

**Minutes of Meeting DRAFT**

**Friday, January 11, 2013**

**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: Steve Juarez, Director, UC State Governmental Relations; Barbara Illowsky, CCC Chancellor’s Office; Mary Meuel, State Legislative Analyst, CCC; Andrew Martinez, Legislative Advocate, CSU; Gerry Handley, [MERLOT](http://www.merlot.org/merlot/index.htm) Executive Director/Senior Director for Academic Technology Services, CSU; Jeanice Warden, Assembly Committee on Higher Education

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

1. **Consent Calendar**

# *Approval of the January 11, 2013 Agenda*

* *Approval of the June 28, 2012 Meeting Notes*
* *Approval of the September 28, 2012 Meeting Notes*

**Action**: ICAS approved the January 2013 agenda and the June 2012 and September 2012 minutes with minor editorial changes.

# Welcome, Introductions, and Announcements

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

*Robert Powell*: The Governor’s 2013-14 budget proposes a multi-year funding plan that increases UC state general funding by $256 million, including a 5% base budget adjustment for 2013-14 and $125 million for a 2012-13 tuition increase buyout, and asks UC to maintain current tuition rates for the next several years. The budget proposes shifting general obligation bond debt service to the university’s base budget, and using UC’s more favorable credit rating to refinance a portion of the state’s lease revenue bond debt service to create additional revenue through savings. The budget also sets aside $10 million to fund an increase in the number of courses available to undergraduates through technology. The Regents’ January meeting will include an informational session about online education. Several providers of MOOCs (massive open online courses) will be present.

*Michelle Pilati*: At its November plenary meeting, the ASCCC discussed a proposal from a group of math faculty who want to revamp math curriculum, examine prerequisites, and challenge existing transfer requirements. The ASCCC is also discussing language in the Governor’s budget proposal about the possible role of MOOCs in improving degree completion, a Legislative Analyst’s Office [report](http://www.lao.ca.gov/reports/2012/edu/adult-education/restructuring-adult-education-120412.pdf) about adult education that recommends policy changes and better coordination of efforts between K-12 and the community colleges, and a formal challenge to Title 5 regulations regarding participatory governance from an outside organization that believes the regulations give too much power to community college faculty and are inconsistent with WASC and AAUP standards.

*Diana Wright Guerin*: The ASCSU is optimistic about forging a positive shared governance relationship with incoming Chancellor Timothy White and heartened by a recent PPIC [opinion poll](http://www.ppic.org/main/publication.asp?i=1042) suggesting that the California public is increasingly optimistic about the state and its institutions. ASCSU representatives met with the Governor in December. During a discussion about online education, CSU representatives noted that technology should not be considered a panacea for all of the cost, access, and affordability issues in higher education. Chair Guerin, Chair Powell, and President Pilati also attended a distance education conference at UCLA in early January.

1. **Executive Session**

*Notes were not taken during this part of the meeting.*

1. **Open Education Resources Bills (SB 1052 and 1053)**

**Issue**: In early December, the three Academic Senate leaders met with Senator Steinberg and his staff to discuss the implementation of [SB 1052](http://www.leginfo.ca.gov/pub/11-12/bill/sen/sb_1051-1100/sb_1052_bill_20120927_chaptered.pdf) and [SB 1053](http://www.leginfo.ca.gov/pub/11-12/bill/sen/sb_1051-1100/sb_1053_bill_20120927_chaptered.pdf). SB 1052 asks ICAS to appoint by April 1, a California Open Education Resources Council, composed of three Senate members from each segment, to assemble a list of 50 lower division courses for which affordable, open source textbooks and materials can be developed, and to establish a competitive RFP process for funds to produce the textbooks. SB 1053 is a companion bill that establishes a California Digital Open Source Library administered by CSU. The state has promised CSU $10 million in funding to administer the library ($5 million from the state and $5 million in matching funds raised from private sources). It was noted that Senator Steinberg expects Council members to be appointed by the April deadline and to explore the use of some existing open source content in addition to the development of new textbooks. He is also hoping that some textbooks could be available as soon as fall 2013.

**Discussion**: It was noted that ICAS should draft a charge and position description for the Council. The time commitment could be significant, and some of the money may be needed to fund release time for faculty serving on the Council. It will be important for the Council to maintain support for a faculty leadership role in choosing educational content; for faculty to drive the process of choosing textbooks for the Open Source Library; and for institutions to provide support and training to faculty who wish to adopt the textbooks for their courses and integrate them into the classroom. The Council will explore how to leverage existing resources such as [MERLOT](http://www.merlot.org/merlot/index.htm)and CSU’s [Affordable Learning Solutions](http://als.csuprojects.org/) program, and will identify faculty discipline experts to develop other textbooks. It was noted that that e-textbooks may be more appropriate for certain disciplines and that the popularity of a course may not be a strong enough pedagogical basis for developing an open textbook. It was noted that there should be a strong connection between ICAS and the Council; it was suggested that at least one ICAS member—perhaps one from each segment and/or the ICAS chair—should serve on the Council ex-officio at all times. The legislation asks ICAS to oversee the academic component; ICAS does not need to be involved in fundraising or securing institutional commitment.

*Other Legislative Updates (Steve Juarez, Andrew Martinez, and Mary Meuel)*

The Governor’s 2013-14 budget proposal identifies higher education as a major priority. The three segments will receive budget adjustments of approximately 5% each, and additional funding to advance online education, although for the fourth year in a row no money is provided for capital projects. The Governor has asked the segments to maintain current tuition levels and has proposed that increased funding be tied to improved educational outcomes and efficiencies related to faculty workload, improved time to degree, and unit caps. Legislative analysts expect to see new bills proposed this year related to tuition caps and/or revenue for higher education generated through specific taxes.

**V. WASC Handbook Redesign** (*Diana Guerin*)

**Issue**: The ASCSU is concerned that a proposed [revision](http://www.wascsenior.org/content/draft-2013-handbook-accreditation) to Guideline 2.2a in the WASC Handbook of Accreditation eliminates [current language](http://www.wascsenior.org/files/Handbook_of_Accreditation_2008_with_hyperlinks.pdf) stating that the General Education curriculum at the lower and upper division level should consist of a minimum of 45 semester units. The ASCSU recently cited Guideline 2.2a in opposing a proposal from the CSU Board of Trustees to eliminate upper division GE units and reduce lower division GE units required for graduation. ASCSU has communicated with the WASC President, who suggested a compromise that would restore all the language in the guideline except the reference to a 45 unit minimum. WASC explained that it removed the unit reference to discourage “bean counting” and reduce the importance of adherence to a strict number. Chair Guerin asked ICAS to take a position and communicate that position to WASC.

**Discussion**: ICAS members agreed that the guidelines should explicitly mention and value general education. Some members supported the compromise language proposed by WASC, noting the lack of specific data or justification to support the 45 unit minimum, although all agreed that the change would be significant and should not be implemented without broader consultation with California higher education. Removing the language requires a more research-based justification.

**Action**: A motion was made and seconded that the intersegmental Senate leaders draft a letter requesting that WASC reject the proposed deletion of Guideline 2.2a. ICAS unanimously approved the motion.

1. **Implementation of SB 1440** *(Michelle Pilati and Diana Wright Guerin)*

The ASCCC is unhappy about a Campaign for College Opportunity report criticizing the progress of SB 1440 implementation. CCC and CSU feel they are making significant and robust progress. So far, faculty have developed 25 Transfer Model Curricula (TMC) for the Transfer AA/AS degrees, and colleges are actively building degrees for 22 of them. The CCC Chancellor’s office has mandated that colleges have 100% TMC-aligned degrees for all approved TMCs, and is requiring participation in the Course Identification Numbering Project (C-ID) that is developing statewide descriptors for courses in the TMCs. The ASCCC is also developing a model curriculum for disciplines that do not fit into the SB 1440 structure that includes the same simplified graduation and guaranteed transfer pathway as the TMCs. CSU is examining alternatives for smaller majors without TMC-aligned transfer paths who have expressed concern that they are being disadvantaged.

1. **IGETC for STEM**

IGETC Standards Subcommittee Chair David Morse reported that the subcommittee is waiting for the CSU and UC Senates to formally approve language adopted by the Subcommittee for a new IGETC sequence that accommodates STEM majors. ICAS requires the formal approval of the Senates to add the sequence to the [IGETC Standards](http://icas-ca.org/standards-policies-and-procedures-manual) document. The Subcommittee also needs a new UC representative.

BOARS Chair George Johnson reported that BOARS has reviewed two possible modifications of [UC Senate Regulation 478](http://www.universityofcalifornia.edu/senate/manual/rpart2.html#r478) intended to codify a new IGETC sequence for STEM majors, along with other clarifying revisions to the transfer regulations. The modification provides a transfer pathway for which students might have to take three additional classes after transfer, as opposed to the two allowed in “partial IGETC.” BOARS hopes the UC Senate will approve the new language by June.

It was noted that the CSU Academic Senate will vote on a resolution supporting IGETC for STEM at its upcoming plenary.

1. **ICAS Subcommittee to Update the Statement on Preparation in Natural Science Expected of Freshman**

UC and CCC have submitted nominees for a committee to write a charge for a subcommittee to update the 1986 [ICAS Science Competencies Statement](http://icas-ca.org/preparation-in-natural-science). It was noted that ICAS still needs three CSU nominees and the charge-writing committee should include one Earth and Space Sciences faculty member. The ASCCC has funding to compensate faculty for the rewrite. It was recommended that the 1986 Standards be pulled from the website and replaced with a note that the statement is being revised.

1. **ICAS Math Competencies Statement** *(Bill Jacob)*

A small group led by Professor Jacob is updating the [ICAS Math Competencies Statement](http://icas-ca.org/competencies-in-mathematics) to reference the Common Core Standards and include a preamble about the standards of mathematical practices and habits of mind. The group will forward ICAS a draft revision in time for the next in-person meeting.

1. **Transferrable Quantitative Course Pathways** *(George Johnson)*

**Issue**: In December, BOARS discussed the barrier Intermediate Algebra represents for some community college students who want to transfer to UC. BOARS also discussed alternative math transfer pathways that are being designed for students who do not plan to major in a STEM field and a possible modification to UC policy that would ease the requirement that transferrable quantitative courses must include an Intermediate Algebra prerequisite. BOARS objected to the proposal over concern about weakening the math requirement and holding community college transfers to a different standard than freshmen applicants. BOARS agreed to consider adopting a formal statement about expected math competencies that also recognizes the value of integrated mathematics sequences. BOARS agreed that such sequences could be approved for transfer if the prerequisite math content is equivalent to Intermediate Algebra.

**Discussion**: It was noted that the proposed alternative pathways to Statistics bypass Intermediate Algebra, but the integrated approach does not. Some faculty have expressed equity concerns in relation to the roadblock the requirement represents for some students, but there are also equity concerns if differential math requirements are used to track students who cannot pass Intermediate Algebra into majors and disciplines that lead to lower paying jobs. It was noted that no evidence exists to support different developmental strategies based on major. It was noted that the issue also involves CSU, which passed a resolution supporting a pathway pilot in 2011. The ASCCC needs clarity from UC and CSU to help end the debate and uncertainty.

1. **Smarter Balanced Assessment**

The Smarter Balanced Assessment Consortium is soliciting feedback through January 15 on its proposed [Achievement Level Descriptors](http://www.smarterbalanced.org/achievement-level-descriptors-and-college-readiness/), which define the appropriate cutoff for skills that indicate college readiness. Governing states in the Consortium are expected to vote to approve the final ALDs in March, and California’s statewide delegate Deputy Superintendent Deb Sigman will vote on behalf of K-12 and the three higher education segments. In addition, there will be a statewide intersegmental convening in Sacramento onFebruary 22 to provide an opportunity for faculty to have more in-depth conversations about the development and implementation of the assessment vehicle. It was noted that the Smarter Balanced 11th grade assessment would replace the Early Assessment Program (EAP) for CSU. The test will not affect college eligibility, but it is expected that students who score at a certain level of proficiency (to be determined) on the assessment would not require remediation once they enter college.

1. **Online Education**

**Issue**: The role of online education in higher education has become a prominent topic of discussion and the subject of much debate. The three Academic Senate leaders recently attended a distance education conference that included representatives of for-profit education providers who offer MOOCs (massive open online courses). The Governor included funding in his 2013-14 budget to advance online education at all three segments of higher education, and is bringing MOOC representatives to the next UC Regents meeting to discuss a possible role for them. It was suggested that ICAS develop talking points and principles related to online education.

**Discussion**: Members discussed the benefits and downsides to online education and MOOCs. They may not be appropriate for all disciplines and will not necessarily save money, but they could be used to enhance access and quality or as a resource to supplement in-person instruction. Members questioned the success rate of MOOCs and their benefit to California students who want to access the higher education system and gain college credit and a degree. It was noted that the typical MOOC-taker demographic may differ from the demographic normally served by the segments. There was also concern about granting credit for MOOCs that are not associated with a UC or CSU professor. Faculty should consider what kind of college credit, if any, should be associated with completing a MOOC offered by a faculty member at their institution. A free MOOC may also require an expensive textbook.

It was noted that the push for independent, self-motivated learning in the context of online education sometimes overlooks the formal role of educators in the learning experience structure. Students should not believe that something is wrong with them if they seek help from their professors. Moreover, a degree is not simply an accumulation of units. It reflects a total educational and social experience and preparation to work with other people.

One member noted that MOOCs can reach vast areas of the world without access to higher education. Their quality will improve over time, and higher education may eventually be forced to compete with MOOCs and justify its own value with data.

**Action**: A subgroup composed of John Yoder, Bill Jacob, Steven Filling, Catherine Nelson, and Michelle Pilati will discuss and draft a statement.

1. **Executive Session**

*Notes were not taken during this part of the meeting.*

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Meeting adjourned at 4:00 p.m.

Minutes prepared by Michael LaBriola