

**ACADEMIC SENATE
MINUTES
NOVEMBER 6, 2025**

Approved 12-11-25

11:30 AM - 12:50 PM

PLN-130

Present: Ahmad, Badal, Barber, Barros, Blandon-Gitlin, Bono, Brusckke, Ceisel, Chen, Chik, Childers, Dabirian, Ghosh, Graewingholt, Jarvis, Kalczynski, Kuffner, Landeros, Larios, Luker, Martin, Miller, Plouffe, Robinson, Rochon, Salim, Setten, Shahrestani, Struckhoff, Swarat, Thomas, Tobias, Tsong, Weismuller, Wilson, Wood, Wynants

Absent: Becerra, Bonuso, Carlin, Fontaine, Gradilla, Kanel, Kleinjans, LeeKeenan, Mallicoat, Milligan, Rutowski, Salguero, Valdez, Valencia

I. CALL TO ORDER

Chair Jarvis called the meeting to order at 11:30 am.

In Memoriam

- Ernest Toy, University Librarian and Associate Professor of History Emeritus [died September 30, 2025, age 100]

II. CONSENT CALENDAR

- M/S/P (Wynants/Childers) Motion to approve the consent calendar. Motion passed unanimously.

2.1 ASD 25-114 Recission of UPS 230.000 - Reaffirmation of Statement of Professional Responsibility

III. URGENT BUSINESS

- (Graewingholt) I just wanted to say thank you for the new drop-off parking spots that are by the new dorms by Laurel Hall, they're very much appreciated. I saw students using them for drop-off and pickup today. I'm very thankful for that new direction to allow for pickup and drop-off to not happen outside of the Carl's Jr. lot now that the Landmark construction is happening.

I just want to throw it on your radar too, that students are also walking in the street around that area, to make sure that it's on transportation's radar so that no students are hit by cars, to ensure that they're not going directly from the parking structure to try and go to College Park that way.

- (President Rochon) It's on their radar.

IV. ANNOUNCEMENTS

➤	Disability Support Services New Finals Scheduling	Deadline: Friday, November 21, 2025 by 5 p.m. (flyer in Dropbox folder)
➤	Disability Support Services E-Newsletter	(flyer in Dropbox folder)
➤	Updated: CSU Executive Order on Academic Internships and Community Engaged Learning (2025)	(document in Dropbox folder)

Additional announcements:

Q: (Landeros) I know FAR with Mark Carrier recently had some reassigned time for a tenured professor and also a lecturer to assist in aligning the new UPS policy on lecturer evaluation so there's consistencies across departments. I'm still getting feedback from lecturers that there is confusion and some of the policies might not be followed in the spirit of how we all work so hard to revise that.

If possible, I'd like to know if they can provide an update to see what some of the steps are being taken to create consistency and standardization in the UPS being followed across all departments in the college for lecturers.

A: (Mark Carrier) We are taking several steps to try and bring all the departments into alignment. There was a big change, especially with the new abbreviated reviews starting in the spring. We have edited all our tutorials and instructions for reviewers, so they reflect the new change. We also have set answers, so if people call us or contact us, which is the preferred approach, reviewers can, or even lecturers who are concerned about their reviews, can e-mail us or call us and we will respond in a way that will help guide everyone to make sure the policy is being followed.

I don't know if you were aware that last week we had a workshop for departments who are editing or creating new department standards for lecture faculty. And we talked about the significant changes in the policy. We're trying to work with all departments to allow them to make sure that they are following the new policy when whatever standards they edit or add. It's an ongoing process because that abbreviated review was a big change.

Also, we're open to feedback, so if any lecture faculty has feedback for us or questions, just let us know. They can e-mail the FAR main e-mail address, or they can e-mail me, we will collect that and take that forward into the spring for the reviews.

V. TIMES APPROXIMATE**12:00 PM - 12:30 PM****Topic: SmartAccess+****Presenter: Kimberly Ball**

Kimberly Ball's presentation slides covered the following areas:

- Titan Shops: A history of striving to save students' money on course materials.
- SmartAccess+ Save. Prepare. Succeed.
- Coming Spring 2026 SmartAccess+
- Your SmartAccess Choices
- Program Goals
- How does SmartAccess+ Work?
- How will students access their course materials?
- What material is included in SmartAccess+?
- Availability of Old Edition/Out of Print Titles
- Digital + OER = Cost Savings for Students
- I do not use any paid content, so how does the program benefit my students?
- SmartAccess Program Timeline
- Fall 2025 Communications Plan - Faculty & Student Outreach
- SmartAccess+ Expected Faculty Benefits
- Faculty Experience in Canvas
- Instructor Portal
- Spring 2025 Survey

Q&A:

Q: (Jarvis) Can you define day one?

A: (Kimberly Ball) Day one is the first day of classes, but honestly, the material will be active in the system before that. We're just saying day one just because it's kind of student's first day of classes is what we mean by that. But it'll be available before that.

Q: (Jarvis) So, if a faculty member opens their Canvas before the semester, would the book be accessible then?

A: (Kimberly Ball) No, because the faculty member doesn't need to open Canvas in order for anything to happen. They don't have to use Canvas; it's going to be populated in a global book list. It doesn't require activation of the course in Canvas by the faculty member.

Q: (Kuffner) What will this look like in terms of faculty access? Will we have desk copies or access to the books and when?

A: (Kimberly Ball) In terms of the digital ones, yes, you will have access to those. Each publisher is a little bit different, but a lot of that is delivered through the Vital Source platform as well.

Q: (Robinson) Is there going to be another way that students are notified besides an e-mail?

A: (Kimberly Ball) Yes, we're going to use the campus portal announcement. We're working with IT to hopefully have that block up for the students. And then social media, I know is how they learn things, so we're using that too.

Q: (Robinson) How does this treat things like homework modules? Is that still going to be separately done on Canvas as a separate link integrated its own way?

A: (Kimberly Ball) We call that courseware, like a MyLab or a Wiley Plus. It'll be linked into there, that second item on there, it'll be treated like that. It'll all be deep linked, and they'll launch straight into that material that's been adopted for the class.

Q: (Robinson) So in that case, I wouldn't need to set that up as an assignment myself, is it automatically going to populate in my grade book?

A: (Mike Dickerson) For most of the publishers, you're still going to have that separate link in Canvas. We have a few of them that are going to be deep linked with VitalSource, but most will still require that.

- (Kimberly Ball) Once that link's set up, then they can launch into it.

Q: (Graewingholt) The question earlier about the book that was the older edition or that the professor wanted the print and that they would no longer be included in the Smart Access program. What happens to that for the student who's already paid \$245, would they go in and pay for another individual book that faculty member wants?

A: (Kimberly Ball) Yes, because I'm going to have limited quantities available or they can try to go source it elsewhere or borrow it at the library. So, at that point I would recommend the students look at their overall book list because it could still be savings for them depending on their other book costs, but they may need to jump down into flex and then pick and choose the titles they keep.

Q: (Graewingholt) On the examples you had, there were a few that had N/A on there. What do you see in way of reporting right now? I'm worried about a nuts and bolts problem where students see, I don't have a book for this class, but they do, in fact, have a book for that class, and then later they're having to pay for that book separately outside of the program, and that creates complications for the program.

A: (Kimberly Ball) Ideally, even if it's a late adoption, we're including it in the program. So, we really want that information. Those N/As mean we didn't receive anything for that class. We're assuming they're not using anything, but like you said, students go to class and find out something's being used. So, in order for it to be included, we need to know.

Q: (Graewingholt) Are department coordinators going to be trained on it to help?

A: (Kimberly Ball) Yes, we had a session with them last month.

Q: (Graewingholt) Petitioning students don't always know what their courses are going to be. How will they be impacted by this program? They're still in the add drop period and they have to say yes or no in the opt out before the add drop period is over. If they don't know what their courses are, they may not be able to make a financial decision for themselves, if they don't know what their classes are. So, how is the ad drop, the date for opt out, how is that determined in that process?

A: (Kimberly Ball) I would say stay in the program and then if you have an issue, come to see us. We'll refund you afterwards if you decide that you're dropping out or you're not, you had to change your classes or you need different access. We understand there's going to be these little nuances, and we're prepared to work with VitalSource and student business services to make sure that we can cover the students in whatever their situation may be.

We're prepared to know that there's going to be these little one-off things that we could never anticipate, and our goal is to just try to find a solution for that student and not penalize them because they made a choice or they couldn't make a choice in time.

Q: (Graewingholt) For students who have issues or questions about privacy, is there a way for them to opt out of their data being collected in the e-books and things that they are doing?

A: (Kimberly Ball) With students who have designated the privacy thing, they actually are not going to be loaded into this program because we can't get that information because they've identified as I need to keep it private.

So those, we may have to manually put them in the program if they would like to do that or they'll be on their own, like what they would do today to get their course materials. But I'm going to follow up on that.

Q: (Graewingholt) Do we have any assessment in place for this? I'm concerned about students not being aware. We move forward with the program, and then later we find out this isn't for us and we don't like this here. What plans do we have to assess this program on how much students are spending after the fact, after we've tried this, whether it did save them money? Whether students were charged and didn't need to be charged? These are variables we're not sure of, so I'm curious about the long-term planning for this program.

A: (Kimberly Ball) I'm open, support, and want that assessment because I don't want students paying for things that they don't need. I support and welcome input and would collaborate in any way possible with any department.

- (President Rochon) We pull up to the table with clean hands and the greatest intent for savings. That's the overall purpose of this, so we will maintain a close connection and understanding of how this is moving forward.

I had this program at my previous institution, and we had the same kind of questions come forward as well. We found this to work and be very beneficial for the students on campus. So, trust me, these colleagues of ours that are bringing this forward are looking at all these variables.

Q: (Graewingholt) You're saying that Open Educational Resources [OER] is really a part of this conversation, that we can't have cost savings without OER. But it's somehow hard to understand that it will actively disincentivize faculty from moving to OER if they have a program such as this. If I can assign a \$600 textbook that a student can get for \$249, there's nothing stopping me from wanting to do that. It also doesn't require me to go get a grant to redevelop my course to make courses more affordable, it doesn't continue that work.

How does this work in tandem with the campus' prioritization of OER and affordability in general? I would like to see both things prioritized so that the OER can continue as well as other sort of affordability issues.

A: (Kimberly Ball) Yes, absolutely, 100% open to partner with Shelly and her team with the OER group on how we can help and leverage and utilize that. With all books that we're getting adoptions on, we're checking the library, because we don't want to have to pay for content that's already being paid for or part of the library system itself. So, we're going to continue to leverage that.

We're going to continue to work with the library, with the OER team and figure out ways that we can do it, supporting even workshops or whatever we can do. We are absolutely committed to doing that. We don't want these crises to increase, and we don't have to go back and say, oh no, it's not \$245 anymore, it's more.

We will also have discussions with faculty of like, hey, we haven't had an adoption in 10 years, now all of a sudden you're submitting an adoption. Let's have a conversation and understand why, what's forcing that drive for submitting an adoption. We have a vested interest in making sure those costs stay down too. So, it's going to be a lot of conversations.

Q: (Graewingholt) Some of the early research outside of the Michael Moore article that you cited point to shifts in equity around high earning majors versus low earning majors leaving college. And essentially, in programs such as this, they're showing that STEM majors, areas with very expensive textbooks are essentially being subsidized on the back of students that don't have textbook requirements, that don't have also high earning jobs later on. So, how do we square that with the students that we serve on this campus, that we're potentially asking these students to be subsidizing those of other students on campus for everyone's benefit?

A: (Provost Dabirian) I think most of those did not have the flex option. The flex option is an innovative way to support people that don't need to subsidize others. If you didn't have the flex option, I would have said yes, because then it's one flat rate for all.

If you look at what she brought up, the flex option was not available in other schools, and we have the flex option to do ala carte. So, you can do two of them, and get the saving of it, but you don't need to pay \$245, that's the difference.

- (Kimberly Ball) So you're only getting the material you want at the price you want through that program and you're not paying \$245.

Q: (Plouffe) How do faculty access Vital Source?

A: (Kimberly Ball) There's a widget in the Canvas system for Vital Source. It's already in Canvas for you; it's just a matter of activating the vital widget.

Q: (Plouffe) I want to be able to make sure that I have a textbook available, that it's the correct textbook. I also want to have access to it digitally. I'm interested in making sure I have the correct book and that I have access to a digital copy as well, because all my copies are print. So, how do I access that? I saw you have course material and the global navigation of Canvas. Can we have that also as a faculty member?

A: (Chuck Kissel) In the faculty portal, you'll see course material, you'll be able to click on that, and the digital content will be there for you as a faculty member. When the digital material is provided to the student, it's also provided to the faculty member.

Q: (Plouffe) Who is our point person when there is an issue?

A: (Kimberly Ball) I am.

Q: (Setten) How can faculty figure out what materials are covered? Are there specific publishers or is anything we can get? We use a lot of simulations in my department, are those covered? What about case studies? I also was wondering about winter and summer sessions as well.

A: (Kimberly Ball) So winter and summer session, because there's usually a lot fewer classes students are taking, it's not part of the winter and summer session. If it's got an ISBN, it's most likely able to be included in this program. That is kind of one of our indicators.

Q: (Shahrestani) I know we've been moving in this direction for a few years and with changes that were made through the DOE in 2015, other campuses have as well, so I get why. My concern is how we got here so fast?

When somebody visited my department and I asked why faculty and students have not been a larger part of this conversation until now, the answer that I received was that it's because it would slow things down. An example of another university was given where it took them two years to implement, and I wonder why that would be such a problem if it took another year to implement and to have faculty and student voices incorporated. That is the kind of thing that impacts our trust as faculty.

My question is what is the role of the Academic Senate in these conversations before the decisions are made? What is your role with us to build that trust? Does any of this come in writing, the answers to these questions? Can we have them solidified and committed to for some period of time? So, can we have things in writing as part of that trust building or what other solutions do you have for establishing trust there?

A: (Kimberly Ball) We were having conversations with faculty and our advisory group, just not obviously on this global level, just to make that clear. We have an advisory committee for auxiliary services that includes a faculty and student representation on it and we've been sharing this program with them over the last year of development. We've been getting their feedback that way, but just not on the bigger global setting here.

So yes, we can put the commitment to the old edition in writing. It'll be added to our FAQ page. We can commit to that old edition process of doing our best and due diligence, but we would do today to provide that.

As it stands right now, based on adoptions we received to date, 65% of the content is available digitally, the rest is print. So, we still have a significant chunk of print copy on this campus.

Q: (Salim) How is flex pricing made clear to the faculty to understand that in the process of adoption, if flex makes sense for me and my students. How do we know where flex is?

A: (Kimberly Ball) Because you're only making a decision about one class that student's taking, it's hard to determine your choice in flex or to prefer flex is going to be global to all the classes they're taking.

Q: (Salim) What I'm saying is how do we know the student's pricing in flex? What flex would cost the student? How can the faculty know when they're making the choice at the adoption point, which is what, half a semester before? How would we even know where this, where flex puts the student?

A: (Mike Dickerson) A lot of times we wouldn't have the pricing at the time of the adoption. The flex pricing is below market rates, whatever that is for a book. It would vary how much the discount is based on the publisher or whatever different book it is. The exact price probably would not be known at that time as publisher increases happen a couple times a year.

Q: (Salim) In terms of what's involved for you to attempt to source enough physical copies, the percentage you said was 35%, that's a lot of books. What happens if we're not able to obtain it? That's the same situation we're in right now, but that leaves a student not ready on day one.

A: (Kimberly Ball) So we'll notify the instructor saying we can't get enough to cover your class. If you still want to stay with the old edition, we'll leave what we can on the shelf. We're sourcing on Amazon, we're sourcing through our wholesalers, we're sourcing all available channels to us to try to cover it. If we're having trouble getting it, the student's going to have trouble getting it too.

Q: (Salim) OER symbols, when are those supposed to appear in the schedule?

A: (Kimberly Ball) When the book list is published.

Q: (Salim) So for classes in winter '26, should those have OER symbols right now??

A: (Kimberly Ball) They should, if we've been informed.

- (Salim) I have confirmation that's been informed and it's not available. So, I'm saying there's an inconsistency when OER symbols appear. And that may lead to students making an uninformed financial literacy decisions.

Q: (Salim) What's the definition of an old edition or out of print book?

A: (Kimberly Ball) An old edition means that there's a new edition available. Out of print means there's not even a new edition available for it. It's no longer published.

Q: (Salim) Will faculty know in the process of making an adoption that the book that they're adopting is an out of print or old edition?

A: (Kimberly Ball) So the best way to get the most accurate information is to have faculty-directed submissions of textbook information. We only have about six or seven departments that do faculty-direct submissions, everyone else is department coordinator oriented.

If we utilize the collect system, we'd be able to provide better information at the point of adoption with the additional scenario.

- (Salim) While I understand what you're saying, that's putting more burden on our lecturer faculty and every single other person in the department in all these departments to bypass their ASCs and individual faculty workload increases. And is that a good idea?
- (Kimberly Ball) We could, other campuses do it. So yeah, we could absolutely. But we're flexible, we have some that do it, some that don't. We work with both.

Q: (Bruschke) The lowest a student could get their books without this program is like \$450, but if they opt in, it's \$250, they save \$200. And no student should ever have to pay more than that, because they can always go to the flex option if it's not worth it to do that. So, somebody is losing \$1 to \$200 per student. And my question is that is going to be who? Where does that \$200 come from?

A: (Jarvis) It's coming from the students who weren't buying books. It's Citi Change Bank; it's a volume model.

Q: (Bruschke) So in theory, economics work because before 50% of our students were buying books, but now like 80% of our students are buying books. So that's 30% of the students who were currently paying zero are now paying \$250 each.

But I still don't think the math works out because if they can all opt out with the flex thing, then all those students should all click on the opt out button to keep themselves where they are now instead of paying \$250. And they should only do the flex option if it's cheaper than \$250, the cost is never recovered.

A: (Kimberly Ball) But we're also getting additional discounted prices from publishers. We're negotiating with every publisher who's willing to negotiate with us to drive off list price, lower than list price than what we're currently getting today when I just order straight from the publisher.

VI. APPROVAL OF MINUTES

6.1 ASD 25-109 Academic Senate Minutes 10-9-25 (Draft) - *forthcoming*

6.2 ASD 25-113 Academic Senate Minutes 10-23-25 (Draft) - *forthcoming*

VII. REPORTS

1. [Chair's Report](#)

2. President Report

- I really appreciate the Senate inviting me to the recent retreat and having an opportunity to speak to the campus about why the university and why us. I thought it was a really good and worthy event. So, I want to thank the Senate for doing that.
- We had a very successful trustee visit this week. We had three different trustees on campus. They were able to meet with several of you in the room, with our students. They were able to go by several resource centers across campus as well. They ended that day with just nothing but amazing accolades, singing the praises of the faculty and staff and the student body here at this university. I want to thank everyone who was involved in making that visit so productive and so time worthy.
- I want to congratulate the Native American and Indigenous Resource Center; they had a grand opening last night. I was not able to make it last night, I was in Los Angeles for another event, but I heard that it was very successful. So, I want to congratulate them as well.
- We won an award last night from the Los Angeles Economic Development Corporation, it was called the Eddie Awards. They recognize five different CSU campuses as strategic partners impacting Los Angeles. Even though we're in Orange County, we have had an amazing impact as well. Last night it was a great event, and I was able to accept the award on behalf of Cal State Fullerton. Again, because of the faculty and staff and students here, we received that award last night, so congratulations.
- We have another candidate today for university advancement. We will have an open forum at 2:00 pm today, if you are able to attend, please do so. We had a candidate yesterday that actually withdrew their candidacy from the process.
- We have the Provost and Vice President for Academic Affairs search. That search will hopefully be moving forward in a way in which we can participate as a campus in December. Please keep your eyes open for that.
- We have the opportunity to publicly congratulate our new Vice President for Human Resources and Inclusive Excellence, Phenicia McCullough. Let's give her a round of applause, please.
- Also, we have transitioned a new individual into Finance and Administration, let's give Laleh Graylee congratulations, please.
- There was an academic UPS that came forward that I vetoed, I have rescinded that veto. There was an administrative misunderstanding, so UPS 300.004 Policy on Syllabi will move forward.
- I just got off the phone with our women's soccer coach, and I wanted to bring the community up to speed. We had two students who had been involved in a terrible accident on e-scooters. One of the students, Ashlyn Gwynn, has been recovering and is making some progress. Her parents are working hard to get her to Houston, Texas. In Houston, they have one of the leading rehab facilities on the globe, and they're trying to get a spot for her so that she can be involved in some very aggressive rehab opportunities for her to regain motor skills. I ask you all to please keep her in your thoughts and prayers.

And then Lauren Turner, I want to tell the community that she is not doing well, the family will be admitting her to hospice, and they've asked us for prayers. So, whatever you believe in, we ask you for that.

3. [Provost Report](#)

- One thing that I want to add is that the SOQs are opening this Saturday through December 5th, so please encourage your students to finish the evaluations, it's important. Please make the announcement in your classes. It makes a huge difference when faculty push students to do the evaluation, it goes up about 20 to 25%. So please, it's critical that you keep pushing that to our students.

4. Statewide Academic Senate Report - **no report.**

5. ASI Report - **no report.**

6. [CFA Report](#)

Q: (Jarvis) Do we have an update on where bargaining stands for at least the CFA perspective?

A: (Ceisel) We are still working through the statutory process, and the bargaining team continues to meet, and we are moving forward with arranging meetings with the administration.

VIII. NEW BUSINESS

8.1 ASD 25-115 Revisions to 411.104 - Policy on Online Instruction

IX. ADJOURNMENT

➤ M/S/P (Weismuller/Wood) Meeting adjourned at 12:50 pm.