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ABSENT

J. Phun, M. Oropeza Fujimoto, T. Bettcher, T. Meyerott

EXCUSED ABSENCE

Chair DeShazo convened the meeting at 1:50 p.m.

Senator Ramos read the Tongva land acknowledgement.

1. 1.1 Chair DeShazo announced: We have an upcoming workshop. The topic is “Faculty Referrals for Student Care and Student Conduct.” It will be held on December 3, 2025, 12:00 p.m.-1:30 p.m. in Library Noth A124. Everyone is encouraged to attend. Please scan the QR code and let them know if you plan to attend.

ANNOUNCEMENTS

1.2 Senator Porter announced: ORSCA internal awards.
Mini Grants:

- Up to \$5,000
- To test promising ideas
- May be used for undergraduate and/or graduate assistants, clerical assistance, supplies and faculty travel necessary for the activity (not for conference)
- May **not** be used for faculty release time
- Must be expended by the end of the 2026-27 fiscal year
- Summary report upon completion

RSCA Assigned Time Awards

- One course release (three units)
- To develop or complete research, scholarship, or creative activities
- Must be taken during the fall 2026 or spring 2027 term and with approval of your department chair
- Summary report upon completion

Online submission via Info Ready

- <https://calstatela.infoready4.com/>
- Download
 - Templates under the program
- Upload
 - Approval Page (Chair’s and Deans signature)
 - Narrative
 - Curriculum Vitae (CV)
 - Budget Page (if applying for a Mini grant)
- Deadline
 - **December 30, 2025, 11:59 p.m.**

1.3 Chair DeShazo announced: A faculty working group has been convened to develop recommendations for improving Post Award Services, and a call for RFPs was issued. Three informational webinars will be offered for interested campuses – Cal State LA UAS, San Diego State, and San Jose State. Each session will include a brief campus presentation followed by an open Q&A. All interested faculty are encouraged to attend. Webinar links will be distributed by college Associate Deans. If you’re unable to attend, all sessions will be recorded and made available.

1.4 Chair DeShazo announced: President Eanes is holding an open community forum on December 8, 1:00-2:00 p.m. in GE Ballroom 1. This is replacing the one that was scheduled for December 3.

2. None.

QUESTIONS FROM THE FLOOR

INTENT TO RAISE
QUESTIONS

3. 3.1 Lettycia Terrones, Chair, FPC announced her intent to raise the following questions on behalf of the University Librarians:
Reassigned Time and Support for library faculty Chairing standing committees.

Faculty assigned time is governed by the Collective Bargaining Agreement between the CSU system and the California Faculty Association, Faculty Workload Policies & Procedures (EP&R 76-36). Re-assigned workload units account for time given to faculty for work other than teaching and performing professional responsibilities, including but not limited to service to the university. Per University Policy, Faculty chairing a standing committee of Academic Senate shall receive 3 WTUs equating to 8 hours in a 40-hour week on average.

The University has not upheld the policy on reassigned time for Librarian Faculty. For example, in the past four out of five years, a librarian has served as a chair of one of the standing committees. However, the reduction in workload for these librarians has been equivalent to 2 to 3 hours of workload release. Since the library has not received funds to hire someone to cover that released workload, it then falls to another librarian with an already full workload. In past years when the issue has been raised, the University has not provided a clear answer or policy as to why the library has not received funds. However, other CSU libraries, including Dominguez Hills, Sonoma State University, and Cal Poly SLO, do receive money for librarian service in academic senate.

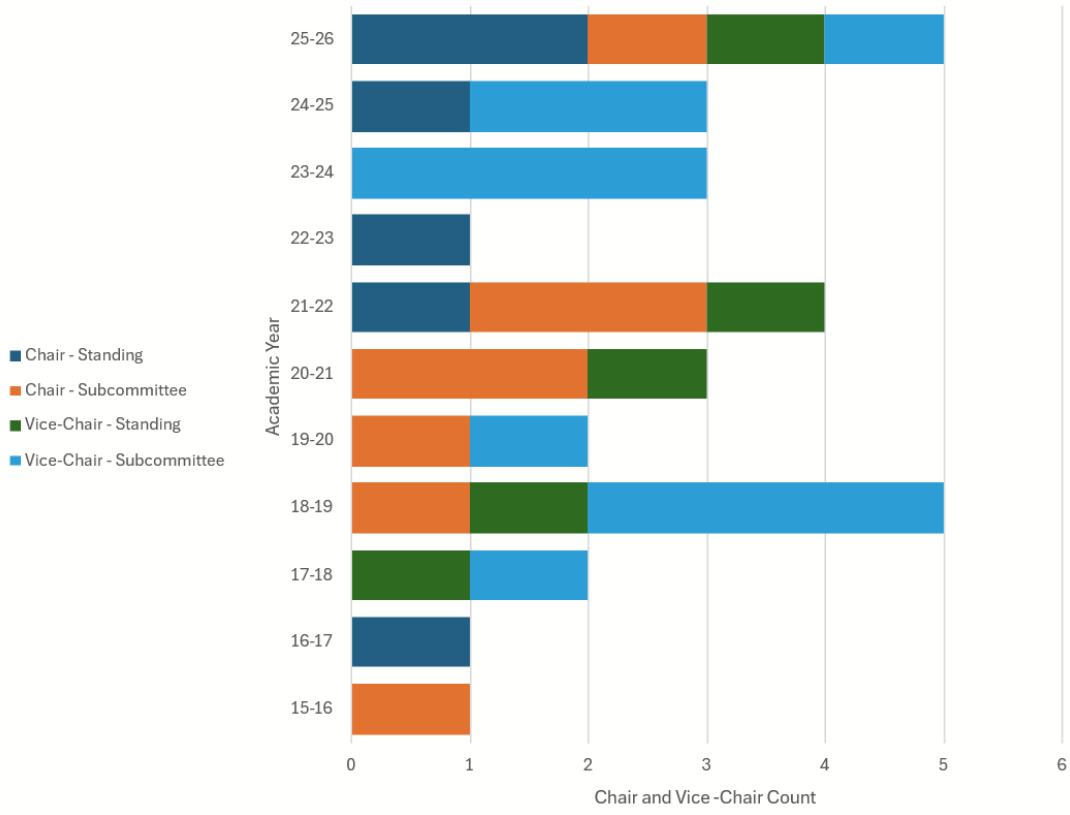
In a recent leadership survey email and in town halls it has been stated the university wants to strengthen our leadership capacity on campus.

IRQ1: Cal State LA Administration has communicated support for librarian faculty leadership development. To this end, will the University, moving forward, provide funding to reduce librarian workload when they serve in a leadership capacity in academic senate?

IRQ2: Over the last ten years, the University Library has not received funds to support library faculty receiving release time. Prior to 2016 did the University Library receive funds to support library faculty receiving release time for chairing standing committees?

The following chart captures T/TT librarian leadership in the Academic Senate over the past ten years. There are fourteen T/TT librarians currently, all of whom are expected to participate in University service as a part of their RTP process.

Librarian Leadership



- | | | |
|-----|---|---|
| 3.2 | Senator Won announced her intent to raise the following questions:
PLEASE NOTE: This IRQ is attached at the end of this document. | INTENT TO RAISE
QUESTIONS (continued) |
| 4. | It was m/s/p (Porter) to approve the minutes of the meeting of November 18, 2025 (ASM 25-8). | APPROVAL OF MINUTES |
| 5. | It was m/s/p (Porter) to approve the agenda. | APPROVAL OF AGENDA |
| 6. | Chair DeShazo presented her report. | SENATE CHAIR'S REPORT |
| 7. | The recommendation was APPROVED. (Note: Due to technical difficulties with voting, the chair asked the body if there were any objections and there were no. There were two abstentions. | PROPOSED POLICY DELE-
TION, GRADUATE
WRITING REQUIREMENT,
FACULTY HANDBOOK,
CHAPTER IV (24-18)
<i>Second Reading Item</i>
Forwarded to the President |
| 8. | 8.1 Debate ensued. | PROPOSED NEW POLICY:
RESEARCH, SCHOLAR-
SHIP, AND CREATIVE
ACTIVITIES POLICY
COMMITTEE, FACULTY
HANDBOOK, CHAPTER II
(25-2)
<i>Second Reading Item</i>
Forwarded to the President |
| | 8.2 It was m/s/p (Porter) in line 18 to change <u>ESTABLISHING</u> to UPDATING. (V: 38/1/5) | |
| | 8.3 It was m/s/p (Porter) in line 64 to change <u>3H</u> to 3E and insert ARTICLE IV. (V: 41/0/2) | |
| | 8.4 The recommendation was APPROVED. (V: 38/1/2) | |
| | 8.5 It was m/s/ (Porter) to forward items 7 and 8 ahead of the minutes. No objections were raised. | |
| 9. | This policy remained tabled. | PROPOSED POLICY DELE-
TION: PRINCIPLES OF
ACADEMIC FREEDOM,
FACULTY HANDBOOK,
CHAPTER VI (24-21)
<i>Second Reading Item</i> |
| 10. | 10.1 It was m/s/ (Hazra) to approve the recommendation. | PROPOSED POLICY MOD-
IFICATION: DEFINITION
OF "FACULTY", FACULTY
HANDBOOK, CHAPTER VI
25-3
<i>First Reading Item</i> |
| | 10.2 A five minute question and discussion period took place. | |
| 11. | It was m/s/p (Larkins) to adjourn at 2:55 p.m. | ADJOURNMENT |

Intent to Raise Questions
Academic Senate – December 2, 2025 (ASM 24-9)

Senator Won announced her intent to raise the following questions:

This IRQ was generated through discussions in an ECST faculty learning community. The IRQ is submitted by Dr. Deborah Won; Dr. Nicholas Rabb is the primary author of the context provided in this IRQ.

Questions

- 1) What agreements / contracts are in place with AI corporations, including any of the companies reported as partners in the AI Initiative (Adobe, Alphabet, AWS, IBM, Instructure, Intel, LinkedIn, Microsoft, NVIDIA, and OpenAI)? What did we purchase from them? What were the costs? If there are contracts, what are the contract terms/ start and end dates? What termination clauses are there?
- 2) Who made the decision to purchase and roll out ChatGPT Edu for the CSU campuses, and how were those decisions made?
- 3) There was a CSU “Generative AI Survey” that closed on October 6th. What were the results of that survey? Will the data from that survey be made available publicly, or at least to the CSU campuses, and when? (please note that this survey was administered well after CSU’s “innovative, highly collaborative public-private initiative” to purchase and adopt AI technologies)
- 4) What data and evidence support Chancellor Garcia’s claim that “[CSU’s [unprecedented adoption of AI technologies](#)] will elevate our students’ educational experience across all fields of study, empower our faculty’s teaching and research, and help provide the highly educated workforce that will drive California’s future AI-driven economy?”
- 5) What specific strategies were in place to ensure “impactful, responsible and equitable adoption of artificial intelligence” before rolling out ChatGPT Edu to the CSU campuses?
- 6) What precise jobs is the CSU preparing students for in undertaking this initiative with the Tech/AI industry giants? How will the availability of ChatGPT Edu to our students help us prepare students for such jobs?

Context

Big Tech companies are pushing generative AI (GenAI) technologies into educational institutional practices, with the potential to drastically shift student and instructor experiences in educational institutions worldwide. GenAI is marketed by tech companies as affording students the ability to engage in personalized learning whenever they need it as well as giving them the ideal tutor – a patient and accessible chatbot to enhance motivation and learning. It is sold to instructors as a way to reduce “busy work” created by course preparation and planning, allowing for more one-on-one, personal interaction with students (Magic School, 2025; Google for Education, 2025). Yet despite tech company marketing language emphasizing the capacity for GenAI to positively revolutionize education, it is yet unclear if these promises will come true.

Technology companies offer no concrete evidence that their systems actually do accomplish these outcomes, nor do they provide any guidance or nuance on how best to implement GenAI in education. Researchers attempting to understand the effects of GenAI in education are reporting a variety of findings. While studies like that of Kosmyna et al., 2025, “Your brain on ChatGPT,” from the MIT Media Lab, went viral after putting forward that using GenAI makes students lazy, the results of many more studies are not so cut and dry.

In the last two years, literature reviews and meta-analyses analyzing the uses and effects of GenAI in education have found both positive results (e.g., improving test performance (Yan et al., 2025; Albadarin et al., 2025; Almasri, 2024), improving or at least maintaining student engagement (Fan et al., 2025)), as well as negative results (e.g., limiting peer-to-peer collaboration (Yan et al., 2025; Albadarin et al., 2025; Feng, 2025), reducing metacognitive processing important for deep learning (Yan et al., 2025; Fan et al., 2025)). The same authors are positing that the lesson to learn is that GenAI can improve student outcomes *only if* careful consideration is taken to properly scaffold student-AI interaction.

This is only to comment on a few dimensions of learning related to student outcomes. There are additional areas of concern that we must grapple with as an institution of higher education. Technical concerns regarding GenAI models, such as bias, hallucination (Sun et al., 2024), and sycophancy (Malmquist, 2025) all affect the information presented to students. GenAI models have been documented as behaving in a manner aimed at maximizing user engagement, opening the possibility for students using AI to be manipulated or addicted (Shroff, 2025). OpenAI itself reported estimates that nearly 560,000 ChatGPT users per week show signs of “psychosis or mania” (Matsakis, 2025), while the New York Times recently reported an in-depth investigation of how GenAI chatbots can cause delusions in users (Hill & Freedman, 2025). AI companies are currently

debating the merits of integrating advertisements into model responses (Weatherbed, 2025).

At a structural level, allowing students to use GenAI for learning gives technology companies unprecedented levels of influence over education – in the case of the CSUs, specifically over public schools. EdTech has historically been pushed on financially precarious schools under the guise of helping alleviate their resource problems while, in truth, seeing it as an opportunity to break into an enormous market that has pushed back against tech companies more than other sectors (Boninger et al., 2020; Williamson & Eynon, 2020).

Not to mention that these technologies are now well-documented as drivers of extreme energy usage (Shehabi et al., 2025; Bashir et al., 2024), unsustainable global mining (UN environment programme, 2024), water usage (Shehabi et al., 2025), and air pollution (Chow, 2025) as a by-product, contributing significantly to the climate crisis. The CSU's widespread adoption of such technologies without acknowledging their significant ecological impact is contrary to its stated Sustainability Policy “to position the... system as a leader in the teaching and use of applied research to educate climate literate students...” (California State University Sustainability Policy, 2014).

There is even scant evidence of how industry is employing AI, what the outcomes have been from use of AI in the workforce, or what ‘AI literacy’ means, which complicates the idea of training students for the ‘AI workforce’. A recent article from the Washington Post (Abril, 2025) investigated claims of ‘AI literacy’ from major employers and recruiters, concluding that ‘literacy’ is a vague notion, spanning using AI for productivity gains to using it to build chatbots. LinkedIn's head of economics for the Americas is quoted saying, “I don't think we've seen a definition shape up yet.” A study published by MIT's Project NANDA documented that 95% of 300 companies interviewed showed zero return on enterprise GenAI investment (Challapally et al., 2025). A September *Harvard Business Review* article shared results from BetterUp Labs and Stanford research, finding that 41% of workers interviewed encountered GenAI at work leading to more work cleaning up mistakes or low-quality outputs from the technology (Niederhoffer et al., 2025).

This is a slice of the context and background surrounding the CSU's decision to spend \$17 million in a deal with OpenAI to secure ChatGPT Edu licenses for students, faculty, and staff (*The CSU System News*, 2025). Prominently featured in CSU news releases, statements from the Chief Information Officer, and President, is language about delivering equity, improving education, preparing students for the workforce, and shaping the future of AI in higher education (Ruble, 2025; CSU Artificial Intelligence (AI) Strategy, 2025). Yet it seems that the CSU is more shaped by AI rather than actively shaping it. Its advocacy for

equity, personalized learning, innovation, and preparing students for the workforce closely mirrors corporate language without acknowledging nuance or contrary evidence. This may be unsurprising, as the CSU AI initiative is backed by Adobe, Alphabet (Google), AWS, IBM, Instructure, Intel, LinkedIn, Microsoft, NVIDIA, and OpenAI (*The CSU System News*, 2025).

As educators, we are also strongly driven to contribute to equity through education and nurturing successful students. We know that this is achieved through spending time and resources on building student and faculty community, engagement, and strong curriculum. These aspects of education are being threatened as the CSU faces a budgetary crisis and looks to cut spending. The decision to give millions of dollars to AI companies under the guise of equity and educational achievement, while simultaneously cutting back on fundamental educational infrastructure, calls into question the priorities of the CSU.

At the core of the AI initiative are fundamental questions about the role of higher education in society: Does the CSU solely exist to serve the needs of corporations, ultimately training students to be workers, faculty to be users, and offering the campus as a playground for tech titans? Or does the CSU have responsibilities to its students, faculty, staff, and larger community as an institution of critical thinking and education – promoting a culture of evidence-based decision-making, developing students not just into workers but contributors to a positive society, and supporting its faculty and staff to do so?

At present, actions from the CSU seem to favor the first framing. We believe the CSU should remember its commitment to the second and act accordingly.

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Librarian Leadership

