



INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES

ICAS MEETING MINUTES

Tuesday, June 1, 2021 | 10:00 am – 3:00 pm

Virtual

ROLL CALL

(CSU) Robert Keith Collins, 21/22 Chair; Darlene Yee-Melichar, 20/21 Vice Chair; Beth Steffel, 20/21 Secretary & 21/22 Vice Chair; Nola Butler-Byrd, Member-at-Large; David M. Speak, Member-at-Large; Thomas Norman, 21/22 Secretary; Tracy Butler, Director

(UC) Mary Gauvain, Chair; Robert Horwitz, 20/21 Vice Chair, 21-22 Chair; Daniel Potter, 20/21 UCEP Chair; Mary Lynch 21/22 UCEP Chair; Eddie Comeaux, 20/21 BOARS Chair; Madeleine Sorapure, 21/22 BOARS Chair, Jingsong Zhang, 21/22 UCOPE Chair; Hilary Baxter, Executive Director; Brenda Abrams, Principal Policy Analyst

(CCC) Dolores Davison, President; Virginia May, Vice President; Cheryl Aschenbach, Secretary; Michelle Bean, 21-22 Treasurer & 20-21 At-Large Representative; Karla Kirk, 21-22 North Representative; Krystinne Mica, Executive Director; Miquel Rother, Director of Grants and Initiatives

CONSENT CALENDAR

- June 1, 2021 ICAS agenda was approved.
- April 13, 2021 ICAS minutes were approved.

ANNOUNCEMENTS

- **Dolores Davison – President of the Academic Senate CCC (ASCCC)**
 - President Davison introduced 21/22 incoming ICAS members.
 - ASCCC had its [spring plenary](#) shortly after ICAS' last meeting.
 - ASCCC took positions on AB 928 and AB 1111 (page 11 of the ASCCC's "[Adopted Resolutions](#)"), among others.
 - Elections for 21/22 Officers happened in mid-April
 - Dolores Davison was re-elected as Chair.
 - Virginia May was re-elected as Vice Chair.
 - Cheryl Aschenbach was re-elected as Secretary.
 - Michelle Bean was elected as Treasurer
 - Karla Kirk was elected as North Representative
 - Saturday will be the orientation for the 21/22 Executive Committee

- The Senate will also be having its [2021 Faculty Leadership Institute](#) Even on June 16, 2021 and its [Curriculum Institute Event](#) in July.
- An inquiry was made about attending the CCC Spring plenary and President Davison extended an invitation stating the ASCCC would be happy to host ICAS attendees.
- A question was asked about ASCCC and summer advocacy and legislative work. President Davison indicated that the Chair and Vice Chair receive summer stipends and continue that work through the summer.
- **Mary Gauvain, Chair of the Academic Senate UC (ASUC)**
 - The ASUC will transition to the 21/22 leadership at the end of August.
 - Chair Gauvain introduced both 20/21 and 21/22 ICAS members who were present at the meeting.
 - The Feasibility Study Working Group continues to investigate a possible role for the Smarter Balanced Assessment Test in UC admission as a replacement for the SAT/ACT and expects to finish their report by the end of September. (<https://senate.universityofcalifornia.edu/files/committees/ucpb/ucpb-07-06-2021-minutes.pdf>, item IV)
 - Repopulation discussions have been ongoing and are focusing on students and staff.
 - Discussions have included questions about accommodations for those most at risk, vaccine mandates, enforcement of those mandates, academic format and delivery
 - Cecilia Estolano will be stepping in as the next Chair of the Board of Regents
 - Chair Collins asked if he could refer the UC Senate to the CSU APEP standing committee to discuss the work being done on ACT/SAT options and writing preparation. Chair Gauvain indicated she would look forward to it.
- **Robert Keith Collins, Chair of ICAS and the ASCSU**
 - Chair Collins began his report by thanking the 2020/21 ASCSU Executive committee and ICAS for their fine work and dedication, indicating that it was an honor to serve as Chair for the past year.
 - Chair Collins gave a land acknowledgment to the Ohlone and wished everyone a happy Pride Month (and happy belated Asian American and Pacific Islander Heritage Month)

- The ASCSU met at its May plenary. The following resolutions were approved by the body:
 - [AS-3473-21/EX](#)
Academic Senate of the CSU Calendar of 2021-2022 Meetings
Approved
 This resolution sets the calendar of ASCSU meetings for the next academic year and makes provision for the ASCSU Executive Committee to change the schedule under certain circumstances
 - [AS-3478-21/APEP \(Rev\)](#)
Concerns About Common Transfer Pathways across the CCC, CSU, and UC (Re: AB 928 Berman -- Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee)
Approved
 Proposed legislation indicates that the California legislature is very interested in the success of students in California as they pursue higher education. Data indicate that the CCC/CSU policies and processes for students transferring from the CCC to the CSU are working, however for increased student success the CSU asks for more financial support for existing programs. The proposal will create a structure that will duplicate much of what is already present, and may, in fact, negatively impact some students the transfer process. We request any support from the legislature be in augmented funding for the established ADT process, for disciplinary faculty to work closely with UC and CCC faculty on transfer pathways, for augmented advising, and for other faculty driven clarifications to the transfer process.
 - [AS-3480-21/FA \(Rev\)](#)
Recognizing the Disparate Impact of the COVID-19 Pandemic on Women in the CSU
Approved
 This resolution notes that women (particularly women of color) have suffered negative professional and financial outcomes because of the COVID-19 pandemic. 1. The CSU leadership is asked to recognize these disparities and support female-identified faculty, administrators, and staff to ameliorate the negative professional and financial effects of the COVID-19 pandemic. 2. The Chancellor’s Office is asked to create a statewide CSU task force to examine the short- and long-term effects of the COVID-19 pandemic on the career progression of women in the CSU.

- [AS-3481-21/APEP](#)

Concerns About Dual Admissions Legislation

Approved

The ADT program has created a streamlined pathway for CCC students who are sure of their major and prospective transfer institution. The proposed dual admission program may result in more restrictions on students requiring campus/program selections to be made at the time of enrolling in the CCC. The ADT program for students transferring from the CCC to the CSU has recently been celebrated as a success in helping students achieve their academic goals more efficiently. This proposed legislation on dual CCC/CSU and CCC/UC admission has numerous potential problems associated with resources, when implemented and for future planning. (e.g. dual admission students will be enrolled in the CCC but also considered CSU students for whom we must provide services at the nearest campus, students may feel restricted to apply only to the nearest campus rather than where their program of choice is offered). We request any support from the legislature be in augmented funding for the established ADT process, for disciplinary faculty to work closely with UC and CCC faculty on transfer pathways, for augmented advising, and for other faculty driven clarifications to the transfer process.

- [AS-3482-21/AA \(Rev\)](#)

Faculty and Administrative Responses to Student Infractions of Academic Integrity

Approved

This Resolution encourage faculty members to inform students that existing University and campus policies on academic integrity apply, irrespective of instructional modality. It encourages CSU campuses to adopt policies that better inform students of existing University and campus policies on academic integrity. It recommends that faculty members to consider adopting assessment approaches that minimize the opportunity for infractions of academic integrity.

- [AS-3483-21/FA \(Rev\)](#)

Reimbursement for COVID-Related Work-at-Home Expenses

Approved

This resolution requests that the CSU provide reimbursement in accordance with the California Labor Code for COVID-related work-at-home expenses incurred by faculty and staff.

- [AS-3484-21/APEP \(Rev\)](#)

CSU Support for Expanded Early-Start Summer Experiences

Approved

CSU data regarding implementation of EO 1110 (Early-Start) from seven campuses studied by the WestEd team indicate that there is significant positive impact from participating in a meaningful summer experience. The ASCSU would like to ensure these programs are sustained and recommend that they be extended to all students (rather than limited to Category III and IV).

- [AS-3485-21/FGA \(Rev\)](#)

Support for Actions Taken to Reduce Climate Change and to Protect the Environment

Approved

The resolution focuses on two primary points: 1. The ASCSU commended the CA State Legislature both for proposing 23 bills about addressing the harmful effects of climate change during the 2021 legislative season, and for its general attention to the environment, 2. The ASCSU recommend that CalPERS develop and implement a strategic plan to divest from corporations which do not commit to carbon neutrality consistent with Governor Brown’s Executive Order B-55-1815.

- [AS-3486-21/APEP](#)

Concerns Regarding Ethnic Studies and IGETC implementation

Approved

AB 1460 requires all CSU graduates complete a 3-unit Ethnic Studies course which resides in Area F of the CSU GE. The ASCSU recognizes desirability of aligning Intersegmental General Education Transfer Curriculum (IGETC) with the CSU General Education Area F requirements (Ethnic Studies) when considering potential changes to IGETC.

- [AS-3490-21/FA](#)

Increasing Funding to the Academic Senate of the CSU

Approved

This resolution urges the Chancellor’s Office and the Board of Trustees to recognize the hard work and time required for effective service as an ASCSU Senator. It is vitally important to increase funding to the ASCSU to return the level of support expected by the legislature during its creation. Cuts imposed during past recessions have resulted in the loss of funding for reassigned time for new Senators, full funding for larger campuses with three senators and compensation for summer work. This

negatively impacts the ability of our elected faculty leaders to engage in shared governance and needed advocacy for the CSU.

- [AS-3491-21/AA](#)

Faculty Involvement in Reimagining Higher Education Post-Lockdown

Approved

This Resolution reaffirms that the decisions about the balance of virtual and in-person educational experiences and other university business explicitly involve faculty through a shared governance process. It encourages campuses to revisit issues of instructional modality, campus culture, campus presence, and community engagement. It focused on examining how to maintain a proper balance of virtual and in-person ways to conduct classes, university business, and community engagement. It recommends that campus strategic plans predicated on assumptions and conditions in place prior to the COVID lockdown be explicitly revisited (including long term and hard-to-reverse investments).

- [AS-3492-21/Floor](#)

Supporting Students, Faculty, Coaches, and Staff Who Express Concerns About a Climate of Harassment, Retaliation, and Bullying

Approved

With this resolution the ASCSU strongly opposes covert and overt threats against students and faculty who express opinions with which the Administration disagrees and recommends that the Senates of all 23 campuses stand in solidarity with all students, faculty, and staff who exercise their right to express their concerns against retaliation, harassment, and bullying. Further, the resolution expresses solidarity with the SJSU faculty and students who responded to abuse and were not silent because our colleagues and students ought to have an academic space where doing the right thing by speaking out against abuse, and following the rules ought to be welcomed and appreciated.

- **Committee of the Whole**

- ICAS moved into a Committee of the Whole to discuss Transfer and Intersegmental Data.

- **Transfer (UC)**

- The UC is analyzing Transfer Admission Guarantees (TAGs) data, and where students are transferring to, in the UC (whether to a campus with the TAG or

another UC campus). They are also looking at major preparation and aiding students in finding the academic path they want.

- ASUC is looking forward at ways to facilitate resources for students to help prepare for academic counseling so they don't just know what to ask but how, to whom, and when to ask it.
- It was suggested that ICAS consider bringing students from each segment as guests to ICAS meetings to hear the student perspective directly from student leaders.
 - This might well prove helpful and have more impact during advocacy visits with the legislature.
 - They'll have the opportunity to hear the discussions in ICAS and take it back to their own Executive Committees, for further discussion.

- **English as a Second Language (ESL) Report Distribution List (CCC)**

- ICAS member Michelle Bean thanked members of ICAS and the contributors to the ESL Report.
- The ESL Task Force has compiled a possible distribution list for the report
- Member Bean requested two items:
 - ICAS approval of the distribution list
 - Additions to the list that any of the three segments would like included.

- **IGETC Standards Document – Second Read**

- Member Bean asked the committee if the summary document should be placed in archive or as an attachment/link
 - A suggestion was made to do both (to prevent a loss of information and increase accessibility)
- The committee voted to approve the IGETC Standards document (agenda enclosures 3 and 4)

- **AB 928 (Berman)**

- ICAS members reviewed the changes in the language of the bill from March to May 24th (e.g. the inclusion of the California Intersegmental Articulation Council) as well as remaining concerns, such as:
 - Automatically placing students on an Associate Degree for Transfer (ADT) pathway
 - Faculty and ICAS representation on the Intersegmental Implementation Committee
 - ~ recommended changes include adding 3 faculty representatives from each segment for nine total.

~ Since faculty representation on the oversight committee is essentially a duplication of ICAS, perhaps ICAS members could be those faculty representatives (this suggestion was made to assembly member Berman's office).

- The bill seems designed to – in part - address impaction to many disciplines and to discourage students accumulating extra units.
- A collection assessment of data throughout the process will ensure that unintended consequences will give a degree of transparency as to how well (or not) the bill is addressing these and other issues.
- In the absence of additional faculty, perhaps ICAS could work behind the scenes by inviting members of the implementation committee to ICAS meetings, give much needed input, and provide data then.
 - ~ This would be one very good reason to invite students from all three segments to ICAS meetings.
- As they did with SB 1440, the need for exceptions *will* come up. There should be suggested language for revision that addresses that up front and builds it into the bill (in the event that it passes).
- Some caution should be used in the process of suggesting revisions as this could be seen as tacit approval of the bill.
- A suggestion was made to send the Lt. Governor a copy of any proposed changes.

• **Lark Park – Director, [California Education Learning Lab](#)**

- The suggestion to copy the Lt. Governor is a good one as she is a co-author.
- Opportunities to influence the process with this bill is to influence it throughout the process (appropriations, committee, etc. as well as the author).
- ICAS can educate all those legislative votes as to why the body believes this legislative path is ill-advised or that it needs to be changed.
 - This may get more response and attention if it's not perceived as simply opposition.
 - It's a good idea to put yourself in the place of the author and understand their perspective.
 - The legislative process involves compromise and what that compromise and fundamental cooperation looks like is always on the minds of legislators.
- If ICAS has ideas for better paths forward, share that with legislators. They are looking for solutions.
- **Comment:** Students aren't as confused about coursework as they are how to progress through their educational goals (i.e. transfer) and that's an indication that advising isn't as robust as it should be. Academic advisors spend an

average of 30 minutes with a student. Increasingly, that counseling focuses on basic needs and mental health.

- There are too few advisors to meet student academic needs. That's where fiscal investment and changes in legislation should be focusing.
- **Comment:** The faculty do have their own perspective here and it may seem to differ with the legislature. But, from that faculty perspective, robust GE is a matter of meeting the requirements of a well-rounded education for a well-rounded and informed citizenry (e.g. social sciences produce an informed public) than defending "turf". Restricting that – either through directly cutting or effectively cutting those requirements – will also restrict those public benefits.
- **Question:** In what way can we coordinate with the California Learning Lab to enable these conversations with a broader audience and explain these perspectives and differences?
- **Answer:** ICAS is one of those rare intersegmental bodies You've come together across segments. There are real areas of opportunity for collaboration and cooperation with the Learning Lab. Transfer is only one. We want to foster conversations. I would really like to brainstorm with ICAS about this in the future!
- **Comment:** ICAS would be an efficacious resource for the Lab.
- **(Lark)** Thank you for inviting me and expanding the conversation. I really appreciate it.
- ICAS Members discussed amongst themselves, ways to further the conversation:
 - If the bill passes, invite members of the proposed oversight committee to a few ICAS meetings.
 - Provide the legislature with regular, actual data on transfer so they see it on balance with the anecdotal evidence they've been hearing.
 - ~ It will help them see the answer to improving the transfer system is investment, not restructuring.
 - ~ This is a place where inviting students into the conversation could be of help.
 - ~ We have data on who is transferring. Do all three segments have data on who isn't?
 - Invite the California Superintendent of Education, the Lt. Governor and the Governor to ICAS meetings.
 - There are some fundamental points of miscommunication with the legislature. Identify what those are.

- **Roles and Responsibilities of the Intersegmental Committee of Academic Senates**

- This item began as a conversation about how ICAS can be more influential at the state level.
 - We represent a very large faculty population in matters of curriculum and educational policy.
 - ~ When we meet with legislators and folks in Sacramento, that could be an opening statement before we begin discussions (that there are hundreds of thousands of faculty we collectively represent).
- **Comment:** We could think about assigning different members to focus on different topics, something like the ASCSU Fiscal & Governmental Affairs committee is tasked with following legislation and matters of state budget. It wouldn't need to be a formal committee structure so much as individual responsibilities.
- ICAS can take steps to strengthen the understanding that it is a proactive body rather than a reactive one.
- [ICAS' bylaws](#) (Article 1, section 2) would be a good starting point for determining ICAS roles and responsibilities.

- **ICAS Joint Statements**

- CHEGG & CourseHero
 - These two organizations promote themselves as tutoring services that help students. But, as faculty, we know they provide answers to exams and access to class materials poached from instructors (uploaded from previous students in the class).
 - There are other organizations, CHEGG and Course Hero are only two. Perhaps the joint statement could be all-encompassing (but also naming those two specifically since they are the largest providers of this service).
 - It should probably also be written so it's applicable to this type of service in general (in addition to the two biggest web presences). Course Hero and CHEGG could change their names and if the statement only called them out on the activity, the statement wouldn't apply if that service adopted a different name.
 - In Course Hero's case, uploading an instructor's class materials is often done in exchange for free registration to use the service.
 - ~ A suggestion was made that each member of ICAS should check the sites to see if their class materials have been uploaded. Many

colleagues have found their materials were on the site and had been there for some time.

- An ICAS joint statement would formalize concerns.
- For this statement, ICAS' focus should be on the audience that will see the statements (such as the legislature), make it clear the focus is academic integrity and these services are both compromising that integrity and undermines academic instruction in all three segments of higher education.
- Reopening
 - Such a statement should reflect an awareness that there are local realities (including the directions of local health officials).
 - There are several areas that to concentrate on in this statement.
 - ~ Safety with attention to health standards.
 - ~ Faculty should be consulted and there should be ample resources to ensure the health and safety of the faculty in the campus setting (classrooms, lecture halls, labs).
 - ✚ There have been concerns at some campuses about whether things will be disinfected properly (and how can they be assured of that). It affects delivery of instruction.
 - ✚ Those concerns reach across segment lines.

ADJOURNMENT

Respectfully submitted by Tracy Butler – Director, Academic Senate CSU