



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

ICAS Meeting Minutes

Tuesday, May 7, 2024, 11 AM – 3 PM

Remote

ROLL CALL

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

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

UC Academic Senate (UCAS) James Steintrager, Chair; Steven Cheung, Vice Chair; Barbara Knowlton, BOARS Chair; Melanie Cocco, UCEP Chair; Katie Harris, UCEP Vice Chair (subbing for Melanie Cocco from 12-1); Brenda Abrams, Principal Policy Analyst; Kenneth Feer, Principal Policy Analyst; Monica Lin, Executive Director

GUESTS: Darlene Yee-Melichar - CSU Faculty Trustee; Jim Chalfant, the chair of ([ACSCOTI](#))

I. Introductions

- Welcome by Chair Steffel

II. Consent Calendar

- Approval of February 1, 2024, Meeting Minutes
 - Approval deferred to the May 29th
- Approval of May 7, 2024, Agenda
 - Approved

III. General Announcements

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

- Plenary Session (Mid-April): Included important resolutions with follow-ups, particularly related to Cal-GETC.
- Elections: Welcoming a new officer, LaTonya, as VP, and Stephanie Curry as Secretary. Unfortunately, Manuel Vélez will be departing from the VP role. We are also adding a new member to the officer crew.
- Recent and Upcoming Events:



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- Noncredit Institute: Gathered several hundred participants to discuss pathways to Baccalaureate completion and employment.
- Faculty Leadership Institute (June) and Curriculum Institute (July): Expecting 600-700 attendees in Pasadena, involving faculty, curriculum professionals, classified professionals, deans, and vice presidents of instruction.
- Professional Development: Offering numerous webinars in May on topics like accreditation, academic probation, and Rising Scholars Programs.
- Legislation Tracking: Monitoring legislative developments, especially as they progress through appropriations.
- Generative AI Discussions: Presented on AI in education at the Community College Trustees conference with Tricia from UC San Diego's academic integrity office. Potential discussions on expanding live testing sites due to increased AI use.
- Governance Challenges: Observing governance issues within CSU, UC, and community college systems, particularly regarding academic and professional matters. Continued efforts to support colleges facing these challenges, especially with administrative changes.
- Intersegmental Work: Continuing efforts on CID transfer alignment, DIGs, and AB 928 STEM ADT conversations. Faculty discipline review groups (FDRGs) are processing input to determine transfer pathways. Appreciation for intersegmental partners participating in these discussions.
- Common Course Numbering: Collaborating with the Chancellor's Office and faculty partners on common course numbering. More updates will be shared in the upcoming conversation.
- Collaborative Relationship: We currently have a positive and collaborative relationship with our chancellor and the chancellor's office.

James Steintrager, Chair, UC Academic Senate

- Encampments on UC Campuses:
 - The recent encampments have been a major source of concern across various UC campuses.
 - As of yesterday, encampments at UCLA and UC San Diego were cleared by police, resulting in multiple arrests, including students and non-students.
 - The system-wide Senate has limited ability to influence individual campus decisions, but we are monitoring the situation closely.
- System-Wide Senate Concerns:
 - Remote Teaching as a Default Response: There are concerns about the administration's use of remote teaching as a default response to perceived or real emergencies without sufficient Senate consultation.



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- At UCLA, classes were initially canceled and then shifted to remote teaching with delayed Senate consultation, which was neither timely nor satisfactory.
 - Efforts are underway to ensure other divisions work more closely with their administrators to avoid similar issues.
- Upcoming Board of Regents Meeting:
 - The next meeting is scheduled at UC Merced, which might reduce the likelihood of demonstrations compared to the usual locations like UCSF Mission Bay or UCLA.
 - However, disruptions are still possible, and we are preparing accordingly.
- Website Policy Decision:
 - The Board of Regents will finalize a policy on discretionary statements (formerly called political statements) on departmental websites.
 - The current draft policy aligns more closely with the Senate's guidelines on political statements, borrowing liberally from them.
 - While the policy is more satisfactory in content, there are concerns about the transition from guidelines to policy, particularly regarding implementation and enforcement.
- Congress on Online Education at UCLA:
 - Held last week, it was one of three congresses organized this year.
 - Focused on promoting online education, seen as a way to expand access and enrollment.
 - Potential impacts on the CSU system are a concern, as these changes may not be entirely beneficial.
 - This topic will likely remain an ongoing concern for UC and ICAS.

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

- CSU Board of Trustees Amendment to Title Five:
 - The CSU Board of Trustees amended Title Five to change the units for CSU General Education (GE) to align more closely with Cal-GETC despite the lack of support from students or faculty.
- Legislative Advocacy Positions:
 - The Academic Senate took positions on state and federal legislative advocacy to ensure visibility and voice for the system's concerns outside of its own structures.
- Passing of AB 3668:
 - The passing of AB 3668 secured funding for Transfer Curriculum evaluation work, recognizing the importance of funding to overcome barriers in transfer cooperation.



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- Upcoming Plenary and Elections:
 - The final plenary of the academic year will take place next week. Resolutions will be presented, including one regarding a loss of confidence in the CSU Board of Trustees, the Chancellor, and the administration. Elections for next year's officers will also be held.
- Campus Protests:
 - Several CSU campuses, including Humboldt, have seen protests, leading to communication challenges and dissatisfaction. The situation may evolve over the summer and into the fall semester.

IV. ASCCC Collaboration with ICAS per Spring 2024 *(President Aschenbach)*

President Aschenbach provided further details on the ASCCC Collaboration with ICAS per Spring 2024

- Resolutions:
 - President Aschenbach highlighted that the resolutions passed during the spring plenary primarily focused on Cal-GETC conversations, indicating a significant emphasis on this topic within the academic community.
 - President Aschenbach expressed concerns regarding the transition to Cal-GETC and the implications for students, particularly in areas with limited changes, such as oral communication courses. Retaining catalog rights for students amidst these changes emerged as a key concern.
- Ongoing conversations were noted regarding potential modifications to subject area five, suggesting a willingness to adapt existing structures to better align with the evolving educational landscape.
- President Aschenbach also discussed the importance of aligning the requirements of the seven-course pattern with Cal-GETC to enhance clarity and coherence for transfer students. This alignment aims to reduce confusion and facilitate smoother transitions between institutions.
- Additionally, President Aschenbach touched upon the need to expand grading options for dual enrollment courses, emphasizing the importance of providing flexibility for students and mitigating the potential negative impact of unsuccessful coursework on their academic progress. Specifically, allowing pass/no pass grading for A-G requirements was highlighted as a strategy to achieve this goal.

V. Common Course Numbering

- President Aschenbach provided an extensive update on the progress of the Common Course Numbering initiative. She outlined the formation of workgroups and the development of templates for six high-enrollment general education courses. The pressure to meet legislative deadlines and the importance of faculty involvement were emphasized.



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- President Aschenbach discussed the alignment of course templates with existing standards like CID descriptors and the inclusion of common elements to facilitate transferability and articulation.
- She stressed the need for faculty input and announced upcoming faculty convenings in June to ensure broad representation and collaboration across systems.
- President Aschenbach highlighted the communication sent to academic senate presidents to nominate faculty participants and the timeline for faculty engagement. She acknowledged the challenges of coordinating participation but expressed optimism about the initiative's progress.
- Executive Director Mica confirmed the timing of communications to be sent out to Chair Steintrager and Chair Steffel.

VI. Presentation of the Area C Workgroup's Phase I report and recommendations (*Chair Steintrager & Executive Director Lin*)

- Chair Steintrager explained that the workgroup, convened by the admissions committee, focused on examining the requirements for Area C, which pertains to math admissions requirements, including the A-G requirements. The Phase I report concluded with no recommended changes to the admissions requirements, maintaining the existing criteria for math courses. However, there was a clarification regarding data science and statistics courses, which could not substitute for Algebra Two or the final integrated math course.
- Executive Director Lin elaborated on this clarification, highlighting that certain advanced math courses, particularly those in data science and statistics, were deemed ineligible to substitute for lower-level math courses because they did not build upon foundational math concepts.
- Looking ahead to Phase II, the workgroup would delve into defining the content requirements for data science and other advanced math courses to qualify for validation potentially.
- Chair Steintrager acknowledged the controversy surrounding this decision and emphasized that the Phase I report had been endorsed by both the Board of Regents and the Academic Council.
- Regarding the timeline for Phase II, he suggested that it might coincide with May,

VII. Cal-GETC Standards Version 2.0

- Chair Steffel: Introduction and Motion Discussion
 - Chair Steffel introduced the next item on the agenda: the action on approving the Cal-GETC Standards Version 2.0. She noted that the standards and the updated certification form, along with a list of changes between Versions 1.1 and 2.0, were linked in the agenda.



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- Chair Steffel mentioned that the standards group largely agreed that the proposal should go forward, though there were recommendations for future considerations
- President Aschenbach's Input on Version Numbering
 - President Aschenbach raised a question about the numbering, suggesting that instead of jumping to 2.0, it might be more consistent with historical precedent to use Version 1.2. She noted that past updates were incremental, and the jump to 2.0 might be unnecessary at this stage.
- Chair Steffel's Response and Motion for Numbering Change
 - Chair Steffel opened the floor to a motion to change the numbering from 2.0 to 1.2. The motion was made and seconded.
- Poll and Outcome
 - Chair Steffel initiated a poll to decide on the numbering. The poll offered the option to change to 1.2 or retain 2.0. After the voting concluded, the motion to change the numbering to 1.2 passed. Chair Steffel confirmed that the document would be updated accordingly and that any formatting or grammatical errors would be corrected before publication.
- Further Discussion on Standards
 - Vice Chair Boyd raised a question about recommendations regarding Area 5, particularly edits proposed by the UC about the sciences being separated into different disciplines. Chair Beth clarified that those recommendations were intended for consideration next year, not immediate action.
 - President Aschenbach agreed, stating that while including those recommendations would be beneficial, they arrived too late in the process and should be considered in future standards subcommittee discussions.

VIII. Cal-GETC Course Pattern Review

- Chair Steffel introduced the item, highlighting the need to review the Cal-GETC course pattern, especially in light of recent CSU Board of Trustees changes.
- CSU Concerns:
 - Application to All Students: The previously agreed transfer pattern from May 2018 is now applied to all students, not just transfer students.
 - Impact on Consistency: Concern about the CSU potentially developing 23 different sets of graduation requirements, which could affect humanities, lifelong learning, self-development, and first-year experience programs.



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- Impact on Student Success: These changes may negatively impact student success and retention rates.
 - Reduction in Humanities: The alignment to Cal-GETC could reduce lower-division language offerings by 50%, affecting languages other than English.
- Ethnic Studies Requirement:
 - State Law Mandate: CSU must include ethnic studies in their curriculum.
 - Potential for Unit Redistribution: Not including ethnic studies in Cal-GETC could free up units for other courses like first-year experience or humanities.
- CSU's Relationship with Oral Communications: Considering retaining oral communications as a unique requirement for CSU students.
- UC Concerns:
 - Reduction in Arts and Humanities: Concerns about the impact on the transfer pathway.
 - Lifelong Learning and Self-Development: Both community colleges and CSU have raised concerns about eliminating these courses.
- Open Discussion:
 - President Aschenbach: Asked for clarification about the document in review, noting that it might be an early framework not reflecting the current standards. The document lacks ethnic studies and lifelong learning and self-development courses.
 - Chair Steffel clarified: The document is an early thought of potential changes to Cal-GETC, not a current proposal.
 - President Aschenbach: Confirmed that the document is a potential proposal.
 - Chair Steffel: Affirmed it has complete potential.
 - Executive Director Lin: Commented that swapping in ethnic studies for UC would make sense due to historical integration needs, but incorporating lifelong learning and self-development into Cal-GETC could be problematic due to UC's lack of alignment and the impact on course volumes.
 - President Aschenbach: Noted potential issues with the framework, such as area definitions and the potential double requirement of ethnic studies, which could further reduce coursework in other areas. Suggested continuing conversations about Cal-GETC content, including possible changes to area designations.
 - President Aschenbach: Asked about the intention behind oral communication requirements and whether it would create separate requirements for CSU.
 - Chair Steffel: Clarified there would be no separate sets of requirements; any negotiated changes would form a singular pathway.
- Additional Comments:



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- Treasurer Stewart: Highlighted issues with the ethnic studies curriculum approval process, citing inconsistencies and lack of clear feedback on rejections. Noted that the curriculum approved at one college might be rejected at another, causing regional disparities.
- North Representative Wada: Suggested that GE reviews from the north are done by the south and vice versa, which might contribute to inconsistencies. Emphasized the need for adherence to standards and suggested professional development for reviewers.
- Chair Steffel: Added context for Area F, stating it is unique due to state law AB 1460 requirements, which mandated specific core competencies.

IX. Comments and Observations from Leg Day March 6, 2024:

- Vice Chair Boyd:
 - Overall Presence: Highlighted the group's significant presence and recognition among legislators working in higher education.
 - FaceTime with Legislators: Noted the meaningful interactions with legislators, not just staffers, indicating the group's importance.
 - Use of UCS Room: Appreciated the professional setup and coordination of the event, specifically thanking Executive Director Lin, Administrative Support Specialist Osman, and others for their efforts.
 - Comparison to Previous Year: Found this year's interactions more positive and engaging compared to the previous year.
- North Representative Wada:
 - Comparison with ACE CCC Ledge Days: Compared this event to the ACE CCC Ledge Days, noting the differences in how meetings with legislators are conducted.
 - Preference for Legislators Coming to Us: Liked the approach of having legislators come to the group's location, though also appreciated walking to their offices in other events.
 - Praised the UC hosting venue for being conducive to productive conversations.
 - Organization: Appreciated the organization of the day and the engagement with visiting legislators.
 - Suggestion for Future Events: Suggested having prepared talking points and agreed-upon items to communicate priorities effectively. Emphasized the importance of being prepared and leaving room for open dialogue with legislators.
- Chair Steffel:



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- Acknowledgement of Efforts: Thanked Administrative Support Specialist Osman for her extensive work in organizing the event, handling logistics, and managing communication.
- Appreciation for Support: Expressed gratitude for the smooth handoff and coordination during the event, ensuring seamless interactions with visiting legislators.

X. Discussion on Credit by Exam Entities (Chair Cocco):

- Chair Cocco Addressed the issue of credit by exam requests received by UC from various entities, including some for-profit companies.
- Concerns Raised:
 - Lack of holistic learning experience: Highlighted the importance of classroom interaction, homework, and lectures in the learning process, which may not be adequately captured by exams alone.
 - Faculty workload: Expressed concerns about faculty being asked to vet exams, which could result in unpaid work and conflict with their responsibilities. Comments by Other Participants:
- North Representative Wada:
 - Acknowledged awareness of Cambridge International's efforts to promote their exams, especially outside the United States.
 - Recognized UC faculty's autonomy in deciding on the acceptance of exams but mentioned Cambridge's interest in having their exams recognized by other higher education segments.
- BOARS Chair Knowlton:
 - Shared insights from a recent letter suggesting Cambridge's interest in having lower-level exams recognized.
 - Discussed the role of Boers in evaluating exams for college credit and clarified the distinction between competency for admission and course credit.

XI. Presentation on Expansion of Chemical Engineering and Related Majors Beyond (Guest: Jim Chalfant, the chair of ACSCOTI)

- Chair Chalfant addresses the Challenges faced by transfer students in meeting major prep, GE, and unit cap requirements.
- UC perspective prioritizes major prep over GE for transfer students.
- Proposed Solutions:
 - Flexibility in Area Five of Cal-GETC:
 - Deferral of a maximum of four courses from the Cal-GETC pattern.
 - Courses deferred should not come from Area One or Area Two.
 - Area Five Requirements:



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- Addition of flexibility to Area Five to accommodate major requirements.
 - Example: Allow students in chemistry to fulfill Area Five with courses relevant to their major.
- Impact on Transfer Pathways:
 - Creation of UC Transfer Pathways (UC TPs) for various majors.
 - Pathways encompass courses required for admission to any participating major.
 - Ensures transfer readiness for multiple UC campuses.
 - Chemical Engineering Example:
 - Overview of major prep requirements and GE completion.
 - Discussion on Cal-GETC deferral and unit cap considerations.
 - Proposal to allow flexibility in Cal-GETC requirements to accommodate major prep.
 - Expansion to Other Majors:
 - Introduction of new UC Transfer Pathways for various disciplines.
 - Goal: Provide clear pathways for transfer students across UC campuses.
 - Example of electrical engineering pathway currently under development.
 - Support for Transfer Students:
 - Proposal aims to support transfer students and embrace the intent of Cal-GETC and AB 928.
 - Equity consideration: Transfer students should not be disadvantaged in completing major prep or GE requirements.
- Chair Knowlton:
 - Reiterates Chair Chalfant's point on equity for transfer students.
 - Highlights the challenge of completing difficult STEM courses without interleaving GE requirements.
 - Emphasizes the need for pathways that consider students' academic journey.
 - Erick's North Representative Wada's Comment:
 - Acknowledges the importance of focusing on major prep for transfer students.
 - Highlights the significance of providing options for engineering disciplines at CSU and UC.
 - President Aschenbach's Comment:
 - Acknowledges the alignment of the proposal with the Transfer Alignment Project.



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- Highlights potential changes to Cal-GETC and the need for further discussions.
- Executive Director Lin's Question:
 - Seeks input from CSU faculty on potential issues with flexibility in Area Five requirements.
 - Raises considerations regarding broadening science requirements.
- Chair Steffel's Reply:
 - Expresses reluctance to weigh in without consulting CSU science faculty.
 - Acknowledges the need for further discussion on proposed changes.
- Chair Chalfant's Clarification:
 - Provides additional context on the proposed changes to Area Five requirements.
 - Discusses considerations and potential challenges in implementing the proposed changes.
- Vice Chair Boyd's Comment:
 - Appreciates the discussion and shares difficulties faced by CSU in accommodating general education requirements.
 - Highlights the importance of considering different perspectives in discussions on curriculum changes.
- Chair Knowlton's Follow-up Comment:
 - Suggests the need for more specificity in defining different areas or domains.
 - Raises concerns about potential ambiguity in course requirements and the need for clarity.
- Chair Chalfant's Response:
 - Clarifies the intention behind the proposed changes and the focus on practical considerations. Acknowledges the need for further discussion and consideration of different perspectives.

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