ICAS

INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES

ICAS Minutes of Meeting
December 17, 2015
University of California Office of the President
Oakland, CA
http://icas-ca.org/

In Attendance:

CCC Senate: David Morse, President; Julie Bruno, Vice President; John Stanskas, Secretary; Craig Rutan, Area D Representative; John Freitas, Area C Representative; Julie Adams, Executive Director

CSU Senate: Steven Filling, Chair; Christine Miller, Vice Chair; Robert Keith Collins, Secretary; Praveen Soni, Member-at-Large; Darlene Yee-Melichar, Member-at-Large; Daniel Crump, Observer

UC Senate: J. Daniel Hare, Chair; Jim Chalfant, Vice Chair; Ralph Aldredge, BOARS Chair; Tracy Larrabee, UCEP Chair; Caroline Streeter, UCOPE Chair; Hilary Baxter, Executive Director

Staff: Michael LaBriola, Policy Analyst, UC Academic Senate

Guests: Leslie Kennedy, CSU Chancellor's Office; Chikako Takeshita, CA-OER Council Member, UC Riverside; Dan Crump CA-OER Council Member, American River College; Dolores Davison CA-OER Council Member, Foothill College; Gerry Hanley, CSU Assistant Vice Chancellor, Academic Technology Services; Monica Lin, UC Associate Director for Undergraduate Admissions

I.   Consent Calendar
  ➢ December 17, 2015 ICAS Agenda
  ➢ September 25, 2015 ICAS Minutes

Action: ICAS approved the consent calendar.

II.   Executive Session

III.   California Open Education Resource Council (CA-OERC) Update
  o Katherine Harris, Chair, CA-OERC

The CA-OERC formed in January 2014 to implement the requirements of SB 1052, signed in 2012 by Governor Brown, which asked ICAS to appoint a Council composed of three Academic Senate members from each higher education segment to assemble a list of 50 highly-enrolled lower-division courses for which low-cost or free open educational resources (OER) could be

identified or developed; establish a competitive RFP process to produce or identify the OERs; and promote their use among faculty at all three segments. The project was funded with $5 million from the State and matching grants from the Hewlett and Gates Foundations. SB 1052 asked ICAS to submit a final report on the Council's work by January 1, 2016.

ICAS reviewed a 31-page report assessing the Council's work and the use of OER across the three segments. Professor Harris noted that the CA-OERC successfully assembled, peer-reviewed, and curated a collection of over 200 OER textbooks for use in 50 of the most highly-enrolled courses across the three systems, with the help of 500 faculty reviewers from across California, using rubrics established by the Council. The CA-OERC also established the California Open Online Library for Education (COOL4Ed) website, which provides links to free textbooks, textbook reviews, faculty reviewer profiles, and testimonials from faculty adopters describing how they use textbooks in classrooms. Cool4Ed will include over 400 reviews by December 31.

The Council's outreach activities focused on educating faculty about available OER resources, their quality, and how to adopt them for the classroom. It also convened faculty and student focus groups to assess OER practices, perceptions, uses, and preferences, which revealed strong interest in OER textbooks, but also concerns about quality and the extent to which OERs provide the most current information about a discipline and are compatible with different technology platforms. The Council initiated a pilot study in fall 2015 to assess faculty adoption of OER textbooks and barriers to adoption that will analyze workload and learning outcomes. The results of the pilot study will be presented in a February 2016 White Paper. The Council was not able to establish a process for competitive authoring of OER textbooks, but it did identify authoring platforms. The Council completed its work well under budget and a final budget will be available in February. The Council's role shifts in spring 2016, toward implementation of the College Textbook Affordability Act (AB 798), a bill that creates an incentive fund to reward efforts at CCC and CSU that accelerate faculty adoption of OERs. The Council will seek more foundation funding if needed.

Discussion: It was noted that many faculty view OERs as supplements, rather than replacements, for traditional textbooks. It is also important to consider the extent to which the digital divide—uneven access to tablets, smartphones, reliable Wi-Fi, and other technologies, in classrooms and homes—represents an impediment to broader adoption of OERs.

ICAS members noted that the report is effective in describing the work of the Council in the context of SB 1052, but goes beyond this expected scope to anticipate the role of the Council in the implementation of AB 798. Members expressed a preference for submitting a streamlined report to the Legislature focused on SB 1052. There were also concerns that several comments made in the report would be better left for internal discussions. Members emphasized that ICAS should submit the final report.

Professor Harris noted that the Council hopes to make the full report available for public viewing, and will meet next week to discuss ICAS' comments. Together, the three California higher education segments can have a significant influence on the OER discussion. The report highlights successes and challenges from the California experience that will benefit other universities and constituencies considering the OER model.

IV.   Executive Session

Action: A motion was made and seconded for ICAS to receive the CA-OER Council report and maintain it as an internal ICAS document. The motion passed unanimously.

Action: A motion was made and seconded for ICAS to forward a final report to the Legislature by the December 31 deadline. The final report was to be a separate report from the CA-OER report to ICAS. The motion passed unanimously.

V.   AB 798: College Textbook Affordability Act of 2015

The College Textbook Affordability Act (AB 798) creates a $3 million annual Incentive Fund to support and reward efforts at CCC and CSU campuses that accelerate faculty adoption of open educational resources (OER). ICAS reviewed a memo from the CSU Office of the Chancellor informing CSU presidents and Senate chairs about the opportunity to receive AB 798 grants of up to $50,000 for implementing local programs that promote faculty adoption of OERs. The memo notes that AB 798 requires the Academic Senate on the campus to adopt a resolution in support of OERs and a plan for using the grant money. It indicates that CSU will host a one-day conference in March to inform college and university faculty about the legislation, and plans to develop webinars and other resources to inform interested faculty who cannot attend the conference. The ASCCC is also discussing how to take advantage of the AB 798 funding as well as other mechanisms that may have an equal or greater impact on faculty adoption of OERs.

VI.   Reports from Senate Leadership

ASCCC President David Morse: An 11-member search committee to assist with the search for candidates to replace retiring CCC Chancellor Harris includes members of the Board of Governors, the CCC Foundation president, and Academic Senate President Morse. President Morse also served on the Chancellor's Task Force on Accreditation, whose August 2015 report recommended severing ties with the CCC's accrediting agency. Chancellor Harris will recommend a new accreditation model to the Board of Governors before he retires in April. The ASCCC is also discussing the report and recommendations of the Task Force on Workforce, Job Creation, and Strong Economy, and the extent to which state funding for new full-time faculty at CCC could be leveraged to hire diverse faculty as well as faculty prepared to work with diverse students. The ASCCC is pleased that the Governor did not sign Senate Bill 42, which would have established a Commission on Higher Education Performance and Accountability to replace CPEC.

ASCSU Vice Chair Christine Miller: At its November Plenary, the ASCSU passed a resolution asking CSU to suspend a new policy requiring background checks for all CSU employees over concerns that the policy is intrusive and could lead to hiring delays and the loss of qualified candidates. Another resolution reaffirms the ASCSU's support for open and transparent presidential searches. The ASCSU is also discussing the need to increase tenure density at CSU (the proportion of tenured/tenure-track faculty) out of concern that too many classes are being taught by contingent faculty. CSU is revising draft reports from the Ethnic Studies Task Force

and the Task Force for a Sustainable Financial Model to incorporate comments from the ASCSU and other constituencies.

VII. Review of ICAS Statement of Competencies in the Natural Sciences Expected of Entering Freshmen

The CCC and UC Academic Senates have both approved ICAS's revised "Statement of Competencies in the Natural Sciences Expected of Entering Freshmen." CSU will discuss the Statement in February. ASCCC Area D Representative Rutan noted that the document updates a 1988 ICAS statement to reflect the State's adoption of the Next Generation Science Standards (NGSS) for the K-12 system. He noted that the document may need to be refined again in the near term to incorporate the reality of how schools are adapting to the NGSS. Questions remain about whether all schools and teachers will have the resources and training needed to meet the new standards.

VIII. UC BOARS "a-g" Issues

Area "d": The UC Board of Admissions and Relations with Schools has identified representatives for a systemwide faculty work group that will examine UC's laboratory science ("d") undergraduate admissions requirement, determine how area "d" will align with the K-12 Next Generation Science Standards categories, and make recommendations to BOARS for revisions, as needed, that will be circulated for UC Senate review.

Area "c": A group of policymakers and business leaders sent a letter to BOARS asking the committee to change admissions standards to allow high school computer science courses to count toward the core math (area "c") requirement for freshman admission, with the goal of encouraging more students to take courses in coding and other computer science topics. BOARS is preparing a response indicating that it is already possible for computer science courses to count for area "c", provided they include sufficient math content. Computer science courses may also count for UC's area "g" elective requirement.

VIII. CCC Baccalaureate Degrees
  - David Morse, President, CCC Academic Senate

A new pilot program allows up to 15 California Community Colleges to offer bachelor's degree programs in certain vocational fields not currently offered at a UC or CSU campus. At its November plenary, the ASCCC passed several resolutions related to the degrees, including those that define requirements for upper and lower division general education, and minimum qualifications for instructors, support services, and admission requirements. A CCC baccalaureate degree is defined as having a minimum of 120 semester units, including 24 upper division units; lower division general education preparation that includes either IGETC or CSU-GE Breadth; and six units of upper division general education in at least two disciplines external to the major. The ASCCC is also encouraging the pilot colleges to develop a model for upper division coursework that makes the curriculum specific to the baccalaureate-seeking cohort. And because the ASCCC expects demand for the degrees to exceed capacity, it will be working with the chancellor's office on a fair and equitable plan to limit access, as needed.

It was noted that local communities have been strong supporters of the bachelor degree pilot program. It is expected that the market for the new degrees will include working adults who have completed an associate's degree and want to advance in their field. It was noted that the traditional "open access" admissions policy of the CCC does not necessarily translate into a guarantee of admission to any course or program. It was noted that most of the pilot colleges will start an upper division cohort in fall 2017.

IX. Master's vs. Baccalaureate Coursework
   o Christine Miller, Vice Chair, CSU Academic Senate

The ASCSU has had a series of conceptual discussions about how to distinguish the teaching and student learning elements of Master's- and Bachelor's-level education, noting that some smaller CSU Master's programs rely on blending undergraduate and graduate students in a single class (requiring more advanced work of master's students) to maintain viable enrollments, but that some administrators are pushing to end this blending.

It was noted that ASCCC's recent resolution "Defining the Parameters of the CCC Baccalaureate Degree" includes specific criteria for distinguishing between lower and upper division coursework. It was also noted that UC distinguishes between graduate and undergraduate classes in terms of the amount and type of work required. UC allows master's students to count a small number of upper division classes toward a master's degree as well as blended classes in special cases for very small programs or specialized courses. The expectations and exams may be different for each kind of student. At least some UC campuses have a rarely-used policy that allows a student to earn graduate credit for an undergraduate class upon completion of an additional element such as a research project.

X. Transfer Admission Issues

Update on UC Transfer Pathways and Articulation Issues: UC campuses are reviewing transfer pathway agreements for 11 majors reached by faculty delegates in October, following the completion of pathways for ten majors in June. The UCOP transfer pathway project team is analyzing UC-wide articulation for all courses in the ten completed pathways to help identify articulation gaps between specific CCCs and the nine undergraduate UC campuses. In some cases, individual UC campuses may be able to address gaps. There may also be opportunities for CCCs to adjust majors to align with the UC pathways. Articulation gaps exist for various reasons, including misaligned course expectations or the lack of a course offering at a particular CCC. It was noted that individual CCCs may have different emphases, but the CCC assumes all colleges share the same mission and has generally rejected the suggestion that only some should specialize in transfer.

Update on the Course Identification Numbering System (C-ID): Guests from CSU, CCC, and UC Irvine attended the October UC Academic Council meeting to discuss the use of C-ID at CSU, CCC, and the Irvine School of Engineering. BOARS is reviewing options for UC's participation in C-ID at a systemwide level and/or locally, and wants to encourage more UC faculty involvement in the review and development of course descriptors. It was noted that UC

currently articulates UC and CCC courses in two stages. First, at the systemwide level, staff review a CCC course outline against UC faculty guidelines to determine whether the course meets basic standards for transferability and at least GE elective credit. These agreements are reflected in the UC Transferable Course Agreements. Next, UC faculty in a campus department review the course to determine whether it can articulate with a specific course in the department and earn credit for degree requirements.

It was noted that if UC decides to increase its formal involvement in C-ID, the course descriptor review and approval process will need to be adjusted to accommodate UC involvement, including a process for appointing UC faculty to the descriptor review groups.

XI.   Math Articulation and College Math Readiness Issues

CSU Quantitative Reasoning Task Force: A joint Task Force of the ASCSU and other stakeholders will be reviewing CSU's mathematics/quantitative reasoning (Area B4) requirement to determine the appropriate prerequisite content for quantitative reasoning courses. The ASCSU is also considering a separate Town Hall meeting on a broader range of math preparation issues, including prerequisites for college-level math and statistics, the transferability of Statway and courses that integrate pre-college and college-level content, Common Core math and the treatment of Smarter Balanced math scores, faculty expectations for math preparation and competency, and the need to balance quality and access.

UC Articulation Conferences: UC is hosting two Aligning Math Together Conferences at UC Irvine and UC Davis on February 26 and March 2. They will be the first statewide gatherings of faculty and administrators from all four public education segments (K-12, CCC, CSU, and UC) to discuss math education and impediments to progress through the higher education pipeline. UC hopes the conferences will spark dialogue and lead to shared expectations for how to best prepare students in math, help students navigate the transition to Common Core, improve the pipeline, and address the growing problem of math remediation.

It was noted that faculty want to maintain a minimum standard of rigor and competency in mathematics expected of a college-educated individual, but they are also concerned about a status quo that seems to be failing some students. It was noted that UC-UCOPE has traditionally focused on writing preparation, including standards for the UC Analytical Writing Placement Examination, but the committee is also charged with monitoring the use of math placement exams, and wants to spend more time considering math preparedness assessment tools such as the Math Diagnostic Testing Project exams used at some UC and CSU campuses. It was noted that UC-BOARS is discussing concerns from some parents of advanced students that the new Common Core math pathway will disrupt the normal path to advanced mathematics in middle and high schools and disadvantage their child in UC admissions.

Meeting adjourned at 3:00 p.m.
Minutes prepared by Michael LaBriola, Principal Committee Analyst