

Faculty Senate Standing Committee on Extended Learning

March 15, 2023, 3:15 pm – 5:00 pm via Zoom

**Minutes**

**Present:** *Gary Katz, Tim Watson, Zhaleh Azad, Yi Ding, Monica Garcia, Elizabeth Blakey, Vidya Nandikolla, Pouyan Eslami,*

**Absent:** *Susana Eng-Ziskin, Steven Duarte, Debi Prasad Choudhary*

**Guests:** *Todd Holmes, Christina Sibul, S. Jimmy Gandhi, Jane Rosenthal Dieken, Jonathan Clayden, Joyce Feucht-Haviar, Me'Laine Pemberton Hanna*

**Call to Order**

Elizabeth Blakey, Chair, called the meeting to order at 3:16 pm. The meeting took place via Zoom.

**Welcome and Introduction**

Elizabeth Blakey, *committee chair*

- I. The Chair gave a brief welcome and discussed to order and agenda for the meeting.

**Review and Approval of February 2023 Minutes**

Elizabeth Blakey, *committee chair*

The Chair made a motion to approve. Gary Katz moved to approve. Vidya Nandikolla second. All in favor. February 2023 Minutes have been approved pending four corrections.

Chair Blakey turned the floor over to S. Jimmy Gandhi to give a brief description of the Faculty Experience agenda topic and introduced the guests Todd Holmes and Christina Sibul.

**Overview and Faculty Experience in Program Development of CSUN Self Support Programs:**

This discussion will feature the Entertainment Industry Management Program (EIM)

*Todd Holmes, Academic Lead for the EIM Program*

*Christina Sibul, Faculty member of the EIM Program*

*S. Jimmy Gandhi, Associate Dean*

*Jane Rosenthal Dieken, Assistant Dean, Program Development*

- A. S. Jimmy Gandhi introduced Professors Todd Holmes and Christina Sibul.
  - a. Todd Holmes thanked the standing committee for having them, introduced himself, and his background.
  - b. Christina Sibul introduced herself, her college, background, recent projects.

- B. Jimmy asked Holmes and Sibul to discuss their process and experience beginning with December 2022 with the core group of faculty.
  - a. Holmes went through the development project.
    - i. Gandhi shared his screen to show the Overview of Self-Support Program Development Process as Holmes discussed each aspect of the project.
- C. Holmes discussed the first step in the process.
  - a. Then the second step of industry needs.
    - i. The Tseng College Market Report was helpful; Preliminary list of potential titles discussed; Exploration of necessary skills.
  - b. Step Three discussed the program goals, industry professionals involved in development and production via a survey.
  - c. Step four – confirming the survey with a rank order to identify top five skillsets.
    - i. Consulted industry professional for two companies to give skillset and some joined development meetings.
  - d. Step Six – SLOs – built from the skillsets,
    - i. Professor Sibul created a key branding reach.
- D. Professor Sibul honed in on the idea of Hollywood based and globally minded.
  - a. The content and how we create business with a multiplicity of territories.
  - b. Each course became its own topic with Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs).
  - c. How to move through structure of curriculum, timing, and emphasized of SLO and PLO. Then students can develop expertise and marketing.
  - d. Program SLO and course cohesion checks were discussed.
  - e. Topics and assignments on the course level and program level were discussed.
- E. Professor Holmes continued with the assessment process.
  - a. Once a year check of the SLO.
  - b. Once a year faculty reconvene.
  - c. Holmes asked the Committee to share questions.

## Questions and Feedback

Chair Blakey thanked the guests, asked for the PLOs, and two to three example jobs that students will get. Professor Sibul answered with additional insight of the entertainment history. She discussed content vs practicality, the assessment of players, and the media ecosphere, the story telling skills, management of distribution and release process. This program could produce potential executives. At Lions Gate, Sibul discussed what happened prior to acquiring property – the marketing and branding team. Sibul ran a production company and included her experience with a media producer; being able to operate globally; and needs that were not being met in film and business schools.

Chair Blakey asked what is the third position called. Sibul answered with the understanding individual markets of who needs to be involved or interact with – they were international sales agents. No training for this position - Intern and work your way up for international sales agents. Chair Blakey asked if technology structuring of the market more or the old market of the companies. Holmes answered that technology drives things. Sibul stated that we are in a hybrid cycle with global shifts. Right to repair laws in Europe, cell phones interfacing as a technology driver and a regulatory driver. Family changes the structure of media globally and consolidation.

There is a hyper segmentation of localization. Micro segmentation of localization is bringing back a resurgence. Chair Blakey states that the old process is layered, stated the convergence theory and her spin on it. Sibul stated that it is an evolutionary process with multi-layering.

S. Jimmy Gandhi shared his screen with the PLO's. Holmes walked the Standing Committee through the process. Associate Dean Gandhi gave additional information regarding the joint creation with Accounting Faculty of the course associated with PSLO#2. Holmes continues with PSLO #3 of contracts and media laws. Then PSLO#4 with the Pitch Process. PLOs#5 with Research Processes. PLO#6 with understanding the Production Process, especially with the virtual process. Sibul added the processes of management remain the same, but the tools we have to work with are new and improved, they have evolved. There is a level of virtual production, for example an LED wall. Los Angeles has access to the primary minds in virtual production.

Gary Katz asked how large of a cohort will the program have and asked to comment on the initial cohorts and where the graduates are going to go. Holmes responded with an initial start of 25 students. The graduates will be able to get jobs in the creative side and the analytical side. One focus on entrepreneurship to create their own production companies, work for larger studios, smaller studios, talent management, analytics for local studios/stations or networks. Sibul added that there is a multiplicity in the media driven world and how students can get involved on the tech side. They could get jobs in fashion and fashion films with an understanding of the global market. The use and deployment of content is expanded and branded content with visual storytelling was discussed. Holmes agreed that the format of advertising has changed with a need to tell the full story. Sibul stated that the advertising field also employs creative producers.

Chair Blakey asked the Standing Committee for additional questions. Pouyan Eslami asked about the course on visual analytics. Holmes answered that there is one course on analytics, but asked if examples like Tableau is what Eslami is talking about then gave an example of filmmaking analytics by breaking down different scenes virtually. Sibul did a presentation in Berlin on visual analytics with a Swiss Company called LargoAI. She was part of a cohorted producers using LargoAI. Coursework description using short simple SLO statement of the drop down of what is covered is not expanded. Actual classes will include visual analytics. There is also the legality and pitching content and marketing that is used in the teaching of visual analytics. Some topics are touched upon in numerous classes.

Gandhi clarified that the Program is launching in Fall 2024. It goes to GSC on April 11<sup>th</sup> and is open to others to come. Then on to the Chancellor's office. Afterwards Tseng College will market the program in July or so.

Chair Blakey took attendance then gave announcements. One announcement was regarding the committee representative for the College of Science of Math. Voting of the February 2023 Minutes took place, then Chair Blakey introduced the next topic and guests.

## **ChatGPT, AI Discussions, and Implications for Higher Education**

*Joyce Feucht-Haviar, Dean*

*Jonathan Clayden, Assistant Dean, Program & Enrollment Management (PEM)*

- A. Joyce Feucht-Haviar discussed an additional document of ChatGPT and AI with its relation to taxes. Then another with knowledge workers and the expansion of knowledge and in what forms. Feucht-Haviar discussed other facets of AI and the acquisition of knowledge as well as the economy around that. Feucht-Haviar mentioned the book *Beautiful Questions and More Beautiful Questions* by Warren Berger. There is a question of which is more important – The question or the answer? It is not limited by field, how or why it is used, it is another way to use knowledge. The notion what you retain or how you use it will shift.
- B. Feucht-Haviar asked Jonathan Clayden to share his experiences.
- C. Clayden discussed the tax return. He also mentioned it can pass standardized test.
  - a. The biggest worry is about testing and the academic world of writing alone without assistance from AI.
  - b. Faculty to measure student comprehension.
  - c. Clayden discussed his direct experience of ChatGPT and stated Quillbot per his 13-year-old.
  - d. They also use Schmoot.
  - e. Clayden uses AI for many questions. For example, Siri or Alexa. He can pull out his phone and use Google translate.
  - f. Character.AI is used for story creation.
  - g. Remini to upscale photographs.
  - h. Midjourney and Dall-E for artwork creation.
  - i. Mubert to create music.
  - j. Landr – AI audio mastering
  - k. Buffer – a social media management to create future content.
- D. For the College, AI is used to engage with students in the first four hours.
- E. BHuman – AI recording video of a person recording something. Then an excel file will change the speaker's mouth to edit the name for each person in the excel file.
- F. Currently a lot of things are free, but there will be a cost in the future.
- G. Clayden asked if the knowledge is fundamental or the access of this knowledge. If everything becomes an open book, how do you enhance student knowledge.
- H. Clayden's 10-year uses ChatGPT to do Python code.
- I. How do we use AI to harness education.

## Questions and Feedback

Chair Blakey stated examples with her Media Law students. Tests are open book, but framework of vocabulary and concepts are needed. The example of defamation and fact pattern was discussed.

Feucht-Haviar stated that there are many ways that one could think about what this makes possible. Provide students with the screens of the disciplines. Curriculum on how you teach something about history. The higher end of critical reasoning will be explored.

Chair Blakey discussed how people like to separate the container and the contents of the container – modes of reasoning.

Clayden discussed how there are groups that discuss the prompt for AI. The prompt is now more important than the platform. There is also a backend way to manipulate the prompt.

Chair Blakey asked Clayden to share the list of AI that was mentioned during his discussion. Clayden gave other examples and discussed watching a ChatGPT video and how someone showed a piece of paper with squares to create a website.

Chair Blakey recognized Tim Watson. Watson overestimates his knowledge of technology. He discussed the prompts and the use of Google in the past. Some students are better at finding answers better than others. Some students grow up with some form of technology, but not as much as others. Watson discussed the hierarchy of technology in the class. Clayden echoed that it would happen in the work field as well. Feucht-Haviar responded that there might need to be a shift in the orientation process and an early start technology to bring people up to speed.

Chair Blakey recognized Zhaleh Azad. Azad shared a similar experience to Watson. She is more tech savvy than her students. For example, Canvas, reading and uploading documents, not consistent internet access. Some students claim that classes can be too techy, and some have internet connection issues. But we might want to revisit the student population at CSUN when planning these things. If Google has ChatGPT then it might be used as a type of spellcheck in the future. Chair Blakey discussed meeting students where they are.

Chair Blakey recognized Pouyan Eslami. Eslami asked his students to write in Python for a visualization. He also asked ChatGPT to do the same and it wrote beautiful code. The challenge as a tech savvy person, technology replaced manpower related jobs, but now technology is affecting knowledge related jobs. It looks like many workers will lose their jobs because of technology in many related fields. How are we going to get ready for that? How are we going to prepare our students for that? Feucht-Haviar responded with a reference to a shared article and discussed how the tech gap and the preparation gap affected CSUN students during the pandemic.

Chair Blakey closed the meeting with thinking everyone for attending and having a safe break.

Adjournment:

Having no other topics to discuss, the meeting was adjourned at 5:00 pm.

*Prepared by Me'Laine Pemberton Hanna*