



INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES

ICAS Minutes of Meeting
September 12, 2019
Long Beach City College – Pacific Coast Campus
<http://icas-ca.org/>

In Attendance:

- CCC Senate: John Stanskas, President; Dolores Davison, Vice President; Cheryl Aschenbach, Secretary; Virginia May, Treasurer; Michelle Bean, Area C Representative; Krystinne Mica, Executive Director
- CSU Senate: Catherine Nelson, Chair; Beth Steffel, Secretary; Darlene Yee-Melichar, Member-at-Large; Thomas Norman, Member-at-Large
- UC Senate: Kum-Kum Bhavani, Chair; Mary Gauvain, Vice Chair; Hilary Baxter, Executive Director
- Staff: Miguel Rother, ASCCC Director of Grants and Initiatives
- Via Zoom: John Serences, UCEP Chair; Robert Collins, CSU Senate Vice Chair; Brenda Abrams, UCOP Principal Policy Analyst

I. Announcements

ICAS Chair, John Stanskas, ASCCC President, welcomed members. Introductions were made around the room.

II. Consent Calendar

- September 12, 2019 ICAS Agenda

ACTION:

Motion to approve the consent calendar (Norman, May)

III. IGETC Standards Subcommittee

This item is being brought before ICAS for the selection of a 2019-2020 IGETC Standards Subcommittee chair. A nomination was made for Michelle Bean, ASCCC Area C Representative.

ACTION:

Motion to appoint Michelle Bean as Chair of the IGETC Standards Subcommittee (May, Aschenbach)

IV. Working with Incarcerated Students

Chair Bhavani discussed UC efforts toward expanding access to higher education for incarcerated and formerly incarcerated students. The group discussed principles and practices being implemented within the CSU and CCC segments. Challenges discussed included parole, transfer, textbook costs, and internet connectivity. A suggestion was made to look at the CSU Project Rebound to reference principles such as value statements and admissions criteria. An opportunity for the three segments to collaborate by attending an upcoming Formerly Incarcerated Students Advisory Committee meeting at the CCC Chancellor's Office was suggested.

Follow up:

- The three segments will invite representatives to attend a Currently and Formerly Incarcerated Students Advisory Committee meeting scheduled for January 2020 at the CCC Chancellor's Office.
- This topic will be included on the December 3, 2019 ICAS agenda to discuss as a Legislative Day item.

V. Announcements and Updates

Kum-Kum Bhavani, Chair, UC Academic Senate

University of California Chair, Kum-Kum Bhavani, shared recent events taking place within the University of California System:

- The UC is implementing Pathways +, which offers a guarantee of admission to students who complete a Transfer Admission Guarantee (TAG) and complete the course expectations of a Transfer Pathway. Webinars were recently held to inform folks on the program.
- The University Committee Educational Policy (UCEP) will be discussing undergraduate degrees in relation to the development of degrees for those that cannot attend a campus, such as incarcerated students.
- The UC will be conducting research to better understand how demography of the state is, or isn't, shifting in relation to college age students.

John Stankas, President, CCC Academic Senate

ASCCC President, John Stankas, provided an update on recent events within the California Community College system:

- The ASCCC is looking at hiring practices and how to engage in dialogue regarding systemic change in relation to faculty diversification.
- The ASCCC is working on being more proactive with regards to legislation
- A letter was recently sent to the legislature requesting clarification and direction regarding the legislative intent for the fully-online community college.
- Implementing Guided Pathways is a focus for the upcoming year.

Catherine Nelson, Chair, CSU Academic Senate

ASCSU Chair, Catherine Nelson, highlighted recent discussions taking place within the California State University System:

- Proposal for an admissions requirement of a fourth year of quantitative reasoning.

- Discussions surrounding AB 1460, which will make the completion of ethnic studies an undergraduate graduation requirement.

VI. ICAS Mission Statement

Stankas introduced the ICAS mission statement for the group to review. The document will be used to guide the work of the committee throughout the 2019-2020 academic year. Group members discussed the below section of the mission statement.

Among its activities, ICAS develops documents, programs, and policies that:

- Promote excellence and quality in academic programs, and professionalism in their delivery across all segments of higher education;
- Provide advice to students and K-12 educational partners on appropriate incoming-student preparation;
- Provide a forum for discussion on issues of common concern to all systems of public higher education, such as transfer, general education, and articulation, in order to find joint solutions, and propose cohesive action; and
- Advise policy makers and education officials on the impact of proposed or existing legislation or regulation on students, academic programs and faculty.
- Approved by ICAS on February 27, 2012.

A suggestion was made to revisit the mission statement at a later date to determine whether updates or revisions are needed.

Follow up:

The mission statement will be included in the June 2020 agenda for review and discussion.

VII. Transfer

CSU Fourth Year Quantitative Reasoning Admissions Requirement:

Chair Nelson discussed the proposal in the CSU system to add a fourth year of quantitative reasoning to CSU admissions requirements. The group discussed agenda enclosure four, a study conducted by RTI International titled Mathematics Coursetaking and California State University Eligibility. The study expresses concerns regarding the impact the additional quantitative reasoning requirement could have on underserved student populations, as well as additional strain on school districts. The group agreed that it is important ICAS continues to have this discussion as more information is received throughout the year, and when there is opportunity for ICAS to make a unified statement, the group should do so.

AB 1460:

Chair Nelson discussed AB 1460 (Weber, 2019) which is now a two-year bill that, if passed, will require an ethnic studies graduation requirement for the CSU. ICAS discussed the impact that this requirement will have in relation to transfer between the CCC and CSU if ethnic studies becomes a lower-division requirement. One of the challenges associated with the bill includes a review of all Associate Degrees for Transfer

(ADTs) to ensure that ethnic studies is a requirement. The ASCSU will make recommendations and draft a resolution to address this issue within the CSU segment prior to legislation being passed. In order to do so, the ASCSU will need to address the challenge of creating a systemwide requirement while still maintaining campus autonomy.

ASCSU Resolution 3382-19:

In January 2019 the ASCSU approved unanimously resolution 3382-19. This resolution sought to offer students completing a degree aligned to the Course Identification Numbering System (C-ID) Engineering Intersegmental Model Curriculum (ISMC) admission guarantees similar to that of the Associate Degrees for Transfer (ADT). The CSU Chancellor’s Office (CSUCO) recently released a memo stating that the CSU will be unable to offer guarantees for MC aligned degrees. The group discussed that this may be caused by a resource allocation issue within the CSU.

Transfer Model Curriculum (TMC)/ UC Transfer Pathways

Chair Stankas provided an overview of C-ID governing structure and process. As a result of SB 1440 and SB 440, the CCC system is required to offer transfer degrees in no more than 60 units, and where the degrees are deemed similar the CSU is required to accept the degrees. In 2018 the ASCCC worked with the UC to create degrees, based on C-ID descriptors and TMC, that offer a guarantee of admission to the UC. The group discussed the need to review the degrees for areas where there may be overlap and begin discussions with faculty to identify disciplines where there is enough similarity to potentially create one degree that can be accepted by both the CSU and the UC. It was stated that, the differences between the degrees is something that the group should be proactive in addressing before legislation is created.

Follow up:

The three segments will extend an invite to their system offices to attend the ICAS October 4, 2019 meeting to discuss this topic.

VIII. Intellectual Property

The committee discussed concerns in relation to the posting of course materials on “social learning” websites, as well as potential strategies to deter it. Chair Bhavani suggested the inclusion of language on course syllabi and offered to provide an example currently in use for certain UC courses. The group discussed ASCSU resolution AS-3349-19 that addresses the infringement of faculty intellectual property.

Action: Motion for ICAS to endorse [ASCSU resolution AS 3349](#) (Aschenbach, Gauvain).

Follow up: The language below was provided by Chair Bhavani for distribution to ICAS members.

UCSB students are not permitted to use websites such as Study Soup/Course Hero or similar. All course materials (class lectures and discussions, handouts, examinations, web materials) and the intellectual content of the course itself are protected by United States Federal Copyright Law, the California Civil Code, and the California Education Code.

Students are permitted to make notes solely for their own private educational use. Students (and all other persons) are expressly forbidden from recording lectures or discussions and from distributing or selling lectures notes and all other course materials without the prior written permission of the instructor. Exceptions to accommodate students with disabilities may be granted with appropriate documentation.

IX. Definition of Diversity

Chair Stankas introduced the California Community Colleges Diversity, Equity, and Inclusion Statement that will be reviewed by the CCC Board of Governors. The group discussed developing a similar statement from ICAS and offered suggestions regarding the language.

Action:

Motion to continue work on an ICAS Diversity, Equity, and Inclusion statement (May, Yee-Melichar)

Motion to review the ICAS Mission Statement when an ICAS Diversity, Equity, and Inclusion statement is adopted (Gauvain, Yee-Melichar).

X. Updating ICAS Reports

During the 2018-2019 academic year, ICAS was asked to review the ICAS Statement on Language Competencies. As a result, each segment recently appointed two faculty members to participate on a workgroup that will be reviewing the document and either updating or revising it where it is necessary. ICAS reviewed the workgroup roster and discussed other ICAS documents that may be outdated and in need of updates, such as the ICAS Academic Literacy Statement. The committee agreed to revisit the [ICAS Academic Literacy Statement](#) once work is complete on the ICAS Statement on Language Competencies, to determine if updates are necessary. It was noted that once the workgroup completes the revisions, the document will be brought back to ICAS for approval before it is brought to the Academic Senate for each segment for approval.

Action: Motion to approve the proposed workgroup roster and begin work revising the document (Norman, Yee-Melichar).

XI. New Business

Meeting adjourned at 3:53 p.m.
Minutes prepared by Miguel Rother