



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

## ICAS Meeting Minutes – Monday, March 30, 2026

### Roll Call

(ASCCC) LaTonya Parker-Parnell, President; Robert Stewart, Vice President; Erik Reese, Treasurer; Eric Wada, Secretary, Stephanie Curry, North Representative; Austin Webster, Interim Executive Director, Holly Deme, Project Manager

(ASCSU) Elizabeth Boyd, Chair; Adam Swenson, Vice Chair; Tracy Dawn Hamilton, Secretary; Dana Nakano, Member-at-Large; Nola Butler-Byrd, Member-at-Large

(UC Academic Senate) Ahmet Palazoglu, Chair; Susannah Scott, Vice Chair; Catherine Sugar, UCEP Chair; Dave Volz, BOARS Chair; Bradley Queen, UCOPE Chair; Monica Lin, Executive Director; Brenda Abrams, Principal Policy Analyst; Ken Feer, Principal Policy Analyst

#### Guests:

Marci Sanchez, Assistant Director, Undergraduate Transfer Programs (CSUCO)

Quajuana Chapman, Assistant Director, General Education and Intersegmental Partnerships (CSUCO)

### I. Consent Calendar

**Action:** Approval of February 20, 2026, meeting minutes. (Curry, Wada)

**Action:** Approval of the March 30, 2026, agenda with the removal of the Dual Enrollment Data item and adjustment of Smarter Balanced item to discussion only. (Curry, Butler-Byrd)

### II. Announcements

#### a. LaTonya Parker-Parnell, ICAS Chair, and Academic Senate for California Community Colleges (ASCCC) President

- The ASCCC March 25 Legislative Day provided an opportunity to introduce our organization, including our roles and responsibilities, and to highlight the importance of higher education support and funding for the California Community Colleges and our initiatives. Key discussion areas included expansion of Pathways to Credit conversations and ongoing efforts in that space; educational initiatives that include professional development and student-facing resources that support accessibility and affordability; as well as a general overview of budget priorities. We also talked about Common Course Numbering (CCN) and provided legislators with supporting materials. It was noted that additional information and continued engagement will be necessary to build broader legislative understanding and support for CCN.
- The CCN Council met on March 26 wherein a brief CCN background was presented including some sustainability goals, infrastructure development, and efforts to support learner-centered improvements. Meeting objectives were to share updates and CCN sustainability, identify priorities for the next six months, and prepare for upcoming legislative engagements. The CCC Chancellor's Office (CCCCO) shared CCN Phase I enrollment data indicating 550,532 CCN course enrollments were

reported. The CCCC also provided updates on baseline data, Phase II implementation, projected Phase III enrollments, and noted CCCC memos and other materials are being used to build support for CCN.

- The Artificial Intelligence (AI) Academic Academy was held March 19-21 and focused on the role of AI in the CCC system. The ASCCC Spring Plenary will be held April 9-11 and will include faculty engagement opportunities for systemwide discussions, resolutions to guide and authorize the work we do, and the holding of elections.
- The CCC Board of Governors items and regulatory update highlights include Associate Degree requirements in Natural Sciences with proposed regulatory action around clarifying coursework related to the scientific method and its application (building on language introduced in a fall resolution) and emphasizing how scientific inquiry advances knowledge and drives innovation. There was also an agenda item focused on academic renewal standardization. In addition, proposed regulatory action around the awarding of Advanced Placement credit was discussed. Background context and full proposed language can be found on pages 9-10 of the document provided during the meeting.

#### **b. Ahmet Palazoglu, Chair, UC Academic Senate**

- UC Academic Senate Chair Palazoglu indicated that UC has reached a contract agreement with UAW that represents our ASEs (TA and RAs) as well as research and public service professionals and student services staff. The agreement averted a strike that was authorized by union membership back in February. The union members voted last week to ratify the agreement. UC Systemwide Provost Katherine Newman sent a letter on March 25 to the faculty providing details of the agreement. There are two key elements. First, despite the challenges from UAW, UC did stand firm on the delineation between academic work and employment by doctoral students who are employed as TAs or RAs. It was made clear in the agreement language that all academic requirements, including, among others, courses, qualifying exams, dissertations, are determined by the faculty and any grievances related to this will be automatically denied by the Graduate Deans. The second element concerns the wages and benefits and how students when employed as TAs or RAs will move up the wage steps with experience. The overall wage increase is about 4% but varies greatly between the lower and higher steps. The students also received additional benefits, including partial time outs with support. The increased wages and expanded benefits represent additional burdens on already impacted federal grants and PIs will have difficulty managing costs and keeping the same level of employment for their doctoral students. We have recently shown that in the last decade total funding for TAs and RAs has been steadily increasing while the FTEs have started decreasing around 2021 and they keep decreasing, underscoring the difficulties we face in maintaining the levels of doctoral student cohorts, especially in STEM fields. This represents an existential threat to UC's research mission.
- UCAD Plus Task Force (TF) that was convened in the fall has been examining both the short term and long-term disruptions that the university is facing and its five workgroups (WGs) have been working hard to develop strategies that would envision a resilient university going forward. TF has both academic and administration leaders as members of the WGs and its steering committee consists of myself, Provost Newman and UC Irvine Provost Hal Stern. WGs have been focusing on strengthening systemwide collaborations, facilitating inter-campus course articulation and shared curricula, as well as taking a close look at academic personnel expectations to align incentives with the evolving graduate student supervision and mentoring landscape, among others. The report is expected around June and will also address Administrative Transformation Initiatives that focus on revenue generation, restructuring and reimagining of administrative tasks.

#### **c. Elizabeth Boyd, Chair, CSU Academic Senate**

- The ASCSU has had inaugural advocacy delegations in the last two years at both state and federal levels. There has been increased engagement between faculty and legislators with faculty perspectives providing distinct insights compared to administrative advocacy. The ASCSU has been invited to three different hearings to testify on several subject areas and has multiple advocacy positions that were not in place at the end of February when efforts were first initiated at the state level. An upcoming delegation will head to Washington, D.C., in April. See the advocacy positions arising from the ASCSU March Plenary below.
  - [ASCSU State Legislative Advocacy positions](#)
- Other ICAS relevant items passed at plenary related to meeting dates. ICAS members are encouraged to share approved meeting dates to support minimal scheduling conflicts when the ASCSU begins its cycle of ICAS meeting management. Meeting date information should be sent to the [ASCSU office](#) with a copy to Betsy and Tracy McGuire.
  - [ASCSU meeting dates for 2026-27](#)
- Considerations regarding ASCSU bylaws have come into play with the convergence of Maritime into Cal Poly San Luis Obispo. This type of situation – campus closures in terms of membership – was not addressed in the Constitution and current Bylaws. As systems will undergo some potential changes over the next several years, input from the other systems who may have experienced similar scenarios would be welcome.
  - [ASCSU Bylaws re: campus closures](#)
- A resolution was passed related to the appointment process for Area 6 Course Outline of Record reviewers and CSU FDRG review groups and how we source reviewers for those areas.
  - [Appointment process for Area 6 reviewers](#)
- The CSU Board of Trustees is considering the following change to Title 5 (Section 40403 of Article 5 and Sections 40502, 40503, 40504 and 40508 of Article 6, Subchapter 2, Chapter 1, Division 5 of Title 5 of the California Code of Regulations).
  - [Proposed Amendments to Title 5 Regarding Educational Program](#)

### III. ICAS Core Values Statement

ICAS discussed revisions to the draft ICAS Core Values Statement focused on academic freedom, diversity/equity/inclusion, and governance and the related feedback from the group. Members were encouraged to review the values in terms of how it might relate to the ICAS Mission Statement. It was reiterated that when the statement is finalized it would be displayed on the ICAS website. There were suggestions to enhance the document’s coherence by adding a preamble and transitional elements to better connect the sections. Members provided additional feedback related to ensuring the language reflected intersegmental collaboration and accountability.

The conversation also raised strategic considerations around ICAS’s role in broader policy discussions, particularly regarding the Master Plan for Higher Education. The group working on the statement agreed to continue the refinement process based on the discussion and feedback provided with the intent to bring forward an updated version before the end of this ICAS term.

### IV. ICAS Legislative Day Debrief

In considering the March 12 Legislative Day, ICAS expressed appreciation for the opportunity to engage in person with legislators and staff. It was noted that the pacing of the day allowed for more thoughtful, reflective conversations. Several members suggested incorporating more in-person meetings in the future to strengthen collaboration. Follow up topics included the need to better communicate intersegmental

process, particularly around Common Course Numbering, and to more clearly convey funding needs such as support for ASSIST and student basic needs programs.

Members emphasized the importance of presenting a unified, data-informed message. The discussion also brought forward suggestions for improving engagement including a one-stop document for how programs interface with students across the segments, customizing talking points for each meeting, splitting the interactive time between relaying segmental interests and asking the legislative attendees to present on their related efforts.

## **V. Course Outlines of Record and CCN Templates**

ICAS continued its discussion on the possibility of developing a clear, ICAS-supported statement regarding the use of Common Course Numbering (CCN) templates in articulation. There was interest in strengthening the document so that it more clearly reflects the role of ICAS in advancing a faculty-driven process. The idea of incorporating a Memorandum of Understanding (MOU) to formalize and reinforce intersegmental agreement once a process is established was discussed. It was reiterated that the initial focus is on using the templates for transferability and general education review.

A theme throughout the discussion was the need for a transparent, agreed-upon process that allows templates to be reviewed and used for articulation while ensuring academic rigor and faculty oversight. It was emphasized that templates should be evaluated based on having sufficient detail and alignment with faculty-developed criteria with opportunities for feedback and revision when needed. There was recognition that existing articulation processes vary (e.g., UC transferability and eligibility, Cal-GETC, C-ID, course-to-course, major preparation).

The conversation also highlighted differing CCN levels of authority and participation across the segments. Members underscored the importance of ICAS asserting its role, particularly considering legislative expectations, while avoiding overly prescriptive direction on operational details. Overall, there was agreement that articulation should remain collaborative and that further refinement of the related statement is still needed. To support advancement on this topic, it was proposed that one representative from each segment convene as a group to refine the language based on the current input and bring those efforts to the next meeting. It was also suggested that a visual representation of the template process be included as part of the revision process.

**VI. Instruction and Assessment Modality and Course-to-Course Articulations** The discussion centered on the use of Course Outlines of Record (COR) for articulation decisions while recognizing the complexities of consistent application across course-to-course and major preparation articulation. There was an emphasis on the importance of maintaining faculty authority in determining course quality and ensuring clarity for transfer students. Concerns were raised about inconsistent practices such as using information beyond the COR which can lead to confusion and changes in how courses are accepted and potentially disadvantage students.

A significant portion of the conversation explored the role of course modality (online/in-person) in articulation and student outcomes. Considerations were raised regarding student preparedness, access, equity, and accreditation requirements. It was acknowledged that there are inconsistencies in how modality is tracked and evaluated across segments. There was agreement on the need for clearer communication and guidance, particularly if modality impacts transferability or later opportunities such as graduate programs.

## **VII. ASCCC and ASCSU Smarter Balanced Placement**

ICAS members engaged in a discussion on student placement practices across segments, with particular attention on how systems assess readiness in English and Math. There were some concerns expressed about high school student preparation and whether additional tools – such as the 11<sup>th</sup>-grade Smarter Balanced scores – might provide earlier indicators of readiness.

In sharing current practices, members highlighted the differences across systems. CCCs rely on grade point average and prior coursework given AB 705/1705 and do not use standardized placement tests. Some CSU institutions use multiple measure approaches and supplement with tools that support student self-assessment and preparation. Throughout the discussion, ICAS members emphasized the importance of equity, accuracy in placement, and early student support.

### **VIII. Future Agenda Items and Adjournment**

No future agenda items were proposed. The next ICAS virtual meeting will take place on April 13 with a final in-person meeting on Friday, May 15, 2026, at San Diego City College. More information will be provided next week.

Meeting adjourned at 1:51 p.m.

Minutes prepared by: Holly Deme