

ACADEMIC SENATE EXECUTIVE COMMITTEE MINUTES SEPTEMBER 8, 2026

11:30 AM - 12:50 PM

MH-141

Present: Bruschke, Childers, Dabirian, Gradilla, Graewingholt, Jarvis, Kleinjans, Mallicoat, Milligan, Swarat, Valdez

I. CALL TO ORDER

- Chair Dabirian called the meeting to order at 11:38am.

II. URGENT BUSINESS

- Today we all received an e-mail saying that the IRA application is available. I have a couple of concerns about this. #1: I had hoped that we would get a report back from the ad hoc committee about how they might be addressing some of these things before the application went live. I'm not entirely certain why it goes live so early because my understanding is the committee doesn't even really start reviewing these things until the end of Fall, beginning of Spring, so it seems like we would have had time for that update. When I went to go and search on the Titan training for the IRA training, it says it was not available. I screenshotted that and sent that to IRA. I did later log in and I found that it's there. However, it's the exact same training that we've done every year. I'm not so certain whether or not additional advice to proposers is being included in any way or any place. With the application itself, I see that they did make some edits, but I'm very concerned that now you are not required to turn in a budget worksheet, which to me seems hugely problematic given some of the financial conversations that happened around IRA. It seems to me that if you're proposing a program, you should have something itemized, as in here's how I'm spending something, here's what the total cost is, here's the justification of that, and here's how much students also contribute to those costs, if that's appropriate. I can use myself as an example, but if I'm proposing a study abroad program, why am I not included in a budget worksheet of everything of those costs? What stops me from just asking for \$120,000 and saying, "I'll figure it out when time comes".

- I'll just add two things. One being that the current rule is you can't use travel money for next year. It's not on the application, but that was what they voted on last. But if you're the debate team or the moot court team or study abroad and there are travel caps, how are you supposed to submit an application? I will say on the application, there is a button that says "categories", which part of the ed code. There's a button for study abroad, there's a button for a couple other things that are new, but if there's travel, then how would you know?

The second thing I'll just say, I presented on this at the IRA committee, is that we should not be asking students to pay on top of this. It's supposed to be the baseline funding for some essential programs; that's the language in the ed code.

- I am going to bring up parking again. After the last meeting, I sent screenshots to Amir who forwarded them, and I said, here's where we need the signs. It's not once they're already in the parking lot where the harm is done, it's that we need them on the outside before they even turn in there. The response was, okay, we understand, but when traffic dies down, we're going to change that sign to clarify. The problem is we cannot wait until traffic dies down. It needs to be now, not in four weeks. Why can't it be done now?
- Quick heads up from the Academic Affairs Committee with the Statewide Senate, Brent Foster said that they were thinking about sunseting Curriculog. Apparently not all CSUs use it. The majority do, but not all. It was sold to one of those hedge fund groups, and they are not doing the same level of customer service or care, so there have been some flaws and some mistakes in different campuses. The hope is that they can get a vendor who will collaborate with us and fix problems.

Q: Is there any way we can make sure that CO puts a Fullerton person on the committee that is considering this?

A: We can discuss this with the Provost.

- The Executive Committee had an extensive discussion on this matter.

III. ANNOUNCEMENTS

- (Bruschke) I dropped my daughter off at Smith College last week. We went to the Convocation and I just want to say everything we just said was said by the President from the podium. They stated Academic Affairs is the heart of success, we want students to explore, they kept saying “do not use AI” – it was very anti-AI. You feel gaslighted. It was like, I got to come up, get a breath of fresh air, and just remember that there are other ways out there. I just wanted to share that with this group.
- (Graewingholt) Go get your library card in the library today. It's a Public Library Expo today and tomorrow. There's four today, six tomorrow with Santa Ana, Fullerton, OCPL, and LAPL. They also brought a cart of free books. LA is there tomorrow, but not Santa Ana.
- The Executive Committee excitedly looked at the gorgeous photos from Cierra's wedding from the previous weekend.

IV. TIME APPROXIMATE

12:00 PM

Topic: SmartAccess+ Discussion

Presenter: Kim Ball and VP Graylee

Kim Ball and VP Graylee joined the Exec meeting to discuss SmartAccess+.

First of all, thank you for your time today. Everyone's aware of what SmartAccess+ is? I'm just here to provide some updates and some of the information we have received from various visits we've had with campus constituents as well as the Academic Senate meeting in November. We've taken it all back and worked through with the program. So today I'm here to give an update. We are going to be doing a big open forum session on October 1st. This will be for students and faculty. I lined the time up right when the Academic Senate normally meets. It's the opposite of that meeting. So, hopefully it works with most people's schedule, and we'll spend about 20-30 minutes to give an overview of the program navigation for students so they can see what it'll look like in that experience for them.

We really want to dedicate a bulk of the time, maybe 30-40 minutes, to questions for anyone who has questions. So, we've been working very diligently with StratComm on making sure that we're hitting all the proper channels for communication. Over the late Spring and early Summer, we had a really good productive meeting that included Academic Senate representation, the Provost Office, ASI leadership, Student Affairs, and we went over the highlights, wanting to make sure that we were addressing all of the concerns that each of those areas had. We feel confident that we've been able to work through all of that feedback we've received. One thing that I know is important to this particular group was doing an assessment on if we implement this program, what type of assessment can we do and what would that look like? In your packet, you have an attached assessment that we have been working through this summer with Su to try to make sure it's aligned with how the campus does their assessments and that we're in alignment with the Fullerton Forward Strategic Plan.

Another point of reference at both the Academic Senate meeting, as well as with student leadership was the placement of where you could find to opt out of the program. As you know, when you participate in anything to opt out, you kind of have to hunt for it. VitalSource improved the visibility of the opt out. So, we will be showing that at the October 1st forum so students can see it's right there with all your options. It's not to the side, you don't have to go hunt for it, it is very visible to the student.

Another request that was asked for was how can students best assess what option is best for them? As you know, each student, based on what classes they're taking and what adoptions have been submitted by faculty, their costs are going to be different terms to term, teacher to teacher, and so how do they make the best assessment for them that particular semester. Vital Source has created what they call a personal value analysis. It's going to show each of their options and the value of each of those options, what they would be saving or what that cost them would be if they chose not to participate. That's all going to be within Canvas for students to see right where they're making their choice. You don't have to go find it somewhere else. It's all tied to VitalSource now.

We were able to work with VitalSource and work through that book list to implement a graduate and credential rate due to the fact that we have them take fewer classes. So that rate is \$145 per semester instead of \$245, so we were able to maintain that rate. I was a little bit concerned when they pushed back, but we've been able to hold through. This is good, because Long Beach, San Diego State, and UCLA have all increased their price. I was very happy, because we had a lot of older content that had defaulted to print and with our updated book list with newer content and a lot of that is more available in a digital format.

We begin our outreach to incoming students and parents during orientation as we had done last year. And this Fall, we have a pilot to test the billing. We did this last Fall with the Finance 335 class. Today's the last day to opt out. Currently, we have 100% participation. Public Health 350, there's three sections. It's the courseware title. They're at 96.8% participation with 124 students and 120 still remaining. Today's the last day to opt out.

We are working diligently with StratComm on this to make sure we're getting all of the proper channels. ASI has been great. We've been working and talking with their marketing team, and they're going to collaborate with us every step of the way and sharing and making sure that they are communicating on their end as well. I wanted to share our comp plan that we have for the Summer in there just so you can see that. I think the big theme for this particular group was the visibility of the opt out, the assessment of how a student can best determine what works for them that semester, and the assessment plan that we've been working on.

Q: (Mallicoat) You were talking about the available titles list and things like that. Is that something that is going to be easily accessible to faculty to look at when making their decisions about what books they are selecting? I'm thinking of an example where if I'm getting print books or something, maybe I'm intentionally not choosing the latest version because it's cheaper to get used books. The old non-technology way that we still read books, but maybe our students don't. But as a faculty member, it's like I almost want to be like, warning, y assigning this book is going to actually cost your students more money - assign the current version because Vital Source has gotten units in bulk, and therefore it'll actually be cheaper for your students. So how do I get the old used version so it's more affordable or accessible for my students?

A: (Ball) So edition availability has always been an issue, whether we have this program or not. We frequently get adoption requests for old editions. We do our best to source them. What we've been doing the last two semesters is when we get an old edition, we auto send to the new edition with a notification. If at that point the faculty member says, nope, I really need to stay with this old edition, then we have two methods to try to obtain that. One, we work directly with the publisher to see if they will guarantee digital rights through the end of the semester. We've had issues where we've adopted the old edition and all of a sudden, it drops off and it's not available digitally anymore. So, a student who bought the digital format, they were out of access to the book. Most publishers are willing to work with us, but it requires time to get that secured. That will be our first approach because it's the easiest and quickest. If that's not available, then we will do our best to source as many used books as possible. The challenge with used is, and you can see this on Amazon, they're getting harder and harder to come by, and they're expensive. We used to have about 13 used book wholesalers, and now we're down to two. Our ability to source them has been minimal, but we'll try. And if at that point we can't do either of those channels, then we can go back to the faculty member and figure out a solution. I believe out of the 300 auto subs to new edition, we only had two responses the last semester in which we did this. That's a practice we already have in place.

Q: (Graewingholt) My concern is that if OER is part of the cost savings mechanism of this program, if we can only keep the price where it is because OER is supported, then what are we intentionally and structurally going to do to ensure that OER is still supported? What's the plan for making sure that the library gets money to support where we are in this structure?

A: (Ball) We're willing to provide funds from this program to continue that support.

Q: (Graewingholt) What does that look like?

A: (Ball) To try to counteract the price increasing, it is our perspective to continue to support and encourage OER. We don't want that to go away, because that's what we can use to help balance out the cost of materials.

(Childers) There does seem to be specific targeted individual faculty to encourage continued use and new use of OER, not only because of all the reasons mentioned, but also ADCU just released OER as a new high effect practice for students. Data has shown that, research has shown that. So we need to continue

incentivizing faculty to go in that direction. Whereas at the outset, just looking at this new program at a glance, there's no incentive to use OER right now because students will pay the same outcome.

Q: (Valdez) Can we opt out as a college or as a department?

A: (Ball) So a lot of it has to do with how that student's classified and the data file that we're getting. For example, Extended Education is pretty easy for us to separate them out because they're classified very specifically. But I would have to follow up to clarify that specifically.

Q: (Jarvis) So that can only work at the graduate level where they take classes within one college?

A: (Ball) As long as they're not like a program, that makes it more complicated.

Q: (Dabirian) How do we communicate with those students to opt out? Because they are not going to benefit at all from this program or the people that only have one book covered by this. If they are paying under \$245, they're losing money. So how do we communicate to students that are under?

A: (Ball) It's really going to be asking them to look at their personal value statement so they can see if in Canvas which option of that program works best for them. I don't know if we can do it based on what that individual student's price point is. That's why we were talking about ASI and marketing. That's why I mentioned that they specifically asked that we work with them to make sure students knew how to opt out.

Q: (Kleinjans) So the fact that they have to opt out puts the burden on the students. If this is such a good idea, why don't the system instead let them opt in?

A: (Graewingholt) Because they are not going to.

Q: (Graewingholt) That the catalog is actually reflecting whether or not it's OER or not, has that been fixed since it was mentioned in the Senate?

A: (Ball) There's some challenges that they're working through, but if something happens or someone changes some data point every semester, it breaks the whole thing. So we are working with them.

Q: (Graewingholt) For the reporting of faculty of what books they are actually using, has that reporting number gone up? Because if they aren't telling you what books they're using, how are we getting them available on day one?

A: (Ball) We're hovering around 70% on-time adoption percentage, but that's the on-time percentage. We still get book adoptions up to when classes start, and we send out a reminder to faculty saying, "hey, this is correct?", and ask them to review it. Direct adoptions from faculty are the best way to get the best information instead of relying on the process of funneling most of it through the department coordinators when 9 times out of 10, we just adopt what was used last time.

Q: (Dabirian) There are probably lots of students, probably first semester, that are never going to see your emails. They're never going to see all the communications and they're going to see a \$245 charge in their account and they're going to freak out. So how do we get them their \$245 back?

A: (Ball) We'll have an appeals process. You can go online, fill out your form, share why you missed the deadline or whatever, maybe they withdrew from class, maybe something happened. Just let us know and we'll work directly with publishers, get refunds on that end and then issue refunds to students, as well. We understand the first couple of semesters, there needs to be an extraordinary level of flexibility and we're prepared for that. We're committed to making sure that we have insight into that. We can also share data on how many requested an appeal and what were the reasons for requesting it all and how many were granted the appeal.

V. APPROVAL OF MINUTES

5.1 EC Minutes 9-1-26 (draft) - forthcoming

VI. CHAIR'S REPORT

VII. PROVOST REPORT – 12:30 PM

➤ UPS 100.605

(Walker) “The proposal shall demonstrate evidence of faculty consultation, and no restructuring shall occur if opposed by a majority of affected faculty”. So, that would mean that if there is an administrative restructuring, and then the department votes by majority, even though there may be really good reasons to do it, that the President, who that's who this is delegated to do can't do it based on UPS, it's going to be in conflict with that that's the issue.

(Dabirian) So your suggestion is that would be a recommendation to the President?

(Walker) Well that's how it is written. So then we're going to be in conflict, then we can't even send a recommendation forward if the faculty say no.

(Bruschke) So one widely held interpretation of what happened with Sonoma State is the administration totally botched the situation and then they handled it by massively cutting programs, right? What would prevent that from happening in our case?

(Walker) If there is financial exigency and issues with whether it's programs or whether it's the institution because the state budget tanks or because of enrollment drops and tanks, then that's not the fault of the program either.

(Dabirian) The wording on Line 17 used to be “should” and they changed it to “shall”. Saying should would be a still pretty strong indication that you need faculty, you know, buy in to move this forward, but gives the president a chance to override it. I think it's still pretty strong statement that you need faculty input in this process, but it doesn't say “shall”. I think “shall” will take that away from what Sean is saying. It will allow that consultation and the required faculty input.

- The Executive Committee agreed to forward these changes to the PRBC for consideration and place the document on the next AS agenda consent calendar once received back from PRBC.

VIII. STAFF REPORT

IX. COMMITTEE LIAISON REPORTS

9.1 Diversity, Equity and Inclusion Committee [Kleinjans], T, 9-1-26, 1:00 - 2:00PM, PLS-256

9.2 International Education & Experiential Learning Committee [Gradilla], W, 9-2-26, 9:00 - 10:00AM, Zoom

9.3 Faculty Affairs Committee [Jarvis], F, 9-4-26, 10:00AM - 12:00PM, MH-141

9.4 General Education Committee [Childers], F, 9-4-26, 2:00 - 4:00PM, Zoom

9.5 Faculty Research Policy Committee [Valdez], T, 9-8-26, 9:00 - 10:00AM, MH-141

X. NEW BUSINESS

8.1 Convocation – (Discussion item)

8.2 AI Policy & Task Force – (Discussion item)

XI. ADJOURNMENT

- ### **➤ Meeting adjourned at 12:51 pm.**