



ICAS MEETING MINUTES
Friday, October 22, 2021 | 9:00 am – 12:00 pm
Videoconference

ROLL CALL

(CSU) Robert Keith Collins, Chair; Beth Steffel, Vice Chair; Thomas Norman, Secretary; Nola Butler-Byrd, Member-at-Large; David M. Speak, Member-at-Large; Tracy Butler, Director

(UC) Robert Horwitz, Chair; Susan Cochran, Vice Chair; Mary Lynch, UCEP Chair; Katheryn Russ, UCEP Vice Chair; Madeleine Sorapure, BOARS Chair; Jingsong Zhang, UCOPE Chair; *Monica Lin*, Director, A-G and Transfer Policy Analysis & Coordination, UC Office of the President; Hilary Baxter, Executive Director; Brenda Abrams, Principal Policy Analyst

(CCC) Dolores Davison, President; Virginia May, Vice President; Cheryl Aschenbach, Secretary; Michelle Bean, Treasurer; Karla Kirk, North Representative; Krystinne Mica, Executive Director

I. Welcome and Introductions

Chair Horwitz welcomed members to the first ICAS meeting of the 2021-2022 Academic Year. Although Governor Newsom signed Assembly Bill (AB) 928 into law, Chair Horwitz is gratified that ICAS took a bold position against the bill. The main task for ICAS now will be to figure out how to implement AB 928 without each segment losing its unique commitments to certain kinds of education. Since legislators and UC Regents continue to focus on transfer, ICAS should try to identify concrete friction points that make transfer problematic for students and concentrate on solving the nuts and bolts.

II. Announcements

Robert Collins, Chair, CSU Academic Senate

- o The ASCSU independently submitted a veto request for AB 927 and AB 928, citing the limited intersegmental faculty representation on the proposed oversight body and input in discussions of college preparedness, the redundancy in curricular discussions, and the negative impact it will have on competency in the Golden Four (Oral Communication, Written Communication, Critical Thinking, Mathematics/Quantitative Reasoning). ASCSU Senators will consult with campus senates and a feedback portal will be opened on the ASCSU website to receive input from campus senates, discipline councils, and individual faculty.
- o The CSU's [Graduation Initiative \(GI\) 2025](#) has a goal for a 2-year transfer graduation rate of 45% (it currently stands at 44%) and a 4-year transfer graduation rate of 85% (which currently stands at 79%). To continue to reach these goals, it is important to recognize that transfer is not broken and continues to be underfunded and under resourced, particularly in the area of advising.
- o On August 25, 2021, the ASCSU hosted the Fall 2021 ASCSU-CO Leadership Retreat: "Enabling Belonging: Reducing Barriers to CSU Student Engagement, Success, and Wellness During the COVID-19 Pandemic." This retreat produced in-depth conversations on the priorities all ASCSU senators have been encouraged to engage in over 2021-2022 in collaboration with their Chancellor's Office Liaisons.
- o During the plenary on September 2-3, 2021, the Senate engaged in the second of a series of Moving Beyond Bias Trainings targeted at advancing diversity, equity, and inclusion in the ASCSU.

- Six resolutions and four commendations in first reading were introduced, including:
 1. [AS-3501-21/FA](#) Request for Continued Accommodations and Flexibility in the Time of COVID-19 which was approved.
 2. [AS-3504-21/EX](#) Commendation for Executive Vice Chancellor Sylvia A. Alva, Ph.D. which was approved by acclamation.
- The following resolutions were introduced for first reading consideration:
 1. AS-3499-21/FA Academic Freedom and Teaching Modality in the COVID-19 Pandemic
 2. AS-3500-21/FA Suspension of Mandatory Peer Observations of Instruction and Student Evaluations for Academic Year 2021-2022
 3. AS-3503-21/APEP Acknowledgment of Changes to Math Requirements in International Baccalaureate Program
 4. AS-3505-21/APEP Support for CSU General Education (GE) System Office Review Standards for Area F (Ethnic Studies)
 5. AS-3507-21/APEP Support for the “CSU Education Deans’ Statement in Support of Culturally Sustaining, Equity Driven, and Justice Focused Pedagogies”

Dolores Davison, President, CCC Academic Senate

- In August, the ASCCC Executive Committee adopted three areas of focus for this academic year:
 - Culturally responsive curriculum and student support services which will include implementation of the new Ethnic Studies regulation that was passed by the CCC’s Board of Governors in July.
 - Equity driven systems which will continue to focus on the 10-year evaluations of everyone in the campus community, including administrators and classified professionals.
 - Transfer and the creation of a single General Education (GE) transfer pathway.
- The ASCCC continues to focus on professional development.
- President Davison will join acting Chancellor Gonzales on a student centered listening tour of seven campuses to hear what the pandemic has meant to students and how they are handling it.
- The fall plenary is in two weeks and Chair Collins and Chair Horwitz will join a session on transfer.

Robert Horwitz, Chair, UC Academic Senate

- Chair Horwitz has proposed that ICAS hold shorter, more frequent meetings this year with the aim of having sharper and more productive conversations, and Chair Collins and President Davison agree with this plan.
 - It was noted that members are holding 9 AM to 4 PM on the proposed meeting dates and it would be helpful to identify which meetings will be from 9 AM to Noon and which will be from 1 PM to 4 PM as soon as possible.
 - The preference will be to meet from 9 AM to Noon.

III. Consent Calendar

Action: The June 1, 2021 ICAS Videoconference Minutes were approved.

IV. IGETC Ethnic Studies Update

- *Madeleine Sorapure, Chair, Board of Admissions and Relations with Schools*

The Board of Admissions and Relations with Schools (BOARS) approved the Ethnic Studies proposal to revise the systemwide UC Senate Regulation 478 to create an Intersegmental General Education Transfer Curriculum (IGETC) Area 7. This proposal is now out for systemwide review which should be completed by early December. BOARS has transmitted some changes to phrasing to Chair Collins.

Discussion: Chair Collins reported that the CSU GE Advisory Committee has not identified any problems with the changes suggested by BOARS. Close attention was paid to the core competencies to make sure that the learning objectives clearly map to the core competencies.

V. Planning for Potential Guests at Future Meetings

Members were asked to discuss the guests to invite to future ICAS meetings including representatives from the California State Assembly and Senate, the Department of Finance, the Legislative Analyst's Office, the Campaign for College Opportunity, and leadership from the Student Senate for the California Community Colleges, the Cal State Student Association and the UC Student Association.

Discussion: There is agreement that ICAS should meet with the leadership of the CCC, CSU and UC student associations during a joint session at an upcoming meeting. A faculty representative on the CCC Board of Governors has asked President Davison to meet with ICAS to discuss issues related to transfer, and perhaps leadership of the UC Regents or the CSU Trustees should be invited as well. Chair Collins indicated that the CSU's Faculty Trustee would like to attend an ICAS meeting. It seems logical for the Board members from the various segments to meet with ICAS at the same time so they can interact with and hear from their counterparts in the different segments. Members agreed that representatives from the Campaign for College Opportunity should be invited to meet with ICAS because of this group's interest in transfer issues. ICAS should consider meeting with the groups that are advocating for diversity, equity and inclusion.

Members shared their ideas about meeting with legislators and legislative staff. In some cases, it may be valuable for the chairs and vice chairs of the three segments to meet with individual legislators in Sacramento whereas others lawmakers could be invited to meet with the entirety of ICAS. The committee might consider meeting with the Legislative Analyst's Office (LAO) and the Department of Finance (DOF) in the near future in order to inform subsequent conversations with lawmakers. The LAO has recommended greater utilization of online courses and ICAS should make sure that this conversation is faculty driven as opposed to mandated by legislation. A member suggested that having one Legislative Day is an outdated approach and virtual meetings provide opportunities to meet with more legislators on a more frequent basis. It is recommended that these visits begin in January when legislators will be crafting new bills or resurrecting old ones. Executive Director Butler is finalizing a comprehensive list of all the Assembly and Senate members with an interest in education, budget appropriations, and student mental health as well as DOF and LAO representatives. The analyst will ask ICAS members to prioritize the guests with whom it is most important to meet.

VI. IGETC Standards Subcommittee Chair

- *Dolores Davison, President, CCC Academic Senate*

Every other year, ICAS approves the appointment of a new IGETC Standards Subcommittee chair for a two-year term. The CCC representative has chaired the subcommittee for three years and it is hoped that UC will identify a faculty member to chair the group for the next two or three years.



Discussion: Chair Horwitz issued a call for a UC faculty member to volunteer for this position.

VII. Implementation of Assembly Bill 928 and Major Transfer Issues

- *Robert Horwitz, ICAS Chair*
- *Monica Lin, Director, A-G and Transfer Policy Analysis & Coordination, UCOP*

AB 928 calls for a singular GE pathway for transfer to the CSUs and UC, and requires the CCCs to place students who declare their intention to transfer in the Associated Degree for Transfers (ADTs) program at their respective community college. In addition to concerns about how to implement the substantive provisions of this bill, Chair Horwitz commented that all ICAS members are likely deeply worried that decisions about courses, curricula, and degrees are being taken away from the experts who should be making them. AB 928 also establishes the ADT Intersegmental Implementation Committee to oversee the ADT program and recommend improvements to the legislature, and this body will be comprised of students, administrators and members of outside lobbying organizations.

Chair Horwitz remarked that eight of UC's undergraduate campuses (UC Merced is exempt) have met the enrollment targets that were codified in the 2018 Memorandum of Understanding between the CCCs and UC which was designed to enhance transfer and fulfill the Master Plan. The data from the UC Office of the President shows that transfer students do well at UC. Their grade point average and years to degree are roughly comparable to those of freshman, and transfer students graduate on average just one quarter or semester beyond freshman. For the past several years, UC has asserted that the success of the students who transferred to UC reflects the fact that UC cares not just about its mission, but about student preparation before and after enrollment. The success of the CCC transfer students at UC is enabled by the Transfer Pathways and Pathways+ programs which endeavor to ensure preparation for study in a student's chosen major. Chair Horwitz reported that in the fall of 2020, 33k students applied to transfer to UC and more than 24,000 were accepted, an acceptance rate of 74% compared to an acceptance rate of 60% for freshmen that year.

In spite of these positive numbers, people are still under the impression that the transfer protocols are difficult to navigate and the process is confusing and opaque. Critics blame UC for a variety of structural issues which are beyond UC's reach. Chair Horwitz agrees that some elements of transfer are confusing and complicated, such as the ASSIST website which is not user-friendly. However, this should not be surprising since there are 116 CCCs, many of which have different practices, course offerings and advising. Aligning the different systems will not be easy but ICAS will need to figure out how to implement AB 928 without compromising what the segments are doing well. For UC this means ensuring that CCC transfer students are prepared for upper division work in their chosen majors, while the CSUs want to resist elimination of the Oral Communication/Critical Thinking and the Lifelong Learning/Self-Development courses, and the CCCs aim to safeguard the opportunity for students to explore. It may be possible to implement AB 928 and achieve these ends by starting with IGETC.

Director Lin walked the members through a chart which captures the GE course patterns currently in place for the UC and CSU systems. The information for the CSUs has been verified by the director's colleagues in the office of the CSU Chancellor. The chart shows UC's seven course pattern and the various subject areas it requires, followed by the six IGETC subject areas and then the differences between UC and the CSUs. The chart also identifies areas A through F for CSU GE Breadth and shows the recently proposed Ethnic Studies requirement. The chart shows the overlap in the IGETC patterns for

UC and CSU, which suggests there could be an opportunity to incorporate elements of the CSU GE Breadth requirements into IGETC subject areas without eliminating anything that CSU or UC require.

Discussion: Chair Collins expressed support for starting with IGETC and reiterated the importance of integrating the Oral Communication requirement. The CSUs also want to highlight the importance of U.S. History and find a way to map Lifelong Learning to the language requirement. A fourth concern for the CSUs is how Critical Thinking fits into UC's requirements. A member asserted that the chart is misleading because what is actually under discussion is the redesign of curriculum. CSU faculty in the Social Sciences, and particularly in Political Science, are concerned about the elimination of important courses and it was noted that recent events demonstrate the importance of students learning about American institutions and government. Chair Horwitz suggested that there could be a type of menu system whereby American Institutions or Government could be in History, Humanities, Political Science, or a Sociology department.

One challenge the CCCs will have is that IGETC does not necessarily include the types of lower division GE courses that enable students to explore a new interest. UC accepts far fewer CCC courses for GE than the CSUs, meaning that basing the GE pathway for transfer on IGETC will negatively impact CCC students transferring into the CSU system. ICAS should figure out how to retain the GE courses CCC students are unable to use at UC. Chair Horwitz pointed out that AB 928 has a fixed maximum of 60 semester units or 90 quarter units for the singular GE pathway for transfer, which will make it difficult for students to have time to explore. Director Lin indicated that courses approved for IGETC may be approved for multiple subject areas, an advantage of using the IGETC structure. Faculty could review and revise the subject area criteria for IGETC to adjust or broaden them to allow for a broader scope of courses to fit into different subject areas. The CCC, CSU and UC staff would then design workflows that will allow for more efficient course reviews and set up the articulation agreements. The information would be available in ASSIST and other downstream systems in a format this is clear for students. It will be important to clarify which courses meet the requirements of both UC and CSU.

A concern among CSU faculty is that courses barely related to Ethnic Studies will be permitted to meet this subject area requirement. Chair Horwitz agreed that any menu of courses for a subject area would need to be limited. One challenge for the CCCs is the decentralized decision-making about courses meeting the competencies for a given subject area, and it will be valuable to have precise information from the CSUs and UCs about what meets the course competencies. Chair Davison explained that renumbering the courses will be difficult because there can be multiple courses in multiple disciplines under one Course Identification (C-ID) designation and because CCC campuses can be on quarter, semester or compressed calendars. For example, one college offers only four Economics courses, making renumbering the courses easier, but dealing with the 22 courses offered for History will be tough. It was also noted that some course numbers will have to be reused and ensuring that transcripts have the correct courses will be a critical but expensive and time-consuming process.

VIII. Transfer Discussion ~ Continued

Chair Horwitz asked members to identify other potential strategies for implementing AB 928.

Discussion: Some thought should be given to clarifying the differences between the ADTs and the Transfer Pathways since the ADTs seem to be working and students appreciate that the ADTs practically guarantee admission to a CSU. The ADTs are clear indicators to the CSUs of students'

capabilities but academic advising is essential to making sure students understand they are on an ADT track. The ADTs are valuable because they provide students with flexibility while allowing the CSUs to maintain important areas of its curriculum.

Vice President May explained that the goal of the CCC's Transfer Alignment Project is to align the Transfer Model Curriculum (TMC), the basis for the ADTs, with UC's Transfer Pathways where possible. In fall 2019 and spring 2020, the project workgroup looked at seven disciplines to see where they could be aligned, finding that it would be feasible to align Anthropology, History and Sociology without requiring any changes to the TMCs to align with the Transfer Pathways. Four disciplines are not well-aligned with the Transfer Pathways: Business Administration due to the Calculus requirement; Economics also due to calculus requirements; Mathematics due to Science requirements; and Philosophy which is due to an Epistemology requirement. The reasons for the differences in these four disciplines should be transparent to students.

Phase two of the Transfer Alignment Project is to consider alignment of Biology, English and Political Science and a timeline for this work has been created. The third phase of the project is to look at the TMC and Transfer Pathways where alignment has not seemed feasible and consider if it is possible to modify the Transfer Pathways so they are aligned with the TMC. A question is whether it would be possible to have more than one TMC per discipline, one aligned with the ADT and the other aligned with the Transfer Pathway. The workgroup wants to invite a CSU faculty member and a UC faculty member to participate as the project moves forward. The project website is <https://asccc.org/transfer-alignment-project>.

Lower division preparation is central to what UC and CSU faculty identify as important for students learn. Chair Horwitz expressed concern that establishing two ADT for a discipline options would violate the spirit of AB 928. Vice President May indicated that one ADT would prepare students for CSU and the other would provide preparation for either CSU or UC. When the TMC and the Transfer Pathway cannot be aligned, the rationale should be fully explained and CSU and UC faculty should be actively involved in this effort. One idea would be to slightly modify the names of similar majors to distinguish them from one another, which could be helpful for students, legislators and others. Chair Davison noted that AB 928 also requires the CCCs to place students on an ADT track which unfortunately sends the message to CCC students that they are not suited for UC. A member commented that, while there are problems with the ADTs, ICAS should work on the alignment issue at a fine-grained level and demonstrate to lawmakers what is workable and what is complicated and challenging.

Chair Horwitz summarized that one task is to build on IGETC to create a singular GE pathway, perhaps with a limited menu system that affords students with options while also giving them appropriate preparation from the faculty perspective. The second task is to align the existing ADTs in order to satisfy both CSU and UC transfer requirements. ICAS members would participate in two groups to work on these tasks between regular committee meetings. Vice President May suggested that the second task could be done as part of the Transfer Alignment Project. The respective Senates may be able to utilize existing mechanisms to solicit recommendations from their systems. Chair Collins will issue a call for CSU tenured faculty to participate in the Transfer Alignment Project but allowances may be made so that lecturers can participate, especially since they teach lower division courses. UC will invite tenured faculty to participate. Vice President May reported that the Transfer Admission Guarantees (TAGs) have been discussed by the Transfer Alignment Project workgroup, but the TAGs will be examined at a later date since they are campus-specific. The workgroup may also look at UC's Pathways+ program.

IX. ICAS Priorities and Goals for 2021-22

Members have suggested potential topics and priorities for future ICAS meetings, including:

- o Threats to academic integrity and intellectual property rights
 - Last year, ICAS discussed third-party “social learning” websites which give incentives to students to submit the intellectual property of faculty (syllabi, lectures, exams) in exchange for answers and essays.
 - The UC Senate has consulted with UC Legal about an institutional response to theft of intellectual property, and UC Legal is dubious about the effectiveness of litigation or legislation.
 - The Communications Decency Act 1996 grants platforms safe harbor from liability for what people post on the platforms, but websites are obliged to respond to an individual’s complaints about potential violations of intellectual property and copyright.
 - The Senate has asked UC Legal about the viability of using a provision of the Digital Millennium Copyright Act of 1998 to implement an institutional approach for sending automated takedown requests to the third-party websites.
 - The Senate wants to include CSUs, CCCs, the Accreditation Board for Engineering and Technology, and the Accrediting Commission for Schools/Western Association of Schools and Colleges (which may have concerns about the integrity of a degree being threatened by the third-party websites).
 - In 2018-2019, the CSUs [approved a resolution](#) defending the intellectual property rights of faculty and Chair Collins thinks the three segments can send a strong message that the violations are unacceptable.
 - CCC faculty were generally not aware that students were using these websites until the move to remote instruction due to the pandemic.
- o [Assembly Bill 1111](#) and [Assembly Bill 927](#)
 - AB 1111 requires comparable CCC classes to have the same course number through a common course numbering system to reduce student confusion.
 - The Legislature has given \$10M for this effort and a committee to implement this requirement is being formed but the membership is still being determined.
 - The complications associated with renumbering courses was mentioned during the discussion about the CCC’s Transfer Alignment Project.
 - AB 927 makes baccalaureate programs being piloted at 15 CCCs permanent and allows other CCCs across the state to also create the programs. The CCCs will be able to offer up to 30 new bachelor’s degree programs per year as long as they fill different Career Technical Education needs than programs already available.
 - The CSUs opposed AB 927 out of concerns about program and mission creep.
- o Campus repopulation concerns during the COVID-19 pandemic, online education/remote instruction, and faculty diversity
 - CSU faculty have concerns about returning to campus but administrators are not acknowledging that faculty need to take care of themselves or how hard faculty have worked during the pandemic.

- Faculty should have the flexibility to use remote modalities to deliver their curriculum if they are afraid about being exposed to the virus in the classroom and bringing it home. CSU faculty of color (and women in particular) are reportedly on the verge of quitting.
- ICAS should convey the specific faculty concerns about the lingering implications of the pandemic to the Department of Education especially while the department is considering redefining online instruction.
- Faculty are burned out, but little has been done to make sure they have access to culturally competent mental health services.
- The Legislature gave UC \$15M for student mental health services and nothing to address the needs of faculty.
- Chair Horwitz co-chaired a UC workgroup on mitigating the impacts of COVID-19 on faculty careers. Research suffered as a result of the pandemic, and the workgroup will make recommendations to the campuses about how to manage this in the merit and promotion process.
- Staff want the flexibility to work on campus or at home and students want flexibility in terms of the teaching modality, and the burden ends up being on faculty to accommodate everyone else.
- Incarcerated and formerly incarcerated students
 - The segments are not receiving adequate funding for programs for formerly incarcerated students, which should be emphasized when ICAS meets with DOF representatives.

X. New Business

ICAS has received an inquiry from an advocacy group about whether the committee’s meetings are open to the public.

Discussion: ICAS is not legally bound by the Ralph M. Brown Open Meetings Act or the Bagley-Keen Open Meeting Act (information about open meetings is [here](#)). The analyst recommends that a statement to this effect could be posted on the ICAS website. Guests may attend the meetings with permission of the Senate chairs. There is a concern that the presence of outside non-practitioner groups may stifle discussion and it is preferable that ICAS members are able to be forthright during meetings.

Videoconference adjourned at: 12 PM
 Minutes prepared by: Brenda Abrams
 Attest: Robert Horwitz