

## ICAS MEETING MINUTES

Monday, April 25, 2022 | 9:00 am – 3:30 pm

*Virtual*

### 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, Executive Director

(UC) Robert Horwitz, Chair; Susan Cochran, Vice Chair; Mary Lynch, UCEP Chair; Madeleine Sorapure, BOARS Chair; Jingsong Zhang, UCOPE Chair; Anne Britt, BOARS Representative; 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; Miguel Rother, Director of Grants and Initiative

### I. Preparation for Today's Meetings

Chair Horwitz welcomed members to the meeting and discussed the visitors joining ICAS today. The committee may want to ask all of the visitors about their opinions on Assembly Bill (AB) 928 and there may be questions for Assembly Member Medina about [AB 2341](#) which he is sponsoring. It is not clear if Senator Laird has met with ICAS before, so this visit should begin with a brief explanation of what ICAS is. President Davison introduced Faculty Articulation Officer Elizabeth Atondo from Los Angeles Mission College and Chair Horwitz introduced Jim Chalfant, the chair of the UC Academic Senate's new Special Committee on Transfer Issues.

### II. Consent Calendar

**Action:** The March 8, 2022 ICAS videoconference minutes were approved.

### III. Visit with Jessie Ryan, Executive Vice President, Campaign for College Opportunity

Chair Horwitz welcomed Executive Vice President (EVP) Ryan to the videoconference and, following member introductions, EVP Ryan was asked to describe the Campaign's support for AB 928 including the work on Associate Degrees for Transfer (ADTs) in phase two.

- EVP Ryan, who is a product of the CCC and CSU systems, leads policy and advocacy across the state and is involved with a national roadmap for transfer.
- The Campaign has a diverse coalition of 15k individuals across the state including students, college administrators, faculty, and civil rights and business partners, and the organization quickly learned that a transfer conundrum prevents many students from reaching their college goals.
- The first policy the Campaign undertook toward strengthening transfer was the effort to create the ADTs.
- The coalition work is married with research on a host of issues to better understand the transfer challenges facing students at the CCCs and this entails understanding the leadership composition of the systems and the equity implications of having faculty or administrations that do not reflect the students that they serve.
- The coalition work and research are then combined into a set of policy recommendations that range from trying to strengthen and support a more streamlined path through college to trying to meeting workforce demand along with a focus on strategic advocacy for the resources necessary for colleges and universities to be able to do that critical work.
- In the last year alone, the Campaign advocated for more than \$3B of expenditures to support everything from remedial education to guided pathways work to ensuring adequate A through G access and access to Advanced Placement course offerings in low income districts that serve a majority students of color.

- The Campaign has a laser focus on a set of core issues including transfer, access, college affordability, and racial equity. Last year, the Campaign worked to support Proposition 16 to ensure that a more inclusive model of admissions and racially just practices, although this was unsuccessful.
- The Campaign's role in facilitating AB 928 began over two years ago with interviews of CCC and CSU counselors and articulation officers and, based on those interviews, collecting data on a set of topics needing a closer look. This was followed by gathering quantitative data to either validate or dispute the concerns of people in the field, which led to *Chutes and Ladders*, the latest in a series of reports on transfer.
- The next step was a series of regional conversations with a cross-section of the key stakeholders in the Campaign's coalition about the issues. From these discussions, three critical areas that needed to be addressed as a part of creating a more seamless path to transfer for CCC students were identified:
  - Ensuring greater intersegmental collaboration across the CCC, CSU and UC systems, the need for a better partnership with kindergarten to 12<sup>th</sup> grade to make sure students understand their options, and the lack of resources to enable faculty to do the in-depth work needed to update some of the ADT pathways;
  - The need for a common set of general education (GE) requirements that might consolidate CSU Breath and IGETC and, in an effort led by faculty, create a single GE pathway that could meet the needs for admission to both systems and that could ensure students were not having to guess which pathway would prepare them for the maximum number of options as they sought to undertake their transfer journeys;
  - Ensuring that students are not being disadvantaged by conflicting advising from counselors and articulation officers who are trying to mine shifting and evolving information along with the recognition that a lack of a common course numbering system leads to classes a student takes at different CCCs not being counted.
- The Campaign also looked at lessons from the implementation and oversight committee put in place after Senate Bill 1440. Former ASCCC President Patton is credited with deciding to focus on and create associate degree pathways aligned with the highest demand professions.
- As the author of AB 928 was debating amendments to the bill, it was deemed critical for ICAS to have a strong leadership role at every level, from the intersegmental committee meetings to the consolidation of the GE pathway, and this was aligned with what the Campaign saw had worked in previous efforts.

**Discussion:** The three senates engage with faculty colleagues but the legislature and outside advocacy groups may not recognize the full extent of the senates' collaboration with students. EVP Ryan explained that the Campaign's research projects have advisory boards that include some faculty and that the organization's legislative process involves amendments suggested by their faculty bodies. The EVP is open to other ideas for ensuring more regular dialogue and consultation because the Campaign does its best to fold in all stakeholder voices which includes having key voices as members of its governing and advisory boards. The Campaign would be interested in meeting with ICAS once or twice a year but this has not been formalized. Chair Collins suggested that the Campaign could join the ASCSU Executive Committee's regular meeting with the CSU Chancellor's Office at the beginning of each academic year or the first plenary in order to learn about each other's priorities for the year.

It may be useful for the ASCSU to develop white papers that address concerns about issues such as transfer especially since the segment has been very engaged in this work for a long time. The white papers may help improve communication and overcome the often serious disconnect between the administration's purview and the faculty purview with respect to pedagogy and research as well as the faculty's focus on students. EVP Ryan will share this recommendation with the Campaign's president and board so there can be more thoughtful planning to make this interaction happen. Chair Collins also suggested that the Campaign meet with ICAS in order to hear the intersegmental perspectives because it is not clear why (and problematic that) legislators and others are unaware of the segments' close collaboration and coordination on various issues for the past 20 years.

President Davison echoed Chair Collins' concerns about the lack of awareness of the intersegmental discussions about transfer in particular since this has been a top priority for ICAS for many years. There are 23 CSUs and 116 CCCs throughout the state with unique needs and issues, so hearing from the CCC chancellor or the president of one CCC campus does not reflect what is occurring at other campuses. The ASCCC supported the ADTs and it will be far better for the senates and other groups that will serve on the ADT Intersegmental Implementation Committee to work together to ensure students' educational success. The Campaign should diversify its sources of information and the point was made that ICAS has a systematic tradition and practice of comprehensively representing faculty perspectives. EVP Ryan was encouraged to consult the letter ICAS wrote opposing AB 928 and advocating for greater resources for advising on the CCC campuses and for a real investment of resources to improve the ASSIST website, which ICAS and the Campaign could work on together. ICAS members thanked EVP Ryan for joining the videoconference and for the discussion.

#### **IV. Announcements**

##### Robert Horwitz, ICAS Chair and Chair, UC Academic Senate

- UC Senate leadership issued two memos critical of students' demand for flexibility and calls for mandatory recording of classes and mandatory hybrid instruction, and Chair Horwitz explained these issues to the Regents in March. Mandatory recording of courses violates academic freedom and there is a concern about where the recordings might end up, and mandatory hybrid instruction adds significantly to faculty workload.
- Academic Council discussed proposed Senate Regulation 424 which adds the Ethnic Studies requirement to the existing A to G subject areas. The first systemwide review raised technical and other questions about the proposed regulation, so the matter has been sent back to the Board of Admissions and Relations with Schools for further discussion.
- The Committee on Academic Freedom (UCAF) is working on guidelines regarding posting political statements on department websites. Some believe that academic departments ought to be prohibited from posting such statements whereas UCAF recommends that statements can be posted with the disclaimer that they do not express the views of the University.
- The workgroup on mitigating the impact of COVID-19 on faculty is finalizing its second report, which includes the recommendation that campuses institute a principle called "achievement relative to opportunity" to rebalance the weight between teaching, research and service in an effort to reflect how hard it was for many faculty to carry out their research during the pandemic.
- The Academic Assembly approved a Climate Memorial to the Regents calling for at least a 60% reduction in campus carbon emissions by 2030 and a 95% reduction by the year 2035. The divisional senates will vote on the Memorial before it can be transmitted by President Drake to the Regents.

##### Robert Collins, Chair, CSU Academic Senate

- In light of recent events, the ASCSU seeks to create positive changes by working to address inequities impacting all colleagues, especially women, where survivor and victim advocacy is lacking in the Title IX process or when complaints do not rise to the level of Title IX action.
- On March 11, 2022, the ASCSU in collaboration with the CSU Chancellor's Office hosted the webinar, "Understanding AB 928: Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee." The webinar can be viewed [here](#).
- The agenda for the ASCSU's meeting on March 17-18<sup>th</sup> included 27 resolutions.
  - The following were approved:
    - Request for review of the fiscal impact of any proposed CCC Baccalaureate programs
    - Involve CSU faculty in approval process for proposed CCC BA programs
    - Endorse CSU Student Association resolution to include caste in the Anti-Discrimination policy

- Call for an Independent Investigation into the Actions Taken by Former CSU Chancellor Castro while President of CSU Fresno
- Condemnation of the Russian invasion of Ukraine
- The following resolutions were introduced for first reading:
  - A resolution on Cultural Taxation, Issues and Faculty Input
  - Enabling victim advocacy in CSU Title IX practice
  - Increased support for Course Identification course review
  - Faculty and staff mental health concerns during the COVID-19 pandemic

Dolores Davison, President, CCC Academic Senate

- The Plenary was held the first week of April and there were 45 pages of resolutions and amendments to resolutions.
  - There were concerns about legislative intrusion into curriculum as well as support for some legislative bills, including Cal Grant reform.
  - The Plenary featured speakers on CCC's inclusion, diversity, equity, anti-racism, and accessibility efforts statewide and on individual campuses.
  - Elections for the ASCCC were held for next year's executive committee: Vice President May is the President-Elect, Secretary Aschenbach is the Vice Chair-Elect, Dr. LaTonya Parker is the Secretary-Elect, and Treasurer Bean was re-elected. President Davison's final term of service ends on June 2<sup>nd</sup> and North Representative Kirk is moving into the administration, so two new members will be elected.
- This is Black Student Success week and the Faculty Leadership Institute will be held in Sacramento in June which will be followed by the Curriculum Institute in Riverside in July.
- The ASCCC is discussing how events will be held in the future given the expense of hybrid events.

**V. Visit with Assembly Member Jose Medina, Chair, Assembly Higher Education Committee with Julie Cravotto, Legislative Aide, Higher Education**

Meeting notes were not recorded during the legislative visit.

**VI. IGETC Standards Document ~ First Read**

- *Jingsong Zhang, Chair, IGETC Standards Subcommittee*

IGETC Standards Subcommittee Chair Zhang reported that the subcommittee had its third meeting on April 11<sup>th</sup> and reviewed eight requests for changes. Three questions required discussion while a few required minor editing and the subcommittee decided against acting on a couple of the requests. Chair Zhang summarized the updates to the Standards Document which ranged from updating web links to clarifying the definition of distance education to preparing for the new section for the Area 7 Ethnic Studies requirement.

**Discussion:** When referencing Title V, it is important to be clear about whether it is for the CSUs or the CCCs. The proposed definition of distance education does not include correspondence courses which are allowed and counted for IGETC particularly for prison education programs. It was noted that there are UC faculty against approving online CCC courses if it cannot be shown that the exam was proctored. Chair Horwitz remarked that online courses should not be rejected for any reason other than what is stated in the Standards document and problems with academic integrity across the segments should be addressed by other means. A member asked why English as a Second Language (ESL) courses are limited to fulfilling the Humanities requirement and not included in the Social and Behavioral Sciences. Historically, the foreign language and ESL courses had cultural components and were approved for the Humanities but it is not clear why they were disallowed for Social and Behavioral Sciences. CCC faculty raised concerns the some CCC transfer level ESL courses focused on basic skills as

opposed to language acquisition. The subcommittee needs guidance from ICAS regarding the new Area 7 requirement, and this will be discussed later in the meeting.

## VII. Online Education and Fully Online Degrees

- *Susan Cochran, Vice Chair, UC Academic Senate*

In the near future, there may be political pressure on the segments to offer fully online undergraduate degree programs (OUDPs), although some faculty are opposed to these programs. To learn more about the OUDP landscape, Vice Chair Cochran compiled Department of Education data to compare three prominent fully online education programs—Arizona State University, Pennsylvania State University, and University of Maryland Global Campus—with their residential counterparts; the nine undergraduate UC campuses; UC’s “Comparison 8” institutions; CSU San Diego and CSU Long Beach; and Ohio State. OUDPs are promoted as a pathway for more access for Californians to the university system, and UC has concerns about the quality of education being delivered.

- Arizona State University (ASU) Online is separate from its in-person campuses and Penn State and Maryland Global OUDPs are their extension programs. ASU Online and Penn State award diplomas that do not identify the students’ campus.
- Michigan, Virginia, Harvard, State University New York Buffalo and the CSUs offer online degrees through an independent unit, extension, or an online unit working in conjunction with a department.
- Only the University of Illinois offers an online degree within its traditional setting but there is only one major and then there are a number of universities that do not offer degrees.
- In terms of access and who enrolls in these programs, ASU Online, Penn State and Maryland Global are attended by working adults seeking additional training and first generation Pell recipients.
- Data on the race and ethnicity of students in these programs shows that ASU Online students are less diverse than students in ASU’s in-person programs; Maryland Global has a more diverse student body than Maryland’s in-person program; and the UC and CSU campuses are already highly ethnically/racially diverse, so it is unclear to what extent OUDPs would actually improve diversity, access, and inclusion in the California systems.
- The analysis attempted to address the issue of quality. ASU Online, Penn State, and Maryland Global advertise their online programs as exactly the same as being on campus, but admissions are not selective.
- Another quality measure is student faculty ratio and online programs tend to have higher student/faculty ratios compared to their in-person counterparts, as well as lower average faculty salaries, which suggests a less experienced instructional staff.
- Campuses spend far less per student on online education, but students see small financial benefit from those lower costs. One exception is that students in online CSU programs pay higher fees than they do to attend in-person CSU programs.
- Finally, online degree programs have poor degree completion and graduation rates and leave former online students with substantial debt.

Vice Chair Cochran also shared information from the UC Undergraduate Experience Survey conducted by Institutional Research at the Office of the President every two years.

- The vice chair plotted measures of satisfaction over the last 14 years and, over the course of the pandemic, student satisfaction with their courses increased probably because grading standards were relaxed. GPAs went up during the pandemic as faculty were advised to take into account challenges that students were facing.
- Another set of questions in the most recent survey asked students to indicate what was better about remote versus in-person instruction, and students report that their levels of loneliness were greater during remote

instruction than during in-person instruction. Whether this is a consequence of the pandemic or the modality of instruction is indeteminable.

- Measures of engagement decreased amongst students during the pandemic, with students reporting that they were rarely likely to go the extra mile or to be enthusiastic about a class.

**Discussion:** Members thanked Vice Chair Cochran for the research and analysis. Maryland Global was an overseas military program founded after World War II initially for enlisted and active military, which then expanded to beneficiaries and spouses and just before the pandemic the program allowed others to enroll. Maryland Global faculty receive housing, gas allowances and other benefits not reflected in their salaries. There generally were no costs to students for the courses, so students did not incur debt. It was suggested that data on for-profit online degree programs should also be examined as these programs have more significant problems with degree completion. The CCCs have concerns about their students leaving the allied health and career technical education programs and enrolling in for-profit programs.

The ASCSU has been involved in online education since it was introduced in the CSU system, and the Academic Affairs Committee gathers faculty opinions about online education. Online education at CSU has been supported by Quality Online Learning & Teaching, a systematic teacher preparation area of study. The CSU administration shared concerns with the ASCSU about CSU diverse faculty being poached and the administration wants the CSUs to engage in online education in ways beyond what has been the norm: using online education as supplemental for students pursuing certificates in certain areas and allowing students in graduate programs to take CSU courses anywhere in the system because of economic concerns. Faculty are pushing back against this because it raises the question of whether there are distinct CSU campuses or just a blanket degree. The ASCSU also sees that the online programs have only minimal student support embedded in their models. Chair Collins shared three link: <https://online.calstate.edu/>, <https://dspace.calstate.edu/handle/10211.3/161320> and [https://www.calstate.edu/csu-system/faculty-staff/academic-senate/Documents/reports/Online\\_Education\\_White\\_Paper.pdf](https://www.calstate.edu/csu-system/faculty-staff/academic-senate/Documents/reports/Online_Education_White_Paper.pdf).

Before the pandemic, there were concerns about how appropriate it would be to have an entire degree program online as opposed to individual courses, but for the past two years the message has been that universities can provide the same education online as is provided in-person. It is important that this analysis looked not only at modality in terms of course work but modality in terms of an entire degree in order to identify serious deficiencies in these programs. The argument must go beyond considering if certain courses adapt well to the online modality, and another factor is that part of undergraduate education is about socialization, not just skills or information transfer, and whether this can be adequately achieved in an exclusively online program is a critical question.

#### VIII. Draft COVID-19 Instructional Flexibility and Resilience Statement

- *Robert Collins, Chair, CSU Academic Senate*

Chair Collins thanked the members for their contributions to the statement. The revised statement commends faculty and students for their resilience and expresses support for faculty as they determine pedagogically sound modes of instruction to ensure the learning success and well-being of students.

**Discussion:** A suggestion that the statement indicate that faculty will make decisions about modality in consultation with relevant senate committees was deemed to be unnecessarily in the weeds. Each senate can circulate the statement if they do not already have something similar and it would be useful to have the statement available when meeting with legislators. The statement can also be posted on the ICAS website.

**Action:** A motion to adopt the statement was made, seconded and approved.

## **IX. Strategies to Mitigate Academic Dishonesty and Infringement on Faculty Intellectual Property Rights**

- *Robert Horwitz, ICAS Chair and Chair, UC Academic Senate*

Chair Horwitz talked to the Regents about third-party contract cheating websites that leverage the intellectual property of faculty to facilitate student academic dishonesty. The Regents seemed to take note of the chair's remark that academic integrity appears to be rampant enough in the online space that the integrity of grades cannot be ensured, which would call into question the integrity of fully online degrees. The Board's Academic and Student Affairs Committee received a presentation from the UCSD Academic Integrity Officer about efforts to create a culture of academic integrity on campus. This presentation underscored how pervasive academic integrity problems are in general and how they have escalated during remote instruction.

UC Legal also spoke to the Regents about the viability of different strategies to mitigate academic dishonesty. Pursuing legislation would require time and organizing but these multimillion dollar companies have the resources to lobby against any such efforts. The thinking is that litigation would not be successful but Regent Park proposed creating a larger set of claimants with the CCC, CSU and UC systems in a broader campaign. UC Legal has consulted with outside counsel with expertise in intellectual property who is willing to meet with the chief counsel and the Academic Senate leadership for the segments to brainstorm about what could be done as a larger class.

**Discussion:** The ASCSU has been trying to address this issue for the past four years and would be interested in participating in the conversation with legal counsel. President Davison will share this proposal with the CCC Chancellor's Office legal counsel and noted that previous efforts in a similar vein have been limited to an individual CCC campus. A national academic integrity organization has resources related to building a culture of academic integrity.

## **X. Visit with Senator John Laird, Chair, Senate Budget Subcommittee #1 (Education) and Legislative Aide Dante Golden**

Meeting notes were not taken during the Legislative visit.

## **XI. Consultation with Oral Communications Faculty**

- *Julie Bruno, Communication Studies, Sierra College*
- *Kim Perigo, Communication Studies, San Diego Mesa College*
- *Kristina Ruiz-Mesa, Communication Studies, Cal State LA*
- *Kevin Baaske, Communication Studies, Cal State LA*

Chair Horwitz explained that ICAS is consulting with Oral Communications faculty from the CCCs and CSUs because one challenge with designing the single GE transfer pathway has been UC's acceptance of Oral Communications (Oral Comms) courses as part of the framework. In order for UC's Senate to approve the new pathway, these courses have to look more rigorous than some of the descriptions would suggest. President Davison and Chair Collins have invited Oral Comms experts in their segments to talk about what those courses are and how to revamp the course descriptions so UC faculty are willing to approve the plan.

- The presenters expressed appreciation for the opportunity to meet with ICAS. Oral Communications courses are an integral part of achieving the goals of student success and equity, and it is in the best interest of transfer students to preserve the Oral Comms requirement as part of a new GE pattern.
- Oral Comms equips students with the foundational skills to succeed at CSU and UC. It is one of CSU's Golden Four and to be approved an Oral Comms course must focus "on the communicated process from

the rhetorical perspective, this includes reasoning and advocacy, organization accuracy; the discovery critical evaluation and reporting of information; reading and listening effectively, as well as speaking and writing.”

- Only the discipline of Speech Communications engages in systematic research and incorporates that knowledge in Oral Comms classes and in this way it is comparable to the expertise of those who teach written communication. It cannot be expected that all university instructors can teach this content successfully within or adjacent to another class unless there was a foundational class taught in a standalone fashion.
- The three educational systems are preparing future leaders for a global economy and those leaders need to understand and embrace diverse communication styles and skills, and oral communication skills are critical to academic, personal, and professional success and are necessary for creating a more inclusive, engaged, and just society.
- The Oral Communications requirement helps CCC students to quickly reach university-ready status and it is the only course accessible to our students, where the knowledge and skills of oral communication can be specifically learned in a variety of contexts.
- Oral Comms is taught and assessed by faculty with the discipline qualifications required to ensure that all students meet the core expectations of the requirement.
- The San Diego Community College District provided data that shows that students who want to transfer have a 28% higher transfer rate when they took Oral Comms in their first year. Preliminary research from other CCCs indicates that students who took Oral Comms in their first year were almost twice as likely to complete a degree compared to students who did not.
- A survey of business executives and hiring managers found that employers identified Oral Comms as the highest ranked learning priority, regardless of a student's major. The Department of Labor states that communication is in high demand in every occupation and the Oral Comms requirement prepares CCC students to compete with their university peers in the job market and to be successful in their careers.

**Discussion:** Chair Horwitz explained that, based on how the Oral Comms courses are described, they look like speech courses to UC Senate faculty. The idea is to bolster the descriptions of the courses and competencies to emphasize that they are theoretical as opposed to purely skills-based, and the CSU San Marcos description is a good model. Professors Bruno and Baaske indicated that the descriptions and student learning outcomes (SLOs) can be revised and noted that the courses do in fact address UC’s concerns. It may be helpful to look at the descriptions of the public speaking courses at UCR and UCSB, and it is possible that SLOs for writing courses might be relevant for the Oral Comms courses as well. Chair Horwitz asked the presenters to provide succinct descriptions of what the Oral Comms courses do and their pedagogical goals along with research citations that can accompany the recommendation for the new GE pathway when it is shared with the three senates. There is a two-page document that could be revised if it does not address the concerns Chair Horwitz has identified. The audience for these materials is UC faculty who need to be convinced that Oral Comms should be required courses. There is disagreement about whether Oral Comms should be a GE requirement for all students including freshmen at UC although native freshman were likely to have attended high schools that offered a speech class.

## **XII. Proposal from the Special Committee on Assembly Bill 928**

- *Robert Horwitz, Chair, ICAS and Chair, UC Academic Senate*

Chair Horwitz was pleased to announce that the Special Committee on AB 928 reached consensus on a proposal for a new GE transfer pathway and described the proposed pathway as well as the compromises each segment agreed to make.

**Discussion:** The CCCs and CSUs have stricter guidelines than UC regarding who can teach Ethnic Studies courses and which departments house them. Members discussed the importance of the language other than English requirement especially for students who were not able to take a foreign language in high school or who



attended a CCC that did not offer foreign languages. A concern is that the emphasis on time to completion and incentives for CCCs to get students out faster minimizes opportunities for students to explore. Upon approval by ICAS, each segment will follow its normal procedures for attaining the endorsement of their senates and it is anticipated that this step will be completed in late fall of this year. Chair Horwitz will draft a progress report to Assembly Member Berman outlining what ICAS accomplished and criticizing the second phase of AB 928. CSU and UC faculty may pushback against the proposal but some of the opposition might be assuaged when it is made clear that the proposal does not apply to native students.

The committee debated potential names for the new transfer pathway but ultimately agreed that students should be asked to come up with a name. President Davison will contact the students who participated on the Special Committee and provide the options ICAS has thought of, but it should be stipulated that ICAS will make the final decision. ICAS members thanked Chair Horwitz for his leadership of the Special Committee which involved a lot of people engaged in intense and difficult discussions. Chair Horwitz commented that everyone on the Special Committee came to the table with good intentions and an understanding that compromise would be necessary, and this outcome speaks well to the political maturity of ICAS. The committee also acknowledged Director Monica Lin's technical assistance.

**Action:** A motion was made, seconded and passed unanimously to accept the recommendations of the Special Committee on AB 928 and send it to the Senates of each segment.

### **XIII. IGETC Area 7 ~ Ethnic Studies**

ICAS needs to vote on sending the new Ethnic Studies requirement to the IGETC Standards Subcommittee so it can be added to the Standards document. The CSU Board of Trustees and the UC Academic Senate have both approved the language for Area 7.

**Discussion:** IGETC Standards Subcommittee Chair Zhang remarked that the Ethnic Studies requirement will be implemented in the fall of 2023 and the courses will need to be approved by then. The 2.3 Standards document could include Area 7 with a note that it is not in effect until fall 2023 and the information is provided so the systems can begin to prepare.

**Action:** A motion was made and seconded and the committee voted unanimously to transmit the new Ethnic Studies requirement to the IGETC Standards Subcommittee.

### **XIV. Debrief on Today's Visits and New Business**

- It was noted that none of the articulation officers (AOs) in any of the segments were in favor of AB 928 and the AOs believe that is problematic to give students just one curricular path and try to eliminate the differences between the CSUs and UCs.
- Some ICAS members are concerned about the power of outside advocacy groups whereas other members feel these groups raise important issues and call attention to things the segments are not doing well.
- Faculty perspectives have been completely ignored by the legislature and various advocacy groups. Narratives and analyses to counter the positions of outside groups need to be created and provided to legislators.
- The message from faculty should highlight that the only way to establish an uncomplicated transfer pathway is to reduce the choices available to students.
- Phase two of AB 928 will be difficult because the membership of ADT Intersegmental Implementation Committee is largely not faculty.

- The progress report to Assembly Member Berman should restate the arguments in last year's ICAS memo to the governor opposing AB 928. It should also point out that the outside groups are not experts on higher education, are not well-informed about the nature of the curriculum and do not understand exactly why the segments are different.

Videoconference adjourned at: 3:30 PM

Minutes prepared by: Brenda Abrams

Attest: Robert Horwitz