



Graduate Studies Advisory Committee (GSAC)

MINUTES

Thursday, April 17, 2025

10:30AM-12:00PM

<https://csulb.zoom.us/j/82802314964>

10:30-10:31: Call Meeting to Order – Deepali Bhandari (Chair, GSAC)


10:32-10:33: Review and Approve Agenda (**Approved**)

10:34-10:35: Review and Approve [March Meeting Minutes](#) (**Approved**)

10:36-10:45: Updates and reminders from Deepali Bhandari on behalf of Dina Perrone (Interim Dean of Grad Studies)

- Please check/share the canvas updates regularly and read the monthly newsletter
- Data Summit for Grad Advisors was a success ([presentations can be accessed here](#))
 - Keynote presentation from Chris Hansen who gave an overview of national and California-specific trends in grad education; his presentation is copyrighted so please **do not** share with anyone outside of CSULB.
 - Other presentations were from Dina, grad directors (COB, COTA, CPACE) and IR&A.
 - A big thanks to all who contributed and participated.
- Campus switching from NVivo to Dedoose
 - This will impact those who use qualitative research; there will be a campus-wide communication sometime in April
 - The switch will likely start in June
 - If there are faculty or students who are currently using NVivo for their research, campus will be able to purchase an individual license for a few more months so that no one's research is affected from this change
- The [Grad Studies Generative AI Guidelines](#) webpage is live
 - A reminder this is a set of general guidelines and is not a policy. It does not supersede what instructors add or remove from the guidelines.
- Grad Writing Retreat (April 2, 10:00-7:00) was attended by 73 students.
 - Please help advertise the retreat to students.
- Exit survey available through student SSO. Encourage your students to complete the survey
 - The more surveys that are filled out across programs can support with making changes that will elevate the graduate school experience at the Beach
- Workshop "*Grad App Deadlines, Quadrant 4, Department Review*" May 2, 10-11am, Zoom
 - Purpose to keep everyone informed about when you receive transcripts and the deadlines that programs choose.
 - This will be a space to learn about how to go about making changes to the Quadrant 4 sections if you do have any questions.
 - Gina Robles's office will be preparing the document with all the information on any changes before it gets sent to the advisors by Steven
- Department Hooding Ceremonies – Dina will be more than happy to attend!

- Invite her and send her a calendar invite so that it is on her radar to attend.

10:46-10:49: Update on Graduate Education Policies – Neil Hultgren (Chair, Academic Senate) 

- [PS 25-11](#) Policy on Master's Degrees
 - Passed
- [PS 25-12](#) Policy on Master's Level Program Culminating Activities
 - Passed
- President Coloney signed these policies within 24 hours when it was passed.
- The policies will be in effect as for first day of Fall 2025 semester
- A congratulations to all that worked getting these policies passed as the process was long with many edits that needed to make
- Babette asked: Is the policies in effect for students regardless of admit year or are they grandfathered into old catalog?
 - Motion to move this question to ask Dina.
- There will be an announcement posted on Canvas for advisors to share about the news and the changes.
- The policies that get removed; they do not get completely gone but rather in a place that is archived that you can see what has changed. This is where they [superseded policies](#) can be found: <https://www.csulb.edu/academic-senate/superseded-and-obsolete-academic-policies>

10:50-10:59: Graduate Student Pulse (Johnathon Davis)

- A reminder to check-in with students, especially those marginalized, to let them know that they are there for them and open the door for communication.
 - Deepali weighing in: grants being cut, and students looking for jobs especially with some lab closure. Dina is planning to meet with Jonathon and Quinn to hear more about the students' concern as the GSAC meeting does not give a full amount of time to do that.
- USU is under development and has discussions with students. Make sure to encourage students with different abilities to connect with BMAC for any support they may need.
- There is a bit of confusion when it comes to graduation, especially on the hooding ceremony. Some students want to be hooded at the Commencement as opposed to the departmental ones.
 - Babette includes in the chat: Colleges are told where they can hood if they want to do it at the stadium. FYI: Colleges/depts already had to make decisions for 2025
 - Rod shares COB hoods grad students on the way to the stage.
 - Mary Anne shares that the CED did hood as they walked on the stage, but it took a while because of the timing.
 - Alejandra includes that they enjoy the intimate hooding ceremony, especially since it is a rushed experience for students in Commencement.
 - Deepali includes that there is more connection to be able to take pictures with your faculty, saying a few words as it will be rushed at a larger Commencement because of the magnitude and number of ceremonies the University must get done.
- An ask of being able to provide communication (call and response) about hearing the feedback from students and just acknowledging that their feedback was heard even if there cannot be a change.

Guest: Cecilia Paredes, Lead, CSULB Thesis and Dissertation Office

- Should there be a single institutional threshold, or should allowances vary by discipline or part of the thesis?
- How reliable is Turnitin (or similar tools) in detecting AI-generated content?
- Cecilia's thoughts:
 - Our idea was for departments to use Turnitin to use as a threshold to create guidance for students. Understanding that there are limitations that come with using Turnitin
- Thoughts from the college
 - COE (Kerop): Few faculty used Turnitin to check the AI content that comes with varying percentages. Seeing which part of the thesis that the Turnitin is flagging (is it the beginning or the end or in the middle); you can approach it thinking about how you would feel if you were submitting the thesis in the journal and if it was AI generated (parts of it), if not then maybe not best for the thesis and if it is then it is okay
 - The college will be talking about it in the Fall.
 - Anecdotally, there is an increase submitted paper from non-English speaking countries
 - CLA (Loretta): College is looking at their own pedagogies and what is considered acceptable
 - CHHS (Sara): Echoing from those shared before, one approach could be taken is what some of the respected journal outlets have taking declaring the use of AI and where the students have used AI as its content generation? Was it used for editing, proofreading, etc. Shares that there is a great way to include the guidelines on how to use AI instead of banning it completely.
 - CNSM (Babette): Thesis is an option in some programs and the option for others. Have not heard concerns from faculty regarding AI. It may be due to the specialized work that is being done, so the concerns of elaborate written form of literature rule. However, there is a line item in the agenda that CNSM is going to have to talk about the use of AI. AI is a tool, and it is here to stay. We should all learn how to use it appropriately.
 - AI can help with coding too (so I'm told from industry data scientists)
 - Taylor & Francis is their publishers did not pursue anything from the event where it was noticed that it was submitted before because there was falsely flagged as things and felt that doing it might unintentionally bias new or English learners, new researchers and prevent them from publishing.
 - Neil (English): I do think the question of whether students should use AI to improve their writing is also something about which English professors have a lot of concerns
 - COTA (Colleen): The departments will want to have the ability to make their own decisions about thresholds and allowances, because there is a lot of variation among them. They would like to have some control
 - CED (Rebecca): Cecilia came to present the faculty. There is a lot of discussion about threshold and what they may mean. There are faculty members that do not have original academic writing, and they do not feel comfortable doing it. An example no AI in the methods section.
 - Mary Anne shared that she learned that students do put an article in the AI tools to summarize points of the articles.

- Alejandra shares In the doctoral program we are having conversations about this. We are concerned. Don't have answers yet
- Deepali: were you referencing the AI course that CSU offered (that you attended)?
 - Babette confirming yes.
 - Colleen shares: The AI help for coding is talked about in the training - they provide articles that discuss that and other similar kinds of uses for AI. The not always working part is also part of the training and reasoning for why it is important to incorporate educating students about AI into our programs.
- COB (Rod): None of the programs have a thesis. The progress and papers throughout the program have been left up to the instructors and how can we make students AI literate as the students go to their respective career in the business world they will be using AI.
 - I have my students use AI to generate Python code, but it becomes very clear that it doesn't always work.
- An example of how calculators had the same about of thoughts and maybe pushback on whether to use it or not to use; similar sentiments with AI.
- Deepali shared that the Chancellor Office has an AI course for instructors, faculty, staff which has helped to see the insight how students can use it as tools and sophisticated ones, create summary of all the abstracts published within a certain number of years in your disciplines.
- Deepali asked: Is there a set policy about submitting it through Turnitin in Canvas to check plagiarism?
 - COTA shared that Dance does, and other program is not a set policy
 - CNSM leaves it to the departments
 - CED has no college-wide Canvas submission to check for plagiarism
 - COB leaves it up to departments
 - COE has it across college
- The feedback shared here will be shared with Dina and she will follow up with the group at a future meeting.

11:31-11:50: (Time Certain) Creating a pipeline to CSULB graduate programs via AI

Guest: Jacqueline Record, Director, CSULB American Language Institute (ALI)

- Been providing quality international programs for more than 30 years
- ALI is an academic unit in CPaCE; Unit 3 Faculty and ALI staff are university, state-side employees
- Intensive English Program: 12 – 15 weeks
 - Online proctored test to see where their level is at
 - Each level is a semester or a summer session. They follow the academic year.
 - They can go to the graduate business prep program and can go to undergrad programs

- Have local community college agreements
 - I-20 English language; and they have conditional admission that the program has viewed their application, approved upon successful completion of English. That they can enter once they have completed level 6.
- Will be working with Dina about in collaboration about opportunities.
- Specialized English for specific purposes
 - They have shared this with COB
 - They are having a conversation with Nursing especially with RN to the BSN program; built intensive English program that prep them with medical terminology working with LBCC
 - Creating pathways to have students that are bringing them in.
- English for Logistics
 - Maritime traffic controllers from Colombia and have another request for another cohort
 - Working for CITT: Center for International Trade. Developing a manual that they are taking back.
 - They are trained for how to do English for specific purpose.
- If there are programs that are looking to build out and welcome international students, this is a way you could go and starting small is a key and then building it out and to growth.
- Deepali asks if they have a Visa and they have a conditional visa and shifting to F-1 for their degree or would they have to go back to get the next Visa?
 - There are two ways: either way they would get an ALI I-20 (English language training). When they transition to another program it is seamless. ALI work with CIE where they have a Beach Bound list that tracks and is simply a transfer for record and CIE supports in the process for the F-1.
- For those that do apply to the master's program and then also the ALI; ALI vets them and see their level of English (those that need the English component) and they could receive the conditional admission upon completion of ALI
- Colleen asks: Do they complete 5 or 6 before entering the grad program?
 - They will have to complete level 6, before they can be admitted.
- Work with international recruitment to market it as an option that these programs allow a conditional admission
 - With students going through ALI as part of the process of getting to the graduate program the benefits include that they would be familiar with Canvas, the campus environment, and familiarity with the campus culture.
- ALI happy to share their curriculum to see what is being taught in the program
- Tom from ALI shares that there are requests about researcher prep, so if there are any ideas for a college-wide approach they would like to hear from colleges
- Deepali shares that the program has to buy in first and agree that they are on board before marketing takes place about co-applying.
- An example that students that are level 5 in Spring they would complete with an Open U course, and then take the level 6 in the summer which would have the ready for the Fall for the program
- ALI has their own academic advisor, immigration advisor, run conversation lab, acculturation sessions and workshops.
- Lindsay shared excitement about the partnership and seeing their first group of students in the Fall.

11:51-11:55: What's Happening at the Graduate Center

Ammisha Opoku-Boamah (Graduate Center Coordinator)

- <https://www.csulb.edu/graduate-center/workshops-events>
- Two new workshops debuting this semester
 - How to Job Search
 - Media Literacy and Critical Thinking
- Omar awarded the President's Award for Employee of the Year - Student Success; recognition ceremony on June 2nd

11:56-11:58: Deepali shared some useful links for crafting Gen AI use policy in course syllabi from the "[AI Tools For Teaching & Learning](#)" course she took through the CSU Online Course Services

- [Classroom Policies for AI Generative Tools Google Document](#)
- [Alphabetical List of University-level AI Policies](#)
- [Pepperdine Syllabus Statement Crafting Tool](#)

11:58-11:59: Good of the Order?

- The group decided not to meet in May since the meeting falls in the finals week
- Deepali will draft GSAC annual report and submit it to the Academic Senate.

12:00: Adjournment

Next GSAC meeting: August 21, 2025