

Arts & Sciences Chairs Meeting
Tuesday, March 23, 2021
9:00-10:30 am, via Zoom
Meeting Minutes

In attendance: Jose Alamillo, Sean Anderson, Dana Baker, Frank Barajas, Geoff Buhl, Stephen Clark, Sonsoles de Lacalle, Colleen Delaney, Erich Fleming, Blake Gillespie, Andrea Grove, Kimmy Kee-Rose, Liz King, Brad Monsma, Christina Smith, Michael Soltys, Vandana Kohli, Phil Hampton, Chanda Cunningham-Spence, Stephanie Guerrero

Absent: Lynette Landry

I. Approval of Meeting Minutes

Meeting minutes approved for March 9, 2021.

II. Information Items

Michelle Resnick, Director of Disability Accommodations & Support Services (DASS)

Director Resnick attended the Chairs Council meeting to address specific questions and concerns surrounding student accommodations. She assured Chairs that while the DASS's office role on campus is to ensure equitable access for all students, the underlying goal in their work is not to interfere with course learning outcomes. In order to achieve this most effectively, all parties benefit when faculty and DASS keep in close communication so as to ensure that students are able to perform to their highest potential without fundamentally altering the course content and learning modalities.

Director Resnick provided clarification between Emotional Support Animals (ESA) and Service Animals. Service Animals (dogs only) are specifically trained to help mitigate a student's disability and as such are permitted to go where the student travels, including classroom and lab spaces. ESAs are only allowed in student housing as they provide comfort to individuals but are not trained to perform a specific service. Director Resnick indicated that individuals may not ask a student what specific disability a service animal may be trained for; they may only confirm that the animal is trained to help ensure student access and assistance.

Chairs asked how they would know whether an animal is indeed certified. Director Resnick answered that per law, the DASS office cannot require that students register service animals and that she will forward the legal wording to Chairs so that they have a better understanding of the legislative requirements and restrictions. That being said, she stated that if a service animals is misbehaving in a class or lab space, they can be asked to leave.

Other concerns were raised from Chairs regarding time extensions on exams and homework. Director Resnick stated that the overarching goal is to find an intersection of equitable access with a faculty member's ability to ensure student mastery of learning outcomes. Time extensions must be allowed if this is included as part of a student's accommodation as determined by their DASS Counselor. While students are encouraged to apply for DASS accommodations prior to the start of the semester, they have the right to apply at any point. Accommodations are *not* retroactive and begin once a student is approved by DASS for an accommodation.. Should

Chairs have specific concerns about a student in their course who has only recently requested accommodations on assignments, Director Resnick encouraged them to email her directly so that she can work with the faculty and the student's DASS Counselor to identify a more specific solution. She also shared that homework extensions are treated differently than exams, and she acknowledged that some time extensions may not be reasonable based on course learning outcomes.

Chairs asked a final question about what percentage of the student population is registered with the DASS office, to which Director Resnick provided a total number of 549 students currently receiving accommodations. She also shared that due to COVID-related mental health issues, there has been an increase in the number of students with documented disabilities during the last academic year. Dean Kohli thanked Director Resnick for her time and ensured that A&S will continue to work in collaboration with the DASS Office to ensure student access.

III. Discussion Items

FTES & SFR

Dean Kohli shared the finalized FTES and SFR targets that have been allocated from the Provost based on the expectation that the university's total FTES will be less than what was achieved in AY 19-20. For the 2021-2022 academic year, the school has been given a FTES target of 4,736 and an SFR of 23. The total divisional FTES for Academic Affairs has been determined at 5,911 (last year's achieved number was 5,924).

A Chair asked what A&S's achieved SFR was for last year, to which Dean Kohli stated that the school reached an SFR of 22.3. She stated that the school has achieved the allocated target of 23 only once in the last eight years, and that she will share the historical data of FTES/SFR for this eight-year timeframe. She asked Chairs to keep a close eye on Fall 2021 enrollments over the summer for the possibility of picking up additional FTES. A question was raised about the intention behind this, and whether it is based on the assumption of lower spring enrollments. Dean Kohli confirmed this intent and stated that last year's spring attrition was substantial. By maximizing fall FTES, the school could achieve a higher annualized FTES which will position it well for the following year's funding. Funding will be made available to support additional FTES where demand is identified.

Dean Kohli informed Chairs that while the university has been funded for a total FTES of 6,135, it is not expected that this number will be achieved. Pressure continues to build on social sciences programs due to changes in the Ethnic Studies requirement, with GE area D seeing the greatest impact. She also spoke to the centralized funding model that will continue to be in place for the school, with allocations being provided *after* fall and spring instructional funding has been spent. She asked Chairs to reach out to her if they have concerns about this funding model. One question was asked about whether the university must return funding if the FTES of 6,135 is not achieved, to which the Dean replied that it depends on two factors: the difference between what was allocated and the achieved target, as well as the Chancellor's disposition about what should be done with the balance. If funds have been spend legitimately, campuses may argue for dispensation. Another question was raised about how CI's funding compares to the other 22 CSU's, to which others presented documents that show CI is funded at a very high per student

rate in comparison to other campuses in the system. Dean Kohli encouraged Chairs to attend the upcoming campus-wide open forum on enrollment management which is scheduled for April 24.

Dean Kohli asked Chairs to maximize their FTES by staying vigilant to enrollment patterns and opening up additional sections according to student demand. Small classes should only be offered if they serve a direct graduation purpose, and small enrollment electives may not be offered without seeking approval from the Dean's office. She also encouraged Chairs to monitor student retention to determine what may be causing students to leave the university and how programs might encourage them to stay. She asked Chairs to encourage a culture of "15-to-finish" for students who are able to do so successfully.

Chairs expressed frustration about the balance between achieving the program's SFR target while lowering certain course caps that are connected to Living-Learning Communities which target first-generation students and are helpful in increasing engagement/retention. Chairs whose programs participate in these courses are then faced with weighing the risk of lower SFR versus the pedagogical benefit of offering a class at a cap of fifteen students. To this point, Dean Kohli replied that if programs want to offer these courses at a lower cap, they will have to offset the lower caps with higher caps on other sections. Not meeting a program's allocated SFR harms other departments and the school as a whole.

In closing, Dean Kohli stated that she will be distributing a set of presentation slides for a new series of "Dean's Data Briefs" at each Chairs' meeting. She asked Chairs to review the set of information centered around graduation rates and enrollment patterns prior to the following meeting and be prepared to discuss the data and/or raise questions. Chairs may also reach out to her individually if they wish to explore this information further.