

**ACADEMIC SENATE  
MINUTES  
JANUARY 23, 2025**

ASD 25-12

*Approved 2-20-25*

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

**PLN-130**

Present: Badal, Barber, Barros, Blandon-Gitlin, Bonuso, Brown, Brusckke, Casem, Chik, Childers, Dabirian, Fontaine, J. Garcia, Ghosh, Gradilla, Guo, Jarvis, Kakihara, Kanel, Kleinjans, Landeros, Larios, Luker, Martin, Nair, Ong, Palencia Gutierrez, Plouffe, Robinson, Sacco, Salim, Scher, Stanley, Swarat, Syed, Thomas, Valdez, Valencia, Wood, Wynants

Absent: Ebrahimi, Graewingholt, LeeKeenan, Mallicoat, Miller, Milligan, Rochon, Weismuller, Wilson

**I. CALL TO ORDER**

- Chair Jarvis called the meeting to order at 11:30 am.
- Chair Jarvis welcomed two new Senators, Senator Martin and Senator Syed.

**In Memoriam**

- Dr. Stuart Bloom, Professor Emeritus of Human Services [died: December 23, 2024]

**II. URGENT BUSINESS**

- (Kanel) Asking Provost Dabirian to remind engineering and maintenance not to park in the faculty lots with their machineries.
  - (Provost) I will forward this to VP Porter.
- M/S/P (Kanel/Jarvis) Motion to pass ASD 25-08 Resolution on Extending Grace to Fellow Titans. Motion passed unanimously.

2.1 ASD 25-08 Resolution on Extending Grace to Fellow Titans

**III. ANNOUNCEMENTS**

- (Landeros) Lecturers are very excited about the new updated UPS policy on lecture evaluations. There are a couple of hiccups that we need to straighten out, we got to make sure everybody is on the same page. I am very hopeful we are going to work together in making sure that we are all aligned in keeping the spirit of the UPS policy and our intentions, so that they come into practice.
- (Chik) I want to draw everyone attention to a card that was distributed, it was the immigration protocol card. If you need additional ones, we have some we can pass out. The website is live [www.fullerton.edu/immigration](http://www.fullerton.edu/immigration), if you need to go get resources and support for colleagues and for students.

Q: (Sacco) Is this just distributed as a card or is there a flyer or something electronic being emailed to everybody?

A: (Chik) If you go to the website, this is available electronically as well on the resource website.

**IV. APPROVAL OF MINUTES**

4.1 ASD 24-138 Academic Senate Minutes 12-12-24 (Draft) - forthcoming

## V. CONSENT CALENDAR

- M/S/P (Childers/Wood) Motion to approve the Consent Calendar as amended. Motion passed unanimously.
  - (Jarvis) Pulled item 5.1 ASD 24-124 Revisions to UPS 300.030 - Academic Appeals. This will become the first item of new business.
- 5.1 ASD 24-124 Revisions to UPS 300.030 - Academic Appeals
- 5.2 ASD 25-04 Revisions to UPS 411.105 - Support Courses
- 5.3 ASD 25-05 Revisions to UPS 100.610 - Program Discontinuance and Program Suspension
- 5.4 ASD 25-06 Program Discontinuance - Spring 2025
- 5.5 **NOMINEES TO COMMITTEES**

### **NOMINEES TO STANDING COMMITTEES**

#### **EXTENSION AND INTERNATIONAL PROGRAMS COMMITTEE (10 faculty)**

Nominees: Loretta Donovan (EDUC); **Pending** (L/A/C); **Pending** (HUM)

Confirmed 10/10/24: JR Luker (ARTS); Valbone Memeti (NSM); Steve Walk (HHD); Hakob Avetisyan (ECS); Lambe Papoulias (CBE); Jasmine Phillips (CCOM); Iris Blandon-Gitlin (SOC SCI)

#### **FACULTY DEVELOPMENT CENTER BOARD (10 faculty)**

Nominees: Nilay Patel (NSM); **Pending** (ARTS); **Pending** (CCOM)

Confirmed 11/7/24: Karen Gallagher (CBE); Pratenu Ghosh (ECS); Do Kyeong Lee (HHD); Michaela Keating (L/A/C); Kate Burlingham (SOC SCI); Alison Dover (EDUC); Montserrat Fuente-Camacho (HUM)

#### **STUDENT ACADEMIC LIFE COMMITTEE (10 faculty)**

Nominees: Dustin Barr (ARTS); Stephen Padgett (HHD)

Confirmed 11/7/24: Thomas May (CBE); Alison Miyamoto (NSM); William Toledo (EDUC); Jessica Leone (L/A/C); Erika Thomas (CCOM); Rong Jin (ECS); Judit Palencia Gutierrez (HUM); Gabriela Nunez (SOC SCI)

#### **UNIVERSITY ADVANCEMENT COMMITTEE (10 faculty)**

Nominees: Vivianne Asturizaga (ARTS); **Pending** (HHD)

Confirmed 8/29/24: Christine Scher (SOC SCI); Jay Yang (CBE); Rakesh Mahto (ECS); Frank Russell (CCOM); Zakyi Ibrahim (HUM); Bridget Druken (NSM); Natalie Tran (EDUC); Lisa Mix (L/A/C)

## VI. REPORTS

### 1. [Chair's Report](#)

#### Additional Chair's report:

- The President has reached out to let us know that he would like to conduct some VP searches. Senate Exec found out about this on Tuesday, and we decided what we would like to do is send out an interest form to see if anyone is willing to serve on some of these vp search committees.

The intention is to complete these searches relatively quickly, hopefully with start dates in the summer. So, the work would come in the spring. Just being realistic, that work would likely come towards the end of the spring semester. We are designing a survey to go out, it should go out by the end of this week.

- (Landeros) I have noticed that lecturers are being appointed to search committees, I've gotten a lot of positive feedback. So, I just wanted to say that you for the support and including lecturers into most recent search committees.

Q: (Gradilla) Can you list out what the VP searches are? I think it's very impressive when you hear what we want to search for on Cabinet.

A: (Jarvis) I think it is best if we leave it at this time as vice presidents. I do not wish to steal the President's thunder in case the position descriptions for the vice presidents that he will be searching for might differ from the existing structures that we are currently working under. So, I phrased it vaguely for a reason. I've been told vice presidents, we expect multiple. President Rochon is out of town right now, so I have not been able to meet with him to get the list.

## 2. President Report

3. [Provost Report](#)Additional Provost report:

- We just distributed immigration protocol cards to all of you and we have more here if you want to pick up some more. If you go to the campus website, in the right corner it says immigration information, if you click on it this card is there, and you can print it if you want to.

We have printed about 9,000 of the cards already, about 2,500 were distributed to every faculty member department office. I want to thank FDC and Dr. Kathleen Preston for distributing them yesterday to every department office. So, all faculty mailboxes should have one of these cards available to them. If they need more, let us know. If there are areas that you need to have more of these cards, we'd be happy to provide as many as it takes.

The website is live and if there's more information publicly available, we will put it there.

- I want to introduce John Beisner from Risk Management.
  - (John Beisner) Thank you Provost Dabirian for giving us an opportunity to respond to any questions that you all might have about the information that is currently on our immigration site. The protocols that have been mentioned before. I would like to introduce Anne Grogan, who is a member of our team. Anne has been on campus since 2017, she is responsible for the Cleary Report and all Clearly reporting that happened on campus. She is the University's whistleblower contact. Early in her career, she worked in the President's office. She's a key member of the University's Covid response. Her office is currently responsible for handling all public records requests, all subpoenas, and all requests for authorization. They handle more than 500 requests annually, so a lot of what we are now being asked to consider, her office already handles. And one of the messages we would like to provide to you is there is an office, a central location on campus to where we like to direct everyone to. This is something ongoing, it's one of the benefits of our campus, we are one of the few campuses that has an office like that.

When we were talking about the protocols, we want to keep things as simple as possible. We want you to gather information, if you are ever approached. Related to the person that approaches you, we want you to respond to them with respect. Let them know that you're not obstructing them in any way and that you don't have the authority to get the information or provide the access, but you know who does. You will give them our names and then we will work with that person or those persons to determine whether they provided sufficient information to go on campus or get the information that they'd like to have.

Q: (Kanel) Have you thought to actually correspond to somebody from ICE and let them know what our policy is ahead of time, so they are prepared for this?

A: (John Beisner) We have talked to a lot of people, as we've developed the website and the protocol, one of the key players on campus is Chief Frisbee. I know the Chief has relationships with law enforcement throughout Southern California. I think if ICE was going to reach out, it would probably be the Chief to help them understand what our campus principles are. We have tried to role play to provide you the best counsel that we can, in the event that something happened like that on campus.

Q: (Salim) Do these kinds of protocols account for the fact that sometimes our students are with us, but not on campus? So, if we take students to the Desert Studies Center, if we take students on field trips to Orange County, if we are a biology field class doing a visit to the water treatment facility that involves crossing a county line. Do these kinds of protocols account for the fact that our students do not only accompany us on the campus?

A: (John Beisner) I do think the protocols can be adapted for students and requests that do happen off campus. We monitor extension 7475, 24 hours. So, you will always in theory, be able to reach us. In the event you were provided with a warrant or subpoena, we could probably get that scanned. You could send that to us, and we would be able to do that remotely. I do think the protocols are flexible, in the event of a situation like that. What we want to let you know is you'll never be left alone. If you can't reach us, reach out to campus police and they can also assist as well.

Q: (Swarat) Can you clarify if agents can interrupt classes? Can they enter classroom, interrupt class, department meetings, things of that nature? Because yesterday we heard that not immigration, but NIH workshops and meetings were abruptly interrupted.

A: (John Beisner) So, you're talking about accessing areas on campus that might not be public. I think in the event that were to happen, whoever is running that meeting should approach and follow the protocol so that we can analyze not only where they are, but the documentation they may have may not be appropriate. So, my counsel would be in that situation approach, follow the protocol, and get us involved. If you are ever concerned about your physical safety, always contact CSUF PD, call 911.

Q: (Sacco) If we are encountering an immigration officer with regards to ID that we must show them. It's on here about what we must ask of them, but me personally as an immigrant and green card holder, do I have to start carrying my papers around or is that something we can simply refuse to show identification of who we are?

A: (John Beisner) Within the information on the website, you might go in under the student section, so that you do know your rights. I haven't considered that question fully, but as for now I would make sure that you know your rights. Senator Chik can talk about the know your rights card that's available on our website, she also has copies in her offices.

- (Chik) Every individual has constitutional rights, in relation to being asked and inquired about their immigration status. We have printed red cards that allow you to communicate to any federal agent or any type of entity that is asking you directly about your own immigration status. You do not have to answer them if you choose not to, and the card itself can be something that you utilize to give to the individual who is asking, that will suffice to be your answer. We have those printed out in eight different languages in the Titan Dreamers Resource Center. I'm happy to have someone bring the red cards here before the end of the meeting so we have them available to anyone who needs them.

Q: (Syed) A suggestion, if there could be more corresponding with housing and RAs, if students were to be approached late at night or if they were at the dorms, they may now have access to this, College Park is pretty far away.

Does the support and counsel services and legal services that you're offering within this extend to students' parents if they were to be approached while they were together?

A: (John Beisner) Thank you for your suggestion about the RAs, which is something we can do.

- (Chik) With the CSU system, we have contracted with a group called Carecen, and they provide free legal services to faculty, staff, students, alumni of two years after graduation, and all their immediate family members. So, they are good to provide services around DACA renewals, around immigration status pathway to citizenship paperwork, etc. They are free legal service, they are on campus, so if folks want to see them in person that's available. They can also see them via Zoom as well. If you go on that website, you will see the link to Carecen and the free legal service and you can book an appointment that way.

- (Kanel) Motion to extend the Provost report for 10 minutes. Motion passed.
- Provost presented a presentation with slides on 2024-2025 Lecturer Evaluations and Campus SOQ Response Rates.
- Titan GPT was release, some of the faculty had some questions, and I wanted to bring to your attention about Artificial Intelligence (AI). Since February 2023 we have been working on how we work with AI on our campus. We started the writing around the Curriculum Committee, and we start that fall to look at how we integrate AI into curriculum. We started being very aggressive, working on how we create workshop for faculty, and how do we make sure that the faculty has what they need in order to be able to integrate AI into the curriculum moving forward. As you know, curriculum is faculty, and it is the work of the faculty on how to build those curriculums. We want to make sure that we help the faculty forward.

I'm going to yield in a second to Dr. Preston and Dr. Bruce. If you have any question about all the work, they have been doing for the last two years and all the amazing faculty we have that have already integrated AI into their work. We have been one of the campuses that really embraced it from the start, and we've been working also to move that forward.

One of the things that we have done by releasing Titan GPT is we have over 100,000 students going to AI engines on a daily basis. When we look at the students and most of those AI engines, they are not secure, not private, and they will take all the information and use them for different ways. Having all of our students being on a financial aid, it is important for us to level the playing field. So, one of the areas that we've been working hard on is how do we make sure that we provide ChatGPT and other AI engines to all the students, it is not just available for rich people that can pay \$20.00 a month. The people that can't afford it, they will have to use the free version, which is not secure, not private and taking their information, and that's what they've been using.

People think we spend millions of dollars on Titan GPT, and we paid for it. We are one of the few campuses that are using our own infrastructure to run on Azure System, a Titan GPT Omni for all of our students, that's secure running on our infrastructure. We did not pay open AI thousands or millions of dollars, we only spent about \$40,000 for a consultant to help get this going, and we are using our infrastructure to execute it. So, this is running in our infrastructure, we pay for the usage just like any server usage. The cost is very minimal for the campus comparing to what the cost will be.

The goal of this was how to level the playing field for all the students to have a tool when the faculty wants them to use it, or if they want to use it for different purposes to use it accordingly. We also complement this with a lot of workshops. We want them to use it ethically. There are guidelines that they have created. They have created, how do we put it in your syllabus? How do we get students engaged, to elevate the game. When you look at the numbers, 80% of Fortune 500 companies are using AI and ChatGPT. So, when our students leave, they are going to use AI. How do we make sure that your expertise, how do we elevate our students, so when they go out to have what they need with your expertise involved in it?

So again, we're not telling the faculty to change their curriculum if they don't want to. We're not telling the faculty to use the system if they don't want to, because of a variety of reasons. But we're asking faculty to consider how to use AI in their curriculum when appropriate. I am going to ask Dr. Preston and Dr. Bruce if there is anything to add on with all the work they have been doing.

- (Dr. Preston) I've got some numbers, so permit me to do a little bit of reading. As you all know, AI guidelines for the campus were created by the Academic Senate IT Committee in the spring of 2024.

An FDCAI website houses these guidelines, along with a description of generative AI and considerations for faculty to address when crafting their AI syllabus policy. Including example language, faculty can choose to adopt or adapt, ranging from a no generative AI use policy to a use of generative AI by assignment policy. This site also contains additional use additional AI resources such as the CSUF Generative AI Faculty Resource Canvas site developed and maintained by the Writing Across the Curriculum Liaisons Boot Camp that Leslie Bruce developed and Faculty Learning Community, which 648 faculty have engaged with.

Knowing that just having example language on a website is not enough, we have an asynchronous WAC liaisons workshop developed again by Leslie Bruce to guide faculty in adapting their syllabi academic integrity policies for the presence of AI. Policy definitions, expectations, rationale, guidance, and repercussions are modeled and explained. Since its launch in the fall of 2023, this workshop has been offered six times and 247 faculty have participated in this workshop, with 28 of those participating last week.

To further support the increased presence of AI in our society, the FDC launched the AI Learning Trailblazer Certificate program with workshops covering topics such as how generative AI works, how to use AI ethically and responsibly, best practices in prompting use AI, as your faculty assistant understanding bias in AI, and enhancing aptitude communication and critical thinking with AI. The professional development opportunities aim to empower faculty to engage with and leverage AI so they can equip students to be successful when they enter an AI infused workforce. 554 faculty across all disciplines have participated in AI related workshops. In less than one month on Friday, February 21st, the FDC and WAC liaisons will co-host an AI and academia conference in the TSU. This will include CSUF faculty led workshops, panels, student roundtables, alumni roundtables, and a keynote address by Project Scientist from UCI Tamara Tate. You all received an e-mail about this event at 11:00 AM today.

- (Dr. Bruce) Kathleen mentioned the syllabus workshop, it's probably also good to know that we've created two other workshops. One of them is happening right now, so you can enroll for that right now, it's called adapting major assignments to reduce AI reliance. And then there's a third workshop called engaging AI critically with your students. So, it's sort of like a three-part series and by the end of this year, I'll also have a prompting workshop. As far as the conference, we're really excited about that.

We engaged with faculty across campus asking them what kind of presentation would they like to make? Some people submitted full workshops where they'll teach you how to do something that they've done. Other people submitting more traditional, you know, like the 20 minute presentation style where you put three people in a room and they and they talk about a related topic. And as Kathleen mentioned, we're also excited to have students talking about how they've been using AI responsibly in class, with teachers' permission to learn something new or to try something new.

Also, students who are doing research into AI now, I can't believe the quality and elevation of the of the research that our students are doing here into AI right now.

➤ (Brown) Motion to extend the Provost report for 3 minutes. Motion passed.

Q: (Stanley) There's been some research at UC Riverside about the heavy energy and electricity use associated with AI. I'm wondering if the campus master plan has plans to expand solar panels or some way in case this becomes more widely adopted on campus.

A: (Provost) This is not running on campus infrastructure; it's running on Azure Cloud Structure. It is part of our campus infrastructure but extended into the cloud.

Q: (Kanel) I was wondering if anybody has thought about the ethics or the any boundaries for faculty creating and writing complete peer reviewed articles that that are going to be submitted to publications using ChatGPT to write the entire article for them and do analysis of the data, etc. Is that ethical and is that going to affect RTP, etc.?

A: (Provost) I think some of the publications are looking into. I'm a board member on an editorial board, and we're looking at it. The publications are heavily looking at this and making sure that this is being cited. If they use any kind of AI, it needs to be cited in their work.

Q: (Kanel) Are we going to allow that for tenure and promotion people using ChatGPT to write their articles for them?

A: (Provost) We rely on the publication to check for the work, we are not looking at it or checking ourselves. We are looking at the publications, those are validated publication processes, we rely on that.

Q: (Kanel) So the answer is the University itself does not have a policy on that word. Pretty much going to allow it if the journal allows it.

A: (Provost) We have not got to that next step yet.

➤ (Thomas) Motion to extend the Provost report for 5 minutes. Motion passed.

Q: (Thomas) I'm curious what other ways faculty were consulted or just talked to in regard to like Senate committees if certain things, because they overlap so much with various policies, whether that's our own, possibly RTP personnel issues, to issues of academic dishonesty, which I understand we have our own syllabi policies. But given that, and the way the information was sent, out was that consulted with other groups and stakeholders on campus, like even Deans and chairs?

A: (Provost) First of all, the Senate committee has been working AI for a long time, they created the guidelines. They've been talking about it all the time and the Senate IT Committee was involved. There's also an IT Advisory Board that that's been consulted, and faculty sits on it. We have talked about it before it even came out.

In October, I think when we had the AI event, we brought this up, this has been going on for last three or four months. Every time we talk to the faculty member, different faculty members absent, they said yes, we want to level the playing field. The key about this is we wanted to bring tools for students across the board, it's not for the rich people only.

So, three things we're doing from the AI perspective with this, we want to make sure we have information, we have workshops, and we are developing all that's moving forward.

From a tool perspective, we're hoping to provide as many tools for students as possible, so they do not get these privacy issues and other things are going on, so we want to make sure we are doing that. Our students were going to use those tools, and they were using those tools. The goal with this is how do we level the playing field. The consultation was done, and the process has been moving on to create tools for students.

Q: (Bruschke) I have questions for our student reps about this. It's always been possible for wealthy students to buy papers and cheat, and I've never heard the argument that we should give money to the poor students so they can also buy papers. We should approach it in a way to increase critical thinking. The two things that I've heard faculty use might be using a ChatGPT for is to write letters of recommendation for students and to grade student work. Is that a future that? Is attractive to the students or the EU is inevitable or something we should embrace? Are you uncomfortable with that?

A: (Syed) I think from the student perspective, it's more so providing equity across the board is what we as students appreciate. I can empathize with faculty fears. I'm a triple humanity student, I have a major in English, minor in Political Science and Swana, and here I am, still embracing ChatGPT because I see it as something that I need to work with in order for me to progress in my future career and studies.

So, to answer your question, I think from a lot of students, with the letter of recommendations, I haven't been seeing that concern, but with grading I can agree. I think just as faculty want us to be responsible and using ChatGPT, we hope that they can hold the same level of accountability for themselves when we get feedback on work.

Q: (Bruschke) And what would you consider a responsible use of ChatGPT to grade students? I mean, as a faculty member, you turn paper into me and then instead of me grading it, I use ChatGPT.

A: (Syed) As long as the faculty is transparent or there can be an open conversation of if I wanted individualized feedback, then I can have that option of going to office hours or something like that.

➤ (Valdez) Motion to extend the Provost report for 5 minutes. Motion passed.

Q: (Salim) My question is in terms of communication to the faculty. We, the FDC, the website, the seminars, what is the communication been to the students? A student mentioned to me that they think it's a trick that the university is using to determine who's using ChatGPT.

A: (Provost) We are not tracking any students. We are not keeping the data; we are actually purging some of the data for security purposes. We are making sure that it's private and secure. That's what we want to do, and that's the message we want it to be. It has capabilities beyond the free version, so we can upload your documents, check for things and so forth. If you really like to do that. So, we are trying to send that message out that it is secure and private.

- (Robinson) As the Chair of the Academic Appeals Board, please do not use AI to test whether or not something was written by AI, that's unreliable and you're just setting yourself up for an appeal.
- (Provost) I just wanted to make sure that people know that is almost impossible even for ChatGPT to understand what ChatGPT did or not, it is almost impossible to figure out if something's done by AI unfortunately.

4. [Statewide Academic Senate Report](#)
5. [ASI Report](#)
6. [CFA Report](#)

## VII. NEW BUSINESS

### 5.1 ASD 24-124 Revisions to UPS 300.030 - Academic Appeals.

➤ M/S/P (Swarat/Sacco) Motion to return this document to the Academic Appeals Board. Motion passed.

### 8.1 ASD 24-107 Revisions to UPS 270.103 - Staffing of Graduate Courses

➤ M/S/P (Casem/Dabirian) Motion to approve ASD 24-107 Revisions to UPS 270.103 - Staffing of Graduate Courses. Motion passed.

## 8.2 ASD 24-127 Revisions to UPS 260.100 - Assigned Time for Exceptional Levels of Service to Students

- M/S/P (Scher/Luker) Motion to approve ASD 25-06 Revisions to UPS 210.000 - Tenure and Promotion Personnel Procedures. Motion passed without dissent.

Q: (Stanley) I just have a question about the first page, lines 22-23 the addition of assignment to courses were increases to enrollment have increased workload. Is that a method of saying that classes that are 80 or 120 students might have those instructors apply for this award even though the college policy might not give a signed time for large classes in that manner?

A: (Jarvis) Seeing no one else wishing to speak to it, my answer would be yes. My answer would be that this would permit the use of this as opposed to using Code 11 in the workbook report. There's a code that you can put into the official workbook report as laid out in EPR 7636 for large courses, this would be a different use of it. There is a separate code in the workbook for this as well, an addendum to EPR 7636, so it is a different code. And it would not, as my understanding, then be subject to the same rules as would be the Code 11 for EPR 7636, because it's a different code. I'm not 100% positive on that and somebody might be able to speak more to it.

## 8.3 ASD 25-06 Revisions to UPS 210.000 - Tenure and Promotion Personnel Procedures

**VIII. ADJOURNMENT**

- M/S/P (Wood/Dabirian) Meeting adjourned at 12:47 pm.