

**ACADEMIC SENATE  
MINUTES  
FEBRUARY 5, 2026**

*Approved 3-5-26*

**11:30 AM - 12:50 PM**

**PLN-130**

Present: Ahmad, Badal, Barber, Barros, Becerra, Bono, Bonuso, Bruschke, Carlin, Ceisel, Chen, Chik, Childers, Dabirian, Fontaine, Gradilla, Graewingholt, Jarvis, Kalczynski, Kanel, Kleinjans, Kuffner, Larios, Luker, Martin, Miller, Plouffe, Robinson, Rutkowski, Salguero, Salim, Setten, Struckhoff, Swarat, Thomas, Tobias, Tsong, Valdez, Wilson, Wood, Wynants

Absent: Blandon-Gitlin, Ghosh, Landeros, LeeKeenan, Mallicoat, Milligan, Rochon, Shahrestani, Valencia, Weismuller

**I. CALL TO ORDER**

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

**II. CONSENT CALENDAR**

➤ M/S/P (Childers/Dabirian) Motion to approve the consent calendar. Motion passed.

2.1 ASD 26-08 New Program Proposals Fall 25

**III. URGENT BUSINESS**

- No urgent business.

**IV. ANNOUNCEMENTS**

➤	TitanWell presents Sweet Talks	flyer in Dropbox folder
➤	TitanHEALTH Mobile Health Clinic	flyer in Dropbox folder
➤	TitanHEALTH Naloxone Training	flyer in Dropbox folder
➤	TitanWell presents Pillow Sesh	flyer in Dropbox folder
➤	Cook and Connect with ASI Pantry & TitanWell Chomp	flyer in Dropbox folder
➤	TitanTHRIVE Empowerment Healing Program	flyer in Dropbox folder

➤ (Becerra) Highlighted the events and services for students that will be offered by Counseling and Psychological Services (CAPS) throughout the semester. Flyers are available in the meeting Dropbox folder.

Q: (Kanel) Does Naloxone cover Oxycontin overdoses as well?

A: (Becerra) It does, I believe that is a part of the opioid family. And just as a note, all of our CSUF PD are also trained in Naloxone, and I believe they also have that available as well.

And any employee who wants naloxone, please look at our student health website because we do distribute information for nonprofit agencies that come on campus that can provide these to staff free of charge as well.

- (Gradilla) Read a [Black Freedom Resistance Speech](#)

## V. APPROVAL OF MINUTES

5.1 ASD 25-126 Academic Senate Minutes 1-22-26 (Draft) - *forthcoming*

## VI. REPORTS

1. [Chair's Report](#)
2. President Report
  - No report.
3. [Provost Report](#)

- The President wanted me to give updates on his behalf. He wanted to thank all of you for your participation in the Provost search process. There was a lot of feedback and there was great participation in the open forums. So, he wanted to express thanks to all of you that participated in the process.

He is meeting with all the constituencies and going through the process, and he will get back to us as soon as he's done. He's taking every step very quickly and getting everything done as soon as possible.

- He wanted to make sure you all know about these searches. Right now, in the process of getting all the committees finalized, we should get them on the way as soon as possible. So, those are also in the process, we'll keep you updated.

Q: (Thomas) I'm hearing across campus that some departments were affected by GE course enrollment. There were swings in how many students enrolled.

For example, my department is one example of a department that had a number of GE courses unexpectedly canceled. I'm wondering if you could speak to that. Is someone looking into what happened? Is there going to be any action to try to help correct that predictability, because I know it did catch our department off guard and its sort of not really wrapped up in the details of what's going on with enrollment.

A: (Swarat) The problem is not unnoticed. Many of us including Senator Tsong and myself, we're worried about that too and we do not like the swing for your department, for English, and Math as well. We're having meetings starting this afternoon talking about that very thing.

It is our hope that working together advising all departments we're going to have a stable enrollment between fall and spring, so you don't have to deal with these issues anymore.

Q: (Bruschke) This issue did not just arrive on the campus. We have been fighting this very thing, making that very same request since before I was the chair there, which was at least nine years ago. And this fall, we had a record freshman enrollment class.

I'm just wondering how it is possible that with record freshman enrollment we could get to the spring and have unfilled GE sections? How did we not see that coming? Can you illuminate what happened? In one spring where more surely than any other, we should have had full enrollment across all those courses, we had instead a big problem.

A: (Swarat) So, it's partly how the pattern of students coming in, what categories, Math and English readiness they have. And then also part is what they're being advised to take. And the other part is department planning efforts.

I do not know the details of all these parts, but we do provide projections to the departments about how many students we think have yet to take these classes, but that's a projection.

We have to work with departments, that's why we're meeting with your chair. We're meeting with the English chair, we're meeting with the Math chair, we're talking about this very thing. And then the advising will be part of this as well, so the advisors will deliver consistent messages to the students to minimize this disruption as much as possible.

- (Provost) We need to go back all the way to orientation and from advising from the summer to make sure that the students are getting right advising to take classes. So, it's not just going to be one semester, it's how do we make sure that is followed up.

And we also know that the projections that Dr. Swarat does has been off after COVID. The behavior of our students has changed drastically and sometimes we need to kind of manage that. So, planning and looking at these trends really makes a big difference, that's why we appreciate Dr. Swarat and Dr. Tsong meeting with the departments and looking at some of the root causes of these things.

Q: (Bruschke) With due respect, our department planned the same member sections they had last year, with thousands more students arriving on the campus. I cannot imagine this is a problem that the department has missed.

When was it the department was given the projection that said we are going to have far fewer students in the spring, even though we have 1,000 more students arriving in the fall? When did that information go to departments?

A: (Swarat) Information goes mid-fall. I do not know when the information goes out to the dean's office, how it's distributed to departments, and how departments use the information. And then another piece is to your point, the students' math readiness and English readiness are changing, they are not necessarily following the historical trend. So, every year we're doing catching up, that's why we're working with the chairs. We're going to try to understand exactly how you're planning for these courses so that we can support as accurately as we can and advising and scheduling is a big part of this. We are going to meet with the department chairs to work on this issue.

Q: (Jarvis) Is concurrent enrollment at the high school level where they're taking some college level classes through their community colleges as a dual enrollment causing a problem? So, we don't have a good estimate of how many of our students are going to come in and not need a class that a similar student needed a year or two years ago.

A: (Swarat) Yes, it's part of it. It's part of how the students' behaviors are changing. Some folks may agree that they come in with the same level of math, but their ability to pass math classes may seem to decline over time, and then we have more students having to repeat the same classes. I'm not just talking about Math; this applies to English as well.

So, we're having to monitor the trend year after year just to see, and it's changing every year. We're trying to predict as much as we can, that's why when we send the projection numbers out, we always recommend that you budget, that there is some flexibility both ways.

Q: (Robinson) Is the issue here that because students need more remedial work, they're not taking GEs on schedule. Is that what's being said here? I just want to clarify that that's what the message was.

A: (Swarat) They're taking it differently. Sometimes they're supposed to, but we have students taking a Math class they're not supposed to be taking. We also have students skipping certain classes, they're taking other classes.

One idea we talked about, we wish it could happen, is to pre-register students for classes. They come in and have a set of GE classes. But we're not there yet. If we can make that happen, it will be a little cleaner. But right now, we give the choice to the student. They can be advised to take English in the fall, HCOM in the spring, but students don't because someone else, their brother or their family tells them do both in the fall so that they can get the GE out of the way. This creates a big rush of GE in the fall and we keep opening sections, this then causes a problem in the spring.

I'm not saying that is the reason why you're seeing it, but certainly that's part of the reason. So, we're meeting, trying to figure out how we can even out the enrollment for these important GE classes, together with the effort from advising, because advisors play a huge role here and faculty as well, because faculty also give advice to the students.

Faculty in departments have to also tell students the same thing so that we can be coordinated and ensure that we don't have this issue.

Q: (Robinson) Do we need to direct more remedial resources to our newly enrolled students so that they can take the classes they're scheduled to take according to historical patterns?

A: (Swarat) So based on the data, we're not seeing more students in Category 3 and 4. I can't tell you that it guarantees the exact same ability coming in because the high school grade inflation is real.

Because based on certain metrics that are being placed in certain categories, that doesn't necessarily mean they're going to come to your class and pass the same grade as they did years ago, I can't tell that. But based on just the percentage of student distribution, we have not seen a deterioration of student ability.

Q: (Gradilla) One day in the future, is strategic enrollment going to address this? Or that's a fantasy?

A: (Provost) GE is very tricky, because it's across all GE categories. One of the reports we do looks at categories. We cannot just auto-enroll people in certain things. Now, English, HCOM, and Math, those are very specific. We could actually do a better job if we want to pre-enroll them in there. But even when we pre-enroll them, in some cases we do, they drop out and they change.

So, the behavior of that is always going to be an issue, that's why it is a lot more complicated. As VP Doss talked about, we will do our best and we are doing better every day, we're getting there. But again, there's a lot of challenges around this. Because we would have to enroll them in there and don't let them enroll out. It's more complicated than we think.

- (Becerra) I yield the mic to VP Doss.
- (VP Doss) We're looking at this from a strategic standpoint, and there are multiple levers, and a huge part of that is the block scheduling and making sure students are locked into that. Because we also do not admit students in the spring semester to start on a different schedule. So, the block schedule will alleviate some of that. Financial aid optimization will alleviate some of that.

Working through different metrics and also ensuring that we're talking to faculty and staff to understand what their capacity or under capacity is. And that's something that I spoke to the chairs about as well. So, it's not just over capacity, it's also under capacity.

One of the things that I also talked to the chairs about, and this is in addition to that, is using Quadrant 4 on the Cal State Apply to help our under enrolled programs where we're moving students into alternate majors because we don't do that now except for nursing and business. So, there's a lot of other pieces that are part of that, we look forward to sharing with you. But it's not just one thing, it's a joint thing.

Yuying Tsong, Jessica Barco, myself, Su Swarat, the Provost, and the President, we have these conversations, we want to bring this to you when we have something solid that can make sense.

- (Bruschke) Here's what I would like us all to reflect on. All these factors have been on this campus forever, as long as I've been here, 30 years, certainly for the last five.

We're not having this conversation now because we keep getting better and we're almost there. We're having this conversation now because this semester is markedly worse than it has been at any point since before the pandemic. And all I want us to reflect on is the very real human cost on the instructors that are supposed to be teaching these classes.

Keep some classes open because you never know what your budget will be mean that real people lose their jobs, lose their health insurance, lose their employment. It happens to Senator Landeros, it happens to Senator Plouffe.

We, in this body, have surveyed the lecturers, and their number one concern is employment stability, right? They're better teachers when they know what they're going to teach. We're adding and canceling classes within a week of the semester starting, or when you've invested 10 years of your life in getting a class done, and then suddenly you discover this spring, you don't have anything, that is crushing. And that's the concept.

The reason I think this issue is so vital and needs to be treated with urgency is because the overall effect on the quality of what we're doing and the very real human cost to the faculty who constitute two-thirds of our teaching force.

#### 4. Statewide Academic Senate Report

- No report.

#### 5. ASI Report

- No report.

## 6. [CFA Report](#)

Q: (Jarvis) I have seen CFA's messaging on the sympathy strike for the 17th, and it's been very clear about what we can or cannot do. But I've also seen rumors on Reddit and students talking, suggesting that that message hasn't necessarily penetrated to all 12,000 sections being taught.

So, can you clarify for the body and maybe that can help get that message out about what can or cannot happen from a CFA perspective for faculty on the 17th?

A: (Ceisel) Well, on the 17th, our chapter is hosting a Calfaccucino. We do encourage faculty, to the extent that you can, do not cross the picket line, have your students not cross the picket line, be supportive of that. We have a lot of students that come from union families and this is an incredibly crucial, soulful commitment that they have. We also will be on the picket line with the Teamsters. I don't have the full Q&A memorized, but we will post it on our Instagram.

Q: (Jarvis) But to be clear, canceling classes, yes or no?

A: (Provost) No, we do not cancel classes.

Q: (Kanel) Did you happen to bring up the issue about how faculty are forced to do research to keep their jobs and get promoted, and yet they're not compensated for that?

A: (Ceisel) Yes we did. They haven't responded to our proposal yet. But you can see what we've proposed, which includes tenure-line faculty being compensated for our research, as well as an interest in moving lecturers towards full-time status. And those are available if you go to [www.cfa.org](http://www.cfa.org).

Q: (Kalczynski) I looked at the California CPI, which is published by the California Department of Industrial Relations. This is the index that shows the increase in cost of living for major metropolitan areas. And then I read in the report that you're suggesting 2% to keep up with this, that's not enough.

A: (Ceisel) It's the CPI adjustment plus 2%.

Q: (Kalczynski) When you compound it, the problem is that the CPI was over 3% annually, which is more than the national CPI. Which means in the last two years, the prices in major California metropolitan areas rose 6.5%, that's compounded. So, it is a minimum of 3% that we need, not 2%, just to keep up. Don't you think that we should be keeping up with the actual inflation, not the one that is a target? It needs to be compounded.

A: (Ceisel) It's the CPI plus 2%, that would be 8.5.

Q: (Kalczynski) So, this is an increase over the CPI?

A: (Ceisel) Exactly.

## VII. UNFINISHED BUSINESS

### 7.1 ASD 25-115 Revisions to 411.104 - Policy on Online Instruction

- M/S/ (Childers/Kanel) Motion to approve ASD 25-115 Revisions to 411.104 - Policy on Online Instruction.

From AS meeting 1-22-26

M/S (Childers/Kanel) Motion to approve ASD 25-115 Revisions to 411.104 - Policy on Online Instruction.

[MAIN MOTION]

Chair Jarvis reminded the body where they left off on this document.

[MOTION ON THE FLOOR]

- M/S/ (Dabirian/Kleinjans) Lines 78: motion to add the wording "Instructors are required to obtain the department chair's approval to change modality to online for the first and last week of the current term."
  - (Jarvis) Line 79: replace the word "and" with "or". *Considered friendly.*
  - (Graewingholt) Line 79: add the wording "from in-person". *Considered friendly.*
- M/S/F (Valdez/Ceisel) Line 79: motion amend to remove the wording "or last week".  
(Hand vote Yes = 16, No = 19, Abstentions = 4)

Back to the Dabirian/Kleinjans amendment

- M/S/F (Kanel/Thomas) Reword to read “Instructors shall notify the department chair to change modality to online from in-person for the first and last week of the current term”.  
(Hand vote Yes = 16, No = 19, Abstentions = 3)

Back to the Dabirian/Kleinjans amendment

- (Childers) Motion to convene to the Committee of the Whole. Motion passed.
  - (Thomas) Lines 78-79: reword to read: “Instructors are required to obtain the department chair's approval to change modality to online from in-person for the first week of the current term. Instructors shall notify their department office and chair about any changes in modality to online from in-person during the last week of the semester”.
  - (Jarvis) Line 81: change “semester” to “current term”.
  - (Bruschke) I don't think a blanket prohibition on not having an online class the first week would be good.

The other thing I'll just say is, okay, we have this policy because to work it out with your chair does not always succeed, right? I sit down with my chair and I say, I have to go on this research trip and the chair says, no. Okay, well, what happens?

Well, if the rule is you have to get the approval of the chair, then you just lose, even if the chair is unreasonable. We can't come down on just saying the chair will always be right to stop the bad faculty member or the faculty member will always be right. And we can't come down on just, oh, say you guys get down together and talk it out and consult without clarifying what consultation means. I do think what we want to land at is if you're going to have an in-person class and you're not meeting the first week, that needs to be in the syllabus, needs to communicate with the students, and it needs to be communicated with the chair. We want to have notifications. If you have to change that, you have to notify everyone.

Then I think the third thing that we need to do is clarify. Right now it's under the thing about what happens if you're extending beyond the 20% and move it someplace so that we know it's not just when you're increasing 20%, it's all the time. I think if we can accomplish those three things when we get back together, then we'll have some agreement.

- (Kanel) Motion to extend the meeting 10 minutes. Motion passed.

## VIII. ADJOURNMENT

7.1 ASD 26-03 Revisions to UPS 260.102 - Sabbatical Leaves

7.1 ASD 26-09 Revisions to UPS 300.016 – Withdrawal Policy

## IX. ADJOURNMENT

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