

**ACADEMIC SENATE
MINUTES
DECEMBER 11, 2025**

Approved 1-22-26

11:30 AM - 12:50 PM

PLN-130

Present: Ahmad, Badal, Barber, Blandon-Gitlin, Bono, Bruschke, Carlin, Ceisel, Chen, Chik, Childers, Dabirian, Fontaine, Ghosh, Gradilla, Graewingholt, Jarvis, Kalczynski, Kanel, Kleinjans, Kuffner, Landeros, Luker, Mallicoat, Martin, Miller, Plouffe, Robinson, Rochon, Rutowski, Salguero, Salim, Shahrestani, Struckhoff, Swarat, Thomas, Tobias, Tsong, Valdez, Weismuller, Wood, Wynants

Absent: Barros, Becerra, Bonuso, Larios, LeeKeenan, Milligan, Setten, Valencia, Wilson

I. CALL TO ORDER

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

In Memoriam

- Lauren Turner, Student [died November 7, 2025]
- Destiny Morris, Student [died November 14, 2025]

II. CONSENT CALENDAR

- M/S/P (Childers/Kanel) Motion to approve the consent calendar. Motion passed.
 - 2.1 ASD 25-118 Program Discontinuance - Fall 2025
 - 2.2 ASD 25-119 Program Suspension - Fall 2025
 - 2.3 ASD 25-106 Rescission of UPS 410.104 - Undergraduate Subprograms: Concentrations
 - 2.4 ASD 25-122 GE New Course Proposals - Fall 2025
 - 2.5 ASD 25-123 Program Reactivation
 - 2.6 ASD 25-124 Revisions to UPS 411.102 - Curriculum Guidelines and Procedures Academic Jurisdiction
 - 2.7 ASD 25-125 Revisions to UPS 411.201 - General Education: Objectives and Course Development
 - 2.8 **NOMINEES TO COMMITTEES**

NOMINEES TO SEARCH COMMITTEES

ASSOCIATE VICE PRESIDENT FOR STRATEGIC ENROLLMENT MANAGEMENT (3 faculty)

Nominees: Allyson Fry-Petit (NSM); Yu Bai (ECS); Joe Albert Garcia (HHD)

ASSOCIATE VICE PRESIDENT FOR ACADEMIC TECHNOLOGY (3 faculty)

Nominees: Loretta Donovan (EDUC); Anthony Alvarez (SOC SCI); Megan Graewingholt (LIBRARY)

DEAN OF THE COLLEGE OF EDUCATION (5 faculty)

Nominees: Alison Dover (EDSC); Rosalinda Larios (SPED); Amanda Diaz (READ);
Maritza Lozano (LEAD); Carolina Valdez (EDEL)

III. URGENT BUSINESS

- No urgent business.

IV. ANNOUNCEMENTS

- No announcements.

V. TIMES APPROXIMATE**11:45 AM - 12:30 PM****Topic: Fiscal State of the University****Presenter: President Rochon, Laleh Graylee, and Provost Dabirian**

President Rochon gave a brief overview before Laleh Graylee gave the Fiscal State of the University update and Provost Dabirian gave the faculty update.

Laleh Graylee presentation slides covered the following areas:

- Fiscal Year 2024/25 Designated Balances & Reserves Unrestricted and Restricted
- FY 2024/25 Designated Reserves/Carry-Forward By Divisions (as of July 1, 2025)
- Highlights of 2025/26 CSU Budget
- Fiscal Year 2025/26 Budget Operating Fund (\$613.4M) Sources and Uses
- What Would a Distribution of \$10.6M Budget Reduction to the Divisions Look Like?
- Budget Outlook Fiscal Year 2026/27
- Fiscal Year 2024/25 Unrestricted Designated Balances & Reserves Main Operating Fund
- CSU Trustees' Operating Budget Request Governor's Preliminary & Final Budget
- Overview of Fiscal Year 2025/26 Operating & Self-Support/Auxiliary Funds (\$769.1M)
- FY 2025/26 Sources and Uses of Funds
- Budgetary Approach for Dealing with the Budget Reductions No Budget Cuts to Divisions

Provost Dabirian presentation slides covered the following areas:

- Investing In Faculty
- Funding for New Tenure-Track Faculty
- Lecturer Faculty Range Elevation
- New Tenure-Track Faculty Fall 2025
- Tenure/Tenure Track Faculty Promotions
- Sabbaticals

Q&A:

Q: (Plouffe) On the 42 new tenure track hires, I understand some of those were part-time lecturers that became full-time tenure track.

A: (Provost) Yes, they've been through the process.

Q: (Landeros) Every time that we hire a new tenure track in a department, I'm talking from part-time lecturers' perspective. We've got lecturers who are senior lecturers who've been at this university for 20 plus years, which then jeopardizes their job, right? Because originally they were here to fill in the work because there wasn't enough tenure track. So, I would like the university to start having some discussions and considerations of as we're bringing in new tenure-track faculty, but we look at departments and we look our senior lecturers who've been here for 10, 15, 20 years, how do we also protect their jobs? How do we also honor them to say, you're part of this institution, you've invested all this time, and we're considering you, too, when we are hiring a new tenure track faculty.

A: (Provost) I will bring it to the deans and also to the department chairs.

Q: (Ceisel) One thing that I'm concerned about as we look at this enrollment growth is our capacity. So, as we work to meet our budget goals, we're increasing faculty workload. And we've seen class sizes creep up. And this is not a sustainable approach if we want to keep our reputation and the quality of the services we provide our students. I want to bring this back to the Senate that established a working group more than five years ago to consider these issues.

I think we're at a crisis inflection point around this contradiction between enrollment growth, class sizes, and faculty work. I'd like to yield the floor to Christina Barbieri, my colleague, faculty in American Studies, to speak to the situation from the ground up.

- (Christina Barbieri) I'm a member of the statewide bargaining team. One of the arguments that has come up a lot is that EPR 7636 is in the CBA, and therefore there's nothing this body can do about that. I'm here to confirm that it is not in the CBA.

At every recent contract negotiation, management has refused to acknowledge this document or place it back into the CBA, so the issue of class sizes will not be addressed through bargaining and it's not going to be addressed this year. It's right now it's open, so we are sitting down with management. It is highly unlikely that they're going to change their position of several years.

The issue of class sizes needs to be handled at the campus level, and we truly do have a class size issue on this campus. I want to pass over and yield my time to Anton Peshkov, who wants to talk about this from a personal perspective.

- (Anton Peshkov) I'm an assistant professor at the Department of Physics. Our department teaches a lot of introductory classes for all the students, engineering students, biology students, kinesiology students. These are huge colleges and huge departments, so we're typically teaching many sections, maybe thousands of students every semester. We have very large introductory classes.

I've been here for three years, and my typical introductory class was between 90 and 120 students, which is already very hard to teach because I don't have any support for that. This year, I was assigned a 175-student class. If I compare the result as of now of this 175-student class to my previous year. In the previous year, the failure rate in this class was probably around 15% or 20%. I don't yet have the final exam results, but probably I will be approaching a 50% failure rate. This class is a mandatory class for every student; the students cannot graduate if they don't pass the class.

So, if we're approaching such huge failure rate, obviously it will have a huge impact on the university graduation rate. I think the university already did not meet its 2025 requirements for the graduation. If we continue with these huge classes, it will only get worse. It's important that we establish at the university a cap on the number of students that we're teaching because as lecturers, we're teaching this class alone. We don't have any support. Contrary to the UC, we don't have TAs to help us or anything like that. We're teaching this class alone and it's just not sustainable. I think it's not good for the students.

A: (Provost) We've been working with the deans and department chairs to provide support for faculty as much as we can. So, some of these cases, I'd be happy to take that on and talk to department chairs and also talk to the deans to see what we can do to support the faculty in all that. This has been a practice throughout to make sure that we support large classes whenever we can.

Resources are limited, but we were looking at how do we make sure to ensure that quality instructions have been followed through. And again, this has been a case for past three years, and we've been looking at these things, and I know Deans has been looking at this across the board. If there are any questions, please refer them to me. We would love to look at some of these. But again, some of these issues are funding and resources we'll do the best we can based on the funding and resources we have.

Q: (Bruschke) I appreciate those thoughts, but I think it's clear we definitely want to address the melt. I do think the experience of faculty's class sizes have been going up, and that does make it harder for us to retain.

This body recommended that we convene a working group. We did that in 2020, and then the group started working, and then it kind of stopped. And I appreciate that there are other venues this has talked about, but can you commit as the provost to reconvening that working group so that we can sit down and have a group that's specifically working on that particular issue?

A: (Provost) As I indicated to Dr. Ceisel, we'd be happy to meet at any time on this. We will set up some meetings, and I'll make sure that HR is involved in the process. We want to make sure that we follow all the processes, the CBA, and everything is involved in it.

Q: (Salim) There's 500 FTEs that are coming to us. How much does that translate to in terms of dollars and how will those be allocated?

A: (Graylee) It's \$4 million in state funds, the other \$4 million is the tuition revenue that we're generating as over enrollment, as one time, is now going to be permanent. So, \$8 million in total.

Q: (Mallicoat) You indicated that we are requesting the funds for the 4th year of the compact. Is that just for year four, or is it accounting for the fact that year two and three got delayed? Will we ever see the funds from years two and three? Will we ever get prior years restored, or do we have an essentially unfunded compact?

A: (Graylee) I need to clarify that the slide that you saw was CSU's request, this is different than what Governor said at the end of last year.

So, what the Governor is proposing is just to give us \$100 million in one year and another \$150 million to make up for the \$250 million, but CSU is asking for full deferral. We don't know how this is going to play out. In a couple of weeks, mid-January, with the preliminary Governor's budget, I think there'll be more certainties about how it's going to play out and unfold into the budget process.

- (Provost) The \$500 million we'll be getting is from reallocation, not from the compact. If the compact comes and we get any percent, we are probably one of the leading campuses to get that extra.

Q: (Gradilla) What was silent in the presentation was forward-looking in terms of student success planning. With internships, experiential learning, I want to know where that money is going to be and what type of funding models are we imagining where faculty can lead experiential learning internships that are worth it, not just checking boxes?

A: (Provost) There was a fund that was given to CSU called Graduate Initiative 2025, it came down from the Governor. We got a baseline that was allocated to all of us that has supported basic needs, which have supported increasing support for classes, so we have more classes in there. It has actually funded some faculty lines. Some of your faculty lines that we have were covered with that fund because we wanted to increase the density. One year they brought up to increase density, so we actually hired on those baseline faculty line.

The CSU has not allocated anything from that level about the student success framework plan. If you look at my report, we just met at the Chancellor's office to talk about the new framework and the result of the cohort of fall 2027. They're looking to start a new cohort of student success, and they're looking at different success matrixes moving forward. So, I am assuming that there should be some funding coming down because experiential learning was one of the major initiative parts of that draft plan. We are also creating a framework on our campus to mirror what the Chancellor's office frameworks are doing. We keep augmenting it to make sure that it exists moving forward.

When we talked about student success, we talked about graduation initiative. How many students graduate from our campus? We did run the numbers, they're almost 3% or 4%, our graduation numbers are 4% more. We have students that start at Fullerton and finish at other institutions, it doesn't mean people dropped out. So, our numbers are higher than what you see reported. Our new dashboard, a new success framework, is going to include those things in it; student success in general, not student success that finished at Fullerton.

Q: (Kanel) This is more specific to my college, HHD. I want to ask if there can be extra support and resources for our particular college, because three of our departments have been named by the current administration as no longer being considered professions that are eligible for financial assistance, social work, public health, and nursing.

Our college has been known to create people to go into the workforce. We have been at the forefront of internships, experiential learning, and helping to train people to get into those professions, so there's some contradictions going on here.

The Chancellor's office wants workforce readiness; our college has been doing that forever. We lost our biggest GE, which was lifelong learning, which is reducing the amount of SFR for some of our classes and tearing away at some of our programs because we no longer have access to many of the GE people in our university.

There seems to be some inequities going on here and I would hope that you would look at our college and see that we have been in line with the new workforce, the HIPS, and the internship for many years. Losing the lifelong learning, we are going to be losing federal resources.

A: (Provost) I've been talking to your deans; there are things that we were looking at from your college perspective. I think the state versus federal, you're well recognized at the state level, and that's really key.

Workforce readiness is coming down from the Governor about the student framework about workforce readiness. Some of the metrics that they're going to use eventually for student success are the workforce and post-secondary education.

Q: (Kanel) Will you make a commitment to advocate for our college particularly because we lost lifelong learning as well? And we all know that to set up on this campus is he who has GE classes, they can manipulate their budgets a little bit easier than those of us who don't have access to that.

A: (Provost) Yes.

Q: (Graewingholt) My concern comes for the projection, thinking about the future with regards to both our tenure track and our adjuncts potentially leaving us, i.e., retirement.

We know retirements are coming, do we have a long-term plan to ensure that we have enough faculty to support the students we currently have, including growing amounts of enrollment where we have retirements happening and we may not be able to afford to replace them? How are we strategically replacing individuals that we lose, who are potentially full professors or doing a lot of service work that we need? Have we thought about this for the future, and do we have a long-term plan for hiring in light of retirement?

A: (Provost) Yes, you can see the two cohorts of the faculty that were over 40 are result of that. If you take this year as anomaly, because of the budget impact, I think we're going to continue doing that. I have worked very hard with Administration and Finance to make sure that our density stays where we need it to be. Our density is what allows us to maintain our student body and our faculty moving forward and that's very critical.

➤ (Struckhoff) Motion to extend the Fiscal State of the University Presentation by 10 minutes. Motion passed.

Q: (Struckhoff) I also am representing my college and when we talk about the record enrollment that we have, upper administration always says that they are qualified students, and yet I feel like that word qualified has invisible quotes around it. I know within engineering at least, there's a lot of grumbling that the students maybe are not ready to be college students at this point.

I'm teaching an introductory engineering course right now, and I can tell you, similar to what a colleague from physics was saying, I think I'm probably going to fail at least 30% of them, and I'm at the top of my game. I feel like this is the best semester I've ever taught, and I just cannot seem to get the students to come along with me.

So, from comments I'm getting the sense that these students that are coming, we have record enrollment, and we need to keep the ship afloat, but I'm wondering if we're doing it at the expense of the student pocketbook.

A: (Provost) We are an impacted campus. We have only one major impactation, that's nursing, okay? So, we can always open major impactation on certain majors if we want to, that's something that is available to us. We should think about it if we want to go that route of doing that.

If we don't do major impactation, it's a campus impactation. That means that we will look at the GPAs and our multifactor admission criteria are, which means that the grades you get on your Math, the grades on your English, and your GPA. All of those into go into a formula, and then we go and take as many up to that level of the formula. That's how our campus works. That's how it is across the board.

So, if a student comes from a high school that was strong in Math, for example, and you have a common high school that is not as strong in Math, and they get in, we don't know the differences. But we are looking at Math and English, it's critical that they get their Math and English on the first year. And we have remedial Math, remedial English, to make sure those things happen. That's why you see some of the retention is going up.

What we're trying to do is to have those critical courses available to them early on, make sure the advisements is there, so the students are prepared. So, when they take the engineering courses, they're ready for your class. And that's what we've been trying to do.

What you're describing is a nationwide problem. After COVID, this is a nationwide problem, this is not just at Cal State Fullerton. We're trying to remedy it, but it's a nationwide problem. My advice to you and your college is to look at your prerequisite, look at your co-requisite, make sure these students are taking some of our courses before getting to your 100 courses, which will help you to make sure you get more qualified students. Or have them take it in the second semester.

Q: (Salim) I've heard the phrase experiential education mentioned several times in this conversation. As a member of the IRA Committee, is study abroad a valuable piece of experiential education?

A: (Provost) Yes.

Q: (Salim) For the 500 FTEs allocations, what percentage of that allocation heads to Academic Affairs as opposed to the other divisions?

A: (Provost) If you go back to roughly the same as last year, the number you can see, that \$4.2 million is translated about \$2.7 million, the rest of it is benefit.

➤ (Robinson) Motion to extend the Fiscal State of the University Presentation by an additional five minutes. Motion passed.

VI. APPROVAL OF MINUTES

- M/S/P (Miller/Wynants) Motion to approve the October 9th AS Minutes. Motion passed.

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

- M/S/P (Salim/Wynants) Motion to approve the October 23rd AS Minutes. Motion passed.

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

- M/S/P (Kalczynski/Salim) Motion to approve the November 6th AS Minutes. Motion passed.

6.3 ASD 25-121 Academic Senate Minutes 11-6-25 (Draft)

VII. REPORTS

1. [Chair's Report](#)

2. President Report

- Thank you everyone who was able to attend the event we just had over in the TSU. I would like to acknowledge the individuals who were here early this morning preparing the food and setting up the event.
- In recognition of the holidays, the governor has granted state employees a half-day of informal time off, and I am authorizing an additional four hours of administrative leave on Christmas Eve.
- I really appreciate Chair Jarvis giving us a moment to recognize our two students. I spoke with both families, and as much as they are grieving, they are so appreciative of this campus community, the outreach, the support, and the love that has been provided to them. They are just so thankful for this.

In fact, one parent told me that I'm thankful that you all will not allow my daughter's memory to be erased. It means a great deal to what we collectively are doing as a community to support these families. So, I thank you all personally for that as well.

- We have engaged in a search that you are aware of for the next Provost to come to Cal State Fullerton. I've had an opportunity to meet with the deans, the cabinet, but also told Chair Jarvis that it is important for me, I feel it's quite important for me as president to meet with the committee as well. I like to hear directly from the committee their findings, their observations of our candidates as well.

Through all these conversations, I've decided to extend the search. I will be working over the holiday break to identify some additional candidates to bring to campus. That will not happen until we return from break. I want to make sure that faculty and staff are here in full-fledged and full opportunity to observe and engage with new candidates. More to come on that from the search committee chair.

This search committee has worked really hard, and I would like to thank them for their work. They have been working extremely hard for this university.

- The VP Search for Advancement has also been extended; we have decided to repost that. There are additional candidates that are submitting their paperwork.

I'm actually going to bump that opportunity with regard to visits for candidates for the provost search. We had already identified dates for next semester, early in the spring. I'm going to push that one back a little bit, not very far, but push that one back a little bit so we can get those provost candidates here first.

- I spoke to our student representatives on Senate about the last meeting where we had a pretty robust conversation about SmartAccess+. There were lots of questions that had come forward. I then had another robust conversation with ASI, and they too had some additional questions with regard to where this is, what this means for students. The whole opt-in, opt-out piece, there's still a lot of questions.

I feel that based upon what I received from students and this body, that we're going to pump our brakes on SmartAccess+. We're not going to roll it out until spring of 2027. This will give us time that's necessary for this university campus to really examine and look at ways in which we can run pilots and get some better assessment data on how we can best serve our students.

The whole objective is to bring greater resources and actually save resources for our students. There are enough questions giving me pause in ways which we can do a better job. I appreciate the support, and we will bring more to you down the road.

- And then last but not least, I just want to thank everyone. This has been an interesting semester for all of us in so many different ways things we've observed and the kinds of policies that come forward. This campus continues to show resilience to getting the job done and serving our students and serving this community. I thank all of you all for your hard work. I ask you to please recharge and get ready for 2026.
- 3. [Provost Report](#)
- 4. [Statewide Academic Senate Report](#)
- 5. [ASI Report](#)
- 6. CFA Report - No report

VIII. NEW BUSINESS

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

IX. ADJOURNMENT

- M/S/P (Badal/Swarat) Meeting adjourned at 12:52 pm.