



CALIFORNIA STATE UNIVERSITY  
**FULLERTON**

## Minutes

### **Instructionally Related Activities (IRA) Committee**

📅 Fri February 4th, 2022

🕒 3:00pm - 4:00pm PST

📍 Zoom: <https://fullerton.zoom.us/j/83701120225>

#### 👤 **In Attendance**

#### 1. **Call to Order (Reveles)**

Marcus Reveles, Chair, called the meeting to order at 3:01 p.m.

##### **Roll Call:**

Student Members Present: Kelley, Lee, Perna, Reveles, Riched, Sharma, Vyas

Absent: Bridges (E)

Faculty Members Present: Abnet, Brusckke, Leekeenan, Miyamoto, Ngo, Nobari, Tucker, Xie

Absent: None

Non-Voting Members Present: Edwards, Juanico, Ward

Non-Voting Members Absent: Stang (E)

##### **Decision:** EXCUSALS

(Abnet-m/Kelly-s) A motion to excuse the absences for Bridges and Stang due to berevement was approved by unanimous consent.

#### 2. **Approval of Agenda**

**Decision:** (Tucker-m/Kelly-s) The agenda was approved by unanimous consent.

### 3. **Approval of Minutes**

**Decision:** (LeeKeenan-m/Tucker-s) The October 29, 2021 and December 3, 2021 IRA Committee meeting minutes were approved by unanimous consent.

a. **12/3/2021 IRA Committee Meeting Minutes**

b. **10/29/2021 IRA Committee Meeting Minutes**

### 4. **Public Speakers**

There are no public speakers.

### 5. **Reports**

a. **Chair - Marcus Reveles**

There is a meeting scheduled next Friday, February 11, that we plan to hold virtually. The Committee will be updated on the location of the meeting.

There are three student member vacancies and we are working to fill the vacant positions as quickly as possible.

b. **ASI Executive Director - Dr. Dave Edwards**

Dr. Edwards shared that the proposed IRA budget for the 2022-23 has been submitted to the VP Student Affairs, Provost and the President's office. The IRA Funding team is prepared to notify programs of their award status as soon as final approval is received.

Bruschke inquired about spending and the new Travel Advance process and procedures since he has been receiving a lot of inquiries from his college. Dr. Edwards stated IRA Funding follows the same travel process that has been set up by the State and Provost. Contact Susan Collins in IRA with any inquiries ([irafunding@fullerton.edu](mailto:irafunding@fullerton.edu)).

Bruschke stated it will be difficult to cover fees upfront for many students when traveling if that becomes their reality. Bruschke stated the students likely will not be able to do that as well. Edwards explained many changes

with campus funding have come as a result of COVID. He shared that Contracts and Procurement has made exceptions in some cases, but the standard is for Faculty to make the purchase and be reimbursed.

Collins stated IRA is supporting some programs with the travel advance process, and as needed, working with the Campus to make adjustments/accommodations as allowable.

## 6. **Time Certain**

NONE

a. **NONE**

## 7. **Unfinished Business**

a. **NONE**

## 8. **New Business**

### a. **Discussion: IRA Rubric Changes 2022-23 (Reveles)**

*The Committee will review and discuss changes to the IRA Rubric to take effect for the 2023-24 proposal term.*

Reveles yielded the floor to Dr. Edwards who reviewed the draft IRA Rubric Changes for 2022-23.

Edwards stated that it's time to revise the rubric as we have new changes. He provided further clarification regarding the goal of the discussion.

Dr. Edwards informed The Committee that accepting these changes will be an Action Item at the next IRA Meeting. He walked through the changes.

Reveles opened the floor to questions.

Perna asked if we can provide examples of how to measure engagement because it is a difficult metric to measure. She asked if attendance would be a metric to measure or another option that would allow a frequent flow of communication.

Bruschke stated if a student were in a theater arts performance class they would be very involved in the class and unwilling to write about their daily experiences on Canva.

Bruschke spoke again in favor of the Staffing Formula and said he did not remember a reason shared that would support it being removed.

Bruschke stated that if the only reason for removing the formula was that it is too complicated, he would like the opportunity to explain it. He stated the Staffing Formula would inform the reader of the level of student engagement for each program based on the associated course(s).

Edwards stated if Bruschke has a way he can think to fit the Staffing Formula into the rubric to make it more clear to understand he would be open to reviewing it to add it back.

Nobari stated, in response to Perna, it may be more beneficial to include examples of what is "not" active engagement.

Miyamoto stated, in response to Bruschke, as a new rater it was hard to gather an understanding of what the department investment is, and furthered the point that maybe the applicants should take a sentence or two to explain the investment the department has made in the program on their application.

Ward stated half of the raters are students and although many faculty may be aware of the Staffing Formula it is understood that the students are not. Ward asked Bruschke to use student language when creating his explanation of it to ensure greater understanding.

Ngo agreed with the idea of having applicants share their department's investments as opposed to keeping the Staffing Formula which he also finds to be somewhat confusing. He stated that some programs may be trying new and innovative things to encourage engagement and that the Staffing Formulas may negatively impact those classes.

Ngo said to keep in mind High Impact Practices (HIPS).

Ward stated we can note the time, effort, and investment spent by students in the class to show and quantify deep or active engagement.

Bruschke stated he does not believe embracing HIPS would be less confusing than the Staffing Formula since it would provide a logical consistency to the rating.

Nobari asked if we can review the IRA Mission Statement at the next meeting to understand the purpose of IRA Funding and who receives IRA Funding to have some guidance in our trajectory next week.

Nobari asked if the Committee would be in favor of quantifying the number of students when looking at terms like Small, Modest, and Large when reviewing Broader Impact.

Perna appreciated Brusckhe's reminder that IRA is more geared towards performance-based activities and offered that we can focus more on the interaction aspect because you can define that in many different ways.

Abnet asked if we can be more precise in figuring out what percentage or portion of a course is dedicated to an activity.

Tucker, in response to Nobari, wanted to comment on the Broader Impact Statement and put a number to it. Stated it can be challenging to quantify because a class of 15 can put on a performance for 900+ individuals and have a large impact.

Perna stated that we can consider putting a class-size range and not just one number for the terms Small, Medium, and Large.

Dr. Edwards thanked the Committee for their efforts thus far and recognized that the rubric is improving each year.

Dr. Edwards asked the Committee to come to the next meeting with their specific suggestions of language changes to the rubric if they have them.

b. **Information: IRA Program Updates (Reveles)**

*The Committee will receive updates on enhancements to the IRA program.*

Reveles yielded the floor to Susan Collins to review IRA Program updates.

Collins reviewed a presentation regarding IRA program updates.

Collins shared information on IRA Post Award Training, Avoiding Conflict of Interesting Training, and InfoReady Application Program.

Reveles opens the floor to questions. There were no questions.

o

9. **Announcements and Members Privilege**

Dr. Edwards shared that we did not do an introduction for Raymond Juanico who is the new Admin and Finance Representative. Juanico shared a few words with The Committee to introduce himself.

10. **Adjournment (Reveles)**

Reveles, adjourned the meeting at 3:57pm.



Marcus Reveles (Mar 4, 2022 14:39 PST)

Marcus Reveles, IRA Committee Chair



Crystaal Washington, Recording Secretary

## Roll Call 2021-2022

02/04/2022 IRA Committee Roll Call

Attendance		Board Members		
			Present	Absent
Arts Faculty	<b>Tucker</b>	Jamie	1	
CBE Faculty	<b>Xie</b>	Jia	1	
Comm Student	<b>Kelley</b>	Lydia	1	
Comm Faculty	<b>Bruschke</b>	Jon	1	
EDU Student	<b>Perna</b>	Brenda	1	
EDU Faculty	<b>Leekeenan</b>	Kira	1	
ECS Student	<b>De Leon</b>	Cailey	1	
ECS Faculty	<b>Ngo</b>	Chean-Chin	1	
HHD Student	<b>Bridges</b>	Korli		1
HHD Faculty	<b>Nobari</b>	Tabashir	1	
HSS Faculty	<b>Abnet</b>	Dustin	1	
NSM Student	<b>Vyas</b>	Sonali	1	
NSM Faculty	<b>Miyamoto</b>	Alison	1	
Chair	<b>Reveles</b>	Marcus	1	
Vacant - Arts Student				
Vacant - CBE Student				
Vacant - HSS Student				
			Present	Absent
			<b>2</b>	<b>0</b>

Attendance	Liaisons			
			Present	Absent
ASI ED	<b>EDWARDS</b>	<b>DAVE</b>	1	
VPA&F	<b>JUANICO</b>	<b>RAYMOND</b>	1	
VPAA REP	<b>STANG</b>	<b>KRISTIN</b>		1
UPR	<b>VACANT</b>			
VPSA	<b>WARD</b>	<b>CATHERINE</b>	1	
			Present	Absent
			0	0

\*Recording Secretary: Susan Collins

# IRA Rubric Changes

Effective 2023-24 Proposal Term

# PROGRAM DESCRIPTION

Program description **explicitly** explains the required activity for which funding is being requested and **how it is** "essential to a quality educational program" for the program in question. If travel is involved, it clearly and elaborately describes why travel is necessary for the success of the activity and why the specific location was chosen.

Program description **briefly and clearly** describes characteristics of the required activity for which funding is being requested but does not make clear how it is an "essential educational program". If travel is involved, it provides a **light overview as to why** travel is necessary for the success of the activity and why the location was chosen.

Program description doesn't **clearly explain, if at all**, the required activity for which funding is being requested. If travel is involved, it does not specify why travel is necessary for the success of the activity or why the specific location was chosen.

# STUDENT IMPACT QUALITY

**Significant direct student impact on students enrolled in the course. Includes a proportion of required activity that requires deep active engagement and action on the part of the enrolled students. Is important and essential to the program.**

**Meaningful direct student impact on students enrolled in the course. Includes some required activity that requires active engagement and action on part of the enrolled students. Is important but not essential to the program.**

**Little or no significant direct student impact on students enrolled in the course. Little or no required activity on part of the enrolled students, and little or no engagement is required for the activity from the enrolled students. Supplements but is neither important nor essential to the program**

# OVERALL PROGRAM INTEGRATION

Program is well integrated into the academic unit and demonstrates a clear connection to university mission and goals as expressed in the strategic plan. Program has varied and meaningful resource contributions from other sources.

Program is somewhat integrated into the academic unit and demonstrates connection to university mission and goals as expressed in the strategic plan. There are resource contributions from other sources.

Program is minimally integrated into the academic unit with no clear connection to university mission and goals as expressed in the strategic plan. There are minimal resource contributions from other sources.

# BUDGET

Requested budget items are clear and itemized. The estimates are reasonable relative to stated expenses.

Requested budget items are clear or itemized. However, estimates may be excessive for stated expenses.

Requested budget items are unclear and estimates are very unreasonable for stated expenses.

# BROADER IMPACT

Significant direct and indirect impact on the campus community, other students, external communities and/or other stakeholders and individuals. The number of students directly and indirectly impacted by this program both in and out of the class is large, leaving a long-lasting impact.

Some direct and indirect impact on the campus community, other students, external communities and/or other stakeholders and individuals. The number of students directly and indirectly impacted by this program both in and out of the class is modest, leaving a temporary impact.

Little or no direct and indirect impact on the campus community, other students, external communities and/or other stakeholders and individuals. The number of students directly and indirectly impacted by this program both in and out of the class is small, not leaving much of an impact at all.

# RUBRIC TERMS

- ▶ **Explicitly:** In a clear and detailed manner, leaving no room for confusion or doubt.
- ▶ **Essential:** 1. Absolutely necessary; Extremely important. 2. Fundamental or central to the nature of something or someone.
- ▶ **Important:** 1. Of great significance or value; likely to have a profound effect on success, survival, or well-being. 2. Significantly original and influential.
- ▶ **Significant:** Sufficiently great or important to be worthy of attention; noteworthy.
- ▶ **Meaningful:** 1. Having a serious, important, or useful quality or purpose. 2. Communicating something that is not directly expressed.

# RUBRIC TERMS

- ▶ **Deep Active Engagement:**
  - ▶ **Deep:** Fully absorbed or involved in (a state or activity)
  - ▶ **Active:** Engaging or ready to engage in physically energetic pursuits
  - ▶ **Engagement:** Participate or become involved in
- ▶ **Broader Impact:** In research, it refers to the potential for a project to benefit society or advance desired societal outcomes
  - ▶ Those outcomes include, but are not limited to: full participation of women, persons with disabilities, and underrepresented minorities
- ▶ **Impact:** The effect or influence of one person, thing, or action, on another.
- ▶ **Direct:** 1. With no one or nothing in between 2. Without intervening factors or intermediaries
- ▶ **Indirect:** 1. Not directly caused by or resulting from something 2. Not done directly; conducted through intermediaries 3.

# RUBRIC TERMS

- ▶ **Large:** 1. Of considerable or relatively great size, extent, or capacity. 2. Of wide range or scope
- ▶ **Modest:** 1. Unassuming or moderate in the estimation of one's abilities or achievements. 2. (of an amount, rate, or level) relatively moderate, limited, or small.
- ▶ **Small:** 1. Of a size that is less than normal or usual 2. not great in amount, number, strength, or power. 3. (of a business or its owner) operating on a modest scale
- ▶ **Integrated:** 1. With various parts or aspects linked or coordinated. 2. Desegregated
- ▶ **Characteristics:** A feature or quality belonging typically to a person, place, or thing and serving to identify it.

# RUBRIC TERMS

- ▶ **Minimal:** Of a minimum amount, quantity, or degree; negligible.
- ▶ **No clear connection:**
  - ▶ **Clear:** Transparent; Unclouded; Obvious
  - ▶ **Connection:** The action of linking one thing with another
- ▶ **Course:** Classes that can be taken at CSUF
- ▶ **Program:** IRA program, such as #3201 - Daily Titan, #3500 - Begovich Gallery, #3573 - Nursing Poverty Simulation, etc.
- ▶ **Academic Unit:** An entity whose primary mission is teaching or teaching and research related to one or more nationally recognized academic disciplines identified with Classification of Instructional Program Codes (CIP) or one or more recognized academic fields. - **CSUF Definition**

# INSTRUCTIONALLY RELATED ACTIVITIES (IRA) EVALUATION RUBRIC

## 2021-22 FISCAL YEAR

CATEGORY (WEIGHT)	EXCELLENT (3 points)	GOOD (2 points)	POOR (1 point)	SCORE
<b>PROGRAM DESCRIPTION (20%)</b>	<p>Program description <u>clearly</u> explicitly explains the required activity for which funding is being requested and <u>how it</u> is “essential to a quality educational program” for the program in question.<sup>2</sup> If travel is involved, it clearly and elaborately describes why travel is necessary for the success of the activity and why the specific location was chosen.</p>	<p>Program description <u>briefly</u> and clearly describes characteristics <u>explains</u> of the required activity for which funding is being requested but <u>does not make clear how it is</u> an “essential educational program”. If travel is involved, it <u>briefly describes</u> provides a <u>light overview</u> as to why travel is necessary for the success of the activity and why the location was chosen.</p>	<p>Program description doesn't <u>clearly</u> explain, <u>if at all</u>, the required activity for which funding is being requested. If travel is involved, it does not specify why travel is necessary for the success of the activity or why the specific location was chosen.</p>	
<b>STUDENT IMPACT QUALITY (35%)</b>	<p>Significant direct student impact on students enrolled in the course, <u>includes</u> a proportion of required activity that requires <u>deep engagement</u> and action on the part of the enrolled students, <u>and activity requires deep engagement from the enrolled student</u>. Is important and essential to the program.</p>	<p>Meaningful direct student impact on students enrolled in the course, <u>includes</u> some required activity that requires <u>active engagement</u> and action on part of the enrolled students, <u>and some engagement is required for the activity from the enrolled student</u>. Is important but not essential to the program.</p>	<p>Little or no significant direct student impact on students enrolled in the course, <u>little</u> or no required activity on part of the enrolled students, and little or no engagement is required for the activity from the enrolled students. Supplements but is neither important nor essential to the program</p>	
<b>OVERALL PROGRAM INTEGRATION (15%)</b>	<p>Program is well integrated into the academic unit, <u>and</u> demonstrates a clear connection to university mission and goals as expressed in plan, <u>Program</u> has varied and meaningful resource contributions from other sources, <u>and staffing formulas indicate a high level of student engagement</u>.</p>	<p>Program is somewhat integrated into the academic unit, <u>and</u> demonstrates connection to university mission and goals as expressed in the strategic plan, <u>There</u> are resource contributions from other sources, <u>and staffing formulas are not for mass lecture or lecture/discussion sections formats and instead include encourage student engagement</u>.</p>	<p>Program is minimally integrated into the academic unit, <u>with</u> no clear connection to university mission and goals as expressed in the strategic plan, <u>There</u> are minimal resource contributions from other sources, <u>and staffing formulas are typical of non-activity course offerings</u>.</p>	
<b>BUDGET (5%)</b>	<p>Requested budget items are clear and itemized, <u>amounts are correctly calculated</u> and <u>the estimates</u> are reasonable relative to stated expenses.</p>	<p>Requested budget items are <u>clear and/or</u> itemized, <u>explained</u>, <u>amounts have few or no calculation errors</u> and <u>however</u>, estimates may be excessive for stated expenses.</p>	<p>Requested budget items are unclear, <u>with visible calculation errors</u>, and estimates are very unreasonable for stated expenses.</p>	
<b>BROADER IMPACT (25%)</b>	<p>Significant direct and indirect impact on the campus community, other students, external communities and/or other stakeholders and individuals. The number of students directly and indirectly impacted <u>is large</u>, leaving a <u>long-lasting impact</u>.</p>	<p>Some direct and indirect impact on the campus community, other students, external communities and/or other stakeholders and individuals. The number of students directly and indirectly impacted <u>by this program both in and out of the class is</u> modest, leaving a <u>temporary impact</u>.</p>	<p>Little or no direct and indirect impact on the campus community, other students, external communities and/or other stakeholders and individuals. The number of students directly and indirectly impacted <u>by this program both in and out of the class is small</u>, <u>not leaving much of an impact at all</u>.</p>	



# IRA UPDATES

PLANNING FOR 2022-23

# IRA POST AWARD TRAINING

- IRA Post Award Training will now be administered through the ETC.
- All programs will be assigned to complete this training (Faculty-in-Charge; Coordinators; Department Chairs).
- Campus IT assisted in building the training module.
- Effective as of the 2022-23 Budget Awards.

## AVOIDING CONFLICT OF INTEREST TRAINING

- We are working with Campus to incorporate training on conflict of interest.
- Goal is to mitigate the risk of someone unknowingly using IRA funds for prohibited purposes.
- The CSU has specific guidelines and training that we will utilize to administer this training, "AVOIDING CONFLICT OF INTEREST" module and handbook.
- Effective as of the 2022-23 Budget Awards.

## INFOREADY APPLICATION PROGRAM

- IRA will transition to a new application platform, InfoReady.
- InfoReady is an independent web-based application program. The CSU purchased and provides access to this platform. CSUF utilizes the platform through the Office of Research and Sponsored Projects.
- The platform includes the application, review/approval, administration review, rubric, rating module based on the rubric (or whatever criteria required), reporting structure (including standard deviation), approval process, and final report follow-up.
- Effective as of the 2023-34 application timeframe.