services to students.
 - The Graduate Student Resource Center noted their close relationship with SOLE and they help promote Graduate Student Resource Center events and services.
- xiii. Questions 14-15 – Refers to how inflation has affected the center.
 - **Luis Garcia-Chavez** specifically would like more information relating to what type of supplies or services prices needed have been increased due to inflation.

- xiv. Questions 16-17 – Refers to questions about how they provide basic needs for students?
 - The center states that they provide food, water, aid, events during midterms and finals.
 - **Luis Garcia-Chavez** notes that he would like to know how the students are informed of these services, how frequent are these services?
- c. **Christine Wilson** reminds **Luis Garcia-Chavez** and the rest of the committee to not get too lost in the lack of detail due to the fact that SFAC specifically asked for brief explanations about their units. **Christine Wilson** does not want to think that SFAC is micromanaging the units about every detail not provided and encouraged the committee members to assess whether they have the general idea behind what the unit does, how it serves students, and how they use the funds provided.
- d. **Luis Garcia-Chavez** agrees and he concludes his overview of the Graduate Student Resource Center.

3. Allocation of Unit Reviews

- a. **Luis Garcia-Chavez** explains that he would like the committee to come prepared to discuss their individual review analysis and to be ready to present to the rest of the committee.
- b. **Luis Garcia-Chavez** is also asking committee members to come prepared with their own questions about areas where responses could be better explained.

4. Finalization of Members on the Subcommittees

- a. **Luis Garcia-Chavez** hopes to finalize what members are in what committees but a few members are not present to make their selections.
- b. **Luis Garcia-Chavez** will be reaching out to those members individually to make their selections.
- c. **Luis Garcia-Chavez** asks if any committee members have any additional questions before the meeting concludes. No one has questions and **Luis Garcia-Chavez** asks for a motion to conclude the meeting.

Sidharth Srivastava motions to adjure the committee meeting at 11:02am. **Charles Turner** seconds that motion. The motion passes unanimously and the meeting concludes.