

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

## **ICAS VIDEOCONFERENCE MINUTES**

### **Monday, February 24, 2025, 1 PM – 3:15 PM**

#### **Attendance**

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

**Academic Senate of the California State University (ASCSU):** Elizabeth Boyd, Chair; Adam Swenson, Vice Chair; Tracy Dawn Hamilton, Secretary; Beth Steffel, Immediate Past Chair; Nola Butler-Byrd, Member-at-Large; and Reem Osman, Administrative Support Specialist

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

#### **I. Consent Calendar**

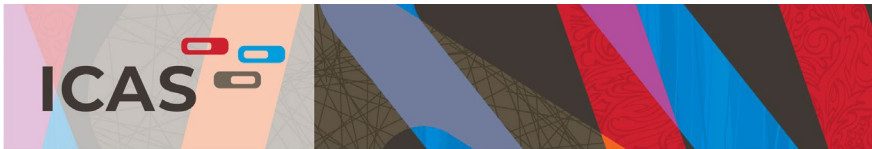
**Action:** Today's agenda items and their priority were approved.

**Action:** The January 30, 2025 videoconference minutes were approved.

#### **II. General Announcements**

**UC Academic Senate:** UC is trying to manage the flurry of executive orders from the federal government and there is uncertainty related to federal grants, financial assistance, and programs cited in the recent Dear Colleague letter. There are concerns about the ramifications of the directive from the National Institutes of Health regarding capping the indirect recovery rate at 15%. One immediate question is whether the UC should pause enrollment of graduate students, which would change the shape of the research enterprise. A workgroup co-chaired by Vice Chair Palazoglu is studying various models for a common academic calendar for all campuses with undergraduate students and a report will be issued for systemwide review in March. On another matter, the Regents have tasked the Senate and Academic Personnel at UCOP to explore options for greater efficiency in Privilege and Tenure hearings and investigative processes for allegations of faculty misconduct.

**ASCSU:** CSU is monitoring the impact of federal orders on research and education, and is doing what it can to support vulnerable students. The Committee on Higher Education held a hearing at Sonoma State and conflicting numbers about the budget situation for that campus have been reported. The campuses are restructuring in response to budget restraints and enrollment declines. During the January Board of Trustees meeting, an announcement was made about partnerships with corporations to form a collaborative on artificial intelligence (AI) and workforce innovations, an endeavor that



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reportedly costs \$16M. The ASCSU office is in transition as the interim program manager will leave at the end of this week and this position will be advertised in the next few months. The ASCSU is planning a conference, “Faculty Experiences and Perspectives in the CSU: A Call to Action,” to be held on March 15. Chair Boyd announced that San Diego State University is now a Research 1 university.

**ASCCC:** President Aschenbach reported that the ASCCC is dealing with uncertainty related to changes being made by the federal government. There are concerns about minority serving institution grants and how CCC students will be affected after they transfer to CSU and UC. Students are indicating that they do not feel safe on campus. CCC has an AI Council and the Chancellor’s Office (CCCCO) wants to contract with DreamScape Learn to develop courseware, and the ASCCC is advocating for faculty to be involved with this initiative from the beginning. The ASCCC is reviewing bills introduced by the state legislature to understand what is ahead, and the leadership was in Washington, D.C. last week to advocate for community colleges. ASCCC’s advocacy day was in Sacramento last week and there were fruitful meetings with 50 legislators. Work on various transfer initiatives continues, including the Course Identification Numbering System and Transfer Alignment Project response to the Assembly Bill 928 (AB) Implementation Committee and AB 2057. New associated degrees for transfer that are aligned with transfer model curriculum and UC Transfer Pathways have been sent to the CCCCCO. Course outlines of record developed in phase one of the Common Course Numbering project have been submitted to UC and CSU, templates from phase two are being finalized, and phase three is about to start.

### **III. Common Course Numbering (CCN) Update**

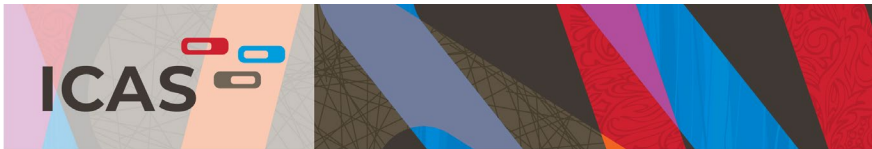
*Cheryl Aschenbach, President, ASCCC*

The course outlines of record developed in phase one were submitted via ASSIST in December for review by CSU and UC. The phase two CCN workgroups will reconvene in February to finalize the templates based on the survey responses, and an additional survey will be distributed regarding 15 courses. The ASCCC is charged with developing at least 50 courses in phase three, which is a significant increase. Various Senate representatives are meeting with administrators from the three segments to discuss articulation in general and the vision for CCN. Common numbering without changes to articulation processes will lead to more confusion for students. Announcements about phase three will be distributed later this week and the ASCCC would like to receive nominations from CSU and UC in March and early April. The phase three workgroups will convene in June over three or four consecutive days. President Aschenbach emphasized that the participation of UC and CSU faculty is critical.

### **IV. Grandfathering Intersegmental General Education Transfer Curriculum Agreements (IGETC) for the California General Education Transfer Curriculum Agreements (Cal-GETC)**

*Cheryl Aschenbach, President, ASCCC*

President Aschenbach explained that the Cal-GETC Standards outline students’ catalog rights and stated that CCC courses were grandfathered from IGETC to Cal-GETC. However, the ASCCC is hearing



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of instances where colleges have made changes to courses because of the CCN effort so the courses have to be resubmitted or, in some cases, courses might not have been approved for IGETC. Also, if a college inactivates a course that had been approved for IGETC it appears to not be eligible for Cal-GETC. This is disadvantaging some students. CCC students are not allowed to retake a course, so they have to take a different course and accrue additional units. The ASCCC is seeking a statement from ICAS indicating that a course previously approved for IGETC should be counted for Cal-GETC so students do not have to take unnecessary courses.

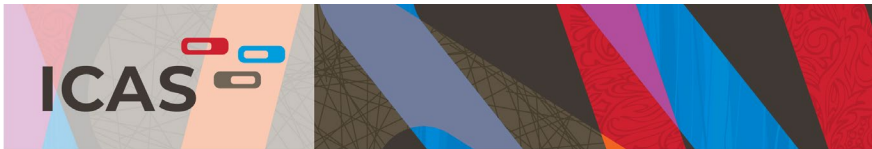
The Cal-GETC Standards Review Committee Chair reported that the subcommittee received feedback from articulation officers (AOs) in all three systems about this matter and indicated that another issue is that catalog rights are not extended to dual enrollment students. It would be helpful to have guidance from ICAS in the form of a memorandum to codify that courses approved for IGETC can count for Cal-GETC.

**Discussion:** One question is whether ICAS should instruct the Cal-GETC Standards Review Committee to propose language to add to the Standards document. Feedback from AOs suggests the language in the Cal-GETC Standards document is not sufficiently clear. The AOs on the Cal-GETC Standards Review Committee could compile a list of the most common cases that cause confusion for the Review Committee to consider. This would help to identify cases needing a full review before Cal-GETC approval is granted and there might be expedited reviews if certain criteria are met, which might apply to deactivated courses. ASSIST tracks when a course was approved and removed, so the Standards document could have language that specifies an IGETC-approved course taken within that timeframe should count for Cal-GETC. Chair Wada agrees with the suggestion to use the dates in ASSIST as a parameter, and will look at existing language related to this. President Aschenbach indicated that AOs will be consulted and the Cal-GETC Standards Review Committee will continue its discussion about this matter. CSU and UC were invited to send AOs to serve on the Review Committee. It was noted that no oral communications courses were grandfathered into Cal-GETC. The CCC courses taken by dual enrollment students are used for high school credit and therefore cannot be used for credit once they enroll at a CCC campus.

## V. Planning for April 1st Legislative Day

The talking points identified so far include: transfer; budget; students' basic needs; persistence and retention; and time to graduation. In light of the unprecedented level of defunding from the federal government, Chair Cheung suggests that ICAS impress upon the legislators that funding challenges facing the State should not translate to further cuts to the segments. ICAS could also talk to the legislators about how they can support students in the three systems.

**Discussion:** A member suggested limiting the talking points to three or four. ICAS should ask the legislators about how the segments can engage in advocacy in support of their work. ICAS should make a statement about the executive orders from the federal government and shared values across the segments. ICAS might reach out to similar bodies in different states and K-12 to build coalitions.



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ICAS can take action at other points beyond Legislative Day. It is important for ICAS to have a clear set of expectations to share with the legislators on Legislative Day to illustrate that the segments are aligned. The first talking point should be about the budget for the three systems and requesting support for closing the deficits caused by actions at the federal level, and this could be followed by the issues of transfer and continued student support.

Members should anticipate needing to inform legislators about what ICAS is and there may be some utility in clarifying the important and valuable ways in which each system differs. Legislators may be unaware of how much intersegmental collaboration already exists and that there are common goals. It was suggested that ICAS should encourage legislators to communicate with the segments when bills are being formulated. The impact of various challenges on students and the California economy in the long-term should be communicated. The threat to student financial aid is a particular concern for students who are marginalized and underrepresented in higher education. Academic freedom is under attack as is curriculum in which students can see themselves. The legislators could be asked to take a public stand on and make a commitment to these values.

AB 95 is pending legislation that would establish the Coordinating Commission for Education in California which is basically a reincarnation of the California Postsecondary Education Commission. On Legislative Day, ICAS could make the case that its members are well-qualified and positioned to do the type of work the Commission would handle. ICAS should determine its position on AB 95. Since nationwide coalitions are being developed with attorneys general who will interact with the federal government, the Attorney General should be on the invite list. Members of the Assembly Higher Education would be the appropriate legislators for discussions about the budget. The UC Senate office will draft the priority language to serve as a starting point for ICAS members to refine and embellish. Chair Cheung recommends that brief biographies of the ICAS members should be shared with the visitors in advance and available as handouts on April 1. The initial draft agenda allows for eleven 30-minute visits with breaks. ICAS members agreed the UC Senate should draft the list of legislators who will be invited.

## **VI. New Business**

Chair Cheung asked when the new Mathematics Competencies Statement will be posted on the ICAS website and Executive Director Mica indicated that this should occur in the next couple of weeks.

Videoconference adjourned at: 3:15 PM

Minutes prepared by: Brenda Abrams

Attest: Steven W. Cheung