

The Intersegmental Committee of the Academic Senates - University of California - The California State University - California Community Colleges

ICAS Meeting Minutes

Thursday, February 1, 2024, 11 AM – 3 PM

Remote

ROLL CALL

(**ASCCC**) Cheryl Aschenbach, President; Manuel Vélez, Vice President; LaTonya Parker, Secretary; Robert Stewart, Treasurer; Eric Wada, North Representative; Krystinne Mica, Executive Director

(**ASCSU**) Beth A. Steffel, Chair; Elizabeth Boyd, Vice Chair; Adam Swenson, Secretary; Thomas Norman, Member-at-Large; Gwen Urey, Member-at-Large; Reem Osman, ASCSU Administrative Support

(**UCAS**) James Steintrager, Chair; Steven Cheung, Vice Chair; Barbara Knowlton, BOARS Chair; Melanie Cocco, UCEP Chair; Brenda Abrams, Principal Policy Analyst; Monica Lin, Executive Director – UCAS

GUESTS: Darlene Yee-Melichar, CSU Faculty Trustee; Co-Chairs of the ICAS subcommittee on mathematics competencies: Ginni May, Michael O’Sullivan; Bob Pelayo

I. Introductions

- Welcome by Chair Steffel

II. Consent Calendar

- Approval of February 1, 2024, Meeting Agenda
 - Approved unanimously.
- Approval of December 11, 2023, Minutes
 - Approved

III. General Announcements

Cheryl Aschenbach, President of the Academic Senate CCC (ASCCC)

- Common Course Numbering:
 - Continuing efforts on common course numbering.
 - Recommendations developed between September 2022 and December 2023.
 - Chancellor's office working with stakeholder groups, including Faculty Senate, to form an implementation committee.
 - First meeting targeted for late February.



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- Open Educational Resources (OER):
 - Fifth year of grant for the Open Source Initiative.
 - 60 OER projects produced.
 - Collaboration with UC, CSU, and other states.
 - Efforts to provide collaborative texts as alternatives to publisher texts.
- Diversity, Inclusion, and Accessibility:
 - Efforts to incorporate diversity, inclusion, and accessibility into evaluations.
 - Legal challenges faced, but ongoing work to ensure safe and welcoming classrooms.
- Career Education Master Plan:
 - Executive order signed by the governor for a master plan by October 2024.
 - Emphasis on career and technical education.
- Legislative Updates:
 - Interest in AB 42 for restarting the Community College Education Council.
 - Tracking SB 895 Baccalaureate nursing pilot and other curriculum-related legislative measures.
 - Executive Director Lin asks about the conceptualization of common course descriptors and their differences from CID descriptors.
 - President Aschenbach Highlights the difference between CID and common course descriptors.
 - CID descriptors focus on capturing a broader range of courses that fit a certain description.
 - Common course numbering aims for more prescriptive descriptors while allowing some latitude for thematic emphasis.
 - Input from all three systems (CCC, CSU, UC) is essential for developing these descriptors.
 - Executive Director Lin emphasizes the importance of understanding the descriptors, especially for UC faculty, regarding articulation approvals.
 - President Aschenbach acknowledges the challenges and aims for consistency and collaboration in developing descriptors.
- Question 2: Governor's Master Plan for Career Education
 - Executive Director Lin raised a query about the inclusion of transfer education in the governor's master plan.
 - President Aschenbach expressed surprise at the shift, suggesting it may be driven by external advocates or the governor's office.
 - Executive Director Mica mentioned plans to convene faculty meetings in March and provided clarification on the scope of the master plan.



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- President Aschenbach emphasized the importance of faculty involvement and acknowledged ongoing efforts to address challenges in education pathways.
- Faculty Trustee Yee-Melichar shared insights from a CSE board meeting, raising questions about students opting out of ADT (Associate Degree for Transfer) and the response from the Chancellor's office.
- President Aschenbach clarified that students are automatically placed on an ADT track but have the option to opt out if necessary.
- She also explained the process of updating curricula to include Cal-GETC (California Community Colleges General Education Transfer Curriculum) and discussed potential challenges in certain disciplines.
- Faculty Trustee Yee-Melichar sought clarification on the differences between pre-2025 and post-2025 ADTs.
- President Aschenbach detailed the changes in ADT curricula, focusing on general education patterns and double counting.
- She mentioned ongoing discussions about accommodating majors with more preparation requirements.
- Chair Knowlton proposed allowing students to finish Cal-GETC after transfer, especially for majors with heavy preparation requirements.
- President Aschenbach discussed recommendations from the United Way committee regarding additional units and upper-division prep courses.

James Steintraeger, Chair, UC Academic Senate

- Regents Meeting:
 - A meeting regarding a refund policy for policy 407 (federal student employment opportunities).
 - Legal scholars proposed a theory allowing UC to hire undocumented students, but concerns about legal, financial, and federal funding risks led to a one-year suspension of policy implementation.
- Policy on Political Statements:
 - Active conversation at the Regents meeting about a proposed policy on political statements on departmental websites.
 - Proposal aimed to control political statements on official university communication channels, but concerns were raised about rushed and incoherent policy development.
- Senate Regulation on Campus Experience Requirements:
 - Proposed regulation requiring students to take a minimum of 10% of coursework in person for graduation.

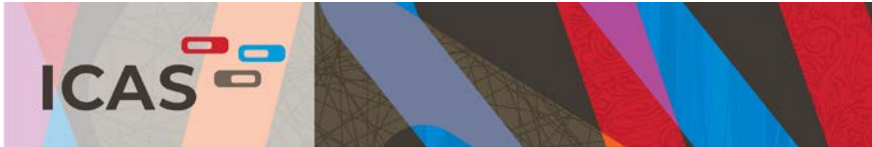


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- Concerns about fully online degree programs led to controversy, but it was clarified that exemptions could be sought.
- Presidential Task Force on Instruction Modalities:
 - Formation of a task force to address rigor in online, hybrid, and traditional instruction modalities.
- Senate Task Force on AI:
 - Establishment of a task force to identify issues related to AI in academia.
 - Focus on areas of highest relevance to the Senate, with Chair Knowlton providing updates later.
- Contract Negotiations for Graduate Student Researchers and TAs:
 - Updates on contract negotiations for graduate student researchers and teaching assistants.
 - Concerns about the impact of fully online programs on enrollments and intersegmental implications.

Beth A. Steffel, ICAS Chair and Chair of the Academic Senate for the California State University (ASCSU)

- Draft Legislation and AI Committee:
 - New draft legislation follows up on the 2018 implementation committee report.
 - System-wide AI committee launched to discuss governance and policy, with subcommittees including one on teaching and learning.
- General Education Changes:
 - Faculty concerns over proposed changes to CSU General Education (GE) requirements.
 - Two proposals discussed: one changing the committee structure, the other altering CSU GE requirements by removing five units and modifying course requirements.
 - Discussion was rushed, with no formal vote, but changes are expected to be acted on in March.
- Vice Chair Boyd's Comments: Concerns with GE Changes:
 - Lack of detailed discussion on the impact of GE changes on campuses and admissions.
 - Insufficient faculty input and data on student success impacts.
 - Concerns about the board's informal decision-making prior to the 45-day public comment period.
- Member-at Large Norman's' Comments: Advocacy and Policy Development:
 - Emphasis on the need for data-driven policy making.
 - Concern over special interest influence in legislative processes and the importance of faculty representation.



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- Faculty Trustee Yee-Melichar' Comments: Presentation to the Board:
 - Efforts to present the benefits and concerns of GE changes based on faculty, staff, and student feedback.
 - Questions raised about ADT opt-out and CSU GE Breadth requirements.
- Concerns about Transfer Pathways and Certification:
 - Chair Knowlton's and Vice Chair Boyd's comments highlight issues about the certification of students transferring from community colleges to CSU. This includes concerns about differing grade point standards and the potential confusion and impact on students who might not meet CSU standards.
- Impact on Student Support Programs:
 - Both Chair Steffel Beth and President Aschenbach discussed the potential elimination of first-year experience programs and other support courses like lifelong learning and financial literacy. These programs are essential for student retention and success, especially for those who need extra support.
- Advocacy and Mobilization Efforts:
 - President Aschenbach, Vice Chair Boyd, and Secretary Swenson emphasized the need for advocacy, including public comments, press engagement, and collaboration with legislative bodies to protect these critical support programs. The report should include this to mobilize stakeholders.
- Misrepresentation of Faculty Support:
 - Member-at-Large Norman and Vice Chair Boyd pointed out that the agreement on certain academic models was misconstrued as blanket approval for broader changes, which is not accurate. This is crucial for clarifying the faculty's position.
- Potential Effects on Graduation Requirements:
 - There's a discussion on how the changes could affect graduation requirements across different campuses, which might lead to inconsistencies and confusion.
- Equity and Student Success:
 - The comments address equity concerns, indicating that not all students have equal access to the resources needed to succeed. Removing these programs would disproportionately affect those who benefit the most from additional support.
- Actionable Steps and Future Meetings:
 - suggestions for future actions, such as public comments at board meetings and letters from student senates.

IV. **CCCs Curriculum and Implementation Updates** (*Aschenbach*)

- Update on CCC BDP:
 - Background:
 - Dissemination of ICAS Duplication Recommendations:



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- President Aschenbach noted the acceptance of the network duplication subcommittee's recommendations in the summer.
- There has been no follow-up with the Executive Vice Chancellor regarding ongoing system-level discussions about these recommendations. President Aschenbach plans to follow up on this matter in a meeting with the Vice Chancellor.
- Current Cycle Details: Cycle 3:
 - 12 programs were forwarded for review.
 - 6 objections were lodged during the review process.
 - President Aschenbach expressed disappointment as some of the approved programs were expected to have the least chance of duplication. She is keen to understand the nature of these objections and whether the process for addressing duplication has evolved.
- Cycle 4:
 - Submissions concluded in January.
- Comments and Concerns:
 - Chair Steffel emphasized the importance of including system-wide academic senates in the policy framework to maintain consistency despite personnel changes. She noted that while some community colleges are resistant, this inclusion is crucial for holistic faculty consideration.
 - President Aschenbach acknowledged ongoing friction in some system offices, noting resistance to including certain parties in the decision-making process. She intends to clarify the status of the ICAS recommendations and objections in her upcoming meeting with the Vice Chancellor.
- SB 895 (Nursing Pilot Bill):
 - President Aschenbach queried if CSU would oppose the bill.
 - Chair Steffel indicated that CSU has concerns about clinical placements and resources but has not taken a formal position.
 - President Aschenbach highlighted the competition for clinical placements between public and private institutions, suggesting a future discussion on prioritizing public higher education for clinical spots.
- CSU Policy and Review Process:
 - Chair Steffel proposed that CSU policies should explicitly model effective practices to ensure clarity and continuity.
 - Chair Cocco described the current process where the Academic Planning Group and campus Faculty Senates review new programs



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for duplication but noted that there is no strict policy ensuring Senate involvement. This lack of formal policy necessitates monitoring to ensure consistent review practices.

- Update on Cal-GETC Implementation
 - North Representative Wada raised a question about the review process for Cal-GETC courses, particularly in light of minor edits made at the end of the last calendar year.
 - These edits were intended to clarify which courses would be appropriate under the revised Cal-GETC standards.
 - He expressed concerns that the revised language might allow community colleges to submit new courses that align with these updated standards.
 - North Representative Wada inquired whether there would be any training or guidance provided for reviewers in the upcoming review cycle to ensure they are aware of these changes and can evaluate new course submissions appropriately.
 - He also emphasized the importance of understanding that the exclusions in the old standards might no longer apply and that new courses could meet the updated competency standards.

V. Area F/Area 7 Submissions

- Progress update on CSU approval process for Area F/7 submitted courses
 - President Aschenbach raised concerns about the CSU approval process for Area F/7 courses, mentioning ongoing challenges and inconsistencies. Courses have been retroactively challenged and pre-approval revoked, causing frustration among faculty. President Aschenbach highlighted that the current process for these areas differs from other CSU GE areas and sought updates on any changes.
 - Chair Steffel responded by explaining that the approval process for these courses involves different core competencies, leading to a slightly different review procedure. Recently, around 200 courses were submitted for review, and a new faculty review committee was appointed.
 - Chair Steffel acknowledged the process's initial messiness but believed approval rates had improved.
 - Treasurer Stewart noted inconsistencies in course approvals between colleges and suggested that more detailed feedback on rubric-based rejections could improve transparency and understanding.
 - Chair Steffel agreed to take these concerns back for review.
 - President Aschenbach emphasized the need for ongoing monitoring of the process and communication of any changes. She also mentioned that



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faculty were seeking clarity on the need for resubmission under new standards released in December.

- Chair Steffel confirmed that, to her understanding, minimal resubmission was required outside of the new Area F, and a system-level group was working on a memo and timeline for information release and review processes.

VI. UC Updates on Area C and Area H Proposal (*Knowlton*)

- Area C - Mathematics:
 - The focus is on substituting courses for Algebra II for UC admissions, potentially involving courses emphasizing data science instead of advanced algebra components.
 - There is concern that substituting these courses may leave students underprepared for certain majors due to missing key aspects of mathematics.
 - A workgroup of content experts examined the validation of these courses and developed a report with high-level recommendations. This report was reviewed and accepted by the admissions-related committee.
 - The current focus is on the actual implementation of these recommendations, with details being worked out before public announcement.
 - One key recommendation is that any course substituting for Algebra II should cover the domain of advanced algebra comprehensively.
 - The goal is to have the implementation details ready for the upcoming review cycle in spring articulation.
- Area H - Ethnic Studies:
 - There is a proposal to include an ethnic studies requirement (Area H) for UC admissions. This would not be an additional requirement but an overlay on current A-G requirements.
 - This proposal aligns with the high school graduation requirement, which mandates one semester of ethnic studies.
 - In 2021, criteria for this requirement were developed and sent out for system-wide review. Feedback indicated some concerns.
 - A new workgroup addressed these concerns and developed updated criteria, which have now been approved.
 - Implementation details are still being worked out, including ensuring sufficient access to these courses to avoid creating barriers to UC admissions.
- Comments and Questions:



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- President Aschenbach Asked about the intersection between this effort and the math competencies discussion to be addressed later in the meeting.
- Chair Knowlton: Clarified that while the Area C workgroup's initial focus was on the time-sensitive issue of Algebra II validation, the second phase will integrate with the ongoing math competencies work. The goal is to harmonize recommendations from both efforts.
- Executive Director Lin Noted that aligning the timelines of the UC Area C workgroup and the math competencies subcommittee might require internal discussions. Mentioned that the UC might need to consider extending deadlines to ensure alignment.
- Next Steps:
 - Beth: Suggested sharing the draft of the Area H proposal with CSU's Admissions Advisory Council and APEP for preliminary feedback, instead of waiting for the UC system-wide review to be completed.

VII. ICAS Legislative Day March 6, 2024 (Steffel)

- Logistical Updates:
 - Legislative Day scheduled for March 6, 2024.
 - Executive Director Lin coordinating meeting space at UC Sacramento Center, near the State Capitol.
 - Reem involved in finalizing logistics, including location and catering.
- Event Participation:
 - Intended for Senate leadership from all segments.
 - Previous consensus was for a broader group to attend, not just the chairs.
- Key Talking Points:
 - Address legislative intrusion into educational work.
 - Highlight challenges and unintended consequences faced by faculty and students.
 - Advocate for more autonomy to refine general education and transfer policies internally.
 - Emphasize concrete examples of negative impacts on students due to legislative actions.
- Action Items:
 - Finalize logistics for the event, including space and catering.
 - Develop and refine talking points with a focus on student impact.
 - Ensure all relevant members are informed and prepared for Legislative Day.

VIII. ICAS Mathematics Competencies Subcommittee Update

(Ginni May, Michael O'Sullivan, Bob Pelayo)



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- Overview of Subcommittee Progress
 - Co-Chair May provided an update on the ICAS Mathematics Competencies Subcommittee's work. Co-Chair Michael O'Sullivan highlighted the Subcommittee's decision to start fresh rather than revise the 2013 document, referencing both previous documents and Common Core Standards. Co-Chair Bob Pelayo elaborated on the Subcommittee's crafted online survey designed to gauge mathematics usage in various disciplines.
- Approval for Deadline Extension
 - The committee discussed and sought approval for extending the final deadline for transmitting the document to ICAS.
 - Co-Chair May presented the rationale behind the request, emphasizing the need for additional time to finalize the document.
- Request for Survey Dissemination Assistance
 - Co-Chair May presented the survey dissemination plan and sought support from the committee. Executive Director Lin provided details on the targeted outreach plan, including distribution to department chairs, campus senators, and faculty listservs across segments. The survey launch date was confirmed for February 5, with a two-week duration.
- Approval of Draft Document Distribution Plan
 - The committee outlined the plan to send a draft of the document to a select group of relevant stakeholders. Chair Steffel provided details on the proposed distribution plan, emphasizing the importance of feedback from diverse perspectives.
- Actions:
 - The committee approved the extension of the final deadline for transmitting the document to ICAS.
 - Committee members agreed to support the survey dissemination plan.
 - The committee approved the draft document distribution plan.

IX. Adjournment: Minutes submitted by Reem Osman, ASCSU Administrative Support Specialist