CUSF Council Meeting Online
Wednesday, June 17, 2020 Minutes

10:00 Call to Order

10:00 Attendance Roll Call

Jianhua Zhu (UMCP), Aerian Tatum (Coppin),Elizabeth Brunn (UMGC), Susan Antol (UMB), Ellen Schaefer-Salins (SU), Anna Maria Soto (Towson), Ben Arah (Bowie), Carol Molinari (UB), David Anyiwo (Bowie), Everly Brown (UMB), James Manley (Towson), Jo Boughman (USM), Jennifer Potter (Towson), Marcia Shafner (UMCP), Bill Chapin (by phone, UMES). Sabrina Fu (UMGC), Zakiya Lee (USM), Robert Kauffman (Frostburg; Chair), Jay Zimmerman (Towson), Phil Evers (UMGC), Mike Wilberg (UMCES), John Lombardi (Frostburg), Mary Crowley-Farrell (UMGC), Julie Simon (UB), Beth Clifford (Towson)

10:05 Approval of CUSF Council Minutes from May 14, 2020

10:10 Report from USM – Joann Boughman, Senior Vice Chancellor of Academic Affairs and Student Life

Main emphasis in the plans to return to campus:
- Protect
- Prevent
- Detect
- Treat/Manage

Plans for De-densification
- Daily symptom monitoring
- Testing as soon as possible
    - Faculty would stay home if they have symptoms
- Testing on arrival to campus
    - Is this wise? It doesn't last forever

- o Students with health care may send students to get tested through that
- o Contract tracing through county where student resides
- Quarantine on campus
- Management of individual and people in contact with them
- Costs being worked out – campus pay for some testing or health insurance will cover
- Messages going out to system universities
  - o If a student or faculty doesn't want to teach then they need an accommodation to not do so.
  - o If ill then you report to be absent
  - o Sick policies would be kicked into gear
  - o No "symptom monitoring police" for faculty
  - o Want safest campus if possible – app for that
    - ▪ If you have a symptom then you need to contact your doctor or possibly a nurse on campus
  - o Compared to UC San Diego – if check symptom then 90% or better of containing cases. 65 to 70% must check symptoms regularly.
  - o 90 seconds to check yourself to help others.
  - o Jay asked – but that can be symptoms for other things too
    - ▪ What symptoms should we be checking for?
  - o Qualtrics being used to check symptoms
    - ▪ Asks people if they are going to campus then asks what symptoms they have
    - ▪ Face masks can be taken off in your own office
    - ▪ Don't need cleaning for your own computer but do for multiple users of things, doorknobs
  - o Can demand people to wear masks in buildings
  - o Some campuses are starting early and not going back after Thanksgiving.
  - o Each campus working on their own plans

- Elizabeth Clifford - How will classes be covered if someone is sick a long time?
  - o Campus by campus decision
- Jay Zimmerman – What if a whole department is incapacitated? Maybe use professors from other universities?
- Elizabeth Brunn – Sick leave banks?

- o Jo – Doesn't work well
- o Jo – will maybe have to close again like we just did
- Robert – worried about law suits? Jo says we expect them but believe we are acting within the bounds of the law and in the best interested of our communities
- Jay – Are we not doing other university business now?
  - o Jo – seems we can work remotely now to do other business.
  - o People will slowly be returning to do all kinds of work. Things should continue though people are not on campus.

11:00 Chairs Report – Robert Kauffman
- o This meeting was to focus on COVID-19
- o Introduce Elizabeth Brunn to begin as Chair in Fall - Asked what does she need?

11:20 Breakout Sessions Discussion- Members were asked to break-out to small groups and discuss the pros and cons of the Campus Return Models below:

1) A modified late start model is based on the quarter system (e.g. Stanford Dates). It would have students returning to campus in waves with classes being shortened. For example, the semester would begin September 28, the classes would be 12 weeks long and end the second week in December. The students would return in staggered sessions. Freshman, transfer, graduate, and Fall athletes return first. Junior and Seniors have the first four weeks online or with some on campus contact in split classrooms depending on social distancing requirements and classroom availability.

2) In the low residency model, students would come to campus for intensive face-to-face experiences and then return home to complete the semester online. Students would be brought to campus in iterative waves. This would allow for greater density control. Intense face-to-face experiences with peers and faculty could be developed while still maintaining social distancing. The online part of the semester would be enhanced by student familiarity with each other. This model could be reversed with the online upfront and the face-to-face later.

3) In the Hi Flex Model, courses would be taught both face-to-face and online by the same instructor at the same time. Students could choose to return to campus or stay home. Those on campus could be assigned certain class slots when face-to-face is an option, allowing the schools greater control of social distancing in the classroom. This model tends to privilege synchronous learning, and to do it well often requires real-time in-class help (a TA or course assistant to manage the online students), an intentionally designed classroom and a great deal of patience from both the students and faculty.

4) In the Block Plan students would take one course at a time in 3- or 4-week blocks or sessions. They would run consecutively for the entire semester. The advantage, besides an interesting and intensive pedagogy, is flexibility. If something were to change in the situation related to the pandemic, such as a new second wave of infections, schools could more easily pivot to remote or face-to-face learning at breaks between blocks.

Questions for the breakout session:
1) Could you see this model working for your school?
2) As faculty, can you see the course changes needed to make the model successful as feasible within the time frame allotted before class would open?
3) What do you think would not work for your university?
4) If you were to adopt this model, what resources, do you think you would need as a faculty member to be successful?

11:45 Results of Break-Out Session Discussions:
- Models 1&2 most acceptable early return (1) is doable but late return would have students coming back after Thanksgiving. Most of the other models. Model 2 a little more work for faculty more prep and they felt it would be less likely to work efficiently. Models 3&4 are used in some schools already like the Block Plan at College Park. Seems to work well for some fields of study but not in others.
- Follow up is the question of messaging:
- Elizabeth Brunn – What can we do as faculty to help with messaging for all the schools together?
  - Do we create a back-to-school training?

- Do things go with the code of conduct to protect others?
- Can we create a template for the schools and have them interact with each other in a more cohesive manor?
- Susan Antol – All hands on deck for supporting campus people like admin and cleaning people and more
- Jay – Worried about academic integrity issues with more online
    - What about students without computers or cameras on their computers
    - Need a standard for student technology
- Elizabeth – We have to have rules about computers at home for students. What do students agree to? What do faculty agree to?
- Aerian – Hasn't had problems with teaching online and reaching students. Standards set in class like not accepting late papers.
- Susan Antol – Need to work on how to handle crisis. Some students were front line workers and students and could not get work done on time. What are expectations of students?
- Carol Molinari – Has to discuss on own individual class level. Talk to students about expectations. We are in uncertain times.
- Jo – Kirwan Center is working closely with campuses to provide resources (through UMGC) using CARES money. Lots of resources coming to faculty!
- Elizabeth – What expectations do we have about how people will behave? How do you enforce? Facemasks, social distance…
- Susan Antol – Working to make sure students are all in to protecting the health of each other.
    - Care-frontation model which is to have people freely accept a reminder of responsibility without feeling they are being confronted. Used in medical profession
- Elizabeth – Can we have rules for faculty compliance?
- Jay – Can't wear a mask for 6 hours. He should teach from home.
- Elizabeth Clifford – How can students social distance and wear masks on campus? House of cards to have protections for everyone. It would be better if the governor closed all campuses again like in the Spring.
- Susan Antol – Discussed staff, student life, other committees of campus people
- Elizabeth – Important to share systems and share standards across campuses and USM

- James Manley – Teach online is the best course of action. Stay home
- Aerian – Send students information on expectations for online classes.
- Ana Maria Soto – How many teachers will be on campus?
- Elizabeth – Any other ideas or information on how to move ahead with teaching?

12:20 Additional Old Business? None
 Additional New Business? None

12:30 Call for Adjournment

Meeting Recording:
https://umuc.zoom.us/rec/share/ZF8h5HfqCnKL611AmNdQFk2LTgC w5kRxvvMXSg5KDgtNnUB_S-XliE124RKus7Dk.ODxuz4IDkja7lGj7

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