

ICAS



INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES

Minutes of Meeting
Friday, September 28, 2012
10:00 a.m. – 4:00 p.m.

UC Sacramento Center, Sacramento, CA

ICAS Website • <http://icas-ca.org/>

In Attendance:

CCC Senate: Michelle Pilati, President; Beth Smith, Vice President; Phil Smith, Member at Large; Julie Bruno, Area representative; David Morse, Secretary

CSU Senate: Diana Wright Guerin, ASCSU Chair; Steven Filling, Vice Chair; Christine Miller, Member-at-Large; Catherine Nelson, Member-at-Large; Glen Brodowsky, Secretary

UC Senate: Robert Powell, Chair; William Jacob, Vice Chair; George Johnson, BOARS Chair; John Yoder, UCEP Chair

Guests: Joe Radding, Administrator of College Preparation and Postsecondary Programs Office California Department of Education
LeAnn Fong-Batkin, Educational Programs Consultant California Department of Education
Steve Juarez, Director, UC State Governmental Relations
Deb Sigman, Deputy Superintendent, California Department of Education and State K-12 Representative for the Smarter Balanced Assessment Consortium (SBAC)
Beverly Young, CSU Higher Education Lead for SBAC & Assistant Vice Chancellor of Academic Affairs
Monica Lin, UC Higher Education Lead for SBAC and UC Associate Director of Undergraduate Admissions
Sonia Ortiz-Mercado, Dean, CCC Chancellor's Office

Staff: Julie Adams (CCC); Martha Winnacker and Michael LaBriola (UC)

I. Welcome, Introductions, and Announcements

Academic Senate Leaders:

- *Bob Powell, ICAS Chair and Chair, UC Academic Senate*
- *Diana Wright Guerin, Chair, CSU Academic Senate*
- *Michelle Pilati, President, CCC Academic Senate*

California Department of Education Liaisons:

- *Joe Radding, Administrator of College Preparation and Postsecondary Programs Office*
- *LeAnn Fong-Batkin, Educational Programs Consultant*

Michelle Pilati: The California Community Colleges (CCC) has appointed Brice Harris, an administrator from the Los Rios district, as its new system chancellor. Three colleges, including CCSF, were recently placed on “show cause” status with respect to accreditation, and the Academic Senate is unhappy about a recent op-ed blaming the troubles on faculty governance.

Diana Wright Guerin: A proposal appeared on the September agenda of the CSU Board of Trustees to eliminate upper division general education units and reduce lower division GE units required for graduation, without prior consultation of the ASCSU. After ASCSU expressed

shared governance concerns, the agenda item was modified to focus on high unit degree programs. The ASCSU continues its work to implement SB 1440 and has issued formal positions supporting Proposition 30 and opposing Proposition 32. The Board of Trustees ratified the CSU faculty contract, which includes no salary increases for the foreseeable future. The CSU Chancellor Search Advisory Committee will meet with three finalists next week.

Bob Powell: The UC Regents are anticipating the need for a mid-year tuition increase—perhaps as high as 20.3%—in the event Proposition 30 fails and the \$250 million trigger cut is implemented. Chair Powell noted that search committees for UC chancellors generally include regents, foundation board members, students, and a faculty subcommittee composed of faculty members from on and off the campus, including systemwide Senate leaders, which screens initial candidates.

Joe Radding and LeAnn Fong-Batkin: California Department of Education representatives administer K-12 college preparation programs and support the superintendent of public instruction in his roles as UC Regent and CSU Trustee. The CDE wants to establish a stronger liaison relationship with ICAS in order to stay more connected to its work and to help it identify and schedule CDE specialists for discussion of specific issues.

II. Consultation with UC State Governmental Relations

- o *Steve Juarez, Director, UC State Governmental Relations*

Report: The Governor must sign or veto bills passed by the Legislature by September 30. UC has [asked](#) the Governor to veto [SB 259 \(Hancock\)](#), which would allow Graduate Student Researchers to unionize, noting that unionization would corrode the faculty-student academic relationship. The UC Academic Senate also opposes the bill. [SB 1280 \(Pavley\)](#) is a UC-sponsored bill that would allow UC and CCC to consider “best value” in addition to price, as a bid evaluation and selection methodology for business goods and services procurement contracts.

The Governor recently signed [AB 970 \(Fong\)](#), which asks UC and CSU to follow student consultation and notification timelines for proposed tuition increases. UC withdrew its opposition to the bill after it was amended to address UC’s concern that it is not always possible or practical to give 90 days notice on tuition increases. UC has always sought to notify students about tuition increases as far in advance as possible.

The segments’ State Governmental Relations offices are informing their constituencies about the consequences of passage or failure of Proposition 30, and the legal constraints around advocacy. Although Proposition 30 includes no direct appropriation to higher education, UC and CSU are each subject to a \$250 million mid-year trigger reduction if the measure fails, and the community colleges will face a \$338 million mid-year cut. Faculty and staff are not permitted to advocate for Proposition 30 during working hours or to use University resources in advocacy; however, they may speak about the University’s position during working hours. The UC Regents and the CSU Board of Trustees have adopted positions in support of Proposition 30.

Discussion: ICAS members noted that an investment in higher education is an investment in economic recovery, and that the higher education systems should act more boldly and proactively in relation to the state budget. Director Juarez noted that the Legislature and public are becoming more receptive to the message about higher education’s role in improving the economy and increasing social mobility. The segments’ State Governmental Relations offices are

working to create new higher education champions in Sacramento both through ongoing advocacy and through special events such as the annual Joint Higher Education Day.

III. Legislative Advocacy

Issue: ICAS members reviewed three draft op-ed pieces regarding the economic impact of higher education, the effect of state budget cuts on access, and the on-the-ground effects of cuts at the colleges and universities.

Discussion: It is important for the public to understand higher education as an economic and social investment, not merely an expense. California higher education has enabled the state to be a world leader in technology and innovation, and the state's taxpayers receive an average \$4.50 return for each \$1 they invest in higher education. Faculty are concerned about efficiency and time-to-degree, but efficiency and time-to-degree are not guarantees of, or substitutes for, academic quality. State budget cuts damage quality by increasing class sizes, student-faculty ratios, and time to degree, and by reducing opportunities for personal interactions with faculty. Students are starting to feel like they are paying more for their education, but receiving less, and if Proposition 30 fails, the additional deep cuts will be devastating.

Action: The ICAS committee analyst will revise and circulate the op-ed pieces for further revision and comment. ICAS will work with external relations at each segment to place the final pieces in media outlets.

IV. Open Education Resources Bills (SB 1052 and 1053)

Issue: [SB 1052 \(Steinberg\)](#) asks ICAS to establish a California Open Education Resources Council, administered by CSU and composed of three Senate members from each segment who are appointed by April 1, 2013. The Council will assemble a list of the 50 most popular lower division courses to develop into affordable, open source textbooks and materials, and establish a competitive RFP process in which interested parties can apply for funds to produce the 50 textbooks. The bill requires the Council to submit an implementation progress report six months after the bill becomes operational on January 1, and a final report in 2016.

Action: ICAS decided to schedule a meeting between the Senate chairs, SGR representatives, and Senator Steinberg or his representatives shortly after the election to discuss implementation of the bills.

V. Proposed Reduction of the Upper Division General Education Requirement at CSU

o *Diana Wright Guerin, Chair, CSU Academic Senate*

Issue: The proposal to eliminate GE requirements and limit most CSU programs to 120 units is motivated by the administration's desire to increase efficiency and time to degree by reducing unit loads. The ASCSU raised shared governance concerns after the proposal appeared on a Board of Trustees agenda without prior Senate consultation, as well as academic concerns. There is also concern that programs that fall short of the 120 unit goal will be forced to combine courses.

Discussion: In a perfect world, students may be able to complete 15 units per semester and graduate in 8 semesters, but many students enter college uncertain about their academic plan.

College provides many young people with the chance to explore intellectual interests and discover new educational paths.

ICAS members shared experiences working with administrators, board members, and accrediting agencies, their perspectives on shared governance and challenges with regards to shared governance. It was noted that the UC faculty's curricular authority is embedded in the Standing Orders of the Regents and the Senate Regulations, and it would be impossible for a UC dean or administrator to change a major's requirements. A [white paper on shared governance](#) authored by former UC Senate Chair Dan Simmons could serve as a model for other segments. It was noted that UC Senate leaders must obtain prior permission to contact a Regent and that CSU leaders must go through Board staff to communicate with a Trustee.

VI. Transfer Issues

- *Michelle Pilati, President, CCC Academic Senate*

1. C-ID/SB1440

CSU and CCC faculty continue to implement Senate Bill 1440 by developing Transfer Model Curricula for the Transfer AA/AS degrees. 22 TMCs have been developed so far. Meanwhile the Course Identification Numbering Project (C-ID) is developing statewide descriptors for courses in the TMCs. C-ID is a course numbering system for lower division major prep courses offered in the community colleges that are transferrable to CSU and UC. When CCC and CSU accept a descriptor, the course is articulated for transfer with all 112 community colleges. C-ID is intended to be intersegmental. CCC has asked CSU to run descriptors through the general education review process, but UC faculty have not agreed yet about the components of course descriptors for lower division courses in various majors. CCC is seeking permanent funding for the C-ID project.

2. IGETC Standards Subcommittee Appointments

The IGETC Standards Subcommittee is looking for UC and CSU faculty and articulation officers who are willing to represent their respective segments on the Subcommittee.

3. IGETC for STEM majors

In April 2012, ICAS approved language for a new IGETC sequence that accommodates STEM majors and passed a motion to take the language to each segment's Senate for approval. ICAS requires the formal approval of the UC and CSU Senates to add the sequence to the [IGETC Standards](#) document so that colleges can begin developing degrees using the new framework. The UC Academic Council supported the draft in principle, but implementation requires changes to Senate Regulations.

Chair Pilati noted that administrators are concerned about a lack of prerequisite courses for allied health majors. She asked ICAS to help find faculty willing to serve on a committee to develop a course (perhaps an online or hybrid format) that addresses the needs of employers, but is also acceptable to the segments and accrediting agencies.

VII. Possible ICAS Position paper on prerequisites (including Algebra) for transferrable quantitative courses including Statistics

Issue: UC and CSU have been asked to recognize the Statway curriculum, which provides a streamlined path to statistics by integrating statistics and specific algebra topics, and bypassing

the normal Intermediate Algebra pre-requisite. However, some UC faculty have expressed concern about the depth and rigor of Statway courses. It has been suggested that ICAS form a work group to examine the Intermediate Algebra pre-requisite and more precisely define “mathematical rigor” to help move the issue forward.

Discussion: It was noted that faculty who want to experiment with math curriculum are sometimes prohibited from doing so by the CA education code, particularly [Title 5](#). It was noted that the Intermediate Algebra work group should include both math and non-math faculty from areas such as statistics and business, because math is also central to many applied disciplines.

Action: Bill Jacob, Beth Smith, Phil Smith, and Glen Brodowsky will draft a charge that also addresses representation, for review at the next ICAS meeting.

VIII. Distance Education and Massive Open Online Courses (MOOC)

Discussion: ICAS discussed a possible statement on distance education and the role of MOOCs. Noted were the CSU Senate’s recent [White Paper](#) on Online Education, and UC BOARS’ recent [Statement](#) on K-12 Online Learning and new [Policy](#) for “a-g” review of online courses, both of which describe principles, concerns, and best practices with regard to quality online education. The CCC and the Governor’s office also have been discussing how to incorporate distance education into the curriculum and take advantage of grants available for that purpose.

IX. Report on Common Core State Standards (CCSS) and Smarter Balanced Assessment implementation plans

- *Deb Sigman, Deputy Superintendent, California Department of Education and State K-12 Representative for the Smarter Balanced Assessment Consortium (SBAC)*
- *Beverly Young, CSU Higher Education Lead for SBAC & Assistant Vice Chancellor of Academic Affairs*
- *Monica Lin, UC Higher Education Lead for SBAC and UC Associate Director of Undergraduate Admissions*
- *Sonia Ortiz-Mercado, Dean, CCC Chancellor’s Office*

Report: California is one of 46 states that have adopted the Common Core State Standards, which specify K-12 expectations for college (and career) readiness. California and 26 other states have signed on to the Smarter Balanced project, which is developing an assessment system for testing college readiness in English language arts and math that is aligned with the Common Core. The project has three components – the summative assessments that will be used for accountability; the interim assessments K-12 teachers can use for benchmarking; and the formative tools, which will provide feedback to students and teachers about their performance and progress. The summative assessment will be given to students in grades 3-8 and at the end of the 11th grade. The tests will be delivered electronically and will also use performance tasks to show what students know and can do. Pilot testing will begin in spring 2013, and school districts will be expected to put the assessment in place in 2014-15.

The Smarter Balanced test will be used in federal and state accountability reviews of the schools. Students will be able to earn an exemption from the CSU/CCC placement test. The test will not affect college eligibility, but like the EAP test, it will be an early signal about readiness and may signal to a high school junior that additional work will be needed senior year. A definition of “career readiness” has not been developed, but it will be different from college readiness.

The 27 Smarter Balanced states will make decisions together. Each state gets one vote; however, because 37% of the students who will eventually have Smarter Balanced assessments are from California, California has three higher education leads in the Consortium, while other states have one. There is broad teacher enthusiasm for the Common Core and the new assessment system.

The Consortium needs the help and involvement of higher education faculty, particularly in developing the definitions and descriptors of the skills and abilities expected of students in each achievement level. Deputy Superintendent Sigman asked ICAS to consider strategies for engaging faculty in the implementation of the Smarter Balanced Assessment, and suggested that each segment develop its own process in addition to establishing a role for ICAS.

Faculty are invited to attend two Smarter Balanced webinars scheduled for October 16 on the math sample items, and October 31 on the ELA sample items.

Discussion: An ICAS member noted that students assessed next fall are unlikely to have received instruction consistent with the Common Core; those teachers should not face sanctions based on outcomes. Another member expressed concern that the politics involved in balancing the views of multiple states could produce a less substantial or rigorous final assessment product—for example, one based in multiple choice. There was also concern expressed about the notion that a test can appropriately assess learning and solve the state’s educational problems. There should be a greater balance between the emphasis placed on the test, and the need to train teachers to teach and convey the concepts and competencies embedded in the Common Core. Finally, members urged that the tests include multiple writing components that are assessed by humans. It was noted that ICAS could develop a unified, common message about the uses and meaning of the test. Deputy Superintendent Sigman said some districts are already implementing the Common Core and that the Consortium is committed to developing an assessment rooted in the Common Core.

X. ICAS Subcommittees to update Competencies to meet the Common Core

Issue: ICAS will form a subcommittee to update the ICAS Math Competency Statement appendices to reference the Common Core, and subcommittees to rewrite the Science Competency Statement, which has not been updated since 1986. The group recommended for the Math Competency Statement includes Bill Jacob, Phil Smith, Beth Smith, Joe Fielder, Heather Dallas, and a CDE representative. Vice Chair Jacob said he hopes to have a draft revision of the Math statement ready for review by content experts and others by the end of January. ICAS also discussed appointing a small subcommittee that will write a charge for up to four work groups to update the Science Competency Statement to align with the Next Generation Sciences Standards.

Action: The ICAS Math Competency work group will move forward as discussed, and ICAS will discuss next steps for updating the Science and Academic Literacy statements at a future meeting.

Meeting adjourned at 3:45 p.m.
Minutes prepared by Michael LaBriola