



ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES

INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES

ICAS Minutes of Meeting

September 25, 2015

California State University, East Bay

Oakland Professional Development & Conference Center

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; Caroline Streeter, UCOPE Chair; Tracy Larrabee, UCEP Chair; Hilary Baxter, Executive Director
- Staff: Michael LaBriola, Policy Analyst, UC Academic Senate

I. Consent Calendar

- September 25, 2015 ICAS Agenda
- June 5, 2015 ICAS Minutes

Action: ICAS approved the consent calendar.

II. Executive Session

III. California Open Education Resource Council (CA-OERC) Update

- Katherine Harris, Chair, CA-OERC
- Peter Krapp, Member, CA-OERC

[SB 1052](#), signed in 2012 by Governor Brown, 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, primarily textbooks) could be identified or developed; establish a competitive RFP process to produce or identify the textbooks; and promote their use among faculty at all three segments. [SB 1053](#) is a companion bill that established the California Digital Open Source Library, an online repository for the resources, administered by CSU. The goal of the legislation

is to save students money. The project is being funded with \$5 million from the State and \$5 million in matching grants from the Hewlett and Gates Foundations.

Professor Harris summarized the California Open Education Resource Council's 2015 Third Quarter progress report. (It, and all [previous progress reports](#), are posted on the ICAS website.) She noted that the Council is finishing its second year of work. As of September 1, 2015, it had identified 50 courses and 150 high-quality OER textbooks covering 46 of the 50 courses. The textbooks were identified by the members of the Council and reviews are available in the California Open Online Library for Education ([COOL4Ed](#)). COOL4Ed now includes intersegmental faculty reviews of textbooks for 19 of the 46 courses.

The Council has been conducting surveys and convening faculty focus groups to identify the barriers to faculty adoption of OER. One survey found that faculty tend to be unaware of available OER and are relatively insensitive to cost when choosing textbooks for a course. The Council also surveyed students to assess their experiences with open textbooks. The Council has created outreach and marketing plans for each segment that are expected to be implemented in fall 2015. One outcome of this work has been to add to the COOL4Ed website e-portfolios from faculty adopters that describe how they use OER textbooks in classrooms. In fall 2015, the Council initiated a pilot project to help identify the uses of OER as well as technical and educational issues that may prevent the adoption of digital textbooks by faculty and students.

The Council is on track to meet the December 2015 50-course target established in SB 1052 and will continue to seek faculty reviewers for the remaining courses to ensure that textbook reviews for all 50 courses are in place by December 31.

The Council is discussing the process by which it will eventually disband, but sees several roles for itself in a third operational year. These include implementation of the College Textbook Affordability Act ([AB 798](#)), currently under review by the Governor, which would create an Incentive Fund to reward efforts at CCC and CSU that accelerate faculty adoption of OER. AB 798 would also replace the Council's existing RFP process. In addition, the Council wants to establish a process for updating textbooks in the repository and build an infrastructure to enable the segments to manage the peer review system and other aspects of the Council's work.

Professor Krapp noted that UC faculty have participated in review panels at somewhat lower rates than other segments, in part because UC lacks systemwide administrative mechanisms for promoting OER at UC campuses, and in part because some UC faculty feel that OER resources may not appropriately address the extent to which UC faculty teaching is embedded in active research.

ICAS members noted that SB 1052 asks ICAS to submit the Council's final report by January 1, 2016. Members requested a draft report from the Council by December 1 to ensure that ICAS can discuss the report at its December meeting and meet the deadline. Professor Harris noted that the Council is discussing topics for inclusion in the report. She agreed to respond with a draft report by December 1 but noted that there are several pending issues (e.g., AB 798 implementation plan, results of the Pilot Project) that may not be fully resolved until after December.

Action: It was agreed that the Council will send ICAS a draft of its final report by December 1. An addendum with additional information will be sent later, as needed.

IV. AB 798: College Textbook Affordability Act of 2015

Issue: The College Textbook Affordability Act ([AB 798](#)), if signed by the Governor, would create a \$3 million annual Incentive Fund to support and reward efforts at CCC and CSU that accelerate the adoption of open educational resources (OER) by faculty. UC is excluded from the bill. The bill requires the California Open Education Resource Council to approve a campus's plan to use initial grants of up to \$50,000 to promote the use of OER. The bill also requires resolutions from local Academic Senates for implementation.

Discussion: It was noted that many faculty support the goals of legislation addressing textbook affordability. At the same time, the modification of a given curriculum to align with a new textbook can involve significant time and effort for faculty, and \$50,000 spread across an entire campus may not have a significant impact on faculty behavior.

It was noted that AB 798 establishes an annual reporting process involving ICAS. If the Governor signs the bill, ICAS should consult experts in the segments' governmental relations offices to clarify its exact fiduciary responsibility.

It was also noted that current processes for involving Academic Senates in the review of legislation are not always effective in ensuring sufficient faculty input into proposed legislation affecting them. This is due partly to the tendency of legislation to develop and change rapidly but also to the lack of a coordinated mechanism to solicit intersegmental faculty input rapidly. There is a sense that the faculty, the educational mission of the segments, and the overall legislative process would benefit from more faculty input and advocacy. Possibilities include a shared intersegmental lobbyist or an ad hoc intersegmental faculty group charged solely with monitoring and responding to legislation.

V. Reports from Senate Leadership

ASCCC President David Morse:

- President Morse served on the CCC Chancellor's Task Force on Accreditation, which recently released its [final report](#) evaluating the state of community college accreditation in California. The report recommends a number of changes to the current accreditation model that will better serve students.
- ASCCC Vice President Bruno is serving on the Board of Governor's [Task Force on Workforce, Job Creation, and a Strong Economy](#), charged with recommending ways to increase the role of the California Community Colleges in economic recovery and job creation.
- The Governor is reviewing [Assembly Bill 288](#), a piece of legislation sponsored by the CCC Chancellor's Office and endorsed by the ASCCC, which expands dual enrollment opportunities for high school students.
- The advocacy brochure ICAS created several years ago, entitled "California's Future," is due for an update. The brochure describes the importance of public higher education to the California economy.

UC Academic Senate Chair Dan Hare:

- The UC Regents are discussing potential changes to the governance structure of the UC Health Care enterprise, including a proposal to delegate the authority for certain major projects from the Regents to an independent board.
- The UC Provost and Vice Provost made a joint presentation to the Regents in July about the declining total remuneration position of UC faculty relative to their peers at the “Comparison 8” institutions.
- The Regents rejected a proposed Statement of Principles Against Intolerance over student concerns that it did not adequately address anti-Semitism. A task force that includes Chair Hare will be crafting a new statement that is responsive to the criticisms and also addresses the need to protect free speech and academic freedom.
- The UC Academic Council recently expressed its [perspectives and concerns](#) about a proposal from the Legislature to give UC \$25 million contingent on the enrollment of 5,000 new undergraduate resident student.

ASCSU Chair Steven Filling:

- At the ASCSU’s most recent Plenary on September 3-4, Chair Filling discussed an ASCSU [resolution](#) regarding its involvement with the Western Interstate Commission for Higher Education (WICHE) Passport Project.
- The CSU Chancellor’s Office responded to the ASCSU’s [Call for a Plan to Increase Tenure Density](#). It agreed that there is a need to increase tenure density (the proportion of tenured/tenure-track faculty) at CSU but declined to commit to the ASCSU’s specific proposal that CSU aspire to having 75% of faculty tenured or on a tenure track.
- The ASCSU is currently reviewing draft reports from the Ethnic Studies Task Force and the Task Force for a Sustainable Financial Model.
- The ASCSU is discussing ways to maintain and enhance shared governance at CSU. Chair Filling has been engaged in several specific shared governance issues on campuses and will be visiting several campuses to gather and discuss best practices in governance.

VI. Consultation with State Governmental Relations

- Sandra Fried, Assoc. Director, Legislative Affairs, UC State Governmental Relations

UC is anticipating the start of state budget negotiations. Policymakers are particularly concerned about California resident and nonresident enrollment; the diversity of the UC student body; rising costs, and student debt. UC has issued an oppose position on [Senate Bill 376](#) (Lara), which would require UC to offer contract workers a wage and benefits package comparable to an existing UC employee doing similar work. UC is also following the progress of bills related to graduate student unionization and UC’s autonomy.

UC, CSU, and CCC have been working together on Senate Bill 42 (Liu), which would establish a new Commission on Higher Education Performance and Accountability to replace the defunct California Postsecondary Education Commission (CPEC). The three higher education segments are unified in their concern that the legislation excludes segment representatives from Commission membership, and have been stressing the importance of including meaningful segmental representation on the body. It was noted that the ASCCC recently took a [position opposing](#) SB 42.

VII. General Education

Statway/Math Requirement: The ASCSU is [forming a task force](#) to review the mathematics/quantitative reasoning requirement (Area B4), a component of CSU's General Education Breadth requirements for a bachelor's degree. CSU recently extended for three years a five-year pilot program that has allowed transfer students not intending to major in a STEM field to fulfill the B4 requirement with a two-course integrated statistics sequence (Statway) that bypasses the usual requirement that a B4 course carry a prerequisite of Intermediate Algebra. The pilot program has been very successful, but some faculty remain concerned that it lacks the same expectations for algebra proficiency as is expected for freshmen. The new task force will examine these curricular issues in more depth.

It was noted that UC BOARS recently [voted](#) to approve a version of Statway designed by the Carnegie Foundation, following a UC faculty review which concluded that the pre-college math content in the Statway curriculum meets the minimum math requirements expected of freshmen by sufficiently covering mathematics aligned with the Common Core State Standards for Mathematics.

Upper Division General Education Requirements: The CSU and the CCC have been considering the role of upper division general education in the context of the new CCC baccalaureate degree pilot program. The CCC is designing their bachelor degrees to include CSU's requirement that students take nine upper division GE units. There was a question about how UC will treat CCC transfers who were enrolled in a baccalaureate program and arrive at UC with upper division GE credits. UC representatives noted that upper division courses do not generally articulate with UC courses, though policies may differ by campus.

VIII. CCC Baccalaureate Degrees

A new pilot program authorized by Governor Brown 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. The CCC Chancellor's Office selected twelve pilot campuses through a competitive process that incorporated data about market demand for specific programs in specific California regions and input from private industry. The Academic Senate has purview over curriculum and instruction for the new degrees, and in April, the ASCCC [formed a Baccalaureate Degree Task Force](#), composed of both CTE and general education faculty and others, to design an initial program structure. The Task Force has been discussing parameters for the degrees, curriculum requirements, minimum qualifications for faculty, support services, admission requirements, and other issues. The timeline is challenging – the first students will begin entering baccalaureate programs at several community colleges in fall 2016, and colleges are under pressure to offer quality programs.

It was noted that some CSU faculty and administrators have raised questions about the extent to which certain programs or elements of certain programs duplicate existing programs at CSU, and about the extent to which the CCC has consulted CSU in the development of the programs, at the system level. It was noted that the CCC Chancellor's office decided which degree programs should be developed, and the ASCCC is now attempting to be as collaborative as possible as it designs the programs. It was agreed that intersegmental faculty, perhaps within ICAS, should establish a more formal structure for intersegmental conversations about future CCC baccalaureate degrees and possible duplications.

IX. Natural Sciences Competency Statement

ICAS's draft "Statement of Competencies in the Natural Sciences Expected of Entering Freshmen" has been revised based on feedback from the segments during a review in spring 2015. The document updates a 1988 ICAS statement to reflect the State's adoption of the Next Generation Science Standards (NGSS).

ASCCC Area D Representative Rutan noted that the latest version of the statement responds to prior concerns by removing some language that had been criticized as unclear or unhelpful and by increasing the consistency of language about student outcomes across the four discipline areas. The final Statement must be adopted by each segment before ICAS takes a position. It is expected that each segment will send the paper through their delegates for adoption.

Action: A motion was made and seconded to approve sending the statement forward for approval by the three Academic Senates. The motion passed unanimously.

X. Transfer Admission Issues

Update on UC Transfer Preparation Pathways:

In June, UC Senate and administrative leaders met with CSU and CCC colleagues to discuss the UC systemwide Transfer Pathways for ten majors approved by UC faculty in spring 2015. On July 1, UCOP unveiled a [website](#) detailing the Pathways, which President Napolitano introduced at a joint press conference with UC Senate and intersegmental higher education leaders on July 7. Transfer students who meet the expectations in the Pathways are not guaranteed admission to UC, but have a clear roadmap to prepare for a major and be well positioned to graduate on time from any UC campus.

The UC Senate has scheduled October meetings of faculty delegates from 11 additional majors: English Literature, Film Studies, History, Philosophy, Business Administration, Communications, Political Science, Psychology, Computer Sciences, Electrical Engineering, and Mechanical Engineering. In total, the 21 majors will represent about 70% of UC transfer applicants. Some of the approved Pathways will also work for related majors with different names. The project has garnered positive feedback from administrators and general public.

UC used the SB 1440 degrees as an initial template for the UC Pathways and took into account the differences and similarities with the CSU Transfer Model Curricula (TMC) for each corresponding UC Pathway; however, the UC Pathways may require more or less coursework than the TMCs, depending on the major. UCOP has now turned to the work of articulating the UC Pathways with specific courses available at each of the 113 CCCs to secure complete Pathways for prospective transfers. In some cases, individual UC campuses will need to address articulation gaps, but there are also challenges associated with gaps at the community colleges—for example, smaller CCCs may not currently offer all the courses in a given Pathway. UCOP is also engaged in a variety of outreach and communications efforts to inform constituencies about the Pathways. Most recently, for example, UC's annual summer Counselor Conferences featured special sessions on the Pathways for high school and CCC counselors.

Update on SB 1440 Implementation and Course Identification Numbering System (C-ID):

Senate Bill 1440 requires the California Community Colleges to develop 60-unit Associate Degrees for Transfer (AD-T) that guarantee admission into a CSU bachelor's degree program (though not to a particular campus or major) and a degree following an additional 60 units of CSU coursework. CSU has created Transfer Model Curricula (TMCs) identifying the coursework needed for an AD-T for 33 majors, and the CCC has created more than 1,950 total AD-T degrees across the CCC system, meeting the goals established by the CCC Board of Governors and making strong progress toward the degree creation goals established in SB 1440. The CCC has completed two additional Area of Emphasis (interdisciplinary) degrees mandated by SB 1440 – Social Justice Studies and Global Studies – and is also bringing together discipline review groups to develop TMCs for Career Technical Education courses in areas such as Biotechnology, Emergency Medical Services, Culinary Arts, Office Technology, and Small Business & Entrepreneurship.

The CCC has initiated five-year reviews of the initial TMCs and their Course Identification Numbering System (C-ID) descriptors. The C-ID number identifies comparable courses across the higher education segments, particularly those commonly articulated for transfer. Three TMCs/descriptors underwent five-year reviews last year and eleven more are on the agenda for this year. The next generation of the ASSIST website will incorporate the C-ID descriptors and interface with the CCC curriculum inventory, which will help CCC articulation officers, counselors, and students access accurate information more quickly.

CSU is developing a procedure for the regular review of TMCs to allow for revisions. CSU is working to improve data collection—in particular, ways to more accurately validate whether a CCC student is on track to earn an AD-T and to capture a student's degree status during the admissions process. CSU is also questioning whether it has the capacity to guarantee a place for all transfer students with an SB 1440 degree as that option becomes more popular. And there are additional concerns about how the mandate to accept SB 1440 students could affect time to degree for CSU students who entered as freshmen.

XI. 2015-16 ICAS Meeting Dates

Based on a pre-meeting poll of ICAS members' availability, the Committee will meet according to the following schedule: December 17, February 17, April 14, and June 2. The April 14 meeting will be ICAS' annual Legislative Day at the Capitol Building in Sacramento. A confirmation email will be sent after meeting rooms are secured.

Meeting adjourned at 3:00 p.m.

Minutes prepared by Michael LaBriola, Principal Committee Analyst