

Arts & Sciences Chairs Meeting

December 16, 2025 | 8:30–10:00 AM | Zoom: <https://csuci.zoom.us/j/87232325855>

1. Meeting Minutes

Minutes from the **December 2, 2025** meeting were reviewed and approved.

2. Discussion Items

Enrollment and Registration Update

Interim Associate Dean Sanchez provided an update on **Spring 2026 enrollment** for Arts & Sciences:

- Fall 2025 FTES achieved: **3,457 FTES (approx.)**.
- Spring 2026 target: **95% of Fall 2025 FTES** (about 3,287 FTES).
- As of December 15, Arts & Sciences was at **2,798 FTES (~81% of the spring target)**, slightly above last spring at the same point.

Additional points:

- A late **January 12** registration/advising session is being planned for newly admitted and previously unregistered students; details are being finalized with the Provost and advising. Chair involvement is likely only needed for Psychology, Health Science, Biology, Sociology, and Art.

Chairs expressed concern that low attendance at current advising workshops (e.g., only a few students attending many hours of reserved time) undermines low-enrolled courses and wastes faculty time.

Low-Enrolled Courses

Interim Associate Dean Sanchez reviewed the **low-enrolled course tracking** method:

- School-level monitoring at **75% of the Provost's threshold** (\approx 14 students LD, 11 UD).
- Highest concern for sections **below 50%** of the Provost's threshold (8 or fewer LD; 6 or fewer UD), where average enrollment is about **4.4 students**.
- Chairs and the Dean's Office are in active dialogue about sections that may grow with spring transfers and late registrants.

Chairs emphasized the difficulty of making reliable decisions about cancellations before all registration phases are complete and requested more flexibility and data tools to support targeted outreach to under-enrolled courses.

Summer Entitlements and FTES

Dean Hampton reviewed how **summer WTUs and FTES** interact with non-tenure-track entitlements:

- **Summer teaching generally does *not* build entitlements** for 3-year NTTF; entitlements are based on fall/spring instructional workload.
- Summer may be used, when possible, to help **offset unmet entitlements** from the academic year but does not increase the entitlement baseline.
- An exception exists for **brand-new hires who teach in spring and then in summer**; in those cases, spring + summer may define the initial entitlement load for a subsequent one-year contract.

Dean Hampton reiterated his preference for a **year-round FTES model** (summer–fall–spring targets together) that would give chairs more flexibility to decide where to place instructional resources across the full academic year.

Learning Modes and Final Exam Scheduling

Dean Hampton reviewed the **Chancellor’s Office APDB learning mode codes** and how they relate to local schedule-of-classes labels.

Key points:

- Purely asynchronous online courses (**APDB 01**) may **not** have defined meeting times or fixed-time exams.
- Courses that are primarily online but include **limited in-person requirements** (e.g., exams, field trips, guest speakers) should use hybrid codes such as **APDB 03 (online asynchronous with in-person component)**.
- Chairs were asked whether they want **more learning mode options** visible in the two-year schedule template so they can accurately reflect hybrid and HyFlex structures (e.g., an “in-person flexible” mode with clear notes for students).

Chairs supported aligning with Chancellor’s Office definitions but stressed the need to keep modality labels and notes **simple and transparent** for students.

3. Chair Items

Power/Internet Outages and Facilities Communication

Chairs reported **unannounced internet outages** (e.g., Solano Hall) and confusion about power-shutdown messages and fire alarm testing.

Lack of notification forced some faculty to relocate mid-day to continue work.

- Chairs requested more reliable, campus-wide communication when facilities or IT issues impact academic work and hiring activities (e.g., searches).

Dr. Hampton will follow up with Facilities and IT to clarify communication processes.

Reassigned Time Reporting

Dr. Hampton discussed the new **division-level process for post award verification of reassigned time**, which the Chancellor's Office has implemented largely for audit compliance.

- Multiple InfoReady post award outcomes were sent to document how reassigned time was used.
- Chairs expressed concern about the **time burden** and questioned the added value, given that reassigned time is already reviewed and approved at the front end.
- Deadline appears to be **January 23**; Dr. Hampton will circulate sample language (e.g., from chair position descriptions, advising roles, program review duties) that chairs can reuse in the reporting forms.

For large-enrollment course reassigned time, simple statements like “enrollment exceeded 90 students” were suggested as sufficient justification.

Advising Model, Registration Workshops, and Student Experience

Chairs shared extensive concerns about the **current advising and registration workshop model**:

Faculty held blocks of hours on their calendars for workshops with **very low student turnout**, or students waited long periods and left unserved.

- Some advising sessions emphasized speed and efficiency over deeper academic planning, occasionally **contradicting department-level advice** (e.g., discouraging minors that align with student goals).

- Faculty reported situations where **students advise other students**, which chairs viewed as inappropriate for academic advising.

Dr. Hampton will collect written feedback (via a Google Doc) and elevate concerns to the Provost. He reiterated his view that advising is fundamentally an **academic function** and would ideally be embedded in Academic Affairs and coordinated more closely with schools and departments.

Enrollment Concerns and Application Trends

Interim Associate Dean Sanchez reported that **Fall 2026 applications are down approximately 14.7%** compared to the prior year, with declines across almost all Arts & Sciences programs except Nursing.

In some majors, application drops approach **50%+**; others have more modest declines.

- Chairs are worried about long-term enrollment and requested clearer information about **what other CSUs are doing differently** and how CI's recruitment timelines compare.

Discussion highlighted:

- Growing skepticism about the value of college among some prospective students, particularly working-class students and men (“tool-belt generation”).
 - The need to more clearly articulate the **economic and career value** of CI degrees and majors.
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Recruitment and New Degrees (Black Studies, Data Science, MPA, Arts)

Chairs of newer programs (e.g., **Black Studies, Data Science, MPA, and elevated arts degrees**) asked what **institutional recruitment support** exists beyond their own efforts.

Key points:

- Faculty have been creating their own outreach materials, visiting high schools, and giving media interviews but are unsure how Enrollment Management is promoting these programs.
- Some degrees are reportedly hard to locate in the CSU application interface, raising concerns about visibility (e.g., applicants not seeing theater/dance options when sorting).
- There is uncertainty about who funds and manages printed recruitment materials, even when thousands of pieces are requested.

Chairs suggested that recruitment for academic programs should be **more coordinated, transparent, and data-driven**, with clearer alignment between schools and Enrollment Management.

4. Informational Items

- **Dean’s Office staff updates** – ongoing transitions and staffing adjustments were mentioned; more detailed announcements will follow via email.
 - Planning is underway for the **A&S Spring Welcome Back** event and related divisional activities.
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5. Open Discussion

In open discussion, chairs reflected on:

- The growing administrative burden (e.g., “clicking boxes”) and its impact on time available for academic leadership and student support.
- The possibility of applying **program review–style external feedback** to administrative units (e.g., Enrollment Management, Advising), similar to what academic programs undergo.
- The importance of large-scale, strategic messaging about the **value of a CI degree**, including both liberal-arts outcomes and concrete career/earnings benefits.
- Ideas for better connecting **trades-related work and humanities/ethnic studies** to meet the needs of the “tool-belt generation” and emerging labor market.

Dr. Hampton thanked chairs for their partnership and reiterated that **enrollment management is everyone’s business**, while also emphasizing the need for institutional processes that are more student-centered and faculty-informed.

6. Important Dates

Low-Enrolled Course Deadlines (Previously Announced)

- **Dec 5:** Deans request enrollment review
- **Dec 12:** Chairs submit waiver requests
- **Dec 17:** Deans respond
- **Dec 19:** Appeals to Provost

(Timeline retained for reference and documentation.)

Spring 2026 Transfer Advising Workshops

- December 12, 15, 16, 17

Spring 2026 New Student Orientation

- Thursday, January 22
- Friday, January 23

Save the Date

- **A&S Spring Welcome Back:** Friday, January 23 (9:00–10:45 a.m.)
- **DAA Welcome Back:** Thursday, January 22 (8:30 a.m.–2:00 p.m.)
- **Admitted Dolphin Day:** Saturday, April 18