

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

ICAS VIDEOCONFERENCE MINUTES **Friday, October 11, 2024, 9 AM – 12 PM**

Attendance

Academic Senate for California Community Colleges (ASCCC): LaTonya Parker, Vice President; Stephanie Curry, Secretary; Robert L. Stewart, Jr., Treasurer; Eric Wada, North Representative; Krystinne Mica, Executive Director

Academic Senate of the California State University (ASCSU): Elizabeth Boyd, Chair; Adam Swenson, Vice Chair; Tracy Dawn Hamilton, Secretary; Julia Curry Rodriguez, Member-at-Large; Nola Butler-Byrd, Member-at-Large; Reem Osman, Administrative Support Specialist

University of California Academic Senate: Steven W. Cheung, Chair; Deborah Swenson, BOARS Chair; Rachael Goodhue, UCEP Chair; David Volz, ACSCOTI Chair; Monica Lin, Executive Director; Brenda Abrams, Principal Policy Analyst

Guests: James Bisley, Chair, Coordinating Committee on Graduate Affairs, UC Academic Senate; Carmen Corona and Chris Procello, UC Office of the President; Fredye Harms, Principal Policy Analyst, UC Academic Senate; Michael O'Sullivan and Ginni May, Co-Chairs, ICAS Mathematics Competencies Subcommittee

I. Consent Calendar

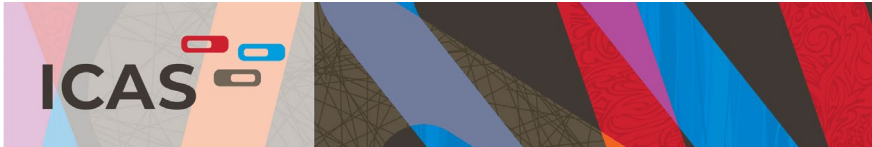
Action: Today's agenda items and their priorities were approved.

Action: The September 6, 2024 minutes were approved.

II. General Announcements

ASCCC: Vice President Parker reported that undocumented students will be celebrated next week and the ASCCC will discuss enrollment targets and resizing Assembly Bill 540 student numbers. Planning for the Fall plenary is underway. At a statewide level, ASCCC leadership is reimagining how students are onboarded via the CCC application process and involving faculty engagement with CCCApply. The CCC Chancellor's Office (CCCCO) has prioritized initiatives to keep college affordable by decreasing the cost of textbooks. The ASCCC is expanding efforts to serve justice-impacted students through mechanisms such as dual enrollment.

ASCSU: In September a joint resolution was passed opposing the time, place, and manner (TPM) policy, and the staff and faculty unions have filed California Public Employment Relations Board (PERB) complaints. ASCSU is working jointly with the American Association of University Professors against the TPM policies. There will also be a resolution that redlines language in state Senate Bill 108 that ASCSU would like removed. The proposed integration of Cal Maritime into another CSU campus is raising concerns regarding how this was handled and the status of shared governance. Another issue is



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that some CSU students' Free Applications for Federal Student Aid have not been processed. Priorities for this year include reinforcing the role of faculty in joint decision-making and consultation; upgrading systems and software; fostering relationships; and legislative advocacy and communications. The ASCSU will honor Professor Boris Ricks and ICAS members are invited to join.

UC Academic Senate: Chair Cheung announced that Jim Chalfant has stepped down as chair of the Academic Council Special Committee on Transfer Issues (ACSCOTI) and Dave Volz, the vice chair of the Board of Admissions and Relations with Schools (BOARS) has agreed to chair the special committee. The proposed date for Legislative Day will be changed to optimize legislator engagement and the meeting may be at the UC Student and Policy Center in Sacramento. A survey has been distributed to UC faculty to gather data about their perspectives and experiences and this information will be shared with the Regents and Legislature. A second survey of faculty will focus on the use of artificial intelligence. The California Assembly Committees on Higher Education and Education held an oversight hearing yesterday on issues related to UC's math admissions requirement. A joint Senate-Administration workgroup has been convened by the systemwide provost to study whether UC should establish a systemwide academic calendar.

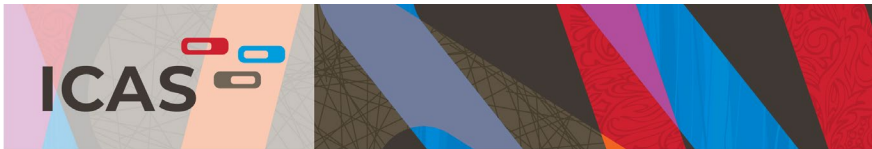
III. **Doctoral Program Approval Process and Faculty Involvement**

Elizabeth Boyd, Chair, ASCSU; Nola Butler-Byrd, Member-at-Large, ASCSU; James Bisley, Chair, Coordinating Committee on Graduate Affairs (CCGA), UC Academic Senate; Carmen Corona and Chris Procello, UC Office of the President; and Fredye Harms, Principal Policy Analyst, UC Academic Senate

Member-at-Large Butler-Byrd remarked on the importance of applied and professional doctoral programs to people who would benefit from higher education. Following the passage of legislation allowing CSU to offer these programs, there is the challenge of implementation. Involvement of CSU faculty in the review of the proposals needs to increase, and the ASCSU would like ICAS to devise a plan similar to the one for the CCC baccalaureate degree program proposals (BDPPs). Representatives in the Academic Planning unit at UC Office of the President (UCOP) have partnered with individuals in the CSU Chancellor's Office to look at what constitutes a program, the criteria to determine if there is duplication, and a timeline for proposal submission. CCGA has reviewed the materials developed with the goal of simplifying the process for both the CSU and UC, and that committee's critical input has been conveyed to CSU.

UCOP staff have taken into account the workload for CSU and UC faculty and considered at what stage proposals should be transmitted to UC. The first proposals are expected in August 2025 and, while the legislation permits 10 proposals a year, CSU expects to submit no more than five. CSU is being very intentional about the programs it will propose and its approach has been informed by the work on the CCC BDPPs. UCOP staff appreciate the productive collaboration and believe that open lines of communication and transparency about the process should enable the effort to move forward positively.

Discussion: Chair Bisley explained CCGA's standard process for reviewing graduate degree proposals which utilizes external reviewers. CCGA hopes that CSU proposers will share an executive



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summary that can be used to determine any overlap with UC programs. The proposals will have been well researched by CSU before they are sent to UC.

IV. Time, Place, and Manner (TPM) Policies

Elizabeth Boyd, Chair, ASCSU and Steven W. Cheung, Chair, ICAS and UC Academic Senate

Chair Boyd was interested in learning more about the unfair labor practice complaint filed against UC in the interest of learning how the segments might support one another in dealing with TPM policies. In late August, UC President Drake issued a letter with four main points about expressive activities, including developing a framework for consistent implementation across UC campuses and launching the systemwide Campus Climate Initiative. Each UC campus will have a group with a least two Senate faculty to develop a plan to submit to UCOP by the end of the year. UCOP's Vice Provost for Graduate, Undergraduate and Equity Affairs will review the plans and use them as the basis for a systemwide framework. Chair Cheung described the unfair labor practice complaint, noting that UCOP is investigating the matter.

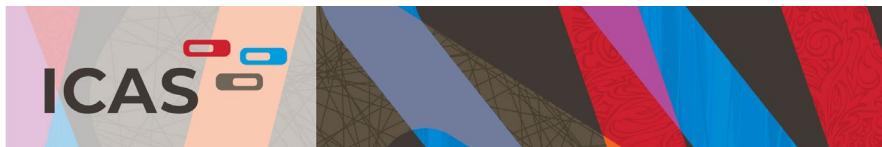
Discussion: CSU read the legislation as calling for the creation of one systemwide framework for all campuses and the ASCSU has serious concerns about the underlying process. UC campuses have different cultures and UCOP will identify boundaries to variations. Students have always had the right to protest and new laws are constraining this activity. There is a tension between supporting expressive activity and supporting a positive educational environment.

V. Common Course Numbering (CCN) Initiative

LaTonya Parker, Vice President, ASCCC

Vice President Parker shared that the CCCC has disseminated the course templates to the CCC campuses and the CCN course template surveys for the phase two disciplines have also been distributed. Information is available on CCCC's CCN website and guidance is available via webinars. There are questions in the field about protecting articulation around the first courses in phase one. The composition of the CCN faculty workgroups that will convene later this month has been identified and they will include faculty representatives from all the segments. UC faculty are needed for the November and December workgroups. Faculty nominations for the November workgroups are due October 28th and nominations for the December groups are due November 12th. A post-survey will be sent to the field after all workgroups have convened and this is a critical component to ensuring faculty voices are heard throughout the process.

Discussion: Recruiting UC faculty can be difficult because the workgroups will meet on three consecutive days, so questions arose on whether emeriti faculty not currently teaching can serve on the groups or if faculty could attend only some of the meetings. Executive Director Mica indicated that the decision to nominate emeriti faculty is up to UC. The preference is to have faculty who can attend three of the four November meetings because the templates for Science, Technology, Engineering and Mathematics (STEM) courses are likely to be more difficult to align. Attending just two days of the December convening should be fine.



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VI. Credit for Prior Learning (CPL) and the California General Education Transfer Curriculum *LaTonya Parker, Vice President, ASCCC*

The ASCCC seeks clarity about the position of ICAS on CPL as community colleges strive to increase completion rates and transfer degree completion. Work is being done at systemwide to map articulation pathways and having key faculty involved. There is an initiative to expand the capacity for making CPL a reality for students and this involves looking at how the CCCs serve active military students, formerly incarcerated students, and high-demand industry sectors. The CSU currently has greater articulation of CPL than UC does for prospective CCC transfer students, which raises questions about how UC can be encouraged to consider policies for CPL. The CCC representatives offered to provide a demonstration of the Mapping Articulated Pathways Initiative.

Discussion: For articulation purposes there is currently only one pathway and expanding beyond this is the question. CPL comes in different forms which include universally accepted standardized tests like Advanced Placement (AP) and the International Baccalaureate. However, there are differences in how the College Level Examination Program scores and competency-based education are accepted by UC and CSU, which impacts CCC students' transfer options and has financial aid implications. These issues may be discussed by the Cal-GETC Standards Review Committee. Last year, the UC Academic Senate's University Committee on Educational Policy issued a memo about credit by exam which asserted that taking an exam is not the same as taking a course. BOARS will be hearing about changes the College Board has made to grade AP exams more leniently. It might be helpful for the Cal-GETC Standards Review Committee to know how the CCC is prioritizing various ways of recognizing CPL and how this practice lines up with the other segments to determine if there is any pattern. The CCCs are instructed to accept CPL credits by Title V and Education Code requirements.

VII. Cal-GETC Standards Review Committee Update *Eric Wada, Chair, Cal-GETC Standards Review Committee*

Chair Wada notified ICAS that CSU faculty representatives are still needed for the Cal-GETC Standards Review Committee and asked members to recommend articulation officers to participate in the meetings. The Committee will consider establishing partial Cal-GETC and how CPL might fit into the standards. There are plans to create a process manual to outline the review process and timelines and to have professional development and training for reviewers. The Committee's discussion will be key to implementing the AB 2057 requirement for additional transfer model curricula in many STEM disciplines. Since these are high-unit majors, flexibility in general education will be needed and partial Cal-GETC certification will be an important factor. The possibility of restructuring Subject Area 5 (Physical and Biological Sciences) along the lines of Subject Area 4 (Social and Behavioral Sciences) will be explored.

VIII. First Read of the Revised ICAS Mathematics Competencies Statement *Michael O'Sullivan and Ginni May, Co-Chairs, ICAS Mathematics Competencies Subcommittee*

Two of the chairs of the ICAS Mathematics Competencies Subcommittee joined ICAS to explain the updated document. The Subcommittee included CCC, CSU, and UC faculty along with Mike Torres,



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Director of the Curriculum Frameworks & Instructional Resources Division at the California Department of Education. Ted Coe served as a special advisor and UC Academic Senate Executive Director Lin and Academic Senate Analyst Abrams provided committee support. The Mathematics Competencies Statement was first written in 1997 and updated in 2013, and the Subcommittee based its work on fully revamping the 1997 document. The Subcommittee’s charge included a focus on supporting stronger and more equitable student outcomes in mathematics and quantitative reasoning.

Discussion: Chair Cheung commented that the document reads well. The Subcommittee members wanted to write about the joy of math in a way that would resonate, but found this to be difficult. ICAS members expressed appreciation for the approach that was taken by the Subcommittee, stating that the new Statement is clear and an improvement over the 2013 document. There are good recommendations for students who start at CSU or UC, but not all students will have access to higher-level math courses. Executive Director Lin is in communication with President Aschenbach and ASCCC Executive Director Mica about the copy editing process and the plan for the Statement to be sent to the copy editor after the second read in December. Members are welcome to suggest changes before the next ICAS meeting takes place.

IX. California State Auditor's Report on Transfer

Chair Cheung invited members to share their impressions of the California State Auditor’s recent report on transfer. The report suggests that intervention is needed to correct granular campus variations. The Auditor noted that the transfer student population is less diverse than that of four-year students. The report does not acknowledge institutional capacity constraints.

Discussion: The ASCCC and ASCSU have not had formal conversations about the report.

X. New Business

There was no new business introduced.

Videoconference adjourned at: 11:48 AM
Minutes prepared by: Brenda Abrams
Attest: Steven W. Cheung