

ICAS MEETING MINUTES

Tuesday, January 11, 2022 | 9:00 am – 12:00 pm

Virtual

ROLL CALL

(CSU) Robert Keith Collins, Chair; Thomas Norman, Secretary; Nola Butler-Byrd, 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. Announcements

Robert Horwitz, ICAS Chair and Chair, UC Academic Senate

- Most UC campuses will go back to remote instruction until the end of this month because of the COVID-19 surge and will then reassess when to return to in-person courses.
- UC reached a five-year contract with AFT Unit-18 lecturers that will raise full-time lecturers' salaries by 20% by the end of the contract and begins to establish greater security in continued employment for lecturers.
- UC and the UAW have come to a settlement on Graduate Student Researchers. The bone of contention had been the definition of a graduate student employee and thus who is in the bargaining unit, and UC President Drake has been adamant about maintaining a distinction between student and employee.
- Yesterday, Governor Newsom introduced his 2022-23 budget which proposes \$213.1B in General Fund expenditures. The budget assumes a State revenue surplus of \$47.5B, of which \$20.6B shall be allocated to State operations, apart from the \$16.3B for to K-12.
 - The proposed budget includes a total of \$4.6B in General Fund support for UC. It provides UC \$307.3M, a 7.7% increase in ongoing funding over the 2021-22 level, bringing total ongoing funding to \$4.32B. UC is also provided with \$295M in one-time funds, far less than the Regents had requested.
 - But the budget reflects the first year of a multi-year Compact with UC for sustained ongoing funding. The multi-year Compact will provide UC with annual 5% base budget adjustments through 2026-27, as long as progress is made towards specified policy goals.
 - The proposed budget calls for an enrollment increase of 6,230 California undergraduate FTE, which is much higher than the growth of 2k FTE in the budget plan approved by the Regents for 2022-23. UC will ask the State to recognize the unfunded growth of roughly 5k FTE in any funding for enrollment growth in 2022-23.
 - UC is asked to collaborate with the CCCs to develop technology, educator, healthcare, and climate action Associate Degrees for Transfer (ADTs) and transfer pathways for transfer students entering these fields.
 - UC is also asked to collaborate with the CCCs to develop expanded pathways for high school students in the technology, education, healthcare, and climate action fields and ensuring that dual enrollment course credits completed by high school students through the CCCs are accepted for transfer credit and apply toward UC degree programs.

- The State asks UC to establish a goal to enable all students to participate in at least one semester of undergraduate research, internships, and/or relevant on-campus or community service learning to expand efforts to integrate career-relevant knowledge and skills into the educational experience.
- There is a request that UC double the number of student credit hours generated through undergraduate online courses compared to a pre-pandemic baseline by 2030.
- Academic Council endorsed a proposal to send the Regents a climate Memorial. A Memorial is when the Senate faculty as a whole vote on a request; the last one asked that UC's endowment funds be divested of fossil fuel stocks.
 - The Memorial language is: "The University of California Academic Senate petitions the Regents for investments in UC's infrastructure that will reduce on-campus fossil fuel combustion to 5% of current levels by 2030."
 - The Memorial will be sent onward for the next UC Assembly meeting. If there is an endorsement there, it will go to a Senate vote on each campus.
- President Drake authorized the creation of a Senate-Administration work group on Mitigating the Effects of COVID-19 on Faculty.
 - The most important item was the concept of Achievements Relative to Opportunity (ARO) in the merit/promotion process. ARO recognizes that for many faculty, especially those in particular fields and those with caregiving responsibilities, COVID-19 constrained the research effort. It also required more attention to teaching, and for some, lots more service in the effort to keep the University functioning.
 - ARO would adjust the balance of research, teaching, and service in the merit and promotion review. The report also recommends ways for campuses to help restart research and to give teaching flexibility to faculty under particular stress.
- The systemwide Senate has been hearing reports of varied campus policies and practices determining who decides on teaching modality.
 - The Senate is in information gathering mode, and hopes to release guidelines sometime soon; faculty are sympathetic to student needs but do not support widespread accommodations to students who simply prefer multi-modes of teaching modality.
 - The Committee on Academic Freedom is looking into an instance at UCLA where disabled students have demanded that all courses are recorded. This potentially violates the freedom of the instructor to determine what is best pedagogically, and could chill the free speech of students wary of being recorded.
 - The Senate continues to be supportive of faculty with medical reasons for being able to teach remotely and with caregiving responsibilities to be able to teach remotely. The Senate is also sympathetic to graduate student Teaching Assistants, but does not support granting remote modality for other than medical reasons because, aside from medical reasons, remote instruction requires pedagogical justification. The Coordinating Committee on Graduate Affairs drafted a letter to this effect which was endorsed by Council in December.
- Looking ahead, online instruction and fully online undergraduate majors will be serious issues for the Senate. Legislators are asking about the cost savings associated with online courses, and the President is considering online instruction to help UC meet its enrollment growth goals.
- Senate leadership has spoken to the President about the Senate's frustration at the lack of help on the problem of faculty intellectual property being appropriated by third-party social learning websites and used to facilitate cheating. The President agreed to talk to the head of the Office of General Counsel, and Senate leadership shall meet with General Counsel Robinson next week. One of these third-party websites is being sued by its investors who allege that the company's business projections were premised on the fact that students use its services to cheat, and the use of its services declined upon the return to in-person instruction this fall.

Robert Collins, Chair, CSU Academic Senate

- The ASCSU's next plenary will be on January 19th to 21st and activities will include:
 - The Extended Executive Committee will review the ICAS timeline for the common transfer pathway.
 - Conversations will occur with student leadership of the California State Student Association about faculty concerns regarding the Omicron variant and returning to in-person instruction. Most campuses are closed until February 14, 2022.
 - The ASCSU is tentatively scheduled to meet with WSCUC President to discuss the roll of online education in 21st century curriculum, faculty concerns and needs, and how the ASCSU can serve as a resource in decision making.
- Chair Collins remains in contact with CSU Communications faculty regarding Assembly Bill (AB) 928 and will bring their concerns forward to ICAS.
- The ASCSU has launched a [feedback portal for CSU faculty on AB 928](#) and the required common transfer pathway. The goal of this feedback portal is to ensure that all CSU faculty have the opportunity to weigh in, share their concerns, and have their voices heard.
- The ASCSU continues to monitor campus repopulation concerns raised by faculty and the implementation of the new CSU Ethnic Studies requirement through the Academic Affairs Committee so that campus concerns that arise during implementation can be discussed and addressed.
- Calls for faculty participation in the Faculty Discipline Review Groups and CORE C-ID processes will continue to be circulated starting next week, along with a call for additional members to the Intersegmental General Education Transfer Curriculum (IGETC) Standards Subcommittee.

Dolores Davison, President, CCC Academic Senate

- The Governor's budget is very positive for the CCCs and includes:
 - A significant cost of living adjustment for the CCC apportionment;
 - A proposal for systemwide enrollment growth of half a percent;
 - Ongoing funds to augment part time faculty health insurance programs;
 - Increased funds to cover the added cost for Student Success Completion Grants related to expanded Cal Grant eligibility;
 - Support of technology modernization;
 - Funds that will enable the Chancellor's Office to hire up to 20 new people over the next three years;
 - One time funding for deferred maintenance and to student retention and enrollment;
 - \$5M for Common Course Numbering over the next three years along with some funding for technology modernization;
 - \$10M in ongoing money for Equal Employment Opportunity plans and work with the campuses around equity and diversity;
 - There was no additional money for full time faculty hiring but since enrollments are decreasing at many of the campuses this was not a surprise.
- There are 116 CCC campuses, 73 different districts and 73 different calendars leading to disparate plans for returning to campus and having in-person or remote instruction, and faculty members are divided about wanting to be on campus.
- The link to the feedback portal for CCC faculty is: <https://asccc.org/content/submit-input-ab-928>

Discussion: The CCC Chancellor's Office predicted decreased enrollment as a result of changes in the State, but the pandemic had a major impact on CCC students. Students have reported cutting back on courses in order to work more or take care of family. Employers have raised salaries to retain workers, leading students to postpone their education. Enrollment in the CSUs has differed between northern and southern California, with enrollments in the latter being relatively strong, although students are opting to join class by videoconference instead of in-

person, requiring that faculty teach in multiple modalities. The CSU Senate has several resolutions focusing on the importance of flexibility for faculty and stressing faculty authority over modality, and the CSU administration has been encouraged to have more conversations with the faculty regarding their safety concerns. Students at one CSU campus are advocating to be in-person and their parents have been putting pressure on Trustees which is a different dynamic from what is occurring elsewhere. Faculty are doing the best they can, but some people are suggesting that faculty are not supporting students. A member stressed the importance of programs that provide holistic support to students from diverse backgrounds.

There is a concern that a great streamlined transfer pathway could be established and students will do everything required, but the CSU and UC systems will not have the capacity to admit students. This already occurs with the ADT pathways where some CSUs with impacted majors will assert that the pathways are not similar enough and decline to accept the students.

II. Consent Calendar

Action: The November 29, 2021 ICAS videoconference minutes were approved.

III. Implementation of Assembly Bill 928 ~ Singular GE Pathway

Char Horwitz outlined the agreements made during the committee's November meeting. As per ICAS bylaws, a special committee will be established to develop a plan for the singular General Education (GE) pathway called for by AB 928. In consultation with President Davison and Chair Collins, Chair Horwitz proposed that the special committee would have nine faculty members: the chairs of each Senate, the three faculty members of Intersegmental General Education Transfer Curriculum (IGETC) Standards Subcommittee, and one additional faculty member from each segment. Staff from each segment would participate as advisors as will a member of the California Intersegmental Articulation Council (CIAC). The third UC faculty representative on the special committee will be Barbara Knowlton, the Vice Chair of the Board of Admissions and Relations with Schools, who just stepped down from the IGETC Standards Subcommittee. The faculty representatives for the CCCs will be President Davison, Vice President May and Treasurer Bean. The CSU representatives will be Chair Collins and IGETC Standards Subcommittee member Mark Van Selst, and a third faculty representative will be recruited.

The charge to the special committee would be to develop options for the GE pathway using the IGETC framework with a unit cap of 34. This unit cap is problematic because CSU has courses, requirements, and pedagogical commitments that have increased the number of units. The immediate task is to figure out how to pare down the CSU units to 34 and adjust IGETC courses so that they coalesce. It is strongly recommended that a new name for this GE pathway is used to distinguish it from IGETC, such as "Transfer Admission GE Core."

The questions for the special committee to consider include whether the CSU faculty will accept making Lifelong Learning an upper division course taken after transferring and if Oral Communication/Critical Thinking can be incorporated into Area 1, 3 or 4 of IGETC as a competency rather than as a course. Another question is if the CSU would consider bifurcating Oral Communications and Critical Thinking so the former could be merged with Lifelong Learning and the latter could be in Area 3 or 4. The special committee will need to deliberate over both broad and very narrow questions and concerns. The timetable for completing this work is tight and must allow for consultation with each segments' constituencies, which means a proposed plan needs to be ready this May.

Discussion: The CCC's Oral Communications faculty are concerned that their course could be cut since it is a requirement for CSU but not UC. Although the primary issues may be related to the Oral Communications/Critical Thinking and Lifelong Learning courses, the special committee will need to determine how to meet the unit cap and this may be complicated. One issue ICAS should address today is how decisions will be made, if it

will be by consensus or majority vote, and how dissension will be handled. There are concerns that two segments voting in favor of something the third segment does not support. Members should agree to a shared definition of “consensus,” and it is critical to remember that if the special committee or ICAS fail to reach consensus, the administrators will take control of designing the new GE pathway. Consensus may simply mean that everyone can live with whatever the plan is. There are concerns about obtaining buy-in from faculty in the segments.

It was noted that the CSU GE Task Force in 2019 began with two problematic premises: that specific cuts had to be made to Communications, Humanities, and Social Sciences; and that administrators have a better understanding than faculty or discipline experts about how to engage in a particular field. The CSU faculty also complained about the lack of consultation with them, but the ASCSU has laid a good foundation for the AB 928 effort that should promote faculty engagement. The models for GE pathways that administrators could propose will be very simple. The UC Senate office is identifying potential dates for the special committee’s first meeting and members will be polled soon. President Davison offered to contact the leadership of CIAC about identifying an articulation officer to participate on the special committee.

Action: A motion to establish a special committee on AB 928 and to draft its charge by the February 3rd ICAS meeting was made, seconded, and approved without opposition.

Action: President Davison and Chair Collins offered to work on the charge for the special committee which will largely be based on the language of the legislation.

IV. Development of Progress Report on AB 928 Implementation

During the November ICAS meeting, the committee discussed submitting a progress report to Assemblyman Berman. The preliminary report would indicate that a special committee has been created and include the charge, membership and timetable. Chair Horwitz also recommends that ICAS notify the Assemblyman about problems that are outside the writ of AB 928 deliberations including unit limits for Science, Technology, Engineering and Math (STEM). This will convey that there are certain things ICAS cannot control because of external certification such as Accreditation Board for Engineering and Technology.

Another issue that should be reported to Assemblyman Berman is the importance of revamping the ASSIST articulation system and the funding required for this work. ICAS should advocate for serious changes to ASSIST with the hopes that the Assemblyman could champion an investment in this endeavor. Chair Horwitz suggested that President Davison and Chair Collins notify the CCC and CSU representatives who work on ASSIST about this plan. The report to Assemblyman Berman will be a valuable opportunity to highlight different issues that are integral to implementation of AB 928. Members were invited to propose other issues that should be included in progress reports.

Discussion: Having a more straightforward transfer pathway will help students, but academic advising will still be essential for supporting them. The committee agreed that Assemblyman Berman should be invited for a short visit with ICAS on February 3rd or March 8th to be followed by a longer meeting focused on AB 928.

V. Consultation with CCC, CSU and UC Administrators regarding AB 928

- *Daisy Gonzales, Deputy Chancellor, CCCCCO*
- *Marty Alvarado, Executive Vice Chancellor of Educational Services, CCCCCO*
- *Alison Wrynn, Associate Vice Chancellor, Academic Programs, Innovation and Faculty Development, CSU*
- *Liz Halimah, Associate Vice Provost, Student and Equity Affairs, UCOP*
- *Monica Lin, Director, A-G and Transfer Policy Analysis & Coordination, UCOP*

Marty Alvarado, Executive Vice Chancellor of Educational Services and Daisy Gonzales, Deputy Chancellor, CCCCCO

- The CCC Chancellor's Office (CCCCO) is figuring out what AB 928 requires and how to meet those requirements in a way that 1) continues to lean into the office's agenda of centering on students and equity and 2) is feasible within the CCC's financial constraints.
- CCCCCO is identifying what State-level guidance is required for the pathway requirement and the roles and responsibilities of the State oversight committee which will be chaired by the CCCCCO for the first two years.
- This is an opportunity for all three segments to examine how the economy and the structure of civic engagement has evolved and to think about the core components students need.
 - From a labor market and civic engagement perspective, effective communication and the ability to navigate multiple forms of communication and audiences is critical.
 - Communications should not be a siloed discipline but embedded across the board, and thought should be given to other core competencies such as Critical Thinking that are required across courses.
- Rather than considering issues from a specific institutional, administrative or disciplinary perspective, the focus should be on what the segments are trying to do for students and the State and build from there to bring people, institutions and efforts into alignment with that.
- ICAS should think about what it will take for AB 928 to be successful and to advocate for and be more vocal about the resources needed for implementation. Lack of resources is an obstacle to dreaming and building.
- Administrators and faculty must be able to dedicate time to the work that is required.
- Each segment should think about the ongoing resources that needed today and in the future. Devising a policy is one thing but actual implementation is a different matter.
- Legislators need to understand that implementation should allow for continuous improvement.
- In terms of academic advising, if transferring successfully requires that students find an expert with the right information at the right time for the institution they are looking at, the system is fundamentally flawed and will continue to produce inequitable outcomes.
 - Counseling has a critical role to play in this effort but they are significantly under resourced and have been given an impossible task and set up for failure.
 - Students need to be able to effectively navigate the new structure created through AB 928 and the counselors currently available need to be mobilized and more counselors added to provide wraparound support to help students build the academic and professional capital to enable them to understand and navigate the systems, structures and culture of higher education.
 - Inadequate counseling impedes equitable transfer outcomes and equitable higher education outcomes in general, and it is a fundamental issue that needs to be wrestled with both in the context of and separate from AB 928.
- CCC students graduate with multiple degrees but are unable to transfer to a four-year institution, which wastes their time and resources because the process is an obstacle course.
- The existing structures needs to be broken down because they were designed in the "right to fail" era to keep students out, and AB 928 is an opportunity to transition to a student success era because that is needed by the State and economy.
- If the starting point is the need for more academic advisors there is a risk of perpetuating the narrative that this is the issue as opposed to the structural problems. The changes that could make a meaningful difference should be identified and then the segments can advocate for targeted investments in those efforts.
- ICAS could think about the positive impact that joint professional development or technology might have.
- The world, the economy, and the nature of work and technology have changed but the culture of higher education has been static, so thought should be given to the segments' role in an individual's lifelong educational journey and to whether the current discipline structures still work and remain relevant.

Alison Wrynn, Associate Vice Chancellor, Academic Programs, Innovation and Faculty Development, CSU

- AB 928 is an opportunity to center students in the curriculum, which can be difficult for faculty.

- Legislators ask why there are two pathways and this is a hard question to answer.
- There should be a common core structure that prepares students for civic engagement and the workplace, and faculty have to leave their comfort zone to move this conversation forward.
- CSU's Chancellor supported AB 928 because it is student-centered and the Chancellor will do whatever is necessary to support students.
- Faculty should stop trying to protect their own disciplines and the case really has to be made for requiring two writing or two science courses when other systems have only one. Faculty members will not be open to discussions about restricting the number of units in a major.

Liz Halimah, Associate Vice Provost, Student and Equity Affairs and Monica Lin, Director, A-G and Transfer Policy Analysis & Coordination, UCOP

- It is important to acknowledge the difficulties that faculty and staff have been dealing with as a result of the pandemic.
- AB 928 was not viewed favorably by UC faculty for good reason, and the administration will follow the faculty lead on this initiative as they are the experts on curriculum, pedagogy, and disciplinary needs.
- The administration is ready to be involved with figuring out how UC's transfer preparation programs can support students.
- Staff of all three segments would appreciate being involved and informed on the progress that ICAS is making on creating the new unified GE pathway because this policy will have cascading effects for transfer articulation.
 - The policy shift will require relevant system changes with ASSIST and other transfer articulation systems, so keeping staff informed from the outset about what is under consideration is important especially given the tight timeframe for delivery on the new GE pattern.

Discussion: The point was made that the support for academic advisors and counselors is inadequate and they would benefit from professional development and other types of support. The advisors at the CCCs provide mental health counseling and they may be more burned out than the majority of CCC faculty as a result of the pandemic. However, the pandemic exacerbated problems that already existed. Counselors are expected to know about an overwhelming amount of information and they are pulled in many different directions.

Chair Horwitz explained that two pathways are in place because the CSU and UC systems do different things and aligning preparation has always been difficult. A discipline will be different across the UC campuses because a major has a relationship to a unique body of scholarship, and creating a set of common courses across the segments is even more difficult. What it means to be student-centric is not self-explanatory. From the perspective of CSU faculty, being student-centric allows students to have room to explore, and while AB 928 aims to make alignment across the segments easier, it also eliminates exploration which does not seem very student centric. CSU Senate Chair Collins opined that faculty do not object to ensuring that students are prepared to enter the workforce, but soft skills are important for self-development and for society not just for industry. ICAS would not want to propose a new GE pathway model that creates industry fodder when faculty are committed to creating informed citizens for society who can also navigate multiple career moves.

Chair Horwitz argued that it makes sense for ICAS to start with IGETC as a foundation rather than trying to create a new pathway from scratch. The timetable for implementation of the policy makes it necessary to build on what exists and attain consensus across the segments to avoid the situation where administrators who are not qualified make the decisions since this should be a decision grounded in pedagogy.

VI. Debrief from Consultation with Administrators

Members were invited to share their thoughts about the discussion with the administrators.

Discussion: There is a concern about the support ICAS will get from administrators for whatever it proposes and members are troubled about the pushback the committee might face. The phrase student-centered was used but it sounded like some of the administrators are more employer or market-centered. The change that administrators described is significantly broader in scope than what is called for by AB 928, but ICAS will be able to point to the language of the law which does not require changing the fundamental nature of higher education. A member wondered if it would be useful to look at GE patterns around the country. A member who examined GEs found the models in other states problematic. It is unlikely that the Legislature would be willing to give ICAS more time to work on a proposal and members did not get the sense administrators would give ICAS extra space and time on this effort.

Videoconference adjourned at: 12:05 PM

Minutes prepared by: Brenda Abrams

Attest: Robert Horwitz